



# ODISHA UNIVERSITY OF HEALTH SCIENCES, BHUBANESWAR

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F. No. OUHS/CD/322/ 1713 / 2023

Date: 17.11.2023

To

All the Dean & Principals / Directors,

All Homoeopathy Colleges affiliated under OUHS.

Sub:- Approval of

1. Regulation and Courses of Studies of BHMS

Madam/Sir,

With reference to the NCH guidelines, the document as per above subject matter should be followed by the Homoeopathy colleges affiliated under OUHS.

Yours faithfully,

  
Registrar,  
OUHS, Bhubaneswar

Date: 17.11.2023

Memo No: 1714 / 2023

Copy forwarded to:-

1. The Principal Secretary to the Hon'ble Chancellor, Raj Bhavan, Odisha, Bhubaneswar;
2. The Commissioner-Cum-Secretary, Health & Family Welfare, Odisha, Bhubaneswar;
3. Registrars of all universities of State (Previously regulated said courses)

Yours faithfully,

  
Registrar,  
OUHS, Bhubaneswar

Date: 17.11.2023

Memo No: 1715 / 2023

Copy forwarded to OSD to the Vice-Chancellor for information of the Vice-Chancellor.

Yours faithfully,

  
Registrar,  
OUHS, Bhubaneswar

**REGULATIONS & COURSES OF STUDIES  
FOR 5 ½ YEARS BHMS DEGREE COURSE – 2023  
(BACHELOR OF HOMEOPAHTIC MEDICINE AND SURGERY)**

(Approved in the 1<sup>st</sup> meeting of the Academic Council held on October, 16, 2023 and  
Executive Board held on October, 18, 2023)



Director, Curriculum

**DIRECTOR-CURRICULUM**  
Odisha University of Health Sciences  
Bhubaneswar



Registrar

**Registrar**  
Odisha University of Health Sciences,  
Bhubaneswar



**THE ODISHA UNIVERSITY OF HEALTH SCIENCES,  
BHUBANESWAR- 751009**

**REGULATIONS & COURSES OF STUDIES**  
**FOR 5 ½ YEARS BACHELOR OF HOMOEOPATHIC MEDICINE AND SURGERY (BHMS)**  
**DEGREE COURSE – 2023**

1. **Title, and commencement of the Program:**
  - i. These regulations may be called "**Bachelor of Homoeopathic Medicine and Surgery**" (In short BHMS) Regulations- 2023".
  - ii. These regulations and courses of studies (including syllabus) are in conformity with the National Commission for Homoeopathy (In short NCH).
  - iii. They shall come into force with effect from current the academic session 2023-24.
  - iv. The Regulations framed are subject to modification by the Academic Council and Executive Board of the Odisha University of Health Sciences, Bhubaneswar from time to time.
2. **Introduction:** Hippocrates [460-370 BC], the father of medicine, postulated two principles of treating diseases: one, *Contraria Contrariis Curantur* [Latin], which means opposites may be cured by opposites. This principle teaches us to treat disease by using remedies that produce opposite effects. The other principle is *Similia Similibus Curentur* [Latin], which means 'let likes be treated by likes', which was discovered by a German Physician, namely Dr. Christian Friedrich Samuel Hahnemann (1755-1843) during the year 1796.

Going forward, conventional medicine offers a drug for a specific disease; homoeopathy offers a remedy for a sick individual. The basic idea in homoeopathy is that a remedy has the potentiality to cure diseases similar to the ones this substance can produce. Therefore, it is a matter of synchronicity, between the energy of the sick person and the energy of the remedy. If the correct remedy is found then the miracle of treatment is witnessed in a rational manner. It is an admitted fact that conventional medicine accepts only one model for research: that of a 'uniform' effect of a chemical drug upon a specific pathology on all animal or human organisms, whereas homoeopathy is an individualized medicine that searches for a specific remedy to fit a unique sick organism.

Today's medical education should focus more on bedside teaching, hands on training, interventional skills, technology, project-based learning, etc. Bedside teaching is a vital component of medical education, that the learners should have the opportunities to use their senses to learn holistic medicine, a vital aspect often difficult to communicate in words.

National Health Policy 2020, the first education policy of the 21st century, urges medical education be integrated with the service delivery system, so that the students learn in the real environment and not just in the confines of the medical school. Focus of this policy in form of shaping the education system on pedagogical basis is also reflected in the new CBDC (competency Based Dynamic Curriculum) pattern of Bachelor of Homoeopathic Medicine and Surgery (B.H.M.S) Course. Thrust of this new pattern is not only to make a student directly learn something but also how to learn it, excite critical thinking, better problem-solving ability with emphasis on creative insight. The main aim is to innovate, adapt and absorb novelty in the field of homoeopathic education as per the requirement of the society at large including the emerging health challenges.

The present curriculum has been aligned with 'elective subjects', basics of biostatistics, medical education technology and the like which will provide opportunity to students to get introduced, exposed and oriented to various allied subjects that are required to understand and build interdisciplinary approach and creates more job opportunities.

Despite these ongoing initiatives, there exists a need on the part of stake holders, have a vital role to play so as to contribute towards making homeopathy mainstream and popular, as much as to



incorporate homeopathy into the conventional medical systems.

3. **Goal:** To change the perception of Homoeopathy at par with conventional medicine system and bring into the mainstream through evidence-based practice, interdisciplinary approaches and integration of education technology in Homoeopathy and enhance its acceptability.
4. **Objective:** To produce Graduates, having profound knowledge of Homoeopathy with contemporary advancement in the field, supplemented with knowledge of scientific and technological advancement in modern health science and related technology along with extensive practical training, be able to function as an efficient holistic health care practitioner in health care service in the urban and rural areas.
5. **Eligibility for admission to the Course:** The eligibility criteria as prescribed by the National Commission for Homoeopathy from time to time for admission to the Course shall be applicable to the affiliated College / Institutions under this University mutatis mutandis. In addition, candidate (s) allotted a seat on the basis of qualifying examination and merit, shall be required to submit college leaving certificate, migration certificate (if applicable) in original, physical fitness certificate and a declaration before the Principal / Director of the Institution that
  - (i) I am not continuing in any Degree Course under any State, Deemed, Central University and Autonomous Body,
  - (ii) I have not been involved in any kind of criminal and unlawful activities in the past.

Provided, after fulfilment of all condition (s), the University on receipt of student detail with prescribed fees, shall issue University Registration Number as per the provisions of the OUHS First Statute - 2023, which shall be used as Roll Number for all Professional Examination (s).

Provided further, after the admission is over, the College / Institution shall send the list of admitted students to the National Commission for Homoeopathy within cutoff date of admission for verification to ensure the compliance of the provisions of the regulations at any time.

6. **Duration:** The duration of BHMS Degree course shall be of Five years and Six months from the date of commencement of course to the date of completion of examination including rotatory internship as specified in the table-1. A learner shall not be entitled to graduate later than ten (10) years of her/his joining the first BHMS course.

**Table No-1: Duration of BHMS Degree Course.**

Cycle	Course Title	Duration
1	First Professional	Eighteen months
2	Second Professional	Twelve months
3	Third Professional	Twelve months
4	Fourth Professional	Twelve months
5	Compulsory Rotatory Internship	Twelve months

7. **Medium of instruction:** English shall be the medium of instruction for all the subjects of study and for examination of the course excepting the one Foundation Course-Local language "Odia".
8. **Commencement of the Course:** The course will commence from October / November 1<sup>st</sup> of every year or as to be prescribed by the National Commission for Homoeopathy, India from year to year.
9. **Academic Year:** The academic year shall be twelve months commencing on the first day of enrolment into the course. However, any modification of the Academic by the National Commission for Homoeopathy issued from time to time shall be deemed to be applicable and binding on the Colleges / Institutions.

10. **Attendance:** The component wise minimum attendance percentage shall be as under;

**Table No-2 Requirement of minimum Attendance Percentage.**

Subjects	Minimum attendance percentage
Subjects taught in one phase	75% theory, 75% Practical
Electives	As prescribed by NCH
Internship	As prescribed by NCH

11. **Course Cycle, Codes and Structure:** The Course Cycle and Structure of 5 ½ years BHMS Course have been prescribed hereunder.

11.1. **Course Cycle:** The 5 ½ years course cycle including 1-year compulsory rotating internship and structure prescribed hereunder **Table No 3**.

**Table No-3. 5½ Years BHMS Course Cycle including 1-year Compulsory Rotating Internship.**

Jan	Feb	Mar	Apr	May	June	July	Aug	Sept	Oct	Nov	Dec
									1-M	2	3
									1 <sup>st</sup> Prof		
4	5	6	7	8	9	10	11	12	13	14	15
PA-1		TT-1			PA-2			TT-2		PA-3	
16	17	18	19	20	21	22	23	24	25	26	27
	U Exam		Sup- U Exam 2 <sup>nd</sup> Prof			PA-1		TT-1			PA-2
28	29	30	31	32	33	34	35	36	37	38	39
	U Exam		Sup- U Exam 3 <sup>rd</sup> Prof			PA-1		TT-1			PA-2
40	41	42	43	44	45	46	47	48	49	50	51
	U Exam		Sup U-Exam 4 <sup>th</sup> Prof			PA-1		TT-1			PA-2
52	53	54	55	56	57	58	59	60	61	62	63
	U Exam		Sup U Exam RI1	RI2	RI3	RI4	RI5	RI6	RI7	RI8	RI9
64	65	66									
RI10	RI11	RI12									

Nota bene: The numerical numbers exhibited against the month re-affirms allotment of months in respect of the Professionals. The schedule of Periodic Assessment, Terminal Test (s), University End Term Examination (s) and Rotatory Internship shall be correlated with the month of course commencement for the admission batch. The Academic calendar may be modified according to directions of National Commission for Homoeopathy issued from time to time.

11.2. **Course Codes:** The 5 ½ years course cycle including 1-year compulsory rotating internship and structure prescribed hereunder **Table No 3**.

- The total number of digits used in the course is 9 and 10 in case of 3<sup>rd</sup> Professional Part- II.
- The 1<sup>st</sup> two digits (Numerical) indicates the Year of Courses of Studies.
- The 3<sup>rd</sup> digit (Letter) indicates the "Faculty" Homoeopathy.
- The 4<sup>th</sup> & 5<sup>th</sup> digits (Letters) indicate the Course Code "BHMS".
- The 6<sup>th</sup> & 7<sup>th</sup> digits (Letters) indicate the Subject Code.
- The 8<sup>th</sup>, & 9<sup>th</sup> digits (Numerical) indicate the year and sequence of the Theory Subject (s) of the year.
- The 10<sup>th</sup> digit (Letter) indicates the type of the subject i.e. Practical of the Theory Subject.



### 11.3. Structure of BHMS Course.

Table No-4. 5½ Years BHMS Course Structure.

Year	Sub Code	Title	Internal Assessment		Total	University Examination		Total
			Theory	Practical		Theory	Practical	
<b>FIRST PROFESSIONAL</b>								
1 <sup>st</sup>	23HHMFO01	Foundation Course						
1 <sup>st</sup>	23HHMAN10	Human Anatomy-I	200		460	100	180+20 (IA)=200	400
1 <sup>st</sup>	23HHMAN11	Human Anatomy-II				100		
1 <sup>st</sup>	23HHMAN1P	Human Anatomy-P		260				
1 <sup>st</sup>	23HHMPB12	Physiology & Biochemistry-II	200		460	100	180+20 (IA)=200	400
1 <sup>st</sup>	23HHMPB13	Physiology & Biochemistry-II				100		
1 <sup>st</sup>	23HHMPB1P	Physiology & Biochemistry-P		260				
1 <sup>st</sup>	23HMMHP14	Homoeopathic Pharmacy	100		230	100	90+10 (IA)= 100	200
1 <sup>st</sup>	23HMMHP1P	Homoeopathic Pharmacy P		130				
1 <sup>st</sup>	23HMMHM15	Homoeopathic Materia Medica-I	100		230	100	90+10 (IA)= 100	200
1 <sup>st</sup>	23HMMHM1P	Homoeopathic Materia Medica-P		130				
1 <sup>st</sup>	23HMMOM16	Organon of Medicine and Homoeopathic Philosophy and Fundamentals of Psychology	100		230	100	90+10 (IA)= 100	200
1 <sup>st</sup>	23HMMOM1P	Organon of Medicine and Homoeopathic Philosophy and Fundamentals of Psychology		130				
1 <sup>st</sup>		Elective (s)						
<b>Total</b>			<b>700</b>	<b>910</b>	<b>1610</b>	<b>700</b>	<b>700</b>	<b>1400</b>
<b>SECOND PROFESSIONAL</b>								
2 <sup>nd</sup>	23HMMPM21	Pathology & Microbiology - I	100		240	100	180+20 (IA)=200	400
2 <sup>nd</sup>	23HMMPM22	Pathology & Microbiology - II				100		
2 <sup>nd</sup>	23HMMPM2P	Pathology & Microbiology -P		140				
2 <sup>nd</sup>	23HMMFM23	Forensic Medicine & Toxicology	50		120	100	90+10 (IA)= 100	200
2 <sup>nd</sup>	23HMMFM2P	Forensic Medicine & Toxicology-P		70				
2 <sup>nd</sup>	23HMMHM24	Homoeopathic Materia Medica-II	50		120	100	90+10 (IA)= 100	200
2 <sup>nd</sup>	23HMMHM2P	Homoeopathic Materia Medica-II P		70				
2 <sup>nd</sup>	23HMMOM25	Organon of Medicine and Homoeopathic Philosophy	50		120	100	90+10 (IA)= 100	200
2 <sup>nd</sup>	23HMMOM2P	Organon of Medicine and Homoeopathic Philosophy		70				
2 <sup>nd</sup>		Electives						
<b>Total</b>			<b>250</b>	<b>350</b>	<b>600</b>	<b>500</b>	<b>500</b>	<b>1000</b>
<b>THIRD PROFESSIONAL</b>								
3 <sup>rd</sup>	23HMMCM31	Community Medicine	50		120	100	90+10 (IA)= 100	200
3 <sup>rd</sup>	23HMMCM3P	Community Medicine P		70				
3 <sup>rd</sup>	23HMMSU32	Surgery-I	100		240	100	180+20 (IA)= 200	400
3 <sup>rd</sup>	23HMMSU33	Surgery-II				100		
3 <sup>rd</sup>	23HMMSU3P	Surgery- P		140				
3 <sup>rd</sup>	23HMMOG34	Gynecology and Obstetrics-I	100		240	100	180+20 (IA)= 200	400
3 <sup>rd</sup>	23HMMOG35	Gynecology and Obstetrics-II				100		
3 <sup>rd</sup>	23HMMOG3P	Gynecology and Obstetrics P		140				
3 <sup>rd</sup>	23HMMHM36	Homoeopathic material Medica	50		120	100	90+10 (IA)=100	200
3 <sup>rd</sup>	23HMMHM3P	Homoeopathic material Medica P		70				
3 <sup>rd</sup>	23HMMOM37	Organon of Medicine and Homoeopathic Philosophy-I	100		240	100	180+20(IA)= 200	400
3 <sup>rd</sup>	23HMMOM38	Organon of Medicine and Homoeopathic Philosophy-II				100		
3 <sup>rd</sup>	23HMMOM3P	Organon of Medicine and Homoeopathic Philosophy-P		140				

Year	Sub Code	Title	Internal Assessment		Total	University Examination		Total
			Theory	Practical		Theory	Practical	
3 <sup>rd</sup>	23HMMRC39	Homoeopathic Repertory and Case Taking	50		120	100	90+10 (IA)=100	200
3 <sup>rd</sup>	23HMMRC3P	Homoeopathic Repertory and Case Taking - P		70				
3 <sup>rd</sup>		Electives						
<b>Total</b>			<b>450</b>	<b>630</b>	<b>1080</b>	<b>900</b>	<b>900</b>	<b>1800</b>
<b>FOURTH PROFESSIONAL</b>								
4 <sup>th</sup>	23HMMPM41	Practice of Medicine-I	100		240	100	180+20 (IA)=200	500
4 <sup>th</sup>	23HMMPM42	Practice of Medicine-II				100		
4 <sup>th</sup>	23HMMPM43	Practice of Medicine-III				100		
4 <sup>th</sup>	23HMMPM4P	Practice of Medicine-P		140				
4 <sup>th</sup>	23HMMHM44	Homoeopathic Materia Medica-I	100		240	100	180+20(IA)= 200	400
4 <sup>th</sup>	23HMMHM45	Homoeopathic Materia Medica-II				100		
4 <sup>th</sup>	23HMMHM4P	Homoeopathic Materia Medica-P		140				
4 <sup>th</sup>	23HMMOM46	Organon of Medicine and Homoeopathic Philosophy IV	50		120	100	90+10 (IA)=100	200
4 <sup>th</sup>	23HMMOM4P	Organon of Medicine and Homoeopathic Philosophy-P		70				
4 <sup>th</sup>	23HMMRC47	Homoeopathic Repertory and Case Taking-IV	50		120	100	90+10 (IA)=100	200
4 <sup>th</sup>	23HMMRC4P	Homoeopathic Repertory and Case Taking - P		70				
4 <sup>th</sup>	23HMMCM48	Community Medicine, Research Methodology and Biostatistics II	50		120	100	90+10 (IA) =100	200
4 <sup>th</sup>	23HMMRC4P	Community Medicine, Research Methodology and Biostatistics II		70				
4 <sup>th</sup>	23HMMEP49	Essentials of Pharmacology	50		120	50	40+10 (IA) = 50	200
4 <sup>th</sup>	23HMMEP4P	Essentials of Pharmacology-P		70				
4 <sup>th</sup>		Electives						
<b>Total</b>			<b>400</b>	<b>560</b>	<b>960</b>	<b>850</b>	<b>750</b>	<b>1600</b>

*NB: The Electives (Optional) as assigned in respect of subject (s) in Professional Years of the Course shall deemed to be applicable mutatis and mutandis.*

12. **Plan of Studies (Teaching, Training & Practice):** The Bachelor of Homoeopathic Medicine and Surgery (B.H.M.S) course shall consist of main programme and electives and the pattern of study shall follow the following manner, namely: -

**12.1. Foundation Programme.** - In the First Professional year, after admission, the student shall be inducted to the course through a Foundation (Induction) Programme for not less than ten days / sixty hours based on "Content for Foundation Programme". During the programme, the student shall learn history of Homoeopathy, get oriented with development of homoeopathic science across the globe, understanding on improvising interpersonal communication skills, management of stress and time, basic life support and first-aid along with other subjects as per syllabus laid down by the Homoeopathy Education Board, and approved by the National Commission for Homoeopathy.

**12.2.1. First Professional (18 Months including Examination): Teaching:** In the First Professional year, after foundation programme is over, students shall study Human Anatomy-I, Human Anatomy-II, Physiology & Biochemistry-I, Physiology & Biochemistry-II, Homoeopathic Pharmacy, Homoeopathic Materia Medica-I and Organon of Medicine and Homoeopathic Philosophy and Fundamentals of Psychology and Yoga for health promotion. In addition, a student shall choose and complete two Elective from the list (s) prescribed by the Commission after 1<sup>st</sup>



Term, and pass in one with a grade compulsory.

The total teaching hours for first professional session excluding Electives shall be not less than two thousand one hundred and six (2106). However, the working hour may be increased by the University or medical institution as per requirement to complete the stipulated period of teaching and requisite activity.

**12.2.2. Second Professional (12 Months including Examination): (Teaching)** In the Second Professional year, students shall study Pathology & Microbiology – I, Pathology & Microbiology – II, Forensic Medicine & Toxicology, Homoeopathic Materia Medica-II, Organon of Medicine and Homoeopathic Philosophy and Yoga for health promotion. In addition, a student shall choose and complete two Electives from the list (s) prescribed by the Commission after 1<sup>st</sup> Term, and pass in one with a grade compulsory.

The total teaching hours for the second professional session excluding Electives shall be a minimum of one thousand four hundred and four (1404) hours excluding Electives.

**12.2.3. Third Professional (12 Months):** In the Third Professional year, students shall study Community Medicine, Surgery-I, Surgery-II, Gynecology and Obstetrics-I, Gynecology and Obstetrics-II, Homoeopathic material Medica, Organon of Medicine and Homoeopathic Philosophy-I, Homoeopathic Repertory and Case Taking and Yoga for health promotion. In addition, a student shall be required to choose and complete two Elective from the list (s) prescribed by the Commission after 1<sup>st</sup> Term, and pass in one with a grade compulsory.

The total teaching hours for third professional session excluding Electives shall be a minimum of one thousand four hundred and four (1404) hours excluding Electives.

**12.2.4. Fourth Professional (12 Months):** In the Fourth Professional year, students shall study Practice of Medicine-I, Practice of Medicine-II, Practice of Medicine-III, Homoeopathic Materia Medica-I, Homoeopathic Materia Medica-II, Organon of Medicine and Homoeopathic Philosophy IV, Community Medicine, Research Methodology and Biostatistics II, Essentials of Pharmacology, and Yoga for health promotion.

The total teaching hours for fourth professional session shall be a minimum of one thousand four hundred and four (1404) hours excluding Electives.

**12.3. Electives:** Elective constitutes an optional course of study devised to enrich the educational experience of the student and shall be conducted as an online programme by the National Commission for Homoeopathy.

**12.4. Clinical Training & Practice:** The Clinical training of the student shall start after the second term of First Professional in the subject (s) related clinical training in the attached hospital by the concerned faculty and department in non-lecture hour as per the requirement of the subject as mentioned below-

- (i) The clinical training shall be provided in Outpatient Department (OPD), Inpatient Department (IPD), community and peripheral clinics and clinical exposure may also be arranged through appropriate audio-visual media or simulated patient.
- (ii) Students shall be placed in Hospital Pharmacy to get familiar with prescription patterns, medicine names, dosage, dispensing of medicines etc.
- (iii) The Clinical training commenced from 2<sup>nd</sup> term of the First Professional year shall continue in second, third and fourth professional sessions through the specialty Outpatient Department (OPD) and Inpatient Department (IPD), peripheral Outpatient Departments (OPDs) and community posting wherein teacher of the above departments shall be the consultant. The students shall be involved in screening patients in Outpatient Department (OPD); case taking, analysis, evaluation and totality of symptoms, clinical examination,





repertorisation and investigation including Radiology, Hematology and Pathology Laboratory and prescription writing. In addition, training for Yoga, Physiotherapy and diet and nutrition shall be provided to the student by the concerned professional.

- (iv) The Clinical training shall be on rotation basis as per the non-lecture/clinical batches and in accordance with the clinical / non-lecture teaching hour stipulated for the following subjects, namely: - Homoeopathic special and general Outpatient Department (OPD) and Inpatient Department (IPD), peripheral Outpatient Department (OPD), community Outpatient Department (OPD), with compulsory repertorisation through software.
- (v) The students shall undertake her / his practice in Outpatient Department (OPD), Inpatient Department (IPD) and specialty clinics like Pediatrics, Pulmonology, Cardiology, Nephrology, Gastroenterology, Dermatology, Psychiatry, Oncology or any other, functioning under the department, in attached hospital / Super specialty hospital with Memorandum of Understanding (MoU).
- (vi) Surgery: Eye, Ear Nose Throat (ENT), Dental Outpatient Department and any other related specialty clinics; Operation Theater Unit, Preparation room, postoperative recovery room, Sterilization, wound care & infection control, biowaste management and any specialty units in the attached hospital/Super specialty hospital with Memorandum of Understanding (MoU).
- (vii) Gynecology and Obstetrics: Outpatient Department (OPD), Inpatient Department (IPD), Labour room, procedural room, and other related specialty clinics for reproductive, mother & child health are the sub departments under the G & O Department.
- (viii) Department of Community Medicine will provide training through specialty clinics, adopted villages /health programmes i.e. awareness camps, campaigns and public health programs and Inpatient Department (IPD) for waste management, prophylaxis and health education programs. Inpatient Department (IPD) Nutritional assessment and diet requirement of cases admitted in Inpatient Department (IPD) shall be determined by the dietitian of the Hospital. Awareness about nutritional disorders and balanced diet shall be included in the training programme.
- (ix) Clinical Outpatient Department (OPD), Inpatient Department (IPD) and clinics functioning under School Health programme.
- (x) The Clinical training for the fourth professional session shall be provided in Outpatient department (OPD), Inpatient department (IPD), and Physiotherapy room in accordance with the requirement of subject, and shall be on rotation basis as per the non-lecture/clinical batches and also in accordance with the clinical/ non-lecture teaching hour stipulated for the following subjects, namely: -
  - (a) General and special Homoeopathic Outpatient Department (OPD) and Inpatient Department (IPD)
  - (b) Emergency / Casualty department in hospital
  - (c) Skill lab in hospital;
  - (d) Practice of Medicine: Outpatient Department (OPD), Inpatient Department (IPD) and specialty clinic (Pediatrics, Pulmonology, Cardiology, Nephrology, Gastroenterology, Dermatology, Psychiatry, Oncology) functioning under the department if any, in attached hospital / Super specialty hospital with Memorandum of Understanding (MoU).

**12.5. Compulsory Rotatory Internship: 12 Months:** There shall be a compulsory Rotatory Internship which consists of clinical and project work of 12 Months (daily not less than eight working hours) for each eligible student within one year after successful completion and passing of all four

professional examinations and qualified in six electives and the entire of Bachelor of Homoeopathic Medicine and Surgery. An intern during the clinical work shall attend the orientation programme, maintain an e-log book for entering date-wise details of knowledge acquired including the Rules and Regulations of the Medical Practice and Profession, Medical Ethics, Medico legal Aspects, Medical Records, Medical Insurance, Medical Certification, Communication Skills, Conduct and Etiquette, National and State Health Care Programme, and project work.

The College / Institution will notify the option for Internship to be availed by an intern, and the same is as under Table No.5.

**Table No. 5: NCH Guideline on Option for Rotatory Internship for BHMS Course.**

SI (1)	Department (2)	Option I (3)	Option II (4)
1	Practice of Medicine Outpatient Department including Psychiatry and Yoga, Dermatology, and related specialties and respective section of Inpatient Department.	Two months	Three months
SI (1)	Department (2)	Option I (3)	Option II (4)
2	Surgery Outpatient Department including Operation theatre, related specialties and Ophthalmology, Ear Nose Throat (ENT) and respective section of Inpatient Department.	Two months	Two months
3	Gynecology and Obstetrics Outpatient Department, related specialties including Operation theatre, and respective section of Inpatient Department.	Two months	Two months
4	Pediatric Outpatient Department related specialties including Neonatal Intensive Care Unit, and respective section of Inpatient Department.	One month	Two months
5	Community Medicine Outpatient Department, related specialties including Rural/Public Health /Maternal and Child Health and respective section of Inpatient Department.	Two months	Two months
6	Casualty	One month	One month
7	Primary Health Centre or Community Health Centre or Research institute of Central Council for Research in Homoeopathy or Rural Hospital or District Hospital or Civil Hospital or any Government Hospital of Modern Medicine or Homoeopathy Medicine or NABH (National Accreditation Board for Hospitals) accredited private hospital of Homoeopathy.	Two months	



13. **Scheme of Internal Assessments and passing criteria:** There shall be minimum three periodical assessments for each subject (ordinarily at 4<sup>th</sup>, 9<sup>th</sup>, and 14<sup>th</sup> month) and two term tests (ordinarily at 6<sup>th</sup>, and 12<sup>th</sup>, month) followed by final University examination. Similarly, there will be minimum two periodical assessments at 4<sup>th</sup>, and 9<sup>th</sup>, month and one term examination at 6<sup>th</sup>, month in second, third and fourth professional sessions followed by final university examination. Besides, a student shall also complete and pass in the Electives conducted by the Commission in 1<sup>st</sup>, 2<sup>nd</sup>, & 3<sup>rd</sup> Professional sessions. A student is required to appear all, and secure minimum 50% marks. The components of evaluation / assessment is as under **Table No - 6**.

**Table No-6 NCH Guideline on evaluation methods of Internal Assessments (Formative / Summative).**

SI (1)	Evaluation Method (2)
1	Practical/Clinical Performance;
2	Viva Voce
3	Open Book Test (Problem based)
4	Summary Writing (Research Papers or Synopsis);
5	Class Presentations; Work Book Maintenance;
4	Problem based Assignment
5	Objective Structured Clinical Examination (OSCE), Objective Structured Practical Examination (OPSE), Mini Clinical Evaluation Exercise (Mini-CEX), Direct Observation of Procedures (DOP), Case Based Discussion (CBD)
6	Extra-curricular activities, (Social work, Public Awareness, Surveillance or Prophylaxis activities, Sports or Other activities which may be decided by the Department);
7	Small Project

**13.1. Scheme:** The Assessment of students shall be in the form of Formative and Summative Assessments as under-

(a) **Formative Assessment** - Students shall be assessed periodically to assess their performance in the class, determine the understanding of programme material and their learning outcome in the following manner, namely: -

(i) Periodical Assessment shall be carried out at the end of teaching of a topic or module or a particular portion of syllabus and the evaluation methods as per the following table may be adopted as suits to the content, namely: Table No- 07, 08, 09, 10, 11, 12, 13, 14, & 15.

First Professional: There shall be minimum three periodical assessments for each subject (ordinarily at 4<sup>th</sup>, 9<sup>th</sup>, and 14<sup>th</sup> month) and two term tests (ordinarily at 6<sup>th</sup> and 12<sup>th</sup> month) followed by final University examination. Similarly, there shall be minimum two periodical assessments at 4<sup>th</sup> and 9<sup>th</sup> month and one term examination at 6<sup>th</sup> month followed by final university examination.

(ii) (a) internal evaluation shall be conducted by the College / Institute at the end of six months (First Term Test) for thirty per cent of the syllabus and at twelve months (Second Term Test) for forty per cent new part of the syllabus.

(b) The remaining thirty per cent. of syllabus shall be completed in the last six months (Third Term) before university examination;

**13.2. Distribution of Marks (Scheme & Calculation of Assessments):** The schedule and distribution of marks in respect of Subjects carrying one Theory and more have been prescribed hereunder separately under Table No 5 & Table No 6.

**Table No – 7. NCH Guideline on Scheme of Periodical Assessment and Term Tests during First, Second, Third & Fourth Professional Years of Bachelor of Homoeopathic Medicine and Surgery (B.H.M.S).**

Sl	Professional Course	Duration of Professional Course			
		3			
		First Term (1-6 Month)	Second Term (7-12 Month)	Third Term and University Examination (13-18 Month)	
	a	b	c		
(1)	First Professional	First PA and First TT -I	Second PA and Second TT-2	Third PA	Final U-Exam
(2)	Second Professional	First PA and First TT-1	Second PA	Final U-Exam	
(3)	Third Professional	First PA and First TT-1	Second PA	Final U-Exam	
(4)	Fourth Professional	First PA and First TT-1	Second PA	Final U-Exam	

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

**Table No- 8: NCH Guideline and Marks distribution of First Year of Bachelor of Homoeopathic Medicine and Surgery (B.H.M.S).**

Sl	Sub	Papers	Theory	Practical / Clinical Assessment					G Total
				5					
				Practical / Clinical	Viva	IA	Electives Grade	Sub Total	
			a	b	d	c	e		
1	AN	2	200	100	80	20	Elective I Elective- II	200	400
2	PB	2	200	100	80	20		200	400
3	HP	1	100	50	40	10		100	200
4	HM	1	100	50	40	10		100	200
5	OM	1	100	50	40	10		100	200

**NB:** The weightage of internal assessment shall be ten percent. of the total marks specified for each subject for main university examination and internal assessment shall be in the forms of practical only.

**Table No. 9 NCH Guideline on Marks distribution of Second Professional Year of Bachelor of Homoeopathic Medicine and Surgery (B.H.M.S).**

Sl	Sub Code	Papers	Theory	Practical / Clinical	Practical or Clinical Assessment				
					6				
					Viva	Electives Grade	IA	Sub Total	Grand Total
					(a)	(b)	(c)	(d)	(e)
1	PM	2	200	100	80	Elective I Elective-II	20	200	400
2	FM	1	100	50	40		10	100	200
3	HM	1	100	50	40		10	100	200
4	OM	1	100	50	40		10	100	200

**NB:** The weightage of internal assessment shall be ten percent. of the total marks specified for each subject for main university examination and internal assessment shall be in the forms of practical only.



**Table No. 10 NCH Guideline on Marks distribution of Third Professional Year of Bachelor of Homoeopathic Medicine and Surgery (B.H.M.S).**

Sl	Sub Code	Papers	Theory	Practical or Clinical Assessment					Grand Total
1	2	3	4	5					6
				Practical/ Clinical	Viva	Electives Grade	IA	Sub Total	
				(a)	(b)	(c)	(d)	(e)	
	CM	1	100	50	40	Elective I Elective-II	10	100	200
	SU	2	200	100	80		20	200	400
	OG	2	200	100	80		20	200	400
	HM	1	100	50	40		10	100	200
	OM	2	200	100	80		20	200	400
	RC	1	100	50	40		10	100	200

NB: The weightage of internal assessment shall be ten percent, of the total marks specified for each subject for main university examination and internal assessment shall be in the forms of practical only.

**Table No. 11 NCH Guideline on Marks distribution of Fourth (Final) Professional Year of Bachelor of Homoeopathic Medicine and Surgery (B.H.M.S).**

Sl	Sub Code	Papers	Theory	Practical or Clinical Assessment				Grand Total
1	2	3	4	5				6
				Practical / Clinical	Viva	IA	Sub Total	
1	PM	3	300	100	80	20	200	500
2	HM	2	200	100	80	20	200	400
3	OM	1	100	50	40	10	100	200
4	RC	1	100	50	40	10	100	200
5	CM	1	100	50	40	10	100	200
6	EP	1	50	--	40	10	50	100

NB: The weightage of internal assessment shall be ten percent, of the total marks specified for each subject for main university examination and internal assessment shall be in the forms of practical only.

**Table No 12. Distribution of Marks for Term Examination in 1<sup>st</sup> Professional Year Subjects containing 100 Marks (Homoeopathic Pharmacy, Organon of Medicine and Homoeopathic Philosophy, Homoeopathic Materia Medica) of B.H.M.S.**

Professional Course	1 <sup>st</sup> Term (1 – 6 Months)			2 <sup>nd</sup> Term (7 – 12 Months)			3 <sup>rd</sup> Term (13 – 18 Months)
	1 <sup>st</sup> PA	1 <sup>st</sup> TT		2 <sup>nd</sup> PA	2 <sup>nd</sup> TT		3 <sup>rd</sup> PA
First Professional	10 Marks Practical/Viva	50 Marks Theory	50 Marks Practical / Viva	10 Marks Practical / Viva	50 Marks Theory	50 Marks Practical / Viva	10 Marks Practical / Viva

**Table No 13. Distribution of Marks for Term Examination in 1<sup>st</sup> Professional BHMS in Subjects Containing 200 Marks (Anatomy, Physiology and Biochemistry).**

Professional Course	1 <sup>st</sup> Term (1 – 6 Months)			2 <sup>nd</sup> Term (7 – 12 Months)			3 <sup>rd</sup> Term (13 – 18 Months)
	1 <sup>st</sup> PA	1 <sup>st</sup> TT		2 <sup>nd</sup> PA	2 <sup>nd</sup> TT		3 <sup>rd</sup> PA
First Professional	20 Marks Practical / Viva	100 Marks Theory	100 Marks Practical / Viva	20 Marks Practical / Viva	100 Marks Theory	100 Marks Practical / Viva	20 Marks Practical / Viva

**PA- Periodical Assessment / TT- Terminal Test**

**Table No 14. Distribution of Marks for Term Examination in 2<sup>nd</sup> / 3<sup>rd</sup> /4<sup>th</sup> Professional BHMS in Subjects Containing 100 Marks each in Theory Paper.**

Professional Course	1 <sup>st</sup> Term (1 – 6 Months)			2 <sup>nd</sup> Term (7 – 12 Months)
	1 <sup>st</sup> PA	1 <sup>st</sup> TT		2 <sup>nd</sup> PA
1 <sup>st</sup> /2 <sup>nd</sup> /3 <sup>rd</sup> Professional	10 Marks Practical/ Viva	50 Marks Theory	50 Marks Practical/ Viva	10 Marks Practical/Viva

**PA- Periodical Assessment / TT- Terminal Test**

**Table No 15. Distribution of Marks for Term Examination in 2<sup>nd</sup> /3<sup>rd</sup> /4<sup>th</sup> Professional BHMS in Subjects Containing 200 or 300 Marks in Theory Paper.**

Professional Course	1 <sup>st</sup> Term (1 – 6 Months)			2 <sup>nd</sup> Term (7 – 12 Months)
	1 <sup>st</sup> PA	1 <sup>st</sup> TT		2 <sup>nd</sup> PA
1 <sup>st</sup> /2 <sup>nd</sup> /3 <sup>rd</sup> Professional	20 Marks Practical / Viva	100 Marks Theory	100 Marks Practical / Viva	20 Marks Practical / Viva

**PA- Periodical Assessment /TT- Terminal Test**

**13.3 Scheme of Internal Assessments Evaluation Methods:** The Scheme of Evaluation Methods for Periodical Assessment as prescribed in the Structure and relevant Table-No 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14 & 15 shall be as under;

**Table No 16. Evaluation Methods for Periodical Assessment**

SI	Evaluation Methods for Periodical Assessment
1	Practical / Clinical Performance
2	Viva Voce, MCQs, MEQ (Modified Essay Questions/Structured Questions)
3	Open Book Test (Problem Based).
4	Summary Writing (Research Papers/ Samhitas)
5	Class Presentations; Work Book Maintenance.
6	Problem Based Assignment.
7	Objective Structured Clinical Examination (OSCE), Objective Structured Practical Examination (OPSE), Mini Clinical Evaluation Exercise (Mini-CEX), Direct Observation of Procedures (DOP), Case Based Discussion (CBD).
8	Extra-curricular Activities, (Social Work, Public Awareness, Surveillance Activities, Sports or Other Activities which may be decided by the department).
9	Small Project



**13.4. Remedial Classes / Assessments:** Each College / Institution shall arrange remedial classes / sessions for students who are either not able to score qualifying marks or have missed on some assessments due to any valid reason soon after the publication of college level examinations results, and reassess.

Provided, the candidate must have fulfilled the minimum percentage of attendance in the theory, and practical / clinical sessions. This chance would be extended only after thorough analysis of the reasoned grounds for his / her absence or poor performance.

Provided further, such cases shall be placed before the Examination Committee of the College / Institution whose decision shall be final and binding.

**13.5. Internship: 12 Months:** During the rotational posting (s), the performance of an intern in a Unit / Department and her / his project work shall be assessed.

**13.5.1. Evaluation of Internship & Project. –**

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

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

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

(i) The intern will choose the topic of the subject (clinical / community / education) under a Guide / Mentor within the first month of the internship and undertake a project utilizing the knowledge of Research Methodology and Biostatistics acquired in Fourth Professional which shall run through three phases of planning (three months), data collection (three months) and finalization and writing (three months).

(ii) The writing shall be as per the format taught in the course on research methodology and will be minimal one thousand five hundred words and it shall be type written and submitted in a spiral bond form as well as in the electronic format.

(iii) The project shall end with a brief presentation to the IV Bachelor of Homoeopathic Medicine and Surgery (B.H.M.S.) students.

(iv) The principal shall assign a teacher to evaluate the project which will be with respect to the (i) Originality of the idea, (ii) Scientific methodology followed in formulating the ideas and the designs, (iii) Analysis, (iv) Results and conclusion, (v) Merits of writing, (vi) The grades shall range from A (70% and above), B (60 - 70%), C (50-60%) and D (below 50%) and a Certificate shall be awarded to the intern stating the title of the project and grade received.

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



**14. Eligibility criteria for appearing University Examinations:**

**14.1.** The final First Professional, Second Professional, Third and Fourth (Final) Professional Examinations shall be conducted by the University. A student is required to fulfill the following in order to be eligible for appearing First, Second, Third & Fourth Professional year University Examinations;

- (i) Attended at least seventy five percent. attendance in each subject in theory / lecture hours / practical and clinical / non-lecture hours separately for appearing at examination
- (ii) completed required certifiable competencies for the concerned phases of training, and successful completion and passing of examination of prescribed electives;
- (ii) Secured at least 50% of marks of the total marks combined in theory, practical / clinical and Electives;
- (iv) Not been debarred for any objectionable mis-conduct or malpractice by the institution, and University.

Provided further, if a candidate has not secured requisite aggregate in the internal assessment may be subjected to remedial measures by the institution. If he/she successfully completes their mediation measures, he/she will be eligible to appear for University Examination. Remedial measures shall be completed before submitting the internal assessment marks off / online to the university.

- 15. Examinations:** There shall be one main examination before completion of First Professional (18 (Eighteen months including University examination), Second, Third and Fourth (Final) Professional consisting of 12 (Twelve) months each and a supplementary to be conducted within 3 (Three) months from the date of the declaration of the results of the main examination for every professional.

**15.1. End Term Examinations (University):**

- i. **First Professional:** The first Professional examination shall be held before completion of first Professional training (18 months including examination), in the subjects – Human Anatomy-I, Human Anatomy-II, Physiology & Biochemistry-I, Physiology & Biochemistry-II, Homoeopathic Pharmacy, Homoeopathic Materia Medica-I and Organon of Medicine and Homoeopathic Philosophy and Fundamentals of Psychology.
- ii. **Second Professional:** The second Professional examination shall be held before completion of second professional training (12 months including examination), in the subjects - Pathology & Microbiology – I, Pathology & Microbiology – II, Forensic Medicine & Toxicology, Homoeopathic Materia Medica-II, and Organon of Medicine and Homoeopathic Philosophy.
- iii. **Third Professional:** The third Professional Examination shall be held before completion of third professional training (12 months including examination) in the subjects - Community Medicine, Surgery-I, Surgery-II, Gynecology and Obstetrics-I, Gynecology and Obstetrics-II, Homoeopathic material Medica, Organon of Medicine and Homoeopathic Philosophy-I, and Homoeopathic Repertory.
- iv. **Fourth (Final) Professional:** The fourth Professional Examination shall be held before completion of fourth professional training (12 months including examination) in the subjects - Practice of Medicine-I, Practice of Medicine-II, Practice of Medicine-III, Homoeopathic Materia Medica-I, Homoeopathic Materia Medica-II, Organon of Medicine and Homoeopathic Philosophy IV, Community Medicine, Research Methodology and Biostatistics II, and Essentials of Pharmacology.





- v. A maximum number of four permissible attempts would be available to clear the Professional Year University examination (s), whereby the 1<sup>st</sup> or 2<sup>nd</sup> or 3<sup>rd</sup> or 4<sup>th</sup> Professional course shall have to be cleared within 4 years of admission to the said course. Partial attendance at any University examination shall be counted as an availed attempt.
- vi. The weightage of internal assessment shall be ten percent of the total marks specified for each subject for main university examination and internal assessment shall be in the forms of practical only. Further, internal assessment examination shall include one periodic assessment and one term test in each term of six months.

**15.2. Scheme of Theory Examinations (Summative):**

- (i) The Nature of questions will include different types such as structured essays (Long Answer Questions - LAQ), Short Answers Questions (SAQ) and objective type questions (Selection / Supplied) (e.g. Multiple Choice Questions - MCQ). Marks for each part should be indicated separately. MCQs shall be accorded a weightage of not more than 20% of the total theory marks.
- (ii) The Practical / clinical examinations will be conducted in the laboratories and /or hospital wards.  
The Viva / oral examination should assess approach to patient management, emergencies, attitudinal, ethical and professional values.

**15.3. Uniform Formats / Templates:** The University, therefore, has prescribed following uniform format (s) to be followed at the college / institution level, and university end for all purposes under Annexure A (Series).

**15.4. Preservation of Evidences:** All evidences (Questions, Answer Booklets, and other records) maintained at College / Institution and University level shall be preserved at respective end as a part of record (Electronic / Hard Copy) for the whole tenure of 10 years of the Course and shall be subject to scrutiny at the time of verification.

**16. Registration (Formative & Summative):**

(i) The College / Institution shall register the subjects of eligible students with the University on payment of a fee as per academic calendar and to be notified by the University towards conduct of professional (Regular / Supplementary / Attempt / Detained) examinations. The College / Institution shall retain 15% of the University fees towards Examination Centres expenditure. However, such retention of fees @ 15% shall not be applicable in case of Supplementary / Attempt / Detained Examinations.

(ii) The College / Institution shall follow uniform Question pattern / template / Answer Booklets and Records for conducting Periodical Assessment and Terminal Tests (Theory, and Practical) Assessments.

**17. Passing Heads:** (i) The minimum marks required for passing the examination shall be fifty per cent in theory component and fifty percent in practical component that include practical, clinical, viva-voce, internal assessment and electives (minimum "C" Grade- Passing Criteria) wherever applicable) separately in each subject.

Provided further each two Electives passed with Grade (s) by a candidate in (conducted by the NCH) shall be mentioned in the University mark sheet (s).



Provided furthermore, the final grade would be as under;

- (i) "A" – Excellent (above 70%)
- (ii) "B" – Good (above 60 %)
- (iii) "C" – Average (around 50%)

**18. Promotion, Carry over benefit and Re-admission:**

(a) A student shall be entitled for promotion to the higher Professional when s/he has passed in all the subjects of preceding Professional year examinations conducted by the University.

Provided further; a student will be allowed to keep the term on the following conditions;

- (i) If a student passed in all the subjects of First Professional at least one term of six months before s/he is allowed to appear at the Second Professional University examination.
- (ii) If a student passed in all the subjects of Second Professional at least one term of six months before s/he is allowed to appear at the Third Professional University examination.
- (iii) If a student passed in all the subjects of Third Professional at least one term of six months before s/he is allowed to appear at the Fourth Professional University examination.
- (iv) If a candidate fails in the supplementary examination of any Professional, s/he shall join the batch of next academic / subsequent year.
- (v) A student shall be eligible to join the compulsory internship programme after passing all the subjects from First to Fourth (Final) Professional examination including six electives.

(b) A candidate seeking re-enter to the any Professional Year Course shall be subject to condition that s/he is not subject to any disciplinary action and no charges are pending or contemplated against them. In addition, s/he shall submit a declaration to the extent that s/he has not pursued or undertaken any recognized course or training during such period. The student shall follow the curriculum / syllabus in vogue (currently approved / is being followed) for the Course. However, candidates having a break of study of 2 years and above from the date of admission will not be considered for readmission.

**19. Supplementary Examination:** A supplementary examination will be held within 3 (Three) months after the date of declaration of the results of the main examination for every regular / back professional.

Provided further if a candidate has passed in one or more subjects, need not to appear in those subjects again in the subsequent permitted additional three numbers of university examinations.

**20. Classification of successful candidates and award of Degree:** The University shall follow the Class pattern till the adoption of Grading System in the Academic Council and Executive Board.

**20.1. Declaration of Class:** If a candidate having appeared in all the subjects and has passed that examination, shall be placed in Pass class irrespective of the percentage of marks secured by him/her in the whole examinations.

Provided further, the guidelines of NCH if any in the matter shall be adhered to by the University.

**20.2.** The theory, and practical (Including Elective) marks / grades secured by a student in First, Second, Third, & Fourth (Final) Professional subject code (s) (Hom-UG), title of subject (s) with equivalent terms and medium of instruction allotted by the NCH shall be suitably reflected in the final Mark Sheet (s) to be issued to the successful students by the University. However, no class shall be reflected in the Mark Sheet.



20.3. A candidate shall be awarded **Bachelor of Homoeopathic Medicine and Surgery (B.H.M.S)** Degree after passing all the examinations including six Electives with minimum "C" grade and completion of the laid down course of study extending over the laid down period and the compulsory rotatory internship extending over twelve months.

**21. Log Book, Record and Evaluation Guidelines:**

- i. It shall be compulsory for an intern to maintain the record of procedures done/assisted/observed by him on day-to-day basis in a specified e logbook / logbook as the case may be and the intern shall maintain a record of work, which shall be verified and certified by the concerned Medical Officer or Head of the Unit or Department under whom he is placed for internship.
- ii. Failure to produce e-logbook/ logbook, complete in all respects certified by the concerned authority to the Principal / Head of the Institution at the end of Internship Training Programme, may result in cancellation of his performance in any or all disciplines of Internship Training Programme.
- iii. The institution shall retain soft copy of the completed and certified –e log book / logbook and available for further verification, if required.

**22. Withdrawal from Course, Struck off from the rolls of the College / Institution Admitted and withdrawal of Degree:**

22.1. The University upon application, shall cancel the registration number issued to the candidate, and issue migration certificate on payment of fee to be prescribed by the University.

22.2. A student's name will be struck off from the rolls of the College / Institution in any of the following cases if he/ she does not qualify / pass:

- a) 1<sup>st</sup> Professional Examination in 4 attempts including regular and supplementary exams (for all subjects),
- b) 2<sup>nd</sup> Professional Examination in 4 attempts i.e. 2 regular plus 2 supplementary examinations (for all subjects)
- c) 3<sup>rd</sup> Professional Examination in 4 attempts i.e. 2 regular plus 2 supplementary examinations (for all subjects).
- d) 4<sup>th</sup> Professional (Final) Examination in 4 attempts i.e. 2 regular plus 2 supplementary examinations (for all subjects).

22.3. Any student found to have obtained admission in fraudulent manner, if the documents furnished for gaining admission by any student are found to be forged/ false/ doctored at any stage of study.

22.4. If any student is found to be involved in serious breach of discipline.

22.5. A degree awarded by the University may be withdrawn if it is found at the later stage that the candidate has submitted any forged document or ineligible at the time of admission to the course.

23. **Medal (s), Award (s) & Prize (s):** The University shall notify as and when decided by the Executive Board from time to time.

24. **Discretionary Power:** Notwithstanding anything contained in the above, in case of any doubt or difficulty as to the interpretation of these Regulation (s), the matter shall be referred to the Vice

Chancellor and his / her decision in this behalf, subject to the provisions of the OUHS Act - 2021, and 1<sup>st</sup> Statute - 2023 shall be final.

**25. Glossary of Terms Used:**

1	Case Based Learning	Case-Based Learning involves diving into real-life situations. Here, students engage with a case, often drawn from clinical practice or real-life scenarios, as a starting point for learning. These cases encourage students to apply their knowledge and think critically. They analyze the situation, consider different angles, and propose solutions. This approach transforms learning into a practical adventure where students put their knowledge to the test by solving genuine problems.
2	Case Presentation	Presentations offer a multifaceted assessment platform. They not only gauge students' depth of subject knowledge but also hone their verbal communication, organization, and public speaking abilities, fostering well-rounded development.
3	Case Taking	Assessing students' interactions with simulated patients or cases evaluates their clinical and communication skills. It demonstrates their ability to gather information, diagnose, and recommend appropriate solutions.
4	Checklist-Based Assessments	Checklist-based assessments provide structured evaluation criteria for various skills or tasks. They offer a systematic way to measure performance against predefined standards, ensuring comprehensive coverage of essential competencies.
5	Class Presentation	Presentations offer a multifaceted assessment platform. They not only gauge students' depth of subject knowledge but also hone their verbal communication, organization, and public speaking abilities, fostering well-rounded development.
6	Clinical Cases	Clinical case exams present scenarios resembling real patient encounters. Students diagnose, analyze, and propose treatment plans based on the provided information, demonstrating clinical reasoning and decision-making skills.
7	Clinical Video Cases	Clinical video cases provide a virtual insight into real-world scenarios, testing students' diagnostic and decision-making skills. By evaluating their ability to analyze and respond to complex patient situations, this assessment mirrors clinical practice.
8	Compilations	Compilations involve students gathering and presenting a collection of their work or accomplishments. This assessment method showcases their achievements, growth, and learning journey, offering a holistic view of their progress.
9	Course Code	A Code allotted by the University for smooth management of courses.
10	Creativity Writing	Creative writing assessments tap into students' imaginative prowess, challenging them to apply theoretical concepts in innovative ways. This approach fosters expression, original thinking, and the synthesis of diverse ideas.
11	Critical Reading of Papers	Critical reading of papers hones students' analytical skills as they assess research articles. This method evaluates their capacity to extract meaningful insights, identify strengths and limitations, and engage with scholarly literature.
12	CWS	Case-Writing Skills assesses students' ability to construct comprehensive clinical cases. It evaluates their understanding of clinical concepts,





		communication skills, and their capacity to present complex medical scenarios.
13	Debate	Debates immerse students in dynamic discussions, honing research skills, critical analysis, and effective articulation of viewpoints. They encourage in-depth exploration of theoretical topics while evaluating persuasive capabilities.
14	Formative Assessment	An assessment conducted during the instruction with the primary purpose of providing feedback for improving learning.
15	Hands-On Skills	Practical assessments involve performing specific procedures or tasks. Students demonstrate psychomotor skills, accuracy, and attention to detail, showcasing their competence in applying theoretical knowledge in real-world settings.
16	Home Assignments	Any task given to learners beyond regular hours with an instruction for evaluation.
17	DOPS	Directly Observed Procedural Skills assesses procedural skills under supervision. Trained assessors directly observe and evaluate students' performance, ensuring competence in performing practical tasks and procedures.
18	Identification	Identification tasks assess students' knowledge of different elements, such as specimens, objects, or components relevant to their field. It evaluates their recognition and categorization skills. Problem Solving: Practical problem-solving tasks replicate real-world challenges. Students apply their theoretical understanding to find solutions, showcasing their critical thinking and analytical skills.
19	Interactions	Interactions foster dynamic engagement by assessing students' ability to communicate, collaborate, and respond effectively to diverse situations. These interactions can encompass discussions, debates, and role plays, evaluating their interpersonal and teamwork skills.
20	Internal Assessment	Range of assessments conducted by the teachers teaching a particular subject with the express purpose of knowing what is learnt and how it is learnt. Internal assessment can have both formative and summative functions.
21	Practical Record	Practical Record, or case sheet
22	LAQ	Long Answer Questions assess in-depth understanding and critical analysis. Students are expected to provide detailed, structured responses that demonstrate their grasp of complex topics.
23	Library Assignments	Self-directed learning based on the identified learning resources in the physical and e-library.
24	Log Book	Log books provide a chronological record of students' practical experiences, activities, and accomplishments. This assessment method offers insight into their hands-on training, clinical exposure, and the development of practical skills.
25	Making of Charts	Designing charts showcases students' data interpretation and presentation skills. These assessments demand clarity in conveying complex information visually, assessing their ability to communicate effectively.
26	Making of Model	Crafting models bridges the gap between theory and practicality, evaluating students' ability to translate abstract concepts into tangible representations. This method fosters creativity, attention to detail, and spatial understanding.



27	Making of Posters	Posters amalgamate creativity and communication skills. Crafting visually compelling representations of theoretical concepts evaluates students' visual design abilities and their capacity to synthesize and present information.
28	MCQ	Multiple Choice Questions evaluate a wide range of content efficiently. They test students' recall, application, and analytical skills, offering a diverse assessment of their understanding.
29	Mini-CEX	Mini Clinical Evaluation Exercise evaluates clinical skills through direct observation in real clinical settings. It provides immediate feedback on students' performance, assessing clinical decision-making, patient interaction, and problem-solving.
30	Model	Using models, students demonstrate their understanding of complex structures, systems, or processes. This hands-on approach assesses their ability to manipulate and interact with physical representations of theoretical concepts.
31	Online Quiz	Online quizzes blend technology with assessment, catering to tech-savvy learners. They provide immediate insights into students' understanding, making it a convenient tool for self-assessment and targeted improvement.
32	Online Game-Based Assessment	Game-based assessments leverage the allure of gaming to evaluate learning outcomes. By embedding educational objectives into interactive games, they enhance engagement while measuring knowledge application.
33	OSPE	Objective Structured Practical Examination evaluates practical skills in controlled settings. It involves multiple stations, each assessing specific skills or techniques, providing a well-rounded assessment of students' proficiency.
34	OSCE	Objective Structured Clinical Examination evaluates clinical skills through a series of stations, each focusing on specific tasks. This method rigorously assesses students' ability to perform practical procedures, communicate effectively, and demonstrate critical thinking under timed conditions.
35	Patient Management Problems	Patient management problems simulate real clinical challenges, evaluating students' ability to diagnose, treat, and manage patient conditions. This method assesses their clinical reasoning and application of theoretical concepts.
36	Peer Assessment	Peer assessment involves students evaluating their peers' work, performance, or contributions. This method encourages collaboration, teamwork, and a deeper understanding of assessment criteria.
37	Portfolios	Portfolios are curated collections of students' work that showcase their achievements, reflections, and growth over time. This method encourages self-assessment, critical thinking, and the documentation of diverse learning experiences.
38	Poster	Poster presentations require students to visually present information, combining textual and visual elements. This method evaluates their capability to organize and convey complex concepts in a clear and concise manner.
39	Presentation	Presentations require students to communicate their understanding of a topic to an audience. This method enhances public speaking and communication skills, while also assessing the student's grasp of the subject matter and their ability to synthesize information effectively.
40	Practical Exam	Spotting, Identifications, Clinical Cases, Hands-On Skills Spotting and



		Identifications: These assessments test students' ability to identify and label specific elements, such as anatomical structures or specimens. They focus on recognition and recall of visual information.
41	Practical Performance	Practical performance evaluations gauge students' competency in applying acquired skills. Whether in a laboratory, clinical setting, or workshop, students are observed as they execute tasks, demonstrating their proficiency and practical application of knowledge.
42	Practical Survey	Practical surveys involve students collecting data from real-world scenarios. They learn how to design surveys, gather information, and analyze results. This method offers a hands-on experience in data collection and analysis, aligning theory with practical research skills.
43	Professional	Annual Examination is termed as Professional Examination.
44	Puzzles	Puzzles: Problem-solving puzzles push students to apply theoretical understanding in innovative ways. By challenging them to unravel intricate scenarios, these assessments nurture critical thinking, analytical skills, and adaptive reasoning.
45	Quiz	Quizzes serve as efficient assessments, evaluating students' grasp of core concepts and reinforcing theoretical fundamentals through repeated practice. They prompt ongoing review, aiding memory consolidation and providing immediate feedback on knowledge gaps.
46	Rating Scales	Rating scales provide a structured approach to evaluating students' performance across predefined criteria. They offer a quantifiable assessment of skills, behaviors, or competencies, allowing for consistent and standardized evaluation.
47	Record Keeping	Record keeping assessments focus on accurate documentation of clinical encounters, procedures, and patient interactions. This method evaluates students' attention to detail, organization, and communication skills in maintaining comprehensive records.
48	Role Play	Role-playing scenarios assess students' ability to apply theoretical concepts to real-life situations. It tests their problem-solving, communication, and interpersonal skills by immersing them in simulated scenarios.
49	SAQ	Short Answer Questions require concise written responses to specific prompts. They assess students' ability to provide focused answers, showcasing their comprehension and application of key concepts.
50	SDL	Self-Directed Learning which a learner learns in absence of a teacher guided by the identified objectives and learning resources.
51	Self-Assessment	Self-assessment encourages students to reflect on their own learning and performance. By evaluating their strengths, weaknesses, and areas for improvement, students take an active role in their educational journey.
52	SGL	Small Group Learning formed to facilitate one to one guidance of the learners and to support identified poor learners and encourage bright scholars.
53	Simulated Patients:	Simulated patients offer a controlled environment for students to interact with lifelike scenarios. This assessment method assesses clinical skills, communication, empathy, and the application of theoretical knowledge in a practical context.
54	Sub Code	A Code allotted by the University for smooth management of theory and practical subjects.
55	Structured Viva	Structured viva exams have predetermined questions and evaluation



		criteria. This focused approach ensures consistent assessment across students and covers specific learning objectives.
56	Summative Assessment:	An assessment conducted at the end of a term to check how much the student has learnt and here undertaken by the University applicable for promotion and certification.
57	SVL Lab activity	Student Virtual Labs, which is a platform that enables students to engage in interactive, and hands-on learning.
58	Team-Based Learning	In Team-Based Learning, learning is a team effort. Students prepare for class on their own, then come together in small groups to apply what they've learned. It's like a structured group activity where everyone contributes. The cool part is that it encourages students to be ready before class and helps them use what they've learned in a practical way. It's all about teamwork and applying knowledge to solve problems.
59	Theory	Theory exams assess students' understanding of fundamental concepts and principles. They often require comprehensive written responses that showcase students' knowledge, critical thinking, and ability to communicate ideas clearly.
60	Theory Extended Matching Item (EMI)	Theory Extended Matching Items present students with scenarios or clinical cases along with a list of possible responses. Students are tasked with matching the most suitable response to each scenario, thereby demonstrating their comprehension of theoretical concepts in practical contexts. This assessment method not only evaluates students' ability to recall information but also tests their application of knowledge to real-world situations, encouraging critical thinking and decision-making skills.
61	Theory Essay Writing	Theory essay writing provides students with an opportunity to explore topics in-depth. By crafting well-structured essays, students not only showcase their theoretical understanding but also their ability to analyze, synthesize, and present coherent arguments. This method assesses not just knowledge retention but also the higher-order cognitive skills of analysis, evaluation, and effective communication.
62	Theory Modified Essay Questions (MEQs)	Theory Modified Essay Questions challenge students to address complex scenarios that require the integration of theoretical concepts. By applying their theoretical knowledge to practical situations, students demonstrate their aptitude for critical thinking, problem-solving, and decision-making. This method goes beyond surface-level understanding, probing into students' ability to synthesize information and apply it effectively.
63	Theory Constructed Response Questions (CRQs)	Theory Constructed Response Questions require students to provide detailed written responses to specific prompts. This method assesses not only students' comprehension of theoretical material but also their capability to apply that knowledge to real-world scenarios. CRQs demand thoughtful analysis and application of theories, providing insights into students' ability to translate theoretical concepts into practical solutions.
64	Trainers' Report	Trainers' reports offer valuable insights into students' performance from the perspective of educators or supervisors. These assessments provide an external perspective on students' progress, clinical skills, and overall competence.
65	Viva Exams	General and Structured General Viva: General viva exams involve oral questioning on various subjects. Students must articulate their knowledge, reasoning, and problem-solving abilities in response to questions posed by examiners.



66	Word Puzzle	Word puzzles inject an element of entertainment into vocabulary acquisition. Alongside assessing knowledge of essential terms, these puzzles stimulate cognitive connections, making learning engaging and memorable.
67	360-Degree Evaluation	360-degree evaluation gathers feedback from multiple sources, including trainers, peers, and self-assessment. This comprehensive approach provides a well-rounded view of students' competencies, behaviors, and interactions.



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Total Number of Pages: (XX)		Course: BHMS
		SUB_CODE:
BHMS ___ Year Regular / Supplementary / Attempt / Detained Examination: 20___ - ___		
SUBJECT NAME:		
BRANCH:		
Max Time: 3 Hours	Sitting: 1 <sup>st</sup> 10.00 AM to 1.00 PM	
Max Marks: 100		
Q. CODE: (To be allotted by the University)		
Medium of Writing: English		
<i>(Applicable for Theory Subjects where there are two Paper)</i>		
Any Question having parts should be answered as whole at one place only. Illustrate answer with diagrams wherever relevant / required if any)		
The figures in the right-hand margin indicate marks.		
Section- A		
1	Objective Type (Selection / Supplied)	(5 x 1 Marks)
	a)	
	b)	
	c)	
	d)	
	e)	
Q 2	Structured Long Answer Questions	(1 x 10 Marks)
	a)	
Q 3	Structured Long Answer Questions	(1 x 10 Marks)
	a)	
Q 4	Short Answer Questions (Focused) / (Applied) Case based/ problem-based question	(5 x 5 Marks)
	a)	
	b)	
	c)	
	d)	
Section- B		
Q 5	Objective Type (Selection / Supplied)	(5 x 1 Marks)
	a)	
	b)	
	c)	
	d)	
	e)	
Q 6	Structured Long Answer Questions	(1 x 10 Marks)
	a)	
Q 7	Structured Long Answer Questions	(1 x 10 Marks)
	a)	
Q 8	Short Answer Questions (Focused) / (Applied) Case based/ problem-based question	(5 x 5 Marks)
	a)	
	b)	
	c)	
	d)	



Registration no:

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Medium of Writing: English		
All Questions are compulsory. Illustrate answer with diagrams wherever relevant / required <i>(Applicable for Theory Subjects where there is one Part)</i> The figures in the right-hand margin indicate marks.		
Q 1	Objective Type (Selection / Supplied)	(10 x 1 Mark)
	a)	
	b)	
	c)	
	d)	
	e)	
	f)	
	g)	
	h)	
	i)	
Q 2	Long Answer Question	(1 X 10 Marks)
	a)	
Q 3	Long Answer Question	(1 X 10 Marks)
	a)	
Q 4	Long Answer Question	(1 X 10 Marks)
	a)	
Q 5	Long Answer Question	(1 X 10 Marks)
	a)	
Q 6	Short Answer Questions (Focused) / (Applied) Case based / problem-based question	(10 x 5 Marks)
	a)	
	b)	
	c)	
	d)	
	e)	
	f)	
	g)	
	h)	
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