

SOUVENIR

National Seminar

on

Homoeopathy

on

8th, 9th & 10th January, 2016

at

Siri Fort Auditorium

Asian Games Village Complex,
New Delhi-110 049



संघीय अर्थ
MINISTRY of AYUSH
Government of India

With support of
Ministry of AYUSH, Govt. of India



Organized by
Central Council of Homoeopathy



ASSESSMENT PROGRAMME FOR TRAINING IN HOMOEOPATHY

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ABSTRACT

INTRODUCTION

Present day is the age of innovation and specialization. And with this fast moving techno-age, the Homoeopathic educational system seems to go nowhere although we are aware about the progressive minds of 21st century. Homoeopathic education is full of innumerable pages of obsolete, outdated theory with no innovation. There is lack of sufficient practical and clinical work in every Homoeopathic institution. The students and teachers are eagerly awaiting for new textbooks but no new text books. Moreover no importance is given to co-curricular activities. After completing the course many are practicing allopathic and few are doing other jobs rather than Homoeopathic profession. Many are leading a miserable life due to failure in giving relief to the patients through homoeopathy. This also increases frustrations and suicide among the students. Beyond that there are several problems like lack of infrastructure (both physical and human), very less transparency in teaching and learning on one hand and proper assessment programme on other hand and there is serious decline in the quality of teaching. Because of all these reasons the interest and enthusiasm is destroyed at Homoeopathic colleges. Look around in colleges students are just interested in passing/scoring! There is no stimulus to their innovation or imagination and clinical eyes. On the whole approximately billion worth system is designed to produce and manufacture donkeys. Some say we produce thousands of Homoeopathic doctors / medical professionals and all these are the by-product of a system flowing down to the drain. It is high time, Homoeopathic educationists start moving with the times.

BACKGROUND

In this paper discussion has unfurled on following areas: What is Homoeopathic training? What is assessment? A taxonomy approach to assessment, types of assessment, measurement for assessment for quality, assessment for learning, as learning, of learning, evaluation, diagnostic assessment, principle of assessment for learning, benefits of assessment, needs assessment for Homoeopathic training.



SUGGESTIONS

For Homoeopathic training assessment, it has been suggested to explore the entire field of study through (a) organizational analysis (b) task analysis (c) individual analysis.

CONCLUSION

Designing a training and development programme, the sequence of steps that can be grouped into five phases: needs assessment, instructional objectives, design, implementation and evaluation. However it is to be kept in mind that changing with time and technology is restructuring which is an academic perestroika absent of such will hamper any system. Basis of restructuring is level of knowledge. Knowledge is knowing about, not knowing one cannot have full knowledge. Model of knowledge is model of expanding universe of area known divided by area unknown, remain constant. If something is solved then go ahead with unsolved area.

KEYWORDS

Needs assessment, Diagnostic assessment, Learning assessment, Design, Instructional objectives, Implementation, Evaluation.

"Homoeopathy is supposed to work miracles"