

## INNOVATIVE PROGRAMMS

### A. Contribution to innovations in Teaching

Homoeopathy is a unique science, whose origin dates back to ancient days but relevance remains intact in the current neo-scientific era. Therefore, a customized approach involving both modern ancient teaching methodologies provides the maximum efficiency in learning. NIH has been following till's model with periodic evolutions. The salient contributions of innovative teaching are

1. Participative Learning by involving students in the learning process.
2. Practical training both on site and through digital method.
3. Memorization of aphorisms which form the basics of Homoeopathic theoretical knowledge along with simultaneous demonstration of their application on patients.
4. Students are given multi-faceted skills like textual knowledge, practical experience, public handling at OPD and IPD, etc.
5. Students are provided with entrepreneurial skills to develop their own learning strategy.

### B. Innovative programmes in teaching and research by the institute

Various innovative and practices activities are continuously going on in all programmes for improving teaching-learning. Being an apex institute, we are preparing M.D. (Hom) students as good teachers, good researchers and good clinicians for which we are always using innovative ideas to enhance teaching learning process. PG students are taking practical class of UG in the presence of faculty. M.D. (Hom) students are supervising key result areas in the presence of their guide and faculty. To enhance the Teaching learning process, we are using these tools as a routine strategy. Various activities are going on for Innovation and creativity in teaching-learning are as follows:

1. Innovative programmes throughout the year are conducted for teachers as well as P.G. and U.G. scholars e.g., workshops on research methodology, teaching and learning skill development programme, Yoga programmes etc.
2. Group work for medical audit, patient care, and for brain storming sessions.
3. Classroom quizzes to increase recall capacity and also to enhance memory and competitiveness.
4. Assignments for a scheduled time periods for writing a case history, spot diagnosis and compilations to write a research article.
5. Computer / multi-media aided learning on diseases specific, area specific health problems, gender specific health problems.
6. Seminar presentations on the specific subject or topic very minute and deep.
7. Small projects for a limited time period under the guidance of a faculty member and or under senior colleague who is already working on the problem.
8. Preparing PPTs for presentation by himself and to present them in the departmental seminars and laboratory practical teaching or to teach the UG students in presence of faculty member to practice of lecture delivery in a specific time span on a specific topic and to reply the questions from the audience and
9. Study tour to visit distant hospitals for specific purpose.
10. Use of ICT tools for teaching the fundamentals of Homoeopathy effectively.
11. Effective feedback mechanism for further improvement of teaching as per need and demand of students.
12. Use of information and communication tools for evaluation of students



13. Objective based teaching and assessment of outcomes through well-defined criteria
14. Preparation and distribution of e-Learning materials to students
15. Effective mentor mentee policy provides special attention by mentor to their mentees for development of the students in all aspects as their individual need and as whole.