

Course No: 1.
Curriculum for Certificate Course in Acupuncture

Duration of course- 6 Months

Eligibility:- 10th Pass

<u>Theory</u>	300 hrs
<u>Practical</u>	100hrs

Course Contents:

Basic Anatomy, Physiology, Community Diseases, Anti & Chronic Diseases, Treatment Methods & Acupuncture, Use of Needles and other material in Acupuncture, Maintaining Acupuncture Clinic.

Part-I

Anatomy & Physiology	75 hrs
Practical	20 hrs

Part II

Community Diseases, Anti & Chronic Diseases, Lab Investigation	75hrs
Practical	20 hrs

Part III

Diagnosis	75hrs
Practical	20hrs

Part IV

Methods of Acupuncture Treatments/Use of Needles	75hrs
Practical	10hrs

Part V

Materials used in Acupuncture & Maintaining the Clinic

Book Reference:

The miracle of Acupuncture

Beijing Press Publication

14 Channels

Prof: Dr.Anton Jayasurya

Power of Acupuncture

Pocket Medical Dictionary

Acupuncture (Tamil)

Dr.Sheik Ismail

Acupuncture in India

A Lawful Recognition

Sujok Seed Therapy

Park Jae Woo

Anatomy & Physiology For Nurses

Course No: 2.

Curriculum for Diploma in Acupuncture

Duration of course- 3 years (1800 hrs)

Eligibility:- +2/ Pass in Certificate Course in Acupuncture

<u>Theory</u>	1400hrs
<u>Practical</u>	400hrs
1.1 <u>Basic Medical Sciences</u>	900hrs
1.1Anatomy 1.2 Physiology , 1.3 Biochemistry 1.4 Pathology 1.5 Microbiology , 1.6 Psychology , 1.7 Preventive Medicine, 1.8Indian Medical Diagnosis, 1.9 Nutrition and Dietitian,1.10 Gyneocology,	
Practical	100 hrs
<u>Acupuncture theory-I</u>	100 hrs
2. <u>Philosophy and theories of Chinese Acupuncture</u>	
2.1 history of acupuncture, brief history of acupuncture and traditional Chinese medicine, 2.2 discussion about recognition of acupuncture-World Wide-WHO, 2.3 brief study on various researches in Acupuncture- China-World Wide, 2.4 TAOSIM- Basic Concept of Taoism, 2.5 Concept of Qi (Chi)- Detail description and various concept about Vital energy (Bio-energy), (life force), 2.6 YIN-YANG Theory, detailed description of Yin yang Theory, 2.7 Application of theory of Yin Yang in TCM, 2.8 ZANG-FU-Theory, the study of relation of Zang-Fu theory in relation to Meridians, five elements, five senses, tissues, physiology, emotions, pain, dreams, etc, 2.9 application of Zang-Fu Theory in Diagnosis, 2.10 ORGAN-CLOVK Theory and its importance, 2.11 the great Five element theory, the law of movement of the five-element in natural, 2.12 Mother-Son law and its applications, 2.13 Theory of exogenous pathogenic factors and endogenous emotional pathogenic factors, detailed study of relation of medians with environments, personality, psycho-emotional state and life style, 2.14 Scientific basis and modern theories of acupuncture- Motor-Gate theory, Gate-Control theory of pain, endorphin release- Pain theory, Enkephalin theory of pain, The recent research in Acupuncture, 2.15 Principles of energy Transfer, 2.16 Summary of the theories to explain the Acupuncture effects.	
Practical	75 hrs
<u>Acupuncture Theory- II</u>	100hrs

3. Acupuncture Meridians and Collaterals

3.1 The concept of the Meridians and Collaterals, the nomenclature of the meridian and collaterals and their composition, functions of the materials and collaterals, distribution of the fourteen meridians, cyclical flow of Qi in the twelve regular meridians, 3.2 The twelve Regular meridians- the stomach meridian of foot- Taiyin, the large intestine Meridian of hand- Yangming, the stomach median of the foot- Yangming, the spleen- pancreases meridian of hand- Taiyin, the heart meridian of hand- Shaoyin, the small intestine meridian of hand- Taiyang, the bladder meridian of foot- Shaoyin, the kidney meridian of foot- Shaoyin, the pericardium meridian of hand- Julyin, the Sanjiao meridian of hand- Shaoyang, the gall bladder meridian of foot- Shaoyang, the liver meridian of foot- Jucyin, 3.3 The eight extra meridians- Du Meridian, Yangwei Meridian, Chong meridian, Ren Meridian , Yanggiao Meridian, Yinwei Meridian, dai Meridian, Yingiao meridian.

Note: Extra ordinary points and new points, each and every point of all meridians should be described detailed as location, indications and the methods.

Practical

75 hrs

Acupuncture Theory- III

4. Traditional Chinese Medical Diagnosis

100hrs

4.1 Methodology of case- taking and analysis, 4.2 Visual Diagnosis(inspection)- inspection of head, face, eye, nose, tongue, ear skin, nails, teeth, inspection of movement and body- language, 4.3 Tongue diagnosis, 4.4 Pulse diagnosis, technique of pulse diagnosis, various quantities of pulse diagnosis, 4.5 psycho emotional diagnosis, 4.6 differentiation of syndromes according to the eight principles- exterior and interior, deficiency and excess, Yin and Yang, cold and heat, 4.7 Differentiation of syndromes according to the theory of Qi and blood syndrome of blood, 4.8 Differentiation of syndrome according to the theory of Zang-Fu organs- syndrome of heart and small intestine, lungs and large intestine, spleen stomach, liver and gall bladder, kidney and bladder, complication syndrome of Zang- Fu organs, 4.9 Differentiation of syndromes according to the theory of meridians and collaterals, pathological manifestation of the twelve meridians, pathological manifestation of the eight extra meridians, 4.10 Iridology diagnosis(Eye diagnosis), 4.11 Principles of Acupuncture point selection.

Practical

75 hrs

Techniques of Acupuncture

Terminology of Chinese medicine and acupuncture, description about different types of needles, Methods of needling, Sterilization and disinfection of needles Safety measures of Acupuncture, Complications contra indications of Acupuncture, Ancillary techniques- three edged needle bleeding therapy, pulm blossom therapy, embedding needle, penetration puncture(point to point), strong stimulation techniques, cupping, Hydrotherapy, application of heat- hot needle, moxibustion, cold (cryopuncture), light laser beam therapy laser puncture- chromo therapy, sonopuncture, ultrasonic therapy, electrotherapy- electro-acupuncture,(electro-anesthesia)(E.S.A), (E.P.S), stimulated induced anesthesia(SIA)- loe frequency, high frequency, ultra high frequency, TENS(Transcutaneous electro-neuro simulation), measurements of Tsun, proportional measurement of skin in body cunometer, electr-acupuncture point detectors the great law of Bu-xie,technique of tonification and sedation, needling sensation (Degi).

Practical

75 hrs

Acupuncture Theory-IV

100hrs

5. Applied Acupuncture(Therapeutics)

5.1 Disorders of nervous system, 5.2 disorder of respiratory system, 5.3 disease of cardio- vascular system,5.4 blood disorders, 5.5 disorder of gastro intestinal system, 5.6 hepatic, biliary, splenic and pancreatic disorders, 5.7 genito urinary disorders, 6.8 disorder of women, 5.9 loco motor disorder-diseases of soft tissues, muscles, bones and joints, 5.10 skin disorders, 5.11 ear disorders,5.12 eye disorder, 5.13 endocrine disorder, 5.14 psychiatric disease, 5.15 pediatric disease, 5.16 acute disorders and emergencies, 5.17 pain management (analgesia), 5.18 anesthesia, 5.19 acupuncture in dentistry, 5.20 acupuncture in painless labour, 5.21 acupuncture in treating infections, 5.22 acupuncture in cancers.

6. Ancillary Therapies Related to Acupuncture

100hrs

6.1 Auriculo therapy (Chinese ear acupuncture therapy), 6.2 acupressure, 6.3 moxibution, 6.4 laser therapy, 6.5 SCALP acupuncture, 6.6 SU-JOK Korean acupuncture, 6.7 cosmetic acupuncture, 6.8 Homeopuncture, 6.9 Magneto therapy, 6.10 Psycho therapy including brief study of psychology, counseling and guidance, 6.11 Yoga, 6.12 Massage, back-Shu massage manipulation, 6.13 Nutrition, 6.14 Meditation and relaxation, 6.15 Basics of Naturalopathy, 6.16 reiki, Pranic and spiritual healing, 6.17 Herbal therapy, 6.18 A brief study of Holistic medicines.

Practical

75hrs

Book Reference:

Mind & Vision	Dr.R.S.Agarwal
Practical approach To Acupuncture	Dr.Prabha Borwankar
Acupuncture	Dr.H.Bhojraj
Clinical Acupuncture	Prof.Anton Jayasuriya
Acupuncture	Felix Mann
Grace Anatomy	

Course No: 3.

Curriculum for Bachelor of Acupuncture Medical Sciences (B.Ac.M.S.)

Duration of Course: 4 yrs and Internship 6 months.

Eligibility: +2 Pass / Pass in Diploma

Course Content:

1st and 2nd year (Six semesters)

1. The Human Anatomy
2. Histology
3. Embryology and Human Genetics
4. Biochemistry
5. Physiology

These subjects should contain lectures as well as adequate practical sessions where necessary. End of six semesters an examination should be held for evaluation on each of these subjects.

Examination format:

1. 2 hrs M.C.Q paper (40 questions)
2. 3 hrs essay paper
3. Viva voce (15 min)

3rd year (three semesters)

1. Microbiology:

Lectures approximately 20 hrs; Practicals approx. 5hrs

- i. Medically important bacteria-

Lecture topics: Organization, structure, classification and bacterial diseases.

Practical: Microscopy study of bacteria.

- ii. Medically important viruses-

Lecture topics: Organization, structure, classification and viral diseases.

Practical: Microscopy study of viruses.

- iii. Medical mycology-

Lecture topics: Organization, structure, classification and fungal diseases.

Practical: Microscopy study of fungi.

- iv. Immunity
- v. Disinfection and sterilization.

Examination format: 2 hrs M.C.Q paper (40 questions)

2. Medical Parasitology:

Lectures approx. 10 hrs; Practicals approx. 3 hrs

- i. Life cycles of protozoa, nematodes and important diseases caused by them.
- ii. Detailed study of malaria and filariasis.

Examination format: 2 hrs essay paper (4 questions)

3. Community Medicine:

Lectures approx. 15 hrs; Field work approx. 15 hrs.

- i. Principles of Epidemiology and epidemiological methods.
- ii. Statistics.
- iii. Health planning and management.
- iv. Health care in the community.

Examination format: 2 hrs essay paper

4. Pathology:

Lectures approx. 115 hrs; Practicals approx. 15 hrs.

Cells and tissues in health and disease, Disturbance of water and electrolyte imbalances., Homeostasis, bleeding disorders and thrombosis, Inflammation, healing and repair, Diseases of immune system, Nutritional disorder, Growth and neoplasia, Cardiovascular system, Respiratory system, The blood and bone marrow, The lymphoreticular system,

Alimentary tract, Liver, biliary tract and pancreas, The nervous system, The kidneys and urinary tract, Locomotor system, The female reproductive system and breast, The male reproductive system, Endocrine pathology, The skin.

Examination format:

- 2 hrs M.C.Q paper (40 questions)
- 3 hrs essay paper
- Viva voce (15 min)

4th year (three semesters)

Acupuncture (I)

These three semesters will be a combination of Lectures and of clinical orientation sessions. 08.00 hrs- 12.00 hrs students should involve in clinical training and get familiar with the patient care and handling (Monday- Saturday)

13.00 hrs onwards lecture sessions (approx 3 hrs- Monday to Friday)

Lecture schedule:

- i. History of acupuncture (45 min), Scientific basis of acupuncture (45min), Materials and techniques (45min), Sterilization of needles and care of needles. (45 min), Methods of locating acupuncture points (45 min), Posture of patients and methods of puncture (45 min), Stimulation and needling sensation (45 min), Gate control theory of pain (45 min), Physiological effects of acupuncture (45 min), Complications and contraindications to acupuncture (45 min), Anatomy of acupuncture, yin and yang and Zang-fu organs (45 min)
- ii. Zang-fu functions (45 min)
- iii. Channels: (45min for each)- Lung channel, Large intestinal channel, Stomach channel (part-I), Stomach channel (part-II), Spleen channel, Heart channel, Small intestine channel, Urinary bladder channel (part-I), Urinary bladder channel (part-II) pericardium channel, Sanjiao channel, Gall bladder channel, Liver channel, Du channel, Ren channel, Extra-ordinary points , Unnumbered extra-ordinary points
- iv. Prohibited points and dangerous points (45min)
- v. Principles of selection of points by modern method. (45min)

Acupuncture (II)

- i. Traditional Chinese medicine (45min)- Pathology-I, Pathology-II, Jing-Luo
- ii. Traditional Chinese diagnostic methods (45min)
- iii. Pulse diagnosis (45min)
- iv. Tongue diagnosis (45min)
- v. Ear diagnosis (45min)
- vi. Circulation of vital energy (Qi) (45min)
- vii. Principles of energy transfer in therapeutics (45min)
- viii. The great law of Bu and Xie (45min)
- ix. Traditional laws of acupuncture in therapy, The noon-midnight law and organ clock, Mother-son law and husband-wife law, The theory of five elements, The sixty command points.

Acupuncture (III)

Systematic therapy-modern method

The disorders of nervous system (135 min), The disorders of respiratory system (90min), The disorders of the cardio-vascular system (90min), The disorders of the gastro-intestinal system (90 min), Hepatic, splenic and pancreatic disorder (90min), The disorders of the genito-urinary system (45min), Gynecological disorders (90min), Locomotor disorders (diseases of soft tissues, muscles, bones and tendons) (180min), Skin disorders (90min), Blood disorders (45min), Endocrine disorders (135min), Psychiatric disorders (135min), Eye disorders (45min), Ear disorders (45min), Disorders of children (135min), Acute disorders (90min)

Ancillary methods

Mechanical, hydrotherapy, heat, cold, light and electrotherapy (90min)

Traditional Chinese therapeutics

Wind stroke (45min), Yin and yang excess of the head region (45min), Yang excess of face and Wei syndrome (45min), Excess extrinsic lung disorders and deficiency of lung (45min), Imbalance of the lung (45min), Disharmony of heart and other organs (45min), Heart excess and dysfunction (45min), Dysfunction of stomach and diaphragm (45min), Disharmony of stomach and abdominal Zang-Fu (45min), Dysfunctions of the digestive tract and associated organs (45min), Liver and gall bladder dysfunctions (45min), Kidney and urinary bladder dysfunction (45min), Bi syndromes (45min) and Qi and blood obstruction in soft tissues (45min), Wei

syndromes (45min), Disorders of lower Jiao (45min), Endogenous wind yin excess (45min), Extrinsic heat disorder, exogenous heat, toxic excess heat (45min), Goiter (45min), Exogenous heat disorders of eye (45min), Deafness and tinnitus, dizziness and vertigo (45min), Rhinitis, rhinorrhoea, sinusitis and epistaxis (45min), Extrinsic humid heat and damp disorder (malaria) (45min)

Clinical orientation (three semesters)

A.

- History taking
- Clinical examination-Modern method, b) traditional method: pulse and tongue examination
- Interpretation of clinical investigations.
- Differential diagnosis and definitive diagnosis
- Strategy of treatment and management plan for the patient.

B.

- Clinical demonstration on: Auriculotherapy, Head needle therapy, Pulse and tongue diagnosis, Management of substance abuse, Management of emergencies, Management of pain
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Examination format:

The examination format as follows,

Clinical examination

– 40 min for history taken, examination, diagnosis and management plan. (Diagnosis should be both modern method as well as the traditional method)

-20 min for discussion (50/100)

Theory

Paper-I - (60 multiple choice questions) --- 180 min (20/100)

Paper-II - (06 structured essay questions) – 180 min. (20/100)

Viva voce -- 15min (10/100)

Book Reference:

The miracle of Acupuncture	Beijing Press Publication
Power of Acupuncture	
Pocket Medical Dictionary	
Mind & Vision	Dr.R.S.Agarwal
Auriculortherapy	Bandara Yayaweera
Acupuncture in India	A Lawful Recognition
Innovative Acupuncture	Dr.AndrewTiong
Acupuncture for Allopaths	Annamalai University Publication
Chinese Medical Diagnosis	European Edition
Intermediate Acupuncture	Johanes Bischko
The treatment for 100 Common Diseases	
Practical approach To Acupuncture	Dr.Prabha Borwankar
Acupuncture	Dr.H.Bhojraj
Clinical Acupuncture	Prof.Anton Jayasuriya
Acupuncture	Felix Mann
Grace Anatomy	

Course No: 4.

Curriculum for Doctor of Medicine in Acupuncture

Duration of course- 2 years (2400 hrs)

Eligibility:- B.A.c.M.S., and Any Degree

Course Content

Theory 1800hrs

Practical 600hrs

1.2 Basic Medical Sciences

Anatomy 100hrs, 1.2 Physiology 100 hrs, 1.3 Biochemistry 50hrs, 1.4 Pathology 100hrs, 1.5 Microbiology 50hrs, , 1.6 Psychology 100hrs,

(Total 600Hrs)

Acupuncture theory-I

200 hrs

Philosophy and theories of Chinese Acupuncture

2.1 history of acupuncture, brief history of acupuncture and traditional Chinese medicine, 2.2 discussion about recognition of acupuncture-World Wide-WHO, 2.3 brief study on various researches in Acupuncture- China-World Wide, 2.4 TAOSIM- Basic Concept of Taoism, 2.5 Concept of Qi (Chi)- Detail description and various concept about Vital energy (Bio-energy), (life force), 2.6 YIN-YANG Theory, detailed description of Yin yang Theory, 2.7 Application of theory of Yin Yang in TCM, 2.8 ZANG-FU-Theory, the study of relation of Zang-Fu theory in relation to Meridians, five elements, five senses, tissues, physiology, emotions, pain, dreams, etc, 2.9 application of Zang-Fu Theory in Diagnosis, 2.10 ORGAN-CLOVK Theory and its importance, 2.11 the great Five element theory, the law of movement of the five-element in natural, 2.12 Mother-Son law and its applications, 2.13 Theory of exogenous pathogenic factors and endogenous emotional pathogenic factors, detailed study of relation of medians with environments, personality, psycho-emotional state and life style, 2.14 Scientific basis and modern theories of acupuncture- Motor-Gate theory, Gate-Control theory of pain, endorphin release- Pain theory, Enkephalin theory of pain, The recent research in Acupuncture, 2.15 Principles of energy Transfer, 2.16 Summary of the theories to explain the Acupuncture effects.

Acupuncture Meridians and Collaterals

3.1 The concept of the Meridians and Collaterals, the nomenclature of the meridian and collaterals and their composition, functions of the materials and collaterals, distribution of the fourteen meridians, cyclical flow of Qi in the twelve regular meridians, 3.2 The twelve Regular meridians- the stomach meridian of foot- Taiyin, the large intestine Meridian of hand- Yangming, the stomach median of the foot- Yangming, the spleen- pancreases meridian of hand- Taiyin, the heart meridian of hand- Shaoyin, the small intestine meridian of hand- Taiyang, the bladder meridian of foot- Shaoyin, the kidney meridian of foot- Shaoyin, the pericardium meridian of hand- Julyin, the Sanjiao meridian of hand- Shaoyang, the gall bladder meridian of foot- Shaoyang, the liver meridian of foot- Jucyin, 3.3 The eight extra meridians- Du Meridian, Yangwei Meridian, Chong meridian, Ren Meridian , Yanggiao Meridian, Yinwei Meridian, dai Meridian, Yingiao meridian.

Note: Extra ordinary points and new points, each and every point of all meridians should be described detailed as location, indications and the methods.

Acupuncture Theory- III

Traditional Chinese Medical Diagnosis

200hrs

4.1 Methodology of case- taking and analysis, 4.2 Visual Diagnosis(inspection)- inspection of head, face, eye, nose, tongue, ear skin, nails, teeth, inspection of movement and body- language, 4.3 Tongue diagnosis, 4.4 Pulse diagnosis, technique of pulse diagnosis, various quantities of pulse diagnosis, 4.5 psycho emotional diagnosis, 4.6 differentiation of syndromes according to the eight principles- exterior and interior, deficiency and excess, Yin and Yang, cold and heat, 4.7 Differentiation of syndromes according to the theory of Qi and blood syndrome of blood, 4.8 Differentiation of syndrome according to the theory of Zang-Fu organs- syndrome of heart and small intestine, lungs and large intestine, spleen stomach, liver and gall bladder, kidney and bladder, complication syndrome of Zang- Fu organs, 4.9 Differentiation of syndromes according to the theory of meridians and collaterals, pathological manifestation of the twelve meridians, pathological manifestation of the eight extra meridians, 4.10 Iridology diagnosis(Eye diagnosis), 4.11 Principles of Acupuncture point selection.

Techniques of Acupuncture

5.1 Terminology of Chinese medicine and acupuncture, 5.2 description about different types of needles, 5.3 Methods of needling, 5.4 Sterilization and disinfection of needles, 5.5 Safety measures of Acupuncture, 5.6 Complications contra indications of Acupuncture, 5.7 Ancillary techniques- three edged needle bleeding therapy, pulm blossom therapy, embedding needle, penetration puncture(point to point), strong stimulation techniques, cupping, Hydrotherapy, application of heat- hot needle, moxibustion, cold (cryopuncture), light laser beam therapy laser puncture- chromo therapy, sonopuncture, ultrasonic therapy, electrotherapy- electro-acupuncture,(electro-anesthesia)(E.S.A), (E.P.S), stimulated induced anesthesia(SIA)- loe frequency, high frequency, ultra high frequency, TENS(Transcutaneous electro-neuro simulation), 5.8 measurements of Tsun, proportional measurement of skin in body cunometer, electr-acupuncture point detectors, 5.9 the great law of Bu-xie,technique of tonification and sedation, 5.10 needling sensation (Degi).

Acupuncture Theory-IV

200hrs

Applied Acupuncture(Therapeutics)

6.1 Disorders of nervous system, 6.2 disorder of respiratory system, 6.3 disease of cardio- vascular system,6.4 blood disorders, 6.5 disorder of gastro intestinal system, 6.6 hepatic, biliary, splenic and pancreatic disorders, 6.7 genito urinary disorders, 6.8 disorder of women, 6.9 loco motor disorder-diseases of soft tissues, muscles, bones and joints, 6.10 skin disorders, 6.11 ear disorders,6.12 eye disorder, 6.13 endocrine disorder, 6.14 psychiatric disease, 6.15 pediatric disease, 6.16 acute disorders and emergencies, 6.17 pain management (analgesia), 6.18 anesthesia, 6.19 acupuncture in dentistry, 6.20 acupuncture in painless labour, 6.21 acupuncture in treating infections, 6.22 acupuncture in cancers.

Ancillary Therapies Related to Acupuncture

200hrs

7.1 Auriculo therapy (Chinese ear acupuncture therapy), 7.2 acupressure, 7.3 moxibustion, 7.4 laser therapy, 7.5 SCALP acupuncture, 7.6 SU-JOK Korean acupuncture, 7.7 cosmetic acupuncture,7.8 Homeopuncture,7.9 Magneto therapy, 7.10 Psycho therapy including brief study of psychology, counseling and guidance, 7.11 Yoga, 7.12 Massage, back-Shu massage manipulation, 7.13 Nutrition, 7.14 Meditation and relaxation, 7.15 Basics of Naturalopathy, 7.16 reiki, Pranic and spiritual healing, 7.17 Herbal therapy, 7.18 A brief study of Holistic medicines.

Practical

100hrs

2) Paper 2

50 hrs

2. 1. application of Zang-Fu Theory in Diagnosis, 2.2 ORGAN-CLOCK Theory and its importance, 2.3 the great Five element theory, the law of movement of the five-element in natural, 2.4 Mother-Son law and its applications, 2.5 Theory of exogenous pathogenic factors and endogenous emotional pathogenic factors, detailed study of relation of medians with environments, personality, psycho-emotional state and life style, 2.6 Scientific basis and modern theories of acupuncture- Motor-Gate theory, Gate-Control theory of pain, endorphin release-Pain theory, Enkephalin theory of pain, The recent research in Acupuncture, 2.7 Principles of energy Transfer, 2.8 Summary of the theories to explain the Acupuncture effects.

Practical

50hrs

ACUPUNCTURE Theory – II

50hrs

3) Acupuncture Meridians and Collaterals

3.1 The concept of the Meridians and Collaterals, the nomenclature of the meridian and collaterals and their composition, functions of the materials and collaterals, distribution of the fourteen meridians, cyclical flow of Qi in the twelve regular meridians, 3.2 The twelve Regular medians- the stomach meridian of foot- Taiyin, the large intestine Meridian of hand- Yangming, the stomach median of the foot- Yangming, the spleen- pancreas meridian of hand- Taiyin, the heart meridian of hand- Shaoyin, the small intestine meridian of hand- Taiyang, the bladder meridian of foot- Shaoyin, the kidney meridian of foot- Shaoyin, the pericardium meridian of hand- Jueyin, the Sanjiao meridian of hand- Shaoyang, the gall bladder meridian of foot- Shaoyang, the liver meridian of foot- Jueyin, 3.3 The eight extra meridians- Du Meridian, Yangwei Meridian, Chong meridian, Ren Meridian, Yanggiao Meridian, Yinwei Meridian, dai Meridian, Yinggiao meridian.

Note: Extra ordinary points and new points, each and every p[oints of all meridian should be described detailed as location, indications and the methods.

Practical

50hrs

Acupuncture Theory- III

100hrs

- 4) **Traditional Chinese Medical Diagnosis**- 4.1 Methodology of case- taking and analysis, 4.2 Visual Diagnosis(inspection)- inspection of head, face, eye, nose, tongue, ear skin, nails, teeth, inspection of movement and body- language, 4.3 Tongue diagnosis, 4.4 Pulse diagnosis, technique of pulse diagnosis, various quantities of pulse diagnosis, 4.5 psycho emotional diagnosis, 4.6 differentiation of syndromes according to the eight principles- exterior and interior, deficiency and excess, Yin and Yang, cold and heat, 4.7 Differentiation of syndromes according to the theory of Qi and blood syndrome of blood, 4.8 Differentiation of syndrome according to the theory of Zang-Fu organs- syndrome of heart and small intestine, lungs and large intestine, spleen stomach, liver and gall bladder, kidney and bladder, complication syndrome of Zang- Fu organs, 4.9 Differentiation of syndromes according to the theory of meridians and collaterals, pathological manifestation of the twelve meridians, pathological manifestation of the eight extra meridians, 4.10 Iridology diagnosis(Eye diagnosis), 4.11 Principles of Acupuncture point selection.

Practical

50hrs

Techniques of Acupuncture

50hrs

5.1 Terminology of Chinese medicine and acupuncture, 5.2 description about different types of needles, 5.3 Methods of needling, 5.4 Sterilization and disinfection of needles, 5.5 Safety measures of Acupuncture, 5.6 Complications contra indications of Acupuncture, 5.7 Ancillary techniques- three edged needle bleeding therapy, pulm blossom therapy, embedding needle, penetration puncture(point to point), strong stimulation techniques, cupping, Hydrotherapy, application of heat- hot needle, moxibustion, cold (cryopuncture), light laser beam therapy laser puncture- chromo therapy, sonopuncture, ultrasonic therapy, electrotherapy- electro-acupuncture,(electro-anesthesia)(E.S.A), (E.P.S), stimulated induced anesthesia(SIA)- loe frequency, high frequency, ultra high frequency, TENS(Transcutaneous electro-neuro simulation), 5.8 measurements of Tsun, proportional measurement of skin in body cunometer, electr-acupuncture point detectors, 5.9 the great law of Bu-xie,technique of tonification and sedation, 5.10 needling sensation (Degi).

Practical

50hrs

Acupuncture theory-IV

50 hrs

6. Applied acupuncture (therapeutics)- 6.1 Disorders of nervous system, 6.2 disorder of respiratory system, 6.3 disease of cardio-vascular system, 6.4 blood disorders, 6.5 disorder of gastro intestinal system, 6.6 hepatic, biliary, splenic and pancreatic disorders, 6.7 genito urinary disorders, 6.8 disorder of women, 6.9 loco motor disorder-diseases of soft tissues, muscles, bones and joints, 6.10 skin disorders, 6.11 ear disorders, 6.12 eye disorder, 6.13 endocrine disorder, 6.14 psychiatric disease, 6.15 pediatric disease, 6.16 acute disorders and emergencies, 6.17 pain management (analgesia), 6.18 anesthesia, 6.19 acupuncture in dentistry, 6.20 acupuncture in painless labour, 6.21 acupuncture in treating infections, 6.22 acupuncture in cancers.

Practical

50hrs

7. Ancillary therapies related to acupuncture

50hrs

7.1 Auriculo therapy (Chinese ear acupuncture therapy), 7.2 acupressure, 7.3 moxibustion, 7.4 laser therapy, 7.5 SCALP acupuncture, 7.6 SU-JOK Korean acupuncture, 7.7 cosmetic acupuncture.

Book Reference:

The miracle of Acupuncture

Beijing Press Publication

Sujok Acupuncture (Hand&Foot)

Vol -1 & 2. Park Jae woo

Power of Acupuncture

Pocket Medical Dictionary

Auriculotherapy

Bandara Yayaweera

Innovative Acupuncture	Dr.AndrewTiong
Acupuncture for Allopaths	Annamalai University Publication
Chinese Medical Diagnosis	European Edition
Intermediate Acupuncture	Johanes Bischko
Onnuri Auricular Therapy	1&2
The treatment for 100 Common Diseases	
Practical approach To Acupuncture	Dr.Prabha Borwankar
Acupuncture	Dr.H.Bhojraj
Clinical Acupuncture	Prof.Anton Jayasuriya
Acupuncture	Felix Mann
Grace Anatomy	

Course No: 5.

Curriculum for Doctor of Philosophy

Duration of course- 2 years (2400 hrs)

Eligibility:- P.G.Degree in Acupuncture

Subject: By Research Thesis and Viva

Course No: 6.

Curriculum for Post Graduate Diploma in Acupuncture

Duration of course: 15months (1550 hrs)

Eligibility: Under and post graduate of Western Medicine, Ayurveda, Unani, Homoeopathy and also B.Sc (Bio Science) & B.P.T (physiotherapist)

Course Content

Theory 200 hrs

Practical 200 hrs

Acupuncture Theory-I 200hrs

1) **PHILOSOPHY AND THEORIES OF CHINESE ACUPUNTURE** 50hrs

1.1 History of Acupuncture, Brief historical study of Acupuncture and Traditional Chinese Medicine, 1.2 Discussion about Recognition of Acupuncture- World Wide-WHO, 1.3 a brief study on various researches in Acupuncture- China-World Wide, 1.4 TAOSIM- Basic Concept of Taoism, 1.5 Concept of Qi (Chi)- Detail description and various concept about Vital energy (Bio-energy), (life force), 1.6 YIN-YANG Theory, detailed description of Yin yang Theory, 1.7 Application of theory of Yin Yang in TCM, 1.8 ZANG-FU-Theory, the study of relation of Zang-Fu theory in relation to Meridians, five elements, five senses, tissues, physiology, emotions, pain, dreams, etc,

Practical 50h

2) **Paper 2** 50 hrs

1.9 application of Zang-Fu Theory in Diagnosis, 2.10 ORGAN-CLOVK Theory and its importance, 2.11 the great Five element theory, the law of movement of the five-element in

natural, 2.12 Mother-Son law and its applications, 2.13 Theory of exogenous pathogenic factors and endogenous emotional pathogenic factors, detailed study of relation of meridians with environments, personality, psycho-emotional state and life style, 2.14 Scientific basis and modern theories of acupuncture- Motor-Gate theory, Gate-Control theory of pain, endorphin release- Pain theory, Enkephalin theory of pain, The recent research in Acupuncture, 2.15 Principles of energy Transfer, 2.16 Summary of the theories to explain the Acupuncture effects.

Practical

30hrs

ACUPUNCTURE Theory – II

100hrs

Acupuncture Meridians and Collaterals

3.1 The concept of the Meridians and Collaterals, the nomenclature of the meridian and collaterals and their composition, functions of the meridians and collaterals, distribution of the fourteen meridians, cyclical flow of Qi in the twelve regular meridians, 3.2 The twelve Regular meridians- the stomach meridian of foot- Taiyin, the large intestine Meridian of hand- Yangming, the stomach meridian of the foot- Yangming, the spleen- pancreas meridian of hand- Taiyin, the heart meridian of hand- Shaoyin, the small intestine meridian of hand- Taiyang, the bladder meridian of foot- Shaoyin, the kidney meridian of foot- Shaoyin, the pericardium meridian of hand- Jueyin, the Sanjiao meridian of hand- Shaoyang, the gall bladder meridian of foot- Shaoyang, the liver meridian of foot- Jueyin, 3.3 The eight extra meridians- Du Meridian, Yangwei Meridian, Chong meridian, Ren Meridian, Yanggiao Meridian, Yinwei Meridian, Dai Meridian, Yinggiao meridian.

Note: Extra ordinary points and new points, each and every point of all meridian should be described detailed as location, indications and the methods.

Practical

50hrs

Acupuncture Theory- III

100hrs

Traditional Chinese Medical Diagnosis- 4.1 Methodology of case- taking and analysis, 4.2 Visual Diagnosis(inspection)- inspection of head, face, eye, nose, tongue, ear skin, nails, teeth, inspection of movement and body- language, 4.3 Tongue diagnosis, 4.4 Pulse diagnosis, technique of pulse diagnosis, various quantities of pulse diagnosis, 4.5 psycho

emotional diagnosis, 4.6 differentiation of syndromes according to the eight principles- exterior and interior, deficiency and excess, Yin and Yang, cold and heat, 4.7 Differentiation of syndromes according to the theory of Qi and blood syndrome of blood, 4.8 Differentiation of syndrome according to the theory of Zang-Fu organs- syndrome of heart and small intestine, lungs and large intestine, spleen stomach, liver and gall bladder, kidney and bladder, complication syndrome of Zang- Fu organs, 4.9 Differentiation of syndromes according to the theory of meridians and collaterals, pathological manifestation of the twelve meridians, pathological manifestation of the eight extra meridians, 4.10 Iridology diagnosis(Eye diagnosis), 4.11 Principles of Acupuncture point selection.

Practical

50hrs

Techniques of Acupuncture

50hrs

5.1 Terminology of Chinese medicine and acupuncture, 5.2 description about different types of needles, 5.3 Methods of needling, 5.4 Sterilization and disinfection of needles, 5.5 Safety measures of Acupuncture, 5.6 Complications contra indications of Acupuncture, 5.7 Ancillary techniques- three edged needle bleeding therapy, pulm blossom therapy, embedding needle, penetration puncture(point to point), strong stimulation techniques, cupping, Hydrotherapy, application of heat- hot needle, moxibustion, cold (cryopuncture), light laser beam therapy laser puncture- chromo therapy, sonopuncture, ultrasonic therapy, electrotherapy- electro-acupuncture,(electro-anesthesia)(E.S.A), (E.P.S), stimulated induced anesthesia(SIA)- loe frequency, high frequency, ultra high frequency, TENS(Transcutaneous electro-neuro simulation), 5.8 measurements of Tsun, proportional measurement of skin in body cunometer, electr-acupuncture point detectors, 5.9 the great law of Bu-xie,technique of tonification and sedation, 5.10 needling sensation (Degi).

Practical

50hrs

Acupuncture theory-IV

100 hrs

Applied acupuncture (therapeutics)- 6.1 Disorders of nervous system, 6.2 disorder of respiratory system, 6.3 disease of cardio- vascular system,6.4 blood disorders, 6.5 disorder

of gastro intestinal system, 6.6 hepatic, biliary, splenic and pancreatic disorders, 6.7 genito urinary disorders, 6.8 disorder of women, 6.9 loco motor disorder-diseases of soft tissues, muscles, bones and joints, 6.10 skin disorders, 6.11 ear disorders,6.12 eye disorder, 6.13 endocrine disorder, 6.14 psychiatric disease, 6.15 pediatric disease, 6.16 acute disorders and emergencies, 6.17 pain management (analgesia), 6.18 anesthesia, 6.19 acupuncture in dentistry, 6.20 acupuncture in painless labour, 6.21 acupuncture in treating infections, 6.22 acupuncture in cancers.

Practical

50hrs

Ancillary therapies related to acupuncture

50hrs

7.1 Auriculo therapy (Chinese ear acupuncture therapy), 7.2 acupressure, 7.3 moxibustion, 7.4 laser therapy, 7.5 SCALP acupuncture, 7.6 SU-JOK Korean acupuncture, 7.7 cosmetic acupuncture.

Book reference:

The treatment for 100 Common Diseases

Neuro acupuncture :Dr.K.Gireesh

Auriculotherapy

Head Needle Therapy Prof .Anton Jayasuriya

Course No: 7.

Curriculum For Diploma in Nursing Assistant

Duration of course: one year (100 hrs)

Eligibility: 10th pass

1st semester

50 hrs

Nursing Foundation (credits 4)- Anatomy Physiology , Applied sciences (bio-physics, bio-chemistry, microbiology, nutrition and dietetics) (credit 4), Maternal Nursing (credits 2), Communicative English (credit 4), Behavioral Sciences (sociology and general psychology) (credits 4)

2nd (Tentative)

Medical surgical nursing (credits 4), Pediatric nursing (credits 2), Mental Health Nursing (credits 4).

3rd (Tentative)

community health nursing (credits 4), BNS nursing Administration (credits 4),

Nursing education and research (credits 4).

2nd semester

50 hrs

Nursing foundation (credits 4), Applied sciences (bio-physics, bio chemistry, microbiology, nutrition and dietetics) (credits 4), Maternal Nursing (credits 8), Behavioral Sciences (credits 2), Medical surgical nursing (credits 10), Pediatric Nursing (credit 8), Mental Health Nursing (credits 8), Community Health Nursing (credits 8), Nursing Administration (credits 6), Nursing Education and Research (credits 8), Computer in Nursing (credits 2).

Book Reference:

Anatomy & Phisiology For Nurses

Course No: 8

CURRICULAM FOR MASTER IN REIKI SCIENCE

Duration: One Year

Eligibility: Any Degree

Total Hours: 1200

Theory: 900 Hrs

Practical:300 Hrs

Course content

1 – Introduction – Theory

100 Hrs

- a. Basics
- b. History of Reiki
- c. Dr. Mikao Usui's contribution to the modern world
- d. Reiki spreading across the world
- e. 1.5Lineage of masters

2 – Science behind Reiki – Theory

100 Hrs

- a. Physical and Auric body
- b. Cosmic Energy
- c. Chakras
- d. Human Body, Anatomy, Physiology, Body systems
- e. Link between chakras and endocrine glands, organs

3 - Health and disease – Theory

100 Hrs

- a. 3.1 Health and disease
- b. 3.2 Reiki Meditation
- c. Attunement to I degree by Reiki master
- d. Diseases and chakras to be healed

4 – Self healing – Theory and demonstration 50Hrs(Practical)

- a. Self healing Practical training and self healing and healing others

5 - Scanning the chakras 50 Hrs

- a. Diagnosis - Theory
- b. Balancing chakras
- c. Chakra meditation
- d. Kundalini Shakthi , Awakening Kundalini Shakthi
- e. Practical – Chakra Meditation and empowerment

6 – II Degree Reiki 50 Hrs

- a. Symbols – definition
- b. Traditional and modern symbols
- c. Symbols – for healing and non-healing purposes
- d. II degree – individual attunement

7 – Clinical practice 50 Hrs(Practical)

- a. Usage of symbols
- b. combination sequence
- c. for healing self and others

8 – Clinical practice 50 Hrs

- a. Healing with symbols
- b. Practical demonstration by the master
- c. Practical training using symbols

9 - Distant healing 50 Hrs

- a. Principles of distant healing
- b. Methodology
- c. Using Reiki symbols
- d. Lecture and demonstration
- e. Golden ball meditation

10 – III A degree – Advance Reiki training 50 Hrs

- a. Master healing symbols
- b. Advantages
- c. Additional symbols
- d. Foundation of Reiki circle
- e. Practical healing with master healing
- f. Clinical practice

11 – Additional symbols

50Hrs

- a. III A level attunement
- b. Advance level meditation
- c. Silver cord meditation
- d. Recharging the chakras
- e. Mental retreat for purifying pathway of Kundalini Shakthi
- f. Enhancing the healing power
- g. Relaxing mind, body and soul

12 – Demonstration & Clinical practice

50 Hrs

- a. Meditation
- b. Combination of meditation for empowerment
- c. revision – prior to master degree

13 – Advance level of distant healing

50 Hrs

- a. Crystal grid
- b. Self improvement

14. Psychic surgery

50 Hrs

- c. Theory and practical

15 – Master degree

50 Hrs

- a. Attunement
- b. Modern symbols
- c. Lecture on course content of I degree
- d. Training to conduct I degree course
- e. Training to attune individual students

16 – Training to conduct II degree

50 Hrs (Practical)

- a. Practical training to give attunement to individual students

17 – Revision – interaction

18 - Clinical training

50 Hrs

- a. Healing the patients
- b. Group healing

19– Attunement Reiki Grand master degree

50 Hrs

20- Responsibilities of a Reiki healer -Lecture

- a. Role of Reiki in the new millennium

21 – Clinical training

50 Hrs (Practical)

- a. For attunement and conducting advance Reiki course

22 – Clinical training

50 Hrs (Practical)

- a. To create masters

23 – Revision

50 Hrs

24 - Healing camp

50 Hrs

Examination

Theory – two hours – 100 marks

Practicals – 50 marks

Viva Voce – 50 marks

Book Reference:

Manitha Nalanil Reiki

Dr.P.S.Lalitha

Course No: 9

Curriculum for Post Graduate Diploma in Hypnotherapy

Duration: One Year

Eligibility: Any Graduates

Course Content

Total no Hrs: 120 hrs theories and 180 hrs Practicals

1st semester

Paper-1 30hrs

Study of anatomy, Physiology, Bio Chemistry of the Central Nervous system.

Paper-2 10hrs

The power of conscious and subconscious mind.

Paper-3 20hrs

Psycho pathology psychosomatic disorder, various schools of thoughts on treating psychosomatic disorder

Practical 80hrs

2nd semester

Paper 1 10hrs

Dr. Mesmer, Dr. Jean Martin Charcot, Freud, James Brad, Albert Adler, AD cones auto suggestions, and principles of Hypnotherapy.

Paper 2 30hrs

Clinical selection and practical approach for selection of cases for hypnotherapy for individuals, Hypnosis- Recognition as a science, Hypnotism- Indian and western approach, Principle and practice of hypnotism, Mass- hypnosis, treatment of mental disorder, Caution and precautions in administration of hypnotism.

Paper 3

20hrs

Clinical selection and practical, application of hypnotherapy for mass/community, study of behavior modification, modern application of hypnotism in individual development and management development.

Practical

100hrs

Scheme of Examinations

Serial	Papers	Title papers	Exam Hrs.	Total Marks
1	1	Anatomy, physiology, Biochemistry of the Central Nervous System.	3	100
2	2	General Psychology, power of conscious and sub conscious mind	3	100
3	3	Psycho pathology, Psychosomatic disorders, various school of thought on treating Psychosomatic disorder.	3	100
4	4	Dr. Menmer, Dr. Jean Martin Charcot, Freud, James Braid, Albert Adler, AD cones Auto suggestions, and principles of Hypnotherapy.	3	100
5	5	a) Hypnosis- Recognition as a science. b) Hypnotism- Indian and Western approach. c) Principles and practice hypnotism. Auto- Hypnosis, Hetro- Hypnosis, Mass- Hypnosis. d) Treatment of mental disorder e) Caution and precautions in administration of hypnotism	3	100
6	6	Study of behavior modification pre and post treatments and the applications and modern hypnotism in individual development and management development.	3	100
7	7	Clinical Approach for selection of cases	3	100

Scheme of Examination

Serial no	Practical no	Title of Practical	Exam Hrs.	Marks Total
1	1	Clinical selection and practical application of hypnotherapy for individuals	3	100
2	2	Clinical selection and practical application of hypnotherapy for mass/community	3	100
3	3	Clinical selection and practical application for diseased persons	3	100
4	4	Patient's record	3	100

Practical

180 hrs

1. Practical application of hypnotherapy for individual.
2. Practical application of Hypnotherapy for mass/community.
3. Practical application for diseased person, patient's records.

Book Reference:

Yoga Mind Body

Sivananda Yoga Centre

Yoga in daily life

Instit of Y&N

Yoga therapy for body & mind

Deenanath Rai

Course No: 10.

Curriculum for Post Graduate Diploma in Magnet Therapy

Duration: One Year

Eligibility: Any Graduates

Magnet Therapy

History of Medicine – One Class

Basics of Anatomy and Physiology- 300 Hours

Unit One: Intro to the Human Body

- 1-1 Human Body Structure
- 1-2 Body Functions and Life Process
- 1-3 Useful Terms for Describing Body Parts and Activities
 - 1-3.1 Directional Terms
 - 1-3.2 Planes of the Body
 - 1-3.3 Body Cavities

Unit Two: Cells, Tissues, and Membranes

- 2-1 Cell Structure and Function
 - 2-1.1 Cell Structure
 - 2-1.2 Cell Function
- 2-2 Body Tissues
 - 2-2.1 Epithelial Tissue
 - 2-2.3 Connective Tissue
 - 2-2.4 Muscle Tissue
 - 2-2.5 Nervous Tissue
- 2-3 Membranes

Unit Three: Skeletal System

- 3-1 Functions of the Skeletal System
- 3-2 Structure of Bone Tissue
- 3-3 Bone Development and Growth
- 3-4 Classification of Bones
- 3-5 Divisions of the Skeleton
- 3-6 Articulations

Unit Four: Muscular System

- 4-1 Functions of the Muscular System
- 4-2 Structure of Skeletal Muscle
- 4-3 Muscle Types
- 4-4 Skeletal Muscle Groups
 - 4-4.1 Muscles of the Head and Neck
 - 4-4.2 Muscles of the Trunk
 - 4-4.3 Muscles of the Upper Extremity
 - 4-4.4 Muscles of the Lower Extremity

Unit Five: Nervous System

- 5-1 Functions of the Nervous System
- 5-2 Nerve Tissue
- 5-3 Organization of the Nervous System
 - 5-3.1 The Central Nervous System (CNS)
 - 5-3.2 The Peripheral Nervous System (PNS)

Unit Six: Endocrine System

- 6-1 Introduction to the Endocrine System
- 6-2 Characteristics of Hormones
- 6-3 Endocrine Glands and Their Hormones
 - 6-3.1 Pituitary & Pineal Glands
 - 6-3.2 Thyroid & Parathyroid Glands
 - 6-3.3 Adrenal (Suprarenal) Gland
 - 6-3.4 Pancreas -- Islets of Langerhans
 - 6-3.5 Gonads (Testes and Ovaries)
 - 6-3.6 Other Endocrine Glands

Unit Seven: Cardiovascular System

- 7-1 Introduction to the Cardiovascular System
- 7-2 Heart
 - 7-2.1 Structure of the Heart
 - 7-2.2 Physiology of the Heart
- 7-3 Blood
 - 7-3.1 Classification & Structure of Blood Vessels
 - 7-3.2 Physiology of Circulation
 - 7-3.3 Circulatory Pathways

Unit Eight: Lymphatic System

- 8-1 Functions of the Lymphatic System
- 8-2 Components of the Lymphatic System
 - 8-2.1 Lymph Nodes
 - 8-2.2 Tonsils
 - 8-2.3 Spleen
 - 8-2.4 Thymus

Unit Nine: Respiratory System

- 9-1 Introduction to the Respiratory System
- 9-2 Mechanics of Ventilation
- 9-3 Respiratory Volumes and Capacities
- 9-4 Conducting Passages
 - 9-4.1 Nose and Nasal Cavities
 - 9-4.2 Pharynx
 - 9-4.3 Larynx & Trachea
 - 9-4.4 Bronchi, Bronchial Tree, and Lungs

Unit Ten: Digestive System

- 10-1 Functions of the Digestive System
- 10-2 General Structure of the Digestive System
- 10-3 Organs of the Digestive System
 - 10-3.1 Mouth
 - 10-3.2 Pharynx and Esophagus
 - 10-3.3 Stomach
 - 10-3.4 Small and Large Intestine

10-3.5 Accessory Organs of the Digestive System

Unit Eleven: Urinary System

- 11-1 Functions of the Urinary System
- 11-2 Components of the Urinary System
 - 11-2.1 Kidneys
 - 11-2.2 Ureters
 - 11-2.3 Urinary Bladder
 - 11-2.4 Urethra

Unit Twelve: Reproductive System

- 12-1 Introduction
- 12-1 Male Reproductive System
 - 12-1.1 Testes
 - 12-1.2 Duct System
 - 12-1.3 Accessory Glands
 - 12-1.4 Penis
 - 12-1.5 Male Sexual Response and Hormonal Control
- 12-2 Female Reproductive System
 - 2-2.1 Ovaries
 - 2-2.2 Genital Tract
 - 2-2.3 External Genitalia
 - 2-2.4 Female Sexual Response and Hormonal Control
 - 2-2.5 Mammary Glands

Basics of Human Biochemistry – 100 Hours

- 1-1 Chemical Elements
- 1-2 Structure of Atoms
- 1-3 Atoms and Molecules
 - 1-3.1 Ionic Bonds
 - 1-3.2 Covalent Bonds
 - 1-3.3 Hydrogen Bonds
- 1-4 Radioisotopes
- 1-5 Chemical Reactions
 - 1-5.1 Synthesis Reactions – Anabolism
 - 1-5.2 Decomposition Reactions – Catabolism
 - 1-5.3 Exchange Reactions

- 1-5.4 Reversible Reactions
- 1-5.5 Metabolism
- 1-5.6 Energy and Chemical Reactions
- 1-6 Chemical Compounds and Life Processes
- 1-6.1 Inorganic Compounds
 - 1-6.1.1 Water
 - 1-6.1.2 Acids, Bases and Salts
 - 1-6.1.3 Acid-Base Balance – the concept of pH
 - 1-6.1.4 Maintaining pH – Buffer Systems
- 1-6.2 Organic Compounds
 - 1-6.2.1 Carbohydrates
 - 1-6.2.2 Lipids
 - 1-6.2.3 Proteins
 - 1-6.2.4 Enzymes and Homeostasis
 - 1-6.2.5 Nucleic Acids – Deoxyribonucleic Acid (DNA) and Ribonucleic Acid (RNA)
 - 1-6.2.6 Adenosine Triphosphate (ATP)
 - 1-6.2.7 Cyclic Adenosine-3', 5'-Monophosphate (Cyclic AMP)

Basics of Ayurveda and Marma- 300 Hours

Unit One: Introduction to Ayurvedic Theory

- 1-1 Introduction to Sankhya theory and the roots of Vedic philosophy.
- 1-2 Aims of life; dharma, artha, kama and moksha.
- 1-3 Gunas (universal qualities).
- 1-4 Pancha mahabhuta (the five basic elements of creation).
- 1-5 Doshic theory (functional principles in biological systems).
- 1-6 Vata dosha (the air principle), its subtypes, and the effects when increased and decreased.
- 1-7 Pitta dosha (the fire principle), its subtypes, and the effects when increased and decreased.
- 1-8 Kapha dosha (the earth principle), its subtypes, and the effects when increased and decreased.

Unit Two: Ayurvedic Understanding of Body

- 2-1 Prakruti (constitution).
- 2-2 Vikruti (constitutional disorders).
- 2-3 The mind; manas prakruti and manas vikruti.
- 2-4 The concept of agni (transformation).
- 2-5 The six tastes and the process of digestion.

- 2-6 Introduction to dhatus (body tissues).
- 2-7 Introduction to the concept of srotas (functional systems in the body).
- 2-8 Introduction to ojas, tejas and prana.

Unit Three: Basic Principles of Ayurvedic Physiology, Health and Imbalance

- 3-1 The Ayurvedic understanding of and inter-relationship of the body, mind and spirit.
- 3-2 Structure and function of the body: the five elements, three doshas, nadis, vayus, etc.
- 3-3 Mind: antakaran (the inner mind), prana (vital air), manas (sensory mind), chitta (mind), buddhi (intellect), dhruti (retention), smruti (memory) and ahamkara (ego).
- 3-4 Spirit: jiva (soul), karma, samskaras, koshas (sheaths): anna (physical body), prana (vital air), mano (sensory mind), jnana (mind), vijnana (intellect), ananda (bliss sheath).
- 3-5 Chakra system and kundalini (vital energy).
- 3-6 The Ayurvedic concept of health and disease.
 - 3-6.1 Prakruti and vikruti.
 - 3-6.2 Models of Disease, the concept of ama
- 3-7 Ayurvedic concept of digestion, assimilation and elimination.
 - 3-7.1 Agni and the clinical assessment of agni
 - 3-7.2 Rasa (taste), virya (energy), vipaka (post-digestive effect), and prabhava
 - 3-7.3 The relationship of taste to the elements and the effect of the gunas.
- 3-8 Time and organ function
- 3-9 Nutrition and the functional relationship.

Unit Four: Overview of Ayurvedic etiology and pathogenesis: Nidana-panchakam

- 4-1 Nidana: an in-depth look at etiological factors of imbalance
- 4-2 Purva-rupa (prodromal symptoms), rupa (cardinal signs and symptoms), upashaya (therapeutic trial)
- 4-3 Samprapti (pathogenesis) and dosha gati
- 4-4 Clinical determination of the stage of pathogenesis

Unit Five: Basic Principles of Ayurvedic Management

- 5-1 Using dosha assessment forms for prakruti/vikruti, and manas prakruti/vikruti
- 5-2 Chikitsa: the Ayurvedic approach to management of imbalance and disease
- 5-3 Determine prakruti (constitution).
- 5-4 Determine vikruti (the present altered state of doshas in the body).

5-5 Determine the cause or causes of illness, such as diet, lifestyle, emotional patterns, quality of relationships, genetic predisposition.

5-6 Remove the cause.

5-7 Proper regimen (diet, exercise, pranayama) according to the person's prakruti, vikruti, seasons, climate, age, and so on.

5-7.1 Detoxification procedure: either shamana (palliation) or shodana (elimination), such as panchakarma.

5-7.2 Sapta shamanam (seven palliative measures).

5-7.3 Shodhana (cleansing measures): purvakarma, pradhanakarma (panchakarma), paschyatakarma, rasayana.

5-8 General management of vata, pitta, kapha (utilizing appropriate lifestyle practices).

Unit Six: Methods of acquiring information: academic, direct perception, and inference

6-1 Trividha pariksha (the three-fold examination): darshana (observation), sparshana (tactile perception), prashna (questioning)

6-2 Ashtavidha pariksha (the eight-fold examination): nadi (pulse), mutra (urine), mala (feces), jihva (tongue), shabda (voice), sparsha (palpation), drig (eyes), akruti (form)

Unit Seven: Marma Shashtra (Ayurvedic energy points)

7-1 History and Fundamental Principles of Siddha Marmam

7-2 108 Marmas and Adangal Sasthras (Anti Vital Point Theory)

7-3 Prognosis of Marma Cases, medicine and Remedy

7-4 Marma and Chakras-Nadis

7-5 Type of Marma as per injury, anatomical factors

7-6 Location, Size, Function and Nadi of the Marma point

7-6.1 Marma of the Arms and Hands

7-6.2 Marma of the Abdomen and Chest

7-6.3 Marma of the back and hips

7-6.4 Marma of the Head and Neck

Basics of Traditional Chinese Medicine (TCM) - 300 Hours

Unit One: TCM Theory and Philosophy

1-1 Introduction

1-2 Concept of Taoism

1-3 Concept of Chi/Qi

1-4 Yin and Yang

1-5 Zang Fu Theory

1-6 The Substances: Spirit, Qi, Jing, Blood, and Body Fluids

Unit Two: Applications of TCM

- 2-1 Acupuncture
- 2-2 Acupressure
- 2-3 Shiatsu
- 2-4 Massage
- 2-5 Reflexology
- 2-6 Auriculotherapy

Unit Three: Theories/Acupressure Techniques

- 3-1 Eastern Theories
- 3-2 The Law of the Five Elements
- 3-3 The Grandmother-Mother-Daughter Rule
- 3-4 Western Theories

Unit Four: The Meridians of Acupuncture/Acupoints/Acupressure Techniques

- 4-1 The Meridian Paths
- 4-2 Nomenclature of the Acupoints
- 4-3 Alarm and Associated Points

Unit Five: Myofascial Trigger Points/Acupressure Techniques

- 5-1 The Western Re-discovery
- 5-2 Trigger Point Characteristics
- 5-3 Deactivation
- 5-4 Detecting Trigger Points
- 5-5 Treatment of Trigger Points

Unit Six: The Power Points and their Main Uses

- 6-1 Basic Auriculotherapy
 - 6-1.1 Main Therapeutic Areas
 - 6-1.2 Locating the points
 - 6-1.3 Treating the points
- 6-2 Scalp Acupressure
 - 6-2.1 The Treatment Zones of the Scalp
 - 6-2.2 The Skeletal System
 - 6-2.3 The Sensory System
 - 6-2.4 The Trunk Organ Zones
 - 6-2.5 Detecting the Points and Zones
 - 6-2.6 Treating the Zones and Points
 - 6-2.7 Final Scalp Massage
- 6-3 Reflexology
 - 6-3.1 The Reflexes
 - 6-3.2 The Sole Reflexes

- 6-3.3 The Dorsal Reflexes
- 6-3.4 Reflexes of the Side of the Foot
- 6-3.5 Treating the Reflexes

Unit Seven: Treatment Formulations

- 7-1 Treatment Formulations
- 7-2 Meridian Opening
- 7-3 The Acupoints
- 7-4 Therapeutic Index

Unit Eight: Electro-acupuncture and Laser Acupuncture/Acupressure Techniques

- 8-1 Electro-acupuncture – a Brief History Therapeutic Index
- 8-2 Basic Concepts
- 8-3 The Electro-acupuncture Machine
- 8-4 The Types of Treatment
- 8-5 Laser Acupuncture

Magnet Therapy – 400 Hours

Unit One: Introduction

- 1-1 Introduction
- 1-2 Brief History
- 1-3 The Magnet
- 1-4 Physical Properties of a Magnet
- 1-5 Experiment to Find the Poles of an Unmarked Magnet
- 1-6 The Earth as a Huge Magnet
- 1-7 Effect of Magnetic polarity of Earth and other Planets
- 1-8 Magnets in Medical science

Unit Two: Biomagnetics

- 2-1 Magnetic Effect on Plant Life
- 2-2 Magnetic Effect on Animals and Birds
- 2-3 Magnetic Effect on Human Beings

Unit Three: Healing with Magnets

- 3-1 Direct Effect
- 3-2 Treatment through Palms or Soles
- 3-3 Treatment using Mamas
- 3-4 Treatment using Meridians
- 3-5 Treatment using Trigger Points, Reflex points and Auriculotherapy points
- 3-6 Indirect Effect on Objects and Beings

- 3-6.1 Effects of Magnets on Water
- 3-6.2 Effects of Magnetised Water on Non-Living Things
- 3-6.3 Effects of Magnetised Water on Living Things
- 3-6.4 Effects of Magnetised Water on Human Beings
- 3-6.5 Methods of Magnetising Water
- 3-6.6 Effects of Magnets on Other Consumable Liquids

Unit Four: Application of Magnetic Therapy

- 4-1 Methods of Application
- 4-2 Polarity Balancing
- 4-3 Types of Magnets
 - 4-3.1 Uni-polar
 - 4-3.2 Bipolar
 - 4-3.3 Multi-polar
 - 4-3.4 Electromagnets

Unit Five: Magnets and Magnetic Gadgets

- 5-1 High powered magnetic discs
- 5-2 Medium powered magnetic discs
- 5-3 Low powered magnetic discs
- 5-4 Mini Magnet discs
- 5-5 Magnetic Head Belt
- 5-6 Magnetic Neck/Cervical Belt
- 5-7 Magnetic Tonsil Belt
- 5-8 Magnetic Face Mask
- 5-9 Magnetic Wrist Watch
- 5-10 Magnetic Chest Belt (Or Asthma Belt)
- 5-11 Magnetic Knee Belt
- 5-12 Magnetic Calf (Arm) Belt
- 5-13 Magnetic Necklaces
- 5-14 Magnetic Spectacles
- 5-15 Magnetic Back/Tummy Belt
- 5-16 Magnetic Lower Abdominal Belt
- 5-17 Magnetic Foot Soles
- 5-18 Magnetic Cushion and Seats
- 5-19 Magnetic Bed
- 5-20 Care and Practical Hints about Magnets and Magnetic Gadgets

Unit Six: Treatment

- 6-1 Client preparation
- 6-2 Contradictions
- 6-3 Hints of treatment
- 6-4 Duration of treatment

- 6-5 Choice of magnets
- 6-6 Preservation of magnets
- 6-7 Treatment of Common diseases
 - 6-7.1 Abscess
 - 6-7.2 Asthma
 - 6-7.3 Arthritis
 - 6-7.4 Backache
 - 6-7.5 Blood Pressure
 - 6-7.6 Colds and Flu
 - 6-7.7 Constipation
 - 6-7.8 Cough
 - 6-7.9 Diabetes
 - 6-7.10 Ear Troubles
 - 6-7.11 Eye Troubles
 - 6-7.12 Fever
 - 6-7.13 Fracture
 - 6-7.14 Gall Stones
 - 6-7.15 Headaches
 - 6-7.16 Hyperthyroidism
 - 6-7.17 Hypothyroidism
 - 6-7.18 Jaundice
 - 6-7.19 Kidney Pain
 - 6-7.20 Lymphatic Glands
 - 6-7.21 Memory
 - 6-7.22 Nasal Polyps
 - 6-7.23 Obesity
 - 6-7.24 Piles
 - 6-7.25 Rheumatoid Arthritis
 - 6-7.26 Stiffness of Neck
 - 6-7.27 Tonsillitis
 - 6-7.28 Urinary Disorders
 - 6-7.29 Varicose Veins
 - 6-7.30 Wounds
- 6-8 Common Children's Illnesses
 - 6-8.1 Atrophy
 - 6-8.2 Bed-Wetting
 - 6-8.3 Cholera
 - 6-8.4 Itching in the Nose
 - 6-8.5 Night Terrors
 - 6-8.6 Rickets
 - 6-8.7 Umbilicus
 - 6-8.8 Whooping Cough (Pertussis)
 - 6-8.9 Wind in the Stomach

Book Reference:

Magnatic Therapy

Punamchand Rathi

Magnetotherapy for Common Diseases

Santwani

Magneto Therapy

Anna Durai

The Healing Power & Magnet & Acupressure

Harparkash

Doctor At Home

Dr.Jiten Bhatt & Dr.Thara Bhatt

Course No: 11.

Curriculum for M.S.,(Psychotherapy)

Duration: 2 Years

Eligibility: Any Graduates

1st Year

Purpose of Course

Psychotherapy refers to the practices clinical psychologists use to treat mental disorders. While “therapy” can denote any intervention undertaken with the goal of healing someone (including medicinal treatments for physical problems), psychotherapy is specific in that it uses certain cognitive, behavioral, and emotional regulation techniques. Psychotherapy often involves a pre-defined set of techniques that a counselor will use in order to solve the problems that the patient is encountering. These techniques often vary from therapist to therapist and depend on which school of thought the therapist subscribes to, that is, which perspectives he or she has adopted in order to explain the causes of and appropriate treatments for various disorders. For example, therapists from the schools of Psychoanalysis and Behaviorism will differ greatly in terms of how they approach and treat an individual suffering from anxiety. The students of this course will spend a substantial amount of time addressing each of these schools of thought, acknowledging that each has its own strengths and weaknesses. Psychotherapeutic treatments will also vary based on the nature of the patient’s disorder. While it may seem obvious that a therapist will treat Schizophrenia differently than he would Depression, it should be noted that different mood disorders are treated differently. The course addresses various approaches to these disorders, familiarizing the students with the theories that support their practice. Students should also be aware that while a therapist may recommend a particular treatment, it is often the patient that has the final say in how he will be treated. Therapy is, after all, a personal process for both the patient and clinician. This course will provide the students an introduction to the theories, styles, and methods of psychotherapy that is necessary in a clinical situation.

Learning Outcomes

Upon successful completion of this course, the student will be able to:

- Define psychotherapy and describe the historical development of its practice.
- Identify the qualities most useful in a psychotherapist.
- Discuss the different ways in which psychotherapy affects both patient/client and counselor/therapist.
- Describe how each theory/therapy conceptualizes a) human nature, b) psychopathology, and c) the therapeutic change process.
- Identify the major therapeutic techniques used to promote change in each type of therapy.
- Compare and contrast individual theories/therapies with family theories/therapies.
- Describe a) the important historical figures associated with each theory and b) the historical context in which the theory emerged.

Course Syllabus

Unit 1: An Introduction to Psychotherapy

Duration 30 Hrs

What is psychotherapy, who needs it, and how is it conducted? Is psychotherapy really only for “crazy” people? This unit will address these and other basic questions about the field. It will also take a look at the historical development of its practice, identify the qualities most useful in a psychotherapist, and discuss the different ways in which psychotherapy affects both patient and counselor.

Unit1 Learning Outcomes

Upon successful completion of this unit, the student will be able to:

- Define psychotherapy and describe the historical development of its practice.
- Identify the qualities most useful in a psychotherapist.
- Discuss the different ways in which psychotherapy affects both patient/client and counselor/therapist.
 - Short History of Psychotherapy
 - Ancient Greeks and Primitive Techniques
 - Middle Ages and Demonic Possession

- Walter Dendy and “Psycho-therapeia”
- Sigmund Freud and the Development of Psychoanalysis
- The Change from Psychoanalysis to Behaviorism
- The Notion of Warmth: Rogerian and Interpersonal
- Current and Future Notions of Therapy
- The Counselor as a Person
- Personal Characteristics of Effective Counselors
- 1.2.2 Challenges Faced by Counselors
- Values in Counseling
- Counselor Ethics
- Cultural Issues in Therapy
- Ethical Issues in Counseling
- Ethical Decision Making
- Informed Consent
- Confidentiality
- Ethical Decisions in Assessment
- The Importance of Evidence-Based Practices

Unit 2: Psychoanalytic Therapy

Duration 30 Hrs

Thanks to its prominent place psychoanalytic therapy—is perhaps the best-known in contemporary society. Though the principles of psychoanalysis were first developed over 100 years ago and are attributed to the legendary and highly controversial figure of Sigmund Freud, psychologists continue to draw from them today. Psychoanalyticians were the first practitioners to attempt to explain mental disorders and design specific therapies in order to treat patients. This unit will introduce the student to the principles of psychoanalysis and psychoanalytic therapy, discussing many of Freud’s findings, which, though hotly contested, remain influential.

Unit2 Learning Outcomes

Upon successful completion of this unit, the student will be able to:

- Identify the main contributions of Freud’s theory to psychotherapy.
- Describe how psychoanalytic therapists would conceptualize a) human nature, b) psychopathology, and c) the therapeutic change process.
- Identify the major therapeutic techniques used to promote change in psychoanalytic therapy.

- Define defense mechanisms and identify a) the different types of defense mechanisms and b) their importance in this theory.
 - 2.1 Psychoanalytic Theory
 - 2.1.1 Human Nature: The Importance of the First Six Years of Life
 - 2.1.2 Instincts: Libido, Life Instincts, Death Instincts
 - 2.1.3 ID and the Pleasure Principle
 - 2.1.4 Ego and the Reality Principle
 - 2.1.5 Superego, the Conscience, and the Ego Ideal
 - 2.1.6 Parapraxes or “Freudian Slips”
 - 2.1.7 Projective Tests
 - 2.1.8 Hypnosis and Posthypnotic Suggestions
 - 2.1.9 The Three Anxieties (i.e., moral, neurotic, and realistic)
 - 2.1.10 Ego Defense Mechanisms: Repression, Denial, Reaction Formation, Projection, Displacement, Rationalization, Sublimation, Regression, Introjection, Identification, and Compensation
 - 2.2 Psychoanalysis
 - 2.2.1 Deterministic
 - 2.2.2 Free-Association
 - 2.2.3 The Importance of Dreams
 - 2.3 Development of Personality
 - 2.3.1 The Importance of Early Development
 - 2.3.2 Comparing Freud's and Erikson's Models
 - 2.4 The Therapeutic Process
 - 2.4.1 Function and Role: Transference Relationships and Projections
 - 2.4.2 Countertransference
 - 2.4.3 Interpretation of Transference
 - 2.4.4 Interpretation of Resistance

Unit 3: Existential Therapy

Duration 22 hrs

Existential theory grew out of the existential philosophy movement. This model views mental disorders as problems relating to the basic condition of human existence. This approach is generally used only to treat problems that individuals have with creating meaning, assuming responsibility, and handling freedom or choice. While not highly favored in the United States, where other forms of therapy (like psychoanalytic therapy) are more popular, existential therapy is often practiced in Europe. This unit will discuss the tenets of existential philosophy and explain how practitioners derive therapy approaches from them in order to treat mental disorders.

Unit3 Learning Outcomes

Upon completion of this unit, the student will be able to:

- Describe the existential philosophical approach and how this relates to existential theory.
- Describe the therapeutic process in existential therapy.
- Compare and contrast this therapy with psychoanalytic therapy.

- 3.1 The Existential Philosophical Approach
 - 3.1.1 The Rejection of Determinism
 - 3.1.2 The Importance of Choice
 - 3.1.3 The Responsibility of Freedom
 - 3.1.4 The Search for Value and Meaning in Life
 - 3.1.5 The Capacity for Self-Awareness
- 3.2 Existential Theory
 - 3.2.2 Freedom and Responsibility
 - 3.2.3 Death and Anxiety
 - 3.2.4 The Search for Connection
 - 3.2.5 Meaningless vs. Meaning
 - 3.2.6 Emotions
- 3.3 The Therapeutic Process
 - 3.3.1 Relevance of Themes to Practice
 - 3.3.2 Underlying Anxiety in Clients
 - 3.3.3 Restricted Existence
 - 3.3.4 Integration of Other Approaches
 - 3.3.5 Importance of Genuineness in Existential Therapy
 - 3.3.6 Existential Therapy and Short-Term Therapy, Group Work

Unit 4: Client-Centered Therapy

Duration 32 Hrs

Client-centered therapy (also known as person-centered therapy) developed as a reaction to the “colder” psychoanalytic therapy models. While the psychoanalytic approach views the therapist as a guide to the patient, client-centered therapy empowers the patient to take a more prominent role in his treatment by having him use the therapeutic relationship in order to realize his potential and solve his own problems. Accordingly, client-centered therapy sees the therapist as a nurturer, encouraging the patient to develop certain skills while allowing him to come to his

own decisions. Practitioners see this as an important distinction from psychoanalytic models, where a patient is led to accept the decision the therapist has made for him. In this unit, students will study different aspects of client-centered theory, exploring its differences from psychoanalysis in order to identify the different clinical applications that result.

Unit4 Learning Outcomes

Upon successful completion of this unit, the student will be able to:

- Describe the historical context out of which the client-centered approach was born.
- Describe the major tenets of this theory, including how client-centered therapists generally conceptualize a) human nature, b) psychopathology, and c) the change process.
- Compare and contrast this theory/therapy with that of the previous theories/therapies presented (i.e., psychoanalytic therapy and existential therapy).
 - 4.1 Client-Centered Theory
 - 4.1.1 Nondirective Counseling
 - 4.1.2 The Notions of Congruence and Genuineness
 - 4.1.3 Empathy
 - 4.1.4 Unconditional Positive Regard
 - 4.2 Existentialism and Humanism
 - 4.2.2 The Difference Between Existentialism and Humanism
 - 4.3 The Therapeutic Process
 - 4.3.1 Therapeutic Goal: Growth and Actualization
 - 4.3.2 Necessary Environmental Conditions
 - 4.3.3 Active Role of Client
 - 4.3.4 Therapist: Responsive not Directive

Unit 5: Behavioral Therapy

Duration:31 Hrs

Behavioral therapy grew out of the behaviorist movement of the 1950s. According to the principles of behaviorism, all learning and behaviors are the result of certain environmental stimuli; the cognitive processes that support them are unknown and unstudyable—and are therefore irrelevant. Behavioral therapy came about when behaviorists first realized that they could use the techniques they had developed for specific scientific research in order to change maladaptive behaviors, which are considered the cause of mental disorders. This form of therapy remains popular in certain areas of psychopathology, where many of the diagnoses relate to client behaviors. This unit will focus on the basic theories of behaviorism and discuss how practitioners apply these theories in order to treat mental disorders.

Unit5 Learning Outcomes

Upon successful completion of this unit, the student will be able to:

- Describe the historical and theoretical background of behaviorism.
- Describe the major tenets of this theory, including how behavioral therapists generally conceptualize a) human nature, b) psychopathology, and c) the change process.
- Compare and contrast this theory/therapy with the previous theories/therapies presented (i.e., psychoanalytic therapy, existential therapy, and client-centered therapy).

- 5.1 Historical and Theoretical Background of Behaviorism
 - 5.1.1 Reaction to Nonscientific Aspects of Psychology
 - 5.1.2 The Importance of Environment
 - 5.1.3 Behaviorism vs. Psychoanalysis
 - 5.1.4 Corey's Ten Key Characteristics of Behavior Therapy
- 5.2 The Therapeutic Process
 - 5.2.1 Client Specifies the Desired Change
 - 5.2.2 Client's Responsibility for Goals
 - 5.2.3 Continual Appraisal of Therapy: Continue with Goals or Change
 - 5.2.4 Active Role of Therapist
 - 5.2.5 The Importance of Situational Antecedents and Consequences of Problem Behaviors
 - 5.2.6 Assessment of Progress
- 5.3 Specific Applications of Behavioral Therapy
 - 5.3.1 Systematic Desensitization and Relaxation Techniques
 - 5.3.2 Exposure Therapies: In Vivo Desensitization and Flooding
 - 5.3.3 Assertiveness Training

Unit 6: Cognitive-Behavioral Therapy

Duration 30Hrs

Cognitive-behavioral therapy (CBT) is one of the more recent and frequently used therapy styles. It combines important findings from cognitive and behavioral research and uses it to diagnose and treat patients. As noted above, behavioral therapy focuses on observable behaviors while ignoring cognitions; cognitive theory, on the other hand, understands cognitions as the basis for behavior. Accordingly, CBT attempts to change both the maladaptive cognitions and maladaptive behaviors, as both may contribute simultaneously to a patient's problem. CBT is

also highly scientific in its approach, drawing from the significant research that both behaviorist and cognitive psychology fields have produced in order to justifying its therapeutic techniques. In this unit, students will learn the basics of CBT, learning how the approach makes use of cognitive and behavioral principles and identifying the techniques it frequently deploys.

Unit6 Learning Outcomes

Upon successful completion of this unit, the student will be able to:

- Describe the historical and theoretical background of cognitive-behavioral therapy.
- Describe the major tenets of this theory, including how cognitive-behavioral therapists generally conceptualize a) human nature, b) psychopathology, and c) the change process.
- Compare and contrast this theory/therapy with the previous theories/therapies presented (i.e., psychoanalytic therapy, existential therapy, client-centered therapy, and behavioral therapy).
 - 6.1 Cognitive-Behavioral Theory
 - 6.1.1 Change Thinking to Change Behavior
 - 6.1.2 Reciprocal Relationship of Behavior, Mood and Thoughts
 - 6.1.3 Thinking and Acting Cycle
 - 6.1.4 Common Aspects to all Types of Cognitive Behavioral Therapy
 - 6.1.5 Targeting Core Beliefs
 - 6.1.6 The Importance of Psycho-Education
 - 6.1.7 Transparency in CBT
 - 6.1.8 A-B-C Technique
 - 6.1.9 Structuring A CBT Session
 - 6.2 Interventions in Behavior Cognitive Behavioral Therapies
 - 6.2.1 Rational Emotive Behavior Therapy
 - 6.2.2 Irrational Thoughts
 - 6.2.3 D-E-F Technique
 - 6.2.4 Changing Language
 - 6.2.5 Aaron Beck's Cognitive Therapy
 - 6.2.6 Problems with Rigidity, Breadth, and Extremity of Thoughts
 - 6.2.7 Automatic Thoughts and Core Beliefs
 - 6.2.8 Downward Arrow Technique

Unit 7: Family Systems Therapy

Duration: 30 Hrs

This final unit will focus on a less common but new and interesting approach known as family therapy. As the name implies, family therapy is based on the assumption that in order to change an individual's behavior, the therapist must target the different relationships and roles found in the patient's family. Rather than focusing on the individual, therapists focus on problems within the family system and system interactions. The therapy acknowledges the fact that the family unit is important to psychological well-being. In fact, researchers have found that certain aspects of family life contribute to patient relapse and treatment success. In this unit, students will take a look at how this therapy targets different aspects of the family structure and identify the theories that support its treatment techniques.

Unit7 Learning Outcomes

Upon completion of this unit, the student will be able to:

- Describe the historical context in which family therapy evolved.
 - Identify the major types of family therapies.
 - Describe the tenets of each type of family therapy.
 - Identify the seminal theorists/clinicians associated with these major types of family therapies.
 - Compare and contrast this approach to an individual approach.
 - Compare and contrast each of the family therapies to each other.
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- 7.1 Introduction to Family Therapy
 - 7.2 Systemic Family Therapy
 - 7.2.1 Bowenian Family Therapy (i.e., Intergenerational Family Therapy)
 - 7.2.2 Structural Family Therapy
 - 7.2.3 Strategic Family Therapy (i.e., Problem-Solving Therapy)
 - 7.3 Other Types of Family Therapy
 - 7.3.1 Experiential Humanistic Therapy
 - 7.3.2 Narrative Therapy

Recommended Books:

Psychodynamic Psychotherapy: A clinical manual by Deborah L. Cabaniss, Sabrina Cherry, Carolyn J. Douglas and Anna R. Schwartz (Feb 22, 2011)

Theories of Counseling and Psychotherapy: A Case Approach (2nd Edition) by Nancy L. Murdock (Jan 28, 2008), Introduction to Psychotherapy-By Gardner & Murphy-(Oxford publication) Social Psychology-Prof.B.C. Roy,Social Psychology-K.Young Krutch &

Kuppusamy, Measurement in psychology-.G.Bauplette,A.History of Experimental Psychology-E.J.Borng, Experimental Psychology-E.B.Titchener,Studies in psychology-A.V. Pedrovsky The Psychology of Fantasy-I Rosert
Oxford Textbook of Psychotherapy by Glen O. Gabbard, Judith S. Beck and Jeremy Holmes (Jul 26, 2007)
Learning Psychotherapy. Second Edition by Bernard D. Beitman and Dongmei Yue(Jun 15, 2004)

2nd year

The Psychology of Learning and Behavior

Purpose of Course

This course introduces learners to the principles of learning and behavior by surveying relevant theoretical and empirical approaches within psychology. The overall emphasis is on the theoretical foundations of psychology as they relate to human learning and behavior. The following topics will be reviewed: historical perspectives of early learning theories, prevailing theories of human development, classical and operant conditioning, effects stimuli have on learning and behavior, social learning, motivation, cognitive developmental theory in the context of learning stages and processes, memory and human information processing models, and problem-solving methods. Understanding these human processes is an integral part of psychology and other domains of human behavior, such as marketing, sports, health, education and relationships.

Learning theories are an outgrowth from philosophies of thought. The philosophical approaches of rationalism and empiricism, and the works of Plato and Descarte form the underpinnings of learning theory. However, developments in psychology added an interest in objectivity and scientific research to demarcate the psychological approach to learning. From this impulse stemmed the classical conditioning of Pavlov and the operant conditioning of Skinner. These early theorists formed the foundation from which we view learning theory today. Although the early work of the behaviorists demonstrates a strong emphasis on objective measurement of behaviors during the learning process, these observations cannot always fully explain human learning. In other words, human learning cannot be fully captured by assessment of observable behaviors. Thus, the integration of internal cognitive processes and external social contexts provide a more accurate depiction of the full learning process. Learning theory captures the integration of all these perspectives and a full understanding of human learning necessitates a review of all these domains, which we will seek to do in this course.

Learning Outcomes

Upon successful completion of this course, the student will be able to:

- Identify major historical timelines and perspectives associated with learning theory.
- Explain foundational concepts associated with learning theory.
- Integrate common principles of learning theory into larger domains of psychology.

- Align major theorists with specific contributions to psychology of learning and behavior.
- Analyze and describe empirical research as it relates to effectiveness of learning and behavior management techniques.
- Identify the utilization of psychology of learning and behavior in domains outside the field of psychology. .

Course Overview

Unit 1

Unit Outline

Duration :15 Hrs

Unit 1: Basic Concepts

Most of us think of learning in terms of traditional schooling and education. While learning theory includes educational learning, “learning” as psychologists know it is much broader in scope. For them, learning refers to the way in which an individual’s interaction with his or her environment results in specific behaviors. For psychologists, “learning” references the knowledge of human interaction with the environment to cause human behavior.

This unit will introduce you to the basic concepts and theoretical underpinnings of learning theory and behaviorism. In particular, rationalism and empiricism are philosophical approaches to knowledge development and provided the launching pad for future dialogue on learning and thought.

Unit 1 Learning Outcomes

Upon successful completion of this unit, the student will be able to:

- Outline the beginnings of the psychological study of learning.
- Describe the role of evolution in the process of learning.
- Identify the difference between learning and change.

1.1 Rationalism and Empiricism

1.2 Natural Selection

1.3 Learning and Change

UNIT 2

Unit Outline

Duration :15 Hrs

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- UNIT 2 Philosophy and Psychology: Thinking about Learning
 - 2.1 Experimental Studies
 - 2.2 Ethics in Research
- Unit 2: Philosophy and Psychology: Thinking about Learning

Learning theories may be thought of as a progression from philosophical takes on introspection to specific theories developed to explain the many ways that learning develops in animal and human organisms. Initially, learning was explained through the philosophical musings of Aristotle and Plato, but in the late 1800s and early 1900s, scientists such as John Watson argued that the best way to understand learning was to study observable phenomena, not consciousness or the mind. From that perspective grew behaviorism, a strict focus on observable behaviors and data gathering. Although learning theory has greatly expanded from the initial behaviorist perspectives to include areas such as social learning theory and cognitive theory, the initial influence of philosophy must not be overlooked. In particular, the earlier philosophical approaches are most integrated in the discussion of ethical practices, particularly in the area of research.

Unit 2 Learning Outcomes

Upon successful completion of this unit, the student will be able to:

- Identify differences between case study and traditional experimental studies of behavior.
 - Explain the role of ethics in human and animal research.
 - List and explain the precursors of modern learning theories
-
- 2.1 Experimental Studies
 - 2.2 Ethics in Research

UNIT 3

Unit Outline

- UNIT 3 E.L. Thorndike: The Original Connectionism
 - 3.1 Thorndike: Life and Contributions
 - 3.2 The Law of Effect
- Unit 3: E.L. Thorndike: The Original Connectionism

Duration :20 Hrs

E.L. Thorndike is an important figure in learning theory. Thorndike had many original contributions and was seen as a pioneer among pioneers. A few of his many notable contributions include The Law of Effect, psychological connectionism and intellectual measurement. The Law of Effect demonstrated that satisfaction after responses strengthened the likelihood of response. Additionally, Thorndike's psychological connectionism was a highly influential perspective. The emphasis was on the internal neural transactions or connections were formed between perceived stimuli and emitted responses. Indeed, how effectively an organism could develop these connections was the foundation of intellect. This emphasis on connections was also externalized. He did not believe that intelligence could be measured independently of culture. We can find the threads of much of thinking within many contemporary areas of learning and general psychology.

Unit 3 Learning Outcomes

Upon successful completion of this unit, the student will be able to:

- Describe the major contributions of E. L. Thorndike.
- Place Thorndike's contributions on the historical timeline of learning theory and general psychology.
- Explain both the "Law of Effect" and psychological connectionism.
- Describe the categories of human intellect as espoused by Thorndike.

- 3.1 Thorndike: Life and Contributions
- 3.2 The Law of Effect

- UNIT 4

Duration :20 Hrs

Unit Outline

- **Unit 4: Pavlov Classical Conditioning**

Conditioning refers to learning that takes place over a number of trials. In this unit, we will learn about Pavlovian conditioning (also known as Classical conditioning), a specific type of conditioning that the psychologist Ivan Pavlov proved during a set of experiments. We will learn how Pavlovian conditioning takes place and how it is maintained, reviewing ways in which this type of conditioning applies to human behavior.

Unit 4 Learning Outcomes

Upon successful completion of this unit, the student will be able to:

- Explain the development and importance of Pavlov's investigations into classical conditioning.
- Differentiate between unconditioned stimuli and unconditioned reflexes as well between conditioned stimuli and conditioned reflexes.
- Explain the process of extinction in classical conditioning.
- Identify the difference between contingency and contiguity.
- Compare and contrast three theories of classical conditioning.

- **4.1 Ivan Pavlov**
- **4.2 Basic Tenets of Classical Conditioning**
- **4.3 Classical Conditioning and Everyday Life**

- **4.4 Classical Conditioning: Additional Concepts**

- UNIT 5

Duration :15 Hrs

Unit Outline

- 5 Behaviorism: Basic Concepts and Processes
 - 5.1 Reinforcement and Shaping
 - 5.2 Punishment and Extinction
 - 5.3 Corporal Punishment
- **Unit 5: Behaviorism: Basic Concepts and Processes**

Behaviorism, a specific subfield of psychology, has much to contribute to learning theory. Behaviorism's emphasis on data collection and observable behaviors has led to a deeper understanding of how humans process information, particularly reinforcers and punishments.

Unit 5 Learning Outcomes

Upon successful completion of this unit, the student will be able to:

- Identify the differences between primary and secondary reinforcers.
- Explain the process of behavioral shaping and the role of successive approximation.
- Identify the difference between positive and negative punishment.
- Explain the difference between one-process and two-process theories of punishment.
- Explain some of the problems associated with punishment.

- **5.1 Reinforcement and Shaping**
- **5.2 Punishment and Extinction**
- **5.3 Corporal Punishment**

- UNIT 6

Duration :20 Hrs

Unit Outline

- 6 Classical Conditioning vs. Operant Conditioning
 - 6.1 The Stimulus and Response Relation in Classical Conditioning
 - 6.2 Avoidance and Extinction in Classical Conditioning
- **Unit 6: Classical Conditioning vs. Operant Conditioning**

Although learning theory has expanded far beyond classical conditioning and operant conditioning, they are still the foundational hallmarks of learning theory. Together they form the basis of understanding how most learning occurs. Therefore, we will now closely examine these two types of conditioning: classical (Pavlovian) and operant conditioning. Because operant

conditioning is more complex than Pavlovian conditioning, we will learn about different aspects of it over the course of the next few units. This unit will focus on the basics of both classical conditioning, which focuses on the relation between stimuli and responses and then, operant reinforcement, where an animal encounters a specific consequence after performing a behavior and is therefore either more or less likely to perform that behavior in the future.

Unit 6 Learning Outcomes

Upon successful completion of this unit, the student will be able to:

- Identify the fundamental processes of classical conditioning.
- Define the following terms associated with classical conditioning: unconditioned stimulus, conditioned stimulus, unconditioned response, and conditioned response.
- Identify the fundamental processes of operant conditioning.
- Define the following terms associated with operant conditioning: reinforcement, punishment, positive reinforcement and negative reinforcement.
- Explain two fundamental differences between classical and operant conditioning

- **6.1 The Stimulus and Response Relation in Classical Conditioning**
- **6.2 Avoidance and Extinction in Classical Conditioning**

- **UNIT 7**

Duration :10 Hrs

Unit Outline

- 7 J.B. Watson: The Original Behaviorist
 - 7.1 John Watson, Controversial Researcher
 - 7.2 Fear and the Little Albert Experiment
- **Unit 7: J.B. Watson: The Original Behaviorist**

The work of John Watson is fraught with controversy due to his questionable methods. Prior to the work of Watson, most research on learning had been conducted with animals with an assumption that learning was similar in humans. This translation was easy to assume due the early emphasis on observable behaviors as the only relevant data. Watson, with his controversial “Little Albert” research, made the significant leap into human research. Although many have called his methodology unethical and inhumane, his research launched an entirely new way to approach research and yielded significant findings, particularly in human learning.

Unit 7 Learning Outcomes

Upon successful completion of this unit, the student will be able to:

- Identify the primary contributions of Watson to the field of learning and research.
- Explain the implications of transitioning from animal research to human research.
- Identify the basic scientific questions addressed in the “Little Albert” research.
- Describe ethical dilemmas that were posed in the research of John Watson.

- **7.1 John Watson, Controversial Researcher**
- **7.2 Fear and the Little Albert Experiment**

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- **UNIT 8**

Duration :15 Hrs

Unit Outline

- 8 B.F. Skinner's Operant Conditioning
 - 8.1 Punishment and Reinforcement
 - 8.2 Conditioning and Learning
 - 8.3 Understanding Discrimination
 - 8.4 Extinction in Operant Conditioning
- **Unit 8: B.F. Skinner's Operant Conditioning**

We will now turn to a deeper look at a second type of conditioning: operant conditioning. This unit will focus on the work of B. F. Skinner and his brand of operant conditioning, where an organism encounters a specific consequence after performing a behavior and is therefore either more or less likely to perform that behavior in the future. B. F. Skinner's work and research was largely focused on humans and translated well into interventions designed for classrooms and parenting.

Unit 8 Learning Outcomes

Upon successful completion of this unit, the student will be able to:

- Define the characteristics of reinforcement in terms of behaviors and consequences.
- Define the difference between positive and negative reinforcement.
- Explain the process of extinction in operant conditioning and discuss how it differs from extinction in classical conditioning.

- **8.1 Punishment and Reinforcement**
- **8.2 Conditioning and Learning**
- **8.3 Understanding Discrimination**
- **8.4 Extinction in Operant Conditioning**

- UNIT 9

Duration :20 Hrs

Unit Outline

- 9 Behaviorism and Real World Applications
 - 9.1 Animal Learning
 - 9.2 Real World Applications of Behavioral Learning
 - 9.3 Behavioral Learning and Special Issues
- **Unit 9: Behaviorism and Real World Applications**

Although a behaviorism approach offers understanding of the psychological connection we make as we are rewarded or punished, it has many implications for behavioral management. We'll take a closer look at these forms of behavior management in this unit.

Unit 9 Learning Outcomes

Upon successful completion of this unit, the student will be able to:

- Define the phrase “schedule of reinforcement.”
- Describe the four basic types of reinforcement schedules.
- Explain the difference between discrimination and generalization.

- **9.1 Animal Learning**
- **9.2 Real World Applications of Behavioral Learning**
- **9.3 Behavioral Learning and Special Issues**

- UNIT 10

Duration :10 Hrs

Unit Outline

- 10 Social Learning Theory
 - 10.1 Bandura’s Social Learning Theory
 - 10.2 “Bandura’s Bobo Doll and Modeling”
- **Unit 10: Social Learning Theory**

This unit will also introduce you to vicarious learning, or the process of learning that takes place when one observes or hears of another’s learning. Humans learn a great deal through vicarious learning and are able to apply what they have learned to other situations through generalization or discrimination. This type of learning is also described as “observational learning” and forms the basis of mentoring and role modeling in contemporary psychology.

Unit 10 Learning Outcomes

Upon successful completion of this unit, the student will be able to:

- Describe Bandura’s model of vicarious learning.
- Describe three variables that affect vicarious learning.
- Define and exemplify three functions of modeling

- **10.1 Bandura’s Social Learning Theory**
- **10.2 “Bandura’s Bobo Doll and Modeling”**

- UNIT 11

Duration :10 Hrs

Unit Outline

- 11 Social Learning Theory and Applications
 - 11.1 Social Contexts and Individual Success
 - 11.2 Social Contexts and Families
- **Unit 11: Social Learning Theory and Applications**

Social learning theory has an emphasis on the contexts of development. Contexts refer to the direct and indirect systems which affect human individual development. These are such direct influences as family and peers, or other groups we are members. However, it also looks at more indirect systems such as communities and culture to understand how we learn from our social environment, both directly and indirectly. This unit will explore how those contexts of development affect learning.

Unit 11 Learning Outcomes

Upon successful completion of this unit, the student will be able to:

- Distinguish between the various social systems, from microsystems to macrosystems
- Discuss how various social contexts influence learning
- Define and exemplify systemic influences on individual functioning

- **11.1 Social Contexts and Individual Success**
- **11.2 Social Contexts and Families**

- UNIT 12

Duration :20 Hrs

Unit Outline

- 12 Cognitive Theory
 - 12.1 Deprivation and Human Behavior
 - 12.2 Drive Reduction Theory
 - 12.3 Applications of Cognitive Theory
- **Unit 12: Cognitive Theory**

Cognitive theory emphasizes how development affects cognition, or the thinking process. Naturally, this is an important aspect of learning. Cognitive theory rose in status as a rebuttal to strict behaviorism. It was noted that human development took a path such that human brains could not be subtracted from the process of learning to only focus on rewards and behaviors. Age, mood, affect and personality also interact strongly with the learning process. Cognitive theory helps us understand the internal processes of thought and behavior. The seminal theorist, Jean Piaget helped revolutionize how we think about child development by asserting that “Children are not merely small adult thinkers.”

Unit 12 Learning Outcomes

Upon successful completion of this unit, the student will be able to:

- List the primary domains of cognitive psychology.
- Define the primary stages of development according to Piaget.
- Explain the qualitative differences between Piaget’s four stages of human development: sensorimotor, preoperational, concrete and formal operations.
- Articulate the integration of social contexts into cognitive theory, through the perspective of Lev Vygotsky.

- **12.1 Deprivation and Human Behavior**
- **12.2 Drive Reduction Theory**
- **12.3 Applications of Cognitive Theory**

- UNIT 13

Duration :17 Hrs

Unit Outline

- 13 Real World Applications
 - 13.1 Applications of Pavlovian Conditioning
 - 13.2 Is Racism Learned?
 - 13.3 Learning and Body Image Issues
 - 13.4 Obsessive Compulsive Disorder Among Children
 - 13.5 What We Can Learn from Animals

- 13.6 Verbal Behaviors and the Development of Language
- 13.7 Problem Solving and Insight: Is this Learning?
- 13.8 Superstitions
- **Unit 13: Real World Applications**

As educated consumers, we should strive to take our education and effectively apply it to the everyday and real world applications. Psychology, particularly learning theory is incorporated into significant aspects of mass media, formal and informal education and family and relationships systems. As educated consumers and citizens, we should effectively understand how learning theory is integrated in our lives and cultures.

Unit 13 Learning Outcomes

Upon successful completion of this unit, the student will be able to:

- Describe how classical conditioning can be used to explain various behavioral phenomena in applied settings.
- Describe how operant conditioning can be used to explain various behavioral phenomena in applied settings.
- Describe how social learning theory can be used to explain various behavioral phenomena in applied settings.

- **13.1 Applications of Pavlovian Conditioning**
- **13.2 Is Racism Learned?**
- **13.3 Learning and Body Image Issues**
- **13.4 Obsessive Compulsive Disorder Among Children**
- **13.5 What We Can Learn from Animals**
- **13.6 Verbal Behaviors and the Development of Language**
- **13.7 Problem Solving and Insight: Is this Learning?**
- **13.8 Superstitions**

Book Reference:

Psychology of Learning and Behavior, Fifth Edition[Hardcover]
 Steven J. Robbins (Author), Barry Schwartz (Author), Edward A. Wasserman (Author)

Clinical Psychology

Anton Jayasuriya

Course No: 12.

Curriculum for Diploma in Yoga and Naturopathy

Duration of Course: 3 years (900 hrs)

Eligibility:- Pass in +2

Foundation of Yoga

100hrs

Ist semester

1. Orientation to Patanjala Yoga Sutra- 50 hrs,
2. Orientation to Hatha Yoga Pradeepika- 25hrs
3. Orientation to Ghandanda Samita- 10hrs
4. Orientation to Shiva Yoga Deepika- 05 hrs

2nd Semester

Basics relevant to yoga therapy

100 hrs.

1. Basics of Sanskrit 40-35hrs
2. Principle of ayurveda 30-35 hrs
3. Principle of naturopathy 15 hrs
4. Principle of astrology 15 hrs.

3rd semester

Human biology

100 hrs

1. Anatomy and physiology 60 hrs
2. Yogic diet, nutrition and related biochemistry 15hrs
3. Yoga & psychology 10 hrs
4. Research methodology 5 hrs

Basics of integral approach to yoga therapy

100 hrs

1. Sankhya and yoga 25 hrs
2. Bhagvadgeeta 30 hrs
3. Upanishads 25 hrs
4. Link between man and the master 10 hrs

4th semester

Yoga therapy in practice

100 hrs

A comprehensive study of the definition, pathophysiology, aetiology, clinical features, assessment and yoga therapy for ailments of the following system: nervous system, endocrine, respiratory, cardiovascular, digestive, musculo-skeletal, reproductive system, neurosis, pregnancy and eye problem. Each system 10 hrs

5th semester

100 hrs

Selected asanas 100 hrs, pranayamas 60 hrs, mudras and bandhas 20 hrs, selected kriyas 60 hrs, meditation 40 hrs, yoga therapy special techniques 80 hrs.

6th semester

200 hrs

Project work

To learn various methods to achieve the aims and objectives and writing case history, measurement, analysis, and report of the project work offered from different aspects of the course.

Note:

- Clinical examination will be conducted to test the ability of the students to understand the patient's health problem and select suitable yoga practices.
- Internal assessment will be based on marks obtained in the work sheet of practical and synopsis of lecturers of theory. Assessment by the teachers on the team work, personality changes and behavior.

Book Reference:

Yogic Nidra

Swami Sathyanandha

A Guide in Yoga Science

Inst of Yoga & Naturopathy

A New book of Yogic

Sivananda Yoga

Yoga pranayama For Health

Biradhar

Dynamics of Yoga	Sami Sathnayananda
Yoga for health	Inst of Yoga – Bangalore
Yoga Education for Children	Swami Sathnayananda
Yoga	Dr.Sharma
Yoga for Physical Fitness	Hittleman
Yoga & Naturopathy	B.T.Chidanandha Murthy
Kundalini Awakening	Deenanath Rai
Nature Cure for Common Diseases	D.R.Gala
Nature Cure	Jindal
Diabetic & Nature Cure	Sreenivasaiah
Important Therapy in Naturopathy	CCRYN
Health Treasures From Nature	Prakruthi Jeevana
Yoga & Naturopathy Teraphy For Common Health	CCRYN
Yoga & Naturopath	CCRYN
Health guide in Naturopathy& Yoga	Instt of Y&N
Lights of Yoga	Sri Aurobindo

Course No: 13.
Curriculum for Diploma Course in Acupressure
Duration of course- I Year
Eligibility:-+2 Pass

<u>Theory</u>	500 hrs
<u>Practical</u>	100hrs

Course Contents:

Basic Anatomy, Physiology, Community Diseases, Anti & Chronic Diseases, Treatment Methods & Acupressure, Use of Needles and other material in Acupuncture, Maintaining Acupuncture Clinic.

Part-I

Anatomy & Physiology	100 hrs
Practical	20 hrs

Part II

Community Diseases, Anti & Chronic Diseases, Lab Investigation	100hrs
Practical	20 hrs

Part III

Diagnosis	100hrs
Practical	20hrs

Part IV

Methods of Acupressure Treatments/Use of Needles	100hrs
Practical	20hrs

Part V

Materials used in Acupressure & Maintaining the Clinic	100hrs
Practical	20hrs

Course No: 14.
Curriculum for Diploma in Herbal Medicine

Duration of course- 2 Year

Eligibility:-+2 Pass

1Year

<u>Theory</u>	400 hrs
<u>Practical</u>	200hrs

Part-I

Anatomy & Physiology	100 hrs
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Practical	50 hrs
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Part II

Clinical Investigation	100hrs
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Practical	50 hrs
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Part III

Microbiology	100hrs
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Practical	50hrs
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Part IV

Manufacturing of Herbal Drugs/Scientific	
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Development in Herbal Treatment	100hrs
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Herbal Treatment	50hrs
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II Year

<u>Theory</u>	400 hrs
<u>Practical</u>	200hrs

Part-I

Study Environmental Aspects,Soil,Rain,Heat and Other aspects	100 hrs
Practical	50 hrs

Part II

Study Identification of Herbs /Useful for various ailments	100hrs
Practical	50 hrs

Part III

Study of Medicinal Properties of the Herbals	100hrs
Practical	50hrs

Part IV

Scientific Development in Cultivation of Herbals	100hrs
Practical	50hrs

Book Reference:

Secrets of Food –Dr.Aman

Anatomy & Phisiology For Nurses

Course No: 15.

Diploma Rehabilitations

One year diploma (100 hrs)

Eligibility:- Pass in +2

Course Content

Descriptions of papers

1st semester

50 hrs

Paper no	Module title
1	Principles and methods of CBR approach & management of CBR programme
2	Identification and Rehabilitation of persons with Mental illness, epilepsy and other disabilities.
3	Identification and rehabilitation of persons with visual impairment.

2nd semester

50 hrs

Page no	Module title
1	Socio-economic rehabilitation of persons with hearing impairment
2	Identification and rehabilitation of persons with mental retardations.
3	Identification and rehabilitation of persons with locomotory disabilities

Practical examinations:

Students should submit practical record for each module duly certified by the supervisors.

Practical records: 20% ; supervisors report : 20 %; practical examination : 60 %

Scheme of examination

Paper no	Paper title	Theory marks	Internal assessment	External assessment	Practical	Internal assessment	External assessment	Total
1	Principles and methods of CBR approach and management of CBR programme	75	30	40	125	75	50	200
2	Identification and rehabilitation mental	75	30	45	125	75	50	200

Book Reference:

Books are recommended by

Indian council for Rehabilitation

Course No: 16.

Post Graduate Diploma in Disaster Management (PGDDM)

Duration: One Year

Eligibility: Any Degree

Paper-1 understanding disaster management 40 hrs.

1. **Introduction:** 1hr

Natural and anthropogenic disasters, principles of disaster management, organizational structure for disaster management, disaster management schemes/ SOP's, natural disasters and mitigation efforts.

2. **Disaster preparedness:** 6 hrs

Flood control, drought management, cyclones, avalanches, mangroves, land use planning, interlinking of rivers, role of union/state, role of armed forces/other agencies in disaster, important statutes/legal provisions, IEDs/bomb threat planning, NBC threat and safety measures, forest fires, oil fires, crisis in power sector, accidents in coal mines, terrorism and emergency management.

3. **Risk assessment and analysis:** 5 hrs

Operations management (OM), risk assessment and disaster response, anti-friction techniques, NGO management, SWOT analysis based on design and formulation strategies, insurance and risk management, institution awareness and safety programmes.

Paper-2 application of disaster management 40 hrs

1. **Disaster medicine:** 5 hrs

Trauma and stress, emotional intelligence, electronic warning systems, recent trends in disaster information provider, geo-informatics in disaster studies, cyber terrorism, remote sensing and GIS technology.

2. **Rehabilitation, reconstruction and recovery:** 5 hrs

Application in disaster management, statistical seismology, quick reconstruction technologies, role of media disasters, management of epidemics, bio-terrorism, forecasting/ management of casualties.

3. **Disaster management in India :** 3 hrs

Disaster preparedness, disaster mitigation, forecasting and warning of disaster, assessing risk and vulnerability, disaster management in India, role of news media in disaster management, rehabilitation of victims.

Paper- 3 project work based on participatory management.

Books Reference

- Singh, disaster management: Future challenges, IK International, New Delhi.
- Goel, S. L, Encyclopedia of Disaster Management. Deep & Deep Publications Pvt Ltd. New Delhi.
- Sahni, Disaster Mitigation: Experiences and Reflections, PHI Learning, New Delhi.
- Sathish Modh, Introduction to Disaster Management, Macmillan, New Delhi
- Shaw, Disaster Management, Orient Longman, New Delhi, PHI Learning, New Delhi.
- Sanhi, Disaster Risk Reduction in South Asia, PHI Learning, New Delhi.
- Sundar, Disaster Management, Sarup & Sons, New Delhi.
- G.K. Ghosh, Disaster Management, A.P.H. Publishers, New Delhi.
- Sathish Modh, Disaster Management, Macmillan, New Delhi.
- Ayaz Ahmad, Disaster Management: Through the New Millennium Anmol Publications, New Delhi.
- Gaur, Disaster Management, Authors Press, New Delhi.
- Arvind Kumar Disaster Management- recent approaches Anmol Publications, New Delhi.