

Village Botanists Course

Title: Advanced Course for Folk Healers on a) Basic taxonomy of medicinal plants b) Preparation of People Biodiversity Registers related to health care and c) Methods of preparing quality medicines for primary health care.

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Section I: Regulations

Eligibility for Admission

The candidate shall have –

- o Completed 10th Standard
- o Ability to read and write their regional language
- o Practicing Local Health Tradition for more than 5 years, individually or along with the senior healer
- o Age: 20 to 45 years
- o Strong motivation and commitment towards working for the underprivileged.
- o Nominated by the Folk Healers Association/NGOs/State Forest Departments

Mode of admission

- o Eligible persons may be nominated by the Folk Healers Association/State Forest Departments/NGOs
- o Selection will be done by IIAIM selection committee

Fee:

Intake of students : Maximum of 35 and minimum of 30 students per year

Duration of course : Seven months

Medium of instruction : Tamil, Malayam, Kannada and Telegu

Method of training

Training shall consist of classroom based conceptual exposition, practical training in the field, exposure visit to the centre of excellence and preparation of project report from their own area. The training is planned as per the course schedule provided in Section III A.

Monitoring of student progress

The learner progress is monitored as a formative assessment on bi-monthly basis for diagnosing the learner mastery and as summative evaluation at the end of course for certification. The formative assessment is done as part of teaching process by the faculty members. Course-end evaluation shall consist of self evaluation, trainer evaluation and external evaluation.

Schedule for examination

Examination shall be conducted at the end of the course. A candidate shall be eligible to attend the examination, if he / she has –

- o not less than 80% attendance during the course
- o Scored at least 50% on the formative assessment conducted by the in-house faculty
- o Completed the assignments to the satisfaction of the course co-ordinator

Scheme of examination

Examination shall consist of –

- o Project assignments for 100 marks
- o Practical evaluation for 200 marks
- o Objective written test for 100 marks
- o Seminar/Presentation for 100 marks

Examiners

There shall be two internal and one external examiner, who shall evaluate the project jointly and award the marks. They shall also assess the candidates for the practical skills and for attitude, value and judgemental capabilities in the oral examination.

Criteria for declaring for pass

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Each of the candidates shall score not less than 50% of marks separately in project, practical and oral components of the examination to be declared successful in the examination.

Faculty

The faculty will consist of experienced field botanists, Ethno-botanists, ISM physicians, Public Health Specialists, Microbiologists, Plant Pharmacologists and Pharmacognosist

Section II

Goals and objectives of the course

Course objectives

At the end of the course, the participants shall –

- o Develop skills for the folk healers to correctly identify and name medicinal plants
- o Learn preparation of selected safe plant based medicinal dosage forms and process
- o Learn how to document their local health knowledge in line with People Biodiversity Register
- o Appreciate importance of *insitu* conservation and distinguish between the scope of conservation, agriculture and gardening activities
- o Appreciate relevance of Endogenous knowledge and Endogenous Development of medicine
- o Understand the Contemporary relevance of Traditional health care practices
- o Understand Perspectives on Global Warming and Climate Change

Section III A

Course Description

Module I: Introduction to the basics principles to identify and name medicinal plants

Aim: This module gives an introduction to the botanical principles to identify and name medicinal plants

Specific Objectives

1. Demonstrate understanding of the morphology of plants, parts modifications and adaptations.
2. Demonstrate understanding of the basic principles of identification and nomenclature
3. Demonstrate the important of folk names and its relevance
4. Demonstrate the process of herbarium techniques (hands on training)

Module-II: Learn preparation of selected safe plant based medicinal dosage forms and process

Aim: This module will provide a practical training in preparation of safe plant based medicinal dosage forms and process

Specific Objectives

5. Explain the importance of safe plant based medicinal dosage
6. Demonstrate the process to prepare the safe plant based medicinal dosage forms
7. Demonstrate the Traditional practices followed during diagnosis/quality/ purification

Module - III: Learn how to document their local health knowledge in line with People

Biodiversity Register

Aim: This module will provide practical training in documenting the health knowledge (oral) of folk healers and knowledgeable women in their respective areas in line with People Biodiversity Register

Specific Objectives

8. Explain the need for documentation of their knowledge
9. Describe the method to document the health knowledge
10. Explain the need to protect the knowledge in line with People Biodiversity Register

Module - IV: To understand the importance of *insitu* conservation and distinguish between the scope of conservation, agriculture and gardening activities

Aim: This module will provide the need for insitu conservation and clearly distinguish the scope of conservation with agriculture and gardening activities.

Specific Objectives

11. To introduce different medicinal systems in India
12. To understand the different type of plant diversity and distribution
13. To explain the need for conservation and the methods followed

Module V: To appreciate the relevance of Endogenous knowledge and Endogenous Development

Aim: this module will provide the candidates introduction to the precepts of Endogenous knowledge and Development framework based on the same

Specific Objectives

14. To introduce them to the concept of endogenous knowledge
15. To understand the framework of development from endogenous knowledge
16. Endogenous development as a response to other forms of development

Module - VI: To Understand the Contemporary relevance of Traditional Health Care practices

Aim: Gain an understanding of contemporary global health care organization and the role and relevance of traditional health care practices

Specific Objectives:

17. **Socio-political-economic organization of the global health care industry: research, commerce, policy and governance**
18. Understand the modern globalized health care organization and its allegiance to allopathic system
19. Global policies in recognition of traditional health care practices that can be applied in local contexts, landmark policies and governance issues that traditional practitioners need to be aware of
20. Contemporary relevance of LHTs and Medicinal Plants for meeting the Primary Health Care needs.

Module - VII: Understand Perspectives on Global Warming and Climate Change

Aim: understand the relevance of global warming and its impact on pharmacopeia available for traditional health care practice; new challenges in health care due to climate change

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Specific Objectives

21. Understand how the reduction in forest land and conservation of herbs impact the traditional health care pharmacopeia
22. Climate change and changing life style and life style related health issues that have resulted in newer health care challenges
23. Climate change predictions of future scenarios and preparedness on healthcare being projected
24. The increasing popularity of traditional health care systems in the light of life style illnesses

Content Classification

Theory	Practicals
Introduction to different systems of medicine in India	Visit to the state of art ISM hospitals in the states
Primary health care and public health program linkage	
Morphology of plants, parts modifications, adaptations	Observation, collection and identification of specimens
Basic identification features	Field trip, collection
Botanical nomenclature	Project work – Development of key
Folk names and their relevance	Project work – Development of key
Herbarium techniques	Field work and Project work in their local area
Medicinal plant and its distribution	Visit to various forest types – Field visit
Conservation and Red listed species	Visit to Medicinal Plant Conservation Areas and Medicinal Plant Conservation Parks
Home herbal Gardens, Nursery techniques	Project work
Documentation of Local health tradition	Project work
Methods to prepare safe and quality medicine through traditional methods - Oushadikaran	Visit to labs
Methods to sustainable harvesting	Field trip to sustainable harvest site
Protection of LHT, resources and access to benefit sharing	
Traditional practices followed during	

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diagnosis/quality/ purification	
Understand in theory and practice of Endogenous development	Field trip to endogenous model of development organizations and interacting with them
Relevance of traditional healthcare systems (several texts on this available)	Assignment: news review on health care systems from journals and news magazines
Climate Change & Global Warming	Watch movie, 'inconvenient truth' & 'story of stuff', discuss scenarios and impact on health care

Course Schedule

Month - 1

Day 1 – Getting to know, introduction to the course

Day 2 – Introduction to the botanical principles to identify and name medicinal plants

Day 3 – Introduction to document their local health knowledge in line with PBR, Method to prepare safe and quality medicine through traditional methods

Day 4 – Conservation and its related aspects

Month -2

Field work

- Preparation of inventory of medicinal plants

Month -3

Field work

- List the folk healers of their respective areas
- Document the LHT

Month-4

Exposure Visit: Week -1: Forest of different Vegetation, Preparation of Herbarium, Centre of excellence of ISM hospitals

Week -2: Discuss on

- The relevance of Endogenous knowledge and endogenous development
- Contemporary relevance of Traditional Health Care practices
- Global Warming and Climate Change

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Month-5 & 6 : Project work on the approved topic

Month-7:

- Evaluation: self, peer, supervisor, external.
- Certification. Convocation

Evaluation methods

- ◆ Self evaluation
- ◆ Peer evaluation
- ◆ Instructor evaluation
- ◆ External evaluation

Evaluation areas

Knowledge

Skills

Values

- Knowledge evaluation – templates for field book, case presentation, case discussion,
- Project work and Viva as part of Final evaluation
- Skills evaluation – observation of skills being performed
- Values evaluation – observation for conformance to professional ethics during skills evaluation and discussion during oral evaluation

To develop

- ◇ Checklist for self evaluation. These checklists shall be simple, but comprehensive to cover all the major areas of knowledge, skill and values. The candidate shall be in a position to self diagnose the learning or lack of it by responding to the checklists. There shall also be templates for field book, case presentation, case discussion. These shall be a part of continuous evaluation.
- ◇ Checklists for peer evaluation: These checklists shall be simple and be comprehensive to cover all the major skill and value areas. The templates developed for self evaluation can be used for peer evaluation also.
- ◇ Checklists for evaluation of village botanists by the supervisor / course co-ordinator. These checklists shall be simple and be comprehensive to cover all the major skill and value areas. The templates developed for self evaluation can be used for supervisor / course co-ordinator evaluation also.
- ◇ List of questions for viva examination by the instructor and external examiners. These shall be based on the objectives that are listed. The questions shall be in two categories of basic and advanced levels in learning. There can be consensus on what constitutes the most appropriate answer.

From the list, viva cards may be prepared consisting of ten basic level questions and five advance level questions, so that all the topics are sufficiently covered in the questions. *(Number of questions and their distribution is subject to modification)*

The finalised numbers of questions shall be noted in viva cards in the order of most basic to more advanced levels. Each candidate shall have one viva card. There shall be ten percent extra cards as a contingency measure.

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The cards shall be shuffled and the candidate asked to randomly pick a viva card during the exam. This would ensure that there is no bias in question selection either in favour of or against the candidate. Further, because each of the cards has the same difficulty level, objectivity and transparency in evaluation is ensured.

- ◇ Checklists for instructor / external evaluation of village botanists. These checklists shall be simple and be comprehensive to cover all the major knowledge, skill and value areas.

This, in effect, would give a 360° evaluation of the candidates. This could also be USP of the course.