

**Subject Name:** Organon of Medicine and Homeopathic Philosophy

**Subject Code:** HomUG-OM-II

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## **1. Preamble**

Organon of Medicine with Homoeopathic Philosophy is a central fulcrum around which education and training of a homoeopathic physician revolves. It lays down the foundations of homoeopathic practice, education, training and research. It not only elaborates on the fundamental laws but also how to apply them in practice. It defines the qualities of a healer, guides the homoeopathic physician in inculcating values and attitude and develop skills.

Nature nurtures us. It is well depicted in our science. Therefore, Homoeopathy is in synchronization with nature. The need to keep life force within us well balanced with nature is well established in the Organon of Medicine by Dr Hahnemann. Dr Hahnemann as an ecologist was well ahead of his time. Philosophically, it connects man and his actions to the dynamic forces available in nature, thus bringing to fore the holistic approach. Lateralization of these concepts helps the student to develop insight into various facets of Life & Living. Homoeopathic philosophy orients the students to homoeopathy as an Art & Science. It's comprehensive understanding needs a core competency in logic and the concepts of generalization and individualization. Its treatment of disease process and relating to the concept of miasm makes it a study of the process of scientific investigation.

The biggest challenge in teaching-learning of homoeopathic philosophy is to first understand the fundamentals according to the Master's writing and then demonstrate them in practice. Quality and real time integration with other subjects helps a student to conceive the holistic perceiving of Man and Materia Medica. The concepts and knowledge required by the Physician with operational knowledge of management of patients and their diseases will need horizontal and vertical integration with Homoeopathic subjects and clinical subjects. First BHMS will need horizontal integration with Anatomy, physiology, pharmacy and HMM. Homoeopathic philosophy will have spiral integration with itself and vertical integration with clinical subjects. Second year will need integration with pathology, community medicine, forensic medicine, along with other homoeopathic subjects. Third and fourth year establishes links with clinical subjects, research methodology and pharmacology.

Science is never static. Since the time of Dr.Hahnemann, medical science has advanced by leaps and bounds. Since Homoeopathy is based on principles rooted in nature, they would stand the test of time. However, their application in the changing times and circumstances would find newer avenues to heal. This is an opportunity for a homoeopath to connect the current advances while relating with the fundamental laws. Mastering all this will make him a master healer and will move him towards higher purpose of existence.

## **2. Course outcomes**

At the end of the BHMS program, a student will be able to-

- i. Understand Mission of a Physician & Higher Purpose of Existence as per the Master's thoughts and words
- ii. Understand Hahnemannian concept of man and integrating it with the concept from the bio-psycho-social perspective.
- iii. Know homoeopathy as a Holistic & Individualistic medical science
- iv. Understand the concept of dynamism and vital force to get insight in health, disease, diathesis and disease.
- v. Relate concepts of Prevention, Promotion & Cure with the Hahnemannian approach
- vi. Know the Healer within the Homoeopathic Physician and work towards bringing forth the qualities of healing.
- vii. Understand Philosophy of Life & Health by applying basic fundamental laws of Homoeopathy.
- viii. Understand homoeopathic philosophy in the context of research

## **3. Learning outcomes**

- i. Understanding the evolution of chronic disease in view of pathogenesis
- ii. Knowing Hahnemannian classification of diseases and its importance
- iii. Correlation of Microbiology and Homeopathy with miasms.
- iv. Correlation of laboratory investigation with the evolution of pathology and miasm
- v. Learning the concept of prevention of disease
- vi. Understanding the concept of causation and relating to homoeopathy
- vii. Classification and analysis of symptoms and correlation with repertory.
- viii. Developing a portrait of disease by integrating the Hahnemannian concept

#### 4. Course content and its term-wise distribution

Sl. No.	Topic
<b>Term I</b>	
1.	Natural Disease vs Artificial Disease (Aphorisms 28-33)*
2.	The Correctness of Homoeopathic Therapeutic Law of Nature (Aphorisms 34-51)*
3.	Classification of Diseases (Hahnemannian Classification of Disease) with Introduction to Miasm (Aphorisms 71-82)*
4.	Case Taking (Aphorisms 83-103)*
5.	Homoeopathic Philosophy:
5.1	Symptomatology: Details regarding Symptomatology are to be comprehended by referring to the relevant aphorisms of Organon of medicine and chapters of the books on homoeopathic philosophy.
5.2	Case taking: The purpose of homoeopathic case-taking is not merely the collection of disease symptoms from the patient but comprehending the patient as a whole, with the correct appreciation of the factors responsible for the genesis and maintenance of illness. Hahnemann's concept and method of case-taking, as stated in Organon is to be stressed. Case receiving-perceiving techniques and symptoms-grading needs to be introduced and discussed. The prerequisite of the physical environment & of the physician also needs to be outlined.
5.3	Case processing: This includes-
5.3.1	Analysis of Symptoms
5.3.2	Evaluation of Symptoms
5.3.3	Totality of symptoms
5.3.4	Susceptibility
<b>Term II</b>	
6.	Record Keeping (Aphorism 104)*
7.	Various Systems of Medicine (Aphorisms 52-70)*
8.	Causation: Thorough comprehension of the evolution of disease, taking into account pre-disposing, fundamental, exciting and maintaining causes.
9.	Individuality- individualization- its process
10.	Anamnesis- evolution of disease
11.	Disease-its progress- complex disease relation with miasm
12.	Introduction to the concept of suppression

## 5. Teaching hours

### 5.1. Gross division of teaching hours

Organon of Medicine and Homoeopathic Philosophy		
Year	Teaching hours- Lectures	Teaching hours- Non-lectures
II BHMS	150	100

### 5.2 Teaching hours theory

Sl. No	List of Topics	Hours
1.	Natural Disease vs Artificial Disease	05
2	The Correctness of Homoeopathic Therapeutic Law of Nature	20
3	Classification of Diseases with introduction to Miasm	20
4	Case Taking (Aphorisms 83-103)	20
5	Symptomatology	07
6	Case taking (Homoeopathic Philosophy)	12
7	Case processing	15
8	Various systems of Medicine	15
9	Record Keeping	02
10	Causation	15

11	Anamnesis-evolution of disease, Disease its progress-complex disease, Individualization-its process, Susceptibility- types and factors modifying it	16
12	Introduction to the concept of suppression	3
	<b>Total</b>	<b>150</b>

### 5.3. Teaching hours Non-lecture

Sr. No	Non-Lecture Activity	Term	Time Allotted per Activity (Hours)
1	Clinical(to be integrated with topics under Pathology, Practice of Medicine, Surgery and ObGy)	I & II	75
2	Demonstrative	I & II	25
2(a)	Seminar / Tutorials		10
2(b)	Problem based learning/ Case Based Learning		10
2(c)	Assignment/ Symposium / Group discussion		5
	<b>Total</b>		<b>100</b>

## 6. Competencies tables

### 6.1 Natural disease vs artificial disease (Aphorism 28-33)

Sl. No	Domain of Competency	Miller	Content	SLO	Bloom/ Guilbert	Priority	TL MM	Assessment		Integration
								F	S	
HomUG-OM-II 1.1	K& S HO	K	<b>Aphorism 28-33</b>  Artificial disease is stronger than Natural disease	Define modus opernadi of homoeopathic cure	Cognitive Understand and interpret Level II	Must Know	Lecture Small Group Discussion	MCQ SAQ	MCQ SAQ, Viva	Spiral Pharmacy
HomUG-OM-II 1.2				Define and differentiate between Natural and Artificial Disease						
HomUG-OM-II 1.3				Identify factors differentiating Natural & Artificial Disease						
HomUG-OM-II 1.4				Compare the strength of Natural Disease vis-à-vis Artificial Disease						
HomUG-OM-II 1.5				Justify the superiority of Artificial Disease						

## 6.2 The correctness of Homeopathic therapeutic law of nature(Aphorisms 34-51)

Sl. No	Domain of Competency	Miller	Content	SLO	Bloom/ Guilbert	Priority	TL MM	Assessment		Integration
								F	S	
HomUG-OM-II 2.1	K & S HO	K	<b>Aphorism 34-35</b> Therapeutic Law of Nature	Describe the factors needed to cure a disease	Cognitive Understand and interpret Level II	Must Know	Lecture Small Group Discussion	MCQ SAQ	MCQ SAQ, Viva	
HomUG-OM-II 2.2		K	<b>Aphorism 36-42</b> Discuss what happens when two dissimilar diseases meet in nature	Compare the different scenarios viz. Natural diseases meet, Natural and Artificial Disease meet	Cognitive Understand and interpret Level II	Must Know	Lecture Small Group Discussion	MCQ SAQ	MCQ SAQ, Viva	
HomUG-OM-II 2.3		K	<b>Aphorism 43-45</b> Discuss what happens when two Similar diseases meet in nature	Compare the scenarios viz. Natural diseases meet, Natural and Artificial	Cognitive Understand and interpret Level II	Must Know	Lecture Small Group Discussion	MCQ SAQ	MCQ SAQ, Viva	



HomUG-OM-II 2.4	K & S HO	K	<b>Aphorism 45-46</b> Examples of Homeopathic Cure	List the examples of cure in nature	Cognitive Recall Level I	Must Know	Lecture Small Group Discussion	SAQ	MCQ, SAQ, Viva	
HomUG-OM-II 2.5		K	<b>Aphorism 47-49</b> Learning from Nature	Discuss the learning from the nature's examples of cure	Cognitive Understand and interpret Level II	Must Know	Lecture Small Group Discussion	MCQ, SAQ	SAQ, LAQ, Viva	
HomUG-OM-II 2.6		K	<b>Aphorism 50</b> Hazardous Homoeopathic Remedy	Discuss the effect of Natural diseases used for treating similar Natural Diseases	Cognitive Understand and interpret Level II	Must Know	Lecture Small Group Discussion	MCQ, SAQ	SAQ, LAQ, Viva	
HomUG-OM-II 2.7		K	<b>Aphorism 51</b> Advantage of Homoeopathic medicines	Discuss artificial morbid agents and their advantage over natural diseases	Cognitive Understand and interpret Level II	Must Know	Lecture Small Group Discussion	MCQ, SAQ	SAQ, LAQ, Viva	<b>Pharmacy (V)</b> <b>Materia Medica (V)</b>

### 6.3 Classification of disease (Hahnemannian classification of disease) with introduction of miasm (Aphorisms 71-82)

Sl. No	Domain of Competency	Miller	Content	SLO	Bloom/ Guilbert	Priority	TL MM	Assessment		Integration
								F	S	
HomUG -OM-II 3.1	K & S HO	K	<b>Aphorism 71</b> Homeopathic System of Medicine	List the points necessary in the operation of curing	Cognitive Understand and interpret Level II	Must Know	Lecture Small Group Discussion	MCQ SAQ	MCQ SAQ Viva	<b>Organon (Spiral) Aphorism 3</b>
HomUG -OM-II 3.2				Discuss Hahnemann's classification of disease						
HomUG -OM-II 3.3	K & S HO P C	K H	<b>Aphorism 72</b> General Survey of Diseases	Define Acute disease Define Chronic disease Illustrate with examples	Cognitive Understand and interpret Level II	Must Know	Caselet Lecture Small Group Discussion	MCQ SAQ	MCQ SAQ Viva	<b>Organon (Spiral)</b> Vital force
HomUG -OM-II 3.4		K	<b>Aphorism 73</b> Acute Diseases	List the types of acute diseases Illustrate with examples of each	Cognitive Understand and interpret Level II	Must Know	Caselet Lecture Small Group Discussion	MCQ SAQ Quiz	MCQ SAQ LAQ Viva	<b>Practice of Medicine (H/V)</b>
HomUG -OM-II 3.5		K	<b>Aphorism 74-76</b> Chronic Diseases	List examples of Chronic diseases Define Iatrogenic Disease with examples Management of Iatrogenic Diseases	Cognitive Understand and interpret Level II	Must Know	Caselet Lecture Small Group Discussion	MCQ SAQ	MCQ SAQ LAQ Viva	Modern Pharmacology (H)

HomUG -OM-II 3.6		K	<b>Aphorism 77</b> Pseudo-chronic Diseases	Define Inappropriately named chronic diseases List the causes of the same Examples	Cognitive Understand and interpret Level II	Must Know	Caselet Lecture Small Group Discussion	MCQ SAQ	MCQ SAQ LAQ Viva	
HomUG -OM-II 3.7	K & S HO P C	K	<b>Aphorism 78</b> True Chronic Diseases	Define and discuss true natural Disease	Cognitive Understand and interpret Level II	Must Know	Caselet Lecture Small Group Discussion	SAQ	MCQ SAQ LAQ Viva	
HomUG -OM-II 3.8		K	<b>Aphorism 79</b> Syphilis & Sycosis	Define Miasm Recognise the miasms Identify the primary presentation of miasm	Cognitive Understand and interpret Level II	Must Know	Caselet Lecture Small Group Discussion	SAQ	MCQ SAQ LAQ Viva	<b>Pathology (H)</b>
HomUG -OM-II 3.9		K	<b>Aphorism 80-81</b> Psora	Identify the primary presentation of Psora List the types of presentations of Psora Summarise footnote 77 List the causes that influence transformation of Psora	Cognitive Understand and interpret Level II	Must Know	Caselet Lecture Small Group Discussion	SAQ	MCQ SAQ LAQ Viva	<b>Pathology (H)</b>

HomUG -OM-II 3.10		K	<b>Aphorism 82</b> Managem ent of Chronic Diseases	Discuss the management of Chronic diseases	Cognitive Understand and interpret Level II	Must Know	Caselet Lecture Small Group Discussion	SAQ	SAQ Viva	
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#### 6.4 Case taking (Aphorisms 83-103)

Sl. No	Domain of Competency	Miller	Content	SLO	Bloom/ Guilbert	Priority	TL MM	Assessment		Integration
								F	S	
HomUG -OM-II 4.1	K & S HO P C	K H	<b>Aphorism 83</b> Prerequisites for case taking	List the prerequisites for case taking Discuss techniques to develop and improve on these	Cognitive Understand and interpret Level II	Must Know	Lecture Small Group Discussion Case simulation	MCQ SAQ Viva	MCQ SAQ Viva	
HomUG -OM-II 4.2	K & S HO P C P B L C S	K K H S H	<b>Aphorism 84-89</b> History taking	Explain the steps of case taking Discuss the dos and don'ts of case taking	Cognitive Understand and interpret Problem solving Level II& III	Must Know	Lecture Case simulation Case discussion OPD/IPD in small groups	MCQ SAQ	MCQ SAQ Viva	
HomUG -OM-II 4.3	K & S HO P B L	K H S H D	<b>Aphorism 90</b> Physician's observation	List the various headings to observe in a patient	Cognitive Understand and	Must Know	Lecture Movies /clips	MCQ SAQ Check- list	MCQ SAQ Viva	<b>Anatomy/ Physiology (Spiral)</b>

				Discuss the importance of these observations Co-relate with Materia Medica and Repertory	interpret Level II Psychomot or Level I & II		Case simulation			<b>Practice of Medicine (Horizontal) Materia Medica (H &amp; S) Repertory (H &amp; S)</b>
HomUG -OM-II 4.4	K & S HO P B L	K K H	<b>Aphorism 91</b> Original Unmodified Picture	Discuss the importance of noting the original form of disease	Cognitive Understand and interpret Level II	Must Know	Lecture Caselet	MCQ SAQ	MCQ SAQ Viva	
HomUG -OM-II 4.5	K & S P C	K	<b>Aphorism 92</b> Case taking in acute disease	Discuss the importance of case taking in acute cases	Cognitive Understand and interpret Level II	Must Know	Lecture Small Group Discussion Caselet	MCQ SAQ	MCQ SAQ Viva	
HomUG -OM-II 4.6	K & S HO P C P B L C S	K K H	<b>Aphorism 93</b> Obvious cause of the Disease	Discriminate between various causes of sensitive nature Ask relevant questions	Affective Level I	Must Know	Lecture Small Group Discussion Role play	MCQ SAQ	MCQ SAQ Viva	Fundamentals of Psychology (S)
HomUG -OM-II 4.7	K & S HO P C C S	K H	<b>Aphorism 94</b> General cause of the Disease	Plan the case taking to ascertain the maintaining cause if any	Cognitive Decision /Problem Solving Level III	Must Know	Lecture Small Group Discussion Case simulation OPD/IPD	MCQ SAQ	MCQ SAQ Viva	<b>Aphorism 5 Organon (S)</b>

HomUG -OM-II 4.8	K & S HO P C	K H	<b>Aphorism 95</b> Case taking in chronic disease	Design the case taking in chronic disease Evaluate the importance of accessory symptoms	Cognitive Decision /Problem Solving Level III	Must Know	Lecture Small Group Discussion Case simulation OPD/IPD	MCQ SAQ	MCQ SAQ LAQ Viva	
HomUG -OM-II 4.9	K & S HO C S	K	<b>Aphorism 96-97</b> Disposition s of patients in case taking	Differentiate the dispositions of patients while answering Differentiate between Hypochondriac s and Feigners (malingering) Analyse the reasons behind the disposition	Cognitive Understand and interpret Level II	Must Know	Lecture Small Group Discussion Case simulation OPD/IPD	MCQ SAQ	MCQ SAQ Viva	Fundamentals of Psychology (S)  <b>Symptomatology Organon</b>
HomUG -OM-II 4.10	K & S HO P B L C S	K	<b>Aphorism 98</b> Demands of Case taking	Analyse the answers given by the friends and attendants Compare that with the patient's answer Listen to the patients' answers	Cognitive Understand and interpret Level II  Affective Level I	Must Know	Lecture Small Group Discussion Case simulation OPD/IPD	MCQ SAQ	MCQ SAQ Viva	<b>Psychology (S)</b>
HomUG -OM-II 4.11	K & S HO	K	<b>Aphorism 99</b>	Discuss the advantages of case taking in	Cognitive Understand and	Must Know	Lecture	MCQ SAQ	MCQ SAQ Viva	

			Case taking in acute disease	acute diseases vis-à-vis chronic case	interpret Level II		Small Group Discussion			
HomUG-OM-II 4.12	K & S HO P C Community Health	K	<b>Aphorism 100-103</b> Case taking in epidemic and sporadic disease	Discuss the salient points of case taking in an epidemic or sporadic disease Differentiate between common and characteristic symptom in above cases Discuss the concept of Genus epidemicus	Cognitive Understand and interpret Level II	Must Know	Lecture Small Group Discussion	MCQ SAQ	MCQ SAQ Viva	<b>Organon (S)</b>

## 6.5 Symptomatology

Sl. No	Domain of Competency	Miller	Content	SLO	Bloom/Guilbert	Priority	TL MM	Assessment		Integration
								F	S	
HomUG-OM-II 5.1	K & S	K	Define Symptoms and their importance	Define Objective and subjective symptoms	Cognitive Understand and interpret Level II	Must Know	Class room lecture , Group discussions	MCQ SAQ	LAQ	Horizontal with Pathology  Vertical with POM, OBG, Surgery
HomUG-OM-II 5.2				Enumerate different types of symptoms						
HomUG-OM-II 5.3		K		Explain symptoms according to Hahnemann's view						
HomUG-OM-II 5.4	K & S	K		Define Totality of symptoms	Cognitive/ Understand & Interpret level II	Must Know	Class room lecture , Group discussions Caselets	MCQ	LAQ VIVA	
HomUG-OM-II 5.5				Explain types of modalities						



HomUG -OM-II 5.6	K & S	K	Define Symptomatology in relevance with Dr. KENT	Understanding the method of forming the TOS for prescribing Identify the nature and value of symptoms	Psychomotor / Problem Solving Level I	Must Know	Cases P B L	SAQ	LAQ SAQ	Vertical with Repertory
HomUG -OM-II 5.7				Analysis of the case Explain the grade of symptoms of disease						
HomUG -OM-II 5.8				Explain the grade of symptoms of drug						

### 6.6 Case taking (Homoeopathic Philosophy)

SI No	Domain of Competency	Miller	Content	SLO	Bloom/ Guilbert	Priority	TL MM	Assessment		Integration
								F	S	
HomUG-OM-II 6.1	K & S HO P C	K	Roberts Ch 8 Case Taking	Discuss the essentials needed to be recorded in taking the case	Cognitive/ Level III	Must know	Lecture Tutorials	MCQ SAQ	MCQ SAQ LAQ Viva	Record keeping <b>Organon (S)</b>
HomUG-OM-II 6.2				List the dos and don'ts of case taking						
HomUG-OM-II 6.3				Difference between acute and chronic case taking						
HomUG-OM-II 6.4		K	Case taking Views of stalwarts	Explain View of Dr. J T Kent on Case Taking Explain View of Dr. Stuart Close on Case Taking						

### 6.7 Case processing

Sl. No	Domain of Competency	Miller	Content	SLO	Bloom/ Guilbert	Priority	TL MM	Assessment		Integration
								F	S	
HomUG-OM-II 7.1	K & S  P C  P B L	K H S H D	Analysis	Define Analysis Identify different groups to analyse the symptoms Justify the analysis	Cognitive Level III	Must Know	Lecture Small Group Discussion Case simulation OPD/IPD	MCQ SAQ Checklist	MCQ SAQ LAQ	
HomUG-OM-II 7.2			Evaluation	Define Evaluation Justify and defend the evaluated symptoms	Cognitive Level III					
HomUG-OM-II 7.3			Investigation	Discuss the investigation Plan the case	Cognitive Level III					<b>Pathology (H)</b>
HomUG-OM-II 7.4			Diagnosis	Examine the case	Cognitive Level III Psychomotor Level I &II					<b>Practice of Medicine(H)</b>
HomUG-OM-II 7.5	K & S	K	Develop Portrait of Disease by integrating Hahnemannian concept	Define Disease portrait ( Kent -Ch- 30), (Roberts- Ch- 9),(Close- Ch- 11, 12)	Cognitive/ Understand & Interpret level II	Must Know	Caselets / Classroom discussion/ DOPS	MCQ SAQ	LAQ	Horizontal with Pathology, Materia Medica, Repertory

### 6.8 Totality of symptoms

Sl. No	Domain of Competency	Miller	Content	SLO	Bloom/ Guilbert	Priority	TL MM	Assessment		Integration
								F	S	
HomUG-OM-II 8	K & S	K	Develop Portrait of Disease by integrating Hahnemannian concept	Define Disease by portrait ( Kent -Ch-30), (Roberts-Ch-9),(Close-Ch- 11, 12)	Cognitive/ Understand & Interpret level II	Must Know	Caselets / Classroom discussion/ DOPS	MCQ SAQ	LAQ	Horizontal with Pathology, Materia Medica, Repertory

### 6.9 Susceptibility

Sl. No	Domain of Competency	Miller	Content	SLO	Bloom/ Guilbert	Priority	TL MM	Assessment		Integration
								F	S	
HomUG-OM-II 9.1	K & S  HO  P C C B L	K	Susceptibility	Define Susceptibility	Cognitive Level II	Must Know	Lecture	MCQ SAQ		<b>Organon (S)</b>
HomUG-OM-II 9.2				Discuss the factors modifying susceptibility	Cognitive Level II		Small Group Discussion Case based Learning Seminar/ Symposium			
HomUG-OM-II 9.3				Predict the susceptibility of the patient to the drug prescribed	Cognitive Level III					

### 6.10 Record keeping

Sl. No	Domain of Competency	Miller	Content	SLO	Bloom/ Guilbert	Priority	TL MM	Assessment		Integration
								F	S	
HomUG-OM-II 10.1	K & S HO P C D	K H	<b>Aphorism 104</b> Record keeping	Discuss the importance of Record keeping Legality of case record	Cognitive Decision /Problem Solving Level III	Must Know	Lecture OPD/ IPD Case simulation Project work	MCQ SAQ	MCQ SAQ LAQ Viva	<b>FMT (H)</b>
HomUG-OM-II 10.2	K & S	K	Define Record Keeping	Define Record Keeping Explain Case Records	Cognitive / Recall	Desire-able to know	Caselets DOPS	MCQ	SAQ	With Repertory

### 6.11 Various systems of medicine

Sl. No	Domain of Competency	Miller	Content	SLO	Bloom/ Guilbert	Priority	TL MM	Assessment		Integration
								F	S	
HomUG-OM-II 11.1	K & S HO	K	<b>Aphorism 52</b> Chief Methods of Cure	List and Discuss different methods of Cure	Cognitive Understand and interpret Level II	Must Know	Lecture Small Group Discussion Seminars	MCQ SAQ Quiz	MCQ SAQ, Viva	Spiral Pharmacy
HomUG-OM-II 11.2		K	<b>Aphorism 53</b> Homeopathic Method	Discuss the Fundamental Laws	Cognitive Understand and interpret Level II	MustKnow	Lecture Small Group Discussion Seminars	MCQ SAQ Quiz	MCQ, SAQ, LAQ, Viva	<b>ORGANON (Spiral)</b>

			Application of Law of Cure							
HomUG-OM-II 11.3		K	<b>Aphorism 54</b> Different forms / System of Medicines Allopathic Method	Compare the outcomes of Various theories	Cognitive Understand and interpret Level II	Must Know	Lecture Small Group Discussion Seminars	MCQ SAQ Quiz	MCQ, SAQ, LAQ, Viva	<b>ORGANON (Spiral)</b>
HomUG-OM-II 11.4	K & S HO	K	<b>Aphorism 55-56</b> Palliation in Allopathy	Discuss the awareness of public to effect of palliative treatment	Cognitive Understand and interpret Level II	Must Know	Lecture Small Group Discussion Seminars	MCQ, SAQ	MCQ, SAQ, LAQ, Viva	<b>Modern Pharmacology (V) Medicine (V)</b>
HomUG-OM-II 11.5		K	<b>Aphorism 57-58</b> Symptomatic Treatment by Contraria	Explain the symptomatic treatment in contraria	Cognitive Understand and interpret Level II	Must Know	Lecture Small Group Discussion Seminars	MCQ, SAQ	MCQ, SAQ, LAQ, Viva	<b>Modern Pharmacology (V) Medicine (V)</b>
HomUG-OM-II 11.6		K	<b>Aphorism 59</b> Injurious effects of antipathic Line of Treatment	Analyse the examples of effects of Antipathic line of treatment	Cognitive Understand and interpret Level II	Must Know	Lecture Small Group Discussion Seminars	MCQ, SAQ	MCQ, SAQ, LAQ, Viva	<b>Modern Pharmacology (V) Medicine (V)</b>

HomUG-OM-II 11.7	K & S HO	K	<b>Aphorism 60</b> Palliation in Allopathy	Discuss the Hazard of increasing doses in palliative treatment	Cognitive Understand and interpret Level II	Must Know	Lecture Small Group Discussion	MCQ, SAQ	MCQ, SAQ Viva	<b>Modern Pharmacology (V), Medicine (V), Gynaec (H), Surgery(H)</b>
HomUG-OM-II 11.8		K	<b>Aphorism 61</b> Utility of Homoeopathic treatment	Compare the utility of Homoeopathic & Allopathic treatment	Cognitive Understand and interpret Level II	Must Know	Lecture Small Group Discussion	MCQ, SAQ	MCQ, SAQ Viva	<b>Modern Pharmacology (V) Medicine (V), Gynaec (H), Surgery(H)</b>
HomUG-OM-II 11.9	K&S HO P C	K	<b>Aphorism 62-63</b> Reason for injurious nature of the palliative and sole efficacy of homoeopathic medicine	Define Primary and Secondary Action	Cognitive Understand and interpret Level II	Must Know	Lecture Small Group Discussion	MCQ, SAQ	MCQ, SAQ, Viva	
HomUG-OM-II 11.10		K H	<b>Aphorism 64</b> Explanation of Primary and Secondary Action	Differentiate between Primary and Secondary Action	Cognitive Understand and interpret Level II	Must Know	Lecture Small Group Discussion	MCQ, SAQ	MCQ, SAQ, Viva	
HomUG-OM-II 11.11		K	<b>Aphorism 65</b> Examples of Primary and	Illustrate with examples of Primary and	Cognitive Understand and	Must Know	Lecture Small Group Discussion	MCQ, SAQ	MCQ, SAQ, LAQ Viva	<b>Modern Pharmacology (V) Medicine (V)</b>

			Secondary Action	Secondary Actions	interpret Level II					
HomUG-OM-II 11.12	K & S HO	K	<b>Aphorism 66</b> Secondary Curative Action	Analyse the effect of smallest homoeopathic doses in secondary action	Cognitive Understand and interpret Level II	Must Know	Lecture Small Group Discussion	MCQ, SAQ	MCQ, SAQ, LAQ	
HomUG-OM-II 11.13		K	<b>Aphorism 67</b> Define and explain Suspended Animation	Discuss the use of antipathic line of treatment in specific cases	Cognitive Understand and interpret Level II	Must Know	Lecture Small Group Discussion	MCQ, SAQ	MCQ, SAQ, LAQ	
HomUG-OM-II 11.14		KH	<b>Aphorism 68</b> Analyse the efficacy of Minuteness of Homeopathic medicines in cure	Application of Law of Minimum	Cognitive Understand and interpret Level II	Must Know	Lecture Small Group Discussion	MCQ, SAQ	MCQ, SAQ, LAQ	<b>Organon (S)</b>
HomUG-OM-II 11.15	K & S HO	K	<b>Aphorism 69</b> Hurtfulness of Antipathic Treatment	Evaluate the effect of Antipathic line of treatment	Cognitive Understand and interpret Level II	Must Know	Lecture Small Group Discussion	MCQ, SAQ	MCQ, SAQ, LAQ	<b>Modern Pharmacology (H) Medicine (V)</b>
HomUG-OM-II 11.16	K & S HO	K	<b>Aphorism 70</b> Summary of Homeopathic system of Medicine	List the inferences derived from the Aphorisms 1-70	Cognitive Understand and interpret Level II	Must Know	Lecture Small Group Discussion	MCQ, SAQ	MCQ, SAQ, LAQ	



### 6.10 Causation

Sl. No	Domain of Competency	Miller	Content	SLO	Bloom/ Guilbert	Priority	TL MM	Assessment		Integration
								F	S	
HomUG-OM-II 12.1	K & S  K & S  C S  P C	K	Etiology Concept of Disease	Recall the various concept of disease	Cognitive Level II Understand and Interpret	Must know	Lectures Small group Discussion	MCQ SAQ	MCQ SAQ LAQ Viva	<b>Organon (S)</b>
HomUG-OM-II 12.2			Biological Concept of disease	Discuss the biological concept of disease		Desirable to know				<b>Pathology (H)</b>
HomUG-OM-II 12.3			Environmental and Constitutional Factors	Discuss the concept of stress/ strain / Conflict		Must know				<b>Psychology (S)</b> Personality Adaptation
HomUG-OM-II 12.4			Importance of diagnosis in Homeopathy	List the importance of diagnosis in daily practice		Must know				<b>Practice of Medicine (H &amp; V)</b>
HomUG-OM-II 12.5			Concept of causation & relating it with homoeopathy	Define fundamental(miasm), exciting & maintaining cause	Cognitive Level II Understand and Interpret	Must know	Lectures Small group Discussion	MCQ SAQ	MCQ SAQ LAQ Viva	Horizontal with Pathology, Materia Medica, Repertory
HomUG-OM-II 12.6	K & S and Scholarship	K	Classification of Disease	Classification of disease as per Hahnemann and other stalwarts like Sarkar	Cognitive/ Understand & Interpret level II	Must Know	Classroom discussion Case Based Learning	MCQ SAQ	LAQ	

### 6.11 Introduction to the evolutionary concept of miasm

Sl. No	Domain of Competency	Miller	Content	SLO	Bloom/ Guilbert	Priority	TL MM	Assessment		Integrati on
								F	S	
HomUG-OM-II 13.1	K & S	K	Discovery of Miasm Definition of Miasm Primary basic features of Miasm	Relate to Hahnemann's journey to discover the concept of miasm in chronic diseases	Cognitiv e Level II Understa nd and Interpret	Desirabl e to know	Lecture Small group discussion	MCQSA Q	MCQ SAQ LAQ Viva	<b>Organon (S)</b>
HomUG-OM-II 13.2	K & S	K	Hahnemann classification of disease	Define Hahnemann's concept of miasm	Cognitive / Understand & Interpret Level II	Must Know	Class room lecture / Small group Discussions / Caselets	MCQ SAQ	LAQ	Horizontal with Pathology
HomUG-OM-II 13.3				Explain pathological consideration and general survey of disease Hahnemann's theory of Chronic Disease & bacteriology Acute miasm						
HomUG-OM-II 13.4	K & S	K	Miasm	Explain characteristic of Psora	Cognitive / Understand & Interpret level II	Desirable to know	Classroom discussion/ group discussions	MCQ SAQ	LAQ	
HomUG-OM-II 13.5				Explain characteristic of Sycosis						

HomUG-OM-II 13.6				Explain characteristic of Syphilis Foot note: 74, 76, 77, 78, 79, 80						
HomUG-OM-II 13.7	K & S	K	Understanding chronic disease in view of pathogenesis	Co- relate laboratory investigation with evolution of pathology and miasm	Cognitive / Understand & Interpret level II	Desirable to know	Caselets / Classroom discussion/	MCQ SAQ	LAQ	Horizontal with Pathology
HomUG-OM-II 13.8				Co- microbiology & homoeopathy with miasm						
HomUG-OM-II 13.9	K & S	K	Miasm & Pathology	Correlation of homoeopathy to pathology with reference to Dr. Kent, Close, Roberts	Cognitive / Understand & Interpret level II	Nice to know	Classroom discussion/	MCQ SAQ	LAQ	

### 6.12 Individuality

Sl. No	Domain of Competency	Miller	Content	SLO	Bloom/ Guilbert	Priority	TL MM	Assessment		Integration
								F	S	
HomUG-OM-II 14.1	K & S	K	Life, Health & Disease	Define Individuality	Cognitive Level II Understand and Interpret	Must know	Lecture	MCQ SAQ	MCQ SAQ LAQ Viva	<b>Pathology Practice of Medicine Materia Medica</b>
HomUG-OM-II 14.2				Describe factors contributing to individualise a patient			Small Group Discussion			
HomUG-OM-II 14.3				Discuss with examples			Case based Learning Seminar			

### 6.13 Anamnesis- evolution of disease

Sl. No	Domain of Competency	Miller	Content	SLO	Bloom/ Guilbert	Priority	TL MM	Assessment		Integration
								F	S	
HomUG-OM-II 15.1	K & S	K	History of Disease and its evolution	Define Anamnesis	Cognitive Level II Understand and Interpret	Must know	Lecture	MCQ SAQ	MCQ SAQ LAQ Viva	<b>Pathology Practice of Medicine Materia Medica</b>
HomUG-OM-II 15.2				Define evolution of disease process and prognosis of disease			Small Group Discussion Case based Learning Seminar			

#### 6.14 Disease-its progress- complex disease relation with miasm

Sl. No	Domain of Competency	Miller	Content	SLO	Bloom/ Guilbert	Priority	TL MM	Assessment		Integration
								F	S	
HomUG-OM-II 16.1	K & S	K	Progression of disease	Define Complex disease	Cognitive Level II Understand and Interpret	Must know	Lecture	SAQ	MCQ, SAQ, LAQ, VIVA	<b>Organon</b>
HomUG-OM-II 16.2				Discuss progression of disease in relation with –			Small Group Discussion			
				Psora (Functional Changes) - Sycosis (Infiltration) - Syphilis (Destruction)			Case based Learning  Seminar			

### 6.15 Introduction to the concept of suppression

Sl. No	Domain of Competency	Miller	Content	SLO	Bloom/ Guilbert	Priority	TL MM	Assessment		Integration
								F	S	
HomUG-OM-II 17.1	K & S  HO P C	K	Suppression Causes Effects and Management	Define Suppression	Cognitive Level II Understand and Interpret	Nice to Know	Lecture Caselet	MCQ SAQ	SAQ	Pathology (H)
HomUG-OM-II 17.2				Enumerate the types and causes of Suppression			Case based Lerarning			
HomUG-OM-II 17.3				Discuss the effects of Suppression						
HomUG-OM-II 17.4				Explain the management						

## 7. Teaching learning methods

Lectures (Theory)	Non-lectures (Practical)
Lectures	Clinical demonstration
Small group discussion	Problem based group discussion
Integrated lectures	Case based learning
Assignments	Tutorials
Library reference	Seminars
	Symposium
	Assignments
	Self-learning

There have to be classroom lectures, small group discussions, case discussions where case-based learning (CBL) and problem-based learning (PBL) are especially helpful.

Audiovisual (AV) methods for classroom teaching may be an innovative aid in order to demonstrate the related graphics and animations etc.

In the case of clinical demonstration – DOAP (Demonstration – Observation – Assistance – Performance) is very well applicable.

## 8. Details of assessment

### 8.1 Overall Scheme of Assessment (Summative)

Sr. No	Professional Course	Term I (1-6 Months)		Term II (7-12 Months)		
1	Second Professional BHMS	PA I (end of 3 months)	TT I (end of 6 months)	PA II (end of 9 months)	FUE (end of 12 months)	
		10 Marks Viva	50 Marks Practical/ Viva i) Viva voce -25 marks	10 Marks Viva	100 marks theory	100 marks (Clinical/practical+ Viva+ IA)

			ii) Clinical performance – 25 marks Case taking and analysis and evaluation			
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## 8.2 Number of papers and marks distribution for Final University Examination (FUE)

Sr. No.	Course Code	Papers	Theory	Practical/ Clinical	Viva Voce	Internal Assessment**	Grand Total
1	HomUG-OM-II	01	100 marks	50 marks  i) Case taking- 10 marks ii) Case processing-25 marks iii) Case presentation- 5 marks iv) Journal*-10 marks	40 marks	10 marks  (Marks of PA I + TT I + PA II)	200marks

\*Journal with 10 cases needs to be maintained by the students which should include

Case Taking, Case Processing -Analysis & Evaluation, Investigations, Probable Diagnosis, Classification of disease in that case, Susceptibility

**\*\*Method of Calculation of Internal Assessment Marks for Final University Examination:**

**Marks of IA-** (Marks of PA-1 + Marks of TT + Marks of PA-2) / 70 X 10



### 8.3 Paper Layout

**Summative assessment (FUE):**

**Theory- 100 marks**

<b>MCQ</b>	<b>10 marks</b>
<b>SAQ</b>	<b>40 marks</b>
<b>LAQ</b>	<b>50 marks</b>

### 8.4 Distribution of questions for theory exam

<b>Sr. No</b>	<b>Paper</b>			<b>D</b>		
				<b>Type of Questions</b>		
	<b>A</b>	<b>B</b>	<b>C</b>	<b>MCQ</b>	<b>SAQ</b>	<b>LAQ</b>
	<b>List of Topics</b>	<b>Term</b>	<b>Marks</b>	<b>(1 Mark)</b>	<b>(5Marks)</b>	<b>(10 Marks)</b>
1	Aphorism 28- 70 and 83-104	I & II	Refer to table 8.5 below	4	2	2
2	Case taking -receiving-perceiving techniques prerequisites of physician,  Symptomatology, Analysis, Evaluation, Totality of Symptoms	I & II		2	2	1

3	Classification of disease with introduction to miasm ( Aphorism 71-82); Its correlation with pathogenesis and Homoeopathic management	I		2	1	1
4	Anamnesis-evolution of disease, Disease its progress-complex disease, Individualization-its process, Susceptibility: types and factors modifying it	II			2	
5	Causation; Introduction to the concept of suppression	II			1	1

### 8.5 Theme-wise distribution

No	Chapter/ Topic	Term	Theme	Marks	LAQ	SAQ	MCQ
1	Aphorism 28-104	I & II	A	34	20	10	4
2	Case taking -receiving-perceiving techniques prerequisites of physician, Symptomatology, Analysis, Evaluation, Totality of Symptoms	I&II	B	22	10	10	2
3	Classification of Disease with respect to Pathogenesis, miasm and correlation with homeopathic management	I	C	17	10	5	2
4	Anamnesis-evolution of disease, Disease its progress-complex disease, Individualization-its process, Susceptibility: types and factors modifying it	II	D	12		10	2
5	Causation; Introduction to the concept of suppression	II	E	15	10	5	

## 8.6 Question paper blueprint

<b>A</b> <b>Question Serial Number</b>	<b>B</b> <b>Type of Question</b>	<b>Question Paper Format</b> <b>(Refer Table 8.5 for themes)</b>
Q.1	Multiple choice Questions (MCQ) 10 Questions 1mark each All compulsory Must know part: 7 Desirable to know :3 Nice to know: Nil	<ol style="list-style-type: none"> <li>1. Theme A</li> <li>2. Theme A</li> <li>3. Theme A</li> <li>4. Theme A</li> <li>5. Theme B</li> <li>6. Theme B</li> <li>7. Theme C</li> <li>8. Theme C</li> <li>9. Theme D</li> <li>10. Theme D</li> </ol>
Q.2.	Short answer Questions (SAQ) 8 Questions 5 marks each All Compulsory Must know part:5 Desirable to Know: 2 Nice to know:1	<ol style="list-style-type: none"> <li>1. Theme A</li> <li>2. Theme A</li> <li>3. Theme B</li> <li>4. Theme B</li> <li>5. Theme C</li> <li>6. Theme D</li> <li>7. Theme D</li> <li>8. Theme E</li> </ol>
Q.3	Long answer Questions (LAQ) 5 Questions 10 marks each All Compulsory Must know part:3 Desirable to Know: 2 Nice to know:Nil	<ol style="list-style-type: none"> <li>1. Theme A</li> <li>2. Theme A</li> <li>3. Theme B</li> <li>4. Theme C</li> <li>5. Theme E</li> </ol>

## **9. List of recommended text/reference books**

- Hahnemann Samuel, Organon of Medicine 6<sup>th</sup> edition translated By W. Boericke
- Hahnemann Samuel, Organon of Medicine 5<sup>th</sup> & 6<sup>th</sup> combined edition translated By R. E. Dudgeon
- Kent J.T. Lectures on Homoeopathic Philosophy
- Roberts H. A. The Principle and Art of Cure By Homoeopathy
- Close Stuart, The Genius of Homoeopathy Lectures and Essay on Homoeopathic Philosophy
- Sarkar B. K., Commentary on Organon
- Das A. K., *A Treatise on Organon of Medicine*
- Schmidt Pierre, *The Art of Case Taking and Interrogation*
- Goel Sumit, *A study on Organon of Medicine and Homoeopathic Philosophy*

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