

## COMPETENCY BASED DYNAMIC CURRICULUM FOR THIRD BHMS PROFESSIONAL COURSE

(Applicable from Batch 2022-2023 onwards for 5 years or until further notification by National Commission for Homoeopathy whichever is earlier)

(Homoeopathic Materia Medica)



**HOMOEOPATHY EDUCATION BOARD**

**NATIONAL COMMISSION FOR HOMOEOPATHY**

**MINISTRY OF AYUSH, GOVERNMENT OF INDIA**

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# AIM Homoeopathy

**Subject:** Homoeopathic Materia Medica

**Subject code:** HomUG-HMM-III

## Index

| S.No | Description                          | Page Number |
|------|--------------------------------------|-------------|
| 1.   | Course Outcomes (CO)                 | 3           |
| 2.   | Learning objectives (LO)             | 3-4         |
| 3.   | Term –wise Course Content            | 4-5         |
| 4.   | Teaching Hours                       | 6-7         |
| 5.   | Content Mapping (Competencies Table) | 8-15        |
| 6.   | Teaching Learning Methods            | 16          |
| 7.   | Details of Assessment                | 17-23       |
| 8.   | List of Recommended Books            | 23-24       |
| 9.   | List of Contributors                 | 24          |

# AIM Homoeopathy

## 1. Course outcomes (CO)

At the end of BHMS III course, the students should be able to-

- i. Correlate the knowledge of Surgery, Gynaecology and Obstetrics, Practice of medicine in better understanding of Homoeopathic Materia Medica.
- ii. Construct the drug picture/portrait of remedy using the knowledge of symptomatology and interpretation of clinical subjects.
- iii. Explore the depths of clinical dimensions of Materia Medica for better understanding of a given remedy.
- iv. Discuss the importance of Group characters in better understanding of Homoeopathic Materia Medica.
- v. Apply understanding of Materia Medica to evolve therapeutics.
- vi. Explain the relevance of Comparative Materia Medica for differentiation of remedies.
- vii. Relate the dimensions of clinical knowledge with drug proving to develop Regional Materia Medica.
- viii. Correlate the understanding of Miasms with symptomatology of remedies.
- ix. Explore the remedy relationship and concordances.
- x. Relate the concept of diathesis with symptoms of remedies.
- xi. Integrate knowledge of Organon of Medicine and Repertory in better understanding and application of Homoeopathic Materia Medica.
- xii. Record both acute and chronic history in proper sequence as per guidelines given in Organon.
- xiii. Construct the characteristic totality of the case to arrive at the Similimum.

## 2. Learning objectives (LO)

- i. Discuss the importance of Group characters in better understanding of Homoeopathic Materia Medica.
- ii. Describe the group characters of Sarcodes, Acids, and Noble metals, Natrum, Kali, Calcarea, Ophidia and Spiders.etc
- iii. Discuss the concept of Diathesis in better understanding of the symptomatology of the remedies.
- iv. Understand the Remedy relationship and Concordance for better application of Homoeopathic Materia Medica.
- v. Understand the drug picture of the remedies of 3<sup>rd</sup> BHMS in context of its pharmacological data, Doctrine of Signature, Sphere of action, Pathogenesis, A/F, Constitution, Temperament, Diathesis, Miasmatic Background, Mentals, Physical Generals, Physical Particulars, Modalities, Remedy Relationship, Comparison including Clinical Indications.

# AIM Homoeopathy

- vi. Integrate the knowledge of Anatomy, Physiology, Pharmacy, Pathology, Toxicology, Organon of Medicine, Surgery, Obstetrics – Gynaecology, Practice of Medicine and Repertory for better understanding of the drug.
- vii. Compare and contrast symptoms of similar remedies of 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> BHMS Syllabus.
- viii. Record both Acute and Chronic history in proper sequence as per guideline given in Organon.
- ix. Demonstrate the physical examination skills with reference to knowledge of Surgery, Obstetrics –Gynaecology and Practice of Medicine.
- x. Recognize the importance of investigations in a case.
- xi. Analyse the symptoms of a case to categorize as Mentals, Physical Generals and Physical Particulars.
- xii. Evaluate the symptoms of the case.
- xiii. Construct the characteristic totality of the case to arrive at the similimum.
- xiv. Arrive at indicated remedy with appropriate posology and auxiliary mode of treatment.
- xv. Correlate the symptoms of the case to Repertorial Rubrics.

## **3. Course content and its term wise distribution**

### **3.1. Content for Term I:**

- 3.1.1. Assessment of entry behaviour for I and II BHMS syllabus
- 3.1.2. Explain the importance of group study in understanding Homoeopathic Materia Medica
- 3.1.3 Describe the group characters of Calcarea, Kali, Natrum and Noble Metals.
- 3.1.4 Integrating the knowledge of Surgery, Gynaecology and Obstetrics, Practice of medicine and Organon of medicine in a better understanding of Homoeopathic Materia Medica
- 3.1.5 Study the remedy relationship and concordance
- 3.1.6 Study the concept of diathesis in understanding the symptomatology of the remedies
- 3.1.7 Correlate knowledge of Miasms in understanding symptomatology of remedies

# AIM Homoeopathy

## 3.1.8 Homoeopathic Medicines:

|                       |                    |                      |
|-----------------------|--------------------|----------------------|
| 1. ArgentumMetallicum | 2. Collinsonia     | 3. Murex             |
| 4. AurumMetallicum    | 5. Conium          | 6. Muriatic Acid     |
| 7. Asafoetida         | 8. Crocus sativus  | 9. Nitric Acid       |
| 10. Asteriarubens     | 11. Cyclamen       | 12. Phosphoric Acid  |
| 13. Bismuth           | 14. Graphites      | 15. Picric Acid      |
| 16. Bovista           | 17. Helonias       | 18. Platina          |
| 19. Capsicum          | 20. Hydrastis      | 21. Raphanus Sativus |
| 22. Carbolic Acid     | 23. Iodum          | 24. Ratanhia         |
| 25. Caulophyllum      | 26. Liliuntigrinum | 27. Sulphuric Acid   |

## 3.2. Content of Term II

3.2.1. Group characters of and Acid group, Ophidia, Spiders and sarcodes

## 3.2.2. Homoeopathic Medicines:

|                       |                        |                             |
|-----------------------|------------------------|-----------------------------|
| 1. Actea spicata      | 14. Lachesis           | 27. Tabacum                 |
| 2. Adrenaline         | 15. Lithium Carbonicum | 28. Taraxacum               |
| 3. Aranea Diadema     | 16. Millifolium        | 29. Tarentula Cubensis      |
| 4. Benzoic Acid       | 17. Naja Tripudans     | 30. Tarentula Hispanica     |
| 5. Bufo               | 18. Onosmodium         | 31. Terebinthina            |
| 6. Caladium           | 19. Oxalic acid        | 32. Thalapsi bursa pastoris |
| 7. Clematis erecta    | 20. Physostigma        | 33. Theridion               |
| 8. Cholesterinum      | 21. Radium Bromatum    | 34. Thyroidinum             |
| 9. Coca               | 22. Sabal serrulata    | 35. Trillium pendulum       |
| 10. Crotalus Horridus | 23. Sabina             | 36. Ustilago                |
| 11. Erigeron          | 24. Sarsaparilla       | 37. Viburnum opulus         |
| 12. Fluoric Acid      | 25. Selenium           | 38. X Ray                   |
| 13. Kreosotum         | 26. Staphysagria       |                             |

# AIM Homoeopathy

## 4. Teaching hours

### 4.1. Gross division of teaching hours:

| Homoeopathic Materia Medica |                          |                              |
|-----------------------------|--------------------------|------------------------------|
| Year                        | Teaching hours- Lectures | Teaching hours- Non-lectures |
| IIIBHMS                     | 150                      | 50                           |

### 4.2. Teaching hours (Theory)

| S. no. | List of Topics  | Hours |
|--------|---|-------|
| 1.     | Assessment of entry behavior of I and II BHMS syllabus  | 2     |
| 2.     | Explain the importance of group study, remedy relationship and concordance, concept of Diathesis  | 5     |
| 3.     | Describe the group characters of Sarcodes, Calcarea, Ophidia and Spider group of remedies   | 8     |
| 4.     | Describe the group characters of Acids, Noble metals, Natrum and Kali group of remedies   | 8     |
| 5.     | Integrating the knowledge of Surgery, Gynaecology and Obstetrics, Practice of medicine and Organon of medicine in a better understanding of Homoeopathic Materia medica | 2     |

# AIM Homoeopathy

|    |                                 |            |
|----|---------------------------------|------------|
| 6. | Study of Drugs (Term I)         | 62         |
| 7. | Study of Drug picture (Term II) | 63         |
|    | <b>Total</b>                    | <b>150</b> |

**4.3. Teaching Hours Non-lecture:** There shall be 50 non lecture hours divided into activities as mentioned in table given below

## Non-Lecture Activities (Practical)

| Sr. No | Non-Lecture Teaching Learning methods   | Term   | Time Allotted per Activity<br>(Hours) |
|--------|---|--------|---------------------------------------|
| 1      | Clinical(to be integrated with topics under Practice of Medicine, Surgery and ObGy)   | I & II | 35                                    |
| 2      | Demonstrative   | I & II | 15                                    |
| 2(a)   | Seminar / Tutorials   |        | 10                                    |
| 2(b)   | Problem based learning/ Case Based Learning /Assignment/<br>Symposium / Group discussion/Role play or Drug picture presentation |        | 5                                     |
|        |   |        |                                       |
|        |   |        | <b>Total</b>                          |

# AIM Homoeopathy

## 5. Content mapping (competencies table)

### 5. 1. Competencies table-Theory \*\* to be used as per the requirements of a given drug

| S. No.                   | Competency                     | Mile<br>rs<br>Level<br>: | Content  | SLO/ Outcome  | Blooms<br>Domain<br>/<br>Guilbert's<br>Level | Priorit<br>y | T-L<br>Metho<br>ds/med<br>ia              | Assessment                           |                           | Integration   |
|--------------------------|--------------------------------|--------------------------|--|---|--|--------------|---|--------------------------------------|---------------------------|---|
|                          |                                |                          |  |   |  |              |   | Formati<br>ve                        | Summat<br>ive             |   |
| <b>HomUG-HMM-III-1.1</b> | <b>K &amp; S<br/>PC<br/>HO</b> | KH<br><br>K              | Assessment of entry behaviour of I and II BHMS syllabus        | Recall the knowledge of I and IIBHMS syllabus for Materia Medica          | C1   | MK           | Group Discussion<br><br>Quiz              | MCQ                                  | MCQ<br>SAQ<br>LAQ<br>Viva | <b>Spiralintegr<br/>ationwithHo<br/>moeopathic<br/>Materia<br/>medica<br/>Vertical<br/>integration<br/>with<br/>Anatomy,Ph<br/>ysiology,Pha<br/>rmacy,<br/>Psychology,<br/>Organon)Pat<br/>hology,Toxi<br/>cology</b> |
| <b>HomUG-HMM-III-1.2</b> |                                |                          | Explain the importance of group study, remedy relationship and | Integrate knowledge of characteristic group symptoms in study of a remedy | C2   | MK           | Lecture<br><br>PPT<br><br>Library referen | MCQ<br>Assignm<br>ent<br><br>Project | SAQ                       |   |



# AIM Homoeopathy

| S. No.            | Competency | Milestones Level : | Content  | SLO/ Outcome   | Blooms Domain / Guilbert's Level | Priority | T-L Methods/media | Assessment  |           | Integration |
|-------------------|------------|--------------------|--|--|----------------------------------|----------|-------------------|-------------|-----------|-------------|
|                   |            |                    |  |  |                                  |          |                   | Formative   | Summative |             |
| HomUG-HMM-III-1.3 |            |                    | concordance, Explain the concept of Diathesis  | Correlate the knowledge of remedy relationship and concordances in understanding of the remedies                                   |                                  |          | ces               |             |           | with HMM    |
| HomUG-HMM-III-1.4 |            |                    |  | Relate the concept of diathesis with symptoms of the remedy  |                                  |          |                   |             |           |             |
| HomUG-HMM III-1.5 |            |                    | Integrating the knowledge of Surgery, Gynaecology and Obstetrics, Practice of medicine and Organon of medicine in a better understanding of Homoeopathic | Justify the utility of knowledge of Surgery, GyOb, POM, Organon of medicine in better understanding of Homeopathic Materis medica. | C2                               | MK       | Team teaching     | MCQ Project | SAQ Viva  |             |
| HomUG-HMM         |            |                    |  | Describe the totality of drug in given clinical condition.   |                                  |          |                   |             |           |             |

# AIM Homoeopathy

| S. No.            | Competency | Mileers Level : | Content        | SLO/ Outcome  | Blooms Domain / Guilbert's Level | Priority | T-L Methods/media | Assessment |           | Integration |
|-------------------|------------|-----------------|----------------|---|----------------------------------|----------|-------------------|------------|-----------|-------------|
|                   |            |                 |                |   |                                  |          |                   | Formative  | Summative |             |
| III-1.6           |            |                 | Materia medica | Explore the therapeutic application of the drug in a given condition. |                                  |          |                   |            |           |             |
| Hom UG-HM III-1.7 |            |                 |                |   |                                  |          |                   |            |           |             |

|                     |  |      |  |  |     |    |                    |                 |              |   |
|---------------------|--|------|--|--|-----|----|--------------------|-----------------|--------------|---|
| Hom UG-HMM III-1.8  |  | KH K | Describe the group characters of a given group | Recall the basic characters of a group from the knowledge of Chemistry, Botany and Zoology.                        | C 1 | DK | Lecture PPT        | MCQ Assignm ent | SAQ LAQ Viva | Spiral integration with HMM Vertical integration with Organon |
| Hom UG-HMM III-1.9  |  |      |  | Co-relate the basic character of a group with the symptomatology from the materia medica ( Doctrine of Signature ) | C2  | MK | Library references | Project         |              |   |
| Hom UG-HMM III-1.10 |  |      |  | Indicate the Source, Family, Kingdom, Preparartion   | C1  | NK |                    |                 |              |   |
| Hom UG-HMM          |  |      |  | List the common ailments of a given group  | C1  | MK |                    |                 |              |   |

# AIM Homoeopathy

|   |  |  |  |   |    |    |  |  |  |
|---|--|--|--|---|----|----|--|--|--|
| <b>III-1.11</b>                         |  |  |  |   |    |    |  |  |  |
| <b>Hom<br/>UG-<br/>HMM<br/>III-1.12</b> |  |  |  | Mention the physical constitution of the given group.   | C1 | MK |  |  |  |
| <b>Hom<br/>UG-<br/>HMM<br/>III-1.13</b> |  |  |  | Mention and justify the Diathesis   | C2 | MK |  |  |  |
| <b>Hom<br/>UG-<br/>HMM<br/>III-1.14</b> |  |  |  | Mention and Justify the predominant Miasm   | C2 | MK |  |  |  |
| <b>Hom<br/>UG-<br/>HMM<br/>III-1.15</b> |  |  |  | Enumerate the group characteristics   | C1 | MK |  |  |  |
| <b>Hom<br/>UG-<br/>HMM<br/>III-1.16</b> |  |  |  | Describe the mentals symptoms of a given group.<br>Co-relate the mental symptoms with doctrine of signature | C2 | MK |  |  |  |
| <b>Hom<br/>UG-<br/>HMM<br/>III-1.17</b> |  |  |  | Enumerate the common modalities of a given group  | C1 | MK |  |  |  |
| <b>Hom<br/>UG-<br/>HMM<br/>III-1.18</b> |  |  |  | List the clinical indications of a given group.   |    |    |  |  |  |
| <b>Hom</b>                              |  |  |  | Correlate the knowledge   | C2 | MK |  |  |  |

# AIM Homoeopathy

|                    |                   |         |                                   |   |    |    |  |                             |                  |  |
|--------------------|-------------------|---------|-----------------------------------|---|----|----|--|-----------------------------|------------------|--|
| UG-HMM III-1.19    |                   |         |                                   | of group indication to individual remedy of the group and differentiate individual remedy in a given group. |    |    |  |                             |                  |  |
| HomUG-HMM III-1.20 |                   |         |                                   | Compare the contrast the given group with other group.  | C2 | MK |  |                             |                  |  |
| HomUG-HMM-III-1.21 | K & S<br>PC<br>HO | KH<br>K | Individual Homoeopathic medicines | Mention the common name, Mention the source/ family/kingdom, the prover                                     | C1 | NK | Lecture / Specimen   | MCQ Viva                    | MCQ Viva         | <b>Vertical integration</b> with Pharmacy  |
| HomUG-HMM-III-1.22 |                   |         |                                   | Correlate with doctrine of signature  | C2 | NK | Lecture / Specimen   | MCQ Viva                    | MCQ Viva         | <b>Vertical integration</b> with Pharmacy and Physiology   |
| HomUG-HMM-III-1.23 |                   |         |                                   | List the sphere of action   | C1 | MK | Lecture Self – learning Small Group Discussion Black Board PPT | Assignment Project MCQ Viva | LAQ SAQ MCQ Viva | <b>Horizontal Integration</b> with Pathology, Toxicology, ObGy, PM, Surgery and Organon & Repertory<br><br><b>Vertical integration</b> |
| HomUG-HMM-III-1.24 |                   |         |                                   | Narrate the ailments from   | C1 |    |  |                             |                  |  |
| HomUG-HMM-III-1.25 |                   |         |                                   | Describe the constitution and temperament   | C1 |    |  |                             |                  |  |
| HomUG-HMM-III-1.26 |                   |         |                                   | Explain the mental symptoms   | C1 |    |  |                             |                  |  |

# AIM Homoeopathy

|                           |  |  |  |   |     |  |                              |  |  |  |
|---------------------------|--|--|--|---|-----|--|------------------------------|--|--|--|
| <b>HomUG-HMM-III-1.27</b> |  |  |  | Explain the physical generals   | C1  |  | Handouts<br>Role play<br>PBL |  |  | with<br>Anatomy<br>Pharmacy ,<br>Psychology<br>and<br>Physiology |
| <b>HomUG-HMM-III-1.28</b> |  |  |  | Outline the general modalities  | C1  |  |                              |  |  |  |
| <b>HomUG-HMM-III-1.29</b> |  |  |  | Describe the particular symptoms and modalities   | C2  |  |                              |  |  |  |
| <b>HomUG-HMM-III-1.30</b> |  |  |  | Describe the predominant miasm  | C2  |  |                              |  |  |  |
| <b>HomUG-HMM-III-1.31</b> |  |  |  | Mention the relationship of the remedy  | C2  |  |                              |  |  |  |
| <b>HomUG-HMM-III-1.32</b> |  |  |  | Correlate with rubrics from Repertory   | C 2 |  |                              |  |  |  |
| <b>HomUG-HMM-III-1.33</b> |  |  |  | Correlate the pathogenesis with knowledge of Practice of medicine , Surgery and Gynecology-obstetrics and miasm | C 2 |  |                              |  |  |  |

# AIM Homoeopathy

|                           |  |  |  |  |     |  |  |  |  |  |  |
|---------------------------|--|--|--|--|-----|--|--|--|--|--|--|
| <b>HomUG-HMM-III-1.34</b> |  |  |  | Compare and contrast the related remedies of First, Second and Third BHMS syllabus | C 2 |  |  |  |  |  |  |
|---------------------------|--|--|--|--|-----|--|--|--|--|--|--|

## 5.2 Competencies table- Practical/clinical

| S. No.                   | Competency        | Millers Level: | Content                         | SLO/ Outcome   | Blooms Domain / Guilbert's Level | Priority | T-L Methods/ media                         | Assessment                           |                      | Integration   |
|--------------------------|-------------------|----------------|---------------------------------|--|----------------------------------|----------|--|--------------------------------------|----------------------|---|
|                          |                   |                |                                 |  |                                  |          |  | Formative                            | Summative            |   |
| <b>HomUG-HMM-III-2.1</b> | K & S<br>PC<br>HO | SH<br>KH       | Case taking                     | Demonstrate the steps of case taking as per guidelines given in Organon of medicine. | P/A2                             | MK       | Demonstration<br><br>Checklist<br><br>DOPS | DOPS<br><br>CBD<br><br>Small project | Clinical performance | <b>Horizontal Integration</b> with Pathology, ,ObGy,PM, Surgery Practice of Medicine, Organon&Repertory |
| <b>HomUG-HMM-III-2.2</b> | CS<br>PBLI<br>Prf |                | Clinical examination            | Demonstrate the basic clinical examination skills                                    | P/A2                             |          |  |                                      |                      |   |
| <b>HomUG-HMM-III-2.3</b> |                   |                | Interpretation of investigation | Recognise the importance of interpretation of investigations.                        | C2                               |          |  |                                      |                      |   |
| <b>HomUG</b>             |                   |                |                                 | Analyse the Case   | C2                               |          |  |                                      |                      |   |

# AIM Homoeopathy

|   |  |  |               |  |    |  |  |  |  |  |
|---|--|--|---------------|--|----|--|--|--|--|--|
| <b>G-<br/>HMM-<br/>III-2.4</b>          |  |  | Case analysis |  |    |  |  |  |  |  |
| <b>HomU<br/>G-<br/>HMM-<br/>III-2.5</b> |  |  |               | Evaluate the case  | C2 |  |  |  |  |  |
| <b>HomU<br/>G-<br/>HMM-<br/>III-2.6</b> |  |  |               | Construct the totality of the case   | C2 |  |  |  |  |  |
| <b>HomU<br/>G-<br/>HMM-<br/>III-2.7</b> |  |  |               | Arrive at indicated remedy with appropriate posology and auxiliary line of treatment |    |  |  |  |  |  |
| <b>HomU<br/>G-<br/>HMM-<br/>III-2.8</b> |  |  |               | Correlate the symptoms of case to repertorial rubrics                                |    |  |  |  |  |  |

# AIM Homoeopathy

## 6. Teaching learning methods

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

Different teaching-learning methods must be applied for understanding holistic and integrated Materia medica. There has to be classroom lectures, small group discussions, case discussion where case-based learning (CBL) and Problem-Based Learning (PBL) are especially helpful. In the applied Materia medica, Case Discussion (CBL-PBL) method is beneficial for students. Audio visual (AV) methods for classroom teaching may be an innovative aid in order to demonstrate the related graphics and animations etc. In case of clinical demonstration – DOAP (Demonstration – Observation – Assistance – Performance) is very well applicable.



# AIM Homoeopathy

## 7. Details of assessment

### 7A - Scheme of overall assessment (Formative and Summative)

| Sr. No | Professional Course     | 1 <sup>st</sup> term (1-6 Months) |   | 2 <sup>nd</sup> Term (7-12 Months) |                  |  |
|--------|-------------------------|-----------------------------------|---|------------------------------------|------------------|--|
| 1      | Third Professional BHMS | 1 <sup>st</sup> PA                | 1 <sup>ST</sup> TT  | 2 <sup>nd</sup> PA                 | FUE              |  |
|        |                         | 10 Marks Viva                     | 50 Marks Practical/<br>Viva <ul style="list-style-type: none"> <li>Viva voce -25 marks</li> <li>Case Taking, and Case Presentation (detailed case history, analysis, evaluation, repertorisation) – 25 marks</li> </ul> | 10 Marks Viva                      | 100 marks theory | 100 marks (Clinical/practical+ Viva+ IA) |

**PA: Periodical Assessment; TT: Term Test; FUE: Final University Examinations**

# AIM Homoeopathy

## 7B- Number of papers and Marks Distribution for Final University Examination (FUE)

| Sr. No. | Course Code   | Papers | Theory   | Practical/ Clinical   | Viva Voce | Internal Assessment- Practical only (IA)** | Grand Total |
|---------|---------------|--------|--|---|-----------|--|-------------|
| 1       | HomUG-HMM-III | 01     | 100 marks<br><i>(30 % of questions shall be from I &amp; II BHMS syllabus and 70 % of questions shall be from III BHMS Syllabus)</i> | 50 marks <ul style="list-style-type: none"> <li>Case taking and case presentation (detailed case history, analysis, evaluation, repertorisation, prescription) --- 40 marks</li> <li>Journal -10 marks (Ten acute and Ten chronic cases)</li> </ul> | 40 marks  | 10 marks                                   | 200marks    |

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

PA1 (Practical/Viva) + TT (Practical/ Viva) + PA2 (Practical/Viva)

(10 Marks) + (50 Marks) + (10 Marks)

IA =

---

X

10

70

# AIM Homoeopathy

## 7C - Paper Layout

Summative assessment:

Theory- 100 marks

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

## 7 D– I - Distribution of Theory exam

| Sr. No | Paper                     |      |                    | D   |           |            |
|--------|---------------------------|------|--------------------|---|-----------|------------|
|        |                           |      |                    | Type of Questions<br>“Yes” can be asked.<br>“No” should not be asked. |           |            |
|        | A                         | B    | C                  | MCQ   | SAQ       | LAQ        |
|        | List of Topics            | Term | Marks              | (1 Mark)  | (5 Marks) | (10 Marks) |
| 1      | BHMS I& IISyllabus        | I    | Refer to the 8E-II | Yes   | Yes       | Yes        |
| 2      | Importance of Group Study | I    |                    | No  | No        | No         |

# AIM Homoeopathy

|   |   |        |  |     |     |     |
|---|---|--------|--|-----|-----|-----|
| 3 | Describe the group characters of Sarcodes, Acids, Noble metals, Natrum, Kali, Calcarea, Ophidia and spider group of remedies      | I & II |  | Yes | Yes | Yes |
| 4 | Integrate the knowledge of Surgery, GyOb, Practice of Medicine, Organon and Repertory in a better understanding of Materia Medica | I & II |  | Yes | Yes | No  |
| 5 | Study of remedy relationship and concordances   | I & II |  | Yes | No  | No  |
| 6 | Study of diathesis in understanding symptomatology of remedies  | I & II |  | No  | Yes | No  |
| 7 | Correlate knowledge of miasms in symptomatology of remedies   | I & II |  | Yes | Yes | No  |
| 8 | Correlate symptomatology of remedies to rubrics in repertory  | I & II |  | No  | No  | No  |
| 9 | Sixty five Homoeopathic Medicines   | I & II |  | Yes | Yes | Yes |

## 7D– II - Theme table

| Theme | Topics                    | Term | Marks | MCQ's | SAQ's | LAQ's |
|-------|---------------------------|------|-------|-------|-------|-------|
| A-F   | BHMS I & II Syllabus      | -    | 30    | Yes   | Yes   | Yes   |
| G*    | Importance of Group Study | I    | -     | No    | No    | No    |

# AIM Homoeopathy

|    |   |        |    |     |     |     |
|----|---|--------|----|-----|-----|-----|
| H  | Describe the group characters of Sarcodes, Acids, Noble metals, Natrum, Kali, Calcarea, Ophidia and spider group of remedies      | I & II | 6  | Yes | Yes | Yes |
| I  | Integrate the knowledge of Surgery, GyOb, Practice of Medicine, Organon and Repertory in a better understanding of Materia Medica | I & II | 6  | Yes | Yes | No  |
| J  | Study of remedy relationship and concordances   | I & II | 1  | Yes | No  | No  |
| K  | Study of diathesis in understanding symptomatology of remedies  | I & II | 5  | No  | Yes | No  |
| L  | Correlate knowledge of miasms in symptomatology of remedies   | I & II | 6  | Yes | Yes | No  |
| M* | Correlate symptomatology of remedies to rubrics in repertory  | I & II | -  | No  | No  | No  |
| N  | Sixty five Homoeopathic Medicines   | I & II | 46 | Yes | Yes | Yes |

**\*Note : Theme G and Theme M are for conceptual understanding only**

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## 7E- Question paper Blueprint

| <b>A</b><br><b>Question Serial Number</b> | <b>B</b><br><b>Type of Question</b>  | <b>Question Paper Format</b><br><b>(Refer table 7D- II Theme table for themes)</b>  |
|---|--|---|
| Q1  | Multiple Choice Questions(MCQ)<br><br>10 Questions<br><br>1 mark each<br><br>All compulsory<br><br>Must know part: 7 MCQ<br><br>Desirable to know: 2 MCQ.<br><br>Nice to know: 1 MCQ | <ol style="list-style-type: none"> <li>1. Theme A-F</li> <li>2. Theme A-F</li> <li>3. Theme A-F</li> <li>4. Theme A-F</li> <li>5. Theme A-F</li> <li>6. Theme H</li> <li>7. Theme I</li> <li>8. Theme J</li> <li>9. Theme L</li> <li>10. Theme N</li> </ol> |
| Q2  | Short answer Questions<br><br>(SAQ)<br><br>Eight Questions<br><br>5 Marks Each<br><br>All compulsory<br><br>Must Know part: 6 SAQ<br><br>Desirable to Know: 2 SAQ                    | <ol style="list-style-type: none"> <li>1. Theme A-F</li> <li>2. Theme A-F</li> <li>3. Theme A-F</li> <li>4. Theme H</li> <li>5. Theme I</li> <li>6. Theme K</li> <li>7. Theme L</li> <li>8. Theme N</li> </ol>  |
| Q3  | Long answer Questions<br><br>(LAQ)   | <ol style="list-style-type: none"> <li>1. Theme A-F</li> <li>2. Theme N</li> </ol>  |

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|  |  |   |
|--|--|---|
|  | <p>Five Questions</p> <p>10 marks each</p> <p>All compulsory</p> <p>All questions on Must Know</p> <p>No Questions on Nice to Know and Desirable to Know</p> | <p>3. Theme N</p> <p>4. Theme N</p> <p>5. Theme N</p> |
|--|--|---|

## 8. List of recommended text/reference books:

- Allen H.C.(2005). Keynotes Rearranged and Classified with Leading Remedies of the Materia Medica and Bowel Nosodes, (Reprint edition), B.Jain Publishers, New Delhi
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- NashE.B. (2007).Leaders in Homeopathic Therapeutics with Grouping and Classicfication, (Sixth edn.)B Jain Publishers, New Delhi.
- TylerM.L. (2007).Homoeopathic Drug Picture.(First edn), B Jain Publishers , New Delhi.
- FarringtonE.A. (2007) Lectures on Clinical Materia Medica in family order (Fourth edn.)B Jain Publishers PvtLtd, New Delhi.
- Lilienthal S. (2006) Homoeopathic Therapeutics.(Second edn), B.JainPublishersPvtLtd,NewDelhi.
- FarringtonE.A. (2005), Comparative Materia Medica. (Reprintedn.) B.Jain Publishers, New Delhi
- Lesser Otto(2019) Text book of Homoeopathic Materia Medica, B. Jain Publishers Pvt Ltd New Delhi
- Dewey W. A. (2009) Practical Homoeopathic Therapeutics(Third edition revised and enlarged)Medica, B. Jain Publishers Pvt Ltd New Delhi

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- Phatak S. R.(2007)Materia Medica of Homoeopathic Medicines(Second edition Revised and Enlarged),B. Jain Publishers Pvt Ltd New Delhi
- Patil J. D.(2007)Group Study in Homoeopathic Materia Medica, B. Jain Publishers Pvt Ltd New Delhi
- BoerickeW.(2003) A compendium of the Principles of Homoeopathy,as taught by Hahnemann and verified by a Century of Clinical Application(First reprint edition), B. Jain Publishers Pvt Ltd New Delhi
- All source books.

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