

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

JAWAHAR LAL NEHRU BHARTIYA CHIKITSA AVUM HOMOEOPATHY ANUSANDHAN BHAVAN

No.61-65, Institutional Area, opp. 'D' block, Janak Puri, New Delhi-110 058

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 3rd 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 1st, 2nd and 3rd 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 simillimum.
- 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. Liliumtigrinum | 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 |
| | Total | 150 |

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 (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/ Symposium / Group discussion/Role play or Drug picture presentation | | 5 |
| | Total | | 50 |

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 rs Level : | Content | SLO/ Outcome | Blooms Domain / Guilbert's Level | Priorit y | T-L Metho ds/med ia | Assessment | | Integration |
|------------------------------------|--------------------------------|--------------------------|--|---|--|--------------|-----------------------------------|------------------------------|---------------------------|--|
| | | | | | | | | Formati ve | Summat ive | |
| HomUG- HMM- III-1.1 | K & S PC HO | KH K | Assessment of entry behaviour of I and II BHMS syllabus | Recall the knowledge of I and II BHMS syllabus for Materia Medica | C1 | MK | Group Discussion Quiz | MCQ | MCQ SAQ LAQ Viva | Spiral integration with Homoeopathic Materia medica Vertical integration with Anatomy, Physiology, Pharmacy, Psychology, Organon) Pathology, Toxicology |
| HomUG- HMM- III-1.2 | K & S PC HO | KH K | Explain the importance of group study, remedy relationship and | Integrate knowledge of characteristic group symptoms in study of a remedy | C2 | MK | Lecture PPT Library referen | MCQ Assignment Project | SAQ | Vertical integration with Organon Spiral integration |

AIM Homoeopathy

| S. No. | Competency | Millers Level : | Content | SLO/ Outcome | Blooms Domain / Guilbert's Level | Priority | T-L Methods/media | Assessment | | Integration with HMM |
|-------------------|------------|-----------------|--|---|----------------------------------|----------|-------------------|-------------|------------|----------------------|
| | | | | | | | | Formati ve | Summat ive | |
| HomUG-HMM-III-1.3 | | | concordance, Explain the concept of Diathesis | Correlate the knowledge of remedy relationship and concordances in understanding of the remedies | | | | | | |
| 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 Materismedica. | C2 | MK | Team teaching | MCQ Project | SAQ Viva | |
| HomUG-HMM | | | | Describe the totality of drug in given clinical condition. | | | | | | |

AIM Homoeopathy

| S. No. | Competency | Mile rs Level : | Content | SLO/ Outcome | Blooms Domain / Guilbert's Level | Priorit y | T-L Metho ds/med ia | Assessment | | Integration |
|----------------------------------|------------|--------------------------|----------------|---|--|--------------|------------------------------|---------------|---------------|-------------|
| | | | | | | | | Formati ve | Summat ive | |
| 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 referen ces | 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

| | | | | | | | | | |
|---|--|--|--|---|----|----|--|--|--|
| III-1.11 | | | | | | | | | |
| Hom UG- HMM III-1.12 | | | | Mention the physical constitution of the given group. | C1 | MK | | | |
| Hom UG- HMM III-1.13 | | | | Mention and justify the Diathesis | C2 | MK | | | |
| Hom UG- HMM III-1.14 | | | | Mention and Justify the predominant Miasm | C2 | MK | | | |
| Hom UG- HMM III-1.15 | | | | Enumerate the group characteristics | C1 | MK | | | |
| Hom UG- HMM III-1.16 | | | | Describe the mentals symptoms of a given group. Co-relate the mental symptoms with doctrine of signature | C2 | MK | | | |
| Hom UG- HMM III-1.17 | | | | Enumerate the common modalities of a given group | C1 | MK | | | |
| Hom UG- HMM III-1.18 | | | | List the clinical indications of a given group. | | | | | |
| Hom | | | | 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. | | | | | | |
| Hom UG-HMM-III-1.20 | | | | Compare the contrast the given group with other group. | C2 | MK | | | | |
| HomUG-HMM-III-1.21 | K & S PC HO | KH K | Individual Homoeopathic medicines | Mention the common name, Mention the source/ family/kingdom, the prover | C1 | NK | Lecture / Specimen | MCQ Viva | MCQ Viva | Vertical integration with Pharmacy |
| HomUG-HMM-III-1.22 | | | | Correlate with doctrine of signature | C2 | NK | Lecture / Specimen | MCQ Viva | MCQ Viva | Vertical integration 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 | Horizontal Integration with Pathology, Toxicology, ObGy, PM, Surgery and Organon& Repertory |
| 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 | | | | | Vertical integration |

AIM Homoeopathy

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

AIM Homoeopathy

| | | | | | | | | | | | |
|---------------------------|--|--|--|--|-----|--|--|--|--|--|--|
| HomUG-HMM-III-1.34 | | | | 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 |
|--------------------------|--|----------------|---------------------------------|--|----------------------------------|----------|------------------------------------|------------------------------|----------------------|---|
| | | | | | | | | Formati ve | Summa tive | |
| HomUG-HMM-III-2.1 | K & S PC HO CS PBLI Prf | SH KH | Case taking | Demonstrate the steps of case taking as per guidelines given in Organon of medicine. | P/A2 | MK | Demonstration Checklist DOPS | DOPS CBD Small project | Clinical performance | Horizontal Integration with Pathology, ,ObGy,PM, Surgery Practice of Medicine, Organon&Repertory |
| HomUG-HMM-III-2.2 | | | Clinical examination | Demonstrate the basic clinical examination skills | P/A2 | | | | | |
| HomUG-HMM-III-2.3 | | | Interpretation of investigation | Recognise the importance of interpretation of investigations. | C2 | | | | | |
| HomUG | | | | Analyse the Case | C2 | | | | | |

AIM Homoeopathy

| | | | | | | | | | |
|--------------------|--|--|--|----|--|--|--|--|--|
| G-HMM-III-2.4 | | | Case analysis | | | | | | |
| HomU G-HMM-III-2.5 | | | Evaluate the case | C2 | | | | | |
| HomU G-HMM-III-2.6 | | | Construct the totality of the case | C2 | | | | | |
| HomU G-HMM-III-2.7 | | | Arrive at indicated remedy with appropriate posology and auxiliary line of treatment | | | | | | |
| HomU G-HMM-III-2.8 | | | 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-BasedLearning (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 st term (1-6 Months) | | 2 nd Term (7-12 Months) | | |
|--------|-------------------------|--|--|--|---------------------|---|
| 1 | Third Professional BHMS | 1 st PA 10 Marks Viva | 1 ST TT 50 Marks Practical/ Viva <ul style="list-style-type: none">• Viva voce -25 marks• Case Taking, and Case Presentation (detailed case history, analysis, evaluation, repertorisation) – 25 marks | 2 nd PA 10 Marks Viva | 100 marks theory | FUE 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 <i>(30 % of questions shall be from I &II BHMS syllabus and 70 % of questions shall be from III BHMS Syllabus)</i> | 50 marks <ul style="list-style-type: none"> Case taking and case presentation (detailed case history, analysis, evaluation, repertorisation, prescription) --- 40 marks Journal -10 marks (Ten acute and Ten chronic cases) | 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)

$$\text{IA} = \frac{\text{PA1} + \text{TT} + \text{PA2}}{3} \times 10$$

70

AIM Homoeopathy

7C - Paper Layout

Summative assessment:

Theory- 100 marks

| | |
|------------|-----------------|
| MCQ | 10 marks |
| SAQ | 40 marks |
| LAQ | 50 marks |

7 D– I - Distribution of Theory exam

| Sr. No | Paper | A List of Topics | B Term | C Marks | D Type of Questions | | |
|---------------|---------------------------|-----------------------------------|-------------------------|--------------------------|--------------------------------------|--------------------------------|---------------------------------|
| | | | | | MCQ (1 Mark) | SAQ (5 Marks) | LAQ (10 Marks) |
| 1 | BHMS I& II Syllabus | I | Refer to the 8E-II | Yes | Yes | Yes | |
| 2 | Importance of Group Study | | | 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 groupof 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**

AIM Homoeopathy

7E- Question paper Blueprint

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

AIM Homoeopathy

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

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
- ChoudhuriN.M. (2006).A Study On Materia Medica Enriched with real case studies,(Reprint revised edn).B.Jain Publishers, New Delhi.
- Kent J.T. (2015). Lectureson Homoeopathic MateriaMedica (Reprint edn,) B.Jain Publishers, New Delhi.
- BoerickeW.(2015) , New manual of Homoeopathic MateriaMedica and Repertory. (Reprint ed.)B. Jain Publishers Pvt Ltd New Delhi
- Clarke JH (2008), A Dictionary of Practical MateriaMedica .B. Jain Publishers Pvt Ltd New Delhi.
- Burt W. (2009).Physiological MateriaMedica, (Third edn) B.Jain Publishers, New Delhi.
- NashE.B. (2007).Leaders in Homeopathic Therapeutics with Grouping and Classification, (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. (Reprintededn.) 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

AIM Homoeopathy

- 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.

9. List of contributors

I. Dr. Swati Bhagwat

MD (Hom)

Professor & HOD Department of HMM

Dr G.D. Pol foundation YMT Homoeopathic medical college and PG institute, Kharghar, Navi Mumbai

II. Dr Vijaykrishna V

MD (Hom), (Ph.D)

Professor ,Department of HMM

Government Homoeopathic Medical College, Bangalore

RGUHS Karnataka.

III. Dr. Prastuti Jaiswal

MD(Hom)

Lecturer, Department of Homoeopathic Materia Medica

Govt. Shri DurgaJi Homoeopathic Medical College and Hospital , Chandeshwar , Azamgarh , U.P.

AIM Homoeopathy