

# COMPETENCY BASED DYNAMIC CURRICULUM FOR FIRST 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

## **Subject- Homoeopathic Materia Medica**

**Subject code:** HomUG-HMM-I

### **INDEX**

| <b>S.No</b> | <b>Description</b>                   | <b>Page Number</b> |
|-------------|--------------------------------------|--------------------|
| <b>1</b>    | Preamble                             | 02                 |
| <b>2</b>    | Program Outcomes (PO)                | 03                 |
| <b>3</b>    | Course Outcomes (CO)                 | 04                 |
| <b>4</b>    | Teaching Hours                       | 05                 |
| <b>5</b>    | Course Content                       | 07                 |
| <b>6</b>    | Teaching Learning Methods            | 10                 |
| <b>7</b>    | Content Mapping (Competencies Table) | 11                 |
| <b>8</b>    | Assessment                           | 25                 |
| <b>9</b>    | List of Recommended Books            | 31                 |
| <b>10</b>   | List of Contributors                 | 32                 |

## **1. PREAMBLE**

Homoeopathic Materia Medica is the study of the action of drugs on healthy human being as a whole taking into consideration individual susceptibility and its reaction to various circumstances and time. A good prescription by a homoeopath mainly depends upon the case receiving, processing and a sound knowledge of Homoeopathic Materia Medica.

Each drug in Materia Medica not only has its own personality with its mental and physical constitution but also has its own affinity to an area, direction, spread, tissue, organ, system. Study of a drug in context of altered sensation, function and structure covers the pathology caused by it, which is also expressed in the pathogenesis of the drugs. Materia Medica also has symptoms from toxicological and clinical proving. All this knowledge is of utmost importance in order to apply the remedies in various clinical conditions. This can be achieved only by integrating the study of Materia Medica with other parallel subjects taught during the course.

Apart from the source books of Materia Medica there are different types of Materia Medica constructed on different philosophical backgrounds by different authors. Materia Medica also forms the platform of various repertories. Therefore, it becomes very important for a student of homoeopathy to learn the plan and construction of all the basic Materia Medica in order to understand their practical utility in practice.

It is also important to keep in mind that the end point of the teaching of HMM is not to burden the student with information of more number of remedies but to equip with an approach which will help to develop the vision towards self-guided study and apply the knowledge in practice.

This self-directed learning can ultimately lead to a critical approach of studying Materia Medica hence empowering evidence based practice and initiate the process of lifelong learning. Exploring Materia Medica is an endless journey as newer illnesses will keep on emerging and newer drugs or undiscovered facets of existing drugs will be needed to explore for managing these situations.

## **2. PROGRAM OUTCOMES:**

At the end of BHMS program, a student must

1. Develop the competencies essential for primary health care in clinical diagnosis and treatment of diseases through the judicious application of homoeopathic principles
2. Recognize the scope and limitation of homoeopathy and to apply the Homoeopathic Principles for curative, prophylactic, promotive, palliative, and rehabilitative primary health care for the benefit of the individual and community.
3. Discern the relevance of other systems of medical practice for rational use of cross referral and life saving measures, so as to address clinical emergencies
4. Develop capacity for critical thinking and research aptitude as required for evidence based homoeopathic practice.
5. Demonstrate aptitude for lifelong learning and develop competencies as and when conditions of practice demand.
6. Be competent enough to practice homoeopathy as per the medical ethics and professionalism.
7. Develop the necessary communication skills to work as a team member in various healthcare setting and contribute towards the larger goals of national policies such as school health, community health, environmental conservation.
8. Identify and respect the socio-demographic, psychological, cultural, environmental & economic factors that affect health and disease and plan homoeopathic intervention to achieve the sustainable development Goal.

### **3. COURSE OUTCOMES**

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

1. Define the homoeopathic Materia Medica.
2. Understand the philosophy of homoeopathic Materia Medica.
3. Describe evolution, sources and construction of different types of Homoeopathic Materia Medica.
4. Enumerate the scope and limitations of Homoeopathic Materia Medica.
5. Evolve the portrait and symptomatology of a particular drug using the knowledge of pharmacy, psychology, anatomy, physiology and Organon of medicine.
6. Observe the symptoms of a particular medicine in a clinical set-up with emphasis on individualizing symptoms.

#### **Learning Objectives**

1. To define the homoeopathic Materia Medica and grasp the basic concept with philosophy of it based on Hahnemannian directions.
2. To discuss different sources and types of homoeopathic Materia Medica.
3. To understand the drug in context of its pharmacological data, constitution, temperament, sphere of action, pathogenesis, both mental and physical generals, particular symptoms, characteristic/ individualising symptoms, general and particular modalities, relationship with other remedies including doctrine of signature.
4. To study and understand the bio-chemic system of medicine.
5. To identify the symptoms of a sick individual corresponding to the symptoms of a particular drug.
6. To develop an insight into scopes and limitations of homoeopathic Materia Medica.

#### 4. TEACHING HOURS

##### Distribution of Teaching Hours:

| <b>Homoeopathic Materia Medica</b> |                                 |                                     |
|------------------------------------|---------------------------------|-------------------------------------|
| <b>Year</b>                        | <b>Teaching hours- Lectures</b> | <b>Teaching hours- Non-lectures</b> |
| 1 <sup>st</sup> BHMS               | 120                             | 75                                  |

##### 4. A. Teaching Hours Theory:

| <b>S. no.</b> | <b>List of Topics</b>                         | <b>Hours</b> |
|---------------|---|--------------|
| 1.            | Definition and introduction of Materia Medica | 3            |
| 2.            | Types of Homoeopathic Materia Medica          | 3            |
| 3.            | Sources of Homoeopathic Materia Medica        | 4            |
| 4.            | Study of drug picture (term I)                | 32           |
| 5.            | Study of drug picture (term II)               | 33           |
| 6.            | Theory of Bio chemic salts                    | 2            |
| 7.            | Individual bio chemic salts                   | 14           |
| 8.            | Study of drug picture (term III)              | 28           |
| 9.            | Scope and Limitation of HMM                   | 1            |
|               | <b>Total</b>                                  | 120          |

##### 4.B. Teaching Hours Non-lecture:

| <b>Sr. No</b> | <b>A<br/>Study Setting</b> | <b>B<br/>Term</b> | <b>C<br/>Teaching Hours</b> |
|---------------|----------------------------|-------------------|-----------------------------|
| 1             | OPD/IPD/Classroom          | II & III          | 75                          |

##### Non-Lecture Activities (Practical)-

| <b>Sr. No</b> | <b>Non Lecture Teaching Learning methods</b> | <b>Time Allotted per Activity (Hours)</b> |
|---------------|--|---|
|---------------|--|---|

|   |                                 |           |
|---|---------------------------------|-----------|
| 1 | Group Discussions               | 5         |
| 2 | Problem based learning          | 5         |
| 3 | Tutorials                       | 10        |
| 4 | Case Based Learning (live case) | 55        |
|   | <b>Total</b>                    | <b>75</b> |

## 5. COURSE CONTENTS BHMS I (Theory)

### 1. Introductory Lectures

- Definition and introduction of basic Materia Medica. Contrast between Materia Medica and Homoeopathic Materia Medica.
- Sources, types, construction, scope and limitation of Homoeopathic Materia Medica
- Theory of biochemic system of medicine, its comparison with Homoeopathy and study of **12 biochemic tissue salts** with their physico-chemical reaction.

### 2. Homoeopathic medicines:

|                     |                       |                 |
|---------------------|-----------------------|-----------------|
| 1. Aconite          | 18. Calcarea Phos     | 35. Hypericum   |
| 2. Aethusa Cynapium | 19. Calendula         | 36. Ignatia     |
| 3. Allium Cepa      | 20. Carbo Veg         | 37. Ipecac      |
| 4. Aloe Soc         | 21. Chamomilla        | 38. Ledum Pal   |
| 5. Ammonium Carb    | 22. Cina              | 39. Lycopodium  |
| 6. Ammonium Mur     | 23. Cinchona          | 40. Natrum Carb |
| 7. Antim Crude      | 24. Cocculus          | 41. Natrum Mur  |
| 8. Antim Tart       | 25. Coffea Cruda      | 42. Nux Vomica  |
| 9. Apis Mel         | 26. Colchicum         | 43. Podophyllum |
| 10. Arnica Montana  | 27. Colocynth         | 44. Pulsatilla  |
| 11. Ars Alb         | 28. Dioscoria Villosa | 45. Rhus Tox    |
| 12. Arum Triph      | 29. Croton Tig        | 46. Ruta        |
| 13. Baryta Carb     | 30. Drossera          | 47. Silicea     |
| 14. Belladonna      | 31. Dulcamara         | 48. Spongia     |
| 15. Borax           | 32. Euphrasia         | 49. Sulphur     |
| 16. Bryonia Alba    | 33. Gelsemium         | 50. Symphytum   |
| 17. Calc Carb       | 34. Hepar Sulph       |                 |

### 3. Biochemic tissue salts:

|               |               |               |
|---------------|---------------|---------------|
| 1. Calc Flour | 5. Kali Mur   | 9. Nat Mur*   |
| 2. Calc Phos* | 6. Kali Phos  | 10. Nat Phos  |
| 3. Calc Sulph | 7. Kali Sulph | 11. Nat Sulph |
| 4. Ferr Phos  | 8. Mag Phos   | 12. Silicea*  |

*\*Also included in the list of Homoeopathic medicines, hence total no. of medicines shall remain 59 for BHMS I.*



## Contents for Term I:

### I. Introductory Lectures

- a. Definition and introduction of basic Materia Medica, contrast between Materia Medica and Homoeopathic Materia Medica
- b. Sources, types and construction of Homoeopathic Materia Medica

### II. Homoeopathic medicines:

|                   |               |
|-------------------|---------------|
| 1. Arnica montana | 8. Natrum Mur |
| 2. Bryonia        | 9. Rhus tox   |
| 3. Baryta carb    | 10. Ruta      |
| 4. Calc Carb      | 11. Silicea   |
| 5. Calendula      | 12. Sulphur   |
| 6. Hypericum      | 13. Symphytum |
| 7. Ledum pal      |               |

## Contents for Term II:

### I. Homoeopathic medicines:

|                  |                 |
|------------------|-----------------|
| 1. Aconite nap   | 11. Colchicum   |
| 2. Aloes soc     | 12. Colocynth   |
| 3. Apismellifica | 13. Dioscorea   |
| 4. Arsenic Alb   | 14. Dulcamara   |
| 5. Belladonna    | 15. Gelsemium   |
| 6. Cina          | 16. Ignatia     |
| 7. Chamomila     | 17. Lycopodium  |
| 8. Carbo veg     | 18. Nux vomica  |
| 9. Cinchona      | 19. Podophyllum |

|             |                     |
|-------------|---------------------|
| 10.Cocculus | 20. Pulsatilla nig. |
|-------------|---------------------|

II. Theory of biochemic system of medicine, its comparison with Homoeopathy

III. Study of 5 **biochemic tissue salts** with their physico-chemical reaction:

|                |
|----------------|
| 1. Calc Flour  |
| 2. Calc Phos   |
| 3. Calc Sulph  |
| 4. Natrum Phos |
| 5.Natrum sulph |

### Contents for Term III:

#### I. Homoeopathic medicines:

|                |                |
|----------------|----------------|
| 1.Aethusacyn   | 9. Coffeacruda |
| 2. Allium cepa | 10. Croton tig |
| 3. Ammon Carb  | 11. Drosera    |
| 4. Ammon Mur   | 12. Euphrasia  |
| 5. Antim Crud  | 13.Hepar Sulph |
| 6. Antim Tart  | 14.Ipecacuanha |
| 7. Arum triph  | 15.Natrum carb |
| 8. Borax       | 16.Spongia     |

II. Study of 5 **biochemic tissue salts** with their physico-chemical reaction:

|               |
|---------------|
| 1. FerrPhos   |
| 2. Kali Mur   |
| 3. Kali Phos  |
| 4. Kali Sulph |
| 5. Mag Phos   |

#### III. Scope and limitations of Homoeopathic Materia medica

## 6. TEACHING LEARNING METHODS

| <b>Lectures (Theory)</b> | <b>Non-lectures (Practical)</b> |
|--------------------------|---------------------------------|
| Lectures                 | Clinical demonstration          |
| Small group discussion   | Problem based discussion        |
| Integrated lectures      | Case Study                      |
| Assignments              |                                 |
| Library reference        |                                 |

Different teaching-learning methods must be apply 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 specially 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.

## 7. CONTENT MAPPING (COMPETENCIES TABLE)

### Topic 1- Definition and introduction of Materia Medica

| Sr. No.                | Generic Competency         | Subject Area                                  | Millers Level:<br>Does/<br>Shows<br>how/<br>Knows<br>how/<br>Knows | Specific Competency              | SLO/<br>Outcome  | Blooms Domain | Guilbert's Level                      | Must Know/<br>Desirable to know/<br>nice to know | T-L Methods | Formative Assessment       | Summative Assessment  | Integration Departments-<br>Horizontal/<br>Vertical/<br>Spiral |
|------------------------|----------------------------|---|--|----------------------------------|--|---------------|---------------------------------------|--|-------------|----------------------------|-----------------------|--|
| <b>HomUG-HMM-I-1.1</b> | Information Gathering      | Definition and introduction of materia medica | Knows  | Knowledge of fundamentals of HMM | Define the basic MM and HMM  | Cognitive     | Remember/<br>recall<br><br>Understand | Must Know  | Lecture     | MCQ, SAQ,<br><br>Viva Voce | SAQ,<br><br>Viva voce | Horizontal<br>Integration<br>with Organon<br>of Medicine       |
| <b>HomUG-HMM-I-1.2</b> | Integration of information |   |  |                                  | Explain what sign and symptoms are with examples                   |               |                                       |  |             |                            |                       |  |
| <b>HomUG-HMM-I-1.3</b> |                            |   |  |                                  | Contrast between MM and HMM  |               |                                       |  |             |                            |                       |  |
| <b>HomUG-HMM-I-1.4</b> |                            |   |  |                                  | Discuss the history of MM with emphasis on Hahnemannian directions |               |                                       |  |             |                            |                       |  |

| Sr. No. | Generic Competency | Subject Area | Millers Level:<br>Does/<br>Shows<br>how/<br>Knows<br>how/<br>Knows | Specific Competency | SLO/<br>Outcome | Blooms Domain | Guilbert's Level | Must Know/<br>Desirable to know/<br>nice to know | T-L Methods | Formative Assessment | Summative Assessment | Integration Departments-<br>Horizontal/<br>Vertical/<br>Spiral |
|---------|--------------------|--------------|--|---------------------|-----------------|---------------|------------------|--|-------------|----------------------|----------------------|--|
|         |                    |              |  |                     |                 |               |                  |  |             |                      |                      |  |

## Topic 2- Types of Materia Medica

| Sr. No.                | Generic Competency         | Subject Area            | Millers Level:<br>Does/<br>Shows<br>how/<br>Knows<br>how/<br>Knows | Specific Competency   | SLO/<br>Outcome               | Blooms Domain | Guilbert's Level    | Must Know/<br>Desirable to know/<br>nice to know | T-L Methods                                    | Formative Assessment   | Summative Assessment | Integration Departments-<br>Horizontal/<br>Vertical/<br>Spiral |       |  |            |
|------------------------|----------------------------|-------------------------|--|---|-------------------------------|---------------|---------------------|--|--|------------------------|----------------------|--|-------|--|------------|
| <b>HomUG-HMM-I-2.1</b> | Information Gathering      | Types of Materia Medica | Knows  | Identify various types of HMM   | Describe various types of HMM | Cognitive     | Remember/<br>recall | Must Know  | Lecture, small group discussion, demonstration | MCQ, SAQ,<br>Viva Voce | SAQ,<br>Viva voce    | Horizontal Integration with Organon of Medicine and Pharmacy   |       |  |            |
| <b>HomUG-HMM-I-2.2</b> | Integration of information |                         |  |   |                               |               |                     |  |  |                        |                      |  | Knows | Enumerate types of HMM                                 | Understand |
| <b>HomUG-HMM-I-2.3</b> |                            |                         |  |   |                               |               |                     |  |  |                        |                      |  |       | Classify Homoeopathic Materia Medica as per its types. |            |
| <b>HomUG-HMM-I-2.4</b> |                            |                         | Knows how  | Discuss the characteristics of each type of HMM based on practical utility. | Desirable to know             |               |                     |  |  |                        |                      |  |       |  |            |

### Topic 3- Sources of Homoeopathic Materia Medica

| Sr. No.                | Generic Competency         | Subject Area   | Millers Level:<br>Does/Shows how/<br>Knows how/<br>Knows | Specific Competency             | SLO/<br>Outcome                                       | Blooms Domain | Guilbert's Level    | Must Know/<br>Desirable to know/<br>nice to know | T-L Methods                                       | Formative Assessment      | Summative Assessment      | Integration Departments-<br>Horizontal/<br>Vertical/<br>Spiral   |
|------------------------|----------------------------|----------------|--|---------------------------------|---|---------------|---------------------|--|---|---------------------------|---------------------------|--|
| <b>HomUG-HMM-I-3.1</b> | Information Gathering      | Sources of HMM | Knows  | Identify various sources of HMM | Describe the sources of HMM                           | Cognitive     | Remember/<br>recall | Must know  | Lecture, Small Group discussion,<br>Demonstration | MCQ,<br>SAQ,<br>Viva Voce | SAQ,<br>LAQ,<br>Viva voce | Horizontal Integration with Organon of Medicine, Homoeopathic pharmacy<br><br>Vertical and spiral integration with FMT |
| <b>HomUG-HMM-I-3.2</b> | Integration of information |                |  |                                 | Understand the concept of source books of HMM         |               | Understand          |  |   |                           |                           |  |
| <b>HomUG-HMM-I-3.3</b> |                            |                |  |                                 | List the source books of HMM                          |               |                     |  |   |                           |                           |  |
| <b>HomUG-HMM-I-3.4</b> |                            |                |  |                                 | Discuss the plans and construction of source books of |               |                     |  |   |                           |                           |  |

|  |  |  |  |  |     |  |  |  |  |  |  |  |
|--|--|--|--|--|-----|--|--|--|--|--|--|--|
|  |  |  |  |  | HMM |  |  |  |  |  |  |  |
|--|--|--|--|--|-----|--|--|--|--|--|--|--|



| Sr. No.                | Generic Competency                                      | Subject Area   | Millers Level:<br>Does/Shows how/<br>Knows how/<br>Knows | Specific Competency             | SLO/<br>Outcome  | Blooms Domain | Guilbert's Level                                   | Must Know/<br>Desirable to know/<br>nice to know | T-L Methods   | Formative Assessment          | Summative Assessment          | Integration Departments-<br>Horizontal/<br>Vertical/<br>Spiral   |
|------------------------|---|----------------|--|---------------------------------|--|---------------|--|--|---|-------------------------------|-------------------------------|--|
| <b>HomUG-HMM-I-3.5</b> | Information Gathering<br><br>Integration of information | Sources of HMM | Knows  | Identify various sources of HMM | Enumerate different types of proving as sources of HMM                 | Cognitive     | Remember/<br>recall                                | Must know  | Lecture, Small Group discussion,<br><br>Demonstration | MCQ,<br>SAQ,<br><br>Viva Voce | SAQ,<br>LAQ,<br><br>Viva voce | Horizontal Integration with Organon of Medicine, Homoeopathic pharmacy<br><br>Vertical and spiral integration with FMT |
| <b>HomUG-HMM-I-3.6</b> |   |                | Knows how  |                                 | Describe various proving sources of HMM                                |               | Understand   |  |   |                               |                               |  |
| <b>HomUG-HMM-I-3.7</b> |   |                |  |                                 | Understand the basic concept of various types proving as source of HMM |               |  |  |   |                               |                               |  |
| <b>HomUG-HMM-I-3.8</b> |   |                |  |                                 | Insight into structure of various HMM                                  |               | Differentiate the construction of different source |  |   |                               |                               |  |

|  |  |  |  |  |              |  |  |  |  |  |  |  |
|--|--|--|--|--|--------------|--|--|--|--|--|--|--|
|  |  |  |  |  | books of HMM |  |  |  |  |  |  |  |
|--|--|--|--|--|--------------|--|--|--|--|--|--|--|

| Sr. No.                 | Generic Competency                                      | Subject Area   | Millers Level:<br>Does/Shows how/<br>Knows how/<br>Knows | Specific Competency             | SLO/<br>Outcome   | Blooms Domain | Guilbert's Level                      | Must Know/<br>Desirable to know/<br>nice to know | T-L Methods   | Formative Assessment | Summative Assessment | Integration Departments-<br>Horizontal/<br>Vertical/<br>Spiral         |
|-------------------------|---|----------------|--|---------------------------------|---|---------------|---------------------------------------|--|---|----------------------|----------------------|--|
| <b>HomUG-HMM-I-3.9</b>  | Information Gathering<br><br>Integration of information | Sources of HMM | Knows how  | Identify various sources of HMM | Understand the construction of various HMM as a compilation based on the source books.  | Cognitive     | Remember/<br>recall<br><br>Understand | Nice to know                                     | Lecture, Small Group discussion,<br><br>Demonstration | Viva voce            | Viva voce            | Horizontal Integration with Organon of Medicine, Homoeopathic pharmacy |
| <b>HomUG-HMM-I-3.10</b> |   |                |  |                                 | Draw the time line of Homoeopathic Materia Medica based on their history, evolution and |               |                                       |  |   |                      |                      |  |

|  |  |  |  |  |            |  |  |  |  |  |  |  |
|--|--|--|--|--|------------|--|--|--|--|--|--|--|
|  |  |  |  |  | philosophy |  |  |  |  |  |  |  |
|--|--|--|--|--|------------|--|--|--|--|--|--|--|

#### Topic 4- Homoeopathic Medicines

| Sr. No.                | Generic Competency   | Subject Area  | Millers Level:<br>Does/Shows how/<br>Knows how/<br>Knows | Specific Competency  | SLO/<br>Outcome   | Blooms Domain                 | Guilbert's Level                                    | Must Know/<br>Desirable to know/<br>nice to know | T-L Methods  | Formative Assessment                       | Summative Assessment                         | Integration Department s-<br>Horizontal/<br>Vertical/<br>Spiral  |
|------------------------|--|---|--|--|---|-------------------------------|---|--|--|--|--|--|
| <b>HomUG-HMM-I-4.1</b> | Information Gathering<br><br>Integration of information<br><br>Problem formulation<br><br>Practical Skills | Homoeopathic medicines included in:<br><br>Term I, II and III | Knows,<br><br>Knows how,<br><br>Shows how                | 1. Evolve the symptomatology of a particular drug<br><br>2. Observe the symptoms of a particular medicine in a clinical set-up | Describe the drug picture of homoeopathic medicines with following details- pharmacological data, constitution, temperament, sphere of action, doctrine of signature, pathogenesis, both mental and physical generals, particular symptoms, characteristic/ individualizing symptoms, general and particular modalities, relationship | Cognitive,<br><br>Psychomotor | Remember/ recall<br><br>Understand<br><br>Interpret | Must Know  | Lecture, Small Group discussion,<br><br>Demonstration (clinical classes in OPD),<br><br>Problem based learning | MCQ, SAQ, LAQ,<br><br>Practical, Viva Voce | SAQ,<br><br>LAQ,<br><br>Practical, Viva voce | Horizontal Integration with pharmacy, psychology, anatomy, physiology and organon of medicine.<br><br>Longitudinal and spiral with all allied subjects in BHMS |

|  |  |  |  |  |  |  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|--|--|--|--|--|--|
|  |  |  |  |  |  |  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|--|--|--|--|--|--|

| Sr. No.                 | Generic Competency   | Subject Area  | Millers Level:<br>Does/Shows how/<br>Knows how/<br>Knows | Specific Competency  | SLO/<br>Outcome  | Blooms Domain                 | Guilbert's Level                                   | Must Know/<br>Desirable to know/<br>Nice to know | T-L Methods  | Formative Assessment                       | Summative Assessment                         | Integration Department s-<br>Horizontal/<br>Vertical/<br>Spiral  |
|-------------------------|--|---|--|--|--|-------------------------------|--|--|--|--|--|--|
| <b>HomUG -HMM-I-4.2</b> | Information Gathering<br><br>Integration of information<br><br>Problem formulation | Homoeopathic medicines included in:<br><br>Term I, II and III | Knows,<br><br>Knows how,<br><br>Shows how                | 1. Evolve the symptomatology of a particular drug<br><br>2. Observe the symptoms of a particular medicine in a clinical set-up | .Formulate the drug picture/ symptomatology of a particular drug using the knowledge of pharmacy, psychology, anatomy, physiology and organon of medicine. | Cognitive,<br><br>Psychomotor | Remember/recall<br><br>Understand<br><br>Interpret | Must Know  | Lecture, Small Group discussion,<br><br>Demonstration (clinical classes in OPD),<br><br>Problem based learning | MCQ, SAQ, LAQ,<br><br>Practical, Viva Voce | SAQ,<br><br>LAQ,<br><br>Practical, Viva voce | Horizontal Integration with pharmacy, psychology, anatomy, physiology and organon of medicine.<br><br>Longitudinal and spiral with all allied subjects in BHMS |
| <b>HomUG -HMM-I-4.3</b> | Practical Skills   |   |  |  | Understand the symptomatology of a particular medicine in regard to a particular system/organ of the body.   |                               |  |  |  |  |  |  |

| Sr. No.                | Generic Competency         | Subject Area  | Millers Level:<br>Does/Shows how/<br>Knows how/<br>Knows | Specific Competency  | SLO/<br>Outcome  | Blooms Domain                 | Guilbert's Level                                    | Must Know/<br>Desirable to know/<br>Nice to know | T-L Methods  | Formative Assessment                       | Summative Assessment                  | Integration Department<br>s-<br>Horizontal/<br>Vertical/<br>Spiral   |
|------------------------|----------------------------|---|--|--|--|-------------------------------|---|--|--|--|---------------------------------------|--|
| <b>HomUG-HMM-I-4.4</b> | Information Gathering      | Homoeopathic medicines included in:<br><br>Term I, II and III | Knows,   | Evolve the symptomatology of a particular drug                     | Identify the symptom similarity of a patient with a particular medicine in a clinical set up   | Cognitive,<br><br>Psychomotor | Remember/ recall<br><br>Understand<br><br>Interpret | Must Know  | Lecture, Small Group discussion,<br><br>Demonstration (clinical classes in OPD),<br><br>Problem based learning | MCQ, SAQ, LAQ,<br><br>Practical, Viva Voce | SAQ, LAQ,<br><br>Practical, Viva voce | Horizontal Integration with pharmacy, psychology, anatomy, physiology and organon of medicine.<br><br>Longitudinal and spiral with all allied subjects in BHMS |
| <b>HomUG-HMM-I-4.5</b> | Integration of information |   | Knows how,   |  | State the relationship of a medicine with other medicines                                      |                               |   |  |  |  |                                       |  |
| <b>HomUG-HMM-I-4.6</b> | Practical Skills           |   | Knows how  | Observe the symptoms of a particular medicine in a clinical set-up | Understand the relationship status of a medicine and its background                            | Cognitive                     | Remember/ recall<br><br>Understand                  | Desirable to know                                | Lecture, Small Group discussion,   | MCQ, Viva Voce                             | Viva voce                             |  |
| <b>HomUG-HMM-I-4.7</b> |                            |   | Knows how  |  | Observe the variations in symptomatology of a particular medicine in most commonly used HMM of |                               |   |  |  |  |                                       |  |

|  |  |  |  |  |                 |  |  |  |  |  |  |  |  |
|--|--|--|--|--|-----------------|--|--|--|--|--|--|--|--|
|  |  |  |  |  | eminent authors |  |  |  |  |  |  |  |  |
|--|--|--|--|--|-----------------|--|--|--|--|--|--|--|--|

**Topic 5- Theory of Bio chemic tissue salts, its comparison with homoeopathy and study of 12 tissue remedies with their physico-chemical reaction:**

| Sr.No.                 | Generic Competency   | Subject Area                      | Millers Level:<br>Does/Shows how/<br>Knows how/<br>Knows | Specific Competency                            | SLO/<br>Outcome   | Blooms Domain | Guilbert's Level                      | Must Know/<br>Desirable to know/<br>nice to know | T-L Methods                        | Formative Assessment                 | Summative Assessment | Integration Departments-<br>Horizontal/<br>Vertical/<br>Spiral   |
|------------------------|--|-----------------------------------|--|--|---|---------------|---------------------------------------|--|------------------------------------|--------------------------------------|----------------------|--|
| <b>HomUG-HMM-I-5.1</b> | Information Gathering,<br><br>synthesis and application of knowledge in class room | Theory of Bio chemic tissue salts | Knows  | Describe the Theory of Bio chemic tissue salts | Describe the Theory of Bio chemic tissue salts                                    | Cognitive     | Remember/<br>recall<br><br>Understand | Must Know  | Lecture,<br>Small Group discussion | MCQ.<br><br>Viva, Quiz<br>Assignment | SAQ,<br><br>MCQ      | <b>Horizontal</b><br><br>Pharmacy,<br>Biochemistry and<br>Physiology<br><br><b>Spiral</b><br><br>Can compare the drug pathogenesis with Homoeopathic |
| <b>HomUG-HMM-I-5.2</b> |  |                                   |  |  | compare and contrast Homoeopathic system of medicine with Bio chemic tissue salts |               |                                       |  |                                    |                                      |                      |  |



| Sr.No.          | Generic Competency | Subject Area | Millers Level:<br>Does/Shows<br>how/<br>Knows<br>how/<br>Knows | Specific Competency | SLO/<br>Outcome  | Blooms Domain | Guilbert's Level | Must Know/<br>Desirable to know/<br>nice to know | T-L Methods | Formative Assessment | Summative Assessment | Integration Departments-<br>Horizontal/<br>Vertical/<br>Spiral   |
|-----------------|--------------------|--------------|--|---------------------|--|---------------|------------------|--|-------------|----------------------|----------------------|--|
| HomUG-HMM-I-5.3 |                    |              |  |                     | co-relate the importance of knowledge of Biochemistry in better understanding of Bio chemic tissue salts |               |                  |  |             |                      |                      | medicines<br><br><b>Vertical</b><br>Can explore the utility of Biochemic salts in treating deficiencies in Medicine, OBG etc |
| HomUG-HMM-I-5.4 |                    |              |  |                     | List the 12 Bio chemic tissue salts  |               |                  |  |             |                      |                      |  |

| Sr. No.                  | Generic Competency   | Subject Area   | Millers Level:<br>Does/Shows how/<br>Knows how/<br>Knows | Specific Competency  | SLO/<br>Outcome  | Blooms Domain                 | Guilbert's Level                                     | Must Know/<br>Desirable to know/<br>Nice to know | T-L Methods  | Formative Assessment                       | Summative Assessment                         | Integration Departments - Horizontal/<br>Vertical/<br>Spiral   |
|--------------------------|--|--|--|--|--|-------------------------------|--|--|--|--|--|--|
| <b>HomUG -HMM- I-5.5</b> | Information Gathering<br><br>Integration of information<br><br>Problem formulation | 12 Biochemic medicines included in:<br><br>Term II and III | Knows,<br><br>Knows how,<br><br>Shows how                | 1.Describe individual Biochemic tissue salts<br><br>2.Evolve the symptomatology of a particular drug | <i>In addition to the competencies for homoeopathic medicines,</i><br><br>Describe individual Biochemic tissue salts | Cognitive,<br><br>Psychomotor | Remember / recall<br><br>Understand<br><br>Interpret | Must Know  | Lecture, Small Group discussion,<br><br>Demonstration (clinical classes in OPD),<br><br>Problem based learning | MCQ, SAQ, LAQ,<br><br>Practical, Viva Voce | SAQ,<br><br>LAQ,<br><br>Practical, Viva voce | Horizontal Integration with pharmacy, psychology, anatomy, physiology and organon of medicine.<br><br>Longitudinal and spiral with all allied subjects in BHMS |
| <b>HomUG -HMM- I-5.6</b> | Practical Skills   |  |  | 3.Observe the symptoms of a particular medicine in a clinical set-up                                 | Explain the pathogenesis and symptomology of each Biochemic tissue salts as per Dr, Wilhelm H. Schuessler.           |                               |  |  |  |  |  |  |

|                 |  |  |  |  |   |  |  |  |  |  |  |  |
|-----------------|--|--|--|--|---|--|--|--|--|--|--|--|
| HomUG-HMM-I-5.7 |  |  |  |  | Justify the portrait of each tissue salt in correlation with the knowledge of Biochemistry. |  |  |  |  |  |  |  |
|-----------------|--|--|--|--|---|--|--|--|--|--|--|--|

### Topic 6- Scope and limitation of homoeopathic Materia Medica:

| Sr. No.         | Generic Competency         | Subject Area                 | Millers Level:<br>Does/Shows how/<br>Knows how/<br>Knows | Specific Competency   | SLO/<br>Outcome                          | Blooms Domain | Guilbert's Level    | Must Know/<br>Desirable to know/<br>nice to know | T-L Methods   | Formative Assessment        | Summative Assessment        | Integration Departments-<br>Horizontal/<br>Vertical/<br>Spiral  |
|-----------------|----------------------------|------------------------------|--|---|--|---------------|---------------------|--|---|-----------------------------|-----------------------------|---|
| HomUG-HMM-I-6.1 | Information Gathering      | Scope and Limitations of HMM | Knows  | Must be able to comprehend the scope and limitations of Homoeopathic Materia Medica | List the scope and limitations of HMM    | Cognitive     | Remember/<br>recall | Must Know  | Lecture.<br><br>Small group discussion<br><br>Case Based learning<br><br>Problem Based Learning | LAQ<br><br>SAQ<br><br>Viva, | LAQ<br><br>SAQ<br><br>Viva, | Horizontal Integration with pharmacy, psychology, anatomy, physiology and organon of medicine.<br><br>Longitudinal and spiral with all allied subjects in |
| HomUG-HMM-I-6.2 | Integration of information |                              | Knows how  |   | Discuss the scope and limitations of HMM |               | Understand          | Must Know  |   |                             |                             |   |
| HomUG-HMM-I-6.3 |                            |                              | Knows  |   | Discuss the solutions to overcome the    |               | Understand          | Nice to know                                     |   |                             |                             |   |

|  |  |  |  |  |                       |  |  |  |  |  |  |  |      |
|--|--|--|--|--|-----------------------|--|--|--|--|--|--|--|------|
|  |  |  |  |  | limitations<br>of HMM |  |  |  |  |  |  |  | BHMS |
|--|--|--|--|--|-----------------------|--|--|--|--|--|--|--|------|

## 8. ASSESSMENT

### Assessment Summary

#### 8A- Number of papers and Mark Distribution

| Sr. No. | Course Code | Papers | Theory | Practical (Assignment+ Spotting) | Viva Voce | Internal Assessment- Practical* | Grand Total |
|---------|-------------|--------|--------|----------------------------------|-----------|---------------------------------|-------------|
| 1       | HomUG-HMM-I | 1      | 100    | 30+20= 50                        | 40        | 10                              | 200         |

*\*Note-For Internal assessment, only Viva marks obtained in three PAs and two TTs will be considered as explained in table 8B-1 and to be calculated as per the table 8B-2 given below. Theory marks shall not be taken into account for this purpose.*

#### 8B-I - Scheme of Assessment (formative and Summative)

| Sr. No | Professional Course     | 1 <sup>st</sup> term (1-6 Months) |                    |               | 2 <sup>nd</sup> Term (7-12 Months)    |                    |               | 3 <sup>rd</sup> Term (13-18 Months) |                 |
|--------|-------------------------|-----------------------------------|--------------------|---------------|---------------------------------------|--------------------|---------------|-------------------------------------|-----------------|
| 1      | First Professional BHMS | First PA + 1 <sup>ST</sup> TT     |                    |               | 2 <sup>nd</sup> PA+2 <sup>ND</sup> TT |                    |               | 3 <sup>rd</sup> PA+UE               |                 |
|        |                         | 1 <sup>st</sup> PA                | 1 <sup>st</sup> TT |               | 2 <sup>nd</sup> PA                    | 2 <sup>nd</sup> TT |               | 3 <sup>rd</sup> PA                  | UE              |
|        |                         | 10 marks practical/viva           | 50 marks theory    | 50 marks viva | 10 marks practical/viva               | 50 marks theory    | 50 marks viva | 10 marks practical/viva             | As per table 8A |

*PA: Periodical Assessment to be done only through practical/viva; TT: Term Test shall include both theory and viva; UE: University Examinations shall include both theory and viva as per table 8A*

**8B-II- Method of calculation of internal assessment marks for final university examination:**

| PA1 Practical/Viva<br>(10 Marks) | PA2<br>Practical/Viva<br>(10 Marks) | PA3<br>Practical/Viva<br>(10 Marks) | Periodical Assessment<br>Average<br>$PA1+PA2+PA3/3$ | TT1 Practical/<br>Viva<br>(50 Marks) | TT2<br>Practical/<br>Viva<br>(50 Marks) | Terminal<br>Test Average<br>TT1+<br>TT2/10 | Final Internal<br>Assessment<br>Marks |
|----------------------------------|-------------------------------------|-------------------------------------|---|--------------------------------------|---|--|---------------------------------------|
| <b>A</b>                         | <b>B</b>                            | <b>C</b>                            | $D= A+B+C/3$  | <b>E</b>                             | <b>F</b>                                | $G=E+F/10$                                 | $D+G/2$                               |

**8C - Paper Layout**

**Summative assessment:**

**Theory- 100 marks**

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

**8 D- I - Distribution of Theory exam**

| Sr. No | Paper  | B        | C                      | D   |                  |                   |
|--------|--|----------|------------------------|---|------------------|-------------------|
|        |  |          |                        | Type of Questions<br>"Yes" can be asked.<br>"No" should not be asked. |                  |                   |
|        | A  | Term     | Marks                  | MCQ<br>(1 Mark)   | SAQ<br>(5 Marks) | LAQ<br>(10 Marks) |
|        | List of Topics   |          |                        |   |                  |                   |
| 1      | Definition and introduction of basic materia medica and HMM; compare HMM and other Materia Medica  | I        | Refer<br>Next<br>Table | Yes   | Yes              | No                |
| 2      | Sources, types, construction, scope and limitation of Homoeopathic Materia Medica  | I,III    |                        | Yes   | Yes              | Yes               |
| 3      | Theory of Biochemic system of medicine, its comparison with Homoeopathy and study of <b>12 Biochemic tissue salts</b> with their physico-chemical reaction | II       |                        | Yes   | Yes              | Yes               |
| 4      | Drug Picture- 50 Homoeopathic Medicines  | II & III |                        | Yes   | Yes              | Yes               |

### 8D– II - Theme table

| Theme* | Topics   | Term      | Marks | MCQ's | SAQ's | LAQ's |
|--------|--|-----------|-------|-------|-------|-------|
| A      | Definition and introduction of basic materia medica and HMM; compare HMM and other Materia Medica  | I         | 7     | Yes   | Yes   | No    |
| B      | Sources, types, construction, scope and limitation of Homoeopathic Materia Medica  | I,III     | 17    | Yes   | Yes   | Yes   |
| C      | Theory of Biochemic system of medicine, its comparison with Homoeopathy and study of <b>12 Biochemic tissue salts</b> with their physico-chemical reaction | II & III  | 22    | Yes   | Yes   | Yes   |
| D      | Drug Picture- 50 Homoeopathic Medicines  | I,II& III | 54    | Yes   | Yes   | Yes   |

### 8E- Question paper Blue print

| Question Serial Number | Type of Question   | Question Paper Format<br>(Refer table 8D- II Theme table for themes)  |
|------------------------|--|---|
| Q1                     | Multiple choice Questions<br>(MCQ)<br>10 Questions<br>1 mark each<br>All compulsory<br>Must know part: 7 MCQ<br>Desirable to know: 2 MCQ.<br>Nice to know: 1 MCQ | <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 C</li> <li>7. Theme D</li> <li>8. Theme D</li> <li>9. Theme D</li> <li>10. Theme D</li> </ol> |



|    |   |   |
|----|---|---|
| Q2 | <p>Short answer Questions (SAQ)<br/> ten Questions<br/> 5 Marks Each<br/> All compulsory<br/> Must know part: 7 SAQ<br/> Desirable to know: 2 SAQ<br/> Nice to know: 1 SAQ</p>        | <ol style="list-style-type: none"> <li>1. Theme A</li> <li>2. Theme B</li> <li>3. Theme C</li> <li>4. Theme C</li> <li>5. Theme D</li> <li>6. Theme D</li> <li>7. Theme D</li> <li>8. Theme D</li> <li>9. Theme D</li> <li>10. Theme D</li> </ol> |
| Q3 | <p>Long answer Questions (LAQ)<br/> Four Questions<br/> 10 marks each<br/> All compulsory<br/> All questions on must know<br/> No Questions on Nice to know and Desirable to know</p> | <ol style="list-style-type: none"> <li>1. Theme B</li> <li>2. Theme C</li> <li>3. Theme D</li> <li>4. Theme D</li> </ol>  |

**8F - Distribution of Practical Exam**

**Practical & Viva**-100 marks

|                         |                                      |
|-------------------------|--------------------------------------|
| Viva voce               | 40 marks                             |
| Practical (Assignment)* | 30 marks                             |
| Practical (Spotting)    | 20 marks                             |
| Internal assessment**   | 10 marks (viva/ clinical assessment) |

\*Assignment shall comprise of compilation of complete drug-portrait of 6 polychrest remedies and 4 biochemic salts

\*\* Method of calculation explained in table no. 8B-II

**9. LIST OF RECOMMENDED REFERENCE BOOKS:**

- Allen HC, 2005, Keynotes Rearranged and Classified with Leading Remedies of the Materia Medica and Bowel Nosodes, Reprint edition, B.Jain Publishers, New Delhi
- Choudhuri NM, 2006, A Study On Materia Medica Enriched with real case studies, Reprint revised edn, B.Jain Publishers, New Delhi
- Kent JT, 2015, Lectures On Homoeopathic Materia Medica, Reprint edn, B.Jain Publishers, New Delhi
- Burt W, 2009, Physiological Materia Medica, Third edn, B.Jain Publishers, New Delhi
- Boericke W, Dewey W, 2016, The Twelve Tissue Remedies By Schessler, Reprint edn, B.Jain Publishers, New Delhi
- All source books may be referred whenever required.

## **10. LIST OF CONTRIBUTORS**

### **I. Dr Vijaykrishna V**

MD (Hom)

Reader and PG guide Department of HMM

Government Homoeopathic Medical college, Bangalore

RGUHS Karnataka.

### **II. Dr.Vanija Sharma**

M. D. (Hom.), Ph.D. (Hom.)

Associate professor and HOD Materia Medica,

Dr. MPK Homoeopathic medical college,

A constituent college of Homoeopathy University, Jaipur, Rajasthan.