

Subject- Homoeopathic Materia Medica

Subject code: HomUG-HMM-I

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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. 4 TEACHING HOURS

Distribution of Teaching Hours:

| Homoeopathic Materia Medica | | |
|-----------------------------|--------------------------|------------------------------|
| Year | Teaching hours- Lectures | Teaching hours- Non-lectures |
| 1 st BHMS | 120 | 75 |

4. A. Teaching Hours Theory:

| S. no. | List of Topics | Hours |
|--------|---|-------|
| 1. | Definition and introduction of Materia Medica | 2 |
| 2. | Types of Homoeopathic Materia Medica | 3 |
| 3. | Sources of Homoeopathic Materia Medica | 3 |
| 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 | 15 |
| 8. | Study of drug picture (term III) | 29 |
| 9. | Scope and Limitation of HMM | 1 |

| | | |
|--|--------------|-----|
| | Total | 120 |
|--|--------------|-----|

4.B. Teaching Hours Non-lecture:

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

Non-Lecture Activities (Practical)-

| Sr. No | Non Lecture Teaching Learning methods | Time Allotted per Activity (Hours) |
|---------------|--|---|
| 1 | Group Discussions | 5 |
| 2 | Problem based learning | 5 |
| 3 | Tutorials | 10 |
| 4 | Case Based Learning (live case) | 55 |
| | Total | 75 |

5. COURSE CONTENTS BHMS I (Theory)

1. Introductory Lectures

- a. Definition and introduction of basic Materia Medica.
- b. Sources, types, scope and limitation of Homoeopathic Materia Medica
- c. 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. HeparSulph | |

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. FerrPhos | 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.
- b. Sources, types 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. Apis mellifica | 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. Aethusa cyn | 9. Coffea cruda |
| 2. Alliun 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

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

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 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: Does/ Shows how/ Knows how/ Knows | Specific Competency | SLO/ Outcome | Bloom's Domain | Guilbert's Level | Must Know/ Desirable to know/ nice to know | T-L Methods | Formative Assessment | Summative Assessment | Integration Departments- Horizontal/ Vertical/ Spiral |
|-----------------|-----------------------|--------------------------------|--|-----------------------|-----------------------------|----------------|------------------|--|-------------|----------------------|----------------------|---|
| HomUG-HMM-I-1.1 | Information Gathering | Definition and introduction of | Knows | Knowledge of fundamen | Define the basic MM and HMM | Cognitive | Remember/ recall | Must Know | Lecture | MCO, SAQ, | SAQ, Viva voce | Horizontal Integration with |

| Sr. No. | Generic Competency | Subject Area | Millers Level: Does/ Shows how/ Knows how/ Knows | Specific Competency | SLO/ Outcome | Bloom's Domain | Guilbert's Level | Must Know/ Desirable to know/ nice to know | T-L Methods | Formative Assessment | Summative Assessment | Integration Departments- Horizontal/ Vertical/ Spiral |
|-----------------|----------------------------|----------------|--|---------------------|--|----------------|------------------|--|-------------|----------------------|----------------------|---|
| HomUG-HMM-I-1.2 | Integration of information | materia medica | | tals of HMM | Explain what sign and symptoms are with examples | | Understand | | | Viva Voce | | Organon of Medicine |
| HomUG-HMM-I-1.3 | | | | | Contrast between MM and HMM | | | | | | | |

| Sr. No. | Generic Competency | Subject Area | Mille rs Leve l: Doe s/ Sho ws how/ Kno ws how/ Kno ws | Specific Competency | SLO/ Outcome | Bloom s Domai n | Guilbert 's Level | Must Know/ Desira ble to know/ nice to know | T-L Metho ds | Formati ve Assessm ent | Summat ive Assessm ent | Integratio n Departme nts- Horizonta l/ Vertical/ Spiral |
|-----------------------------|--------------------|--------------|---|---------------------|---|--------------------------|----------------------|--|--------------------|---------------------------------|---------------------------------|--|
| HomU G- HMM- I-1.4 | | | | | Discuss the history of MM with emphasis on Hahnemanian directions | | | | | | | |

Topic 2- Types of Materia Medica

| Sr. No. | Generic Competency | Subject Area | Millers Level : Does / Shows how/ Knows how/ Knows | Specific Competency | SLO/ Outcome | Bloom's Domain | Guilbert's Level | Must Know/ Desirable to know/ nice to know | T-L Methods | Formative Assessment | Summative Assessment | Integration Departments- Horizontal/ Vertical/ Spiral |
|------------------------|-----------------------|-------------------------|---|-------------------------------|-------------------------------|----------------|------------------|--|---|----------------------|----------------------|--|
| HomUG-HMM-I-2.1 | Information Gathering | Types of Materia Medica | Knows | Identify various types of HMM | Describe various types of HMM | Cognitive | Remember/ recall | Must Know | Lecture, small group discussion , demonstration | MCQ, SAQ, Viva Voce | SAQ, Viva voce | Horizontal Integration with Organon of Medicine and Pharmacy |
| HomUG-HMM-I-2.2 | Integration of | | | | Enumerate types of HMM | | Understand | | | | | |

| | | | | | | | | | | | | |
|-----------------------------|-----------------|--|---------------|--|---|--|--|--------------------------|--|--|--|--|
| HomU G- HMM- I-2.3 | informati on | | | | Classify Homoeo pathic Materia Medica as per its types. | | | | | | | |
| HomU G- HMM- I-2.4 | | | Know s how | | Discuss the characte ristics of each type of HMM based on practical utility. | | | Desira ble to know | | | | |

Topic 3- Sources of Homoeopathic Materia Medica

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

| | | | | | | | | | | | | |
|------------------|--|--|--|--|---|--|--|--|--|--|--|--|
| HMM-I-3.3 | | | | | books of HMM | | | | | | | |
| Hom UG-HMM-I-3.4 | | | | | Discuss the plans and construction of source books of HMM | | | | | | | |

| Sr. No. | Generic Competency | Subject Area | Millers Level: Does/Shows how/ Knows how/ Knows | Specific Competency | SLO/ Outcome | Bloom's Domain | Guilbert's Level | Must Know/ Desirable to know/ nice to know | T-L Methods | Formative Assessment | Summative Assessment | Integration Departments- Horizontal/ Vertical/ Spiral |
|------------------|---|----------------|---|---------------------------------|--|----------------|------------------------------------|--|--|----------------------|----------------------|--|
| Hom UG-HMM-I-3.5 | Information Gathering Integration of information | Sources of HMM | Knows | Identify various sources of HMM | Enumerate different types of proving as sources of HMM | Cognitive | Remember/ recall Understand | Must know | Lecture, Small Group discussion, Demonstration | MCQ, SAQ, Viva Voce | SAQ, LAQ, Viva voce | Horizontal Integration with Organon of Medicine, Homoeopathic pharmacy Vertical and spiral integration with FMT |
| Hom UG-HMM-I-3.6 | | | Knows how | | | | | | | | | |

| | | | | | | | | | | | | |
|-----------------------------|--|--|--|---------------------------------------|--|--|--|-------------------|--|--|-------------------|--|
| Hom UG- HMM- I-3.7 | | | | | Understand the basic concept of various types proving as source of HMM | | | | | | | |
| Hom UG- HMM- I-3.8 | | | | Insight into structure of various HMM | Differentiate the construction of different source books of HMM | | | Desirable to know | | | SAQ, Viva voce | |

| Sr. No. | Generic Competency | Subject Area | Millers Level: Does/Shows how/ Knows how/ Knows | Specific Competency | SLO/ Outcome | Blooms Domain | Guilbert's Level | Must Know/ Desirable to know/ nice to know | T-L Methods | Formative Assessment | Summative Assessment | Integration Departments- Horizontal/ Vertical/ Spiral |
|---------------------|---|----------------|---|---------------------------------|--|---------------|------------------------------------|--|---|----------------------|----------------------|--|
| Hom UG- HMM- I-3.9 | Information Gathering 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/ recall Understand | Nice to know | Lecture, Small Group discussion, Demonstration | Viva voce | Viva voce | Horizontal Integration with Organon of Medicine, Homoeopathic pharmacy |
| Hom UG- HMM- I-3.10 | | | | | Draw the time line of Homoeopathic | | | | | | | |

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|--|--|--|--|--|---|--|--|--|--|--|--|--|
| | | | | | Materia Medica based on their history, evolution and philosophy | | | | | | | |
|--|--|--|--|--|---|--|--|--|--|--|--|--|

Topic 4- Homoeopathic Medicines

| Sr. No. | Generic Competency | Subject Area | Millers Level: Does/Shows how/ Knows how/ Knows | Specific Competency | SLO/ Outcome | Blooms Domain | Guilbert's Level | Must Know/ Desirable to know/ nice to know | T-L Methods | Formative Assessment | Summative Assessment | Integration on Departments- Horizontal/ Vertical/ Spiral |
|------------------------|--|---|--|--|--|-------------------------------|---|--|---|-------------------------------------|--------------------------------|--|
| HomUG-HMM-I-4.1 | Information Gathering Integration of information Problem formulation | Homoeopathic medicines included in: Term I, II and III | Knows, Knows how, Shows how | 1. Evolve the symptomatology of a particular drug 2. Observe the symptoms of a particular | Describe the drug picture of homoeopathic medicines with following details- pharmacological data, constitution, temperament, sphere of action, | Cognitive, Psychomotor | Remember/ recall Understand Interpret | Must Know | Lecture, Small Group discussion, Demonstration (clinical classes in OPD), Problem based learning | MCO, SAQ, LAQ, Practical, Viva Voce | SAQ, LAQ, Practical, Viva voce | Horizontal Integration with pharmacology, psychology, anatomy, physiology and organon of medicine. |

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|--|------------------|--|--|--|--|--|--|--|--|--|--|--|---|
| | Practical Skills | | | r medicin e in a clinical set-up | doctrine of signature, pathogene sis, both mental and physical generals, particular symptoms, charakteris tic/ individuali zing symptoms, general and particular modalities, relationshi p | | | | | | | | Longitudi nal and spiral with all allied subjects in BHMS |
|--|------------------|--|--|--|--|--|--|--|--|--|--|--|---|

| Sr. No. | Generic Competency | Subject Area | Millers Level: Does/Shows how/ Knows how/ Knows | Specific Competency | SLO/ Outcome | Blooms Domain | Guilbert's Level | Must Know / Desirable to know/ nice to know | T-L Methods | Formative Assessment | Summative Assessment | Integration Departments- Horizontal/ Vertical/ Spiral |
|------------------------|--|---|---|---|---|-------------------------------|--|---|---|-------------------------------------|--------------------------------|---|
| HomUG-HMM-I-4.2 | Information Gathering Integration of information Problem | Homoeopathic medicines included in: Term I, II and III | Knows, Knows how, Shows how | 1. Evolve the symptomatology of a particular drug 2. Observe the symptoms of a | .Formulate the drug picture/ symptomatology of a particular drug using the knowledge of pharmacy, psychology, anatomy, physiology and | Cognitive, Psychomotor | Remember/recall Understand Interpret | Must Know | Lecture, Small Group discussion, Demonstration (clinical classes in OPD), | MCO, SAQ, LAQ, Practical, Viva Voce | SAQ, LAQ, Practical, Viva voce | Horizontal Integration with pharmacy, psychology, anatomy, physiology and organon of |

| | | | | | | | | | | | | |
|-------------------|-------------------------------------|--|--|--|--|--|--|--|------------------------|--|--|---|
| | formulation Practical Skills | | | particular medicine in a clinical set-up | organon of medicine. | | | | Problem based learning | | | medicine . Longitudinal and spiral with all allied subjects in BHMS |
| Hom UG-HMM -I-4.3 | | | | | 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: Does/Shows how/ Knows how/ Knows | Specific Competency | SLO/ Outcome | Blooms Domain | Guilbert's Level | Must Know / Desirable to know/ nice to know | T-L Methods | Formative Assessment | Summative Assessment | Integration Departments- Horizontal/ Vertical/ Spiral |
|--------------------------|---|---|---|--|--|-------------------------------|--|---|---|-------------------------------------|--------------------------------|--|
| Hom UG-HMM -I-4.4 | Information Gathering Integration of information | Homoeopathic medicines included in: Term I, II and III | Knows, Knows how, Shows how | Evolve the symptomatology of a particular drug | Identify the symptom similarity of a patient with a particular medicine in a clinical set up | Cognitive, Psychomotor | Remember/recall Understand Interpret | Must Know | Lecture, Small Group discussion, Demonstration (clinical classes in OPD), Problem based learning | MCO, SAQ, LAQ, Practical, Viva Voce | SAQ, LAQ, Practical, Viva voce | Horizontal Integration with pharmacy, psychology, anatomy, physiology and organon of |
| Hom UG-HMM -I-4.5 | Problem formulation | | | | State the relationship of a medicine | | | | | | | |

| | | | | | | | | | | | | |
|--------------------------|------------------|--|-----------|---|---|-----------|-------------------------------|-------------------|--|----------------|-----------|--|
| | Practical Skills | | | | with other medicines | | | | | | | medicine |
| Hom UG-HMM -I-4.6 | | | 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 Understand | Desirable to know | Lecture, Small Group discussion, | MCO, Viva Voce | Viva voce | Longitudinal and spiral with all allied subjects in BHMS |
| Hom UG-HMM -I-4.7 | | | Knows how | Observe the variations in symptomatology of a particular medicine in most commonly used HMM | | Cognitive | Remember/recall Understand | Nice to know | Lecture, Small Group discussion, Demonstration | Viva Voce | Viva voce | |

| | | | | | | | | | | | | |
|--|--|--|--|--|--------------------|--|--|--|--|--|--|--|
| | | | | | 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: Does/Shows how/ Knows how/ Knows | Specific Competency | SLO/ Outcome | Bloom's Domain | Guilbert's Level | Must Know/ Desirable to know/ nice to know | T-L Methods | Formative Assessment | Summative Assessment | Integration Departments- Horizontal/ Vertical/ Spiral |
|-------------------------|------------------------------|-----------------------------------|---|--|--|----------------|------------------------------------|--|---------------------------------|--|----------------------|---|
| Hom UG-HMM-I-5.1 | Information Gathering, | 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/ recall Understand | Must Know | Lecture, Small Group discussion | MCQ. Viva, Quiz Assignment | SAQ, MCQ | Horizontal Pharmacy, Biochemistry and Physiology Spiral |
| Hom UG-HMM-I-5.2 | synthesis and application of | | | | | | | | | | | |

| Sr.No. | Generic Competency | Subject Area | Millers Level: Does/Shows how/ Knows how/ Knows | Specific Competency | SLO/ Outcome | Bloom's Domain | Guilbert's Level | Must Know/ Desirable to know/ nice to know | T-L Methods | Formative Assessment | Summative Assessment | Integration Departments- Horizontal/ Vertical/ Spiral |
|-------------------------|------------------------|--------------|---|---------------------|--|----------------|------------------|--|-------------|----------------------|----------------------|---|
| | knowledge in classroom | | | | medicine with Biochemic tissue salts | | | | | | | Can compare the drug pathogenesis with Homoeopathic medicines |
| Hom UG-HMM-I-5.3 | | | | | co-relate the importance of knowledge of Biochemistry in better understanding of Bio | | | | | | | Vertical Can explore the utility of Biochemic salts in treating |

| Sr.No. | Generic Competency | Subject Area | Millers Level: Does/Shows how/ Knows how/ Knows | Specific Competency | SLO/ Outcome | Bloom's Domain | Guilbert's Level | Must Know/ Desirable to know/ nice to know | T-L Methods | Formative Assessment | Summative Assessment | Integration Departments- Horizontal/ Vertical/ Spiral |
|--------------------|--------------------|--------------|---|---------------------|-------------------------------------|----------------|------------------|--|-------------|----------------------|----------------------|---|
| | | | | | chemic tissue salts | | | | | | | deficiencies in Medicine, OBG etc |
| Hom UG- HMM- I-5.4 | | | | | List the 12 Bio chemic tissue salts | | | | | | | |

| Sr. No. | Generic Competency | Subject Area | Millers Level: Does/Shows how/ Knows how/ Knows | Specific Competency | SLO/ Outcome | Blooms Domain | Guilbert's Level | Must Know / Desirable to know/ nice to know | T-L Methods | Formative Assessment | Summative Assessment | Integration on Departments- Horizontal/ Vertical/ Spiral |
|-------------------------|--|--|---|--|--|-------------------------------|---|---|---|-------------------------------------|--------------------------------|---|
| HomeUG-HMM-I-5.5 | Information Gathering Integration of information Problem formulation | 12 Biochemical medicines included in: Term II and III | Knows, Knows how, Shows how | 1.Describe individual Biochemical tissue salts 2.Evolve the symptom-tology of a | <i>In addition to the competencies for homoeopathic medicines,</i> Describe individual Biochemical tissue salts | Cognitive, Psychomotor | Remember/ recall Understand Interpret | Must Know | Lecture, Small Group discussion , Demonstration (clinical classes in OPD), Problem based learning | MCO, SAQ, LAQ, Practical, Viva Voce | SAQ, LAQ, Practical, Viva voce | Horizontal Integration with pharmacy , psychology, anatomy, physiology and organon of medicine. |

| | | | | | | | | | | | | |
|-----------------------------|---------------------|---|--|--|--|--|--|--|--|--|--|--|
| Hom UG- HMM -I-5.6 | Practical Skills | | | particular drug 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. | | | | | | | Longitudinal and spiral with all allied subjects in BHMS |
| Hom UG- HMM -I-5.7 | | Justify the portrait of each tissue salt in correlation with the knowledge of | | | | | | | | | | |

| | | | | | | | | | | | | |
|--|--|--|--|--|-------------------|--|--|--|--|--|--|--|
| | | | | | Biochemi stry. | | | | | | | |
|--|--|--|--|--|-------------------|--|--|--|--|--|--|--|

Topic 6- Scope and limitation of homoeopathic Materia Medica:

| Sr. No. | Generic Competency | Subject Area | Millers Level: Does/Shows how/ Knows how/ Knows | Specific Competency | SLO/ Outcome | Blooms Domain | Guilbert's Level | Must Know/ Desirable to know/ nice to know | T-L Methods | Formative Assessment | Summative Assessment | Integration Departments- Horizontal/ Vertical/ Spiral |
|---------------------------|---------------------------|------------------------------|--|--|---------------------------------------|----------------------|-------------------------|---|-------------------------|-----------------------------|-----------------------------|--|
| Hom UG- HMM- I-6.1 | Information Gathering | Scope and Limitations of HMM | Knows | Must be able to comprehend the scope and limitations | List the scope and limitations of HMM | Cognitive | Remember/ recall | Must Know | Lecture. Small group | LAQ SAQ Viva, | LAQ SAQ Viva, | Horizontal Integration with pharmacy, psychology |

| | | | | | | | | | | | | |
|-------------------------|------------------------------|--|-----------|---------------------------------|---|--|-------------|--------------|--|--|--|---|
| Hom UG-HMM-I-6.2 | Integrati on of informati on | | Knows how | of Homoeop athic Materia Medica | Discuss the scope and limitati ons of HMM | | Underst and | Must Know | discuss ion Case Based learnin g Proble m Based Learning | | | y, anatomy, physiolog y and organon of medicine. Longitudi nal and spiral with all allied subjects in BHMS |
| Hom UG-HMM-I-6.3 | | | Knows | | Discuss the solutio ns to overco me the limitati ons of HMM | | Underst and | Nice to know | | | | |

8. ASSESSMENT

Assessment Summary

8A- Number of papers and Mark Distribution

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

8B - Scheme of Assessment (formative and Summative)

| Sr. No | Professional Course | 1 st term (1-6 Months) | 2 nd Term (7-12 Months) | 3 rd Term (13-18 Months) |
|--------|-------------------------|-----------------------------------|---------------------------------------|-------------------------------------|
| 1 | First Professional BHMS | First PA + 1 ST TT | 2 nd PA+2 ND TT | 3 rd PA UE |

PA: Periodical Assessment; TT: Term Test; UE: University Examinations

8 C - Evaluation Methods for Periodical Assessment

| Sr. No | Evaluation Criteria |
|--------|--------------------------------|
| 1 | Practical/Clinical Performance |
| 2 | Viva Voce, MCQs, SAQs, LAQs |

8D - Paper Layout

Summative assessment:

Theory- 100 marks

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

8 E- I - Distribution of Theory exam

| Sr. No | Paper | A | B | C | D | | |
|--------|---|-----------------------|-------------|--------------|-----------------|---------------------|-------------------|
| | | | | | MCQ (1 Mark) | SAQ (5 Marks) | LAQ (10 Marks) |
| | | List of Topics | Term | Marks | | | |
| 1 | Definition and introduction of basic materia medica | | I | | Yes | Yes | No |

| | | | | | | |
|---|---|----------|------------------|-----|-----|-----|
| 2 | Sources, types, scope and limitation of Homoeopathic Materia Medica | I | Refer Next Table | Yes | Yes | Yes |
| 3 | Theory of Biochemic system of medicine, its comparison with Homoeopathy and study of 12 Biochemic tissue salts with their physico-chemical reaction | II | | Yes | Yes | Yes |
| 4 | Drug Picture- 50 Homoeopathic Medicines | II & III | | Yes | Yes | Yes |

8E- II - Theme table

| Theme* | Topics | Term | Marks | MCQ's | SAQ's | LAQ's |
|--------|---|-----------|-------|-------|-------|-------|
| A | Definition and introduction of basic materia medica | I | 10 | Yes | Yes | No |
| B | Sources, types, scope and limitation of Homoeopathic Materia Medica | I | 20 | Yes | Yes | Yes |
| C | Theory of Biochemic system of medicine, its comparison with Homoeopathy and study of 12 Biochemic tissue salts with their physico-chemical reaction | II & III | 20 | Yes | Yes | Yes |
| D | Drug Picture- 50 Homoeopathic Medicines | I,II& III | 50 | Yes | Yes | Yes |

8F- Question paper Blue print

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

| | | |
|--|---|--|
| | (LAQ) Four Questions 10 marks each All compulsory All questions on must know No Questions on Nice to know and Desirable to know | 2. Theme C 3. Theme D 4. Theme D |
|--|---|--|

8G - Distribution of Practical Exam

Practical & Viva-100 marks

| | |
|-------------------------|--------------------------------------|
| Viva voce | 40 marks |
| Practical (Assignment)* | 50 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

9. LIST OF RECOMMENDED TEXT/ 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 Schussler, Reprint edn, B.Jain Publishers, New Delhi
- All source books

10. LIST OF CONTRIBUTORS

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