

**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**

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**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. TEACHING HOURS

##### Distribution of Teaching Hours:

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

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

S. no.	List of Topics	Hours
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:

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
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		<b>(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

- a. Definition and introduction of basic Materia Medica. Contrast between Materia Medica and Homoeopathic Materia Medica.
- b. Sources, types, construction, 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. CalcareaPhos	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. DioscoriaVillosa	45. Rhus Tox
12. Arum Triph	29. Croton Tig	46. Ruta
13. Baryta Carb	30. Drossera	47. Silicea
14. Belladona	31. Dulcamara	48. Spongia
15. Borax	32. Euphrasia	49. Sulphur
16. Bryonia Alba	33. Gelsemium	50. Symphytum
17. Calc Carb	34. HeparSulph	

### 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. FerrPhos	8. Mag Phos	12.Silicea*
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*\*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. Apis mellifica	13.Dioscorea
4. Arsenic Alb	14. Dulcamara
5.Belladona	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. Allium cepa	10. Croton tigr
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 : 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
<b>HomUG-HMM-I-1.1</b>	Information Gathering	Definition and introduction of	Knows	Knowledge of fundamen	Define the basic MM and HMM	Cognitive	Remember/ recall	Must Know	Lecture	MCQ, 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
<b>HomUG-HMM-I-1.2</b>	Integration of information	medicinal		of HMM	Explain what signs and symptoms are with examples		Understand			Viva Voce		Organon of Medicine

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
HomU G- HMM- I-1.3					Contrast between MM and HMM							
HomU G- HMM- I-1.4					Discuss the history of MM with emphasis on Hahneman							

Sr. No.	Generic Competency	Subject Area	Milestones 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
					nian 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	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
<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/ recall	Must Know	Lecture, small group discussion , demonstration	MCQ, SAQ, Viva Voce	SAQ, Viva voce	Horizontal Integration with Organon of Medicine and Pharmacy
<b>HomUG-HMM-I-2.2</b>	Integration of				Enumerate types of HMM							

<b>HomU G- HMM- I-2.3</b>	informati on				Classify Homoeo pathic Materia Medica as per its types.							
<b>HomU G- HMM- I-2.4</b>			Know s how		Discuss the characte ristics of each type of HMM based on practical utility.			Desirab le to know				

### Topic 3- Sources of Homoeopathic Materia Medica

<b>Sr. No.</b>	<b>Generic Compete ncy</b>	<b>Subje ct Area</b>	<b>Millers Level:</b>	<b>Specific Compete ncy</b>	<b>SLO/ Outcom e</b>	<b>Bloom s</b>	<b>Guilbert 's Level</b>	<b>Must Know/ Desira</b>	<b>T-L Methods</b>	<b>Formati ve</b>	<b>Summat ive</b>	<b>Integratio n Departme</b>
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			Does/Shows how/ Knows how/ Knows			Domain		able to know/nice to know		Assessment	Assessment	nts-Horizontal / Vertical/ Spiral
<b>HomU G-HMM -I-3.1</b>	Information Gathering	Sources of HMM	Knows	Identify various sources of HMM	Describe the sources of HMM	Cognitive	Remember/recall	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
<b>HomU G-HMM -I-3.2</b>	Integration of information				Understand the concept of source books of HMM		Understand					
<b>HomU G-HMM -I-3.3</b>					List the source books of HMM							

<b>HomU G- HMM -I-3.4</b>					Discuss the plans and construc tion of source books of HMM							
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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
<b>HomUG-HMM-I-3.5</b>	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
<b>HomUG-HMM-I-3.6</b>			Knows how		Describe various proving sources of HMM							

HomU G- HMM -I-3.7					Understand the basic concept of various types proving as source of HMM							
HomU G- 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	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
<b>Hom UG-HMM -I-3.9</b>	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
<b>Hom UG-HMM -I-3.10</b>					Draw the time line of Homoeopathic							

					Materia Medica based on their  history, evolution and philosoph y								
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#### 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 Departments- Horizontal/ Vertical/ Spiral
<b>HomUG-HMM-I-4.1</b>	Information Gathering  Integration of information  Problem formulation	Homoeopathic medicines included in:  Term I, II and III	Knows,  Knows how,  Shows how	1. Evolve the symptom-tology of a particular drug  2. Observe the symptoms of a particular medicine	Describe the drug picture of homoeopathic medicines with following details- pharmacological data, constitution, temperament, sphere of action, doctrine of	Cognitive,  Psychomotor	Remember/ recall  Understand  Interpret	Must Know	Lecture, Small Group discussion, Demonstration (clinical classes in OPD),  Problem based learning	MCQ, SAQ, LAQ, Practical, Viva Voce	SAQ, LAQ, Practical, Viva voce	Horizontal Integration with pharmacy, psychology, anatomy, physiology and organon of medicine.

	Practical Skills			e in a clinical set-up	signature, pathogenesis, both mental and physical generals, particular symptoms, characteristic/ individualizing symptoms, general and particular modalities, relationship							Longitudinal and spiral with all allied subjects in BHMS
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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
<b>Hom UG-HMM -I-4.2</b>	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	.Formulate the drug picture/symptomatology of a particular drug using the knowledge of pharmacy, psychology, anatomy, physiology and organon of medicine.	Cognitive,  Psychomotor	Remember/recall  Understand  Interpret	Must Know	Lecture, Small Group discussion, Demonstration (clinical classes in OPD),  Problem based learning	MCQ, SAQ, LAQ, Practical, Viva Voce	SAQ, LAQ, Practical, Viva voce	Horizontal Integration with pharmacy, psychology, anatomy, physiology and organon of medicine.

	Practical Skills			medicine in a clinical set-up									Longitudinal and spiral with all allied subjects in BHMS
<b>Hom UG-HMM -I-4.3</b>					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 on Departments- Horizontal/ Vertical/ Spiral
<b>Hom UG-HMM -I-4.4</b>	Information Gathering	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	MCQ, SAQ, LAQ, Practical, Viva Voce	SAQ, LAQ, Practical, Viva voce	Horizontal Integration with pharmacy, psychology, anatomy, physiology and organon of medicine.
<b>Hom UG-HMM -I-4.5</b>	Problem formulation				State the relationship of a medicine with other medicines							

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

**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	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
<b>HomUG-HMM-I-5.1</b>	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	<b>Horizontal</b>  Pharmacy, Biochemistry and Physiology  <b>Spiral</b>  Can compare the drug pathogenesis with Homoeopa
<b>HomUG-HMM-I-5.2</b>	synthesis and application of knowledge in classroom											

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
												thic medicines  <b>Vertical</b>
					co-relate the importance of knowledge of Biochemistry in better understanding of Biochemic tissue salts							Can explore the utility of Biochemic salts in treating deficiencies in Medicine, OBG etc
	<b>HomUG-HMM-I-5.3</b>											



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
HomU G- 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 Departments- Horizontal/ Vertical/ Spiral
<b>Hom UG-HMM -I-5.5</b>	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 particular drug	<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	MCQ, SAQ, LAQ, Practical  Viva Voce	SAQ, LAQ, Practical  Viva voce	Horizontal Integration with pharmacy, psychology, anatomy, physiology and organon of medicine.  Longitudinal and

<b>Hom UG- HMM -I-5.6</b>	Practical Skills			3.Observ e the sympto ms of a particula r medicin e in a clinical set-up	Explain the pathogen esis and symptom ology of each Bio chemic tissue salts as per Dr, Wilhelm H. Schuessler 							spiral with all allied subjects in BHMS
<b>Hom UG- HMM -I-5.7</b>					Justify the portrait of each tissue salt in correlatio n with the knowledg e of							

					Biochemis try.							
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**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	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
<b>HomUG-HMM-I-6.1</b>	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

<b>HomU G- HMM- I-6.2</b>	Integrati on of informati on		Knows how	of Homoeopa thic Materia Medica	Discuss the scope and limitati ons of HMM		Underst and	Must Know	discussi on  Case Based learnin g  Proble m Based Learnin g			y, anatomy, physiology and organon of medicine.  Longitudin al and spiral with all allied subjects in BHMS
<b>HomU G- HMM- I-6.3</b>			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+ Spotting)	Viva Voce	Internal Assessment- Practical*	Grand Total
1	HomUG-HMM-I	1	100	20+10= 30	60	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
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**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:**

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

**8C - Paper Layout**

**Summative assessment:**

**Theory- 100 marks**

MCQ	10 marks
SAQ	40 marks
LAQ	50 marks

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

Sr. No	Paper	A List of Topics	B Term	C Marks	D Type of Questions “Yes” can be asked. “No” should not be asked.		
					MCQ (1 Mark)	SAQ (5 Marks)	LAQ (10 Marks)
1		Definition and introduction of basic materia medica and HMM; compare HMM and other Materia Medica	I	Refer Next 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
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#### 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 (Refer table 8D- II Theme table for themes)
Q1	Multiple choice Questions	1. Theme A

	(MCQ) 10 Questions 1 mark each All compulsory Must know part: 7 MCQ Desirable to know: 2 MCQ. Nice to know: 1 MCQ	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) Eight Questions 5 Marks Each All compulsory Must know part: 6 SAQ Desirable to know: 2 SAQ Nice to know: 0 SAQ	1. Theme A 2. Theme B 3. Theme C 4. Theme C 5. Theme D 6. Theme D 7. Theme D 8. Theme D
Q3	Long answer Questions (LAQ) Five Questions 10 marks each All compulsory All questions on must know No Questions on Nice to know and Desirable to know	1. Theme B 2. Theme C 3. Theme D 4. Theme D 5. Theme D



## 8F - Distribution of Practical Exam

### Practical & Viva-100 marks

Viva voce	60 marks
Practical (Assignment)*	20 marks
Practical (Spotting)	10 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.

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