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 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 emergences
- 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.
- 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 st 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
	Total	120

4.B. Teaching Hours Non-lecture:

Sr. No	Α	В	С
	Study Setting	Term	Teaching Hours
1	OPD/IPD/Classroom	&	75

Non-Lecture Activities (Practical)-

Sr.	Non Lecture Teaching Learning methods	Time Allotted per Activity
No		

		(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. 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	19. Calendula	36. Ignatia
Cynapium		
3. Allium Cepa	20. Carbo Veg	37. lpecac
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

*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. Alliun cepa	10. Croton tig
3. Ammon Carb	11. Drosera
4. Ammon Mur	12. Euphrasia
5. Antim Crud	13.Hephar Sulph
6. Antim Tart	14.lpecacuanha
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 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