

**Subject:** Homoeopathic Materia Medica

**Subject code:** HomUG-HMM-III

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## 1. Course outcomes (CO)

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

- i. Correlate the knowledge of Surgery, Gynaecology and Obstetrics, Practice of medicine in better understanding of Homoeopathic Materia Medica.
- ii. Construct the drug picture/portrait of remedy using the knowledge of symptomatology and interpretation of clinical subjects.
- iii. Explore the depths of clinical dimensions of Materia Medica for better understanding of a given remedy.
- iv. Discuss the importance of Group characters in better understanding of Homoeopathic Materia Medica.
- v. Apply understanding of Materia Medica to evolve therapeutics.
- vi. Explain the relevance of Comparative Materia Medica for differentiation of remedies.
- vii. Relate the dimensions of clinical knowledge with drug proving to develop Regional Materia Medica.
- viii. Correlate the understanding of Miasms with symptomatology of remedies.
- ix. Explore the remedy relationship and concordances.
- x. Relate the concept of diathesis with symptoms of remedies.
- xi. Integrate knowledge of Organon of Medicine and Repertory in better understanding and application of Homoeopathic Materia Medica.
- xii. Record both acute and chronic history in proper sequence as per guidelines given in Organon.
- xiii. Construct the characteristic totality of the case to arrive at the Similimum.

## 2. Learning objectives (LO)

- i. Discuss the importance of Group characters in better understanding of Homoeopathic Materia Medica.
- ii. Describe the group characters of Sarcodes, Acids, and Noble metals, Natrum, Kali, Calcarea, Ophidia and Spiders.etc
- iii. Discuss the concept of Diathesis in better understanding of the symptomatology of the remedies.
- iv. Understand the Remedy relationship and Concordance for better application of Homoeopathic Materia Medica.
- v. Understand the drug picture of the remedies of 3<sup>rd</sup> BHMS in context of its pharmacological data, Doctrine of Signature, Sphere of action, Pathogenesis, A/F, Constitution, Temperament, Diathesis, Miasmatic Background, Mentals, Physical Generals, Physical Particulars, Modalities, Remedy Relationship, Comparison including Clinical Indications.

- vi. Integrate the knowledge of Anatomy, Physiology, Pharmacy, Pathology, Toxicology, Organon of Medicine, Surgery, Obstetrics – Gynaecology, Practice of Medicine and Repertory for better understanding of the drug.
- vii. Compare and contrast symptoms of similar remedies of 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> BHMS Syllabus.
- viii. Record both Acute and Chronic history in proper sequence as per guideline given in Organon.
- ix. Demonstrate the physical examination skills with reference to knowledge of Surgery, Obstetrics –Gynaecology and Practice of Medicine.
- x. Recognize the importance of investigations in a case.
- xi. Analyse the symptoms of a case to categorize as Mentals, Physical Generals and Physical Particulars.
- xii. Evaluate the symptoms of the case.
- xiii. Construct the characteristic totality of the case to arrive at the similimum.
- xiv. Arrive at indicated remedy with appropriate posology and auxiliary mode of treatment.
- xv. Correlate the symptoms of the case to Repertorial Rubrics.

### **3. Course content and its term wise distribution**

#### **3.1. Content for Term I:**

- 3.1.1. Assessment of entry behaviour for I and II BHMS syllabus
- 3.1.2. Explain the importance of group study in understanding Homoeopathic Materia Medica
- 3.1.3 Describe the group characters of Calcarea, Kali, Natrum and Noble Metals.
- 3.1.4 Integrating the knowledge of Surgery, Gynaecology and Obstetrics, Practice of medicine and Organon of medicine in a better understanding of Homoeopathic Materia Medica
- 3.1.5 Study the remedy relationship and concordance
- 3.1.6 Study the concept of diathesis in understanding the symptomatology of the remedies
- 3.1.7 Correlate knowledge of Miasms in understanding symptomatology of remedies

### 3.1.8 Homoeopathic Medicines:

1. ArgentumMetallicum	2. Collinsonia	3. Murex
4. AurumMetallicum	5. Conium	6. Muriatic Acid
7. Asafoetida	8. Crocus sativus	9. Nitric Acid
10. Asteriarubens	11. Cyclamen	12. Phosphoric Acid
13. Bismuth	14. Graphites	15. Picric Acid
16. Bovista	17. Helonias	18. Platina
19. Capsicum	20. Hydrastis	21. Raphanus Sativus
22. Carboic Acid	23. Iodum	24. Ratanhia
25. Caulophyllum	26. Liliuntigrinum	27. Sulphuric Acid

## 3.2. Content of Term II

3.2.1. Group characters of and Acid group, Ophidia, Spiders and sarcodes

### 3.2.2. Homoeopathic Medicines:

1. Actea spicata	14. Lachesis	27. Tabacum
2. Adrenaline	15. Lithium Carbonicum	28. Taraxacum
3. Aranea Diadema	16. Millifolium	29. Tarentula Cubensis
4. Benzoic Acid	17. Naja Tripudans	30. Tarentula Hispanica
5. Bufo	18. Onosmodium	31. Terebinthina
6. Caladium	19. Oxalic acid	32. Thalapsi bursa pastoris
7. Clematis erecta	20. Physostigma	33. Theridion
8. Cholesterinum	21. Radium Bromatum	34. Thyroidinum
9. Coca	22. Sabal serrulata	35. Trillium pendulum
10. Crotalus Horridus	23. Sabina	36. Ustilago
11. Erigeron	24. Sarsaparilla	37. Vibernum opulus
12. Fluoric Acid	25. Selenium	38. X Ray
13. Kreosotum	26. Staphysagria	

#### 4. Teaching hours

##### 4.1. Gross division of teaching hours:

<b>Homoeopathic Materia Medica</b>		
<b>Year</b>	<b>Teaching hours- Lectures</b>	<b>Teaching hours- Non-lectures</b>
IIIBHMS	150	50

##### 4.2. Teaching hours (Theory)

<b>S. no.</b>	<b>List of Topics</b>	<b>Hours</b>
1.	Assessment of entry behavior of I and II BHMS syllabus	2
2.	Explain the importance of group study, remedy relationship and concordance, concept of Diathesis	5
3.	Describe the group characters of Sarcodes, Calcarea, Ophidia and Spider group of remedies	8
4.	Describe the group characters of Acids, Noble metals, Natrum and Kali group of remedies	8
5.	Integrating the knowledge of Surgery, Gynaecology and Obstetrics, Practice of medicine and Organon of medicine in a better understanding of Homoeopathic Materia medica	2

6.	Study of Drugs (Term I)	62
7.	Study of Drug picture (Term II)	63
	<b>Total</b>	<b>150</b>

**4.3. Teaching Hours Non-lecture: There shall be 50 non lecture hours divided into activities as mentioned in table given below**

**Non-Lecture Activities (Practical)**

Sr. No	Non-Lecture Teaching Learning methods	Term	Time Allotted per Activity (Hours)
1	Clinical(to be integrated with topics under Practice of Medicine, Surgery and ObGy)	I & II	35
2	Demonstrative	I & II	15
2(a)	Seminar / Tutorials		10
2(b)	Problem based learning/ Case Based Learning /Assignment/ Symposium / Group discussion/Role play or Drug picture presentation		5
	<b>Total</b>		<b>50</b>

## 5. Content mapping (competencies table)

### 5. 1. Competencies table-Theory \*\* to be used as per the requirements of a given drug

S. No.	Competency	Mile rs Level :	Content	SLO/ Outcome	Blooms Domain / Guilbert's Level	Priorit y	T-L Metho ds/med ia	Assessment		Integration
								Formati ve	Summat ive	
<b>HomUG- HMM- III-1.1</b>	<b>K &amp; S PC HO</b>	KH  K	Assessment of entry behaviour of I and II BHMS syllabus	Recall the knowledge of I and IIBHMS syllabus for Materia Medica	C1	MK	Group Discuss ion  Quiz	MCQ	MCQ SAQ LAQ Viva	<b>Spiralintegr ationwithHo moeopathic Materia medica Vertical integration with Anatomy,Ph ysiology,Pha rmacy, Psychology, Organon)Pat hology,Toxi cology</b>
<b>HomUG- HMM- III-1.2</b>	<b>K &amp; S PC HO</b>	KH  K	Explain the importance of group study, remedy relationship and	Integrate knowledge of characteristic group symptoms in study of a remedy	C2	MK	Lecture  PPT  Library referen	MCQ Assignm ent  Project	SAQ	Vertical integration with Organon Spiral integration

S. No.	Competency	Mileers Level :	Content	SLO/ Outcome	Blooms Domain / Guilbert's Level	Priority	T-L Methods/med ia	Assessment		Integration
								Formative	Summative	
HomUG-HMM-III-1.3			concordance, Explain the concept of Diathesis	Correlate the knowledge of remedy relationship and concordances in understanding of the remedies			ces			with HMM
HomUG-HMM-III-1.4				Relate the concept of diathesis with symptoms of the remedy						
HomUG-HMM III-1.5			Integrating the knowledge of Surgery, Gynaecology and Obstetrics, Practice of medicine and Organon of medicine in a better understanding of Homoeopathic	Justify the utility of knowledge of Surgery, GyOb, POM, Organon of medicine in better understanding of Homeopathic Materismedica.	C2	MK	Team teaching	MCQ Project	SAQ Viva	
HomUG-HMM				Describe the totality of drug in given clinical condition.						

S. No.	Competency	Mileers Level :	Content	SLO/ Outcome	Blooms Domain / Guilbert's Level	Priority	T-L Methods/med ia	Assessment		Integration
								Formative	Summative	
III-1.6			Materia medica							
Hom UG-HM III-1.7				Explore the therapeutic application of the drug in a given condition.						

Hom UG-HMM III-1.8		KH K	Describe the group characters of a given group	Recall the basic characters of a group from the knowledge of Chemistry, Botany and Zoology.	C 1	DK	Lecture PPT	MCQ Assignm ent	SAQ LAQ Viva	Spiral integration with HMM Vertical integration with Organon
Hom UG-HMM III-1.9				Co-relate the basic character of a group with the symptomatology from the materia medica ( Doctrine of Signature )	C2	MK	Library referen ces	Project		
Hom UG-HMM III-1.10				Indicate the Source, Family, Kingdom, Preparartion	C1	NK				
Hom UG-HMM				List the common ailments of a given group	C1	MK				

<b>III-1.11</b>									
<b>Hom UG- HMM III-1.12</b>				Mention the physical constitution of the given group.	C1	MK			
<b>Hom UG- HMM III-1.13</b>				Mention and justify the Diathesis	C2	MK			
<b>Hom UG- HMM III-1.14</b>				Mention and Justify the predominant Miasm	C2	MK			
<b>Hom UG- HMM III-1.15</b>				Enumerate the group characteristics	C1	MK			
<b>Hom UG- HMM III-1.16</b>				Describe the mentals symptoms of a given group. Co-relate the mental symptoms with doctrine of signature	C2	MK			
<b>Hom UG- HMM III-1.17</b>				Enumerate the common modalities of a given group	C1	MK			
<b>Hom UG- HMM III-1.18</b>				List the clinical indications of a given group.					
<b>Hom</b>				Correlate the knowledge	C2	MK			

<b>UG-HMM III-1.19</b>				of group indication to individual remedy of the group and differentiate individual remedy in a given group.						
<b>HomUG-HMM III-1.20</b>				Compare the contrast the given group with other group.	C2	MK				
<b>HomUG-HMM-III-1.21</b>	<b>K &amp; S PC HO</b>	KH K	Individual Homoeopathic medicines	Mention the common name, Mention the source/ family/kingdom, the prover	C1	NK	Lecture / Specimen	MCQ Viva	MCQ Viva	<b>Vertical integration</b> with Pharmacy
<b>HomUG-HMM-III-1.22</b>				Correlate with doctrine of signature	C2	NK	Lecture / Specimen	MCQ Viva	MCQ Viva	<b>Vertical integration</b> with Pharmacy and Physiology
<b>HomUG-HMM-III-1.23</b>				List the sphere of action	C1	MK	Lecture Self – learning Small Group Discussion Black Board PPT	Assignment Project MCQ Viva	LAQ SAQ MCQ Viva	<b>Horizontal Integration</b> with Pathology, Toxicology, ObGy,PM, Surgery and Organon& Repertory
<b>HomUG-HMM-III-1.24</b>				Narrate the ailments from	C1					
<b>HomUG-HMM-III-1.25</b>				Describe the constitution and temperament	C1					
<b>HomUG-HMM-III-1.26</b>				Explain the mental symptoms	C1					

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

<b>HomUG-HMM-III-1.34</b>				Compare and contrast the related remedies of First, Second and Third BHMS syllabus	C 2					
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## 5.2 Competencies table- Practical/clinical

S. No.	Competency	Millers Level:	Content	SLO/ Outcome	Blooms Domain / Guilbert's Level	Priority	T-L Methods/ media	Assessment		Integration
								Formative	Summative	
<b>HomUG-HMM-III-2.1</b>	K & S PC HO	SH KH	Case taking	Demonstrate the steps of case taking as per guidelines given in Organon of medicine.	P/A2	MK	Demonstration  Checklist  DOPS	DOPS  CBD  Small project	Clinical performance	<b>Horizontal Integration</b> with Pathology, ,ObGy,PM, Surgery Practice of Medicine, Organon&Repertory
<b>HomUG-HMM-III-2.2</b>	CS PBLI Prf		Clinical examination	Demonstrate the basic clinical examination skills	P/A2					
<b>HomUG-HMM-III-2.3</b>			Interpretation of investigation	Recognise the importance of interpretation of investigations.	C2					
<b>HomUG</b>			Analyse the Case		C2					

<b>G- HMM- III-2.4</b>			Case analysis							
<b>HomU G- HMM- III-2.5</b>				Evaluate the case	C2					
<b>HomU G- HMM- III-2.6</b>				Construct the totality of the case	C2					
<b>HomU G- HMM- III-2.7</b>				Arrive at indicated remedy with appropriate posology and auxiliary line of treatment						
<b>HomU G- HMM- III-2.8</b>				Correlate the symptoms of case to repertorial rubrics						

## 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 based learning
Library reference	Tutorials
Self-learning	Seminars
	Symposium
	Role play
	Assignments

Different teaching-learning methods must be applied for understanding holistic and integrated Materia medica. There has to be classroom lectures, small group discussions, case discussion where case-based learning (CBL) and Problem-Based Learning (PBL) are especially helpful. In the applied Materia medica, Case Discussion (CBL-PBL) method is beneficial for students. Audio visual (AV) methods for classroom teaching may be an innovative aid in order to demonstrate the related graphics and animations etc. In case of clinical demonstration – DOAP (Demonstration – Observation – Assistance – Performance) is very well applicable.

## 7. Details of assessment

### 7A - Scheme of overall assessment (Formative and Summative)

Sr. No	Professional Course	1 <sup>st</sup> term (1-6 Months)		2 <sup>nd</sup> Term (7-12 Months)		
		1 <sup>st</sup> PA	1 <sup>ST</sup> TT	2 <sup>nd</sup> PA	FUE	
1	Third Professional BHMS	10 Marks Viva	50 Marks Practical/ Viva <ul style="list-style-type: none"> <li>• Viva voce -25 marks</li> <li>• Case Taking, and Case Presentation (detailed case history, analysis, evaluation, repertorisation) – 25 marks</li> </ul>	10 Marks Viva	100 marks theory	100 marks (Clinical/practical+ Viva+ IA)

**PA: Periodical Assessment; TT: Term Test; FUE: Final University Examinations**

**7B- Number of papers and Marks Distribution for Final University Examination (FUE)**

<b>Sr. No.</b>	<b>Course Code</b>	<b>Papers</b>	<b>Theory</b>	<b>Practical/ Clinical</b>	<b>Viva Voce</b>	<b>Internal Assessment- Practical only (IA)**</b>	<b>Grand Total</b>
1	HomUG-HMM-III	01	100 marks <i>(30 % of questions shall be from I &amp;II BHMS syllabus and 70 % of questions shall be from III BHMS Syllabus)</i>	50 marks <ul style="list-style-type: none"> <li>• Case taking and case presentation (detailed case history, analysis, evaluation, repertorisation, prescription) --- 40 marks</li> <li>• Journal -10 marks (Ten acute and Ten chronic cases)</li> </ul>	40 marks	10 marks	200marks

**\*\*Method of Calculation of Internal Assessment Marks for Final University Examination:**

PA1 (Practical/Viva) +TT (Practical/ Viva) + PA2 (Practical/Viva)

(10 Marks) + (50 Marks) + (10 Marks)

IA =

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**X 10**

**70**

## 7C - Paper Layout

**Summative assessment:**

**Theory- 100 marks**

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

## 7 D- I - Distribution of Theory exam

Sr. No	Paper	A	B	C	D		
					Type of Questions “Yes” can be asked. “No” should not be asked.		
		List of Topics	Term	Marks	MCQ (1 Mark)	SAQ (5 Marks)	LAQ (10 Marks)
1	BHMS I& IISyllabus		I	Refer to the 8E- II	Yes	Yes	Yes
2	Importance of Group Study		I		No	No	No

3	Describe the group characters of Sarcodes, Acids, Noble metals, Natrum, Kali, Calcarea, Ophidia and spider group of remedies	I & II		Yes	Yes	Yes
4	Integrate the knowledge of Surgery, GyOb, Practice of Medicine, Organon and Repertory in a better understanding of Materia Medica	I & II		Yes	Yes	No
5	Study of remedy relationship and concordances	I & II		Yes	No	No
6	Study of diathesis in understanding symptomatology of remedies	I & II		No	Yes	No
7	Correlate knowledge of miasms in symptomatology of remedies	I & II		Yes	Yes	No
8	Correlate symptomatology of remedies to rubrics in repertory	I & II		No	No	No
9	Sixty five five Homoeopathic Medicines	I & II		Yes	Yes	Yes

#### 7D– II - Theme table

Theme	Topics	Term	Marks	MCQ's	SAQ's	LAQ's
A-F	BHMS I & II Syllabus	-	30	Yes	Yes	Yes
G*	Importance of Group Study	I	-	No	No	No

H	Describe the group characters of Sarcodes, Acids, Noble metals, Natrum, Kali, Calcarea, Ophidia and spider group of remedies	I & II	6	Yes	Yes	Yes
I	Integrate the knowledge of Surgery, GyOb, Practice of Medicine, Organon and Repertory in a better understanding of Materia Medica	I & II	6	Yes	Yes	No
J	Study of remedy relationship and concordances	I & II	1	Yes	No	No
K	Study of diathesis in understanding symptomatology of remedies	I & II	5	No	Yes	No
L	Correlate knowledge of miasms in symptomatology of remedies	I & II	6	Yes	Yes	No
M*	Correlate symptomatology of remedies to rubrics in repertory	I & II	-	No	No	No
N	Sixty five Homoeopathic Medicines	I & II	46	Yes	Yes	Yes

**\*Note : Theme G and Theme M are for conceptual understanding only**

**7E- Question paper Blueprint**

<b>A</b> <b>Question Serial Number</b>	<b>B</b> <b>Type of Question</b>	<b>Question Paper Format</b> <b>(Refer table 7D- II Theme table for themes)</b>
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	1. Theme A-F 2. Theme A-F 3. Theme A-F 4. Theme A-F 5. Theme A-F 6. Theme H 7. Theme I 8. Theme J 9. Theme L 10. Theme N
Q2	Short answer Questions  (SAQ)  Eight Questions  5 Marks Each  All compulsory  Must Know part: 6 SAQ  Desirable to Know: 2 SAQ	1. Theme A-F 2. Theme A-F 3. Theme A-F 4. Theme H 5. Theme I 6. Theme K 7. Theme L 8. Theme N
Q3	Long answer Questions  (LAQ)	1. Theme A-F  2. Theme N

	<p>Five Questions</p> <p>10 marks each</p> <p>All compulsory</p> <p>All questions on Must Know</p> <p>No Questions on Nice to Know and Desirable to Know</p>	<p>3. Theme N</p> <p>4. Theme N</p> <p>5. Theme N</p>
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**8. List of recommended text/reference books:**

- Allen H.C.(2005). Keynotes Rearranged and Classified with Leading Remedies of the Materia Medica and Bowel Nosodes, (Reprint edition), B.Jain Publishers, New Delhi
- ChoudhuriN.M. (2006).A Study On Materia Medica Enriched with real case studies,(Reprint revised edn).B.Jain Publishers, New Delhi.
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- Patil J. D.(2007)Group Study in Homoeopathic Materia Medica, B. Jain Publishers Pvt Ltd New Delhi
- BoerickeW.(2003) A compendium of the Principles of Homoeopathy,as taught by Hahnemann and verified by a Century of Clinical Application(First reprint edition), B. Jain Publishers Pvt Ltd New Delhi
- All source books.

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