#### **CURRICULUM DOCUMENT**

### M.D. (Homoeopathy) Organon of Medicine and Homoeopathic Philosophy

I. TITLE OF THE SPECIALTY COURSE, AND ITS ABBREVIATION.

M.D. (Homoeopathy) Organon of Medicine and Homoeopathic Philosophy

### **II. COMPONENTS OF THE CURRICULUM:**

#### II (1). Part I

- i. Fundamentals of Homoeopathic Philosophy
- ii. Fundamentals of Clinical Medicine in Homoeopathic Philosophy; and
- iii. Research Methodology and Biostatistics

#### II (2).Part II

- i. Homoeopathic Philosophy, Paper 1
- ii. Homoeopathic Philosophy, Paper 2

# III. BRIEF DESCRIPTION OF SPECIALTY AND ITS RELEVANCE IN HOMEOPATHY POST-GRADUATE COURSE.

The purpose of studying Homoeopathic Philosophy as a subject in MD (Hom.) degree course is to obtain a clear understanding of fundamental aspects of homoeopathic science and its philosophical basis. It aims to train the homoeopathic graduates to develop a clear understanding that homoeopathic philosophy is an extension and application of general philosophy in furtherance of healthcare decisions.

Philosophy is a significant aspect of healthcare education because it helps the students to develop skills and attitudes such as examining key assumptions, broadening their perspectives, infusing self-knowledge and developing critical thinking skills. It also provides the tools for analyzing concepts in medicine such as disease, health, and cure. It is all the more important for homoeopathic professionals as homoeopathy is based on a distinct holistic, individualistic, and dynamic understanding of life, health, and disease. The study of homoeopathic philosophy provides insights into the evaluation and management of disease at different levels of the healthcare delivery system.

The course gives a summary view of evolution of Hahnemannian and post Hahnemannian schools of philosophy through the study of eastern and western philosophies and their role in shaping clinical decision making in patient care. It also orients students to the basic concepts of modern schools of philosophies and their relevance in the holistic and individualistic understanding of patient. This course enables the students to provide patient-centered care, based on homoeopathic principles for appropriate and effective therapeutic, preventive, and promotive healthcare. It helps to distinguish the uniqueness of homoeopathic philosophy concerning the modern concept of healthcare and apply it in a range of clinical and community contexts. To further these competencies, this program anchors the students in the fundamentals of general philosophy, logic, and scientific methods, and aligns them with Hahnemannian concepts. As a result, the students would be sensitized to critically review literature, and integrate and apply knowledge of established and evolving clinical and epidemiological sciences. It emphasizes on understanding of Homoeopathic philosophy in the context of the health needs of the community and the national priorities in the health sector.It also offers opportunities for validating and advancing the understanding of homoeopathic principles and engaging in evidence-based clinical practice.

### **IV. COURSE OBJECTIVES**

#### (ENTRUSTABLE PROFESSIONAL ACTIVITIES - EPAS)

- 1. Relate homoeopathic philosophy as an extension and application of general philosophy in furtherance of healthcare decisions
- 2. Align different school of philosophies in clinical decision making in homoeopathic patient care
- 3. Evolve bio-pathography of disease as per modern and homoeopathic concepts.
- 4. Analyze the social, economic, environmental, biological, and emotional determinants of health and etio-pathogenesis of diseases as per modern and homoeopathic concepts.
- 5. Interpret the general pathology in light of Hahnemannian theory of chronic disease.
- 6. Diagnose and classify acute and chronic diseases based on clinical assessment in relation with concepts of homoeopathic philosophy.
- 7. Analyze the scope and limitations of Homoeopathy in acute and chronic diseases, especially in one sided diseases
- 8. Perform holistic homoeopathic case analysis for planning therapeutic, rehabilitative, preventive, and promotive measures/strategies with special emphasis on evolving susceptibility.
- 9. Plan posology in light of homoeopathic philosophy with special emphasis on evolving susceptibility.
- 10. Interpret the prognosis and remedy reactions in each case based on the teachings of Hahnemann and post-Hahnemannian stalwarts, especially Kent's Twelve observations.
- 11. Interpret the knowledge of modern philosophies and concepts in furtherance of holistic, individualistic, and dynamic understanding of life, health, and disease.
- 12. Evaluate the modern schools of homoeopathic philosophies and their relevance in the individualistic understanding of patient.
- 13. Assess the translational value of Homoeopathic principles and logic.

- 14. Demonstrate empathy and a humane approach towards patients and their families and exhibit appropriate interpersonal behavior in light of basic principles of psychology.
- 15. Evaluate the role of Homoeopathic philosophy in the context of the health needs of the community and the national priorities in the health sector.
- 16. Demonstrate competence in basic concepts of research methodology and epidemiology.
- 17. Critically analyze relevant published research literature in conjunction with Homoeopathic principles.
- 18. Publish evidence-based documentation for validation of principles of Homoeopathic philosophy.
- 19. Consistently demonstrate skills in using educational methods and techniques as applicable to the teaching of general physicians and health workers.
- 20. Apply various teaching-learning techniques for imparting undergraduate and postgraduate education.
- 21. Participate as a contributing and integrated member of an inter professional team.
- 22. Function as an effective leader of a health team engaged in health care, research or training.

### IV (1). MAPPING OF EPASAND DOMAIN COMPETENCIES

- KS : Knowledge & Scholarship
- PC : Patient care
- HO : Homoeopathic Orientation
- CS : Communication skills
- **PBL** : Practice based learning
- Prf: Professionalism

Sr. No	EPA	KS	РС	НО	CS	PBL	PRF
1	Relate homoeopathic philosophy as an extension and application of general philosophy in furtherance of healthcare decisions	$\checkmark$	$\checkmark$	$\checkmark$	-	$\checkmark$	-
2	Align different school of philosophies in clinical decision making in homoeopathic patient care	$\checkmark$	$\checkmark$	$\checkmark$	-	$\checkmark$	-
3	Evolve bio-pathography of disease as per modern and homoeopathic concepts	$\checkmark$	$\checkmark$	$\checkmark$	$\checkmark$	$\checkmark$	$\checkmark$
4	Analyze the social, economic, environmental, biological, and emotional determinants of health and etio-pathogenesis of diseases as per modern and homoeopathic concepts	$\checkmark$		V	V		-
5	Interpret the general pathology in light of Hahnemannian theory of chronic disease.	$\checkmark$	$\checkmark$	$\checkmark$	-	$\checkmark$	-
6	Diagnose and classify acute and chronic diseases based on clinical assessment in relation with concepts of homoeopathic philosophy.		$\checkmark$	$\checkmark$	-		-

7	Analyze the scope and limitations of Homoeopathy in acute and chronic diseases, especially in one sided diseases			V	-	$\checkmark$	-
8	Perform holistic homoeopathic case analysis for planning therapeutic, rehabilitative, preventive, and promotive measures/strategies with special emphasis on evolving susceptibility	$\checkmark$	$\checkmark$	$\checkmark$	V	V	$\checkmark$
9	Plan posology in light of homoeopathic philosophy with special emphasis on evolving susceptibility			V	-	V	-
10	Interpret the prognosis and remedy reactions in each case based on the teachings of Hahnemann and post-Hahnemannian stalwarts, especially Kent's Twelve observations.		$\checkmark$	$\checkmark$	-	$\checkmark$	-
11	Interpret the knowledge of modern philosophies and concepts in furtherance of holistic, individualistic, and dynamic understanding of life, health, and disease	$\checkmark$	-	V	-	$\checkmark$	-
12	Evaluate the modern schools of homoeopathic philosophies and their relevance in the individualistic understanding of patient		-	$\checkmark$	-	$\checkmark$	-
13	Assess the translational value of Homoeopathic principles and logic	$\checkmark$	$\checkmark$	$\checkmark$	-	$\checkmark$	-
14	Demonstrate empathy and humane approach towards patients and their families and exhibit appropriate interpersonal behaviour in light of basic principles of psychology			V	V	$\checkmark$	$\checkmark$
15	Evaluate the role of Homoeopathic philosophy in the context of the health needs of the community and the national priorities in the health sector.		-	$\checkmark$	-	$\checkmark$	$\checkmark$
16	Demonstrate competence in basic concepts of research methodology and epidemiology	$\checkmark$	-	$\checkmark$	-	-	$\checkmark$
17	Critically analyse relevant published research literature in conjunction with Homoeopathic principles.		-	$\checkmark$	-	-	$\checkmark$
18	Publish evidence-based documentation for validation of principles of Homoeopathic philosophy.		-	V	-	-	V
19	Consistently demonstrate characteristics of self- directed learning by recognising continuing educational needs and using appropriate learning resources.	$\checkmark$	-	$\checkmark$	-	$\checkmark$	$\checkmark$

20	Apply various teaching-learning techniques for imparting undergraduate and postgraduate education.		-	$\checkmark$	-	$\checkmark$	
21	Participate as a contributing and integrated member of an interprofessional team	$\checkmark$	-	-	$\checkmark$	-	$\checkmark$
22	Function as effective leader of team that is engaged in health care, research and training		-	-	$\checkmark$	-	$\checkmark$

# IV (2). SEMESTER WISE TABLE EPA LEVELS AND COMPETENCIES APPLICABLE TO EACH EPA

**EPA LEVEL:** 

1=No permission to act

2=Permission to act with direct, proactive supervision resent in the room

3 = Permission to act with indirect supervision, not present but

quickly available if needed

4=Permission to act under distant supervision not directly available (unsupervised)

5=Permission to provide supervision to junior trainees

EPAs		Part 1			Part 2	
	Sem / Mod	Sem / Mod	Sem /	Sem /	Sem /	Sem / Mod
	1	2	Mod 3	Mod 4	Mod 5	6
Relate	2	2	3	4	4	5
homoeopath						
ic	Defines the	Understand	Understan	Understa	Understa	Demonstrat
philosophy	concepts in	s the	ds the	nds	nds the	es
as an	General	various	philosophi	rationalis	empiricis	correlation
extension	philosophy	schools of	es of	m in	t	of
and		General	empiricis	modern	philosop	empiricism
application		philosophie	m and	medicine	hies of	and
of general		S	rationalis	with	Locke,	homoeopath
philosophy			m	especial	Hume	ic
in				emphasis	and	philosophy
furtherance				on	Francis	
of				Cartesian	Bacon	
healthcare				philosoph		
decisions				У		
Align	2	2	2	3	3	4
different	2	2	-	5	5	·
school of	Basic	Interprets	Understan	Interprets	Understa	Correlatesdi
philosophie	concepts of	the works in	ds	philosoph	nds	fferent
s in clinical	Hahnemann	eastern and	Evolution	y of	philosop	philosophie
decision	ian	western	of the	Goethe in	hies of	s in clinical
making in	philosophy	philosophie	homoeopa	evolution	Immanue	decision

5 | Page

homoeopath		S	thic	of	l Kant,	making in
ic patient			concepts	Hahnema	Swedenb	patient care
care			through	nnian	org and	
			different	thoughts	Karl	
			school of		Poper in	
			philosophi		evolution	
			es		of post	
					Hahnema	
					nnian	
					schools	
					of	
					philosop	
					hy	
	2	2	3	4	4	5
	Demonstrat	Understand	Develops	Becomes	Docume	Works
	es respect	s the	understan	aware of	nts	effectively
Evolve bio-	for patient	evolution of	ding of	use of	accuratel	in various
pathography	privacy and	disease in	bio-	knowledg	y and	health care
of disease	autonomy	different	pathograp	e, skill	legibly.	settings and
as per	Communica	phases of	hical	and		demonstrate
modern and	tes	life	progress	emotional		S
homoeopath	effectively		of disease	limitation		application
ic concepts	with patient			of self		of
le concepts	and or					appropriate
	attendants,					knowledge,
	care givers					skill and
	etc.					attitude
	2	2	2	3	4	5
Analyze the	Gathers	Integrates	Defines	Applies	Conclude	Ensures
social,	information	the data	the	knowledg	s the	juniors
economic,	regarding	gathered for	philosoph	e and	scope of	follow steps
environmen	social,	case	y and	skill in	homoeop	defined
tal,	economic,	analysis	importanc	utilising	athy	accurately.
biological,	cultural,	-	e of	the	consideri	
and	environmen		accessory	informati	ng	
emotional	tal,		circumsta	on	holistic	
determinant	biological		nces	regarding	concept	
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and	emotional			economic	and	
enteropatho	factors			, cultural,	disease	
genesis of	influencing			environm		
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and				and		
homoeopat				emotional		
hic				factors		
concepts				influenci		
				ng health		
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				disease		
Interpret the	2	2	2	3	4	5
general						
pathology in	Comprehen	Understand	Understan	AppliesH	Compreh	Demonstrat
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Hahnemann	concept of	importance	importanc	n's theory	clinical	clinical
ian theory	etiopathoge	of	e of	of acute	utility of	utility of
of chronic	nesis of	predisposin	fundament	and	maismati	maismatic
disease.	diseases in		alcause in	chronic		
uisease.		g and			c study	study of
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	homoeopath	cause in	enesis of		diseases	
	ic	etiopathoge	diseases			
	philosophy	nesis of				
		diseases				
Diagnose	2	2	3	3	4	5
and classify	Gathers	Understand	Diagnoses	Develops	Ensures	Demonstrat
acute and	clinical	s the	and	the	complian	es effective
chronic	information	homoeopath	classifies	strategy	ce of	implementa
diseases	with	ic concept	the	for case	case	tion of
based on	emphasis on	of	disease	managem	managem	homoeopath
clinical	anamnesis	indispositio	according	ent, based	ent	ic
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in relation		chronic		clinical		n of disease
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with		diseases and	thic	assessme		
concepts of		their types	philosoph	nt in		
homoeopath			У	relation		
ic				with		
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				y.		
Analyze the	2	2	3	3	4	5
scope and	Defines the	Demonstrat	Outlines	Identifies	Applies	Demonstrat
limitations	scope and	es the scope	the	the tools	case	es the scope
of	limitation of	and	clinical	for the	managem	and
	homoeopath	limitation of	managem	implemen	ent	limitation of
Homoeopat	ic system of		-	tation of		
	ic system of	homoeopath	ent on	1211011 01	strategy	homoeopath

hy in acute		1				
•	medicine	y in	basis of	clinical	and	y to the
and chronic		different	understan	managem	obtains	juniors and
diseases,		clinical	ding of	ent	feedback	students
especially in		settings,	homoeopa			
one sided		especially	thic			
diseases		in one sided	philosoph			
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Perform	2	2	2	3	4	5
holistic	Understand	Understand	Identifies	Applies	Feedback	Demonstrat
homoeopath	s the	s the	the tools	different	and	es
ic case	methods of	modalities	for the	types of	validatio	application
analysis for	holistic case	of	implement	strategies	n of	of
planning	analysis for	therapeutic,	ation of	for	treatment	therapeutic,
therapeutic,	planning	rehabilitativ	clinical	different	strategies	rehabilitativ
rehabilitativ	therapeutic,	е,	managem	clinical	-	е,
e,	rehabilitativ	preventive,	ent	outcomes		preventive,
preventive,	е,	and	strategy			and
and	preventive,	promotive				promotive
promotive	and	measures/st				measures/st
measures/str	promotive	rategies				rategies to
ategies with	measures/st	6				students and
special	rategies					juniors
emphasis on	8					J
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	2	2	2	2	1	5
y Plan	2	2	2	3	4	5
Plan posology in						
Plan posology in light of	Understand	Understand	Understan	Evaluates	Applicati	Plans and
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Plan posology in light of homoeopath ic	Understand s the components	Understand s role of susceptibilit	Understan ds role of susceptibil	Evaluates the different	Applicati on of understa	Plans and demonstrate s posology
Plan posology in light of homoeopath ic philosophy	Understand s the	Understand s role of susceptibilit y in	Understan ds role of susceptibil ity in	Evaluates the different factors	Applicati on of understa nding of	Plans and demonstrate s posology selection on
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Plan posology in light of homoeopath ic philosophy with special emphasis on evolving	Understand s the components	Understand s role of susceptibilit y in deciding	Understan ds role of susceptibil ity in deciding	Evaluates the different factors influenci ng susceptibi	Applicati on of understa nding of evolving susceptib ility in	Plans and demonstrate s posology selection on basis of evolving susceptibilit
Plan posology in light of homoeopath ic philosophy with special emphasis on	Understand s the components	Understand s role of susceptibilit y in deciding	Understan ds role of susceptibil ity in deciding	Evaluates the different factors influenci ng susceptibi lity and	Applicati on of understa nding of evolving susceptib ility in deciding	Plans and demonstrate s posology selection on basis of evolving
Plan posology in light of homoeopath ic philosophy with special emphasis on evolving	Understand s the components	Understand s role of susceptibilit y in deciding	Understan ds role of susceptibil ity in deciding	Evaluates the different factors influenci ng susceptibi lity and hence	Applicati on of understa nding of evolving susceptib ility in	Plans and demonstrate s posology selection on basis of evolving susceptibilit
Plan posology in light of homoeopath ic philosophy with special emphasis on evolving susceptibilit	Understand s the components of posology	Understand s role of susceptibilit y in deciding posology	Understan ds role of susceptibil ity in deciding posology	Evaluates the different factors influenci ng susceptibi lity and hence poslogy	Applicati on of understa nding of evolving susceptib ility in deciding posology	Plans and demonstrate s posology selection on basis of evolving susceptibilit y
Plan posology in light of homoeopath ic philosophy with special emphasis on evolving susceptibilit	Understand s the components	Understand s role of susceptibilit y in deciding	Understan ds role of susceptibil ity in deciding	Evaluates the different factors influenci ng susceptibi lity and hence	Applicati on of understa nding of evolving susceptib ility in deciding	Plans and demonstrate s posology selection on basis of evolving susceptibilit
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Plan posology in light of homoeopath ic philosophy with special emphasis on evolving susceptibilit y Interpret the prognosis	Understand s the components of posology 2	Understand s role of susceptibilit y in deciding posology 2 Understand s the post	Understan ds role of susceptibil ity in deciding posology	Evaluates the different factors influenci ng susceptibi lity and hence poslogy 4	Applicati on of understa nding of evolving susceptib ility in deciding posology	Plans and demonstrate s posology selection on basis of evolving susceptibilit y
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Plan posology in light of homoeopath ic philosophy with special emphasis on evolving susceptibilit y Interpret the prognosis and remedy reactions in	Understand s the components of posology 2 Understand s the	Understand s role of susceptibilit y in deciding posology 2 Understand s the post	Understan ds role of susceptibil ity in deciding posology 3 Understan ds	Evaluates the different factors influenci ng susceptibi lity and hence poslogy 4 Applies knowledg	Applicati on of understa nding of evolving susceptib ility in deciding posology 4 Obtains feedback	Plans and demonstrate s posology selection on basis of evolving susceptibilit y 5 Engages the students in

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and post-	prognosis	prognosis	in	prognosis	c	remedy
Hahnemann	1 0		different	1 0	markers	reaction and
ian			case			prognosis
stalwarts,			studies			prognosis
especially			studies			
Kent's						
Twelve						
observation						
S						
Interprets	2	2	2	3	4	5
the						
knowledge	Understand	Comprehen	Understan	Evaluates	Adapts	Demonstrat
of modern	s basic	ds different	ds the	homoeop	different	es the
philosophie	concepts of	schools of	modern	athic	schools	importance
s and	modern	modern	philosophi	principles	of	of modern
concepts in	philosophie	philosophie	es in	in light of	modern	philosophie
furtherance	s	s	context of	modern	philosop	s and
of holistic,	3	6	holistic		hies and	
				philosoph		concepts in
individualist			and	ies and	concepts	clinical
ic, and			patient	concepts	in	care.
dynamic			centred		various	
understandi			paradigm		clinical	
ng of life,			of		settings	
health, and			medicine			
disease						
Evaluate the	2	2	2	3	4	5
modern						
schools of	Examines	Evaluates	Learns to	Understa	Validates	Demonstrat
homoeopath	modern	the origin of	analyse	nds the	different	es the
ic	schools of	modern	the merits	role of	schools	importance
philosophie	Homoeopat	schools of	of modern	different	of	of modern
s and their	hic	Homoeopat	schools of	schools	Homoeo	schools of
relevance in	philosophie	hic	Нотоеор	of	pathic	Homoeopat
the	s	philosophie	athic	Homoeop	philosop	hic
individualist	~	s	philosophi	athic	hies in	philosophie
ic			es	philosoph	various	s in clinical
			00			
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ng of				various	settings	
patient				clinical		
				settings		
Assess the	2	2	3	4	4	5
translational				Applies		
value of	Thoroughly	Explores	Develops	Homoeop	Obtains	Demonstrat
Homoeopat	examines	the	skill in its	athic	feedback	es the

principles and logicHomocopat principles and logicIn and logicand logic in in hic principles and logicIn Homocopat principles and logicIn Homocopat principles and logicIn Homocopat principles and logicIn hic principles and logicIn and logic	hic	the	application	applicatio	principles	and	importance
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### PART I PAPER 1

### V. TOPICS AND TOPICS OBJECTIVES.

### PAPER 1 PART 1:

The syllabus of MD-Part I in Homoeopathic Philosophy deals with the understanding of the basic science and philosophy of Homoeopathy. It focusses on understanding the evolution of different facets of homoeopathic philosophy through eastern and western philosophies. These contents help the students to understand the holistic, individualistic, and dynamic understanding of life, health, and disease. It will also give them insights into Clinical aspects of homoeopathic philosophy that would be useful for their resident postings. TOPICS OBJECTIVES: FUNDAMENTALS OF HOMOEOPATHIC PHILOSOPHY

• HOM - PG - OP - 01

HISTORY OF MEDICINE AND EVOLUTION OF HOMOEOPATHY

• HOM - PG - OP - 02

INFLUENCE OF DIFFERENT SCHOOLS OF PHILOSOPHIES IN EVOLUTION OF HOMOEOPATHIC SYSTEM OF THERAPEUTICS

• HOM - PG - OP - 03

GENERAL INTERPRETATION OF HOMOEOPATHIC PHILOSOPHY

• HOM – PG-OP – 04

INTRODUCTION TO ORGANON OF MEDICINE

• HOM – PG-OP – 05

FUNDAMENTAL PRINCIPLES OF HOMOEOPATHY

• **HOM – PG-OP – 06** 

PHILOSOPHY OF SUBSTANTIALISM

• HOM – PG-OP – 07

LIFE, HEALTH, AND DISEASE

• HOM – PG-OP – 08

**CURE AND RECOVERY** 

• HOM – PG-OP – 09

**PRESERVATION OF HEALTH** 

• HOM – PG-OP – 10

BIPHASIC ACTION OF MEDICINE AND MODERN PHARMOCOLOGY

• HOM – PG-OP – 11

BASICS OF CLASSIFICATION OF DISEASES

• HOM – PG-OP – 12

EXAMINATION OF THE PATIENT AND CASE ANALYSIS.

• HOM – PG-OP – 13

BASIC OVERVIEW OF SUSCEPTIBILITY IN HOMOEOPATHIC PRACTICE

• HOM – PG-OP – 14

HUMAN DRUG PROVING

### **TOPIC CONTENTS**

• HOM – PG-OP – 01

#### HISTORY OF MEDICINE AND EVOLUTION OF HOMOEOPATHY

- History of medicine in the ancient era
- History of Medicine in Dark ages and Renaissance
- Evolution and spread of Homoeopathy in the world
- HOM PG-OP 02

### INFLUENCE OF DIFFERENT SCHOOLS OF PHILOSOPHIES IN EVOLUTION OF HOMOEOPATHIC SYSTEM OF THERAPEUTICS

- General philosophy of the contemporarieslikeAristotle, Socrates, Plato and their influence on evolution of homoeopathic philosophy.
- Review of writings of Hippocrates, Immanuel Kant, Paracelsus and their influence on Hahnemannian Philosophy
- Influence of Philosophy of Goethe and Francis Bacon on Hahnemann
- Influence of Swedenborg's Philosophy on Kent
- History of Modern medicine and its influence on development of Homoeopathic philosophy

• HOM – PG-OP – 03

### GENERAL INTERPRETATION OF HOMOEOPATHIC PHILOSOPHY

- Interpretation of homoeopathic philosophy rests upon the Law of Nature
- Concept of homoeopathy as science as well as an art
- HOM PG-OP 04

### INTRODUCTION TO ORGANON OF MEDICINE

- Necessity and origin of Organon of medicine
- Salient features and ground plan of different editions and construction of Hahnemann's Organon of medicine.
- Role of Logic in ground plan of Organon
- HOM PG-OP 05

### FUNDAMENTAL PRINCIPLES OF HOMOEOPATHY

- Overview of fundamental principles of homeopathy
- Correlation of the fundamental principles with modern concepts of epidemiological and biomolecular sciences
- Synergistic integration of concepts in Homoeopathy as a complete system of therapeutics
- HOM PG-OP 06

### PHILOSOPHY OF SUBSTANTIALISM

- Historical review of substantialism and vitalism
- Development of Hahnemann's concept of vital force in light of philosophy of substantialism
- Vital force as expressed in functions: In health, in disease, in recovery, in cure.
- Concept of Simple Substance according to Kent
- Corroboration of philosophy of vitalism in context of modern medicine and developmental biology
- HOM PG-OP 07

### LIFE, HEALTH, AND DISEASE

- Concept of Health as a balanced integral, harmonious function of the vital energy
- Appraise Disease as a changed condition of life
- Relevance of Anthropology, Sociology and Culture on life, Health Disease and cure.

### • HOM – PG-OP – 08

### **CURE AND RECOVERY**

- Hahnemann's modern concept of cure and protection from Sickness
- Evaluation of the concept of prophylaxis and its critical study in relation to principles of homoeopathic therapeutics
- HOM PG-OP 09

### **PRESERVATION OF HEALTH**

- Physician as preserver of health from historical perspective
- Concepts of primordial and primary prevention of diseases
- Concept of Homoeo-prophylaxis
- HOM PG-OP 10

### BIPHASIC ACTION OF MEDICINE AND MODERN PHARMACOLOGY

- Concept of primary and secondary action of medicine
- Biphasic action of medicine in modern pharmacology
- Arndt schulz law, Koetshu effect and Concept of Hormesis
- HOM PG-OP 11

### **BASICS OF CLASSIFICATION OF DISEASES**

- Classification of diseases in history of medicine
- Clinical classification of diseases in homoeopathy
- HOM PG-OP 12

### EXAMINATION OF THE PATIENT AND CASE ANALYSIS.

- Basic component of examination of the Patient
- Significance of case anamnesis
- Examination of the concepts relevant to case taking and patient examination with special emphasis on concept of auxiliary symptoms
- HOM PG-OP 13

# BASIC OVERVIEW OF SUSCEPTIBILITY IN HOMOEOPATHIC PRACTICE

- Concept of susceptibility as a vital attribute of life
- Susceptibility in physiology and pathology and correlation with homoeopathic philosophy
- Concept of Idiosyncrasy

• HOM – PG-OP – 14

### **DRUG PROVING**

- Concept of Human Drug proving and necessity to prove the medicine on human beings.
- Procedure and methodology of drug proving
- Different concepts and sources of drug proving
- Criteria of ideal prover, doses for drug proving and the process of recording of symptoms.

### **VI TOPICS DESCRIPTION**

### HOM – PG-OP – 01:

### HISTORY OF MEDICINE AND EVOLUTION OF HOMOEOPATHY

Topic Overview:	This topic will provide students of MD Hom (Homoeopathic Philosophy) with an overview of the history of medicine in ancient era, dark ages and renaissance and their influence in evolution of Homoeopathy
	COMPETENCY HOM – PG-OP – 01- 1:
	EXPLAIN THE HISTORY OF MEDICINE IN THE ANCIENT ERA
	KNOWLEDGE:
	• Summarize the important milestones in the History of medicine
	<ul> <li>Outline the state of Medicine in the primitive era</li> <li>State the philosophy ofIndian, Egyptian, Mesopotamian, Greek and Roman Medicine</li> </ul>
Learning Outcomes:	SKILL
Outcomes:	• Trace the development of Eastern and Western philosophies and their influence on medicine in general and homoeopathy in specific
	• Trace the origin of empirical, rationalistic and vitalistic philosophies
	REFLECTION
	• Evolution of medical practice of the ancients
	COMPETENCY HOM – PG-OP – 01-2:
	<b>17</b>   Page

# HISTORY OF MEDICINE IN DARK AGES AND RENAISSANCE

## **KNOWLEDGE:**

- Summarize the period of dark age
- Outline the re-emergence of Medical science in the Renaissance era
- State the contributions of medical men during the Renaissance era

## SKILL

• Trace the development of medicine during the Renaissance era

# REFLECTION

• Evolution of medical practice during the Renaissance era

## **COMPETENCY HOM – PG-OP – 01-3:**

# EXPLAIN THE EVOLUTION AND SPREAD OF HOMOEOPATHY IN THE WORLD

## **KNOWLEDGE:**

- Recall the nature and origin of Homoeopathy
- Trace the growth and development of Homoeopathy in India, Europe and western countries.
- Discuss Hahnemann's life, his contributions, and the discovery of homoeopathy
- List the contributions of stalwarts in the development of Homoeopathy.

### SKILL

• Establishing position of homoeopathy in field of medicine

### REFLECTION

- Recall your experience with referencing Hahnemannian and post Hahnemannian contributions in the evolution of homoeopathic system of medicine
- Development of scientific spirit and methods of science with reference to Hahnemannian homoeopathy as a Science.

**Competency based** Brainstorming, Self-regulated learning, Library based, e-learning, Learning Methods

	Continuous / Programmatic assessment (including Problem Based
Assessment:	Learning assessment).
	Formative Assessment tools: MCQ, Group discussion, Assignments
	Ackerknecht Erwin H. Haushofer Lisa. 2016. A Short History of
	Medicine, Johns Hopkins University Press. Baltimore & London,
	Revised Edition
	Banerjee D.D. (2019). Glimpses of History of Medicine. B. Jain
	Publishers (P) Ltd, New Delhi.
	Dudgeon. R.E. (2019). Lesser Writings of Samuel Hahnemann. B. Jain
Prescribed Texts:	Publishers (P) Ltd, New Delhi.
	Garrison Fielding H. (1917). An Introduction to The History of
	Medicine W. B. Saunders Company. Philadelphia and London
	Haehl R. (2016). Samuel Hahnemann His life and work. B. Jain
	Publishers (P) Ltd. 12th Impression
	Park, K. (2021)Textbook of Preventive and Social Medicine", Twenty
	sixth edition, M/s Banarsidas Bhanot Publishers.
Domains of	Knowledge & Scholarship / Homoeopathic Orientation
Competencies	

### HOM – PG-OP – 02:

# INFLUENCE OF DIFFERENT SCHOOLS OF PHILOSOPHIES IN EVOLUTION OF HOMOEOPATHIC SYSTEM OF THERAPEUTICS

Overview:	This topic will provide students of MD Hom (Homoeopathic Philosophy) with an overview of different school of philosophies in evolution of Homoeopathic system of therapeutics
Overview:	<ul> <li>evolution of Homoeopathic system of therapeutics</li> <li>COMPETENCY HOM – PG-OP – 02-1:</li> <li>STUDYING GENERAL PHILOSOPHY OF THE CONTEMPORARIES LIKE ARISTOTLE, SOCRATES, PLATO AND THEIR INFLUENCE ON HOMOEOPATHIC PHILOSOPHY.</li> <li>KNOWLEDGE:         <ul> <li>Understand basic philosophy of Aristotle, Socrates, Plato</li> <li>Recall and corelate with Hahnemann's Philosophy</li> </ul> </li> <li>SKILL         <ul> <li>Trace influence of these philosophies on Hahnemannian thoughts</li> <li>REFLECTION             <ul> <li>Understanding the evolution of Hahnemann's Philosophy</li> </ul> </li> </ul></li></ul>
	<ul> <li>UNDERSTANDING WRITINGS OF HIPPOCRATES, IMMANUEL KANT, PARACELSUS AND THEIR INFLUENCE ON HAHNEMANNIAN PHILOSOPHY</li> <li>KNOWLEDGE: <ul> <li>Summarise the Writings of Hippocrates</li> <li>Appraise the contribution of Immanuel Kant in the field of medicine</li> <li>Analysis of the philosophy of Paracelsus in the development of homoeopathy</li> </ul> </li> <li>SKILL <ul> <li>Trace influence of Hippocrates and Immanuel Kant on homoeopathic Principles.</li> <li>Trace similarity and dissimilarity between Paracelsus and</li> </ul> </li> </ul>

• Trace the empirical, rationalistic and vitalistic thoughts

## REFLECTION

• Understanding the evolution of Hahnemannian Philosophy.

### COMPETENCY HOM – PG-OP – 02-3:

# INFLUENCE OF PHILOSOPHY OF GOETHE AND FRANCIS BACON ON HAHNEMANN

### **KNOWLEDGE:**

- Interpret Philosophy of Goethe and Francis Bacon for the understanding of homoeopathy
- Recall Hahnemann's Philosophy

## SKILL

• Trace influence of Philosophy of Goethe and Bacon on Hahnemann

## REFLECTION

• Understanding the evolution of Hahnemann's Philosophy

## **COMPETENCY HOM – PG-OP – 02- 4:**

### **INFLUENCE OF SWEDENBORG'S PHILOSOPHY ON KENT**

### **KNOWLEDGE:**

- Discuss the influence of Swedenborg'son Kentian understanding of Organon of Medicine
- Describe the salient features of Kent's Philosophy

# SKILL

• Trace influence of Swedenborg'sPhilosophy on Kent

# REFLECTION

• Understanding the evolution of Kentian thoughts and Philosophy

# **COMPETENCY HOM – PG-OP – 02- 5:**

## HISTORY OF MODERN MEDICINE AND ITS INFLUENCE ON DEVELOPMENT OF HOMOEOPATHIC PHILOSOPHY

### **KNOWLEDGE:**

• Discuss the history of modern medicine

	SKILL
	• Trace influence of modern medicine on Homoeopathic philosophy
	<b>REFLECTION</b> Understanding the evolution of Homoeopathic philosophy in light of modern medicine
Competency based Learning Methods	Brainstorming, Self-regulated learning, Library based, e-learning, spaced repetition, formative self assessment
Assessment:	Continuous / Programmatic assessment (including Problem Based Learning assessment).
Assessment.	Formative Assessment tools: MCQ, Group discussion, Assignments SO
Prescribed Texts:	<ul> <li>Bradford Thomas Lindsley. (2006). Life and Letters of Hahnemann. B Jain Publishers (P) Ltd, New Delhi.</li> <li>Dudgeon. R.E. (2019). Lesser Writings of Samuel Hahnemann. B. Jain Publishers (P) Ltd, New Delhi.</li> <li>Dudgeon R. E. (2002). Lectures on the Theory and Practice o Homoeopathy. B. Jain publishers pvt Ltd, New Delhi.</li> <li>Haehl Richard. (2016). Samuel Hahnemann His Life &amp; Work Vol.– I &amp; II B. Jain Publishers (P) Ltd, New Delhi. 12<sup>th</sup> Impressions</li> <li>Hughes Richard. (2020). The Principles &amp; Practice of Homoeopathy. B Jain Publishers (P) Ltd, New Delhi.</li> <li>Handley Rima. (1993). A Homeopathic Love Story: The Story o Samuel and Melanie Hahnemann. North Atlantic Books, California.</li> <li>Dunham Carroll. (2019). Homoeopathy The Science of Therapeutics B. Jain Publishers (P) Ltd, New Delhi.</li> <li>Cook Trevor M. April 2008. Samuel Hahnemann: His Life and Times B. Jain Publishers (P) Ltd, New Delhi.</li> <li>Ackerknecht Erwin H. Haushofer Lisa. 2016. A Short History o Medicine, Johns Hopkins university press. Baltimore &amp; London Revised Edition</li> <li>Garrison Fielding H. (1917). An Introduction to The History o Medicine W. B. Saunders Company. Philadelphia and London</li> <li>Roberts, H. A. (1995). The principles and art of cure by homoeopathy B. Jain publishers pvt. Ltd. Reprint edition</li> </ul>
Domains of	sixth edition, M/s Banarsidas Bhanot Publishers. Knowledge / Homoeopathic Orientation
Domains of Competencies	Knowieuge / momocopaune Orientation

# HOM – PG-OP – 3:

# GENERAL INTERPRETATION OF HOMOEOPATHIC PHILOSOPHY

Overview:	This topic will provide students of MD Hom (Homoeopathic Philosophy) to understand that homoeopathic philosophy rests upon the system of nature and fundamental science.
Learning Outcomes:	COMPETENCY HOM – PG-OP – 3- 1: INTERPRETATION OF HOMOEOPATHIC PHILOSOPHY RESTS UPON THE LAW OF NATURE.
	<ul> <li>KNOWLEDGE</li> <li>Discuss the "Law of Nature" with reference to homoeopathic principles</li> <li>Describe the cause-and-effect relationship in health and disease</li> </ul>
	<ul> <li>SKILL</li> <li>Application of the homoeopathic principles based upon the System of Nature, which Science universally recognizes as fundamental.</li> </ul>
	<ul> <li><b>REFLECTION</b> <ul> <li>Reflects Homoeopathy as a Scientifically valid system of medicine</li> <li>.</li> </ul> </li> </ul>
	COMPETENCY HOM – PG-OP – 3-2: EXPLAIN HOMOEOPATHY AS SCIENCE AS WELL AS AN ART
	<ul> <li>KNOWLEDGE</li> <li>Differentiate between 'science' and 'art'.</li> <li>Understand the importance of understanding logic in the evolution of Homoeopathic principles.</li> <li>Dicuss the social aspects of homoeopathy: What has homoeopathy to offer to young man</li> </ul>
	<ul><li>SKILL</li><li>Understanding of the working principles of Homoeopathy.</li></ul>
	<ul><li><b>REFLECTION</b></li><li>Reflects upon the understanding of homoeopathy as a science and art.</li></ul>

Competency Learning MethodsSelf-regulated learning, Library based, e-learning, s formative self assessmentAssessment:Continuous / Programmatic assessment (includin Learning assessment).Assessment:Formative Assessment tools: MCQ, Group discust SOClose, Stuart. (2003). The Genius of Homoeopa Essays on Homoeopathy. IBPP, New Delhi. Dudgeon. R. E. (2019). Lesser writings of Samu Jain Publishers (P) Ltd, New Delhi. Dunham Carroll. (2019). Homoeopathy The Science	
Assessment:Learning assessment).Assessment:Formative Assessment tools: MCQ, Group discuss SOClose, Stuart. (2003). The Genius of Homoeopath Essays on Homoeopathy. IBPP, New Delhi. Dudgeon. R. E. (2019). Lesser writings of Samu Jain Publishers (P) Ltd, New Delhi.	
SO Close, Stuart. (2003). The Genius of Homoeopa Essays on Homoeopathy. IBPP, New Delhi. Dudgeon. R. E. (2019). Lesser writings of Samu Jain Publishers (P) Ltd, New Delhi.	g Problem Based
Essays on Homoeopathy. IBPP, New Delhi. Dudgeon. R. E. (2019). Lesser writings of Samu Jain Publishers (P) Ltd, New Delhi.	sion, Assignments,
Prescribed Texts:B. Jain Publishers (P) Ltd, New Delhi. Haehl Richard. (2016). Samuel Hahnemann His Li & II B. Jain Publishers (P) Ltd, New Delhi, 12 <sup>th</sup> Imp Hahnemann. Samuel. (2013). Organon of medicin fifth edition, With an Appendix, by R. E. Dudgeon a by W. Boericke. B. Jain Publishers (P) Ltd, New Delbi	el Hahnemann. B. ce of Therapeutics. fe & Work Vol.– I ressions. ne Translated from .nd from 6 <sup>th</sup> edition
Domains of Knowledge & Scholarship / Homoeopathic Orientati Competencies	on

# HOM – PG-OP – 04: INTRODUCTION TO ORGANON OF MEDICINE

Overview:	This topic will provide students of MD Hom (Homoeopathic Philosophy) the insight to the meaning of the word Organon, style and editions of the Organon of medicine, teachings of application of principles of homoeopathy into practice.
	COMPETENCY HOM – PG-OP – 04-1:
	JUSTIFY THE NECESSITY OF ORGANON OF MEDICINE IN HOMOEOPATHIC PRACTICE
	KNOWLEDGE
Learning	<ul> <li>Trace the origin of Organon of medicine</li> <li>List the salient features of different editions and construction of Hahnemann's Organon of medicine.</li> <li>Outline the Ground plan of Organon of medicine</li> <li>Mention the basics of Logic and utility of logic in homoeopathy</li> </ul>
Outcomes:	SKILL:
	• Appreciate the inter-relationship between philosophy, science and logic
	REFLECTION
	<ul> <li>Appreciating Organon as a product of application of inductive logical method of reasoning</li> <li>Understanding Homoeopathy in vertical and horizontal integration with pre, para &amp; clinical subject.</li> </ul>
Competency based Learning Methods	Self-regulated learning, Library based, e-learning, spaced repetition, formative self assessment
Assessment:	Continuous / Programmatic assessment (including Problem Based Learning assessment).
	Formative Assessment tools: MCQ, Group discussion, Assignments
Prescribed Texts:	<ul> <li>Dudgeon. R.E. (2019). Lesser Writings of Samuel Hahnemann. B. Jain Publishers (P) Ltd, New Delhi.</li> <li>Dunham Carroll. (2019). Homoeopathy The Science of Therapeutics. B. Jain Publishers (P) Ltd, New Delhi.</li> <li>Haehl Richard. (2016). Samuel Hahnemann His Life &amp; Work Vol.– I &amp; II B. Jain Publishers (P) Ltd, New Delhi, 12<sup>th</sup> Impressions.</li> <li>Hahnemann. Samuel. (2013). Organon of medicine Translated from fifth edition, With an Appendix, by R. E. Dudgeon and from 6<sup>th</sup> edition by W.</li> </ul>

	Boericke. B. Jain Publishers (P) Ltd, New Delhi.
	Hughes Richard. (2020). The Principles & Practice of Homoeopathy. B
	Jain Publishers (P) Ltd, New Delhi.
	Singh Mahendra. Singh Subhas. (2022). First Corrected, Re-Translated &
	Redacted English Edition of Organon of Medicine. 6th & 5th Edition
	with an Appendix & Word Meaning (of each aphorism) by Samue
	Hahnemann. (Third Edition) B. Jain Publishers (P) Ltd, New Delhi.
Domains	of Knowledge / Homoeopathic Orientation
Competencies	

## HOM – PG-OP – 5:

## FUNDAMENTAL PRINCIPLES OF HOMOEOPATHY

	This topic will provide students of MD Hom (Homoeopathic Philosophy)	
Overview:	to understand Homeopathy as a complete and scientific system of	
	therapeutic medication.	
	COMPETENCY HOM – PG-OP – 5-1: EXPLAIN THE HOMOEOPATHIC PRINCIPLES IN LIGHT OFMODERN CONCEPTS OF EPIDEMIOLOGICAL AND BIOMOLECULAR SCIENCES	
Learning Outcomes:	<ul> <li>KNOWLEDGE</li> <li>State the Fundamental principles of homeopathy</li> <li>Corelate the basic principles with modern concepts of epidemiological and biomolecular sciences</li> <li>Discuss Homoeopathy as a method of therapeutic medication</li> </ul>	
	<ul> <li>SKILL</li> <li>Practical Application of Homoeopathic principles in demonstration of efficacy of homoeopathy.</li> </ul>	
	REFLECTION	
	<ul> <li>Understanding the fundamental laws of homoeopathy and then demonstrate them in practice.</li> <li>Appreciate Homeopathy as a complete system of therapeutic medication</li> </ul>	
Competency based Learning Methods	Self-regulated learning, Library based, e-learning, spaced repetition, formative self assessment	
Assessment:	Continuous / Programmatic assessment (including Problem Based Learning assessment).	
	Formative Assessment tools: MCQ, Group discussion, Assignments	
Prescribed Texts:	Hahnemann. Samuel. (2013). Organon of medicine Translated from fifth edition, With an Appendix, by R. E. Dudgeon and from 6 <sup>th</sup> edition by W. Boericke. B. Jain Publishers (P) Ltd, New Delhi. Organon of Medicine. 6th & 5th Edition with an Appendix & Word	
<u></u>		

	Singh Mahendra. Singh Subhas. (2022). First Corrected, Re-Translated &
	Redacted English Edition of Organon of Medicine. 6th & 5th Edition
	with an Appendix & Word Meaning (of each aphorism) by Samue
	Hahnemann. (Third Edition) B. Jain Publishers (P) Ltd, New DelhiClose
	Stuart. (2003).
	The Genius of Homoeopathy Lectures and Essays on Homoeopathy
	IBPP, New Delhi. Reprint edition.
	Bradford Thomas Lindsley. (2006). Life and Letters of Hahnemann. B
	Jain Publishers (P) Ltd, New Delhi.
Domains	of Knowledge & Scholarship / Patient Care / Homoeopathic Orientation
Competencies	Practice Based Learning

# HOM – PG-OP – 06:

# PHILOSOPHY OF SUBSTANTIALISM

Overview:	This topic will provide overview of historical concept of substantialism and vitalism and their correlation with homoeopathic concept
	COMPETENCY HOM – PG-OP – 06-1:
	UNDERSTANDING THE EVOLUTION OF SUBSTANTIALISM AND VITALISM
	KNOWLEDGE:
Learning Outcomes:	<ul> <li>Historical review of substantialism and vitalism</li> <li>Development of Hahnemann's concept of vital force in light of philosophy of substantialism</li> <li>Explain vital force as expressed in functions: In health, in disease, in recovery, in cure.</li> <li>Discuss the significance of Simple Substance according to Kent</li> <li>Corroboration of philosophy of vitalism in context of modern medicine and developmental biology</li> <li>SKILL: <ul> <li>Correlate Hahnemann's concept and modern concepts of vital principle</li> </ul> </li> <li>REFLECTION: <ul> <li>Understanding of Vital force in context of its nature and functions</li> </ul> </li> </ul>
Competency based Learning Methods	Brainstorming, Self-regulated learning, Library based, e-learning, spaced repetition, formative self assessment
Assessment:	Continuous / Programmatic assessment (including Problem Based Learning assessment). Formative Assessment tools: MCQ, Group discussion, Assignments
Prescribed Texts:	<ul> <li>Close, Stuart. (2003). The Genius of Homoeopathy Lectures and Essays on Homoeopathy. IBPP, New Delhi.</li> <li>Hahnemann. Samuel. (2013). Organon of medicine Translated from fifth edition, With an Appendix, by R. E. Dudgeon and from 6<sup>th</sup> edition by W. Boericke. B. Jain Publishers (P) Ltd, New Delhi.</li> <li>Kent, J. T. (2002). Lectures on Homoeopathic Philosophy. Indian Book &amp; Periodical Publishers, New Delhi.</li> <li>Roberts, H. A. (1995). The principles and art of cure by homoeopathy. B. Jain publishers pvt. Ltd. Reprint edition</li> </ul>

Domains Competencies	Hahnemann. B. Jain Publishers (P) Ltd, New Delhi.ofKnowledge & Scholarship / Homoeopathic Orientation
	Redacted English Edition of Organon of Medicine. 6th & 5th Edition with an Appendix & Word Meaning (of each aphorism) by Samue
	Singh Mahendra. Singh Subhas. (2022). First Corrected, Re-Translated &
	Pvt. Ltd. Delhi.
	Sarkar B. K. (2003-2004) Organon of Medicine by Samuel Hahnemann with An Introduction and Commentary on the Text: Birla Publication

## HOM – PG-OP – 07:

# LIFE, HEALTH AND DISEASE

Overview:	This topic will provide understanding of concept of Life, Health and Diseasefrom anthropological perspective	
	COMPETENCY HOM – PG-OP – 07-1: UNDERSTANDING THE CONCEPT OF LIFE, HEALTH AND DISEASE FROM ANTHROPOLOGICAL PERSPECTIVE KNOWLEDGE	
Learning Outcomes:	<ul> <li>Justify Health as a balanced condition of the living organism in which the integral, harmonious performance of the vital functions.</li> <li>Appraise Disease as a changed condition of life, which is inimical to the true development of the individual and tends to organic dissolution.</li> <li>Critique the relevance of Anthropology, Sociology and Culture on life, Health Disease and cure.</li> </ul>	
	<ul> <li>SKILL:</li> <li>Identify social, economic, environmental, biological and emotional determinants of health and etio-pathogenesis of disease.</li> <li>Understanding the evolution of disease from prodrome, diathesis to disease: functional to structural.</li> </ul>	
	<ul> <li>REFLECTION:</li> <li>Understanding health and disease as dynamic states in relation to physical character, environmental and social relations, and culture</li> </ul>	
Competency based Learning Methods	Brainstorming, Self-regulated learning, Library based, e-learning, spaced repetition, formative self assessment	
Assessment:	Continuous / Programmatic assessment (including Problem Based Learning assessment). Formative Assessment tools: MCQ, Group discussion, Assignments	

Domains Competencies	<ul> <li>Book &amp; Periodical Publishers, New Delhi.</li> <li>Park, K. (2023). Park's Textbook of Preventive &amp; Social Medicine;</li> <li>M/s Banarsidas Bhanot Publishers. 27<sup>th</sup> edition</li> <li>of Knowledge &amp; Scholarship / Homoeopathic Orientation / Practice Based Learning</li> </ul>
Prescribed Texts:	<ul><li>Hughes Richard. (2020). The Principles &amp; Practice of Homoeopathy.</li><li>B. Jain Publishers (P) Ltd, New Delhi.</li><li>Kent, J. T. (2002). Lectures on Homoeopathic Philosophy. Indian</li></ul>
	<ul> <li>Close, Stuart. (2003). The Genius of Homoeopathy Lectures and Essays on Homoeopathy. IBPP, New Delhi.</li> <li>Dudgeon. R.E. (2019). Lesser Writings of Samuel Hahnemann. B. Jain Publishers (P) Ltd, New Delhi.</li> </ul>

# HOM – PG-OP – 08: CURE AND RECOVERY

Overview:	This topic will provide understanding of concept of cure and recovery which builds the conceptual base for the physician.
Learning Outcomes:	COMPETENCY HOM – PG-OP – 08-1:
	UNDERSTANDING CURE AND RECOVERY OF DISEASES
	KNOWLEDGE
	<ul> <li>Describe Hahnemann's modern concept of cure and protection from Sickness</li> <li>Evaluate the concept of prophylaxis and its critical study in relation to principles of homoeopathic therapeutics</li> <li>SKILL</li> </ul>
	<ul> <li>Understanding of cure and recovery according to Homoeopathy</li> <li>Ability to plan therapeutics, rehabilitative, preventive measures / Strategies</li> </ul>
	REFLECTION
	• Identify critical elements of treatment of the diseases through judicial application of homoeopathic principles
Competency based Learning Methods	Self-regulated learning, spaced repetition, formative self assessment
Assessment:	Continuous / Programmatic assessment (including Problem Based Learning assessment).
	Formative Assessment tools: MCQ, Group discussion, Assignments
Prescribed Texts:	Close, Stuart. (2003). The Genius of Homoeopathy Lectures and Essays on Homoeopathy. Reprint edition IBPP, New Delhi. Dudgeon R. E. (2002). Lectures on the Theory and Practice of Homoeopathy. B. Jain publishers pvt Ltd, New Delhi. Hahnemann. Samuel. (2013). Organon of medicine, Translated from fifth edition, With an Appendix, by R. E. Dudgeon and from 6 <sup>th</sup> edition by W. Boericke. B. Jain Publishers (P) Ltd, New Delhi. Sarkar B. K. (2003-2004) Organon of Medicine by Samuel Hahnemann with An Introduction and Commentary on the Text: Ninth Revised Edition Birla Publications Pvt. Ltd. Delhi. Singh Mahendra. Singh Subhas. (2022). First Corrected, Re-Translated & Redacted English Edition of Organon of Medicine. 6th & 5th Edition with an Appendix & Word Meaning (of each aphorism) by Samuel Hahnemann. B. Jain Publishers (P) Ltd, New Delhi.
	Knowledge & Scholarship / Patient Care / Homoeopathic Orientation
Competencies	

# HOM – PG-OP – 09: PRESERVATION OF HEALTH This topic will provide comprehension of health, its preservation and **Overview:** evolution of natural disease **COMPETENCY HOM – PG-OP – 09-1:** UNDERSTANDING PREVENTIVE CARE **KNOWLEDGE:** • Explain the role of Physician as preserver of health from historical perspective • Concepts of primordial and primary prevention of diseases Learning • Discuss the concept of Homoeoprophylaxis **Outcomes:** SKILL: • Evaluation of the basic principles of health promotion and prevention of disease **REFLECTION:** Concept of prophylaxis in homoeopathy • Competency Self-regulated learning, Library based, spaced repetition, formative Learning self assessment based Methods Continuous / Programmatic assessment (including Problem Based Learning assessment). Assessment: Formative Assessment tools: MCQ, Group discussion, Assignments Close, Stuart. (2003). The Genius of Homoeopathy Lectures and Essays on Homoeopathy. IBPP, New Delhi. Dudgeon. R. E. (2019). Lesser writings of Samuel Hahnemann. B. Jain Publishers (P) Ltd, New Delhi. Hahnemann. Samuel. (2013). Organon of medicine Translated from fifth edition, With an Appendix, by R. E. Dudgeon and from 6<sup>th</sup> edition by W. Boericke. B. Jain Publishers (P) Ltd, New Delhi. Kent, J. T. (2002). Lectures on Homoeopathic Philosophy. Indian Book & Periodical Publishers, New Delhi. Reprint edition **Prescribed Texts:** Park, K. (2023). Park's Textbook of Preventive & Social Medicine; M/s Banarsidas Bhanot Publishers. Roberts, H. A. (1995). The principles and art of cure by homoeopathy. B. Jain publishers pvt. Ltd. Sarkar B. K. (2003-2004) Organon of Medicine by Samuel Hahnemann with An Introduction and Commentary on the Text: Birla Publications Pvt. Ltd. Delhi. Singh Mahendra. Singh Subhas. (2022). First Corrected, Re-Translated & Redacted English Edition of Organon of Medicine. 6th & 5th Edition

	with an Appendix & Word Meaning (of each aphorism) by Samuel Hahnemann. B. Jain Publishers (P) Ltd, New Delhi.
of	Knowledge & Scholarship / Patient Care / Homoeopathic Orientation

This topic will provide overview of biphasic action of medicine in context of principles of modern pharmacology
COMPETENCY HOM – PG-OP – 10- 1: BIPHASIC ACTION OF MEDICINE AND MODERN PHARMACOLOGY
KNOWLEDGE:
<ul> <li>Understanding primary and secondary action of medicine</li> <li>Biphasic action of medicine in modern pharmacology</li> <li>Arndt schulz law, Koetshu effect and Concept of Hormesis</li> </ul>
SKILL:
• Differentiating between primary and secondary action of medicine
<b>REFLECTION:</b>
Reflection on Biphasic action of medicine in context of Arndt schulz law, Koetshu effect and Concept of Hormesis
Brainstorming, Self-regulated learning, Library based, e-learning, spaced repetition, formative self assessment
Continuous / Programmatic assessment (including Problem Based Learning assessment).
Formative Assessment tools: MCQ, Group discussion, Assignments
<ul> <li>Close, Stuart. (2003). The Genius of Homoeopathy Lectures and Essays on Homoeopathy. IBPP, New Delhi.</li> <li>Hahnemann. Samuel. (2013). Organon of medicine Translated from fifth edition, With an Appendix, by R. E. Dudgeon and from 6<sup>th</sup> edition by W. Boericke. B. Jain Publishers (P) Ltd, New Delhi.</li> <li>Kent, J. T. (2002). Lectures on Homoeopathic Philosophy. Indian Book &amp; Periodical Publishers, New Delhi.</li> <li>Roberts, H. A. (1995). The principles and art of cure by homoeopathy. B. Jain publishers pvt. Ltd.</li> <li>Sarkar B. K. (2003-2004) Organon of Medicine by Samuel Hahnemann with An Introduction and Commentary on the Text: Birla Publications Pvt. Ltd. Delhi. Ninth Revised Edition</li> <li>Singh Mahendra. Singh Subhas. (2022). First Corrected, Re-Translated &amp; Redacted English Edition of Organon of Medicine. 6th &amp; 5th Edition with an Appendix &amp; Word Meaning (of each aphorism) by Samuel</li> </ul>
Hahnemann. B. Jain Publishers (P) Ltd, New Delhi. Knowledge & Scholarship / Homoeopathic Orientation

## HOM – PG-OP – 11: BASICS OF CLASSIFICATION OF DISEASES

Overview:	This topic will provide overview of classification of diseases from history of medicine and Homoeopathic perspectives					
	COMPETENCY HOM – PG-OP – 11- 1:					
	CLASSIFICATION OF DISEASES IN HISTORY OF MEDICINE					
	KNOWLEDGE					
	<ul> <li>Diseases in prehistoric era</li> <li>Hippocratic classification of diseases</li> <li>Post Hippocratic understanding of diseases till modern era</li> </ul>					
	SKILL					
	• Application understanding of disease in different eras in history of medicine					
	REFLECTION					
Learning	• Appreciate the evolution of knowledge regarding the nature of diseases					
Outcomes:	COMPETENCY HOM – PG-OP – 11-2:					
	CLINICAL CLASSIFICATION OF DISEASES IN HOMOEOPATHY					
	KNOWLEDGE					
	<ul> <li>Classify diseases according to Hahnemann</li> <li>Discuss post Hahnemannian concepts</li> <li>Discuss strategies of case management of various types of diseases</li> </ul>					
	SKILL					
	• Application homoeopathic understanding of disease to come to similimum as per the stage of disease.					
	REFLECTION					
	Appreciate the fundamental cause in progression of different classes of disease					
Competency based Learning	Problem based, Case based, Bedside Out patient based, Self-regulated learning, deliberate practice, formative self assessment					

Assessment:	Continuous / Programmatic assessment (including Problem Based Learning assessment).
Assessment.	Formative Assessment tools: MCQ, Group discussion, Assignments, Checklist, Rubrics
Prescribed Texts:	Close, Stuart. (2003). The Genius of Homoeopathy Lectures and Essays on Homoeopathy. IBPP, New Delhi. Reprint edition. Dunham Carroll. (2019). Homoeopathy The Science of Therapeutics. B Jain Publishers (P) Ltd, New Delhi. Dudgeon. R. E. (2019). Lesser writings of Samuel Hahnemann. B. Jair Publishers (P) Ltd, New Delhi. R.E. 14th Impression Hahnemann. Samuel. (2013). Organon of medicine Translated from fifth edition, With an Appendix, by R. E. Dudgeon and from 6 <sup>th</sup> edition by W. Boericke. B. Jain Publishers (P) Ltd, New Delhi. Hughes Richard. (2020). The Principles & Practice of Homoeopathy. B Jain Publishers (P) Ltd, New Delhi. Kent, J. T. (2002). Lectures on Homoeopathic Philosophy. Indian Book & Periodical Publishers, New Delhi. Reprint edition Park, K. (2023). Park's Textbook of Preventive & Social Medicine; M/s Banarsidas Bhanot Publishers. 27th edition Roberts, H. A. (1995). The Principles and Art of Cure by Homoeopathy B. Jain publishers pvt. Ltd. Sarkar B. K. (2003-2004) Organon of Medicine by Samuel Hahnemann with An Introduction and Commentary on the Text: Birla Publications Pvt. Ltd. Delhi. Singh Mahendra. Singh Subhas. (2022). First Corrected, Re-Translated & Redacted English Edition of Organon of Medicine. 6th & 5th Edition with an Appendix & Word Meaning (of each aphorism) by Samue Hahnemann. B. Jain Publishers (P) Ltd, New Delhi.
Domains of Competencies	Knowledge & Scholarship / Patient Care / Homoeopathic Orientation Practice Based Learning

# HOM – PG-OP – 12:

## EXAMINATION OF THE PATIENT AND CASE ANALYSIS.

Overview:	This topic will provide basic orientation of homoeopathic case taking and Understanding person in wider dimension with correct application of causes of disease				
	COMPETENCY HOM – PG-OP – 12- 1:				
	LEARNING THE GENERAL PRINCIPLES OFCASE TAKING ACCORDING TO HOMOEOPATHIC PHILOSOPHY				
	KNOWLEDGE				
	<ul> <li>Outline the basic component of Examination of the Patient</li> <li>Understands the importance of case anamnesis</li> <li>Explain the Importance of observation in case taking and Record Keeping</li> <li>Describe the concepts relevant to case taking and patient examination with special emphasis on concept of auxiliary symptoms</li> </ul>				
	SKILL:				
	• Case perceiving in relation to homoeopathic concepts				
	<b>REFLECTION :</b>				
Learning	Analysing the critical components for Individualization of Patient				
Outcomes:	Reflect on the basic principles of patient centered case study				
	COMPETENCY HOM – PG-OP – 12- 2:				
	DEMONSTRATE ANALYSIS, EVALUATION OF THE CASE TO FORM THE TOTALITY OF SYMPTOMS				
	KNOWLEDGE				
	<ul><li>Explain the Importance of symptoms in homoeopathy</li><li>Discuss the basic concepts of Analysis and evaluation of case</li></ul>				
	SKILL				
	Outline the evolution of totality of symptoms				
	REFLECTION				
	• Holistic Perception of the patient with correct appreciation of the factors responsible for the origin and maintenance of illness				

Competency based Learning Methods	Problem based, Case based, Bedside, Out-patient based, Self-regulated learning, deliberate practice, formative self assessment
Assessment:	Continuous / Programmatic assessment (including Problem Based Learning assessment). Formative Assessment tools: MCQ, Group discussion, Assignments, check list
Prescribed Texts:	<ul> <li>Close, Stuart. (2003). The Genius of Homocopathy Lectures and Essays on Homocopathy. IBPP, New Delhi.</li> <li>Dhawale, M.L. (1994). Principle and Practice of Homeopathy", Published by Institute of Clinical Research Bombay.</li> <li>Dunham C. (2003). How To Case Taking. B. Jain Publishers (P)Ltd. New Delhi.</li> <li>Kent, J. T. (2002). Lectures on Homocopathic Philosophy. Indian Book &amp; Periodical Publishers, New Delhi.</li> <li>Roberts, H. A. (1995). The Principles and Art of Cure by Homocopathy.</li> <li>B. Jain publishers pvt. Ltd. Reprint edition</li> <li>Schmidt, P. (1980). Defective Illness", Hahnemann Publishing Co. Private Ltd. First edition</li> <li>Khan Lal Mohammad. (2013). Case Perceiving: Know Thyself. B. Jain publishers pvt. Ltd. New Delhi.</li> <li>Hahnemann. Samuel. (2013). Organon of medicine Translated from fifth edition, With an Appendix, by R. E. Dudgeon and from 6<sup>th</sup> edition by W. Boericke. B. Jain Publishers (P) Ltd, New Delhi.</li> <li>Sarkar B. K. (2003-2004) Organon of Medicine by Samuel Hahnemann with An Introduction and Commentary on the Text: Birla Publications Pvt. Ltd. Delhi.</li> <li>Singh Mahendra. Singh Subhas. (2022). First Corrected, Re-Translated &amp; Redacted English Edition of Organon of Medicine. 6th &amp; 5th Edition with an Appendix &amp; Word Meaning (of each aphorism) by Samuel Hahnemann. B. Jain Publishers (P) Ltd, New Delhi. Third Edition</li> <li>Wright Hubbard Elizabeth. (2009) A Brief Study Course in Homocopathy", B. Jain publishers (P) Ltd, New Delhi.</li> <li>Schmidt, P. (2003) TheArtofCaseTaking. B. Jain Publishers (P) Ltd, New Delhi.</li> </ul>
	Knowledge & Scholarship / Patient Care / Homoeopathic Orientation / Practice Based Learning

# HOM – PG-OP – 13:

# BASIC OVERVIEW OF SUSCEPTIBILITY IN HOMOEOPATHIC PRACTICE

Overview:	This topic will provide overview of state of susceptibility to formulat comprehensive plan of treatment and its utility in prescription				
	COMPETENCY HOM – PG-OP – 13- 1:				
	CONCEPT OF SUSCEPTIBILITY AS FUNDAMENTAL BASIS OF LIFE				
	KNOWLEDGE:				
Learning Outcomes:	<ul> <li>Define susceptibility</li> <li>Thoroughly examine susceptibility as fundamental basis of life</li> <li>Correlate with the concept of Idiosyncrasy</li> </ul> SKILL:				
	<ul> <li>To analyse the factors affecting the susceptibility of patient</li> <li>Appreciate the role of accessory circumstances in affecting the susceptibility</li> </ul>				
	<b>REFLECTION:</b>				
	• Identify the critical elements for clinical application of concept of suscetibility				
Competency based Learning Methods	Problem based, Case based, Bedside,Out patient based, Self-regulated learning, deliberate practice, formative self assessment				
Assessment:	Continuous / Programmatic assessment (including Problem Based Learning assessment).				
Assessment.	Formative Assessment tools: MCQ, Group discussion, Assignments, check lists				
Prescribed Texts:	<ul> <li>Close, Stuart. (2003). The Genius of Homoeopathy Lectures and Essays on Homoeopathy. IBPP, New Delhi.</li> <li>Dhawale, M.L. (1994). Principle and Practice of Homeopathy", Published by Institute of Clinical Research Bombay.</li> <li>Hahnemann. Samuel. (2013). Organon of medicine Translated from fifth edition, With an Appendix, by R. E. Dudgeon and from 6<sup>th</sup> edition by W. Boericke. B. Jain Publishers (P) Ltd, New Delhi</li> <li>Kent, J. T. (2002). Lectures on Homoeopathic Philosophy. Indian Book &amp; Periodical Publishers, New Delhi. Reprint edition</li> <li>Roberts, H. A. (1995). The Principles and Art of Cure by Homoeopathy.</li> <li>B. Jain publishers pvt. Ltd. Reprint edition</li> </ul>				

	Sarkar B. K. (2003-2004) Organon of Medicine by Samuel Hahnemann			
with An Introduction and Commentary on the Text: Birla Publicat Pvt. Ltd. Delhi. Ninth Revised Edition				
	& Redacted English Edition of Organon of Medicine. 6th & 5th Edition			
with an Appendix & Word Meaning (of each aphorism) by Samue				
	Hahnemann. B. Jain Publishers (P) Ltd, New Delhi.			
of	Knowledge & Scholarship / Patient Care / Homoeopathic Orientation /			
	Practice Based Learning			
	of			

## HOM – PG-OP – 14:

## HUMAN DRUG PROVING

Overview:	This topic will provide overview of concept of drug proving – pharmacological and physiological action of various drugs with their therapeutic scope which can be used for prescription of similimum.				
	COMPETENCY HOM – PG-OP – 14-1: KNOWLEDGE OF INSTRUMENTS NEEDED FOR HOMOEOPATHIC CURE				
Learning Outcomes:	<ul> <li>KNOWLEDGE:</li> <li>Discuss the knowledge of instruments for cure of disease.</li> <li>Explainthe concept of Human Drug proving and necessity to prove the medicine on human beings.</li> <li>Outline the procedure and steps of drug proving, Different ways of drug proving</li> <li>Discuss the criteria of ideal prover, doses for drug proving and the process of recording of symptoms.</li> </ul>				
	<ul> <li>SKILL:</li> <li>Understand themethod of drug proving integrating modern developments in study of effects of drug on human organism</li> <li>REFLECTION:</li> <li>Ethical and epidemiological issues involved in Human drug proving</li> </ul>				
Competency based Learning Methods	Self-regulated learning, Library based, e-learning, spaced repetition, formative self assessment				
Assessment:	Continuous / Programmatic assessment (including Problem Based Learning assessment). Formative Assessment tools: MCQ, Group discussion, Assignments				
Prescribed Texts:	<ul> <li>Dunham Carroll. (2019). Homoeopathy The Science of Therapeutics. B.</li> <li>Jain Publishers (P) Ltd, New Delhi. 14th Impression</li> <li>Hahnemann. Samuel. (2013). Organon of medicine Translated from fifth edition, With an Appendix, by R. E. Dudgeon and from 6<sup>th</sup> edition by W. Boericke. B. Jain Publishers (P) Ltd, New Delhi.</li> <li>Kent, J. T. (2002). Lectures on Homoeopathic Philosophy. Indian Book &amp; Periodical Publishers, New Delhi.</li> <li>Roberts, H. A. (1995). The Principles and Art of Cure by Homoeopathy.</li> <li>B. Jain publishers pvt. Ltd.</li> </ul>				

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	with An Introduction and Commentary on the Text: Birla Publications				
	Pvt. Ltd. Delhi. Ninth Revised Edition				
	Singh Mahendra. Singh Subhas. (2022). First Corrected, Re-Translated				
	& Redacted English Edition of Organon of Medicine. 6th & 5th Edition				
	with an Appendix & Word Meaning (of each aphorism) by Samuel				
	Hahnemann. B. Jain Publishers (P) Ltd, New Delhi.				
Domains	of Knowledge & Scholarship / Homoeopathic Orientation				
Competencies	r				
1					

#### VII. ASSESSMENT

	Formative Assessment	Summative Assessment
	(Internal Assessment)	(University Examination)
M.D.(Hom.)	1 <sup>st</sup> Term Test: During sixth	
Part-I	month of training	During eighteenth month
	2 <sup>nd</sup> Term Test: During twelfth	of training
	month of training	

### VII (1). M.D. (HOMOEOPATHY) PART-I EXAMINATION -

# MAXIMUM MARKS FOR EACH SUBJECT AND MINIMUM MARKS REQUIRED TO PASS SHALL BE AS FOLLOWS:

Subjects	Theory		Practical or Clinical Examination, including Viva	
Subjects	Maximum Marks	Pass Marks	Maximum Marks	Pass Marks
i. Fundamentals of Homoeopathic Philosophy	100	50	200* (160 + 40) (Summative Assessment 160 Marks) (Internal Assessment 40 Marks)	100* (80 + 20) (Summative Assessment 80 Marks) (Internal Assessment 20 Marks)
ii. Fundamentals of Clinical Medicine in Homoeopathic Philosophy	100	50		
iii.Research Methodology and Biostatistics	100	50	-	-

(\*A common practical exam for paper I and II (100 marks practical + 100 marks viva) shall be conducted; twenty per cent weightage shall be for internal assessment, which shall be calculated for practical or clinical including viva voce only. One internal assessment of 40 marks [20 marks (practical or clinical) + 20 marks (viva voce)] after each term of six months and average of two terms shall be considered. \*eighty per cent weightage shall be for summative assessment).

**VII (2). ASSESSMENT BLUEPRINT – THEORY** (Benchmarked by the module-wise distribution.)

### VII (2A). DISTRIBUTION OF COURSES FOR THEORY-BASED ASSESSMENT.

Types of question	No. of questions to be asked	Marks per question	Total		
Problem Based Question	01	20	20		
Long Answer Question	04	10	40		
Short Answer Question	08	05	40		
Total	100				

#### **TYPES OF QUESTIONS WITH MARKS**

#### PART 1 – PAPER 1. LIST OF TOPICS

1. HOM – PG-OP – 01

HISTORY OF MEDICINE AND EVOLUTION OF HOMOEOPATHY

2. **HOM – PG-OP – 02** 

INFLUENCE OF DIFFERENT SCHOOLS OF PHILOSOPHIES IN EVOLUTION OF HOMOEOPATHIC SYSTEM OF THERAPEUTICS

3. **HOM – PG-OP – 03** 

GENERAL INTERPRETATION OF HOMOEOPATHIC PHILOSOPHY

4. **HOM – PG-OP – 04** 

INTRODUCTION TO ORGANON OF MEDICINE

5. **HOM – PG-OP – 05** 

FUNDAMENTAL PRINCIPLES OF HOMOEOPATHY

6. HOM – PG-OP – 06

#### PHILOSOPHY OF SUBSTANTIALISM

7. **HOM – PG-OP – 07** 

LIFE, HEALTH, AND DISEASE

8. HOM – PG-OP – 08

**CURE AND RECOVERY** 

9. HOM – PG-OP – 09

**PRESERVATION OF HEALTH** 

10. HOM – PG-OP – 10

BIPHASIC ACTION OF MEDICINE AND MODERN PHARMACOLOGY

11. HOM – PG-OP – 11

**BASICS OF CLASSIFICATION OF DISEASES** 

12. **HOM – PG-OP – 12** 

EXAMINATION OF THE PATIENT AND CASE ANALYSIS.

13. HOM – PG-OP – 13

BASIC OVERVIEW OF SUSCEPTIBILITY IN HOMOEOPATHIC PRACTICE

14. HOM – PG-OP – 14

HUMAN DRUG PROVING

# VII (2b). QUESTION PAPER LAYOUT

Q.	Type of	Content	
No.	Question		
1	Problem	HOM – PG-OP – 12	20
	Based	10M - 10-01 - 12	20
2	LAQ	HOM – PG-OP – 02	10
3	LAQ	HOM – PG-OP – 04 &HOM – PG-OP – 05	10
4	LAQ	HOM – PG-OP – 06	10
5	LAQ	HOM – PG-OP – 13	10
6	SAQ	HOM – PG-OP – 01	5
7	SAQ	HOM – PG-OP – 03	5
8	SAQ	HOM – PG-OP – 07	5
9	SAQ	HOM – PG-OP – 08	5
10	SAQ	HOM – PG-OP – 09	5
11	SAQ	HOM – PG-OP – 10	5
12	SAQ	HOM – PG-OP – 11	5
13	SAQ	HOM – PG-OP – 14	5

VII (3). ASSESSMENT BLUEPRINT –PRACTICAL / VIVA.

# VII (3a). CLINICAL EXAMINATION.

	CLINICAL		
1	Internal Assessment	20 Marks	
2	One Long Case	50 Marks	
3	One Short case	20 Marks	
4	Logbook	5 Marks	
5	Micro Teaching	5 Marks	
	Total 100 Marks		

## VII (3B). VIVA VOCE.

	VIVA		
1	Internal Assessment	20 Marks	
1	Discussion of Synopsis	20 Marks	
2Viva (Applied Homoeopathy, Clinical understanding, Laboratory / Imaging investigations $-20 + 20 + 20$ )60 Marks		60 Marks	
	Total 100 Marks		

#### VIII. LIST OF REFERENCE BOOKS

- 1. Ackerknecht Erwin H. Haushofer Lisa. 2016. A Short History of Medicine, Johns Hopkins University Press. Baltimore & London, Revised Edition
- 2. Allen. J. H. (1921) The Chronic Miasms: Psora and Pseudo-Psora, India Books and Periodicals Syndicate
- 3. Ameke Wilhelm. Dudgeon R. E. (1885) (ed) History of Homeopathy: Its Origin and Its Conflicts. The British Homoeopathic Society
- Banerjea. S. K. (2010) Miasmatic Diagnosis: Comparison of the Dermatological Symptoms in Miasmatic Prescribing, (2<sup>nd</sup> Extended Edition) B. Jain Publishers (P) Limited.
- 5. Bradford, T.L. (2016) The Life and Letters of Dr.Samuel Hahnemann. (7th impression). B.Jain Publishers.
- 6. Close, Stuart. (2003). The Genius of Homoeopathy Lectures and Essays on Homoeopathy (Reprint edition) IBPP, New Delhi.
- 7. <u>Cook Trevor M. April 2008. Samuel Hahnemann: His Life and Times. B. Jain</u> <u>Publishers (P) Ltd, New Delhi.</u>
- 8. Dhawale, M.L.(2013) Principles and Practice of Homoeopathy: Homoeopathic Philosophy and Repertorization (4th revised and enlarged edition). Dr *M.L. Dhawale* Memorial Trust
- 9. Dudgeon, R. E. (2019). Lesser writings of Samuel Hahnemann (14th Impression). B. Jain Publishers (P) Ltd, New Delhi.
- 10. Dudgeon. R. E. (2019). Lesser writings of Samuel Hahnemann. B. Jain Publishers (P) Ltd, New Delhi. R.E. 14th Impression
- 11. Dunham Carroll. (2019). Homoeopathy The Science of Therapeutics. B. Jain Publishers (P) Ltd, New Delhi.
- 12. Dunham Carroll. (2019). Homoeopathy: The Science of Therapeutics. B. Jain Publishers (P) Ltd, New Delhi.
- 13. Garrison Fielding H. (1917). An Introduction to The History of Medicine W. B. Saunders Company. Philadelphia and London
- 14. Haehl, R.(1996) Samuel Hahnemann: His Life and Works. B. Jain Publishers (P) Ltd, New Delhi.
- 15. Hahnemann, Samuel. (2013). Organon of medicine Translated from fifth edition, With an Appendix, by R. E. Dudgeon and from 6th edition by W. Boericke (Reprint edition) B. Jain Publishers (P) Ltd, New Delhi.
- 16. Hahnemann. S. (1999) The Chronic Diseases: Their Peculiar Nature and Their Homoeopathic Cure (Reprint Edition). B. Jain Publishers (P) Ltd
- 17. <u>Handley Rima. (1993). A Homeopathic Love Story: The Story of Samuel and</u> <u>Melanie Hahnemann. North Atlantic Books, California.</u>
- 18. Hughes Richard. (2020). The Principles and Practice of Homoeopathy (13th Impressions). B. Jain Publishers (P) Ltd, New Delhi.
- 19. Kent, J. T. (2002). Lectures on Homoeopathic Philosophy (Reprint edition). Indian Book & Periodical Publishers, New Delhi.
- 20. Kent. J.T. (1926) New Remedies, Clinical Cases, Lesser Writings, Aphorisms and Precepts. Ehrhart & Karl.

- 21. Organon of Medicine. 6th & 5th Edition with an Appendix & Word Meaning (of each aphorism) by Samuel Hahnemann. (Third Edition) B. Jain Publishers (P) Ltd, New Delhi
- 22. Ortega PS. (1980). Notes on the miasm on Hahnemann's Chronic Diseases. National Homoeopathic Pharmacy.
- 23. Park, K. (2021) Text book of Preventive and Social Medicine", Twenty sixth edition, M/s Banarsidas Bhanot Publishers.
- 24. Roberts, H. A. (1995). The Principles and Art of Cure by Homoeopathy (Reprint edition). B. Jain Publishers (P) Ltd, New Delhi.
- 25. Sarkar B. K. (2004) Organon of Medicine by Samuel Hahnemann with An Introduction and Commentary on the Text: Ninth Revised Edition. Birla Publications Pvt. Ltd. Delhi.
- 26. Schmidt, P. (2003) The Art of Case Taking. B. Jain Publishers (P) Ltd, New Delhi.
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- 28. Singh Mahendra, Singh Subhas. (2022). First Corrected, Re-Translated & Redacted English Edition of Organon of Medicine. (Third Edition). B. Jain Publishers (P) Ltd, New Delhi.
- 29. Wright Hubbard Elizabeth. (2009) A Brief Study Course in Homoeopathy, B. Jain Publishers (P) Ltd. New Delhi

#### Note: Part I Paper 2 separately after Part II Paper 1 & 2.

#### PART 2 PAPER 1 & 2

V. TOPICS AND TOPIC OBJECTIVES

**PART-2:** 

• HOM – PG-OP – 15

THE LOGIC OF HOMEOPATHY

• HOM – PG-OP – 16

SUSCEPTIBILITY, REACTION AND IMMUNITY

• HOM – PG-OP – 17

**RELATION OF PATHOLOGY TO THERAPEUTICS** 

• HOM – PG-OP – 18

GENERAL PATHOLOGY OF HOMOEOPATHY IN CONTEXT OF HAHNEMANNIAN AND POST HAHNEMANNIAN UNDERSTANDING OF MIASMS

• HOM – PG-OP – 19

INTEGRATING PRECLINICAL, CLINICAL AND PARACLINICAL KNOWLEDGE FOR HOLISTIC PATIENT CENTRED CASE MANAGEMENT.

• HOM – PG-OP – 20

HOMOEOPATHIC SEMIOLOGY

• HOM – PG-OP – 21

CASE PERCEIVING IN SPECIAL CLINICAL SETTINGS

• HOM – PG-OP – 22

THE DYNAMIC ACTION OF DRUGS

• HOM – PG-OP – 23

PROGNOSIS AFTER OBSERVING THE ACTION OF THE REMEDY/REMEDY REACTION

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• HOM – PG-OP – 24

#### THE SECOND PRESCRIPTION

• HOM – PG-OP – 25

THE SCOPE AND LIMITATIONS OF HOMOEOPATHY

• HOM – PG-OP – 26

SECOND BEST REMEDY

• HOM – PG-OP – 27

SUPPRESSION AND PALLIATION

• HOM – PG-OP – 28

PHENOMENOLOGICAL VIEWPOINT

• HOM – PG-OP – 29

TEMPERAMENTS

• HOM – PG-OP – 30

**ALTERNATION OF REMEDIES** 

• HOM – PG-OP – 31:

THE STUDY OF PROVINGS

• HOM – PG-OP – 32:

HA ROBERT'S CONCEPT OF DEFLECTED CURRENT

• HOM – PG-OP – 33:

HOMOEOPATHIC POSOLOGY

• HOM – PG-OP – 34

SCHOOLS OF MODERN PHILOSOPHIES AND THEIR CORRELATION WITH HOMOEOPATHIC PHILOSOPHY

#### • HOM – PG-OP – 35

**BRIEF OVERVIEW OF MODERN SCHOOLS OF HOMOEOPATHIC PHILOSOPHY** 

### **TOPIC CONTENTS**

• HOM – PG-OP – 15

#### THE LOGIC OF HOMEOPATHY

- Salient features, history and development of logic
- Formal, inductive and deductive logic
- Logic of Aristotle. Bacon, Mill and Hahnemann
- Application of logic in various processes of applied homoeopathy

### • HOM – PG-OP – 16

#### SUSCEPTIBILITY, REACTION AND IMMUNITY

- Susceptibility as a vital attribute of life
- Concepts'susceptibility', 'reaction', and 'immunity'.
- Application of understanding of susceptibility in clinical practise.
- HOM PG-OP 17

#### **RELATION OF PATHOLOGY TO THERAPEUTICS**

- Concept of prodromal, subclinical and clinical stages of disease
- Relation of the concepts in pathophysiology in context of susceptibility, reaction and immunity
- Etio-pathogenesis of disease in terms of fundamental, exciting and predisposing causes
- HOM PG-OP 18

## GENERAL PATHOLOGY OF HOMOEOPATHY IN CONTEXT OF HAHNEMANNIAN AND POST HAHNEMANNIAN UNDERSTANDING OF MIASMS

- Correlation of pathological and microbiological principles in homoeopathic practise
- Concept of miasmin light of modern principles of pathology and microbiology
- HOM PG-OP 19

# INTEGRATING PRECLINICAL, CLINICAL AND PARACLINICAL KNOWLEDGE FOR HOLISTIC PATIENT CENTRED CASE

#### MANAGEMENT.

- Importance of interdisciplinary approach for examination of patient
- Understanding the significance of patient centric approach in light of current trends in medicine
- HOM PG-OP 20

#### HOMOEOPATHIC SEMIOLOGY

- True nature and constitution of a symptom in 'proving', 'examination of a patient;', and 'the study of the Materia Medica'.
- Different types of symptoms according to Hahnemann, J. T. Kent, Boenninghausen, CM Boger, Garth Boericke, Ortega, Paschero, ML Dhawale and other modern homoeopathic stalwarts
- Application of different methods of evaluation in formation of totality of symptoms
- HOM PG-OP 21

#### CASE PERCEIVING IN SPECIAL CLINICAL SETTINGS

- Special directions for case taking according Hahnemann, Kent, Stuart Close, H.A. Roberts &Boenninghausen
- Importance of knowledge of special category of diseases one sides, typical intermittent, alternating diseases etc.
- Plan of case management of special category of diseases
- HOM PG-OP 22

#### THE DYNAMIC ACTION OF DRUGS

- Dynamic concept of health, disease, and cure
- Different types of actions of drugs, such as mechanical, chemical, and dynamic.
- Clinical application of dynamic action of drugs in homoeopathic practise
- HOM PG-OP 23

# PROGNOSIS AFTER OBSERVING THE ACTION OF THE REMEDY/REMEDY REACTION

- Remedy reactions after administration of medicine
- Unfavourable prognosis after observing the action of remedy.
- Favorable prognosis after observing the action of remedy.
- HOM PG-OP 24

#### THE SECOND PRESCRIPTION

• Antidotal, Complimentary and Cognate relationship of medicines

- Conditions that merit change in the plan of treatment
- Parameters forsecond prescription
- Clinical application of different types of second prescription
- HOM PG-OP 25

#### THE SCOPE AND LIMITATIONS OF HOMOEOPATHY

- Modern and homoeopathic concept of disease.
- Sphere of similia and Exclusion method adopted by Dake
- Limitation of homoeopathy in different clinical settings
- HOM PG-OP 26

#### SECOND BEST REMEDY

- Indisposition as mimicking sickness
- Role of 'second best remedy' in different clinical settings

#### • HOM – PG-OP – 27

#### SUPPRESSION AND PALLIATION

- Concepts of suppression and palliation
- Fundamental laws governing the process of suppression and palliation
- Different forms of clinical expressions of suppression and palliation
- HOM PG-OP 28

#### PHENOMENOLOGICAL VIEWPOINT

- Phenomenology and Empiricism
- Evolution of phenomenological and Empiricist school of thoughts
- Relationship of phenomenology and empiricism with homoeopathy
- HOM PG-OP 29

#### TEMPERAMENTS

- Historical perspective of understanding of temperaments and appreciate the importance of temperaments in pathological evolution of diseases
- Importance of temperaments in the study of Materia Medica of homoeopathic medicines
- HOM PG-OP 30

#### **ALTERNATION OF REMEDIES**

• Basic concept and therapeutic utility of Alternation of remedies in context of Hahnemannian writings

- Basic concept and therapeutic utility of Alternationof remedies in context of post-Hahnemannian writings
- HOM PG-OP 31:

#### THE STUDY OF PROVINGS

- Emerging perspectives of drug proving, especially in light of works of modern day homoeopathic stalwarts
- Application of Hahnemannian and modern methods of drug proving in proving of new drugs.
- HOM PG-OP 32:

#### HA ROBERT'S CONCEPT OF DEFLECTED CURRENT

- Knowledge of various obstacles to cure causes fundamental, exciting or precipitating or maintaining causes and its management
- Clinical application of deflected current in analyzing and removing the obstacles
- Application of concept of intercurrent remedies, anti-miasmatic, nososdes or acute prescriptions
- HOM PG-OP 33:

#### HOMOEOPATHIC POSOLOGY

- Concept of posological principle of Infinitesimals
- Components of homoeopathic posology and role of susceptibility
- HOM PG OP 34

# SCHOOLS OF MODERN PHILOSOPHIES AND THEIR CORRELATION WITH HOMOEOPATHIC PHILOSOPHY

- Relationship of Philosophy, science and metaphysics
- Examination of Immanuel Kant concepts on causation and logical relation of antecedents
- Interpretation of Jungian concepts of Archetypes and Synchronicity
- Organic view of holistic sciences on the basis of Hegal
- Doctrine of energy on the basis of Leibniz and Bergson
- Indepthanalysis of 'Critical rationalism' of Karl Popper

#### • HOM – PG-OP – 35

# **BRIEF OVERVIEW OF MODERN SCHOOLS OF HOMOEOPATHIC PHILOSOPHY**

- Overview of modern schools of Homoeopathic Philosophies
- Importance of modern homoeopathic softwares, e-learning tools, application based systems etc in better understanding and comprehension of homoeopathic principles

# VI. TOPIC DESCRIPTION

## HOM – PG-OP – 15: THE LOGIC OF HOMEOPATHY

Topic Overview:	This topic orients the students to the development, application and reflection of Logic in applied Homoeopathy	
	COMPETENCY HOM – PG-OP – 15- 1: UNDERSTANDING THE LOGIC OF HOMOEOPATHY.	
	<ul> <li>KNOWLEDGE</li> <li>Define Logic and its salient features</li> <li>Describe history and development of logic</li> <li>Explain formal, inductive and deductive logic</li> <li>Illustrate logic of Aristotle. Bacon, Mill and Hahnemann</li> </ul>	
Learning Outcomes:	<ul> <li>SKILL</li> <li>Application of logic in various processes of applied homoeopathy</li> </ul>	
	<ul> <li>REFLECTION</li> <li>Understanding of application of logic in development of homeopathic principles</li> </ul>	
	• Reflects General relations of logic to the various processes of applied homoeopathy and to point out advantages in using the methods of logic in the treatment of human sufferings.	
Competency based Learning Methods	Problem based, Self-regulated learning, deliberate practice, formative self assessment	
Assessment:	Continuous / Programmatic assessment (including Problem Based Learning assessment). Formative Assessment tools: MCQ, Group discussion, Assignments, check lists	

Domains of Competencies	Knowledge & Scholarship / Homoeopathic Orientation / Practice Based Learning
	Roberts, H. A. (1995). The principles and art of cure by homoeopathy. B. Jain publishers pvt. Ltd.
	& Periodical Publishers, New Delhi. Reprint edition
	Kent, J. T. (2002). Lectures on Homoeopathic Philosophy. Indian Book
i i contro di cato.	Boericke. B. Jain Publishers (P) Ltd, New Delhi.
Prescribed Texts:	
	Hahnemann. Samuel. (2013). Organon of medicine Translated from fifth
	Published by Institute of Clinical Research Bombay.
	Dhawale, M.L. (1994). Principle and Practice of Homeopathy",
	on Homoeopathy. IBPP, New Delhi. Reprint edition
	Close, Stuart. (2003). The Genius of Homoeopathy Lectures and Essays

# HOM – PG-OP – 16: SUSCEPTIBILITY, REACTION AND IMMUNITY

Topic Overview:	This topic will provide deeper understanding of susceptibility, its correlation with immunity and importance of susceptibility in clinical practice.
	COMPETENCY HOM – PG-OP – 16- 1: UNDERSTANDING OF SUSCEPTIBILITY AS INNATE MECHANISM OF LIFE
	KNOWLEDGE
	<ul> <li>Define susceptibility as a vital attribute of life</li> <li>Compare the concepts'susceptibility', 'reaction', and 'immunity'.</li> <li>Justify that action and reaction takes place only in the living organism.</li> <li>Elicit the Stimulants and Depressants of susceptibility</li> </ul>
	• Effect the Stimulants and Depressants of susceptionity
	SKILL
	• Application of understanding of susceptibility in clinica practise.
Learning Outcomes:	• Systematic understanding of Susceptibility and its importance in Health, Constitution, Diathesis, Disease Recovery, Cure, Drug-effects, Remedy-effects, Suppression and Palliation, Local Application and Remedy-regulation.
	REFLECTION
	• Understanding the role of susceptibility in health, disease, cure and recovery.
	COMPETENCY HOM – PG-OP – 16- 2:
	CORRELATE SUSCEPTIBILITY, REACTION AND IMMUNITY
	KNOWLEDGE
	<ul> <li>Define susceptibility in the homoeopathic context</li> <li>Explain the importance of susceptibility in clinical practice</li> <li>Elaborate on evolving susceptibility in terms of vita reaction</li> </ul>
	SKILL
	• Application of knowledge of Susceptibility in vital processes of health and disease
	REFLECTION
	• Role of susceptibility in clinical practice and relation

	between susceptibility, reaction and immunity
Competency based Learning Methods	Case based, Bedside, Outpatient based, Self-regulated learning, deliberate practice, formative self assessment
Assessment:	Continuous / Programmatic assessment (including Problem Based Learning assessment). Formative Assessment tools: MCQ, Group discussion, Assignments, check lists, ratings
	<ul> <li>Close, Stuart. (2003). The Genius of Homoeopathy Lectures and Essays on Homoeopathy. IBPP, New Delhi.</li> <li>Hahnemann. Samuel. (2013). Organon of medicine translated from fifth edition, With an Appendix, by R. E. Dudgeon and from 6<sup>th</sup> edition by W. Boericke. B. Jain Publishers (P) Ltd, New Delhi.</li> <li>Kent, J. T. (2002). Lectures on Homoeopathic Philosophy. Indian Book &amp; Periodical Publishers, New Delhi.</li> </ul>
Prescribed	Roberts, H. A. (1995). The principles and art of cure by homoeopathy. B.
Texts:	Jain publishers pvt. Ltd. Sarkar B. K. (2003-2004) Organon of Medicine by Samuel Hahnemann with An Introduction and Commentary on the Text: Birla Publications Pvt. Ltd. Delhi. Singh Mahendra. Singh Subhas. (2022). First Corrected, Re-Translated & Redacted English Edition of Organon of Medicine. 6th & 5th Edition with an Appendix & Word Meaning (of each aphorism) by Samuel Hahnemann. B. Jain Publishers (P) Ltd, New Delhi.
Domains of	Knowledge & Scholarship / Homoeopathic Orientation/ / Practice Based
Competencies	Learning

# HOM – PG-OP – 17: RELATION OF PATHOLOGY TO THERAPEUTICS

Topic Overview:	This topics will sensitize the students to the relation of pathology with General and Special Therapeutics
	COMPETENCY HOM – PG-OP – 17-1:
	DISCUSS THE RELATION OF MODERN PATHOLOGY IN HOMOEOPATHIC PRACTICE
	<ul> <li>KNOWLEDGE <ul> <li>Outline the concept of prodromal, subclinical and clinical stages of disease</li> <li>Highlight the general survey of disease</li> <li>Relate the concepts in pathophysiology in context of susceptibility, reaction and immunity</li> </ul> </li> <li>SKILL <ul> <li>Application of knowledge of pathology in individualisation</li> </ul> </li> </ul>
Learning	<ul> <li>REFLECTION         <ul> <li>Importance of knowledge of pathology in therapeutics</li> </ul> </li> <li>COMPETENCY HOM – PG-OP – 17-2:</li> </ul>
Dutcomes:	DISCUSS ETIO-PATHOGENESIS OF DISEASE IN TERMS OF FUNDAMENTAL, EXCITING AND PREDISPOSING CAUSES
	KNOWLEDGE
	<ul> <li>Outline the concept of fundamental and predisposin causes</li> <li>Highlight the importance of constitution an temperament from historical and psychologica perspective</li> <li>Relate the homoeopathic concept of constitution wit bio-pathographical evolution of disease</li> <li>SKILL</li> <li>Application of concept of constitution in bic pathographical evolution of disease</li> </ul>
	REFLECTION
	• Importance of constitutional understanding in diseas biopathography

Competency based Learning Methods	Case based, Bedside, Self-regulated learning, formative self assessment
Assessment:	Continuous / Programmatic assessment (including Problem Based Learning assessment). Formative Assessment tools: MCQ, Group discussion, Assignments, check lists
Prescribed Texts:	<ul> <li>Hahnemann. S. (1999) The Chronic Diseases: Their Peculiar Nature Their Homoeopathic Cure (Reprint Edition). B. Jain Publishers (P) Ltd Dudgeon R. E. (2002). Lectures on the Theory and Practice of Homoeopathy. B. Jain publishers pvt Ltd, New Delhi.</li> <li>Dunham Carroll. (2019). Homoeopathy: The Science of Therapeutics.</li> <li>B. Jain Publishers (P) Ltd, New Delhi.</li> <li>Hahnemann. Samuel. (2013). Organon of medicine Translated from fifth edition, With an Appendix, by R. E. Dudgeon and from 6<sup>th</sup> edition by W. Boericke. B. Jain Publishers (P) Ltd, New Delhi.</li> <li>Hughes Richard. (2020). The Principles &amp; Practice of Homoeopathy. B. Jain Publishers (P) Ltd, New Delhi.</li> <li>Sarkar B. K. (2004) Organon of Medicine by Samuel Hahnemann with Introduction and Commentary on the Text: Ninth Revised Edition. F Publications Pvt. Ltd. Delhi.</li> <li>Dhawale, M.L.(2013) Principles and Practice of Homoeopath Homoeopathic Philosophy and Repertoryation (4th revised and enlar edition). Dr M.L. Dhawale Memorial Trust</li> </ul>
Domains of Competencies	Knowledge & Scholarship / Homoeopathic Orientation/ Patient care

#### HOM – PG-OP – 18:

## GENERAL PATHOLOGY IN CONTEXT OF HAHNEMANNIAN AND POST HAHNEMANNIAN UNDERSTANDING OF MIASMS

C M Pl	COMPETENCY HOM – PG-OP – 18- 1: CORRELATION OF PATHOLOGICAL AND AICROBIOLOGICAL PRINCIPLES IN HOMOEOPATHIC RACTISE
K	
SI	<ul> <li>Explain the basic principles of pathology and microbiology</li> <li>DescribeHahnemann's perception of "infection theory"</li> <li>Discuss the significance of the pathophysiology of infection with reference to the theory of chronic diseases</li> <li>KILL</li> <li>Application of Hahnemann's concept of 'infection' in etiopathogenesis of acute and chronic diseases</li> </ul>
Learning Outcomes:	<ul> <li>Scientific validation of Hahnemann's understanding of etiopathogenesis of acute and chronic diseases</li> <li>COMPETENCY HOM – PG-OP – 18-2:</li> </ul>
	DISCUSS THE CONCEPT OF MIASMIN LIGHT OF MODERN RINCIPLES OF PATHOLOGY AND MICROBIOLOGY
	<ul> <li>Trace the evolution of Hahnemann's theory of miasm</li> <li>Discuss the Hahnemannian and post Hahnemannian viewpoints in relation to understanding of miasm</li> <li>Discuss the evolution and development of miasmatic theory in light of modern pathology and microbiology</li> </ul>
	<ul> <li>KILL</li> <li>Implementation of theory of acute and chronic miasm in clinical practise</li> <li>Reflection</li> <li>Corelate the miasmatic theory with the advancements in the study of pathology and microbiology</li> </ul>
Competency C	Case based, Bedside, Outpatient based, Self-regulated learning,

based Learning Methods	deliberate practice, formative self assessment
	Continuous / Programmatic assessment (including Problem Based Learning assessment).
Assessment:	Formative Assessment tools: MCQ, Group discussion, Assignments, check lists
Prescribed Texts:	Hahnemann Samuel (2005). The Chronic Diseases, Their Peculiar Nature and Their Homoeopathic Cure. B. Jain Publishers Pvt. Ltd. Allen JH (1998). The Chronic Miasms Psora and Pseudo-Psora. B. Jain Publishers Pvt. Ltd. Ortega PS. (1980). Notes on Themiasm on Hahnemann's Chronic Diseases. English Translation by Harris Coulter. National Homoeopathic Pharmacy
Trescribed Texts.	<ul> <li>Close, Stuart. (2003). The Genius of Homoeopathy Lectures and Essays on Homoeopathy. IBPP, New Delhi.</li> <li>Kent, J. T. (2002). Lectures on Homoeopathic Philosophy. Indian Book &amp; Periodical Publishers, New Delhi. Reprint edition</li> <li>Roberts, H. A. (1995). The principles and art of cure by homoeopathy. B. Jain publishers pvt. Ltd.</li> </ul>
Domains of Competencies	Knowledge & Scholarship / Patient Care / Homoeopathic Orientation / Practice Based Learning

#### HOM – PGOP – 19:

## INTEGRATING PRECLINICAL, CLINICAL AND PARACLINICAL KNOWLEDGE FOR HOLISTIC PATIENT CENTRED CASE MANAGEMENT.

Topic Overview:	This topic will provide students of MD Hom (Homoeopathic Philosophy) with an overview of integrating the knowledges obtained in different clinical and paraclinical subjects for holistic patient centred case management.
	COMPETENCY HOM – PGOP – 19- 1: EXPLAIN THE IMPORTANCE OF INTERDISCIPLINARY APPROACH FOR EXAMINATION OF PATIENT
	<ul> <li>KNOWLEDGE</li> <li>Discuss the concept of Holism</li> <li>Describethe interdisciplinary approach in understanding man as a whole</li> <li>Illustrate the inter-relationship of preclinical, clinical and paraclinical subjects</li> </ul>
	• Application of holistic model of health system
	REFLECTION
Learning Outcomes:	Identify the elements critical for integrating clinical and para clinical knowledges for individualised case perceiving
	COMPETENCY HOM – PGOP – 19-2:
	UNDERSTANDING THE SIGNIFICANCE OF PATIENT CENTRIC APPROACH IN LIGHT OF CURRENT TRENDS IN MEDICINE
	KNOWLEDGE
	<ul> <li>Discuss the interdisciplinary approach of conventional medicine towards holistic understanding of patient</li> <li>Corelate the homoeopathic concept of patient centric approach in framework of conventional medicine</li> </ul>
	<ul> <li>SKILL</li> <li>Integration of homoeopathic concept of holism in paradigm of modern medicine</li> </ul>

	<ul> <li><b>REFLECTION</b></li> <li>Scientific validation of Hahnemann's holistic concept of health</li> </ul>
Competency based Learning Methods	Problem based, Case based, Bedside, Outpatient based, Self-regulated learning, deliberate practice, formative self assessment
Assessment:	Continuous / Programmatic assessment (including Problem Based Learning assessment). Formative Assessment tools: MCQ, Group discussion, Assignments, check lists
Prescribed Texts:	Close, Stuart. (2003). The Genius of Homoeopathy Lectures and Essays on Homoeopathy. IBPP, New Delhi. Hahnemann. Samuel. (2013). Organon of medicine Translated from fifth edition, With an Appendix, by R. E. Dudgeon and from 6 <sup>th</sup> edition by W. Boericke. B. Jain Publishers (P) Ltd, New Delhi. Kent James Tyler. (2023). Lesser Writings, Clinical Cases, New Remedies, Aphorisms and Precepts. Sarkar B. K. (2003-2004) Organon of Medicine by Samuel Hahnemann with An Introduction and Commentary on the Text: Birla Publications Pvt. Ltd. Delhi. Singh Mahendra. Singh Subhas. (2022). First Corrected, Re-Translated & Redacted English Edition of Organon of Medicine. 6th & 5th Edition with an Appendix & Word Meaning (of each aphorism) by Samuel Hahnemann. B. Jain Publishers (P) Ltd, New Delhi.
Domains of Competencies	Knowledge & Scholarship / Patient Care / Homoeopathic Orientation / Practice Based Learning

Topic Overview:	This topic will provide insights into concept of symptomatology, methods of evaluation of symptoms and its importance in Clinical practice
	COMPETENCY HOM – PG-OP – 20-1: UNDERSTAND DIFFERENT AUTHORBASED PERSPECTIVE OF SYMPTOMATOLOGY AND THEIR APPLICATION IN CLINICAI PRACTICE
Learning Outcomes:	<ul> <li>KNOWLEDGE <ul> <li>Discuss the true nature and constitution of a symptom ir 'proving', 'examination of a patient;', and 'the study of the Materia Medica'.</li> <li>Explain the different types of symptoms according to Hahnemann, J. T. Kent, Boenninghausen, CM Boger, Garth Boericke, Ortega, Paschero, ML Dhawale and other modern homoeopathic stalwarts</li> </ul> </li> <li>SKILL <ul> <li>Application of concept of symptomatology in analysis of symptoms and its peculiarity in acute and chronic diseases.</li> <li>Application of Boenninghausen's symptomatologic hexameter.</li> <li>Application of DrKent'sconceptoftotality/evaluation of symptoms &amp; their utility in synthetic prescriptions.</li> <li>Application of Boericke's concept of Absolute and Determinative symptoms</li> <li>Application of Ortega, Paschero, Dhawale and other modern homoeopathic stalwarts concept of evaluation of symptoms</li> </ul> </li> </ul>
	<ul> <li><b>REFLECTION</b> <ul> <li>Different methods of identification of striking, singular uncommon and peculiar (characteristic) signs and symptoms</li> <li>Application of different methods of evaluation in formation of totality of symptoms</li> </ul> </li> </ul>
Competency based Learning Methods	Case based, Bedside, Outpatient based, Brainstorming, Self-regulated learning, deliberate practice, formative self assessment
Assessment:	Continuous / Programmatic assessment (including Problem Based Learning assessment).

	Formative Assessment tools: MCQ, Group discussion, Assignments, check lists
	Close, Stuart. (2003). The Genius of Homoeopathy Lectures and Essays on Homoeopathy. IBPP, New Delhi. Dhawale, M.L. (1994). Principle and Practice of Homeopathy", Published
	by Institute of Clinical Research Bombay.
	Hahnemann. Samuel. (2013). Organon of medicine Translated from fifth
	edition, With an Appendix, by R. E. Dudgeon and from 6 <sup>th</sup> edition by W.
Prescribed	Boericke. B. Jain Publishers (P) Ltd, New Delhi. Low priced 5th and
Texts:	Sarkar B. K. (2003-2004) Organon of Medicine by Samuel Hahnemann
	with An Introduction and Commentary on the Text: Birla Publications
	Pvt. Ltd. Delhi.
	Singh Mahendra. Singh Subhas. (2022). First Corrected, Re-Translated &
	<ul><li>Redacted English Edition of Organon of Medicine. 6th &amp; 5th Edition with an Appendix &amp; Word Meaning (of each aphorism) by Samuel Hahnemann.</li><li>B. Jain Publishers (P) Ltd, New Delhi.</li></ul>
Domains	of Knowledge & Scholarship / Patient Care / Homoeopathic Orientation /
Competencies	Practice Based Learning

## HOM – PG-OP – 21:

## CASE PERCEIVING IN SPECIAL CLINICAL SETTINGS

Topic Overview:	This topic will provide understanding of analysis of the case for individualization in different clinical settings
Learning Outcomes:	<ul> <li>COMPETENCY HOM – PG-OP – 21-1:</li> <li>SIGNIFICANCE OF PROCESSING OF THE CASE FOR INDIVIDUALIZATION IN DIFFERENT CLINICAL SETTINGS</li> <li>KNOWLEDGE         <ul> <li>Mention the special directions for case taking according Hahnemann, Kent, Stuart Close, H.A. Roberts &amp; Boenninghausen</li> <li>Explain the importance of knowledge of special category of diseases – one sides, typical intermittent, alternating diseases etc.</li> <li>Discuss the role of investigations and diagnosis in homoeopathic individualisation</li> <li>State the Importance of observation, especially in paediatric cases.</li> <li>Evaluate plan of case management of special category of diseases</li> </ul> </li> <li>SKILL         <ul> <li>Application of logical analysis in individualisation of such cases</li> </ul> </li> </ul>
	• Reflect upon the individualisation of patient, selection of remedy, selection of potency and doses in special clinical settings
Competency based Learning Methods	Case based, Bedside, Outpatient based, Self-regulated learning, deliberate practice, formative self assessment
Assessment:	Continuous / Programmatic assessment (including Problem Based Learning assessment). Formative Assessment tools: MCQ, Group discussion, Assignments, check lists, ratings

# HOM – PG-OP – 22:

# THE DYNAMIC ACTION OF DRUGS

Topic Overview:	This topic will provide insights into dynamic action of drugs
	COMPETENCY HOM – PG-OP – 22-1:
	UNDERSTAND THE DYNAMIC ACTION OF DRUGS.
	KNOWLEDGE
	• Explain the dynamic concept of health, disease, and cure
	• State the different types of actions of drugs, such as mechanical, chemical, and dynamic.
Learning	<ul> <li>Mention the clinical application of dynamic action of drugs in homoeopathic practise</li> </ul>
Outcomes:	
	<ul> <li>SKILL</li> <li>Application of concept of dynamic action of drugs to obtain complete proving.</li> </ul>
	REFLECTION
	• Correlation of dynamic action of drugs with concept of administration of minute doses and homoeopathic aggravation in acute, chronic, and even complicated diseases.
Competency based Learning Methods	Self-regulated learning, spaced repitition, formative self assessment
Assessment:	Continuous / Programmatic assessment (including Problem Based Learning assessment).
	Formative Assessment tools: MCQ, Group discussion, Assignments
Prescribed Texts:	Roberts, H. A. (1995). The principles and art of cure by homoeopathy. B. Jain publishers pvt. Ltd. Reprint edition
Domains of Competencies	Knowledge & Scholarship / Homoeopathic Orientation

# HOM – PGOP – 23:

# PROGNOSIS AFTER OBSERVING THE ACTION OF THE REMEDY/REMEDY REACTION

Topic Overview:	This topic will provide insights into remedy reaction and prognosis after observing the action of the remedy
	COMPETENCY HOM – PGOP – 23-1:
	ILLUSTRATE REMEDY REACTION AFTER ADMINISTRATION OF MEDICINE
Learning Outcomes:	<ul> <li>KNOWLEDGE         <ul> <li>State the actions and reactions of remedy</li> <li>Explain the Presuppositions of remedy reaction and Expectations after the administration of remedy</li> <li>Discuss the signs of commencement of amelioration and aggravation</li> </ul> </li> <li>SKILL         <ul> <li>Clinical application of remedy reaction to understand prognosis.</li> </ul> </li> <li>REFLECTION             <ul> <li>Correlation of Remedy reaction with prognosis of case</li> </ul> </li> <li>COMPETENCY HOM – PGOP – 23-2:</li> <li>DISCUSS THE UNFAVOURABLE PROGNOSIS AFTER OBSERVING THE ACTION OF REMEDY.</li> </ul>
	KNOWLEDGE
	<ul> <li>Discuss what is unfavourable prognosis.</li> <li>State the signs of commencement of aggravation.</li> <li>Explain the direction of progress of disease</li> </ul>
	<ul> <li>SKILL</li> <li>Application of remedy reaction to understand prognosis o the case</li> </ul>
	<ul> <li>REFLECTION</li> <li>Identify unfavourable Remedy reaction and its application in clinical practice</li> </ul>
	COMPETENCY HOM – PGOP – 23- 3:
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	DISCUSS THE FAVOURABLE PROGNOSIS AFTE OBSERVING THE ACTION OF REMEDY.
	KNOWLEDGE
	• Discuss the depth of pathology i.e. reversible of irreversible
	<ul> <li>State the signs of commencement of amelioration.</li> <li>Mention the direction of cure, according toHering's Lavof Cure</li> </ul>
	<ul> <li>SKILL</li> <li>Application of remedy reaction to understand favourabl prognosis</li> </ul>
	<ul> <li>REFLECTION</li> <li>Identify favourable Remedy reaction and its use in clinica practice.</li> </ul>
Competency based Learning Methods	Case based, Bedside, Outpatient based, Self-regulated learning, deliberate practice, formative self assessment
Assessment:	Continuous / Programmatic assessment (including Problem Base Learning assessment). Formative Assessment tools: MCQ, Group discussion, Assignments check lists
Prescribed Texts:	<ul> <li>Hahnemann. Samuel. (2013). Organon of medicine Translated from fift edition, With an Appendix, by R. E. Dudgeon and from 6<sup>th</sup> edition by W Boericke. B. Jain Publishers (P) Ltd, New Delhi.</li> <li>Kent, J. T. (2002). Lectures on Homoeopathic Philosophy. Indian Book &amp; Periodical Publishers, New Delhi.</li> <li>Roberts, H. A. (1995). The principles and art of cure by homoeopathy. E Jain publishers pvt. Ltd.</li> <li>Sarkar B. K. (2003-2004) Organon of Medicine by Samuel Hahneman with An Introduction and Commentary on the Text: Birla Publication Pvt. Ltd. Delhi.</li> <li>Singh Mahendra. Singh Subhas. (2022). First Corrected, Re-Translated &amp; Redacted English Edition of Organon of Medicine. 6th &amp; 5th Edition wit</li> </ul>
	an Appendix & Word Meaning (of each aphorism) by Samue
	Hahnemann. B. Jain Publishers (P) Ltd, New Delhi.

# HOM – PG-OP – 24: THE SECOND PRESCRIPTION

Overview:	This topic will provide insights into different types of second prescriptions and their use in clinical practice basing on remedy reactions.
	COMPETENCY HOM – PG-OP – 24- 1: MENTION THE DIFFERENT TYPES OF SECOND PRESCRIPTIONS AND THEIR INDICATIONS DEPENDING ON THE REACTION AFTER ADMINISTRATION OF REMEDY.
Learning Outcomes:	<ul> <li>KNOWLEDGE <ul> <li>Explain the remedy reactions / Prognosis after the observing the action of the first remedy</li> <li>Explain the Antidotal, Complimentary and Cognate relationship of medicines</li> <li>Discus the conditions that merit change in the plan of treatment</li> <li>Discuss parameters for second prescription</li> <li>Illustrate the use of different types of second prescription</li> </ul> </li> <li>SKILL <ul> <li>Application of knowledge of different types of second prescriptions in clinical practice</li> </ul> </li> <li>REFLECTION <ul> <li>Correlation of second prescriptions with remedy reactions and its utility in clinical practice</li> </ul> </li> </ul>
Competency based Learning Methods	Problem based, Case based, Bedside, Outpatient based, brainstorming, Self-regulated learning, deliberate practice, formative self assessment
Assessment:	Continuous / Programmatic assessment (including Problem Based Learning assessment). Formative Assessment tools: MCQ, Group discussion, Assignments, check lists
Prescribed Texts:	<ul> <li>Hahnemann. Samuel. (2013). Organon of medicine Translated from fifth edition, With an Appendix, by R. E. Dudgeon and from 6<sup>th</sup> edition by W. Boericke. B. Jain Publishers (P) Ltd, New Delhi.</li> <li>Kent, J. T. (2002). Lectures on Homoeopathic Philosophy. Indian Book &amp; Periodical Publishrs, New Delhi.</li> <li>Roberts, H. A. (1995). The principles and art of cure by homoeopathy. B. Jain publishers pvt. Ltd.</li> <li>Sarkar B. K. (2003-2004) Organon of Medicine by Samuel Hahnemann with An Introduction and Commentary on the Text: Birla Publications</li> </ul>

	Singh Mahendra. Singh Subhas. (2022). First Corrected, Re-Translated & Redacted English Edition of Organon of Medicine. 6th & 5th Edition with
	an Appendix & Word Meaning (of each aphorism) by Samuel
	Hahnemann. B. Jain Publishers (P) Ltd, New Delhi. Third Edition
Domains	of Knowledge & Scholarship / Homoeopathic Orientation / Practice Base
Competencies	Learning

## HOM – PG-OP – 25:

## THE SCOPE AND LIMITATIONS OF HOMOEOPATHY

Topic Overview:	This topic will provide insights into the scope and limitations of homoeopathy
Learning Outcomes:	<ul> <li>COMPETENCY HOM – PG-OP – 25 1:</li> <li>UNDERSTAND THE SCOPE AND LIMITATIONS OF HOMOEOPATHY</li> <li>KNOWLEDGE <ul> <li>Differentiate between modern and homoeopathic concept of disease.</li> <li>Mention the sphere of Similia.</li> <li>Examine the exclusion method adopted by Dake</li> <li>Explain the limitation of homoeopathy in different clinical settings</li> </ul> </li> <li>SKILL <ul> <li>Application of homoeopathy helps to get a clear defined idea of the field in which the principle of Similia is inoperative.</li> </ul> </li> </ul>
Competency based	<ul> <li>Identify the elements critical for evaluation of Scope and limitation of homoeopathy</li> <li>Case based, Bedside, Outpatient based, Self-regulated learning, deliberate practice, formative self assessment</li> </ul>
Assessment:	Continuous / Programmatic assessment (including Problem Based Learning assessment). Formative Assessment tools: MCQ, Group discussion, Assignments
Prescribed Texts:	Close, Stuart. (2003). The Genius of Homoeopathy Lectures and Essays on Homoeopathy. IBPP, New Delhi. Hahnemann Samuel (2013). Organon of medicine translated from fifth edition, With an Appendix, by R. E. Dudgeon and from 6 <sup>th</sup> edition by W. Boericke. B. Jain Publishers (P) Ltd, New Delhi. Sarkar B. K. (2003-2004) Organon of Medicine by Samuel Hahnemann with An Introduction and Commentary on the Text: Birla Publications Pvt. Ltd. Delhi. Ninth Revised Edition Singh Mahendra, Singh Subhas. (2022). First Corrected, Re-Translated & Redacted English Edition of Organon of Medicine. 6th & 5th Edition

	with an Appendix & Word Meaning (of each aphorism) by Sa Hahnemann. B. Jain Publishers (P) Ltd, New Delhi.	muel
Domains Competencies	Knowledge & Scholarship / Patient Care / Homoeopathic Orientat Practice Based Learning	tion /

# HOM – PG-OP – 26: CONCEPT OF SECOND-BEST REMEDY This topic will provide the knowledge of differentiation between **Overview:** indisposition and acute disease and utility of 'second best remedy' **COMPETENCY HOM – PG-OP – 26-1:** UNDERSTANDING INDISPOSITION AS MIMICKING SICKNESS **KNOWLEDGE:** • Explain indisposition as a state of sickness arising from improper diet, habits or lifestyle. SKILL • Discriminate between exciting or maintaining cause (causa occasionalis), REFLECTION Learning • Reflect on the nature of causations **Outcomes: COMPETENCY HOM – PG-OP – 26-2:** HIGHLIGHT THE ROLE OF 'SECOND BEST REMEDY'IN DIFFERENT CLINICAL SETTINGS **KNOWLEDGE** • Discuss the concept of 'second best remedy' SKILL • Prescription of 'second best remedy' in clinical practice REFLECTION Reflect upon the clinical utility of 'second best remedy' Competency Bedside, Outpatient based, Self-regulated learning, deliberate practice, Learning formative self assessment based Methods Continuous / Programmatic assessment (including Problem Based Learning assessment). Assessment: Formative Assessment tools: MCQ, Group discussion, Assignments, check lists Close, Stuart. (2003). The Genius of Homoeopathy Lectures and Essays **Prescribed Texts:** on Homoeopathy. IBPP, New Delhi. Kent, J. T. (2002). Lectures on Homoeopathic Philosophy. Indian Book

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	& Periodical Publishers, New Delhi. Reprint edition
	Hahnemann. Samuel. (2013). Organon of medicine Translated from
	fifth edition, With an Appendix, by R. E. Dudgeon and from 6 <sup>th</sup> edition
	by W. Boericke. B. Jain Publishers (P) Ltd, New Delhi
	Sarkar B. K. (2003-2004) Organon of Medicine by Samuel Hahnemann
	with An Introduction and Commentary on the Text: Birla Publications
	Pvt. Ltd. Delhi. Ninth Revised Edition
	Singh Mahendra. Singh Subhas. (2022). First Corrected, Re-Translated
	& Redacted English Edition of Organon of Medicine. 6th & 5th Edition
	with an Appendix & Word Meaning (of each aphorism) by Samue
	Hahnemann. B. Jain Publishers (P) Ltd, New Delhi.
Domains of	Knowledge & Scholarship / Patient Care / Homoeopathic Orientation
Competencies	Practice Based Learning

## HOM – PG-OP – 27:

## SUPPRESSION AND PALLIATION

Topic Overview:	This topic will sensitize the students to the basic concept of suppression and palliation. It will provide insights regarding different forms of their clinical expression and their role in difficult and incurable diseases
	COMPETENCY HOM – PG-OP – 27-1: INSIGHT INTO THE BASIC CONCEPTS, FUNDAMENTAL LAWS AND CLINICAL EXPRESSIONS OF SUPPRESSION AND PALLIATION
	<ul> <li>KNOWLEDGE</li> <li>Differentiate between the concepts of suppression and palliation</li> <li>Highlight the Fundamental laws governing the process of suppression and palliation</li> <li>Enumerate different forms of clinical expressions of suppression and palliation</li> </ul>
	<ul><li>SKILL</li><li>Ability to clinically differentiate suppression from palliation</li></ul>
Learning Outcomes:	<ul><li><b>REFLECTION</b></li><li>Evaluation of case prognosis in the light of concept of suppression and palliation</li></ul>
	COMPETENCY HOM – PG-OP – 27- 2: SUPPRESSION AND PALLIATION IN DIFFICULT AND INCURABLE DISEASES
	<ul> <li>KNOWLEDGE</li> <li>Identify the impact of palliation in difficult and incurable diseases</li> <li>Discuss the palliative effect of repetitive physiological doses of medicine resulting in the sequence of suppression</li> </ul>
	<ul> <li>SKILL</li> <li>Clinical management of difficult and incurable disease conditions</li> </ul>

	REFLECTION
	• Principles of palliative care according to homoeopathic and conventional medicine
Competency based Learning Methods	Case based, Self-regulated learning, Library based, e-learning, spaced repetition, formative self assessment
Assessment:	Continuous / Programmatic assessment (including Problem Based Learning assessment). Formative Assessment tools: MCQ, Group discussion, Assignments
Prescribed Texts:	<ul> <li>Hahnemann. Samuel. (2013). Organon of medicine Translated from fifth edition, With an Appendix, by R. E. Dudgeon and from 6<sup>th</sup> edition by W. Boericke. B. Jain Publishers (P) Ltd, New Delhi.</li> <li>Kent, J. T. (2002). Lectures on Homoeopathic Philosophy. Indian Book &amp; Periodical Publishers, New Delhi. Reprint edition</li> <li>Roberts, H. A. (1995). The principles and art of cure by homoeopathy.</li> <li>B. Jain publishers pvt. Ltd.</li> </ul>
Domains of	Knowledge & Scholarship / Patient Care / Homoeopathic Orientation /
Competencies	Practice Based Learning/ Communication skills/ Professionalism

## HOM – PG-OP – 28:

## PHENOMENOLOGICAL VIEWPOINT

Topic Overview	<b>v:</b> This topic will provide insights into concept of phenomenology and empiricism and highlight its importance in Understanding homoeopathic principles
	COMPETENCY HOM – PG-OP – 28-1: CORRELATE THE CONCEPT OF PHENOMENOLOGY AND EMPIRICISM AS WELL AS ITS RELATION WITH HOMOEOPATHY
	<ul> <li>KNOWLEDGE</li> <li>Discuss the concept of Phenomenology and Empiricism</li> <li>Describe the evolution of phenomenological and Empiricist school of thoughts</li> <li>Corelate the relationship of phenomenology and empiricism with homoeopathy</li> </ul>
	<ul> <li>SKILL</li> <li>Clinical utility of phenomenological and empiricist point of view in Understanding science of homoeopathy</li> </ul>
Learning Outcomes:	<ul> <li><b>REFLECTION</b></li> <li>Corelation of empiricist philosophy with Hahnemannian approach in evolution of homoeopathic science</li> </ul>
	COMPETENCY HOM – PG-OP – 28- 2:
	HIGHLIGHT THE PRINCIPLES OF HOMOEOPATHIC PHILOSOPHY IN LIGHT OF PHENOMENOLOGICAL VIEWPOINT
	<ul> <li>KNOWLEDGE</li> <li>Discuss Hahnemannian concept of 'a priori' and 'posteriori'</li> <li>Discuss the evolution of fundamental principles of homoeopathy in the light of phenomenology and Empiricism</li> </ul>
	<ul> <li>SKILL</li> <li>Application of phenomenological view point in appreciation of principles of Homoeopathic philosophy</li> </ul>

	<ul> <li>Reflection</li> <li>Scientific validation of Hahnemannian philosophy in context of Empiricism</li> </ul>
Competency based Learning Methods	Brainstorming, Self-regulated learning, Library based, e-learning, spaced repetition, formative self assessment
Assessment:	Continuous / Programmatic assessment (including Problem Based Learning assessment). Formative Assessment tools: MCQ, Group discussion, Assignments
Prescribed Texts:	<ul> <li>Hahnemann. Samuel. (2013). Organon of medicine Translated from fifth edition, With an Appendix, by R. E. Dudgeon and from 6<sup>th</sup> edition by W. Boericke. B. Jain Publishers (P) Ltd, New Delhi.</li> <li>Hughes Richard. (2020). The Principles &amp; Practice of Homoeopathy. B. Jain Publishers (P) Ltd, New Delhi.</li> <li>Roberts, H. A. (1995). The principles and art of cure by homoeopathy. B. Jain publishers pvt. Ltd.</li> <li>Singh Mahendra. Singh Subhas. (2022). First Corrected, Re-Translated &amp; Redacted English Edition of Organon of Medicine. 6th &amp; 5th Edition with an Appendix &amp; Word Meaning (of each aphorism) by Samuel Hahnemann. B. Jain Publishers (P) Ltd, New Delhi.</li> </ul>
Domains of	Knowledge & Scholarship / Homoeopathic Orientation / Practice Based
Competencies	Learning

# HOM – PG-OP – 29: TEMPERAMENTS

Topic Overview:	This topic will provide overview of historical concept of temperaments, its utility in in perception of pathogenesis of homoeopathic medicines and application in clinical practise
Learning Outcomes:	<ul> <li>COMPETENCY HOM – PG-OP – 29- 1:</li> <li>DISCUSSION OF THE HISTORICAL PERSPECTIVE OF UNDERSTANDING OF TEMPERAMENTS AND APPRECIATE THE IMPORTANCE OF TEMPERAMENTS IN PATHOLOGICAL EVOLUTION OF DISEASES</li> <li>KNOWLEDGE         <ul> <li>State the Hippocratic and post Hippocratic concepts of temperaments</li> <li>Explain the Hahnemann's view point regarding temperament</li> <li>Describe the concept of pathological evolution of diseases and</li> </ul> </li> </ul>
	<ul> <li>Discuss the importance of temperaments</li> <li>SKILL         <ul> <li>Application of temperaments in perceiving pathological evolution of diseases</li> </ul> </li> <li>REFLECTION         <ul> <li>Corelate historical concept of temperaments with modern understanding of personality profile of diseases</li> </ul> </li> </ul>
	COMPETENCY HOM – PG-OP – 29- 2: HIGHLIGHT THE IMPORTANCE OF TEMPERAMENTS IN THE STUDY OF MATERIA MEDICA OF HOMOEOPATHIC MEDICINES
	<ul> <li>KNOWLEDGE</li> <li>Explain the significance of types of temperaments of different polycrest remedies in homoeopathic Materia Medica</li> <li>Describe the importance of temperamentsin drug pathogenesis</li> </ul>
	• Application of understanding of temperaments in clinical

	practise
	REFLECTION
	<ul> <li>Reflect upon the clinical utility of archaic concepts of temperaments mentioned in Materia medica of homoeopathic medicines</li> </ul>
Competency based Learning Methods	Brainstorming, Self-regulated learning, Library based, e-learning, spaced repetition, formative self assessment
Assessment:	Continuous / Programmatic assessment (including Problem Based Learning assessment).
Prescribed Texts:	Formative Assessment tools: MCQ, Group discussion, Assignments Roberts, H. A. (1995). The principles and art of cure by homoeopathy. B. Jain publishers pvt. Ltd. Reprint edition Hahnemann. Samuel. (2002). The Chronic Diseases Their Peculiar Nature and Their Homoeopathic Cure. Translated by L. H. Tafel. B. Jain Publishers (P) Ltd, New Delhi.
Domains of	Knowledge & Scholarship / Patient Care / Homoeopathic Orientation /
Competencies	Practice Based Learning/ Communication skills

# HOM – PG-OP – 30:

## **ALTERNATION OF REMEDIES**

Topic Overview:	This topic will sensitize the students to the basic concept and therapeutic implication of Alternation of remedies		
	COMPETENCY HOM – PG-OP – 30- 1: HIGHLIGHT THE BASIC CONCEPT AND THERAPEUTIC UTILITY OF ALTERNATIONOF REMEDIES IN CONTEXT OF HAHNEMANNIAN AND POST HAHNEMANNIAN WRITINGS		
Learning Outcomes:	<ul> <li>KNOWLEDGE</li> <li>Mention Basic concept of alternation of remedies</li> <li>Differentiate between the Hahnemannian and post Hahnemannian views on alternation of remedies</li> <li>Discuss the Therapeutic scope of alternation of remedies</li> </ul>		
	<ul> <li>SKILL         <ul> <li>Judicious employment of Alternation of remedies</li> </ul> </li> <li>REFLECTION         <ul> <li>Clinical decision-making regarding alternation of remedies</li> </ul> </li> </ul>		
Competency based Learning Methods	Case based, Self-regulated learning, Library based, e-learning, , formative self assessment		
Assessment:	Continuous / Programmatic assessment (including Problem Based Learning assessment).		
Prescribed Texts:	<ul> <li>Formative Assessment tools: MCQ, Group discussion, Assignments</li> <li>Dunham Carroll. (2019). Homoeopathy The Science of Therapeutics. B.</li> <li>Jain Publishers (P) Ltd, New Delhi.</li> <li>Dudgeon R. E. (2002). Lectures on the Theory and Practice of Homoeopathy. B. Jain publishers pvt Ltd, New Delhi.</li> <li>Hughes Richard. (2020). The Principles &amp; Practice of Homoeopathy. B.</li> <li>Jain Publishers (P) Ltd, New Delhi.</li> <li>Hahnemann. Samuel. (2002). The Chronic Diseases Their Peculiar Nature and Their Homoeopathic Cure. Translated by L. H. Tafel. B. Jain Publishers (P) Ltd, New Delhi.</li> <li>Kent, J. T. (2002). Lectures on Homoeopathic Philosophy. Indian Book &amp; Periodical Publishers, New Delhi.</li> </ul>		
Domains of	Knowledge & Scholarship / Patient Care / Homoeopathic Orientation /		
Competencies	Practice Based Learning		

# HOM – PG-OP – 31:

# THE STUDY OF PROVINGS

Topic Overview:	This topic will provide overview of modern methods of drug proving and its application in proving of new drugs				
	COMPETENCY HOM – PG-OP – 31-1: EXPLANATION OF THE MODERN METHODS OF DRUG PROVING				
Learning Outcomes:	<ul> <li>KNOWLEDGE</li> <li>State the sources of Materia Medica</li> <li>Mention the Dunham's view regarding drug proving</li> <li>Illustrate the emerging perspectives of drug proving, especially in light of works of modern day homoeopathic stalwarts</li> </ul>				
	<ul> <li>SKILL         <ul> <li>Application of Hahnemannian and modern methods of drug proving in proving of new drugs.</li> </ul> </li> <li>REFLECTION         <ul> <li>Reflects upon the proving of new drugs and formation of new Materia Medicas</li> </ul> </li> </ul>				
Competency based Learning Methods	Self-regulated learning, Library based, e-learning, formative self assessment				
Assessment:	Continuous / Programmatic assessment (including Problem Based Learning assessment). Formative Assessment tools: MCQ, Group discussion, Assignments				
Prescribed Texts:	<ul> <li>Dudgeon. R. E. (2019). Lesser writings of Samuel Hahnemann. B.</li> <li>Jain Publishers (P) Ltd, New Delhi. R.E.</li> <li>Dunham Carroll. (2019). Homoeopathy The Science of Therapeutics.</li> <li>B. Jain Publishers (P) Ltd, New Delhi. 14th Impression.</li> <li>Kent, J. T. (2002). Lectures on Homoeopathic Philosophy. Indian Book &amp; Periodical Publishers, New Delhi.</li> </ul>				
Domains of Competencies	Knowledge & Scholarship / Homoeopathic Orientation				

## HOM – PG-OP – 32:

### HA ROBERT'S CONCEPT OF DEFLECTED CURRENT

Topic Overview:	This topic will provide insights into the accessory circumstances or				
	factors which may cause hindrance/obstacle to cure.				
	COMPETENCY HOM – PG-OP – 32-1: IDENTIFY THE FACTORS WHICH MAY CAUSE HINDRANCE/OBSTACLE TO CURE.				
Learning Outcomes:	<ul> <li>KNOWLEDGE</li> <li>Describe the exciting and maintaining cause</li> <li>Recognize whether the obstacle is from the patient side, from the physician side, or related to the remedy</li> <li>Appraise the exclusion method adopted by Dake</li> <li>Knowledge of various obstacles to cure – causes fundamental, exciting or precipitating or maintaining causes and its management</li> </ul>				
	<ul> <li>SKILL</li> <li>Clinical application of deflected current in analyzing and removing the obstacles</li> <li>Application of concept of inter current remedies, antimiasmatic, nososdes or acute prescriptions</li> </ul>				
	<ul> <li>REFLECTION</li> <li>Correlate the concept of accessory circumstances with obstacle to cure and their removal.</li> </ul>				
Competency based Learning Methods	Case based, Self-regulated learning, Library based, e-learning, , formative self assessment				
Assessment:	Continuous / Programmatic assessment (including Problem Based Learning assessment).				
	Formative Assessment tools: MCQ, Group discussion, Assignments				
Prescribed Texts:	<ul> <li>Close, Stuart. (2003). The Genius of Homoeopathy Lectures and Essays on Homoeopathy. IBPP, New Delhi.</li> <li>Kent, J. T. (2002). Lectures on Homoeopathic Philosophy. Indian Book &amp; Periodical Publishers, New Delhi. Reprint edition</li> <li>Roberts, H. A. (1995). The principles and art of cure by homoeopathy.</li> <li>B. Jain publishers pvt. Ltd. Reprint edition</li> <li>Dudgeon R. E. (2002). Lectures on the Theory and Practice of</li> </ul>				

	Homoeopathy. B. Jain publishers pvt Ltd, New Delhi.
Domains o	Knowledge & Scholarship / Homoeopathic Orientation / Practice
Competencies	Based Learning

# HOM – PG-OP – 33:

## HOMOEOPATHIC POSOLOGY

	This course will provide insights into posological principle of				
Topic Overview:	Infinitesimal, elements of posology and role of susceptibility in				
	posology				
	COMPETENCY HOM – PG-OP – 33- 1: UNDERSTANDING THE CONCEPT OF POSOLOGICAL PRINCIPLE OF INFINITESIMALS KNOWLEDGE • Explain the basic principles of vitalistic philosophy				
	<ul> <li>Describe the basic concept of Infinitesimals and the laws governing posology</li> <li>Knowledge of various scales of potency-centesimal,decimaland50 millesimal scale</li> </ul>				
	<ul> <li>SKILL</li> <li>Clinical application of Infinitesimal dose</li> <li>Application of each scale of potency according to the susceptibility and sensitivity of the patient.</li> </ul>				
Learning Outcomes:	REFLECTION • Scientific validation of posological principle of Infinitesimal				
	COMPETENCY HOM – PG-OP – 33-2:				
	RELATE THE COMPONENTS OF HOMOEOPATHIC POSOLOGY AND ROLE OF SUSCEPTIBILITY				
	KNOWLEDGE				
	<ul> <li>List the components of homoeopathic posology</li> <li>Describe the Basic concept of susceptibility</li> <li>State the factors influencing susceptibility</li> </ul>				
	• Application of susceptibility in posology Reflection				
	Critical understanding of elements determining posology				
Competency based	Bedside, Outpatient based, Self-regulated learning, deliberate				

Learning Methods	practice, formative self assessment			
Assessment:	Continuous / Programmatic assessment (including Problem Based Learning assessment). Formative Assessment tools: MCQ, Group discussion, Assignments, check lists			
Prescribed Texts:	<ul> <li>Close, Stuart. (2003). The Genius of Homoeopathy Lectures and Essays on Homoeopathy. IBPP, New Delhi.</li> <li>Dudgeon R. E. (2002). Lectures on the Theory and Practice of Homoeopathy. B. Jain publishers pvt Ltd, New Delhi.</li> <li>Dunham Carroll. (2019). Homoeopathy The Science of Therapeutics.</li> <li>B. Jain Publishers (P) Ltd, New Delhi.</li> <li>Hughes Richard. (2020). The Principles &amp; Practice of Homoeopathy.</li> <li>B. Jain Publishers (P) Ltd, New Delhi.</li> <li>Kent, J. T. (2002). Lectures on Homoeopathic Philosophy. Indian Book &amp; Periodical Publishers, New Delhi.</li> <li>Roberts, H. A. (1995). The principles and art of cure by homoeopathy. B. Jain publishers pvt. Ltd.</li> <li>Hubbard EW. (2004). A Brief Study Course in Homoeopathy B. Jain publishers Pvt. Ltd.</li> </ul>			
Domains	of Knowledge & Scholarship / Patient Care/ Homoeopathic Orientation /			
Competencies	Practice Based Learning			

## HOM – PG-OP – 34:

# SCHOOLS OF MODERN PHILOSOPHIES AND THEIR CORRELATION WITH HOMOEOPATHIC PHILOSOPHY

Topic Overview:	This topic will sensitize the students with an overview of modern schools of philosophies in context of understanding Hahnemann and post Hahnemannian philosophies					
	COMPETENCY HOM – PG-OP – 34- 1: BRIEF OVERVIEW OF SCHOOLS OF MODERN PHILOSOPHIES KNOWLEDGE					
Learning	<ul> <li>Discuss Philosophy, science and metaphysics and their relationship</li> <li>Examine Immanuel Kant concepts on causation and logical relation of antecedents</li> <li>Interpret Jungian concepts of Archetypes and Synchronicity</li> <li>Explain Organic view of holistic sciences on the basis of Hegal</li> <li>Discuss Doctrine of energy on the basis of Leibniz and Bergson</li> <li>Indepth analysis of 'Critical rationalism' of Karl Popper</li> </ul>					
Outcomes:	<ul> <li>SKILL</li> <li>Application of modern philosophies in understanding the workings of Homoeopathic principles</li> </ul>					
	<ul> <li>REFLECTION</li> <li>Identify the elements critical for development of Hahnemann's and post Hahnemann concepts of homoeopathic philosophy</li> </ul>					
	COMPETENCY HOM – PG-OP – 34- 2:					
	CORRELATION OF MODERN SCHOOLS OF PHILOSOPHY WITH HOMOEOPATHIC PHILOSOPHY					
	<ul> <li>KNOWLEDGE</li> <li>Discuss the schools of philosophies – Materialism, Idealism and substantialism, existentialism, realism, pragmatism, romanticism, vitalism. positivism,</li> </ul>					

	phenomenology, Naturalism and critical theory					
	<ul> <li>SKILL</li> <li>Application of these fundamental philosophies ir understanding Hahnemann's and post Hahnemann concept of health, disease and cure</li> </ul>					
	<ul> <li><b>REFLECTION</b></li> <li>Integrate various facets of modern schools of philosophy with homoeopathic philosophy</li> </ul>					
Competency based Learning Methods	Self-regulated learning, Library based, e-learning, , formative self assessment					
Assessment:	Continuous / Programmatic assessment (including Problem Based Learning assessment). Formative Assessment tools: MCQ, Group discussion, Assignments					
Prescribed Texts:	Durant, Will (1961) The Story of Philosophy : the Lives and Opinions of the Great Philosophers of the Western World. New York, Simon and Schuster Russell, Bertrand (1945) History of Western Philosophy. Routledge Danto, Arthur C. (1960). Philosophy of Science. Cleveland: World Publishing. Hatfield, Gary (2005). The History of Philosophy as Philosophy. Oxford Clarendon. Reck, Erich (2013) Introduction: Analytic Philosophy and Philosophical History. Palgrave Macmillan					
Domains of Competencies	Knowledge & Scholarship / Homoeopathic Orientation					

## HOM – PGOP – 35:

## **BRIEF OVERVIEW OF MODERN SCHOOLS OF HOMOEOPATHIC PHILOSOPHY**

Topic Overview:	This topic will sensitize the students with modern schools of homoeopathic philosophy and their relevance in the holistic and individualistic understanding of patient				
	COMPETENCY HOM – PGOP – 35-1: BRIEF OVERVIEW OF MODERN SCHOOLS OF HOMOEOPATHIC PHILOSOPHIES				
	KNOWLEDGE				
	• Discuss the need to obtain basic nuances of modern schools of Homoeopathic Philosophies				
Learning Outcomes:	<ul> <li>Highlight the importance of modern homoeopathic softwares, e learning tools, application based systems etc in better understanding and comprehension of homoeopathic principles</li> </ul>				
	<ul> <li>SKILL         <ul> <li>Application of modern philosophies in patient centred holistic case management</li> </ul> </li> <li>REFLECTION         <ul> <li>Identify the elements of different homoeopathic philosophies in holistic and individualistic understanding of patient</li> </ul> </li> </ul>				
Competency based Learning Methods	Case based, Self-regulated learning, Library based, e-learning, , formative self assessment				
Assessment:	Continuous / Programmatic assessment (including Problem Based Learning assessment).				
	Formative Assessment tools: MCQ, Group discussion, Assignments Dunham Carroll. (2019). Homoeopathy The Science of Therapeutics. B.				
Prescribed Texts:	Jain Publishers (P) Ltd, New Delhi. Rajendran E. (2023). New lights - Lectures on Homeopathy and Philosophy, Mohana Publication				
Domains of Competencies	Knowledge & Scholarship / Homoeopathic Orientation				

### VII. ASSESSMENT

	Formative Assessment	Summative Assessment
	(Internal Assessment)	(University Examination)
M.D.(Hom.)	1 <sup>st</sup> Term Test: During twenty fourth	
Part-II	month of training	During thirty sixth month of
	2 <sup>nd</sup> Term Test: During thirtieth month	training
	of training	

#### VII (1). M.D. (HOMOEOPATHY) PART-II EXAMINATION -

# MAXIMUM MARKS FOR EACH SUBJECT AND MINIMUM MARKS REQUIRED TO PASS SHALL BE AS FOLLOWS:

Subjects	Theory		Practical or clinical exams including Viva-Voce and dissertation	
Subjects	Maximum Marks	Pass Marks	Maximum Marks	Pass Marks
Homoeopathic Philosophy	100	50	200*	100*
Paper 1			(160 + 40)	(80 + 20)
			(Summative	(Summative
			Assessment 160	Assessment 80
			Marks)	Marks)
			(Internal	(Internal
			Assessment 40	Assessment 20
			Marks)	Marks)
Homoeopathic Philosophy	100	50	1	
Paper 2				

(\*A common practical exam for paper I and II (100 marks practical + 100 marks viva) shall be conducted; twenty per cent. weightage shall be for internal assessment, which shall be calculated for practical or clinical including viva voce only. One internal assessment of 40 marks [20 marks (practical or clinical) + 20 marks (viva voce)] after each term of six months and average of two terms shall be considered. \*Eighty per cent weightage shall be for summative assessment).

**VII (2). ASSESSMENT BLUEPRINT – THEORY** (Benchmarked by the module-wise distribution.)

### VII (2A). DISTRIBUTION OF COURSES FOR THEORY-BASED ASSESSMENT.

Types of question	No. of questions to be asked	Marks per question	Total
ProblemBased Question	01	20	20
Long Answer Question	04	10	40
Short Answer Question	08	05	40
Total	1 1		100

#### **TYPES OF QUESTIONS WITH MARKS**

Part 2 – Paper 1. List the topics

• HOM – PG-OP – 15

#### THE LOGIC OF HOMEOPATHY

• HOM – PG-OP – 16

SUSCEPTIBILITY, REACTION AND IMMUNITY

• HOM – PG-OP – 17

**RELATION OF PATHOLOGY TO THERAPEUTICS** 

• HOM – PG-OP – 18

GENERAL PATHOLOGY OF HOMOEOPATHY IN CONTEXT OF HAHNEMANNIAN AND POST HAHNEMANNIAN UNDERSTANDING OF MIASMS

• HOM – PG-OP – 19

INTEGRATING PRECLINICAL, CLINICAL AND PARACLINICAL KNOWLEDGE FOR HOLISTIC PATIENT CENTRED CASE MANAGEMENT.

• HOM – PG-OP – 22

THE DYNAMIC ACTION OF DRUGS

• HOM – PG-OP – 23

PROGNOSIS AFTER OBSERVING THE ACTION OF THE REMEDY/REMEDY REACTION

• HOM – PG-OP – 24

THE SECOND PRESCRIPTION

• HOM – PG-OP – 27

SUPPRESSION AND PALLIATION

• HOM – PG-OP – 33:

HOMOEOPATHIC POSOLOGY

Part 2 – Paper 2. List the topics

• HOM – PG-OP – 20

HOMOEOPATHIC SEMIOLOGY

• HOM – PG-OP – 21

CASE PERCEIVING IN SPECIAL CLINICAL SETTINGS

• HOM – PG-OP – 25

THE SCOPE AND LIMITATIONS OF HOMOEOPATHY

• HOM – PG-OP – 26

SECOND BEST REMEDY

• HOM – PG-OP – 28

PHENOMENOLOGICAL VIEWPOINT

• HOM – PG-OP – 29

TEMPERAMENTS

• HOM – PG-OP – 30

**ALTERNATION OF REMEDIES** 

• HOM – PG-OP – 31:

#### THE STUDY OF PROVINGS

• HOM – PG-OP – 32:

HA Robert's concept of Deflected current

### • HOM – PG-OP – 34

Schools of modern Philosophies and their correlation with homoeopathic philosophy

• HOM – PG-OP – 35

Brief overview of modern schools of homoeopathic philosophy

Q.	Type of	Constant	Maulan
No.	Question	Content	Marks
1	Problem	HOM – PG-OP – 19	20
1	Based	110141 - 1 0-01 - 17	20
2	LAQ	HOM – PG-OP – 15	10
3	LAQ	HOM – PG-OP – 16	10
4	LAQ	HOM – PG-OP – 18a	10
5	LAQ	HOM – PG-OP – 23	10
6	SAQ	HOM – PG-OP – 18b	5
7	SAQ	HOM – PG-OP – 17a	5
8	SAQ	HOM – PG-OP – 17b	5
9	SAQ	HOM – PG-OP – 22	5
10	SAQ	HOM – PG-OP – 24	5
11	SAQ	HOM – PG-OP – 27	5
12	SAQ	HOM – PG-OP – 33a	5
13	SAQ	HOM – PG-OP – 33b	5

# VII (2B). QUESTION PAPER LAYOUT PAPER 1

### VII (2B). QUESTION PAPER LAYOUT PAPER 2

Q. No.	Type of Question	Content	Marks
1	Problem Based	HOM – PG-OP – 20	20
2	LAQ	HOM – PG-OP – 21a	10
3	LAQ	HOM – PG-OP – 25	10
4	LAQ	HOM – PG-OP – 28	10
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5	LAQ	HOM – PG-OP – 34	10
6	SAQ	HOM – PG-OP – 21b	5
7	SAQ	HOM – PG-OP – 26	5
8	SAQ	HOM – PG-OP – 29	5
9	SAQ	HOM – PG-OP – 30 a	5
10	SAQ	HOM – PG-OP – 30b	5
11	SAQ	HOM – PG-OP – 31	5
12	SAQ	HOM – PG-OP – 32	5
13	SAQ	HOM – PG-OP – 35	5

#### VII (3). ASSESSMENT BLUEPRINT –PRACTICAL / VIVA.

VII (3A).	CLINICAL EXAMINATION.

CLINICAL			
1	Internal Assessment	20 Marks	
2	One Long Case	50 Marks	
3	One Short case	20 Marks	
4	Logbook	5 Marks	
5	Micro Teaching	5 Marks	
	Total 100 Marks		

#### VII (3b). Viva Voce.

Viva			
1	Internal Assessment	20 Marks	
1	Discussion of Synopsis	20 Marks	
2	Viva (Applied Homoeopathy, Clinical understanding, Laboratory / Imaging investigations – 20 + 20 + 20)	60 Marks	
	Total 100 Marks		

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#### FUNDAMENTALS OF CLINICAL MEDICINE TO ORGANON OF MEDICINE PART 1 PAPER 2

#### (HOM-PG-FMOP) PAPER-2

#### 1. TITLE OF THE FUNDAMENTAL COURSE AND ITS ABBREVIATION.

#### Fundamentals of Clinical Medicine to Organon of Medicine

#### **HOM-PG-FMOP**

# 2. BRIEF DESCRIPTION OF COURSE AND ITS RELEVANCE IN HOMEOPATHY POST-GRADUATE COURSE.

This paper deals with the clinical stream to provide a foundation for homoeopathic practice and therefore is expected to deliver the basic clinical approach. This paper supports the evolution of an integrated approach to relating clinical symptomatology with homoeopathic fundamentals, including the miasmatic interpretation in the context of Homoeopathic Philosophy. This intends to impart knowledge for a basic clinical approach required by a homoeopathic professional for practising clinical medicine concerning homoeopathic principles.

#### **3. COURSE OUTCOMES:**

- 1. Perform evidence-based clinical practice in Organon of Medicine.
- 2. Display ethical standards in clinical practice in Organon of Medicine.
- 3. Evaluate differential diagnosis by symptom-based approach in clinical practice
- 4. Relate symptomatology and clinical examination to Organon of Medicine
- 5. Interpret investigation in the light of clinical diagnosis and Organon of Medicine
- 6. Perform homoeopathic case-taking based on homoeopathic principles.
- 7. Relate the different cause and effect relationships in case taking.
- 8. Assemble data from the case taking and correlate it with medicine.
- 9. Apply the direction of clinical management from a homoeopathic perspective.
- 10. Relate the symptoms of drugs in Homoeopathic Materia Medica with the miasm and susceptibility of the patient.

#### 4. TOPICS AND TOPIC CONTENTS

### TOPICS

• HomPG-FMOP-01:

#### INTRODUCTION TO THE PRACTICE OF EVIDENCE BASED MEDICINE

• HomPG-FMOP-02:

DEVELOPING A BASIC CLINICAL APPROACH: ALL THE FOLLOWING CONTENT HAS TO BE DELIVERED THROUGH CLINICAL CASES AND BEDSIDE CLINIC

• Hom PG-FMOP–03:

STUDYING THE CARDINAL MANIFESTATIONS OF DISEASE THROUGHTHEIRPATHO-PHYSIOLOGYWITHHAHNEMANNIANCLASSIFICATION OF SYMPTOMS AND MIASMATICCLASSIFICATIONAND THERAPEUTICS THROUGH CLINICAL CASES AND BEDSIDE

• Hom PG-FMOP–04:

BASIC CONCEPTS OF NUTRITION, NUTRITIONAL DISEASES AND MIASMATIC ASSESSMENT

• Hom PG-FMOP–05:

# INTERPRETATIONS OF LABORATORY AND RADIOLOGICAL INVESTIGATIONS

#### **TOPIC CONTENTS**

(I) HomPG-FMOP-01:

# INTRODUCTION TO THE PRACTICE OF EVIDENCE BASED MEDICINE

- a. Concept of evidence-based practice and its importance in Homoeopathy in relation to Organon of Medicine.
- b. Importance of developing an ethical base while adhering to the above with relation to Organon of Medicine.

#### (II) HomPG-FMOP-02:

## DEVELOPING A BASIC CLINICAL APPROACH: ALL THE FOLLOWING CONTENT HAS TO BE DELIVERED THROUGH CLINICAL CASES AND BEDSIDE CLINIC

- a. Correlative study of Normal structure and function to reveal Structural and functional integrity in Health and understanding the clinical and Hahnemannian concept of health through clinical cases
- b. Role of Control Systems (Psycho-Neuro-Endocrine axis and the Reticulo-

endothelial System) in the maintenance of Health and initiating the process of breakdown and onset of illness

- c. Different components which influence health at individual, family and community level leading to insight into preventive and community medicine through Hahnemannian philosophy of holistic approach.
- d. Concept of predisposition and disposition and its influence on development of diseases and application to Organon of Medicine
- e. Bio-psycho-social and environmental model of aetiology and correlating with the Hahnemannian concept of causation and evolution of disease.
- f. Development of a Symptom as an indication of loss of functional competence followed by loss of structural integrity the pathogenesis of symptom formation and the Hahnemannian concept of disease and its expression and application to Homoeopathic Materia Medica
- g. Clinico-pathological correlations and the concept of a syndrome, its therapeutics and its utility in understanding miasmatic evolution
- h. Bed side- General and Systematic examination and understanding their basis
- i. Role of physical examination and clinical investigation in the study of disease and miasm.
- j. Understanding the process of clinical diagnosis through homoeopathic perspective
- k. Importance of differential diagnosis-probable diagnosis and final diagnosis in relation to homoeopathic philosophy

# FOLLOWING STUDY SHALL HELP IN BUILDING TOTALITY OF SYMPTOMS AND IN MANAGEMENT OF THE CASE.

- a. Predisposition:
- b. Causation and modifying factors:
- c. Pathogenesis, Pathology, Clinico-pathological and miasmatic correlations with pathological end result
- d. Classification and evolution of disease according to varying expressions of susceptibility:
- e. Case taking, examination, investigation and approach to clinical diagnosis:
- f. Differential diagnosis:
- g. Management-General and Homoeopathic:
  - i. General Management
  - ii. Standard management: Detailed aspects of currently accepted medication from modern medicine, their pharmacological effects, their management and adverse drug reactions and ways in which they affect the susceptibility of the patient. And indicated medicines for the state.

This may include the following:

- iii. Principles of Homoeopathic management:
  - 1.Scope and limitations:
  - 2.Role of different forces:
  - 3.Potency and repetition:
  - 4.Follow up management:
- h. Prognosis

i. Future advances

#### (III) Hom PG-FMOP-03:

STUDYING THE CARDINAL MANIFESTATIONS OF DISEASE THROUGH THEIR PATHO-PHYSIOLOGY WITH HAHNEMANNIAN CLASSIFICATION OF SYMPTOMS AND MIASMATIC CLASSIFICATION AND THERAPEUTICS THROUGH CLINICAL CASES AND BEDSIDE

- a. Pain
  - i. Pain: Patho-physiology
  - ii. Chest Pain
  - iii. Abdominal pain
  - iv. Headache
  - v. Back and Neck pain
- b. Fever-types
- c. Alteration in Nervous system functions
  - i. Faintness, syncope, dizziness, vertigo
  - ii. Weakness, myalgias, imbalance
  - iii. Numbness, tingling and sensory loss
  - iv. Acute confusional states
  - v. Aphasias
  - vi. Memory loss and dementia
  - vii. Sleep disorder
- d. Alteration in Respiratory and Circulation
  - i. Dyspnoea
  - ii. Cough and hemoptysis
  - iii. Cyanosis
  - iv. Oedema
  - v. Shock
- e. Alteration in Gastrointestinal functions
  - i. Dysphagia
  - ii. Nausea, vomiting, indigestion
  - iii. Diarrhea and Constipation
  - iv. Weight loss
  - v. Gastrointestinal bleeding
  - vi. Jaundice
  - vii. Abdominal swelling and ascites
- f. Alteration in Urinary functions and electrolytes
  - i. Incontinence and lower urinary symptoms
  - ii. Urinary abnormalities
- g. Alteration in Reproductive and Sexual functions
  - i. Erectile dysfunction
  - ii. Disturbances of Menstruation

- iii. Leucorrhea
- iv. Hirsutism
- v. Infertility
- h. Alteration in Skin functions
  - i. Itching
  - ii. Eruptions
  - iii. Disorders of pigmentation
- i. Hematological alterations
  - i. Anaemia
  - ii. Bleeding
  - iii. Enlargement of Lymph nodes and spleen
- (IV) Hom PG-FMOP-04: Basic Concepts of Nutrition, Nutritional Diseases and miasmatic assessment
  - a. Nutritional and Dietary assessment
  - b. Malnutrition
  - c. Vitamin and Mineral deficiency
  - d. Obesity
  - e. Eating disorders etc.
- (V) Hom PG-FMOP-05: Interpretations of Laboratory and Radiological Investigations
  - a. Hematology All basic tests
  - b. Serology
  - c. Biochemistry
  - d. Microbiology
  - e. Special tests Hormonal Assays Thyroid function tests, LH, FSH, Prolactin, TORCH, Triple marker, IgG/ IgM, HLA B27, Beta HCG, Anti-thyroid antibodies, Anti-cardolipin antibodies.
  - f. Basis Concepts of Radio Imagining like X-rays, CT, MRI
  - g. USG
  - h. ECG (Basic applications)

## 5. TOPIC DESCRIPTION:

# HOMPG-FMOP–01: INTRODUCTION TO THE PRACTICE OF EVIDENCE BASED MEDICINE

Course Overview:	This course will provide students of MD Hom (Homoeopathic Philosophy) with an overview of the significance of displaying ethical based clinical practice in Organon.	
Learning Outcomes:	<ul> <li>COMPETENCY HOMPG-FMOP-01-1:</li> <li>IDENTIFIES ETHICAL BASED CLINICAL PRACTICES IN ORGANON OF MEDICINE.</li> <li>KNOWLEDGE         <ul> <li>Describes the ethical based clinical practices in Organon of Medicine.</li> <li>Apply different philosophies of ethical based clinical practices in clinical practice.</li> <li>Discuss importance of authentic data publication in journals and dissertation.</li> <li>Explain the issues related to plagiarism.</li> </ul> </li> <li>SKILL         <ul> <li>Demonstrates fidelity in converting the experience shared by patient using all senses.</li> <li>Demonstrates truthfulness in writing the right symptoms choosing right words.</li> <li>Prefer the totality used have the intended meaning desired by the author.</li> <li>Complete a publication ready document which ensure free of plagiarism and no manipulation of data.</li> </ul> </li> <li>REFLECTION         <ul> <li>Appreciates the process involved ensuring ethical based clinical practice and Organon.</li> </ul> </li> </ul>	
Competency based Learning Methods	Brain storming, Self-regulated learning, deliberate practice, formative self assessment	
Assessment:	Continuous / Programmatic assessment (including Problem Based Learning assessment).         Formative Assessment tools: MCQ, Group discussion, Assignments	
Prescribed Texts:	As per enclosed list	
Domains of Competencies	Knowledge & Scholarship / Patient Care / Homoeopathic Orientation Practice Based Learning	

#### HOMPG-FMOP-02:

# DEVELOPING A BASIC CLINICAL APPROACH: ALL THE FOLLOWING CONTENT HAS TO BE DELIVERED THROUGH CLINICAL CASES AND BEDSIDE CLINIC

Course Overview:	This course will provide students of MD Hom (Homoeopathic Philosophy) with an overview of the	
	COMPETENCY HOMPG-FMOP-02-1: BASIC CLINICAL APPROACH IN RELATION TO HOMOEOPATHIC PHILOSOPHY	
Learning Outcomes:	<ul> <li>KNOWLEDGE</li> <li>Describes the concept of clinical practices in Organon of Medicine.</li> <li>Apply different facets of philosophies in clinical practice.</li> <li>Discuss importance of homoeopathic orientation to clinical medicine</li> <li>SKILL</li> <li>Demonstrates clinical approach in relation to homoeopathic philosophy</li> </ul>	
	<ul> <li><b>REFLECTION</b></li> <li>Appreciates the processes involved in ensuring clinical approach in relation to homoeopathic philosophy</li> </ul>	
Competency based Learning Methods	Problem based, Case based, Bedside, Out-patient based, Self-regulated learning, deliberate practice, formative self assessment	
Assessment: Formative Assessment tools: MCQ, Group discussion, A check list		
Prescribed Texts:	As per enclosed list	
Domains of Competencies	Knowledge & Scholarship / Patient Care / Homoeopathic Orientation / Practice Based Learning	

#### Hom PG-FMOP-03:

# STUDYING THE CARDINAL MANIFESTATIONS OF DISEASE THROUGH THEIR PATHO-PHYSIOLOGY WITH HAHNEMANNIAN CLASSIFICATION OF SYMPTOMS AND MIASMATIC CLASSIFICATION AND THERAPEUTICS THROUGH CLINICAL CASES AND BEDSIDE: PAIN AS AN EXAMPLE

Course Overview:	This course will provide students of MD Hom (Homoeopathic Philosophy) with an overview of the significance of utilisation of Organon of Medicine as understanding homoeopathic perspective of pain in general and various locations in particular.
Learning Outcomes:	<ul> <li>COMPETENCY-HOM PG-FMOP-03-1:</li> <li>EXPLAIN THE PATHOGENESIS OF PAIN IN GENERAL AND LOCATIONS IN PARTICULAR IN RELATION TO HOMOEOPATHIC PHILOSOPHY</li> <li>KNOWLEDGE         <ul> <li>Describes the various patho – physiological processes involved in genesis of pain.</li> <li>Identifies the role of psycho – neuro endocrine axis in genesis of pain.</li> <li>Discuss the representation of pain in</li> </ul> </li> <li>SKILL         <ul> <li>Demonstrates bedside case taking skills.</li> <li>Identifies the symptom based on subjective and objective expressions.</li> <li>Search the relevant symptomatology with differential symptoms from different miasms.</li> </ul> </li> </ul>
	<ul> <li><b>REFLECTION</b> <ul> <li>Recall the experience with reference to Organon of Medicine and Different philosophies</li> <li>.</li> </ul> </li> </ul>
	COMPETENCY HOM PG-FMOP-03-2: DIFFERENTIATES THE TYPES OF PAIN BASED ON LOCATION ASSOCIATION.
	KNOWLEDGE
	<ul> <li>Identifies the different types of pains in relation to location.</li> <li>Relate with the pathogenesis.</li> <li>Identifies the pain and enquires appropriately.</li> <li>Identifies the characteristics in the pain sensation .</li> </ul>

	<ul> <li>Aware of the role of homoeopathy</li> </ul>				
	<ul> <li>Identifies the investigations to be indented</li> </ul>				
<ul> <li>Concludes the clinical diagnosis in context of m susceptibility</li> <li>SKILL</li> </ul>					
					<ul> <li>Logically demonstrate the need of Organon of Medic</li> </ul>
	REFLECTION				
	<ul> <li>Identify the critical incidents that help in homoeopathic perspective of pain as a symptom</li> </ul>				
Competency based	Problem based, Case based, Bedside, Out-patient based, Self-regulated				
Learning Methods	learning, deliberate practice, formative self assessment				
	Continuous / Programmatic assessment (including Problem Based				
	Learning assessment).				
Assessment:					
	Formative Assessment tools: MCQ, Group discussion, Assignment				
	check list				
Prescribed Texts:	As per enclosed list				
Domains of	Knowledge & Scholarship / Patient Care / Homoeopathic Orientation /				
Competencies	Practice Based Learning				

# HOM PG-FMOP-03:

## GASTRO-INTESTINAL BLEEDING AS AN EXAMPLE

Course Overview:	This course will provide students of MD Hom (Homoeopathic Philosophy) with an overview of the significance of utilisation of Organon of Medicine as credible source for management for Gastro-intestinal bleeding.		
Course Overview:			
Outcomes:	<ul> <li>corelation and miasmatic correlation</li> <li>Explain the different causation at the level of bio-psychosocial-cultural-economical -political-religious responsible for the gastrointestinal bleeding</li> <li>Classify the different evolution of gastrointestinal bleeding from reversible to irreversible pathologies</li> <li>Classify the diseases with gastrointestinal bleeding from Hahnemannian classification</li> <li>Define the scope and limitation of homoeopathic management for the same</li> <li>Relate gastrointestinal bleedings with range of susceptibility</li> <li>Define the follow up criteria and remedy response for the gastrointestinal bleedings in context of evolving susceptibility</li> <li>Apply all the clinical and homoeopathic knowledge to plan homoeopathic management for gastrointestinal bleeding</li> <li>Describe range of susceptibility and miasm of gastrointestinal bleeding remedies</li> </ul>		

<ul> <li>Demonstrates bedside case taking skills in cases of intestinal bleeding.</li> <li>Perform homoeopathic clinical case taking of the gastrointestinal bleeding</li> <li>Demonstrate the physical examination skill.</li> <li>Construct different reportorial totalities and report references of gastrointestinal bleeding</li> <li>Construct acute, inter current and chronic totalities gastrointestinal bleedings</li> </ul>			
	<ul> <li><b>REFLECTION</b></li> <li>Recall the viewpoint of different stalwarts for management of gastrointestinal bleeding.</li> </ul>		
Competency based Learning Methods	Problem based, Case based, Bedside, Out-patient based, Self-regulated learning, deliberate practice, formative self assessment		
Assessment:	Continuous / Programmatic assessment (including Problem Based Learning assessment).Formative Assessment tools: MCQ, Group discussion, Assignments, check list		
Prescribed Texts:	As per the list		
Domains of Competencies	Knowledge & Scholarship / Patient Care / Homoeopathic Orientation / Practice Based Learning.		

# HOM PG-FMOP-03:

# DYSPNOEA AS AN EXAMPLE

Course	This course will provide overview of dyspnoea, its understanding in clinical				
Overview:	practice and its homoeopathic perspective.				
	COMPETENCY -HOM PG-FMOP-03-4:				
	EXPLORING DYSPNOEA AS A SYMPTOM AND ITS HOLISTIC UNDERSTANDING IN LIGHT OF HOMOEOPATHIC PERSPECTIVE AND CLINICAL MEDICINE				
Learning	AND CLINICAL MEDICINE				
Outcomes:	KNOWLEDGE				
	Discuss the etiopathogenesis of dyspnoea				
	Conclude etiopathogenesis of dyspnoea from homoeopathic perspective				
	• Discuss the other clinical features associated with dyspnoea				
	Explain the pathogenesis of Dyspnoea				
	Plan investigation for confirmation of diagnosis				

	Formulate provisional clinical diagnosis and differential diagnosis		
	• Explain Clinical differentiation of symptoms for assessment of no sological diagnosis		
	Discuss investigation for confirmation of diagnosis		
	Classify dypnoea from Hahnemannian classification of disease		
	• Apply clinical insight in classifying miasm (Psoric, Syphilitic and Sycotic)		
	• Correlate Hahnemann's concept and modern medicine for the understanding of dyspnoea		
	• Classify the symptoms with analysis and evaluation		
	• Ascertain prognosis from clinical medicine and homoeopathic perspective		
	• Plan Diet as regimen as per the nosological diagnosis and Hahnemann's directions.		
	<ul> <li>Plan the line of management (Medicinal and/or auxiliary management)</li> <li>Plan Strategy for homoeopathic management</li> </ul>		
	SKILL:		
	Perform Homoeopathic Case taking including anamnesis		
	• Perform Clinical examination of chest and other relevant systems.		
	• Display Homoeopathic approach in terms of anamnesis, susceptibility and miasmatic analysis		
	Construct prescribing Totality		
	REFLECTION:		
	Integrated approach in understanding dyspnoea		
	• Identify social, economic, environmental, biological and emotional determinants of dyspnoea		
Competency based Learning	Problem based, Case based, Bedside, Out-patient based, Self-regulated learning, deliberate practice, formative self assessment		
Methods			
Assessment:	Continuous / Programmatic assessment (including Problem Based Learning assessment).		
	Formative Assessment tools: MCQ, Group discussion, Assignments, check list		
Prescribed Texts:	As per the list		
Domains of Competencies	Knowledge & Scholarship / Patient Care / Homoeopathic Orientation		

## HOM PG-FMOP-04:

# BASIC CONCEPTS OF NUTRITION, NUTRITIONAL DISEASES AND MIASMATIC ASSESSMENT

Course Overview:	<ul> <li>This course will provide students of MD Hom (Homoeopathic Philosophy) will an overview of the significance of utilisation of Organon of Medicine and Homoeopathic philosophy as credible database for malnutrition, vitamin and mineral deficiency, obesity, eating disorder.</li> </ul>				
Learning Outcomes:	<ul> <li>Competency Hom PG-FMOP-04- 1: Identifies subjective and objective signs and symptoms of malnutrition, vitamin and mineral deficiency, obesity, eating disorder.</li> <li>Knowledge <ul> <li>Describes the various patho-physiological processes involved in genesis malnutrition, vitamin and mineral deficiency, obesity and eating disorders.</li> <li>Identifies the role of psycho – neuro endocrine axis in genesis of malnutrition, vitamin and mineral deficiency, obesity and eating disorders.</li> <li>Identifies the role of predisposition and susceptibility in genesis of malnutrition, vitamin and mineral deficiency, obesity and eating disorders.</li> <li>Identifies the role of predisposition and susceptibility in genesis of malnutrition, vitamin and mineral deficiency, obesity and eating disorders.</li> <li>Aware of subjective and objective signs and symptoms of malnutrition, vitamin and mineral deficiency, obesity and eating disorders.</li> <li>Defines the level of malnutrition, vitamin and mineral deficiency, obesity and eating disorders.</li> <li>Discuss the role of diet and nutritional supplements in management of malnutrition, vitamin and mineral deficiency, obesity and eating disorders.</li> <li>Awareness of representation in Repertory of signs and symptoms related to malnutrition, vitamin and mineral deficiency, obesity and eating disorders.</li> <li>Apply clinical symptoms and characteristics of different homoeopathic medicines</li> <li>Classify malnutrition from Hahnemannian classification of disease</li> <li>Identifies the scope of homoeopathy alone in management of malnutrition, vitamin and mineral deficiency, obesity and eating disorders.</li> </ul> </li> </ul>				
	SKILL				
	• Demonstrates case taking skills in assessment of malnutrition, vitamin and mineral deficiency, obesity and eating disorders.				

<ul> <li>Demonstrates the clinical examination skills of signs and symptom of malnutrition, vitamin and mineral deficiency, obesity and eating disorders</li> <li>Demonstrates the assessment skills of level and intensity of malnutrition, vitamin and mineral deficiency, obesity and eating disorders in relation to homoeopathic practise.</li> <li>Refers appropriate repertory and relevant rubrics that represent the malnutrition, vitamin and mineral deficiency, obesity and eating disorders.</li> <li>Apply clinical insight in classifying miasm (Psoric, Syphilitic and Sycotic)</li> </ul>		
DEELECTION		
<ul> <li>REFLECTION</li> <li>Appreciates the process involved in assessment of malnutrition, vitamin and mineral deficiency, obesity and eating disorders and scope of homoeopathy.</li> </ul>		
COMPETENCY HOM PG-FMOP-04-2:		
REFERS APPROPRIATE ORGANON AND HOMOEOPATH PHILOSOPHY TO MANAGE MALNUTRITION, VITAMIN A MINERAL DEFICIENCY, OBESITY AND EATING DISORDERS.		
<ul> <li>KNOWLEDGE         <ul> <li>Identifies the different guidelines in Organon of Medicine useful for management of malnutrition, vitamin and mineral deficiency, obesity and eating disorders.</li> <li>Identifies the role of miasms in management of malnutrition, vitamin and mineral deficiency, obesity and eating disorders.</li> </ul> </li> <li>SKILL         <ul> <li>Demonstrate the the role of miasms in management of malnutrition, vitamin and mineral deficiency, obesity and eating disorders, obesity and eating disorders.</li> </ul> </li> <li>REFLECTION         <ul> <li>Identifies the scope of use of Homoeopathy in management of malnutrition, vitamin and mineral deficiency, obesity and eating disorders.</li> </ul> </li> </ul>		
Problem based. Case based. Bedside. Out-patient based. Self-regulated learning		
Problem based, Case based, Bedside, Out-patient based, Self-regulated learning, deliberate practice, formative self assessment		
deliberate practice, formative self assessment Continuous / Programmatic assessment (including Problem Based Learning assessment).		
deliberate practice, formative self assessment         Continuous / Programmatic assessment (including Problem Based Learning		

Domains of	Knowledge & Scholarship / Patient Care / Homoeopathic Orientation / Practice
Competencies	Based Learning

#### HOM PG-FMOP-05:

#### INTERPRETATIONS OF LABORATORY AND RADIOLOGICAL INVESTIGATIONS

# BELOW IS MENTIONED A PROTOTYPE THAT WILL BE APPLIED TO ALL THE INVESTIGATION LISTED AFTER THE TABLE:

Course	This course will provide overview of Interpretation of Liver Function test, its			
Overview:	understanding in clinical practise and its homoeopathic perspective.			
	COMPETENCY HOM PG-FMOP-05-1: INTERPRETATION OF LIVER FUNCTION TEST IN LIGHT OF HOMOEOPATHIC PERSPECTIVE AND CLINICAL MEDICINE. KNOWLEDGE • Explain the liver functions			
	<ul> <li>Discuss Etiopathogenesis of liver disorders</li> </ul>			
	• Interpret investigation for liver function.			
	<ul> <li>Classify the liver function in to functional and structural representation</li> <li>Classify the liver function as representation of different Miasm (Psoric, Syphilitic and Sycotic)</li> </ul>			
	• Explain the importance of liver function test in judging the susceptibility of the patient.			
	• Correlate the Hahnemann's concept and modern medicine for the understanding liver function test			
Learning Outcomes:	• Justify prognosis from clinical and homoeopathic medicine based on liver functions test.			
	• Plan the line of management based on Liver Function test			
	• Identify Striking, singular, uncommon, and peculiar symptoms based on laboratory findings.			
	Relate liver function test to clinical Organon			
	• Apply laboratory findings in selection of medicine, potency, repetition of doses.			
	• Apply laboratory findings in prescribing diet and regimen from modern and homoeopathic point of view.			
	• Discuss prognosis from clinical medicine and homoeopathic perspective.			
	SKILL:			
	• Perform clinical and homoeopathic history based on laboratory findings.			
	• Corelation of clinical history with laboratory finding.			
	REFLECTION:			
	Relate use of laboratory test in judicious management of clinical cases			

	• Relate the utility of laboratory finding in forming the totality of symptoms.		
Competency	Problem based, Case based, Bedside, Out-patient based, Self-regulated learning,		
based	deliberate practice, formative self assessment		
Learning			
Methods			
Assessment:	Continuous / Programmatic assessment (including Problem Based Learning assessment).		
	Formative Assessment tools: MCQ, Group discussion, Assignments, check list		
Prescribed	As per the list		
Texts:			
Domains of	Knowledge & Scholarship / Patient Care / Homoeopathic Orientation		
Competencies			

## **6** SCHEME OF EXAMINATION

# PART I - Paper- 2

6a. Theory: 100 Marks Number of papers: 01 Maximum marks: 100 Types of question with marks:

		Table-7	
Types of question	No. of questions to	Marks per	Total
	be asked	question	
Problem Based	01	20	20
Question			
Long Answer	04	10	40
Question			
Short Answer	08	05	40
Question			
Total	Total		

Table-7

## QUESTION PAPER BLUEPRINT PART-1- PAPER -2 EXAMINATION: ALL THE QUESTION MUST HAVE ORGANON AND PHILOSOPHY APPLICATION A. GENERAL TOPICS

Sr no	Course content	Problem based questions	Weightage		
Long Answ	er Questions: Compulsory = 20 marks		·		
Problem ba	ased -: PBL/ scenario/Case based				
Q 01	HomPG-FMOP-01 or 03 or 04         20 x1         20 x1				
Long Answ	er Questions = 10 marks each Q $2 - Q 5$				
Problem ba	sed -: PBL/ scenario/Case based				
Q 02	HomPG-FMOP-01	10 marks			
Q 03	HomPG-FMOP-03: a or c	10 marks	]		
Q 04	HomPG-FMOP-03: d	10 marks	40 marks		
Q 05	HomPG-FMOP-03: e	10 marks	7		
Short Answ	rer Questions = 5 marks each Q 6 to Q 13				
Q 06	HomPG-FMOP-04	5 marks			
Q 07	HomPG-FMOP-03: b or i	5 marks	40 marks		
Q 08	HomPG-FMOP-03: f	5 marks			
Q 09	HomPG-FMOP–03: g	5 marks			
Q 10	HomPG-FMOP-03: h	5 marks			
Q 11	HomPG-FMOP-05: a or b or c	5 marks	]		
Q 12	HomPG-FMOP-05: d or e	5 marks	]		
Q 13	HomPG-FMOP–05: f or g or h	5 marks	]		

7b. Practical and Viva-Voce Examination: 100 Marks (80% marks will be of Part-1 University Examination, 20% marks will be calculated from the average of two internal assessment examinations).

## CLINICAL AND VIVA-VOCE EXAMINATION (AS COMMON TO PAPER 1 & 2 OF PART 1): CLINICAL

1	Internal Assessment	20 Marks
2	One Long Case	50 Marks
3	One Short case	20 Marks
4	Logbook	5 Marks
5	Micro Teaching	5 Marks
Total	1	100 Marks

	VIVA		
1	Internal Assessment	20 Marks	
1	Discussion of Synopsis	20 Marks	
2	Viva (Applied Homoeopathy, Clinical understanding, Laboratory / Imaging investigations – 20 + 20 + 20)	60 Marks	
TOTAL		100 MARKS	

### **INTERNAL ASSESSMENT:**

	End Semester			End Semester		End Semester		Final		
	Assessment			Assessment		Assessment		marks		
	I(A)		II (B)		III (C)		(A+B+C)/3			
	Viva	Clinical	Total	Viva	Clinical	Total	Viva	Clinical	Total	Total
Out of	10	10	20	10	10	20	10	10	20	
Marks										
obtained										

## 8. LIST OF BOOKS

- 1. Allen. J. H. M.D. Skin. In, The Chronic Miasms Psora and Pseudo-Psora, Volume 1, New Delhi: India Books and Periodicals Syndicate; 1921.
- Banerjea. S. K. Miasmatic Diagnosis: Comparison of the Dermatological Symptoms. In, Miasmatic Prescribing, 2<sup>nd</sup> Extended Edition India: Kuldeep Jain for B. Jain Publishers Private Limited; 2010. P. 122/128, 176.
- **3.** Bickley, Lynn S. (2003). Bates' guide to physical examination and history taking. Philadelphia: Lippincott Williams & Wilkins
- **4.** Chamberlain EN, Ogilvie C (1974). Symptoms and Signs in Clinical Medicine: An Introduction to Medical Diagnosis. Wright, Bristol.
- 5. Close, Stuart. (2003). The Genius of Homoeopathy Lectures and Essays on Homoeopathy. IBPP, New Delhi. Reprint edition.
- 6. Davis M.A (2003). Signs And Symptoms In Emergency Medicine (2Ed.). Elsevier
- 7. Dhawale. M.L. Principles and Practice of Homoeopathy: Homoeopathic Philosophy and Repertorization—4th revised and enlarged edition
- 8. Dudgeon. R. E. (2019). Lesser writings of Samuel Hahnemann. B. Jain Publishers (P) Ltd, New Delhi. R.E. 14th Impression
- **9.** Dunham Carroll. (2019). Homoeopathy The Science of Therapeutics. B. Jain Publishers (P) Ltd, New Delhi. 14th Impression
- Gupta LC, Gupta A, Gupta A (2005). Differential Diagnosis, 6<sup>th</sup>Edition, Jaypee Publishers, New Delhi
- 11. Haehl, R. Samuel Hahnemann His Life and Work. Vol I, chapter 24th. 1996, B.Jain Publishers Pvt Ltd.
- 12. Hahnemann. Samuel. (2013). Organon of medicine Translated from fifth edition, With an Appendix, by R. E. Dudgeon and from 6 th edition by W. Boericke. B. Jain Publishers (P) Ltd, New Delhi. Low priced 5 th and 6 th edition.

13.	Hahnemann. Samuel. (2013). Organon of medicine Translated from fifth edition, With an Appendix, by R. E. Dudgeon and from 6 th edition by W. Boericke. B. Jain Publishers (P) Ltd, New Delhi. Low priced 5 th and 6 th edition.
14.	Hahnemann. S. The Chronic Diseases: Their Peculiar Nature and Their Homoeopathic Cure; Edition, reprint ; Publisher, B. Jain 1999
15.	Harrison - Textbook of principles of internal medicine, McGraw-Hill, the, health Profession Division, New Delhi.
16.	Hughes Richard. (2020). The Principles& Practice of Homoeopathy. B. Jain Publishers (P) Ltd, New Delhi. 13th Impressions.
17.	Kent, J. T. (2002). Lectures on Homoeopathic Philosophy. Indian Book & amp; Periodical Publishers, New Delhi. Reprint edition
18.	Kent. J.T. New Remedies, Clinical Cases, Lesser Writings, Aphorisms and Precepts ; Publisher, Ehrhart & Karl, 1926
19.	Kumar, P.J. and Clark, M. (2002) Textbook of Clinical Medicine. 8th Edition, Saunders, London.
20.	Macbryde CM (1983). MacBryde's Signs and symptoms: Applied pathologic physiology and clinical interpretation. Lippincot
21.	Mehta NP, Mehta SP, Joshi SN (2023). P. J. Mehta's Practical Medicine (22 Ed). National Book Trust.
22.	Ralston, S. H., Penman, I. D., Strachan, M. W. J., & Hobson, R. (Eds.). (2018). Davidson's principles and practice of medicine (23rd ed.). Elsevier Health Sciences.
23.	Roberts, H. A. (1995). The Principles and Art of Cure by Homoeopathy. B. Jain publishers pvt. Ltd. Reprint edition
24.	Sarkar B. K. (2003-2004) Organon of Medicine by Samuel Hahnemann with An Introduction and Commentary on the Text: Birla Publications Pvt. Ltd. Delhi. Ninth Revised Edition
25.	Shah SN. (2003). API Text book of Medicine (7 ed.). The Association of Physicians of India; Mumbai:
26.	Singh Mahendra. Singh Subhas. (2022). First Corrected, Re-Translated & amp; Redacted English Edition of Organon of Medicine. 6th & amp; 5 <sup>th</sup> Edition with an Appendix & amp; Word Meaning (of each aphorism) by Samuel Hahnemann. B. Jain Publishers (P) Ltd, New Delhi. Third Edition

### IX. List of contributors:

- I. Dr. Heena Rawal, M.D.(Hom.) Professor & Principal ,Ahmedabad Homoeopathic Medical College
- II. Dr. Bipin Jethani, M.D.(Hom.) Professor,Nehru Homeopathic Medical College, Delhi
- III.Dr. Gobind Gupta, M.D.(Hom.)Assistant Prof., National Institute of Homoeopathy, Kolkata