

## 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 | PC | HO | CS | PBL | PRF |
|--------|---|----|----|----|----|-----|-----|
| 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.                                     | √  | √  | √  | -  | √   | -   |

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| 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 humane approach towards patients and their families and exhibit appropriate interpersonal behaviour 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 analyse relevant published research literature in conjunction with Homoeopathic principles.   | √ | - | √ | - | - | √ |
| 18 | Publish evidence-based documentation for validation of principles of Homoeopathic philosophy.  | √ | - | √ | - | - | √ |
| 19 | Consistently demonstrate characteristics of self-directed learning by recognising continuing educational needs and using appropriate learning resources.                             | √ | - | √ | - | √ | √ |

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

**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 present 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 1                                     | Sem / Mod 2   | Sem / Mod 3   | Sem / Mod 4  | Sem / Mod 5   | Sem / Mod 6   |
| Relate homoeopathic philosophy as an extension and application of general philosophy in furtherance of healthcare decisions | 2<br>Defines the concepts in General philosophy | 2<br>Understands the various schools of General philosophies  | 3<br>Understands the philosophies of empiricism and rationalism | 4<br>Understands rationalism in modern medicine with especial emphasis on Cartesian philosophy | 4<br>Understands the empiricist philosophies of Locke, Hume and Francis Bacon | 5<br>Demonstrates correlation of empiricism and homoeopathic philosophy |
| Align different school of philosophies in clinical decision making in   | 2<br>Basic concepts of Hahnemannian philosophy  | 2<br>Interprets the works in eastern and western philosophies | 2<br>Understands Evolution of the homoeopa                      | 3<br>Interprets philosophy of Goethe in evolution  | 3<br>Understands philosophies of Immanue                                      | 4<br>Correlates different philosophies in clinical decision             |

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| homoeopathic patient care  |   | s   | thic concepts through different school of philosophies                | of Hahnemannian thoughts  | I Kant, Swedenborg and Karl Poper in evolution of post Hahnemannian schools of philosophy  | making in patient care   |
| Evolve biopathography of disease as per modern and homoeopathic concepts   | 2<br>Demonstrates respect for patient privacy and autonomy<br>Communicates effectively with patient and or attendants, care givers etc.       | 2<br>Understands the evolution of disease in different phases of life | 3<br>Develops understanding of biopathographical progress of disease  | 4<br>Becomes aware of use of knowledge, skill and emotional limitation of self  | 4<br>Documents accurately and legibly.   | 5<br>Works effectively in various health care settings and demonstrates application of appropriate knowledge, skill and attitude |
| Analyze the social, economic, environmental, biological, and emotional determinants of health and enteropathogenesis of diseases as per modern | 2<br>Gathers information regarding social, economic, cultural, environmental, biological and emotional factors influencing health and disease | 2<br>Integrates the data gathered for case analysis                   | 2<br>Defines the philosophy and importance of accessory circumstances | 3<br>Applies knowledge and skill in utilising the information regarding social, economic, cultural, environmental, biological | 4<br>Concludes the scope of homoeopathy considering holistic concept of health and disease | 5<br>Ensures juniors follow steps defined accurately.  |

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| and homoeopathic concepts   |  |  |  | and emotional factors influencing health and disease   |  |  |
| Interpret the general pathology in light of Hahnemannian theory of chronic disease.   | 2<br>Comprehends the concept of etiopathogenesis of diseases in light of homoeopathic philosophy | 2<br>Understands the importance of predisposing and proximate cause in etiopathogenesis of diseases    | 2<br>Understands the importance of fundamental cause in etiopathogenesis of diseases | 3<br>Applies Hahnemann's theory of acute and chronic miasm   | 4<br>Comprehends the clinical utility of miasmatic study of diseases | 5<br>Demonstrates the clinical utility of miasmatic study of diseases                |
| Diagnose and classify acute and chronic diseases based on clinical assessment in relation with concepts of homoeopathic philosophy. | 2<br>Gathers clinical information with emphasis on anamnesis                                     | 2<br>Understands the homoeopathic concept of indisposition, acute and chronic diseases and their types | 3<br>Diagnoses and classifies the disease according to homoeopathic philosophy       | 3<br>Develops the strategy for case management, based on clinical assessment in relation with concepts of homoeopathic philosophy. | 4<br>Ensures compliance of case management                           | 5<br>Demonstrates effective implementation of homoeopathic classification of disease |
| Analyze the scope and limitations of Homoeopathy  | 2<br>Defines the scope and limitation of homoeopathic system of                                  | 2<br>Demonstrates the scope and limitation of homoeopathic   | 3<br>Outlines the clinical management on   | 3<br>Identifies the tools for the implementation of  | 4<br>Applies case management strategy                                | 5<br>Demonstrates the scope and limitation of homoeopathic                           |

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| hy in acute and chronic diseases, especially in one sided diseases   | medicine   | y in different clinical settings, especially in one sided diseases  | basis of understanding of homoeopathic philosophy                                | clinical management  | and obtains feedback  | y to the juniors and students   |
| Perform holistic homoeopathic case analysis for planning therapeutic, rehabilitative, preventive, and promotive measures/strategies with special emphasis on evolving susceptibility | 2<br>Understands the methods of holistic case analysis for planning therapeutic, rehabilitative, preventive, and promotive measures/strategies | 2<br>Understands the modalities of therapeutic, rehabilitative, preventive, and promotive measures/strategies | 2<br>Identifies the tools for the implementation of clinical management strategy | 3<br>Applies different types of strategies for different clinical outcomes         | 4<br>Feedback and validation of treatment strategies                              | 5<br>Demonstrates application of therapeutic, rehabilitative, preventive, and promotive measures/strategies to students and juniors |
| Plan posology in light of homoeopathic philosophy with special emphasis on evolving susceptibility   | 2<br>Understands the components of posology  | 2<br>Understands role of susceptibility in deciding posology  | 2<br>Understands role of susceptibility in deciding posology                     | 3<br>Evaluates the different factors influencing susceptibility and hence posology | 4<br>Application of understanding of evolving susceptibility in deciding posology | 5<br>Plans and demonstrates posology selection on basis of evolving susceptibility  |
| Interpret the prognosis and remedy reactions in each case based on the teachings of  | 2<br>Understands the Hahnemannian concept of remedy  | 2<br>Understands the post Hahnemannian concept of remedy  | 3<br>Understands prognosis and clinical  | 4<br>Applies knowledge and skills in assessment                                    | 4<br>Obtains feedback and validation of   | 5<br>Engages the students in understanding the various  |



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| Hahnemann and post-Hahnemannian stalwarts, especially Kent's Twelve observations   | reaction and prognosis                                    | reaction and prognosis   | outcome in different case studies  | nt of prognosis  | prognostic markers   | types of remedy reaction and prognosis  |
| Interprets the knowledge of modern philosophies and concepts in furtherance of holistic, individualistic, and dynamic understanding of life, health, and disease | 2<br>Understands basic concepts of modern philosophies    | 2<br>Comprehends different schools of modern philosophies                | 2<br>Understands the modern philosophies in context of holistic and patient centred paradigm of medicine | 3<br>Evaluates homoeopathic principles in light of modern philosophies and concepts                      | 4<br>Adapts different schools of modern philosophies and concepts in various clinical settings | 5<br>Demonstrates the importance of modern philosophies and concepts in clinical care.            |
| Evaluate the modern schools of homoeopathic philosophies and their relevance in the individualistic understanding of patient                                     | 2<br>Examines modern schools of Homoeopathic philosophies | 2<br>Evaluates the origin of modern schools of Homoeopathic philosophies | 2<br>Learns to analyse the merits of modern schools of Homoeopathic philosophies                         | 3<br>Understands the role of different schools of Homoeopathic philosophies in various clinical settings | 4<br>Validates different schools of Homoeopathic philosophies in various clinical settings     | 5<br>Demonstrates the importance of modern schools of Homoeopathic philosophies in clinical care. |
| Assess the translational value of Homoeopat  | 2<br>Thoroughly examines                                  | 2<br>Explores the  | 3<br>Develops skill in its   | 4<br>Applies Homoeopathic  | 4<br>Obtains feedback  | 5<br>Demonstrates the   |

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| hic principles and logic   | the Homoeopathic principles and logic  | application of Homoeopathic principles and logic   | applicatio n  | principles and logic in different clinical settings                           | and validation of Homoeopathic principles in practise                                 | importance and advantages of understanding Homoeopathic principles and logic                  |
| Demonstrate empathy and humane approach towards patients and their families and exhibit appropriate interpersonal behaviour in light of basic principles of psychology | 2<br>Understands patient physician relationship in light of basic principles of psychology           | 2<br>Communicates with patient and family empathetically   | 3<br>Develops skill in Interpersonal behaviour  | 4<br>Exhibits the art of humane approach towards patients and their families  | 4<br>Effectively replicates the application of psychology to patient care             | 5<br>Demonstrates the process of empathy and humane approach towards patients                 |
| Evaluate the role of Homoeopathic philosophy in the context of the health needs of the community and the national priorities in the health sector.                     | 2<br>Understands the health needs of the community and the national priorities in the health sector. | 2<br>Explores the role of homoeopathic philosophy in the context of the health needs of the community. | 2<br>Explores the role of homoeopathic philosophy in the context of the national priorities in the health sector. | 3<br>Applies homoeopathic philosophy for health needs of community and nation | 4<br>Ensures awareness of homoeopathy in context of the health needs of the community | 5<br>Demonstrates the importance of homoeopathic philosophy in health of community and nation |
| Demonstrate competence in basic  | 1<br>Orients self to research methodology  | 2<br>Proactively seeks guidance in   | 3<br>Identifies the avenues   | 3<br>Applies the learnt processes   | 4<br>Conducts the research  | 5<br>Reviews the research outcomes  |

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| concepts of research methodology and epidemiology   | as a subject   | application of research methodology  | and processes that can be taken  |   | on the topic selected and consolidates the findings                          | and identifies future areas for research   |
| Critically analyse relevant published research literature in conjunction with Homoeopathic principles.  | 2<br>Critically analyses the published research literature       | 2<br>Attempts to demonstrate the importance of analyzing published research literature in conjunction with Homoeopathic principles | 3<br>Seeks to validate the homoeopathic principles in light of modern researches | 3<br>Identifies the avenues of scientific validation of homoeopathic principles | 4<br>Submits to feedback on the process to be adopted for further validation | 5<br>Demonstrates the need for critical review of research literature                |
| Publish evidence-based documentation for validation of principles of Homoeopathic philosophy.   | 1<br>Becomes aware of importance of evidence-based documentation | 2<br>Explores the documentation already published  | 2<br>Consolidates the process to adopted   | 3<br>Attempts to document and publish evidence-based studies                    | 4<br>Effectively documents and publish evidence-based studies                | 5<br>Guides juniors regarding publication of research conducted                      |
| Consistently demonstrate characteristics of self-directed learning by recognising continuing educational needs and using appropriate learning | 1<br>Proactively seeks the process                               | 2<br>Attempts to demonstrate the importance through actions  | 2<br>Demonstrates the value experienced through consistent self-driven effort    | 3<br>Submits to feedback on the process adopted and tools utilized              | 4<br>Attempts to proactively adapt and change based on feedback              | 5<br>Demonstrates through action the use of tools to become a self-directed learner. |

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| resources.   |  |   |   |   |   |   |
| Apply various teaching-learning techniques for imparting undergraduate and postgraduate education. | 2<br>Identifies the skill essential                  | 3<br>Attempts to implement the skill acquired | 3<br>Masters the various skills of using educational methods and techniques | 4<br>Attempts the application in various settings | 4<br>Consistently applies the process across all settings and personalities | 5<br>Observes the students and patients in action |
| Participate as a contributing and integrated member of an interprofessional team                   | 1<br>Becomes aware of need                           | 2<br>Identifies situations by observation     | 2<br>Proactively participates   | 3<br>Proactively seeks others participation       | 4<br>Attempts to seek feedback on self's lacunae in the process             | 5<br>Effectively contributes as a team member     |
| Function as effective leader of team that is engaged in health care, research and training         | 1<br>Becomes aware of essential leadership qualities | 2<br>Proactively seeks leadership role        | 2<br>Attempts to deliver leadership role                                    | 3<br>Seeks feedback on self's leadership traits   | 4<br>Explores opportunities to demonstrate leadership                       | 5<br>Demonstrates effective leadership            |

## 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 PHARMACOLOGY**

- **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 contemporaries like Aristotle, 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**

|                           |  |
|---------------------------|--|
| <b>Topic Overview:</b>    | 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   |
| <b>Learning Outcomes:</b> | <p><b>COMPETENCY HOM – PG-OP – 01- 1:</b></p> <p><b>EXPLAIN THE HISTORY OF MEDICINE IN THE ANCIENT ERA</b></p> <p><b>KNOWLEDGE:</b></p> <ul style="list-style-type: none"> <li>• Summarize the important milestones in the History of medicine</li> <li>• Outline the state of Medicine in the primitive era</li> <li>• State the philosophy of Indian, Egyptian, Mesopotamian, Greek and Roman Medicine</li> </ul> <p><b>SKILL</b></p> <ul style="list-style-type: none"> <li>• Trace the development of Eastern and Western philosophies and their influence on medicine in general and homoeopathy in specific</li> <li>• Trace the origin of empirical, rationalistic and vitalistic philosophies</li> </ul> <p><b>REFLECTION</b></p> <ul style="list-style-type: none"> <li>• Evolution of medical practice of the ancients</li> </ul> <p><b>COMPETENCY HOM – PG-OP – 01-2:</b></p> |

**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 Learning Methods**

Brainstorming, Self-regulated learning, Library based, e-learning, spaced repetition, formative self assessment

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

**HOM – PG-OP – 02:**

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

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| <b>Overview:</b>         | 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   |
| <b>Learning Outcomes</b> | <p><b>COMPETENCY HOM – PG-OP – 02-1:</b></p> <p><b>STUDYING GENERAL PHILOSOPHY OF THE CONTEMPORARIES LIKE ARISTOTLE, SOCRATES, PLATO AND THEIR INFLUENCE ON HOMOEOPATHIC PHILOSOPHY.</b></p> <p><b>KNOWLEDGE:</b></p> <ul style="list-style-type: none"><li>• Understand basic philosophy of Aristotle, Socrates, Plato</li><li>• Recall and corelate with Hahnemann’s Philosophy</li></ul> <p><b>SKILL</b></p> <ul style="list-style-type: none"><li>• Trace influence of these philosophies on Hahnemannian thoughts</li></ul> <p><b>REFLECTION</b></p> <ul style="list-style-type: none"><li>• Understanding the evolution of Hahnemann’s Philosophy</li></ul> <p><b>COMPETENCY HOM – PG-OP – 02-2:</b></p> <p><b>UNDERSTANDING WRITINGS OF HIPPOCRATES, IMMANUEL KANT, PARACELSUS AND THEIR INFLUENCE ON HAHNEMANNIAN PHILOSOPHY</b></p> <p><b>KNOWLEDGE:</b></p> <ul style="list-style-type: none"><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> <p><b>SKILL</b></p> <ul style="list-style-type: none"><li>• Trace influence of Hippocrates and Immanuel Kant on homoeopathic Principles.</li><li>• Trace similarity and dissimilarity between Paracelsus and Hahnemann</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's Kentian understanding of Organon of Medicine
- Describe the salient features of Kent's Philosophy

#### **SKILL**

- Trace influence of Swedenborg's Philosophy 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

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|  | <p><b>SKILL</b></p> <ul style="list-style-type: none"> <li>Trace influence of modern medicine on Homoeopathic philosophy</li> </ul> <p><b>REFLECTION</b><br/>Understanding the evolution of Homoeopathic philosophy in light of modern medicine</p>   |
| <b>Competency based Learning Methods</b> | Brainstorming, Self-regulated learning, Library based, e-learning, spaced repetition, formative self assessment   |
| <b>Assessment:</b>                       | <p>Continuous / Programmatic assessment (including Problem Based Learning assessment).</p> <p>Formative Assessment tools: MCQ, Group discussion, Assignments, SO</p>  |
| <b>Prescribed Texts:</b>                 | <p>Bradford Thomas Lindsley. (2006). Life and Letters of Hahnemann. B. Jain Publishers (P) Ltd, New Delhi.</p> <p>Dudgeon. R.E. (2019). Lesser Writings of Samuel Hahnemann. B. Jain Publishers (P) Ltd, New Delhi.</p> <p>Dudgeon R. E. (2002). Lectures on the Theory and Practice of Homoeopathy. B. Jain publishers pvt Ltd, New Delhi.</p> <p>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</p> <p>Hughes Richard. (2020). The Principles &amp; Practice of Homoeopathy. B. Jain Publishers (P) Ltd, New Delhi.</p> <p>Handley Rima. (1993). A Homeopathic Love Story: The Story of Samuel and Melanie Hahnemann. North Atlantic Books, California.</p> <p>Dunham Carroll. (2019). Homoeopathy The Science of Therapeutics. B. Jain Publishers (P) Ltd, New Delhi.</p> <p>Cook Trevor M. April 2008. Samuel Hahnemann: His Life and Times. B. Jain Publishers (P) Ltd, New Delhi.</p> <p>Ackerknecht Erwin H. Haushofer Lisa. 2016. A Short History of Medicine, Johns Hopkins university press. Baltimore &amp; London, Revised Edition</p> <p>Garrison Fielding H. (1917). An Introduction to The History of Medicine W. B. Saunders Company. Philadelphia and London</p> <p>Roberts, H. A. (1995). The principles and art of cure by homoeopathy. B. Jain publishers pvt. Ltd. Reprint edition</p> <p>Park, K. (2021) Text book of Preventive and Social Medicine”, Twenty sixth edition, M/s Banarsidas Bhanot Publishers.</p> |
| <b>Domains of Competencies</b>           | Knowledge / Homoeopathic Orientation  |

**GENERAL INTERPRETATION OF HOMOEOPATHIC PHILOSOPHY**

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| <b>Overview:</b>          | This topic will provide students of MD Hom (Homoeopathic Philosophy) to understand that homoeopathic philosophy rests upon the system of nature and fundamental science.   |
| <b>Learning Outcomes:</b> | <p><b>COMPETENCY HOM – PG-OP – 3- 1:</b></p> <p><b>INTERPRETATION OF HOMOEOPATHIC PHILOSOPHY RESTS UPON THE LAW OF NATURE.</b></p> <p><b>KNOWLEDGE</b></p> <ul style="list-style-type: none"><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> <p><b>SKILL</b></p> <ul style="list-style-type: none"><li>• Application of the homoeopathic principles based upon the System of Nature, which Science universally recognizes as fundamental.</li></ul> <p><b>REFLECTION</b></p> <ul style="list-style-type: none"><li>• Reflects Homoeopathy as a Scientifically valid system of medicine</li></ul> <p><b>COMPETENCY HOM – PG-OP – 3- 2:</b></p> <p><b>EXPLAIN HOMOEOPATHY AS SCIENCE AS WELL AS AN ART</b></p> <p><b>KNOWLEDGE</b></p> <ul style="list-style-type: none"><li>• Differentiate between ‘science’ and ‘art’.</li><li>• Understand the importance of understanding logic in the evolution of Homoeopathic principles.</li><li>• Discuss the social aspects of homoeopathy: What has homoeopathy to offer to young man</li></ul> <p><b>SKILL</b></p> <ul style="list-style-type: none"><li>• Understanding of the working principles of Homoeopathy.</li></ul> <p><b>REFLECTION</b></p> <ul style="list-style-type: none"><li>• Reflects upon the understanding of homoeopathy as a science and art.</li></ul> |

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| <b>Competency based Learning Methods</b> | Self-regulated learning, Library based, e-learning, spaced repetition, formative self assessment  |
| <b>Assessment:</b>                       | Continuous / Programmatic assessment (including Problem Based Learning assessment).<br><br>Formative Assessment tools: MCQ, Group discussion, Assignments, SO   |
| <b>Prescribed Texts:</b>                 | Close, Stuart. (2003). The Genius of Homoeopathy Lectures and Essays on Homoeopathy. IBPP, New Delhi.<br>Dudgeon. R. E. (2019). Lesser writings of Samuel Hahnemann. B. Jain Publishers (P) Ltd, New Delhi.<br>Dunham Carroll. (2019). Homoeopathy The Science of Therapeutics. B. Jain Publishers (P) Ltd, New Delhi.<br>Haehl Richard. (2016). Samuel Hahnemann His Life & Work Vol.- I & II B. Jain Publishers (P) Ltd, New Delhi, 12 <sup>th</sup> Impressions.<br>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. |
| <b>Domains of Competencies</b>           | Knowledge & Scholarship / Homoeopathic Orientation  |



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

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| <b>Overview:</b>                         | 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.   |
| <b>Learning Outcomes:</b>                | <p><b>COMPETENCY HOM – PG-OP – 04-1:</b></p> <p><b>JUSTIFY THE NECESSITY OF ORGANON OF MEDICINE IN HOMOEOPATHIC PRACTICE</b></p> <p><b>KNOWLEDGE</b></p> <ul style="list-style-type: none"> <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> <p><b>SKILL:</b></p> <ul style="list-style-type: none"> <li>• Appreciate the inter-relationship between philosophy, science and logic</li> </ul> <p><b>REFLECTION</b></p> <ul style="list-style-type: none"> <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> |
| <b>Competency based Learning Methods</b> | Self-regulated learning, Library based, e-learning, spaced repetition, formative self assessment   |
| <b>Assessment:</b>                       | <p>Continuous / Programmatic assessment (including Problem Based Learning assessment).</p> <p>Formative Assessment tools: MCQ, Group discussion, Assignments</p>   |
| <b>Prescribed Texts:</b>                 | <p>Dudgeon. R.E. (2019). Lesser Writings of Samuel Hahnemann. B. Jain Publishers (P) Ltd, New Delhi.</p> <p>Dunham Carroll. (2019). Homoeopathy The Science of Therapeutics. B. Jain Publishers (P) Ltd, New Delhi.</p> <p>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.</p> <p>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.</p>  |

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|                                | <p>Boericke. B. Jain Publishers (P) Ltd, New Delhi.</p> <p>Hughes Richard. (2020). The Principles &amp; Practice of Homoeopathy. B. Jain Publishers (P) Ltd, New Delhi.</p> <p>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. (Third Edition) B. Jain Publishers (P) Ltd, New Delhi.</p> |
| <b>Domains of Competencies</b> | Knowledge / Homoeopathic Orientation  |

## HOM – PG-OP – 5:

### FUNDAMENTAL PRINCIPLES OF HOMOEOPATHY

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| <b>Overview:</b>                         | This topic will provide students of MD Hom (Homoeopathic Philosophy) to understand Homeopathy as a complete and scientific system of therapeutic medication.  |
| <b>Learning Outcomes:</b>                | <p><b>COMPETENCY HOM – PG-OP – 5-1:</b></p> <p><b>EXPLAIN THE HOMOEOPATHIC PRINCIPLES IN LIGHT OF MODERN CONCEPTS OF EPIDEMIOLOGICAL AND BIOMOLECULAR SCIENCES</b></p> <p><b>KNOWLEDGE</b></p> <ul style="list-style-type: none"><li>• State the Fundamental principles of homeopathy</li><li>• Correlate the basic principles with modern concepts of epidemiological and biomolecular sciences</li><li>• Discuss Homoeopathy as a method of therapeutic medication</li></ul> <p><b>SKILL</b></p> <ul style="list-style-type: none"><li>• Practical Application of Homoeopathic principles in demonstration of efficacy of homoeopathy.</li></ul> <p><b>REFLECTION</b></p> <ul style="list-style-type: none"><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> |
| <b>Competency based Learning Methods</b> | Self-regulated learning, Library based, e-learning, spaced repetition, formative self assessment  |
| <b>Assessment:</b>                       | Continuous / Programmatic assessment (including Problem Based Learning assessment).<br><br>Formative Assessment tools: MCQ, Group discussion, Assignments   |
| <b>Prescribed Texts:</b>                 | 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.<br>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<br>Hughes Richard. (2020). The Principles & Practice of Homoeopathy. B. Jain Publishers (P) Ltd, New Delhi.  |

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|                                | <p>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. (Third Edition) B. Jain Publishers (P) Ltd, New Delhi</p> <p>Close, Stuart. (2003).<br/>The Genius of Homoeopathy Lectures and Essays on Homoeopathy. IBPP, New Delhi. Reprint edition.</p> <p>Bradford Thomas Lindsley. (2006). Life and Letters of Hahnemann. B. Jain Publishers (P) Ltd, New Delhi.</p> |
| <b>Domains of Competencies</b> | Knowledge & Scholarship / Patient Care / Homoeopathic Orientation / Practice Based Learning   |

**PHILOSOPHY OF SUBSTANTIALISM**

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| <p><b>Overview:</b></p>                         | <p>This topic will provide overview of historical concept of substantialism and vitalism and their correlation with homoeopathic concept</p>  |
| <p><b>Learning Outcomes:</b></p>                | <p><b>COMPETENCY HOM – PG-OP – 06-1:</b></p> <p><b>UNDERSTANDING THE EVOLUTION OF SUBSTANTIALISM AND VITALISM</b></p> <p><b>KNOWLEDGE:</b></p> <ul style="list-style-type: none"> <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> </ul> <p><b>SKILL:</b></p> <ul style="list-style-type: none"> <li>• Correlate Hahnemann’s concept and modern concepts of vital principle</li> </ul> <p><b>REFLECTION:</b></p> <ul style="list-style-type: none"> <li>• Understanding of Vital force in context of its nature and functions</li> </ul> |
| <p><b>Competency based Learning Methods</b></p> | <p>Brainstorming, Self-regulated learning, Library based, e-learning, spaced repetition, formative self assessment</p>  |
| <p><b>Assessment:</b></p>                       | <p>Continuous / Programmatic assessment (including Problem Based Learning assessment).</p> <p>Formative Assessment tools: MCQ, Group discussion, Assignments</p>  |
| <p><b>Prescribed Texts:</b></p>                 | <p>Close, Stuart. (2003). The Genius of Homoeopathy Lectures and Essays on Homoeopathy. IBPP, New Delhi.</p> <p>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.</p> <p>Kent, J. T. (2002). Lectures on Homoeopathic Philosophy. Indian Book &amp; Periodical Publishers, New Delhi.</p> <p>Roberts, H. A. (1995). The principles and art of cure by homoeopathy. B. Jain publishers pvt. Ltd. Reprint edition</p>   |

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|                                | <p>Sarkar B. K. (2003-2004) Organon of Medicine by Samuel Hahnemann with An Introduction and Commentary on the Text: Birla Publications Pvt. Ltd. Delhi.</p> <p>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.</p> |
| <b>Domains of Competencies</b> | Knowledge & Scholarship / Homoeopathic Orientation   |

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**HOM – PG-OP – 07:**

**LIFE, HEALTH AND DISEASE**

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| <b>Overview:</b>                         | This topic will provide understanding of concept of Life, Health and Disease from anthropological perspective   |
| <b>Learning Outcomes:</b>                | <p><b>COMPETENCY HOM – PG-OP – 07-1:</b></p> <p><b>UNDERSTANDING THE CONCEPT OF LIFE, HEALTH AND DISEASE FROM ANTHROPOLOGICAL PERSPECTIVE</b></p> <p><b>KNOWLEDGE</b></p> <ul style="list-style-type: none"><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> <p><b>SKILL:</b></p> <ul style="list-style-type: none"><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> <p><b>REFLECTION:</b></p> <ul style="list-style-type: none"><li>• Understanding health and disease as dynamic states in relation to physical character, environmental and social relations, and culture</li></ul> |
| <b>Competency based Learning Methods</b> | Brainstorming, Self-regulated learning, Library based, e-learning, spaced repetition, formative self assessment   |
| <b>Assessment:</b>                       | Continuous / Programmatic assessment (including Problem Based Learning assessment).<br><br>Formative Assessment tools: MCQ, Group discussion, Assignments   |

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



## HOM – PG-OP – 08: CURE AND RECOVERY

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| <b>Overview:</b>                         | This topic will provide understanding of concept of cure and recovery which builds the conceptual base for the physician.   |
| <b>Learning Outcomes:</b>                | <p><b>COMPETENCY HOM – PG-OP – 08-1:</b></p> <p><b>UNDERSTANDING CURE AND RECOVERY OF DISEASES</b></p> <p><b>KNOWLEDGE</b></p> <ul style="list-style-type: none"> <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> </ul> <p><b>SKILL</b></p> <ul style="list-style-type: none"> <li>Understanding of cure and recovery according to Homoeopathy</li> <li>Ability to plan therapeutics, rehabilitative, preventive measures / Strategies</li> </ul> <p><b>REFLECTION</b></p> <ul style="list-style-type: none"> <li>Identify critical elements of treatment of the diseases through judicial application of homoeopathic principles</li> </ul>   |
| <b>Competency based Learning Methods</b> | Self-regulated learning, spaced repetition, formative self assessment   |
| <b>Assessment:</b>                       | <p>Continuous / Programmatic assessment (including Problem Based Learning assessment).</p> <p>Formative Assessment tools: MCQ, Group discussion, Assignments</p>  |
| <b>Prescribed Texts:</b>                 | <p>Close, Stuart. (2003). The Genius of Homoeopathy Lectures and Essays on Homoeopathy. Reprint edition IBPP, New Delhi.</p> <p>Dudgeon R. E. (2002). Lectures on the Theory and Practice of Homoeopathy. B. Jain publishers pvt Ltd, New Delhi.</p> <p>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.</p> <p>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.</p> <p>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.</p> |
| <b>Domains of Competencies</b>           | Knowledge & Scholarship / Patient Care / Homoeopathic Orientation   |

## HOM – PG-OP – 09: PRESERVATION OF HEALTH

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| <b>Overview:</b>                         | This topic will provide comprehension of health, its preservation and evolution of natural disease   |
| <b>Learning Outcomes:</b>                | <p><b>COMPETENCY HOM – PG-OP – 09-1:</b></p> <p><b>UNDERSTANDING PREVENTIVE CARE</b></p> <p><b>KNOWLEDGE:</b></p> <ul style="list-style-type: none"> <li>• Explain the role of Physician as preserver of health from historical perspective</li> <li>• Concepts of primordial and primary prevention of diseases</li> <li>• Discuss the concept of Homoeoprophylaxis</li> </ul> <p><b>SKILL:</b></p> <ul style="list-style-type: none"> <li>• Evaluation of the basic principles of health promotion and prevention of disease</li> </ul> <p><b>REFLECTION:</b></p> <ul style="list-style-type: none"> <li>• Concept of prophylaxis in homoeopathy</li> </ul>  |
| <b>Competency based Learning Methods</b> | Self-regulated learning, Library based, spaced repetition, formative self assessment   |
| <b>Assessment:</b>                       | <p>Continuous / Programmatic assessment (including Problem Based Learning assessment).</p> <p>Formative Assessment tools: MCQ, Group discussion, Assignments</p>   |
| <b>Prescribed Texts:</b>                 | <p>Close, Stuart. (2003). The Genius of Homoeopathy Lectures and Essays on Homoeopathy. IBPP, New Delhi.</p> <p>Dudgeon. R. E. (2019). Lesser writings of Samuel Hahnemann. B. Jain Publishers (P) Ltd, New Delhi.</p> <p>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.</p> <p>Kent, J. T. (2002). Lectures on Homoeopathic Philosophy. Indian Book &amp; Periodical Publishers, New Delhi. Reprint edition</p> <p>Park, K. (2023). Park's Textbook of Preventive &amp; Social Medicine; M/s Banarsidas Bhanot Publishers.</p> <p>Roberts, H. A. (1995). The principles and art of cure by homoeopathy. B. Jain publishers pvt. Ltd.</p> <p>Sarkar B. K. (2003-2004) Organon of Medicine by Samuel Hahnemann with An Introduction and Commentary on the Text: Birla Publications Pvt. Ltd. Delhi.</p> <p>Singh Mahendra. Singh Subhas. (2022). First Corrected, Re-Translated &amp; Redacted English Edition of Organon of Medicine. 6th &amp; 5th Edition</p> |

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

**HOM – PG-OP – 10:****BIPHASIC ACTION OF MEDICINES AND MODERN PHARMACOLOGY**

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|--|--|
| <b>Overview:</b>                         | This topic will provide overview of biphasic action of medicine in context of principles of modern pharmacology  |
| <b>Learning Outcomes:</b>                | <p><b>COMPETENCY HOM – PG-OP – 10- 1: BIPHASIC ACTION OF MEDICINE AND MODERN PHARMACOLOGY</b></p> <p><b>KNOWLEDGE:</b></p> <ul style="list-style-type: none"> <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> <p><b>SKILL:</b></p> <ul style="list-style-type: none"> <li>• Differentiating between primary and secondary action of medicine</li> </ul> <p><b>REFLECTION:</b></p> <p>Reflection on Biphasic action of medicine in context of Arndt schulz law, Koetshu effect and Concept of Hormesis</p>  |
| <b>Competency based Learning Methods</b> | Brainstorming, Self-regulated learning, Library based, e-learning, spaced repetition, formative self assessment  |
| <b>Assessment:</b>                       | <p>Continuous / Programmatic assessment (including Problem Based Learning assessment).</p> <p>Formative Assessment tools: MCQ, Group discussion, Assignments</p>   |
| <b>Prescribed Texts:</b>                 | <p>Close, Stuart. (2003). The Genius of Homoeopathy Lectures and Essays on Homoeopathy. IBPP, New Delhi.</p> <p>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.</p> <p>Kent, J. T. (2002). Lectures on Homoeopathic Philosophy. Indian Book &amp; Periodical Publishers, New Delhi.</p> <p>Roberts, H. A. (1995). The principles and art of cure by homoeopathy. B. Jain publishers pvt. Ltd.</p> <p>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</p> <p>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.</p> |
| <b>Domains of Competencies</b>           | Knowledge & Scholarship / Homoeopathic Orientation   |

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

|  |  |
|--|--|
| <b>Overview:</b>                         | This topic will provide overview of classification of diseases from history of medicine and Homoeopathic perspectives  |
| <b>Learning Outcomes:</b>                | <p><b>COMPETENCY HOM – PG-OP – 11- 1:</b></p> <p><b>CLASSIFICATION OF DISEASES IN HISTORY OF MEDICINE</b></p> <p><b>KNOWLEDGE</b></p> <ul style="list-style-type: none"> <li>• Diseases in prehistoric era</li> <li>• Hippocratic classification of diseases</li> <li>• Post Hippocratic understanding of diseases till modern era</li> </ul> <p><b>SKILL</b></p> <ul style="list-style-type: none"> <li>• Application understanding of disease in different eras in history of medicine</li> </ul> <p><b>REFLECTION</b></p> <ul style="list-style-type: none"> <li>• Appreciate the evolution of knowledge regarding the nature of diseases</li> </ul> <p><b>COMPETENCY HOM – PG-OP – 11-2:</b></p> <p><b>CLINICAL CLASSIFICATION OF DISEASES IN HOMOEOPATHY</b></p> <p><b>KNOWLEDGE</b></p> <ul style="list-style-type: none"> <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> <p><b>SKILL</b></p> <ul style="list-style-type: none"> <li>• Application homoeopathic understanding of disease to come to similitum as per the stage of disease.</li> </ul> <p><b>REFLECTION</b></p> <p>Appreciate the fundamental cause in progression of different classes of disease</p> |
| <b>Competency based Learning Methods</b> | Problem based, Case based, Bedside Out patient based, Self-regulated learning, deliberate practice, formative self assessment  |

|                                |   |
|--------------------------------|---|
| <b>Assessment:</b>             | <p>Continuous / Programmatic assessment (including Problem Based Learning assessment).</p> <p>Formative Assessment tools: MCQ, Group discussion, Assignments, Checklist, Rubrics</p>  |
| <b>Prescribed Texts:</b>       | <p>Close, Stuart. (2003). The Genius of Homoeopathy Lectures and Essays on Homoeopathy. IBPP, New Delhi. Reprint edition.</p> <p>Dunham Carroll. (2019). Homoeopathy The Science of Therapeutics. B. Jain Publishers (P) Ltd, New Delhi.</p> <p>Dudgeon. R. E. (2019). Lesser writings of Samuel Hahnemann. B. Jain Publishers (P) Ltd, New Delhi. R.E. 14th Impression</p> <p>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.</p> <p>Hughes Richard. (2020). The Principles &amp; Practice of Homoeopathy. B. Jain Publishers (P) Ltd, New Delhi.</p> <p>Kent, J. T. (2002). Lectures on Homoeopathic Philosophy. Indian Book &amp; Periodical Publishers, New Delhi. Reprint edition</p> <p>Park, K. (2023). Park's Textbook of Preventive &amp; Social Medicine; M/s Banarsidas Bhanot Publishers. 27th edition</p> <p>Roberts, H. A. (1995). The Principles and Art of Cure by Homoeopathy. B. Jain publishers pvt. Ltd.</p> <p>Sarkar B. K. (2003-2004) Organon of Medicine by Samuel Hahnemann with An Introduction and Commentary on the Text: Birla Publications Pvt. Ltd. Delhi.</p> <p>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.</p> |
| <b>Domains of Competencies</b> | <p>Knowledge &amp; Scholarship / Patient Care / Homoeopathic Orientation / Practice Based Learning</p>  |

**HOM – PG-OP – 12:**

**EXAMINATION OF THE PATIENT AND CASE ANALYSIS.**

|                           |  |
|---------------------------|--|
| <b>Overview:</b>          | This topic will provide basic orientation of homoeopathic case taking and Understanding person in wider dimension with correct application of causes of disease  |
| <b>Learning Outcomes:</b> | <p><b>COMPETENCY HOM – PG-OP – 12- 1:</b></p> <p><b>LEARNING THE GENERAL PRINCIPLES OF CASE TAKING ACCORDING TO HOMOEOPATHIC PHILOSOPHY</b></p> <p><b>KNOWLEDGE</b></p> <ul style="list-style-type: none"><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> <p><b>SKILL:</b></p> <ul style="list-style-type: none"><li>• Case perceiving in relation to homoeopathic concepts</li></ul> <p><b>REFLECTION :</b></p> <p>Analysing the critical components for Individualization of Patient</p> <p>Reflect on the basic principles of patient centered case study</p> <p><b>COMPETENCY HOM – PG-OP – 12- 2:</b></p> <p><b>DEMONSTRATE ANALYSIS, EVALUATION OF THE CASE TO FORM THE TOTALITY OF SYMPTOMS</b></p> <p><b>KNOWLEDGE</b></p> <ul style="list-style-type: none"><li>• Explain the Importance of symptoms in homoeopathy</li><li>• Discuss the basic concepts of Analysis and evaluation of case</li></ul> <p><b>SKILL</b></p> <p>Outline the evolution of totality of symptoms</p> <p><b>REFLECTION</b></p> <ul style="list-style-type: none"><li>• Holistic Perception of the patient with correct appreciation of the factors responsible for the origin and maintenance of illness</li></ul> |

|  |  |
|--|--|
| <b>Competency based Learning Methods</b> | Problem based, Case based, Bedside, Out-patient based, Self-regulated learning, deliberate practice, formative self assessment   |
| <b>Assessment:</b>                       | <p>Continuous / Programmatic assessment (including Problem Based Learning assessment).</p> <p>Formative Assessment tools: MCQ, Group discussion, Assignments, check list</p>   |
| <b>Prescribed Texts:</b>                 | <p>Close, Stuart. (2003). The Genius of Homoeopathy Lectures and Essays on Homoeopathy. IBPP, New Delhi.</p> <p>Dhawale, M.L. (1994). Principle and Practice of Homeopathy”, Published by Institute of Clinical Research Bombay.</p> <p>Dunham C. (2003). How To Case Taking. B. Jain Publishers (P)Ltd. New Delhi.</p> <p>Kent, J. T. (2002). Lectures on Homoeopathic Philosophy. Indian Book &amp; Periodical Publishers, New Delhi.</p> <p>Roberts, H. A. (1995). The Principles and Art of Cure by Homoeopathy. B. Jain publishers pvt. Ltd. Reprint edition</p> <p>Schmidt, P. (1980). Defective Illness”, Hahnemann Publishing Co. Private Ltd. First edition..</p> <p>Khan Lal Mohammad. (2013). Case Perceiving: Know Thyself. B. Jain publishers pvt. Ltd. New Delhi.</p> <p>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.</p> <p>Sarkar B. K. (2003-2004) Organon of Medicine by Samuel Hahnemann with An Introduction and Commentary on the Text: Birla Publications Pvt. Ltd. Delhi.</p> <p>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</p> <p>Wright Hubbard Elizabeth. (2009) A Brief Study Course in Homoeopathy”, B. Jain publishers Pvt Ltd.</p> <p>Schmidt, P. (2003) TheArtofInterrogation. B. Jain Publishers (P) Ltd, New Delhi.</p> <p>Schmidt, P. (2003) TheArtofCaseTaking. B. Jain Publishers (P) Ltd, New Delhi.</p> |
| <b>Domains of Competencies</b>           | Knowledge & Scholarship / Patient Care / Homoeopathic Orientation / Practice Based Learning  |



## HOM – PG-OP – 13:

### BASIC OVERVIEW OF SUSCEPTIBILITY IN HOMOEOPATHIC PRACTICE

|  |   |
|--|---|
| <b>Overview:</b>                         | This topic will provide overview of state of susceptibility to formulate comprehensive plan of treatment and its utility in prescription  |
| <b>Learning Outcomes:</b>                | <p><b>COMPETENCY HOM – PG-OP – 13- 1:</b></p> <p><b>CONCEPT OF SUSCEPTIBILITY AS FUNDAMENTAL BASIS OF LIFE</b></p> <p><b>KNOWLEDGE:</b></p> <ul style="list-style-type: none"><li>• Define susceptibility</li><li>• Thoroughly examine susceptibility as fundamental basis of life</li><li>• Correlate with the concept of Idiosyncrasy</li></ul> <p><b>SKILL:</b></p> <ul style="list-style-type: none"><li>• To analyse the factors affecting the susceptibility of patient</li><li>• Appreciate the role of accessory circumstances in affecting the susceptibility</li></ul> <p><b>REFLECTION:</b></p> <ul style="list-style-type: none"><li>• Identify the critical elements for clinical application of concept of susceptibility</li></ul> |
| <b>Competency based Learning Methods</b> | Problem based, Case based, Bedside, Out patient based, Self-regulated learning, deliberate practice, formative self assessment  |
| <b>Assessment:</b>                       | Continuous / Programmatic assessment (including Problem Based Learning assessment).<br>Formative Assessment tools: MCQ, Group discussion, Assignments, check lists  |
| <b>Prescribed Texts:</b>                 | Close, Stuart. (2003). The Genius of Homoeopathy Lectures and Essays on Homoeopathy. IBPP, New Delhi.<br>Dhawale, M.L. (1994). Principle and Practice of Homeopathy”, Published by Institute of Clinical Research Bombay.<br>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..<br>Kent, J. T. (2002). Lectures on Homoeopathic Philosophy. Indian Book & Periodical Publishers, New Delhi. Reprint edition<br>Roberts, H. A. (1995). The Principles and Art of Cure by Homoeopathy. B. Jain publishers pvt. Ltd. Reprint edition  |

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| <b>Domains of Competencies</b> | Knowledge & Scholarship / Patient Care / Homoeopathic Orientation / Practice Based Learning  |

## HOM – PG-OP – 14:

### HUMAN DRUG PROVING

|  |  |
|--|--|
| <b>Overview:</b>                         | 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.  |
| <b>Learning Outcomes:</b>                | <p><b>COMPETENCY HOM – PG-OP – 14-1: KNOWLEDGE OF INSTRUMENTS NEEDED FOR HOMOEOPATHIC CURE</b></p> <p><b>KNOWLEDGE:</b></p> <ul style="list-style-type: none"><li>• Discuss the knowledge of instruments for cure of disease.</li><li>• Explain the 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> <p><b>SKILL:</b></p> <ul style="list-style-type: none"><li>• Understand the method of drug proving integrating modern developments in study of effects of drug on human organism</li></ul> <p><b>REFLECTION:</b></p> <ul style="list-style-type: none"><li>• Ethical and epidemiological issues involved in Human drug proving</li></ul> |
| <b>Competency based Learning Methods</b> | Self-regulated learning, Library based, e-learning, spaced repetition, formative self assessment   |
| <b>Assessment:</b>                       | Continuous / Programmatic assessment (including Problem Based Learning assessment).<br><br>Formative Assessment tools: MCQ, Group discussion, Assignments  |
| <b>Prescribed Texts:</b>                 | Dunham Carroll. (2019). Homoeopathy The Science of Therapeutics. B. Jain Publishers (P) Ltd, New Delhi. 14th Impression<br>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.<br>Kent, J. T. (2002). Lectures on Homoeopathic Philosophy. Indian Book & Periodical Publishers, New Delhi.<br>Roberts, H. A. (1995). The Principles and Art of Cure by Homoeopathy. B. Jain publishers pvt. Ltd.  |

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|                                | <p>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</p> <p>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.</p> |
| <b>Domains of Competencies</b> | Knowledge & Scholarship / Homoeopathic Orientation   |

## VII. ASSESSMENT

|                      |  |  |
|----------------------|--|--|
|                      | Formative Assessment<br>(Internal Assessment)                        | Summative Assessment<br>(University Examination) |
| M.D.(Hom.)<br>Part-I | <b>1<sup>st</sup> Term Test:</b> During sixth<br>month of training   | During eighteenth month<br>of training           |
|                      | <b>2<sup>nd</sup> Term Test:</b> During twelfth<br>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,<br>including Viva  |  |
|---|------------------|---------------|---|--|
|   | Maximum<br>Marks | Pass<br>Marks | Maximum Marks   | Pass Marks   |
| i. Fundamentals of<br>Homoeopathic<br>Philosophy                          | 100              | 50            | 200*<br>(160 + 40)<br>(Summative<br>Assessment 160<br>Marks)<br>(Internal Assessment<br>40 Marks) | 100*<br>(80 + 20)<br>(Summative<br>Assessment<br>80 Marks)<br>(Internal<br>Assessment<br>20 Marks) |
| ii. Fundamentals of<br>Clinical Medicine in<br>Homoeopathic<br>Philosophy | 100              | 50            |   |  |
| iii. Research<br>Methodology and<br>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 QUESTIONS WITH MARKS**

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

**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. No. | Type of Question | Content  | Marks |
|--------|------------------|--|-------|
| 1      | Problem Based    | <b>HOM – PG-OP – 12</b>                        | 20    |
| 2      | LAQ              | <b>HOM – PG-OP – 02</b>                        | 10    |
| 3      | LAQ              | <b>HOM – PG-OP – 04 &amp; HOM – PG-OP – 05</b> | 10    |
| 4      | LAQ              | <b>HOM – PG-OP – 06</b>                        | 10    |
| 5      | LAQ              | <b>HOM – PG-OP – 13</b>                        | 10    |
| 6      | SAQ              | <b>HOM – PG-OP – 01</b>                        | 5     |
| 7      | SAQ              | <b>HOM – PG-OP – 03</b>                        | 5     |
| 8      | SAQ              | <b>HOM – PG-OP – 07</b>                        | 5     |
| 9      | SAQ              | <b>HOM – PG-OP – 08</b>                        | 5     |
| 10     | SAQ              | <b>HOM – PG-OP – 09</b>                        | 5     |
| 11     | SAQ              | <b>HOM – PG-OP – 10</b>                        | 5     |
| 12     | SAQ              | <b>HOM – PG-OP – 11</b>                        | 5     |
| 13     | SAQ              | <b>HOM – PG-OP – 14</b>                        | 5     |

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

**VII (3a). CLINICAL EXAMINATION.**

| <b>CLINICAL</b> |                     |                  |
|-----------------|---------------------|------------------|
| 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          |
| <b>Total</b>    |                     | <b>100 Marks</b> |

**VII (3B). VIVA VOCE.**

| <b>VIVA</b>  |  |                  |
|--------------|--|------------------|
| 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         |
| <b>Total</b> |  | <b>100 Marks</b> |



## 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
4. 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. [Cook Trevor M. April 2008. Samuel Hahnemann: His Life and Times. B. Jain Publishers \(P\) Ltd, New Delhi.](#)
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.
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16. Hahnemann. S. (1999) The Chronic Diseases: Their Peculiar Nature and Their Homoeopathic Cure (Reprint Edition). B. Jain Publishers (P) Ltd
17. [Handley Rima. \(1993\). A Homeopathic Love Story: The Story of Samuel and Melanie Hahnemann. North Atlantic Books, California.](#)
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.
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27. Schmidt, P. (2003) The Art of Interrogation. B. Jain Publishers (P) Ltd, New Delhi.
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**

- **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 for second 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 Alternation of 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, nosodes 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 Hegel
- Doctrine of energy on the basis of Leibniz and Bergson
- In depth analysis 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

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| <b>Topic Overview:</b>                   | This topic orients the students to the development, application and reflection of Logic in applied Homoeopathy  |
| <b>Learning Outcomes:</b>                | <p><b>COMPETENCY HOM – PG-OP – 15- 1:</b></p> <p><b>UNDERSTANDING THE LOGIC OF HOMOEOPATHY.</b></p> <p><b>KNOWLEDGE</b></p> <ul style="list-style-type: none"> <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> <p><b>SKILL</b></p> <ul style="list-style-type: none"> <li>• Application of logic in various processes of applied homoeopathy</li> </ul> <p><b>REFLECTION</b></p> <ul style="list-style-type: none"> <li>• Understanding of application of logic in development of homeopathic principles</li> <li>• 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.</li> </ul> |
| <b>Competency based Learning Methods</b> | Problem based, Self-regulated learning, deliberate practice, formative self assessment  |
| <b>Assessment:</b>                       | <p>Continuous / Programmatic assessment (including Problem Based Learning assessment).</p> <p>Formative Assessment tools: MCQ, Group discussion, Assignments, check lists</p>   |

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|--------------------------------|---|
| <b>Prescribed Texts:</b>       | <p>Close, Stuart. (2003). The Genius of Homoeopathy Lectures and Essays on Homoeopathy. IBPP, New Delhi. Reprint edition</p> <p>Dhawale, M.L. (1994). Principle and Practice of Homeopathy”, Published by Institute of Clinical Research Bombay.</p> <p>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.</p> <p>Kent, J. T. (2002). Lectures on Homoeopathic Philosophy. Indian Book &amp; Periodical Publishers, New Delhi. Reprint edition</p> <p>Roberts, H. A. (1995). The principles and art of cure by homoeopathy. B. Jain publishers pvt. Ltd.</p> |
| <b>Domains of Competencies</b> | Knowledge & Scholarship / Homoeopathic Orientation / Practice Based Learning  |

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

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|----------------------------------|---|
| <p><b>Topic Overview:</b></p>    | <p>This topic will provide deeper understanding of susceptibility, its correlation with immunity and importance of susceptibility in clinical practice.</p>   |
| <p><b>Learning Outcomes:</b></p> | <p><b>COMPETENCY HOM – PG-OP – 16- 1:</b></p> <p><b>UNDERSTANDING OF SUSCEPTIBILITY AS INNATE MECHANISM OF LIFE</b></p> <p><b>KNOWLEDGE</b></p> <ul style="list-style-type: none"> <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> <p><b>SKILL</b></p> <ul style="list-style-type: none"> <li>• Application of understanding of susceptibility in clinical practise.</li> <li>• 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.</li> </ul> <p><b>REFLECTION</b></p> <ul style="list-style-type: none"> <li>• Understanding the role of susceptibility in health, disease, cure and recovery.</li> </ul> <p><b>COMPETENCY HOM – PG-OP – 16- 2:</b></p> <p><b>CORRELATE SUSCEPTIBILITY, REACTION AND IMMUNITY</b></p> <p><b>KNOWLEDGE</b></p> <ul style="list-style-type: none"> <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 vital reaction</li> </ul> <p><b>SKILL</b></p> <ul style="list-style-type: none"> <li>• Application of knowledge of Susceptibility in vital processes of health and disease</li> </ul> <p><b>REFLECTION</b></p> <ul style="list-style-type: none"> <li>• Role of susceptibility in clinical practice and relation</li> </ul> |

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|  | between susceptibility, reaction and immunity  |
| <b>Competency based Learning Methods</b> | Case based, Bedside, Outpatient based, Self-regulated learning, deliberate practice, formative self assessment   |
| <b>Assessment:</b>                       | Continuous / Programmatic assessment (including Problem Based Learning assessment).<br>Formative Assessment tools: MCQ, Group discussion, Assignments, check lists, ratings  |
| <b>Prescribed Texts:</b>                 | Close, Stuart. (2003). The Genius of Homoeopathy Lectures and Essays on Homoeopathy. IBPP, New Delhi.<br>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.<br>Kent, J. T. (2002). Lectures on Homoeopathic Philosophy. Indian Book & Periodical Publishers, New Delhi.<br>Roberts, H. A. (1995). The principles and art of cure by homoeopathy. B. Jain publishers pvt. Ltd.<br>Sarkar B. K. (2003-2004) Organon of Medicine by Samuel Hahnemann with An Introduction and Commentary on the Text: Birla Publications Pvt. Ltd. Delhi.<br>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. |
| <b>Domains of Competencies</b>           | Knowledge & Scholarship / Homoeopathic Orientation/ / Practice Based Learning  |

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

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| <p><b>Topic Overview:</b></p>    | <p>This topics will sensitize the students to the relation of pathology with General and Special Therapeutics</p>  |
| <p><b>Learning Outcomes:</b></p> | <p><b>COMPETENCY HOM – PG-OP – 17-1:</b></p> <p><b>DISCUSS THE RELATION OF MODERN PATHOLOGY IN HOMOEOPATHIC PRACTICE</b></p> <p><b>KNOWLEDGE</b></p> <ul style="list-style-type: none"> <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> <p><b>SKILL</b></p> <ul style="list-style-type: none"> <li>• Application of knowledge of pathology in individualisation</li> </ul> <p><b>REFLECTION</b></p> <ul style="list-style-type: none"> <li>• Importance of knowledge of pathology in therapeutics</li> </ul> <p><b>COMPETENCY HOM – PG-OP – 17-2:</b></p> <p><b>DISCUSS ETIO-PATHOGENESIS OF DISEASE IN TERMS OF FUNDAMENTAL, EXCITING AND PREDISPOSING CAUSES</b></p> <p><b>KNOWLEDGE</b></p> <ul style="list-style-type: none"> <li>• Outline the concept of fundamental and predisposing causes</li> <li>• Highlight the importance of constitution and temperament from historical and psychological perspective</li> <li>• Relate the homoeopathic concept of constitution with bio-pathographical evolution of disease</li> </ul> <p><b>SKILL</b></p> <ul style="list-style-type: none"> <li>• Application of concept of constitution in bio-pathographical evolution of disease</li> </ul> <p><b>REFLECTION</b></p> <ul style="list-style-type: none"> <li>• Importance of constitutional understanding in disease biopathography</li> </ul> |

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

**HOM – PG-OP – 18:**

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

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| <b>Topic Overview:</b>    | This topic will sensitize the students to the relation of pathology and microbiology with homoeopathy and concept of chronic diseases. It will provide orientation for application of chronic miasm in clinical practise   |
| <b>Learning Outcomes:</b> | <p><b>COMPETENCY HOM – PG-OP – 18- 1:</b></p> <p><b>CORRELATION OF PATHOLOGICAL AND MICROBIOLOGICAL PRINCIPLES IN HOMOEOPATHIC PRACTISE</b></p> <p><b>KNOWLEDGE</b></p> <ul style="list-style-type: none"><li>• Explain the basic principles of pathology and microbiology</li><li>• Describe Hahnemann’s perception of “infection theory”</li><li>• Discuss the significance of the pathophysiology of infection with reference to the theory of chronic diseases</li></ul> <p><b>SKILL</b></p> <ul style="list-style-type: none"><li>• Application of Hahnemann’s concept of ‘infection’ in etiopathogenesis of acute and chronic diseases</li></ul> <p><b>REFLECTION</b></p> <ul style="list-style-type: none"><li>• Scientific validation of Hahnemann’s understanding of etiopathogenesis of acute and chronic diseases</li></ul> <p><b>COMPETENCY HOM – PG-OP – 18-2:</b></p> <p><b>DISCUSS THE CONCEPT OF MIASMIN LIGHT OF MODERN PRINCIPLES OF PATHOLOGY AND MICROBIOLOGY</b></p> <p><b>KNOWLEDGE</b></p> <ul style="list-style-type: none"><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> <p><b>SKILL</b></p> <ul style="list-style-type: none"><li>• Implementation of theory of acute and chronic miasm in clinical practise</li></ul> <p><b>Reflection</b></p> <ul style="list-style-type: none"><li>• Correlate the miasmatic theory with the advancements in the study of pathology and microbiology</li></ul> |
| <b>Competency</b>         | Case based, Bedside, Outpatient based, Self-regulated learning,  |

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



**HOM – PGOP – 19:**

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

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| <b>Topic Overview:</b>    | 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.  |
| <b>Learning Outcomes:</b> | <p><b>COMPETENCY HOM – PGOP – 19- 1:</b></p> <p><b>EXPLAIN THE IMPORTANCE OF INTERDISCIPLINARY APPROACH FOR EXAMINATION OF PATIENT</b></p> <p><b>KNOWLEDGE</b></p> <ul style="list-style-type: none"><li>• Discuss the concept of Holism</li><li>• Describe the interdisciplinary approach in understanding man as a whole</li><li>• Illustrate the inter-relationship of preclinical, clinical and paraclinical subjects</li></ul> <p><b>SKILL</b></p> <ul style="list-style-type: none"><li>• Application of holistic model of health system</li></ul> <p><b>REFLECTION</b></p> <ul style="list-style-type: none"><li>• Identify the elements critical for integrating clinical and para clinical knowledges for individualised case perceiving</li></ul> <p><b>COMPETENCY HOM – PGOP – 19-2:</b></p> <p><b>UNDERSTANDING THE SIGNIFICANCE OF PATIENT CENTRIC APPROACH IN LIGHT OF CURRENT TRENDS IN MEDICINE</b></p> <p><b>KNOWLEDGE</b></p> <ul style="list-style-type: none"><li>• Discuss the interdisciplinary approach of conventional medicine towards holistic understanding of patient</li><li>• Correlate the homoeopathic concept of patient centric approach in framework of conventional medicine</li></ul> <p><b>SKILL</b></p> <ul style="list-style-type: none"><li>• Integration of homoeopathic concept of holism in paradigm of modern medicine</li></ul> |

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|  | <p><b>REFLECTION</b></p> <ul style="list-style-type: none"> <li>Scientific validation of Hahnemann’s holistic concept of health</li> </ul>   |
| <b>Competency based Learning Methods</b> | Problem based, Case based, Bedside, Outpatient based, Self-regulated learning, deliberate practice, formative self assessment  |
| <b>Assessment:</b>                       | <p>Continuous / Programmatic assessment (including Problem Based Learning assessment).</p> <p>Formative Assessment tools: MCQ, Group discussion, Assignments, check lists</p>  |
| <b>Prescribed Texts:</b>                 | <p>Close, Stuart. (2003). The Genius of Homoeopathy Lectures and Essays on Homoeopathy. IBPP, New Delhi.</p> <p>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.</p> <p>Kent James Tyler. (2023). Lesser Writings, Clinical Cases, New Remedies, Aphorisms and Precepts.</p> <p>Sarkar B. K. (2003-2004) Organon of Medicine by Samuel Hahnemann with An Introduction and Commentary on the Text: Birla Publications Pvt. Ltd. Delhi.</p> <p>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.</p> |
| <b>Domains of Competencies</b>           | Knowledge & Scholarship / Patient Care / Homoeopathic Orientation / Practice Based Learning  |

## HOM – PG-OP – 20: HOMOEOPATHIC SEMIOLOGY

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| <b>Topic Overview:</b>                   | This topic will provide insights into concept of symptomatology, methods of evaluation of symptoms and its importance in Clinical practice  |
| <b>Learning Outcomes:</b>                | <p><b>COMPETENCY HOM – PG-OP – 20-1:</b></p> <p><b>UNDERSTAND DIFFERENT AUTHORBASED PERSPECTIVE OF SYMPTOMATOLOGY AND THEIR APPLICATION IN CLINICAL PRACTICE</b></p> <p><b>KNOWLEDGE</b></p> <ul style="list-style-type: none"> <li>• Discuss the true nature and constitution of a symptom in ‘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> <p><b>SKILL</b></p> <ul style="list-style-type: none"> <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 DrBoger’sconceptofPathological General and</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> <p><b>REFLECTION</b></p> <ul style="list-style-type: none"> <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> |
| <b>Competency based Learning Methods</b> | Case based, Bedside, Outpatient based, Brainstorming, Self-regulated learning, deliberate practice, formative self assessment   |
| <b>Assessment:</b>                       | Continuous / Programmatic assessment (including Problem Based Learning assessment).   |

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|                                | Formative Assessment tools: MCQ, Group discussion, Assignments, check lists  |
| <b>Prescribed Texts:</b>       | <p>Close, Stuart. (2003). The Genius of Homoeopathy Lectures and Essays on Homoeopathy. IBPP, New Delhi.</p> <p>Dhawale, M.L. (1994). Principle and Practice of Homeopathy”, Published by Institute of Clinical Research Bombay.</p> <p>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. Low priced 5<sup>th</sup> and</p> <p>Sarkar B. K. (2003-2004) Organon of Medicine by Samuel Hahnemann with An Introduction and Commentary on the Text: Birla Publications Pvt. Ltd. Delhi.</p> <p>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.</p> |
| <b>Domains of Competencies</b> | Knowledge & Scholarship / Patient Care / Homoeopathic Orientation / Practice Based Learning  |

**HOM – PG-OP – 21:**

**CASE PERCEIVING IN SPECIAL CLINICAL SETTINGS**

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| <b>Topic Overview:</b>                   | This topic will provide understanding of analysis of the case for individualization in different clinical settings   |
| <b>Learning Outcomes:</b>                | <p><b>COMPETENCY HOM – PG-OP – 21-1:</b></p> <p><b>SIGNIFICANCE OF PROCESSING OF THE CASE FOR INDIVIDUALIZATION IN DIFFERENT CLINICAL SETTINGS</b></p> <p><b>KNOWLEDGE</b></p> <ul style="list-style-type: none"><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> <p><b>SKILL</b></p> <ul style="list-style-type: none"><li>• Application of logical analysis in individualisation of such cases</li></ul> <p><b>REFLECTION</b></p> <ul style="list-style-type: none"><li>• Reflect upon the individualisation of patient, selection of remedy, selection of potency and doses in special clinical settings</li></ul> |
| <b>Competency based Learning Methods</b> | Case based, Bedside, Outpatient based, Self-regulated learning, deliberate practice, formative self assessment   |
| <b>Assessment:</b>                       | Continuous / Programmatic assessment (including Problem Based Learning assessment).<br><br>Formative Assessment tools: MCQ, Group discussion, Assignments, check lists, ratings  |

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| <b>Prescribed Texts:</b>       | <p>Dudgeon R. E. (2002). Lectures on the Theory and Practice of Homoeopathy. B. Jain publishers pvt Ltd, New Delhi.</p> <p>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.</p> <p>Kent, J. T. (2002). Lectures on Homoeopathic Philosophy. Indian Book &amp; Periodical Publishers, New Delhi.</p> <p>Roberts, H. A. (1995). The principles and art of cure by homoeopathy. B. Jain publishers pvt. Ltd.</p> <p>Sarkar B. K. (2003-2004) Organon of Medicine by Samuel Hahnemann with An Introduction and Commentary on the Text: Birla Publications Pvt. Ltd. Delhi.</p> <p>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.</p> |
| <b>Domains of Competencies</b> | Knowledge & Scholarship / Patient Care / Homoeopathic Orientation / Practice Based Learning   |

**HOM – PG-OP – 22:****THE DYNAMIC ACTION OF DRUGS**

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| <b>Topic Overview:</b>                   | This topic will provide insights into dynamic action of drugs  |
| <b>Learning Outcomes:</b>                | <p><b>COMPETENCY HOM – PG-OP – 22-1:</b></p> <p><b>UNDERSTAND THE DYNAMIC ACTION OF DRUGS.</b></p> <p><b>KNOWLEDGE</b></p> <ul style="list-style-type: none"> <li>• Explain the dynamic concept of health, disease, and cure</li> <li>• State the different types of actions of drugs, such as mechanical, chemical, and dynamic.</li> <li>• Mention the clinical application of dynamic action of drugs in homoeopathic practise</li> </ul> <p><b>SKILL</b></p> <ul style="list-style-type: none"> <li>• Application of concept of dynamic action of drugs to obtain complete proving.</li> </ul> <p><b>REFLECTION</b></p> <ul style="list-style-type: none"> <li>• Correlation of dynamic action of drugs with concept of administration of minute doses and homoeopathic aggravation in acute, chronic, and even complicated diseases.</li> </ul> |
| <b>Competency based Learning Methods</b> | Self-regulated learning, spaced repetition, formative self assessment  |
| <b>Assessment:</b>                       | <p>Continuous / Programmatic assessment (including Problem Based Learning assessment).</p> <p>Formative Assessment tools: MCQ, Group discussion, Assignments</p>   |
| <b>Prescribed Texts:</b>                 | Roberts, H. A. (1995). The principles and art of cure by homoeopathy. B. Jain publishers pvt. Ltd. Reprint edition   |
| <b>Domains of Competencies</b>           | Knowledge & Scholarship / Homoeopathic Orientation   |

**HOM – PGOP – 23:**

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

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| <b>Topic Overview:</b>    | This topic will provide insights into remedy reaction and prognosis after observing the action of the remedy   |
| <b>Learning Outcomes:</b> | <p><b>COMPETENCY HOM – PGOP – 23-1:</b></p> <p><b>ILLUSTRATE REMEDY REACTION AFTER ADMINISTRATION OF MEDICINE</b></p> <p><b>KNOWLEDGE</b></p> <ul style="list-style-type: none"><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> <p><b>SKILL</b></p> <ul style="list-style-type: none"><li>• Clinical application of remedy reaction to understand prognosis.</li></ul> <p><b>REFLECTION</b></p> <ul style="list-style-type: none"><li>• Correlation of Remedy reaction with prognosis of case</li></ul> <p><b>COMPETENCY HOM – PGOP – 23-2:</b></p> <p><b>DISCUSS THE UNFAVOURABLE PROGNOSIS AFTER OBSERVING THE ACTION OF REMEDY.</b></p> <p><b>KNOWLEDGE</b></p> <ul style="list-style-type: none"><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> <p><b>SKILL</b></p> <ul style="list-style-type: none"><li>• Application of remedy reaction to understand prognosis of the case</li></ul> <p><b>REFLECTION</b></p> <ul style="list-style-type: none"><li>• Identify unfavourable Remedy reaction and its application in clinical practice</li></ul> <p><b>COMPETENCY HOM – PGOP – 23- 3:</b></p> |



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|  | <p><b>DISCUSS THE FAVOURABLE PROGNOSIS AFTER OBSERVING THE ACTION OF REMEDY.</b></p> <p><b>KNOWLEDGE</b></p> <ul style="list-style-type: none"> <li>• Discuss the depth of pathology i.e. reversible or irreversible</li> <li>• State the signs of commencement of amelioration.</li> <li>• Mention the direction of cure, according to Hering's Law of Cure</li> </ul> <p><b>SKILL</b></p> <ul style="list-style-type: none"> <li>• Application of remedy reaction to understand favourable prognosis</li> </ul> <p><b>REFLECTION</b></p> <ul style="list-style-type: none"> <li>• Identify favourable Remedy reaction and its use in clinical practice.</li> </ul>  |
| <b>Competency based Learning Methods</b> | Case based, Bedside, Outpatient based, Self-regulated learning, deliberate practice, formative self assessment  |
| <b>Assessment:</b>                       | <p>Continuous / Programmatic assessment (including Problem Based Learning assessment).</p> <p>Formative Assessment tools: MCQ, Group discussion, Assignments, check lists</p>   |
| <b>Prescribed Texts:</b>                 | <p>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.</p> <p>Kent, J. T. (2002). Lectures on Homoeopathic Philosophy. Indian Book &amp; Periodical Publishers, New Delhi.</p> <p>Roberts, H. A. (1995). The principles and art of cure by homoeopathy. B. Jain publishers pvt. Ltd.</p> <p>Sarkar B. K. (2003-2004) Organon of Medicine by Samuel Hahnemann with An Introduction and Commentary on the Text: Birla Publications Pvt. Ltd. Delhi.</p> <p>Singh Mahendra. Singh Subhas. (2022). First Corrected, Re-Translated &amp; Redacted English Edition of Organon of Medicine. 6<sup>th</sup> &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.</p> |
| <b>Domains of Competencies</b>           | Knowledge & Scholarship / Homoeopathic Orientation / Practice Based Learning  |

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

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| <b>Overview:</b>                         | This topic will provide insights into different types of second prescriptions and their use in clinical practice basing on remedy reactions.  |
| <b>Learning Outcomes:</b>                | <p><b>COMPETENCY HOM – PG-OP – 24- 1:</b></p> <p><b>MENTION THE DIFFERENT TYPES OF SECOND PRESCRIPTIONS AND THEIR INDICATIONS DEPENDING ON THE REACTION AFTER ADMINISTRATION OF REMEDY.</b></p> <p><b>KNOWLEDGE</b></p> <ul style="list-style-type: none"> <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>• Discuss 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> <p><b>SKILL</b></p> <ul style="list-style-type: none"> <li>• Application of knowledge of different types of second prescriptions in clinical practice</li> </ul> <p><b>REFLECTION</b></p> <ul style="list-style-type: none"> <li>• Correlation of second prescriptions with remedy reactions and its utility in clinical practice</li> </ul> |
| <b>Competency based Learning Methods</b> | Problem based, Case based, Bedside, Outpatient based, brainstorming, Self-regulated learning, deliberate practice, formative self assessment  |
| <b>Assessment:</b>                       | <p>Continuous / Programmatic assessment (including Problem Based Learning assessment).</p> <p>Formative Assessment tools: MCQ, Group discussion, Assignments, check lists</p>   |
| <b>Prescribed Texts:</b>                 | <p>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.</p> <p>Kent, J. T. (2002). Lectures on Homoeopathic Philosophy. Indian Book &amp; Periodical Publishrs, New Delhi.</p> <p>Roberts, H. A. (1995). The principles and art of cure by homoeopathy. B. Jain publishers pvt. Ltd.</p> <p>Sarkar B. K. (2003-2004) Organon of Medicine by Samuel Hahnemann with An Introduction and Commentary on the Text: Birla Publications</p>   |

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|                                | Pvt. Ltd. Delhi.<br>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 |
| <b>Domains of Competencies</b> | Knowledge & Scholarship / Homoeopathic Orientation / Practice Based Learning   |

## HOM – PG-OP – 25:

### THE SCOPE AND LIMITATIONS OF HOMOEOPATHY

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| <b>Topic Overview:</b>                   | This topic will provide insights into the scope and limitations of homoeopathy  |
| <b>Learning Outcomes:</b>                | <p><b>COMPETENCY HOM – PG-OP – 25 1:</b></p> <p><b>UNDERSTAND THE SCOPE AND LIMITATIONS OF HOMOEOPATHY</b></p> <p><b>KNOWLEDGE</b></p> <ul style="list-style-type: none"><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> <p><b>SKILL</b></p> <ul style="list-style-type: none"><li>• Application of homoeopathy helps to get a clear defined idea of the field in which the principle of Similia is inoperative.</li></ul> <p><b>REFLECTION</b></p> <ul style="list-style-type: none"><li>• Identify the elements critical for evaluation of Scope and limitation of homoeopathy</li></ul> |
| <b>Competency based Learning Methods</b> | Case based, Bedside, Outpatient based, Self-regulated learning, deliberate practice, formative self assessment  |
| <b>Assessment:</b>                       | <p>Continuous / Programmatic assessment (including Problem Based Learning assessment).</p> <p>Formative Assessment tools: MCQ, Group discussion, Assignments</p>  |
| <b>Prescribed Texts:</b>                 | <p>Close, Stuart. (2003). The Genius of Homoeopathy Lectures and Essays on Homoeopathy. IBPP, New Delhi.</p> <p>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.</p> <p>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</p> <p>Singh Mahendra, Singh Subhas. (2022). First Corrected, Re-Translated &amp; Redacted English Edition of Organon of Medicine. 6th &amp; 5th Edition</p>   |

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|                                | with an Appendix & Word Meaning (of each aphorism) by Samuel Hahnemann. B. Jain Publishers (P) Ltd, New Delhi. |
| <b>Domains of Competencies</b> | Knowledge & Scholarship / Patient Care / Homoeopathic Orientation / Practice Based Learning                    |

## HOM – PG-OP – 26: CONCEPT OF SECOND-BEST REMEDY

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| <b>Overview:</b>                         | This topic will provide the knowledge of differentiation between indisposition and acute disease and utility of ‘second best remedy’  |
| <b>Learning Outcomes:</b>                | <p><b>COMPETENCY HOM – PG-OP – 26-1:</b></p> <p><b>UNDERSTANDING    INDISPOSITION    AS    MIMICKING SICKNESS</b></p> <p><b>KNOWLEDGE:</b></p> <ul style="list-style-type: none"> <li>• Explain indisposition as a state of sickness arising from improper diet, habits or lifestyle.</li> </ul> <p><b>SKILL</b></p> <ul style="list-style-type: none"> <li>• Discriminate between exciting or maintaining cause (causa occasionalis),</li> </ul> <p><b>REFLECTION</b></p> <ul style="list-style-type: none"> <li>• Reflect on the nature of causations</li> </ul> <p><b>COMPETENCY HOM – PG-OP – 26-2:</b></p> <p><b>HIGHLIGHT THE ROLE OF ‘SECOND BEST REMEDY’ IN DIFFERENT CLINICAL SETTINGS</b></p> <p><b>KNOWLEDGE</b></p> <ul style="list-style-type: none"> <li>• Discuss the concept of ‘second best remedy’</li> </ul> <p><b>SKILL</b></p> <ul style="list-style-type: none"> <li>• Prescription of ‘second best remedy’ in clinical practice</li> </ul> <p><b>REFLECTION</b></p> <p>Reflect upon the clinical utility of ‘second best remedy’</p> |
| <b>Competency based Learning Methods</b> | Bedside, Outpatient based, Self-regulated learning, deliberate practice, formative self assessment  |
| <b>Assessment:</b>                       | <p>Continuous / Programmatic assessment (including Problem Based Learning assessment).</p> <p>Formative Assessment tools: MCQ, Group discussion, Assignments, check lists</p>   |
| <b>Prescribed Texts:</b>                 | <p>Close, Stuart. (2003). The Genius of Homoeopathy Lectures and Essays on Homoeopathy. IBPP, New Delhi.</p> <p>Kent, J. T. (2002). Lectures on Homoeopathic Philosophy. Indian Book</p>  |

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|                                | <p>&amp; Periodical Publishers, New Delhi. Reprint edition</p> <p>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..</p> <p>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</p> <p>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.</p> |
| <b>Domains of Competencies</b> | Knowledge & Scholarship / Patient Care / Homoeopathic Orientation / Practice Based Learning   |

**HOM – PG-OP – 27:**

**SUPPRESSION AND PALLIATION**

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| <b>Topic Overview:</b>    | 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   |
| <b>Learning Outcomes:</b> | <p><b>COMPETENCY HOM – PG-OP – 27-1:</b></p> <p><b>INSIGHT INTO THE BASIC CONCEPTS, FUNDAMENTAL LAWS AND CLINICAL EXPRESSIONS OF SUPPRESSION AND PALLIATION</b></p> <p><b>KNOWLEDGE</b></p> <ul style="list-style-type: none"><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> <p><b>SKILL</b></p> <ul style="list-style-type: none"><li>• Ability to clinically differentiate suppression from palliation</li></ul> <p><b>REFLECTION</b></p> <ul style="list-style-type: none"><li>• Evaluation of case prognosis in the light of concept of suppression and palliation</li></ul> <p><b>COMPETENCY HOM – PG-OP – 27- 2:</b></p> <p><b>SUPPRESSION AND PALLIATION IN DIFFICULT AND INCURABLE DISEASES</b></p> <p><b>KNOWLEDGE</b></p> <ul style="list-style-type: none"><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> <p><b>SKILL</b></p> <ul style="list-style-type: none"><li>• Clinical management of difficult and incurable disease conditions</li></ul> |



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|  | <p><b>REFLECTION</b></p> <ul style="list-style-type: none"> <li>Principles of palliative care according to homoeopathic and conventional medicine</li> </ul>   |
| <b>Competency based Learning Methods</b> | Case based, Self-regulated learning, Library based, e-learning, spaced repetition, formative self assessment   |
| <b>Assessment:</b>                       | <p>Continuous / Programmatic assessment (including Problem Based Learning assessment).</p> <p>Formative Assessment tools: MCQ, Group discussion, Assignments</p>   |
| <b>Prescribed Texts:</b>                 | <p>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.</p> <p>Kent, J. T. (2002). Lectures on Homoeopathic Philosophy. Indian Book &amp; Periodical Publishers, New Delhi. Reprint edition</p> <p>Roberts, H. A. (1995). The principles and art of cure by homoeopathy. B. Jain publishers pvt. Ltd.</p> |
| <b>Domains of Competencies</b>           | Knowledge & Scholarship / Patient Care / Homoeopathic Orientation / Practice Based Learning/ Communication skills/ Professionalism   |

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**HOM – PG-OP – 28:**

**PHENOMENOLOGICAL VIEWPOINT**

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| <b>Topic Overview:</b>    | This topic will provide insights into concept of phenomenology and empiricism and highlight its importance in Understanding homoeopathic principles   |
| <b>Learning Outcomes:</b> | <p><b>COMPETENCY HOM – PG-OP – 28-1:</b></p> <p><b>CORRELATE THE CONCEPT OF PHENOMENOLOGY AND EMPIRICISM AS WELL AS ITS RELATION WITH HOMOEOPATHY</b></p> <p><b>KNOWLEDGE</b></p> <ul style="list-style-type: none"><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> <p><b>SKILL</b></p> <ul style="list-style-type: none"><li>• Clinical utility of phenomenological and empiricist point of view in Understanding science of homoeopathy</li></ul> <p><b>REFLECTION</b></p> <ul style="list-style-type: none"><li>• Corelation of empiricist philosophy with Hahnemannian approach in evolution of homoeopathic science</li></ul> <p><b>COMPETENCY HOM – PG-OP – 28- 2:</b></p> <p><b>HIGHLIGHT THE PRINCIPLES OF HOMOEOPATHIC PHILOSOPHY IN LIGHT OF PHENOMENOLOGICAL VIEWPOINT</b></p> <p><b>KNOWLEDGE</b></p> <ul style="list-style-type: none"><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> <p><b>SKILL</b></p> <ul style="list-style-type: none"><li>• Application of phenomenological view point in appreciation of principles of Homoeopathic philosophy</li></ul> |

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|  | <p><b>Reflection</b></p> <ul style="list-style-type: none"> <li>Scientific validation of Hahnemannian philosophy in context of Empiricism</li> </ul>   |
| <b>Competency based Learning Methods</b> | Brainstorming, Self-regulated learning, Library based, e-learning, spaced repetition, formative self assessment  |
| <b>Assessment:</b>                       | <p>Continuous / Programmatic assessment (including Problem Based Learning assessment).</p> <p>Formative Assessment tools: MCQ, Group discussion, Assignments</p>   |
| <b>Prescribed Texts:</b>                 | <p>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.</p> <p>Hughes Richard. (2020). The Principles &amp; Practice of Homoeopathy. B. Jain Publishers (P) Ltd, New Delhi.</p> <p>Roberts, H. A. (1995). The principles and art of cure by homoeopathy. B. Jain publishers pvt. Ltd.</p> <p>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.</p> |
| <b>Domains of Competencies</b>           | Knowledge & Scholarship / Homoeopathic Orientation / Practice Based Learning   |

## HOM – PG-OP – 29: TEMPERAMENTS

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| <b>Topic Overview:</b>    | 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  |
| <b>Learning Outcomes:</b> | <p><b>COMPETENCY HOM – PG-OP – 29- 1:</b></p> <p><b>DISCUSSION OF THE HISTORICAL PERSPECTIVE OF UNDERSTANDING OF TEMPERAMENTS AND APPRECIATE THE IMPORTANCE OF TEMPERAMENTS IN PATHOLOGICAL EVOLUTION OF DISEASES</b></p> <p><b>KNOWLEDGE</b></p> <ul style="list-style-type: none"><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><li>• Discuss the importance of temperaments</li></ul> <p><b>SKILL</b></p> <ul style="list-style-type: none"><li>• Application of temperaments in perceiving pathological evolution of diseases</li></ul> <p><b>REFLECTION</b></p> <ul style="list-style-type: none"><li>• Corelate historical concept of temperaments with modern understanding of personality profile of diseases</li></ul> <p><b>COMPETENCY HOM – PG-OP – 29- 2:</b></p> <p><b>HIGHLIGHT THE IMPORTANCE OF TEMPERAMENTS IN THE STUDY OF MATERIA MEDICA OF HOMOEOPATHIC MEDICINES</b></p> <p><b>KNOWLEDGE</b></p> <ul style="list-style-type: none"><li>• Explain the significance of types of temperaments of different polycryst remedies in homoeopathic Materia Medica</li><li>• Describe the importance of temperaments in drug pathogenesis</li></ul> <p><b>SKILL</b></p> <ul style="list-style-type: none"><li>• Application of understanding of temperaments in clinical</li></ul> |

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|  | <p>practise</p> <p><b>REFLECTION</b></p> <ul style="list-style-type: none"> <li>• Reflect upon the clinical utility of archaic concepts of temperaments mentioned in Materia medica of homoeopathic medicines</li> </ul>  |
| <b>Competency based Learning Methods</b> | Brainstorming, Self-regulated learning, Library based, e-learning, spaced repetition, formative self assessment   |
| <b>Assessment:</b>                       | <p>Continuous / Programmatic assessment (including Problem Based Learning assessment).</p> <p>Formative Assessment tools: MCQ, Group discussion, Assignments</p>  |
| <b>Prescribed Texts:</b>                 | <p>Roberts, H. A. (1995). The principles and art of cure by homoeopathy. B. Jain publishers pvt. Ltd. Reprint edition</p> <p>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.</p> |
| <b>Domains of Competencies</b>           | Knowledge & Scholarship / Patient Care / Homoeopathic Orientation / Practice Based Learning/ Communication skills   |

**HOM – PG-OP – 30:****ALTERNATION OF REMEDIES**

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| <b>Topic Overview:</b>                   | This topic will sensitize the students to the basic concept and therapeutic implication of Alternation of remedies   |
| <b>Learning Outcomes:</b>                | <p><b>COMPETENCY HOM – PG-OP – 30- 1:</b></p> <p><b>HIGHLIGHT THE BASIC CONCEPT AND THERAPEUTIC UTILITY OF ALTERNATION OF REMEDIES IN CONTEXT OF HAHNEMANNIAN AND POST HAHNEMANNIAN WRITINGS</b></p> <p><b>KNOWLEDGE</b></p> <ul style="list-style-type: none"> <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> <p><b>SKILL</b></p> <ul style="list-style-type: none"> <li>• Judicious employment of Alternation of remedies</li> </ul> <p><b>REFLECTION</b></p> <ul style="list-style-type: none"> <li>• Clinical decision-making regarding alternation of remedies</li> </ul> |
| <b>Competency based Learning Methods</b> | Case based, Self-regulated learning, Library based, e-learning, , formative self assessment  |
| <b>Assessment:</b>                       | <p>Continuous / Programmatic assessment (including Problem Based Learning assessment).</p> <p>Formative Assessment tools: MCQ, Group discussion, Assignments</p>   |
| <b>Prescribed Texts:</b>                 | <p>Dunham Carroll. (2019). Homoeopathy The Science of Therapeutics. B. Jain Publishers (P) Ltd, New Delhi.</p> <p>Dudgeon R. E. (2002). Lectures on the Theory and Practice of Homoeopathy. B. Jain publishers pvt Ltd, New Delhi.</p> <p>Hughes Richard. (2020). The Principles &amp; Practice of Homoeopathy. B. Jain Publishers (P) Ltd, New Delhi.</p> <p>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.</p> <p>Kent, J. T. (2002). Lectures on Homoeopathic Philosophy. Indian Book &amp; Periodical Publishers, New Delhi.</p>   |
| <b>Domains of Competencies</b>           | Knowledge & Scholarship / Patient Care / Homoeopathic Orientation / Practice Based Learning  |

**HOM – PG-OP – 31:****THE STUDY OF PROVINGS**

|  |  |
|--|--|
| <b>Topic Overview:</b>                   | This topic will provide overview of modern methods of drug proving and its application in proving of new drugs   |
| <b>Learning Outcomes:</b>                | <p><b>COMPETENCY HOM – PG-OP – 31-1:</b></p> <p><b>EXPLANATION OF THE MODERN METHODS OF DRUG PROVING</b></p> <p><b>KNOWLEDGE</b></p> <ul style="list-style-type: none"> <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> <p><b>SKILL</b></p> <ul style="list-style-type: none"> <li>• Application of Hahnemannian and modern methods of drug proving in proving of new drugs.</li> </ul> <p><b>REFLECTION</b></p> <ul style="list-style-type: none"> <li>• Reflects upon the proving of new drugs and formation of new Materia Medicas</li> </ul> |
| <b>Competency based Learning Methods</b> | Self-regulated learning, Library based, e-learning, formative self assessment  |
| <b>Assessment:</b>                       | <p>Continuous / Programmatic assessment (including Problem Based Learning assessment).</p> <p>Formative Assessment tools: MCQ, Group discussion, Assignments</p>   |
| <b>Prescribed Texts:</b>                 | <p>Dudgeon. R. E. (2019). Lesser writings of Samuel Hahnemann. B. Jain Publishers (P) Ltd, New Delhi. R.E.</p> <p>Dunham Carroll. (2019). Homoeopathy The Science of Therapeutics. B. Jain Publishers (P) Ltd, New Delhi. 14th Impression.</p> <p>Kent, J. T. (2002). Lectures on Homoeopathic Philosophy. Indian Book &amp; Periodical Publishers, New Delhi.</p>   |
| <b>Domains of Competencies</b>           | Knowledge & Scholarship / Homoeopathic Orientation   |

**HOM – PG-OP – 32:**

**HA ROBERT’S CONCEPT OF DEFLECTED CURRENT**

|  |  |
|--|--|
| <b>Topic Overview:</b>                   | This topic will provide insights into the accessory circumstances or factors which may cause hindrance/obstacle to cure.   |
| <b>Learning Outcomes:</b>                | <p><b>COMPETENCY HOM – PG-OP – 32-1:</b></p> <p><b>IDENTIFY THE FACTORS WHICH MAY CAUSE HINDRANCE/OBSTACLE TO CURE.</b></p> <p><b>KNOWLEDGE</b></p> <ul style="list-style-type: none"><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> <p><b>SKILL</b></p> <ul style="list-style-type: none"><li>• Clinical application of deflected current in analyzing and removing the obstacles</li><li>• Application of concept of inter current remedies, anti-miasmatic, nosodes or acute prescriptions</li></ul> <p><b>REFLECTION</b></p> <ul style="list-style-type: none"><li>• Correlate the concept of accessory circumstances with obstacle to cure and their removal.</li></ul> |
| <b>Competency based Learning Methods</b> | Case based, Self-regulated learning, Library based, e-learning, , formative self assessment  |
| <b>Assessment:</b>                       | Continuous / Programmatic assessment (including Problem Based Learning assessment).<br><br>Formative Assessment tools: MCQ, Group discussion, Assignments  |
| <b>Prescribed Texts:</b>                 | Close, Stuart. (2003). The Genius of Homoeopathy Lectures and Essays on Homoeopathy. IBPP, New Delhi.<br>Kent, J. T. (2002). Lectures on Homoeopathic Philosophy. Indian Book & Periodical Publishers, New Delhi. Reprint edition<br>Roberts, H. A. (1995). The principles and art of cure by homoeopathy. B. Jain publishers pvt. Ltd. Reprint edition<br>Dudgeon R. E. (2002). Lectures on the Theory and Practice of  |



|                                 |   |
|---------------------------------|---|
|                                 | Homoeopathy. B. Jain publishers pvt Ltd, New Delhi.                                       |
| <b>Domains<br/>Competencies</b> | <b>of</b> Knowledge & Scholarship / Homoeopathic Orientation / Practice<br>Based Learning |

**HOM – PG-OP – 33:**

**HOMOEOPATHIC POSOLOGY**

|                           |   |
|---------------------------|---|
| <b>Topic Overview:</b>    | This course will provide insights into posological principle of Infinitesimal, elements of posology and role of susceptibility in posology  |
| <b>Learning Outcomes:</b> | <p><b>COMPETENCY HOM – PG-OP – 33- 1:</b></p> <p><b>UNDERSTANDING THE CONCEPT OF POSOLOGICAL PRINCIPLE OF INFINITESIMALS</b></p> <p><b>KNOWLEDGE</b></p> <ul style="list-style-type: none"><li>• Explain the basic principles of vitalistic philosophy</li><li>• Describe the basic concept of Infinitesimals and the laws governing posology</li><li>• Knowledge of various scales of potency- centesimal, decimal and 50 millesimal scale</li></ul> <p><b>SKILL</b></p> <ul style="list-style-type: none"><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> <p><b>REFLECTION</b></p> <ul style="list-style-type: none"><li>• Scientific validation of posological principle of Infinitesimal</li></ul> <p><b>COMPETENCY HOM – PG-OP – 33-2:</b></p> <p><b>RELATE THE COMPONENTS OF HOMOEOPATHIC POSOLOGY AND ROLE OF SUSCEPTIBILITY</b></p> <p><b>KNOWLEDGE</b></p> <ul style="list-style-type: none"><li>• List the components of homoeopathic posology</li><li>• Describe the Basic concept of susceptibility</li><li>• State the factors influencing susceptibility</li></ul> <p><b>SKILL</b></p> <ul style="list-style-type: none"><li>• Application of susceptibility in posology</li></ul> <p><b>Reflection</b></p> <ul style="list-style-type: none"><li>• Critical understanding of elements determining posology</li></ul> |
| <b>Competency based</b>   | Bedside, Outpatient based, Self-regulated learning, deliberate  |

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

**HOM – PG-OP – 34:**

**SCHOOLS OF MODERN PHILOSOPHIES AND THEIR CORRELATION WITH HOMOEOPATHIC PHILOSOPHY**

|                           |  |
|---------------------------|--|
| <b>Topic Overview:</b>    | This topic will sensitize the students with an overview of modern schools of philosophies in context of understanding Hahnemann and post Hahnemannian philosophies   |
| <b>Learning Outcomes:</b> | <p><b>COMPETENCY HOM – PG-OP – 34- 1:</b></p> <p><b>BRIEF OVERVIEW OF SCHOOLS OF MODERN PHILOSOPHIES</b></p> <p><b>KNOWLEDGE</b></p> <ul style="list-style-type: none"><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 Hegel</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> <p><b>SKILL</b></p> <ul style="list-style-type: none"><li>• Application of modern philosophies in understanding the workings of Homoeopathic principles</li></ul> <p><b>REFLECTION</b></p> <ul style="list-style-type: none"><li>• Identify the elements critical for development of Hahnemann’s and post Hahnemann concepts of homoeopathic philosophy</li></ul> <p><b>COMPETENCY HOM – PG-OP – 34- 2:</b></p> <p><b>CORRELATION OF MODERN SCHOOLS OF PHILOSOPHY WITH HOMOEOPATHIC PHILOSOPHY</b></p> <p><b>KNOWLEDGE</b></p> <ul style="list-style-type: none"><li>• Discuss the schools of philosophies – Materialism, Idealism and substantialism, existentialism, realism, pragmatism, romanticism, vitalism. positivism,</li></ul> |

|  |   |
|--|---|
|  | <p>phenomenology, Naturalism and critical theory</p> <p><b>SKILL</b></p> <ul style="list-style-type: none"> <li>• Application of these fundamental philosophies in understanding Hahnemann's and post Hahnemann concept of health, disease and cure</li> </ul> <p><b>REFLECTION</b></p> <ul style="list-style-type: none"> <li>• Integrate various facets of modern schools of philosophy with homoeopathic philosophy</li> </ul>   |
| <b>Competency based Learning Methods</b> | Self-regulated learning, Library based, e-learning, , formative self assessment   |
| <b>Assessment:</b>                       | <p>Continuous / Programmatic assessment (including Problem Based Learning assessment).</p> <p>Formative Assessment tools: MCQ, Group discussion, Assignments</p>  |
| <b>Prescribed Texts:</b>                 | <p>Durant, Will (1961) The Story of Philosophy : the Lives and Opinions of the Great Philosophers of the Western World. New York, Simon and Schuster</p> <p>Russell, Bertrand (1945) History of Western Philosophy. Routledge</p> <p>Danto, Arthur C. (1960). Philosophy of Science. Cleveland: World Publishing.</p> <p>Hatfield, Gary (2005). The History of Philosophy as Philosophy. Oxford: Clarendon.</p> <p>Reck, Erich (2013) Introduction: Analytic Philosophy and Philosophical History. Palgrave Macmillan</p> |
| <b>Domains of Competencies</b>           | Knowledge & Scholarship / Homoeopathic Orientation  |

**HOM – PGOP – 35:**

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

|  |   |
|--|---|
| <b>Topic Overview:</b>                   | This topic will sensitize the students with modern schools of homoeopathic philosophy and their relevance in the holistic and individualistic understanding of patient  |
| <b>Learning Outcomes:</b>                | <p><b>COMPETENCY HOM – PGOP – 35-1:</b></p> <p><b>BRIEF OVERVIEW OF MODERN SCHOOLS OF HOMOEOPATHIC PHILOSOPHIES</b></p> <p><b>KNOWLEDGE</b></p> <ul style="list-style-type: none"><li>• Discuss the need to obtain basic nuances of modern schools of Homoeopathic Philosophies</li><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> <p><b>SKILL</b></p> <ul style="list-style-type: none"><li>• Application of modern philosophies in patient centred holistic case management</li></ul> <p><b>REFLECTION</b></p> <ul style="list-style-type: none"><li>• Identify the elements of different homoeopathic philosophies in holistic and individualistic understanding of patient</li></ul> |
| <b>Competency based Learning Methods</b> | Case based, Self-regulated learning, Library based, e-learning, , formative self assessment   |
| <b>Assessment:</b>                       | Continuous / Programmatic assessment (including Problem Based Learning assessment).<br><br>Formative Assessment tools: MCQ, Group discussion, Assignments   |
| <b>Prescribed Texts:</b>                 | Dunham Carroll. (2019). Homoeopathy The Science of Therapeutics. B. Jain Publishers (P) Ltd, New Delhi.<br><br>Rajendran E. (2023). New lights - Lectures on Homeopathy and Philosophy, Mohana Publication  |
| <b>Domains of Competencies</b>           | Knowledge & Scholarship / Homoeopathic Orientation  |

## VII. ASSESSMENT

|                       | Formative Assessment<br>(Internal Assessment)                           | Summative Assessment<br>(University Examination) |
|-----------------------|---|--|
| M.D.(Hom.)<br>Part-II | <b>1<sup>st</sup> Term Test:</b> During twenty fourth month of training | During thirty sixth month of training            |
|                       | <b>2<sup>nd</sup> Term Test:</b> During thirtieth month 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                         |  |
|------------------------------------|---------------|------------|--|--|
|                                    | Maximum Marks | Pass Marks | Maximum Marks  | Pass Marks   |
| Homoeopathic Philosophy<br>Paper 1 | 100           | 50         | 200*<br>(160 + 40)<br>(Summative Assessment 160 Marks)<br>(Internal Assessment 40 Marks) | 100*<br>(80 + 20)<br>(Summative Assessment 80 Marks)<br>(Internal Assessment 20 Marks) |
| Homoeopathic Philosophy<br>Paper 2 | 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 QUESTIONS WITH MARKS

| 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         |
| <b>Total</b>          |                              |                    | <b>100</b> |

#### 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

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

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

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

| Q. No. | Type of Question | Content                  | Marks |
|--------|------------------|--------------------------|-------|
| 1      | Problem Based    | <b>HOM – PG-OP – 20</b>  | 20    |
| 2      | LAQ              | <b>HOM – PG-OP – 21a</b> | 10    |
| 3      | LAQ              | <b>HOM – PG-OP – 25</b>  | 10    |
| 4      | LAQ              | <b>HOM – PG-OP – 28</b>  | 10    |

|    |     |                           |    |
|----|-----|---------------------------|----|
| 5  | LAQ | <b>HOM – PG-OP – 34</b>   | 10 |
| 6  | SAQ | <b>HOM – PG-OP – 21b</b>  | 5  |
| 7  | SAQ | <b>HOM – PG-OP – 26</b>   | 5  |
| 8  | SAQ | <b>HOM – PG-OP – 29</b>   | 5  |
| 9  | SAQ | <b>HOM – PG-OP – 30 a</b> | 5  |
| 10 | SAQ | <b>HOM – PG-OP – 30b</b>  | 5  |
| 11 | SAQ | <b>HOM – PG-OP – 31</b>   | 5  |
| 12 | SAQ | <b>HOM – PG-OP – 32</b>   | 5  |
| 13 | SAQ | <b>HOM – PG-OP – 35</b>   | 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          |
| <b>Total</b> |                     | <b>100 Marks</b> |

#### 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         |
| <b>Total</b> |  | <b>100 Marks</b> |

### VIII. LIST OF REFERENCE BOOKS

1. 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.
2. 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
3. Hahnemann. S. (1999) The Chronic Diseases: Their Peculiar Nature and Their Homoeopathic Cure (Reprint Edition). B. Jain Publishers (P) Ltd

4. Dudgeon. R. E. (2019). Lesser writings of Samuel Hahnemann. B. Jain Publishers (P) Ltd, New Delhi. R.E. 14th Impression
5. 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.
6. 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.
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21. Schmidt, P. (2003) The Art of Interrogation. B. Jain Publishers (P) Ltd, New Delhi.
22. Schmidt, P. (2003) The Art of CaseTaking. B. Jain Publishers (P) Ltd, New Delhi.
23. Ackerknecht Erwin H. Haushofer Lisa. 2016. A Short History of Medicine, Johns Hopkins University Press. Baltimore & London, Revised Edition
24. Handley Rima. (1993). A Homeopathic Love Story: The Story of Samuel and Melanie Hahnemann. North Atlantic Books, California.
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30. Durant, Will (1961) The Story of Philosophy : the Lives and Opinions of the Great Philosophers of the Western World. New York, Simon and Schuster
31. Russell, Bertrand (1945) History of Western Philosophy. Routledge
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34. Reck, Erich (2013) Introduction: Analytic Philosophy and Philosophical History. Palgrave Macmillan

**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 THROUGH THEIR PATHO-PHYSIOLOGY WITH HAHNEMANNIAN CLASSIFICATION OF SYMPTOMS AND MIASMATIC CLASSIFICATION AND 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. Leucorrhoea
- 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-cardiolipin antibodies.
- f. Basis Concepts of Radio Imaging 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**

|  |  |
|--|--|
| <b>Course Overview:</b>                  | <b>This course will provide students of MD Hom (Homoeopathic Philosophy) with an overview of the significance of displaying ethical based clinical practice in Organon.</b>  |
| <b>Learning Outcomes:</b>                | <p><b>COMPETENCY HOMPG-FMOP-01-1:</b></p> <p><b>IDENTIFIES ETHICAL BASED CLINICAL PRACTICES IN ORGANON OF MEDICINE.</b></p> <p><b>KNOWLEDGE</b></p> <ul style="list-style-type: none"> <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> <p><b>SKILL</b></p> <ul style="list-style-type: none"> <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> <p><b>REFLECTION</b></p> <ul style="list-style-type: none"> <li>▪ Appreciates the process involved ensuring ethical based clinical practice and Organon.</li> </ul> |
| <b>Competency based Learning Methods</b> | Brain storming, Self-regulated learning, deliberate practice, formative self assessment  |
| <b>Assessment:</b>                       | <p>Continuous / Programmatic assessment (including Problem Based Learning assessment).</p> <p>Formative Assessment tools: MCQ, Group discussion, Assignments</p>   |
| <b>Prescribed Texts:</b>                 | As per enclosed list   |
| <b>Domains of Competencies</b>           | 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**

|  |   |
|--|---|
| <b>Course Overview:</b>                  | This course will provide students of MD Hom (Homoeopathic Philosophy) with an overview of the   |
| <b>Learning Outcomes:</b>                | <b>COMPETENCY HOMPG-FMOP-02-1:</b><br><br><b>BASIC CLINICAL APPROACH IN RELATION TO HOMOEOPATHIC PHILOSOPHY</b><br><br><b>KNOWLEDGE</b> <ul style="list-style-type: none"><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>▪</li></ul> <b>SKILL</b> <ul style="list-style-type: none"><li>▪ Demonstrates clinical approach in relation to homoeopathic philosophy</li></ul> <b>REFLECTION</b> <ul style="list-style-type: none"><li>▪ Appreciates the processes involved in ensuring clinical approach in relation to homoeopathic philosophy</li></ul> |
| <b>Competency based Learning Methods</b> | Problem based, Case based, Bedside, Out-patient based, Self-regulated learning, deliberate practice, formative self assessment  |
| <b>Assessment:</b>                       | Continuous / Programmatic assessment (including Problem Based Learning assessment).<br><br>Formative Assessment tools: MCQ, Group discussion, Assignments, check list   |
| <b>Prescribed Texts:</b>                 | As per enclosed list  |
| <b>Domains of Competencies</b>           | 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**

|                           |  |
|---------------------------|--|
| <b>Course Overview:</b>   | 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.   |
| <b>Learning Outcomes:</b> | <p><b>COMPETENCY-HOM PG-FMOP-03-1:</b></p> <p><b>EXPLAIN THE PATHOGENESIS OF PAIN IN GENERAL AND LOCATIONS IN PARTICULAR IN RELATION TO HOMOEOPATHIC PHILOSOPHY</b></p> <p><b>KNOWLEDGE</b></p> <ul style="list-style-type: none"><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> <p><b>SKILL</b></p> <ul style="list-style-type: none"><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> <p><b>REFLECTION</b></p> <ul style="list-style-type: none"><li>▪ Recall the experience with reference to Organon of Medicine and Different philosophies</li></ul> <p><b>COMPETENCY HOM PG-FMOP-03-2: DIFFERENTIATES THE TYPES OF PAIN BASED ON LOCATION ASSOCIATION.</b></p> <p><b>KNOWLEDGE</b></p> <ul style="list-style-type: none"><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 style="list-style-type: none"> <li>▪ Aware of the role of homoeopathy</li> <li>▪ Identifies the investigations to be indented</li> <li>▪ Concludes the clinical diagnosis in context of miasm and susceptibility</li> </ul> <p><b>SKILL</b></p> <ul style="list-style-type: none"> <li>▪ Logically demonstrate the need of Organon of Medicine</li> </ul> <p><b>REFLECTION</b></p> <ul style="list-style-type: none"> <li>▪ Identify the critical incidents that help in homoeopathic perspective of pain as a symptom</li> </ul> |
| <b>Competency based Learning Methods</b> | Problem based, Case based, Bedside, Out-patient based, Self-regulated learning, deliberate practice, formative self assessment  |
| <b>Assessment:</b>                       | <p>Continuous / Programmatic assessment (including Problem Based Learning assessment).</p> <p>Formative Assessment tools: MCQ, Group discussion, Assignments, check list</p>  |
| <b>Prescribed Texts:</b>                 | As per enclosed list  |
| <b>Domains of Competencies</b>           | Knowledge & Scholarship / Patient Care / Homoeopathic Orientation / Practice Based Learning   |

## HOM PG-FMOP-03:

### GASTRO-INTESTINAL BLEEDING AS AN EXAMPLE

|                           |  |
|---------------------------|--|
| <b>Course Overview:</b>   | 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.   |
| <b>Learning Outcomes:</b> | <p><b>COMPETENCY-HOM PG-FMOP-03-3:</b></p> <p><b>EXPLAIN THE PATHOGENESIS OF GASTRO-INTESTINAL BLEEDING.</b></p> <p><b>KNOWLEDGE</b></p> <ul style="list-style-type: none"><li>▪ Describes the various pathological conditions leading to Gastro-intestinal bleeding.</li><li>▪ Describe the predisposition and dispositions prone for gastrointestinal bleeding</li><li>▪ Interpret the data collected from the case taking</li><li>▪ Assemble the clinical and homoeopathic data relating to the gastrointestinal bleedings with examination findings</li><li>▪ Discuss differential diagnosis of the gastro intestinal bleedings</li><li>▪ Relate gastrointestinal bleeding with investigation findings</li><li>▪ Identifies the symptom based on subjective and objective expressions</li><li>▪ Describe the various pathogenesis, clinicopathological correlation and miasmatic correlation</li><li>▪ Explain the different causation at the level of bio-psycho-social-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> <p><b>SKILL</b></p> |

|  |   |
|--|---|
|  | <ul style="list-style-type: none"> <li>▪ Demonstrates bedside case taking skills in cases of Gastro-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 reportorial references of gastrointestinal bleeding</li> <li>▪ Construct acute, inter current and chronic totalities of gastrointestinal bleedings</li> </ul> <p style="text-align: center;"><b>REFLECTION</b></p> <ul style="list-style-type: none"> <li>▪ Recall the viewpoint of different stalwarts for management of gastrointestinal bleeding.</li> </ul> |
| <b>Competency based Learning Methods</b> | Problem based, Case based, Bedside, Out-patient based, Self-regulated learning, deliberate practice, formative self assessment  |
| <b>Assessment:</b>                       | Continuous / Programmatic assessment (including Problem Based Learning assessment).<br><br>Formative Assessment tools: MCQ, Group discussion, Assignments, check list   |
| <b>Prescribed Texts:</b>                 | As per the list   |
| <b>Domains of Competencies</b>           | Knowledge & Scholarship / Patient Care / Homoeopathic Orientation / Practice Based Learning.  |

### HOM PG-FMOP-03:

#### DYSPNOEA AS AN EXAMPLE

|                           |   |
|---------------------------|---|
| <b>Course Overview:</b>   | This course will provide overview of dyspnoea, its understanding in clinical practice and its homoeopathic perspective.   |
| <b>Learning Outcomes:</b> | <p><b>COMPETENCY -HOM PG-FMOP-03-4:</b></p> <p><b>EXPLORING DYSPNOEA AS A SYMPTOM AND ITS HOLISTIC UNDERSTANDING IN LIGHT OF HOMOEOPATHIC PERSPECTIVE AND CLINICAL MEDICINE</b></p> <p><b>KNOWLEDGE</b></p> <ul style="list-style-type: none"> <li>• Discuss the etiopathogenesis of dyspnoea</li> <li>• Conclude etiopathogenesis of dyspnoea from homoeopathic perspective</li> <li>• Discuss the other clinical features associated with dyspnoea</li> <li>• Explain the pathogenesis of Dyspnoea</li> <li>• Plan investigation for confirmation of diagnosis</li> </ul> |



|  |  |
|--|--|
|  | <ul style="list-style-type: none"> <li>• Formulate provisional clinical diagnosis and differential diagnosis</li> <li>• Explain Clinical differentiation of symptoms for assessment of nosological diagnosis</li> <li>• Discuss investigation for confirmation of diagnosis</li> <li>• Classify dyspnoea from Hahnemannian classification of disease</li> <li>• Apply clinical insight in classifying miasm (Psoric, Syphilitic and Sycotic)</li> <li>• Correlate Hahnemann's concept and modern medicine for the understanding of dyspnoea</li> <li>• Classify the symptoms with analysis and evaluation</li> <li>• Ascertain prognosis from clinical medicine and homoeopathic perspective</li> <li>• Plan Diet as regimen as per the nosological diagnosis and Hahnemann's directions.</li> <li>• Plan the line of management (Medicinal and/or auxiliary management)</li> <li>• Plan Strategy for homoeopathic management</li> </ul> <p><b>SKILL:</b></p> <ul style="list-style-type: none"> <li>• Perform Homoeopathic Case taking including anamnesis</li> <li>• Perform Clinical examination of chest and other relevant systems.</li> <li>• Display Homoeopathic approach in terms of anamnesis, susceptibility and miasmatic analysis</li> <li>• Construct prescribing Totality</li> </ul> <p><b>REFLECTION:</b></p> <ul style="list-style-type: none"> <li>• Integrated approach in understanding dyspnoea</li> <li>• Identify social, economic, environmental, biological and emotional determinants of dyspnoea</li> </ul> |
| <b>Competency based Learning Methods</b> | Problem based, Case based, Bedside, Out-patient based, Self-regulated learning, deliberate practice, formative self assessment   |
| <b>Assessment:</b>                       | Continuous / Programmatic assessment (including Problem Based Learning assessment).<br>Formative Assessment tools: MCQ, Group discussion, Assignments, check list  |
| <b>Prescribed Texts:</b>                 | As per the list  |
| <b>Domains of Competencies</b>           | Knowledge & Scholarship / Patient Care / Homoeopathic Orientation  |

## HOM PG-FMOP-04:

### BASIC CONCEPTS OF NUTRITION, NUTRITIONAL DISEASES AND MIASMATIC ASSESSMENT

|                           |   |
|---------------------------|---|
| <b>Course Overview:</b>   | This course will provide students of MD Hom (Homoeopathic Philosophy) with 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.   |
| <b>Learning Outcomes:</b> | <p>Competency Hom PG-FMOP-04- 1: Identifies subjective and objective signs and symptoms of malnutrition, vitamin and mineral deficiency, obesity, eating disorder.</p> <p><u>Knowledge</u></p> <ul style="list-style-type: none"><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>▪ 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> <p><b>SKILL</b></p> <ul style="list-style-type: none"><li>• Demonstrates case taking skills in assessment of malnutrition, vitamin and mineral deficiency, obesity and eating disorders.</li></ul> |

|  |   |
|--|---|
|  | <ul style="list-style-type: none"> <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> <p><b>REFLECTION</b></p> <ul style="list-style-type: none"> <li>▪ Appreciates the process involved in assessment of malnutrition, vitamin and mineral deficiency, obesity and eating disorders and scope of homoeopathy.</li> </ul> <p><b>COMPETENCY HOM PG-FMOP-04-2:</b></p> <p><b>REFERS APPROPRIATE ORGANON AND HOMOEOPATHIC PHILOSOPHY TO MANAGE MALNUTRITION, VITAMIN AND MINERAL DEFICIENCY, OBESITY AND EATING DISORDERS.</b></p> <p><b>KNOWLEDGE</b></p> <ul style="list-style-type: none"> <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> <p><b>SKILL</b></p> <ul style="list-style-type: none"> <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> <p><b>REFLECTION</b></p> <ul style="list-style-type: none"> <li>▪ Identifies the scope of use of Homoeopathy in management of malnutrition, vitamin and mineral deficiency, obesity and eating disorders.</li> </ul> |
| <b>Competency based Learning Methods</b> | Problem based, Case based, Bedside, Out-patient based, Self-regulated learning, deliberate practice, formative self assessment  |
| <b>Assessment:</b>                       | <p>Continuous / Programmatic assessment (including Problem Based Learning assessment).</p> <p>Formative Assessment tools: MCQ, Group discussion, Assignments, check list</p>  |
| <b>Prescribed Texts:</b>                 | As per the list   |

**Domains of  
Competencies**

Knowledge & Scholarship / Patient Care / Homoeopathic Orientation / Practice  
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 Overview:   | This course will provide overview of Interpretation of Liver Function test, its understanding in clinical practise and its homoeopathic perspective.  |
| Learning Outcomes: | <p><b>COMPETENCY HOM PG-FMOP-05-1:</b></p> <p><b>INTERPRETATION OF LIVER FUNCTION TEST IN LIGHT OF HOMOEOPATHIC PERSPECTIVE AND CLINICAL MEDICINE.</b></p> <p><b>KNOWLEDGE</b></p> <ul style="list-style-type: none"><li>• Explain the liver functions</li><li>• Discuss Etiopathogenesis of liver disorders</li><li>• Interpret investigation for liver function.</li><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><li>• Explain the importance of liver function test in judging the susceptibility of the patient.</li><li>• Correlate the Hahnemann’s concept and modern medicine for the understanding liver function test</li><li>• Justify prognosis from clinical and homoeopathic medicine based on liver functions test.</li><li>• Plan the line of management based on Liver Function test</li><li>• Identify Striking, singular, uncommon, and peculiar symptoms based on laboratory findings.</li><li>• Relate liver function test to clinical Organon</li><li>• Apply laboratory findings in selection of medicine, potency, repetition of doses.</li><li>• Apply laboratory findings in prescribing diet and regimen from modern and homoeopathic point of view.</li><li>• Discuss prognosis from clinical medicine and homoeopathic perspective.</li></ul> <p><b>SKILL:</b></p> <ul style="list-style-type: none"><li>• Perform clinical and homoeopathic history based on laboratory findings.</li><li>• Corelation of clinical history with laboratory finding.</li></ul> <p><b>REFLECTION:</b></p> <ul style="list-style-type: none"><li>• Relate use of laboratory test in judicious management of clinical cases</li></ul> |

|                                   |   |
|-----------------------------------|---|
|                                   | <ul style="list-style-type: none"> <li>Relate the utility of laboratory finding in forming the totality of symptoms.</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).<br>Formative Assessment tools: MCQ, Group discussion, Assignments, check list |
| Prescribed Texts:                 | As per the list   |
| Domains of Competencies           | Knowledge & Scholarship / Patient Care / Homoeopathic Orientation   |

## 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 be asked | Marks per question | Total      |
|------------------------|------------------------------|--------------------|------------|
| Problem Based Question | 01                           | 20                 | 20         |
| Long Answer Question   | 04                           | 10                 | 40         |
| Short Answer Question  | 08                           | 05                 | 40         |
| <b>Total</b>           |                              |                    | <b>100</b> |

**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 Answer Questions: Compulsory = 20 marks<br>Problem based -: PBL/ scenario/Case based    |                            |                         |           |
| Q 01   | HomPG-FMOP-01 or 03 or 04  | 20 x1                   | 20 marks  |
| Long Answer Questions = 10 marks each Q 2 – Q 5<br>Problem based -: PBL/ scenario/Case based |                            |                         |           |
| Q 02   | HomPG-FMOP-01              | 10 marks                | 40 marks  |
| Q 03   | HomPG-FMOP-03: a or c      | 10 marks                |           |
| Q 04   | HomPG-FMOP-03: d           | 10 marks                |           |
| Q 05   | HomPG-FMOP-03: e           | 10 marks                |           |
| Short Answer Questions = 5 marks each Q 6 to Q 13  |                            |                         |           |
| Q 06   | HomPG-FMOP-04              | 5 marks                 | 40 marks  |
| Q 07   | HomPG-FMOP-03: b or i      | 5 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          |
| <b>Total</b> |                     | <b>100 Marks</b> |

| 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         |
| <b>TOTAL</b> |  | <b>100 MARKS</b> |

#### INTERNAL ASSESSMENT:

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

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