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4 ನೇ 'ಟ' ಬ್ಲಾಕ್, ಜಯನಗರ, ಬೆಂಗಳೂರು - 560 041

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Ref: RGU/Auth/MD Homoeo/Ordinance/52/2019-20

Date: 05/08/2019

### NOTIFICATION

*Revised*  
Sub: Ordinance pertaining to Regulation and Curriculum of Post Graduate course in MD Homoeopathy

Ref: 1) Proceedings of Faculty meeting of Homoeopathy held on 22/06/2017  
2) Proceedings of CAC meeting held on 30/06/2017  
3) Proceedings of Syndicate meeting held on 23/08/2017

In exercise of the powers vested under Section 35(2) of RGUHS Act, 1994, the Ordinance pertaining to Regulation and the curriculum of MD Homoeopathy is notified herewith as per Annexure.

The above Regulation shall be applicable to the students admitted to the said course from the academic year 2016-17 onwards

By Order,

  
REGISTRAR

To

The Principals of all affiliated Homoeopathy colleges of RGUHS, Bangalore

Copy to :

1. The Principal Secretary to Governor, Raj Bhavan, Bangalore - 560001
2. The Principal Secretary Medical Education, Health & Family Welfare Dept., M S Building, Dr.B.R. Ambedkar Veedhi, Bangalore - 01
3. PA to Vice - Chancellor/PA to Registrar/Registrar (Eva.)/Finance Officer, Rajiv Gandhi University Health Sciences, Bangalore
4. All Officers of the University Examination Branch/ Academic Section.
5. Guard File / Office copy.



**Revised Ordinance Governing  
Homoeopathy (Post Graduate Degree Course)  
M. D. (Hom) 2016**



Rajiv Gandhi University of Health Sciences, Karnataka  
4<sup>th</sup> 'T' Block, Jayanagar, Bengaluru - 560 041

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## Rajiv Gandhi University of Health Sciences, Karnataka

Bangalore

### The Emblem



The Emblem of the Rajiv Gandhi University of Health Sciences is a symbolic expression of the confluence of both Eastern and Western Health Sciences. A central wand with entwined snakes symbolises Greek and Roman Gods of Health called Hermis and Mercury is adapted as symbol of modern medical science. The pot above depicts Amrutha Kalasham of Dhanvanthri the father of all Health Sciences. The wings above it depict Human Soul called Hamsa (Swan) in Indian philosophy. The rising Sun at the top symbolises knowledge and enlightenment. The two twigs of leaves in western philosophy symbolises Olive branches, which is an expression of Peace, Love and Harmony. In Hindu Philosophy it depicts the Vanaspathi (also called as Oushadi) held in the hands of Dhanvanthri, which are the source of all Medicines. The lamp depicts human energy (kundalini). The script “Devahitham Yadayah” inside the lamp is taken from Upanishath Shanthi Manthram (BhadramKarnebhiShrunuyanadev...), which says “**May we live the full span of our lives allotted by God in perfect health**” which is the motto of the Rajiv Gandhi University of Health Sciences.

## **Rajiv Gandhi University of Health Sciences, Karnataka**

Bangalore

### **Vision Statement**

The Rajiv Gandhi University of Health Sciences, Karnataka, aims at bringing about a confluence of both Eastern and Western Health Sciences to enable the humankind “Live the full span of our lives allotted by God in Perfect Health”

It would strive for achievement of academic excellence by Educating and Training Health Professionals who

- ❖ Shall recognize health needs of community,
- ❖ Carry out professional obligations Ethically and Equitably and in keeping with National Health Policy,

It would promote development of scientific temper and Health Sciences Research.

It would Encourage inculcation of Social Accountability amongst students, teachers and institutions.

It would Support Quality Assurance for all its educational programmes

### **Motto**

Right for Rightful Health Sciences Education

## Section: I

### Regulations

Post graduation course in the field of Homoeopathy is the highest step in this science. The objective of this course is to produce excellent professional thinkers, practitioners, researchers and teachers in Homoeopathy with special emphasis in the subject of their choice.

#### Branches of study:

Post graduate degree courses shall be in the following branches.

Sl. No.	Name of the Qualification	Abreviation
1	Doctor of Medicine (Homoeopathy) – Organon of Medicine with Homoeopathic Philosophy.	M.D. (Hom.) Organon
2	Doctor of Medicine (Homoeopathy) – Homoeopathic Materia Medica including applied aspects.	M.D. (Hom.) Materia Medica
3	Doctor of Medicine (Homoeopathy) Repertory.	M.D. (Hom.) Repertory
4	Doctor of Medicine (Homoeopathy) Homoeopathic Pharmacy	M.D. (Hom.) Homoeopathic Pharmacy
5	Doctor of Medicine (Homoeopathy) Practice of Medicine	M.D. (Hom.) Practice of Medicine
6	Doctor of Medicine (Homoeopathy) - Pediatrics.	M.D. (Hom) Pediatrics.
7	Doctor of Medicine (Homoeopathy) Psychiatry.	M.D. (Hom.) Psychiatry.

### Course of Study

#### 3. Subjects of specialization for Post Graduation in Homoeopathy:-

- (1) The Specialties of Post Graduate Degree Course in Homoeopathy shall be in the subjects as mentioned in clause (a) of sub-regulation (3).
- (2). The Course shall be of three years' duration, including one year of house-job, during which the candidate shall be a resident in the campus and shall be given training as per the provisions of sub-regulation (2) of regulation 10.

Provided that a candidate shall complete the course of M.D.(Hom) in a specialty subject within the duration of six years from the date of his admission.

- (3) The course shall comprise of the followings, namely;
  - (a) (i) Homoeopathic Philosophy
  - (ii) Materia Medica
  - (iii) Repertory
  - (iv) Homoeopathic Pharmacy;
  - (v) Practice of Medicine;
  - (vi) Paediatrics
  - (vii) Psychiatry
- (b) (i) **M.D.(Hom) Homoeopathic Philosophy—**
  - A. Homoeopathic Philosophy and Organon of Medicine
  - B. Research Methodology & Bio-statistics
  - C. Advanced teaching of Fundamentals of Homoeopathy
- (ii) **M.D. (Hom.) Materia Medica—**
  - A. Materia Medica
  - B. Research Methodology & Bio- statistics
  - C. Advanced teaching of Fundamentals of Homoeopathy
- (iii) **M.D. (Hom.) Repertory—**
  - A. Repertory
  - B. Research Methodology & Bio- statistics
  - C. Advanced teaching of Fundamentals of Homoeopathy
- (iv) **M.D.(Hom.) Homoeopathic Pharmacy—**
  - A. Homoeopathic Pharmacy
  - B. Research Methodology & Bio- statistics
  - C. Advanced teaching of Fundamentals of Homoeopathy
- (v) **M.D.(Hom.) Practice of Medicine—**
  - A. Practice of Medicine



- B. Research Methodology & Bio- statistics
- C. Advanced teaching of Fundamentals of Homoeopathy
- (vi) **M.D. (Hom.) Paediatrics-**
  - A. Paediatrics
  - B. Research Methodology & Bio- statistics
  - C. Advanced teaching of Fundamentals of Homoeopathy
- (vii) **M.D.(Hom.) Psychiatry—**
  - A. Psychiatry
  - B. Research Methodology & Bio- statistics
  - C. Advanced teaching of Fundamentals of Homoeopathy

**Note:** The subject at S.No. “A” in respect of M.D.(Hom) in each speciality subject named above shall be the main subject and other shall be the subsidiary subjects for M.D.(Hom) Part-I Examination.

For M.D. (Hom) Part-II examination there shall be only main speciality subject and no subsidiary subject.

#### **Eligibility for Admission:**

No candidate shall be admitted to M.D. (Hom.) course unless he / she possesses the degree of:-

- (i) (i) Bachelor of Homoeopathic Medicine and Surgery or equivalent qualification in Homoeopathy included in the Schedule to the Act, after undergoing a course of study of not less than five years and six months duration including one-year compulsory internship; or
- (ii) (ii) Bachelor of Homoeopathic Medicine and Surgery (Graded Degree) or equivalent qualification in Homoeopathy included in the Second Schedule to the Act, after undergoing a course of study of not less than two years' duration.

The University or the authority prescribed by the Central Government or the State Government, as the case may be shall select candidates on merit for Post Graduate Course.

#### **Method of Training**

**Period of Training:** The period of training for M.D. shall be 3 years after full registration including one year of house job

The emphasis shall be on in-service training and not on didactic lectures. The candidate should take part in seminars, group discussions, clinical meetings and journal club. The candidate shall be required to write a dissertation with detailed commentary, which would provide the candidate with necessary background of training in research methods and techniques along with the art of writing research papers and learning and making use of library. The candidate shall be in the hospital campus and shall be given graded responsibility in **the management and treatment of patients** entrusted to his care. He shall participate in **teaching and training of under-graduate students and/or interns.**

## **Attendance and Monitoring Progress of Studies:**

### **Attendance:**

- i. A candidate pursuing M. D. Homoeopathy Course shall study in the concerned department of the institution for the entire period as a full-time student. No candidate is permitted to work in any laboratory/college/industry/pharmacy, etc., while studying postgraduate course. No candidate should join any other course of study or appear for any other examination conducted by this university or any other university in India or abroad during the period of registration.
- ii. Each year shall be taken as a unit for the purpose of calculating attendance.
- iii. Every student shall attend symposia, seminars, conferences, journal review meetings and lectures during each year as prescribed by the department/college/university and not absent himself/ herself without valid reasons.
- iv. Candidate who has put in a minimum of 80% of attendance in the theory and practical assignments separately and shows satisfactory progress shall be permitted to appear for **M.D. Homoeopathy Part-I & Part-II Examinations**.
- v. Any student who fails to complete the course in the manner stated above shall not be permitted to appear for the University examinations. A certificate to this effect shall be sent to university by the Principal.

### **Monitoring Progress of Studies**

Every candidate shall maintain a work diary and record of his/her participation in the training programmes conducted by the department such as journal reviews, clinical presentations, seminars, etc. (please see Chapter IV for model checklists and logbook specimen copy). The work diary shall be scrutinised and certified by the Head of the Department and Head of the Institution, and presented in the university practical examination, if called for. Special mention may be made of the presentations by the candidate as well as details of experiments or laboratory procedures, conducted by the candidate. The presentations will be assessed by the faculty members and peers using relevant checklists given in Section IV.

### **Dissertation**

- i. Every candidate pursuing M.D. Homoeopathy course is required to carry out work on a selected research project under the guidance of a recognized postgraduate teacher. The results of such a work shall be submitted in the form of a Dissertation.
- ii. The Dissertation is aimed to train a postgraduate student in research methods and techniques. It includes identification of the problem, formulation of a hypothesis, review of literature, getting acquainted with recent advances, designing of a research study, collection of data, critical analysis, and comparison of results and drawing conclusions.
- iii. The dissertation should be written under the following headings
  1. Introduction
  2. Aims or Objectives of study
  3. Review of literature
  4. Material and Methods

5. Results
6. Discussion
7. Conclusion
8. Summary
9. References
10. Tables
11. Annexure

- iv. The written text of dissertation shall be not less than 50 pages and shall not exceed 150 pages excluding references, tables, questionnaires and other annexures. It should be neatly typed with double line spacing on one side of the bond paper (A4 size, 8.27" x 11.69") and bound properly. **Spiral binding should be avoided.** The dissertation shall be certified by the guide and co-guide if any, Head of the Department and Head of the Institution.

Four copies of dissertation thus prepared shall be submitted to the Registrar (Evaluation), six months before final examination on or before the dates notified by the University.

The candidate shall be allowed to appear for the Part II examination three months after the examiners accept the dissertation.

Provided that the candidate, whose dissertation has not been accepted, may be permitted to resubmit the same within a period of six months and not more than one year after rejection.

- v. A guide shall be a full time postgraduate teacher of an institution affiliated to RGUHS and recognized by RGUHS as a guide for supervision of dissertation work. However, a Co-guide can be opted wherever required. The Co-Guide shall also be a postgraduate teacher recognized by RGUHS as guide.
- vi. **Synopsis:** Every candidate shall submit to the Registrar (Academic) of the University in the prescribed proforma, a synopsis containing particulars of proposed dissertation work within six months from the date of commencement of the course on or before the dates notified by the University. The synopsis shall be sent through the proper channel. In case of its rejection the candidate has to resubmit the synopsis to the University concerned through his guide (supervisor) in any case three months clear of I-M.D. (Hom) examination.

#### **Criteria for Supervisor (Guide), Examiner**

A Person shall possess the following qualification and experience for being eligible to be a Supervisor (Guide) and Examiner.

#### **Educational qualifications and experience of Supervisor (Guide):-**

A person shall possess the following qualifications and experience for being eligible to be a Supervisor (Guide), namely:-

- (i) M.D. (Hom.) included in the Second Schedule to the Act; and
- (ii) Professor or Reader possessing a recognized Post Graduate Degree qualification in Homoeopathy or a Lecturer holding a recognized Post Graduate Degree in Homoeopathy.

### **Educational qualification and experience for selection of Co-Supervisor (Co-Guide);**

Post Graduate Degree Qualification in the special subject with experience as stated in clause (ii) or seven years teaching experience as Associate Professor in a college recognized by the Medical Council of India.

### **Student/ Supervisor (Guide) Ratio**

- a. The student – Supervisor (Guide) ratio shall be 3:1 if the Guide or Supervisor is of Professor Cadre.
- b. The Student – Supervisor (Guide) ratio shall be 2:1 if the Guide or Supervisor is of Reader Cadre.
- c. The Student – Supervisor (Guide) ratio shall be 1:1 if the Guide or Supervisor is of Lecturer Cadre.

**Note:-** The supervisor (guide) shall be from the teaching faculty of the Homoeopathic College wherein the concerned student has taken admission.

### **Examiners:-**

- (1) the criteria for examiners shall be the same as of the Supervisor (Guide) or Co-Supervisor (Co-Guide) as the case may be;
- (2) one of the examiners shall be appointed as Supervisor (Guide) or Co-Supervisor (Co-Guide) as the case may be;
- (3) at least 50% of the examiners shall be external examiners;

### **Requirements for Post Graduate Teaching Centre:-**

- (1) A recognized Homoeopathic College shall be treated as P.G. Centre which meets all the prescribed minimum requirement, norm and standard for conducting B.H.M.S. Degree Course, and has been running B.H.M.S. Degree Course successfully for five consecutive years atleast.
- (2) Every such college or teaching hospital shall have a department of the concerned specialty and shall also have the following additional facilities, with two teachers, having atleast one higher faculty namely:-
  - (i) one Full Time Professor or Reader in the Department of specialty;
  - (ii) one Lecturer on Full Time basis in the Department of specialty;
  - (iii) staff such as two Assistants or Attendants, in the Department of Psychiatry and Paediatrics;
  - (iv) outpatient department (OPD) with minimum of 250 patients on an average per day during last one calendar year in the hospital of a college whether running as a standalone M.D. (Hom) course or running along with BHMS course.

**N.B.:** Calendar year for OPD purposes shall be taken as 300 working days out of 365 or 366 days of normal or leap year, as the case may be.

One bed shall be earmarked per student for each clinical subject of speciality, in addition to the beds required for Bachelor of Homoeopathic Medicine and Surgery (BHMS) course in its teaching (collegiate) Homoeopathic Hospital with 30 percent bed occupancy per day on an average in a calendar year.

**Scheme of Examination:**

The Examination for the P.G. Degree shall consist of:

- 1) Written paper.
- 2) Clinical / Practical and Viva Voce Examination
- 3) Dissertation.

The examination shall be conducted in two parts, namely:-

- (1). (a) M.D. (Hom) Part I, which to be held six months after completion of house job of one year's duration.  
(b) M.D. (Hom) Part II, which to be held after one year and six months after Part I examination.
- (2) Every candidate seeking admission to Part I of the examination shall submit application to the University with the following documents, namely:-
  - (a) A certificate from the Principal or Head of the Institution or College (where course is imparted) about the completion of the course of studies in the subjects in which the candidate seeks admission to the examination; and
  - (b) A certificate of having completed one year house job in a Homoeopathic Hospital as an essential part of the course.
  - (c) A certificate from the Guide (Supervisor) of submission of Synopsis within the time prescribed in these regulations;
  - (d) There shall be minimum of 80% attendance to become eligible for appearing in M.D.(Hom) Part – I examinations.
- (3) Every candidate seeking admission to the Part II of the examination shall submit a dissertation. The dissertation shall form the basis of viva-voce examination.

**M.D. (Hom) Part-I examination –**

(i) Maximum marks for each subject and minimum marks required to pass shall be as follows:-

**(a) M.D. (Hom.) Materia Medica:-**

Subjects	Theory (Maximum marks)	Practical/clinical including Viva- voce	Total marks	Pass marks
(i) Materia Medica	100	50	150	75
(ii) Research Methodology and Bio-statistics and History of Medicine	100	--	100	50
(iii) Advanced teaching of Fundamentals of Homoeopathy	100	50	150	75

**(b) M.D. (Hom.) Homoeopathic Philosophy:-**

Subjects	Theory (Maximum marks)	Practical/clinical including Viva- voce	Total marks	Pass marks
(i) Homoeopathic Philosophy and Organon of Medicine	100	50	150	75
(ii) Research Methodology and Bio-statistics and History of Medicine	100	-	100	50
(iii) Advanced teaching of Fundamentals of Homoeopathy	100	50	150	75

**(c) M.D. (Hom.) Repertory:-**

Subjects	Theory (Maximum marks)	Practical/clinical including Viva- voce	Total marks	Pass marks
(i) Repertory	100	50	150	75
(ii) Research Methodology and Bio-statistics and History of Medicine	100	--	100	50
(iii) Advanced teaching of Fundamentals of Homoeopathy	100	50	150	75

**(d) M.D. (Hom.) Homoeopathic Pharmacy:-**

Subjects	Theory (Maximum marks)	Practical/clinical including Viva- voce	Total marks	Pass marks
(i) Homoeopathic Pharmacy	100	50	150	75
(ii) Research Methodology and Bio-statistics and History of Medicine	100	--	100	50
(iii) Advanced teaching of Fundamentals of Homoeopathy	100	50	150	75

**M.D. (Hom.) Practice of Medicine:-**

(e)

Subjects	Theory (Maximum marks)	Practical/clinical including Viva- voce	Total marks	Pass marks
(i) Practice of Medicine	100	50	150	75
(ii) Research Methodology and Bio-statistics and History of Medicine	100	--	100	50
(iii) Advanced teaching of Fundamentals of Homoeopathy	100	50	150	75

**(f) M.D. (Hom.) Paediatrics:-**

Subjects	Theory (Maximum marks)	Practical/clinical including Viva- voce	Total marks	Pass marks
(i) Paediatrics	100	50	150	75
(ii) Research Methodology and Bio-statistics and History of Medicine	100	-	100	50
(iii) Advanced teaching of Fundamentals of Homoeopathy	100	50	150	75

(g) M.D. (Hom.) Psychiatry :-

Subjects	Theory (Maximum marks)	Practical/clinical including Viva- voce	Total marks	Pass marks
(i) Psychiatry	100	50	150	75
(ii) Research Methodology and Bio-statistics and History of Medicine	100	-	100	50
(iii) Advanced teaching of Fundamentals of Homoeopathy	100	50	150	75

Viva-Voce/Practical examination in each general subject, to be held by not less than four examiners together, out of which one shall be the Supervisor (Guide);  
Provided that if all four examiners do not arrive at consensus in assessing a student then a decision taken by three of them shall be final.

The four examiners shall jointly assess the knowledge of the candidate for recommending the result to the University as passed or failed.

Each theory examination shall be of three hours duration.

The University shall allow a failed student to reappear in examination within six months.

A candidate not passing examination in a subject of Part I-M.D. (Hom.) Course shall reappear in all parts of that subject but only one chance to reappear in that subject of examination shall be provided failing which he has to reappear in examination in all the subjects (in all parts) of M.D. (Hom.) Part-I

- (1) (a) Every candidate shall prepare and submit six printed or typed copies of dissertation of not less than 10,000 words embodying his own research and contribution in advancing the knowledge in the subject to the University for approval not later than six months prior to holding of Part II examination.  
Provided that each candidate shall submit a synopsis of his dissertation within 12 months of his admission to the course to the University concerned through his guide (supervisor). In case of its rejection the candidate has to resubmit the synopsis to the University concerned through his guide (supervisor) in any case three months clear of I-M.D. (Hom) examination.
- (b) The dissertation shall be submitted to the Guide/Supervisor at least three months before the time fixed for submitting it to the University, and the guide/Supervisor shall certify that the work has not previously formed the basis for award of any post graduate degree and that the work is the record of the candidate's personal efforts and submitted to the University duly countersigned by the Guide/Supervisor.



- (c) The examiners appointed to conduct the examinations shall scrutinize the dissertation and jointly report whether the dissertation be accepted or rejected or may make suggestions, as they deem fit.
- (d) The candidate shall be allowed to appear for the Part II examination three months after the examiners accept the dissertation.  
Provided that the candidate, whose dissertation has not been accepted, may be permitted to resubmit the same within a period of six months and not more than one year after rejection.
- (2) Every candidate seeking admission to Part II of the examination shall submit an application to the University with the following, namely:-
- a certificate showing that he has passed Part I Examination; and
  - a certificate from the Principal or Head of the Institution/College (where course is imparted) about the completion of the course of studies in the subject in which the candidate seeks admission to the examination.
  - There shall be minimum of 80% attendance to become eligible for appearing in M.D.(Hom) Part- II examination.
- (3) Part II M.D. (Hom.) examination shall be held in the subject of specialty opted by the candidate at the time of admission, and shall consist of:-
- (I) Part-II M.D(Hom.) Examination- Maximum marks of each subject and minimum marks required to pass shall be as under:-

(a) M.D. (Hom.) Materia Medica:-

Subjects	Theory (Maximum marks)	Practical/ Clinical including Viva-Voce	Total marks	Pass marks
(i) Materia Medica				
Paper I	100	200	400	200
Paper II	100			

(b) M.D. (Hom.) Homoeopathic Philosophy:-

Subjects	Theory (Maximum marks)	Practical/ Clinical including Viva-Voce	Total marks	Pass marks
(i) Homoeopathic Philosophy	100			
and Organon of Medicine	100	200	400	200

Paper I  
Paper II

(c) M.D. (Hom.) Repertory:-

Subjects	Theory (Maximum marks)	Practical/ Clinical including Viva-Voce	Total marks	Pass marks
(i) Repertory				
Paper I	100	200	400	200
Paper II	100			

(d) M.D. (Hom.) Homoeopathic Pharmacy:-

Subjects	Theory (Maximum marks)	Practical/ Clinical including Viva- Voce	Total marks	Pass marks
(i) Homoeopathic Pharmacy				
Paper I	100	200	400	200
Paper II	100			

(e) M.D. (Hom.) Practice of Medicine:-

Subjects	Theory (Maximum marks)	Practical/ Clinical including Viva- Voce	Total marks	Pass marks
(i) Practice of Medicine				
Paper I	100	200	400	200
Paper II	100			

(f) M.D. (Hom.) Paediatrics:-

Subjects	Theory (Maximum marks)	Practical/ Clinical including Viva- Voce	Total marks	Pass marks
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(i) Paediatrics	100	200	400	200
Paper I				
Paper II	100			

**(g) M.D. (Hom.) Psychiatry :-**

Subjects	Theory (Maximum marks)	Practical/ Clinical including Viva- Voce	Total marks	Pass marks
(i) Psychiatry				
Paper I	100	200	400	200
Paper II	100			

**N.B. 1. Result declared by University shall be 'Pass' or 'Fail'.**

**N.B. 2. The student shall be declared pass if he gets minimum 50% marks each in theory and in Practical/ Clinical including viva-voce examination.**

- (ii) One practical/clinical examination, including Viva-Voce, in the subject of specialty, to test the candidate's acumen and his ability and working knowledge in the practice of the specialty and there shall be four examiners together, including one Supervisor (Guide) in the subject, for examining the candidate.

Provided that all the four examiners shall jointly assess the knowledge of the candidate for recommending the result to the University as passed or failed.

Provided that if all the four examiners do not arrive at consensus in assessing a student then a decision taken by three of them shall be final.

The candidate for appearing to Part II examination shall have passed Part I examination at least six months prior to applying for Part II examination. He / she shall also submit a certificate from the Principal, about completion of course and having put in minimum 80% attendance for the entire course.

(4) The University shall give another chance to a failed student to re-appear in examination within six months.

**Method of conducting Practical and Viva Voce examination:**

1. There shall be one long case for Part I, and one short and one long case each for Part II, practical / clinical examination.
2. The long case will test the capacity to size up a chronic clinical problem, define it homeopathically, plan the treatment and estimate the prognosis – all this based on sound, rational principles of philosophy.
3. The short cases will assess candidate's approach to clinical problem, skills to quickly define it and suggest alternative plans for resolving the same within the limited

resources at command. Thus, the power of observation and interpretation will be examined. The process of examination will be observed and questioned.

4. The viva will aim to cover the entire syllabus seeking to assess candidates' knowledge in depth including the dissertation work.
5. In the part II examination, the long case will carry 50% of the allotted marks and the short case will carry 30 %. Each step will be marked separately, thus stressing the importance of the capacity to think through a clinical problem in a systematic way. 20% marks for Pedagogy.

**Long Case Mark Sheet**

Heading	Marks
History	10
Clinical	10
Totality	05
Remedy diagnosis and differential mm	05
Remedy relationship	05
Planning	05
Prognosis	05
Presentation	05
<b>Total</b>	<b>50</b>

**Short Case Mark Sheet**

Heading	Marks
Examination skills	10
Clinical definition	10
Hom. Approach	10
<b>Total</b>	<b>30</b>

### **Homoeopathic Pharmacy**

In the subject of pharmacy one major practical and one minor practical examination is to be conducted.

#### **Guidelines for Assessment of Candidates**

##### **Long Practical**

Heading	Marks
Procedural skills	10
Practical skills	10

Discussion	10
<b>Total</b>	<b>30</b>

#### Short Practical

Heading	Marks
Procedural skills	10
Practical skills	5
Discussion	5
<b>Total</b>	<b>20</b>

Spotters-----10

Practical record book—10

Herberium record book--10

#### Advanced Teaching of Fundamentals of Homoeopathy

Practical and Viva

Practical : 30 marks

Case interpretation: 20 marks

Micro-teaching : 10 marks

Viva : 20 marks

Total : 50 marks

#### Grading:

A student is declared to have passed in

1. Pass class- if he/she scored between 50 % and 64 % of grand total.
2. First class- if he/she scores between 65 % and 74 % of grand total.
3. Distinction- if he/she scores 75 % and above of grand total.

**Note:** First and Distinction grading shall be awarded only to those who pass in all subjects in the first attempt itself.

#### Examiners:

1. The Criteria for the examiner shall be the same as of the guide.
2. A panel of guides/examiners shall be prepared by the University and submitted to the Central Council of Homoeopathy for approval.
3. One of the examiners out of the panel shall be guide.
4. At least 50% of the examiners shall be external examiners.

## Section –II

### Course Content

#### PART-IV SYLLABUS

Syllabus for Post Graduate Degree M.D. (Hom):- The following shall be the syllabus for M.D. (Hom) course namely:-

### General Subjects

#### Research Methodology

##### Objectives

*After completing course in research methodology, you will be able to-*

- Define research and biostatistics.
- Explain the scope of biostatistics in homeopathic clinical research.
- Justify the role of research in biomedicine.
- Discuss the importance of research for homeopathy.
- Outline the impact of research on homeopathic practice.
- Define data.
- Classify data,
- Describe types and levels of data.
- Demonstrate the methods of data presentation.
- Classify research methods as appropriate for homeopathy.
- Design a research
- Explain the steps of planning research in homeopathy.
- Plan and conduct research in homeopathic context.
- Write a research proposal to a funding agency.
- Interpret data and project results.
- Describe the measures of central tendency.
- Investigate the relationship between two quantitative variables.
- Define and distinguish among ratios, proportions, and rates in epidemiology.
- Identify and calculate commonly used rates for morbidity, mortality, and natality.
- Identify unintended medical consequence during a research study and report it to appropriate authority.
- Summarise the ethical constraints for conducting research.
- Practice ethical standards while conducting research.
- List sampling techniques.
- Estimate sample size.
- Interpret the outcome of the statistical analysis.
- Perform data analysis.
- Outline the components of a research paper.
- Review published research articles.
- Illustrate the procedure for publication in peer reviewed journals.

- Demonstrate use of 'R', 'Epiinfo' and 'Excell' for data analysis.

### **Competencies**

*At completion of course students will be able to*

- Demonstrate the skills to appreciate application of research and biostatistics in health sciences.
- Demonstrate the ability to design, develop and implement research studies in homoeopathy.
- Test research hypothesis
- Demonstrate the ability to collect all types of data and analyze the data collected.
- Demonstrate the ability to select and apply appropriate statistical tests for analysis.
- To interpret the results and communicate the research findings.
- Demonstrate the ability to critically assess and conduct literature review.
- Write scientific papers and publish the same.

**Theory- 60 hours per year contains:**

#### **UNIT 1: Fundamentals of Biostatistics and research**

- Definition, scope and role of biostatistics, biomedical and social research in health sciences.
- Need for research and challenges in homoeopathic research
- Data: Types of data and its presentation.
- Levels of measurements

#### **UNIT 2: Research-types, designs and measures**

- Types of research and techniques:
  - Descriptive research
  - Analytical research
    - Ecological studies
    - Cross-sectional studies
    - Case control
    - Cohort studies
    - Experimental
    - Hybrid
  - Others:
    - Fundamental research
    - Quantitative and qualitative
    - Conceptual and empirical research
    - Operational and action research
    - Systematic review and meta analysis
    - Outcomes research
- Research design:
  - Meaning of research design

- b. Need for design
  - c. Features of good design and types
  - d. Hypothesis and testing and errors
- C. Research process/steps
- D. Proposal and Synopsis writing
- E. Statistical measures:
  - a. Measures of central tendencies, (mean, median, mode for grouped and ungrouped data)
  - b. Measures of dispersion, (Range, Mean deviation, standard deviation, quartiles, variance, skewness)
  - c. Standard distributions : normal binomial, poisson distribution)
  - d. Probability
- F. Health Indicators (Mortality and Morbidity rates)
- G. Ethical issues in biomedical research

### **UNIT 3: Data collection and Data Management**

- a. Sampling fundamentals and designs
  - i. Define population, sample, characteristics of a good sample design
  - ii. Sampling design sand methods: (probability and Non probability)
  - iii. Probability: (Simple Random, Stratified Random, Systematic, Cluster and Multistage sampling)
  - iv. Non probability: (Convenient, Quota, Purposive, Judgment)
  - v. Sample size and errors in sampling
- b. Methods of data collection
  - i. Quantitative methods: (interview method, observation method and questionnaire method)
  - ii. Qualitative methods: (case study and focus group discussion)
- c. Data processing: (editing, coding tabulation)

### **UNIT4: Data analysis techniques**

- a. Test of significance (chi square, t- test, Paired t- test, z test)
- b. Analysis of variance and covariance
- c. Non parametric tests; (sign test, wilcoxin Mann- whitney test, Kruskal –Wallis H test)
- d. Correlation and Regression
- e. Multivariate analysis,
- f. Life table (concept, description and construction) and survival analysis(concept, need, method of estimation and comparing)

### **UNIT 5: report writing and publishing research studies**

- a. Interpretation (meaning, technique, precaution)
- b. Report writing (steps, layout, types)



- c. Mechanics and precaution
- d. Medical/article/scientific writing and publishing research studies
- e. Statistical softwares: (SPSS, Excel, R, Epi info)

**Student practice sessions- 120 hours per year contains:**

- A. Journal club (2 hours per week, total of 80 hours per year)
- B. Assignments (20 hours per year)
  - Designing research studies
  - Designing questionnaire
  - Hypothesis testing
  - Statistical calculations
  - Sampling design
  - Presenting results
  - Report writing
- C. Scientific writing and publication (20 hours per year)

Minimum 2 publications per student in a reputed homeopathic journal or in-house publications

**Advanced teaching of fundamentals of homeopathy**

**Purpose**

The aim of this subject is to enable the homeopathic postgraduate scholar to develop the knowledge, skills and values to perform as a practitioner, teacher and researcher in the field of homeopathy. This subject integrates the fundamental principles of homeopathy as studied in the undergraduate level so as to evolve the content that shall form the nucleus of instructional practices by the postgraduate scholar. The overall outcome of learning this subject is to train the scholar to be able to independently practice the profession of homeopathic academics.

**Objectives**

*At the end of the course, the learner will be able to –*

1. Explain the evolution of medical thought from early ages till date and discuss homeopathic concept in that context.
2. Describe the contributions of Hahnemann and other stalwarts in developing homeopathy into a complete therapeutic system.
3. Relate the cardinal principles of homeopathy to clinical practice.
4. Explain the concept of health, disease and cure in homeopathy.
5. Explain the role, limitations and prospects of homeopathy as a health care system.
6. Demonstrate skill in the application of methods of case taking and analysis.
7. Interpret the history taken with reference to the various schools of thought in homeopathy.
8. Estimate the susceptibility of the case taken.
9. Correlate Personality Types of materia medica with the portraits of cases taken.
10. Interpret the results of prescription and plan for appropriate second prescription.
11. Discuss significance of Health Psychology in the field of healthcare.

12. State the social and psychological determinants of health.
13. Explain models of health for homeopathic management.
14. Analyse the role of behaviours and practices on the health of individuals and society.
15. Define the terms 'education', 'teaching', 'learning' and 'evaluation'.
16. Describe the three components of educational spiral.
17. Illustrate the Basic Educational Model.
18. Explain adult learning principles.
19. Discuss the domains of Bloom's Taxonomy.
20. Illustrate the role of communication in education.
21. Prepare lesson plan.
22. Conduct student assessment.

#### Units

Units	Time	Marks
I. Doctrines of Homeopathic Philosophy.	12 hours	20 marks
II. Concepts of Homeopathic Materia Medica.	12 hours	20 marks
III. Fundamentals of Homeopathic Repertory.	12 hours	20 marks
IV. Elements of Psychology and Health.	12 hours	20 marks
V. Principles of Education and Communication.	12 hours	20 marks
Total	60 hours	100 marks

#### Unit I: Basic Principles of Homeopathic Philosophy.

1. Justify homeopathy as a holistic system of medicine.
2. Outline the events that led to the evolution of homeopathy.
3. State the contributions of Hahnemann in developing homeopathy as a medical system.
4. Discuss the contributions of Boenninghaussen in improving homeopathy as a system.
5. Discuss the contributions of Kent in developing homeopathy as a system.
6. Relate the three cardinal principles of homeopathy with practice.
7. Elaborate the contributions of Hahnemann and Boenninghaussen to homeopathic literature.
8. Discuss the role, prospects and limitations of homeopathy as a healthcare system.
9. Correlate homeopathic concepts in the background of evolution of medicine till date.
10. Correlate the concepts of health, disease and cure in homeopathy and other systems of medicine.
11. Recall the principles of case taking in homeopathy as per Hahnemann.
12. Illustrate difficulties of case taking in acute state.
13. Illustrate difficulties of case taking in chronic state.
14. Illustrate difficulties of case taking for a constitutional state
15. Illustrate the methodology of case analysis & evaluation in homeopathy.
16. Classify the case as per Hahnemann's classification of diseases.

17. Identify miasmatic background in a given case.
18. Assess susceptibility of a case.
19. Plan the potency; dose and repetition for a given case.
20. Identify homeopathic aggravation as part of case follow-up.
21. Observe & interpret the prognosis of a case.
22. Discuss Boenninghaussen's concept of grand generalisation.
23. Construct the prescriptive portrait of a case.
24. Decide on the suitability of a second prescription.
25. Correlate aetio-pathological focus with identification of miasms.
26. Identify context for palliation.
27. Correlate the theory of miasm with physio-pathologic defence mechanism.
28. Identify different symptoms of a case, and construct totality of symptoms.
29. Identify the nature and type of diseases
30. Plan the treatment according to the type of disease.

#### Unit II: Concepts of Homeopathic Materia Medica.

1. List various Materia Medicas of Hahnemannian, and Post Hahnemannian time.
2. List the methods of construction of Materia Medica.
3. Discuss the methods of drug actions.
4. Demonstrate the ability to apply Materia Medica in clinical situations.
5. Explain the construction & essence of Puritan Materia Medicas.
6. Demonstrate the ability to develop the drug picture.
7. Demonstrate the knowledge of the relative importance of the individual drug in a family.
8. List different types of, and different approaches to study of Hom Materia Medica.
9. Discuss the scope and limitations of Homoeopathic Materia Medica and evolve solution to overcome the limitations.
10. Plan the proving medicines which are partially proved in order to ascertain their true nature and qualities for the better implementation of similia.
11. Differentiate between the natural and artificial diseases.
12. Discuss the concept of causation of diseases and their utility in understanding Homoeopathic Materia medica.
13. Describe the concept of drug proving and conduct drug proving of new or partially proved drugs.
14. Outline the evolution of personality on mental, physical, social planes.
15. Justify the need for understanding repertory as relevant to the practice of psychiatry
16. Justify the importance of diagnosis and symptom analysis for repertorisation
17. Demonstrate competencies associated with case taking, case analysis and symptom analysis.
18. Develop interdisciplinary approach for Materia Medica, Organon of Medicine and Repertory.

#### Unit III. Fundamentals of Homeopathic Repertory

##### *Knowledge*

1. Trace evolution and development of repertory as a tool for prescription.
2. Discuss philosophy of repertory and repertorisation.

3. Describe logic of construction, structure and application of repertories.
4. Explore Hahnemann's concept of man in health and disease as reflected in various repertories.

#### *Performance*

1. Evolve constitutions through repertorisation.
2. Correlate symptom classification in the structure of repertories.
3. Classify rubrics vis-à-vis Hahnemann's classification of diseases.
4. Assess of miasmatic essence in the rubrics.
5. Demonstrate concepts of causation, generalisation and individualisation in the structure and application of repertory.
6. Synthesise rubrics to construct materia medica.
7. Synthesise rubrics to compare drugs.
8. Compare a drug through the media of different repertories.
9. Construct remedy temperaments through data mining of rubrics.
10. Identify relationship of materia medica and repertory in various software programs.
11. Demonstrate skills in the selection of rubrics as per the individual case needs.
12. Convert the clinical signs and symptoms. Interpret the rubrics of mind from various repertories.
13. Create drug portraits through synthesis of rubrics.
14. Identify polarity of drugs through contrasting rubrics of the same drug.

#### *Reflection*

1. Reflect on the case taken from the locus of repertory.
2. Express role of unprejudiced observation and documentation in the construction of repertories.
3. Demonstrate evidence-based prescriptions through repertory as a reflection of unprejudiced observer.
4. Demonstrate the drug relationships within rubrics.
5. Reflect on symptom classification in repertory and its relevance for the study of materia medica.
6. Indicate weightage of remedies within the grade listed in rubrics.

#### Unit IV: Psychology and Health

1. Explain the concept of health, illness and wellness.
2. Explain concepts and cultural considerations of health and wellness.
3. Illustrate holistic dimensions of biopsychosocial processes related to health and wellness.
4. Distinguish between biopsychosocial and biomedical models of health.
5. Explain the advantages and limitations of biopsychosocial model of health.
6. Explain the advantages and limitations of biomedical model of health.
7. Discuss the implications of pathogenic model of health in homeopathic management.
8. Discuss the implications of biological model of health in homeopathic management.
9. Discuss the implications of holistic model of health in homeopathic management.
10. Discuss the implications of holographic model of health in homeopathic management.

11. Discuss the implications of relational model of health in homeopathic management.
12. Discuss the significance of Health Psychology in the field of healthcare.
13. Document the contributions of Health Psychology as a discipline in health promotion.
14. Trace the historical phases in the evolution of mind-body relationship in healthcare.
15. Explore the impact of technology on healthcare.
16. Define health behaviour. Explore the role of behaviour in health promotion.
17. Discuss the role of behavioural factors in disease and disorders.
18. Analyse the role of health behaviours in primary prevention.
19. Explain the factors affecting health behaviour.
20. Discuss barriers to modifying poor health behaviours.
21. Describe the approaches modifying poor health behaviours.
22. Illustrate the evidence for theory of planned health behaviours.
23. Discuss scope of health education and health behavior in homoeopathic practice
24. Explain the models of individual behaviours like 'Health Belief Model', 'Transtheoretical Model', 'Theory of Reasoned Action' and 'Adoption Process'.
25. Illustrate models of interpersonal health behavior like 'Social Cognitive Theory', 'Social Network and Social Support', 'Stress, Coping and Health Behavior', 'Clinician-Patient Communication' and 'Diffusion of Innovation'.
26. Elaborate the principles of Health Education.
27. Justify role of homoeopathic physician as health educator.
28. Describe the types of Health Communication.
29. List the components, methods and barriers of health communication.
30. List Health Education methods.

#### Unit V: Educational Communication

1. Justify need for formal training in educational methodology for homeopathy postgraduate scholars.
2. List the twelve roles of teachers as per Harden.
3. Define education.
4. List the three components of educational spiral.
5. Illustrate the Basic Teaching Model.
6. Discuss psychology of learning.
7. Describe adult learning principles.
8. Explain the learning characteristics of Generation 'Y'.
9. Explain importance of Lifelong Learning.
10. Apply of Meta-cognition for improving learning.
11. Discuss the domains of Bloom's Taxonomy of Educational Objectives.
12. Explain the process of educational communication.
13. Discuss barriers to educational communication.
14. Classify teaching – learning methods as per group size.
15. Explain importance of educational media.
16. Plan a lesson.
17. Prepare Slide, Chart, Handout.

18. Conduct teaching in large and small groups.
19. State principles of student assessment.
20. Prepare a learner assessment scheme.

## Homoeopathic Philosophy

### Purpose

Philosophy is the basis of every science, as it aids in organizing and synthesizing the diverse information into a consistent whole for its effective utilization and application. The same applies to Homoeopathic system of medicine which represents a different paradigm of healing, as it is based on the distinct holistic individualistic and dynamic understanding of life health and disease and is empowered with a distinct methodology of application of potentized medicine to cure the patient as a whole.

Every postgraduate must develop a thorough understanding of the basic principles of homoeopathy and also be conversant with current realities and trends of medical science for effective application in clinical practice.

The very purpose of post graduate study in homeopathic philosophy is to train a basic Homoeopathic graduate into the higher echelons of philosophy and its implications into medical science in general and Homoeopathy in particular.

This post graduate education is aimed at cultivating original thinkers; outstanding practitioners, efficient teachers, researchers, in the field of homoeopathic science.

### **Post-Graduate in Organon & Homoeopathic Philosophy shall:**

- a. Have a clear understanding that homoeopathic philosophy is not an independent entity but an application of general philosophy in Homoeopathy.
- b. Must acquire excellent knowledge in Philosophy & logic and learn how to apply this into Hahnemannian thoughts as written in Organon of medicine.
- c. Evolve deep knowledge in the principles of Homoeopathy and become capable to analyze & apply the principles and methods in Homoeopathy for the best results in the treatment of sick individuals.
- d. Have optimal knowledge in all the available literature in Homoeopathy related to its philosophy & principles like; Kent, Roberts, S. Close, Dunham, Hughes etc. Also study and interpret the modern-day writers in the topic.
- e. Capable to interpret Hahnemannian Homoeopathy in the present-day scientific content. A deep insight into the modern branches like Nano science, Particle physics & Genetics makes them proficient enough to encounter the deep-seated dialectics of Homoeopathy in its theory and practice.
- f. Incorporate the fundamentals of modern Psychology into the case taking, case analysis and prescription.
- g. Have deep knowledge about all latest investigative, diagnostic and treatment strategies of modern medicine and other branches of medical science, so that he will have firm grip over the events happening in the medical world.

### Aims

*Post Graduate in Organon of Medicine and Homoeopathic Philosophy shall be able to -*

- a. Aspire a true rational healing art, which can treat the sick for the permanent Restoration of health.

- b. Employ unprejudiced reflection adopted to each morbid condition and to treat them by the Holistic principles and philosophy of Homoeopathy.
- c. Investigate what is to be cured in disease and to know what is curative in the various medicine in order to understand better the scope and limitations of Homoeopathy.
- d. Obtain the communicative and interpersonal skills to communicate and interact with health care teams.
- e. Adopt a scientific temper and unbiased approach to augment self-knowledge to improve the quality of treatment throughout the professional life.
- f. Be able to co ordinate the recent advances in science with his knowledge of Homoeopathy, so as to reflect better art of healing.
- g. Develop an open mind to update him by self-study attending courses conferences and seminars relevant to the specialty.

#### **Objectives :**

*At the end of Post Graduate Training in M.D., in Organon of Medicine and Homoeopathic Philosophy, the PG's Scholor shall be able to –*

- a. Practice Homoeopathic medicine ethically instep with principles of health care and the philosophy of Homoeopathy.
- b. Demonstrate empathy and holistic approach towards sick and exhibit interpersonal behavior in accordance with expectations of the society.
- c. Educate the people and promote preventive measures for common health problems by Homoeopathy in rapid gentle, permanent way.
- d. Play responsible role in implementation of the National health programmes.
- e. Undertake common health problems, use information technology and carry out research both basic and clinical with the objective of publishing his work and presenting of various scientific fora by which our fellow Homoeopaths can be benefited.
- f. Recognize the importance of Health as whole in an individual and necessary steps should be taken while practicing Homoeopathy.
- g. Prove medicines, which are partially proved in order to ascertain its true nature and qualities for the better implementation of similia.

#### **Skills:**

- a. Take proper history, depending on the basis of guidelines given in Organon of Medicine, perform essential diagnostic procedures and order relevant tests and interpret them to come to a reasonable diagnosis about the condition.
- b. Conduct interview with patients in order to ascertain totality on which a true similimum can be employed.
- c. Perform thorough physical, systemic examination, in order to elicit objective symptoms, which may guide in the selection of remedy and potency.



- d. Document medical history, family history and findings of clinical investigations for the purpose of follow up and prognosis.
- e. Assess the state of health by the scientific knowledge of Medicine and philosophy of Homoeopathy.
- f. Application of principles and practice of Homoeopathy in general and practice of medicine in particular.
- g. Lead the profession by proper logical, philosophical and scientific sequencing.

#### **Course Content:**

#### **1. Concept of Principles and Practice**

#### **Part -I**

##### **Unit1**

- Fundamental principles of homoeopathy.
- In depth analysis of the cardinal principles of homoeopathy
- Holistic concept.
- Dynamic concept of life, its relation to environment, health, disease and cure.
- Individualization
- Peculiarity & significance of drug proving and dynamization.

##### **Unit2**

- Emergence of homoeopathy and its establishment in the field of medicine.
- Thorough study of life and works of Hahnemann.
- Hahnemann's Lesser writings
  - The Friend of Health Part I and Part II
  - Essay on New Principles for ascertaining the Curative power of medicines.
  - Cure and Prevention of Scarlet Fever.
  - Fragmentary Observations on Brown's elements.
  - Aesclepius in Balance.
  - Medicine of experience.
  - Spirit of Homoeopathic Doctrine of Medicine.
  - Nota Bane for my reviewers.
  - Contrast of Old and New Systems of Medicine.
  - The Medical observer.
  - How can small doses and such very attenuated medicine as Homoeopathy. employs still possess great power.
  - Remarks on extreme attenuation of Homoeopathic remedies.

### Unit 3

- Critical study of different editions of Organon of medicine including prefaces, introduction, aphorisms, footnotes, and appendix.
- Detailed study of 5th and 6th Editions of Organon of Medicine.

### Unit 4

- **Hahnemann's Theory of Chronic Diseases.**
  - The observations that led to the development of Theory of Chronic Diseases
  - Review of evolution of Psora Theory
  - Symptomatology of Psora, Latent Psora, Syphilis and Sycosis.
  - Diet and Regimen.

### Unit 5

#### A. General Philosophy

1. Introductory analysis with questions of Philosophy and branches of Philosophy.
2. Philosophy, Science and Metaphysics and their relationship.
3. Philosophical trends of Socrates, Plato & Aristotle.
4. Logic – deductive and inductive; learn through Aristotle, Francis Bacon and J.S.Mill.
5. Organic view of holistic sciences to be studied on the basis of Aristotle and Hegel
6. Doctrine of energy to be studied on the basis of Leibniz and Bergson
7. General awareness about the earlier and recent trends in philosophy like existentialism, substantialism, realism, pragmatism, idealism, romanticism, materialism, vitalism, positivism, phenomenology and naturalism.

**Note:** The study of Philosophy shall be related to the study about the philosopher concerned and with the social and scientific environment of that period.

#### B. Psychology

1. Importance of psychological studies to understand individual, and the society, correlating with principles of Hahnemann.
2. Importance of mental health
3. Definition, Branches and methods of Psychology
4. Sensation, perception, attention, concentration, intelligence
5. Personality, Definition and theories
6. Thinking, Learning, memory
7. Emotion
8. Psycho analytic theory: Freud, Adler, Jung
9. Behaviourism: Skinner, Pavlov
10. Social Constructivism - Bandura
11. Humanist school: Carl Roger

12. Psychological concepts of counseling- basic principle and methods including recent trends
13. Neuropsychology
14. Gestalt psychology

**Part II**  
**Paper -1**

**Unit1**

- **Study of Organon of medicine 5<sup>th</sup> and 6<sup>th</sup> editions - Theoretical part**
  - Mission of the Physician
  - Knowledge of Physician (which includes Health, Disease, Medicine and Cure)
  - Comparative Study of Different modes of treatment

**Unit2**

- **Study of Organon of medicine 5<sup>th</sup> and 6<sup>th</sup> editions - Practical part**
  - Case Taking
  - Case Processing
  - Management of Cases (Different types of disease conditions)
  - Drug Proving
  - Other therapeutic Measures

**Unit 3**

- Comparative study of Hahnemann's chronic miasms including the study of relevant writings of other authors on theory of chronic diseases. (Kent, Close, Roberts)

**Unit 4**

- Comparative study of Hahnemann's chronic miasms including the study of relevant writings of other authors on theory of chronic diseases. (P Ortega, Phyllis Speight and P.N. Banerjee)

**Unit5**

- **The chronic miasms Psora & Pseudo Psora- J.H Allen**
  - Bacterial and their relation to pathology.
  - Basic symptoms of psora - Rubrics
  - History and philosophy of psora and pseudo psora.
  - Idiosyncrasies.
  - Mental Sphere
  - Miasms and relation to abnormal growths.
  - Miasm, suppression of.
  - Miasm and their relationships to pathology.

- Miasms, ways in which suppression takes place.
- Predispositions

**PSORA**

**SYCOSIS**

## **Paper-2**

### **Unit - 1**

- **Lectures on Homoeopathic Philosophy - J.T. Kent** (All lectures)
- **Lesser writings - J.T Kent**
  - Lecture
  - Why Cancer is incurable
  - Definition of Homoeopathic Physician
  - Vital Action and Reaction
  - Classification of Constitutions useless in Prescribing
  - Correspondence in Organs and direction of cure
  - Distinction between Similar and Similimum
  - Homoeopathy; its fundamental principles outlined
  - How symptoms change
  - Idiosyncrasy
  - Observations regarding the selection of potencies
  - Series in degrees
  - Sycosis
  - Syphilis as a Miasm
  - Temperaments
  - Action of drugs as opposed by the Vital Force
  - The Administration of the Remedy
  - Healing principles
  - Second Prescription
  - The similimum
  - What shall we do when law fails.

### **Unit - 2**

- **Genius of Homoeopathy - Stuart Close** (All chapters/ topics)

### **Unit - 3**

- **Principles and Art of Cure by Homoeopathy -H A Roberts.** (All chapters/ topics)
- **Homoeopathy Science of Therapeutics –Caroll Dunham.**
  - Homoeopathy science of Therapeutics.
  - Relation to Pathology to therapeutics.
  - Antagonism between Homoeopathy and Allopathy.

- Primary and secondary symptoms of Drugs as guide in Determining the Dose.
- The dose in drug proving.
- Alteration of remedies No1 &2
- The use of High potencies in the treatment of the Sick.
- Diagnosis of Homoeopathy Practice, with Complications from Dr. Kaspar's Lectures.
- A weak spot in our Materia medica.
- Directions for Drug Provings.
- On the Elimination Theory.

#### **Unit - 4**

- **Principles and Practice of Homoeopathy – Richard Hughes**
  - Homoeopathy its nature and origion notes to lecture no 1.
  - The Oragnon
  - The knowledge of diseases.
  - The knowledge of medicine.
  - Similia similibus.
  - The selection of the similar remedy.
  - The administration of the similar remedy.
  - Homoeopathic practice.
  - The history of Homoeopathy.
  - The philosophy of homoeopathy.
- **Knowledge of physician - Richard Hughes**
  - Knowledge of Life.
  - Knowledge of Health.
  - Knowledge of Disease.
  - Knowledge of Medicine.

#### **Unit – 5**

- **Principles of Homoeopathy - G.Boericke ( All Topics / Chapters)**
- Review of all recent authors and their opinion with understanding of current trends in homoeopathy.
- Scope and limitation of homoeopathic system of medicine in comparision to other system of medicine

## Homoeopathic Materia Medica

### Purpose:

The purpose of this course is to train a Homoeopathic post graduate in the field of Homoeopathic Materia Medica to achieve highest standards in Homoeopathic education. This is to mould them to become excellent thinkers, research scholars and teachers in Homoeopathy.

The syllabus of Materia Medica has been designed with the objective of delivering to the candidate the entire experience of basic and applied aspects of the subject with a definite methodology. The purpose is to equip the candidate with basic philosophical background and conceptual framework necessary to understand the theory and clinical applications.

The syllabus deals with the understanding of the basic science and philosophy of the subject. This also helps the student to understand the construction of varied Materia Medica. Different approaches of its study makes him to understand the philosophical and conceptual background and clinical application of each of them. Group study is the integrated component of understanding Materia Medica as it helps in exploring the general indications as well as understanding the components of individual & group characteristics of drugs. Comparative Materia Medica then becomes the next step for bedside differentiation. The Clinical Materia Medica is useful during their resident posting of PG student.

The study evolves matching methods and techniques that will experientially deliver to the candidate the entire experience of understanding Materia Medica by forming the portrait at the level of artificial disease and matching at the level of natural disease.

The syllabus will thus prepare the ground and train the student in grasping philosophical, conceptual and factual facets of Materia Medica and thus prepares him to take larger role in the exploration of Materia Medica at academic, clinical and research level.

*A Post Graduate in Homoeopathic Materia Medica shall be able to -*

- Recognize the need of physical, social mental and spiritual health care of the sick in the spirit of Organon of Medicine
- To have the high degree of proficiency both in theoretical and practical aspects of Homoeopathic Materia Medica backed by scientific knowledge and philosophy.
- Investigate what is to be cured in disease and what is curative in the various medicines in order to understand the scope and limitations of Homoeopathy.
- Obtain the communicative and interpersonal skills to communicate and interact with health care teams.
- Have a profound knowledge in Homoeopathic Materia Medica including rare and uncommon remedies in order to achieve restoration of health at any levels of sickness.
- Adopt a scientific temper and unbiased approach to augment self-knowledge to improve the quality of treatment throughout his professional life.
- Be able to coordinate the recent advances in science with his knowledge of Homoeopathy, so as to reflect better art of healing.

- Develop an open mind to update him by self- study, attending courses, conferences and seminars relevant to the specialty.

### **General Objectives:**

At the end of Post Graduate training in M.D (Homoeopathy) Materia Medica, the Post Graduate scholar shall be able to-

- To develop high standards in approach and management of sick, in order to fulfill his only mission.
- To develop excellent clinical/teaching skills, different techniques and educational methods in teaching homoeopathic students and its practitioners.
- Have the high degree of proficiency both in theoretical and practical aspects of Homoeopathic Materia Medica.
- Be a Competent Homoeopathic Physician who has capabilities of assessing, planning and treating patients and give expertise opinion and consultation services as and when called for.
- Develop capabilities to overcome the difficulties in cases with paucity of symptoms through proficient knowledge of Homoeopathic Materia Medica.
- Develop a Compassionate and positive attitude towards the sick and maintain high moral and ethical standards.
- Keep him/her self updated with latest developments, researches, newly proved drugs
- Be able to positively contribute to the issues pertaining to the prevention of diseases, promotion of health and develop capability to offer His expertise in national Health related issues and in epidemics as and when required.

The curriculum has been designed with the objective of delivering to the candidate the entire experience of basic and applied aspects of Homoeopathic Materia Medica. It will include the basic philosophical background and conceptual framework necessary to understand the different approaches and there clinical applications.

### **Curriculum components:**

**Knowledge :** Drug Picture of remedies.

**Performance:** Comparison and Relationship of remedies

**Reflection:** Clinical application in relation to Acute diseases, Chronic diseases

(Constitutional/Miasmatic), Pathological, Surgical & One-sided diseases. Integrating the applied aspects of Pharmacy, Organon, Repertory & Allied subjects

### **Contents of Materia Medica in Part -1**

#### **Unit 1**

Major	Medium	Minor
Arnica montana	Bellis perennis	Cineraria maritima

Cina maritime	Calendula officinalis	Gnaphalium
Chamomilla	Erigeron canadensis	Solidago
Group characteristics of Compositae	Millefolium	Taraxacum
Group characteristics of Liliaceae	Abrotanum	Eupatorium purpureum
	Artemesia vulgaris	Echinaceaa
	Cardusmarinus	Wyethia
	Eupatorium perfoliatum	Senecio
	Crocus sativa	Grindelia
	Iris ver	Brachyglottis
	Allium cepa	Lemna minor
	Liliumtig	Allium sativa
	Mezereum	Agraphis nutans
		Myrica cerifera
		Sabal serrulata
		Valeriana office
		Daphne indica

## Unit 2

Major	Medium	Minor
Aconite napellus	Cimicifugaracemosa	Paeonia officinalis
Staphysagria	Clematis erecta	Alstonia scholaris
Pulsatillanigricans	Heleborusniger	Aspidospermium
Veratrum album	Hydrastiscanadensis	Oleander
Group characteristics of Ranunculaceae	Ranunculus bulbosa	Quercus G Spiritus
		StrophantusHispidus
	Acteaspicata	Vinca Minor
	Adonis vernalis	Aralia Racemosa
	Agnus castus	Ginseng
	Sabadilla	Granatum punica



	Helonias d	Menyathes trif
	Veratrumvir	Yucca filam
		Ficus relig
		Fraxinus Americana
		Chionanthus varginica
		Guaiaicum off

### Unit 3

Major	Medium	Minor
Flouric Acid	Aceticum Acid	Boricum Acid
Phos Acid	Benzoicum Acid	Butyricum Acid
Sulph Acid	Muriatic Acid	Chromicum Acid
Group characteristics of Acids	Lactic Acid	Citricum Acid
Nit acid	Picric Acid	Formicum Acid
	Oxalic Acid	Gallicum Acid
		Hydrocynacium Acid
		Telluricum Acid
		Salcylic Acid

### Unit 4

Major	Medium group	Minor
Aurum Met	Alumina	Alumen
Cuprum Met	Arg met	Aurum Ars
Ferrum Met	Bismuth	Aurum Mur Nat
Platinum Met	Palladium	Aurum Iod
Zincum Met	Selenium	Cup Aceticum
Plumbum Met	Stannum met	
Group characteristics of Heavy metals	FerrumPhos	Cup Ars
Group characteristics of Noble metals		FerrumArs

Group characteristics of Ferrum		FerrumMagneticum
		Ferrum Mur
		FerrumIod
		Ferrum Pic
		Cadmium Met
		Cobaltum Met
		Gallium Met
		Niccolum Met
		Thallium Met
		Vanadium

#### Unit 5

Major	Medium	Minor
Lachesis	Bothrops l	Oleum animale
Crotalus hor	Elaps c	Fel tauri
Sepia	Naja t	Serum anguillae
Murex	Vipera	Badiaga
Group characteristics of Ophidias	Moschus	Coccus cacti
Group characteristics of Pisces	Mephitis	Heloderma
	Corallium rubrum	

### Contents for Materia Medica in Part – II

#### Paper 1

#### Unit 1

Major	Medium	Minor
Anacardium orientale	Aloe socotrina	Comocladia dentata
Cannabis indica	Arum triphyllum	Guaninum
Cannabis sativa	Caladium	Rhus Glabra

Lycopodium clavatum	Acalypha indica	Rhus venenta
Group characteristics of Anacardiaceae	Apocyanum	Pothos foetidus
Group characteristics of Umbeliferaceae	Condurango	Asarum europ
	Berberis vulgaris	Justicia adhatoda
	Caulophyllum	Asparagus officinalis
	Podophyllum	Hydrangea arbo
	Ratanhia per	Cascara sag
	Aethusa cyn	Eugenia jambosa
	Asafoetida	Eucalyptus
	Cicuta v	Syzygium jambolinum
	Conium mac	Passiflora incarnate
	Urticaria urens	Plantago major

## Unit 2

Major	Medium	Minor
Cocculus ind	Cactus grandiflorus	Chenopodium anthelm
Belladonna	Lobelia inflata	Cistus Canadensis
Hyoscyamus n	Onosmodium	Cornus circinata
Stramonium	Symphytum officinale	Thiosinaminum
Group characteristics of Solanaceae	Sambucus nigra	Iberis amara
	Viburnum opulus	Filix mass
	Colchicum autumn	Equisetum hyemale
	Raphanus	Castanea vesca
	Thalapsi bursa	Canchalagua
	Collinsonia	Ocimum C
	Camphora off	Teucrium m v
	Sticta pulm	Lycopus v
	Capsicum	Cinnamomum
	Dulcamara	Cubeba officinalis
	Tabaccum	Piper nigrum

## Unit 3

Major	Medium	Minor
Amm Carb	Amm Mur	Amm Benz
Ars Alb	ArsIod	AmmIod
Ant Crud	Ant Tart	AmmPhos
ArgNitricum	Mag Mur	AmmBrom
Mag Carb	ChininumArs	ArsBrom
Group characteristics of Ammonium	ChininumSulp	ArsHydrog
Group characteristics of Antimonium	Glonoine	Ars Sulp
Group characteristics of Magnesium	Lithium Carb	Ant Ars
		Amyl Nitrosum
		Hekla Lava

#### Unit 4

Major	Medium	Minor
Baryta Carb	Baryta Mur	BarytaAcetica
Calc Carb	Calc Flour	BarytaIod
Kali Carb	Calc Phos	CalcAcetica
Group characteristics of Baryta	Calc Ars	Calc Silicate
Group characteristics of Calcareia	Calc Sulp	Calc Iod
Group characteristics of Potassium	Kali Bich	Calc Mur
	Kali Phos	Kali Ars
	Kali Sulp	Kali Chlor
		Kali Cyan
		Kali Hydro
		Kali Mur
		Kali Nit

#### Unit 5

Major	Medium	Minor
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Apis Mel	Spongia tosta	Blatta orientalis
Tarentula his	Bufo rana	Cimex lec
Ambra grisea	Cantharis	Coccinella
Asteria rubens	Tarentula c	Formica rufa
Group characteristics of Insecta	Theridion	Vespa crabro
Group characteristics of Spiders		Chenopodi glauci aphs
		Aranea diad
		Latrodec mac
		Mygale lasiod

## Paper 2

### Unit 1

Major	Medium	Minor
Thuja occidentalis	Abies can	Juniperus
Bryonia alba	Abies nigra	Pix liquida
Ignatia a	Sabina	Jalapa
Nux vomica	Terebinthina	Elaterium
Gelsemium	Colocynthis	Coca
Group characteristics of Loganiaceae	Dioscorea villosa	Cocainium hydro
	Drosera r	Avena sativa
	Hypericum perf	Gambojia
	Baptisia tinc	Melilotus alb
	Spigelia	Alfa alfa
	Nux moschata	Chrysarobium
	Aesculus hip	Copaiva
	SarasaparillaOffic	Dolichos prur
	Trillium pendulum	Lathyrus sat
	Digitalis purp	Robinia
		Zingiber

		Viscum album
		Paris quad
		Chelone g
		Euphrasia off
		Verbascum

## Unit 2

Major	Medium	Minor
Opium	Kalmia latifolia	Chimaphilia umbellata
China off	Ledum pal	Cascarilla
Ipecac	Rhododenron	Euphorbinum
Group characteristics of Papavaraceae	Agaricus musc	Euphorbia
	Bovista	Hura
	Secale corn	Jatrophia
	Ustilago	Aspergillus
	Hamamelis verginica	Aletris farinose
	SquillaMaritima	Lachnathes tinctoria
	Chelidonium m	Ornithogalum umbellatum
	Sanguinaria can	Physostigma v
	Coffea cruda	Curare
		Senega offic
		Fagopyrum
		Rheum offic
		Rumex crispus
		Ceonothus americanus
		Ailanthus g
		Cedron

## Unit 3

Major	Medium	Minor
Carbo veg	Carbo Anim	Kali mur*
Graphites	Petroleum	Kali phos*
Silicea *	Kreosetum	Natrum phos*

Natrum mur*	Calcphos*	Lapis alba
Natrum sulph*	CalcFlou*	Eupion
Group characteristics of Carbons	Calcsulph*	Saccharum Off
Theory of Bio-chemic remedies	Kali sulph*	Strontia carb
Group characteristics of Halogens	Ferrumphos*	Chloroform
	Magnesium phos*	
	Iodum	
	Bromium	

Remedies with asterisk (\*) should be studied as Bio-chemic remedies.

#### Unit 4

Major	Medium	Minor
Merc Sol	Mer Cor	Merc Cyan
Nat Mur	Nat Carb	Merc Sulp
Causticum	Nat Phos	Merc Iod Flavus
Sulphur	Nat Sulp	Merc Iod Ruber
Hephar Sulp	Sulp Iod	Cinnabaris
Silicea	Radium Brom	Acetanilidum
Group characteristics of Mercury	Uranium Nit	Formalin
	X-ray	Iodoformum

#### Unit 5

Major	Medium	Minor
Carcinosin	Hydrophobinum	Cholestrinum
Psorinum	Bacillinum	Thyroidinum
Syphilinum	Lac Can	Adrenaline
Tuberculinum	Lac Defl	Pituitarinum
Pyrogenum		Insulinum
Medorrhinum		Oophorinum

Indications & Contraindications of Nosodes		Diptherinum
		Vaccinium
		Pertussin
		Variolinum

## SKILLS:

### Clinical

- 1) Take proper case history depending on the basis of guidelines given in Organon of medicine, perform thorough physical examination, evolve essential diagnostic procedures & relevant tests and interpret them to come to a diagnosis of the disease, person & remedy.
- 2) Document medical history, clinical investigations for the purpose of anamnesis, analysis & evaluation of the case and for follow up.
- 3) Perform common therapeutic procedures for general management.
- 4) Provide basic lifesaving support services in emergency situation.
- 5) Evolve an appropriate method in treatment of Acute & Chronic diseases.



## Case Taking and Repertory

### Purpose

Repertory is a medium for facilitating reliable prescriptions in homeopathic practice. At the outset, it has to be clarified that repertory does not establish a final say in the selection of prescription. It is a suggestive exercise to arrive at a smaller group of medicines, among which the most similar can be found. The last word on specifying the most similar remedy depends upon the similarity that the medicine shows to symptom picture as recorded in *Materia Medica*. This however does not dilute the importance of the study and use of Repertory.

The use of Repertory economises on the reference to a huge volume of 'possible' data. The reason behind using a Repertory is to filter out the medicines which may not be probably indicated for the case in question. As this process entails elimination of a large or small group of medicines, the possible elimination of medicines has to be carried out without prejudice and on a sound reasoning, so that no medicine is excluded arbitrarily or whimsically from being considered as most similar. Thus, the study of repertory assumes a significant role for unbiased prescription, justifiable as per the principles of homeopathy.

The study of Repertories at postgraduate level should offer opportunities for the scientific development of Repertory as an independent entity to facilitate the selection of most similar medicine. Efforts should also be made to create interdisciplinary role for Repertory with all the basic and clinical disciplines in Homeopathy.

A postgraduate candidate of Repertory is therefore expected to play a pivotal role in systematising prescriptions at all levels, i.e., pathological, clinical, psychosomatic, etc, and in all clinical situations.

### Goal

*A postgraduate in Repertory shall:*

- Recognise the prescription needs of Homeopathic practitioners
- Master most of the competencies related to case taking and Repertorisation
- Acquire a spirit of scientific enquiry and be oriented to the principles of Research Methodology
- Acquire basic skills in the teaching of Homeopathic professionals

### General objectives

At the end of postgraduate training in MD (Homoeopathy) Repertory, the postgraduate scholar shall be able to –

- Recognise the importance of Repertory in the context of Homeopathic prescription
- Practice Repertorisation ethically and in step and with principles of Homeopathy
- Demonstrate sufficient understanding of the competencies associated with case taking and case analysis
- Be aware of Information and Communication Technology and adapt it for Repertorisation

- Develop skills as a self-directed learner, recognise continuing educational needs, select and use appropriate learning resources
- Develop competence in basic concepts of Research Methodology and analyse relevant published research literature
- Improve teaching – learning methods of Repertory at undergraduate and postgraduate levels
- Function as an effective leader of team that is engaged in health care, research and training

### **Contents of Repertory in Part I**

#### **Unit 1:**

##### **Cognition:**

- Sources and origin of Repertory
- General principles of Repertorisation
- Definition and Requisites of Repertory
- Scope and limitations of Repertory

##### **Performance:**

- Classification of Repertories.
- Methods of Repertorisation

##### **Reflection:**

- Techniques of Reperterisation

#### **Unit 2:**

##### **Cognition:**

- Case taking – Definition, Purpose and objectives of casetaking.
- Case analysis for Repertorisation
- Disease diagnosis, Phase of the diseases, Nature of disease, Pace and progress of disease, Level of disease in the health-disease paradigm, Susceptibility of the person to disease, patient as a person, Vitality of the patient id disease, identification of problems.
- Symptom analysis. Definition, Classification, Glossory of symptoms, Concept of Totality of symptoms.

##### **Perfomance:**

- Strategies and models (Acute, Chronic, Once sided disease, local maladies, Mental diseases, Intermittent disease, Altrnating diseases, Chronic disease with Acute excacsrbations)
- Review of the case.

- Process of forming totality.

#### Reflection

- Problem solving strategies (selection of medicine, selection of potency, decision of dosage, decision on auxiliary therapy, decision on diet and regimen)

### Unit 3:

#### Cognition

- Introduction to Kent's Repertory
- Editions of Kent's Repertory
- History of Kent's Repertory
- Kent's school of philosophy
- Scope and limitations of Kent's Repertory

#### Performance

- Plan, construction and arrangement of rubrics.
- Understanding the meaning of Mind section Rubrics in respect of their evolution

#### Reflection

- Adaptability of Kent's Repertory.
- Utility of Mind section. Rubrics in respect of their evolution in different Mental disorders.
- Use of different rubrics listed in the mind section of Kent's Repertory to study temperament of remedies.

### Unit 4.

#### Cognition:

- Introduction to Boenninghausen's Therapeutic Pocket Book.
- Historical evolution of Boenninghausen's Therapeutic Pocket Book.
- Philosophical background of Boenninghausen's Therapeutic Pocket Book.
- Scope and limitations of Boenninghausen's Therapeutic Pocket Book.

#### Performance:

- Plan, construction and arrangement of rubrics
- Misplaced rubrics of Boenninghausen's Therapeutic Pocket Book.

#### Reflection

- Adaptability of Boenninghausen's Therapeutic Pocket Book.
- Use of relationships of remedies section in Boenninghausen's Therapeutic Pocket Book.

### Unit 5:

#### Cognition

- Introduction to Boeninghausen's Characteristics and Repertory.
- Philosophical background of Boeninghausen's Characteristics and Repertory.
- Scope and limitations of Boeninghausen's Characteristics and Repertory.

#### Performance:

- Plan, construction and arrangement of rubrics in Boeninghausen's Characteristics and Repertory.

#### Reflection:

- Adaptability of Boeninghausen's Characteristics and Repertory.
- Use of Boeninghausen's Characteristics and Repertory in study of pathogenesis, generalities and modalities of remedies.

### Contents for Repertory in Part II

#### Paper 1

##### Unit 1:

#### Cognition:

- Concept of Repertorisation.
- Historical evolution of Repertories.
- Philosophy and scientific background of development of Repertories.

#### Performance:

- Future scope of repertories – identifying future methods of use of Repertory for study of Materia Medica – clinical conditions at mental and physical level.

##### Unit 2:

#### Cognition:

- Importance of Case taking and Anamnesis
- Importance of concept of the Interviewer, case writer and observer in case taking.

#### Performance:

- The concept and methods of unprejudiced observation:
- Difficulties of case taking and their solutions

#### Reflection

- Case recording – methods and techniques

##### Unit 3:

#### Cognition:

- Totality of symptoms According to: Hahnemann, Boenninghaussen, Kent, Boger,

- Observations on case taking by authors like – Hahnemann, Boenninghaussen, Kent, Bidwell, Boger, H.A. Roberts, Stuart Close, Margaret Tyler, Elizabeth wright, B.K. Sarkar, Garth Boericke, Gibson Miller, Douglas Borland, T.F. Allen.

Performance:

- Case analysis – nature of case, curability, etc
- Symptom analysis - evaluation of symptoms, types of symptoms, glossary of symptoms
- Classification of symptoms as per Hahnemann, Boenninghaussen, Boger, Garth Boericke, Kent, etc
- Hahnemann's Classification of diseases and its clinico-pathological correlation.

#### Unit 4:

Cognition:

- Approach of case taking in urban, rural and various settings.

Performance:

- Approach of case taking in various departments: Medicine, Surgery, Obstetrics, Gynaecology and their sub-specialities.

Reflection:

- Application of repertories in the practice of Medicine, Surgery, Obstetrics, Gynaecology and all their sub-specialities.

#### Unit 5:

Cognition:

- General principles of repertorisation – generalisation, causation, concomitance, individualisation, evaluation.
- Observation on repertorisation by Hahnemann, Boenninghaussen, Kent, Boger, Bidwell, Farrington, Roberts, Knerr, Tyler, etc.

Performance:

- Components of repertorisation – medium, methods, process and technique.

### Paper 2:

#### Unit 1:

Cognition:

- Boenninghaussen's philosophy – his life and works,
- Boger's philosophy – his life and works,
- Boger's Synaptic Key – Introduction, Plan and Construction

Performance:

- Boenninghaussen's Therapeutic Pocket Book -Application of philosophy in development of structure
- Boenninghaussen's Characteristics and Repertory- Application of philosophy in development of structure Boger's Synaptic Key – Application of philosophy in development of structure.
- Comparative study of Boenninghaussen's Therapeutic Pocket Book, Kent's Repertory and Boenninghaussen's Characteristics and Repertory

Reflection:

- Boenninghaussen's Therapeutic Pocket Book: Its use in Clinical practice.
- Boenninghaussen's Characteristics and Repertory- Its use in Clinical practice.
- Boger's Synaptic Key – Its use in Clinical practice.

## Unit 2:

Cognition:

- Kent – His life and works,
- Sources for Repertory construction (Kunzli's Repertory, Final General Repertory, Synthetic Repertory)

Performance:

- Kent's Repertory - Application of philosophy in development of structure
- Kunzli's Repertory – Application of philosophy in development of structure
- Final General Repertory. Application of philosophy in development of structure
- Synthetic Repertory. Application of philosophy in development of structure
- Comparative study of (Kent's Repertory, Kunzli's Repertory, Final General Repertory, Synthetic Repertory)

Reflection:

- Kent's Repertory- Its use in Clinical practice.
- Kunzli's Repertory- Its use in Clinical practice.
- Final General Repertory – Its use in Clinical practice.
- Synthetic Repertory – Its use in Clinical practice.

## Unit 3:

Cognition:

- Introduction of Puritan Repertories (Lippe, Knerr, Gentry, Hering's Analytical Repertory).

- Introduction of Regional Repertories: (Bell's -Diarrhoea, Repertory of Eyes- Berridge., Uterine therapeutics -Henry Minton. Therapeutics of Respiratory system -Vandenburg, Skin diseases -M.F. Douglas, Repertory of Respiratory Diseases by Nash.)

Performance:

- Application of philosophy in development of structure of (Lippe, Knerr, Gentry, Hering's Analytical Repertory)
- Application of philosophy in development of structure of (Bell's -Diarrhoea, Repertory of Eyes- Berridge., Uterine therapeutics -Henry Minton. Therapeutics of Respiratory system -Vandenburg, Skin diseases -M.F. Douglas, Repertory of Respiratory Diseases by Nash.)

Reflection:

- Knerr's Repertory- Its use in Clinical practice.
- Regional repertories (Bell's -Diarrhoea, Repertory of Eyes- Berridge., Uterine therapeutics -Henry Minton. Therapeutics of Respiratory system -Vandenburg, Skin diseases -M.F. Douglas, Repertory of Respiratory Diseases by Nash.) — Its use in Clinical practice.

#### Unit 4:

Cognition:

- Introduction of Clinical Repertories – (Sensations as if by H.A. Roberts, Allen W.A.- Repertory of Intermittent Fevers, Allen H.C.- Repertory of Fevers. H.A. Roberts - Rheumatic remedies, Clarke's- Clinical Repertory, Clarke's -Prescriber, Boericke's - Repertory to Pocket manual of Homoeopathic Materia Medica & Repertory.)

Performance:

- Application of philosophy in development of structure of– (Sensations as if by H.A. Roberts, Allen W.A.-Repertory of Intermittent Fevers, Allen H.C.- Repertory of Fevers H.A. Roberts' -Rheumatic remedies, Clarke's- Clinical Repertory, Clarke's -Prescriber, Boericke's -Repertory to Pocket manual of Homoeopathic Materia Medica & Repertory.)

Reflection:

- Clinical Repertories their use in Clinical practice. (Sensations as if by H.A. Roberts, Allen W.A.-Repertory of Intermittent Fevers, Allen H.C.- Repertory of Fevers H.A. Roberts' - Rheumatic remedies, Clarke's- Clinical Repertory, Clarke's -Prescriber, Boericke's - Repertory to Pocket manual of Homoeopathic Materia Medica & Repertory.)

#### Unit 5:

Cognition:

- Introduction to Modern Repertories (Complete repertory, Murphy's repertory and synthesis repertory)
- Introduction to Alphabetical Repertory by S.R. Pathak and Miasmatic Repertory by R.P. Patel.

- Computerised Repertories – Introduction, their creators, philosophy, approach to Materia Medica and, Advantages& limitations.
- Role of computer in Homoeopathy (Software to be studied for content as to what repertory / repertories are included, highlights of the software program, expert system if any.)

Performance:

- Application of philosophy in development of structure of (Complete repertory, Murphy's repertory and synthesis repertory, Alphabetical Repertory by S.R. Pathak and Miasmatic Repertory by R.P. Patel)
- Features differences & Comparative analysis of different software programs like Homopath, ISIS, RADAR, Stimulare and Vital Quest.

Reflection:

- Their uses in Clinical practice (Complete repertory, Murphy's repertory and synthesis repertory, Alphabetical Repertory by S.R. Pathak and Miasmatic Repertory by R.P. Patel)
- Utility of Homeopathy based software programs like Homopath, ISIS, RADAR, Stimulare, Vital Quest.



## Homoeopathic Pharmacy

### Purpose:

Specialization in pharmacy course is to train the basic homoeopathic graduate in the field of pharmacy to adopt the principles of homoeopathy regarding recent advanced techniques in the field of Homoeopathic pharmacy which enables them to fit in the present competitive world and to make them better teachers in the field of pharmacy to incorporate highest standards.

*A post graduate in Homoeopathic pharmacy shall:*

- Recognize the prescriptive needs of the homoeopathic practitioner and offer pharmaceutical services confining with the principles of Homoeopathy.
- Master most of the competencies related to drug proving and potentization.
- Apply basic supportive principles of the homoeopathic pharmacy like standardization, experimental pharmacology, study of posology etc., to a huge volume of possible extent.
- Have the knowledge to ask for and interpret relevant procedures in dynamisation and provide necessary pharmacological or other assistance on the basis of results of such procedures.
- Acquire basic skills in teaching of homoeopathy professionals.

### Aims:

- To portray the factual profiles with their interpretations to dovetail the concept developed with the practices that existed in different pharmacopoeias.
- To develop an accurate and unbiased approach to augment self-knowledge in improving the quality of the medicine using the principles of dynamisation.
- To embrace the legal and professional aspects to regulate the proper distribution of drugs and medicines.
- To co-ordinate recent advances in science with his/her knowledge of Homoeopathy pharmacy so as to reflect better art of healing.
- To enhance the quality of medicine by the determination of alcohol content of the medicine, purification of the Medicine, method of chromatography and biochemical estimation of the medicine.

### General Objectives:

- To recognize the knowledge of covering general truth obtained and tested through scientific methods.
- To ascertain the curative power of Drugs using the Homoeopathy principals.
- To undertake audit, use information technology tools and carry out research with basic and clinical with the objective of publishing his/her work and presenting of various scientific fora, by which our fellow Homoeopaths can be benefited.

- To develop skills in using educational methods and different techniques applicable in teaching Homoeopathic students and its practitioners.
- To deal with a specialized system of therapeutic art and science having specificity in its mode of preparations, administration and modus operandi.
- To prepare each medicine, so that the whole of its active virtues shall be present in a form suitable for administration.
- To accept a drug with its entity and totality without attempting to separate a drug into its specific constituents.
- To demonstrate the power or capacity of an infinitesimal dose of high potency in the field of Homoeopathy.

## PART I

### UNIT 1:

#### Objectives:

- To give special emphasis to train the basic homoeopathic graduate in the field of pharmacy
- To have principles and philosophical understanding of homoeopathic pharmacy

#### **Philosophy and Development of Homoeopathic Pharmacy**

- History of Pharmacy in general with a special emphasis to Homoeopathic Pharmacy.
- Principles of Homoeopathy, its chronology of Development, Integration of above principles in Homoeopathic Pharmacy, Post-Hahnemannian Homoeopathic Pharmacy

### UNIT 2:

#### Objectives:

- To study drug with reference to pace, depth & intensity of its action.
- To acquire knowledge of Pharmacological & miasmatic action of Homoeopathic Drugs.

#### **Knowledge of Drug Substance (Pharmacognosy and Pharmacology)**

- Basic Knowledge of allied sciences (Botany including Taxonomy and Phytochemistry, Chemistry and Zoology) for identification of drug substances.
- Scientific names, Common names, Synonyms, Hyponyms, Homonyms and Abbreviations of various Homoeopathic drugs.
- Classification of drugs according to Kingdom, Phytochemical, Physiological, Toxicological and Specific Therapeutic wise.
- Knowledge of pace, depth, intensity, Pharmacological action, & miasmatic action of important Homoeopathic Drugs.
- Collection, and preservation of Homoeopathic drugs according to kingdom.

### UNIT 3:

#### Objectives:

- To acquire knowledge of various aspects of vehicles with their quality assessment.

#### **Knowledge of vehicles**

- Sources & classification of vehicles.
- Properties & uses of vehicles.
- Standardization of vehicles.

#### **UNIT 4:**

##### **Objectives:**

- To master competencies in drug proving
- To demonstrate the power of an infinitesimal dose of Homoeopathic medicines

#### **Homoeopathic Drug Proving**

- Hahnemannian Homoeopathic drug proving and its merits and demerits
- Modern Human Pathogenetic Trials - Protocol and Methodology.
- Publication of Authentic Materia medica and Repertory
- Reproving and Clinical verification of Homoeopathic medicines.

#### **UNIT 5:**

##### **Objectives:**

- To develop knowledge with regard to quality of medicine using the principles of Homoeopathic Pharmaceutics.
- To have the knowledge to interpret relevant procedures in dynamisation

#### **Homoeopathic Pharmaceutics**

- Hahnemannian methods of preparation of drug.
- Homoeopathic Potentisation – Hahnemannian and Post-Hahnemannian methods.
- Scales of Potentisation.

## **PART II**

### **PAPER 1**

#### **UNIT 1:**

##### **Objective:**

- To give special emphasis to train the basic homoeopathic graduate in the field of pharmacy
- To have principles and philosophical understanding of homoeopathic pharmacy

#### **Philosophy And Development Of Homoeopathic Pharmacy**

- History of Pharmacy in general with a special emphasis to Homoeopathic Pharmacy.
- Principles of Homoeopathy, its chronology of Development, Integration of above principles in Homoeopathic Pharmacy, Post-Hahnemannian Homoeopathic Pharmacy

#### **UNIT 2:**

Objectives:

- To study drug with reference to pace, depth & intensity of its action.
- To acquire knowledge of Pharmacological & miasmatic action of Homoeopathic Drugs.
- To acquire knowledge of various aspects of vehicles with their quality assessment.

#### **Knowledge Of Drug Substance (Pharmacognosy and Pharmacology)**

- Basic Knowledge of allied sciences (Botany including Taxonomy and Phytochemistry, Chemistry and Zoology) for identification of drug substances.
- Scientific names, Common names, Synonyms, Hyponyms, Homonyms and Abbreviations of various Homoeopathic drugs.
- Classification of drugs according to Kingdom, Phytochemical, Physiological, Toxicological and Specific Therapeutic wise.
- Knowledge of pace, depth, intensity, Pharmacological action, & miasmatic action of important Homoeopathic Drugs.
- Collection, and preservation of Homoeopathic drugs according to kingdom.
- Sources, classification, uses and standardization of vehicles.

#### **UNIT 3:**

Objectives:

- To master competencies in drug proving
- To demonstrate the power of an infinitesimal dose of Homoeopathic medicines

#### **Homoeopathic Drug Proving**

- Hahnemannian Homoeopathic drug proving and its merits and demerits
- Modern Human Pathogenetic Trials - Protocol and Methodology.
- Publication of Authentic Materia medica and Repertory
- Reproving and Clinical verification of Homoeopathic medicines.
- Relevance of Experimental Pharmacology in Homoeopathy

#### **UNIT 4:**

Objectives:

- To know basic principles of homoeopathic posology and its application in clinical practice
- To co-ordinate recent advances in posology with the knowledge of Homoeopathy pharmacy so as to reflect better art of healing

#### **Principles of Posology And Dispensing**

- Difference between Homoeopathic posology and posology of other systems of medicine.
- Principles of posology.
- Various kinds of dose and selection of dose and repetition of dose.
- Principles and methods of dispensing of Homoeopathic Medicines.

#### **UNIT 5:**

Objectives:

- To acquire basic skills in training of Homoeopathy professionals by studying pharmacopoeias
- To portray the factual profiles with their interpretations to dovetail the concept developed with the practices that existed in different pharmacopoeias.

#### **Homoeopathic Pharmacopoeias**

- Historical background and importance of various Homoeopathic pharmacopoeias
- German Homoeopathic pharmacopoeia,
- British Homoeopathic pharmacopoeia,
- American Homoeopathic pharmacopoeia,
- Homoeopathic pharmacopoeia of United States
- French Homoeopathic pharmacopoeia etc.
- A special reference to Homoeopathic Pharmacopoeia of India (Vol 1 to IX) and Bhattacharya's Homoeopathic Pharmacopoeia.

### **PAPER 2**

#### **UNIT 1:**

Objectives:

- To develop knowledge with regard to quality of medicine using the principles of Homoeopathic Pharmaceutics
- To have the knowledge to interpret relevant procedures in dynamisation

#### **Homoeopathic Pharmaceutics**

- Hahnemannian methods of preparation of drugs.
- New methods of preparation of drugs.
- Homoeopathic Potentisation – Hahnemannian and Post-Hahnemannian methods
- Scales of Potentisation

#### **UNIT 2:**

Objectives:

- To adopt the principles of homoeopathy regarding recent advanced techniques in the field of Homoeopathic pharmacy
- To recognize the needs of the homoeopathic practitioner and offer pharmaceutical services confining with the principles of Homoeopathy

#### **Industrial Pharmacy (Pharmaceutics)**

- Different dosage forms and new drug delivery systems.
- Metrology and calculations.
- Packing of pharmaceuticals.
- Milling and Size separation/grading of powders.
- Mixing and Homogenisation.

- Extraction process.
- Drying process.
- Sterilization process.

### **UNIT 3:**

Objectives:

- To embrace the legal and professional aspects to regulate the proper distribution of drugs and medicines
- To prepare each medicine according to prescribed laws conforming to principles of homoeopathic pharmacy, so that the whole of its active virtues shall be present in a form suitable for administration

### **Drugs Laws and Legislation related to Homoeopathic Pharmacy**

- A Detailed study of The drugs and cosmetic act 1940 (23 of 1940); and Rules 1945, The prevention of illegal traffic in narcotic drugs and psychotropic substances act 1988 (46 of 1988), The drugs control act 1950 (26 of 1950), The drugs and magic remedies (objectionable advertisement) act 1954 (21 of 1954), The medicinal and toilet preparation (excise duties) act 1955 (16 of 1955), The poison act 1919 (12 of 1919), The Homoeopathic Central Council act 1973 (59 of 1973); The pharmacy act 1948 (8 of 1948)
- A general idea about the rules and regulation made under the above said Central acts on the subject and concerned state acts and regulation and Pharmaceutical ethics.

### **UNIT 4:**

Objectives:

- To have basic knowledge of pharmaceutical and human resource management, to undertake audit, use information technology tools with regard to trade and commerce of homoeopathic formulation by which our fellow Homoeopaths can be benefited

### **Pharmaceutical Management**

- A student of Homoeopathic Pharmacy should have the basic knowledge of important aspects of -Production Management, Finance Management, Material Management, Marketing Management, Human Resource Management, Drug Store Management and Costing & Pricing.

### **UNIT 5:**

Objectives:

- To acquire knowledge about the application of techniques and instrumentations for the quality analysis of raw material and finished products
- To enhance the quality of medicine by the determination of alcohol content of the medicine, purification of the Medicine, method of chromatography and biochemical estimation of the medicine

### **Pharmaceutical Analysis**

- Students should have theoretical as well as practical knowledge about the application of techniques and instrumentations for the quality analysis of raw material and finished products, like Column chromatography, TLC, Paper Chromatography, HPLC, HPTLC, and UV-Visible Spectrophotometry

## Practice of Medicine

### Purpose:

The purpose of this course is to train the basic Homoeopathic graduate in the field of general medicine and to treat the sick depending upon the principles and philosophy of Homoeopathy and to produce excellent, professional thinkers, researchers and teachers in Homoeopathy with special emphasis in the field of Medicine.

This takes candidate on the journey that he has covered earlier in the undergraduate course, but from a very different clinical perspective. This will be facilitated since the candidate is simultaneously doing his resident training and is seeing the phenomena of health being transformed into disease in his clinical studies. Having thus re-visited the basic sciences, the candidate is now prepared to undertake the journey deeper into the healing science and art attempting to come into more intimate contact with the principles that Hahnemann identifies as critical for the success of the 'Operation Cure'.

*A post graduate in the subject of Homoeopathy in the Practice of Medicine shall*

- Be an excellent, professional thinker, researcher and teacher in Homoeopathy with special emphasis in the field of Medicine.
- Have the efficiency to assess and manage the patients who are sick, and in cases of severe illness or crisis manages it till such time as hospitalization in critical care unit may be found.
- Have high degree of proficiency both in theoretical practical aspects of "Practice of Medicine" and related disciplines backed by scientific knowledge and philosophy of Homoeopathy.
- Have the knowledge regarding issues pertaining to the field of Preventive Medicine and the Epidemiology underlying the communicable and infectious diseases with special relevance to India.

### Aims:

*A Post Graduate in Practice of Medicine shall be able to -*

- Seek a true rational healing art, which can treat the sick for the permanent restoration of health.
- Employ unprejudiced reflection adopted to each morbid condition and to treat them by the Holistic principles and philosophy of Homoeopathy.
- Investigate what is to be cured in disease and to know what is curative in the various medicines in order to understand better the scope and limitations of Homoeopathy.
- Obtain the communicative and interpersonal skills to communicate and interact with the patients and health care teams.
- Adopt a scientific temper and unbiased approach to augment self-knowledge to improve the quality of treatment throughout the professional life.
- Integrate the knowledge acquired in General Medicine with concepts of Homoeopathic Philosophy, Miasms and the Principles of Homoeopathic Therapeutics to achieve the true holistic potential of Homoeopathy.
- Be able to co ordinate the recent advances in science with his/ her knowledge of Homoeopathy, so as to reflect better art of healing.
- Develop an open mind to update him/ her by self-study, attending courses, conferences and seminars relevant to the specialty.



## Objectives

*At the end of Post Graduate Training in M.D., in Practice of Medicine the PG's Scholar shall be able to understand –*

- Structural basis of health and disease. (Anatomical organization of man and its degeneration into structural pathology)
- Functional basis of health and disease. (Physiological organization of man and its degeneration into pathophysiology)
- Psychological basis of health and disease and the abnormal psychological processes which initiate abnormal mental and psychophysiological functioning.
- Acquire the dimensions like cognitive, skill, reflective activity and measurable outcomes.
- The scientific and full use of the extended senses of Clinical Investigations to unravel the hidden, often nascent stage in the evolution of the disease.
- Final integration of all of the above with the basic tenets of Homoeopathic Philosophy through the assessment of 'Susceptibility' and the modern interpretation of the concept of Miasms.

*Further be able to apply the knowledge at the bedside and be able to perform the following:*

- Evolving an approach to the Definition of the Clinical Problem
- Understand the crucial role of documentation in the scientific understanding of the clinical state
- Possess a sound understanding of the Bio-Psycho-Social concept of Aetiopathogenesis and evolution of the disease phenomena
- Evolve clinico-pathological correlations to grasp the essence of the disease phenomena and integrating in terms of the structural, functional and formal correlations.
- Learn the basics of Classification of Disease and integrating these principles with the Hahnemannian approach
- Master the methods of physical examination as well as deriving the meaning of different investigations to complete the process of diagnosis.
- Integrate all of the above in erecting a Hahnemannian Totality
- Process this totality through the appropriate Repertorial/Non-repertorial approach
- Apply the knowledge gained above in terms of evolving suitable Materia Medica portraits
- Understand the clinical approach to the assessment of susceptibility and its influence in decision-making of Remedy Reaction assessment and Posology
- Diagnose the state of suspended animation and understand the use of various drug and other forces to revert this state
- Understand the Scope & Limitation of the current state of knowledge of Homoeopathy with the demands of Clinical Medicine especially the hyperacute aspects
- Understand the mode of action, side effects and mode of gradual withdrawal of common and emergency drugs used in modern medicine.
- Work as a productive member of the interdisciplinary team consisting of other doctors, nurses and grass root functionaries providing care to the sick in any setting of health care system.
- Learn to organize and conduct a teaching program on general medicine for the undergraduate or postgraduate level.

- Organize Medical care in the community and at the secondary level of health system and play the assigned role in the national programs aimed at the health of the affected community groups.
- Learn to reflect upon, conceive, organize, conduct and successfully to conclude original research in the field of application of homoeopathy to general medicine and hence explore areas unexplored so far.
- Finally, is the need for the physician to take on the role of the 'Unprejudiced Observer' (Aphorism 6) while carrying out all of the above actions.

### Course Content

#### A. General Medicine including Tropical Medicine:

1. Evolution of disease to understand Aetiology, Epidemiology, Pathogenesis & Pathology, Clinical Expression with evolution of Symptoms.
2. Element of skills like Physical Examination, Investigation with specific skills & Differential Diagnosis.
3. Element of reflective activity like Classification of disease, miasmatic correlation, plan of treatment & Homoeopathic therapeutics.
4. Element of measurable outcomes like scope and limitation of homeopathy.

The following would be the broad category of diseases that would be covered in the syllabus. Emphasis should be on

- a. Understanding the common clinical conditions that clinicians come across in the country.
- b. Coming to grips with the role and limitations of the standard regime of treatments available and the side effects thereof.
- c. Knowing the ancillary treatments that are necessary for prompt relief and effective early resolution of the condition.
  - 1 Introduction to Principles & Practice of Evidence-based Medicine
  - 2 Acid-Base – Water/electrolyte disturbances;
  - 3 Tropical diseases and Infectious diseases including HIV & AIDS
  - 4 Occupational health – Basics/common problems
  - 5 Genetics
  - 6 Immunology
  - 7 Nutrition related Health Problems both under nutrition and over nutrition and the role of Homoeopathy in correcting the problems in assimilation.
  - 8 Metabolic diseases
  - 9 Preventive Medicine – Basics/vaccines and the role of Homoeopathy
  - 10 Current National / International Research / Trials on common diseases e.g. DM. HT. IHD. CVA.
  - 11 Cardiovascular System
  - 12 Respiratory System
  - 13 GIT
  - 14 Hepatobiliary system and Pancreas.
  - 15 Haematology
  - 16 Oncology
  - 17 Geriatrics
  - 18 Dermatology relevant to Gen. Medicine
  - 19 Bone & Joints disorders; connective tissue diseases.

- 20 Nephrology
- 21 Neurology
- 22 Endocrinology including Diabetology
- 23 Emergency Medicine
- 24 Psychiatry - the general concepts and the approach
- 25 Specific skills – Pleural tapping, Paracentesis, Gastric lavage, Cardiopulmonary resuscitation, Lumbar puncture, Fundoscopic examination.

Special reference shall be made to recent advances in all the fields stated above.

Special attention shall be given to inculcation of humanitarian approach, and attitudes in the students towards patients, their relatives & their behavior towards professional colleagues in and out of work places.

Rural aspects, NHP and clinical epidemiological approach, aspects related to public health, and health education shall be taught in all sessions.

Interdepartmental/integrated teaching programs at PG levels shall form a regular / periodic feature in which some of the subjects stated above can be covered in a better manner. (e.g. Genetics, Bone and joints, Hepatobiliary, Haematology etc.)

#### **B. Miasmatic Study of Medicine:**

Application of Knowledge in terms of Clinical, Pathological, Immunological, Functional, Structural changes in a cell–tissue–organ–system to understand the Miasm. Study the Evolutionary aspect of diseases, specifically in terms of Psora – Sycosis – Tubercular – Syphilis. Application of this knowledge into the prescription and management of the case.

#### **C. Diagnostic procedures in view of latest technology:**

The investigative procedures will range from the routine clinical skills to perform the basic investigative procedures & collection of sample needed to be acquired along with basic bedside procedures to sophisticated techniques.

- a) Profession related clerical Skills:  
Proper history taking, presentation/ writing/ maintaining Bed Head Ticket (BHT) writing informed consents, death/birth discharge certificates, and referred notes. Notes in legal cases, and their reporting, etc.
- b) Cognitive aspects:  
Learning (by reading, questioning, discussion) the scientific basis for interpretation, & analysis of clinical features and diagnostic approaches, interpretation of microscopic slides Blood films, etc.
- c) Psychomotor aspects:  
Putting & securing IV linings, monitoring therapies of drugs, fluids, electrolytes caloric requirements etc., putting CV- linings. Observing aseptic precautions in indoor procedures (catheterization) passing tubes doing paracentesis and tissue fluids examination in side lab. Lumbar puncture, urinalysis, tissue biopsies and BM aspiration. Ability to use instruments and equipments like, glucometers, ECG machine, defibrillator, monitors, ventilators, etc. Ability to pass endo-tracheal tube. Prevention of bedsores, exposure keratitis in comatose cases & several other aspects of patient care.
- d) Behavioral aspects (Attitudinal):

The student shall be able to interact with professional colleagues, teachers, seniors, juniors, patients and patient's relatives in a respectful manner. He shall be able to create atmosphere conducive to patient care, motivate relatives for donating blood etc. Supervised management of the common medical emergencies shall be learnt at all levels of PG course.

e) Clinical Investigations

Apart from the routine haematological, biochemical and radiological investigations which are a part of undergraduate studies, the postgraduate must be conversant with a host of detailed and sophisticated investigations which further the understanding of the disease in its depth and extent. Given below are representative samples of these. These are not exhaustive nor are they a 'must know' for the candidate in all their details. However, he must have a nodding acquaintance with all of these and the place that they hold in the diagnostic and prognostic work-up.

**GIT INVESTIGATION:**

- Gastric acid secretory studies
- Schilling test of vitamin B12 metabolism
- Barium studies
- Endoscopy
- Radionuclide imaging
- USG
- CT scan
- Colonoscopy/Sigmoidoscopy

**RESPIRATORY SYSTEM:**

- Trans tracheal aspiration
- Serological test
- X ray, CT scan, MRI
- Bronchography
- Pulmonary function test
- USG
- Radio isotope lung scan
- Fibro optic bronchoscopy
- Broncho-alveolar lavage
- Mediastinoscopy
- Thoracocentacic and pleural fluid examination
- Pleural biopsy
- Lung biopsy
- Thoracoscopy
- Arterial blood gas

**CVS:**

- ECG
- Stress test
- 2 D ECHO
- Doppler study

- CT scan
- MRI
- Nuclear cardiology
- Myocardial infarct imaging
- Myocardial innervation imaging
- Cardiac enzyme studies
- Cardiac catheterization
- Angiocardiology

#### **HEPATOBIILIARY:**

- Liver function test
- Viral markers
- Immunological markers
- Tumour markers
- Needle biopsy
- Hepato biliary imaging
- USG

#### **PANCREATIC:**

- Serum immunoreactive enzyme study
- Tumour marker
- Imaging
- USG, Endoscopic USG, Interventional USG
- CT scan, MRI
- Endoscopic retrograde cholengio-pancreatography
- Per cutaneous trans hepatic cholengiology
- Laproscopy

#### **RENAL:**

- GFR, Insulin clearance, Creatinine clearance
- 24- hour Protein estimation
- Paraaminoheppuric acid excretion test
- Tubular function
- USG, Renal scan, CT scan
- IVP, Antegrade/retrograde pyelography
- Renal arteriography
- Biopsy

#### **CNS:**

- CT SCAN, MRI
- Doppler study of cerebral vessels
- Radio isotope brain scan
- Radio nuclide angiography

- Single photo emission CT scan
- Positron emission tomography
- Neuroimaging of the spine
- Plane radiography of spine
- Myelography
- Radionucleiod scanning
- Neuro USG
- Spinal angiography
- EEG
- CSF Analysis

#### **HAEMATOLOGY:**

- Complete blood count
- Bone marrow examination

#### **ENDOCRINE:**

- Plasma hormonal estimation
- Urinary determination
- Endocrine imaging

#### **OSTEOLOGY:**

- Bone isotope scanning
- X ray, CT scan, Arthroscopy
- Measurement of bone mass and bone density
- Total body calcium
- Histopathology and histomorphometric analysis of bone
- Steroid suppression test
- PTH hormone infusion test

#### **INFECTION:**

- Direct detection: microscopy/ staining/detection of microbial antigen and products
- Culture
- Identification method: classic phenotyping/ gas liquid chromatography/ nucleic acid probe
- Susceptibility testing
- Automation of microbial detection in blood
- Serological methods

#### ***IMMUNE DISORDERS:***

- Serum Immunoglobulin levels-IgM, IgG, IgA, IgE
- Quantification of blood mononuclear populations
- T cells: CD3, CD4, CD8, TCR $\alpha\beta$ , TCR $\gamma\delta$
- B cells: CD19, CD20, CD21, Ig Roitt, Brotoff a ( $\alpha, \beta, \gamma, \delta, \epsilon$ ), Ig associated molecules ( $\mu, \lambda$ )

- NK cells: CD16
- Monocytes: CD15
- Activation markers: HLA-DR, CD25, CD80 (B cells)
- T cell functional evaluation
- B cell functional evaluation
- Complement evaluation
- Histocompatibility gene complex
- Autoantibodies ANA, anti-dsDNA etc.
- Serological Tests

#### **ONCOLOGY:**

- Tumor markers
- CT Scan, MRI
- Screening Tests for common variety of cancers

D. Practice of Homoeopathy in general medicine including Tropical medicine:

- Case Receiving, Examination, Recording and Processing the Case as applicable to General Medicine cases. Understanding the basic disease process in terms of Clinico-Pathologic-Immunologic-Miasmatic level. Symptom classification and evaluation, erection of the totality, repertorial approach & reference & its application through differential Materia Medica. Application of the concept of susceptibility, Posology & remedy reaction along with scope & limitation of Homoeopathy. Study the remedies through the concept of relationships (Boger-Boenninghausen) so that differentiation gets established at the bedside. Application of the knowledge of disease classification & its evolution in terms of acute, chronic, sub-acute phases for defining the type of remedies.

#### **Broad Guidelines for Post-Graduate Training**

In training the Post graduate students of Practice of Medicine specialty the below mentioned four basic concepts need to be integrated.

- A. General Medicine
- B. Miasmatic Study of Medicine
- C. Diagnostic Procedures in view of latest technology
- D. Practice of Homoeopathy in General Medicine (Principle of Homoeopathic Therapeutics and prevention)

#### **Paper Division:**

**Part - I Unit I & unit II**

**Part – II –Unit III, IV & V**

#### **Syllabus Division in Units**

##### **I Unit:**

- 1 Introduction to Principles & Practice of Evidence-based Medicine
- 2 Acid-Base – Water/electrolyte disturbances;
- 3 Tropical diseases and Infectious diseases including HIV & AIDS

- 4 Occupational health – Basics/common problems
- 5 Preventive Medicine – Basics/vaccines and the role of Homoeopathy

## **II Unit**

- 1 Immunology
- 2 Nutrition related Health Problems both under nutrition and over nutrition and the role of Homoeopathy in correcting the problems in assimilation.
- 3 Metabolic diseases
- 4 Cardiovascular System
- 5 Respiratory System
- 6 GIT

## **III Unit**

- 1 Hepatobiliary system and Pancreas.
- 2 Haematology
- 3 Oncology
- 4 Genetics

## **IV Unit**

- 1 Geriatrics
- 2 Dermatology relevant to Gen. Medicine
- 3 Bone & Joints disorders; connective tissue diseases.
- 4 Nephrology
- 5 Neurology

## **V Unit**

- 1 Endocrinology including Diabetology
- 2 Emergency Medicine
- 3 Psychiatry - the general concepts and the approach
- 4 Current National / International Research / Trials on common diseases e.g. DM. HT. IHD, CVA.
- 5 Specific skills – Pleural tapping, Paracentesis, Gastric lavage, Cardiopulmonary resuscitation, Lumbar puncture, Fundoscopic examination,

## **Part –I (Question Paper Pattern)**

### **Unit I:**

- 1 Introduction to Principles & Practice of Evidence-based Medicine
- 2 Tropical diseases and Infectious diseases including HIV & AIDS
- 3 Preventive Medicine – Basics/vaccines and the role of Homoeopathy

### **Unit II:**

- 1 Acid-Base – Water/electrolyte disturbances
- 2 Nutrition related Health Problems both under nutrition and over nutrition and the role of Homoeopathy in correcting the problems in assimilation.

### **Unit III:**

- 1 Metabolic diseases
- 2 Respiratory System

### **Unit IV:**

- 1 Cardiovascular System
- 2 Occupational health – Basics/common problems



**Unit V**

- 1 Immunology
- 2 GIT

**M D Part II (Question Paper Pattern)****Paper I****Unit I:**

1. Hepatobiliary system and Pancreas.

**Unit II:**

1. Haematology

**Unit III:**

1. Oncology
2. Genetics

**Unit IV:**

1. Geriatrics
2. Bones and joint disorders; Connective tissue diseases

**Unit V:**

1. Dermatology

**Paper II****Unit I:**

1. Nephrology
2. Specific skills – Pleural tapping, Paracentesis, Gastric lavage, Cardiopulmonary resuscitation, Lumbar puncture, Fundoscopic examination,

**Unit II:**

1. Neurology

**Unit III:**

1. Endocrinology including diabetology

**Unit IV:**

1. Psychiatry

**Unit V:**

1. Emergency Medicine
2. Current National / International Research / Trials on common diseases e.g. DM. HT. IHD. CVA.

**Distribution of marks**

- Each Paper has FIVE Units. Each Unit has 20 Marks allocated.
- Each Unit is further divided into Sub Units as per the need of the Syllabus and Curriculum.
- Each Paper contains 10 Questions and all carry equal marks.
- As per the need, the Question may be modified as ONE Long Essay or TWO Short Essays having equal marks.

	Unit	Topics	Marks
<b>Part I</b>	I	Introduction to Principles & Practice of Evidence-based Medicine	5 Marks or 10 Marks
		Tropical diseases and Infectious diseases including HIV & AIDS	10 Marks
		Preventive Medicine – Basics/vaccines and the role of Homoeopathy	5 marks or 10 Marks
	II	Acid-Base – Water/electrolyte disturbances	10 Marks
		Nutrition related health problems both under nutrition and over nutrition and the role of Homoeopathy in correcting the problems in assimilation.	10 Marks
	III	Metabolic Diseases	10 Marks
		Respiratory Disorders	10 Marks
	IV	Cardiovascular Disorders	10 Marks
		Occupational health – Basics/common problems	10 Marks
	V	Immunology	5 Marks x 2
		Gastrointestinal Disorders	10 Marks
<b>Part II Paper I</b>	I	Hepatobiliary and Pancreatic disorders	10 Marks x 2
	II	Hematological Disorders	10 Marks x 2
	III	Oncology	10 Marks or 5 Marks x 2
		Genetics	10 Marks or 5 Marks x 2
	IV	Geriatrics	10 Marks
		Bone and Joint: Connective Tissue Disorders	10 Marks
	V	Dermatological Disorders	10 Marks x 2
<b>Part II Paper II</b>	I	Renal Disorders	10 Marks
		Specific skills – Pleural tapping, Paracentesis, Gastric lavage, Cardiopulmonary resuscitation, Lumbar puncture, Fundoscopic examination	5 Marks x 2
	II	Neurological Disorders	10 Marks x 2
	III	Endocrinology including diabetology	10 Marks x 2
	IV	Psychiatry	10 Marks x 2
	V	Emergency Medicine	10 Marks or 5 Marks x 2
		Current National / International Research / Trials on common diseases e.g. DM. HT. IHD. CVA	10 Marks or 5 Marks x 2

## Paediatrics

### Purpose:

The purpose of MD (Homoeopathy) - Paediatrics course is to train the basic Homoeopathic graduate in the field of Paediatrics to adapt to the principles of Homoeopathy while treating sick children, preventing sickness in children and ensuring a healthy child among children in the society and to produce excellent, professional thinkers, researchers and teachers in Homoeopathy with special emphasis in the field of Medicine.

### *The Homoeopathic Paediatrician shall have:*

- The knowledge to assess the health status of the children coming under his/her care with background of principles of Paediatrics and philosophy of Homoeopathy.
- The knowledge to provide therapeutic assistance to sick children under his/her care, counsel the parents regarding prevention of sickness and generate awareness in the society for healthy living style for children.
- Capacity to co-ordinate, guide & manage in a hospital when a child is hospitalized.

### Goals

*The goals of postgraduate training in homoeopathic Paediatrics would be to train a basic homoeopathic postgraduate:*

- To develop holistic attitude in the spirit of Homoeopathic principles. with the potential in homoeopathic medicines to project a comprehensive homoeopathic practice
- To recognize the health needs of infants, children and adolescents and to carry out professional obligations in keeping with principles of National Health Policy and professional ethics;
- To acquire the competencies pertaining to paediatrics that are required to be practiced in the community and at all levels of health care system;
- To be aware of the contemporary advances and developments in medical sciences as related to child health;
- To acquire skills in educating medical and paramedical professionals;
- To practice as a Child Health specialist equipped with appropriate knowledge and skills necessary to care for the normal and sick child;
- To practice with empathy and the highest ethical standards of the profession;
- To continue to strive for excellence by continuing medical education throughout his or her professional career;
- To research and find solutions to challenges in health care;
- To acquire a working knowledge of the theoretical basis of the specialty, including its foundations in the basic medical sciences;
- To acquire a degree of independent responsibility for clinical decisions and an understanding of the nature of the relationships between a referring physician and a consultant Paediatrician.

## Objectives

*At the end of the MD Homoeopathy course in Paediatrics, the student should be able to*

- Recognize the key importance of child health in the context of the health priority of the country;
- Practice the specialty of Paediatrics in keeping with the principles of professional ethics;
- Identify social, economic, environmental, biological, emotional, miasmatic, therapeutic, rehabilitative, preventive and promotive measures /strategies determinants of child and adolescent health, to provide holistic care to children;
- Recognize the importance of growth and development as the foundation of Paediatrics; and help each child realize her/his optimal potential in this regard;
- Take detailed history, perform a complete physical examination including neuro-development and behavioral assessment and anthropometric measurements of the child and make appropriate clinical diagnosis;
- Perform relevant investigative and therapeutic procedures for the paediatric patient;
- Interpret important imaging and laboratory results;
- Diagnose illness in children based on the analysis of history, physical examination and investigative work up;
- Plan and deliver comprehensive treatment for illness in children using principles of rational drug therapy;
- Plan and advice measures for the prevention of childhood disease and disability;
- Plan rehabilitation of children suffering from chronic illness and handicap, and those with special needs;
- To identify childhood emergencies efficiently and send to higher referral centres;
- To identify neonates, 'at risk' and sick neonates; and monitor them;
- Demonstrate skills in documentation of case details, and of morbidity and mortality data relevant to the assigned situation;
- Recognize the emotional and behavioral characteristics of children, and keep these fundamental attributes in focus while dealing with them. To include experience and study in the comprehensive care of children with physical and psychosocial challenges.
- Demonstrate empathy and humane approach towards patients and their families and respect their sensibilities;
- Demonstrate communication skills of a high order in explaining management and prognosis, providing counseling and giving health education messages to patients, families and communities;
- Develop skills as a self-directed learner, teach and share knowledge and skills with colleagues. Recognize continuing educational needs; use appropriate learning resources, and critically analyze relevant published literature in order to practice evidence-based paediatrics;

- Demonstrate competence in basic concepts of research methodology and epidemiology; audit and analyze work, assist in research and publish scientific articles in peer reviewed journals.
- Facilitate learning of medical/nursing students, practicing physicians, para-medical health workers and other providers as a teacher-trainer;
- Play the assigned role in the implementation of national health programs, effectively and responsibly;
- Organize and supervise the desired managerial and leadership skills;
- Function as a productive member of a team engaged in health care, research and education.

## **COURSE CONTENT**

### **M.D. Part 1**

#### **Unit – I**

#### **1. Growth and Development**

##### **Knowledge**

- Theme 1: Normal Growth & Development of Fetus, Newborn, Infant, Preschool, Early school  
- Gross motor, fine motor, language, personal-social and behavioral developments.
- Theme 2: Biological and psychosocial factors affecting development and behavior.
- Theme 3: Understanding of and interpreting psychological and education testing.
- Theme 4: Developmental delay and mental retardation, crying infant, infantile colic, sleep disorders, nightmares and night terrors.  
Homoeopathic therapeutics for developmental disorder.
- Theme 5: Short stature, Obesity, Pervasive developmental disorders/autism spectrum disorders, Common behavioral problems, Learning disabilities, Attention deficit disorders with or without hyperactivity, School avoidance

##### **Procedure/Skills**

- Assessment of growth and development
- Anthropometry
- Growth chart (Indian)
- Clinical History and Physical examination
- Gestational assessment
- Neurological examination of newborn
- Primitive reflexes

##### **Reflection**

- Counseling parents on normal growth, development and behavior with provision of anticipatory guidance (attention to available community support and resources)
- Scope of homoeopathy in treating of developmental disorders
- Relevance of miasmatic influences during the development of children
- To administer appropriate Homoeopathic medicines.
- Assess the nutritional status of child & prescribe appropriate modified diet.

#### **2. Adolescent health**

##### **Knowledge**

- Theme 1: Normal development: physical, cognitive, psychological, sexual; emotional, behavioural, psychosocial development; peer relationships, parent-adolescent relations
- Theme 2: Adolescents and society: influencing factors, heterogeneity, sub-cultures
- Theme 3: Transition of youth with chronic conditions to adult care
- Theme 4: Related conditions: Eating disorders: anorexia nervosa, bulimia, obesity  
Behavioural problems: risk taking, delinquency  
Gynecological problems and disorders of menstruation  
Pregnancy issues & contraception, sexually transmitted infections  
Alcohol, drug, tobacco and other substance use and abuse  
Conditions in relation to sexuality: Sexuality: male / female issues, sexual orientation  
Psychosomatic conditions

#### **Procedure/Skills**

- Gynecological, genito-urinary and pelvic examination and specimen procurement (with assistance)
- Breast examination
- Assessment of adolescent using HEEADSS format (Home, Education, Eating, Activity, Drugs, Sexuality, Suicide)
- Sexual Maturity Rating

#### **Reflection**

- Counseling of adolescence like: adolescence changes and coping with such changes, substance abuse, sexual abuse, etc.

### **Unit – II**

#### **1. Genetic disorders**

##### **Knowledge**

- Theme 1: Molecular basis of disorders & Exposure to a possible teratogen
- Theme 2: Indications and limitations of prenatal diagnosis & screening programs for genetic disease
- Theme 3: Principles of assessment of dysmorphology and syndrome identification, Embryological basis of malformation
- Theme 4: Environmental factors in fetal development
- Theme 5: Approaches to initial investigations and ongoing management of common genetic syndromes (e.g. Down syndrome, Turner syndrome, Fragile-X)  
Homoeopathic therapeutics for genetic disorders.

##### **Procedures/Skills**

- Construction and interpretation of a pedigree
- Ability to perform a first-line work up for suspected cases of genetic disorders

##### **Reflection**

- Ability to provide genetic counselling to a family / individual with a known genetic or inherited disorder and appropriate referral
- Relevance of miasmatic influences in genetic disorder with Homoeopathic approach.

#### **2. Critical care paediatrics**

## **Knowledge**

- Theme 1: Pathophysiology of altered consciousness, shock, respiratory failure and principles of mechanical ventilation
- Theme 2: Pathophysiology of cardiorespiratory arrest and resuscitation
- Theme 3: Principles, techniques and limitations of invasive and non-invasive cardiorespiratory monitoring
- Theme 4: Fluid and electrolyte management in the acutely ill patient  
Role of nutritional support in critical care
- Theme 5: Principles, role and logistics of both inter- and intra-hospital transport of acutely ill infants and children
- Theme 6: Principles of treatment to sustain function of failing organs  
Determination of brain death and principles of organ donation
- Theme 7: Management of the child with special needs and/or technology dependence
- Theme 8: Related Conditions;  
Cardiorespiratory arrest, Shock, Respiratory failure, Status epilepticus, Coma, Multiple trauma, Acute injuries, Head injury, Apparent life-threatening events (ALTE), Renal failure, Hepatic failure, Metabolic crises, e.g. diabetic ketoacidosis, hyperammonemia, metabolic acidosis, Foreign body aspiration, Acute vomiting and dehydration, Sepsis, Electrolyte imbalance, Foreign body, Burn management, Near drowning, Poisonings and drug overdoses, Lacerations

## **Procedure/Skills**

(All procedure done with assistance)

- Recognition of critically ill infant/child
- Airway management and cardiopulmonary resuscitation
- Access and care for indwelling catheters
- Perform and interpret oximetry
- Stabilization and/or transfer of the critically ill child
- Tracheotomy tube care, including replacement
- Foreign body removal from eye/nose/upper airway
- Immobilization of acute limb injury including fractures
- Gastric lavage
- Resuscitation
- Oxygen delivery
- Infant feeding tube/Ryle's tube

## **Reflection**

- Demonstrate an ability to support and counsel a child (and his/her family) with chronic and/or catastrophic illness and/or impending death and provide bereavement counseling
- Scope of homoeopathy in critical care in children

## **Unit – III**

### **1. Neonatology with homoeopathic therapeutics**

#### **Knowledge**

- Theme 1: Importance of neonatal care. Birth trauma and neonatal resuscitation.

- Theme 2: Primitive neonatal reflexes. Principles of essential new born care.
- Theme 3: Related conditions: Pre-term infant, Low birth weight, Meconium aspiration Syndrome, Infections in the newborn, Neonatal – sepsis, jaundice, tetanus, seizures, hypoglycaemia, hypothermia.
- Theme 4: Universal precautions & Prevention of infections

#### **Procedure/Skills**

- Procurement of appropriate specimens for diagnosis of infections

#### **Reflection**

- Training the expectant mother for prevention of neonatal infections

### **2. Allergy and clinical immunology**

#### **Knowledge**

- Theme 1: Normal host defenses and immune response  
Variations in normal immune response with age  
Pathophysiology of allergy, immunodeficiency states
- Theme 2: Basic diagnostic laboratory techniques involving the immune system  
Pharmacologic and immunologic therapy of allergic disorders  
Use of immunoglobulins as a treatment in immunodeficiency states  
Indications for and limitations of skin testing, RAST/serum IgE testing, serum tryptase and challenge testing
- Theme 3: Related Conditions:  
Recurrent infections and immunodeficiency syndromes including B-cell, T-cell, combined B and T cell, phagocytic and complement problems  
Allergic rhinitis, Anaphylaxis, Acute and chronic urticaria/angioedema, Drug allergy, Insect stings and bites, Serum sickness, Food allergy, Vaccine allergy

#### **Procedure/Skill**

- Assessment of a patient with a potential primary immunodeficiency

#### **Reflection**

- Counseling patients/parents on avoidance measures to allergens

### **3. Immunization**

#### **Knowledge**

- Theme 1: Immunization, principles, schedules (National & IAP) & storage of vaccines
- Theme 2: Role of homeopathy in bad effects of immunization & controversies  
Homoeopathic Prophylaxis

#### **Procedures/Skills**

- Assessment of immunization in child (History and examination)

#### **Reflection**

- Counseling parents about National Immunisation Program

### **4. Community pediatrics**

#### **Knowledge**

- Theme 1: National programs: Integrated Child Development Service Program (ICDS)
- Theme 2: Under-five Clinic & Child Health Program

#### **Procedures/Skills**

- Assisting & involving in health related survey of paediatric age group.

#### **Reflection**

- Baby friendly hospital initiative



- Counseling and motivation to mother for breast feeding
- Motivation in relation to healthy habits & Hygiene for children

#### **Unit – IV**

### **1. Patho-physiology of Body Fluids and Fluid therapy (Approach and Management)**

#### **Knowledge**

- Theme 1: Dehydration and management of dehydration  
Special Situations - Pyloric stenosis, CNS disorders, Burns, Peri-operative, Endocrine disorders, Renal Failure.  
Oral Rehydration Solution
- Theme 2: Dyselectrolytemia & Acid Base Disorders

#### **Procedure/Skills**

- Assessment of dehydration in children
- Steps to prepare Oral Rehydration Solution
- Procedure for Fluid therapy (with assistance)

#### **Reflection**

- Demonstration to the parents about preparation of ORS and its administration to the dehydrated children
- Recognize and manage severely dehydrated children

### **2. Infectious diseases & their homoeopathic therapeutics**

#### **Knowledge**

- Theme 1: Characteristics, epidemiology and pathogenicity of common infectious agents and conditions
- Theme 2: Control of communicable diseases, including prevention and immunization  
Diagnostic tests used to diagnose infectious diseases, including bacterial and viral cultures, microscopy, serology, PCR
- Theme 3: Special conditions;  
Common infectious diseases (viral, bacterial, fungal, parasitic, protozoan infections)  
Infection in the immunocompromised host  
Fever without focus  
Fever of unknown origin  
Occult bacteremia  
Life-threatening infection  
Infectious issues relating to travel and immigration

#### **Procedures/Skills**

- Assessment to diagnose infectious diseases by using appropriate specimens/procedures

#### **Reflection**

- Counseling of patient/parents about prevention of infectious diseases

### **3. Portraits of child constitutions in materia medica**

#### **Knowledge**

- Theme 1: To know the portrait of commonly used child remedies (like sphere of action, mental generals & Physical generals)
- Theme 2: Comparison of remedies in clinical conditions

## Unit – V

### 1. Ethical issues in paediatrics

#### Knowledge

- Theme 1: Ethical issues in paediatric practice

### 2. Psycho-social issues in children

#### Knowledge

- Theme 1: Adoption, Single parent child & Foster care
- Theme 2: Street Child, Abuse and Neglect, Child Labor, Impact of Violence & Child trafficking
- Theme 3: Separation, death, communication technology (TV, Movies), mobile & its effect on child
- Theme 4: Child care

#### Reflection

- Role of pediatrician in dealing with Psycho-social issues in children

### 3. Child nutrition

#### Knowledge

- Theme 1: Recommended nutritional requirements & its assessment
- Theme 2: Natural & Artificial feeding practices  
Feeding disorders
- Theme 3: Health implications of diets, fad diets, diets determined by custom or socioeconomic situation  
Indications for, physiological basis of and complications of parenteral and enteral nutrition  
Related conditions: Failure to thrive, Obesity & Nutritional deficiencies and excesses

#### Procedure/Skills

- Dietary recall, calorie and protein estimation
- Nutritional advice, prescribe and manage enteral nutrition
- Technique & Expression of breast milk
- Antenatal & postnatal care of the breast to prevent lactational problems

#### Reflection

- Counseling for healthy active living (healthy eating and physical activity)
- Advice the mother for prevention of lactational problems
- Advice patient/parents about nutritional diet
- Prescribe and manage enteral nutrition

## M.D. Part 2

### Paper 1

## Unit – I

### 1. Metabolic disorders

### **Knowledge**

- Theme 1: Approach to IEM  
Theme 2: Protein metabolic disorders  
Theme 3: Lipid metabolic disorders  
Theme 4: Carbohydrate metabolic disorders

### **Reflection**

- Interpretation of laboratory investigation report in relation to metabolic disorders
- Initial management of a metabolic crisis

## **2. Rheumatology / Musculoskeletal disorders with homoeopathic therapeutics**

### **Knowledge**

- Theme 1: Recognition of non-inflammatory connective tissue diseases, e.g. Marfan's syndrome, Ehlers Danlos syndrome  
Theme 2: Effects of chronic rheumatic diseases on physical growth and social development  
Theme 3: Common radiographic abnormalities in musculoskeletal diseases  
Theme 4: Related conditions; Congenital abnormalities, Joint and limb pain, Common fractures, dislocations or injuries, Joint deformities, Septic arthritis and osteomyelitis, Common gait disorders (limp, torsional and angular deformities of lower limbs), Scoliosis, Acute / chronic arthritis, Systemic rheumatologic diseases, e.g. systemic lupus erythematosus, juvenile idiopathic (rheumatoid) arthritis & Bone tumors

### **Procedure/Skills**

- Interpret bone X-rays for fractures
- Examination of Musculoskeletal system
- Interpretation of laboratory investigation report in relation to rheumatic disorders

### **Reflection**

- Counseling regarding sport preparedness and return to play after injury

## **Unit – II**

### **1. Central nervous system with homoeopathic therapeutics**

### **Knowledge**

- Theme 1: To know congenital malformations and common pediatric neurological problems  
Theme 2: Indications for, appropriate use of, and risks/complications of the following investigations:  
CSF analysis, Lumbar puncture, EEG, Evoked potentials, Nerve conduction studies and electromyography, X-ray, MRI, USG of head & spine & Genetic investigations (chromosomes, DNA testing)  
Theme 3: Examination & localization of lesions in;  
Seizures, Headaches, Neurocutaneous disorders, Coma, Head Injury, Acute Stroke, Brain abscess, Tumors, Spinal cord disorders, Encephalitis, Palsy, etc

### **Procedure/Skills**

- Examination of Central Nervous system

### **Reflection**

- Counseling of the parents about CNS disorders in their offspring's

## **2. Neuromuscular disorders with homoeopathic therapeutics**

### **Knowledge**

- Theme 1: Evaluation and investigations in Neuromuscular disorders  
Theme 2: Related conditions:  
Development disorders of muscle, Muscular Dystrophies, Myositis, GB syndrome, Motor sensory neuropathy, Bell's Palsy, Myasthenia Gravis

### **Procedure/Skills**

- Examination of neuromuscular system

### **Reflection**

- Counseling of the parents about neuromuscular disorders in their offspring's

## **Unit – III**

### **1. Psychiatric Disorders / Mental Health with homoeopathic therapeutics**

#### **Knowledge**

- Theme 1: Biological, psychosocial and socioeconomic factors affecting mental health  
Theme 2: Availability of and access to community-based mental health resources  
Non-pharmacological approaches to management of mental health issues  
Theme 3: To know about the following conditions;  
Somatoform Disorders, Anxiety, Phobia, Depression, Bipolar Disorders, Pervasive Developmental Disorders, Personality traits, Psychoses, Obsessive compulsive disorders

#### **Procedure/Skills**

- Use of common standard assessment tools (Eg. Mini Mental Status Assessment)

#### **Reflection**

- Scope of Homoeopathy in treating psychiatric disorders
- Approach of psychiatric disorders in accordance with Hahnemannian disease classification

### **2. Environmental Diseases with homoeopathic therapeutics**

#### **Knowledge**

- Theme 1: To know about Radiation hazards, Lead poisoning, Mercury poisoning, Chemical pollutants, Envenomation, Mammalian bites & Common Poisonings – OP, Kerosene, Phenobarbitone, Iron, etc

#### **Procedure/Skills**

- Cleaning of bite area & referral to proper centre for antivenom

#### **Reflection**

- Scope and limitations of Homoeopathy in the treatment poisoning cases

## **Unit - IV**

### **1. Ophthalmology with homoeopathic therapeutics**

#### **Knowledge**

- Theme 1: Etiology, classification of visual defects in children  
Theme 2: Congenital abnormalities of the eye and acquired defects of eye  
Theme 3: Ocular diseases like; Congenital blindness, The red eye, Proptosis, Ptosis, Strabismus / amblyopia, Papilloedema, Nasolacrimal duct obstruction, Cataracts / leukocoria, Anisocoria, Ocular injuries, Glaucoma, Eyelid disorders, Conjunctival disorders, & Disorders of orbit

#### **Procedure/Skills**

- Measure visual acuity by use of standard visual acuity charts (with assistance)

#### **Reflection**

- Scope of Homoeopathy in treating Eye disorders

### **2. Otolaryngology with homoeopathic therapeutics**

#### **Knowledge**

- Theme 1: Indications and limitations of diagnostic imaging of the upper airway
- Theme 2: To know about related conditions; Hearing loss / deafness, Congenital deformities of the ear, Otitis media / otitis externa, Mastoiditis and sinusitis, Rhinitis, Epistaxis, Congenital and acquired nasal obstruction, nasal polyps, Tonsillitis and complications, Cleft lip and palate, Retropharyngeal abscess, Supraglottic cellulitis / epiglottitis, Congenital and acquired stridor, Hoarseness, voice abnormalities, Congenital and acquired neck masses, Upper airway abnormalities

#### **Procedure/Skills**

- Interpretation of the tympanogram
- Interpretation of soft tissue X-rays in acute upper airway obstruction

#### **Reflection**

- Scope and limitations of Homoeopathy in the treatment of diseases of Ear, Nose & Throat.
- Approach to the cases of Ear, Nose & Throat diseases and referral for surgery.

### **3. Dentistry with homoeopathic therapeutics**

#### **Knowledge**

- Theme 1: To know dentitional problems like; Dental caries & Dental trauma

#### **Procedure/Skills**

- Assessment of normal dentition in children

#### **Reflection**

- Scope and limitations of Homoeopathic treatment in dentitional disorders.

## **Unit - V**

### **1. Endocrinology with homoeopathic therapeutics**

#### **Knowledge**

- Theme 1: Disorders affecting the endocrine system, producing underactivity or overactivity of glands
- Theme 2: Indications and interpretation of endocrine tests
- Theme 3: To know related conditions like; Growth retardation, Disorders of sexual development (ambiguous genitalia / intersex), Pubertal disorders, Thyroid disease, Type 1 and type 2 diabetes mellitus, diabetic ketoacidosis, Inappropriate ADH secretion, Hypo/hypercalcemia, Hypoglycemia, Pituitary disorders & Adrenal disease.

#### **Procedure/Skills**

- Bedside Measurement of Glucose

#### **Reflection**

- Scope and Miasmatic understanding of endocrinal disorders & homoeopathic treatment

## **M.D. Part II**

### **Paper 2**

#### **Unit - I**

##### **1. Gastrointestinal Tract with Homoeopathic Therapeutics**

###### **Knowledge**

- Theme 1: Indications for diagnostic procedures including: endoscopy, plain abdominal x-rays, upper gastrointestinal and small bowel x-rays, contrast enema, abdominal ultrasound and CT scan, radionuclide scan and interpretation of tests of gastrointestinal, pancreatic and malfunction
- Theme 2: To know disorders related to; Disorders of Esophagus, Stomach, Intestines, Pancreas & Peritoneum including allergic disorders of GI tract

###### **Procedure/Skills**

- Interpretation of abdominal X-rays
- Per Abdominal Examinations

###### **Reflection**

- Approach to Gastrointestinal disorders & Homoeopathic management.

##### **2. Disorders of liver and biliary system with homoeopathic therapeutics**

###### **Knowledge**

- Theme 1: Indications for diagnostic procedures and interpretation of tests for liver and biliary tract
- Theme 2: To know related conditions; Acute Hepatitis, Chronic Hepatitis, Cirrhosis, Metabolic Liver Diseases, Cholestatic liver disease, Complications of Liver Disease

###### **Procedure/Skills**

- Interpretation of Liver Function test

###### **Reflection**

- Advice for liver transplantation

#### **Unit II**

##### **1. Cardiovascular System and its Homoeopathic Therapeutics**

###### **Knowledge**

- Theme 1: Indications for, limitations, benefits, costs and hazards of investigations like; Electrocardiogram, Chest x-ray, Echocardiogram and Doppler, cardiac catheterization, angiography, Radioisotope studies, Exercise ECG, Holter monitor
- Theme 2: Pre and post-operative needs of the pediatric heart patient, and long-term complications with Incidence and recurrence risk for congenital heart disease
- Theme 3: To know the related conditions; Common forms of cyanotic and acyanotic congenital heart disease, Cardiac murmurs, Syncope, Differential diagnosis of Chest pain, Endocarditis, Myocarditis, Pericarditis, Kawasaki disease, Congestive heart failure, Cardiac arrhythmia, Cor pulmonale, Rheumatic fever, Sick Sinus syndrome, Tumors of Heart, Aneurysms and fistulae

###### **Procedure/Skills**

- Reliably interpret an electrocardiogram in all age groups
- Interpret a chest X-ray with respect to heart size, contour and pulmonary vascularity

- Cardiovascular System Examinations

#### Reflection

- Scope and limitations of Homoeopathy for congenital heart diseases

### 2. Hematology and Its Disorders with homoeopathic therapeutics

#### Knowledge

- Theme 1: Characteristics and principles of investigation of the acute leukemias and common tumours of childhood  
Indications for and interpretation of common hematological tests
- Theme 2: Anemias; Inadequate production, Nutrition – Iron, Folate, B12, Bone Marrow Failure, failure & Hemolytic - Congenital and Acquired
- Theme 3: Thrombotic disorders  
Hemorrhagic disorders; Acquired and congenital, Bleeding disorders, Coagulation disorders, Hyposplenism, trauma, splenectomy & Lymphatic vessel disorders

#### Procedure/Skills

- To interpret blood tests related to hematological disorders.

#### Reflection

- Scope and limitations of Homoeopathy for Hematological Disorders
- Counseling families faced with life-threatening illness/chronic childhood illness

### Unit III

#### 1. Respiratory System and its Homoeopathic Therapeutics

#### Knowledge

- Theme 1: Role of: chest X-ray, bronchoscopy, lung biopsy, lung scintigraphy, sleep studies, apnea monitors, pulmonary function studies, sweat test, and CT scan of the chest  
Assessment and therapy of hypoxemia
- Theme 2: To know about;  
Differential diagnosis of Cough, Dyspnea, Hemoptysis, Wheezing  
Mediastinal and intrathoracic masses, Asthma, Pneumothorax, Adult respiratory distress syndrome, Cystic fibrosis, Pleural effusions, Bronchiolitis, Bronchiectasis, Acute and chronic aspiration & Allergic respiratory disorders

#### Procedure/Skills

- Demonstrate use of respiratory devices including spacers, peak flow meters, metered dose inhalers & Nebulisation
- Interpretation of chest X-rays
- Examination of Respiratory System

#### Reflection

- Scope and limitations of Homoeopathy for Respiratory diseases

### Unit IV

#### 1. Genitourinary System and its Homoeopathic Therapeutics

#### Knowledge

- Theme 1: Indications for, advantages and risks of investigative techniques: IVP, voiding cystourethrograms, renal scan, renal ultrasound, urodynamics, renal angiography,

- renin studies and renal biopsy and interpretation of renal function tests and indications of dialysis and renal transplantation
- Theme 2: To know the related conditions; Enuresis, urinary incontinence, Congenital and acquired hydronephrosis, Hematuria and nephritic syndromes, Urinary tract infection, Acute and chronic renal failure, Abdominal and pelvic mass, Vesico-ureteral reflux & obstructive, Proteinuria and nephrotic syndromes, Undescended testes, swollen or tender testes, Renal stones, Renal tubular disorders, Fanconi syndrome, Hypercalcemia, hypocalcemia and rickets

#### **Procedure/Skills**

- Interpret common abnormalities seen on urine microscopy
- Examination of Genitourinary System

#### **Reflection**

- Scope and limitations of Homoeopathy for Genitourinary diseases

### **Unit V**

#### **1. Dermatology and its Homoeopathic Therapeutics**

##### **Knowledge**

- Theme 1: Recognition of skin pathology in immune disorders and auto-immune diseases like vitiligo, alopecia, etc
- Theme 2: Indications for dermatology referral and/or for skin biopsy
- Theme 3: To know the related conditions; Acne, Common skin infections/infestations, Common papulosquamous eruptions, Vesiculobullous diseases & Skin tumors

##### **Procedure/Skills**

- Interpret common abnormalities of Skin
- Local Examination of Skin

##### **Reflection**

- Scope and limitations of Homoeopathy for Skin diseases

#### **2. Neoplasm and its Homoeopathic Therapeutics**

##### **Knowledge**

- Theme 1: Principles of diagnosis, Epidemiology, Principles of treatment & Molecular pathogenesis of tumours
- Theme 2: To know the Soft tissue sarcomas, Carcinomas, Lymphomas, Gonadal, germ cell tumours
- Theme 3: To know the Neuroblastomas, Retinoblastomas, Liver neoplasm, Kidney tumors, GI neoplasm & Bone Neoplasms

##### **Procedure/Skills**

- Interpret common Investigations of neoplasm
- Local Examination of Tumors

##### **Reflection**

- Scope and limitations of Homoeopathy for Neoplasm



**Marks Distribution**

Unit	S. N.	Topics	Marks
<b>M.D. Part I – Paper 1</b>			
I	1	Growth and Development	10
	2	Adolescent health	10
II	3	Genetic disorders	10
	4	Critical care paediatrics	10
III	5	Neonatal infections with homoeopathic therapeutics	5
	6	Allergy and clinical immunology	5
	7	Immunization	5
	8	Community pediatrics	5
IV	9	Patho-physiology of Body Fluids and Fluid therapy (Approach and Management)	5
	10	Infectious diseases & their homoeopathic therapeutics	10
	11	Portraits of child constitutions in materia medica	5
V	12	Ethical issues in paediatrics	5
	13	Psycho-social issues in children	5
	14	Child nutrition with Prevention of Malnutrition	10
<b>Total</b>			<b>100</b>
<b>M.D. Part II – Paper 1</b>			
I	1	Metabolic disorders	10
	2	Rheumatology / Musculoskeletal disorders with homoeopathic therapeutics	10
II	3	Central nervous system with homoeopathic therapeutics	10
	4	Neuromuscular disorders with homoeopathic therapeutics	10
III	5	Psychiatric Disorders / Mental Health with homoeopathic therapeutics Knowledge	15
	6	Environmental Diseases with homoeopathic therapeutics	5
IV	7	Ophthalmology with homoeopathic therapeutics	5
	8	Otolaryngology with homoeopathic therapeutics	10
	9	Dentistry with homoeopathic therapeutics	5
V	10	Endocrinology with homoeopathic therapeutics	20
<b>Total</b>			<b>100</b>
<b>M.D. Part II – Paper 2</b>			
I	11	Gastrointestinal Tract with Homoeopathic Therapeutics	10
	12	Disorders of liver and biliary system with homoeopathic therapeutics	10
II	13	Cardiovascular System and its Homoeopathic Therapeutics	10
	14	Hematology and Its Disorders with homoeopathic therapeutics	10
III	15	Respiratory System and its Homoeopathic Therapeutics	20
IV	16	Genitourinary System and its Homoeopathic Therapeutics	20
V	17	Dermatology and its Homoeopathic Therapeutics	10
	18	Neoplasm and its Homoeopathic Therapeutics	10
<b>Total</b>			<b>100</b>

## Psychiatry

### Purpose

The purpose of this course is to train the basic Homoeopathic graduate in the field of psychiatry, and to treat the psychiatric ailments depending upon the principles & philosophy of Homoeopathy, & also train them in counseling and behavioral therapy to ensure healthy citizens in the present hectic and stressful conditions of the society.

*The Homoeopathic Psychiatrist shall:*

- Have the confidence to assess and manage the patients with mental illness. And in cases of severe illness or crisis manage it till such time as hospitalization in critical care unit may be found.
- Have high degree of proficiency both in the theoretical and practical aspects of psychiatry and related disciplines backed by scientific knowledge and philosophy of Homoeopathy.
- Have the knowledge to ask for and interpret relevant diagnostic procedures and provide necessary therapeutic or other assistance on the basis of results of such procedures.
- Have a caring attitude and sympathy towards the needy and maintain high moral and ethical standards.

### Aims

*A Post Graduate in Psychiatry in homoeopathy shall be able to -*

- Recognize the need of social health care of the mentally ill in the spirit of Organon of medicine.
- Obtain competency in providing spiritual health to the needy so as to achieve a permanent restoration of health (as quoted in Organon of medicine).
- Obtain the communicative and interpersonal skills to communicate and interact with health care team.
- Adopt a scientific temper and unbiased approach to augment self-knowledge to improve the quality of treatment throughout the professional life.
- Develop an open mind update himself by self-study attending courses, conferences and seminars relevant to the specialty.
- Able co-ordinate the recent advance in science with his knowledge of Homoeopathy so as to reflect better art of healing.

### Objectives:

*At the end of Post Graduate Training in M.D., in Psychiatry, the PG Scholar shall be able to --*

- Recognize the importance of social, mental, spiritual health and its adaptability in the context of health while practicing Homoeopathy.
- Practice psychiatry ethically and instep with principals of health care and the philosophy of Homoeopathy.

- Describe etiology, patho-physiology, principles of diagnosis, miasmatic analysis and management of common psychiatric problems in adults and children with the knowledge of homoeopathic principles and therapeutics.
- Under take audit, use information technology tools and carry out research both basic and clinical with the objective of publishing his work and presenting of various scientific flora by which our fellow Homoeopaths can be benefited.
- Demonstrate empathy and “holistic” approach towards mentally ill and exhibit interpersonal behavior in accordance with expectations of society.
- Play responsible role in implementation of National Health programmers effectively.
- Plan and advice preventive & primitive measures in the rehabilitation of imbecile.

#### Course Contents:

#### THEORY

#### PART – I

UNIT	TOPIC	LEVEL	HRS	MARKS
Unit 1	<b>Objectives:</b> <i>At the end of Training the PG Scholar shall be able to –</i> <ol style="list-style-type: none"> <li>1. Define the nature and fundamental concepts of psychology</li> <li>2. Perform the basic observations, clinical surveys and experiment in psychology</li> <li>3. Recognize the importance of the cognitive processes like sensation, perception and attention.</li> <li>4. Differentiate the types of motivation, theories of motivation</li> <li>5. Utilize the concept of motivation in stress management and psychological illness</li> <li>6. Asses the factors responsible for personality development</li> <li>7. Discriminate the psychological disorders from psychiatric disorders</li> </ol>			
Content	<b>PSYCHOLOGY</b> <ol style="list-style-type: none"> <li>1. Introduction               <ol style="list-style-type: none"> <li>a) Definition</li> <li>b) Nature</li> <li>c) Subject matter</li> <li>d) Brain behavior</li> </ol> </li> <li>2. Methods of Psychology</li> </ol>	cog		20

	<ul style="list-style-type: none"> <li>a) Experimental</li> <li>b) Questionnaire ( Inventory)</li> </ul>			
	3. Clinical			
	4. Survey			
	5. Observation			
	6. Developmental Theories			
	<ul style="list-style-type: none"> <li>a) Psycho – analytical / neo Freudians</li> <li>b) Psycho- social</li> <li>c) Behavioral</li> <li>d) Humanistic</li> </ul>			
	7. Motivation			
	<ul style="list-style-type: none"> <li>a) Classification – theories ; Homeostasis</li> <li>b) Cognitive approach, frustration, Conflicts, Mental Mechanisms</li> <li>c) Stress: Meaning, Definition, types and its effects on body</li> <li>d) Mind – body relationship</li> <li>e) Sources of Stress / Coping with stress</li> <li>f) Stress Management. ( Relaxation, Biofeedback)</li> </ul>			
	8. Psychological Process:			
	<ul style="list-style-type: none"> <li>a) Sensation, perception, Attention – Study of Disorders in each of them.</li> </ul>			
	9. Emotions:			
	<ul style="list-style-type: none"> <li>a) Characteristics , Expression ( vocal, nonverbal)</li> <li>b) Internal physical changes, Emotion &amp; Health</li> </ul>			
	10. Personality			
	<ul style="list-style-type: none"> <li>a) Definition, Characteristics, Traits, factors influencing Personality</li> <li>b) Assessment</li> </ul>			
	11. Intelligence:			
	<ul style="list-style-type: none"> <li>a) Definition, Nature, Growth, Determinants, Assessments, Application</li> </ul>			
	12. Learning :			
	<ul style="list-style-type: none"> <li>a) Types – Classical conditioning, Operant conditioning</li> </ul>			

	<p>b) Cognitive learning – application in medicine</p> <p>13. Memory &amp; Forgetting:</p> <p>a) Process, types, Causes of forgetting, methods to improve memory</p>			
Unit 2	<p><b>Objectives:</b></p> <p><i>At the end of unit the PG Scholar shall be able to –</i></p> <ol style="list-style-type: none"> <li><i>1. Review the historical development and progress of psychiatry</i></li> <li><i>2. Recollect Hahnemann's contribution to the understanding of Mental Disorders</i></li> <li><i>3. Compare and contrast the practical problems of Homoeopathy and general medical science</i></li> </ol>			
Content	<p><b>Historical aspect relevant to the study of Mental Diseases:</b></p> <ul style="list-style-type: none"> <li>▪ Historical review of the development of Psychiatry</li> <li>▪ Hahnemann's contribution to the understanding of Mental Disorders</li> <li>▪ Western Philosophy starting from Greek period and the further growth &amp; development of Philosophy in western world. The study of philosophy is necessary to explore in depth the theoretical and practical problems of Homoeopathy and general medical science. This is necessary for a post graduate to achieve a holistic vision.</li> </ul>			20
UNIT 3	<p><b>Objectives:</b></p> <p><i>At the end of unit the PG Scholar shall be able to –</i></p> <ol style="list-style-type: none"> <li><i>1. Review the schools of the Psychology, and differentiate the Theories of Personality Development</i></li> <li><i>2. Interview Patient, with mental disorders &amp; study of therapeutic relationship of Behavioral and Social Sciences</i></li> </ol>			
Content	<p><b>Behavioral and Social Sciences relevant to Mental Disorders</b></p> <p>General Psychology with schools of the Psychology, Theories of Personality Development, Special dimensions of behavior &amp; current issues, Doctor – Patient relationship, Patient interviewing &amp; study of therapeutic relationship.</p>			20
UNIT 4	<p><b>Objective:</b></p> <p><i>At the end of unit the PG Scholar shall be able to –</i></p>			

Content	1. <i>Perform the physical examination on Psychological Foundations of Clinical Psychiatry</i>			
	<b>Psychological Foundations of Clinical Psychiatry.</b> Psycho- bio- social Model of disease, Neuro- Physiology, Neuro- Chemistry, Neuro- Anatomy, Neuro- Psychology, Neuropathology, Psycho- Neuro immunology, Neuropsychiatry, Neurological examination with neuroimaging related to mental Disorders.			20
	<b>Objectives:</b> <i>At the end of unit the PG Scholor shall be able to –</i> <ol style="list-style-type: none"> <li>1. <i>Enumerate and classify the psychiatric symptoms</i></li> <li>2. <i>Demonstrate the Etiopathogenesis of Psychiatric disorders</i></li> <li>3. <i>Perform basic psychological tests for psychiatric disorders</i></li> </ol>			
UNIT 5	<b>Psychopathology</b> Concept of normality & Deviance in behavior, Psychiatric Symptomatology, Etiopathogenesis of Psychiatric disorders, concept of stress, psychological testing Classification of Psychiatric Disorders.			20

#### PART – II PAPER 1

UNIT	TOPIC	LEVEL	HRS	MARKS
Unit 1  Content	<b>Objectives:</b> <i>At the end of unit the PG Scholor shall be able to –</i> <ol style="list-style-type: none"> <li>1. <i>Diagnose the medical disorders related to psychiatry</i></li> <li>2. <i>Frame the organic brain syndromes</i></li> <li>3. <i>Identify Schizophrenic Disorders and Substance – related Disorders</i></li> </ol>			
	<ul style="list-style-type: none"> <li>▪ Medical Disorders related to Psychiatry</li> <li>▪ Organic Brain Syndromes</li> <li>▪ Substance – related Disorders</li> <li>▪ Schizophrenic Disorders</li> </ul>			20
Unit 2	<b>Objectives:</b> <i>At the end of unit the PG Scholar shall be able to –</i>			

Content	1. <i>Identify and Diagnose, Affective Disorders, Somatoform Disorders Dissociative Disorders and Anxiety Disorders</i>			
	<ul style="list-style-type: none"> <li>▪ Affective Disorders</li> <li>▪ Somatoform Disorders</li> <li>▪ Dissociative Disorders</li> <li>▪ Anxiety Disorders</li> </ul>			20
UNIT 3	<b>Objectives:</b> <i>At the end of unit the PG Scholar shall be able to –</i> <i>PG Scholar shall be able to –</i> 1. <i>Identify and diagnose Personality Disorders , Sexual &amp; Gender Identity Disorders</i>			
Content	<ul style="list-style-type: none"> <li>▪ Personality Disorders</li> <li>▪ Sexual &amp; Gender Identity Disorders</li> </ul>			20
UNIT 4	<b>Objectives:</b> <i>At the end of unit the PG Scholar shall be able to –</i> 1. <i>Recognize the concept of general philosophy as applied in homoeopathy in co relation to concept of health, disease &amp; cure</i> 2. <i>Develop a holistic acumen in approaching psychiatric disorders with concepts of Individualisation and Totality</i> 3. <i>Convert psychiatric symptoms from the case taken into rubrics</i>			
Content	<ul style="list-style-type: none"> <li>▪ Application of general philosophy in homoeopathy</li> <li>▪ Dynamic concept of health, disease &amp; cure.</li> <li>▪ Holistic concept</li> <li>▪ Concept of individualization.</li> <li>▪ Concept of totality</li> <li>▪ Conversion of psychiatric symptoms from the case taken into rubrics of various repertories</li> </ul>			20
UNIT 5	<b>Objectives:</b> <i>At the end of unit the PG Scholar shall be able to –</i> 1. <i>Review different eras, concepts and Evolution of Hom. Materia medica</i>			

Content	<ul style="list-style-type: none"> <li>▪ Different eras &amp; concepts of the earlier times &amp; their influence on the construction of Hom Materia Medica.</li> <li>▪ Evolution of Hom Materia medica with focus on the evolving concepts, masters and the books, their construction and utility.</li> <li>▪ Scope &amp; Limitation of the current state of knowledge of Homoeopathic Materia Medica with the demands of Clinical Practice and Education</li> <li>▪ Sources of Hom Materia Medica, Drug proving.</li> <li>▪ Types of Hom Materia Medica-concept, philosophy, scope and limitation of each one of them.</li> </ul>			20
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## PART – II PAPER 2

UNIT	TOPIC	LEVEL	HRS	MARKS
	<b>Objectives:</b> <i>At the end of unit the PG Scholar shall be able to –</i> <i>1. Review</i>			
Unit 1	<ul style="list-style-type: none"> <li>▪ Habit Disorders</li> <li>▪ Adjustment Disorders</li> <li>▪ Impulse Disorders and other Behavioral Disorders</li> <li>▪ Disorders of Infancy, Childhood and Adolescence</li> <li>▪ Psycho Physiological and Physiopsychological Disorders and</li> </ul>			20
	<b>Objectives:</b> <i>At the end of unit the PG Scholar shall be able to –</i> <i>1. Review</i>			
Unit 2	<ul style="list-style-type: none"> <li>▪ Consultation Liaison Psychiatry</li> <li>▪ Community Psychiatry with special reference to contemporary problems.</li> <li>▪ Psychiatry in the educational setting</li> </ul>			20
	<b>Objectives:</b> <i>At the end of unit the PG Scholar shall be able to –</i> <i>1. Review</i>			
UNIT 3	<ul style="list-style-type: none"> <li>▪ Geriatric Psychiatry</li> </ul>			20



	<ul style="list-style-type: none"> <li>▪ Socio cultural Psychiatry</li> <li>▪ Forensic Psychiatry and Ethics in Psychiatry</li> </ul>			
	<b>Objectives:</b> <i>At the end of unit the PG Scholor shall be able to –</i> 1. Review			
UNIT 4	<ul style="list-style-type: none"> <li>▪ Preventive aspects of Mental Disorders</li> <li>▪ Recent advances in psychiatry</li> <li>▪ Emergency Psychiatry</li> </ul>			20
	<b>Objectives:</b> <i>At the end of unit the PG Scholor shall be able to –</i> 1. Review			
UNIT 5	<ul style="list-style-type: none"> <li>▪ Detailed study of aphorism 210 to 230</li> <li>▪ Mental illness as one sided diseases</li> <li>▪ Concept of common and characteristics symptoms and totality in mental illness.</li> <li>▪ Scope &amp; limitations of Homoeopathy in comparison to other systems of medicine in the treatment of mental illness</li> </ul>			20

#### **PRACTICAL:**

Skills:

Procedures

Interpretations

#### **Communications**

- Take a proper clinical history, examine the patient perform essential diagnostic procedures and order relevant tests and interpret them to come to a reasonable diagnosis about the condition.
- Conduct interviews both in adults and children and of uncooperative patients.
- Perform mental state examination including that of uncooperative patients.
- Document psychiatric history, family history and mental state examination.
- Assess personality including administration and interpretation of projective tests.
- Administer and interpret tests of Intelligence and neuropsychological functions.
- Perform common therapeutic procedures.
- Provide basic life saving support services (BLS) in emergency situations.
- Application of principles and practice of Homoeopathy in general and psychiatry in particular.

### Section III

#### Monitoring Learning Progress

During the First Year of the course every Post Graduate student should undergo one-year compulsory house job at hospital. The hospital authorities should regulate /supervise the duties of Post Graduate students at hospital.

It is essential to monitor the learning progress of each candidate through continuous and regular assessment. It not only helps teachers to evaluate students, but also students to evaluate themselves. The monitoring be done by the staff of the department based on participation of students in various teaching/learning activities. It may be structured and assessment be done using checklists that assess various aspects. Checklists are given in Section IV.

The learning outcomes to be assessed should include: 1) Personal attitudes, 2) Acquisition of Knowledge, 3) Clinical skills, 4) Teaching skills, 5) Dissertation.

1) **Personal attitudes:** - The essential items are:

- Caring attitudes
- Initiative
- Organizational ability
- Potential to cope with stressful situations and undertake responsibility
- Trustworthiness and Reliability
- To understand and communicate intelligibly with patients and others
- To behave in a manner which establishes professional relationship with patients and colleagues.
- Ability to work in team.
- A critical enquiring approach to the acquisition of Knowledge.

The methods used mainly consist of observation. It is appreciated that these items require a degree of subjective assessment by Guide, Supervisors and Peers.

2) **Acquisition of Knowledge:** - The methods used comprise of "Log Book" which records participation in various teaching / learning activities by the students. The number of activities attended and the number in which presentations are made are to be recorded. The logbook should periodically be validated by the Supervisors. Some of the activities are listed the list is not complete. Institutions may include additional activities if so, desired.

**A) Journal review meeting (Journal Club):** - The ability to do literature search, in depth study, presentations skills and use of audio-visual sides are to be assessed. Faculty members and peers attending the meeting using a checklist make the assessment. (See model Checklist 1, Section IV).

During the P.G. course each P.G. students shall make 15 journals club presentation and maintain the copies of journals on which presentation is made and maintain a record of journal club presentations.

**B) Seminar / Symposia:** - The topics should be assigned to do the students well in advance to facilitate in depth study. The ability to do literature search, in depth study, presentation skills and use of audio-visual aids are to be assessed using a checklist. (See model Checklist 2a for Symposium, and 2b for Seminar, Section IV). There shall be periodic Group Discussions on topics of relevance (See model Checklist 3, Section IV).

Each P.G. student shall take part in at least 12 Seminars / Symposia during the P.G. course and maintain the records of presentations and also, he/she should present a paper/participate in at least one national level seminar/conferences.

**C) Assignments:** Each P.G. student shall take up five assignments per year from second year on words and present ten assignments during the course period and maintain a copy of assignments taken up by the P.G. student at the department.

### **3) Clinical Skills: -**

**Day to day work:** Skills in O.P.D and I.P.D work should be assessed periodically. The assessment should include the candidate's sincerity and punctuality, analytical ability and communication skills (See model checklist 4, Section IV).

**Clinical Presentations:** Candidates should periodically present to his peers and faculty members. This should be assessed using a checklist (See model Checklist 5, Section IV).

Each P.G. student shall present at least 15 case presentations during the period of P.G. course and maintain the records of case presented. The candidates shall also maintain the records of atleast 25 cases treated during the PG Course.

**4) Teaching Skills: -** Each students shall be acquainted with basics of educational methods - definition of education, philosophy of education, education as a system, determinants of education, components of education, domains of education, Bloom's taxonomy of educational objectives, classification of T - L Methods, brief description of commonly used T – Methods, classification of T - L Media, brief description of commonly used T – Media, Definition of evaluation, principles of evaluation, steps of evaluation, types of evaluation, microteaching.

Opportunities shall be given to each PG Scholar to teach under graduate students. This performance should be based on assessment by the faculty members and from feedback from the under graduate students (See model Checklist 6, Section IV).

Each **PG Scholar** shall conduct, under the guidance of his / her Guide, at least **10 Clinical Classes** for Undergraduate students each of two hour duration in his / her subject speciality (five classes each in Second and Third Year); **Five Theory Classes** in his / her **subject speciality** and **Five hours of Theory classes in the Pre or Para Clinical Subjects** during the Second / Third Year. The Guide shall oversee the lesson planning and ensure optimal student learning.

The teacher designated in the Time Table for that class shall observe the PG Scholar's presentation and mark the checklist 6, Section IV. The teacher shall provide constructive feedback to improve the performance.

**5) Dissertation in the Department: -** Periodic presentations are to be made in the department. Initially the topic selected is to be presented before submission to the University for Registration, again before finalization for critical evaluation and another before final submission of the completed work (See model checklist 7 Section IV).

**Periodic Tests:** - The department may conduct three tests, two of them be annual tests, one at the end of first year and the other in second year. The third test may be held three months before final examination. The tests may include written papers, practicals /clinical and viva-voce.

**Records:** - records, Log books and marks obtained in tests will be maintained by the head of the department and will be made available to the University or central Council of Homoeopathy.

### **Log Book**

The Logbook is a record of the important activities of the candidates during his training; Internal Assessment should be based on the evaluation of the logbook. Collectively, logbooks are a tool for the evaluation of the training programmes of the Institution by external agencies. The record includes academic activities as well as the presentations and procedures carried out by the candidate.

### **Format of Log book**

The format of Logbook for the different activities is given in Table (**Academic Activities Attended**) under Section IV. Copies may be made and used by the Institution.

**Procedure for Defaulters:** Every department should have a committee to review such situations. The guide and head of the department counsel the defaulting candidate. In extreme cases of default, the departmental committee may recommend that defaulting candidate be withheld from appearing the examination, if she/he fails to fulfill the requirements in spite of being given adequate chances to correct himself or herself.

## **SECTION - IV**

### **Log Book**

**Table: Academic Activities Attended**

Name of the PG Scholar:

Name of PG Guide:

Admission Year:

University Registration Number:

College:

Date	Type of Activity Specify Seminar, Journal Club, Case presentation, UG Teaching	Remarks of Guide	Signature of Guide


### Format of Model Check List

#### Checklist – 1: Model Checklist for evaluation of Journal Review.

Name of the PG Scholar:

Name of the Faculty/ Observer:

Date:

Sl. No.	Items for observation during presentation	Poor 0	Below Average 1	Average 2	Good 3	Very Good 4
1	Selection of article.					
2	Assessment of ethical dimension / conflict of interest in the study.					
3	Extent of understanding of scope and objectives of the paper by the PG Scholar.					
4	Critique on the methodology used.					
5	Correlation of objectives, hypothesis, results.					
6	Consulting the cross - references in the article					
7	Consulting other relevant publications.					
8	Ability to respond to questions on the paper / subject.					

9	Clarity of Presentation.					
10	Audio – Visual aids used					
<b>Total Score</b>						

### Format of Model Check List

#### Checklist – 2a: Model Checklist for evaluation of Symposium.

Name of the PG Scholar:

Name of the Faculty/ Observer:

Date:

Sl. No.	Items for observation during presentation	Poor 0	Below Average 1	Average 2	Good 3	Very Good 4
1	Selection of topic / sub-topic					
2	Articulation of objectives					
3	Relevance of content					
4	Sequencing of content.					
5	Clarity of Presentation					
6	Coordination with other presenters.					
7	Ability to answer questions					
8	Time Scheduling					
9	Appropriate use of Audio – Visual aids					
10	Overall performance					
<b>Total Score</b>						

### Format of Model Check List

#### Checklist – 2b: Model Checklist for evaluation of Seminar.

Name of the PG Scholar:

Name of the Faculty/ Observer:

Date:

Sl. No.	Items for observation during discussion	Poor 0	Below Average 1	Average 2	Good 3	Very Good 4
1	Relevance of theme to the Course.					
2	Continuity and alignment of discussion with the theme.					
3	All participants are well prepared with theme and current topic.					
4	All participants contribute for discussion.					
5	Questions are relevant to the theme and current discussion.					
6	Questions are follow-up or clarifying in nature.					
7	Group maintains eye contact with the person who is speaking.					
8	Each participant is allowed to participate in equal measure					
9	No mid-way interruption of the speakers.					
10	Next level of topic in the theme decided during the current discussion.					
	Total Score					

### Format of Model Check List

#### Checklist – 3: Model Checklist for evaluation of Group Discussion.

Name of the PG Scholar:

Name of the Faculty/ Observer:

Date:

Sl. No.	Items for observation during discussion	Poor 0	Below Average 1	Average 2	Good 3	Very Good 4
1	Relevance of topic to the Course.					
2	Significance of topic for career advancement.					
3	All participants are well prepared with topic.					
4	All participants contribute for discussion.					
5	Questions are relevant to the discussion.					
6	Questions are follow-up or clarifying in nature.					
7	Group maintains eye contact with the person who is speaking.					
8	Each participant is allowed to participate in equal measure					
9	No mid-way interruption of the speakers.					
10	Summarisation of the discussion made by the group coordinator.					
	Total Score					



### Format of Model Check List

#### Checklist – 4: Model Checklist for evaluation of Clinical Work in I.P.D. / O.P.D

(To be completed once in a month by respective unit heads)

Name of the PG Scholar:

Name of the Faculty:

Date:

Sl. No.	Items for observation	Poor 0	Below Average 1	Average 2	Good 3	Very Good 4
1	Regularity of attendance.					
2	Punctuality.					
3	Maintenance of Case Records.					
4	Presentation of cases during rounds.					
5	Investigations work up.					
6	Repertorisation of the cases.					
7	Interaction with colleagues and supportive staff.					
8	Bedside manners.					
9	Rapport with patients.					
10	Overall quality of clinical work.					
	<b>Total Score</b>					

### Format of Model Check List

#### Checklist - 5: Evaluation Form for Clinical Presentations.

Name of the PG Scholar:

Name of the Faculty:

Date:

Sl. No.	Observations	Poor 0	Below Average 1	Average 2	Above Average 3	Very Good 4
1	Completeness of history.					
2	Clarity of Presentation.					
3	Logical order of presentation.					
4	Mentions all positive and negative points of importance.					
5	Accuracy of General Physical Examination.					
6	All Physical signs elicited correctly.					
7	No omission of major signs or their miss-interpretation.					
8	Diagnosis is based on history and findings.					
9	Correct interpretation of all the investigations.					
10	Case analysed for –					
	Hahnemann's Classification of Diseases,					
	Prognostic trend,					
	School of Philosophy,					
	Staging of disease.					
11	Symptom management for their –					
	Classification.					
	Analysis.					
	Evaluation.					
12	Totality of Symptoms.					
13	Quality of repertorisation.					
14	Selection of medicine including potency and dose.					

15	Ability to defend clinical decisions.					
<b>Grand Total</b>						

#### Format of Model Check List

##### Checklist - 6: Model Checklist for Evaluation of Teaching Skill Practice.

Name of the PG Scholar:

Name of the Faculty:

Date:

Sl. No.	Observation	Strong Area	Weak Area
1	Introduces topic in interesting manner.		
2	Builds rapport with the students.		
3	Articulates the purpose of presentation.		
4	Relevance of content to objectives		
5	Logical sequencing of content.		
6	Appropriate use of AV Aids.		
7	Engages students during presentation.		
8	Clarity of communication.		
9	Body language relaxed and non-threatening.		
10	Summarises at the end of class.		

#### Format of Model Check List

##### Checklist – 7: Continuous Evaluation of Dissertation Work by Guide / Co-Guide.

Name of the PG Scholar:

Name of the Faculty:

Date:

Sl. No.	Items for observation during presentations	Poor 0	Below Average 1	Average 2	Above Average 3	Very Good 4
1	Periodic consultation with Guide / Co-guide.					

2	Relevance of literature review.					
3	Regular collection of case material.					
4	Adherence to ethical practices.					
5	Conformity to the study and statistical designs.					
6	Depth of Analysis / Discussion.					
7	Departmental presentation of findings.					
8	Publication of relevant articles in approved journals.					
9	Maintenance of time schedule.					
10	Quality of final output.					
<b>Total Score</b>						

## **Section V**

### **Recommended Book List**

#### **Research Methodology:**

1. Kothari. CR, Research methodology-methods and techniques, New age International Publishers
2. Rao NSN, Murthy NSN, Applied Statistics in Health Sciences, JP Brothers Medical Publishers
3. Ahmed.R Munir, Research Methodology-simplifying intricacies in post graduate studies, Center for homeopathic studies Bangalore
4. Ahmed R Munir, Dissertation Made Easy, Center for Homoeopathic studies
5. Richie Jane, Lewis Jane, Qualitative Research Practice, SAGE publications limited

#### **Bio-Statistics:**

1. K. Park and Park – Park's Text Book of preventive and Social Medicine, M/s Bhanarasi Bhanot Publishers, Jabalpur
2. Dixit J V – Principles and Practice of Bio-statistics, Bhanot Publishers, Jabalpur.
3. B K Mahajan - Medical Statistics
4. Jekel, David Katz – Epidemiology, Bio-statistics and Preventive Medicine, W B Saunders company, Hulda Bankrost – Introduction to Bio-statistics, Hoeber-Harper publication.
5. Sunderam - Biostatistics
6. B Hills - Biostatistics.

#### **Health Psychology**

- Owen D. Principles and Practice of Homeopathy, the therapeutic healing process. Churchill Livingstone. Philadelphia.
- Dimatteo MR, Martin LR. Health Psychology, Pearson Education. New Delhi.
- Tylor SE. Health Psychology (6e). Tata McGraw Hill. New Delhi.
- WHO. Health education: theoretical concepts, effective strategies and core competencies.

#### **Education Methods**

- Guilbert JJ. Educational Handbook for Health Personnel (63). WHO. Geneva.
- Munir Ahmed R. Handbook of Education for Healthscience Teachers, Bengaluru.

#### **Ethics:**

1. I.C.M.R. Ethical Guidelines for Biochemical Research on Human subject, 2002 New Delhi.
2. Francis C.M. Medical Ethics, 2<sup>nd</sup> Edition, Jaypee Publishers, New Delhi.
3. Medical education Principles and Practice, 2000, National Teachers Training Centre, JIPMER, Pondichery.

4. INSA Guidelines for care and use of Animals in Research – 2000.
5. CPCSEA Guidelines 2001([www.cpcsea.org](http://www.cpcsea.org)).
6. ICMR Guidelines on animal use 2001.

### **Homoeopathic Philosophy**

1. Allen JH. The Chronic Miasms. Reprint edition. New delhi:B.Jain publishers Pvt.Ltd;1998..
2. Boenninghausen CMF Von. The lesser writings. Reprint edition. New delhi:B.Jain publishers Pvt.Ltd;2005,2007.
3. Boericke G. A Compend of the Principles of Homoeopathy for students in medicine. First indian edition. New delhi: world Homoeopathic Links;1980.
4. Baskar poldas SV.History of Homoeopathy in India. Reprint edition. New delhi:B.Jain publishers Pvt.Ltd;1992.
5. Clarke JH.Constituional Medicine. .. New delhi:B.Jain publishers Pvt.Ltd;2009.
6. Close S. The Genius of Homoeopathy. . Reprint edition. New delhi:B.Jain publishers Pvt.Ltd;2007
7. Coleman JC. Abnormal Psychology and modern life.Reprint edition. Bombay: Scott Foresman & Company;1988.
8. Dhawale ML. Principle and practice of Homoeopathy.Fifth reprint edition. Mumbai: Dr.M.L.Dhawale memorial trust: 2008.
9. Datta DM. The chief currence of Contemporary philosophy. Culcutta: university of Culcutta: 1961.
10. Dunham C. Homoeopathy the science of therapeutics. Reprint edition. New delhi: B.Jain publishers Pvt.Ltd;1982..
11. Farrington EA.Lesser writings with therapeutics Hints. Reprint edition. New delhi: B.Jain publishers Pvt.Ltd;1982..
12. Ghatak N. Chronic disease its cause and cure. Reprint edition. New delhi: B.Jain publishers Pvt.Ltd;
13. Hahnemann S. Organon of medicine. Reprint edition. New Delhi:B. Jain publishers Pvt.Ltd;2000.
14. Hahnemann S. The Lesser Writings of Samuel Hahnemann. . Reprint edition. New delhi:B.Jain publishers Pvt.Ltd;2000.
15. Dudgeon RE. The Lesser writing of Samuel Hahnemann. Reprint edition. New delhi:B.Jain publishers Pvt.Ltd;2013.
16. Huges R. The Principles & Practice of Homoeopathy. Reprint edition. New delhi:B.Jain publishers Pvt.Ltd;1982..
17. Huges R. The Knowledge of Physician. Reprint edition. New delhi:B.Jain publishers Pvt.Ltd;2013. Haehl R. samuel Hahnemann his life and work. reprint edition. . New delhi:B.Jain publishers Pvt.Ltd;

18. Kent JT. Lectures on Homoeopathic Philosophy. Reprint edition. New delhi:B.Jain publishers Pvt.Ltd;2002.
19. Kent JT. Kent's new remedies clinical cases Lesser writings aphorisms & Precepts.. Reprint edition. New delhi:B.Jain publishers Pvt.Ltd;2001
20. Schepper LD. Hahnemannian textbook of classical homoeopathy for the professional. Kent JT. Lectures on Homoeopathic Philosophy. Reprint edition. New delhi:B.Jain publishers Pvt.Ltd;2010.
21. Morgan CT, King RA, Weisz JR, Schoples J. Introduction to Psychology. Seventh Edition. New Delhi: Tata McGraw Hill Education Private Limited;2012.
22. Ortega PS. Notes on the Miasms. First English Edition.New delhi: National homoeopathic pharmacy; 1980.
23. Spight P. a Comparison of the Chronic Miasms.first edition. New delhi:B.Jain publishers Pvt.Ltd;1948
24. Vijaykar P. Predicative Homoeopathy theory of supression.Sixth edition.Mumbai: Mrs Preeti Vijaykar;2008
25. Vijaykar P.Predicative Homoeopathy theory of acutes.First edition.Mumbai: Mrs Preeti Vijaykar;1999
26. Vijaykar P. Predicative Homoeopathy the end of Myasmtion of miasms..Reprint edition. Mumbai: Mrs Preeti Vijaykar;2006
27. Vithoulkos G. The science of Homoeopathy.First edition. New delhi: B.Jain publishers Pvt.Ltd;1990
28. Vithoulkas G. Talks on Classical Homoeopathy. First edition. New delhi:B.Jain publishers Pvt.Ltd;1990
29. Rajendran ES. The Nucleus. Sccond Edition. Kerala:Mohana Publications; 2013.
30. Rajendran ES. New Lights.. Sccond Edition. Kerala:Mohana Publications; 2013.
31. Russell B. History of wasteren philosophy. Reprint edition.Canada: Routldge; 2002.
32. Roberts HA. The principlesand art of cure by homoeopathy. .first edition. New delhi:B.Jain publishers Pvt.Ltd;1948

#### **Materia Medica**

1. S.Hahnemann - Materia Medica Pura Vol I & II, Jain Publishers, New Delhi.
2. S.Hahnemann - Chronic Diseases Vol I & II, B. Jain Publishers, New Delhi;
3. T. E. Allen- Encyclopedia of Homoeopathic Materia, Medica Vol 1 to,12. B.Jain
4. T.F.Allen - Handbook of Homoeopathy Materia Medica, B. Jain Publisher, New Delhi.
5. C. Hering- Guiding Symptoms of Homoeopathic Materia Medica, B, Jain Publisher, New Delhi.
6. J. T. Kent - Lectures of Homoeopathic Materia medica, B. Jain Publisher, New Delhi.
7. H. Coulter- Drug Pictures of Homoeopathic Materia medica, B. Jain Publisher, New Delhi.
8. Burt-Physiological Materia Medica, B.Jain Publisher, New Delhi.

9. M. L. Tyler - Durg Pictures of Homoeopathic Materia Medica, B. Jain Publisher, New Delhi.
10. Dunham - Pharmacodynamics I to IV, B. Jain Publisher, New Delhi.
11. Harvey Farrington - P. G Studies in Homoeopathy, B. Jain Publishers New Delhi.
12. E.A.Farrington-- Clinical Materia medica, B. Jain Publisher, New Delhi.
13. E.A.Farrington-- Comparative Materia medica, B. Jain Publisher, New Delhi.
14. George Vitholkas - Classical Talks in Homoeopathy 3 volumers, B. Jain Publishers, new-Delhi.
15. X. M Choudhary - Materia Medica. B. Jain Publisher, New Delhi.
16. K. N. Mathur - Systemic Materia Medica. B. Jain Publisher New Delhi.
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2	Stroobant	Hand Book of Pediatric Investigations (1st ED 2002)
3	Gleason	Avery's Diseases of the New Born with expert consult plus 9/E 2012
4	Kliegman	Nelson's Text Book of Pediatrics (Vol-1 ) 19/ED 2012
5	Kliegman	Nelson's Text Book of Pediatrics (Vol-2 ) 19/ED 2012
6	Kliegman	Nelson's Text Book of Pediatrics (Vol-3 ) 19/ED 2012
7	Kliegman/Marcdante	Nelson's Essentials of Pediatrics 6/ED-2010
8	Lissauer	Illustrated text book of Pediatrics 4/ED-2011
9	Rennie	Rennie & Robert son's text book of Neonatology 5/ED-2012
10	Goel	Hutchison's Pediatrics 2/ED-2012

11	Khilani	Practical Approach to Pediatric Intensive care with Intensive DVD-ROM.2/ED-2009
12	Parthasarathy	IAP text book of Pediatrics 5/ED-2013
13	Suraj Gupte	Differential Diagnosis in Pediatrics (Including C.A) 5/ED-2009
14	Suraj Gupte	Instructive case studies in Pediatrics 5/ED-2011
15	Suraj Gupte	R.A.in.PED.SPL.VOL 15(Pediatric Nephrology 1/ED-2005
16	Suraj Gupte	The short text book of Pediatrics 11/ED-2009
17	Vimlesh Seth	Essentials of Tuberculosis in Children 4/ED-2011
18	Krowchuk	Pediatric Dermatology a Quick reference guide -2010
19	Hay	Lange Current Diagnosis & Treatment Pediatrics 21/ED-2012
20	Rudolph	Rudolph's Pediatrics with DVD 22/ED-2011
21	Elizabeth	Nutrition & Child Development 4/ED-2011
22	Cloherly	Manual of Neonatal care (SAE) 7/ED-2012
23	Laxman Swamy	Clinical Pediatrics(E) 3/ED-2010
24	Dewey	Homoeopathic Therapeutics
25	Samuel Lilienthal	Homoeopathic Therapeutics
26	Shashikant Tiwari	Homoeopathic Child care principle
27	Herscu paul	Homoeopathic Treatment of children
28	J.C.Burnett	Vaccinosis & its cure by Thuja
29	J.C.Burnett	Enlarged Tonsils cured by Homoeopathy
30	J.H.Clarke	Catarrh, Colds & Gripee

31	J.H.Cleark	Whooping cough
32	Borland Douglas	Hom.Treatment of Influenzas
33	Swayanandan KR	Intestinal Worms
34	Sivaraman P	Asthma cured with Homoeopathic Medicine
35	Dearborn F M	Diseases of the Skin
36	Wiliam H Burt	Therapeutic of Tuberculosis
37	R P Mathur	Common infectious Diseases
38	Chandgi Ram	Mother & Child Hom Care
39	Borland Douglas	Pneumonias
40	Bernoville.F	Circulatory & Respiratory System
41	Santwani MT	Pain Type Significance
42	S.K.Banerjea	Miasmatic Prescribing
43	J.H. Clarke	A Clinical Repertory
44	Santwani MT	Practical diet guide
45	J.C.Burnett	Delicate Backword
46	Ruddock E H	Diseases of infants & Childrens
47	H.C.Allen	Therapeutic intermittent fever
48	Jonathan Shore	Pediatric case taking & principle
49	Kamal Kansal	Text book practice of medicine
52	Allen JH	Therapeutic of the skin
53	Palsule SG	Treatment for ENT Diseases

55	Rogers L D	Homoeopathic Family Guide
56	Frederick L Crompton	Homoeopathic Preventive Medicine
57	J C Burnett	Fevers & Blood Poisoning
58	E B Nash	Leader in Typhoid Fever
59	Sudarshan S R	Treatment of Non-Malarial fevers
61	Bell James.B	Homoeopathy Therapeutics of Diarrhoea
62	V R Bhatia	Poliomyelitis
63	Raju Saxena	Role of Homoeopathy in Infections
64	Ahmed Sayeed	Obesity & Health
65	Mosko Witz Richard	Homoeopathic Medicine for Pregnancy
66	Laura Fanton	Coping with Chemotherapy
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69	Paige HW	Diseases of the Lungs Bronchitis
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