

# THE HAHNEMANNIAN GLEANINGS

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## EDITORIAL

Along with the whole nation, we feel broken-hearted at the great loss sustained by our country nay, the whole progressive world by the disappearance of our most beloved leader, the fearless pioneer of peace and progress—our Prime Minister, Jawaharlal Nehru. Although henceforth we shall not get his physical presence amongst us, still his Noble Spiritual Influence shall always guide us in doing all our might to fulfil the tasks and responsibilities he has left behind for all of us.

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### UNIFORM CURRICULUM AND SYLLABUS FOR HOMŒOPATHIC MEDICAL EDUCATION IN INDIA

We heartily congratulate the Homœopathic Advisory Committee of the Government of India, not only for taking up with all seriousness and earnestness the highly important and most urgent problem of formulating a uniform Curriculum and Syllabus for Homœopathic Education, but also for the methods adopted by it for tackling and steering this intensely complicated problem. In this matter, this committee avoided the usual short-cut bureaucratic method, and extended its Homœopathic Research and Technical sub-committee for this purpose, co-opting members from many of the Homœopathic teaching institutions of the various States in India, who are expected to have sufficient personal knowledge and experience in the problem of Homœopathic education, and some important personalities who are known to have immense capability to help in the matter. This extended Research and Technical Sub-committee, again, instead of taking the usual tardy and half-

hearted steps, has been progressing in its work with quite satisfactory speed, following a definite programme with sufficient energy and agility. Soon after its formation the extended Sub-committee held its fully attended meeting, in Calcutta, from the 14th to 16th of May 1964. This meeting during its session gave patient hearing to the representation of all the 5 recognised Homœopathic teaching institutions of West Bengal, as well as of the W. B. S. H. Federation, and took into due consideration all the views expressed in these representations. The meeting ended with a definite decision as to the different courses of study, and formation of 2 Syllabus Sub-committees for the Diploma Course and Degree Course. These Sub-committees were to finish their tasks within a month and submit their formulations to the next meeting of the Research and Technical Sub-committee which was stipulated to be held in about a month.

We congratulate the extended Research and Technical Sub-committee, all the more, for the fact that, it had been able to come out of the rutted way of thinking, and to take a novel and highly useful decision, in its last session, from 14th to 16th May 1964, viz., to set up the Courses of Homœopathic education in 3 consecutive grades or stages—the Diploma Course, the Degree Course and the Post-graduate Course, each complementing the previous one, with a continuous enhancement of the Homœopathic grounding.

We do not approve of its prescribing a period of 4 years for the Diploma Course, the purpose of which should be to prepare in the mind of the students a firm grounding in Homœopathy, with as much of training in the Auxiliary and Clinical subjects as is indispensable for a general practitioner. For this purpose, a period of 3 years should have been considered just enough. But we do not seriously object to making it 4 years, provided the additional time of 1 year is spent mainly, if not exclusively, on Homœopathic practical and clinical training, i.e., inducing more thorough grasp in Case-taking and Repertorization. Further theoretical education (e.g., the different trends in the School of Homœopathy, the polemics with other Schools of Medicine, etc.) and deeper education in the Auxiliary and Clinical subjects should be deferred for the Degree Course.

In this connection, we want to draw the attention of all con-

cerned to the suggestions, on the matter of Uniform Curriculum and Syllabus, formulated at a considerable cost of time and labour, by the West Bengal State Homœopathic Federation (representing more than 44 Homœopathic Associations of West Bengal). We shall try to publish those suggestions in various Homœopathic Journals including our own. These suggestions we hope will provide considerable material for thinking and hammering out a definitely effective as well as economical line of Homœopathic education in India.

Apart from all these, one serious problem remains, and that is, how to implement the decisions arrived at by the Central Government, through its Homœopathic Advisory Committee and Homœopathic Research and Technical Sub-committee. We know that, according to the existing Constitution of India, each individual State has considerable amount of autonomy in matters of Health and Education. Any State may totally reject the directives of the Central Government in the matter of Homœopathic Education. The Authorities concerned should devise some means by which such a disastrous situation may be avoided. Unless and until a body like the Indian Medical Council (which controls the Education in the Orthodox Medicine all over India) is formed for controlling Homœopathic Medical Education, the present Homœopathic Advisory Committee may be extended by taking representatives from the various State Homœopathic Councils, so that it may be sufficiently strong to control the Homœopathic Education of the various States. In this matter the central body should function as democratically and effectively as possible in the present stage, and the various State Homœopathic Councils should co-operate with Centre for the common interests of Homœopathy in India. If necessary laws may be enacted for that purpose.

Above all, all of us should remember that, the destiny of Homœopathy depends on what sort Homœopaths we may produce. It is our students who will carry the torch of Homœopathy to limitless progress or irretrievable disaster. This matter is all the more serious thanks to the fact that, the future of Homœopathy on the world scale depends considerably on how it progresses in India.

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