

## **UNIFORM CURRICULUM AND SYLLABUS FOR HOMŒOPATHIC EDUCATION IN INDIA\***

*Suggested by*

THE WEST BENGAL STATE HOMŒOPATHIC FEDERATION

*At its 2nd Symposium held on 9th May 1964*

### **The Basic Principles and Aims**

The aim and purpose of Homœopathic Teaching Institutions are as follows:—

(1) To produce Homœopathic Medical Licenciates who will be fit to (a) Diagnose, treat and manage ordinary cases of diseases. (b) Discern in proper time what particular case may require the help of a specialist. (c) Discharge the duties of a general practitioner in any system of medicine—in the field of Hygiene, jurisprudence, etc. (d) Hold appointments in the Medical or Health services of the Government, Local Self-Government and official concerns.

(2) To produce Homœopathic Medical Graduates who shall have more intensive proficiency in all the four above mentioned aspects, so that the graduates can be in a position to:

(a) hold responsible posts in the Medical or Health Services of the Government (including Military Medical Service), Local Self-Government or unofficial concerns.

(b) hold any position in the teaching staff of Homœopathic Medical Institutions.

(c) uphold and establish the cause of Homœopathy with sufficient integrity and irrefutable arguments.

(3) To produce post-graduate doctors and specialists in any Medical line with thorough Homœopathic grounding and purely Homœopathic outlook.

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\* For want of space we reprint only the suggested syllabuses of the D.H.M.S. and G.H.M.S. Courses. For further details as well as for the A.H.M.P. Course, the original booklet may be obtained on remitting Rs. 1.20 to the General Secretary, W.B.S.H.F., 87, Dharamtala Street, Calcutta-13.

For fulfilling the aforesaid aims, the basic principles of Homœopathic Education is to inculcate into the mind of the student, an understanding of the INDIVIDUAL with body-mind-soul, as clearly and thoroughly as possible, in healthy and diseased condition and in relation to the environment. All the medical subjects (clinical or otherwise) and allied subjects (general sciences, logic and philosophy) should be taught with this principle in constant view. Thus (i) Anatomy, Physiology, Pathology, etc. are to be approached from whole to parts instead of conglomerations of isolated parts or systems, and keeping direct or indirect practical relation with the symptomatology of *Materia Medica* and Therapeutics rather than as abstract facts.

(ii) Specialisation in parts should be grounded on a thorough grasp of the whole. Subjects like Surgery, Midwifery, Gynaecology, etc., etc. should be taught with this view clearly in mind with special reference to the mechanical aspects of these branches which are to be learnt as separate arts.

(iii) Individual subject or the patient as a whole should be much more thoroughly stressed in all stages or cases than the general features of the so-called Diseases (i.e. groups or complexes of symptoms) with their corresponding treatment.

(iv) Unity of matter and energy should be thoroughly understood, instead of inculcating a mechanical materialistic attitude. A thorough understanding of dynamic principles, i.e. Vital Principle in health and diseases and dynamic force in potentised remedies is essential for inculcating and developing a correct approach to any of the above subjects. This approach should be gradually developed in steps and stages from the beginning to end of the curriculum based on concrete facts and evidences.

(v) *Materia Medica* and *Organon* must be taught from the beginning to end gradually elucidating and establishing more and more clearly and firmly the above mentioned facts and principles on the mind of the students. The teaching of these subjects should proceed in stages from more superficial and simple facts to matters requiring deeper conception so that the student can develop a clear understanding of underlying logic of the tenets of the *Organon* and the relation of the symptomatology of the *Materia Medica*

with all the sciences—medical and allied—with all their up to date advancements.

If we want to achieve the aforesaid objectives, we feel that, the stereotyped curriculum and syllabuses for medical education will not serve our purpose. A completely new approach is necessary. For this purpose, we perused and reviewed the syllabuses of the following Homœopathic Boards or Councils:—

- (1) West Bengal State Homœopathic Faculty.
- (2) Bihar State Homœopathic Board.
- (3) U. P. Board of Homœopathic Medicine.
- (4) M. P. Board of Homœopathic and Biochemic Systems of Medicine.
- (5) Council of Homœopathic System of Medicine, Gujarat.
- (6) Bombay Homœopathic Medical College.
- (7) Athurashram Homœopathic Medical College (Kerala).

and also syllabuses suggested by the All India Homœopathic Medical Association and some eminent personalities. In formulating our suggestions about the curriculum and syllabus for Homœopathic education, as appended below, we adopted most of the positive matters which we thought to be conducive to the aforesaid aims and objects from all those syllabuses.

We confirm the resolutions unanimously adopted at our 1st Symposium held on 17.11.63 and accordingly:

(1) Homœopathic Education must be imparted by fullfledged Homœopathic Teaching Institutions having a fully equipped completely Homœopathic Hospital attached to each.

(2) The whole Homœopathic curriculum must consist of 3 (three) graded courses as under:

(a) A Diploma course of 3 years, conferring the diploma of D.H.M.S. (Diploma in Homœopathic Medicine and Surgery).

(b) A Degree Course of further 2½ (two and half) years (i.e. a total of 5½ years) conferring the diploma of G.H.M.S. (Graduate in Homœopathic Medicine and Surgery).

(c) A post-graduate course of further 2 years conferring the Diploma of M.D. (Hom), M.S. (Hom), M.O. (Hom), (Doctorate in Homœopathic Medicine, Surgery or Obstetrics and Gynaecology) according to the special line taken.

In addition, there should be a course of 6 (six) months for a

certificate of A. H.M. P. (Auxiliary Homœopathic Medical Personnel). Teaching in this course shall be in vernacular language of the respective States.

There should be also a provision for the Diploma holders of following categories to sit for the Degree Examination under the following terms respectively.

- (a) Diploma holders of the 4 year courses, after going through a course of 1 year only, in a Degree College.
- (b) Diploma holders of 3 year courses, after going through a course of 2 years only, in a Degree College.
- (c) Holders of any Degree or Diploma in Orthodox Medicine, accepted by the Government of India, may sit for the Degree Examination in Homœopathy after going through a course of one year in Homœopathic subjects, in a Degree College.

### **THE D.H.M.S. COURSE (DIPLOMA IN HOMŒOPATHIC MEDICINE & SURGERY)**

#### **Entrance Qualifications**

Minimum qualification necessary—School Final Certificate or its equivalent certificate. Candidates who had science subjects in their School Final or Higher Secondary or College course will of course be preferred.

#### **Course of Study**

##### **3 Years**

There shall be two terms in each year, (1) July to October and (2) January to April.

5 Periods a day (1 period=1 hour), 6 days a week.

So each term will consist of (6 days×4 weeks×4 months) minus 16 holidays on an average=) 80 working days, and 80×5 =400 working periods.

400 hours×6 terms=2400 hours in the whole course including leisure hours.

#### **INTERMEDIATE D. H. M. S. EXAMINATION**

##### **1. ANATOMY**

(100 lectures in 2 years, including tutorial classes but excluding 30 classes in the dissection hall)

**A. GENERAL FEATURES:****(1) Man as a whole:**

(a) Names of different parts from head to foot, e.g. Head—occipital region, vertex, forehead, parietal region, temporal region; Eyes—orbit, eyeball, eyelids, canthi, eyelashes, lachrymal glands, duct and sac, conjunctiva, cornea, iris, pupil, etc.; Upper Extremity—shoulder, scapula (shoulder blade), clavicle (collar bone), arm, elbow, forearm, wrist, hand, fingers, nail; and so on.

(b) Different anatomical constituents of body—skeleton, bones with marrow and periosteum; joints with joint cavities; connective tissues and subcutaneous tissues; skin with hair, nails and glands; Body-cavities with viscera and serous membranes; Body-tubes with mucous membranes (or linings); Nerves, blood-vessels; lymphatics and glands.

**(2) Skeleton:**

(a) General description of the different parts with actual demonstration.

(b) Names and short description of the individual bones; long bones, short bones of hand, foot and wrist (not to be identified); patella; vertebrae (cervical, dorsal, lumbar and sacral); flat bones of skull; spongy bones of the base of the skull; pelvic girdle. Bones of two sexes—differentiating features.

(c) Cartilages—costal, sternal, articular.

(d) Ossification—of different bones at different ages (only general description).

(3) Different Joints of the body—with special reference to different types of joints according to locality and functions, e.g. sutures of the skull, fixed joints of the pelvis and vertebral column, loose joints of shoulder, etc.

**(4) Muscles:**

(a) Voluntary muscles of locomotion and other movements, muscles of limbs, trunk, abdominal wall, intercostal, diaphragm (smaller muscles of hands and feet should be excluded)—their names, attachments, functions.

(b) Involuntary muscles—of hollow organs and body tubes, including intestines, heart, sphincters, vessels, uterus, etc. with their respective structural and functional peculiarities.

Both (a) and (b) must be clearly demonstrated with diagrams,

pictures and/or models and preferably also with dissected frogs or rabbits.

(5) Microscopic description of different types of connective tissues—fibrous, elastic, fasciae, areolar, adipose, cartilage, etc.

(6) Coverings:

(a) Skin—with hair, nails.

(b) Mucous membranes with various glands.

(7) Body cavities—with their serous linings and contained viscera—cranial cavity with brain and meninges; spinal canal with cord and meninges; thoracic cavity with lungs and pleura, heart and pericardium; mediastinum; abdominal cavity and pelvic cavity with their viscera and peritonium; joint cavities with serous lining.

#### B. DIFFERENT SYSTEMS WITH THEIR PARTS AND VISCERA:

(Locations, general description must be demonstrated with diagrams, pictures, models and specimen. General ideas about the blood and nerve supply of the respective important viscera must be given).

(1) Digestive System—alimentary canal; digestive glands in mouth, stomach and intestines; liver with gall bladder and pancreas; portal circulation.

(2) Excretory System—kidney, ureter, bladder, urethra; skin; lungs.

(3) Respiratory System—Nose, pharynx (with Tonsils and Adenoids) (Oropharynx, nasopharynx, fauces; larynx; trachea, bronchi, bronchioles, alveoli, lungs, pleura; pulmonary blood vessels and lymphatics, hilar lymph glands, pulmonary nerve (the Vagus and Sympathetic); muscles of respiration.

(4) Circulatory System—Heart with its chambers, valves and pericardium; Aorta with its different parts and branches; arteries, capillaries, veins, Vena cavae. Cardiac muscle; nerve supply (vagus or Parasympathetic and Sympathetic), Bundle of His. Blood supply—peculiarities of coronary circulation. Arteries and Veins—structure of their walls, vasomotor nerves (Sympathetic and Parasympathetic), description of main arteries—veins with their branches and tributaries. Endocardium, endothelial linings.

(5) Lymphatic circulation—lymphatic glands, vessels, cisterna chyli, thoracic duct.

(6) Reticulo-endothelial System—Spleen, marrow, etc.

(7) Reproductive System—Male and female (general description of different parts); their blood supply, lymphatic drainage; nerve supply.

(8) Endocrine System—Pituitary (anterior and posterior lobes); thyroid, parathyroid, thymus, pineal gland, supra-renal glands (adrenal cortex and medulla), testes, ovary, pancreas, stomach, other regions.

(9) Nervous System—Central, Sympathetic and Parasympathetic—general description;

(a) Central Nervous System—brain (different parts and cerebellum); midbrain (different Nuclei); pons and medulla (different nuclei); spinal cord (white matter, grey matter, ascending and descending tracts); spinal nerves (afferent and efferent); (general description of main nerves of limbs and trunk, cranial nerves; nerve nuclei; nerve ganglia; peripheral distribution with end-plates or buds.

(b) Sympathetic—main centres and distribution.

(c) Parasympathetic—ditto-

(d) Special Sense Organs—eye, ear, nose, tongue—general description of different parts and their nerve connections.

#### C. PRACTICAL:

(1) Surface marking of important viscera, nerves, arteries and centres in brain.

(2) Identification of anatomical specimens—viscera, bones, joints.

(3) Identification of structures (major nerves, arteries, etc.) in recently dissected bodies.

#### NOTE:

(1) There should be regular tutorial classes with smaller batches of students, so that they can have a general conception about the parts.

(2) There should be at least 30 demonstration classes on the dissected parts—preferably in the winter (i.e. 2nd) term of the 2nd Year, so that the students may have a first-hand knowledge of the parts, so far taught in theoretical classes.

(3) Emphasis will not at all be laid on minute details. The

students will be taught only so much as is essential for understanding physiology, clinical subjects and Materia Medica. While teaching different clinical subjects, the anatomy of the different parts dealt with shall be revised at the outset.

Books: (1) A Method of Anatomy—J. C. Boileau Grant.

(2) Anatomy—Jemieson.

(3) Anatomy and Physiology for Nurses—Dr. Miss Evely Pearce.

(4) Human Physiology—William Furneaux.

## 2. PHYSIOLOGY

(100 lectures in 2 years, including practical classes)

1. Histology—Cell (its different parts); different types of tissues—epithelial, connective (fibrous, elastic, adipose, cartilage, blood), muscular, nervous (only general descriptions).

2. Contractile tissue—voluntary and involuntary muscles—their structural and functional differences. Principal changes associated with contraction. Tetanus. Fatigue.

3. Digestive System (including dietetics).

(a) Proximate principles of food including vitamin.

(b) Movements—deglutition, peristalsis, defaecation.

(c) Digestive juices—concerned with digestion of various elements of food. Definition and general actions of enzymes.

(d) General metabolism of elements of food—carbohydrates, fats, proteins, minerals, vitamins and water (their assimilation, storage, utilization and elimination); Caloric value of foods. Basal Metabolic Rate.

4. Respiratory system:

(a) Mechanism of respiration—muscles and nerves concerned (including those of bronchi). Respiratory centre.

(b) Mechanism of gaseous exchange in the alveoli and tissues.

(c) Tidal air, complemental air, supplemental air, residual air, vital capacity. Apnoea. Asphyxia and its stages.

(d) Artificial respiration.

5. Circulatory system:

(a) Blood—its composition. Life and fate of R.B.C., W.B.C. and platelets—their functions, coagulation of blood, bleeding time.



(b) Heart—its structure. Innervation. Cardiac cycle. Heart sounds—their characters and causation. Heart block.

(c) Mechanism of blood circulation—central and peripheral; vaso-motor nervous mechanism (central or peripheral failure, collapse and shock).

(d) Vascular tone; blood pressure; pulse—its normal characters (rate, rhythm, volume, and tension).

(e) R. E. System—short description and functions—Spleen, marrow, bone, etc.

(f) vital reactions to normal stimuli—immunity—trend of orthodox medicine towards Homœopathy in these subjects.

6. Lymphatic system—Mechanism of lymph flow; functions of lymphatic glands.

7. Urinary system—*Functions of kidney*—Mechanism of micturition. Urine—its physical characters and chemical composition. Common abnormal ingredients and their detection.

8. Cutaneous system—Structure and functions of skin, sweat glands, and sebaceous glands, composition of sweat.

9. Animal heat and its regulation in warm-blood animals.

10. Endocrine system—functions of respective ductless glands.

11. Nervous system:

(a) Neuron and reflex arc.

(b) Cerebrospinal Nervous system:

(i) Cerebral cortex—cortical centres.

(ii) Thalamus and hypothalamus.

(iii) Medulla—vasomotor; respiratory and cardiac centres.

(iv) Spinal cord—ascending and descending tracts—local reflex arcs.

(c) Autonomic nervous system:

(i) Sympathetic and (ii) parasympathetic.

(d) Special senses—mechanism of vision, smell, taste, hearing.

(e) Cutaneous and muscle senses.

(f) Co-ordination and trophic functions.

(g) Mind.

12. Reproductive system:

(a) Male reproductive organ—outline of functions of different parts.

- (b) Semen—spermatozoa.
- (c) Female generative organs—outline of functions of different parts.
- (d) Endocrines connected with sexual organs and functions.

PRACTICAL :

1. Preparation and staining of blood-films. Total and differential counts of blood-cells. Reading of blood reports.
2. Chemical examination of normal and abnormal ingredients of urine.
3. Use of haemoglobinometer: urinometer and sphygmomanometer.

*N.B.* Candidates are required to possess a general working knowledge of positive physiological facts and established theories only. The whole subject is to be taught from the standpoint of description of vital phenomena in relation to health. Study should include a general consideration of the overall functions of the different systems.

Books: (1) Text Book of Physiology—Halliburton.

(2) Human Physiology—C. C. Chatterjee, M.D.

### 3. HOMŒOPATHIC PHARMACY

(10 lectures with demonstrations)

1. Definition of Homœopathic Pharmacy.
2. Sources of Homœopathic drugs and their vehicles.
3. Posology—(i) the decimal scale, (ii) centesimal scale, (iii) 50 millesimal scale.
4. Methods of preparing mother tinctures and of potentiating drugs.
5. Preparation of dilutions, triturations and conversion of triturations into solutions.
6. Method of dispensing tinctures—in distilled water, sugar of milk, globules.
7. Method of dispensing triturations.
8. External applications—lotions, ointments, liniments.
9. Prescription writing.

*N.B.* Particular attention of the students should be drawn to Sections 264 to 285 of Organon (6th edition) and corresponding sections of the 5th edition as the guiding principles underlying Homœopathic Pharmacy.

Books: (1) Treatise on Homœopathic Pharmacy—Dr. N. Sinha.

(2) Homœopathic Pharmacy—P. Elias.

## 4. MATERIA MEDICA

(100 lectures per year, i.e. 200 lectures in 2 years)

1. Definition and scope.
2. Speciality of Homœopathic Materia Medica as compared to Materia Medica of other systems of medicine—
  - (a) based on actual experience rather than speculation;
  - (b) based on human pharmacology rather than on animal pharmacology.
3. Source of symptoms—(1) Proving or human pharmacology, (2) clinical symptoms, (3) toxicological symptoms.
4. Different varieties of symptoms—(i) common (referring mainly to disease), (ii) uncommon and characteristics (referring to the individual patient), (iii) symptoms in general, (iv) general symptoms (referring to whole patient), (v) particular or local symptoms, (vi) subjective, (vii) objective, (viii) pathognomic, (ix) pathological (or ultimates of disease).
5. Totality of symptoms (drug picture and disease picture) with definite pattern, *versus* conglomeration of symptoms without a definite picture.
6. Different methods of studying Materia Medica—(1) synthetic,—drug picture—personality and genius of the drug, (2) analytical (dividing symptoms into different categories), (3) comparative.
7. Different types of Materia Medica—(a) Original Materia Medica—Materia Medica Pura. Herring's Guiding Symptoms. Encyclopædia, (b) Lectures on Materia Medica—Kent's, Farrington's, Dunham's, Nash's, Tyler's etc. the different approaches. (c) Keynotes—Allen, Guernsey, Boger—peculiarity and importance of these types of books.
8. In the first year 32 drugs are to be taught under the following heads:
  - (i) common names, source, natural order, habitat, part used, preparation.
  - (ii) common and folk use. Physiological action.
  - (iii) general characteristics and peculiar sensations. Modalities.
  - (iv) Relations.

*N.B. Nos.* (i), (ii) and (iv) are only for understanding Materia Medica. No questions to be set on them.

These 32 drugs should be taken from the commonly used drugs in acute diseases and emergency conditions. (Vide Appendix A).

In the second year, 32 more drugs should be taught on same line; but with the following items added (Vide Appendix A).

- (i) symptoms under different anatomical schemes;
- (ii) comparison with other drugs (concordant) as a whole or under different rubrics.
- (iii) Velocity, depth and pace of action.

Books: (1) Nash's *Leader in Homœopathic Therapeutics*.  
(2) M. Tyler's *Drug Pictures*.

#### 5. REPERTORY

(10 lectures. Only in the 2nd Year).

1. What is Repertory—different types of—their difference in approach.
2. Its usefulness in studying *Materia Medica* and in the field of therapeutics with the note of caution that ultimately the simillimum is to be decided by the correspondence of the totality of symptoms, i.e. personality of the drug corresponding with the personality of the patient.
3. Correspondence in quality rather than in quantity.
4. How to pick up characteristic rubrics must be demonstrated from case records requisitioned from in-door wards.
5. Actual method of repertorization must be demonstrated with at least 5 case records.

Books: (1) *How to study Repertory*—Bidwell.  
(2) *Repertorization*—M. Tyler.  
(3) *Place of Repertory in Homœopathic Practice*—Dr. B. K. Sarkar.

#### 6. ORGANON AND PHILOSOPHY

(100 lectures per year, i.e. 200 lectures in 2 years)

1. Definition: Its significance as the basis of rational, scientific and practical medicine.
2. General analysis of the different aspects of Medicine as dealt with in the *Organon*.

3. Critical study of the introduction in the perspective of recent developments in orthodox medicine.

4. Detailed study of Sections 1 to 145.

5. The following lectures of Kent's Philosophy—I, II, VII to XII, XVIII to XXI, XXX to XXXVII.

Books: (1) Organon of Medicine (5th Ed)—Dudgeon.

(2) Organon of Medicine (6th Ed)—Boericke.

(3) Kent's Homœopathic Philosophy.

*N.B.* The basic book should be the 5th edition with special reference to amendments incorporated in the 6th edition—so that sufficient attention is drawn to the latter. Emphasis should be laid on the practical portion.

## FINAL D.H.M.S. EXAMINATION

### PART I

#### 1. PATHOLOGY

Theoretical (20 lectures in the 1st Term of the 3rd Year).

1. Introduction—definition—outline of the history of its development upto modern age.

2. Approach to this subject from the standpoint of orthodox school and from the standpoint of Homœopathic School. Modern tendencies of the orthodox school towards Homœopathic approach in Pathology. Patho-physiology, leading to pathological anatomy (i.e. structural changes).

3. Pathological phenomena are results of disease rather than the causes of the same.

4. General discussion on the following phenomena—(1) Inflammation; (2) Immunity; (3) Anaphylaxis, allergy, agglutination; (4) Disturbance of circulation thrombosis, embolism, infarction; (5) Oedema; (6) Tissue-repair; (7) Degeneration; (8) Necrotic changes—necrosis, gangrene; (9) Atrophy and hypertrophy; (10) Neoplasms—benign and malignant.

Book: Pathology—D. N. Banerjee.

#### 2. HYGIENE

(15 lectures in the 1st Term of the 3rd Year).

1. Nature of diseases: its causation and means of spread.

The nature of environments; parts played by environment and human beings in health and diseases.

2. Impurities of water and its purification—wholesale and domestic; water-borne diseases.

3. Relation of the common soil of India to health and disease; water supplies and drainage. Climate of India and its influence on health and disease.

4. Air—character of atmospheric and expired air, physical and chemical changes in air due to human occupation and their importance; ventilation; relation of temperature and humidity to heat loss, metabolism and diseases, especially Rickets, Tuberculosis and droplet infections.

5. Food and diet—classification and varieties. Diseases due to over and under-feeding. Preserved and tinned foods. Fermented beverages. Relation of milk to infectious diseases.

6. General hygiene—Personal, hospital and school.

7. Conservancy—Disposal of sewage and refuse.

8. Communicable diseases—Plague, Cholera, Enteric Fever, Tuberculosis, Malaria, Kala-azar, Elephantiasis, Rabies, Tetanus, Chicken pox, Small pox, Measles—and their prevention.

9. General Principle of disinfection and the methods of carrying them into effect.

10. Vaccination—method; aseptic precautions; phenomena of successful vaccination; Vaccinosis.

NOTE: Special emphasis should be laid on the individualistic aspect in matters of personal hygiene.

Book: Text-Book of Hygiene—1. Dr. B. N. Ghosh, or  
2. Dr. J. Das.

### 3. JURISPRUDENCE AND TOXICOLOGY

(15 lectures in the 1st Term of the 3rd Year)

1. Death—chief forms of unnatural deaths—accident, suicide, homicide, poisoning, sudden death. Signs of death—post mortem lividity, rigor mortis, putrefaction, mummification.

2. Identification of age in its medico-legal aspect—in the dead and living—from teeth, ossification, union of important epiphyses, sexual characteristics of skeleton.

3. Death from asphyxia—hanging, strangulation, suffocation and drowning.

4. Death from burns, scalds, heat, cold, electric discharge, starvation, grievous injury, suicidal wound, homicidal wound, ante-mortem and post-mortem wounds.

5. Signs of virginity—rape, sodomy. (Signs of pregnancy to be taught in Obstetrics).

6. Criminal abortion and infanticide. Signs of still birth and live birth. Signs of death from violence, criminal, neglect or omission.

7. Poisons—actions of. Diagnosis of cases of common poisoning. Post-mortem appearance in case of poisoning.

8. Study of the following poisonings (only the salient features)—mineral acid, caustic, alkalies, Arsenic and compounds, alcohol, opium and its alkaloids, carbolic acid, carbon monoxide, carbon dioxide, kerosene, Cannabis Indica, Datura, Belladonna, Nux Vomica and Strychnine, snake poison, lead poisoning, food poisoning.

*N.B.*—Students must know the antidotes and first aid measures in poisoning cases.

Book: Text Book of Jurisprudence—(1) Bakshi; (2) Lyons.

## PART II

### 1. MEDICINE

(100 lectures in 1½ years beginning from the 2nd Term of the second year. This includes clinical lectures but excludes Hospital duties.)

#### THEORETICAL:

1. *Fever*—remittent, intermittent and continued. Erysipelas; C. S. Fever; Typhoid and Paratyphoid; B. Coli infection; Acute Rheumatism Fever, Influenza, Dengue.

2. *Circulatory System*—Palpitation, syncope, cyanosis, pericarditis, endocarditis, congenital heart diseases, hypertension, angina pectoris, coronary thrombosis, dilatation of heart, circulatory failure.

3. *Respiratory System*—Epistaxis, pharyngitis, tonsillitis, emphysema, laryngitis, diphtheria, whooping cough, asthma, pneumonia, broncho-pneumonia, abscess, lung, gangrene lung, pul-

monary tuberculosis, pulmonary collapse, pleurisy, hydrothorax, haemothorax, pneumothorax, mediastinal tumour.

4. *Alimentary System*—Pyorrhœa, stomatitis, gastritis, gastric ulcer, duodenal ulcer, gastric cancer, dilatation of stomach, pyloric obstruction, acute diarrhœa, chronic diarrhœa, dysentery, colitis, dyspepsia, visceroptosis, hepatitis, cirrhosis of the liver, jaundice, cholelithiasis, cholecystitis, carcinoma of gall-bladder, diabetes mellitus.

5. *Uro-genital system*.—Haematuria, cystitis, nephritis, uraemia, gonorrhœa, primary syphilis.

6. *Ductless glands*—Hodgkin's disease, Exophthalmic goitre, Addison's disease, hyperactivity and hypo-activity.

7. *Blood Diseases*—Pernicious anaemia, leukaemia, leucopenia, haemophilia, purpura, scurvy.

8. *Cutaneous System*—Scabies, herpes joster, leprosy, eczema, psoriasis, oedema, leucoderma.

9. *Locomotor System*—Low-back pain, arthritis, osteomyelitis.

10. *Nervous System*—Meningitis, Encephalitis, Abnormal muscular movements, Contractures, Poliomyelitis, different forms of Paralysis—Hemiplegia, Paraplegia, Tabes dorsalis, Disseminated sclerosis, Muscular atrophies.

11. *Mental Diseases*—Neurasthenia, hysteria, epilepsy, psychoneurosis.

*N.B.*—(1) The aim should be to impart sufficient knowledge in the above diseases to enable the students to arrive at a nosological diagnosis only. No questions should be set on the pathological aspects.

(2) Homœo-therapeutics must be thoroughly discussed in connection with each of the diseases dealt with. In that connection it must be made completely clear that Homœo-therapeutics does not depend upon these separate clinical entities known as so many diseases, but on the diseased individual as a whole.

#### PRACTICAL :

(1) The various clinical examinations of a case should be insisted upon with the corresponding prognosis and suitable management.



- (2) Diagnosis of various forms of fever from Fever Chart.
- (3) Homœopathic case-taking.
- (4) Finding of the similimum.

*N.B.*—The candidate must attend indoor and outdoor medical department for 3 months each, as clinical clerks.

Book: (1) Bedside Medicine—by A. R. Majumdar.

- (2) Clinical Medicine—Savill.

## 2. SURGERY

(50 lectures—only in the 3rd Year, excluding Hospital duties)

### THEORETICAL :

1. *Injuries*—Fracture; dislocation; burns and scalds; sprain; head injuries; injuries to internal organs; injuries resulting from operations; contusions.

2. Haemorrhage—from external and internal causes.

3. Unconsciousness; coma; shock; collapse.

4. Intestinal obstruction.

5. Appendicitis.

6. Peritonitis.

7. Foreign substances in the orifices of the body.

8. Clinical diagnosis of—

(a) cerebral compression, concussion and irritation;

(b) intra-cranial haemorrhage;

(c) hernia;

(d) haemorrhoids and cancer of the rectum and anus;

(e) renal calculus and biliary calculus;

(f) rupture of and stone in the urinary bladder;

(g) extravasation of urine;

(h) injuries and stricture of urethra;

(i) enlarged prostate;

(j) hydrocele and its differential diagnosis from scrotal hernia, filariasis scrotum, orchitis, varicocele, encysted hydrocele and funiculitis.

### PRACTICAL :

1. First aid in injuries.

2. Extraction of foreign substances from orifices of the body.

3. Use of catheter and tooth-extracting forceps.

4. Method of taxis and bandaging and use of tourniquet, splints and slings.

NOTE:

(1) Students should be imparted such lessons only as will enable them to discern timely when a case has to be made over to the Surgeon. They should imbibe the fact that Homœopathy has its role both in the pre- and post-operative stages. Required demonstrations should be imparted to students to rouse their confidence in the Homœo-therapy in most of the so-called "surgical diseases".

(2) Candidates must attend the indoor and outdoor surgical departments for 1½ months each as clinical assistants.

Books: (1) Surgery—A. K. Sen.

(2) First Aid Manual—St. John's Ambulance Brigade.

(3) Homœopathic First Aid—Dorothy Shpherd.

### 3. MIDWIFERY

(25 lectures—only in the 3rd Year)

1. Determination of pregnancy—earliest and surest signs.
2. Ante-natal care.
3. Stages and management of normal labour.
4. Determination of abnormal labour and abnormal presentations.
5. Puerperium—management thereof.
6. Foetal injuries and causes of foetal death.
7. Abortion—their types and management.
8. Indication for operative interference.
9. Clinical diagnosis and management of—
  - (a) Hyperemesis gravidarum.
  - (b) Eclampsia.
  - (c) Ante-partum and post-partum haemorrhages.
  - (d) Ectopic gestation.
  - (e) Hydramnios.
  - (f) Contracted pelvis and rigidity of os uteri.
  - (g) Uterine inertia.
  - (h) Signs of foetal distress.
  - (i) Asphyxia neonatorum.
  - (j) Care of the new-born including artificial feeding.

10. Importance of the following diseases in relation to pregnancy and labour:

- (i) kidney disease.
- (ii) liver disease.
- (iii) heart disease.
- (iv) tuberculosis.
- (v) syphilis.
- (vi) gonorrhœa.

PRACTICAL:

1. Abdominal examination for diagnosis of pregnancy.
2. Hearing F. H. S. and detecting signs of foetal distress.
3. Witness conduction of at least 2 normal labours, including management of the baby.

Books: (1) Jellet.

(2) K. N. Das.

(3) Yingling's Emergency Manual.

4. GYNÆCOLOGY

1. Amenorrhœa, dysmenorrhœa, menorrhagia, Metrorrhagia, leucorrhœa.
2. Vulvitis, cervicitis, ovaritis, salpingitis, ulcer of vulva, pruritus, erosion and cancer cervix.
3. Prolapse uterus.
4. Sterility.
5. Differential diagnosis of abdominal swellings in a woman with a view to arrive at a clinical diagnosis only.

Books: (1) Jellet.

(2) Guernsey.

5. MATERIA MEDICA

(100 lectures)

1. 32 drugs to be dealt with (see Appendix A).
2. In these lectures particular attention should be given to impress on the students the different ways of approach towards the symptoms, so that they may be induced to try to understand these symptoms rather than cram them to memory, and thus gradually to get more and more deeply acquainted with the personality and genius of individual drugs as well as the peculiar differences of each drug from its concordants and relations.

3. It is not the number of drugs taught that counts much, the most important purpose of these lectures should be to create the habit of reading and assimilating Materia Medica in the proper way.

#### 6. REPERTORY

(5 lectures)

Making thorough acquaintance with Kent's Repertory.

#### 7. ORGANON

(70 lectures)

Remaining Sections (146 to 294). Special stress must be given to the practical portions.

#### 8. CHRONIC DISEASES

(10 lectures)

The theoretical part of Hahnemann's Chronic Disease.

#### 9. PHILOSOPHY

(20 lectures)

The following lectures from Kent's Homœopathic Philosophy: I, II, VII to XII, XVIII to XXI, XXX to XXXVII

### THE G.H.M.S. COURSE

(Graduate in Homœopathic Medicine and Surgery)

#### ENTRANCE QUALIFICATION

(1) Candidates who have passed the final D.H.M.S. Examination and who had Science subjects in the School Final or Higher Secondary Examinations.

Those who did not have Science subjects may also be admitted, but they shall have to go through a course of lectures on the different sciences in the 1st Term of the Degree Course and pass an Examination on Preliminary Sciences to be held at the end of the 1st Term by the respective Colleges.

(2) Candidates who have obtained diploma in Homœopathic Medicine from any of the existing State Homœopathic Boards or Councils after going through a course of training of 2, 3 or 4 years in the Homœopathic Teaching Institutions affiliated by any State

Homœopathic Board or Council. Their minimum academic qualification must be School Final or its equivalent certificate.

(3) Medical graduates of the orthodox School.

#### COURSE OF STUDY

I. 2½ years for candidates who have passed the Final D. H. M. S. Examination, or passed the diploma course of 2 years from any State Homœopathic Board or Council.

II. 2 years for those who passed the diploma course of 3 years from any State Homœopathic Board or Council.

III. One year for Diploma Holders of 4 or 4½ years course from any State Homœopathic Board or Council, and Medical Graduates of the orthodox School.

There shall be 2 terms a year (1) January to April, (2) July to October.

Periods and working days as in D.H.M.S. Course, i.e. on an average 400 working periods per term.

*(To be Continued)*

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#### HOMŒOPATHIC NEWS

*(Continued from page 526)*

the Government through mass petitions, public meetings and mass deputations.

(b) This meeting especially appeals to the various organisations of workers and employees, if they feel that Homœopathic method of treatment is congenial and useful to them, they should take steps by themselves, and co-operate with the Homœopathic Associations, for securing early acceptance of registered Homœopaths into the E.S.I. Scheme.

(c) The Federation should print a petition for this purpose and distribute it amongst the Homœopathic Associations as well as the organisation of workers and employees for mass signature.

(d) Copies of this resolution should be sent to the Central Government, State Government and the various organisations of workers and employees.

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# UNIFORM CURRICULUM AND SYLLABUS FOR HOMŒOPATHIC EDUCATION IN INDIA

*(Continued from page 525)*

## SYLLABUS

**G. H. M. S. Examination**

**Preliminary Science Examination**

### 1. PHYSICS (20 lectures)

1. General—(1) Definition and scope, (2) matter and its 3 states, (3) energy, force, motion, work—with their units of measurement; (4) velocity & acceleration, (5) mass, weight, density, specific gravity, (6) pressure of air, simple barometer, (7) energy—kinetic and potential, conservation of.

2. Heat—(1) Nature of, expansion of volume—solid, liquid, gas—change of state. Melting & boiling points. (2) Propagation of heat conduction, convection, radiation. (3) Measurement of heat, temperature, thermometers, specific heat.

3. Light—(1) Its nature and relation with heat, its velocity, (2) rectilinear propagation of light, laws of reflexion and refraction, (3) concave & convex lenses and mirrors, (4) prisms and their action on white light, colour, rainbows.

4. Sound—Its nature, its production and propagation.

5. Magnetism—(1) Attraction and repulsion, (2) natural and artificial magnets—iron, (3) terrestrial magnetism, magnetic meridian, compass.

6. Electricity—(1) Its nature, positive & negative electricity, electric charges, current, resistance, (2) induction, conduction, electro-magnet, (3) transformation of electrical energy into heat, light and mechanical energy, simple explanation of thunder and lightning, (4) simple explanation of nuclear fission and cyclotron.

### 2. CHEMISTRY (20 lectures)

(1) Definition and scope (2) matter in 3 forms—inorganic, organic and living (protoplasm) (3) elements—metallic & nonmetal-

stress on the 'Introduction' which must be discussed in the perspective of the modern trends in the Orthodox Medicine.

(ii) Comparative study of the 5th and 6th Editions.

(B) Philosophy.

Thorough study of the different problems in Homœopathic Philosophy with special stress on the following:—

(i) Value of symptomatology in understanding a case of disease, as a guide during treatment and as a guide in assessing prognosis.

(ii) Comparative value of subjective and objective symptoms.

(iii) Different trends in the School of Homœopathy.

(iv) Comparison of Homœopathy with other Schools of Medicines.

Books—(1) Kent's—Homœopathic Philosophy, (2) Stuart Close's—Genius of Homœopathy, (3) Principles of Homœopathy—R. A. Roberts, (4) Science of Therapeutics—Dunham.

(C) Chronic Disease.

Thorough study of Hahnemann's Chronic Disease (theoretical portion).

#### CONCLUDING REMARKS

1. The teachers in the different Homœopathic Teaching Institutions are earnestly requested to carefully peruse and understand the notes and remarks given with each subject in the syllabuses, and carefully follow the suggestions given in those notes while teaching students.

2. As far as possible each subject should be taught by Homœopathic teachers. But, for the present, there may be dearth of such teachers, especially for the auxiliary and clinical subjects. In order to tide over this difficulty there must be (i) at least one Homœopathic teacher for each subject who can interpret the facts of the subject from Homœopathic viewpoint, (ii) one or more teachers on Homœopathic therapeutics in each of the clinical subjects to supplement the teaching of the clinical parts by Allopathic teachers.

*(Continued on page 573)*

## **HOMŒOPATHIC NEWS**

### **Homœopathic League in India**

In a meeting of the League held on 14.6.64 a new Executive Committee was formed for the years 1964-66 with Dr. A. P. Chatterjee as the President, Dr. S. N. Roy as one of the 5 Vice Presidents, Dr. S. M. Choudhury as Genl. Secretary and Dr. S. K. Moitra as Asst. Genl. Secretary.

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### **UNIFORM CURRICULUM AND SYLLABUS**

*(Continued from page 570)*

3. There may be dearth of books in the market to fit in with the different parts of the syllabuses. To remedy this difficulty—

(a) Homœopathic authorities on these different subjects should write new books with Homœopathic approach.

(b) Unless and until such books are available, the teachers should compile their lecture notes according to the syllabus by consulting the books available in the market and dictate the notes to students with due explanation.

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