

AS OUR PEOPLE ARE, SO ARE OUR INSTITUTIONS

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Destiny of Homoeopathy stood decanted with the innocent inscription by Dr. J. H. Allen in his monumental work *Chronic Miasm*, "As our institutions are, so are our people", has fully indicated his foresightedness and righteous assumption of the sordid morass in which Homoeopathy finds itself at present. The institution of Homoeopathy stands dissected today at the crossroads of mental idleness and scientific orientation in the age of biodynamics. It is the demand of the time that one must explore the reason and demonstrate through experimentation of scientific truths to make it an acceptable therapeutic principle to the modern world of science and technology. Nevertheless, we philosophise our inability to make in-depth analysis of reason and effort to explain scientific trends of the system which is still in a nebulous state. This has led to a multitude of comments from the cross-section of our socio-economic strata and the reactions are mixed, even humorous; ironically a senior official of the Ministry of Health, Government of India, once told, "Now in India, half of the population is homoeopath and after 10 years....." Another top official of the same Ministry quipped, "If you put a drop of the lowest homoeopathic dilution in Gangotry (point of origin of the river Ganges) you can collect the highest potency from Bay of Bengal". These titans of vast academic background cannot be blamed because puritan homoeopaths have kept Homoeopathy in total isolation of the phenomenal advancements in basic sciences, thus leaving Homoeopathy in an unprecedented state of conceptual vacuum.

We are taught and trained by our elders to preach more on the empty philosophical aspects of 'vital force' and dynamism in medicine without bothering to search out the possibilities of truths and explanations on the principle laid by Hahnemann. Hahnemann was a seeker of truth and tried his best to make his writings up-to-date. Thus we got six editions of the *Organon*. If he would have lived a few more years we might have seen more editions of the *Organon* with modified teachings. Now the so-called Hahnemannian homoeopaths raise silly arguments that Hahnemann never said this thing, and even if he had said so, it would be a folly. After all, Hahnemann was a human endowed with high wisdom: Attributing a demigod status to Hahnemann, arguing that deviation of a micrometer from him as 'sinful', or lamenting that this is not the Homoeopathy that Hahnemann dreamt of does not speak of a healthy attitude. In fact, a rigid system was never advocated by him. We, the homoeopaths are making it uncompromising, unscientific and secluded science because of ignorance, inability and incompetence. Now, nearly 200 long years

have passed and millions have been benefited by Homoeopathy. It is high time to assess what more have been added to Hahnemannian Homoeopathy by the profession. If one analyses the facts, it will become clear that we are crawling through a disastrous path which will soon take its full toll. We put the blame on government for not bringing Homoeopathy at par with other systems like Allopathy. Government has taken all initiatives and spared no efforts to bring Homoeopathy in line. But as the budget allocations for *Homoeopathy is from public resources*, it has a responsibility to know as to what extent the objectives are achieved. On many occasions due to infight among ourselves or lack of skill or enthusiasm, the funds were allowed to lapse in part or full. As the Editor of THE HAHNEMANNIAN GLEANINGS* once told in his editorial, "No government can afford the luxury of wasteful expenditure on a therapeutic system, whatever be its credentials in terms of efficacy, which comes up with solitary instances of a cure here and a cure there, because it is economically not viable."

Now it is time to analyse and synthesise what we have done so far, and to make a plan as to what we have to formulate quickly to save ourselves and the system. The priority areas where special attention is needed are teaching institutions, research faculties and pharmaceutical industry. As the teaching institutions are of prime importance in any system of science, let us have a look at it first.

HOMOEOPATHIC TEACHING INSTITUTIONS

Planning and evaluation Cell of I.S.M. Division under Ministry of Health and Family Welfare has brought out in May 1980 a *Directory of homoeopathic colleges in India* after long and tedious study. As per the latest information, there are 106 teaching institutions functioning in India (the number will be higher as the list of Bihar State is incomplete). Some relevant portion of the *Directory* is reproduced here as it holds much academic interest.

"Among those 106 colleges only 8 are run by government, including the National Institute of Homoeopathy, Calcutta. The remaining 98 colleges are run by voluntary agencies with or without government aid. Twelve colleges are fully affiliated to Universities. For the 23 colleges in Bihar, examinations are conducted by Bihar University. Seventy colleges are affiliated to Boards. The N.I.H. is conducting its own examination. (Still it is not made a statutory body by government though started in 1977.) The admission capacity as reported by 89 colleges is 6,157; for the remaining 20 colleges, it is not known. The total admission capacity in all the 106 colleges may be 7,500. In many States, the admission is quite liberal and not related to the existing facilities at all. Some colleges in Bihar have mentioned that there is no limit to admission capacity".

* Editorial, January 1980.

This is the condition of 14 States and 2 Union Territories. No Homoeopathic college is functioning in Haryana, Himachal Pradesh, Jammu and Kashmir, Arunachal Pradesh, Nagaland etc.

India has 104 allopathic medical institutions for training graduates and post-graduates. Indian System of Medicine has got 98 institutions for under-graduates and post-graduates (84 for Ayurveda, 13 for Unani and 1 for Sidha). Homoeopathy has more than 106 colleges out of which 8 are for degree and the rest 98 for diploma courses. Although allopathic and most ISM colleges have limited admission, many of the homoeopathic institutions admit students without restrictions, resulting in an influx in the number of homoeopaths coming out every year.

A Statewise study of colleges and admission capacity of homoeopathic institutions in India is given below:

NUMBER OF HOMOEOPATHIC COLLEGES IN INDIA & THEIR ADMISSION CAPACITY IN 1980 AS REPORTED BY COLLEGES

| State | Colleges affiliated to University | | | Board | | | Total | | | Admission Capacity | | |
|----------------|-----------------------------------|----|----|-------|----|----|-------|----|------|--------------------|-------|--------|
| | G | P | T | G | P | T | G | P | T | Univ. | Board | Total |
| Andhra Pradesh | 2 | — | 2 | — | 1 | 1 | 2 | 1 | 3 | 130 | 25 | 155 |
| Assam | — | — | — | — | 4 | 4 | — | 4 | 4 | — | 80 | 80* |
| Bihar | — | 23 | 23 | — | — | — | — | 23 | 23 | 1685 | — | 1685@* |
| Gujarat | — | — | — | — | 2 | 2 | — | 2 | 2 | — | 130 | 130 |
| Karnataka | — | — | — | — | 4 | 4 | — | 4 | 4 | — | 260 | 260* |
| Kerala | 1 | — | 1 | — | 3 | 3 | 1 | 3 | 4 | 30 | 220 | 250 |
| Madhya Pradesh | — | — | — | — | 4 | 4 | — | 4 | 4 | — | 150 | 150 |
| Maharashtra | — | — | — | — | 24 | 24 | — | 24 | 24 | — | 1280 | 1280 |
| Orissa | 1 | 1 | 2 | — | 1 | 1 | 1 | 2 | 3 | 50 | — | 50 |
| Punjab | — | — | — | — | 3 | 3 | — | 3 | 3 | — | 140 | 140 |
| Rajasthan | — | — | — | — | 3 | 3 | — | 3 | 3 | — | 90 | 90* |
| Tamilnadu | — | — | — | 1 | — | — | 1 | — | — | — | 21 | 21 |
| Uttar Pradesh | 1 | 2 | 3 | 1 | 12 | 13 | 2 | 14 | 16 | 146 | 524 | 670* |
| W. Bengal | — | 4 | 4 | — | 6 | 6 | — | 10 | 10 | 400 | 686 | 1086* |
| Delhi | — | — | — | 1 | — | — | 1 | — | 1 | — | 60 | 60 |
| Chandigarh | — | — | — | — | 1 | 1 | — | 1 | 1 | — | 50 | 50 |
| Total | 5 | 30 | 35 | 3 | 68 | 71 | 8 | 98 | 106† | 2441 | 3716 | 6157 |

G = Government

P = Private

T = Total

THE STATEMENT IS PROVISIONAL SINCE INFORMATION FROM SOME OF THE COLLEGES IS STILL AWATED

@*Four colleges have reported that there is no limit of admission capacity. The examination is conducted by Bihar University for all the colleges. Colleges are not affiliated in the strict sense.

*Information incomplete since reports have not been received from 2 colleges in Assam, 6 Colleges in Bihar, 1 college in Karnataka, 1 college in Rajasthan, 3 colleges in Uttar Pradesh and 3 Colleges in West Bengal.

†The latest information is that there are 116 colleges.

A comparative study of the number of institutions, admission capacity, government institutions and affiliation to university by I.S.M. colleges and Homoeopathy is given below:

| | No. of teaching institutions | Admission capacity | No. of govt. institution | Affiliated to university |
|-------------|------------------------------|--------------------|--------------------------|---|
| Ayurveda | 84 | 3,400 | 42 | 82 |
| Homoeopathy | 106 | 7,500 (approx.) | 8 | 12 (for 23 colleges in Bihar only exams. are held by university) |
| Sidha | 1 | 44 | 1 | 1 |
| Unani | 13 | 470 | 4 | 12 |

When Ayurveda has got 50% government colleges, Sidha 100% and Unani 31%, Homoeopathy has got roughly 7% of institutions under government.

Though there is a minimum requirement laid down by State Boards and Central Council for Homoeopathy for recognising the institutions, in practice except a few none of the 106 colleges are having even the harest facilities for training the students. A well furnished hospital in front and a college behind is the criteria for a medical institution and the hospital being the workshop of the students and patient being the instrument of study, we will be alarmed if a spot study is carried out on these institutions. Many of them are in temporary collapsible sheds or in tents admitting a large number of students without bothering the availability of resources to train them. What a fun? The Council Boards or Council recognising these institutions keep their eyes closed and seem to encourage such mushroom growth of teaching institutions for political or other reasons.

A WHO study says that India produces the largest number of Physicians—about 25000 a year—out of which allopaths number about 12000. And there is good demand for allopaths within the country and abroad. There is, however, an encouraging trend that the Indian System of Medicine is also becoming popular day by day *because any cure that is effected must have been an impossible case in the hands of allopaths.*

Regarding employment prospects for homoeopaths, there is little hope of their being absorbed in the public sector. The only alternative is private practice. For this, a homoeopath will have to concentrate more on vigorous training in the discipline. For research and teaching a pool, on the pattern of scientists pool can be formed by veterans in Homoeopathy. At present there is no uniform syllabi and curricula for Homoeopathy. Though the Central Council of Homoeopathy has taken initiative and the education sub-committee has already framed a uniform syllabi for degree and diploma courses, the

matter is still under red-tape of the government encouraging mushroom growth of fake institutes and degrees. One State is giving B.H.M.S. another B.M.S. still another M.B.S. yet another G.H.M.S. and what not?

Some Boards are conducting correspondence course for degree to diploma holders, still another awarding a degree after a test. Some Boards are awarding M.D. (Hom.), some postal tuition institutions are selling M.D. (Hom.), Ph.D., M.Sc. etc. If this nefarious business goes on unchecked, we shall be soon lost in oblivion. Popular Associations of Homoeopaths like the HMAI, Indian Institute of Homocopaths etc. should, therefore, come forward to save the system.

We have got a treasure of commendable works left behind by our great teachers years back in almost all spheres of medical science. As the textbooks are the only sources and teachers are the only guides, we have to depend on them for the future. We will find that not even a single homoeopathic book has been re-edited incorporating the modern findings. One has either to keep the outdated principles and practices of medicine of Laurie or Royal in shelf or not to purchase and waste money. Volumes of books by different authors incorporated with the modern thought is available in the market. But the homoeopathic spirit is lacking in all of them. Most of the non-homoeopathic subjects are taught by allopathic teachers and there seems to be a craze to get them rather than homoeopaths as teachers. After exposing the students to the thoughts and knowledge of these teachers and then asking the students to orient themselves in terms of Homoeopathy is a great injustice that one can do to the next generation.

As there is no facility for getting the teachers trained, the institutions are forced to take in fresh diploma or degree holders to teach and such lecturers have to mould their tastes and wishes and they preach to students their ideas or mere book knowledge rather than the practical utility and applied knowledge in the subject they are dealing. There is acute scarcity of quality teachers in our institutions. To cite an example, the National Institute of Homoeopathy, Calcutta is yet to get full-time professors for homoeopathic subjects. At the same time, any number of professors are available for allied medical subjects.

Though all these facts are well-known to the higher ups, no creative plans and schemes are drawn up to solve the problem. A teacher orientation programme was arranged by the Ministry of Health at N.I.H. and five batches were given training for 7 to 15 days and the feeling was that the spirit and dynamism among our teachers are highly lacking. One teacher was wondering how a hospital with pure homoeopathic medicine is being run at N.I.H.

A very sad part of the education is on the subject of pharmacology. It is a subject of intricate physics and chemistry.

Hahnemann was philosopher, chemist, pharmacist etc. and our teaching system wants a homoeopath to be moulded on all these lines. Homoeopathic pharmacology is still a subject of controversy and hypothesis. No proper

teaching is being given nor exposed to various possibilities in pharmacology to our students. Out of the 2230 hours for a D.H.M.S. course, for pharmacy only 40 hours of theoretical and 25 hours of practical demonstration is given which can never train a student in the different aspects of pharmaceutical chemistry. When a homoeopath comes out of an institution after finishing his course he has to shoulder teaching and research aspects for which he has neither training nor a chance of gaining further knowledge from anywhere else at present.

In direct degree course pharmacy is touched vaguely and in graded degree course it is completely omitted. We have to assert this point that there is no other means to study this vital subject anywhere else in the world. This facilitates the homoeopathic manufacturing units to put their own whims and tastes. Unless some immediate steps are taken on this issue Homoeopathy will be lost. Our medicines are purest to our belief. All the time belief may not be put to the mark especially when the medicine manufacturing has grown to a level of pure industry. We are forced to argue about dynamism in our drug mostly for reasons of ignorance. No systematic study has been carried out as to how the dynamic power evolves by potentization. In drug proving Hahnemann advocated a philosophy. But behind every philosophy there should be some science. We are talking only of philosophy as we do not know the science. Socrates was a philosopher, Plato was a philosopher. But they were all fathers of sciences when their next generation explained and exposed the science behind the philosophy; then why should we keep Hahnemann in darkness all the time?

Some suggestions on this subject are:

(1) The central syllabi of D.H.M.S. and M.B.S. (or whatever be the name) should be moved through government immediately and minimum standards laid down in it should be implemented at any cost at the earliest.

(2) A study group incorporating homoeopathic minded veterans in each subject and expert homoeopaths should be asked to read or write books on all subjects in terms of the philosophy Homoeopathy advocates.

(3) Homoeopathic pharmacy should be studied in detail quickly. A curriculum incorporating the modern technique of drug assay and trial should be made available to the students and research workers.

(4) Facility for higher studies and specialization in all subjects relating to medical science should be made available to homoeopaths. The present day restriction on specialisation is a drawback. All the time our policymakers claim to be against specialisation. But nobody in this universe can acquire the vast knowledge available at present on all subjects. Homoeopathic graduates do not get admission to School of Tropical Medicine, Institute of Public Health & Hygiene, etc. for training. It is true that we should not run after colourful degrees. But unless we are exposed to various technologies and scientific developments how will we be able to keep abreast of the current thoughts and teachings.

(5) An institute to train the paramedical staff (in pharmacy, compounding, nursing etc.) for homoeopathic institutions should be started to make them aware of the principle and philosophy of Homoeopathy. The present day method of selecting one who does not have any knowledge of our system of medicine is an additional headache rather than an asset.

(6) An institute specially meant for training research scholars for C.C.R.H. should be established.

(7) N.I.H. which came up with very high hope to the profession is fast disintegrating and awaiting closure at any moment. We should give all our energy to save it even at this last moment and should establish an autonomous statutory institution only meant for developing teachers for our educational institutions. Government is spending lakhs of rupees for students selected there, not to turn out only good private practitioners but for benefit of the profession also. They should be given training in teaching techniques and should compulsorily serve in teaching institutions after completing the course. Already three batches of doctors have come out but only a few could be absorbed in teaching institutions.

(8) Only quality students should be admitted to colleges and trained properly. The present day system of night and day college facility in some States gives way to any one to become a homoeopathic doctor easily. No teaching institution should be allowed to come up unless it is badly needed. Sub-standard institutions should be asked to wind up. There should be more control of the Central Council and State Boards on institutions. The Central Council should publish a list of recognised institutions having necessary facilities.