

COMPETENCY BASED DYNAMIC CURRICULUM FOR THIRD BHMS PROFESSIONAL COURSE

(Applicable from Batch 2022-2023 onwards for 5 years or until further notification by National Commission for Homoeopathy whichever is earlier)

(Homoeopathic Repertory and Case-taking)



HOMOEOPATHY EDUCATION BOARD
NATIONAL COMMISSION FOR HOMOEOPATHY
MINISTRY OF AYUSH, GOVERNMENT OF INDIA

JAWAHAR LAL NEHRU BHARTIYA CHIKITSA AVUM HOMOEOPATHY ANUSANDHAN BHAVAN

No.61-65, Institutional Area, opp. 'D' block, Janak Puri, New Delhi-110 058

Subject name- Homoeopathic Repertory and Case Taking

Subject code- HomUG-R-III

Index

S. No.	Description	Page no.
1.	Course Outcomes (CO)	3
2.	Learning objectives(LO)	3-4
3.	Course content and term-wise distribution	4
4.	Teaching hours	5-8
5.	Content mapping	9-54
6.	Teaching-Learning methods	55
7.	Details of Assessment	56-61
8.	List of recommended reference books	61-62
9.	List of contributors	62

1. Course Outcomes (CO)-

At the end of BHMS course, the learner will be able to:

- i. Explain the need and utility of repertory as a tool to find the simillimum and in the study of Materia Medica.
- ii. Describe the philosophical backgrounds, construction, utility and limitation of Kent repertory, BTBP, BBCR, Boericke repertory, other clinical repertories and modern repertories.
- iii. Able to describe the various dimensions of case taking and able to demonstrate case taking in moderate and difficult cases.
- iv. Classify the symptoms, evaluate the symptoms according to their importance and construct the totality of symptoms-based on different philosophies (Dr. Kent, Dr. Boenninghausen, Dr. Hahnemann, Garth Boericke).
- iv. Choose an appropriate approach for the case, construct the Repertorial Totality and select the appropriate rubrics and technique of repertorisation.
- v. Identify the medium, method, process and technique of Repertorisation.
- vi. Display empathy with the patient and family during case taking.
- vii. Communicate to the patient and attendants the need for sharing patient related information for a complete homoeopathic case taking.
- viii. Develop ability to apply different case taking skills.
- ix. Search for the appropriate rubrics in different repertory.
- x. Understanding and evolution of modern repertories, computerized repertories, operate and use software-based repertories for repertorization.

2. Learning objectives(LO)-

At the end of III BHMS, the learner will be able to:

- i. Demonstrate case taking in Moderate acute and chronic cases.
- ii. Classify symptoms, evaluate the symptoms according to their importance and construct the totality of symptoms as per the philosophy of Dr. Boenninghausen, Dr. Kent and Dr. Boger.
- iii. Describe the philosophical background, construction, scope, limitation and utility of BTPB, Kent's repertory and BBCR.
- iv. Choose appropriate repertory (BTPB, Kent's repertory, BBCR) and method of Repertorisation for construction of repertorial totality and selection of appropriate rubric

- v. Identify the medium, method, process and technique of Repertorisation.

3. Course Content and its term-wise distribution

3.1 Term I- Case taking and case processing:

- 3.1.1 Demonstrate case taking in moderate acute and chronic cases
- 3.1.2 Classification of symptoms
- 3.1.3 Analysis of case according to the philosophy of Dr. Boenninghausen, Dr. Kent and Dr. Boger.
- 3.1.4 Evaluation of symptoms according to the philosophy of Dr. Boenninghausen, Dr. Kent and Dr. Boger.
- 3.1.5 Construction of totality of symptoms according to the philosophy of Dr. Boenninghausen, Dr. Kent and Dr. Boger.
- 3.1.6 Classification of repertory - need, basis of classification, advantage, disadvantage and adaptability of each type.
- 3.1.7 Steps of Repertorisation
- 3.1.8 Identify the medium, method, process and technique of Repertorisation
- 3.1.9 Construction of Repertorial Syndrome (RS) and Potential Differential Field (PDF) of a Repertorial Totality (RT).

3.2 Term II-Study of general repertories and their application:

- 3.2.1 Study of the philosophical background, construction, scope, limitation and utility of BTPB, Kent and BBCR Repertories.
- 3.2.2 Identify chapters and locate rubrics for symptoms / conditions related to Gynaecology, Obstetrics, Surgery and Practice of Medicine.
- 3.2.3 Understanding miasm and identify rubrics related to symptoms of each miasm from BTPB, Kent and BBCR Repertories.

4. Teaching Hours-

4.1 Gross division of teaching hours- lectures and non-lectures

Homoeopathic Repertory and Case Taking		
Year	Teaching hour - lecture	Teaching hour - Non-lecture
III BHMS	100	50

4.2 Teaching hour Lectures (Theory)

S. No.	List of topics	Hours
Term 1		
1.	Demonstration of homoeopathic case taking in moderate acute cases	02
2.	Demonstration of homoeopathic case taking in moderate chronic cases	03
3.	Classification of symptoms	03
4.	Analysis of case according to the philosophy of Dr. Boenninghausen.	02

5.	Analysis of case according to the philosophy of Dr. Kent.	02
6.	Analysis of case according to the philosophy of Dr. Boger.	02
7.	Evaluation of symptoms according to the philosophy of Dr. Boenninghausen.	02
8.	Evaluation of symptoms according to the philosophy of Dr. Kent	02
9.	Evaluation of symptoms according to the philosophy of Dr. Boger.	02
10.	Construction of totality of symptoms according to the philosophy of Dr. Boenninghausen.	03
11.	Construction of totality of symptoms according to the philosophy of Dr. Kent.	03
12.	Construction of totality of symptoms according to the philosophy of Dr. Boger.	03
13.	Classification of repertory - need, basis of classification, advantage, disadvantage and adaptability of each type.	03
14.	Steps of Repertorisation	03
15.	Identify the medium, method, process and technique of Repertorisation.	08
16.	Construction of Repertorial Syndrome and Potential Differential Field	05
Term 2		
17.	Study of the philosophical background, construction, scope, limitation and utility of Boenninghausen's Therapeutic Pocket Book (BTPB)	15

18.	Study of the philosophical background, construction, scope, limitation and utility of Repertory of Homoeopathic Materia Medica by J T Kent (Kent's Repertory)	15
19.	Study of the philosophical background, construction, scope, limitation and utility of Boger Boenninghausen's Characteristics and Repertory (BBCR).	15
20.	Identify chapters and locate rubrics for symptoms/ conditions related to Gynaecology, Obstetrics, Surgery and Practice of Medicine.	05
21.	Understanding miasm and identify rubrics related to symptoms of each miasm from BTPB, Kent and BBCR Repertories.	02
	TOTAL	100

4.3 Teaching hours Non-lecture (Clinical/practical/demonstrative activities)

S.No.	Non-lecture activity	Term	Time allotted per activity (hour)
1	Clinical	I & II	35
2	Demonstrative	I & II	15
	2.1 Seminar/ Tutorial		10
	2.2 Problem based/ Case based learning/Assignment/ Symposium/ Group Discussion/ Rubric hunting exercises		05
	TOTAL		50

5. Content Mapping (Competencies Table)

5.1 Topic - Demonstration of homoeopathic case taking in moderate acute cases

S. No.	Domain of competency	Millers	Content	SLO	Bloom/Gilbert	Priority	TL MM	Assessment		Integration
								Formative	Summative	
HomUG-R-III-1.1	K/HO	Knows	Knowledge, skill and attitude about patient and doctor	Recall definition of acute case and Aphorisms dealing with Acute Case Taking	Cognitive/ Level -1 Remember s/ Recalls	Must know	Lecture Quiz Small Group Discussion	MCQ Viva	MCQ LAQ Viva	Horizontal integration with Organon of Medicine
HomUG-R-III-1.2	K/HO/PC	Knows how	communication and examination in Moderate acute	Explain the basic structure of case taking and list the steps of case taking	Cognitive/ Level -1 Remember s/	Must know	Lecture Clinical class Small Group	MCQ Viva Journal	MCQ LAQ Viva	



			case	in moderate acute cases	Recalls		Discussion			in IV BHMS
HomUG- R-III-1.3	K/HO/ PC	Shows how		Demonstration of case taking in moderate chronic cases	Psychomot or Level -1 Interpret/ Decide/ Demonstra te	Desirab le	Lecture/ Clinical Class Small Group Discussion Integrated discussion	MCQ Viva Journa l	MCQ Viva	
HomUG- R-III-1.4	K/HO/ PC	Shows how		Observe the skills of clinical examination of moderate chronic case	Psychomot or Level -1 Interpret/ Decide/ Demonstra te	Desirab le	Lecture/ Clinical Class Small Group Discussion Integrated	MCQ Viva Journa l	MCQ Viva	



							Discussion			
--	--	--	--	--	--	--	------------	--	--	--

5.2 Topic - Demonstration of homoeopathic case taking in moderate chronic cases

S. No.	Domain of competency	Miller's	Content	SLO	Bloom/Gilbert	Priority	TL MM	Assessment		Integration
								Formative	Summative	
HomUG-R-III-2.1	K/HO	Knows	Knowledge, skill and attitude about patient and doctor communication	Recall the definition of chronic case and State the Aphorisms dealing with chronic Case Taking	Cognitive/ Level -1 Remembers / Recalls	Must know	Lecture Small Group Discussion Quiz	MCQ Viva	LAQ	Horizontal integration with Organon of Medicine
HomUG-R-III-	K/HO/PC	Knows	and examination	Discuss chronic case taking. List	Cognitive/ Level -1	Must know	Lecture Small	MCQ Viva	LAQ	



2.2		how	in Moderate chronic case	the steps of chronic case taking.	Remembers / Recalls		Group Discussio n	Assignmen t Journal		Spiral Integratio n in IV BHMS
HomUG -R-III- 2.3	K/HO/PC	Shows how		Demonstratio n of case taking in moderate chronic cases	Psychomoto r Level -1 Interpret/ Decide/ Demonstrat e	Desirabl e to know	Lecture/ Clinical Class Small Group Discussio n Integrated discussio n	MCQ Viva Assignmen t Journal		
HomUG -R-III- 2.4	K/HO/PC	Shows how		Observe the skills of clinical examination of moderate	Psychomoto r Level -1 Interpret/	Desirabl e to know	Lecture/ Clinical Class Small	MCQ Viva Journal		



				chronic case	Decide/ Demonstrate		Group Discussion Integrated Discussion			
--	--	--	--	--------------	------------------------	--	---	--	--	--

5.3 Topic - Classification of symptoms

S. No.	Domain of competency	Miller's	Content	SLO	Bloom/Gilbert	Priority	TL MM	Assessment		Integration
								Formative	Summative	
HomUG-R-III-3.1	K	Knows	Acquiring knowledge and skill of	Define symptom & symptomato-	Cognitive/Level -1	Must know	Lecture Small	MCQ Viva		Horizontal integration

			understandin g symptoms and their importance in patient care	logy	Remembers / Recalls		Group Discussio n	Assignmen t		n with Organon of Medicine Spiral Integratio n in III & IV BHMS
HomUG -R-III- 3.2	K/HO	Know s how		Enumerate various types of symptoms	Cognitive/ Level -1 Remembers / Recalls	Must know	Lecture Small Group Discussio n	MCQ Viva Assignmen t	SAQ	
HomUG -R-III- 3.3	K/HO	Know s how		Explain types of symptoms according to Hahnemann	Cognitive/ Understand and interpret Level II	Must know	Lecture Small Group Discussio n Integrated discussio n	MCQ Viva Assignmen t	SAQ	
HomUG -R-III-	K/HO	Know s		Explain types of symptoms according to	Cognitive/	Must know	Lecture Small	MCQ	SAQ	



3.4		how		Boenninghausen	Understand and interpret Level II		Group Discussion Integrated discussion	Viva Assignment		
HomUG -R-III- 3.5	K/HO	Know s how		Explain types of symptoms according to Kent	Cognitive/ Understand and interpret Level II	Must know	Lecture Small Group Discussion Integrated discussion	MCQ Viva Assignment	SAQ	
HomUG -R-III- 3.6	K/HO	Know s how		Explain types of symptoms according to Boger	Cognitive/ Understand and interpret	Must know	Lecture Small Group Discussion	MCQ Viva Assignment	SAQ	

					Level II		n Integrated discussion			
HomUG -R-III- 3.7	K/HO	Know s how		Explain types of symptoms according to Boericke	Cognitive/ Understand and interpret Level II	Must know	Lecture Small Group Discussio n Integrated discussion	MCQ Viva Assignmen t	SAQ	
HomUG -R-III- 3.8	K/HO/PC	Shows how		Analyze and demonstrate importance of various types of symptoms for totality creation and repertorisation	Psychomoto r / Problem Solving	Must know	Lecture/ Clinical Class Small Group Discussio	Viva Assignmen t	SAQ	

					Level I		n Integrated Discussion			
--	--	--	--	--	---------	--	-------------------------------	--	--	--

5.4 Topic - Analysis of case according to the philosophy of Dr. Boenninghausen.

S. No.	Domain of competency	Miller's	Content	SLO	Bloom/Gilbert	Priority	TL MM	Assessment		Integration
								Formative	Summative	
HomUG-R-III-4.1	K/HO	Knows	Acquiring knowledge and skill of understanding symptoms, analysis of symptoms	Identify group of symptoms as per the philosophy of Boenninghausen	Cognitive/ Level -II Understand & interpret	Must know	Lecture / Small Group Discussion	Viva Journal	SAQ	Horizontal integration with Organon of
HomUG-R-III-	K/HO	Knows	symptoms according to the philosophy of	Discuss analysis of symptoms of	Cognitive/	Must know	Lecture / Small	Viva	SAQ	

4.2		how	Boenninghausen	case according to the philosophy of Boenninghausen	Level -II Understand & interpret		Group Discussion	Journal		Medicine Spiral Integration in IV BHMS
HomUG -R-III-4.3	K/HO	Shows how		Demonstration of analysis of symptoms of case according to the philosophy of Boenninghausen	Psychomotor / observe Level I	Must know	Lecture / clinical class Small Group Discussion	Viva Journal	SAQ	
HomUG -R-III-4.4	K/HO	Does		Justify analysis of symptoms of case according to the philosophy of Boenninghausen	Affective/ Level I	Desirable to know	Lecture Clinical class Small Group Discussion Integrated	Viva Journal	SAQ	



							Discussion			
--	--	--	--	--	--	--	------------	--	--	--

5.5 Topic - Analysis of case according to the philosophy of Dr. Kent

S. No.	Domain of competency	Miller's	Content	SLO	Bloom/Gilbert	Priority	TL MM	Assessment		Integration
								Formative	Summative	
HomUG-R-III-5.1	K/HO	Knows	Acquiring knowledge and skill of understanding symptoms, analysis of	Identify group of symptoms as per philosophy of Kent	Cognitive/ Level -II Understand & interpret	Must know	Lecture / Small Group Discussion	Viva Journal	SAQ	Horizontal integration with
HomUG-R-III-5.2	K/HO	Knows how	symptoms according to the philosophy of Kent	Discuss analysis of symptoms of case according to philosophy	Cognitive/ Level -II Understand & interpret	Must know	Lecture / Small Group Discussion	Viva Journal	SAQ	Organon of Medicine



				of Kent			n			
HomUG -R-III- 5.3	K/HO	Shows how		Demonstration of analysis of symptoms of case according to philosophy of Kent	Psychomot or / observe Level I	Must know	Lecture / clinical class Small Group Discussio n	Viva Journal	SAQ	Spiral Integratio n in IV BHMS
HomUG -R-III- 5.4	K/HO	Does		Justify analysis of symptoms of case according to philosophy of Kent	Affective/ Level I	Desirable to know	Lecture Clinical class Small Group Discussio n Integrated discussion	Viva Journal	SAQ	

5.6 Topic - Analysis of case according to the philosophy of Dr. Boger

S. No.	Domain of competency	Miller's	Content	SLO	Bloom/Gilbert	Priority	TL MM	Assessment		Integration
								Formative	Summative	
HomUG-R-III-6.1	K/HO	Knows	Acquiring knowledge and skill of understanding symptoms, analysis of symptoms according to the philosophy of Boger	Identify group of symptoms as per philosophy of Boger	Cognitive/ Level -II Understand & interpret	Must know	Lecture / Small Group Discussion	MCQ Viva Journal	SAQ	Horizontal integration with
HomUG-R-III-6.2	K/HO	Knows how		Discuss analysis of symptoms of case according to philosophy of Boger	Cognitive/ Level -II Understand & interpret	Must know	Lecture / Small Group Discussion	MCQ Viva Journal	SAQ	
HomUG-R-III-6.3	K/HO	Shows how		Demonstration of analysis of symptoms of case according to philosophy	Psychomotor / observe Level I	Must know	Lecture / clinical class Small	MCQ Viva Journal	SAQ	Spiral Integration



				of Boger			Group Discussio n			in IV BHMS
HomUG -R-III- 6.4	K/HO	Does		Justify analysis of symptoms of case according to philosophy of Boger	Affective/ Level I	Desirable to know	Lecture Clinical class Small Group Discussio n Integrated discussion	MCQ Viva Journal	SAQ	

5.7 Topic - Evaluation of symptoms according to the philosophy of Dr. Boenninghausen.

S. No.	Domain of competency	Miller's	Content	SLO	Bloom/Gilbert	Priority	TL MM	Assessment		Integration
								Formative	Summative	
HomUG-R-III-7.1	K/HO	Knows	Acquiring knowledge and skill of understanding value of symptoms according to the philosophy of Boenninghausen	Define evaluation of symptom	Cognitive/ Level -I Remember & recall	Must know	Lecture / Small Group Discussion	MCQ Viva Journal	MCQ SAQ	Horizontal integration with Organon of Medicine Spiral Integration
HomUG-R-III-7.2	K/HO	Knows how		Discuss concept of value of symptoms according to the philosophy of Boenninghausen	Cognitive/ Level -II Understand & interpret	Must know	Lecture / Small Group Discussion	MCQ Viva Journal	MCQ SAQ	
HomUG-R-III-	K/HO	Shows		Demonstration of evaluation	Psychomotor / observe	Must know	Lecture / clinical	MCQ	MCQ	

7.3		how		of symptoms according to the philosophy of Boenninghaus en	Level I		class Small Group Discussio n	Viva Journal	SAQ	in IV BHMS
HomUG -R-III- 7.4	K/HO	Does		Justify evaluation of symptoms according to the philosophy of Boenninghaus en	Affective/ Level I	Desirable to know	Lecture Clinical class Small Group Discussio n Integrated discussion	MCQ Viva Journal	MCQ SAQ	

5.8 Topic - Evaluation of symptoms according to the philosophy of Dr. Kent

S. No.	Domain of competency	Miller's	Content	SLO	Bloom/Gilbert	Priority	TL MM	Assessment		Integration
								Formative	Summative	
HomUG-R-III-8.1	K/HO	Knows	Acquiring knowledge and skill of understanding value of symptoms according to the philosophy of Dr. Kent	Discuss concept of value of symptoms according to the philosophy of Kent	Cognitive/ Level -I Remember & recall	Must know	Lecture / Small Group Discussion	MCQ Viva Journal	MCQ SAQ	Horizontal integration with Organon of Medicine Spiral Integration
HomUG-R-III-8.2	K/HO	Shows how		Demonstration of evaluation of symptoms according to the philosophy of Kent	Psychomotor / observe Level I	Must know	Lecture / clinical class Small Group Discussion	MCQ Viva Journal	MCQ SAQ	
HomUG-R-III-	K/HO	Does		Justify evaluation of	Affective/	Desirable to know	Lecture Clinical	MCQ	MCQ	



8.3				symptoms according to the philosophy of Boenninghausen	Level I		class Small Group Discussion Integrated Discussion	Viva Journal	SAQ	in IV BHMS
-----	--	--	--	--	---------	--	--	-------------------------	------------	-----------------------

5.9 Topic - Evaluation of symptoms according to the philosophy of Dr. Boger

S. No.	Domain of competency	Miller's	Content	SLO	Bloom/Gilbert	Priority	TL MM	Assessment		Integration
								Formative	Summative	
HomUG-R-III-	K/HO	Knows	Acquiring knowledge and skill of	Discuss concept of value of	Cognitive/	Must know	Lecture / Small	MCQ	MCQ	Horizontal



9.1			understanding value of symptoms according to the philosophy of Dr. Boger	symptoms according to the philosophy of Boger	Level -I Remember & recall		Group Discussion	Viva Journal	SAQ	integration with Organon of Medicine
HomUG -R-III-9.2	K/HO	Shows how		Demonstration of evaluation of symptoms according to the philosophy of Boger	Psychomotor / observe Level I	Must know	Lecture / clinical class Small Group Discussion	MCQ Viva Journal	MCQ SAQ	Spiral
HomUG -R-III-9.3	K/HO	Does		Justify evaluation of symptoms according to the philosophy of Boger	Affective/ Level I	Desirable to know	Lecture Clinical class Small Group Discussion Integrated	MCQ Viva Journal	MCQ SAQ	Integration in IV BHMS

							discussion			
--	--	--	--	--	--	--	------------	--	--	--

5.10 Topic - Construction of totality of symptoms according to the philosophy of Dr. Boenninghausen.

S. No.	Domain of competency	Miller's	Content	SLO	Bloom/Gilbert	Priority	TL MM	Assessment		Integration
								Formative	Summative	
HomUG-R-III-10.1	K/HO	Knows	Acquiring knowledge and skill of construction of totality of symptom	Define Totality of symptom according to Hahnemann	Cognitive/ Level -I Remember & recall	Must know	Lecture / Small Group Discussion	MCQ Viva Journal	SAQ LAQ	Horizontal integration with Organon of Medicine
HomUG-R-III-10.2	K/HO	Knows	according to the philosophy of Boenninghausen	Define Totality of symptom according to Boenninghausen	Cognitive/ Level -I Remember & recall	Must know	Lecture / Small Group Discussion	MCQ Viva Journal	SAQ LAQ	

HomUG -R-III- 10.3	K/HO	Know s how		Enumerate and discuss symptoms in totality according to Boenninghausen	Cognitive/ Level -II Understand & interpret	Must know	Lecture Small Group Discussion	MCQ Viva Journal	SAQ LAQ	Spiral Integration in IV BHMS
HomUG -R-III- 10.4	K/HO/PC	Shows how		Demonstration of totality according to Boenninghausen	Psychomotor / observe Level I	Must know	Lecture Clinical class Small Group Discussion	MCQ Viva Journal	SAQ LAQ	
HomUG -R-III- 10.5	K/HO/PC	Does		Justification of construction of totality according to Boenninghausen	Affective/ Level I	Desirable to know	Lecture Clinical class Small Group Discussion	MCQ Viva Journal	SAQ	

5.11 Topic - Construction of totality of symptoms according to the philosophy of Dr. Kent.

S. No.	Domain of competency	Miller's	Content	SLO	Bloom/Gilbert	Priority	TL MM	Assessment		Integration
								Formative	Summative	
HomUG-R-III-11.1	K/HO	Knows	Acquiring knowledge and skill of construction of totality of symptom according to the philosophy of Dr. Kent	Define Totality of symptom according to Kent	Cognitive/ Level -I Remember & recall	Must know	Lecture / Small Group Discussion	MCQ Viva Journal	SAQ LAQ	Horizontal integration with Organon of Medicine Spiral Integration
HomUG-R-III-11.2	K/HO	Knows how		Enumerate and discuss symptoms in totality according to Kent	Cognitive/ Level -II Understand & interpret	Must know	Lecture Small Group Discussion	MCQ Viva Journal	SAQ LAQ	
HomUG-R-III-	K/HO/PC	Shows		Demonstration of construction	Psychomot	Must	Lecture	MCQ	SAQ	

11.3		how		of totality according to Kent	or / observe Level I	know	Clinical class Small Group Discussion	Viva Journal	LAQ	n in IV BHMS
HomUG -R-III-11.4	K/HO/PC	Does		Justification of construction of totality according to Kent	Affective/ Level I	Desirable to know	Lecture Clinical class Small Group Discussion	MCQ Viva Journal	SAQ	

5.12 Topic - Construction of totality of symptoms according to the philosophy of Dr. Boger.

S. No.	Domain of competency	Miller's	Content	SLO	Bloom/Gilbert	Priority	TL MM	Assessment		Integration
								Formative	Summative	



HomUG -R-III- 12.1	K/HO	Know s	Acquiring knowledge and skill of construction of totality of symptom according to the philosophy of Dr. Boger	Define Totality of symptom according to Boger	Cognitive/ Level -I Remember & recall	Must know	Lecture / Small Group Discussio n	MCQ Viva Journal	SAQ LAQ	Horizontal integration with Organon of Medicine
HomUG -R-III- 12.2	K/HO	Know s how		Enumerate and discuss factors of totality according to Boger	Cognitive/ Level -II Understand & interpret	Must know	Lecture Small Group Discussio n	MCQ Viva Journal	SAQ LAQ	
HomUG -R-III- 12.3	K/HO/PC	Shows how		Demonstration of construction of totality according to Boger	Psychomot or / observe Level I	Must know	Lecture Clinical class Small Group Discussio n	MCQ Viva Journal	SAQ LAQ	Spiral Integratio n in IV BHMS

HomUG -R-III- 12.4	K/HO/PC	Does		Justification of construction of totality according to Boger	Affective/ Level I	Desirable to know	Lecture Clinical class Small Group Discussio n	MCQ Viva Journal	SAQ	
-----------------------------------	----------------	-------------	--	--	-----------------------	----------------------	--	---	------------	--

5.13 Topic - Classification of repertory - need, basis of classification, advantage, disadvantage and adaptability of each type.

S. No.	Domain of competenc y	Miller s	Content	SLO	Bloom/ Gilbert	Priority	TL MM	Assessment		Integratio n
								Formativ e	Summa tive	
HomUG -R-III- 13.1	K/HO	Know s	Classify repertories according to various groups to understand	Define repertory	Cognitive/ Level -I Remember & recall	Must know	Lecture / Small Group Discussio	MCQ Assignme nt	MCQ SAQ	Horizonta l integratio n



			advantage, disadvantage and adaptability				n			with
HomUG -R-III-13.2	K/HO	Knows		Discuss need of classification of repertory	Cognitive/ Level -I Remember & recall	Nice to know	Lecture / Small Group Discussion	MCQ Assignment Viva	MCQ SAQ	Organon of Medicine
HomUG -R-III-13.3	K/HO	Knows how		Enumerate various types of repertories and basis of classification of repertories	Cognitive/ Level -II Understand & interpret	Must know	Lecture Small Group Discussion	MCQ Assignment	MCQ SAQ	Spiral Integration in IV BHMS
HomUG -R-III-13.4	K/HO	Knows how		Discuss advantages and disadvantages of each type of repertory	Cognitive/ Level -II Understand & interpret	Must know	Lecture Small Group Discussion Problem	MCQ Assignment Viva	MCQ SAQ	

							based learning			
HomUG-R-III-13.5	K/HO/PC	Shows how		Demonstrate adaptability of each type of repertory with examples	Psychomotor/ skill Level I	Desirable to know	Lecture Clinical class Small Group Discussion	MCQ Assignment	MCQ SAQ	

5.14 Topic - Steps of Repertorisation

S. No.	Domain of competency	Miller's	Content	SLO	Bloom/Gilbert	Priority	TL MM	Assessment		Integration
								Formative	Summative	
HomUG-R-III-14.1	K/HO	Knows	Acquiring knowledge and skill to apply	Define repertorisation	Cognitive/ Level -I	Must know	Lecture / Small	MCQ Assignment	LAQ	Horizontal integration



			steps of repertorisation in patient care		Remember & recall		Group Discussion	nt Viva		n with Organon of Medicine
HomUG -R-III- 14.2	K/HO	Know s		List the steps of repertorisation	Cognitive/ Level -I Remember & recall	Must know	Lecture / Small Group Discussio n	MCQ Assignme nt Viva	LAQ	
HomUG -R-III- 14.3	K/HO	Know s how		Discuss importance of each step of repertorisation to reach at simillimum	Cognitive/ Level -II Understand & interpret	Must know	Lecture Small Group Discussio n	MCQ Assignme nt Viva	LAQ	Spiral Integratio n in IV BHMS

5.15 Topic - Identify the medium, method, process and technique of Repertorisation.

S. No.	Domain of competency	Miller's	Content	SLO	Bloom/Gilbert	Priority	TL MM	Assessment		Integration
								Formative	Summative	
HomUG-R-III-15.1	K/HO	Knows	Identify the medium, method, process and technique of	Define medium of repertorisation	Cognitive/ Level -I Remember & recall	Must know	Lecture / Small Group Discussion	Viva MCQ	MCQ SAQ	Horizontal integration with Organon of Medicine
HomUG-R-III-15.2	K/HO	Knows		List the various mediums of repertorisation	Cognitive/ Level -I Remember & recall	Must know	Lecture / Small Group Discussion	Viva MCQ Assignment	MCQ SAQ	
HomUG-R-III-15.3	K/HO/PC	Knows how		Discuss application of each type of medium of	Cognitive/ Level -II Understand	Desirable to know	Lecture / clinical class Small	Viva MCQ Assignment	MCQ SAQ	

			Repertorisation.	repertorisation	& interpret		Group Discussio n Case based learning			Spiral Integratio n in IV BHMS
HomUG -R-III- 15.4	K/HO	Know s how		Discuss advantage & disadvantage of each type of medium of repertorisation	Cognitive/ Level -II Understand & interpret	Desirable to know	Lecture / clinical class Small Group Discussio n	Viva MCQ Assignment	MCQ SAQ	
HomUG -R-III- 15.5	K/HO	Know s		Define method of repertorisation	Cognitive/ Level -I Remember & recall	Must know	Lecture / Small Group Discussio n	Viva MCQ Assignment	MCQ SAQ	



HomUG -R-III- 15.6	K/HO	Know s		List the various method of repertorisation	Cognitive/ Level -I Remember & recall	Must know	Lecture / Small Group Discussion	Viva MCQ Assignment	MCQ SAQ	
HomUG -R-III- 15.7	K/HO/PC	Know s how		Discuss advantage & disadvantage of each method of repertorisation	Cognitive/ Level -II Understand & interpret	Desirable to know	Lecture / clinical class Small Group Discussion	Viva MCQ Assignment	MCQ SAQ	
HomUG -R-III- 15.8	K/HO	Know s		Define process of repertorisation	Cognitive/ Level -I Remember & recall	Nice to know	Lecture / Small Group Discussion	Viva MCQ Assignment	MCQ SAQ	
HomUG -R-III-				Discuss types of processes of	Cognitive/ Level -I	Nice to know	Lecture / Small	Viva MCQ	MCQ SAQ	

15.9				repertorisation	Remember & recall		Group Discussion	Assignment		
HomUG -R-III-15.10	K/HO	Knows		Discuss advantage & disadvantage of each type of process of repertorisation	Cognitive/ Level -I Remember & recall	Nice to know	Lecture / Small Group Discussion	Viva MCQ Assignment	MCQ SAQ	
HomUG -R-III-15.11	K/HO	Knows		Define technique of repertorisation	Cognitive/ Level -I Remember & recall	Must know	Lecture / Small Group Discussion	Viva MCQ Assignment	MCQ SAQ	
HomUG -R-III-15.12	K/HO	Knows		Discuss various techniques of repertorisation	Cognitive/ Level -I Remember & recall	Must know	Lecture / Small Group Discussion	Viva MCQ Assignment	MCQ SAQ	

HomUG -R-III- 15.13	K/HO	Know s		Discuss advantages & disadvantages of each type of techniques of repertorisation	Cognitive/ Level -I Remember & recall	Must know	Lecture / Small Group Discussio n Case based discussion	Viva MCQ Assignment	MCQ SAQ	
------------------------------------	-------------	-------------------	--	---	--	--------------	--	------------------------------------	--------------------	--

5.16 Topic - Construction of repertorial totality and Potential differential field

S. No.	Domain of competenc y	Miller s	Content	SLO	Bloom/ Gilbert	Priorit y	TL MM	Assessment		Integratio n
								Formative	Summ ative	
HomUG -R-III- 16.1	K/HO	Know s	Acquiring knowledge and skill to construct repertorial totality and	Define conceptual images & repertorial Syndrome	Cognitive/ Level -I Remember & recall	Must know	Lecture / Small Group Discussion	Viva MCQ Assignment	MCQ SAQ	Horizonta l integratio n



HomUG -R-III- 16.2	K/HO	Know s	potential field	Define potential differential field	Cognitive/ Level -I Remember & recall	Nice to know	Lecture / Small Group Discussion	Viva MCQ Assignment	MCQ SAQ	with Organon of Medicine Spiral Integratio n in III & IV BHMS
HomUG -R-III- 16.3	K/HO	Know s how		Correlation of Conceptual image with Repertorial totality	Cognitive/ Level -I Remember & recall	Nice to know	Lecture Small Group Discussion	Viva MCQ Assignment	MCQ SAQ	
HomUG -R-III- 16.4	K/HO	Know s how		Discuss application of PDF in repertorisation and selection of medicine	Cognitive/ Level -II Understand & interpret	Desirab le to know		Viva MCQ Assignment	MCQ SAQ	
And HomUG -R-III- 16.5	K/HO	Shows how		Demonstrate construction of repertorial totality, RS and PDF	Psychomot or/ Level -II Skill	Desirab le to know		Viva MCQ Assignment	MCQ SAQ	

5.17 Topic - Study of the philosophical background, construction, scope, limitation and utility of Boenninghausen's therapeutic Pocket Book (BTPB)

S. No.	Domain of competency	Miller's	Content	SLO	Bloom/Gilbert	Priority	TL MM	Assessment		Integration
								Formative	Summative	
HomUG-R-III-17.1	K/HO	Knows		Discuss the life history of Boenninghausen and its influence to his contributions to repertory	Cognitive/Level -I Remember & recall	Nice to know know	Lecture	Viva	Viva	Horizontal integration with Organon of Medicine
HomUG-R-III-17.2	K/HO	Knows		Sources and history of publication of BTPB	Cognitive/Level -I Remember	Nice to know	Lecture	Viva MCQ	Viva MCQ	



					& recall					Spiral
HomUG -R-III- 17.3	K/HO	Know s		Discuss contribution of Allen and Robert in BTPB	Cognitive/ Level -I Remember & recall	Must know	Lecture Small Group Discussio n	Viva MCQ Assignmen t	MCQ SAQ LAQ Viva	Integratio n in III & IV BHMS
HomUG -R-III- 17.4	K/HO	Know s		Discuss philosophical background of BTPB	Cognitive/ Level -II Understand & interpret	Must know	Lecture Small Group Discussio n	Viva MCQ Assignmen t	MCQ SAQ LAQ Viva	
HomUG -R-III- 17.5	K/HO	Know s	Acquiring knowledge about Boenninghausen 's therapeutic Pocket Book	Discuss plan & construction of BTPB	Cognitive/ Level -II Understand & interpret	Must know	Lecture Small Group Discussio n	Viva MCQ Assignmen t Journal	MCQ SAQ LAQ Viva	



			(BTPB)							
HomUG -R-III- 17.6	K/HO	Know s how		Correlate the construction of repertory and chapter arrangement with philosophical background of BTPB	Cognitive/ Level -II Understand & interpret	Must know	Lecture Small Group Discussion	Viva MCQ Assignmen t Journal	MCQ SAQ LAQ Viva	
HomUG -R-III- 17.7	K/HO	Shows how		Identify rubrics from various chapters to explain concept complete symptom and analogy	Psychomot or / level II	Must know	Lecture Rubric hunting Case based learning	Viva MCQ Assignmen t	MCQ SAQ LAQ Viva	

HomUG -R-III- 17.8	K/HO	Know s how		Mention the Scope, Limitation & utility of BTPB	Cognitive/ Level -2 Understand s	Desirable	Lecture Rubric hunting Case based learning	Viva Assignmen t	MCQ SAQ Viva	
-----------------------------------	-------------	--------------------------------	--	---	---	-----------	---	--------------------------------------	---------------------------------------	--

5.18 Topic - Study of the philosophical background, construction, scope, limitation and utility of Repertory of Homoeopathic Materia Medica by JT Kent (Kent's repertory)

S. No.	Domain of competency	Miller's	Content	SLO	Bloom/Gilbert	Priority	TL MM	Assessment		Integration
								Formative	Summative	
HomUG -R-III- 18.1	K/HO	Know s		Discuss the life history of Kent and its influence to his contributions to	Cognitive/ Level -I Remember & recall	Nice to know know	Lecture	Viva	Viva	

			Acquiring	repertory						
HomUG -R-III- 18.2	K/HO	Know s		Sources and history of publication of Kent's repertory	Cognitive/ Level -I Remember & recall	Nice to know	Lecture	Viva MCQ	Viva	
HomUG -R-III- 18.3	K/HO	Know s		Discuss philosophical background of Kent repertory	Cognitive/ Level -II Understand & interpret	Must know	Lecture Small Group Discussio n	Viva MCQ Assign ment	LAQ Viva	Horizontal integration with Organon of Medicine
HomUG -R-III- 18.4	K/HO	Know s		Discuss plan and construction of Kent repertory	Cognitive/ Level -II Understand & interpret	Must know	Lecture Small Group Discussio n	Viva MCQ Assign ment	LAQ Viva	
HomUG -R-III- 18.5	K/HO	Shows how		Identify rubrics from various chapters to	Psychomot or / level II	Must know	Lecture Rubric hunting	Viva MCQ Assign	LAQ Viva	Spiral Integratio



			knowledge about Repertory of Homoeopathic Materia Medica by JT Kent (Kent's repertory)	understand rubric arrangement			Case based learning	ment Journal		n In IV BHMS
HomUG -R-III- 18.6	K/HO	Know s how		Mention the Scope, Limitation & utility of Kent's repertory	Cognitive/ Level -2 Understand s	Desirable	Lecture Rubric hunting Case based learning	Viva MCQ Assign ment Journal	Viva	
								Viva MCQ Assign ment		



5.19 Topic - Study of the philosophical background, construction, scope, limitation and utility of Boger's Boenninghausen's Characteristics & Repertory (BBCR)

S. No.	Domain of competency	Miller's	Content	SLO	Bloom/Gilbert	Priority	TL MM	Assessment		Integration
								Formative	Summative	
HomUG-R-III-19.1	K/HO	Knows		Discuss the life history of Boger and its influence's contributions to repertory	Cognitive/Level -I Remember & recall	Nice to know	Lecture	Viva	Viva	Horizontal integration with Organon of Medicine
HomUG-R-III-19.2	K/HO	Knows		Sources and history of publication of BBCR	Cognitive/Level -I Remember & recall	Nice to know	Lecture	Viva MCQ	Viva	
HomUG-R-III-19.3	K/HO	Knows		Discuss philosophical background of BBCR	Cognitive/Level -II Understand	Must know	Lecture Small Group	Viva MCQ Assignmen	LAQ Viva	Spiral Integration



					& interpret		Discussion			in III & IV BHMS
HomUG -R-III- 19.4	K/HO	Know s	Acquiring knowledge about Boger Boenninghausen 's Characteristics & Repertory (BBCR)	Discuss plan and construction of BBCR	Cognitive/ Level -II Understand & interpret	Must know	Lecture Small Group Discussion	Viva MCQ Assignmen t	LAQ Viva	
HomUG -R-III- 19.5	K/HO	Know s how		Correlate the construction of repertory and chapter arrangement with philosophical background of BBCR	Cognitive/ Level -II Understand & interpret	Must know	Lecture Small Group Discussion	Viva MCQ Assignmen t Journal	LAQ Viva	
HomUG -R-III- 19.6	K/HO	Shows how		Identify rubrics from various chapters to understand rubric	Psychomot or / level II	Must know	Lecture Rubric hunting Case based	Viva MCQ Assignmen t	LAQ Viva	

				arrangement			learning	Journal		
HomUG -R-III- 19.7	K/HO	Know s how		Mention the Scope, Limitation & utility of BBCR	Cognitive/ Level -2 Understand s	Desirable	Lecture Rubric hunting Case based learning	Viva MCQ Assignmen t	Viva	

5.20 Topic - Identify chapters and locate rubrics for symptoms/ conditions related to Gynaecology, Obstetrics, Surgery and Practice of Medicine.

S. No.	Domain of competency	Miller s	Content	SLO	Bloom/ Gilbert	Priority	TL MM	Assessment		Integratio n
								Formative	Summa tive	
HomUG -R-III- 20.1	K/HO	Know s how	Identify chapters and locate rubrics for symptoms/	Identify chapters and locate rubrics for symptoms/ conditions related to Gynaecology & Obstetrics	Cognitive/ Level -II Understand & interpret	Desirable to know	Lecture / clinical class Rubric hunting exercise	MCQ Viva Assignme nt Rubric	MCQ Rubric hunting	Horizontal integration with Gynaecol

			conditions related to Gynaecology, Obstetrics, Surgery and Practice of Medicine from BTPB, BBCR, Kent's Repertory	from BTPB, Kent & BBCR				hunting		ogy, Obstetrics , Surgery and Practice of Medicine.
HomUG -R-III-20.2	K/HO	Knows how		Identify chapters and locate rubrics for symptoms/ conditions related to Surgery from BTPB, Kent & BBCR	Cognitive/ Level -II Understand & interpret	Desirable to know	Lecture / clinical class Rubric hunting exercise	MCQ Viva Assignment Rubric hunting	MCQ Rubric hunting	
HomUG -R-III-20.3	K/HO	Knows how		Identify chapters and locate rubrics for symptoms/ conditions related to Practice of Medicine from BTPB, Kent's repertory, BBCR	Cognitive/ Level -II Understand & interpret	Desirable to know	Lecture / clinical class Rubric hunting exercise	MCQ Viva Assignment Rubric hunting	MCQ Rubric hunting	Spiral Integration in III & IV BHMS

5.21 Topic - Understanding miasm and identify rubrics related to symptoms of each miasm from BTPB, Kent's repertory and BBCR.

S. No.	Domain of competency	Miller's	Content	SLO	Bloom/Gilbert	Priority	TL MM	Assessment		Integration
								Formative	Summative	
HomUG-R-III-21.1	K/HO	Knows	Understanding miasm and identify rubrics related to symptoms of each miasm from BTPB, Kent's repertory and BBCR.	Recall definition of fundamental cause	Cognitive/ Level -I Remember & recall	Must know	Lecture	Viva MCQ	Viva	Horizontal integration with Organon of Medicine.
HomUG-R-III-21.2	K/HO	Knows		Recall Hahnemann's concept of miasm	Cognitive/ Level -I Remember & recall	Must know	Lecture	Viva MCQ	Viva	
HomUG-R-III-21.3	K/HO	Knows hows		Explain characteristics of Psora, Sycosis & Syphilis	Cognitive/ Level -II Understand & interpret	Desirable to know	Lecture Small group discussion	Viva MCQ	Viva	Spiral Integration



										n in III & IV BHMS
HomUG -R-III- 21.4	K/HO	Know s hows		Identify the rubrics representing different Miasm and their symptoms from BTPB, Ken and BBCR Repertories.	Cognitive/ Level -II Understand & interpret	Desirable to know	Lecture Clinical class Rubric hunting exercise	Viva MCQ Assign ment Rubric hunting	MCQ Rubric hunting	

6. Teaching-Learning methods-

Lectures (Theory)	Non-lectures (Practical/Demonstrative)
Lecture	Clinical Class
Small Group Discussion	Rubric hunting exercises
Integrated discussion with subjects of Organon of Medicine, Gynaecology, Obstetrics, Surgery and Practice of Medicine.	Case based learning
Assignments	Seminar
	Tutorial
	Group Discussion



7. Details of Assessment-

7.1 Overall Scheme of Assessment (Summative)

Sr. No	Professional Course	Term I (1-6 Months)		Term II (7-12 Months)		
		PA I (end of 3 months)	TT I (end of 6 months)	PA II (end of 9 months)	FUE (end of 12 months)	
1	Third professional BHMS					
		10 Marks Viva	50 Marks Clinical/Practical and Viva i) Viva voce -25 marks ii) Clinical/practical- 25 a. Recording of moderate acute case and analysis of case = 10 marks b. Recording of moderate chronic case and analysis of case = 15 marks	10 Marks Viva	100 marks theory	100 marks (Clinical/practical+ Viva+ IA)

PA: Periodical Assessment; TT: Term Test; FUE: Final University Examinations; IA: Internal Assessment

7.2 Number of papers and Mark Distribution for Final University Examination (FUE)

Sr. No.	Course Code	Papers	Theory	Practical/ Clinical	Viva Voce	Internal Assessment*	Grand Total
1	HomUG-R-III	1	100	50 (30+10+10) a) Case taking and processing of moderate	40	10 (Marks of PA I	200

				acute & chronic case = 30		+ TT I + PA II)	
				b) Rubric hunting = 10			
				c) Journal ** = 10			

***Method of Calculation of Internal Assessment Marks for Final University Examination:**

$$\text{Marks of IA (M)} = S + T / 2$$

S = Marks of IA in II BHMS

$$T = \text{Marks of IA in III BHMS} = (\text{Marks of PA-1} + \text{Marks of TT} + \text{Marks of PA-2}) / 70 \times 10$$

***Journal with 10 cases needs to be maintained by the students which should include Case Taking, Case Processing -Analysis & Evaluation, Investigations, Probable Diagnosis, Totality, Repertorial Totality, repertorisation and repertorial result analysis*

Note- for the Internal assessment, only viva marks obtained in two PAs and practical/clinical + viva marks in one TT will be considered as and to be calculated as above. Theory marks shall not be considered for this purpose.

7.3 Paper Layout for Summative assessment-

Theory- 100 marks

MCQ	10 marks
SAQ	40 marks
LAQ	50 marks

7.4. Theme-wise distribution of questions for theory exam-

Theme table showing the distribution of topics distributed to different themes (named as theme A, B, C....), marks allotted to each type of questions (/to MCQ, SAQ and LAQ) and total marks allotted to each theme:

Theme	Paper	B Term	C* Marks	D Type of Questions		
	A List of Topics (As per Course content & topics)			MCQ (1 Mark)	SAQ (5 Marks)	LAQ (10 Marks)
A	Study of the philosophical background, construction, scope, limitation and utility of Boericke repertory	II BHMS CBDC TERM II	6	1	1	0

		Syllabus				
B	Demonstrate Case-taking in moderate acute and chronic cases	I	10	0	0	1
C	Classification of symptoms	I	6	1	1	0
D	Analysis of case according to the philosophy of Dr. Boenninghausen, Dr. Kent and Dr. Boger.	I	10	0	0	1
E	Evaluation of symptoms according to the philosophy of Dr. Boenninghausen, Dr. Kent and Dr. Boger.	I	6	1	1	0
F	Construction of totality of symptoms according to the philosophy of Dr. Boenninghausen, Dr. Kent and Dr. Boger.	I	10	0	0	1
G	Classification of repertory - need, basis of classification, advantages, disadvantages and adaptability of each type.	I	6	1	1	0
H	Steps of Repertorisation	I	11	1	0	1
I	Identify the medium, method, process and technique of Repertorisation	I	6	1	1	0
J	Construction of Repertorial Syndrome (RS) totality and Potential Differential Field (PDF) of a	I	6	1	1	0

	Repertorial Totality (RT).					
K	Study of the philosophical background, construction, scope, limitation and utility of BTPB, Kent's repertory and BBCR Repertories.	II	11	1	0	1
L	Identify chapters and locate rubrics for symptoms / conditions related to Gynaecology, Obstetrics, Surgery and Practice of Medicine.	II	6	1	1	0
M	Understanding miasm and identify rubrics related to symptoms of each miasm from BTPB, Kent's repertory and BBCR Repertories.	II	6	1	1	0

7.5 Question paper blueprint-

Showing number of questions, types of questions, choices and distribution of themes to the questions:

A Question Serial Number	B Type of Question	Question Paper Format (Refer table 7.4 for themes)
Q 1 - Q 10	Multiple Choice Questions (MCQ) Questions = 10 in number 1 mark each question All compulsory Must know part: 7 Desirable to know: 2	Theme B Theme E Theme G Theme H Theme I Theme J

	Nice to know: 1	Theme K Theme L
Q 11 - Q 18	Short answer Questions (SAQ) Questions = 08 in number 5 Marks Each All compulsory Must Know part: 6 Desirable to Know: 2	Theme A Theme C Theme D Theme E Theme F Theme G Theme I Theme J Theme K
Q 19 - Q 23	Long answer Questions (LAQ) Questions = 05 in number 10 marks each All compulsory All questions on Must Know	Theme B Theme F Theme H Theme K

8. List of recommended reference books

Standard textbooks:

- Bidwell G.I. (1915). How to Use the Repertory.
- Boericke, W. (2003). New manual of homoeopathic materia medica and repertory.
- Hahnemann, S. (2014). Organon of Medicine.
- Kent, J. T. (2008). Lectures on Homeopathic Philosophy.
- Kent, J. T. (2016). Repertory of the homeopathic materia medica.

- Kent, J. T: How to study the Repertory, how to use the Repertory.
- Tiwari SK. (2007). Essentials of Repertorization.
- Allen TF (2016). The Principles & Practicability of Boenninghausen's Therapeutic Pocket Book
- Ahmed Munir R(2016). Fundamentals of repertories: Alchemy of homeopathic methodology.
- Boger (2019). Boger Boenninghausen's Characteristics & repertory

Reference texts

Textbooks and reference books indicated in the subjects of Materia Medica, Obstetrics & Gynecology, Surgery, Practice of Medicine, Organon of Medicine & Homoeopathic Philosophy.

9. List of contributors

- I. Dr. Anoop Nigwekar, Professor & HoD, Repertory, Dr. M.L. Dhawale Memorial Homoeopathic Institute, Palghar, Maharashtra
- II. Dr. Yashasvi Shakdvipiya, Associate Professor & HoD, Repertory, University College of Homoeopathy, DSRRU, Jodhpur, Rajasthan.
- III. Dr. Lokanath Behera, Associate Professor & HoD, Repertory, National Institute of Homoeopathy, (An Autonomous Institute) Ministry of Ayush, Govt. of India, Block- GE, Sector-III, Salt Lake, Kolkata - 700106