

## I PROFESSIONAL BHMS

1. COURSE CODE: HomUG-R-I

SUBJECT NAME: HOMOEOPATHIC REPERTORY and CASE TAKING

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## 1. PREAMBLE

The Homoeopathic Materia Medica has expanded manifold since the proving of "Cinchona Bark" by Dr. Samuel Hahnemann and today we have over five thousand remedies in the Materia Medica. It is impossible for any human mind to memorise all the symptoms of each drug and to recall those symptoms while prescribing. Therefore, the need of indexing of these symptoms along with the drugs producing those symptoms were felt by Dr. Samuel Hahnemann himself and subsequently by other homoeopaths for prescribing at the bedside of the patient.

Homoeopathic Repertory is a Dictionary or Storehouse or an index to the huge mass of symptoms of the Homoeopathic Materia Medica. The repertory is organized in a practical form indicating the relative gradation of drugs. Repertories not only contain symptoms of proving but also clinical and pathological symptoms found in the Homoeopathic Materia Medica. Repertories serve as an instrument at the disposal of the physician for sifting through the maze of symptoms of the vast Homoeopathic Materia Medica.

Repertories aim at simplifying the work of the physician to find the indicated remedy by eliminating the non-indicated remedies. Repertorisation is not the end but a means to arrive to the simillimum and reference to Homoeopathic Materia Medica based on sound principles of Philosophy is the final court of appeal.

Each repertory has been compiled on the basis of distinct philosophy, structure and utility. In order to use these instruments effectively, one must understand thoroughly its conceptual base, construction and utility and limitations. Even though there are a number of repertories, the student at the under graduate level is expected to learn the philosophy and application of basic core repertories namely Kent, Boger's Boenninghausen Characteristics and Repertory and Boenninghausen's Therapeutic Pocket Book. The subject of Repertory must not be taught in isolation but must be taught in horizontal integration with Anatomy, Physiology in I BHMS; Pathology, Surgery, Gynaecology and Practice of Medicine in II BHMS; Surgery, Gynaecology, Practice of Medicine in III BHMS and Practice of Medicine in IV BHMS and vertically integrated with Homoeopathic Materia Medica and Organon and Homoeopathic Philosophy in all the years. Integrated teaching in all the years will help the student to grasp and understand the subjects better and connect repertory to all other subjects.

Similarly, case taking demands virtual integration of all the subjects taught from the Ist BHMS to IV BHMS in the consulting room or at the bedside. The physician can never say that he has learnt all that is to the case taking process. Every new patient has a new lesson to teach.

The advent of computerization and resulting software has opened up vast newer avenues to collate and correlate the vast information found in the Homoeopathic Materia Medica through the repertories. Continued exploration of these connections will generate new data, newer repertories and the newer application to existing or newer illnesses.

## **2. PROGRAMME OUTCOMES:**

At the end of the course of the undergraduate studies, the homoeopathic physician must

- 1) Develop the knowledge, skills, abilities and confidence as a primary care homoeopathic practitioner to attend to the health needs of the community in a holistic manner
- 2) Correctly assess and clinically diagnose common clinical conditions prevalent in the community from time to time
- 3) Identify and incorporate the socio-demographic, psychological, cultural, environmental & economic factors affecting health and disease in clinical work
- 4) Recognize the scope and limitation of homoeopathy in order to apply Homoeopathic principles for curative, prophylactic, promotive, palliative, and rehabilitative primary health care for the benefit of the individual and community
- 5) Be willing and able to practice homoeopathy as per medical ethics and professionalism.
- 6) Discern the scope and relevance of other systems of medical practice for rational use of cross referrals and role of life saving measures to address clinical emergencies
- 7) Develop the capacity for critical thinking, self reflection and a research orientation as required for developing evidence based homoeopathic practice.
- 8) Develop an aptitude for lifelong learning to be able to meet the changing demands of clinical practice
- 9) Develop the necessary communication skills and enabling attitudes to work as a responsible team member in various healthcare settings and contribute towards the larger goals of national health policies such as school health, community health and environmental conservation.

## **3. COURSE OUTCOMES (CO):**

At the end of course in Repertory, the Final BHMS student shall be able to

1. Describe the philosophical background, construction, utility and limitations of various repertories

2. Demonstrate case taking and show empathy with the patient and family during case taking
3. Demonstrate various steps for systematic case processing viz. analysis of case, evaluation of symptoms as per Homoeopathic principles to form Totality of symptoms
4. Choose the appropriate repertorial approach, Method and Technique to repertorize a case
5. Utilize Repertory as a tool to find out simillimum in all types of cases and in the study of Materia Medica
6. Integrate other subjects in understanding the construction and utility of repertories
7. Utilize different software for Repertorization, patient data management and record keeping.
8. Demonstrate aptitude to utilize repertory for research in Homoeopathy and lifelong learning

#### **COURSE OUTCOMES OF REPERTORY FOR I BHMS**

At the end of IBHMS, the student should be able to,

1. Define Repertory.
2. Explain the need and utility of repertory to find simillimum, and for the study of Materia Medica
3. Define various terminologies used in repertory
4. Locate different rubrics related to anatomy, physiology and psychology in Kent's Repertory
5. Illustrate the construction of Kent's Repertory as per the Hahnemannian Anatomical schema

#### **4. TEACHING HOURS**

| <b>Total Number of Teaching Hours: 21</b>             |                 |                     |              |
|---|-----------------|---------------------|--------------|
| <b>Course Name</b>                                    | <b>Lectures</b> | <b>Non-Lectures</b> | <b>Total</b> |
| Homoeopathic Repertory and Case Taking<br>(HomUG-R-I) | 21              | -                   | 21           |

## 5. COURSE CONTENT ( Hom - UG-R-I)

| S.No | List of Topics   | Lecture Hours |
|------|--|---------------|
| 1    | <b>Introduction to Repertory, Definition and Meaning of Repertory</b> <ul style="list-style-type: none"><li>❖ General Introduction to Repertory</li><li>❖ Origin of Repertory</li><li>❖ Need of Repertory</li><li>❖ Definition of Repertory</li><li>❖ Meaning of REPERTORIUM</li></ul> | 3             |
| 2    | <b>Need and uses of repertory and repertorisation</b> <ul style="list-style-type: none"><li>❖ Uses and Scopes of Repertory</li><li>❖ Limitations of Repertory</li><li>❖ Definition of Repertorization</li><li>❖ Introduction to Methods and Techniques of Repertorization</li></ul>    | 3             |
| 3    | <b>Terminologies relevant to Repertory</b> <ul style="list-style-type: none"><li>❖ Repertory</li><li>❖ Rubric</li></ul>  | 3             |

|  |   |  |
|--|---|--|
|  | <ul style="list-style-type: none"><li>❖ Gradation</li><li>❖ Cross Reference</li><li>❖ Synonym</li><li>❖ Repertorization</li><li>❖ Totality of Symptoms</li><li>❖ Repertorial Totality</li><li>❖ Potential Differential Field</li><li>❖ Conceptual Image</li><li>❖ Case taking</li><li>❖ Analysis of a case</li><li>❖ Evaluation of a Case</li><li>❖ Longitudinal case Study</li><li>❖ Cross Section Study of a case</li><li>❖ General Repertory</li><li>❖ Regional Repertory</li><li>❖ Logico-Utilitarian Repertory</li><li>❖ Puritan Repertory</li></ul> |  |
|--|---|--|

|   |  |   |
|---|--|---|
| 4 | <p><b>Correlation of Anatomy, Physiology and Psychology with Repertory</b></p> <ul style="list-style-type: none"> <li>❖ Introduction to correlation Anatomy, Physiology and Psychology with Repertory</li> <li>❖ Chapters and Rubrics related to Anatomical parts in Dr. Kent's Repertory</li> <li>❖ Chapters and Rubrics related to Physiology in Dr. Kent's Repertory</li> <li>❖ Rubrics related to emotions, intellect and memory in Mind chapter of Dr.Kent Repertory</li> </ul> | 6 |
| 5 | <p><b>Schematic representation of chapters in Kent's repertory</b></p> <ul style="list-style-type: none"> <li>❖ Introduction to Kent's Repertory</li> <li>❖ Listing of Chapters in Kent's Repertory</li> <li>❖ Correlation of Chapters in Kent's Repertory to Hahnemannian Anatomical Schema</li> <li>❖ Chapters and Rubrics related to anatomical structures, physiological processes and psychology in Kent's Repertory</li> </ul>   | 6 |



## 6. Teaching Learning Methods

| <b>Theory</b>          | <b>Practicals/ Clinics</b> |
|------------------------|----------------------------|
| Lectures               | Clinical Bedside Teaching  |
| Small Group Discussion | Integrated Clinics         |
| Integrated Lectures    | Case Study                 |
| Integrated Seminars    | Rubric Banks               |
| Assignments            |                            |
| Rubric Banks           |                            |
| Library Reference      |                            |

## 7. Content Mapping (Theory) of Course Hom UG-R-I

| S.No   | Generic Competency                       | Subject Area              | Millers Level:<br>Does/Shows how/<br>Knows how/<br>Knows | Specific Competency                                      | SLO/<br>Outcome                                 | Blooms Domain | Guilbert's Level            | Must Know/<br>Desirable to know/<br>nice to know | T-L Methods                     | Formative Assessment | Summative Assessment | Integration Departments-<br>Horizontal/<br>Vertical/<br>Spiral  |
|--|--|---------------------------|--|--|---|---------------|-----------------------------|--|---------------------------------|----------------------|----------------------|---|
| <b>Topic 1- Introduction to Repertory, Definition and Meaning of Repertory</b> |  |                           |  |  |   |               |                             |  |                                 |                      |                      |   |
| HomUG-R-I-1.1  | Gathering and Integration of information | Introduction to Repertory | Knows  | Get acquainted with tools required to search for remedy. | <i>Define</i> the term Repertory                | Cognitive     | Level I (Remember / recall) | Must Know  | Lecture, Small Group discussion | MCQ, SAQ, Viva Voce  | -----<br>-           | Horizontal Integration with Materia Medica and Organon of medicine, Spiral Integration in II, III and IV BHMS |
| HomUG-R-I-1.2  |  |                           | Knows  |  | <i>Explain</i> the meaning of Repertory         | Cognitive     | Level I (Remember / recall) | Desirable to know                                | Lecture, Small Group discussion | MCQ, SAQ, Viva Voce  | -----<br>-           |   |
| HomUG-R-I-1.3  |  |                           | Knows  |  | <i>Discuss</i> the origin of the word Repertory | Cognitive     | Level II (Understand)       | Nice to know                                     | Lecture, Small Group discussion | MCQ, SAQ, Viva Voce  | -----<br>-           |   |

|               |  |  |       |  |  |           |                             |           |  |                     |            |  |
|---------------|--|--|-------|--|--|-----------|-----------------------------|-----------|--|---------------------|------------|--|
| HomUG-R-I-1.4 |  |  | Knows |  | List three uses and three limitations of Repertory | Cognitive | Level I (Remember / recall) | Must Know | Lecture, Integrated teaching (with Materia Medica)<br><br>Small Group discussion | MCQ, SAQ, Viva Voce | -----<br>- |  |
|---------------|--|--|-------|--|--|-----------|-----------------------------|-----------|--|---------------------|------------|--|

**TOPIC 2: Need and uses of repertory and repertorisation**

|               |  |  |       |  |                               |           |                       |           |                                 |                     |            |   |
|---------------|--|--|-------|--|-------------------------------|-----------|-----------------------|-----------|---------------------------------|---------------------|------------|---|
| HomUG-R-I-2.1 | Gathering and Integration of information | Need and uses of repertory and repertorisation | Knows | Get acquainted with tools required to search for remedy. | Explain the need of repertory | Cognitive | Level II (Understand) | Must know | Lecture, Small Group discussion | MCQ, SAQ, Viva Voce | -----<br>- | Horizontal Integration with Materia Medica and Organon of medicine, Spiral Integration in II, III and IV BHMS |
|---------------|--|--|-------|--|-------------------------------|-----------|-----------------------|-----------|---------------------------------|---------------------|------------|---|

|               |  |  |       |  |   |           |                       |                   |  |                     |            |  |
|---------------|--|--|-------|--|---|-----------|-----------------------|-------------------|--|---------------------|------------|--|
| HomUG-R-I-2.2 |  |  | Knows |  | <i>Explain</i> the need of Repertorization to find a simillimum                     | Cognitive | Level II (Understand) | Desirable to know | Lecture, Small Group discussion                    | MCQ, SAQ, Viva Voce | -----<br>- |  |
| HomUG-R-I-2.3 |  |  | Knows |  | <i>Describe</i> the uses of Repertory   | Cognitive | Level II (Understand) | Must know         | Lecture, Small Group discussion                    | MCQ, SAQ, Viva Voce | -----<br>- |  |
| HomUG-R-I-2.4 |  |  | Knows |  | <i>Describe</i> the limitations of Repertory  | Cognitive | Level II (Understand) | Must know         | Lecture, Small Group discussion                    | MCQ, SAQ, Viva Voce | -----<br>- |  |
| HomUG-R-I-2.5 |  |  | Knows |  | <i>Discuss</i> the use of Repertory as a tool to select the remedy for a given case | Cognitive | Level II (Understand) | Desirable to know | Lecture, Small Group discussion, Clinical Teaching | MCQ, SAQ, Viva Voce | -----<br>- |  |

**TOPIC 3: Terminologies relevant to Repertory**

|               |  |                                 |       |  |  |           |                             |           |  |                     |            |   |
|---------------|--|---------------------------------|-------|--|--|-----------|-----------------------------|-----------|--|---------------------|------------|---|
| HomUG-R-I-3.1 | Gathering and Integration of information | Terminologies used in repertory | Knows | To understand the definition of various terminologies used in repertory in order to apply them for Repertorization | <i>Define</i> different terminology associated with repertory  | Cognitive | Level I (Remember / recall) | Must know | Lecture, Small Group discussion,                   | MCO, SAQ, Viva Voce | -----<br>- | Horizontal Integration with Materia Medica and Organon of medicine, Spiral Integration in II, III and IV BHMS |
| HomUG-R-I-3.2 |  |                                 | Knows |  | <i>Explain</i> the meaning and use of each terminology         | Cognitive | Level II (Understand)       | Must know | Lecture, Small Group discussion, Clinical teaching | MCO, SAQ, Viva Voce | -----<br>- |   |
| HomUG-R-I-3.3 |  |                                 | Knows |  | <i>Apply</i> the terminology in the process of Repertorization | Cognitive | Level II (Understand)       | Must know | Lecture, Small Group discussion, Clinical teaching | MCO, SAQ, Viva Voce | -----<br>- |   |

| TOPIC 4: Correlation of Anatomy, Physiology and Psychology with Repertory |   |  |       |   |  |           |                       |           |  |                           |       |                                     |
|---|---|--|-------|---|--|-----------|-----------------------|-----------|--|---------------------------|-------|-------------------------------------|
| HomUG-R-I-4.1   | Gathering and Integration of information, Problem Solving | Correlation of Anatomy, Physiology and Psychology with Repertory | Knows | To correlate the knowledge of Anatomy, physiology And Psychology in construction of Repertory and Rubrics | Apply the correlation of Anatomical Structures to Chapters and Rubrics in Kent's Repertory | Cognitive | Level II (Understand) | Must know | Lecture, Small Group discussion, Clinical teaching | MCQ, SAQ, Viva Voce, OSPE | ----- | Integrated teaching with Anatomy    |
| HomUG-R-I-4.2   |   |  | Knows |   | Relate normal physiological Processes to the Chapters and Rubrics in Kent's Repertory      | Cognitive | Level II (Understand) | Must know | Lecture, Small Group discussion, Clinical teaching | MCQ, SAQ, Viva Voce, OSPE | ----- | Integrated teaching with Physiology |

|               |  |  |           |  |  |             |                       |           |  |                           |       |   |
|---------------|--|--|-----------|--|--|-------------|-----------------------|-----------|--|---------------------------|-------|---|
| HomUG-R-I-4.3 |  |  | Knows     |  | Apply the correlation of psychology Chapters and Rubrics in Kent's Repertory                     | Cognitive   | Level II (Understand) | Must know | Lecture, Small Group discussion, Clinical teaching | MCQ, SAQ, Viva Voce, OSPE | ----- | Integrated teaching with Psychology     |
| HomUG-R-I-4.4 |  |  | Shows how |  | Locate to Anatomy, Physiology and Psychology in Kent's repertory                                 | Psychomotor | Level II (Control)    | Must know | Lecture, Small Group discussion, Clinical teaching | MCQ, SAQ, Viva Voce, OSPE | ----- |   |
| HomUG-R-I-4.5 |  |  | Knows     |  | Apply rubrics related to Anatomy, Physiology and Psychology in understanding remedies in Materia | Cognitive   | Level II (Understand) | Must know | Lecture, Small Group discussion, Clinical teaching | MCQ, SAQ, Viva Voce, OSPE | ----- | Integrated teaching with Materia Medica |

|  |   |  |           |   |   |           |                             |           |  |                           |       |   |
|--|---|--|-----------|---|---|-----------|-----------------------------|-----------|--|---------------------------|-------|---|
|  |   |  |           |   | Medica and Repertory  |           |                             |           |  |                           |       |   |
| <b>TOPIC 5: Schematic representation of chapters in Kent's repertory</b> |   |  |           |   |   |           |                             |           |  |                           |       |   |
| HomUG-R-I-5.1  | Gathering and Integration of information, Problem Solving | Schematic representation of chapters in Kent's repertory | Knows     | To understand the arrangement of Chapters in Dr. Kent's Repertory | List the 37 chapters of Kent's Repertory in the proper order            | Cognitive | Level I (Remember / recall) | Must know | Lecture, Small Group discussion, Clinical teaching | MCQ, SAQ, Viva Voce, OSPE | ----- | Horizontal Integration with Materia Medica and Organon of medicine, Spiral Integration in II, III and IV BHMS |
| HomUG-R-I-5.2  |   |  | Shows how |   | Demonstrate the relation of chapters in Kent's Repertory to Anatomy and | Cognitive | Level II (Understand)       | Must know | Lecture, Small Group discussion, Clinical teaching | MCQ, SAQ, Viva Voce, OSPE | ----- |   |



|               |  |  |       |  |  |           |                       |                   |  |                           |       |  |
|---------------|--|--|-------|--|--|-----------|-----------------------|-------------------|--|---------------------------|-------|--|
|               |  |  |       |  | Physiology and mental rubrics to Psychology  |           |                       |                   |  |                           |       |  |
| HomUG-R-I-5.3 |  |  | Knows |  | <i>Discuss the correlation of chapters in Kent's Repertory to the schematic representation of remedies in Materia Medica</i> | Cognitive | Level II (Understand) | Desirable to know | Lecture, Small Group discussion, Clinical teaching | MCQ, SAQ, Viva Voce, OSPE | ----- |  |

### 8. List of Practical Topics

| S.No | Name of Topic  | Activity/ Practical  | TL Method                                |
|------|--|--|--|
| 1    | Basic Structure of Repertory showing arrangement of rubric of anatomy, physiology and psychology | Arrangement of Chapters and rubrics related to anatomical structures, physiology and psychology (Emotions, intellect and | Integrated teaching in Clinics in I BHMS |

|  |  |                                |  |
|--|--|--------------------------------|--|
|  |  | behaviour) in Kent's Repertory |  |
|--|--|--------------------------------|--|

#### 9. List of Recommended Books

- ❖ Dhawale ML (2000) - Principles and Practice of Homoeopathy, 3<sup>rd</sup> Edition, Institute of Clinical Research Mumbai
- ❖ Hahnemann S (2017). Organon of Medicine 6<sup>th</sup> edition, 48<sup>th</sup> Impression, B. Jain Publishers
- ❖ Kent, JT- Repertory of the Homoeopathic Materia Medica (Sixth American Edition), 54<sup>th</sup> Impression (2017), B. Jain Publishers
- ❖ Kishore, Jugal (2004) - Evolution of Homoeopathic Repertories and Repertorization, Revised Edition, B. Jain Publishers
- ❖ Munir Ahmed R (2016). Fundamentals of Repertories: alchemy of homeopathic methodology. Hi-Line Publishers, Bengaluru.
- ❖ Patel, R.P (1998): The Art of Case Taking and Practical Repertorization, 6<sup>th</sup> Edition. Sai Homoeopathic Book Corporation
- ❖ Tiwari, Shashikant (2005) - Essentials of Repertorisation, 4<sup>th</sup> Edition, B. Jain Publishers

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**Subject Code: HomUG-Yoga I****Subject: Yoga for Health Promotion**

The syllabus of Yoga for the 1st BHMS students should include the basic concept of Yoga and its philosophy, with a clear idea of the different section of asana, pranayama, kriya and meditation. Total 30 hours of class will include practical training. The students will be trained in understanding the relationship between Yoga and Homoeopathy in a wholistic approach, and the point of application of yoga in part of treatment.

The topic and respective allotted hours are as follows-

| Sr.no.1 | TOPIC   | CLASS   |
|---------|---|---------|
| 1.      | Yoga definition, concept, types, benefits, and origin.  | Hours 1 |
| 2.      | History and patanjali, yoga philosophy and development of yoga.   | Hours 1 |
| 3.      | Astanga, yoga, hathayoga.   | Hours 1 |
| 4.      | Asana-types, examples, benefits.  | Hours 1 |
| 5.      | Corelation of vital force and prana.  | Hours 1 |
| 6.      | Meditation-types, methods, benefits.  | Hours 1 |
| 7.      | Kriya-types, methods, benefits.   | Hours 1 |
| 8.      | Relationship of yoga and homoeopathy on wholistic plane.  | Hours 1 |
| 9.      | Application of yoga in terms of hahnemann's accessory circumtanses.   | Hours 1 |
| 10.     | Pranayanam, types, benefits.  | Hours 1 |
| 11.     | Practical learning about asanas (postures)-pawanmuktasna, backstreching, sunsalutation, classical sequences.                  | Hours 5 |
| 12.     | Practical learning about Breathing, pranyama including abdominal, thoracic, clavicular, hasthamudra, vilom, lung sensitising. | Hours 5 |
| 13.     | Practice of relaxation, tense and relax, short yoganidra, extended, savasana, yoganidra, sankalpa.                            | Hours 5 |
| 14.     | Meditation practice, sitting posture, kaya sthairam, omchanting, trataka.   | Hours 5 |