

**Subject Name- Homoeopathic Repertory and Case Taking**

**Subject Code: HomUG-R-II**

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## **1. Preamble**

The repertory is a dictionary or storehouse or an index to the huge mass of symptoms of the 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 Materia Medica and additions made by authors based on their clinical experience. As no mind can memorize all the symptoms of the Materia Medica with their relative grading, repertories serve as an instrument at the disposal of the physician for sifting through the maze of symptoms of the vast Materia Medica. Case taking is the elementary mode of collecting data from the patient and the principles and techniques of case taking will demand constant updating of knowledge of the disease processes and way of interacting with human beings.

Need of the repertory as a tool arose when the number of remedies went on increasing and it was becoming humanly difficult to remember all the symptoms. A simple solution was to index the symptoms with the name of the drug. 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 means to arrive to the simillimum and reference to 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. 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 undergraduate level is expected to learn the philosophy and application of basic core repertories namely Kent, BBCR and BTPB. The subject of Repertory must not be taught in isolation but must be taught in horizontal integration with Anatomy and Physiology in I BHMS, Pathology in II BHMS, Surgery and Gynaecology in III BHMS and Practice of Medicine in IV BHMS and vertically integrated with Materia Medica and Organon and Homoeopathic Philosophy in all the years. Integrated teaching over 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 virtually integrating all the subjects taught from the I through IV BHMS in the consulting room or at the bedside. The physician can never say that he has learnt all every new patient has a new lesson to teach.

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

## 2. Course outcomes

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 similimum 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 dimension 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).
- v. Choose an appropriate approach for the case, construct the Repertorial Totality and select the appropriate rubrics and technique of repertorisation.
- vi. Identify the medium, method, process and technique of repertorization.
- vii. Display empathy with the patient and family during case taking.
- viii. Communicate to the patient and attendants the need for sharing patient related information for a complete homoeopathic case taking.
- ix. Develop ability to apply different case taking skills.
- x. Search for the appropriate rubrics in different repertory.
- xi. Understanding and evolution of modern repertories, computerized repertories, operate and use software-based repertories for repertorization.

### **3. Learning objectives**

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

1. Describe the steps of case taking in acute and chronic cases
2. Perform simple case taking in acute and chronic case under guidance
3. Illustrate the structure of Boericke repertory
4. Locate different pathological rubrics from Boericke repertory and Kent's repertory

### **4. Course content and its term-wise distribution(theory)**

#### **4.1 Case Taking (Term I)**

- 4.1.1 Demonstration of Homoeopathic case taking in simple, acute and chronic cases (*refer to the table in Annex-A at the end defining category of the cases*)
- 4.1.2 Instructions given in Organon regarding case taking

#### **4.2 Correlation of Repertory with Disease and Pathology (Term II)**

- 4.2.1 Introduction to Boericke's repertory
- 4.2.2 Representation of different pathologies and pathogenesis in Boericke and Kent repertory
- 4.2.3 Understanding holistic concept of disease, constitution, diathesis, susceptibility and temperament

## 5. Teaching hours

### 5.1. Gross division of teaching hours

| <b>Homoeopathic Repertory and Case Taking</b> |                                 |                                     |
|-----------------------------------------------|---------------------------------|-------------------------------------|
| <b>Year</b>                                   | <b>Teaching hours- Lectures</b> | <b>Teaching hours- Non-lectures</b> |
| II BHMS                                       | 50                              | 30                                  |

### 5.2. Teaching hours theory

| <b>S. No.</b>  | <b>List of Topics</b>                                                                              | <b>Hours ( Total 50 hrs)</b> |
|----------------|----------------------------------------------------------------------------------------------------|------------------------------|
| <b>Term I</b>  |                                                                                                    |                              |
| 1.             | Demonstration of Homoeopathic case taking in simple acute cases                                    | 09                           |
| 2.             | Demonstration of Homoeopathic case taking in simple chronic cases                                  | 08                           |
| 3.             | Instruction given in Organon regarding case taking                                                 | 05                           |
| <b>Total</b>   |                                                                                                    | <b>22</b>                    |
| <b>Term II</b> |                                                                                                    |                              |
| 4.             | Introduction to Boericke repertory                                                                 | 10                           |
| 5.             | Representation of different pathologies and pathogenesis in Boericke and Kent repertory            | 06                           |
| 6.             | Understanding holistic concept of disease, constitution, diathesis, susceptibility and temperament | 12                           |
| <b>Total</b>   |                                                                                                    | <b>28</b>                    |

### 5.3. Teaching hours Non-lecture

| Sr. No         | Non-Lecture Activity                                                | Hours     |
|----------------|---------------------------------------------------------------------|-----------|
| <b>Term I</b>  |                                                                     |           |
| 1              | Clinical                                                            | 15        |
| 2              | Demonstrative                                                       |           |
| 2(a)           | Seminar / Tutorials                                                 | 01        |
| 2(b)           | Problem based learning/ Case Based Learning                         | 02        |
| 2(c)           | Assignment/ Symposium / Group discussion                            | 02        |
| <b>Term II</b> |                                                                     |           |
| 1              | Clinical                                                            | 05        |
| 2              | Demonstrative                                                       |           |
| 2(a)           | Seminar / Tutorials                                                 | 01        |
| 2(b)           | Problem based learning/ Case Based Learning                         | 01        |
| 2(c)           | Assignment/ Symposium / Group discussion// Rubric hunting exercises | 03        |
|                | <b>Total</b>                                                        | <b>30</b> |

## 6. Content mapping

### 6.1. Topic: - Demonstration of Homoeopathic Case Taking in simple acute cases (importance & its application) and instructions given in Organon regarding case taking

| Sl. No.         | Domain of Competency | Miller's level | Content                                                                                                                | SLO                                                                                             | Bloom/ Guilbert                        | Priority          | Teaching-Learning Method/Media | Assessment |           | Integration                                                                                |
|-----------------|----------------------|----------------|------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------|----------------------------------------|-------------------|--------------------------------|------------|-----------|--------------------------------------------------------------------------------------------|
|                 |                      |                |                                                                                                                        |                                                                                                 |                                        |                   |                                | F          | S         |                                                                                            |
| Hom UG-R-II-2.1 | K/HO                 | Knows          | Acquiring knowledge, skill and attitude about patient and doctor communication and examination in simple acute disease | Define an acute Disease                                                                         | Cognitive/ Level -1 Remembers/ Recalls | Must Know         | Lecture Small Group Discussion | SAQ        | Viva-voce | Horizontal integration with Organon of Medicine<br><br>Spiral Integration in III & IV BHMS |
| Hom UG-R-II-2.2 | K/HO                 | Knows          |                                                                                                                        | Classify diseases as per Hahnemann's Philosophy                                                 | Cognitive/ Level -1 Remembers/ Recalls | Desirable to Know | Lecture Small Group Discussion | SAQ        | Viva-voce |                                                                                            |
| Hom UG-R-II-2.3 | K/HO                 | Knows          |                                                                                                                        | State the Aphorisms dealing with Acute Case Taking and classification of acute disease          | Cognitive/ Level -1 Remembers/ Recalls | Must know         | Lecture Integrated discussion  | SAQ        | Viva-voce |                                                                                            |
| Hom UG-R-II-2.4 | K/HO/PC              | Knows how      |                                                                                                                        | Explain the basic structure of case taking. List the steps of case taking in simple acute cases | Cognitive/ Level -1 Remembers/ Recalls | Must know         | Lecture Integrated discussion  | SAQ        | Viva-voce |                                                                                            |

| Sl. No.         | Domain of Competency | Miller's level | Content | SLO                                                             | Bloom/ Guilbert                                                                              | Priority  | Teaching-Learning Method/Media            | Assessment    |   | Integration                                                  |
|-----------------|----------------------|----------------|---------|-----------------------------------------------------------------|----------------------------------------------------------------------------------------------|-----------|-------------------------------------------|---------------|---|--------------------------------------------------------------|
|                 |                      |                |         |                                                                 |                                                                                              |           |                                           | F             | S |                                                              |
| Hom UG-R-II-2.5 | K/HO/PC              | Shows how      |         | Demonstration of simple acute case taking                       | Psychomotor Level -1 Interpret/ Decide/ Demonstrate Cognitive/ Level -2 Understand/ describe | Desirable | Clinical Class Small Group Discussion (I) | SAQ Viva-voce | — | Horizontal integration with Pathology & Practice of Medicine |
| Hom UG-R-II-2.6 | K/HO/PC              | Shows how      |         | Observe the skills of clinical examination of simple acute case | Psychomotor Level -1 Interpret/ Decide/ Demonstrate                                          | Desirable | Clinical Class Small Group Discussion     | SAQ Viva-voce | — | Spiral Integration in III & IV BHMS                          |

**6.2. Topic: - Demonstration of Homoeopathic Case Taking in simple Chronic cases (importance & its application) and instructions given in Organon regarding Case Taking**

| Sl. No.         | Domain of Competency | Miller's level | Content                                       | SLO                                                    | Bloom/ Guilbert                        | Priority  | Teaching-Learning Method/Media | Assessment    |   | Integration                                      |
|-----------------|----------------------|----------------|-----------------------------------------------|--------------------------------------------------------|----------------------------------------|-----------|--------------------------------|---------------|---|--------------------------------------------------|
|                 |                      |                |                                               |                                                        |                                        |           |                                | F             | S |                                                  |
| Hom UG-R-II-2.7 | K/HO                 | Knows          | Acquiring knowledge, skill and attitude about | Define a Chronic Disease as per Hahnemann's Philosophy | Cognitive/ Level -1 Remembers/ Recalls | Must Know | Lecture Small Group Discussion | SAQ Viva-voce | — | Horizontal integration with Organon of Medicine, |

| Sl. No.          | Domain of Competency | Miller's level | Content                                                             | SLO                                                                                       | Bloom/ Guilbert                                                                              | Priority          | Teaching-Learning Method/Media                                       | Assessment      |   | Integration                                                                       |
|------------------|----------------------|----------------|---------------------------------------------------------------------|-------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------|-------------------|----------------------------------------------------------------------|-----------------|---|-----------------------------------------------------------------------------------|
|                  |                      |                |                                                                     |                                                                                           |                                                                                              |                   |                                                                      | F               | S |                                                                                   |
| Hom UG-R-II-2.8  | K/HO                 | Knows          | patient and doctor communication and examination in chronic disease | Classify chronic diseases as per Hahnemann's Philosophy                                   | Cognitive/ Level -1 Remembers/ Recalls                                                       | Desirable to Know | Lecture Small Group Discussion                                       | SAQ Viva - voce | — | Spiral Integration in III & IV BHMS                                               |
| Hom UG-R-II-2.9  | K/HO                 | Knows          |                                                                     | List the aphorisms dealing with Chronic Case Taking                                       | Cognitive/ Level -1 Remembers/ Recalls                                                       | Must know         | Lecture Integrated discussion                                        | SAQ Viva - voce | — |                                                                                   |
| Hom UG-R-II-2.10 | K/HO/PC              | Knows how      |                                                                     | Explain the basic structure of chronic case taking. List the steps of chronic case taking | Cognitive/ Level -1 Remembers/ Recalls                                                       | Must know         | Lecture Integrated discussion                                        | SAQ Viva - voce | — |                                                                                   |
| Hom UG-R-II-2.11 | K/HO/PC              | Shows how      |                                                                     | Demonstration of case taking simple chronic cases                                         | Psychomotor Level -1 Interpret/ Decide/ Demonstrate                                          | Desirable         | Lecture/ Clinical Class Small Group Discussion Integrated discussion | SAQ Viva - voce | — | Horizontal integration with Organon of Medicine, Pathology & Practice of Medicine |
| Hom UG-R-II-2.12 | K/HO/PC              | Shows how      |                                                                     | Observe the skills of clinical examination of simple chronic case                         | Psychomotor Level -1 Interpret/ Decide/ Demonstrate Cognitive/ Level -2 understand/ describe | Desirable         | Clinical Class Small Group Discussion                                | SAQ Viva - voce | — |                                                                                   |

### 6.3. Topic: - Introduction to Boericke's Repertory

| Sl. No.         | Domain of Competency | Miller's level | Content                                        | SLO                                                                                                   | Bloom/ Guilbert                        | Priority          | Teaching-Learning Method/Media | Assessment         |   | Integration                                                                                                          |
|-----------------|----------------------|----------------|------------------------------------------------|-------------------------------------------------------------------------------------------------------|----------------------------------------|-------------------|--------------------------------|--------------------|---|----------------------------------------------------------------------------------------------------------------------|
|                 |                      |                |                                                |                                                                                                       |                                        |                   |                                | F                  | S |                                                                                                                      |
| Hom UG-R-II-3.1 | K/HO                 | Knows          | Acquiring knowledge about Boericke's Repertory | Discuss the life history of Oscar Boericke with reference to his contributions to repertory           | Cognitive/ Level -1 Remembers/ Recalls | Nice to Know      | Lecture                        | Viva - voce        | — | Horizontal integration with Organon of Medicine                                                                      |
| Hom UG-R-II-3.2 | K/HO                 | Knows          |                                                | Outline the Plan of Boericke's Repertory                                                              | Cognitive/ Level -1 Remembers/ Recalls | Desirable to Know | Lecture Rubric Hunting         | SAQ<br>Viva - voce | — |                                                                                                                      |
| Hom UG-R-II-3.3 | K/HO                 | Knows          |                                                | Describe the Construction of Boericke's Repertory                                                     | Cognitive/ Level -1 Remembers/ Recalls | Must know         | Lecture Rubric Hunting         | SAQ<br>Viva - voce | — |                                                                                                                      |
| Hom UG-R-II-3.4 | K/HO                 | Knows          |                                                | Explain the Importance of knowledge of pathology and clinical medicine for using Boericke's Repertory | Cognitive/ Level -2 Remembers/ Recalls | Desirable to Know | Lecture Rubric Hunting         | SAQ<br>Viva - voce | — |                                                                                                                      |
| Hom UG-R-II-3.5 | K/HO                 | Knows how      |                                                | Mention the Scope, Limitation & adaptability of Boericke's Repertory                                  | Cognitive/ Level -2 Understands        | Desirable         | Lecture Rubric Hunting         | SAQ<br>Viva - voce | — | Horizontal integration with Organon of Medicine, Pathology, Practice of Medicine Spiral Integration in III & IV BHMS |

#### 6.4. Topic: - Representation of different pathologies and pathogenesis in Boericke and Kent

| Sl. No.         | Domain of Competency | Miller's level | Content                                                                                             | SLO                                                                                            | Bloom/ Guilbert                        | Priority          | Teaching-Learning Method/Media | Assessment |   | Integration                                                                                     |
|-----------------|----------------------|----------------|-----------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|----------------------------------------|-------------------|--------------------------------|------------|---|-------------------------------------------------------------------------------------------------|
|                 |                      |                |                                                                                                     |                                                                                                |                                        |                   |                                | F          | S |                                                                                                 |
| Hom UG-R-II-4.1 | K/HO                 | Knows How      | Identifying Representation of different pathologies and pathogenesis in Boericke and Kent Repertory | Identify the rubrics representing different pathologies and pathogenesis in Boericke repertory | Cognitive/ Level -1 Remembers/ Recalls | Desirable to Know | Lecture Rubric Hunting         | MCQ Quiz   | - | Horizontal integration with Pathology, Practice of Medicine Spiral Integration in III & IV BHMS |
| Hom UG-R-II-4.2 | K/HO                 | Knows How      | Identifying Representation of different pathologies and pathogenesis in Boericke and Kent Repertory | Identify the rubrics representing different pathologies and pathogenesis in Kent repertory     | Cognitive/ Level -1 Remembers/ Recalls | Desirable to Know | Lecture Rubric Hunting         | MCQ Quiz   | - |                                                                                                 |

**6.5. Topic: - Understanding holistic concept of disease, miasm, constitution, diathesis, susceptibility and temperament in Boericke and Kent Repertory**

| Sl. No.         | Domain of Competency | Miller's level | Content                                                                                                                    | SLO                                                                            | Bloom/Guilbert                               | Priority          | Teaching-Learning Method/Media | Assessment |   | Integration                                                                      |
|-----------------|----------------------|----------------|----------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------|----------------------------------------------|-------------------|--------------------------------|------------|---|----------------------------------------------------------------------------------|
|                 |                      |                |                                                                                                                            |                                                                                |                                              |                   |                                | F          | S |                                                                                  |
| Hom UG-R-II-5.1 | K/HO                 | Knows          | Understanding the representation of constitution, diathesis, susceptibility and temperament in Boericke and Kent Repertory | Discuss the holistic concept of Health with relation to the study of repertory | Cognitive/ Level - 1 Understands             | Desirable to Know | Lecture                        | Viva-voce  |   | Horizontal integration with Organon of Medicine, Pathology, Practice of Medicine |
| Hom UG-R-II-5.2 | K/HO                 | Knows          |                                                                                                                            | Discuss the concept of Disease with relation to the study of repertory         | Cognitive/ Level - 1 Understands             | Desirable to Know | Lecture                        | Viva-voce  |   |                                                                                  |
| Hom UG-R-II-5.3 | K/HO                 | Knows          |                                                                                                                            | Define Constitution, diathesis, susceptibility & Temperament                   | Cognitive/ Level - 2 Understands & interpret | Desirable to Know | Lecture                        | Viva-voce  |   | Spiral Integration in III & IV BHMS                                              |

| Sl. No.         | Domain of Competency | Miller's level | Content | SLO                                                                                                                       | Bloom/ Guilbert                              | Priority          | Teaching-Learning Method/Media | Assessment |   | Integration |
|-----------------|----------------------|----------------|---------|---------------------------------------------------------------------------------------------------------------------------|----------------------------------------------|-------------------|--------------------------------|------------|---|-------------|
|                 |                      |                |         |                                                                                                                           |                                              |                   |                                | F          | S |             |
| Hom UG-R-II-5.4 | K/HO                 | Knows How      |         | Identify the rubrics representing different constitution, diathesis, susceptibility and temperament in Boericke repertory | Cognitive/ Level - 2 Understands & interpret | Desirable to Know | Lecture Rubric Hunting         | MCQ Quiz   | — |             |
| Hom UG-R-II-5.5 | K/HO                 | Knows How      |         | Identify the rubrics representing different constitution, diathesis, susceptibility and temperament in Kent repertory     | Cognitive/ Level - 2 Understands & Interpret | Desirable to Know | Lecture Rubric Hunting         | MCQ Quiz   | — |             |

## 7. Teaching Learning Methods

| <b>Lectures (Theory)</b>                                                                     | <b>Non-lectures (Practical/Demonstrative)</b> |
|----------------------------------------------------------------------------------------------|-----------------------------------------------|
| Lecture                                                                                      | Clinical Class                                |
| Small Group Discussion                                                                       | Rubric hunting exercises                      |
| Integrated discussion with subjects of Organon of Medicine, Pathology & Practice of Medicine | Case based learning                           |
|                                                                                              | Seminar                                       |
|                                                                                              | Tutorial                                      |
|                                                                                              | Group Discussion                              |

## 8. Details of assessment

**Note- The assessment in II BHMS shall be done only as Internal Assessment (IA) in terms of Periodical Assessments ( PA) and Term Tests (TT) as detailed below. There shall not be any Final University Examination (FUE) at this level. The marks obtained in IA during II BHMS will be added to the marks of IA in the III BHMS University Examination.**

### Overall Scheme of Internal Assessment (IA)\*

| Professional Course/ Subject     | Term I (1-6 Months)    |                                                                                                                                                                                                                                                               | Term II (7-12 Months)   |                                                                                                                                                                                                                                                                                                                                          |
|----------------------------------|------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| II BHMS/<br>Practice of Medicine | PA I (end of 3 months) | TT I (end of 6 months)                                                                                                                                                                                                                                        | PA II (end of 9 months) | TT II (end of 12 months)                                                                                                                                                                                                                                                                                                                 |
|                                  | 10 Marks Viva- A       | 50 Marks Clinical/Practical and Viva - E<br>i) Viva voce -25 marks<br>ii) Clinical/practical- 25<br>a. Recording of Simple acute case - 20 marks<br>b. Analyse the case for acute and chronic disease as per Hahnemann's classification of disease - 05 marks | 10 Marks Viva- B        | 50 Marks Clinical/Practical and Viva – F Viva voce -25 marks<br>i) Clinical/practical- 25<br>a. Recording of Simple chronic case-15 marks<br>c. Analyse the case for acute and chronic disease as per Hahnemann's classification of disease - 05 marks<br>b. Locate the rubrics for pathologies in Boericke & Kent's repertory- 05 marks |

**\*Method of Calculation of Internal Assessment Marks in II BHMS for Final University Examination to be held in III BHMS:**

| Marks of PA I | Marks of PA II | Periodical Assessment Average<br>PA I+ PA II /2 | Marks of TT I | Marks of TT II | Terminal Test Average<br>TT I + TT II / 200 x 20 | Final Internal Assessment Marks |
|---------------|----------------|-------------------------------------------------|---------------|----------------|--------------------------------------------------|---------------------------------|
| <b>A</b>      | <b>B</b>       | <b>D</b>                                        | <b>E</b>      | <b>F</b>       | <b>G</b>                                         | <b>D+G/2</b>                    |

**9. List of recommended text/reference books**

- Ahmed Munir R(2016). Fundamentals of repertories: Alchemy of homeopathic methodology.
- Bidwell GI.(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.

**10. List of contributors**

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**Annexure A (in reference of course content sub clause 4.1.1)**

|                     | <b>Simple case</b>                                                                                                                                                                                                                                                                                       | <b>Moderate case</b>                                                                                                                                                                                                                                                                                                                                                                                                                    | <b>Difficult case</b>                                                                                                                                                                                                                                                                                                                           |
|---------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Acute case</b>   | A case of acute nature as defined by Hahnemann; which is presenting with complete symptoms of either one location or one system of single malady with no other comorbid conditions. Cases where case processing is easy and constructing totality/ rubric search for reference/ Repertorization is easy. | A case of acute nature as defined by Hahnemann; which is presenting with mixed symptomatology (complete as well incomplete symptoms) of multiple location or of single malady of functional level with other comorbid conditions of functional level. Cases where case processing needs a certain set of knowledge, skill for construction of totality and rubric search/ Repertorization is somewhat more difficult than simple cases. | A case of acute nature as defined by Hahnemann; which is presented with mixed symptomatology of multiple locations with structural changes or a complex disease. Cases where case processing needs a certain set of knowledge, skill for construction of totality and rubric search/ Repertorization is somewhat difficult than moderate cases. |
| <b>Chronic case</b> | A case of chronic nature as defined by Hahnemann; which is having complete symptoms of either one location or one system of single malady with no other comorbid conditions. Cases where case processing is easy and constructing Repertorial totality/ rubric search/ Repertorization is easy.          | A case of chronic nature as defined by Hahnemann; which is presenting with mixed symptomatology (complete as well incomplete symptoms) of multiple locations or of single malady of functional level with other comorbid conditions of functional level. Cases where case processing needs a certain set of knowledge, skill for construction of totality and rubric search/ Repertorization is somewhat difficult than simple cases.   | A case of chronic nature as defined by Hahnemann; with mixed symptomatology of multiple locations with structural changes or a complex disease. Cases where case processing needs a certain set of knowledge, skill for construction of totality and rubric search/ Repertorization is somewhat difficult than moderate cases                   |