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### Effectiveness of Remedial Classes in Enhancing Performance of Slow Learners in Homoeopathic Materia Medica: A Pre-Post Study

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**Abstract**  
**Background:** Teaching Homoeopathic Materia Medica poses unique challenges due to its vast symptomatology and the need for fine differentiation of remedies. First BHMS students often struggle with retention and application, resulting in underperformance. Identifying slow learners and providing remedial support may help improve outcomes.  
**Objective:** To evaluate the effectiveness of remedial classes and structured testing on the academic performance of slow learners in Homoeopathic Materia Medica.  
**Methods:** A pre-post interventional study was conducted among First BHMS students at Dhanvantari Homoeopathic Medical College, Nashik. Based on Terminal Examination results, students scoring less than 50% were categorized as slow learners. These students underwent remedial teaching sessions followed by a post-test. Scores of absentees were excluded. Data were analyzed for mean differences and percentage improvement.  
**Results:** Of 29 students, 28 completed both assessments. The mean pre-test (Terminal Exam) score was 15.11, while the mean post-test score after remedial intervention was 27.39, showing an 81.3% improvement. Individual student analysis revealed substantial score gains, with many students nearly doubling their performance. Graphical analysis confirmed a consistent upward trend.  
**Conclusion:** Remedial classes with repeated testing significantly enhanced the performance of First BHMS slow learners in Materia Medica. Incorporating such structured remedial strategies into homoeopathic education can strengthen learning outcomes, provided consistent participation is maintained (1,3,5).

**Introduction**



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