

HOMOEOPATHIC MANAGEMENT OF SCHOLASTIC BACKWARDNESS IN CHILDREN: A CASE SERIES

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ABSTRACT:

Background:

Scholastic backwardness refers to poor academic performance in children despite adequate schooling opportunities. It commonly manifests as reduced concentration, memory weakness, slow comprehension, poor classroom participation, and emotional disturbances. If not identified early, it may lead to low self-esteem, behavioral problems, and school dropout. Homoeopathy, based on the principle of individualization as described in the Organon of Medicine by Samuel Hahnemann, offers a holistic therapeutic approach that addresses both the cognitive and emotional aspects of the child.

Objective:

To evaluate the effectiveness of individualized homoeopathic medicines in improving scholastic performance among children with scholastic backwardness.

Methods:

A case series of five children aged between 6 and 18 years presenting with scholastic backwardness was studied. Detailed case taking was carried out based on homoeopathic principles, considering mental generals, physical generals, and characteristic symptoms. Individualized remedies were prescribed based on the totality of symptoms, and patients were followed up periodically. Assessment was done using an Academic Performance Rating Scale and an Academic Evaluation Scale for Slow learners' behavioral observation, and academic performance indicators.

Results:

All five cases showed noticeable improvement in attention span, memory retention, comprehension ability, classroom interaction, and confidence levels following individualized homoeopathic treatment. Academic performance improved progressively during follow-up, with no adverse effects reported.

Conclusion:

The findings suggest that individualized homoeopathic management may play a supportive role in improving cognitive performance and behavioral functioning in children with scholastic backwardness. Further studies with larger sample sizes are recommended to validate these observations.

Keywords:

Scholastic backwardness, homoeopathy, individualized treatment, Academic Performance Rating Scale and Academic Evaluation Scale for Slow learners.

INTRODUCTION

Children who perform poorly academically while having enough ability, attending school regularly, and having enough educational chances are said to be scholastically backward^[1,2]. It frequently shows itself as

problems with reading, writing, comprehension, memory retention, and focus, which hinder the child's engagement in class and academic success. A complex condition, scholastic backwardness can be caused by a variety of factors, including poor study habits, emotional disorders, behavioural issues, environmental deprivation, attention issues, and school-related pressures that impair learning ^[3]. Because untreated scholastic backwardness can result in decreased self-confidence, behavioural maladjustment, social disengagement, and an increased likelihood of school dropout, early detection and intervention are crucial ^[4]. A thorough and customised approach that addresses the child's cognitive, emotional, and behavioural aspects is necessary for managing academic backwardness. Instead of focusing only on the medical condition, homoeopathy promotes a customised approach to treatment based on all of the symptoms. Samuel Hahnemann asserts that for a successful course of therapy, a doctor must have a clear understanding of what is to be healed in illness and what is curative in medications (Aphorism 3). Additionally, case management requires a grasp of the entirety of symptoms as well as the exciting and sustaining reasons (Aphorism 5). The resemblance between the entire set of symptoms and the medication image determines the best course of action (Aphorism 7) ^[5]. The goal of homoeopathic medications administered based on the totality of symptoms is to enhance cognitive function, behavioural reactions, and emotional stability while also stimulating the body's self-regulatory processes. Individualized homoeopathic treatment may help children with scholastic backwardness enhance their attention span, memory retention, understanding capacity, confidence level, and academic achievement, according to prior clinical observations ^[6]. In order to assess the effectiveness of customized homoeopathic treatment for children who exhibit scholastic backwardness, the current case series of five cases was initiated.

NEED OF THE STUDY

A significant behavioural and educational issue that affects school-age children, scholastic backwardness is often linked to poor focus, memory loss, diminished comprehension, emotional instability, and a lack of academic enthusiasm. If these issues are not resolved early on, they may have a detrimental effect on the child's intellectual growth, self-esteem, interpersonal connections, and general personality development. Supportive treatment techniques that treat the child holistically are still needed, even when traditional educational and behavioural interventions are frequently used to manage scholastic backwardness. Based on the individualisation principle outlined by Samuel Hahnemann in the Organon of Medicine, homoeopathy takes the patient's physical, mental, and emotional makeup into account when prescribing medications. Individualised homoeopathic treatment may help children with scholastic backwardness enhance their attention span, memory, comprehension, behavior, and confidence, according to clinical observations. In order to assess the efficacy of customized homoeopathic treatment for children who exhibit scholastic backwardness, the current case series of five cases was initiated.

3. RESEARCH METHODOLOGY

3.1 POPULATION AND SAMPLE

Study Population

The study population consisted of children presenting with symptoms of scholastic backwardness attending the Outpatient Department (OPD) of Sarada Krishna Homeopathic Medical College and Hospital. Children who demonstrated poor academic performance in school despite regular attendance and adequate educational exposure were screened for eligibility. Intelligence Quotient (IQ) assessment was performed, and children falling within the borderline intelligence range (IQ 70–85) were considered for inclusion in the study.

Sample Size

A total of five children fulfilling the inclusion criteria were selected for the present study. The selected cases were followed prospectively and evaluated before and after individualized homoeopathic treatment using standardized assessment scales.

Sampling Technique

The sampling technique adopted for the present study was purposive sampling method, wherein children who satisfied the diagnostic criteria of scholastic backwardness and had Intelligence Quotient between 70 and 85 were selected for the study.

Source of Data

The source of data for the present study included:

- Case records obtained from OPD
- Clinical evaluation findings
- Intelligence Quotient assessment reports
- Academic Performance Rating Scale (APRS)
- Academic Evaluation Scale for Slow Learners
- Teacher's feedback
- Parent's observations

Study Duration

Each selected case was followed up for a period of **3 to 6 months**, during which periodic assessment of academic performance and behavioral parameters was carried out using standardized evaluation scales.

Inclusion criteria

Children aged between 6- 18 years presenting with:

- Poor academic performance
- Reduced attention span and concentration
- Memory weakness
- Difficulty in reading and writing
- Slow comprehension ability
- IQ range between 70-85

Exclusion criteria

Children with:

- Intellectual disability
- Autism spectrum disorder
- Severe psychiatric illness
- Neurological disorders
- Chromosomal disorders

Study Procedure

Children presenting with scholastic backwardness symptoms were initially screened clinically. Intelligence Quotient assessment was performed to identify children falling within the borderline intelligence category (IQ 70–85). Baseline assessment of academic performance and behavioral parameters was carried out using the Academic Performance Rating Scale (APRS) and the Academic Evaluation Scale for Slow Learners prior to initiation of treatment.

After detailed homoeopathic case taking based on classical principles described in the **Organon of Medicine** by Samuel Hahnemann, individualized homoeopathic medicines were prescribed according to the totality of symptoms.

Follow-up assessments were conducted at regular intervals. At the end of the study period, post-treatment evaluation was carried out using the same assessment scales (APRS and Academic Evaluation Scale for Slow Learners). Pre-treatment and post-treatment scores were compared to evaluate improvement in scholastic performance, attention span, memory retention, classroom participation, and overall academic functioning.

Variables Studied

Independent Variable

Individualized homoeopathic treatment.

Dependent Variables

- Attention span
- Memory retention
- Classroom participation
- Reading ability
- Writing ability
- Arithmetic performance
- Academic productivity
- Confidence level

These variables were measured using APRS and Academic Evaluation Scale for Slow Learners before and after treatment.

Method of Analysis

The effectiveness of treatment was assessed by comparing pre-treatment and post-treatment scores obtained from:

- Academic Performance Rating Scale (APRS)
- Academic Evaluation Scale for Slow Learners

Improvement in scholastic performance was interpreted based on changes observed in assessment scores along with teacher's reports, parent's feedback, and clinical observations recorded during follow-up visits.

CASE PRESENTATIONS

Case 1

A 6-year-old male child studying in class 1st standard presented with complaints of poor academic performance, reduced concentration, memory weakness, and slow learning ability for the past 6 months, associated with complaints of mouth breathing recurrent respiratory tract infections. He is very shy, sensitive, and intolerant to cold foods. The child had an Intelligence Quotient (IQ) score of 78.

Baseline assessment using the Academic Performance Rating Scale (APRS) revealed poor attention span, reduced classroom participation, and incomplete homework performance. Evaluation using the Academic Evaluation Scale for Slow Learners showed difficulty in reading, writing, spelling, and arithmetic abilities.

After detailed homoeopathic case taking based on the totality of symptoms, the indicated remedy, LYCOPODIUM 1M, was prescribed once a month, followed by a placebo

During follow-up after 4 months, improvement was observed in attention span, classroom participation, and memory retention. Post-treatment assessment using APRS and Academic Evaluation Scale showed improvement in academic performance and learning ability.

Remedy	Lyc	Calc	Sep	Bar-c	Con	Phos	Puls	Sil	Sulph	Merc	Staph
Totality	21	20	18	16	16	16	16	16	16	15	15
Symptoms Covered	6	6	6	6	6	6	5	5	5	6	6
[Boger] [Mind]Memory:Bad:	2	3	2	2	2	2	0	0	0	2	2
[Complete] [Mind]Concentration:Difficult:	4	3	4	4	3	4	4	4	3	3	3
[Complete] [Mind]Learning:Difficult:	3	3	4	4	3	3	4	3	3	1	3
[Murphy] [Mind]Timid, (see Bashful, Mild, Yielding):	4	3	3	4	2	3	3	4	3	2	3
[Complete] [Nose]Adenoids, lymphatic tissue:	4	4	1	1	3	1	1	1	3	3	1
[Complete] [Generalities]Food and drinks:Cold:Food:Agg.:	4	4	4	1	3	3	4	4	4	4	3

Repertory sheet for case 1

Case 2

A 13-year-old female child studying in class 8th standard presented with complaints of poor comprehension ability, forgetfulness during examinations, and reduced confidence in studies for the past 2 years, associated with reddish miliary-like eruptions with itching over back and arms of both hands, which is aggravated by sweating. She is a very obstinate and sensitive child. IQ assessment revealed a score of 80.

Baseline APRS assessment indicated poor attention and reduced academic productivity. The Academic Evaluation Scale showed weakness in reading comprehension and writing skills.

Individualized homoeopathic medicine CALCAREA CARBONICUM 1M was prescribed based on symptom totality. After 5 months of treatment, improvement was observed in concentration, reading ability, and examination performance. Post-treatment APRS and Academic Evaluation Scale scores showed moderate improvement.

Remedy	Calc	Kali-c	Bur-v	Anac	Herc	Mur-ac	Thu-j	Arg-n	Sep	Tub	Ambr	Bry
Totally	21	21	21	20	20	20	20	20	20	19	18	18
Symptoms Covered	7	7	6	7	7	7	7	6	6	6	7	6
[Murphy] [Mind]Confidence, lacking, no self-esteem:	2	2	2	3	1	1	2	2	0	0	3	2
[Complete] [Face]Eruptions/Elevations/Reddish:	0	0	0	0	0	0	0	0	0	0	0	0
[Complete] [Mind]Obstinate, headstrong:	4	3	4	4	4	1	3	4	1	4	1	3
[Complete] [Mind]Sensitive, oversensitive:	3	4	4	3	3	3	3	4	4	4	4	4
[Complete] [Skin]Eruptions/Itching:	4	4	4	3	4	4	4	3	4	3	3	4
[Ruger] [Skin]Itching/Heated, when:	0	0	0	0	0	0	0	0	0	0	0	0
[Complete] [Mind]Introverted:	1	1	3	1	3	4	3	4	3	3	3	0
[Complete] [Mind]Learning/Difficult:	3	3	0	3	1	3	1	0	4	1	1	1
[Complete] [Perspiration]General:	4	4	4	3	4	4	4	3	4	4	3	4

Repertory sheet for case 2

Case 3

A 13-year-old female presented with complaints of careless mistakes in written work and the inability to complete homework; she also had complaints of aching pain in the wrist and ankle joint. A pricking type of pain in the epigastric region, aggravated by spicy foods. She also felt forsaken, feeling that her father did not take care of her, and she used to weep all the time. The IQ score was 76.

Baseline APRS assessment revealed reduced task completion and classroom participation. The Academic Evaluation Scale indicated difficulty in spelling and arithmetic skills.

Following the prescription of NATRUM MURIATICUM 0/1, follow-up assessment after 6 months showed improvement in attention span and academic productivity with better and epigastric pain also relieved

Remedy	Nat-m	Sulph	Lach	Verat	Sep	Carc	Con	Calc-p	Thu-j	Germ	Ign
Totally	12	12	11	11	10	10	10	10	10	9	9
Symptoms Covered	4	4	4	3	5	4	4	3	3	4	4
[Complete] [Mind]Moral affections:Want of moral feeling:	1	3	3	4	3	1	3	0	3	1	1
[Complete] [Mind]Mistakes, making:Writing, in:	3	3	4	0	2	3	1	3	4	4	3
[Complete] [Mind]Love:Disappointment, unhappy, ailments from, agg.:	4	3	3	3	1	3	3	3	0	1	4
[Complete] [Generalities]Food and drinks:Salt or salty food:Desires:	4	3	1	4	3	3	3	4	3	3	0
[Murphy] [Food]Spicy, general, (see Condiments, Highly seasoned):Agg.:	0	0	0	0	1	0	0	0	0	0	1

Repertory sheet case 3

Case 4

A 9-year-old female child presented with forgetfulness in studies, poor memory recall, and slow writing speed. She also had the complaint of breathing difficulty aggravated at night, involuntary urination at night fear of dogs. The IQ score was 72.

Baseline APRS and Academic Evaluation Scale scores indicated reduced academic performance. After individualized homeopathic treatment with BARYTA CARBONICUM 1M, improvement was observed in confidence level, writing speed, and examination performance, and breathing difficulty was also reduced.

Remedy	Bae-c	Sulph	SiI	Nat-m	Pbos	Lac-c	Med	Puls	Kali-p	Nux-v	China
Totally	19	18	17	17	17	16	15	15	15	15	14
Symptoms Covered	6	7	7	6	6	6	6	6	5	5	6
[Complete] [Mind]Concentration:Difficult:Studying, reading, while:	3	3	4	0	4	3	0	1	3	4	0
[Murphy] [Mind]Memory, weakness, of:	4	2	2	2	3	2	3	2	3	2	2
[Complete] [Respiration]Difficult[Night:App:]:	1	4	1	3	4	1	3	4	3	4	3
[Complete] [Bladder]Involuntary urination:Night, incontinence in bed:	3	4	4	4	2	4	4	4	3	2	3
[Complete] [Mind]Fear:Dogs, of:	0	1	1	3	1	3	1	3	0	0	4
[Murphy] [Children]Development, delayed or arrested:	4	1	2	2	2	0	1	0	0	0	1
[Complete] [Mind]Forgetfulness:Words, for:	4	3	3	3	0	2	3	1	3	2	1

Repertory sheet case 4

Case 5

A 13 -year-old female child presented with complaints of delayed reading skills, spelling mistakes, and poor classroom participation. Also, she had the complaint of sneezing, which gets aggravated in the morning and cold exposure associated with headache in the temporal region, which is aggravated on reading. She is very much stressed about her parents' expectations, having frightful dreams at night. IQ score was 82.

Baseline APRS assessment revealed reduced academic productivity. The Academic Evaluation Scale showed difficulty in reading and writing abilities.

After treatment with NUX VOMICA 1M, post-assessment scores demonstrated improvement in reading skills, spelling ability, and classroom interaction and the child generally feels better than before.

Remedy	Nux-v	Sulph	Lyc	Calc	Caust	Puls	Pbos	Nat-m	Op	ThuJ	Lach	Bry	SiI
Totally	23	21	20	20	18	17	17	17	16	16	15	14	14
Symptoms Covered	7	6	8	7	7	7	6	5	6	6	5	5	5
[Complete] [Mind]Concentration:Difficult:Studying, reading, while:	4	3	1	1	1	1	4	0	1	0	1	0	4
[Complete] [Mind]Mistakes, making:Writing, in:	3	3	4	3	1	3	3	3	1	4	4	0	1
[Complete] [Nose]Sneezing:Morning:	4	4	2	1	4	3	1	3	0	1	0	2	1
[Complete] [Head]Pain, headache:forehead:Reading, from:	0	0	1	4	1	0	0	3	3	0	0	1	0
[Complete] [Mirill's Themes]Anticipation:	4	3	4	4	4	4	4	4	4	3	4	4	4
[Complete] [Mind]Fear:Opinion of others, of:	1	0	3	3	0	1	0	0	0	2	0	0	0
[Complete] [Mind]Dreams:Frightful, nightmare:	4	4	4	4	4	4	4	4	4	3	3	4	4
[Complete] [Mirill's Themes]Perfection:	3	4	1	0	3	1	1	0	3	3	3	3	0

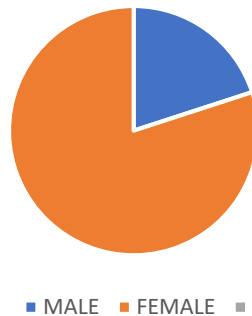
Repertory sheet case 5

4. RESULTS AND OBSERVATION

4.1 Distribution of cases based on gender

GENDER	NO OF CASES	PERCENTAGE
MALE	1	20%
FEMALE	4	80%
TOTAL	5	100%

DISTRIBUTION OF CASES BASED ON GENDER

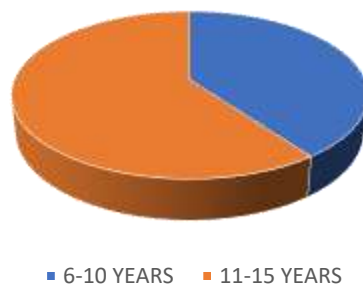


Out of 5 cases, 20% male and 80% female

4.2 Distribution of cases based on age

AGE	NO OF CASES	PERCENTAGE
6-10 YEARS	2	40%
11-15 YEARS	3	60%

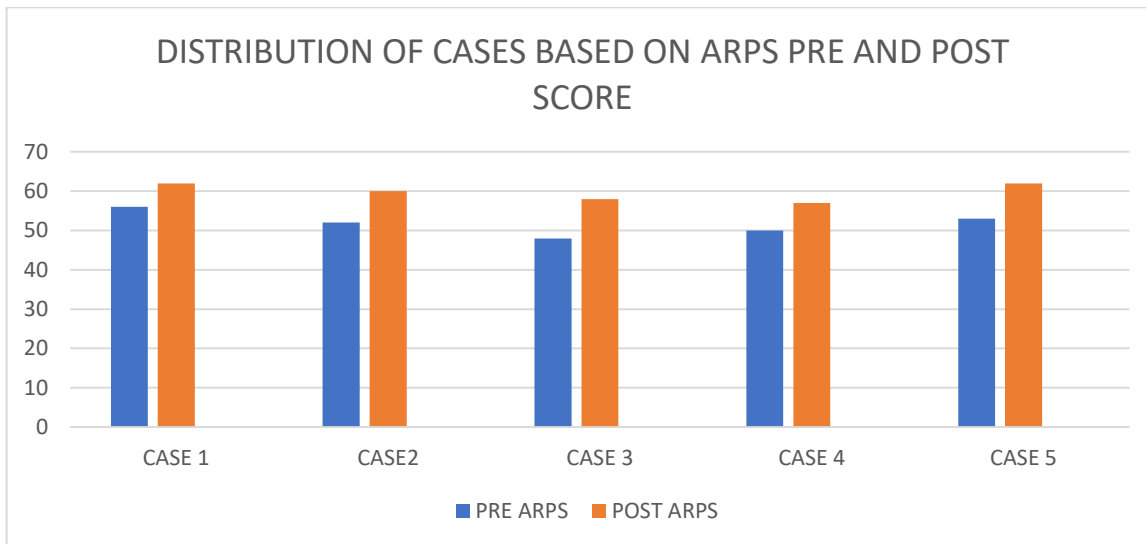
DISTRIBUTION OF CASES BASED ON AGE



Out of 5 cases, 40% 6-10 years, 60% 11-15 years.

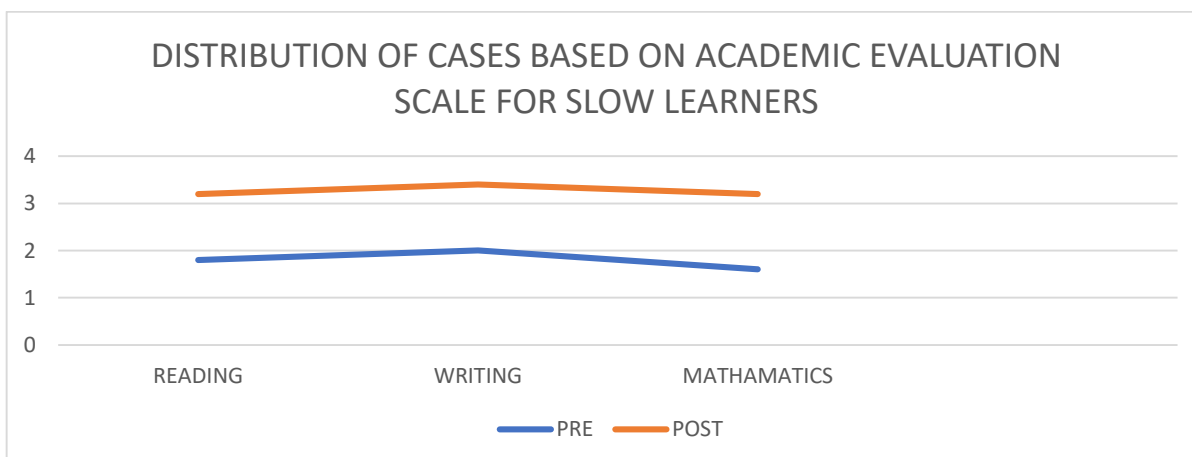
4.3 Distribution of cases of ARPS score pre- and post-score

CASES	PRE ARPS	POST ARPS
1.	56	62
2.	52	60
3.	48	58
4.	50	57
5.	53	62



4.5 Distribution of cases based on the academic evaluation scale for slow learners

CASES	READING PRE	READING POST	WRITING PRE	WRITING POST	MATHS PRE	MATHS POST
1	2	3	3	4	3	4
2	1	3	1	4	2	4
3	2	3	2	2	1	2
4	2	3	2	3	1	3
5	2	4	2	4	1	3
MEAN AVERAGE	1.8	3.2	2	3.4	1.6	3.2



DISCUSSION

Scholastic backwardness is a multifactorial condition affecting children with borderline intelligence despite adequate schooling opportunities. In the present case series, five children with IQ range between 70–85 were assessed using the Academic Performance Rating Scale (APRS) and Academic Evaluation Scale for Slow Learners before and after individualized homoeopathic treatment.

Post-treatment assessment showed improvement in attention span, memory retention, classroom participation, reading, writing, and arithmetic abilities in all five cases. Improvement was also observed in confidence level and emotional stability, which positively influenced overall academic performance.

Individualized homoeopathic prescriptions were made based on the totality of symptoms following principles described by Samuel Hahnemann. The observed clinical improvement suggests that homoeopathic treatment may support cognitive and behavioral functioning in children with scholastic backwardness.

However, the small sample size and short duration of follow-up limit the generalization of findings, and further studies with larger populations are required.

CONCLUSION

The present case series suggests that individualized homoeopathic management may be beneficial in improving scholastic performance, attention span, comprehension ability, and confidence level in children with scholastic backwardness. Assessment using APRS and Academic Evaluation Scale for Slow Learners demonstrated measurable improvement after treatment. Further large-scale clinical studies are recommended to establish stronger evidence regarding the effectiveness of homoeopathic intervention in managing scholastic backwardness.

Conflict of interest: None

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