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Issues Of Educational Reforms In Ayurveda

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Abstract:

Education reform is the name given to a process with the goal of improving education. Small improvements in education theoretically have large social returns, in health, wealth and well-being. Many reformers focused on reforming society by reforming education on more scientific, humanistic, pragmatic or democratic principles. In India majority of people use some form of traditional medicines. A category which includes Ayurveda and it was formally recognized by W.H.O at Alma Ata in 1978. Due to its countrywide presence, easy availability, affordability Ayurveda survived through centuries and later was formally institutionalized in modern India as far as education and service delivery was concerned. Education system in India is currently ranked 74th in the entire world. Now even after more than 60 years of independence, our country is still keeping on reforming its education system year after year yet never found the right system which would be valuable to a student. As now we all know that like all other educational systems Ayurveda is also becoming part of the society due to its demand and health benefits but still it is not going forward like other educational systems, and this is a matter of serious concern. So there is a great need to introduce some positive reforms in Ayurveda so that it can move with the pace of all other sciences and can be globally propagated.

Key words: Education reform. Avurveda. Avurvedic Education

1.Introduction

Ayurveda is a Sanskrit term, made up of the words "ayus" and "veda." "Ayus" means life and "Veda" means knowledge or science. The term "Ayurveda" thus means 'the knowledge of life' or 'the science of life'. According to the ancient Ayurveda scholar Charaka, "ayu" comprises the mind, body, senses and the soul. It is serving people from thousands of years. It was further integrated with the Govt. Health Services at Central and State level and is currently serving the country healthcare by the departments like AYUSH, CCRAS and CCIM under the Ministry of Health and family welfare Govt of India. The Dept of AYUSH recently noted that Ayurveda practitioners have a feeling of inferiority to practitioners of conventional medicine. Communication was also found to be poor. There are great teachers with lots of knowledge; they just need to communicate better.

2.Aims And Objectives

- To improve the quality of Ayurveda education.
- To give an overview to present education system in Ayurveda Education.

3.Common Problems In Ayurveda Education System

Before going to discuss the solutions, let us enumerate the practical problems in the education system of Ayurveda in nutshell. The students are having more phobias to practice Ayurveda keeping in view the comparative practices of allopathic medicine. Basically, the fundamental subject required to understand the pathophysiology based on DDM (Dosha, Dhatu Mala theory) is atrophied and imparting is improper and insufficient in most of the ayurvedic colleges in the country. Lack of enlightenment of basic subjects like Padartha vijanan, which is just like the backbone of Ayurveda. Inability in diagnosing a case basing on Ayurvedic literature and inability to take help of modern laboratorial, technological facilities. They are like wise inadequate skillful and well experienced academic staff, lack of facilities to develop an ideal Ayurvedic institutions, lack of common acceptance regarding various controversies, poor intercommunications between different Ayurvedic institutions, unavailability of audio-visual as well as multimedia aids, inadequate funds as well as their proper utilization, lack of awareness and effectiveness about this science of life in public sector, deficit to explore the result of therapy with medical statistical data and un-established research strategy. Though, these problems have their solution and its results should reach in broad spectrum from student to common man.

4. Need To Change The Mind Setup Of Students Of Ayurveda

When you ask a Ayurvedic student or a teacher in Ayurveda college that how he got entered in the field of Ayurveda, we will be surprised to know that majority will say it is by chance or unwilling we entered. If our approach will remain same then how we can introduce new reforms in the field of Ayurveda education. So I think before reforming education system we need to change the set up of people then only improvement in education is possible. We are facing some problems in promoting Ayurveda education..

5. Measures To Improve Ayurveda Education

5.1. Teaching Is Not Just Lectures

It should be practical oriented and very useful to society. To promote and propagate Ayurvedic education in this era, there is need to update the ancient knowledge and the system in pace with the development of science without diverting the fundamental principles of Ayurved. The clear scientific data based knowledge is essential to be taught to every student to inculcate the faith in our ancient system of teaching, treating and training for the Ayurvedic medicine for positive health and prevention as well as cure of the disease. Teaching should be based on an ancient Chinese proverb, "Tell me and I forget, Show me and I remember, Involve me and I understand. According to me there is Need to add more relevance to research methods and methodology in Ayurveda teaching which is not at par with other disciplines. As time is changing so there is a great demand to change with time in order to take Ayurveda to sky heights. More and more variables from the masses are required to be included in Ayurveda studies. Teacher should know the difference between memory-based, understanding-based and analysis-based question patterns. The teacher should transmit the latest knowledge (teaching) along with generation of new knowledge (research).

5.2. Need To Delete Non Practical Things From The Texts

No doubt our texts and literature are very much scientifically written but they were written many years back and were perfect according to that time but little bit change is needed as the time has changed e.g., they have mentioned many animals which were used in many diseases but now a day's some of those animals are protected by wildlife act and these days it is not practical to do so and many such examples are there they need to be modified. With Aptopadesh we need to put some Yukti also to improve the standard in Ayurvedic education system.

5.3. To Develop Good Skills In PG Scholars

There is a need to give trainings to pg scholars in the field of teaching methodology. Ideally, at least a few weeks of time during the postgraduate program in each area of specialization should be dedicated to developing skills in teaching methods in the form of using audiovisual aids, preparing lectures, delivering seminars, using e-content for teaching, etc. It will definitely be a boost to Ayurveda education.

5.4. Need To Improve The Examination System

The knowledge of the student should be assessed by preparing comprehensive question papers covering the entire syllabus as has been observed in many universities like Dr. S. Radhakrishnan Rajasthan Ayurved University, Jodhpur; Rajiv Gandhi University of Health Sciences, Karnataka, Bangalore; Dr. N. T. R. University of Health Sciences, A. P., Vijayawada by framing sufficient short questions, long questions and essays. The questions may be prepared in such a way so that there is no scope for copying answer by the student, which is a burning problem observed in many Institutions.

5.5. Need To Understand The Importance Of Dravya Guna Subject

If we take example of Dravya Guna if a student doesn't have basic knowledge of drugs he can never be a good teacher and doctor. So there should be a strategy for teachers to deal with this problem, like food is basic requirement for body such that plants are the basic for Ayurveda studies so much needed reforms in the field of Draya Guna in needed.

5.6. Without Research Work Ayurveda Cannot Be Propagated Throughout The World

Carrying out a research, while still a medical student, provides an opportunity for them to study a discipline in which they are interested in. Research at an earlier stage, allows the student to think in a systematic way. Research also enables student early exposure to ethics, which is an integral part of medical research and practice. The guides, teachers should make a habit for students to make them motivated for research and It would definitely prove to be a major reform in Ayurveda Education.

5.7. Teachers Should Be The Role Model

Teachers should set the example, and act as role models, rising at Brahmi Muhurtam. They should know Dinacharya and Ritucharya, and follow it. In most colleges, the house surgeons don't know the day's Ritu, nor what Dinacharya is to be followed. Teaching should thus be hospital-oriented, and clinically oriented; then students remember well. Didactic teaching, lectures and tutorials, is outdated spoon-feeding, stifling creative thinking, keeping students inferior. In contrast, problem-based learning is liberating and humane. It works by a combination of group discussion and individual research, where students set their own learning objectives, strategy and pace.

5.8. Need To Take Help Of Latest IT Tools

Most importantly, use of latest IT tools and other intervention would help in making the topics more understandable. The time now demands innovations in Ayurveda teaching techniques, now only verbal lecture are considered boring. We should take help of latest tools like projectors, animated boards etc to deliver lecture, and in return definitely it will improve the grasping and

understanding power of Ayurveda students. We have to make Teaching methodology in Ayurveda more open and interactive in order to get fruitful results.

5.9.SWOT Analysis Can Be A Useful Tool In Reforming Ayurveda Education.

There is a great need of SWOT Analysis in the field of Ayurveda. SWOT analysis (alternatively SWOT Matrix) is a structured planning method used to evaluate the Strengths, Weaknesses, Opportunities, and Threats involved in a particular system. By SWOT we can recognize and correct the Strengths, Weaknesses, Opportunities, and Threats in the field of Ayurveda education

5.10.Need For Give Clinical Confidence And To Adopt Methods From Other Education Fields

The system of training Vaidyas is under scrutiny currently in India, and students often cite their lack of confidence at graduation. For example, students receive little case-based training or problem-based learning in their pre-clinical years of training. They do not learn functional pulse diagnosis. They have essay-based and viva voce examinations. Few recent or ancient tenets of good education are highlighted. In order to improve the standard of Ayurveda education we should promote and encourage advancement of literary, cultural, scientific research, and technical education related with medical sciences and there is a great need to arrange and organize lectures, debates, discussions, seminars & excursions for the diffusion of knowledge. Need to study, cultivate, and demonstrate the art of Health Care Management and there is need To collect and preserve manuscripts, paintings, sculptures, works of art, antiquities, natural history specimens, mechanical and scientific instruments and designs related to Ayurveda.

6.Discussion

The Glory of Ayurveda cannot be lost in time. We must apply Ayurveda's full wisdom now and in future. "Ayuh kamayamanena dharmartha sukha sadhanam Ayurvedopadesheshu vidheyah paramadaram" Those wanting long life, to achieve right living, wealth and, happiness, should place their faith in Ayurveda's teachings. Its realm has no boundaries. Charaka clearly says that continuing research is essential. Only a scientific research will improve Ayurveda and do justice to the foundations laid by its ancient rishis and past generations of vaidyas.

7.Conclusion

I will conclude by saying the famous quote by Nelson Mandela "Education is the most powerful weapon which you can use to change the World". Studying only a single science gives limited understanding. Physicians should listen to other scientists. Sushruta states "Ekam shakham adhiyano na vidya shastra nishchayam". We need exposure to different fields of knowledge. Science, both theoretical and practical, should be learned from experienced teachers. Such students alone become real physicians, others just play that role.

8.References

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