

AYURVEDA EDUCATION: NEED OF REVOLUTIONIZE AND EXPANSION

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ABSTRACT

Ayurveda is an ancient system of healthcare that is native to Indian. The *gurukula* system of education was the method of Ayurveda training that was followed in ancient India. The quality of Ayurveda education in post-independence India has been a matter of concern since long time. The ideal way of teaching Ayurveda has been a debated question since long. Changing need of the society advances in scientific knowledge and innovations in the educational field. Various innovations and trends which have been undertaken globally include education for capability, self-directed learning, problems based learning, and integration. An integrated medical curriculum is a non-compartmentalized approach to basic sciences whereby lectures on subjects like embryology, histology, pathology, biochemistry and pharmacology are alternated over the course of 5.5 years. In this light, it is important that how to improve quality of teaching and teachers, because teachers are the custodians of traditions and knowledge. This article also treats learning and how to teach Ayurveda so that it continues in generation and leading to the final area of consideration refers in teaching Ayurveda and future prospect.

Keywords: Ayurveda, *gurukula*, revolution, expansion

INTRODUCTION

Ayurveda is the native Indian system of healthcare that is currently used by millions of people in India. *Charaka samhita* one of the most popular textbook on Ayurveda delineates the process of selecting a suitable textbook and also an appropriate teacher by a disciple besides describing the three ideal methods of learning: self-study, teaching and discussion with specialists^[1]. In ancient times, knowledge flourished through *guru shishya* tradition in *gurukula*. The today's educational system is not in proper balance. The teacher factor also become the leanest and

weakest, which was strongest in *gurukulas* system of ancient times^[2].

Today Indian officially recognizes Ayurveda and other system of indigenous medicine along with the conventional biomedicine. The mushrooming of Ayurveda colleges and privatization of colleges are being held responsible for the erosion in the standards of education. Ayurveda needs a research quality to improve in own our subjects by gaining the knowledge and adding the subjects into the Ayurveda academics. There is need to improve it by practically and evidence based Ayurveda.

Growth of any knowledge base depends on a dynamic continuum of creation of new knowledge through research, effective transfer of knowledge through proactive education and utilization of the knowledge with good professional practice. It is essential to expand education of Ayurveda at all colleges, provide post graduates course on student's skill and create interest in scientific approach. There is a need of more and more energy and activism in this field to update Ayurveda. Hence education should always visualize and reflects its desired goal and outcome.

Aim of study:

To promote the Ayurvedic education system by addition of modern subjects, improves the quality of teaching and revolutionize the Ayurveda education.

Source of data:

Data of this literature is collected from different Ayurvedic *samhitas*, different websites like pubmed, ayujournal, researchgate and various author's articles.

Ayurvedic Literature and Gurukula System in Ayurveda Science:

In ancient time, *Gurukula* was a placed where a teacher or *guru* lived with his family and established and trained the students. Modern education stands on a tripod of –institutional material infrastructure, proactive students and capable teachers. This tripod plays the important role in effective education. But in present era, institution was thought to be superior because institution provides learner with learning opportunity from more than one *guru*, besides additional tools and facilitates of learning such as libraries, laboratories and hospitals. But the institution today lacks the eternal strength of *guru* factor. If the *guru* factor in universities and colleges is restored and strengthened, our university world becomes real modern *gurukula*. Our universities and colleges will yield the desired results only when the quality and status of teaching faculty improves to the level of *gurukula*.

Ayurveda has greater knowledge of *dravyaguna*, *ras shashtra* and other subjects involved in syllabus, but in modern point of view they have compared with biochemistry, pharmacology and microbiology. In modern view, they have collaboration, discussion and clinical trials on patient. Among 300 Ayurveda colleges in India, there are relatively small numbers of colleges offer MD, MS or PhD in this field. Opportunities for qualified *vaidyas* are limited. So, it is the primary task to provide these opportunities to improve their research capabilities, clinical skills and to develop confidence in their respective professionals' areas^[3]. After passing higher secondary education, students are taking admission for the education of Ayurveda science, students become dispirited. Because they have not much knowledge of sanskrit terminology in Ayurveda. They do not take interest to study basic principles of Ayurveda, *prakruti*, *tridosha* etc. They take interest to gain knowledge of modern subjects due to their practical based study. The facts pose a threat that students go for rote learning and thus miss the links between theory and application leading to a state of cognitive dissonance.

Quality of good teacher:

The teacher should be calm, of noble nature, not indulge in mean acts, intelligent, endowed with reasoning and memory, with broad mind, having insistence for truth, without any deformity or impairment of senses, humble, having ability to understand essence of the ideas, without anger and addictions, endowed with modesty, purity, good conduct, affection, dexterity and sincerity, interested in study, devoted to understand of ideas and practical knowledge without any distraction, having no greed or idleness, compassionate to all creatures, following all the instructions of the teacher and being attached to him^[4]. He should have clear ideas of the subject, should have seen the practical applications, be skillful, amicable, pure, having practical experience, well equipped, possessing all the senses in normal condition, having his knowledge uncensored, free from

conceit, envy, anger, forbearing, fatherly to disciples, having qualities of a good teacher and capable of infusing understanding. The teacher possessing such qualities inculcates physician's qualities in his disciple in a short time like the seasonal cloud providing good crop in a suitable field^[5].

DISCUSSION

On discussing the view of Ayurveda education system, Student should be having clever, hard work, interesting in studying and learning. Student is a central element of this education hub. Now a day, some private colleges allow the admission of student without of above quality. Some students getting admission without qualifying entrance exam and most of the private institutions compromise with knowledge, interest of student at entry level.

There are several instances in today's world where a person might be given life support to be kept alive. Ayurvedic medicines can hardly active help in these situations and it has been seen that consumption of these medicines has worsened the condition of patient. Ayurvedic medicines have a slow and gradually effect on the body. The potential of Ayurvedic medicine needs to be explored further with modern scientific validation approaches for better therapeutic leads^[6]. So that Ayurveda is highly focused on prevention, it does not focus on treating diseases caused by bacteria and viruses. In placed of conventional evidenced based Ayurveda clinical trials, practical based clinical trials should be organized for Ayurveda. Ayurveda requires research in the areas of the diagnostics principles of Ayurveda so that the Ayurvedic diagnosis can be made more pinpointed leading to more effective treatment strategies.

Pharmaceutics has been a part of Ayurveda education in India in the form of *ras shashtra*. It is difficult for Ayurvedic students to chemical compositions of Ayurvedic formulations are yet to be established making it difficult for experts in conventional medicine to accept Ayurveda. As a solution, the basic topics related to these issues may be added into the curricula of BAMS. There is a need of training to

be imparted in the basic knowledge related to pharmaceutical industry during graduate level of Ayurvedic education^[7]. Fundamental principles of Ayurveda have their significant role in defining the pharmacological activities of the plants. The BAMS syllabus includes treatment of individual diseases and selected plants and an outline of pharmacology. Ayurvedic textbooks in major clinical specialties contains recipes to specific diseases, but difficult to be followed by modern medicine. The theoretical foundations, rational and epistemology of Ayurveda are based on the six *darshanas* mainly the logic of *samkhya* and *nyaya vaisesika* system of natural philosophy^[8]. There is no manual to present Ayurveda to modern medicine to understand and use, study of individual medicinal plants is slow taking years and did not help the integration of the two systems.

Research is a process that converts data into information, information into knowledge and knowledge into wisdom. Ayurveda researchers are unable to follow this aspect and unable to disseminate the knowledge gained from the exercises^[9]. Fundamental research is the need of Ayurveda to upgrade the tremendous knowledge. While designing the research protocols, basic differences between Ayurveda and modern science should be considered^[10]. Classical approaches of fundamental research should be designed on the basic concepts of Ayurveda^[10]. Fundamental research needs to be done in the fields of Ayurveda physiology, pathology, pharmacology and pharmaceuticals. The basic concept of *strotovijnana* as a main matrix of Ayurveda biology has been highlighted both by fundamental and applied knowledge^[11]. The study of the full spectrum of the *strotas* can help to define the phenomenon of relationships in structural and functional biology^[12]. The fundamental concept of Ayurveda for a maintenance of health can also be understood through quantum theory^[13]. Ayurveda academicians are required to be trained in standard methods of research and documentation skills and the educational institutions are required to be encouraged to contribute their share in building up the evidence base for

Ayurveda in the form of quality education and research.

Ayurveda stands for contribute to areas of preventive and promotive health care, disease risk management, early stage management and prevention of complication of chronic diseases and diseases modifying treatment. Experts in phytochemistry, pharmacognosy, pharmacology, biotechnology and the relevant fields may be appointed in teaching institution as teachers to teach their topics. Training programs and workshops may be required to be introduced for Ayurvedic academics where training may be given in planning the research protocols preparing the research project. The aim of research in Ayurveda is to explore the scientific innovations and opportunities in basic concepts of Ayurveda. Availability of the well-equipped research lab, more exposure to other stream of science such as pharmacology, biochemistry and microbiology is the need of today's era. Basic knowledge of this subject is necessary to study the drug effect on the body and in the living organism^[14]. Ayurveda colleges should have integrated research project with authentic research laboratory and hospitals. This integration will be the beginning of positive innig in the field of research in Ayurveda. According to *charaka*, the friendly discussion is held with one who is endowed with learning, understanding and the power of expression and contradiction, devoid of irritability, having uncensored knowledge, without jealousy, able to be convinced and convince others, enduring and adept in art of sweet conversation^[15]. The advantages of student's discussion are breaks monotony, increased students involvement, students may share their techniques to remember the things and builds confident in students, reinforcements can be done by teachers. Classical textbook of Ayurveda may also be made available online at these websites along with the information related to recent advances. A new high quality peer reviewed journal needs as a platform for Indian and international researchers to publish research articles interfacing Ayurveda and integrative medicine^[16]. The government also may take initiate

in this regard and launch authentic websites. The considerable progress that has taken place in the design and development of instructional material and instructional technology should be appreciated. This includes development in computer assisting learning, the use of simulated subjects, e-learning and new concept of reusable of learning objects. New approaches in education pattern of Ayurveda to develop practical orientation and interest in research field in student. Teacher assessment programme may get great help to enhance the quality of teaching.

CONCLUSION

Current education system both conventional and Ayurveda should develop humans and confident doctors. Ayurveda needs some new approaches such as student orientation, increase in knowledge about research and how to perform practically. Student's seminar is also suitable way for modernism of Ayurveda. The education institution is required to be encouraged to authentic websites giving information related to various aspects of Ayurveda. As future practitioners, we expect to be so trained as to enhance local, national and international health care through integrative Ayurveda equipped with these strengths, with dignity and a high level of self-esteem.

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