

NEED OF IMPLEMENTATION OF NEW APPROACHES TO MODIFY EDUCATION PATTERN IN AYURVEDA

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ABSTRACT

In Ayurveda *Guru shishya parampara* is the system adapted by *Aacharya* as a teaching learning tool. Gradually as the time passes this system abolished and new system of education based on modern science is adapted by Ayurveda. Ayurveda has potential to answer several existing and upcoming problems about health. But unfortunately research area of Ayurveda has some lacuna which can fulfill by implanting new approaches of teaching learning programme to modify education pattern in Ayurveda. With aim of discussing new approaches to improve study pattern in Ayurveda, books, internet was consulted deeply, it can be stated that exposure to other stream of knowledge as biochemistry, practical oriented study, adapting medical education technology (MET) programme, integrating research policies can brought positive changes.

Keywords: Biochemistry, *Guru shishya parampara*, MET.

INTRODUCTION

Gurushishya parampara is traditional method of teaching followed in the *vedic* era.^{[1][2]} Knowledge in the term of verses passes orally generation to generation. At that time *Guru* deals with very few numbers of disciples at a time, so that every disciple is in coverage area. Day by day traditional method changes and new advanced method of teaching arises. Now a day medical education technology (MET) reached up to new height. Unfortunately very few techniques are used in the field of Ayurveda. So there is a need of teachers training programme for well being of students.

Education pattern of Ayurveda is based on modern science, though its anatomy, physiology and other subjects contains its own *siddhant* (basic concept) e.g. *tridosha*, *pan-*

chmahabhuta. It is not possible to explain this basic concept according to modern science, so Ayurveda should develop its teaching learning skill according to its own need. Practical application of these *siddhant* is very essential need of today's era.

Ayurveda has great emphasis on maintaining health of healthy person and treating the diseased condition, but all these things yet not proved statistically. Research field in Ayurveda needs some new approaches such as student orientation, increase in knowledge about research and how to perform it practically. 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. Through this article author wants to enlight-

ten new approaches in education pattern of Ayurveda to develop practical orientation and interest in research field in students.

AIMS

- To describe essentiality of practical knowledge in Ayurveda.
- To describe new dimensions to improve education pattern in Ayurveda.

MATERIALS AND METHODS

Classical texts of Ayurveda were consulted as research references of ancient teaching methodology. Literature available regarding other stream of science, medical education technology (MET), Integration of research policies, material of post graduate Ayurveda common entrance test (PGA-CET) was also studied and collected. These references from both streams of knowledge were compared and analyzed critically.

DISCUSSION

Need of practical oriented teaching for under graduate students - Ayurveda is the science divided in eight branches (*ashtang Ayurveda*). All the branches are equally weighted; there is no differentiation of subject as clinical and non clinical. Every section (*shtana*) in compendia is full of practical as well as theoretical knowledge. But by the influence of modern science Ayurveda also divided its subject as a pre clinical, para clinical and clinical to adapt equality with course of modern science.^[3] So the students are not able to understand the application of the basic concept of (*siddhant*) from first BAMS (Bachelor of Ayurveda Medicine and Surgery). They must go through practical implementation of *Rachana Sharir* (Anatomy) and *Kriya Sharir* (Physiology). E.g. concept of *dhatu* formation with the help of *nyaya* is explained theoretically to the first

students but practical application is not considered. How the *agni* fails to form *dhatu* in *dhatvagnimadhyam* should be explained them on patients and similarly second year students should know to find active principle of drug, action of herbal drug, chemical composition of drug practically along with traditional knowledge in term of *rasa*, *virya*, *vipak* etc.

Need of exposure to knowledge of other stream of science - Arrival of new diseases like swine flu, Ebola is experienced by all over the world. What about its treatment? From where can we search the new molecule in medical field? How can we face further challenges? Fortunately Ayurveda may have solution of all above problems but unfortunately maximum student unaware how to find molecule, what is chemical composition of drugs? How to know active principal of that drug? Only few researchers are aware of these things. This lacuna may be due to gap in the knowledge of research scholar of Ayurveda and hence there is need of exposure to different streams of medical sciences, especially regarding biochemistry, microbiology, pharmacokinetic and pharma-co-dynamic. Knowledge of these subjects can increase the confidence of researcher and get new direction in research field. Microbiology is the branch of science dealing with the structure, function, uses and modes of existence of microscopic organism. It covers several studies as virology, bacteriology, mycology and parasitology. To study the antimicrobial property of herbal drugs or minerals the knowledge of this branch is necessary for students, so that practical implementation of the herbal drug is possible at under graduate level. Secondly biochemistry is the branch of science concerned with the chemical and physio-chemical process

and substances which occur within living organism, same time also called as biological chemistry. Basic knowledge of this subject is necessary to study the drug effect on the body cell or action of drug in living organism. Even today every mind know that Ayurveda has a lot of potential in the field of research but something is lacking in this field due to this any major evidence is not produced in research field.^[4] So with the basic knowledge of our classic text, modern touch is essential if Ayurveda wants to put one step ahead.

Application of Integration of research policies - Integration of research policies with national laboratory and specialized hospitals can become milestone in the field of research, in this regards Kastor has reported that “every medical school must relate to a hospital to teach its students, conduct clinical research and provide its clinical faculty with a means of practicing their professions.” Other researches also show that medical college should related with hospitals to conduct research to know clinical approach.^[5] Unfortunately many Ayurveda colleges don’t have developed research laboratory. Only the post graduate students do their necessary work in laboratory while under graduate student don’t know even the meaning of research. They are unknown about it in spite of availability of fund for research purpose provided by many funding bodies like AYUSH, CCRAS, CCIM and university for intramural and extramural research. To fulfill the gap in research field like yoga, cancer, genetics, finding new drug molecule etc. Ayurveda colleges should integrated research project with authentic research laboratory and hospitals. This integration will be the beginning of positive inning in the field of research in Ayurveda.

Medical education technology (MET) – MET has reached up to new height, these techniques are used in modern science successfully. The teacher of Ayurveda are also trained by these MET faculties, but need is that the faculty member should be from Ayurveda so they can train the Ayurveda teachers more effectively and conveniently. The attitude, behavior, skill of teaching put impact on student’s mind because teacher is a role model for students.^[6] If trained teachers will teach, the enthusiasm and curiosity of student will be raised. William Osler said that “The successful teacher is just like a senior student anxious to help his junior” Knowledge is passed on generation to generation orally in *Guru shishya parampara* by *Aacharyas*. In this *gurukul* students are few in numbers, so that *Guru* can pay equal attention to all disciples at a glance and teach. Separately and in succession teaching is possible at that time, but now a day’s it is not possible because more Ayurveda colleges are opening with more number of students and less teaching staff. It is not possible to create group of good Ayurveda practitioner, researcher with less number of teachers.^[7]

Some foundation courses, workshops should be admitted into 10 + 2 educational year, for changing the view of society about Ayurveda. Before taking admission to Ayurveda course every student should know what Ayurveda is and which subjects will be taught in this course. Thus only those students who are interested in the Ayurveda will take admission for Ayurveda course and these students will increase research work in Ayurveda.

Educational tour should be included in first year syllabus - According to CCIM educational tour are included in second year

and onwards, but it should be included in first year syllabus to the ideal Ayurveda institute because motivation in first year is quite good than later years. First year student don't know any details about Ayurveda. Sanskrit language is new for many students. So many students create their wrong perception about the basic science and face the nervousness and depression. Educational tour may be helpful for student to set up their mind about the demand of Ayurveda worldwide. The problem like depression, nervousness will not attacked them and future of Ayurveda and students will be secure then after. In yearly visit of CCIM teaching learning inspection programme should be included to improve educational quality.

Post graduate Ayurveda common entrance test (PGA-CET) – Single MCQ test is not sufficient as for PGA-CET. Changes in syllabus should be made after five year rather than after every one or two years. As BAMS is stepping stone not a destination, everyone wants to do post graduation in Ayurveda. Most of the questions for PGA-CET depend on theory parts which are cognitive based. Non cognitive domains like ability, aptitude, psychometric test, communication skill are untouched in PGA examination. Students are busy in mugging up all the fact during internship for cracking the PGA-CET examination, in spite of that Ayurveda is totally practical science. What is the gain of mugging up? There must be non cognitive domain also in MCQ (multiple choice question) based paper, so that students will concentrate on wards. Marks of under graduation should consider for PGA-CET to increases faith validity about PGA CET.

CONCLUSION

Including the basic knowledge of biochemi-

stry, microbiology and pharmacology will develop the sense of research more clearly. Practical oriented study pattern will increase the curiosity and promote the student in the direction of research, to handle integrated research policies with authentic laboratory and hospitals. Thus positive thinking can get positive changes in the reformation of education pattern in Ayurveda.

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