REFORMS IN AYURVED EDUCATION SYSTEM: PAST AND PRESENT UPDATE

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ABSTRACT

India has one of the largest and diverse education systems in the world. There are some reform suggested for excellence and quality in higher education sector in Ayurveda. Because privatization and globalization we have to rethink about the quality and relevance contemporary Ayurveda education system. To address these concerns, this is an attempt throw light on this issue. In present article reforms are suggested in different ways; reforms curriculum, reforms in training and resources, reforms in teaching-learning process and refor in assessment. If some of these suggested reforms would be taken into consideration by poli makers and educational institutes, it will help the beneficiary to get well acquainted of t updated knowledge; it will also foster global competencies among students.

Keywords Education system, Ayurveda, reforms.

INTRODUCTION: Ayurved is an ancient health care system having its root in Indian subcontinent. It is serving for the society since time immortal. It is also practiced in countries around India like Nepal and Shri Lanka. Ayurved is regarded as the *Upveda* of *Atharvaveda*. It is a stream of the knowledge passed from generation to generation since time immortal; that is why its emergence has been said to be from the Creator (Brahma) himself prior to the creation. It is taken as eternal because nobody knows when it was not there. All this shows its long tradition and deep attachment to the Indian culture. [1] Though the literature related to Ayurveda is found in the Vedas, it attained a comprehensively documented form known as the '*Samhitas*' at the turn of the first millennium BC.[2] The *Gurukula* system of teaching and learning was the traditional method where verbal recitation of verses considered to be the best way of knowledge delivery. In '*Gurukula*' '*Guru*' or a teacher lived with his family and establishment, and trained the students; where the *Guru* used to have a small group of students at his place. The disciples were expected to by-heart and memorize the information whenever needed. The passage of knowledge from one generation to other was also in verbatim. [3] Because of this small group, learning was more natural, spontaneous, informal and competency based. Few generations of *Ashtavaidya* families from Kerala are following the same system at the respective branches of Ayurveda.

One of the most popular textbooks on Ayurveda, *Charaka Samhita* describes the process of selection of a suitable textbook and also an appropriate teacher by a disciple besides describing the three ideal methods of learning: self-study, teaching and discussions. The *Gurukula* system of education suffered a lot during the medieval and colonial periods in Indian history. Some of the merits of this ancient system of education had been compromised after the independence, as Ayurveda began to be incorporated into the modern pattern of institutionalization.

[4] Classical Ayurved method of education, involves four levels; *Adhiti*, *Bodha*, *Ācharana* and *Prācharana*. It involves collection and absorption of information, understanding and internalization of knowledge, application and practice leading to preacing, teaching and dissemination of knowledge. The current impediment in Ayurveda education becomes serious as teachers often tend to teach without sufficient understanding of texts and clinical expertise. [5]

Current Scenario:

Today, India officially recognizes Ayurveda and other systems of indigenous medicine along with the conventional biomedicine. To patronize and promote these systems, the Government of India, in 1995, established a separate department for Indian Systems of Medicine and Homeopathy (ISM&H), which is now known as AYUSH (Ayurveda, Yoga, Unani, Siddha, Homeopathy). [6] Among all the systems in AYUSH, presently Ayurveda holds a prominent position and a major share in the infrastructural facilities in terms of the number of hospitals, dispensaries, educational institutions and registered medical practitioners. [7]

The governing body that monitors the matters related to Ayurveda education in India is Central Council of Indian Medicine (CCIM). It was established through Indian Medicine Central Council Act of 1970. At present, more than 240 Ayurvedic colleges offer a graduate level degree, 'Ayurvedacharya' (Bachelor of Ayurvedic Medicine and Surgery i.e. B.A.M.S.) in India. This course is of 5½ years duration after grade XII with science subjects. [8] Ayurveda education in India has undergone several transitions till 1970, after the Central Council for Indian Medicine (CCIM) was constituted by an Act of Parliament, leading to uniform curriculum for Ayurveda education at the national level. The national health policies have generally favoured modern medicine while traditional systems of medicine have remained marginalized in the country of their origin. The Ayurveda system till date not becomes the mainstream in India. It does not coexist with modern medicine as traditional medicine exists in China. Although Ayurveda graduates play an important role in public health delivery system, their formal training in basic diagnosis and clinical skills are very limited. [9]

Recently Government of India has introduced NITI Aayog which proposed two draft bills titled 'The National Commission for Indian Systems of Medicine (NCISM) Bill, 2017' and 'The National Commission for Homoeopathy (NCH) Bill-2017'. The bills primarily seek to introduce a paradigm shift in the regulation of AYUSH education in India. These follow a similar proposal to replace the Medical Council of India (MCI) through the National Medical Commission Bill-2016. [10]

Reforms in Ayurveda education:

Ayurveda needs to be learned with a holistic approach since the core approach of understanding health and disease is entirely different from modern medical science. Reforms in the Ayurveda education system is not mere changing of the duration or short listing the subjects and introducing modern medical subjects, rather it should include the core Ayurveda philosophy intact with essential technical adaptations for global need. Since there is a strong need for an Ayurveda medical system to prove its relevance as a complete scientific system in the current

world, it needs to adopt recent scientific advancements and updated educational reforms in Ayurveda education. [11]

We can think of reforms in Ayurveda education in following way,

1. Reforms in Curriculum
2. Reforms in Training and Resources
3. Reforms in Teaching- Learning process
4. Reforms in Assessment methods

1. Reforms in Curriculum: A study has suggested that certain topics, which are not much relevant today, may exist in the classical textbooks. It is important to revise the curriculum so as to remove such portions and include more contemporary application oriented topics. [12] Recent advances in concerned subjects must be added itself during curriculum designing and development. Implementation of curriculum should promote interdisciplinary and integrated research. The entire eminent academician from the university and colleges, domain experts and policy makers must be cognizant about implementation of these reforms at every step. Proper feedback should be taken from each beneficiary like student, parent, university, industry and society.

2. Reforms in Training and Resources: Various faculty empowerment strategies should be implemented robustly. Faculty should be promoted for continuous training and education. So that they will get updated and acquainted with recent knowledge and in turn they can propagate it to their students. Recently various universities are carrying out workshops for teacher's training in which teachers are trained to use multiple teaching skills.

Digital resources of learning should be made available so it will lead to more individualization and creativity. Various e-learning resources should be updated and freely made available to the students.

One of the Learning Management System (L.M.S.) is MOODLE which is an open source. Use of digital tools and resources (including hardware and software) and their application in the field of education will help in easy understanding of the subject. Use of Information and Communication Technology (ICT) enabled facilities like multimedia, web-based learning and national e-resources should be promoted. [13] It also includes physical facilities, clinical equipment and laboratory learning resources, various digital theses repository like Shodhaganga, e-library and e-journals, web search engine, online research portals e.g. AYUSH research portal etc.

3. Reforms in Teaching- Learning process: Using technologies in teaching and learning are having a significant impact on learning outcome. Various Teaching-Learning modalities can be used like participative learning, experiential learning, collaborative learning, interactive learning, integrated learning, self directed learning, evidence based learning, project based learning, problem based learning and patient centric learning for diverse group of students. [13]

Researches show that all the educational objectives like development of higher level educational skills such as reasoning and problem solving, development of attitudes; also acquisition of interpersonal skills such as listening, speaking, arguing and group leadership is boosted by such kind of Teaching-Learning method. [14]

Now a day's competency based learning is promoted by various universities. Planning of curriculum should be done on the basis of three domains like cognitive, affective and psychomotor domain.

4. Reforms in Assessment methods: Being involved in student assessment is

among the most critical of all tasks facing the facilitator. There are various types of assessment but one must be clear about its purpose. Essay, short answer, structured, objective tests, direct observation, oral, structured clinical or practical assessment (OSCE, OSPE), self assessment and learning portfolio are some examples.[14] It should be implemented while assessing the students of Ayurveda. The purpose of assessment can be described as judging mastery of essential skills and knowledge, rank ordering of students, measuring improvement over time, diagnosing student difficulties, providing feedback for students, evaluating the effectiveness of the course, motivating students to study, setting standards and quality control for the public. [15] By using above mentioned assessment methods competency of students in different subjects can be easily assessed.

Use of technology in assessment is usually done in several ways like delivery of course material, processing of student data, O.M.R. for marking and scoring of tests, for submitting their (student) work via email also for presentation of their assignment. In this way Information and Communication Technology (ICT) is a positive tool for assessment of students.

CONCLUSION:

The scope for educational reforms in Ayurveda has improved considerably. Various Higher Education Institutions are responding to both internal as well as external pressures to improve the quality of their courses and the faculties by upgrading themselves for NAAC accreditation. Institutions are encouraging educational innovation, inter-disciplinary and integrated research activities, resource sharing and uniformity in knowledge. Implementation of the suggested reforms will definitely inculcate values, best practices and social responsibilities among the students.

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