STM JOURNALS

Journal of
AYUSH: Ayurveda, Yoga, Unani, Siddha and Homeopathy

ISSN: 2278-2214 (Online)
ISSN: 2321-6484 (Print)
Volume 13, Issue 3, 2024
September-December
DOI (Journal): 10.37591/JoAYUSH

https://journals.stmjournals.com/joayush

Review JoAYUSH

Ayurvedic Education System in Accordance with National Education Policy (NEP20)

Ritu Kadyan[1,*], Pankaj Kaushik[2], Anshul[3]

Abstract

Our past education system was modelled on the needs of industrialization. Although university system was present from ancient to medieval era in form of Takshila and Nalanda, but industrialization changed the whole scenario globally and India also got affected by this in terms of education level, as the British education system was forced. As the era passes, the type of education in Ayurveda goes through many diverse and extreme changes. From Guru Shishya Parampara to hi-tec-projector classes, type of knowledge delivery remains the same, i.e., Patha, Avabodha, and Anushthaan. NEP is an effort towards sustainable development of nation and to create individuals with more prosperous, cultured, progressive community that leads to fulfill the SDG of UN by year 2030. The new NEP tries to address these issues by taking care of needs that should be justified on present status of country's education level and not on the rudimentary marks system. Due to this, National Commission for Indian System of Medicine (NCISM) includes many innovative teaching methods, capacity building, orientation seminars with modern tools to improve the current Ayurvedic education system.

Keywords: Education system, ayurveda, NEP, NCISM, ayurveda education

INTRODUCTION

According to great leader Nelson Mandela, education is the most powerful weapon which you can use to change the world [1]. No doubt education plays a substantial role in development of a strong nation. Hence, India also focuses on its education system in all five years plans along with the setup of NITI Aayog which is continuously building the pillars of the Indian society in the direction of advancement [2]. To attain the targets of universal literacy, the country is still working on the process of equality by education to accomplish the preamble of the constitution. The right to education as a fundamental right is a step of breakthrough in terms of universal education.

Although industrialization era had a huge impact on education across the world and India also as a part of colonization. Formal education with accreditation of degree is the result of it. Limited access to education in the interest of industry, gender and class priority, focus on quality of participants to nurture them into specific skilled laborers are the drawbacks of this education system [3]. This leads to altering the wisdom of education practically and make education only grade based and job oriented [4].

Ayurvedic education was purely based on *Guru – Shishaya Parampara* by following the process of *Trisutra* and *Patha*, *Avabodha* and *Anushthana*.

***Author for Correspondence**
Ritu Kadyan
E-mail: dr.ritu5555@gmail.com

[1]Ayurvedic Medical Officer, Department of Samhita and Siddhant, Baba Khetanath Government Ayurvedic College, Pattikara, Narnaul, Haryana, India
[2]Ayurvedic Medical Officer, Department of Kaya Chiktsa, Baba Khetanath Government Ayurvedic College, Pattikara, Narnaul, Haryana, India
[3]Assistant Professor, Department of Panchkarma, Gaur Brahman Ayurvedic College, Brahmanwas, Rohtak, Haryana, India

Received Date: December 12, 2024
Accepted Date: December 20, 2024
Published Date: December 28, 2024

Citation: Ritu Kadyan, Pankaj Kaushik, Anshul. Ayurvedic Education System in Accordance with National Education Policy (NEP20). Journal of AYUSH: Ayurveda, Yoga, Unani, Siddha and Homeopathy. 2024; 13(3): 54–57p.

© STM Journals 2024. All Rights Reserved

Later after end of 19th century, the education of Ayurveda came under higher professional courses. Higher education is important for developing country like India as it paves a way to human development. Higher education that existed before independence was mainly to furnish the British interest of trade.

After independence, engineers, teachers, lawyers, scientists, doctors, etc. from India are in ample demand worldwide. Likewise, our traditional knowledge of medicine, i.e., ayurveda, yoga and siddha also found great recognition in past two decades. Celebration of yoga day in almost all leading countries is a great achievement. When the world has eye on us after our great wisdom of ayurveda, it will not only make the science popular globally but it also provides sustainability in terms of economic development. Education plays a substantial role in the popularity of ayurveda as it acts as a link on the social, cultural, moral, economic and spiritual aspects of community globally [5–7].

The NEP 2020 is an effort by the government to fulfill the country needs. It is a sincere effort to enhance the Indian education system. This policy changed the pre-existing education policy of 1986. The Kasturirangan committee was responsible for drafting the National Education policy 2020. This policy tries to address the issues of equality, affordability, equity and accountability. NEP has a detailed and illustrative description of various phases of education [8].

School Education

1. Early childhood care and education.
2. Foundational literacy and numeracy.
3. Universal access to education.
4. Learning should be holistic, integrated, enjoyable and engaging.
5. Equitable and inclusive education.
6. Efficient resourcing and effective governance through school complex.

Higher Education Phase

1. Quality universities and colleges.
2. Institutional recon structuring and consolidation.
3. More holistic and multidisciplinary education.
4. Optimal learning environments.
5. Equity and inclusion in higher education.
6. Catalyzing quality academic research in all fields through a new national research foundation.

Other Key Areas of Focus

1. Professional education.
2. Adult educational and lifelong learning.
3. Technology use and integration.

AIM AND OBJECTIVE

The aim of this study is to explore the NEP 2020 and ayurvedic education system for future forecasts.

MATERIAL AND METHODS

Ayurvedic texts, NEP2020 published by Government, internet, various authenticated publications have been considered and evaluated for the purpose of study.

NEP and Ayurveda Education

Being a professional course along with higher education, Ayurveda education still connects to the roots of Vedic knowledge banyan tree. By forgetting its roots completely and evolution into a new alteration in case of ayurveda education is not possible. Timely various policies, seminars, conferences are arranged to discuss this burning issue [9].

© STM Journals 2024. All Rights Reserved

Implementation of current NEP 2020 guidelines along with modern concept of technologies and use of technologies and various e-platform in teaching method of the ayurvedic knowledge is a challenge to teachers, educationalist and policy makers of Ayurveda also [10].

Precious knowledge of Sanskrit and Vedic wisdom to make student efficient in dealing the modern era diseases is a difficult task.

Challenges in Ayurveda Education

1. *Standardization of Ayurvedic Education:* As implemented by NCISM, ayurvedic education is still on grass root level. Changing the name of practical classes to NLH (Non lecture hours) is a good initiation but no matter how many colleges update their activities; this is still a question mark on the system. Although a detailed syllabus of LH and NLH by the NCISM include quizzes, activities, videography, conferences, and practical utility challenges are given.
2. *Teaching Skills:* No doubt, teachers have huge impact on students' thinking process regarding the ayurvedic education. Initiation of transitional curriculum based on giving an overview of ayurvedic education and its scope to students is a good start. It builds confidence in the students regarding their professional course. Lectures, demonstrations of life journeys of eminent speakers, motivational talks build their positive mindset towards their education system. Unfortunately, only a few colleges give importance to these types of programs [11].
3. *Digital Infrastructure:* The college's digital infrastructure level shall be used by multiple platforms and must point towards solution approach. As students are aware of modern technologies, teachers should also reassure the technology-based approach. For example, prakriti assessment based on google forms question by sending a link only. Hence teachers should not be outdated with the rapid advances in teaching methodology. They should always be keen to learn new things for the upliftment of the education system.
4. *Ayurvedic Universities and Colleges:* Institution plays an important role in developing clinical skills. From last few decades, ayurvedic institutions witnessed fast proliferation of many private or semi government and government institutions but with severely deficient infrastructure, manpower, non-functional departments and laboratories, lack of research-based approach. This hampers the basic requirement of ayurvedic doctors by *Charaka Shapatha.*
5. *Role of Regulators Authority like NCISM*: The role of authority responsible for this was found involved in various cases of corruption, lack of guidance, unco-operative behavior along with monopoly of self-centered approach [12]. CCIM failed in its objectives of quality of ayurveda education due to ghost faculty and dummy patients with totally fake medical records on ground level in many colleges. Newly established NCISM counters this situation with issuing teacher code, surprise inspection, online portal complaints by students. To fulfill the mandate of NEP2020 to increase in UG and PG seats, NCISM is continuously making efforts in standards of admission, teacher adequacy for affiliation of college process that is itself a revolutionary step in quality of ayurvedic education.

DISCUSSION

Ministry of Ayush is giving its best efforts and support to all the existing institutions in terms of research education and comprehensive development of AYUSH system of traditional medicine. NCISM is making continuous efforts towards curriculum reforms and giving significance to the methodology of textual structuring and interpretation of syllabus according to the norms of NEP. This will benefit the students in both traditional classical literature and modern clinical skills. Offering elective subjects as per student's choice, has started from the first year of graduation is a good step towards student's participation. Central board of secondary education (CBSE) also started chapters of *Tridosha* in 11th standard, also provides preliminary introduction to the students before NEET exam about this stream of professional course. This will initiate awareness regarding Ayurveda as a career option. Celebrations of Yoga Day, Ayurveda day, Care given to COVID-19 patients popularly manifold the importance of ayurveda in many aspects of life of individuals in society.

© STM Journals 2024. All Rights Reserved

CONCLUSIONS

For better implementation of NEP in Ayurveda education, a long distance is ahead that has to be covered. Efforts are made by the regulating authorities in designing interesting and innovative syllabus that enable students to develop a good clinical skill as ayurvedic practitioners along with contemporary science advanced techniques. Quality control program initiated by NCISM in terms of student – teacher ratio, learning based activities in clinical classes, ethical and moral values described in various Samhitas, proper internship supervision that helps in inculcation of clinical and communication skills of ayurvedic system.

REFERENCES

1. Binorkar S, Sawant R, Bhoyar M. Ayurveda education & research in India–present scenario, challenges & solutions. Int J Complement Alt Med. 2018;11(2):130–7.
2. Objectives and Features | NITI Aayog [Internet]. Niti.gov.in. 2024. Available from: https://www.niti.gov.in/objectives-and-features
3. Jadhav VV, Mahadeokar R, Bhoite SD. The fourth industrial revolution (I4.0) in India: challenges & opportunities. Management. 2019;6:105–10.
4. Laghane SK. Industrialization in India. Excel Journal of Engineering Technology and Management Science. 2020;1(17).
5. Upadhayay D. Ayurveda Education in India: Tradition, Challenges, and Opportunities. International Journal of Pharmaceutical Research and Applications. 2023;8(5):197–202. doi:10.35629/7781-0805197202.
6. Ninama R, Verma A, Nagle A, Meshram R. Ayurveda and New Education Policy: Present and Future Prospects. International Journal of Ayurveda and Herbal Research. 2024;2(1):21–27. ISSN 2584-0002.
7. School of Ayurveda and Panchakarma. The future of Ayurveda education: factors to consider [Internet]. Ayurvedacollege.net. 2024. Available from: https://www.ayurvedacollege.net/blogs/the-future-of-ayurveda-education-factors-to-consider.
8. Prajapati NL. About National Education Policy | Government of India, Ministry of Education [Internet]. Education.gov.in. 2024. Available from: https://www.education.gov.in/nep/about-nep#:~:text=National%20Education%20Policy%2C%202020%20(NEP,quality%20education%20to%20all%2C%20thereby
9. Kumar A. National Education Policy 2020 and preparedness of Ayurveda Universities. International Journal of Ayurveda Research. 2022 Jan 1;3(1):9–12.
10. Chawla K. Major problems with the Indian education system - Kunal Chawla - Medium [Internet]. Medium. 2018. Available from: https://medium.com/@chawlak/major-problems-with-the-indian-education-system-a9fafcf49281
11. Chaudhari MA, Jangid SK. NEP 2020 and Indian Knowledge System: an Ayurveda Perspective. Exploring NEP 2020: Anticipations, Challenges and Actualities. 2024;71–8.
12. Constitution of National Commission for ISM will make Ayush education corruption free & medical practice more quality oriented: Ayush think-tanks [Internet]. Pharmabiz.com. 2018. Available from: http://test.pharmabiz.com/topnews/constitution-of-national-commission-for-ism-will-make-ayush-education-corruption-free-medical-practice-more-quality-oriented-ayush-think-tanks-106731.

© STM Journals 2024. All Rights Reserved