

REFORMS IN AYURVEDA EDUCATION

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Background

Ayurveda the Indian science and philosophy of health even though it is ancient system of medicine yet applicable even to the present day of modern world. Ayurveda once the global leader in medical education, wherein several people across globe used to come to India to learn the medical system, became the unorganised sector by the destruction of the foreign invaders. Later the science became organised sector with the formation of Indian Medicine Central Council (IMCC) Act-1970, further, in the year 2020, NCISM (National Commission for Indian System of Medicine) Act has been enacted by the parliament. NCISM looking at the requirement of 2030, undertaken and taking several reforms in terms of infrastructural, human resources, functionality and Ayurveda education.

Curricular Reforms

Travelling in the defined path will definitely help in reaching the target, on these lines Program outcomes and course outcomes are defined so that the teaching and training will be objective oriented. Further, course outcomes are aligned with program outcomes. Introduction of Competency based medical education or outcome based medical education is the major reform initiated by NCISM. It is observed and opined by several that, the students from different backgrounds and with different standards are getting admitted in Ayurveda under-graduation. There is a need to transit these students to a common platform and common level of receptivity so that, the students can follow the Ayurveda a unique science in itself. To transit and prepare the students for ayurveda study 'structured

Transitional Curriculum' has been introduced by NCISM which has served the purpose and provided extensive positive feedback. It is common that several students limit to their study to pass the examination. To facilitate such students to focus on important subject content, the syllabus content has been categorised under must to know, desirable to know and nice to know category. Suitable teaching and training methods are essential for effective teaching. NCISM has taken care to elaborate the syllabus content well, clearly defined the learning outcomes and prescribed methods of teaching. In order to provide exposure to diversified subjects (like Biomedical Engineering, Biochemistry, Microbiology, Vrikshayurveda, communication skills, personality development etc.) to the students of Ayurveda NCISM introduced online elective courses. It is constant demand of the students to provide more emphasis on practical training. To fulfil the demand of the students, NCISM introduced the concept of lecture and non-lecture hours and thus reversed the ratio of lecture to non-lecture hours to 1:2 i.e., one hour of didactic lecture and two hours of activity-based training. To provide overall development of the students, exclusive periods for library, physical education and recreational activities are introduced and prescribed to incorporate in regular timetable itself. It has become difficult to conduct post-graduate entrance examination and other common activities due to diversified course schedules by universities. To bring uniformity across the country NCISM introduced standard Academic calendar across all universities.

Teaching Methods

To impart global standards in Ayurveda graduates, advance teaching methods are incorporated. Syllabus contents are specified with the suitable teaching methods. Each syllabus content may require specific teaching method for effective teaching and learning. NCISM specified the

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suitable teaching method for each topic. Advance teaching methods like problem-based-learning, flipped classroom including edutainment i.e. learn with fun etc. are all incorporated into the syllabus.

Assessment Methods

On the lines of NEP-2020, 'Light but Tight' NCISM introduced formative and summative assessment. In order to implement continuous evaluation of students, formative assessment in terms of periodical assessments and term tests are introduced. To have objectivity in assessment, advance assessment methods are specified for each content. Introduction of structured viva-voce examination is a breakthrough and it brings uniform depth of assessment to first to last examinee. To align the category of syllabus content i.e., must to know, desirable to know and nice to know, blue print the question paper is also introduced. Due to this 70% of questions will be from the must to know the content, 20% of questions will be from the desirable to know and remaining 10% of questions will be from the syllabus content nice to know category. To orient the students towards post graduate entrance and other examinations multiple choice questions are introduced. In order to provide marks weightage to the syllabus content as per its category and volume of the topic, different types of questions like MCQs (multiple choice questions), SAQs (short answer questions) and LAQs (long answer questions) are introduced and prescribed standard pattern of question paper that to be followed across the country. To bring uniform standards in examinations structured practical examinations as well as structured viva-voce system introduced.

Capacity Building

For effective implementation of the reforms, changes and modifications proper orientation of the respective stake holders is essential. On these lines NCISM taken up capacity building at different levels.

- Ultimately head of the institution is responsible for implementing the reforms being introduced by NCISM. To enhance the administrative capacity of the principals of ayurveda colleges, capacity building program on 'Educational Administration' has been undertaken with the collaboration of 'National Institute of Educational Planning and Administration' a deemed university under Ministry of Education.
- Teachers of ayurveda are being oriented on advance teaching and assessment methods phase

wise. Video demonstration of syllabus (subject wise) implementation is made available in the LMS (learning management system), so that at any time and as many times as required the videos may be viewed by the teachers.

- To enhance scientific writing skills and publication ethics, sixty master trainers have been trained on 'Scientific Writing, Publication Ethics and Research Integrity' who in turn will be orienting all post graduate guides of ayurveda.
- Several students of ayurveda as well as ayurveda professionals may have innovative ideas. Some of the post graduate students are researching innovative ideas. There is a need to nurture such innovative ideas and to translate such innovations in to products. With this thinking and to develop entrepreneurship skills in ayurveda sector, NCISM prescribed to establish 'Research and Innovation Cell (RIC)' in every ayurveda college and to appoint a young teacher as co-ordinator of the cell. NCISM has taken up training of Research and Innovation Cell coordinators in collaboration with NI-MSME, Hyderabad.

Infrastructural Initiatives

Each Ayurveda college will be having various sectors of employees like teaching, non-teaching, technical, medical, paramedical, supportive staff etc. Unless every sector of employees of the institution are trained uniform quality cannot be achieved. To cater capacity building of every sector of employees in the form of upskilling and reskilling of all stake holders of the institution 'Human Resources Development Cell (HRDC)' has been prescribed. To provide Entrepreneurship development and to provide research opportunities 'Research and Innovation Cell' has been introduced in every institution. To provide basic and advance training on various clinical skills 'Yogya-Clinical Skill or Simulation Laboratory' has been introduced.

NCISM Schemes

To inculcate research culture and to support research activities, in collaboration with CCRAS introduced SPARK program for undergraduate students and PG-STAR for post-graduate students are introduced. To promote quality publications 'Publication Incentives' and to bring out bhasmas with new materials 'Anveshanam-Rasa Bhasma' are also introduced. With all such reforms and initiatives, it is believed that the Ayurveda graduates coming out by 2030 will definitely acquire global standards and become global practitioners of Ayurveda. □