

## Ayurveda Education at Graduate Level – Present status



Ayurveda the science of life originated from India and whole world looks towards our country for Ayurveda and Ayurvedic education. India has become the hub of Ayurvedic education. There are huge numbers of Ayurveda institutions on this land which are imparting Graduate, Post-graduate and Post-doctoral degrees. In the recent years a mushrooming growth of substandard Ayurveda institutions has been observed. Due to excess number of colleges thousands of Ayurveda graduates are being produced every year. Very few of them enter into private practice rather they choose either PG courses or jobs in public or private sector as their career. If we analyse the present status and standard of Ayurveda education particularly at graduation level the scenario is quite discouraging. Graduates are far away from the real knowledge of Ayurveda and are devoid of clinical skills. Plenty of reasons are responsible for this situation which may be: students related, institution related, teacher related and system related or combination of all these.

Very less number of students gets admission in Ayurvedic colleges by their own will. Mostly those students enter in Ayurveda who fail to get admission in Medical colleges. In BAMS 1st year they continue to prepare for the next medical entrance examination (now NEET) and do not show any interest in BAMS studies. Their ad hoc attitude and absenteeism from the regular classes remains a big problem. Furthermore the subjects and the way of teaching offered to the students just after their entry in the course is also very discouraging and does not attract the students. This leads to failure in understanding the very basic subjects of 1st year which otherwise are the base for the understanding of other subjects. In fact in BAMS 1st year and early part of 2nd year the student does not feel himself as a part of Ayurveda education and does not accept it as his ultimate goal. After subsequent medical entrance examination if he fails again to crack the medical entrance then he stabilises himself in the course but still remains frustrated and depressed. This all leads to poor grasping and understanding of the principles of Ayurveda science. When same student reaches in the pre-final or final year then he starts aiming the admission in PG courses. To achieve same he starts to attend separate PG preparation classes in which he gets the training of MCQ type question answers. This totally diverts him from actual learning and development of clinical skills. Even during internship he continues to prepare for PG courses and remains far away from real clinical learning and training.

There are institution related issues like: poor infrastructure, on paper teachers, ignorant attitude of the management and non-functional hospital or poor number of patients in the hospital. On paper faculty in private institutions is the biggest problem. CCIM and AYUSH are trying hard to combat the problem of such teachers but still desired results are awaited. Poor and minimal functional hospitals are other important issues need to be addressed. Most of the managements do not want to run the hospitals and present fabricated data whenever required. A medical student without patients cannot get the clinical training and remains poor in clinical skills. On the other hand the condition of Ayurvedic hospitals attached to the colleges is also not satisfactory.

Teachers of Ayurveda colleges are a major factor for the compromised Ayurveda education. In many Ayurveda institutions the standard of teaching is very poor. There are no provisions for teacher's training and motivation. Teachers are entering with poor subject knowledge, without teaching attitude and proper training. They most of the times do

not connect with the students and a conventional type of teaching goes on. It is also observed that in the institutions where UG and PG courses are operational mostly PG scholars are sent to teach UG classes which further jeopardises the standard of teaching. Teachers themselves along with good subject knowledge require training and motivation for teaching.

It is also noted that an ignorant attitude is adopted by the governments for Ayurveda education. States generally fail to uplift the colleges and appoint proper teaching and supporting staff. Poor job availabilities and poor salary structure in the states are other major factors for the distraction of the teachers and students from Ayurveda teaching and learning. Managements of private organisation (barring few) seem to exploit the teachers resulting into poor outcome.

For proper Ayurveda education and infusion of clinical skills amongst Ayurveda graduates all above mentioned issues need to be addressed at different levels. Otherwise dilution of Ayurveda and inclination of Ayurveda graduates towards practice of modern medicine will continue which will never be in the benefit of our centuries old Ayurveda science.

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