

Ayurveda and New Education Policy Present and Future Prospects

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Abstract

Education in India remained a very much concerned and organized subject since the Vedic period and was continued under the observance and teachings of "Gurus" mostly in temples, gurukuls (schools), ashramas, pathshala, or Matthias. In such a system of education in gurukuls, etc., the main focus was on the holistic development of the people under the Guru (teacher) along with professional, vocational, and spiritual education. This type of education used the person to make useful for the society and the ultimate aim always remained as Moksha (salvation). There was no system of formal degrees or certificates at that time and a student trained by a perfect guru was acceptable to society and administration as well. For higher studies, students used to study in viharas or universities such as Nalanda and Takshashila. The current government introduced the National Education Policy 2020 under the Ministry of Human Resource Development. This strategy aims to modernize the 34-year-old education system and school policies that are already in place. Instead of focusing on getting high marks, this approach takes into account the actual conditions in the nation and places an emphasis on personality development, creativity, and innovation. The first education policy of the twenty-first century, NEP 2020, replaces the thirty-four-year-old National Policy on Education (NPE), 1986. This policy, which is founded on the fundamental pillars of access, equity, quality, affordability, and accountability, aims to transform India into a thriving knowledge society and global knowledge superpower by making both school and college education more holistic, flexible, multidisciplinary, suited to 21st century needs, and focused on bringing out the unique capabilities of each student. It also aligns with the Sustainable Development Goals of the 2030 Agenda.

Keywords

NEP, Education, Ayurveda, India

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1. Introduction

After 77 years of independence, India is still working for universal literacy, or 100% of the population. It is crucial to take into account the goals and plans set forth for an independent India. Equality in the nation and in education is the aim. This suggests that there is a need to enhance India's educational system. After 77 years of independence, India is still working for universal literacy, or 100% of the population. It is crucial to take into account the goals and plans set forth for an independent India. Equality in the nation and in education is the aim. This suggests that there is a need to enhance India's educational system.

The Union Cabinet of India approved the NEP 2020 on July 29, 2020, outlining the blueprint for the country's future educational system. With a focus on India, the National Education Policy 2020 seeks to establish an education system that will directly contribute to the nation's sustained transition into a fair and vibrant knowledge society by providing everybody with an excellent education. This New Education Policy (NEP) has superseded the previous National Policy of 1986. A group led by the former Indian Space Research Organization (ISRO) employee Dr. K. Kasturirangan drafted the new policy. The goals of this draft were to address the problems that the existing educational system is facing with regard to access, equity, quality, affordability, and accountability. The ministry of HRD was renamed the Ministry of Education by the committee.

India is having huge potential for growth and development which largely depends on the efficacy and effectiveness of our education systems.

In relation to NEP, there is a need to relook at the structure and status of Ayurveda Universities and institutions.

Exclusive Ayurveda Universities Contribute around 0-8% of the total university system of the country, but these affiliates more than 250 Ayurveda Colleges in the country across 6 states.

The seven National Assessment & Accreditation Council criteria—curriculum aspects, teaching, learning and evaluation research, innovation and extension, infrastructure and learning resources, student support and advancement, governance, leadership and management and institutional values, and best practices—vary greatly amongst the institutions. Ayurvedic institutions are severely lacking in almost all areas.

Most of the Ayurveda universities, except a few in India, are in the early stage of development and facing teaching problems. Gujarat Ayurveda University, Jamnagar, is the oldest Ayurveda university with a lot of achievements in its Credentials.

In the present context for Ayurveda institutions, there may be some indicators such as infra- Structure, staff strength (teaching, nonteaching & hospital) patient input in the hospital, research, and innovation, best practices, and community involvement

which could be used to know the strength & weaknesses of these institutions. for a good institution, an appropriate balance in all the areas is required.

Implementation of NEP 2020 in Ayurveda Universities and institutions must be initiated in a phase-wise manner. Areas that urgently require attention for the effective implementation of NEP are –

- Nursing Quality Culture in Ayurveda Institutions
- Standardization of Ayurveda education.
- Revisiting the fundamentals of Ayurveda in the present context.
- Good Ayurveda teaching practices.
- Good Examination and assessment practices.
- Developing clinical skills by utilizing standardized and validated Ayurveda tools and techniques (Good Ayurveda clinical practices).
- Interlinking ancient wisdom with. modern science & technology incorporating innovation & Research.
- Development of local and global models of Ayurveda for better healthcare care Management.
- Governance, leadership & Management.

New National Education Policy 2023: The New National Education Policy represents a significant sea change in the history of Indian education. After following the same standards for 34 years, the Ministry of Education (previously known as MHRD) made substantial changes to our education policy on July 29, 2020. The Indian government just approved the new national education policy until 2023 as in Table 1.

Table 1. Education policy until 2023

Name of the education policy	NEP 2023
organized by	Ministry of Education, India
The motto of the policy	Educate, Encourage & Enlighten.
Launch date	29 July 2020.
Number of editions of education policy in India	3 (1968, 1986 & 2020)
Five pillars of the policy	Access, equity, quality, affordability & accountability.
Aim of the policy	100% Youth and adult literacy

The principal aim of the National Education strategy is to elevate the quality of education in India to a worldwide standard, hence enabling the nation to become a frontrunner in knowledge-based industries. The universalization of education mandated by the National Education Policy achieves this aim [1-7].

1.1. Aim and Objectives

The aim and objectives of this study are to explore the concept of Ayurveda and NEP in the present and future prospects.

2. Material and Methods

Ayurvedic Samhitas, reliable publications, the internet, and contemporary medical literature have all been studied for this study.

2.1. Evolution of India's Education Policy

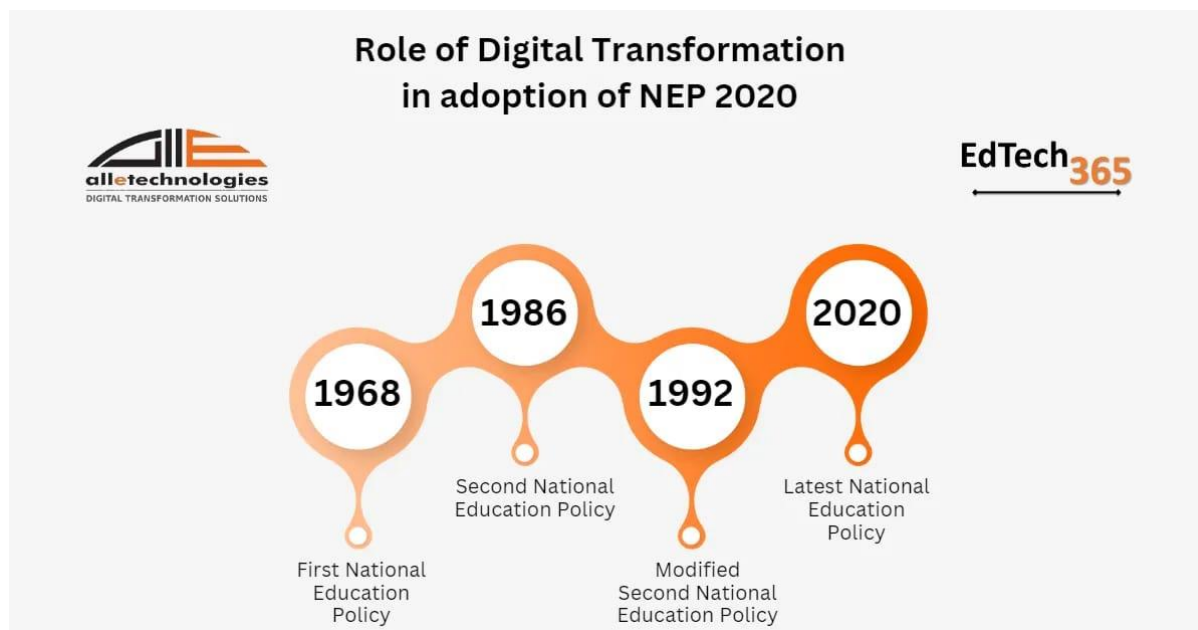


Figure 1. Role of digital transformation

The first organization founded in India after independence was the University Education Commission 1948–1949, often known as the Radhakrishnan commission. This committee, headed by Sarvepalli Radhakrishnan, was entrusted with the investigation of higher education.

From 1964 to 1966, the Education Commission was known as the Kothari Commission, under the direction of Dr. D. S. Kothari. This Commission advised the government on general policies and the national education pattern using a comprehensive approach that considered all educational levels, from elementary to post-graduation [8-12].

The T.S.R. Subramanian Committee, also called the Committee for Evolution of the New Education Policy, set out in 2016 to improve the legitimacy and caliber of education by resolving implementation gaps. In the end, the Dr. K. Kasturirangan Committee was tasked with drafting the new National Education Policy, and it submitted its report on May 31, 2019.

2.2. Principles of New Education Policy

- Assess and develop every child's potential.
- Boost the reading and numeracy skills of kids.
- Offering adaptable educational possibilities.
- Invest in public education with funds.
- Enhance the caliber of education.
- Give kids an introduction to Indian culture.
- Do top-notch research, provide sound governance lessons, and give kids control.
- Openness in the field of education policy.
- Stress the use of technology and assess it.
- Teach Multiple Languages.

- Enhance your child's ability to think logically and creatively.

2.3. NEP 2023: State Wise Implementation

All of the states that have implemented NEP since its inception.

- Karnataka issued the first state order in 2021 on the implementation of NEP 2022.
- On August 26, 2021, Madhya Pradesh subsequently consented to create a new national education policy.
- Yogi Adityanath, the Chief Minister of Uttar Pradesh, has said that the NEP will be rolled out gradually over the whole state.
- In 2023, the State of Goa intends to launch the NEP.
- Assam, Rajasthan, Maharashtra, and Andhra Pradesh are among the states that are attempting to implement the new NEP.
- The chief minister of Meghalaya declared that the state will shortly be the first to completely execute the recently implemented National Education policy.

2.4. Highlights of Policies NEP 2020 for the Higher Education System

- From the current 26.3% (2018) to 50% of students enrolled in higher education by 2035, the proportion of students receiving vocational training will increase.
- It should be encouraged for reputable foreign colleges to open campuses in India.
- To attract more international students, the caliber of higher education will be upgraded to a level that aligns with worldwide norms. Awards will be made after taking into account credits obtained overseas. A basic understanding of Ayurveda, Yoga and Naturopathy, Unani, Siddha, and Homeopathy (AYUSH) is required of all students pursuing an education in allopathic medicine, and vice versa.

The integration of the healthcare education system is necessary for this. In all forms of healthcare education, community medicine and preventative healthcare should be given more emphasis. Technical education should be offered by multidisciplinary educational institutions, with a focus on opportunities for in-depth contact with other areas. The primary focus should be on developing Artificial Intelligence (AI), 3-D machining, big data analysis, and machine learning applications for sustainable living, the environment, and health, in addition to genetic research, biotechnology, nanotechnology, and neuroscience [13-19].

2.5. University Level

- Combining currently dispersed HEIs into two categories Multidisciplinary Autonomous Colleges (AC) and Multidisciplinary Universities (MU).
- There are two categories of multidisciplinary universities: (1) Research-intensive universities and (2) Teaching-intensive universities.
- Creation of the National Research Foundation (NRF) to provide funding for higher education research.
- Research will be taught at both the undergraduate and graduate levels using a multidisciplinary, holistic approach to education.
- Every HEI will include a competent academic and career counseling center staffed by counselors who are available to all students in order to guarantee their mental, emotional, and physical well.
- To meet a worldwide level of excellence, the degree programs may include online, in-class, and ODL components in a 40:30:30 ratio format.



2.6. Institution Level

- The site of Multidisciplinary Autonomous College is expected to accommodate around 3,000 students. The goal is to have three thousand or more students by 2040 and to become multidisciplinary by 2030.
- Each current college will grow into a degree-granting autonomous college or move into one of the university's constituent colleges to become an integral member of the university.

2.7. Educational Policy Research

Because modern medicine dominates policy, AYUSH systems have long been ignored. Moreover, policymakers frequently overlook regional variations in India's demographic characteristics, healthcare-seeking patterns, socioeconomic and sociocultural aspects, awareness and literacy levels, etc.

Whereas many other universities (like those in Kerala) have continued to teach Ayurveda primarily in a "classics-oriented" manner, many others—like Banaras Hindu University—have embraced an integrated approach to the subject. Since 1958, the Udupa Committee report has chronicled the disparities in practices and educational standards throughout the several states.

Regretfully, India does not currently have a mechanism of this kind in place. Organizations like the Public Health Foundation of India (PHFI) haven't given AYUSH education policy much attention. Policy-makers will be assisted in making defensible judgments by well-planned educational experiments and good educational surveys (like those periodically done by NCERT).

The existing Ayurvedic education system must maintain a strong connection between research and teaching, while also strengthening its Shastra foundation and keeping up with the latest advancements in science and technology.

3. Discussion

The National Commission for Indian System of Medicine (NCISM) is doing its best efforts to redesign the curriculum and syllabi in light of NEP 2020, which will provide more practical exposure to the students. NCISM is also trying to come up with electives at graduation level and students will have many options to select the electives as per their choice. However, when we look at the school-level education and consideration of career opportunities, the students and parents at that level hardly consider Ayush as a career opportunity because of the absence of awareness at that level. Hence, there is a need to include the relevant Ayush contents of Indian systems of medicine at the school level from primary to secondary standards. This will create an awareness in the young minds and they at that level and they may consider the Ayush as a career opportunity. In recent years, the awareness and demand for Ayush in general and Ayurveda in particular have increased manifold at the national and international levels.

There is a huge requirement for quality Ayush workforce and medicines. This will only be possible if we produce the best-trained Ayush human resources, medicines, and services. Hopefully, the new steps being taken by the Government of India for the improvement of the Ayush education sector will bring the best results.

4. Conclusions

For better integration of NEP in the existing system of Ayurveda universities, some important steps may be taken, such as the adoption of innovative teaching methods with more emphasis on clinical skill development, providing a creative learning experience to the students, student-focused activities, faculty development programs, in place quality control mechanism, examination and evaluation reforms, research-oriented faculties, academia-industry collaborative approach, good availability of learning resources, and creating a quality conscious environment. Through the implementation of NEP, a flawless coordinated linkage among Ayurveda education, research, clinical practice, and industry will be developed.



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