



Invited Article

RELEVANCE OF "PADA CHATUSHTAYA" (MEDICAL QUARTET) WITH RESPECT TO STATUS OF AYURVEDA EDUCATION IN INDIA

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ABSTRACT

India's gurukula tradition of learning and teaching was in practice for many centuries. Gurukula system of one-to-one knowledge imparting education and learning transformed as Kulaguru system i.e., University based education. Education, research and practice are the essential components of the modern education and the same applies to field of Ayurveda. Ayurveda education in India is being regulated by a statutory professional body, Central Council of Indian Medicine (CCIM) established under the Indian Medicine Central Council Act, 1970 of Government of India. *Padachatushtaya*, one among the fundamental components of Ayurveda education, practice and research is analyzed with respect to existing status of Ayurveda education. Ayurveda, being the Science of Holistic Living and Art of Natural Healing, mainly detailed on the main objective i.e., Wellness to Illness approach. So accordingly any step or action or planning in the field of Ayurveda with respect to education, research and practice should focus on its basic approach. Graduates should be exposed to skill based knowledge so as become the part of the national health force keeping in view of the health policy of the country. In the contemporary times, Integration is much needed. Integration is to understand the traditional knowledge from diversified fields of science for effective utilization and its application.

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INTRODUCTION

Ayurveda advocates success of treatment depends on the quality of *Padachatushtaya* (four pillars of treatment) which includes quartet of *Bhishak* (physician), *Dravya* (medicament), *Upashata/Paricharika* (attendant) and *Rogi* (patient).^[1] This quartet is essential for effective disease management, provided they are being given proper knowledge, skills and abilities during their course of education. Etymologically, the word "education" is derived from the Latin *educatiō* meaning "A breeding, a bringing up, a rearing"; simply education is the action or process of educating or of being educated.

As per National Education Policy; in our national perception education is essentially for all. This is fundamental to our all-round development. Education develops manpower for different levels of the economy. It is also the substrate on which research and development flourish, being the ultimate guarantee of national self-reliance. Ayurveda, being the science of our soil; regulation of its education is very important so

as to stand India as global leader in the area of traditional, complementary and integrative health.

The Central Council of Indian Medicine is the statutory body constituted under the Indian Medicine Central Council Act, 1970 vide gazette notification extraordinary part (ii) section 3 (ii) dated 10.8.71. Since its establishment in 1971, the Central Council has been framing on and implementing various regulations including the Curricula and Syllabi in Indian Systems of Medicine viz. Ayurved, Siddha and Unani Tibb at Under-graduate and Post-graduate level. The Sowa Rigpa System of Medicine is included in the Central Council of Indian Medicine from the year 2012 as per Gazette Notification No. 2345 dated 16.12.2011.

K.A.P.S analysis of *Padachatushtaya*

Acharya Charaka in detail talks about the importance of *Padachatushtaya* with four essential qualities each quartet should possess and as whole named it as "*Shodasakala bhesaja*". In contemporary times this may be also considered as professional

ethics and etiquette. The same is critically analysed by applying KAPS (Knowledge Attitude Practice Skills) pattern in Table 1.

Table 1: KAPS analysis of Padachatusthaya

	Bhishak (Physician)	Dravya (medicament)	Upasthata/ Paricharika (attendant)	Rogi (patient)
Knowledge	Excellence in Medical Knowledge (<i>Paryavadhatatwa m</i>)	Abundance (Easily available and known to all) (<i>Bahutah</i>)	Knowledge of nursing (<i>Upacharagnatah</i>)	Memory/ Cognition (<i>Smriti</i>)
Attitude	Purity in thinking (<i>Shoucham</i>)	Suitability (Seasonal, Individual and different clinical conditions) (<i>Yogyatwam</i>)	Purity in thought process (<i>Shoucham</i>)	Obedience (<i>Nirdesakaritwam</i>)
Practice/ Performance	Extensive practical experience (<i>Bahusho drishtha karmatah</i>)	Multiple combinations (<i>Anekavidha kalpana</i>)	Fidelity/Practice with sincerity towards patient (<i>Anuragascha bartari</i>)	Fearlessness (<i>Abhiritwam</i>)
Skill	Dexterity (<i>Daakshyam</i>)	Excellence in potency (<i>Sampannam</i>)	Skillful in performing tasks (<i>Daakshyam</i>)	Ingenious expression of symptoms (<i>Jnapakatwam</i>)

Brief existing status of Ayurveda education of each component of *Padachatusthaya* is given below.

1. Bhishak (Physician/Medical education) - It covers the Education of medical students to become effective physicians and also education of teachers to train the students as future physicians.

- Bachelor of Ayurvedic Medicine & Surgery (BAMS) course duration of 5 ½ years (inclusive of one year internship) approved by Government of India is to impart education to the student to become Ayurvedic Physicians/Doctors. National survey about the status of Ayurveda education reveals that BAMS education seems to be only curriculum based rather than competency based education^[2]; and it doesn't meet its own laid down objectives of BAMS education i.e., Ayurvedic education should aim at producing graduates of profound scholarship having in depth knowledge of Ayurveda with scientific knowledge in accordance with *Ayurvedic* fundamentals with extensive practical training who would be able and efficient teachers, research workers and *Kaya Chikitsaks* (Physicians) and *Shalayachikitsaks* (Surgeons) fully competent to serve in the medical and health services of the country.^[3] Recently notified Minimum standards of Graduate education in Indian medicine (2012) made few changes revised the objectives of BAMS education as "The bachelor of *Ayurved* education will aim at producing graduates, having profound knowledge of *Ashtanga Ayurved* supplemented with knowledge of scientific advances in modern medicine along with extensive practical training; who will become efficient physicians and surgeons fully competent to serve the healthcare services".^[4]

- Presently Central Council of Indian Medicine (CCIM) has allowed Ayurvedic postgraduate education in 22 specialities only at the formal educational institutions. But it seems to be difficult to achieve the objectives of the post graduate education laid down in the IMCC regulations 2012 i.e., The aim of post graduate degree courses will be to provide orientation of specialities and super specialities of Ayurveda and to produce experts and specialists who can be competent and efficient teachers, physicians, surgeons, obstetricians and gynecologists (*Stri roga & Prasuti tantra*), Pharmaceutical experts, researchers and profound scholars in various fields of specialization of Ayurveda.^[5] There is no provision of Ayurvedic Post Graduate education beyond the formal teaching institution like DNB course in contemporary medical system.
- CCIM has also allowed conducting the Post Graduate Diploma courses in Ayurveda in 16 specialities. Objectives of this education are - to produce efficient *Ayurved* specialist in clinical specialties, to produce the experts in various specialties for research and development in the field of *Ayurved* e.g. *Dravyaguna*, *Rasashastra*, *Bhaishajya Kalpana* etc. and to have the skills and competence to diagnose and manage the conditions in respective area of specialties.^[6]
- There is no uniform national wide guideline available for the doctorate education in Ayurveda i.e., *Ayurveda Vidyavaridhi* (Ph.D).
- Rashtriya Ayurved Vidyapeeth (National Academy of Ayurveda), New Delhi - an autonomous institution under Ministry of AYUSH conducts informal mode of education programmes like 'Certificate of Rashtriya Ayurved Vidyapeeth' (CRAW) (includes learning

of Ayurvedic clinical practices under experienced vaidyas) and 'Member of Rashtriya Ayurved Vidyapeeth' (MRAV) (includes in-depth learning of ancient texts of Ayurveda under proficient scholars). RAVs initiatives are mainly focused on revival of ancient method of learning i.e., *Guru shishya parampara*.^[7]

- Recently few universities in India like University of Madras, Kasturba Medical College, Manipal allowing BAMS graduates to pursue the course in M.Sc in allied discipline like Anatomy, Physiology, Microbiology etc.,
- Exclusive Ayurveda universities are Gujarat Ayurved University, Jamnagar^[8]; Dr Sarvepalli Radhakrishnan Rajasthan Ayurved University, Jodhpur^[9]; Uttarakhand Ayurved University, Dehardun^[10] and Guru Ravidas Ayurved University, Punjab^[11] offering courses in AYUSH education.
- It is also observed that there is an inadequate provision of skill enhancement or capacity building programs for Ayurveda Faculty. Vaidya-Scientist Fellowship (VSF) programme initiated by the Institute of Ayurveda and Integrative Medicine (subsidiary of the FRLHT Bengaluru) is one of the innovative programme to encourage Ayurveda faculty.

2. Dravya (Pharmaceutical education) - It is related to medicinal drugs, or their preparation, use, or sale. Pharmacy is a healthcare profession requiring a high level of education and training to work as specialists in quality control and standardization of drugs for pharmaceutical companies, and as pharmacists to dispense the medicines.

There is no central regulation of formal Pharmacy education in Ayurveda; but few universities are offering various courses -

- Gujarat Ayurved University and Benarus Hindu University offering courses in Ayurvedic Pharmaceutical education i.e., B.Pharm (Ayurveda), M.Pharm (Ayurveda), M.Sc (Medicinal Plants).
- Bundelkhand university, Jhansi, UP offering M.Sc (Ayurveda & Alternate medicine) course.^[12]
- Dayalbagh Educational Institute (Deemed to be University), Agra, UP offering 2 years regular course - Diploma in Ayurveda (Up-vaidya).^[13]
- Lovely Professional University (Private university), Punjab offering courses in Ayurvedic pharmaceutical sciences like D.Pharmacy (Ayurveda), B.Pharmacy (Ayurveda), M.Pharmacy (Ayurveda), Ph.D (Ayurvedic Pharmacy).^[14]
- Institute of Trans-disciplinary Health Sciences and Technology (ITD-HST) University, Bengaluru is also offering short term courses.^[15]

3. Paricharika (Patientcare/Physician Attendants education) - It includes panchakarma technicians, Panchakarma attendants, Ayurvedic nurses, Herb collectors in Dravyaguna department, Lab attendant of Rasa shastra and Bhaishajya kalpana department, Ksharasutra assistant etc.,

Till today, no proposal or regulation of Paramedical education is available in Ayurveda. And even there seems to be no plan of action in the near future; though the manpower is being included in the Minimum Standard Requirements (MSR) of CCIM for Ayurvedic education. But few Universities/ Institutes offering various courses -

- Dr. Sarvepalli Radhakrishnan Rajasthan Ayurved University, Jodhpur offering a regular course - Diploma in Ayush Nursing & Pharmacy (DAN&P) of duration 3 ½ years - hybridized course with purpose to address the lack of pharmacists, nurses, Panchakarma technicians of three Ayush systems - Ayurveda, Unani and Homeopathy.
- Gujarat Ayurved University offering a Panchakarma Technician course - regular course of 1 year duration
- Indira Gandhi National Open University (IGNOU) offering course titled "Certificate course in AYUSH Nursing." ^[16]
- National Institute of Open Schooling (NIOS) under Ministry of HRD offering a course titled "Certificate course in Ayurvedic Therapy" for Panchakarma Technicians through distance learning mode.^[17]
- Maharashtra University of Health Sciences offering a "Certificate course in Ayurvedic cosmetics (Ayurvediya Saundarya Shastra) of 6 months duration regular course to enable the course learners skillful to start their own Ayurvedic cosmetic clinic which are truly needed in the current day perspective.

4. Rogi (Patient education & Counseling) - It insists patients and general public education about the strengths of AYUSH systems.

- Lack of awareness about the strengths of AYUSH systems among the general public, allopathic physicians, allied healthcare professionals, professionals of other biological sciences, bureaucrats, corporates, politicians etc., is the main reason for the poor patient turnover at the institutions when compared to contemporary medical system.
- Dept of Ayush, Govt. of India has already taken initiative in this direction with the launch of programme of "Certificate course on health promotion through Ayurveda and Yoga" (50 hours - 3 months part time programme) which is being jointly conducted by the Indian Red Cross Society (IRCS), New Delhi and Ministry of AYUSH. Government of India. This programme is

expected that the participants will be immensely benefitted from this course for attaining better health, great fitness as well as higher levels of well being and it is hoped that the participants so sensitized would spread the message of great benefits of Ayurveda & Yoga at community level. So far 16 batches (batch size of 50 candidates) completed the course with overwhelming response from the course participants.^[18]

- Govt. of India has launched National Health Portal of India - Gateway to authentic health information for all about the various systems of healthcare. The National health portal aims to make this as a single point access for authenticated health information for citizens, students, healthcare professionals and researchers.^[19]
- Ministry of Ayush also supporting State governments, NGOs, research foundations etc., to organize Arogya Expo to create awareness among the general public.^[20]

DISCUSSION

// *Swasthasya Swasthya rakshanam, aturasya vikara prasamanam* // this ultimate dictum of ayurveda means that preservation and promotion of health of healthy individual along with prevention from sickness & cure of the illness. This seems to be "Wellness" approach. But this is not reflected in the objectives of the BAMS and post graduate Ayurveda education laid down in the respective regulations. Paramedical training, patient education programmes and application of digital technology and tools in the teaching are virtually non-existent. Recent initiative taken up by the Gujarat Ayurved University i.e., imparting Ayurveda education for skill enhancement of physicians, technicians and for general public about the strengths of the system through University School of Continuing Education in Ayurveda^[21] is an innovative step in the field of Ayurveda which should be taken up further on large scale. His Holiness Maharishi Mahesh Yogi, a world renowned spiritual guru, defines University as "Unity in Diversity"; which may be understood that diversified fields of science should work for common/unified goal i.e., for betterment of the society. With this perspective, Ayurveda is never been among the diversified fields of sciences so as to be discussed or subjected to scientific understanding. So Ayurveda should be part of the Central Universities where diversified fields of science works for unified cause.

CONCLUSION

"Live as if you were to die tomorrow. Learn as if you were to live forever" quoted by Mahatma Gandhi gives importance of learning throughout the life. And learning with respect to ayurvedic education should be knowledge based, should bring change in attitude of the learner so as to become effective physicians; should be skillful for the effective utilization of the available

resources and ultimately should apply full potential in practice; which serves the purpose of *Padachatushtaya*.

Medical education and practice involves various kinds of personnel of different educational backgrounds; so it necessitates formulation of education guidelines and policies considering all. Regular knowledge updation on ethics and practice and also skill enhancement programs seems to be lacking in current Ayurveda education. This has to be taken care immediately with due credit system for undergoing such programs.

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