

## TEACHING TECHNOLOGY IN PANCHAKARMA

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### ABSTRACT

The acceptance of *Panchakarma* therapy is gradually increasing day by day globally and realizing this fact, many Ayurvedic Universities are now offering different courses of *Panchakarma* to the students. In most of the institutions, the teachers are not at all oriented with fundamentals of *Panchakarma* therapy or with its clinical application. As a result, no rational approach has been developed both for *Panchakarma* teaching and *Panchakarma* practice. If a proper technology of teaching is followed in the perspective of *Panchakarma*, a good clinical practice can be achieved.

**KEYWORDS:** Panchakarma practice, Panchakarma teaching.

### INTRODUCTION

‘Teaching is an intimate contact between a more mature personality and less mature one which is designed to further the education of the later’.<sup>[1]</sup> It is a supreme art and should be enabled to awaken joy in creative expression and knowledge.<sup>[2]</sup> A good teacher never tries to teach rather he tries to probe the insight of the students by the knowledge selves. Though being a good teacher is an inborn quality, yet teaching as a blend of art and science.<sup>[3]</sup> may be improved if a proper technology is maintained. Teaching technology is dependent on manpower, method, materials and media.

**Aims:** The main aims are to make teaching more interesting and fruitful in the field of Panchakarma and to yield qualitative Panchakarma physicians.

**Man power:** In *Panchakarma*, Man power is highly needed even at the level of teaching. Teacher, nurse, masseur, patient, cook, attendants, etc. are essential to demonstrate a particular therapy.<sup>[4]</sup> All of those assistants should have efficiency, hygiene sense, knowledge of therapy, obedience and reliability.<sup>[5]</sup> The teacher must be a good physician otherwise he can't able to provoke his students towards clinical practice. He should know the subject as an author, should have confidence in the therapy as an inventor, should have vigilance and control over the situation as a conductor.<sup>[6,7]</sup> The patient should have also special qualities otherwise they cannot help even themselves to get cured. Their qualities should be

the ability to convey their real situation to the physician, their faith and obedient, loyal to law and order.<sup>[8]</sup> As the disease and its treatment are mainly dependent on the expression of the patient – so it is also very much important in the teaching learning process.

**Method:** Method of teaching is also an important criterion. Programmed learning may take the vital role in this part. Team teaching, micro teaching, etc. may be incorporated diagnosing the proper condition of the class and the students. Always emphasis should be given in the development of the insight of the students so that they can grow critical thinking power. The method should focus ‘not to teach a man anything’ rather ‘to help him to find it himself’.<sup>[9]</sup> The method should empower group activities as well as individualized techniques of instruction whenever needed. In the modern approach the role of the teacher in the Education system is as a music conductor. He has to make the study material using all available resources with proper planning prior to the schedule class so that the student may get the proper guidance and assistance for the forthcoming material for their real advancement without boredom. For *Panchakarma* study, a standard module should have to be prepared so that a student may perform these highly beneficial therapies in an unfavourable situation with minimum requisite.

**Materials:** Compendiums with their commentaries, text books, manuals, guide books which are already available should be used as the source. As there is no

'Programmed Learning book' on *Panchakarma*, the teacher should have to prepare such type of material for his students.

**Media:** Any audio, visual or audio-visual media like tape recorders, films and computer etc. are effective in teaching process.

## METHODS AND MATERIALS

An extensive search of the ancient Ayurvedic literatures was carried out to compile information about teaching useful for *Panchakarma* therapy. The search includes the texts of 1500 BC to the recent texts. The contemporary books of Education, Teaching are also gone through. The electronic and internet media was done according to the guidelines for the use of electronic and internet media, and a high quality and reliable medical information from the internet was retrieved.

**Structure of Teaching:** It is a Tri-polar process consisting of Teacher, Student and Strategy designed. In this structure, teacher is independent character and he is the supreme. So he should be ideal in his character and experience to the students. The students are hero of the Education process<sup>[10]</sup>, yet they are dependant variable because they have to move as per the instruction and planning of the teacher. So the teacher should have the right to choose his disciple and it was practised in ancient India. The prescribed qualities of the disciple are as follows.<sup>[11]</sup>

1. Prashanta (Tranquility)
2. Āryaprakriti (Generosity)
3. Akshudrakarmanam (Aversion to mean acts)
4. Riju chakshurmukhanasavansa (Normal condition of eyes, face and nasal ridge)
5. Tanuraktavishadajihva (Thin, red and clear tongue)
6. Avikrta dantausthamaminminam (Absence of any morbidity in teeth, lips and voice)
7. Dhrtimantam (Perseverance)
8. Anahamkritam (Freedom from vanity)
9. Medhavinam (Presence of intellect)
10. Vitarkasmritisampanna (Power of reasoning and memory)
11. Udarasatva (Liberal mindedness)
12. Tadvidyakulajamathava tadvidyavritam (Birth in the family of a physician or the one having the disposition of a physician)
13. Tatvabhinivesinam (Inquisitiveness for truth)
14. Avyngam (Physical perfection)
15. Avyapannendriya (Unimpaired senses)
16. Nibhritamanuddhatam (Modesty and absence of ego)
17. Arthatatvabhava (Ability to understand the real meaning of things)
18. Kamakopanam (Absence of irritability)
19. Avyasana (Absence of addictions)
20. Shilasouchaacharanuragadakshayapradakshinyopapannam (Good character, purity, conduct, love for study, enthusiasm and sympathetic disposition)
21. Adhyanaabhiyama (Devotion to study)

22. Arthavijnane karmadarshane chananyakaryam (Uninterrupted taste for the theory and practice of the science)
23. Alubdhamanalam (Absence of greed and laziness)
24. Sarvabhutahitaisinam (Good will for living beings)
25. Acaryasarvanusishtipratikaram (Obedience to all the instructions of the preceptor)
26. Anuraktam (Devotion to the preceptor)

Strategy of teaching is the third pillar of this structure. It consists of telling, showing, doing, interacting etc. which are beneficial for the furtherance of the students.

**Function of Teacher:** There are three functions of teacher. They are:

1. Diagnostic function
2. Prescriptive function
3. Evaluative function

**Diagnostic function:** The teacher must diagnose his own capability in terms of knowledge, confidence to treat a disease and potentiality to motivate the students. He should also diagnose the temperaments of the students, their motive, perseverance and inclination to the subject. Simultaneously the cognitive, conative and affective abilities of the students should also be diagnosed. The class-room environment is also to be assessed. The study material, subjects, condition of the patients which is to be demonstrated to the students etc. are also to be analyzed properly. After proper diagnosis of the situation only, a teacher can proceed to the next step.

**Prescriptive function:** When diagnosis of the circumstances is clear to the teacher, it becomes easy to prescribe the solution. In this step, teacher is the coordinator though the cooperation of the students is always needed.

**Evaluative function:** This step is essential to evaluate the progress of the student regarding the subject. The evaluation should be done in such a way that the students become master of the concerned subject. If any lacuna is noted in the evaluation, then appropriate change should be needed. Personalized training is then may be essential. For evaluation, gradation, rating scales etc. are useful. The evaluation, as because gives a proper feedback, it is also important in teaching strategy planning.

**Phase of Teaching:** It has three phases.

1. *Pre active phase:* This phase is more or less deliberative. Any Karma cannot be demonstrated to 50-60 students of a class at a time. So a proper group formation is needed. In each group maximum 8 students can be selected. During the formation of group, intellect level of the students should also be considered. The students having more or less same merit and inclination to the subject should be kept in one group. Naturally the intellectual group and the group having more inclination to the subject will take less attention and less time of the teacher to

achieve an ultimate goal where as the rest will demand more attention as well as time. Moreover they may need some other way out of demonstration and planning because every student should have 'Mastery Learning'. Prior to go for teaching, the teacher should decide first what to teach, a proper strategy and tactics should be chalked out then as per the merit of the class.

2. *Interactive phase*: This phase is more or less spontaneous. Though the programme and the strategy are already set, yet teacher has to change his dialogues or matter according to the situation of the class. He may have to refer some other examples which is not pre set. So confidence and knowledge of the subject is very much needed. The teaching of *Panchakarma* has three parts a) class-room teaching b) bed side teaching c) practical demonstration in theatre. In classroom teaching programmed matter may be helpful to some extent but in bed sided class, anything may be asked by the students as per the situation as the types of disease and the *prakriti* of the patients varies from man to man. Actual knowledge of the texts along with vast experience can only save the teacher. In demonstration class, any kind of emergency may happen.<sup>[12]</sup> So a teacher must be a good Physician and he should bear all kinds of instruments, utensils and necessary things to tackle the situation. This phase demands the teacher to be smart, confident and fluent in conversation. A good teacher always 'adds creativity and inspiration to the basic repertoire'.<sup>[13]</sup>

The interactive phase again can be classified into two:

- Individual interaction
- Group interaction

Individual interaction between student and a teacher is more intimate and it helps to remove the specific lacuna of the student in a particular topic. It also helps to restore a good student teacher relationship. In group interaction, the teacher has little time to find any flaw rather he has to run in the path of a particular topic to complete the syllabus. But one thing to be kept in mind that an all time stimuli should be maintained throughout the class in which any kind of boredom cannot touch the students. To keep them active, feedback may be taken. It forces them to be involved in the whole matter. Any praise, affection, support from teachers accelerate the students' grasping and involvement power. It is seen that teaching through case presentation attracts the attention of the students more than reading the boring text. In interactive phase, the students should be encouraged to ask any type of relevant question freely. A group discussion may be organized after completion of a particular chapter.

1. *Post active phase*: In this phase evaluation should be done. It is important both for teacher and students. If teacher feels that the students have grasped the materials presented to them well, he may proceed to the next topic with new contents. Otherwise he has to re-teach. If he

feels that some of the students could not go through the topic, he may arrange an individual interaction for them to save the stipulated time of the normal calendar year. It will help both the teacher and students to teach or to learn better. If the teacher assesses that he has some lacuna in the presentation, he can make it up in the future classes. If the teacher faces several types of logical queries from the students of different intellects at the end of his presentation, he has to think that involvement of the students in his class is good but the basic materials presented to them may need further edition and alteration though it is not always true. All these help the teacher to teach better in the future.

A good teacher has the ability to control his class not through fear or high handedness. He should create interest in the learner by his good command over the subject and ability in interesting and effective presentation.

**Principles of Teaching:** There are some principles emphasized by educators and psychologists for effective and smart teaching. They are as follows:

1. *Principle of activity or learning by doing*: The teacher should always encourage the students' activity for learning something. The therapy should be practised not only by observing the procedure but also by hand to hand practice. The theory should be taught prior to the practical training.
2. *Principle of motivation*: The students should be motivated by the teacher in such a way that their interest be aroused to perform the therapy at their level best. They may be encouraged by showing them a wide range of application and efficacy of these therapies. The student should be taught first the lines written by *Charaka* as he who reads and practises the *Basti* (and hence *Panchakarma*) he may get the highest fame, money and honour in the world.<sup>[14]</sup> If a student sees his teacher to cure several types of complicated and non curable diseases by any other means by *Panchakarma* therapy, automatically he will be motivated to learn these therapies from the inner heart which is the need of the day. The teacher should have to be ideal of his students so that he can control their instinct.
3. *Principle of self education*: The students should be encouraged to learn by their own efforts as really nothing can be taught.<sup>[15]</sup> The role of the teacher should be just to instigate the imaginary world of the students. The teacher just can help the student to analyze a thing in different manner, to look into a topic in another perspective. He should take the role of a guide, of an advisor or a pathfinder. The teacher should nourish the assertiveness and creativity of the students and also should flair up the curiosity in them. He has to boost up his students so that their submissive imitative nature may hide away. The teacher should encourage them for development of their natural desire to work. 'The supreme value of a teacher lies not in the regular performance of the

routine duties, but in his power to lead and inspire his students through the influence of his own mental and moral personality and examples.<sup>[16]</sup>

4. *Principle of individual differences*: The students' mental and intellectual set up are different<sup>[17]</sup>. So in teaching this should be catered.
5. *Principle of goal setting*: Aimless boat never meets up the beach. So, first of all a specific goal to be set.
6. *Principle of stimulation*: 'The guidance of the teacher is mainly a matter of giving the right kind of stimulus to help him to learn the right things in the right way.'<sup>[18]</sup>
7. *Principle of association*: Alike things in the brain are stored in a linked manner so that they can easily be recalled. So the teacher should have to put the same topic or alike references before students so that they can easily register it or can easily understand it. Especially in *Panchakarma* everything is written in the compendium in a scattered manner. So at the time of teaching, all associated materials should be linked.
8. *Principle of readiness*: Readiness is the attentiveness for action. It is important in teaching learning process.
9. *Principle of effect*: This principle states that a response which is followed by pleasure becomes strengthen and which is followed by displeasure becomes weakened.
10. *Principle of exercise or repetition*: It has two parts-
  - a) Principle of use: Rehearsal and repeated exercise makes a long term memory. So teacher should make the student rehearse a subject repeatedly.
  - b) Principle of disuse.
11. *Principle of change and rest*: Continuous study or teaching makes the environment boring. So change of topic, recreation to some extent etc. may increase the attention of the students.
12. *Principle of feedback and reinforcement*: Feedback after every step of teaching is important for both the teacher and students. By this process, the student can get the chance to recapitulate and reassemble the heard knowledge. After that reward, praise etc. are to be encouraged.
13. *Principle of training of senses*: In *Panchakarma*, training of senses is the most important. The power of observation, discrimination, identification, generalization and application should be improved by repetitive practice.
14. *Principle of creativity*: Creative thinking of the students should be encouraged. Explanation of the verses (*shloka*) in new light should be discussed in a free atmosphere forgetting whether it is wrong or right! After that teacher should correct or confirm this explanation.
15. *Principle of planning*: Prior to the class, preparation of subject materials, arrangement of operation theatre and patient, provision of teaching aids and making of strategy is important.
16. *Principle of effective strategy*: An effective strategy is that which is evolved through the experience of continuous teaching. By this strategy the teaching learning becomes more fruitful.
17. *Principle of flexibility*: This flexibility is in respect to teacher himself and the students. The teacher should be flexible to accept new imagination or new concept made by others or even by the students if logical. He should even be flexible in making teaching strategy also. The teacher also has to consider different thoughts, different attitudes and behaviour of different students. In respect to the student they also have to flexible with the different strategies of different teachers.
18. *Principle of variety*: Variety in strategy, topic and aids should be prepared and kept in mind every time so that they can be produced in the suitable environment to minimize fatigue, lack of attention and monotony of the students.
19. *Principle of correlation*: Everything happening in the body, whatever interpreted is the same in terms of science. So disease, its pathology, mode of action of the drug and therapy should be correlated in the acceptable form of knowledge. An easy example of known facts can help the student to understand an unknown one better.
20. *Principle of active involvement and participation of students*: The main aim of teaching is to make the student master of the subject. So active involvement and participation of the students is highly needed.
21. *Principle of correlation*: A task can be completed successfully when all the pillar of the system will co-operate each other. In teaching learning process students, patients, staffs should have to help the teacher to perform an effective teaching.
22. *Principle of remedial teaching*: as the intellect of the students is not the same, the teacher has to find out the individual's fault in a positive attitude.<sup>[19]</sup> After that he may have to take an extra class for that student to compensate the lacuna.
23. *Principle of creating conducive environment*: A good environment of the class ensures good learning process. The teacher should have to take initiation for good light fittings, furniture, teaching aids, and utensils for therapies, etc.

## CONCLUSION

The medical education is the pathway of medical practice. The practical education, especially of medical science requires the definite ambit of technical phenomenon. The module of medical education in respect to *Panchakarma* is technically time bounded thorough process and hence capable to arrest the different diseases. The technical teaching of *Panchakarma* in the compartmental way magnify the potentiality as per its applicable possibilities and sound efficacy of the therapy depending on the qualitative thought process.



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