Correlation between Tadvidh sambhasha and cooperative learning – a teaching methodology

Deepali Agrawal¹, Renuka Deshmukh², Hemant Aderao³

¹ Associate Professor, Rognidan Dept.
² Assistant professor, Agadtantra Dept.
³ Assistant Professor, Rasashastra And Bhaishajya kalpana Dept.

SSVP Ayurved College and Research centre, Hatta, Hingoli, Maharashtra, India

*Corresponding author: +91 9423385150 dr.deepaliagrawal2006@gmail.com

Abstract:

Teaching and learning are two sides of a coin. Every faculty education stands upon two pillar teaching and learning similarly Ayurveda too. In present era in Ayurveda learning is teacher centring method which is called as faculty teaching. This method of teaching discouraging everyone. In faculty teaching every student is not take part in learning process. It discourages student’s curiosity, questioning, innovation, and feedback. Most of the ayurvedic institution using teacher centring method for teaching.

Opposite to this now a days to enhance the teaching process there are different methodology are put forward like cooperative learning, collaborative learning, and competitive learning. Cooperative learning is student centring method and focused on group accountability, social skill and thinking which is necessary for successful Vaidya. In Charaksamhita also it is mentioned that Tadvidhsambhasha is best for enhancing our knowledge. Which means discussion with vaidys for curing patient, which can be achieved by cooperative learning.

So here the study is about correlation of cooperative learning with ancient methods mentioned in ayurvedic samhita and implication of cooperative learning in ayurvedic teaching.

KEYWORDS: Tadvidhsambhasha, cooperative learning, teaching methodology

INTRODUCTION

Ayurveda is oldest system of healthcare. In present era, the people are interested in taking ayurvedic treatment rather than modern medicine. Now a days, Department of Ayush noted that Ayurvedic vaidyas have poor confidence to do their conventional practise.¹ A study conducted by Kishore Patvardhan et al. indicates that there are
some serious flows in the existing system of
the graduate level. Ayurvedic education only
a good exposure to basic clinical skill during
the medical education can produce confident
physician. It also happens due to our faulty
faculty education. In faculty education
teacher merely transfer his knowledge
collected from various books to students.
Student play passive role in learning. Each
and every student does not take part in
learning. It is requirement to shift teacher
centring education to student centring
education.

In Charaksamhita it is stated that discussion
with same level person improves our
knowledge.

Cooperative learning is based on team based
learning. Students learning is based on team
based learning. Students play an active role
in learning. Teacher play a passive role, he
plays a important role as facilitator
providing all essential material available
from various sites, a group maker ,watching
on group movements, guide students,
developing social skill that how to match
with one another. Student is proactive and
play constructive and creative role in
curriculum. Teacher will not merely transfer
a set of information rather than he will try to
induce learning ability and skill to students
so they learn much more than teacher taught
in traditional classroom. The main
characteristics of cooperative learning is
positive inter dependence, individual
accountability, social thinking that is student
thought that “we sink or swim together.”
Cooperative group are structured in student
need each other help to complete a task so
help to each other that is positive interaction.

It also promotes social skill. It provides good
mental health for slow learner so it is
expected that every teacher remodel his
teaching style in tune with such pedagogy
like cooperative learning.

**Aim:** To promote the ayurvedic education
by studying cooperative learning strategies.

To bring ayurvedic education effective by
adding different learning techniques in
education.

**Objectives:**

- To collect all data for ancient teaching
method from ayurvedic samhita granths
which relate with cooperative learning.

- Collect data of cooperative learning which
can be implicate to teach Ayurveda students
in class

- Correlate teaching methods described in
ayurvedic samhita with cooperative learning.

**Method**

The ancient teaching and learning methods
available in ayurvedic classical literature
regarding cooperative learning methodology
were studied. Both the methods of teaching
and learning are compared and critically
analysed. The data regarding cooperative
learning pedagogy from mookit course.

**Review of literature**

**In ayurvedic samhita**

Charaksamhita

In sutrasthan Acharya charak mentioned that
discussion with expert enhances our *budhi*.
He also stated that discussion with group of
Vaidya’s clear our doubts. According to him teacher plays important role for gaining knowledge. Discussion with Vaidya called Tadvidhsambhasha. Tadvidsambhashais necessary for enhancing our knowledge. Tadvidsambhasha develops social skill like conversation with other. If we have any doubt regarding a subject which is not studied before. We get new knowledge easily which may be get after heavy Guru Seva so kushal Vaidya always prefer tadvidhsambhasha. Tadvidhsambhasha is of two types that are sandhaya sambhasha and vigruhya sambhasha.

When we are doing sandhayasambhasha we can asked any question without hesitation. He will overcome me such type of thinking is not allowed in sandhay sambhasha. How to discuss with Vaidya are briefly discuss in charaksamhita. There are 44 vadpadmarg stated in charaksamhita for doing discussion. Charak is not satisfied that the Vaidya should limit himself to the knowledge he was acquired from his Guru. It should be enhance by thoughts and practise.

The intelligent physician should not determine anything according to his instruction laid down in the science but he must use his own tarka nad yakti to make proper progress.

Cooperative learning:

Cooperative learning is education approach which aims to organise classroom activities into academic and social learning experience. Students must work in groups towards common academic goals. And maximise their own and each other’s goal (Johnson Johnson and smith 1988) several groups in class in which students actively take part in group discussion without any burden. They reduce teacher’s dominance in a class. Reduce the need of competitiveness.

In cooperative learning players must work together to achieve their shared aims successfully through sharing information and coming to one another’s aid. In this learning each member is assigned to complete a task with help of group interaction. It enhances mutual helpfulness and active participation. It is less threatening for many students. CLL is does not mean simply put together and interact. The students are structurally mannered which effects on their learning. Its main principle is sink and swim together.

Role of teacher in CLL is like helper, facillator, he plays active role in in start and end. Student have active role in CLL. Students are in heterogeneous group with 2-5 members. It varies strategy to strategy. There are 80 different strategies regarding CLL. But some of them are mentioned here which can be implemented.

- Think Pair Share

It is also called as turn and talk. Teacher poses a question to a class. Each student has a minute to think about it. Then they turn and discuss with student sitting next to him and then share with another group and then whole class.

It engages all students in their learning and it can be done quickly with almost all class all and lesson.

- JIGSAW
In this 4-5 students placed in each group called home group. These students assigned different subtopics within same topic. Students work on researching their topics with members of other group who have the same topic called expert group. And return back to home group to teach about their topic. Together all pieces come together to form a complete product.

This is helpful in that helps to get students engage with one another and hold them accountable for their learning. It is truly cooperative in that every student needs put work in so that group members become informed on the topics.

- STUDENTS TEAM ACHIEVEMENT DIVISION

STAD is a CL strategy in which small group of learners with different level of ability work together to accomplish a shared learning goal. This strategy is based on 5 components.

- Class presentation by teacher
- Teams
- Quizzes
- Individual improvement score
- Team recognition

The class is entirely presented with lesson. Students are grouped in their basic score. Individual are graded on their performance. It is basically team work but students are graded individually according their contribution. Then works into teams and mastered in that lesson. Then teacher takes individual test can’t help to each other. Their scores are compared with past scores and points are awarded on the basis of the degree of which student meet and exceed with their own earlier performance. This is the way. It is guaranteed that all group members with different levels are equally motivated to do best.

With this technology group member gain a better understanding of themselves as they interacts with each other. Working in a group faster learning and comprehension of idea discussed.

Discussion:

From the ancient we believe teacher is next to God. Teaching is unique service specialised training. In present era most of the ayurvedic institutions use only faculty teaching. Students are get bored due to merely transforming teacher’s spoon feeding having teacher’s custodian and traditional knowledge. Neither has the ayurvedic teaching changed in the last 50 years nor the textbooks enriched with new research method. Traditional classroom teaching is old fashioned it is time to change our teaching method from teacher centring to student centring method.

In the field of education ancient acharyas also used different teaching methodology other than adhyan adhyapan vidhi. Some examples are given. In charaksamhita sutrasthan adhaya twelve vatkalakaliya adhaya Acharya Agnivesh answers questions asked by students one by one means this adhaya is also based on student centring method. In atreyabhadrakape adhyay of charaksamhita in sutrasthan teacher put forward a question that is how many rasa is there? Then one after another student postulates different type of theory regarding type of rasa and one theory is put forwarded. Likewise
ayurvedic teachers must have use different teaching methods to enhance student’s participation in our teaching. Teachers must have the training about newer methods of teaching which can be implemented in ayurvedic teaching. One of the newer teaching methods which can be implemented in ayurvedic teaching is cooperative learning.

**Correlation between *tadvidhsambhasha* and cooperative learning:**

As Acharya Charak was said that “*tadvidhsambhasha budhivardhananam*”. It means discussion with Vaidya boost intellect. And likewise cooperative learning is also based on group based learning. Both method are best in clear the any doubts about a subject. There is no any competition in between groups. Newer knowledge can easily cleared which get by taking heavy efforts.

**Necessity to adopt student centring method:**

Long ago there is less availed of books and materials. Teachers were collecting all references from various books and represent them in front of students as a lecture. But now a days there are various books available i.e. collected data of a particular subject is available. There are many resources like YouTube, Google search from which we get readymade data. If any lecture is missed by students they can get lecture on that topic on multimedia so students are now less serious for attending lecture. So if we work as provider, group maker students take part in learning so it is necessary to adapt student centring method.

**Why cooperative learning:**

Cooperative learning depends upon student’s participation. Each and every student has personal responsibility. As every student will become Vaidya so every student must clear his ideas about a concept he actively wants to take part in learning .and it develops social skill that how to accept other view, how to reject someone view, way of discussing, how to help others are developed by cooperative learning, so it is best bas teaching methods.

How we apply cooperative learning in ayurvedic teaching learning:

There are near about 80 strategies of cooperative learning. Some are examples of cooperative learning which can be implemented in ayurvedic teaching

**Role of teacher in cooperative learning**

Teacher play passive role in cooperative learning. He plays important role at starting and end of the session. Teacher plays important role as

- Provider: he provide all materials available
- Guide: he guide all students how to interact.
- Inspector: he inspects all activities going on
- He is a role model
- He takes test and assign the test
- He makes heterogeneous group and works as a planner
- And gives final result of teaching
- Think pair share strategy can be apply to teach basic principles, bones, sharirkriya
• Jigsaw technology can be used for teaching dravya, rasashastra, agadtantra dravya;
• STAD strategy is can be used in teaching shalya, shalakya, medicine
• Thus cooperative learning is best for teaching.

Conclusion:

Ayurvedic Teacher plays important role in making future doctors.

It is necessary for teachers to upgrade his knowledge of teaching by adopting various pedagogy, which is available in teaching field. Only MD doctors can teach graduates student.

If there is a subject of teaching methods in post graduate curriculum which deals with various methods of teaching then it is better. When we teach practise based topics we have to use methods which involves everyone so every student expert in clinical techniques.

References:

1. Narayan J. Teaching reforms required for Ayurveda Integr Med. 2010 Apr-June 1(2) 150-157
2. Patwardhan K, Gehlot S, Singh G, Rathore HCS the Ayurveda Education in India How well are graduates exposed to basic clinical skills? Evid Based Complement Alternate med 2011 1-10
3. Bargi U C, Ganer J M, Teaching and learning methodology –An Ayurveda perspective. J Ayurveda Integr med sci 2016 ;1(1); 36-45
4. Agnivesha, Charak, Dridhbal, Charak Samhita, Sutrasthana, “Yajjapurushiya” adhaya 25/40 edited by Vaidya Y T Acharya reprint ed. Chukhamba surabharti Prakashan Varanasi 2005
5. Agnivesha, Charak, Dridhbal, Charak Samhita, Sutrasthana, “Yajjapurushiya” adhaya 25/40 edited by Vaidya Y T Acharya reprint ed. Chukhamba surabharti Prakashan Varanasi 2005
6. Agnivesha, Charak, Dridhbal, Charak Samhita, Sutrasthana, “Yajjapurushiya” adhaya 25/40 edited by Vaidya Y T Acharya reprint ed. Chukhamba surabharti Prakashan Varanasi 2005
7. Agnivesha, Charak, Dridhbal, Charak Samhita, Vimansthan, “rogbhishagjatiya”adhaya 8/15 edited by Vaidya Y T Acharya reprint ed. Chukhamba surabharti Prakashan Varanasi 2005
8. Agnivesha, Charak, Dridhbal, Charak Samhita, Vimansthan, “rogbhishagjatiya”adhaya 8/16 edited by Vaidya Y T Acharya reprint ed. Chukhamba surabharti Prakashan Varanasi 2005
9. Agnivesha, Charak, Dridhbal, Charak Samhita, Vimansthan, “rogbhishagjatiya”adhaya 8/17 edited by Vaidya Y T Acharya reprint ed. Chukhamba surabharti Prakashan Varanasi 2005
10. Agnivesha, Charak, Dridhbal, Charak Samhita, Vimansthan, “rogbhishagjatiya”adhaya 8/17 edited by Vaidya Y T Acharya reprint ed. Chukhamba surabharti Prakashan Varanasi 2005
11. Agnivesha, Charak, Dridhbal, Charak Samhita, Vimansthan, “rogbhishagjatiya”adhaya 8/25 edited by
12. Agnivesha, Charak, Dridhbal, Charak Samhita, siddhisthan “Uttarbastisidhisthan”adhaya 12/45 edited by Vaidya Y T Acharya reprint ed. Chukhamba surabharti Prakashan Varanasi 2005
13. Agnivesha, Charak, Dridhbal, Charak Samhita, siddhisthan “Uttarbastisidhisthan”adhaya 12/54 edited by Vaidya Y T Acharya reprint ed. Chukhamba surabharti Prakashan Varanasi 2005
14. Gillis Robyn 2016, “cooperative learning: Review of research and practise. Australian Journal of teacher education 41 (3) 39-17Narayan J. Teaching reforms required for Ayurveda Integr Med. 2010 Apr-June 1(2) 150-157
15. Narayan J. Teaching reforms required for Ayurveda Integr Med. 2010 Apr-June 1(2) 150-157
16. Agnivesha, Charak, Dridhbal, Charak Samhita, Sutrasthana, “ Vatkakaliya adhaya” 12 edited by Vaidya Y T Acharya reprint ed. Chukhamba surabharti Prakashan Varanasi 2005
17. Agnivesha, Charak, Dridhbal, Charak Samhita, Sutrasthana, “ Vatkakaliya adhayaZZ” 12 edited by Vaidya Y T Acharya reprint ed. Chukhamba surabharti Prakashan Varanasi 2005
18. Bargi U C, Ganer J M, Teaching and learning methodology – an Ayurveda perspective J Ayurveda Integr med Sci 2016 ; 1(1); 36-45
19. http://www.studt.com
20. http/evaeducatiom.weekly.com
21. www.teachingwithsimplycity.com
22. www.mookitcourses.com/cooperativelearning pedgogy
23. https://knit.arcc.albany.edu/examples_of cooperative_Learning_Strategies.

Conflict of Interest: Non
Source of funding: Nil

Cite this article: Correlation between Tadvidh sambhasha and cooperative learning – a teaching methodology
Deepali Agraval, Renuka Deshmukh, Hemant Aderalo
Ayurlog: National Journal of Research in Ayurved Science- 2020; (8) (6):01- 07