



### Correlation between *Tadvidh sambhasha* and cooperative learning – a teaching methodology

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#### 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.<sup>1</sup> A study conducted by Kishore Patvardhan et al. indicates that there are

some serious flaws 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.<sup>2</sup> It also happens due to our faulty faculty education. In faculty education teacher merely transfer his knowledge collected from various books to students.<sup>3</sup> 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.<sup>4</sup>

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*.<sup>4</sup> He also stated that discussion with group of

Vaidya's clear our doubts.<sup>5</sup> according to him teacher plays important role for gaining knowledge.<sup>6</sup> Discussion with Vaidya called *Tadvidhsambhasha*. *Tadvidhsambhasha* is necessary for enhancing our knowledge. *Tadvidhsambhasha* 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*.<sup>7</sup> *Tadvidhsambhasha* is of two types that are *sandhaya sambhasha* and *vigruhya sambhasha*.<sup>8</sup>

When we are doing *sandhayasambhasha* we can asked any question without hesitation.<sup>9</sup> He will overcome me such type of thinking is not allowed in *sandhay sambhasha*.<sup>10</sup> How to discuss with Vaidya are briefly discuss in *charaksamhita*. There are 44 *vadpadmarg* stated in *charaksamhita* for doing discussion.<sup>11</sup> 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.<sup>12</sup>

The intelligent physician should not determine anything according to his instruction laid down in the science but he must use his own *tarka nad yukti* to make proper progress.<sup>13</sup>

### Cooperative learning:

Cooperative learning is education approach which aims to organise classroom activities into academic and social learning experience.<sup>14</sup> 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.<sup>15</sup> 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 *adhyayan adhyayan vidhi*. Some examples are given. In *Charak Samhita 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<sup>16</sup>. In *Atreyabhadra kape Adhyay* of *Charak Samhita* 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.<sup>17</sup> 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 develop 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<sup>18</sup>
- 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.

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