

Effectiveness of the Accreditation Procedure in Ayurvedic Education on the Mental Health of Teachers Approved with NCISM.

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Abstract

The accreditation process in Ayurvedic education, led by the National Commission for Indian System of Medicine (NCISM), plays a crucial role in maintaining high standards of academic quality and regulatory compliance. However, the demands of this process may have unintended consequences on the mental health of teachers within NCISM-approved institutions. This editorial explores the impact of the accreditation process on the mental well-being of Ayurvedic educators, focusing on the stress, burnout, and emotional exhaustion resulting from increased workload, administrative burdens, and the pressure to maintain high academic standards. Additionally, it examines the importance of institutional support systems, such as mental health resources and stress management programs, in mitigating these challenges. The editorial argues that while the accreditation process aims to enhance educational quality, attention must be given to the mental health of teachers to ensure sustainable and holistic progress in Ayurvedic education. Recommendations are made for institutions to incorporate wellness initiatives that align with the principles of Ayurveda, ultimately fostering a healthier work environment for educators.

Keywords: Accreditation, Ayurvedic Education, NCISM, Mental Health, Teacher Burnout, Workload, Institutional Support.

Impact of Accreditation on Faculty Workload

The accreditation process often requires institutions to meet extensive and detailed criteria. This may include revising curricula to align with current standards, improving teaching methods, enhancing infrastructure, and ensuring faculty credentials are up-to-date. For teachers in Ayurveda, particularly those teaching in NCISM-approved institutions, the pressure to meet these expectations can lead to significant workload increases. Teachers must not only focus on delivering high-quality education but also engage in administrative tasks, compliance procedures, and continuous professional development to meet accreditation standards.

Such heightened responsibilities can result in role overload, a psychological phenomenon where individuals experience stress due to excessive demands placed on them(1). High workload and administrative burdens in educational settings have been associated with increased stress and burnout among faculty members. The pressure to constantly adapt to the evolving accreditation criteria can exacerbate this phenomenon(2).

Work-Related Stress and Burnout

Work-related stress is a common issue in educational settings, and Ayurvedic teachers are no exception. The emphasis on meeting accreditation standards often requires teachers to balance teaching responsibilities with administrative tasks, research, and compliance with regulatory requirements. For many NCISM-approved Ayurvedic teachers, the expectation of maintaining academic excellence while adhering to bureaucratic guidelines can contribute to emotional exhaustion, one of the key symptoms of burnout(3).

Educators in India face significant stress due to institutional expectations, which can lead to long-term mental health consequences such as anxiety and depression(4). The intense pressures related to maintaining accreditation standards in higher education institutions were associated with diminished job satisfaction and increased rates of burnout(5).

Furthermore, Ayurveda teachers, who often carry the dual responsibility of both scholars and healers, may experience additional stressors. They are expected to embody the holistic principles of Ayurveda in their personal lives, which can create an internal conflict when faced with the pressures of the accreditation process. This phenomenon is consistent with findings from the field of medical education, where faculty members often struggle with maintaining work-life balance(6).

The Role of Institutional Support and Mental Health Programs

While the accreditation process can be challenging for Ayurvedic educators, the role of institutional support cannot be understated. Institutions that provide adequate resources for teachers, such as mental health support, professional development opportunities, and a culture of teamwork and collaboration, can mitigate the negative effects of stress and burnout. Institutions with strong support systems, including counseling services and stress-management workshops, reported lower levels of teacher burnout and higher job satisfaction(7).

In the context of Ayurvedic education, where the focus is on holistic well-being, it is critical for institutions to model these principles for their teachers. Incorporating Ayurvedic stress

management techniques, such as meditation, yoga, and herbal therapies, into institutional wellness programs may provide significant relief to teachers facing mental health challenges (8).

Conclusion

In conclusion, the accreditation process in Ayurvedic education plays a vital role in enhancing the quality of education and ensuring that institutions adhere to high standards. However, the demands associated with maintaining accreditation can place a significant mental health burden on NCISM-approved teachers. Workload increases, role overload, and the pressure to meet regulatory requirements may contribute to stress, burnout, and other mental health concerns.

Institutions should recognize these challenges and provide appropriate support systems for teachers, including professional development programs, mental health services, and work-life balance initiatives. By addressing these factors, Ayurvedic educational institutions can ensure that their teachers not only contribute to the academic excellence of their institutions but also maintain their mental well-being, aligning with the holistic values that Ayurveda promotes.

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