SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

HON. SHRI.ANNASAHEB DANGE AYURVED MEDICAL COLLEGE,ASHTA,SANGLI

A/P ASHTA, TALUKA WALWA, DIST SANGLI , MAHARASHTRA
416301

https://www.adamc.ac.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Sant Dnyaneshwar Shikshan Santha, Islampur registered under Bombay Public Trust Act,1950 started Hon.Shri Annasaheb Dange Ayurvedic Medical College and Post Graduate Research Center, Ashta and Dhanwantari Hospital in the year 1999 with permission from the Government of Maharashtra & affiliated by National Commission of Indian System of Medicine (NCISM) and Dept of AYUSH, Ministry of Health and Family Welfare, New Delhi, & Maharashtra University of Health Sciences, Nashik, India with an intake capacity of 30 students which is enrolled by All India Survey on Higher Education (AISHE) since 2010 (C_13498) till date.

This is the foremost Ayurved College in Maharashtra where the medium of instruction is Marathi, Sanskrit as well as English with an increased intake capacity of 100 students of the UG program. The Institute has specialized courses in MD/MS in six clinical subjects. Institute a Ph.D. affiliated center of Maharashtra University of Health Sciences, Nashik, in nine subjects. At present, there is a strength of 664 students, 60 faculty members & 53 nonteaching & technical staff.

Teaching Dhanvantari Hospital is a well-equipped 244-bed hospital with highly qualified medical staff, paramedical and nursing staff, with two operation theaters. There is a provision of multispecialty hospital support to the departments Kayachikitsa, Balrog, Strirog, Shalya, Shalakya, Panchkarma, Physiotherapy, and Dental OPD.

Emergency medical care is available. Special Panchakarma therapies including Snehana, Swedana, Rakta Mokshan, Leech application, Basti, Shirodhara, Hrud Basti, Kati Basti, Nasal medication (Nasya), etc. are been conducted regularly taking into consideration the nature of the disease and constitution of the person. 6 bedded I.C.U. & casualty is running 24 hours.

Other facilities available are X-ray, Ultra Sonography, ECG, Pathology lab, Pharmacy, etc are available under expert supervision in the hospital. A holistic approach including Yoga and Panchgyavya chikitsa, Swastha Vrutha OPD is followed. The patients are provided with the medicines prepared in the pharmacy attached to hospital. Ambulance facility is available for 24 hours. Regular health check-up camps are taken in hospitals and peripheral villages as extension activities.

The institution endeavors to produce graduates of profound intellectualism having in-depth Scientific knowledge of the Indian System of Medicine, Ayurveda.

Vision

The Institute aspires to the world-class, to generate and sustain excellence in Ayurvedic education and research in a supportive and stimulating academic environment. High-quality research activity will be purposed in focused areas, with particular reference to the research priorities of institutes and public health problems. The institute will be the leader in transforming the health of communities through its purposeful integration of education, research, and clinical care with compassion and the highest ethical values.

Mission

The institute provides students of high academic potential with an Ayurvedic Medical education of exceptional quality and prepares physicians and other healthcare professionals to serve humanity.

Our mission includes to educate all students in accordance with the highest professional standards with a holistic approach enriched with the ethical values of Saints and Rishis. The institute prepares socially accountable, community-based physicians and health professionals who are uniquely qualified in Ayurvedic Medicine and surgery to transform the health of patients and the community.

Emphasis is placed on enhancing skills and habits of life-long learning and producing world leaders in Ayurvedic Medicine and Surgery by providing an environment enhanced by diversity, clinical innovation, and research.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

Academic Excellence

- **Highly Qualified Faculty**: The institution boasts a team of highly qualified and experienced faculty members who are experts in their respective fields. Their dedication to teaching and research significantly enhances the academic environment.
- **Diverse Course Offerings**: A wide range of undergraduate, postgraduate, and doctoral programs are offered, catering to various academic interests and career aspirations.
- **Strong Curriculum**: The curriculum is regularly updated to reflect current industry trends and advancements in knowledge, ensuring students receive a relevant and comprehensive education with add-on & value-added courses.Ph.D. recognized center affiliated with the Maharashtra University of Health Science, Nashik in four subjects.

Research and Innovation

- **Research Opportunities**: The institution encourages research through various grants, funding opportunities, and dedicated research centers. This fosters a culture of innovation and critical thinking.
- **Publications and Patents**: Faculty and students actively contribute to their fields through high-quality publications and patents, enhancing the institution's reputation for research excellence.
- **Collaborative Projects**: Partnerships with industry and other academic institutions enable collaborative research projects, providing practical experience and exposure to cutting-edge developments.
- Running successfully two International, Peer Reviewed, and Indexed Ayurved Journals.

Infrastructure and Facilities

- **State-of-the-Art Facilities**: Modern classrooms, well-equipped laboratories, advanced computer centers, and extensive libraries provide an excellent learning environment.
- **Technological Integration**: The institution integrates the latest technology in teaching and learning processes, including Learning Management Systems (LMS) and virtual labs.
- **Campus Amenities**: Facilities such as hostels, sports complexes, health centers, and recreational areas

contribute to a well-rounded campus experience.

Student Support Services

- **Counseling and Mentorship**: Comprehensive counseling and mentorship programs support students' academic, personal, and professional development.
- **Career Services**: Robust career services, including internships, placement assistance, and career counseling, help students achieve their career goals.
- **Financial Aid and Scholarships**: A range of scholarships and financial aid options are available to support students from diverse economic backgrounds.

Community Engagement and Social Responsibility

- **Community Outreach**: The institution actively engages with the local community through various outreach programs, fostering social responsibility and civic engagement among students.
- **Sustainable Practices**: Emphasis on sustainability and environmental stewardship is evident through green initiatives and eco-friendly campus practices.

Internal Quality Assurance

- **Continuous Improvement**: A robust Internal Quality Assurance (IQA) mechanism ensures continuous evaluation and improvement of academic and administrative processes.
- **Stakeholder Feedback**: Regular feedback from students, faculty, and external stakeholders informs quality enhancement initiatives and strategic planning.

Strong Governance and Leadership

- **Visionary Leadership**: The institution's leadership is committed to maintaining high standards of education and fostering a culture of excellence and innovation.
- **Transparent Governance**: Transparent and effective governance practices ensure accountability and strategic alignment with institutional goals

Alumni Network

- **Active Alumni Engagement**: A strong and active alumni network
- **Success Stories**: The achievements of alumni in various fields serve as inspiration and motivation for current students.

Institutional Weakness

1. **Student Background and Language Proficiency**:

   - Many students come from rural areas and are reserved, which impacts their confidence and ability to showcase their skills. Their limited proficiency in English and the need to hone their Sanskrit skills further challenge their academic performance and professional readiness.

2. **Research and Innovation**:

- The institution has a low rate of research publications in reputed national and international journals.

3. **Geographical and Logistical Challenges**:

- Located in a remote and rural area, the institution struggles to attract frequent visits from eminent academicians and industrialists. This geographical disadvantage limits opportunities for academic exposure, industry collaboration, and enhanced learning experiences.

4. **Placement and Industry Interaction**:

- The placement services do not adequately cover all outgoing students, leading to gaps in employment opportunities. Moreover, the interaction between the institution and industries is insufficient, affecting the practical learning experiences, internships, and job prospects for students.

By addressing these weaknesses, the institution can work towards creating a more supportive, innovative, and collaborative educational environment.

Institutional Opportunity

- **Enhancement of Teaching and Learning Methods**:

  - The institution has the scope to implement advanced teaching and learning aids in the classroom. There is a strong willingness to adopt new teaching methodologies and restructure educational practices, which can significantly benefit both students and faculty by enhancing the overall learning experience.

- **Industry Collaboration and Student Internships**:

  - Collaborating with external companies for project work presents a great opportunity for students to gain practical experience. By realizing the importance of student internships in their core fields and fostering a culture of internships, the institution can greatly improve students' hands-on skills and employability.

- **Improvement in Research Quality**:

  - There is considerable scope for improving the quality of research publications. By focusing on enhancing research capabilities and encouraging faculty and students to publish in reputed journals, the institution can boost its academic reputation and contribute more significantly to academic and industry advancements.

- **Strong Alumni Network and Industry Links**:

  - Leveraging the strong alumni base to strengthen industry links can provide numerous opportunities for collaborative student projects with industries. This network can also aid in securing internships, job placements, and industry partnerships, thereby enhancing the professional prospects of current students and maintaining a robust connection with industry trends and needs.

Institutional Challenge

Retention of Qualified and Experienced Faculty:

- Attracting and retaining highly qualified and experienced faculty members is a significant challenge. Competition from other institutions and the need for continuous professional development are critical factors in maintaining a strong faculty base.

Managing Multiple MOUs:

1. Managing multiple MOUs with various stakeholders simultaneously can be complex and resource-intensive. It requires dedicated administrative support and oversight to track progress, maintain relationships, and fulfill commitments under each MOU.

Student Development and Communication Skills:

- The majority of students come from rural areas, which often results in limited communication skills. This presents a challenge in improving their language proficiency and overall soft skills, which are crucial for their academic and professional success.

Research Funding and Application:

- Securing research grants from government, semi-government, and non-government agencies is difficult but essential for advancing the institution's research capabilities. Additionally, motivating students towards research and linking research outcomes to practical applications in the health industry are ongoing challenges that need strategic focus and investment.

Student Diversity

- Cultural and linguistic differences may hinder effective communication and integration among students.
- Varied educational backgrounds require personalized support to ensure academic success for all.
- Creating an inclusive campus environment that values and respects diversity poses challenges.

- Equitable access to resources and opportunities is essential to address systemic barriers and promote student success.

By addressing these challenges with targeted strategies, the institution can enhance its competitive edge, improve student outcomes, and achieve its academic and research goals.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The Institution takes utmost care to implement curricula designed for AY-UG and AY-PG programs. Being affiliated with NCISM, New Delhi, and MUHS Nashik, the syllabus and the overall guidelines are followed as laid down by the NCISM and University.

The College Council & Academic Council of the institute conduct meetings to explore the strategies for effective curriculum implementation with an action plan based on analysis of feedback from the preceding year. The presence of expert faculty at various bodies, such as members of BOS and the university's Academic Council helps the institute plan and execute the curriculum effectively. The institute's activities about curriculum are focused on achieving the institute's Graduate attributes, course outcomes, and program outcomes to fulfill the Vision, Mission, and Objectives.

In addition to this, the institute conducts certificate courses on Add-on programs and value-added programs to impart professional knowledge, human values, gender values, environmental sustainability, skill development, and life skills. This would make the students to serve employability. The institute makes the provision for the students to undertake field projects, and clinical Internships at various industries, hospitals, and research organizations.

Regular timely feedback from the different stakeholders like students, teachers, employers, alumni, and parents gives valuable input to review the system accordingly. The feedback system is formulated and practiced for the effective implementation of the prescribed syllabus.

Teaching-learning and Evaluation

Ensuring 100% student enrollment while fulfilling reserved category quotas underscores the institution's commitment to inclusivity and equitable access to education. Through proactive admission strategies and adherence to government mandates, the institution strives to create a diverse and representative student body.

Extramural activities form an integral part of the institution's holistic approach to student development. By offering a wide range of extracurricular opportunities, from sports to cultural events, the institution fosters well-rounded individuals capable of thriving in diverse environments.

Embracing student-centric teaching methods, the institution prioritizes active learning, critical thinking, and problem-solving skills. Utilizing innovative approaches such as skill labs and simulation labs, students are encouraged to apply theoretical knowledge to real-world scenarios, fostering creativity and innovation.

Adequate teacher profiles comprising experienced educators ensure the delivery of quality education. With a

balanced student-teacher ratio and mentor-mentee ratios, personalized attention is provided to students, catering to their individual needs and fostering a supportive learning environment.

An ICT-enabled environment facilitates e-content delivery and development, enhancing accessibility and engagement. Advanced learners benefit from enriched learning materials, while remedial classes and mid-course improvements support slower learners, ensuring no student is left behind.

Continuous internal and external evaluation through Comprehensive Internal Evaluation (CIE) processes ensures incremental performance improvement. The result of the institute is more than 95%. By analyzing results, and tracking CO-PO attainment, the institute achieves the targets of level 3 for UG students & level 4 for PG students. and facilitates parent-teacher meetings, the institution promotes transparency, accountability, and collaborative decision-making.

The institution's multifaceted approach, encompassing inclusive admissions, diverse extramural activities, student-centric methods, innovative labs, experienced faculty, ICT integration, and continuous evaluation, exemplifies its commitment to holistic education and student success. Through these efforts, the institution cultivates a dynamic learning environment that nurtures individual talents, fosters creativity, and prepares students for future challenges.

Our faculty employs diverse teaching methodologies, fostering engagement and critical thinking. Student support services promote holistic development, while curriculum development ensures relevance and alignment with industry needs. Professional development opportunities empower faculty to innovate and excel. Analysis of student outcomes reveals high retention rates and alumni success, indicating the effectiveness of our initiatives. Through continuous improvement, we strive to enhance teaching and learning, ensuring our students are well-prepared for the challenges of the future.

Research, Innovations and Extension

Our institution is committed to pushing the boundaries of knowledge and driving positive change through cutting-edge research and innovative solutions. IQAC and the R&D unit take the quality initiative to publicize the facilities, resources, and areas of consultancy services to the stakeholders through the institute website.

Our institution nurtures an innovation ecosystem that supports entrepreneurship, technology transfer, and industry partnerships in which outcome shows the research fund projects as well as **5 patents** of the institute.

It consists of seven committees including senior researchers who guide the faculties on funding agencies for minor and major research proposals, STRG projects, LTRG projects, and Departmental interdisciplinary projects, and conducting seminars, conferences, and workshops at National / International levels.

The institution has well-qualified & expert faculty members recognized research database faculties, authors of books, editors of chapters or volumes, and even has published more than 200 research articles in reputed journals or conferences with good citation index with impact factor.

The institute has its own two quarterly, peer-reviewed indexed journals with ISSN and impact factor. In addition, few faculties have received distinctive awards and recognitions. The students are socially sensitized and made aware of their responsibilities through community service programs organized by NSS, Health camps, and Outreach programs. Linkage with industries, reputed institutions, research centers, and social

service organizations is formed for enhancing research and providing hands.

Our institution currently has an average of 43 PG guides (for PG students) and 14 research guides (for Ph.D.). Similarly, our staff members have published more than 200 research papers in the last 5 years in UGC Care listed and Scopus-based listed journals & published more than 42 books to contribute to the subject knowledge.

A total of more than 30 Workshops/webinars/seminars were organized. The quality of the extension activities conducted by the College has received much appreciation from recognized bodies. More than 25, MOUs and linkages for faculty exchange, student exchange, internship, field trips, on-the-job training, research, etc have been formed. It also helps to inculcate values and commitments towards the society. The research and extension activities enable our students to face the challenges of globalization.

Infrastructure and Learning Resources

The institute has a meticulously planned campus and all buildings are constructed to provide all the basic amenities that are required for effective teaching and learning processes, health care, and research. The campus is well planned with all basic facilities and all necessary updations like Canteen and Cafeteria, security, boys and girls hostel, etc.

The institute has a stipulated number of classrooms, laboratories, a well-equipped seminar hall, and staff rooms for conducting day-to-day academic activities. Facilities like departmental libraries, computers, printers, and internet facilities with a 500-capacity auditorium are also available for the entire stakeholders. Considering physical activities also to be equally important, the institute has a separate sports complex for sports facilities which include indoor sports, a Gymnasium, and a Yoga Centre. Also a huge playground for outdoor games.

The library is a hub of knowledge, it is vital to have sufficient titles and subscriptions to cater to the needs of students and faculty. It has an impressive collection of 14040 volumes of books, 3636 titles, 40 National and International print Journals, more than 20 Magazines, and 14 Newspapers to cater to Ayurved streams. The library books can be easily accessed through the use of the Online Public Access Catalogue (OPAC) and is fully automated with the Integrated Library Management Software. The institute is constantly upgrading both the software and hardware as per the prescribed norms and academic standards. The institute has a student-computer ratio of 10:1, 100 Mbps bandwidth of the Internet connection with an e-content development facility. The campus is Wi-Fi enabled apart from a high-speed LAN system. The institute sanctions the annual budget for the maintenance of physical and academic support facilities. The college is well equipped to facilitate all their teaching and learning processes effectively.

The Institute has 244 bedded hospital that provides facilities for emergency treatment, ICU, OPD, and IPD of all clinical subject departments i.e. Kayachikitsa, Panchkarma, Shalakya tantra, Strirog Prasuti tantra, Kaumarbhritya, Swasthvritta, Casualty, Pathalogical laboratory, X-ray, ECG, USG departments as per norms. The total buildup area of the College building is 5770.08 sq. mtr and the hospital building is 4568.15 sq. mtr.

Student Support and Progression

The institution is dedicated to fostering the holistic development of students, providing a nurturing environment and valuable resources to support their progress and well-being. In today's competitive educational landscape,

fostering holistic student development is paramount for academic institutions. Our comprehensive approach to student support and progression integrates key elements such as scholarships, capacity building, placement opportunities, sports and cultural programs, and alumni engagement.

Our institution recognizes the financial barriers students may face and endeavors to alleviate them through robust scholarship programs. By providing financial assistance, we ensure that deserving students have equal access to quality education, thereby fostering a diverse and inclusive learning environment.

The Training and Placement Cell (TPC) assists with placement opportunities. Over the last five years, the institution has organized a range of sports and cultural activities and competitions. An active student council is in place, with student representatives serving on various college committees such as GMC, Student Welfare, Student Council, Alumni, and IQAC.

Annual alumni meetings are organized by the institution. The quality of the institution is reflected in its outcomes, with support provided for students pursuing higher studies and encouragement for self-Ayurvedic practice. Students are urged to engage in professional bodies, clubs, sports, co-curricular activities, and personal development through the Student Activity Cell. The management also offers cash awards and prizes to motivate students. Regular parent-teacher meetings are held to update parents on their children's progress, in addition to sending regular cell phone messages and alerts. The institution's Training and Placement Cell (TPC) is effective, inviting distinguished speakers from reputable academic institutions and industries for guest lectures.

Students actively participate in various zonal/state/national level tournaments, bringing recognition to the institution. An anti-ragging committee has been established by university guidelines, conducting awareness programs on the consequences of ragging incidents for all students with the assistance of local administration. Besides the NSS unit, the GMC and Dhanwantari Hospital also arrange multiple Social Responsibility projects to assist orphanages, schools, and old age homes. The alumni association maintains a communication bond of Alumni with the Institute authorities via social media and plans their meetings accordingly.

Governance, Leadership and Management

With a vision and mission to impart quality technical education, the institute has put efforts in the right direction for academic excellence under effective leadership. The institute has a decentralized mechanism for effectively implementing decisions taken by its governing body (GB). The institute prepares a five-year strategic plan given the directions and guidelines recommended by premier bodies like CCIM, MUHS, AYUSH, NAAC, NABH, ISO, and affiliating university. The principal, HODs, and various committees ensure the institute's smooth functioning. The institute has a hierarchical organizational structure with well-defined roles and responsibilities. For effective execution, the institute is in the process of having a paperless environment and has several e-governance initiatives. The various bodies, cells, and committees present in the institute work in tandem to achieve the set targets as discussed and decided in the meetings. The institute considers staff welfare as one of its prime objectives, thus several welfare policies are operational. Financial support is extended to the staff for their professional development. They are also encouraged to attend and conduct programs. Government & non-government funds received from university & Alumni.

At the same time, the annual performance appraisal is conducted without fail. Optimal utilization of its resources has mobilized funds from various organizations, which are internally and externally audited. Before IQAC cell, the institute was practicing a self-disciplined model in all facets of its operations, however after IQAC's formation many policies were formalized. IQAC undertakes quality sustenance and quality

enhancement measures.

Institutional Values and Best Practices

The prime role of an institute is to impart teaching and inculcate social responsibility among faculty and students. The institute has a healthy figure of 55% male and 45% female teaching staff, promoting gender equity. To further sensitize, the institute conducts training programs on safety and security. The institute facilitates sufficient girl's and boy's common rooms. Students who are seeking counseling in terms of personal, health, and career-related issues are attended to a mentor-mentee system. The college has established an anti-ragging committee and women's redressal cell. The institute layout provides enough greenery and playgrounds with 70% being open land. The Institute is also conscious of natural resources. So it has owned Solar panel systems like solar water heaters, and solar street lamps. In the path towards "Reduce, Reuse and Recycle", the institute has set a solid and liquid waste management system. The institute has implemented a Sewage treatment plant that helps to protect water bodies by treating wastewater before it is released, reducing pollution and preserving aquatic ecosystems. Recycled wastewater is used for irrigation purposes. Rainwater harvesting is planned through multiple pits. The institute practices a nearly plastic-free campus and a paperless system. The institute has pedestrian-friendly pathways. The institute has a Code of Conduct and believes in promoting human values, national integration, and social cohesion.

The institute organizes various health camps, awareness programs, lectures, and rallies as extension activities for health care among the community. The Institute adopts the nearby villages to serve health facilities. The institute celebrates most of the national festivals and anniversaries of great Indian personalities to increase the consciousness about national identities, symbols, fundamental duties, and responsibilities. Periodically "Green Audit" is conducted by external environmental units. The institute has a digital herbal garden and landscaping with trees and plants. Continuous conduct of Green audits & Environmental sustainability takes place.

Through extension education services, institutes provide learning experiences to students and service to the community. The institute has a research cell under which research promotional activities are carried out. Through 'Arogya Apalya Dari' institute provides health care facilities to the nearby villages creating harmony towards society.

Ayurveda Part

Institute and Dhanwantari Hospital provides Ayurveda, Yoga, Allopathy, and Dental care to the community. **Integrated Health systems** in Teaching Hospital provides higher quality of health care & better outcomes for patients.

The institute makes efforts to **Classical way of Ayurveda Learning** like Sanskrit Sambhashan Varga, Samhita vachan, Shloka pathan, provision of Ancient manuscripts & Rare books for proper understanding of Ayurveda texts.

The institute conducts **Seasonal Panchkarma** like Vasantik Vaman, Varsha Rutu Basti, Sharadiya Virechana, and Raktamokshan. The Panchkarma department collaborates with the Kaumarbhritya department for **the Kaumar panchkarma** of children. Abhyanga, Shashtikshali pinda-sweda, Shirodhara, Shiropichu, Basti,

Nasya, etc are practiced for them. Suvarna prashan vidhi was conducted for better immunity and intellectual quotient of children.

Institution adopts promotional measures for the implementation of **Swasthvritta activities** like Health Surveys in NSS camps, Aarogya shibir, Guest lectures, Rallyes & banners, Meditation camps, Swasthyarakshan OPD and Yoga week activities.

Dravyaguna department has a **Herbal garden** in 80000 sq. ft. There are **934 medicinal plants** with QR codes to the species along with **RET** plants.

The institute has a full-fledged Yoga Hall, a Trained Yoga Demonstrator, and facilities for **Therapeutic Yoga, Common yoga, and Advanced yoga practices**.

The institute conserves and validates **Local Health Traditions** like Pranik healing, guest lectures on traditional medicinal plants, etc amongst society in collaboration with traditional healers.

The institute has **a Teaching Pharmacy** where **Manufactured Dosage forms** are prepared like Chyavanprash, Avipattikar Choorna, Rasapachak Choorna, Rakta Pachak Choorna, Vedanashamak Taila, Pramehaghna Choorna, etc

Shalakya tantra department carries out various **Kriyakalpa** procedures of *Parisheka, Aschyotana, Pindi, Bidalak, Tarpan, Putapaka,* and *Anjana.* The complications are mild and managed comfortably.

Shalya department practices ***Anushastras*** like *Agni karma, Kshar sutra* and *Jalaukaavacharan.*

Prasuti Tantra & Streeroga department conducts **Garbhadhana vidhi, garbha sanskara, garbhini paricharya (ANC care), Uttara basti,** etc.

Swashthavritta department runs **the Pathya Unit** by producing a prescribed diet and habit for various diseased conditions with the help of qualified staff by maintaining hygiene.

The institute makes efforts to carry out **Pharmacovigilance** activities by conducting certain programs. The Institute is accredited by ISO 9001-2015 &14001-2015.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	HON. SHRI.ANNASAHEB DANGE AYURVED MEDICAL COLLEGE,ASHTA,SANGLI
Address	A/p Ashta, Taluka Walwa, Dist Sangli , Maharashtra
City	Ashta
State	Maharashtra
Pin	416301
Website	https://www.adamc.ac.in

Contacts for Communication					
Designation	**Name**	**Telephone with STD Code**	**Mobile**	**Fax**	**Email**
Principal	Amit Sudhakar Pethkar	02342-241103	9922494537	-	ashta.adamc@gmail.com
IQAC / CIQA coordinator	Anjali Nitin Upadhye	0233-2326837	9284933236	-	iqac.adamc@gmail.com

Status of the Institution	
Institution Status	Private and Self Financing
Institution Fund Source	No data available.

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minroity institution	No

Establishment Details	

Date of establishment of the college	08-10-1999

University to which the college is affiliated/ or which governs the college (if it is a constituent college)

State	University name	Document
Maharashtra	Maharashtra University of Health Sciences	[View Document](#)

Details of UGC recognition

Under Section	Date	View Document
2f of UGC		
12B of UGC		

Details of recognition / approval by statutory / regulatory bodies other than UGC (MCI, DCI, PCI, INC, RCI, AYUSH, AICTE etc.)

Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
CCIM	[View Document](#)	10-07-2023	12	

Recognitions

Is the College recognized by UGC as a College with Potential for Excellence(CPE)?	No
Is the college recognized for its outstanding performance by national or international agencies such as DSIR, DBT, ICMR, UGC-SAP, AYUSH, WHO, UNESCO etc.?	No

Location and Area of Campus

Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	A/p Ashta, Taluka Walwa, Dist Sangli , Maharashtra	Semi-urban	5	8419.65

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	**Name of Programme/Course**	**Duration in Months**	**Entry Qualification**	**Medium of Instruction**	**Sanctioned Strength**	**No.of Students Admitted**
UG	BAMS,Under Graduate,	54	NEET	English,Hindi,Marathi,Sanskrit	100	100
PG	MD Ayurveda,Kaumarbhritya,	36	AIA PGET	English,Hindi,Marathi,Sanskrit	5	5
PG	MS,Streerog And Prasuti Tantra,	36	AIA PGET	English,Hindi,Marathi,Sanskrit	6	6
PG	MD Ayurveda,Kayachikitsa,	36	AIA PGET	English,Hindi,Marathi,Sanskrit	6	6
PG	MS,Shalya Tantra,	36	AIA PGET	English,Hindi,Marathi,Sanskrit	10	10
PG	MD Ayurveda,Panchkarma,	36	AIA PGET	English,Hindi,Marathi,Sanskrit	3	3
PG	MS,Shalakya Tantra,	36	AIA PGET	English,Hindi,Marathi,Sanskrit	6	6
Doctoral (Ph.D)	PhD or DPhil,Kriya Sharir,	60	MUHS PET	English,Hindi,Marathi,Sanskrit	3	3
Doctoral (Ph.D)	PhD or DPhil,Rachana Sharir,	60	MUHS PET	English,Hindi,Marathi,Sanskrit	3	3
Doctoral (Ph.D)	PhD or DPhil,Rasa Shastra And Bhaishajya Kalpana,	60	MUHS PET	English,Hindi,Marathi,Sanskrit	3	3

Doctoral (Ph.D)	PhD or DPhil ,Kaumarbhritya,	60	MUHS PET	English,Hindi,Marathi,Sanskrit	3	0
Doctoral (Ph.D)	PhD or DPhil ,Streerog And Prasuti Tantra,	60	MUHS PET	English,Hindi,Marathi,Sanskrit	3	0
Doctoral (Ph.D)	PhD or DPhil ,Kayachikitsa,	60	MUHS PET	English,Hindi,Marathi,Sanskrit	3	0
Doctoral (Ph.D)	PhD or DPhil,Shalya Tantra,	60	MUHS PET	English,Hindi,Marathi,Sanskrit	3	0
Doctoral (Ph.D)	PhD or DPhil ,Panchkarma,	60	MUHS PET	English,Hindi,Marathi,Sanskrit	3	3
Doctoral (Ph.D)	PhD or DPhil ,Shalakya Tantra,	60	MUHS PET	English,Hindi,Marathi,Sanskrit	3	0

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				**Associate Professor**				**Assistant Professor**			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	15				20				25			
Recruited	11	4	0	15	11	9	0	20	10	15	0	25
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			
	Lecturer				**Tutor / Clinical Instructor**				**Senior Resident**			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				0				8			
Recruited	0	0	0	0	0	0	0	0	5	3	0	8
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				25
Recruited	19	6	0	25
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

Technical Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				36
Recruited	23	13	0	36
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers									
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	1	0	0	0	0	0	1	0	2
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	11	3	0	11	9	0	10	14	0	58
UG	0	0	0	0	0	0	0	0	0	0

Highest Qualification	**Lecturer**			**Tutor / Clinical Instructor**			**Senior Resident**		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	5	3	0	8
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers									
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

Highest Qualification	**Lecturer**			**Tutor / Clinical Instructor**			**Senior Resident**		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

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Part Time Teachers									
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

Highest Qualification	**Lecturer**			**Tutor / Clinical Instructor**			**Senior Resident**		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

Details of Visting/Guest Faculties				
Number of Visiting/Guest Faculty engaged with the college?	**Male**	**Female**	**Others**	**Total**
	23	15	0	38
Number of Emeritus Professor engaged with the college?	**Male**	**Female**	**Others**	**Total**
	6	1	0	7
Number of Adjunct Professor engaged with the college?	**Male**	**Female**	**Others**	**Total**
	4	2	0	8

Provide the Following Details of Students Enrolled in the College During the Current Academic Year

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	218	1	0	0	219
	Female	282	1	0	0	283
	Others	0	0	0	0	0
PG	Male	53	0	0	0	53
	Female	81	1	0	0	82
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	11	2	0	0	13
	Female	12	1	0	0	13
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years

Category		Year 1	Year 2	Year 3	Year 4
SC	Male	5	8	6	2
	Female	9	4	6	7
	Others	0	0	0	0
ST	Male	2	2	1	0
	Female	1	1	3	4
	Others	0	0	0	0
OBC	Male	18	14	21	15
	Female	15	21	12	19
	Others	0	0	0	0
General	Male	20	28	9	18
	Female	54	28	30	41
	Others	0	0	0	0
Others	Male	13	15	20	12
	Female	11	15	19	15
	Others	0	0	0	0
Total		148	136	127	133

General Facilities	
Campus Type: A/p Ashta, Taluka Walwa, Dist Sangli , Maharashtra	
Facility	**Status**
• Auditorium/seminar complex with infrastructural facilities	**Yes**
• **Sports facilities**	
* Outdoor	**Yes**
* Indoor	**Yes**
• Residential facilities for faculty and non-teaching staff	**No**
• Cafeteria	**Yes**

• Health Centre	
* First aid facility	**Yes**
* Outpatient facility	**Yes**
* Inpatient facility	**Yes**
* Ambulance facility	**Yes**
* Emergency care facility	**Yes**
• Health centre staff	
* Qualified Doctor (Full time)	**51**
* Qualified Doctor (Part time)	**9**
* Qualified Nurse (Full time)	**31**
* Qualified Nurse (Part time)	**0**
• Facilities like banking, post office, book shops, etc.	**Yes**
• Transport facilities to cater to the needs of the students and staff	**Yes**
• Facilities for persons with disabilities	**Yes**
• Animal house	**No**
• Power house	**Yes**
• Fire safety measures	**Yes**
• Waste management facility, particularly bio-hazardous waste	**Yes**
• Potable water and water treatment	**Yes**
• Renewable / Alternative sources of energy	**Yes**
• Any other facility	**Sangeet Vidyalaya- Music, Dance facility Quality Control Laboratory**

Hostel Details		
Hostel Type	**No Of Hostels**	**No Of Inmates**
* Boys' hostel	2	75
* Girls's hostel	2	171
* Overseas students hostel	0	0
* Hostel for interns	0	0
* PG Hostel	0	0

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	Various faculties of institutes have adopted the outcome-based curriculum. This curriculum offers discipline-specific and generic electives across different constituent colleges to promote interdisciplinary learning in the same campus. Multidisciplinary research projects, Guest lectures, Patient care, Health camps, Serology, Hematology camps, and blood donation camps are regular through the involvement of multidisciplinary streams on the campus. Students of Ayurveda are trained through a multidisciplinary approach on patient-oriented education to improve their communication skills and interpersonal relationship is offered to evolve as competent Ayurveda professionals. The entire curriculum for this program has been designed towards holistic wellness. Hence students learn from the experts in the field the nuances and patient-centric approach along with working in a team towards quality patient care and their health outcomes. They also learn experiential learning skills and entrepreneurial skills. This training enables the students to become work-ready and world ready. MoU with several institutions and industries has empowered and enabled the student exchange and faculty exchange that able to learn from experts through real-life experience as well. Institute has designed and developed several elective courses to encourage students to opt for other disciplines as well. These electives are provided through SWAYAM/NPTEL portals. The institution also offers a number of value-added courses & add on courses to support interdisciplinary learning.

2. Academic bank of credits (ABC):	Institute is already registered under the NAD Digi locker facility through which degree certificates etc. are being uploaded by students & faculties. The university offers a variety of programs, several of which come under statutory bodies such as NCISM, AYUSH, MUHS, etc. Institute is developing a policy for integrating NEP, to facilitate the adoption of ABC at ADAMC. The committee has recommended that the institute will have to adopt ABC, especially for students enrolled after 2021. However, college council-regulated courses will require the permission of the respective councils. It has been suggested to work with a few selected programs as a pilot. These programs will have to be reframed in the NEP format so that the Academic Banking of Credits can be enabled. Further, this would require academic and administrative reforms to be fast-tracked that is underway. Students are registered for Digi locker & Academic bank of Credit. Identity cards were generated through this from the year 2021-22 through the ABC, students get benefited to get credit scores and transfer to institutes with the permission of NCISM & AYUSH Council. ABC ID LINK For Reference: (https://www.adamc.ac.in/coPage.aspx?id=529) ABC Broucher of Institute: (https://www.adamc.ac.in/Downloads/DownloadsFile2800.pdf)
3. Skill development:	All the faculties and departments of the institute have well established clinical and research labs to expose students to a broad range of clinical and laboratory training while facilitating an all-round development. These labs are located within each department in the building for quick and easy accessibility. A separate "Koushalya", Simulation & skill laboratory was developed in the month of March 2021. In this lab for faculty of Medicine, there are about 2 stations for medicine, 2 stations for surgery & allied skills is available. Total 14 Museums are located in each department along with a Quality control unit of the research department .In Sharir Rachana department, direction skills are developed through cadaveric dissection. The department of Stri Rog & Prasuti tantra, Shalya, Shalakya has the facility of videography. The facility of Dental OPD , one skill lab, 5 para clinical and 5 clinical laboratories, inpatient facilities that includes two major OT and 1 Minor OT, and separate male and female wards, total

244 beds in teaching hospital and 07 OPDs are available. Maternal and child health laboratory is with two Pediatric mannequins and adequate articles. The Obstetrics and Gynaecology nursing laboratory has an electronic-driven delivery simulator, newborn resuscitation simulator, three episiotomy simulators, and a labour table. Special Ayurvedic skill labs like Garbhsanskar, Kshar sutra, Pathya Kalpana, Kriya Kalpa, Seasonal Panchkarma, Anushastra and Kaumar Panchkarma are giving hands-on training to students regularly. A well-equipped mobile clinic is functional for its community reachouts in Bhilawadi & Nagewadi. Module-based learning is also conducted, eg ECG demonstrations with simulation training, and suturing techniques using simulators. In addition, In the Kriyasharir dept, disarticulated sets are used to teach human motion analysis as well as conducted Systemexpo 2024. In the unit of Dhanvantari Pharmacy, teaching pharmacy drugs and pharmaceutics related Information center that provides information on queries received from physicians and other health care professionals regarding drug utilization. The facility of Physiotherapy centre has skill labs namely exercise therapy and electrotherapy with adequate equipment and an outpatient rehabilitation centre to enhance skill development in students. Swasthvrita Department has Yoga Therapy & a special certificate program. The Department of Kayachikitsa has CPR , ECG Trainings a certificate course, as well as Panchkarma, department has a special course of Panchkarma Pravesham. The Department of Shalakya has audiometry speech therapy rooms, soundproof rooms for the audiometric screen, hearing aid fitting, and repair rooms. In Rognidan department, students gain hands-on microbiology and pathology and has an experience of a range of practical techniques and safe laboratory practices. In Agadtantra dept special certificate course is available for Medical Ethics and professional ethics. For research skills, the institute runs certificate courses in research methods and data management as well as EPI INFO analytical software training programme .In Ph. D.course work Ph.D.scholars learn skills of reference manager Mandalay, Zotero, PUBMED Trainings, etc.

4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using	Institute prides itself in the implementation of various activities that demonstrate the Indian knowledge

online course):

system. Ayurveda has the Basic curriculum language of Sanskrit and Marathi also. Sanskrit: Samhita Department offers course modules for UG programme . It provides a separate "Sanskrit Sambhashan Varg" to the objective of spoken Sanskrit and shloka. This department provides "Prachyavidhya Dalan " in which students learn to code and decode the manuscripts and other Samhita. Marathi Bhasha Din, Ayurved Day, and Sanskrit Day are the part of curriculum and Planning. Manuscripts (total 18) and rare books are maintained in this gallery. Yoga: Institute offers a course that imparts the Indian knowledge system as a core course, Yoga hall is available for skill enhancement under the curriculum. A special yoga teacher is appointed for it. He regulates Pavan Yoga course, Basics of Yoga & practice Pranayama of Yoga. Yoga as a lifestyle intervention and Principles of mind and body medicine. International Yoga day is celebrated highlighting the benefits of yoga in the campus every year. Experts demonstrate important Yoga asanas to the students and faculty members. Yoga and meditation for pregnant women is specially demonstrated in Garbasanskar regularly during ANC. Herbal garden: The medicinal herbal garden is maintained in 3 acres with a practical demonstration room. Students undergo practical training in herbal medicinal garden. Institute adorns a festive look to celebrate Ganesh Utsav, Ashadhi Ekadashi, Navratri, Ayurvedic Holi, Diwali, Sankrant , Shivjayanti, the state festivals of Maharashtra. Many competitions such as Rangoli, poster presentation, debates, and essay competitions displays the enthusiasm and teamwork of the faculty and students. Theme based on the role of organ donation, Har Ghar Tiranga is chosen for the Rangoli competition & painting competition. Many departments take competitions and guest lectures on topics such as nutrition, physical education, and human resources. Department works in collaboration for the benefit of the institution and conducts various competitions for the faculties and students in the campus. . The students dress in the traditional Maharashtrian drepary attire and adorn the college lobby and other prime locations. Institute performs Saraswati Pooja, Dhanvantari Pooja, Ganapati Pooja, and shastra pooja in their respective laboratories, hospital equipment, and books, invoking the blessings of the Almighty

	regularly. Each day of college starts with Dhavantari Stavan & "Ayurvedic Dhupan"
5. Focus on Outcome based education (OBE):	Institute has a well-defined curriculum development policy and processes to ensure alignment of all program /course outcomes with national and global health needs as per the norms of Statutory and Regulatory bodies like NCISM, AYUSH, and MUHS. The graduate attributes are also synergized with the curricular framework in line with the vision and national needs. Course outcomes are derived from core competencies prescribed by the regulatory bodies and are mapped with program outcomes. The institution follows a three-tier system of curriculum development comprising of a collection of feedback from various stakeholders at the first level followed by enriching the curriculum by members of Boards of Studies and then approval by the Academic Council. It ensures quality assurance in meeting program /course outcomes. The Stakeholder's feedback on curricular aspects and their analysis serve as a quality measure. The outcome analysis of the course and program outcomes is based on formative and summative evaluations. The attainment of program outcome is based on this programmatic assessment that assesses all domains of learning - Knowledge, Skill, Attitude, Communication & Analysis. The theory component assesses the attainment of the knowledge domain while the hands-on sessions assess the other domains of learning. We have defined specific attainment levels based on performance in the continuous internal assessments and examinations.
6. Distance education/online education:	Institute has developed a Learning Management System (LMS) individually for the College (https://adamc.smartschool.com) since 2017. The teaching materials are uploaded in the LMS. Synchronous online lectures are conducted using zoom meet and embedded within LMS. Course learning outcomes are assessed through online assignments, MCQs and tests. This facilitated to provide a learning environment to the students during the pandemic and helped them to complete the academic session successfully. Objectives of the Practice: • To provide an environment for online access of teaching material to the students • To train faculty members in developing and delivering e content • To augment infrastructure for maintenance

of the LMS and other software used for delivering online courses. • To introduce Lecture classes and practical (demonstration) sessions in synchronous (using Google meet) and a synchronous mode. The teachers were trained to handle the online mode of teaching by in house training sessions. The teaching materials are uploaded in the LMS. Faculty Capacity Development: Around 90% of the faculty members are trained in developing and delivering e-content. Video tutorials are developed and hosted in institute's portal to train the faculty members. The online learning committee of the Institute conducted regular training sessions during the lockdown period. Organizational support: Institute has a policy on online learning and e-content creation. Institute has an online learning committee to oversee the online teaching learning process. IT wing of the Institute maintains the LMS and other software used for delivering online courses. Implementation of online education: (especially during the Pandemic) Lecture classes and practical (demonstration) sessions were taken virtually and Small group discussions, seminars, journal clubs were conducted using the zoom platform. Institute have MIS in different modules like SMART SCHOOL LMS, Library Software OPAC for library Administration, Tally Software for Accounts and AYUSOFT for Hospital Administration. E - Granthalaya : Library administration of OPAC software is available to issue & return of book & journal , acquisition, check stock verification ,processing of books and journal , circulation ,serial control , barcoding, E clipping of books and journals in library . Tally Software : Updated Tally software has been used in the accounts section as well as Smart school Mis is also in use for receipts and payments AYUSOFT Hospital software: For hospital administration this is used for patients information system , record keeping and data Management . Online Platforms : Online Webinars with ZOOM Webinar Platform LIVE Sessions and Live Interactions with Consultants and posting the same in ADAMC Social Media. Regular update of ADAMC Social Media pages with Events, Health tips, Achievements, Placement, etc. OTD Platform of MUHS : Updated Faculty Profile is updated regularly on Online teacher database Platform . LMS & Google forms: Feedback forms for Student, Faculty and on Curriculum and Patient feedback Feedbacks and

	appraisal forms are updated and reports generated. WhatsApp Groups: Social media is a convenient tool for connecting stakeholders, so institute creates per programme, per course WhatsApp Group of faculty, students & parents to convey information as earliest.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	1. The Electoral Literacy Club was set up at Institute on 1st July 2023. An Electoral Literacy Club is a platform to engage college students through interesting activities and hands-on experience to sensitize them on their electoral rights and familiarize them with the electoral process of registration and voting. At ELCs, learning meets fun activities and Games are designed to stimulate and motivate students provoking them to think and ask questions. Through ELC, Election Commission of India, aims at strengthening the culture of electoral participation among young and future voters. Electoral literacy club plays a vital role in promoting voter education and awareness. The club contribute by organizing workshops, seminars, and campaigns to educate students about the importance of voting, electoral processes, and the significance of making informed choices. These clubs helps to empower citizens to exercise their democratic rights effectively and responsibly.
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	2. Yes, the student co-ordinator and the co-ordinating faculty members are appointed by the college are as follows, Nodal Officer : Dr. Ashwini Khot Student Coordinator :Dr. Gargi Patil Student Members: 1. Mr. Adanan Sheikh 2. Miss. Neha Tambile 3. Mr. Prathamesh Patil Electoral Literacy club is functional regularly and have organised voter awareness programme, Voter awareness rally , street play in nearby vicinity. Members of Electoral Literacy clubs are representatives in character and typically have various duties aimed at promoting voter education and awareness. Some common duties include: • Conducting voter registration drives to ensure eligible citizens are registered to vote. • Organizing workshops and seminars to educate people about the electoral process, voting rights, and the importance of participating in elections. • Creating and distributing

educational materials such as pamphlets, posters, and informational videos about elections and voting. • Collaborating with schools, colleges, and community organizations to reach a wider audience and promote electoral literacy. • Facilitating mock elections and voter awareness programs to simulate the voting experience and familiarize people with the process. • Engaging with local authorities and election commissions to address issues related to voter registration, polling stations, and electoral procedures. • Encouraging marginalized and underrepresented communities to participate in the electoral process and ensuring their voices are heard. • Monitoring election campaigns and advocating for transparency, fairness, and accountability in the electoral process. Overall, the duties of Electoral Literacy club members revolve around empowering students and citizens with the knowledge and skills necessary to actively participate in democratic elections.

3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.	3. The innovative programmes and initiatives undertaken by the ELCs in year 2022-2023 are as follows. Electoral literacy clubs undertake various initiatives and duties to promote voter education and awareness. Some of these include: 1. Workshops and Seminars: Organizing educational sessions to inform people about the electoral process, voting rights, and the importance of participating in elections. 2. Voter Registration Drives: Conducting campaigns to ensure eligible citizens are registered to vote, especially targeting underrepresented communities. 3. Educational Materials: Creating and distributing pamphlets, posters, and videos to educate the public about elections, voting procedures, and the significance of informed decision-making. 4. Community Engagement: Collaborating with schools, colleges, and community organizations to reach a wider audience and promote electoral literacy through events and activities. 5. Mock Elections: Facilitating mock elections to familiarize people with the voting process and encourage participation, particularly among first-time voters and youth. 6. Advocacy: Engaging with local authorities and election commissions to address issues related to voter registration, polling stations accessibility, and electoral procedures. 7. Outreach to Marginalized Communities: Encouraging marginalized and

	underrepresented groups to participate in the electoral process, advocating for their rights, and ensuring their voices are heard. 8. Monitoring and Advocacy: Monitoring election campaigns and advocating for transparency, fairness, and accountability in the electoral process, including observing polling stations and reporting irregularities. i. Awareness Rally ii. Street play for Election Awareness. iii. Questionnaire for survey about awareness. These initiatives and duties collectively aim to empower citizens with the knowledge and skills necessary to exercise their democratic rights effectively and responsibly. The ELC works in the framework of enhancing the participation of under privileged sections of society especially disabled persons, senior citizens etc.
4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.	Awareness rally was conducted and information about right to vote was spread in the public society in Ashta , Tal-Walwa ,Dist – Sangli, Maharashtra This rally was a platform that provides information and resources about various social and political issues. It helps people stay informed about current events, social causes, and advocacy efforts. Similarly content creation through social networking sites like facebook, Instagram, linkedin, youtube helps to motivate the masses regarding elections at a time through single platform. Street plays were performed by ELC, that played an important role in society. They are a form of theatrical performance that takes place in public places, such as streets or parks. Street plays often address social issues and raise awareness about important topics like gender equality, environmental conservation, and education. They have the power to captivate and engage audiences, spreading messages of social change and inspiring people to take action. The awareness about Elections was done in college too and the result was further analyzed by providing questionnaire .
5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.	All the students above 18 years are enrolled as voters in the electoral role and efforts are being taken by ELC & institute to register eligible students as voters .

Extended Profile

1 Students

1.1

Number of students year-wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
522	504	568	502	453
File Description			Document	
Institutional data in prescribed format(Data templ			View Document	

1.2

Number of outgoing / final year students year-wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
126	120	103	93	110
File Description			Document	
Institutional data in prescribed format(Data templ			View Document	

1.3

Number of first year Students admitted year-wise in last five years.

2022-23	2021-22	2020-21	2019-20	2018-19
136	148	127	135	118
File Description			Document	
Institutional data in prescribed format(Data templ			View Document	

2 Teachers

2.1

Number of full time teachers year-wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
60	60	60	64	70

File Description	Document
Institutional data in prescribed format(Data templ	[View Document](#)

2.2

Number of sanctioned posts year-wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
60	60	60	64	70

File Description	Document
Institutional data in prescribed format(Data templ	[View Document](#)

3 Institution

3.1

Total Expenditure excluding salary year-wise during the last five years (INR in Lakhs)

2022-23	2021-22	2020-21	2019-20	2018-19
270.32010	147.31002	100.17116	211.54069	262.89684

File Description	Document
Institutional data in prescribed format(Data templ	[View Document](#)

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1

The Institution ensures effective curriculum planning, delivery and evaluation through a well defined process as prescribed by the respective regulatory councils and the affiliating University.

Response:

The Institution ensures effective curriculum planning, delivery, and evaluation through a well-defined process as prescribed by the respective regulatory councils and the affiliating University.

Institute Accreditation and Affiliation:

Approved by the National Commission for Indian System of Medicine (NCISM), Delhi.

Affiliated to Maharashtra University of Health Sciences (MUHS), Nashik.

- **Program Offerings**:

Offers undergraduate (UG), postgraduate (PG), Ph.D. programs, and certificate courses through various departments.

- **Undergraduate Program (UG)**:

B.A.M.S. (Bachelor of Ayurvedic Medicine and Surgery) program consisting of 14 subjects.

- **Postgraduate Programs (PG)**:

Offers M.D. / M.S. programs in 6 specialized subjects:

1. Stri-rog and Prasuti tantra
2. Kaumarabhritya
3. Kayachikitsa
4. Panchakarma
5. Shalya Tantra
6. Shalakya Tantra

- **Ph.D. Programs**:

Available in 9 subjects:

1. Rachana Sharir
2. Kriya Sharir

3. Rasashastra and BhaishajyaKalpana
4. Panchakarma
5. Kaumarbhritya
6. Stri Rog and Prasutitantra
7. Kayachikitsa
8. Shalakyatantra
9. Shalyatantra

- **Certificate Courses**:

The institute offers a total of 52 certificate courses across various disciplines.

The educational institution's orientation and induction program encompasses a comprehensive approach, covering curricular, co-curricular, and extracurricular activities. Within the curricular sphere, there is meticulous planning, including mentoring sessions, guest lectures by experts, career guidance, periodic assessments, educational tours and visits, remedial teaching, seminars, workshops, and cultural activities. These elements aim to provide a well-rounded education, fostering both academic excellence and personal growth. Additionally, the institution emphasizes result analysis, feedback mechanisms, final examinations, and the assessment of course and program outcomes (CO-PO attainment). This holistic approach is further reinforced by the development of action plans, ensuring continuous improvement and alignment with educational objectives. Top of Form

Hon.Shri. Annasaheb Dange Ayurved Medical College, Ashta established in 1999. The institute is affiliated with the National Commission for Indian System of Medicine (NCISM), AYUSH Delhi, Maharashtra University of Health Sciences (MUHS), and Maharashtra Council of Indian Medicine (MCIM) Mumbai.

Total courses offered by the institution:

UG	14 subjects	BAMS
PG	06 subjects	M.D./M.S.(Ayu)
PhD	09 subjects	PhD (Ayu)
Certificate courses	52	

Timely and systematic completion of the syllabus as per the academic calendar is ensured. The institution ensures the participation of all the departments while planning the execution of the curriculum. The respective faculty members based on their experience, discussion with peers, and feedback from students and alumni, suggest modifications in the existing modules of implementing the curriculum.

The Academic Council of the institution and the experts from concerned departments look into the details for designing and implementing new courses. New courses are designed after consultation with the respective departments regarding the syllabus and course period. The timetable of such courses is prepared in such a way that it does not hinder the regular college hours.

File Description	Document
Any additional information	[View Document](#)
Link for Minutes of the meeting of the college curriculum committee	[View Document](#)
Link for any other relevant information	[View Document](#)

Other Upload Files	
1	[View Document](#)
2	[View Document](#)

1.1.2

Percentage of fulltime teachers participating in BoS /Academic Council of Universities during the last five years. (Restrict data to BoS /Academic Council only)

Response: 1.93

1.1.2.1 Number of teachers of the Institution participating in BoS/Academic Council of universities year-wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
1	2	1	1	1

File Description	Document
Provide scanned copy of nomination letter such BoS and Academic Council From University/ Autonomous college	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Link for details of participation of teachers in various bodies	[View Document](#)
Link for additional information	[View Document](#)

1.2 Academic Flexibility

1.2.1

Percentage of inter-disciplinary / inter-departmental courses /training across all the Programmes offered by the College during the last five years

Response: 76.67

1.2.1.1 Number of inter-disciplinary /inter-departmental courses /training offered during the last five years

Response: 115

1.2.1.2 Number of courses offered by the institution across all programs during the last five years

Response: 150

File Description	Document
Minutes of relevant Academic Council/BoS meetings	[View Document](#)
List of Interdisciplinary /interdepartmental courses /training across all the the programmes offered by the University during the last 5 years	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Any additional information	[View Document](#)
Link for Additional Information	[View Document](#)

1.2.2

Average percentage of students enrolled in subject-related Certificate/ Diploma / Add-on courses as against the total number of students during the last five years

Response: 56.62

1.2.2.1 Number of students enrolled in subject related Certificate or Diploma or Add-on programs year-wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
394	287	270	244	247

File Description	Document
Institutional data in prescribed format	[View Document](#)
Details of the students enrolled in subject-related Certificate/Diploma/Add-on courses	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

1.3 Curriculum Enrichment

1.3.1

The Institution integrates cross-cutting issues relevant to gender, environment and sustainability, human values, health determinants, Right to Health and emerging demographic issues and Professional Ethics into the Curriculum as prescribed by the University / respective regulative councils

Response:

The institution, affiliated with MUHS, adheres to the curriculum set by NCISM and does not partake in its review. Updated syllabi are enforced upon notification from MUHS. Revisions & reforms for undergraduate programs were conducted in 2010, 2012, 2017, and 2021 while for postgraduate programs, revisions occurred in 2012 and 2017. Additionally, a Ph.D. program was introduced across four departments in 2017 and expanded to nine departments in 2023.

The institution emphasizes innovations in teaching and learning methods to enrich the curriculum. As part of this initiative, a Sanskrit learning and speaking course is offered to undergraduate students during their first year of admission.

Add on to syllabi Certificate courses are offered in:

- Panchakarma
- Yoga
- Sanskrit Sambhasha
- Cardio-pulmonary resuscitation (CPR)
- Research Methodology
- EPI Info
- Professional Ethics

PG and PhD scholars showcase their research findings in weekly seminars. Students are actively encouraged to participate in Continuous Medical Education, workshops, seminars, and conferences hosted by institutions nationwide.

The curriculum includes teaching the application of Good Clinical Practices (GCP), Good Laboratory Practices (GLP), and Good Manufacturing Practices (GMP), OSCE, OSPE enhancing the quality of

education across various programs.

Moreover, the institution addresses pertinent issues such as gender, environment and sustainability, human values, and professional ethics as needed in addition to this cross-cutting issues are taken care of.

- **Gender:** Gender sensitivity is integrated into topics such as Pumsavan Vidhi and Garbha Samskar. Sensitization programs and street plays addressing issues like fetal sex determination and the importance of female literacy are organized both on campus and in public spaces to raise awareness among students and the general public.
- **Environment and sustainability:** Discussions on environment and sustainability are emphasized within subjects like Dravyaguna, and Swasthavritta, and through National Service Scheme (NSS) activities.
- **Human values:** Human values, fundamental to the essence of being human, are instilled through various initiatives:
  - Orientation sessions during the first week of undergraduate admission focus on discipline, punctuality, social activities, and social awareness, mutual respect among peers, and tolerance for diverse religious, cultural, and linguistic backgrounds.
  - Cultivation of human values commences at the undergraduate level, starting with fostering respect and gratitude towards the cadaver used for dissection in the first year.
  - Activities on organ and body donation are organized to promote awareness and encourage altruistic acts to save lives.
- **Professional ethics:** The institution emphasizes professional ethics through targeted efforts:
  - Regular Ethical committees have been conducted with special guest lectures arranged to impart ethical principles to students.
  - A certificate course has been designed to provide in-depth knowledge and understanding of professional ethics.

File Description	Document
Link for list of courses with their descriptions	[View Document](#)
Link for any other relevant information	[View Document](#)

1.3.2

Number of value-added courses offered during the last five years that impart transferable and life skills.

Response: 23

1.3.2.1 Number of value-added courses offered during the last five years that impart transferable and life skills.

Response: 23

File Description	Document
List of-value added courses	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Brochure or any other document related to value-added course/s	[View Document](#)
Any additional information	[View Document](#)
Links for additional information	[View Document](#)

1.3.3

Average percentage of students enrolled in the value-added courses during the last five years

Response: 41.84

1.3.3.1 Number of students enrolled in value-added courses offered year-wise during the last five years that impart transferable and life skills

2022-23	2021-22	2020-21	2019-20	2018-19
264	276	262	287	262

File Description	Document
Institutional data in prescribed format	[View Document](#)
Attendance copy of the students enrolled for the course	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

1.3.4

Percentage of students undertaking field visits/Clinical / industry internships/research projects/industry visits/community postings (data for the preceding academic year)

Response: 79.73

1.3.4.1 Number of students undertaking field visits, clinical, industry internships,research projects,industry visits,community postings

Response: 417

File Description	Document
Scanned copy of filed visit report with list of students duly attested by the Head of the institution to be provided	[View Document](#)
Institutional data in prescribed fomat	[View Document](#)
Community posting certificate should be duly certified by the Head of the institution	[View Document](#)
Any additional information	[View Document](#)
Links to scanned copy of completion certificate of field visits/Clinical / industry internships/research projects/industry visits/community postings from the organization where internship was completed	[View Document](#)	
Link for additional information	[View Document](#)	

1.4 Feedback System

1.4.1

Mechanism is in place to obtain structured feedback on curricula/syllabi from various stakeholders.Structured feedback received from:

1. **Students**
2. **Teachers**
3. **Employers**
4. **Alumni**
5. **Professionals**

Response: A. All of the above

File Description	Document
Stakeholder feedback reports as stated in the minutes of meetings of the College Council /IQAC/ Curriculum Committee	[View Document](#)
Sample filled in Structured Feedback to be provided by the institution for each category claimed in SSR	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)	

1.4.2

Feedback on curricula and syllabi obtained from stakeholders is processed in terms of:

Response: A. Feedback collected, analysed and action taken on feedback besides such documents made available on the institutional website

File Description	Document
Stakeholder feedback report	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Any additional information	[View Document](#)
Action taken report of the Institution on feedback report as minuted by the Governing Council, Syndicate, Board of Management	[View Document](#)
Link for additional information	[View Document](#)

Other Upload Files	
1	[View Document](#)

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Due consideration is given to equity and inclusiveness by providing reservation of seats to all categories during the admission process.

Average percentage of seats filled against seats reserved for various categories as per applicable reservation policy during the last five years

Response: 100

2.1.1.1 Number of students admitted from the reserved categories as per GOI or State Government norms year-wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
38	30	29	33	32

2.1.1.2 Number of seats earmarked for reserved categories as per GOI or State Govt. norms year-wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
38	30	29	33	32

File Description	Document
Institutional data in prescribed forma	[View Document](#)
Final admission list published by the HEI	[View Document](#)
Copy of letter issued by state govt. or and Central Government (which-ever applicable) Indicating the reserved categories to be considered as per the GO rule (translated in English)	[View Document](#)
Any additional information	[View Document](#)
Annual Report/ BOM report/ Admission report duly certified by the Head of the Institution	[View Document](#)
Admission extract submitted to the state OBC, SC and ST cell every year.	[View Document](#)
Link for Any other relevant informatio	[View Document](#)

Other Upload Files	
1	[View Document](#)

2.1.2

Average percentage of seats filled in for the various programmes as against the approved intake

Response: 96.29

2.1.2.1 Number of seats filled-in for various programmes offered by the College as against the approved intake during the last five years:

2022-23	2021-22	2020-21	2019-20	2018-19
148	136	127	135	118

2.1.2.2 Number of approved seats for the same programme in that year

2022-23	2021-22	2020-21	2019-20	2018-19
148	136	131	143	131

File Description	Document
The details certified by the Head of the Institution clearly mentioning the programs that are not covered under CET and the number of applications received for the same	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Any other relevant information	[View Document](#)

2.1.3

Average percentage of Students admitted demonstrates a national spread and includes students from other states

Response: 0.74

2.1.3.1 Number of students admitted from other states year-wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
2	0	0	3	0

File Description	Document
List of students enrolled from other states year wise during the last 5 years	[View Document](#)
Institutional data in prescribed format	[View Document](#)
E-copies of admission letters of the students enrolled from other states	[View Document](#)
Copy of the domicile certificate as part of the from other states and countries and/or Previous degree/Matriculation / HSC certificate from other state or country	[View Document](#)
Any other relevant information	[View Document](#)

2.2 Catering to Student Diversity

2.2.1

The Institution assesses the learning levels of the students, after admission and organises special Programmes for advanced learners and slow performers

The Institution:

1. **Follows measurable criteria to identify slow performers**
2. **Follows measurable criteria to identify advanced learners**
3. **Organizes special programmes for slow performers**
4. **Follows protocol to measure student achievement**

Response: D. Any one of the above

File Description	Document
Institutional data in prescribed format	[View Document](#)
Criteria to identify slow performers and advanced learners and assessment methodology	[View Document](#)
Consolidated report of special programs for advanced learners and slow learners duly attested by the Head of the Institution	[View Document](#)
Any other information	[View Document](#)
Link for any relevant information	[View Document](#)

2.2.2

Student - Full- time teacher ratio (data of preceding academic year)

Response: 8.7

File Description	Document
List of students enrolled in the preceding academic year	[View Document](#)
List of full time teachers in the preceding academic year in the University	[View Document](#)
Institutional data in prescribed format (data Templates)	[View Document](#)

Other Upload Files	
1	[View Document](#)

2.2.3

Institution facilitates building and sustenance of innate talent /aptitude of individual students (extramural activities/beyond the classroom activities such as student clubs, cultural societies, etc)

Response:

Extra-curricular activities allow students to pursue their goals and interests outside of their standard academic curriculum. The college authorities motivate students to organize and participate in various cultural and sports activities and encourage them to participate in competitions held in other institutions, universities, and even at State, National, and International levels. The institution always makes efforts in capacity building among students, to develop personalities by providing various facilities for extramural Activities. Required infrastructure and staff to promote such activities have been made available in the vicinity.

- **GMC Cultural Club** is a group of students with innate talents in various cultural activities who have been participating in events within and outside the campus and bring laurels.
- **Dnyanayu Magzine** is a student magazine run by the institute bimonthly reflecting all activities occurring in the institute.
- **Kala Academy**: A separate unit for all art forms like music, singing, dance, drama, etc. is available for the students.
- **Music Hall**: A large music hall for coaching of certificate courses under Shivaji University for various musical instruments, vocals, classical dance forms, and acting is available.
- **Yoga and Meditation Hall**: A separate hall for Meditation and Yoga along with an instructor is available
- **Gymnasium**: Well-equipped gymnasium with instructor for students.
- **Sports Complex**: Resources for indoor games like Badminton, Table Tennis, Basketball, Carom, Pool Billiards, etc. are available.
- **Playground**: Training for outdoor traditional sports like Kabaddi, Kho-Kho, and Hockey is provided. Other outdoor games like Cricket, Volleyball, and athletics are facilitated. A huge playground for outdoor games is maintained well
- **Events**: Apart from these infrastructural facilities, the institution has organized and conducted inter-college competitions for Basketball, Cricket, etc. Krida Mahotsav, a coaching camp for university players was organized and managed by the institution in collaboration with MUHS. Annual Social Gatherings and Sports are conducted regularly, which reveal the hidden talents and team spirit of the students.
- **Guest Lectures**: Considering the overall growth of personality, guest lectures on topics like Stress Management and Personality Development, Preparing for Competitive Exams, Banking, etc. are conducted occasionally.
- **Competitions**: Students are motivated for various activities and prepared for competitions like the Shloka competition, Art Exhibition, Short Film Production, Cultural competitions, etc.

Due to such Extramural Cultural & Sports Activities, the confidence level of students improves, and they learn resource management, event management, etc. All these qualities of students are reflected in their presentations and winning awards.

Extra-curricular activities help to develop technical and communication skills in students. The team spirit, ability to work with others, relation building, public speaking, and many other such soft skills are developed. Extra-curricular activities give them a chance to interact with people and make connections some of which might come in quite handy later on in life. Most importantly, such activities relieve students of various stresses and provide them an opportunity to cultivate and augment newer hobbies.

File Description	Document	
Link for Appropriate documentary evidence	[View Document](#)	
Link for any other relevant information	[View Document](#)	

2.3 Teaching- Learning Process

2.3.1

Student-centric methods are used for enhancing learning experiences by:

- **Experiential learning**
- **Integrated/interdisciplinary learning**
- **Participatory learning**
- **Problem solving methodologies**
- **Self-directed learning**
- **Patient-centric and Evidence-Based Learning**
- **Learning in the Humanities**
- **Project-based learning**
- **Role play**

Response:

The institute is committed to ensuring the all-round development of the students through a student-centric learning process. Well-equipped Central Library with separate reading rooms for boys and girls, PG students, is available. All departments adopt the following strategies in varying degrees to make learning more student-centric.

The following activities are used to facilitate students' learning experiences-

1. Experiential Learning:

- **Internship:** Internship of 12 months after completion of IV-year BAMS; in-house – six months, in Civil Hospital – three months and Govt. Rural Hospital – three months.
- **Institutional training**: All UG and PG students are well trained in Clinical subjects in our Dhanvantari Hospital and attached Sunshine Cardiac Unit.
- **Visits**: field visits to Various Industries, Institutions, Herbal gardens, Pharmacy, Research laboratories, Water Purification Plants, etc. are done.
- **Clinical Case Presentations** (History taking, physical examination, evidence-based

  Discussions on diagnosis and management)

2. Integrated / Interdisciplinary Learning:

  The postgraduate students of clinical departments are allowed to learn modern medicinal practice through posting in hospitals e.g. in Sunshine Cardiac Unit, Ashta, Kaneri Math Hospital Kolhapur, etc.

3. Participative Learning:

- Sanskrit Sambhasha Varga
- Research Projects
- Field practicum
- Guest Lectures,
- Seminars, Webinars, Workshops, Symposiums, etc.
- Group Activities, Health Surveys, etc.
- Co-curricular Competitions: Quiz competitions, Shloka recitation Competitions, Debate Competitions.
- Rehabilitation program for mentally retarded children with Ayurvedic treatment
- Role plays
- Poster Presentation, Paper Presentations.

4. Problem Solving Methodologies:

Various assignments are given to students according to their capabilities.

- Problem-Based-Learning
- Group discussions
- Clinical meetings
- Ward rounds
- Seminars
- Quizzes

4. Self-Directed Learning:

- Maintenance of log books on given assignments
- Procedural skills: Under directly observed procedural skill (DOPS).
- SDL in the form of a literature search from e-resources, CDs, and DVDs.

5. Patient-Centric and Evidence-based Learning:

- Survey studies – A health survey was conducted and students of II, III & IV BAMS were involved in the survey.
- Health Camps - II, III & IV BAMS students were involved in health camps followed by a survey.
- Clinics in wards.

6. Learning in the Humanities/ Holistic Personality Development:

Students trained in Interpersonal Relationships, Professionalism, Value-Based education through bioethics, Gender Sensitization, stress management, Communication Skills, etc. through Various courses, seminars, Guest Lectures, Health Camps in the Community, etc.

7. Project-Based Learning: The best way to master a subject is by doing projects. Through a project, the students not only get a deeper understanding of the subject but also gain hands-on practical experience. Practical, Model making and other projects in context to their subjects are given in the departments for PG Scholars.

File Description	Document
Link for learning environment facilities with geotagging	[View Document](#)
Link for any other relevant information	[View Document](#)

2.3.2

Institution facilitates the use of Clinical Skills Laboratory / Simulation Based Learning

The Institution:

1. **Has Basic Clinical Skills / Simulation Training Models and Trainers for skills in the relevant disciplines.**
2. **Has advanced simulators for simulation-based training**
3. **Has structured programs for training and assessment of students in Clinical Skills Lab / Simulation based learning.**
4. **Conducts training programs for the faculty in the use of clinical skills lab and simulation methods of teaching-learning**

Response: A. All of the above

File Description	Document
Report on training programmes in Clinical skill lab/simulator Centre	[View Document](#)
Proof of patient simulators for simulation-based training	[View Document](#)
Proof of Establishment of Clinical Skill Laboratories	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Geotagged Photos of the Clinical Skills Laboratory	[View Document](#)
Details of training programs conducted and details of participants.	[View Document](#)
Any other relevant information	[View Document](#)
Link for additional information	[View Document](#)

2.3.3

Teachers use ICT-enabled tools for effective teaching and learning process, including online e-resources

Response:

ICTs provide multiple opportunities for teachers and learners to collaborate within the classroom and across the connected globe. To allow learners to acquire this competence, the learner should be actively engaged in the learning process. Activities of relevance include solving real-world problems with innovative solutions, online discussions with others on important issues, etc. The conventional teaching method involves students only recalling and describing. Therefore, designing and implementing a successful ICT-enabled teaching and learning environment will be the key to educational reforms making learning active. So, the new developments in ICT can open up a new perspective on teaching and learning within and outside the four walls of the classroom. Our Institute Provides Information and Communication Technology (ICT) in education to support, enhance, and optimize the delivery of education.

1. The Following ICT Facilities available in the Institute are:
    1. The college has 6 classrooms, 1 seminar hall with a comfortable seating arrangement and provision for audio-visual teaching aids such as projectors, laptops, LCD and smart boards**.**
    2. E-Granthalaya, a digital system for library automation and networking, designed and developed by the National Informatics Centre, has been installed.
    3. Online Public Access Catalogue (OPAC) is an online database cataloguing the sources and materials available in the library.
    4. Faculty and students benefited from the LMS Smart School app. It is user-friendly, remotely accessible, and easily updated.
    5. The college provides adequate IT facilities and computer availability, through the Wi-Fi faculties (30 Mbps) and internet access to every classroom, each department, administration wing, Hospital area
    6. Our institute provides 71 computers and 7 Projectors for effective teaching, and internet searching to each department and each clinic.24 printers provided by the Institute for the facility of printing to student & faculty
    7. Auditorium- It is digitally equipped with a mike, projector, cameras and computer system.
    8. Online Classes through Zoom, Google Meet, Microsoft Team, Google Classroom)
    9. The library has facilities of MOOC Platform, NPTEL, Swayam, E-Pathashala, Shabdasindhu, Shodhganga etc.
    10. Digital Library resources (AYUSH Research Data Base, National Digital Library, DELNET, OPAC etc)

Use of ICT By Faculty:

1. PowerPoint presentations- Faculties are encouraged to use PowerPoint presentations in their teaching by using LCDs and projectors. They are also equipped with a digital library
2. Online quiz- Faculties prepare online quizzes for students after the completion of each unit with the help of GOOGLE FORMS.
3. Video Conferencing- Students are counselled with the help of Zoom / Google Meet applications.
4. Video lecture- Recording of video lectures is made available to students for long-term learning and future referencing.

File Description	Document
File for list of teachers using ICT-enabled tools (including LMS)	[View Document](#)
File for details of ICT-enabled tools used for teaching and learning	[View Document](#)
Link for webpage describing the LMS/ Academic Management System	[View Document](#)
Link for any other relevant information	[View Document](#)

2.3.4

Student :Mentor Ratio (preceding academic year)

Response: 8.7

2.3.4.1 Total number of mentors in the preceding academic year

Response: 60

File Description	Document
Log Book of mentor	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Copy of circular pertaining the details of mentor and their allotted mentees	[View Document](#)
Approved Mentor list as announced by the HEI Allotment order of mentor to mentee	[View Document](#)
Any other relevant information	[View Document](#)
Link for any other information	[View Document](#)

2.3.5

The teaching learning process of the institution nurtures creativity, analytical skills and innovation among students

Response:

The institution has taken it as a challenge to improve the Teaching–learning environment into student-friendly learning. All Departments are equipped with computers and Internet Services to facilitate e-learning.

Creativity: Students are encouraged to exhibit their creative skills through activities like projects, charts, and model-making.

Analytical Skills: General health camps, health survey studies, projects for oral and poster presentations, publishing review and research articles,

Innovations: Encouraging e-learning through the various facilities provided.

The schedule of Teaching - Learning Process is followed as per NCISM & MUHS guidelines. The following methods are mainly adopted to transform the learning environment:

1. **Digital Library:** E-Granthalaya, E-Shodha Ganga,
2. **Industry and field visits:** Visits are done through the Dept. of Rasashastra – various Pharmacies, Dept. of Dravyaguna – Herbal gardens, Botanical Garden, Dept. of Swasthavritta – Spinning Mill, Milk Dairy, Filter House, Dept. of Agad Tantra – Forensic Department, Sassoon Hospital, Pune, Dept. of RMMS – Research Centres, Animal House
3. **Projects and Practicals:** Projects and practicals are conducted through the departments of Rachana Sharir, Kriya Sharir, Dravyaguna, Rasashastra, Rognidan, Agad Tantra, Swasthavritta and Research Methodology.
4. **Teaching outdoors:** Outdoor teaching in the herbal garden is done by the Dept. of Dravyaguna.
5. **Clinical postings- OPD, IPD:** Rotation postings for the students are executed as per the guidelines of CCIM & MUHS. Internship students are given rotational duties in all Clinical Departments. Pre-clinical PG students are given rotational duties in Clinical Departments during their First Year.
6. **Clinical Teaching during Camps:** Clinical teaching is widely accomplished during camps due to large and varied types of patient availability. Teaching students organizational and communication skills is also achieved during camps. along with clinical
7. **Arranging Guest Lectures, Seminars & Workshops:** Various guest lectures are arranged through all departments, and seminars and workshops are conducted at departmental, state, and National levels with offline & online portals.
8. **Health Survey Studies:** Survey studies are conducted through the Hospital involving all clinical batches.
9. **Encourage e-learning:** The library is well-equipped with different digital systems. All Departments are equipped with computers and Internet Services to facilitate e-learning.
10. **Encourage co-curricular activities:** Students are encouraged and guided to participate in various events like shloka, quiz competitions, oral and poster presentations, etc.
11. **Encourage extra-curricular activities:** Sports and cultural activities are promoted through the formation of cultural clubs, annual social gatherings, and participation in state and national-level cultural competitions.

Outcome-based learning: The institution ensures the achievement of learning outcomes through:

1. Continuous evaluation in both theory and lab subjects.
2. Feedback is taken at the end of the course and the Assessment Committee analyses whether the corresponding outcomes are achieved through the course outcomes.
3. The exit students also give feedback on the Program Outcomes when they are leaving the institution.

File Description	Document
Link for appropriate documentary evidence	[View Document](#)
Link for any other relevant information	[View Document](#)

2.4 Teacher Profile and Quality

2.4.1

Average percentage of fulltime teachers against sanctioned posts during the last five years

Response: 100

File Description	Document
Sanction letters indicating number of posts (including Management sanctioned posts) by competent authority (in English/translated in English)	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Any additional information	[View Document](#)
Links for additional information	[View Document](#)

2.4.2

Average percentage of fulltime teachers with Ph.D./D.Sc./ D.Lit./DM/M Ch/DNB in super specialities /other PG degrees (like MD/ MS/ MDS etc.,) in Health Sciences (like MD/ MS/ MDS etc.,) for recognition as Ph.D guides as per the eligibility criteria stipulated by the Regulatory Councils /Affiliating Universities.

Response: 54.24

2.4.2.1 Number of fulltime teachers with Ph.D/D.Sc./D.Lit./DM/M Ch/DNB in super specialities / other PG degrees (like MD/ MS/ MDS etc.,) in Health Sciences for recognition as Ph.D guides as per the eligibility criteria stipulated by the Regulatory Councils. Last five years data to be entered.

2022-23	2021-22	2020-21	2019-20	2018-19
34	40	33	32	30

File Description	Document
Institutional data in prescribed format	[View Document](#)
Copies of Guideship letters or authorization of research guide provide by the the university	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

2.4.3

Average teaching experience of fulltime teachers in number of years (preceding academic year)

Response: 12.11

2.4.3.1 Total teaching experience of fulltime teachers in number of years (cumulative experience)

Response: 726.5

File Description	Document
Institutional data in prescribed format	[View Document](#)
Consolidated Experience certificate duly certified by the Head of the insitution	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

2.4.4

Average percentage of teachers trained for development and delivery of e-content / e-courses during the last 5 years

Response: 84.33

2.4.4.1 Number of teachers trained for development and delivery of e-contents / e-courses year-wise during the last five years.

2022-23	2021-22	2020-21	2019-20	2018-19
55	60	58	46	43

File Description	Document
Institutional data in prescribed format	[View Document](#)
Certificate of completion of training for development of and delivery of e-contents / e-courses / video lectures / demonstrations	[View Document](#)
Any additional information	[View Document](#)
Web-link to the contents delivered by the faculty hosted in the HEI's website	[View Document](#)
Link for additional information	[View Document](#)

2.4.5

Average Percentage of fulltime teachers who received awards and recognitions for excellence in teaching, student mentoring, scholarships, professional achievements and academic leadership at State, National, International levels from Government / Government-recognized agencies / registered professional associations / academies during the last five years

Response: 28.08

2.4.5.1 Number of fulltime teachers who received awards and recognitions for excellence in teaching and student mentoring, scholarships, professional achievements and academic leadership at State, National, International levels from Government / Government-recognized agencies / registered professional associations */ academies* during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
24	27	22	12	17

File Description	Document
Institutional data in prescribed format	[View Document](#)
e-Copies of award letters (scanned or soft copy) for achievements	[View Document](#)
Awards claimed without certificates will not be considered	[View Document](#)
Any additional information	[View Document](#)
Link to additional information	[View Document](#)

2.5 Evaluation Process and Reforms

2.5.1

The Institution adheres to the academic calendar for the conduct of Continuous Internal Evaluation and ensures that it is robust and transparent

Response:

- The institution prepares and displays the academic calendar at the commencement of Every Academic Year. All the events are included and marked. The calendar is displayed on the notice board and website of the college.
- A separate well-established Examination Section looks after the management of Internal Assessment and conduction of University Exams. It is the responsibility of the Exam Committee to finalize dates for internal assessment and display timetables. It conducts Internal Theory and Practical assessment exams for UG students.
- CIE schedule is marked in January and July for the First term-end examination and in April and October for the second. It is being implemented strictly except, for a few cases with changes of a day or two in the schedule of the CIE.

Different assessment methods for evaluating the students' performance are as follows:

- The scheme for each UG course consists of two kinds of examination: Periodic assessment and Term End Internal Assessment Examination.
- Periodic assessments are taken, each approximately after one to two months of teaching during the term are conducted and hence, ensure continuous evaluation of students' performance. The system has written tests/assignments.

Test dates are confirmed and conveyed to the students by the respective department according to their completion of the syllabus. Assessed papers are given to the students with remarks for improvement.

A formative test (term-end internal assessment) of 90 marks is conducted at the end of the term. Internal assessment also provides an opportunity for the teacher to identify the level of the learner and to take remedial measures.

For laboratory courses, student's performance in every session is evaluated based on the experiment/assignment performed, thereby ensuring the evaluation of the entire course continuously throughout the term.

With regards to the internal tests/assessments of students concerned, every department makes its students aware of the course content, dates of tests, and methods of evaluation giving them sufficient time for preparation. The syllabus for Internal Exams is conveyed to students by putting it up on Notice Boards of respective Departments as well as verbally during lectures. Scores of the Term End Internal Assessment are part of the results of the **summative examination,** conducted by the University.

Individual departments discuss the papers and also point out the areas where students can improve their performance. Results are analyzed and displayed on the notice board. Ethical practice is maintained at all times concerning the conduct and evaluation process of exams.

Students can easily approach the Teachers for queries in Internal exam papers and ask for re-evaluation, re-totalling. The Exam Section of the college is easily approachable for students in case of any complaints or problems concerning Internal Exams or University Exams. University Final Exam Question papers are available in the Central Library and respective departments for Student reference.

Time table for the summative assessment comes from the University. The College follows the guidelines of MUHS for final examinations of UG & PG. The final examinations for UG and the postgraduate examinations are conducted by the University.

File Description	Document
Link for dates of conduct of internal assessment examinations	[View Document](#)
Link for any other relevant information	[View Document](#)
Link for academic calendar	[View Document](#)

2.5.2

Mechanism to deal with examination related grievances is transparent, time-bound and efficient

Response:

The Institute has an Examination Cell as well as an Institutional Grievance Redressal Cell, which can be approached by any student in case of any queries concerning Internal as well as university examinations. Appropriate steps are taken by these cells to solve student queries on time. Teachers of concerned subjects also assist the students wherever necessary.

For Midterm, periodic assessments,s, and term-end examinations, assessed answer sheets are shown to students, and concerned faculty members address the queries of the students. In case of any grievances, a revaluation of answer sheets is done. In all internal exams, question paper is set by the respective department staff followed by evaluation of answer sheets and practical exam.

The result is displayed on the notice board of the institution and records are maintained for the same. The process of verification is completed within the stipulated time. In case of mistakes like totaling of marks and non-assessment of answers, the students can ask the examiners for corrective measures. This provides enough opportunity for the student to satisfy his or her claim.

Surveillance of the entire examination process is done. It is seen that the MUHS rules and regulations for the midterm, periodic assessment, and term-end examination are strictly followed. Continuous monitoring of the examination by Exam committee members is done. Theory and practical evaluation of each student is conducted separately.

For the Redressal of grievances, if any, in the examination process or discrepancy in marks, or results, students have an option to apply for recounting/revaluation. During the last five years, no grievances have been reported.

The university examination is the final summative examination at the end of each academic year. It includes Theory, Practical, Oral examination, and Clinical examination.

Submission of Thesis / Dissertations in the PG program after completion of the research work is done as per the MUHS norms.

50% is the minimum passing percentage. Passing both in theory and clinical/practical examinations separately is mandatory. Bedside clinical examinations are carried out in the teaching hospitals.

MUHS has set its own rules and regulations for conducting exams and preventing malpractice, which is to be followed by every affiliated college. Students are required to follow rules regarding time and dress code. Matters relating to the University examination for submission of appeals, providing access to answer scripts, provision of re-totaling, and provision for re-assessment are to be done within the stipulated time through the prescribed format provided by the University.

At the College level,

- Mobile phones are strictly prohibited in the exam hall.
- Two supervisors/invigilators are appointed for one block.

File Description	Document
File for number of grievances regarding University examinations/Internal Evaluation	View Document
File for details of University examinations / Continuous Internal Evaluations (CIE) conducted during the last five years	View Document
File for any other relevant information	View Document

2.5.3

Reforms in the process and procedure in the conduct of evaluation/examination; including Continuous Internal Assessment to improve the examination system.

Response:

Institute Follows the Assessment & Evaluation process of examination as per direction and syllabus decided by MUHS(Maharashtra University of Health Sciences), Nashik& CCIM(Central Council of Indian Medicine), New Delhi from 2018 to 2021.

- From the Academic year 2021-22, CCIM (Central Council of Indian Medicine) dissolved and NCISM(National Council of Indian System of Medicine) formed, so new reforms have been given and instructed to be implemented from the first admitted batch of 2021-2022.
- In this reform, evaluation process of each subject is divided into Theory Component Marks and PracticalComponent Marks.

- In Sharir Rachana and Sharir Kriya Subject Theory component has 200 Marks and the Practical Component has 200 Marks(Practical=100+Viva=70+Internal Assessment=30).
- In PadarthVijnanSubject Theory component has 200 Marks and the Practical Component has 200 Marks (Practical=100+Viva=60+Elective=10+Internal Assessment=30).
- In Samhita Adhyayan 1 & Samhita Adhyayan 2 Subject Theory component has 100 Marks and the Practical Component has 100 Marks (Viva=75+Elective=10+Internal Assessment=15).
- In Sanskrit & Ayurved Itihas Subject Theory component has 200 Marks and the Practical Component has 100 Marks (Viva=75+Elective=10+Internal Assessment=15).
- In Agadtantra Subject Theory component has 100 Marks and the Practical Component has 200 Marks (Practical=100+Viva=60+Elective=10+Internal Assessment=30).
- In Dravyaguna, RasshatraevamBhaishjyakalpana and Rognidan Subject Theory component has 200 Marks and the Practical Component have 200 Marks (Practical=100+Viva=70+Internal Assessment=30).
- All the undergraduate programs of the University have provisions for internal assessment.
- After the Evaluation of the Theory and Practical papers, each student is shown his/her answer sheet to check the total of awarded marks and total assessment.
- The students can approach the concerned teacher in case of any doubt regarding marking or assessment methods.
- Re-totaling and re-assessment are done by the teacher as per need and necessary corrections are made in the mark sheets.
- Internal Assessment marks are sent to the University only after the signature of the student on the Answer Sheets and Final Mark List.
- The Objective Structured Practical Examination (OSPE) method is used as an objective instrument for the assessment of laboratory exercises in pre-clinical subjects. Different methods used in OSPE are the identification of spots, and performing a given practical according to the SOP to assess laboratory skills of the students.
- The Objective Structured Clinical Examination (OSCE) method is used to assess competency-based or performance-based clinical skills in a wide range, for UG and PG assessment.
- Summative assessments are carried out by the university for UG students – For 1st, the 2nd, and 3rd year annually and 4th year after 1 and ½ year.
- PG and Ph.D. evaluation has been conducted as per the rules and direction of MUHS, Nashik.

File Description	Document
Link for Information on examination reforms	[View Document](#)
Link for any other relevant information	[View Document](#)

Other Upload Files	
1	[View Document](#)
2	[View Document](#)
3	[View Document](#)

2.5.4

The Institution provides opportunities to students for midcourse improvement of performance through specific interventions

Opportunities provided to students for midcourse improvement of performance through:

1. **Timely administration of CIE**
2. **On time assessment and feedback**
3. **Makeup assignments/tests**
4. **Remedial teaching/support**

Response: C. Any 2 of the above

File Description	Document
Re-test and Answer sheets	[View Document](#)
Re-test and Answer sheets	[View Document](#)
Policy document of the options claimed by the institution duly signed by the Head of the Institution	[View Document](#)
Policy document of midcourse improvement of performance of students	[View Document](#)
List of opportunities provided for the students for midcourse improvement of performance in the examinations	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Any additional information	[View Document](#)
Links for additional information	[View Document](#)

2.6 Student Performance and Learning Outcomes

2.6.1

The Institution has stated the learning outcomes (generic and programme-specific) and graduate attributes as per the provisions of the Regulatory bodies and the University; which are communicated to the students and teachers through the website and other documents

Response:

The institute is affiliated to the AYUSH Ministry, National Commission for Indian System of Medicine (NCISM), New Delhi & Maharashtra University of Health Sciences (MUHS), Nashik, Maharashtra. The institute follows the curriculum stated by NCISM, New Delhi, and MUHS, Nashik. NCISM has

mentioned the learning objective of the topic, domain, and subdomain as per Bloom's Taxonomy, type of assessment, methods of assessment, evaluation, and Integration of teaching.

according to the guidelines of NCISM, the Transitional Curriculum Program implemented by the Institute for newly admitted undergraduates since the academic year 2021-22 and onwards. The curriculum includes Graduate attributes and Program outcomes. It also includes Course Outcomes for each course separately.

Process of Implementation of Learning Outcomes:

Process of Implementation	Steps	Particulars
	Step I	Define Program Outcomes -Pr Outcomes-Course Ou
	Step II	Transitional Curriculum Prog Program 15 days) for undergradu Program (5 days) for post-gradu academic activities and organiz
	Step III	Preparation for Course Out UG(BAMS), and AY-PG(MD/ Batch and display and share C defined by NCISM for the 2021
	Step IV	Preparation of Academic Calen Academic Activity Plan, and /
	Step V	Implementation of Academic wo Calendar, and code of
	Step VI	Assessment and Evaluation as University norn
	Step VII	Result analysis at the Institute &
	Step VIII	Evaluation of CO PO A

Methods of Assessment (University level):

All methods involve student effort. Assessment of students is performed through University Examinations.

- Course Assessment through University Examination 2021 Batch Under Graduates
- Addition of marks of theory examination, practical/oral examination, Internal assessment, and Elective course
- Course Assessment through University Examination 2017 Batch Under Graduates
- Addition of marks of theory examination, practical/oral examination, and Internal assessment

The Mechanism is followed to disseminate Learning outcomes with Teachers and students:

- Copy of Syllabi is available in the Department and Library for ready reference of Teacher and Students. Soft Copy of Curriculum and Learning Outcomes of Programs and Courses are also uploaded to the Institution website for reference.
- The learning outcomes are stated using Bloom's Taxonomy and expressed in the lesson plan that clearly describes knowledge skills.

- The importance of the learning outcomes has been communicated to the teachers in every IQAC Meeting and Intercollegiate Committee Meeting
- Encouragement is given to students who wish to register for online Courses offered by NPTEL, MOOC, SWAYAM, etc.

The institute enhances the student learning process by providing advanced computing, internet and Wi-Fi facilities are deployed and e-learning facilities are made available to enhance the student learning activities. The process of assessing learning outcomes is a means to improve learning by making changes in teaching. It, therefore, becomes essential to communicate outcomes to the faculty and students through different means like websites, brochures, etc.

File Description	Document
Link for upload Course Outcomes for all courses (exemplars from Glossary)	[View Document](#)
Link for relevant documents pertaining to learning outcomes and graduate attributes	[View Document](#)
Link for methods of the assessment of learning outcomes and graduate attributes	[View Document](#)
Link for any other relevant information	[View Document](#)

2.6.2

Incremental performance in Pass percentage of final year students in the last five years

Response: 92.91

2.6.2.1 Number of final year students of all the programmes, who qualified in the university examinations in each of the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
126	119	102	93	108

2.6.2.2 Number of final year students of all the programmes, who appeared for the examinations in each of the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
127	120	107	102	119

File Description	Document
Reports from Controller of Exam (COE) office/ Registrar evaluation mentioning the relevant details and the result analysis performed by the institution duly attested by the Head of the Institution	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Any additional information	[View Document](#)
Links for additional information	[View Document](#)

2.6.3

The teaching learning and assessment processes of the Institution are aligned with the stated learning outcomes.

Response:

Teaching Learning Process of Assessment at Institute Level is as per University and NCISM guidelines. Teaching requires assessment of student understanding in the light of learning outcomes. Assessments should reveal how well students have learned what the institution wants them to learn. To achieve this, assessments, learning objectives, and instructional strategies have been closely aligned.

The goal of assessment is to transform the institution into one that creates the best conditions for learning, encourages best practices, and inspires creativity and innovation. We utilize a mix of formative and summative assessments, including quizzes, exams, essays, presentations, portfolios, and performance tasks. Rubrics and criteria-based assessments are used to provide clear expectations and constructive feedback to students, facilitating their growth and improvement over time.

Our teaching methods are carefully selected to cater to diverse learning styles and preferences among students. To achieve the learning objectives teaching-learning methods are strategically developed at different levels and types as Lecture method, Non-Lecture methods such as Group discussions, Inquiry-based learning, Problem-based learning, Case-based Learning, Project-based learning, Team-based learning, Flipped classroom, Blended learning, Edutainment, Early Clinical Exposure, Role plays, Self-directed learning, Simulation, Skill development methods etc. This variety ensures engagement and promotes deeper understanding and retention of concepts.

Considering Learning Experiences, Our curriculum is designed to provide rich and meaningful learning experiences that align with our stated learning outcomes. Students are encouraged to actively participate in class discussions, collaborate with peers on group projects, and engage in real-world applications of their learning. Field trips, guest lectures, and internships are integrated into the learning process to provide practical exposure and enhance comprehension.

Process:

Learning & Assessment Process		Steps	Teaching Learning & Assessment
		I	Feedback analysis of students and
		II	Define and distribute Learning Obje Outcomes, and Programme Ou stakeholders
		III	Academic planning by the colle Academic UG, PG, and Ph. D. C Preparation of Academic Calendar Academic Activity Plan,
		IV	Identification of Advance Learn Performers. Allotment of Mentor further academic planning, midcours planning, remedial measure
		V	Teaching Learning Process, Acac Distribution & Implement
		VI	Internal Assessment by Institution as of NCISM, MUHS
		VII	Evaluation Internal Assessment I Theory, Practical & Oral exam
		VIII	Result Analysis
		IX	CO-PO Attainment for Outcome-Ba

Alignment with Learning Outcomes:

Every teaching method, learning experience, and assessment task is carefully aligned with our stated learning outcomes. Our assessment strategies are designed to accurately measure students' mastery of the learning outcomes. We regularly review and revise our curriculum and assessment practices to ensure ongoing alignment with the evolving needs of our students and industry standards. This alignment ensures that students develop the knowledge, skills, and competencies outlined in our learning outcomes, preparing them for success in their academic and professional pursuits.

File Description	Document
Link for any other relevant information	[View Document](#)
Link for programme-specific learning outcomes	[View Document](#)

2.6.4

Presence and periodicity of parent-teachers meetings, remedial measures undertaken and outcome analysis

Response:

Presence and periodicity of parent-teacher meetings, remedial measures undertaken, and outcome analysis

A parent-teacher meeting is an opportunity to share the student's academic progress and growth based on classroom observations, tests, assignments, and projects. The college gets to know from the parents/guardians information about students' strengths, needs, behaviors, and learning styles. Enrichment or intervention strategies to support students' learning can be done and discuss issues that may be interfering with students' learning and growth.

- The focus of parent-teacher meetings is learning, but it is also important to discuss factors that can affect learning, such as students' behavioral and social development, peer relationships, classroom behavior, motivation, and work habits, as well as students' strengths and challenges. With these objectives, the college arranges parents meeting annually for all years of undergraduates.
- Parents of newly admitted students are especially invited during the Transitional Curriculum Program and Shishopanayaniya Sanskar for newly admitted undergraduates and the Induction Program for newly admitted post-graduates, through which they are informed about the Vision, Mission, and Learning Objectives of the Institution. They are also acknowledged about the expectations of the institution from the students.
- At the end of each term, parents are informed about the Mentor-Mentee Program, Advanced Learner and Slow Performers Policy, and Academic Achievements of the Institutes. E-News Magazine is shared with parents which appreciates their pupil's work.
- Parents are part of the institution as members of the IQAC Cell, Minority Cell, Vishakha Committee, Anti-Ragging Committee, and IEC Committee. Parents are invited to participate in meetings of the concern committee.
- Feedbacks are collected from parents in a prescribed format for further improvements and developments. Some parents express their thoughts through speech which is also considered for remedial measures. The feedbacks are analyzed and the outcomes are well thought-out for further actions to plan for activities.

Thus Presence and periodicity of parent-teacher meetings, remedial measures undertaken and outcome analysis show that in the year 2018-19,80% of parents suggested improvement in advance facilities and resources in teaching so as an action taken faculty members were trained to use online platforms like MOOC's, Smart school LMS, google classroom & to develop e-Content, etc. In the year 2020-21,32 % of parents suggested improvement in hospital wards, in terms of professional knowledge and leadership skills, etc. so the institute added more value added and Add on courses. In the year 2021-22, institute focused on extracurricular, curricular & extension activities as suggested by parents. Overall feedback from parents is satisfactory and excellent.

File Description	Document
Link for proceedings of parent –teachers meetings held during the last 5 years	[View Document](#)
Link for follow up reports on the action taken and outcome analysis.	[View Document](#)
Link for any other relevant information	[View Document](#)

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response: 3.71

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1

Percentage of teachers recognized as PG/ Ph.D research guides by the respective University

Response: 53.82

3.1.1.1 Number of teachers recognized as PG/Ph.D research guides during the last 5 years

2022-23	2021-22	2020-21	2019-20	2018-19
34	40	33	32	30

File Description	Document
List of full time teacher during the last five years	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Copies of Guideship letters or authorization of research guide provide by the university	[View Document](#)
Any additional information	[View Document](#)
Link for Additional Information	[View Document](#)

3.1.2

Average Percentage of teachers awarded national /international fellowships / financial support for advanced studies/collaborative research and participation in conferences during the last five years

Response: 0

3.1.2.1 Number of teachers awarded national/ international fellowship / Financial support for advanced studies/collaborative research and conference participation in Indian and Overseas Institutions year-wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

File Description	Document
Institutional data in prescribed format	[View Document](#)
Fellowship award letter / grant letter from the funding agency	[View Document](#)
E-copies of the award letters of the teachers	[View Document](#)
Any additional information	[View Document](#)
Link for Additional Information	[View Document](#)

3.1.3

Total number of research projects/clinical trials funded by government, industries and non-governmental agencies during the last five years

Response: 18

3.1.3.1 Number of research projects/clinical trials funded by government/industries and non-government agencies year-wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
3	6	0	0	9

File Description	Document
Institutional data in prescribed format	[View Document](#)
E-copies of the grant award letters for research projects sponsored by Government, industries and non-government sources such as industries, corporate houses etc	[View Document](#)
Any additional information	[View Document](#)
Link for funding agencies websites	[View Document](#)
Link for Additional Information	[View Document](#)

3.2 Innovation Ecosystem

3.2.1

Institution has created an ecosystem for innovations including incubation centre and other initiatives for creation and transfer of knowledge

Response:

Creating an ecosystem for innovation, complete with an incubation center and other initiatives for the creation and transfer of knowledge, is a proactive step toward fostering health professionals.

This robust ecosystem for innovation is pivotal for institute with various components, including research committees, Intellectual property rights (IPR) activities, research workshops, quality control, Institutional Ethics Committees, and a code of publication ethics. Each element plays a crucial role in facilitating the creation and transfer of knowledge, as well as in nurturing innovation and ethical conduct within the institution. Such an ecosystem involves several components.

Incubation Center: This serves as the nucleus of the innovation ecosystem is aims to help them develop their ideas into viable health-related businesses.

Research committees: This is the backbone of the institution's research endeavors which oversee the allocation of research funding, review research proposals & play a vital role in shaping the institution's research agenda and promoting interdisciplinary collaboration.

Research and Development Facilities: A separate research and development unit is in operation which is dedicated towards research and advancement in the field of Ayurveda which fulfills all requirements of PG, and Ph.D. scholars.

Research workshops provide a platform for researchers to share their findings, exchange ideas, and receive feedback from peers also to promote collaboration, foster innovation, and enhance the quality of research outputs. Advanced research workshops, targeted at experienced researchers, delve deeper into specialized topics and methodologies, enriching the research capabilities of participants.

Quality control laboratories ensure the accuracy, reliability, and safety of research outcomes with state-of-the-art instruments and adhere to stringent quality assurance protocols.

Intellectual property rights activities: The Institute achieved 5 patents & 45 copyrights till date. Fundamental for safeguarding the institution's innovations, including patenting, copyrighting, and licensing, incentivizing innovation, and facilitating commercialization.

Industry-Academia Collaboration Programs: A Total of 29 MOU & Linkage partnerships between research institutions, and industries allow for the exchange of expertise, resources, and funding. Joint research projects, internships, and sponsored programs bridge the gap between theoretical knowledge and practical applications.

Networking Events such as seminars, conferences, research workshops, and meetups bring together stakeholders from academia, industry, and government to exchange ideas, build relationships, and explore collaboration opportunities.

Mentorship and Coaching: Experienced researchers, industry professionals, and subject matter experts offer mentorship and coaching to students & faculties.

Funding and Investment Support: A total of 3 projects have been sanctioned and 2 are in the pipeline and continue to scale their operations and bring their innovations to market.

The institutional Ethics Committee ensures ethical research conduct involving human or animal participants, reviewing protocols, assessing risks, and safeguarding participants' rights and welfare.

Code of Publication Ethics: Governing researchers' conduct in disseminating findings, emphasizing honesty, integrity, transparency, and respect for intellectual property rights, ensuring the scholarly record's integrity.

Peer-reviewed International indexed Journals of the institute

1. "Subhadra International Journal of Ayurveda" (Print Version)

2. "Indian Journal of Odyssey of Applied Research" (www.ijooar.com)

By integrating these elements into an ecosystem for innovation, the institution creates a fertile environment where ideas flourish, knowledge is transferred effectively.

File Description	Document
Link for details of the facilities and innovations made	[View Document](#)
Link for any other relevant information	[View Document](#)

3.2.2

Total number of workshops/seminars conducted on Intellectual Property Rights (IPR) Research methodology, Good Clinical, Laboratory, Pharmacy and Collection practices, writing for Research Grants and Industry-Academia Collaborations during the last five years

Response: 29

3.2.2.1 Number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices year-wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
6	17	1	1	4

File Description	Document
Report of the workshops/seminars with photos	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Any additional information	[View Document](#)
Link for Additional Information	[View Document](#)

3.3 Research Publications and Awards

3.3.1

The Institution ensures implementation of its stated Code of Ethics for research.

The Institution has a stated Code of Ethics for research, the implementation of which is ensured by the following:

1. **There is an Institutional ethics committee which oversees the implementation of all research projects**
2. **All the projects including student project work are subjected to the Institutional ethics committee clearance**
3. **The Institution has plagiarism check software based on the Institutional policy**
4. **Norms and guidelines for research ethics and publication guidelines are followed**

Response: C. Any 2 of the above

File Description	Document
Share the code of ethics of research clearly stating the claims of the institution duly signed by the Head of the Institution	[View Document](#)
Institutional data in prescribed forma	[View Document](#)
Any additional information	[View Document](#)
Link for Additional Information	[View Document](#)

3.3.2

Average number of Ph.D/ DM/ M Ch/ PG Degree in the respective disciplines received per recognized PG teacher of the Institution during the last five years.

Response: 1.31

3.3.2.1 Number of Ph.D.s /DM/M Ch/PG degrees in the respective disciplines received per recognized PG teachers of the Institution during the last five years.

Response: 168

3.3.2.2 Number of PG teachers recognized as guides by the Regulatory Bodies / Universities during the last five years.

Response: 128

File Description	Document
PhD/ DM/ M Ch/ PG Degree Award letters of students (with guide's name mentioned)	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Any additional information	[View Document](#)
Link for any additional information	[View Document](#)

3.3.3

Average number of papers published per teacher in the Journals notified on UGC -CARE list in the UGC website/Scopus/ Web of Science/ PubMed during the last five years

Response: 0.02

File Description	Document
Institutional data in prescribed forma	[View Document](#)
Any additional information	[View Document](#)
Web-link provided by institution in the template which redirects to the journal webpage published in UGC notified list	[View Document](#)
Link for Additional Information	[View Document](#)

3.3.4

Average number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedingsindexed in UGC-CARE list on the UGC website/Scopus/Web of Science/PubMed/ during the last five years

Response: 0

File Description	Document
List of books and chapters in edited volumes/books published with ISBN and ISSN number and papers in national/ international conference proceedings year-wise during the last five years	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Any additional information	[View Document](#)
Link for additional Information	[View Document](#)

3.4 Extension Activities

3.4.1

Total number of extension and outreach activities carried out in collaboration with National and International agencies, Industry, community, Government and Non-Government organizations engaging NSS / NCC / Red Cross / YRC / Institutional clubs etc. during the last five years.

Response: 129

3.4.1.1 Number of extension and outreach activities carried out in collaboration with National and International agencies, Industry, community, Government and Non-Government organizations engaging NSS/NCC/Red Cross/YRC/Institutional clubs etc. during the last five years.

2022-23	2021-22	2020-21	2019-20	2018-19
2	20	1	6	100

File Description	Document
Photographs or any supporting document in relevance	[View Document](#)
List of students in NSS/NCC/Red Cross/YRC involved in the extension and outreach activities year-wise during the last five years	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Detailed program report for each extension and outreach program should be made available, with specific mention of number of students and collaborating agency participated	[View Document](#)
Any additional informatio	[View Document](#)
Link for Additional Information	[View Document](#)

3.4.2

Average percentage of students participating in extension and outreach activities during the last five years

Response: 82.66

3.4.2.1 Number of students participating in extension and outreach activities year-wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
381	463	417	422	412

File Description	Document
Institutional data in prescribed forma	[View Document](#)
Detailed program report for each extension and outreach program should be made available, with specific mention of number of students and collaborating agency participated and amount generated Photographs or any supporting document in relevance	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

3.4.3

Number of awards and recognitions received for extension and outreach activities from Government / other recognised bodies during the last five years

Response:

The numerous awards and recognitions received over the past five years underscore the institution's unwavering dedication to service and excellence in extension and outreach activities. Each award is a testament to the hard work and commitment of our faculty, staff, and students, who have consistently gone above and beyond to make a positive difference in society. These awards and recognitions not only celebrate past achievements but also set a high benchmark for future endeavors, ensuring that the institution remains at the forefront of community service and social responsibility.

As we look ahead, the institute is committed to continuing our legacy of impactful outreach and making meaningful contributions to the communities we serve.

The nature and basis of awards/Recognizations given for extension and outreach activities aim to:

1. Reward and fund individuals for their outstanding efforts in academic & administrative work
2. Stimulate Award winners to sustain their dedicated work
3. Help winners to raise strengthen their profile, extend their professional network

A notable project was the "Rural Health Mission," which focused on providing essential healthcare services to underprivileged rural communities. The second year saw an expansion of outreach activities, particularly in the areas of environmental conservation and digital literacy. The "Green Campus Initiative," which involved extensive tree plantation drives, waste management workshops, and the promotion of sustainable practices, earned the institution the "Environmental Paryavaran Doot Award". In the coming year, the institution deepened its impact through targeted interventions in public health and women's empowerment. The "Women's Health and Wellness Program," offered free health check-ups, nutrition counseling, and fitness workshops for women. The fourth year was marked by a focus on enhancing educational outreach and vocational training. The "Skill Development for Youth" program, which provided vocational skill base training in the Skills & Simulation lab in various departments trades to young doctors was particularly successful. In the fifth year, the institution consolidated its achievements and launched several high-impact projects. The "Community Cleanliness Drive," aimed at improving sanitation and hygiene in urban slums, was highly effective and earned the "Swaschsa Abhiyan Award " by Ashta Nagarparishad Ashta. The total institute achieved,

Year	2022-23	2021-22	2020-21	2019-20	2018-19	Total
Number of Awards/Recognizations	46	29	25	0	35	135

The above table is based on International, National, State, and Local level awards, achievements & Recognizations.

International awards are given on the base of holding positions such as Member of the editorial board, Reviewer, Associate Editor, etc. National Awards/ Recognitions are reserved for those considering the national contribution to social responsibility, extended health-related work, innovative research work, professional membership, lifetime achievement dedication work that made a significant impact on a national scale. State Awards/ Recognitions recognize Academic Achievements'/Experience /Research work /Social Reorganizations etc. Local Awards/ Recognitions are based upon individuals who have achieved extraordinary contributions in academic or social endeavors at the local level.

File Description	Document
Link for list of awards for extension activities in the last 5 year	View Document
Link for e-copies of the award letters	View Document
Link for any other relevant information	View Document

3.4.4

Institutional social responsibility activities in the neighborhood community in terms of education, environmental issues like Swachh Bharath, health and hygiene awareness, delivery of free/ subsidized health care and socio economic development issues carried out by the students and staff, including the amount of expenditure incurred during the last five years

Response:

The institute promotes the development of neighborhood networks and student engagement in extension activities as an advantage of the semi-urban area, contributing to good citizens bearing high moral values and sensitivity towards community health services thus ensuring the holistic development of students and also empowering the neighborhood communities. To sensitize students about various social issues, many extension activities have been promoted by the institute. These activities are such as NSS, Swacsh Bharat Abhiyan," Arogya Apulya Dari", blood donation camps, National Day celebrations, Health Day celebrations, Tree plantations, Environmental consciousness, Organ donation awareness, Health check-up camps, etc.

1. Blood Donation Camp: Every year on the occasion of the birthday of our founder Hon.Shri.Annasaheb Dange ADAMC sets up a Blood Donation Camp in association with neighborhood blood banks.
2. Health Checkup Camp: ADAMC and Dhanwantari Hospital are located in a rural area with limited medical facilities for citizens. Vaccination Awareness Program: ADAMC has conducted a 'Vaccination Awareness program' in association with the Women's Grievance Cell.
3. Tree Plantation Drive: ADAMC has conducted Tree Plantation Drives many times with the help of the Dravyaguna Department to promote the idea of sustainable development & to make students understand the importance of conserving the environmental ecosystem and conservation of Medicinal Plants which will be helpful to promote Ayurvedic systems of medicines.
4. Celebration of Days of National Significance: ADAMC celebrates days like Independence Day, Republic Day, Doctors Day, World Ayurved Day, International Yoga Day, MUHS Foundation

Day, etc. with the active participation of students & staff members.

5. Swatchyata Abhiyan: Our ADAMC students are always motivated to participate in need-based outreach activities, such as Avaya Donation Abhiyan, and Swatch Bharat Abhiyan.

6. Women's Grievance Cell: ADAMC Women's Day in which women of distinguished personalities share their ideas about gender equality & equity.

7. Home visits by the students in Ashta and periphery villages under the Doctor at Your Door scheme to sensitize the students about social perils like abandonment of old parents and to explore health-related issues.

8. Cultural Programme participation at state, regional, and local level is awarded every year

9. Occupational disease survey in the nearby vicinity

10. School health check-up camps half-yearly

11. Aids and cancer awareness rally, Rally for "VOTER'S RIGHT"

12. Hand wash training for primary school children

13. Advertisement & Publication in local media through newspapers, Radio channel Geen FM, Digital Hoardings, Handouts, Audio clips, video clips

14. Diet, Pathya- Apathya awareness

15. Short Flim " Doctors Birthday " & " Cleanliness " awarded by "AYUSH"

Thus the Institute follows social responsibility in the neighbourhood community in terms of education and serving public health.

File Description	Document
Any additional information	[View Document](#)
Link for details of Institutional social responsibility activities in the neighbourhood community during the last 5 years	[View Document](#)
Link for any other relevant information	[View Document](#)

3.5 Collaboration

3.5.1

Average number of Collaborative activities for research, faculty exchange, student exchange/ Industry-internship etc. per year for the last five years

Response: 25.8

3.5.1.1 Total number of Collaborative activities for research, faculty exchange, student exchange year-wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
49	30	20	19	11

File Description	Document
Institutional data in prescribed format	[View Document](#)
Documentary evidence/agreement in support of collaboration	[View Document](#)
Certified copies of collaboration documents and exchange visits	[View Document](#)
Any other Information	[View Document](#)
Link for Additional Information	[View Document](#)

3.5.2

Total number of Functional MoUs/linkages with Institutions/ Industries in India and abroad for academic, clinical training / internship, on-the job training, project work, student / faculty exchange, collaborative research programmes etc. for last five years

Response: 28

3.5.2.1 Number of functional MoUs/linkages with Institutions/ industries in India and abroad for academic, clinical training / internship, on-the job training, project work, student / faculty exchange, collaborative research programmes etc. for the last five years

Response: 28

File Description	Document
Institutional data in prescribed format	[View Document](#)
E-copies of the MoU's with institution/ industry/ corporate house, Indicating the start date and completion date	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The institution has adequate facilities for teaching - learning. viz., classrooms, laboratories, computing equipment, etc

Response:

The Institute ensures adequate facilities for effective Teaching and Learning for students as per norms of the National Commission for Indian System of Medicine NCISM, New Delhi, and Maharashtra University of Health Sciences Nashik.

- The infrastructure facilities available for **UG, PG, and PhD** programs are well satisfied with NCISM norms.
- Classrooms: All the **6 classrooms** have an 816.75 square meter area. They are well-ventilated with light and provide audiovisual teaching aids i.e. White Board, LCD Projector, Desktop, Collar Mike, etc. **Wi-Fi** internet access has been made available in each classroom. Tutorial rooms are available for students.
- The institute has a spacious state-of-the-art **Seminar hall** of 306 square meters area with proper seating arrangement & provision of audio-visual aids with smart board.
- Institute provides **75 computers** and 12 **projectors** for effective Teaching with internet facilities to all departments.
- The campus has a Wi-Fi facility for Effective Teaching & Learning and research purposes.
- **27 printers for** the facility of printing to students and faculty.
- For conducting co-curricular activities such as seminars, guest lectures, and conferences, **an enabled seminar hall** (auditorium) is available.
- The adequate infrastructure of spacious OPD, IPD, Pathological Laboratory, Surgical facilities, computerized system, and research facilities for teaching learning are available **in the hospital**.
- **Transportation Buses and Ambulance facilities** for health camps, NSS camps, field visits, and educational tours for students, patients, and staff.
- Institutional Departments have well-equipped **laboratories and museums** as per NCISM norms.
- Every laboratory provides enough space and equipment for the active participation of students during the performance of practicals.
- Well-equipped Analytical, Physiological, Pathological, and Dravyaguna laboratories are available with adequate infrastructure and manpower.
- The institute has a well-furnished and spacious central Library with a sufficient number of titles and book volumes and internet facilities with a separate reading room for Boys & Girls. A full-fledged Computer Lab with 7 computers and Wi-Fi connectivity has been provided. Apart from these, PrachyaVidyaDalan for rare books is available in SamhitaSiddhant Department. Institutional management realizes the correlation between adequate infrastructure and effective teaching–learning and has adopted a strategy for upgrading IT facilities from time to time
- A Hi-tech **Simulation Centre (Kaushalya)** is available for the students for skill enhancement along with a **Digital Herbal Garden with a QR Code Scan** under the Dravyaguna Department.
- We have conducted teleconferences like webinars with ICT facilities.

College Building :

Sr.No.	Floor	Area in sq. mtr	
1	Ground floor	2288.76	
2	Teaching dept area	2353.94	
3	3rd,4th,and5th floor	1128.12	
	Total Area	5,770.82	

Hospital Building Area :

Sr. No	Sections	Available area in sq. mtr
1.	Hospital Admin Block	353.94
2.	Hospital OPD Block Details	504.15
3.	Hospital IPD Block Details	1668.86
4.	Operation Theatre Block Details	259
5.	Panchkarma Department Details	354
6.	Hospital Physiotherapy Unit Details	156
7.	Hospital Central Laboratory Block Details	155
8.	Hospital Radiology/Sonography Block Details	106
9.	Hospital Kitchen & Canteen Block Details	160
10.	Hospital /Store/ Block Details	60
11.	3rd floor +administration wing	633.68
12.	Ground floor	101.32
13.	Ground floor (new)	56.31
	Total	4,568.15

File Description	Document
Link for list of available teaching-learning facilities such as Classrooms, Laboratories, ICT enabled facilities including Teleconference facilities etc., mentioned above.	View Document
Link for geotagged photographs	View Document
Link for any other relevant information	View Document

4.1.2

The institution has adequate facilities to support physical and recreational requirements of students and staff – sports, games (indoor, outdoor), gymnasium, auditorium, yoga centre, etc. and for cultural activities

Response:

The Institute values the holistic development and well-being of students and staff. Offering a range of facilities for physical activities, sports, and cultural pursuits can greatly enhance the overall educational experience. From gymnasiums to yoga centers, indoor and outdoor sports facilities, and spaces for cultural activities, these amenities provide opportunities for individuals to stay active, relieve stress, and foster a sense of community. Creating such an environment can contribute to a vibrant campus life and promote a healthy work-life balance among students and staff alike.

1. **Sports Facilities**: These include spaces such as fields, courts, tracks, or arenas for various sports like basketball, tennis, and more. The quality and variety of these facilities can cater to different interests and skill levels among students and staff. Having well-maintained sports facilities encourages physical activity, team building, and healthy competition. The Institute features a 40,000-square-foot separate sports complex. There are 41 pieces of equipment in the gym. The institute has a separate gym for staff and students to use for physical fitness. The institute offers facilities for training in Mallakhamb and traditional wrestling in addition to the aforementioned sports.

Games (Indoor and Outdoor): Indoor game facilities consist of areas for activities like table tennis, billiards, or chess, providing options for recreation during inclement weather or for those preferring indoor activities. Outdoor game areas include spaces for volleyball, badminton, or cricket, allowing individuals to enjoy the fresh air and sunshine while engaging in recreational pursuits.

1. **Gymnasium**: A gymnasium equipped with various exercise machines, weights, and other fitness equipment supports individuals in maintaining their physical fitness and health. It provides opportunities for cardiovascular workouts, strength training, and flexibility exercises, promoting overall well-being.
2. **Yoga Centre**: A dedicated space for yoga practice offers opportunities for relaxation, stress reduction, and mindfulness training. Yoga has numerous physical and mental health benefits, including improved flexibility, strength, and mental clarity. A yoga center allows individuals to participate in classes or practice sessions tailored to their needs and preferences. There is a dedicated yoga hall for students in the Swasthavritta department. The sports complex features a large yoga hall that is open to staff and students. Every day, yoga sessions are conducted. To inspire and encourage staff members and students to practice yoga, the institute hosts World Yoga Day every year.
3. **Cultural Activities**: Space for cultural activities includes an auditorium where events such as performances, exhibitions, or workshops take place. These activities celebrate diversity, creativity, and expression, enriching the educational experience and fostering a sense of community and belonging among students and staff. A 306-square-meter auditorium is used for a variety of guest lectures, seminars, and presentations. Social speeches are held in the auditorium. The auditorium is used for a variety of cultural events, including festivals, send-off parties, annual social gatherings, and freshmen's parties. Cultural events are planned to help students become more self-assured and capable of taking on leadership roles.
   The Sports complex has a separate music hall with 16 musical instruments available.

File Description	Document
Link for list of available sports and cultural facilities	[View Document](#)
Link for geotagged photographs	[View Document](#)
Link for any other relevant information	[View Document](#)

4.1.3

Availability and adequacy of general campus facilities and overall ambience

Response:

The Institute is renowned for having a meticulously planned campus and all buildings are constructed to provide all the basic amenities that are required for effective teaching and learning process, health care, and research. The campus is well planned with all basic facilities and all necessary updations.

Facilities available are:

1. **Hostels:** Separate Girls and Boys hostels are available in campus each 2656.99 sqm. Area**.**
2. **Medical Facilities: The teaching** hospital provides medical facilities for all campus. Medical Doctors are available 24 hours in campus to attend the emergency. The first aid kit along with sanitary pad wending machines is installed and necessary medicines are available 24x7. Ambulance facility available 24×7 for emergency.
3. **Toilets** and restrooms are well maintained Separate washrooms for Boys and Girls have been provided. Dustbins are placed on each floor.
4. **Canteen and Cafeteria:** Hostels for Boys and Girls have separate canteen facilities. The cafeteria functions within the campus. It maintains a high level of hygiene and provides quality catering facilities for the students and staff at moderate rates.
5. **Bank**/ **ATM Facility**: ATM facility is available in the campus for easy access to money for students and staff.
6. **Road and Signage**: The Institute is connected with Well-built Roads and buildings in the campus. Signage's denote proper ways, identification marks, locality, titles of institutes, logos, information and so on.
7. **Greenery**:The **Green Cover** of the campus is well maintained with landscapes for trees and plants.
8. **Alternate sources of energy**: Solar system is available for hot water. Wind energy provides electricity as a part of campus.
9. **Water purification plant:**A separate water supply is provided which supplies water in adequate amount. Water Coolers along with R.O.have been installed to provide safe drinking water on each floor.
10. **Sports Complex** There is big spacious playground at center ofcampus. All outdoor games like cricket, volleyball, football and badminton etc. are conducted at playground. It has independent sports area having indoor games facilities like chess, carom and table tennis. Campus has gymnasium for students with latest modern equipments. Students are encouraged to work on their physical fitness.

11. **Yoga hall:** In sports complex building there is a spacious Yoga hall for students and faculty where Yoga practices are carried out.

12. **Music Hall:** Separate music hall available in the Sports Complex having 16 musical equipments.

13. **Security:** Campus is secured by a compound wall from all the sides and gates are manned by security personnel. To ensure campus safety, campus has been secured with 24 x 7 security personnel and most of the areas has been covered under CCTV surveillance for safety monitoring. In addition, fire extinguishers are placed at all important locations and they are regularly refilled and maintained.

14. **Other amenities and facilities** such as ramp and lift, CCTV surveillance at all strategic locations, Generators, and water coolers are available.

15. **The Institute** has provided fuel refilling station and vehicle washing facility in the campus for staff convenience.

16. **Active** Post office letter box is available

File Description	Document
Link for photographs/ Geotagging of Campus facilities	View Document
Link for any other relevant information	View Document

4.1.4

Average percentage of expenditure incurred, excluding salary, for infrastructure development and augmentation during the last five years

Response: 27.16

4.1.4.1 *Expenditure incurred, excluding salary, for infrastructure development and augmentation year-wise during the last five years* (INR in lakhs)

2022-23	2021-22	2020-21	2019-20	2018-19
174.37	8.57	31.45	32.83	48.76

File Description	Document
Provide the consolidated expenditure towards infrastructure development and augmentation during last five years duly certified by Chartered Accountant and Head of the institution.	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Audited utilization statements (highlight relevant items)	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

4.2 Clinical, Equipment and Laboratory Learning Resources

4.2.1

Teaching Hospital, equipment, clinical teaching-learning and laboratory facilities are as stipulated by the respective Regulatory Bodies

Response:

The institute provides adequate facilities of teaching hospital, equipment, clinical teaching-learning, and laboratory facilities which are stipulated by the National Commission for Indian System of Medicine (NCISM) and Maharashtra University of Health Sciences Nashik.

A brief description of these facilities is provided below.

The institute has **244 bedded hospital** that provides facilities of emergency treatment, ICU, OPD, and IPD of all clinical subject departments i.e. Kayachikitsa, Panchkarma, Shalakyatantra, Strirog-prasutitantra, Kaumarbhritya, Swasthvritta, Casualty, Pathological laboratory, X-ray, ECG, USG departments as per norms.

1. All the department sections are optimally utilized for treating the patients and teaching the students very well.
2. All types of equipment and instruments are available according to departments for examination, treatment care of patients, and also for clinical teaching to students.
3. Adequate space, light, and ventilation are available for bedside clinics in wards in the IPD section for clinical teaching.
4. The infrastructure is optimally used for undergraduate and postgraduate students for research activities.
5. There is a clinical laboratory in the hospital with infrastructure and manpower as specified in NCISM norms for carrying out routine pathological, biochemical, and hematological, investigations and diagnostic techniques on the patients referred from outpatient and inpatient departments of the hospital.
6. Infrastructure and facilities are provided for clinical research conducted by PG students and

teachers at the hospital.

7. Training courses, workshops, and hands-on training have been conducted in hospital for students, and clinical and non-clinical staff regularly.

8. The hospital is well-equipped with 2 operation theaters and a physiotherapy department. The medical record section is computerized for OPD, and IPD, patients.

9. The hospital has an Ambulance facility to take care of the needs of serious and lower socio-economic patients.

10. Adequate infrastructure is provided by the institute for a computerized system to keep medical records of patients as well as store facilities for all amenities required in the hospital. Computer cell system available for presentation of case studies and web searching for students.

11. Students have participated in health camps organized in hospital sections.

12. The hospital is guarded by security persons and even for helping disabled persons.

13. All necessary displays, signboards, fire facilities, and waste management facilities are available in the hospital.

14. The budget is allocated for the maintenance of the hospital and all requirements as per the norms of NCISM

15. The hospital is well equipped with adequate provision of security, civil, electrical, sanitation incineration, and disposal services.

16. Essential duty staff and services available round the clock. In our institute this year newly added **Hi-tech Simulation Centre (Kaushalya)** Under the ShalyaTantra Department is available for students.

17 . This year newly added **Audiometry Machine** under the ShalakyaTantra Department is available in the hospital.

There is continuous upgradation of infrastructure to promote a good academic environment and patient care.

File Description	Document
Link for the list of facilities available for patient care, teaching-learning and research	View Document
Link for the facilities as per the stipulations of the respective Regulatory Bodies with Geotagging	View Document
Link for any other relevant information	View Document

4.2.2

Average number of patients per year treated as outpatients and inpatients in the teaching hospital for the last five years

Response: 52284.2

4.2.2.1 Number of patients treated as outpatients in the teaching hospital year-wise during the last five years.

2022-23	2021-22	2020-21	2019-20	2018-19
64697	47722	22908	41274	60977

4.2.2.2 Number of patients treated as inpatients in the teaching hospital year-wise during the last five years.

2022-23	2021-22	2020-21	2019-20	2018-19
5851	4240	1753	4197	7802

File Description	Document
Year-wise outpatient and inpatient statistics for the last 5 years	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Extract of patient details duly attested by the Head of the institution	[View Document](#)
Details of the teaching hospitals (attached hospital or shared hospitals after due approval by the Regulatory Council / University) where the students receive their clinical training	[View Document](#)
Any additional information	[View Document](#)
Link to hospital records / Hospital Management Information System	[View Document](#)
Link for additional information	[View Document](#)

4.2.3

Average number of students per year exposed to learning resource such as Laboratories, Animal House & Herbal Garden during the last five years.

Response: 0.93

4.2.3.1 Number of UG students exposed to learning resource such as Laboratories, Animal House & Herbal Garden year-wise during the last five years.

2022-23	2021-22	2020-21	2019-20	2018-19
399	300	486	402	349

4.2.3.2 Number of PG students exposed to learning resource such as Laboratories, Animal House & Herbal Garden year-wise during the last five years.

2022-23	2021-22	2020-21	2019-20	2018-19
99	87	70	88	102

File Description	Document
Number of UG, PG students exposed to Laboratories, Animal House & Herbal Garden (in house OR hired) per yearbased on time-table and attendance	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Details of the Laboratories, Animal House & Herbal Garden	[View Document](#)
Detailed report of activities and list of students benefitted due to exposure to learning resource	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

4.2.4

Availability of infrastructure for community based learning

Institution has:

1. **Attached Satellite Primary Health Center/s**
2. **Attached Rural Health Center/s other than College teaching hospital available for training of students**
3. **Residential facility for students / trainees at the above peripheral health centers / hospitals**
4. **Mobile clinical service facilities to reach remote rural locations**

Response: A. All of the above

File Description	Document
Institutional prescribed format	[View Document](#)
Government Order on allotment/assignment of PHC to the institution	[View Document](#)
Geotagged photos of health centres	[View Document](#)
Documents of resident facility	[View Document](#)
Details of Rural and Urban Health Centers involved in Teaching Learning activities and student participation in such activities	[View Document](#)
Description of community-based Teaching Learning activities	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

4.3 Library as a Learning Resource

4.3.1

Library is automated using Integrated Library Management System (ILMS)

Response:

The institution has a spacious state-of-the-art library of 278.81 sq. meters located on the ground floor which is accessible for all. The library is functional from 9.30 am to 6.30 pm on all working days. Whereas the Study room time is 9 am to 9 pm daily.

ILMS e-Granthalaya:

The library uses **partially automated Granthalaya**, **ILMS** (**Version 3.0**) for keeping and updating the record of the Books & journals purchased. The **OPAC** system is available for cataloging the books for teachers and students.

The Institute library is a member of the National Digital Library (NDL) which has access to e-shodhGanga.

The institute has procured different databases namely MUHS DATABASE, PUBMED, BAGHEL TITLE, etc.

Main functions of the Library :

- Acquisition of Books, Volumes, and Journals
- Processing of Books, Volumes, and Journals

- Issue and Return of the Books, Volumes, and Journals.
- Subscription to E-Journals
- Circulation
- Serial Control
- Bar-coding
- Stock Verification
- E-clipping

OPAC (On-line Public Access Catalogue):

The library has OPAC (Online Public Access Catalogue) that offers an online search facility for entire library resources be it books, journals, and reports through the library catalog. The access is available to the students and teachers from any internet note in the institution.

Year of commencement and completion of automation: 11-06-2018

Subscription for National and International Journals:

Subscription for National and International Journals is renewed every year.

Facilities available at the Library:

- For students easy reference of university papers and college exam papers files is maintained.
- Student's Summer Internship Projects & Final year Projects are submitted in the library by the student every year.
- Every year library tour is arranged for the students to make them aware of the library collection & facilities available for the students.
- Computers with Internet connections have been provided.
- Wi-Fi connectivity has been provided in the library.
- The library has a Reprography facility.
- Specific Lectures are conducted by faculties in the library.
- Students have access to daily newspapers for the latest updates.
- Clear and prominent display plan, adequate sign boards, fire alarm, access to differently-abled users, and mode of access to the collection.
- The book bank facility is available in the library
- The library conducts book exhibitions by different publishers regularly

The library is widespread in 9 sections as

1. Librarian room

2. Boys reading hall

3. Girls reading hall

4. Faculty reading hall

5. Digital library

6. UG stack area

7. PG stack area

8. Boys washroom

9. Girls washroom.

Office cupboards and bookshelves have been provided for display and storing of the books. Currently library holds 14040 books, subscribed to 30 National Journals, 10 International Journals, 14 newspapers, digital books 491, rare books 55, 325 thesis and dissertations, etc.

File Description	Document
Link for geotagged photographs of library facilities	[View Document](#)
Link for any other relevant information	[View Document](#)

4.3.2

Total number of textbooks, reference volumes, journals, collection of rare books, manuscripts, Digitalized traditional manuscripts, Discipline-specific learning resources from ancient Indian languages, special reports or any other knowledge resource for library enrichment

Response:

The library's collection and its human expertise hold untold intellectual and inspirational value to meet the challenge and mission of the institute, the library is always a beginning to a step ahead.

· **Textbooks**: These are the standard books used for teaching specific subjects or courses.

· **Reference Volumes**: Reference volumes encompass encyclopedias, dictionaries, atlases, and other materials used for quick access to information. They serve as valuable resources for research, projects, and general knowledge.

· **Journals**: Academic journals contain scholarly articles and research papers within specific fields of study.

· **Rare Books and Manuscripts**: Rare books and manuscripts are valuable historical or culturally significant materials that may be housed in special collections within the library.

· **Special Reports**: Special reports encompass research findings, government publications, research papers, patents, and other documents relevant to specific topics or issues. These reports provide valuable insights and information on various subjects.

· **Other Knowledge Resources for Library Enrichment**: This category includes a wide range of materials such as multimedia resources, digital archives, educational videos, online databases, and more. These resources aim to support teaching, learning, and research needs across different disciplines.

The Institute always aspires to try :

Expand Access: To make our unique collection, to make services available when, where, and how users need them.

Enhance Services: To create valuable experience for every user to foster lifelong connection.

Optimize Resources: To modernize, strengthen, and streamline our operational capabilities.

By expanding access to all stakeholders and enriching the library with 14040 total books, 3252 reference books, discipline-related 9197 Ayurved books, 30 National and 10 International Journals, 25 Reports, 886 ancient Sanskrit language books, and also schemes such as "Library Tour", "Book Bank Exhibition", "Savitribai Phule Book Bank scheme" etc. We increase the discoverability and availability of library resources and applicability. We at the library build lifelong and meaningful connections with our users of today and tomorrow. This strategic plan, enriching the library experience, is our roadmap to expanding the Library's reach deepening our impact and thus fulfilling our mission of digitalization. ILMS and OPAC led us to digital library plans. Connection with the library has many forms to communicate intellectually, engage and share knowledge, and quickly and easily copyrighting the creative work requires us to be connected digitally.

Additionally, our strategic plan is to make our library's direction forward as -

1. User-Centered,
2. Digitally enabled
3. Data driven.

As a future activity, we are planning to make a library with the following mission,

Elevate Digital Experiences:

We will invest in an end-to-end digital experience that improves online services, enhances health Science databases, enhances discoverability, and facilitates the online creation of content to help all users derive more value.

Transform In-Person Experiences:

We will focus on exhibitions, learning spaces, educational materials, and cultural programming to transform visitors into users of our services and contributors to our mission.

File Description	Document	
Link for geotagged photographs of library ambiance	[View Document](#)	
Link for data on acquisition of books / journals /Manuscripts / ancient books etc., in the library.	[View Document](#)	
Link for any other relevant information	[View Document](#)	

4.3.3

Does the Institution have an e-Library with membership / registration for the following:

1. e – journals / e-books consortia

2. E-Shodh Sindhu

3. Shodhganga

4. SWAYAM

5. Discipline-specific Databases

Response: C. Any three of the above

File Description	Document	
Institutional data in prescribed sormat	[View Document](#)	
E-copy of subscription letter/member ship letter or related document with the mention of year	[View Document](#)	
Any additional information	[View Document](#)	
Link for additional information	[View Document](#)	

4.3.4

Average annual expenditure for the purchase of books and journals including e-journals during the last five years

Response: 2.49

4.3.4.1 Annual expenditure for the purchase of books and journals including e-journals year-wise during last five years (INR in Lakhs)

2022-23	2021-22	2020-21	2019-20	2018-19
2.11	2.99	0.31	4.52	2.50

File Description	Document
Provide consolidated extract of expenditure for purchase of books and journals during the last five years duly attested by Chartered Accountant and Head of the institution	[View Document](#)
Proceedings of library Committee meeting for allocation of fund and utilization of fund for purchase of books and journals	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Audit statement highlighting the expenditure for purchase of books and journal library resources	[View Document](#)
Any additional information	[View Document](#)
Links for additional information	[View Document](#)

4.3.5

In-person and remote access usage of library and the learner sessions/library usage programmes organized for the teachers and students

Response:

The institute organizes various programmes to improve library usage in the form of in-person and remote access to cater the diverse needs of the students and teachers.

In-Person Access:

1. **Traditional Library Services:** Provide access to physical books, journals, and other resources within the library premises.
2. **Study Spaces:** Create designated study areas equipped with desks, chairs, and power outlets for students and teachers to work individually or in groups.
3. **Reference Services:** Offer in-person assistance from librarians to help users navigate resources, conduct research, and find relevant materials.
4. **Workshops:** Organize on-site workshops and visits on topics such as research methodologies, information literacy, and citation styles to enhance the academic skills of students and teachers.
5. **Collaborative Projects:** Facilitate collaborative projects by providing meeting spaces where students and teachers can brainstorm ideas, plan assignments, and work on group projects.

Remote Access:

1. **Online Catalog and Databases:** Provide access to the library's catalog and digital databases through an online portal, allowing users to search for and access e-books, articles, and other electronic resources remotely.
2. **Virtual Reference Desk:** Offer virtual reference services via email, chat, or video conferencing, OPAC where users can seek assistance from librarians for research queries and resource recommendations.
3. **E-Learning Modules:** Develop interactive e-learning modules on topics such as information literacy, research skills, and academic writing, which users can access remotely to enhance their academic abilities with MOOCS, SWAYAM, and NPTEL platforms.
4. **Webinars and Virtual Workshops:** Conduct webinars and virtual workshops on library resources and research techniques, enabling users to participate from anywhere with an internet connection.
5. **Online Discussion Forums:** Create online discussion forums where students and teachers can engage in academic discussions, share resources, and collaborate on projects asynchronously.

Library Usage Programs for Teachers and Students:

1. **Orientation Sessions:** Conduct orientation sessions for both teachers and students to familiarize them with library resources, services, and policies in transitional curriculum and induction programs.
2. **Subject-specific Workshops:** Organize workshops tailored to the needs of different subject areas, covering topics such as discipline-specific databases, advanced research techniques, and subject-specific citation styles. Mendeley reference manager, Prospero, Meta-synthesis, EPI-INFO, and Systematic reviews workshops are conducted to the advancement of knowledge.
3. **Research Support Services:** Provide specialized research support services for students, including assistance with literature reviews, research proposal development, and data analysis techniques.
4. **Community Engagement Events:** Host community engagement events such as author talks, book clubs, Book exhibitions, Book reviews, and literary festivals to foster a culture of reading and intellectual curiosity among both teachers and students.

By offering a combination of in-person and remote access to library services, as well as organizing targeted library usage programs for teachers and students, you can ensure that your library meets the diverse needs of its users and enhances their academic and professional development.

File Description	Document
Link for details of library usage by teachers and students	[View Document](#)
Link for details of learner sessions / Library user programmes organized	[View Document](#)
Link for any other relevant information	[View Document](#)

4.3.6

E-content resources used by teachers:

1. NMEICT / NPTEL

2. other MOOCs platforms

3.SWAYAM

4. Institutional LMS

5. e-PG-Pathshala

Response: None of the above

File Description	Document
Institutional data in prescribed format	[View Document](#)
Any additional information	[View Document](#)
Links to additional information	[View Document](#)
Give links e_content repository used by the teachers	[View Document](#)

4.4 IT Infrastructure

4.4.1

Percentage of classrooms, seminar halls and demonstration rooms linked with internet /Wi-Fi-enabled ICT facilities (data for the preceding academic year)

Response: 90.48

4.4.1.1 Number of classrooms, seminar halls and demonstration rooms linked with internet /Wi-Fi enabled ICT facilities

Response: 19

4.4.1.2 Total number of classrooms, seminar halls and demonstration room in the institution

Response: 21

File Description	Document
Institutional data in prescribed format	[View Document](#)
Geo-tagged photos	[View Document](#)
Consolidated list duly certified by the Head of the institution.	[View Document](#)
Any additional information	[View Document](#)
Links to additional information	[View Document](#)

Other Upload Files	
1	[View Document](#)

4.4.2

Institution frequently updates its IT facilities and computer availability for students including Wi-Fi

Response:

Ensuring that IT facilities are up-to-date and readily available for students is crucial in today's digital age. Here's how an institution goes about achieving this:

1. **Regular Updates**: The institution has a proactive approach to updating its IT facilities, including hardware, software, and networking infrastructure. This ensures that students have access to the latest technology and security features.
2. **Computer Availability**: There are a sufficient number of computers available for students to use, in common areas such as a library. The availability of computers is aligned with student demand, taking into account peak times such as exam periods. The college has a Computer laboratory in which 7 computers are dedicated for training and research**.** The institute provides a dedicated computer facility to every student and faculty. All the systems in LAN with Internet facility are fully implemented with the help of the Centralised Data Centre mentioned above.
3. **WiFi Accessibility**: WiFi access is ubiquitous across campus, providing students with reliable internet connectivity in classrooms, study areas, and outdoor spaces. The institution invests in robust WiFi infrastructure to support high-speed internet access and accommodate the increasing number of connected devices.
4. **Reliable Network Infrastructure**: A reliable network infrastructure is essential for supporting the IT needs of students and staff. This includes wired and wireless networks, routers, switches, and other networking equipment.
5. **User Support Services**: The institution should provide technical support services to assist students with IT-related issues. Timely assistance is available to resolve issues and minimize disruptions to students' academic activities.

The Institute has been providing electronic sources delivery and network information through sources like a library. The Wi-Fi facilities and internet access have been provided to facilitate the faculty and

students as a part of ICT-based learning. The college updates its IT facilities by increasing the number of computers, software, and printers.

LAN Facility:

LAN (Local Area Network) facilities in institutes are essential for providing network connectivity and communication within the campus environment.

The institute has a structured LAN facility. All the end users/workstations are connected through 10/100/1000 base ports. All the LAN-attached users are connected to the Access Switch. Overall, LAN facilities in institutes play a critical role in supporting teaching, learning, research, and administrative activities by providing reliable and secure network connectivity across the campus environment.

Hardware:

Router*:* Router is the core component of networking to communicate between two different

Networks.

Switch: Switch Connect all Computer LAN Connections. the Same as hubs do. The difference is that switches can run in full-duplex mode and can direct and filter information to and from specific destinations.

In campus, the EDP in charge & its support staff maintain the ICT facilities including computers and servers. The annual maintenance includes the required software installation, antivirus, and up gradation. To minimize e-waste, electronic gadgets like projectors, computers, printers, and photocopies are serviced and reused. Campus WI-Fi is maintained by the respective center.

File Description	Document
Link for documents related to updation of IT and Wi-Fi facilities	[View Document](#)
Link for any other relevant information	[View Document](#)

4.4.3

Available bandwidth of internet connection in the Institution (Lease line)

Response: 50 MBPS-250 MBPS

File Description	Document
Institutional data in prescribed format	[View Document](#)
Details of available bandwidth of internet connection in the Institution	[View Document](#)
Bills for any one month of the last completed academic year indicating internet connection plan, speed and bandwidth	[View Document](#)
Any other relevant information	[View Document](#)

4.5 Maintenance of Campus Infrastructure

4.5.1

Average Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, as a percentage during the last five years

Response: 32.05

4.5.1.1 Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component year-wise during the last five years (INR in lakhs)

2022-23	2021-22	2020-21	2019-20	2018-19
59.48	58.06	38.83	64.97	77.15

File Description	Document
Provide extract of expenditure incurred on maintenance o f physical facilities and academic support facilities duly certified by Chartered Accountant and the Head of the institution	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Any additional information	[View Document](#)
Link for any additional information	[View Document](#)

4.5.2

There are established systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports facilities, computers, classrooms etc.

Response:

The institute has an Infrastructure and Maintenance Committee for the maintenance and upkeep of the infrastructure, facilities, and equipment.

1. **Daily maintenance:** Apart from the centralized maintenance, each department/ward is provided with a dedicated attendance sweeper and other support staff for the upkeeping of the department. The lab in charge is responsible for the daily maintenance of lab equipment and instruments. Calibration of instruments in the Electronic lab and Fire Extinguishers is done regularly. There are workers in each department to take care of Housekeeping.
2. **Semester maintenance:** At the end of the semester, all the equipment/instruments are checked as required for the next semester.
3. **Breakdown maintenance:** In case any equipment/instruments occur the breakdown, written information is given to the Principal. With permission of the Principal, the concerned supplier is contacted by the HOD and a quotation is submitted to the Principal. The Principal sends the quotation to the head office for approval. After approval from the head office, the work order is given to the concerned person and work is being executed.

In case of breakdown maintenance, the HOD will contact the supplier and the quotation is submitted to the management through the Principal. After getting approved, a work order is given to the concerned vendor and the work will be executed at the earliest.

1. **Computer maintenance:** Maintenance of computers, printers, software, and hardware and internet connectivity is done.
2. **Library maintenance:** The old and torn-out books are maintained by either binding or other preservation measures. Pest control is done periodically as needed. The requirement of books, journals/newspapers, etc. is sent to the management through the principal if any requirement is there.
3. **Classroom maintenance:** The cleaning of each classroom comes under the weekly maintenance. In case of any maintenance such as lights, fans, bench, etc. will be attended to by the administrative staff in charge, and in case of any issue, it is reported to the Principal. The principal takes suitable action in consultation with management.
4. **Seminar hall utilization:** The seminar hall requirement by any department for functions, guest lectures, etc. will be intimated to the Principal and permission is given by the Principal.
5. **Housekeeping Record** is kept and maintained in each department and Teaching hospital.
6. Pest Control on an AMC basis in a systematic manner is done.
7. The laboratory is maintained on a requirement basis for maintenance. There are security guards ensuring safety and security & look after the parking facilities.

Adequate budget provisions have been made for maintenance. The gardener maintains the herbal gardens and lawns within the campus.

Maintenance schedule:

1. Water Tank: 2018-2023: Half yearly

2. Fire Extinguisher:2018-2023: Yearly

3 Pest Control: 2018-2023: Bi-Yearly

An exclusive meter area is available in a separate place in the campus:

- The generator is secured and protected by proper fencing
- All computers have UPS facility and antivirus installed
- Separate backup is taken for computer data
- Provision of water tankers as per requirement
- A water purifier is installed for safe drinking water on each floor.

File Description	Document
Link for minutes of the meetings of the Maintenance Committee	View Document
Link for log book or other records regarding maintenance works	View Document
Link for any other relevant information	View Document

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

Average percentage of students benefited by scholarships /freeships / fee-waivers by Government / Non-Governmental agencies / Institution during the last five years

Response: 61.28

5.1.1.1 Number of students benefited by scholarships and free ships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years (other than students receiving scholarships under the government schemes for reserved categories)

2022-23	2021-22	2020-21	2019-20	2018-19
364	365	339	281	220

File Description	Document
List of students who received scholarships/ freeships /fee-waivers	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Consolidated document in favour of free-ships and number of beneficiaries duly attested by the Head of the institution	[View Document](#)
Attested copies of the sanction letters from the sanctioning authorities	[View Document](#)
Any additional information	[View Document](#)
Link for Additional Information	[View Document](#)

5.1.2

Capability enhancement and development schemes employed by the Institution for students:

1. Soft skill development

2. Language and communication skill development

3. Yoga and wellness

4. Analytical skill development

5. Human value development

6. Personality and professional development

7. Employability skill development

Response: A. All of the above

File Description	Document
Institutional data in prescribed format	[View Document](#)
Detailed report of the Capacity enhancement programs and other skill development schemes	[View Document](#)
Any additional information	[View Document](#)
Link to Institutional website	[View Document](#)
Link for additional information	[View Document](#)

Other Upload Files	
1	[View Document](#)

5.1.3

Average percentage of students provided training and guidance for competitive examinations and career counseling offered by the Institution during the last five years

Response: 51.78

5.1.3.1 Number of students benefitted by guidance for competitive examinations and career counseling offered by the Institution in a year

2022-23	2021-22	2020-21	2019-20	2018-19
371	210	000	379	320

File Description	Document
Year-wise list of students attending each of these schemes signed by competent authority	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Copy of circular/ brochure/report of the event/ activity report Annual report of Pre-Examination Coaching centers	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)	
Link for institutional website. Web link to particular program or scheme mentioned in the metric	[View Document](#)	

5.1.4

The Institution has an active international student cell to facilitate study in India program etc..,

Response:

The Institute has an **International student cell** to facilitate the study of foreign stakeholders i.e. students from abroad to study in India. Institutional International Student Cell was established in the year 2019-20 under which the Institute extends the benefits of different activities for International students like symposiums, guest lectures, webinars, etc. Despite verbal communication, their food habits, health care, security, and their embassy are taken into consideration. However, for practical knowledge of this age-old science and to learn Ayurved in depth thoroughly at its roots, they prefer to come to India. Considering the demand from International students for hands-on training in Ayurved and to observe how the patients are treated practically as well as to get detailed knowledge of Ayurvedic herbs and formulation Hon Shri Annasaheb Dange Ayurved Medical College Ashta, International Student Cell readily looks after needs of International Students and Global demands. ISC aims to support and enhance the academic, cultural, and social experience of international students. Here are some detailed objectives:

1. To globalize Indian home science Ayurveda**.**

2. Curriculum Orientation- To provide comprehensive orientation programs about the Ayurveda curriculum, teaching methods, examination patterns, and practical training, promote Panchkarma as a lifestyle modification element in the health status of society worldwide, facilitate and enable knowledge of Indian herbs and Rasaushadhi to International students, transfer knowledge about Dinacharya, Rutucharya, diet.

3. Mentorship: Arrange tutoring and mentorship programs with faculty and senior students to help international students adapt to academic requirements.

4. Language Support: Offer language courses or workshops for students who may need to improve their

proficiency in the local language or academic English.

5. Cultural Exchange and Orientation Programs: Organize cultural exchange events, festivals, and activities to promote understanding and appreciation of diverse cultures, and conduct sessions on local customs, traditions, and social norms to help students integrate smoothly into the community.

6. Accommodation Assistance: Help students find suitable housing and understand local rental agreements and policies.

7. Medical Services: Ensure access to healthcare facilities and provide information about health insurance plans, offer counseling and mental health support to help students cope with academic stress and cultural adjustment.

8. Workshops and Seminars: To organize workshops, seminars, and guest lectures on various aspects of Ayurveda, research methodologies, and career opportunities.

By focusing on these objectives, the I.S.C. can create a supportive and enriching environment for Ayurveda medical students from around the world, helping them succeed academically and personally. The Symposium for Foreign Job Opportunities for PG and PhD students is arranged yearly. In the year 2021-22 Institute organized 17 webinars like EPI INFO Software Training, Organ & Body donation campaign, Astropaths, etc. Dr.Dnyaneshwar Mulye, Ex secretary, Ministry of External Affairs, Government of India delivered a guest lecture in the Symposium organized by our institute: Orientation for foreign job opportunities for the students dated 21/02/2022 in which 400 students participated from all over India. On 11/05/2022 Dr.Atul Rakshe, Dr.Terwadkar & Dr.Sagar Thokade delivered a guest lecture for Career orientation regarding job opportunities.

File Description	Document
Any additional information	[View Document](#)
Link for international student cell	[View Document](#)
Link for Any other relevant information	[View Document](#)

5.1.5

The institution has a transparent mechanism for timely redressal of student grievances / prevention of sexual harassment and prevention of ragging

1. **Adoption of guidelines of Regulatory bodies**
2. **Presence of the committee and mechanism of receiving student grievances (online/ offline)**
3. **Periodic meetings of the committee with minutes**
4. **Record of action taken**

Response: All of the above

File Description	Document
Minutes of the meetings of student Grievance Redressal Committee and Anti-Ragging Committee/Cell	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Circular/web-link/ committee report justifying the objective of the metric	[View Document](#)
Any additional information	[View Document](#)
Link for Additional Information	[View Document](#)

5.2 Student Progression

5.2.1

Average percentage of students qualifying in state/ national/ international level examinations during the last five years (eg:GATE/AICTE/GMAT/GPAT/CAT/NEET/GRE/TOEFL/PLAB/USMLE/AYUSH/Civil Services/Defence/UPSC/State government examinations/ AIIMSPGET, JIPMER Entrance Test, PGIMER Entrance Test etc.,)

Response: 5.43

5.2.1.1 Number of students qualifying in state/ national/ international level examinations (eg: GATE/AICTE/GMAT/ **GPAT**/CAT/NEET/ GRE/TOEFL/ PLAB/USMLE/AYUSH/Civil Services/Defence/ UPSC/State government examinations*/* AIIMSPGET, JIPMER Entrance Test, PGIMER Entrance Test etc.,) year-wise during the last five years ..

2022-23	2021-22	2020-21	2019-20	2018-19
19	5	4	2	2

5.2.1.2 Number of students appearing in state/ national/ international level examinations (eg:GATE/AICTE/GMAT/CAT/NEET/GRE/ TOEFL/ PLAB/ USMLE/AYUSH/Civil Services/Defence/UPSC/ State government examinations */* AIIMSPGET, JIPMER Entrance Test, PGIMER Entrance Test etc.,) **during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
126	118	105	89	112

File Description	Document
Scanned copy of pass Certificates of the examination	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Any additional information	[View Document](#)
Link for Additional Information	[View Document](#)

5.2.2

Average percentage of placement / self-employment in professional services of outgoing students during the last five years

Response: 100

5.2.2.1 Number of outgoing students who got placed / self-employed year- wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
126	120	103	93	110

File Description	Document
Institutional data in prescribed format	[View Document](#)
In case of self-employed professional services registration with MCI and documents for registered clinical Practitioner should be provided	[View Document](#)
Any additional information	[View Document](#)
Annual reports of Placement Cell	[View Document](#)
Link for Additional Information	[View Document](#)

5.2.3

Percentage of the batch of graduated students of the preceding year, who have progressed to higher education

Response: 8.73

5.2.3.1 Number of last batch of graduated students who have progressed to higher education

Response: 11

File Description	Document
Supporting data for students/alumni as per data template	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Any proof of admission to higher education	[View Document](#)
Any additional information	[View Document](#)
Link for Additional Information	[View Document](#)

5.3 Student Participation and Activities

5.3.1

Number of awards/medals for outstanding performance in sports/cultural activities at State/Regional (zonal)/ National / International levels (award for a team event should be counted as one) during the last five years.

Response: 15

5.3.1.1 Number of awards/medals for outstanding performance in sports/cultural activities at State/Regional (zonal)/National / International levels (award for a team event should be counted as one) year-wise during the last five years .

2022-23	2021-22	2020-21	2019-20	2018-19
3	2	2	0	8

File Description	Document
Institutional data in prescribed format	[View Document](#)
Any additional information	[View Document](#)
Duly certified e-copies of award letters and certificates	[View Document](#)
Link for Additional Information	[View Document](#)

Other Upload Files	
1	[View Document](#)
2	[View Document](#)

5.3.2

Presence of a Student Council, its activities related to student welfare and student representation in academic & administrative bodies/ committees of the Institution

Response:

The institute is a holistic ecosystem that prioritizes the well-being and success of its students. The institute offers a comprehensive range of welfare services designed to support students in every aspect of their lives.

At the core of student welfare lies the provision of health services. Within the Institutional premises, students have access to well-equipped health clinics, and medical professionals who provide primary preventive care, and emergency treatment services.

- **Sports Facility:** The Institute has a big sports ground providing sports fields, and courts for various outdoor games and a well-equipped sports complex providing facilities for indoor games.
- **Bank Facility:** The Institute has a bank ATM on campus for the convenience of students.
- **Hostel:** For students, the institute provides hostel accommodation including furnished rooms, a cafeteria, Healthy food, Recreational areas, and 24-hour security.
- **Social Gathering**: The institute organizes annual cultural & sports events, festivals, and national day celebrations to promote diversity and inclusivity among students.
- **Academic Awards and Recognitions:** Eligible Students are awarded various awards and scholarships based on their academic performance, research contributions, and extracurricular achievements.
- **National Service Scheme (NSS):** The institute has an NSS unit where students conduct community service activities such as blood donation drives, cleanliness campaigns, and health awareness programs.
- **Free Medical Facilities:** The institute provides free or subsidized medical services to students, including consultations, medications, and basic diagnostic tests.
- **University Welfare Schemes Availability**: Students can access various welfare schemes the university offers, such as health insurance, student assistance funds, and career development programs.
- **Digital Library:** The institute has a digital library with access to online journals, e-books, and databases to support research and learning.
- **Extended Library Hours**: The library may have extended hours during exam periods or peak study times to accommodate students' academic needs.
- **Counseling and Mentorship**: The institute has counseling services and mentorship programs to support students' mental health, academic success, and career development.

- **Research Publications support for PG/Ph.D. students**: Research Publication Assistance with research publication processes. Access to academic journals and publication resources. Guidance on manuscript preparation and submission.
- **Extracurricular Activities:** The Institute has student clubs like Magazine Club to promote their hobbies and interests. The institute enhances students' participation in cultural competitions & gives Opportunities for performing arts.
- **Leadership: The** Institute develops Leadership qualities through student organizations and committees.
- **Collaboration and Field Visits**: Collaborative projects and field visits with industry partners and healthcare institutions.

- **Industry Internships:** Opportunities to students for Hands-on experience in real-world healthcare settings.
- **Short-term courses in healthcare management, and patient care.**
- Certificate programs and Skill enhancement courses in healthcare communication, ethics, and emergencies.
- **Provision of Elective Courses like SWAYAM and NPTEL:** Access to online courses offered by SWAYAM (Study Webs of Active-Learning for Young Aspiring Minds) and NPTEL (National Program on Technology Enhanced Learning).
- **Opportunities to earn certifications from the institutions and enhance academic credentials.**

The institute provides a conducive environment for students to excel academically, professionally, and personally and opportunities to explore their interests, develop talents, and build leadership skills outside of the academic curriculum.

File Description	Document
Any additional information	[View Document](#)
Link for any other relevant information	[View Document](#)
Link for reports on the student council activities	[View Document](#)

Other Upload Files	
1	[View Document](#)
2	[View Document](#)

5.3.3

Average number of sports and cultural activities/competitions organised by the Institution during the last five years

Response: 4.4

5.3.3.1 Number of sports and cultural activities/competitions organised by the Institution year-wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
12	4	0	2	4

File Description	Document
Report of the events with photographs or Copy of circular/ brochure indicating such kind of activities	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Any additional information	[View Document](#)
Link for Additional Information	[View Document](#)

Other Upload Files	
1	[View Document](#)

5.4 Alumni Engagement

5.4.1

The Alumni Association is registered and holds regular meetings to plan its involvement and developmental activates with the support of the college during the last five years.

Response:

The institute has a registered and active Alumni Association (REGISTRATION NO. MAHARASHTRA/378/2015 DATED 01/10/2015) working since 2015.

The objectives of an Alumni Association generally encompass a range of activities and goals. Here are some common objectives:

1. Strengthening Alumni Bonds with the Institutes.
2. Facilitate professional networking opportunities for recent graduates.
3. Provide career guidance, mentorship, and job placement support for recent graduates.
4. Organize reunions, alumni meet-ups, and social events to strengthen the bond among alumni.
5. Advocate for policies that benefit the alumni community and the medical profession.
6. Assist in the development and growth of the medical college through fundraising activities.
7. Facilitate collaboration between alumni and current students/faculty on research projects.

The Alumni Association is functioning in the college and we now are working to bring the alumni students together on different platforms to share their achievements, research findings, and experiences. At present, we are doing activities like keeping the college alumni together through social media like Facebook, and WhatsApp, also organizing the annual meet & at the same time connecting new students with the association. The association also encourages alumni students to contribute to the institute financially or kindly.

Career Guidance:

Alumni act as experts; and spoke persons at guest lectures, interactive sessions, and encouragement lectures through the Association. Their constructive and collaborative association with the institute

enables students to find good mentors. The alumni address the students often as a part of the Career Recruitment. They help in Placements directly and indirectly.

Training & Placement Guidance Assistance: The Institute has an active training and placement cell. The alumni association works in collaboration with this cell. Alumni association members inform the students and the placement cell about placement, also helping and mentoring the students to succeed in interviews. Additionally, they impart their knowledge to students and inspire them to gain success in their practice.

Student Exchange Program: The student exchange program was organized with successful practitioner alumni and student doctors.

Book Donation: Our alumni make contributions by donating books to the library or respective

Departments.

Alumni Meet: Every year, ADAMC hosts an alumni meeting which has become a tradition. This alumni gathering gives students a chance to reconnect with their alma mater and old friends. This is the perfect environment for communications and exchanging knowledge about current medical practices. They provide suggestions to all students for good medical practices to be made available to the patients during the yearly alumni meeting. Additionally, alumni engage with students and offer career advice**.**

Details of Alumni Activities:-

- In the last year 2018 and up to 2023 total of 343 alumni students registered to the association.
- The yearly association arranges meetings for various activities.
- Also, the alumni association organizes alumni yearly meetings for alumni engagements.
- In Last year's total alumni association had got total of 34933/- rupees in financial contribution.
- Guest lectures, Book donations, and Instrument donations were done by various Alumni students in the last Years.

File Description	Document
Any additional information	[View Document](#)
Lin for quantum of financial contribution	[View Document](#)
Link for frequency of meetings of Alumni Association with minutes	[View Document](#)
Link for details of Alumni Association activities	[View Document](#)
Link for audited statement of accounts of the Alumni Association	[View Document](#)
Link for Additional Information	[View Document](#)

5.4.2

Provide the areas of contribution by the Alumni Association / chapters during the last five years

1. **Financial / kind**
2. **Donation of books /Journals/ volumes**
3. **Students placement**
4. **Student exchanges**
5. **Institutional endowments**

Response: A. All of the above

File Description	Document
Institutional data in prescribed format	[View Document](#)
Certified statement of the contributions by the head of the Institution	[View Document](#)
Any additional information	[View Document](#)
Annual audited statements of accounts. Extract of Audited statements of highlighting Alumni Association contribution duly certified by the Chartered Accountant and Head of the Institutions	[View Document](#)
Link for Additional Information	[View Document](#)

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

The Institution has clearly stated vision and mission which are reflected in its academic and administrative governance.

Response:

The Governance of the Institution is reflective of effective leadership in tune with the vision and mission of the Institution

- **VISION (OUR ASPIRATION):**

The Annasaheb Dange Institute aspires to the world-class, to generate & sustain excellence in Ayurvedic education and research in a supportive and stimulating academic environment. High-quality research activity will be purposed in focused areas, with particular reference to the research priorities of institutes and public health problems. The Institute will be a leader in transforming the health of communities through its purposeful integration of education, research, and clinical care with compassion and the highest ethical values.

- **MISSION(OUR PURPOSE):**

The Annasaheb Dange Institute provides students of high academic potential with an Ayurvedic Medical education of exceptional quality and prepares physicians and other healthcare professionals to serve humanity.

Our mission includes educating all students per the highest professional standards with a holistic approach enriched with the ethical values of saints and Rishis. The institute prepares socially accountable, community-based physicians and health professionals who are uniquely qualified in Ayurvedic Medicines to transform the health of patients and the community.

The Management and the Principal ensure that the policy statements and action plans are formulated, after careful consideration of all the stakeholders, with the help of the college council, LMC, etc. The committees are formulated to govern the activities of the institute. The institute ensures the participation of all faculty members in the administration and governance of the institute. Yearly academic calendars of UG, PG, and PhD are in process every year. Academic calendar, Academic Diary, and plan of Activities for every year are scheduled.

The action plans for operations are prepared under the supervision and guidance of the Principal and Heads of the departments. Faculty members are motivated to attend different workshops, and FDP (Faculty Development Programs) to keep themselves updated with the recent trends in technology and publish research papers, etc.

The involvement of vertical & horizontal leadership is achieved through well-defined systems and organizational structure.

Through this approach, management authorities ensure that every decision, initiative, and endeavor resonates with the institution's mission, driving its long-term success and impact.

The following table illustrates how the institution's vision translates into specific policies, which then guide the actions taken by the institution to realize those goals.

Enhance Student Learning Experiences	Prioritize Experiential Learning	- Expanded internship and certificate programs with local businesses and organizations. - Integrated project-based learning into the curriculum across all departments. - Introduced service-learning opportunities to connect classroom learning with community engagement.
Foster Research Excellence	Support Research Collaboration	- Established research clusters around thematic areas of expertise. - Facilitated cross-disciplinary research initiatives through collaborative workshops. - Provided resources for faculty members to attend conferences and workshops to enhance research skills and networks.
Promote Sustainable Practices	Implement Environmental Sustainability Initiatives	- Developed a sustainability policy to reduce carbon footprint and promote eco-friendly practices. - Installed solar panels and implemented energy-saving measures across campus buildings. - Established a recycling program and encouraged waste reduction efforts among students and staff.

File Description	Document
Any additional information	View Document
Link for Vision and Mission documents approved by the College bodies	View Document
Link for additional information	View Document
Link for achievements which led to Institutional excellence	View Document

6.1.2

Effective leadership is reflected in various institutional practices such as decentralization and participative management.

Response:

The institution practices decentralization and participative management.

Effective leadership is reflected in various institutional practices in which The institute promotes a culture of decentralization and participative management from the college level to the department level. The institute is administered through a local managing committee based on the participative involvement of various departments like academics, administration, examination, finance, etc. The organogram of the institute is shown in (https://www.adamc.ac.in/Downloads/DownloadsFile2770.pdf)

The institute has well-defined systems, procedures, and roles of different committees and cells. Along with these, some specially designed committees like the **College Council, Discipline Committee, College Internal Grievance Cell, Vishakha – women grievance redressal Cell, anti-ragging, Jimkhana management committee**, **publication, Research, UG Academic, PG Academic, IEC, etc.** are also working in our college (https://www.adamc.ac.in/Downloads/DownloadsFile2793.pdf)

All these committees have representatives from teaching and non-teaching staff. In some of the committees, student representatives are also part of this. All these committees work hand in hand with each other and help in the better management of the college and benefits of students. This has allowed decentralization and participation of work in innovation and knowledge sharing between the stakeholders of the institute.

This helps in:-

1. Development of leadership quality in staff and students
2. Participation of staff in decision-making increases.
3. The sense of responsibility increases in staff which helps in improved work efficiency.
4. Different visions for solving a single problem become available.
5. Through the local committees, the decisions are quick as the time in passing the same issue from lower to higher level is saved.

CASE STUDY: - ORGANIZATION OF NATIONAL SEMINAR ON AUTOIMMUNE DISORDERS & AYURVEDA QUIZ COMPETITION-24th FEB 2019

As a part of the quality improvement of the college, Hon. Shri. Annasaheb Dange Ayurved Medical College decided to organize a National seminar on Autoimmune Disorders & Ayurveda Quiz Competition on 24th Feb 2019. The concept of organizing a seminar was discussed in a college staff meeting on 10thOct 2018 and a National seminar committee (advisory board and organizing committee) was formed and work of these committees further the theme of our biennial Seminar was 'Bridging Research and Ayurved Practice', which recognizes the rapid advances being made in basic research and the need for their translation from the bench to the bedside and also a translation of the evidence generated into clinical practice. BAMS and MD/MS students were also distributed among various committees. A huge number of ayurvedic enthusiasts attended the event.

The outcome of the event:

- 1276 students and teachers attended the seminar.
- 175 research paper abstracts submitted
- 143 papers published in a special issue of Institute - an online international journal (www.ijooar.com)
- 25 research papers were presented in paper presentation sessions
- 40 research articles were presented in poster sessions.

Hence these institutional practices not only reflect effective leadership but also contribute to organizational effectiveness, employee engagement, and overall institutional success. By decentralizing decision-making and embracing participative management, leaders can tap into the full potential of their team members and create a culture of trust, innovation, and continuous improvement.

File Description	Document
Any additional information	[View Document](#)
Link for relevant information / documents	[View Document](#)
Link for additional information	[View Document](#)

6.2 Strategy Development and Deployment

6.2.1

The Institutional has well defined organisational structure, Statutory Bodies/committees of the College with relevant rules, norms and guidelines along with Strategic Plan effectively deployed

Response:

The Institute has a well-defined organizational structure, and statutory bodies of the college along with a strategic plan effectively deployed.

A well-defined organizational structure, along with statutory bodies and committees, is essential for effective governance within an institution. The organizational structure of the institute is provided in an additional link. The norms, rules, and regulations are followed and stated in the "Institutional code of conduct" as per guidelines of MUHS &NCISM and provided in the additional link to the SSR.

Every year, stakeholders' feedback has been analyzed& implemented for further perceptive strategic plan. The strategic plan and further action plan have been revised and restructured according to the needs of stakeholders. Academic, administration, and teaching hospital have been carried out according to the action plan. For this proper governance has been implemented through statutory and non-statutory, committees. Similarly inter college committees are formed for the harmonious conduction of all programs. For administration, LMC and the College council committee are working. For hospital administration, the medical superintendent and other committees are working well.

1. LMC
2. College Council
3. Student Welfare Committee
4. Vishakha (Women Grievance Redressal)
5. Anti Ragging
6. Minority Cell
7. OBC/SC/ST/Other Cell

The main objective of the academic committee is to oversee the academic affairs of the college and make recommendations to the Principal about academic programs and strategic priorities. The members of the committee sit together at regular intervals of time to develop the ways and means to ensure that quality teaching-learning process should remain the topmost priority.

An institutional organogram represents the structure of the organization, including hierarchical relationships, reporting lines, and departmental divisions. This clarity helps employees understand their roles and responsibilities within the organization.

The main objective of the academic committee is to oversee the academic affairs of the college and make recommendations to the Principal about academic programs and strategic priorities.

Deployment of Strategic Plan:

- **Strategic Planning Committee**: Develops and revises the institute's strategic plan in collaboration with stakeholders.
- **Implementation Teams like intercollege committees**: Tasked with translating strategic goals into actionable initiatives, setting timelines, and allocating resources.
- **Progress Monitoring as Audit**: Regular review and assessment of progress toward strategic objectives
- **Communication and Engagement**: Regular communication with faculty, staff, students, alumni, and external stakeholders to ensure alignment and support for the strategic plan.
- **Integration with Budgeting and Resource Allocation**: Strategic priorities inform budget decisions, ensuring resources are allocated in alignment with institutional goals.

Rules, Norms, and Guidelines:

- **Policy Manuals and Handbooks**: Documented policies and procedures covering areas such as academic standards, employee conduct, student rights, and administrative processes.
- **Compliance Framework**: Ensures adherence to legal and regulatory requirements, accreditation standards, and ethical norms.
- **Code of Conduct**: Defines expected behaviors for all members of the college community and outlines consequences for violations.
- **Conflict Resolution Mechanisms**: Processes for resolving disputes and grievances among stakeholders fairly and transparently.

By deploying a well-defined organizational structure, statutory bodies, and committees, along with clear rules, norms, and guidelines, the institute effectively implements its strategic plan and achieves its mission and goals.

File Description	Document
Any additional information	[View Document](#)
Link for strategic Plan document(s)	[View Document](#)
Link for organisational structure	[View Document](#)
Link for minutes of the College Council/ other relevant bodies for deployment/ deliverables of the strategic plan	[View Document](#)
Link for additional information	[View Document](#)

6.2.2

Implementation of e-governance in areas of operation

1. **Academic Planning and Development**
2. **Administration**
3. **Finance and Accounts**
4. **Student Admission and Support**
5. **Examination**

Response: A. All of the above

File Description	Document
Screen shots of user interfaces of each module Annual e-governance report approved by Governing Council/ Board of Management/ Syndicate Policy document	[View Document](#)
Policy documents	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Institutional budget statements allocated for the heads of E_governance implementation ERP Document	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

6.3 Faculty Empowerment Strategies

6.3.1

The institution has effective welfare measures for teaching and non-teaching staff

Response:

The Institute recognizes all the employees such as teaching and nonteaching staff as the most valuable resource and the welfare of all employees is essential in achieving the Institute's mission.

The welfare of employees, encompassing both teaching and non-teaching staff plays a pivotal role in determining the effectiveness of an institute. A well-crafted and comprehensive employee welfare program not only ensures the physical, mental, and emotional well-being of staff members but also contributes to the overall success and efficiency of the institution.

Professional development opportunities are integral to keeping employees engaged and updated with the latest advancements in their respective fields. Regular workshops, seminars, and conferences not only enhance their skills but also elevate the Institutional reputation as a center of excellence.

The Institute is committed to producing a caring and supportive working environment that is conducive to the welfare of all employees, and which enables them to develop towards their full potential. For teaching staff, research opportunities and collaborations with other institutions foster an environment of continuous learning and knowledge dissemination. Non-teaching staff can benefit from training sessions that improve their technical and soft skills, enabling them to carry out their roles effectively.

Welfare Program Highlights	Details
Professional Development	- Workshops, seminars, and conferences for skill enhancement.
Opportunities	- Encouragement of research opportunities and collaborations.
Supportive Work Environment	- Commitment to a caring and supportive atmosphere.
	- Facilities for continuous learning and knowledge dissemination.
Essential Benefits	- **Provident fund** and **group insurance** for financial security.
	- **Free medical facilities** at the institute's hospital.
Special Leave and Conference	- Granting of special leave to attend conferences.
Support	- Reimbursement of conference registration fees in special cases.
Recognition and Awards	- Best Teacher/Staff Award at the annual Sneha Melava.
	- Acknowledgment of outstanding contributions and achievements.
Financial Assistance Programs	- Personal loan facilities with minimal interest rates.
	- Quick approval processes without mortgage requirements.

This table format offers a structured overview of the institute's employee welfare program.

1. **Non-Teaching Staff Welfare Measures:**

- Fair Compensation and Benefits
- Training and Skill Development
- Employee Assistance Programs
- Workplace Safety and Health
- Recognition and Appreciation
- Employee Engagement Activities
- Feedback Mechanisms

The Institute is deeply committed to cultivating a caring and supportive working environment conducive to the welfare and growth of all employees, facilitating their journey towards realizing their full potential. For teaching staff, avenues for research opportunities and collaborations with other institutions are actively encouraged, fostering an environment of continuous learning and knowledge dissemination. Similarly, non-teaching staff members benefit from tailored training sessions designed to enhance their technical and soft skills, empowering them to fulfill their roles effectively and efficiently.

In conclusion, the Institute's comprehensive employee welfare program underscores its unwavering commitment to prioritizing the welfare and growth of its employees. By investing in their professional development, providing essential benefits, and fostering a supportive work environment, the Institute not only ensures the well-being of its staff members but also cultivates a culture of excellence and innovation, driving the institution towards its mission of academic and societal advancement.

File Description	Document
Any additional information	[View Document](#)
Link for policy document on the welfare measures	[View Document](#)
Link for list of beneficiaries of welfare measures	[View Document](#)
Link for additional information	[View Document](#)

6.3.2

Average percentage of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies during the last five years

Response: 56.04

6.3.2.1 Number of teachers provided with financial support to attend conferences / workshops and towards membership fee of professional bodies year-wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
38	54	14	5	67

File Description	Document
Relevant Budget extract/ expenditure statement	[View Document](#)
Policy document from institutions providing financial support to teachers, if applicable E-copy of letter indicating financial assistance to teachers	[View Document](#)
Office order of financial support	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)	

6.3.3

Average number of professional development / administrative training programmes organized by the Institution for teaching and non- teaching staff during the last five years

(Continuing education programmes, entrepreneurship development programmes, Professional skill development programmes, Training programmes for administrative staff etc.,)

Response: 14.2

6.3.3.1 Total number of professional development / administrative training programmes organized by the Institution for teaching and non-teaching staff year-wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
12	18	19	10	12

File Description	Document
Reports of Academic Staff College or similar centers Verification of schedules of training programs	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Detailed program report for each program should be made available Reports of the Human Resource Development Centres (UGC ASC or other relevant centres)	[View Document](#)
Copy of circular/ brochure/report of training program self conducted program may also be considered	[View Document](#)
Any additional information	[View Document](#)
Link for Additional Information	[View Document](#)

6.3.4

Average percentage of teachers undergoing Faculty Development Programmes (FDP) including online programmes (Orientation / Induction Programmes, Refresher Course, Short Term Course etc.) during the last five years..

Response: 46.67

6.3.4.1 Number of teachers who have undergone Faculty Development Programmes including online programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course and any other course year-wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
42	53	24	16	7

File Description	Document
Institutional data in prescribed format	[View Document](#)
E-copy of the certificate of the program attended by teacher	[View Document](#)
Days limits of program/course as prescribed by UGC/AICTE or Preferably Minimum one day programme conducted by recognised body/academic institution	[View Document](#)
Any additional information	[View Document](#)
Link to additional information	[View Document](#)
Link of AQARs for the last five years	[View Document](#)

6.3.5

Institution has Performance Appraisal System for teaching and non-teaching staff

Response:

The institution has a Performance Appraisal System for teaching and non-teaching staff

The institute evaluates the Performance-based Appraisal system from each teaching and non-teaching staff every year regularly based on teaching, research, participation in teamwork, arranging co-curricular and extracurricular activities, and publication works. They are awarded and appreciated during Teachers' Day celebrations as well as whenever necessary. The appraisal system motivates the staff to excel and put forth the best of their efforts. Staff retention is one of the strengths of the institution. The institute also evaluates each teaching staff based on the Faculty evaluation proforma of Maharashtra University of Health Sciences, Nashik, Maharashtra. Performance-based Appraisal system and Faculty evaluation proforma of Maharashtra University of Health Sciences evaluation Scoring is out of 100 marks. The format of the Performance-based Appraised system is attached herewith

Link: https://www.adamc.ac.in/Downloads/DownloadsFile2784.pdf

Link: https://www.adamc.ac.in/Downloads/DownloadsFile2785.pdf

Objectives of PBAS:

1. **Accurate Assessment**: Evaluate employee performance objectively and fairly to identify strengths and areas needing improvement.
2. **Feedback and Development**: Provide constructive feedback to employees, enabling them to enhance their skills and capabilities.
3. **Goal Alignment:** Align individual performance goals with the overall objectives of the organization.

4. **Identify Training Needs:** Identify gaps in skills and competencies, leading to targeted training and

development initiatives.

5. Reward and Recognition: Determine employee eligibility for rewards, promotions, and recognition based on their performance and contributions.

6. Motivation: Encourage improved performance by showcasing the link between effort, results, and career advancement.

7. Communication and Succession Planning: Facilitate open discussions between employees, enhancing communication and understanding of expectations. Identify high-potential employees for succession planning, ensuring a pool of qualified individuals for future leadership roles.

8. Fairness and Transparency: Promote fairness and transparency by using standardized evaluation criteria and clear performance metrics.

Feedback from HOD and Principal.

- Active participation in teamwork.
- Work Discipline.
- Outstanding Achievements in their studies.
- Participation in Community Services.

Rules of Evaluation:

1. As the time specified in this program, the Principal/supervisor will evaluate the performance of the employee against the established standards of performance for the job.
2. A written report of this evaluation will be provided to the employee using the Non-Teaching Staff (attached herewith).
3. The rating of an employee's performance is based on the ongoing formative evaluation(s) described above.
4. Standards of performance must be made known to the employee before the evaluation process is conducted.
5. The employee will be requested to sign the report to acknowledge receipt.
6. Minimum of one performance appraisal report every three years, recognizing that formative evaluation is ongoing; or when a major change has occurred in the employee's job description.
7. A performance-based Appraisal system audit is submitted every year to authorities and the Faculty evaluation proforma of Maharashtra University of Health Sciences, Nashik, Maharashtra is uploaded on the MUHS portal.

File Description	Document
Any additional information	[View Document](#)
Link for performance Appraisal System	[View Document](#)
Link for any other relevant information	[View Document](#)

Other Upload Files	
1	[View Document](#)
2	[View Document](#)

6.4 Financial Management and Resource Mobilization

6.4.1

Institutional strategies for mobilisation of funds and the optimal utilisation of resources

Response:

Institutional strategies for the mobilization of funds and the optimal utilization of resources are vital for the sustainable operation and growth of an organization.

FINANCE MOBILIZATION:

The major sources of income of the Institution are Student fees, research funding from the university, and Alumni. The following procedure is adopted for the utilization of resources.

Finance Mobilization Policy :

Budget Formulation: An annual budget of the department is prepared and forwarded by all the HODs to the Principal for consent. The Principal directs the administration to prepare a consolidated budget for the institution. The final consolidated budget is forwarded to the Management Committee for final approval.

Allocation: The proposed budget received from the Head of the Institution is then allocated the budget as per the necessity of the proposed expenses. If there is no incongruity, then the budget is sanctioned and funds are released. Provision is also made for emergency expenditure.

Approval: Approval is taken from the Apex body.

Expenses: The sanctioned funds are utilized for the development of laboratories, procurement of books, national /international journals, staff salary, development and maintenance activities, etc.

Audit: The Account Section of the office verifies the expenses against the sanctioned amount carried out under various institutional/departmental activities from the supporting documents and gives their remarks for the final settlement. Internal and external audits are carried out by the Chartered Accountant to ensure proper utilization of the funds as per the allocation by the management committee.

Institutional Internal Audit – Yes

Institutional External Audit- Yes

Optimal Utilization of Resources:

1. **Strategic Planning and Budgeting:**

- Develop a strategic plan aligned with the institution's mission and goals, guiding resource allocation and decision-making.
- Implement a transparent and participatory budgeting process that prioritizes strategic initiatives and ensures accountability.

2. **Efficiency and Cost Reduction:**

- Conduct regular reviews of operational processes and workflows to identify opportunities for streamlining and efficiency improvements.
- automation to optimize resource allocation and reduce administrative overhead.

3. **Resource Sharing and Collaboration:**

- Foster interdisciplinary collaboration and resource sharing among departments, faculties, and research centers to maximize impact and efficiency.
- Explore opportunities for consortia and partnerships with other institutions to jointly invest in shared infrastructure and services.

4. **Performance Measurement and Evaluation:**

- Establish key performance indicators (KPIs) and metrics to assess the effectiveness and impact of resource utilization.
- Conduct periodic evaluations and reviews to identify areas for improvement and reallocation of resources.

5. **Capacity Building and Talent Management:**

- Invest in professional development and training programs to enhance the skills and capabilities of staff members.
- Implement talent management strategies to attract, retain, and develop top talent, ensuring the optimal utilization of human resources.

By implementing these strategies, institutions can effectively mobilize funds and optimize the utilization of resources, enabling them to achieve their mission and strategic objectives in a sustainable and impactful manner.

File Description	Document
Any additional information	[View Document](#)
Link for resource mobilization policy document duly approved by College Council/other administrative bodies	[View Document](#)
Link for procedures for optimal resource utilization	[View Document](#)
Link for any other relevant information	[View Document](#)

Other Upload Files	
1	[View Document](#)

6.4.2

Institution conducts internal and external financial audits regularly

Response:

The institution conducts internal and external financial audits regularly.

Enumerate the various internal and external financial audits carried out during the last five years with the mechanism for settling audit objections.

Internal Financial Audit

Purpose:

- Evaluate and improve the effectiveness of the institution's risk management, control, and governance processes.
- Assess the accuracy of financial records, compliance with policies and procedures, and the efficiency of internal controls.
- Identify potential issues before they become significant problems and offer recommendations for improvement.

External Financial Audit

- **Conducted By**: An independent external audit firm, Mr. Bhaskar B. Patil and Company.
- **Objectives**:
  - Review financial records, transactions, and processes to ensure that the financial statements present a true and fair view of the institution's financial position and performance.

Mechanism for Settling Audit Objections

1. **Review Audit Findings**:

   - Carefully examine audit findings to understand the issues raised.

2. **Gather Evidence**:

   - Collect all relevant documents, records, and supporting evidence related to the objections.
   -

3. **Evaluate Validity and Accuracy**:

   - Assess the validity and accuracy of each objection.
   - Determine if the objections are based on factual errors, procedural mistakes, or policy non-compliance.

4. **Develop an Action Plan**:

   - Formulate a clear and detailed plan to address each identified issue.
   - Outline the steps needed to correct the problems, including responsible parties and timelines.

5. **Communicate with Auditors**:

   - Share the action plan with the auditors to demonstrate transparency and commitment to resolving the issues.
   - Discuss the plan and make adjustments based on feedback from the auditors.

6. **Implement the Plan**:

   - Execute the action plan, making necessary corrections and improvements.
   - Ensure that the changes are properly documented and integrated into the institution's processes.

7. **Document Actions Taken**:

   - Maintain comprehensive records of all actions taken to address the audit objections.
   - Include details such as the nature of the corrections, dates of implementation, and individuals involved.

8. **Follow-Up with Auditors**:

- Engage with the auditors to ensure they are satisfied with the resolutions.
- Address any additional concerns or questions they may have.

9. **Re-Audit (if necessary)**:

- If required, undergo a re-audit to verify that the improvements have been effectively implemented.
- Use the re-audit to confirm that all issues have been satisfactorily resolved.

10. **Report and Summarize**:

- Prepare a comprehensive report summarizing the actions taken and the results achieved.
- Use this report for future reference and to inform continuous improvement efforts.

Financial Activities and Audit Focus Areas

- **Funds Received From**:

  - U.G. and P.G. fee receipts
  - Hospital section receipts
  - Dhanwantari Covid center
  - Sanstha office
  - University grants (NSS department, Exam section, Earn and Learn section)

- **Payments Made For**:

  - Salaries of teaching, non-teaching, and hospital staff
  - Administration and departmental expenses
  - Medical equipment
  - Library books
  - Deadstock and other assets

Compliance and Reporting

- **Norms and Guidelines**:
  - The institution completes the college audit as per NCISM and Shikshan Shulk Samiti norms.

By systematically addressing audit objections and maintaining transparent and compliant financial practices, the institution ensures its financial integrity and operational efficiency. This process not only safeguards the institution's financial health but also enhances its reputation and trustworthiness among stakeholders.

File Description	Document
Any additional information	[View Document](#)
Link for documents pertaining to internal and external audits year-wise for the last five years	[View Document](#)
Link for any other relevant information	[View Document](#)

6.4.3

Funds / Grants received from government/non-government bodies, individuals, philanthropists during the last five years (not covered in Criterion III)

Response: 78.16

6.4.3.1 Total Grants received from government/non-government bodies, individuals, philanthropists year-wise during the last five years (INR in lakhs)

2022-23	2021-22	2020-21	2019-20	2018-19
16.54685	19.10790	15.30575	13.09187	14.10340

File Description	Document
Provide the budget extract of audited statement towards Grants received from nongovernment bodies, individuals, philanthropist duly certified by Chartered Accountant and the head of the institution	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Copy of letter indicating the grants/funds received by respective agency as stated in metric	[View Document](#)
Any additional information	[View Document](#)
Annual statements of accounts	[View Document](#)
Link for Additional Information	[View Document](#)

6.5 Internal Quality Assurance System

6.5.1

Instituion has a streamlined Internal Quality Assurance Mechanism

Response:

The institute has streamlined the IQAC mechanism. Many initiatives have been taken by IQAC which was established on 1st Jan 2017, to monitor the system in pursuance of performance evaluation, assessment and accreditation, and quality up-gradation. The prime task of the IQAC is to develop a system for conscious, consistent, and catalytic improvement in the overall performance of institutions. It will channel all efforts and measures of the institution towards promoting its holistic academic excellence.

IQAC STRATEGIES:

IQAC has developed mechanisms and procedures for:

1. Ensures timely, efficient, and progressive performance of academic and administrative tasks
2. Optimization and integration of modern methods of teaching and learning
3. evaluation process through strategic planning
4. Ensuring the adequacy, maintenance, and functioning of the support structure and services

IQAC PROCESS	Vision-Mission	Objectives	Strategic Planning & Procedure	Implementation through all Departments	Outcom Educ

IQAC FUNCTIONS:

1. Development and application of quality benchmarks/parameters for various academic and administrative activities of an institution
2. Dissemination of information on various quality parameters of higher education
3. Organization of workshops, seminars on quality-related themes and promotion of quality circles
4. Documentation of the various programs/activities leading to quality improvement
5. Preparation of the Annual Quality Assurance Report (AQAR)

As the Institute undergoes Yearly inspection by the Regulatory bodies – NCISM and MUHS for affiliation and permission to continue UG, PG & Ph.D. admissions still the institute conducts regular academic and administrative audits annually. The following measures access performance,

1. Review of feedback from students and its analysis
2. Review of results subject-wise, course, and analysis
3. Review of feedback from patients & its analysis

The IQAC initiatives placed before College authorities are –

1. Digitalization of Student Feedback
2. Implementation of Smart School app in Administration
3. Introduction of Certificate Courses that improve clinical skills, Conducting Workshops, faculty development programs and Guest Lectures, Motivation for publications & research projects
4. Introduction to Policies such as Mentoring system, Extension activity policy, Research policy, etc.

5. Guidelines for effective implementation of best practices.

6. Performance appraisal systems for teaching and non-teaching staff

7. Initiatives taken by the institution to make the campus eco-friendly

8. Faculty members are encouraged to register for FDPs, and orientation Programs, participate in conferences, and write research papers.

9. The support given to publish publications in own international journals Subhadra as well as the Indian Journal of Odyssey of Research

10. Preparation of Annual Quality Assurance Report.

Mechanism for Implementation and Monitoring

1. **Planning**:

   - Develop a detailed action plan outlining specific quality assurance activities and timelines.
   - Allocate responsibilities to relevant departments and individuals.

2. **Implementation**:

   - Execute the planned activities, ensuring adherence to the established timelines and quality standards.
   - Provide necessary resources and support to facilitate smooth implementation.

3. **Monitoring**:

   - Conduct regular monitoring and evaluation of ongoing activities.
   - Use performance indicators and metrics to assess progress and effectiveness.

4. **Evaluation**:

   - Review the outcomes of quality assurance activities through internal audits and feedback mechanisms.
   - Identify strengths, weaknesses, opportunities, and threats (SWOT analysis).

5. **Improvement**:

   - Develop and implement corrective actions based on evaluation findings.
   - Continuously update quality assurance processes to incorporate improvements and best practices.

File Description	Document
Any additional informaton	[View Document](#)
Link for the structure and mechanism for Internal Quality Assurance	[View Document](#)
Link for minutes of the IQAC meetings	[View Document](#)
Link for any other relevant information	[View Document](#)

Other Upload Files	
1	[View Document](#)

6.5.2

Average percentage of teachers attending programs/workshops/seminars specific to quality improvement in the last 5 years

Response: 97.45

6.5.2.1 Number of teachers attending programs/workshops/seminars specific to quality improvement year-wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
58	58	59	63	68

File Description	Document
List of teachers who attended programmes/workshops/seminars specific to quality improvement year-wise during the last five years	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Details of programmes/workshops/seminars specific to quality improvement attended by teachers year-wise during the last five years	[View Document](#)
Certificate of completion/participation in programs/ workshops/seminars specific to quality improvement	[View Document](#)
Any additional information	[View Document](#)
Link for Additional Information	[View Document](#)

6.5.3

The Institution adopts several Quality Assurance initiatives

The Institution has implemented the following QA initiatives :

1. Regular meeting of Internal Quality Assurance Cell (IQAC)

2. Feedback from stakeholder collected, analysed and report submitted to college management for improvements

3. Organization of workshops, seminars, orientation on quality initiatives for teachers and administrative staff.

4. Preparation of documents for accreditation bodies (NAAC, NBA, ISO, NIRF etc.,)

Response: A. All of the above

File Description	Document
Report of the workshops, seminars and orientation program	[View Document](#)
Report of the feedback from the stakeholders duly attested by the Board of Management	[View Document](#)
Minutes of the meetings of IQAC	[View Document](#)
Institutional data in prescribed format	[View Document](#)
AQAR submitted to NAAC and other applicable certification from accreditation bodies	[View Document](#)
Any additional information	[View Document](#)
Annual report of the College	[View Document](#)
Link for Additional Information	[View Document](#)

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

Total number of gender equity sensitization programmes organized by the Institution during the last five years

Response: 27

7.1.1.1 Total number of gender equity sensitization programmes organized by the Institution year-wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
9	11	4	1	2

File Description	Document
Report gender equity sensitization programmes	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Geotagged photographs of the events	[View Document](#)
Extract of Annual report	[View Document](#)
Copy of circular/brochure/ Report of the program	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

7.1.2

Measures initiated by the institution for the promotion of gender equity during the last five years.

Response:

Significant measures are taken by the institution for the promotion of gender equity during the last five years which reflects that the institute has a healthy figure of 55% male and 45% female teaching faculty, promoting gender equity. Equal remuneration and a wider role in governance and decision-making have been given. In the case of students, equal opportunities are provided to the girls and boys for participation in sports, cultural, NSS, and other co-curricular activities.

Safety and Security

The institute gives the highest priority to the safety and security of students, staff, and infrastructure. The institute has installed close-circuit cameras in the college campus to supervise activities. Security Guards are available 24/7 hours at every gate. The institute provides hostel and food facilities to the students in the campus**.** Mess is attached to each hostel. In and out registration musters are available for the hostel and campus. All the measures are taken regarding fire safety. R.O. plant and water coolers are available in the college and hostel. The drinking water gets tested periodically and cleanliness is maintained. For any type of emergency and health-related issues facilities are available in the college campus.

Various college committees like the **Anti-Ragging and Anti Scod Committee, Discipline Committee, Vishakha Women Grievance Redressal Cell, and Internal Grievance Cell** are formed and actively working which look after the safety and security of students and staff. Meetings of these committee members are held periodically to discuss the problems if any arise and respective actions are taken if required. We strictly prohibit any form of harassment, discrimination, or violence based on gender, race, ethnicity, religion, or any other protected characteristic. Any incidents about these issues are taken as seriously and promptly investigated and appropriate actions are taken. Transparent reporting and investigation procedures are carried out maintaining confidentiality.

Sensitization programs: To raise awareness about gender issues, and harassment prevention and to create a respectful environment- various lectures, workshops, and training programs are organized. Self-defense **training programs for girls** like Karate and taekwondo are arranged.

.Programs like the **'Red Dot Programme'** for awareness of menstrual hygiene and disposal of sanitary pads are conducted. Sanitary pad Vending machines and disposal machines are available at the college, hospital, and girl's hostel. To empower women **'International Women's Day'** is celebrated with special provision for female employees in terms of screening health camps for Anemia, Osteoporosis, Breast Cancer, CA cervix, etc. Cultural and extracurricular extension programs are arranged to promote abilities and skills.

For student counseling purposes **Mentor –Mentee system** is implemented which helps to solve student's problems and guide them.

Resources for gender-specific needs such as Girl's and Boy's common rooms are available at college for students.

Benefit of Maternal leave to the female employee up to six months. Childcare facilities and a breastfeeding room (Hirkani Kaksha) are available to ensure a supportive environment.

File Description	Document
Any additional information	[View Document](#)
Specific facilities provided for women in terms of a. Safety and security b. Counselling c. Common Rooms d. Day care centre for young children	[View Document](#)
Link for any other relevant information	[View Document](#)
Annual gender sensitization action plan	[View Document](#)

7.1.3

The Institution has facilities for alternate sources of energy and energy conservation devices

1. Solar energy

2. Wheeling to the Grid

3. Sensor based energy conservation

4. Biogas plant

5. Use of LED bulbs/ power efficient equipment

Response: C. Any three of the above

File Description	Document
Institutional data in prescribed format	[View Document](#)
Installation receipts	[View Document](#)
Geo tagged photos	[View Document](#)
Facilities for alternate sources of energy and energy conservation measures	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

7.1.4

Describe the facilities in the institution for the management of the following types of degradable and non-degradable waste (within 500 words)

- **Solid waste management**

- **Liquid waste management**

- **Biomedical waste management**

- **E-waste management**

- **Waste recycling system**

- **Hazardous chemicals and radioactive waste management**

Response:

Institute has appreciated the **"Swaccha Sarvekshan Award"** & **"Paryavarna Doot Award"** by Ashta Nagarparishad, Ashta which is a significant milestone of the Waste management system.

Solid waste management: There is an established solid waste management system in the institute. Solid waste is separated as biodegradable and non-biodegradable and disposed of appropriately. Biodegradable wastes like vegetable and leaf litter were dumped in vermin compost pit for composting. Non-biodegradable wastes are disposed of with the help of the hygiene department of Ashta Municipal Corporation. Dustbins are placed on every floor. Dry leaves and papers are not allowed to be put on fire in campus to avoid air pollution. The institute creates awareness regarding the ban on the use of plastic.

Liquid waste management: The wastewater is drained into the collecting chamber, recycled, and utilized for irrigating herbal gardens along with fresh water.

Bio-medical waste management: The bio-medical waste generated from the hospital and laboratories etc. is collected in color-coded bags and disposed of by strictly following the norms laid down by Bio-medical Waste Management. Approved Surya Agency has been hired and the work is being monitored by the concerned hospital authorities regularly. Training programs are arranged for waste disposal management.

The following is the scheme for waste disposal:

- Yellow Bag: Human anatomical waste, Animal Anatomical Waste, Soiled Waste, Expired or discarded medicines
- Red bag: Contaminated Waste (Recyclable) Disposable items such as tubing, bottles, intravenous tubes and sets, catheters, urine bags, syringes without needles and gloves
- Blue bags: Glassware(Broken or discarded and contaminated glass including medicine vials and ampoules except those contaminated with cytotoxic wastes)
- White (Translucent): Waste Sharps including Metals (Needles, syringes with fixed needles, needles from needle tip cutter or burner, scalpels, blades, or any other contaminated sharp object that may cause puncture and cuts. This includes used, discarded, and contaminated metal sharps)

e-waste management: Proper maintenance and repair of computers and instruments is done regularly to reduce e-waste. As this is a medical institute, the amount of e-waste generated is much less, and all the issues regarding e-waste are handled by computer technicians.

Waste recycling system:

The institute has implemented a **Sewage Treatment Plant that channels** the water from the roof into the ground and maintains sink pits at different conducive places in the campus for recharging groundwater. The institute has a **pit** in our campus and the resulting vermin cast is used as manure in the garden.

Chemicals and radioactive waste:

Yellow Bag is used for chemical microbiology biotechnology and other clinical laboratory waste.

The radiologists, technicians, and other employees working in the radiation area follow standard safety precautions. The extent of radiation is quantified by BARC appropriate remedial measures are taken and proper certification is obtained.

File Description	Document
Any additional information	[View Document](#)
Link for relevant documents like agreements/MoUs with Government and other approved agencies	[View Document](#)
Link for geotagged photographs of the facilities	[View Document](#)
Link for any other relevant information	[View Document](#)

7.1.5

Water conservation facilities available in the Institution:

1. **Rain water harvesting**
2. **Borewell /Open well recharge**
3. **Construction of tanks and bunds**
4. **Waste water recycling**
5. **Maintenance of water bodies and distribution system in the campus**

Response: All of the above

File Description	Document
Institutional data in prescribed format	[View Document](#)
Installation or maintenance reports of Water conservation facilities available in the Institution	[View Document](#)
Geo tagged photos of the facilities as the claim of the institution	[View Document](#)
Geo tagged photo Code of conduct or visitor instruction displayed in the institution	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

7.1.6

Green campus initiatives of the Institution include

1. Restricted entry of automobiles

2. Battery-powered vehicles

3. Pedestrian-friendly pathways

4. Ban on use of plastics

5. Landscaping with trees and plants

Response: A. All of the above

File Description	Document
Institutional data in prescribed format	[View Document](#)
Geotagged photos / videos of the facilities if available	[View Document](#)
Geotagged photo Code of conduct or visitor instruction displayed in the institution	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

7.1.7

The Institution has disabled-friendly, barrier-free environment

1. **Built environment with ramps/lifts for easy access to classrooms**
2. **Divyangjan friendly washrooms**
3. **Signage including tactile path, lights, display boards and signposts**
4. **Assistive technology and facilities for Divyangjan accessible website, screen-reading software, mechanized equipment**
5. **Provision for enquiry and information: Human assistance, reader, scribe, soft copies of reading material, screen reading**

Response: B. Any four of the above

File Description	Document
Institutional data in prescribed format	[View Document](#)
Geo tagged photos of the facilities as per the claim of the institution	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

7.1.8

Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socio-economic and other diversities. Add a note on how the Institution has leveraged its location for the services of the community (within 500 words).

Response:

Institute is always ahead of taking initiatives and efforts providing an inclusive environment towards cultural, regional, linguistic, communal, socioeconomic and other diversities.Students are admitted from all over India by NEET and PG entrance examination. To get familiar with the institute and course, 'Induction programs' are arranged. Students are welcomed by conducting a special **"Shishyopanayaniya Sansakar''.** By this bonding between student and teacher is created. **Transitional curriculum** programs are conducted to introduce Ayurved course. **Induction programs** are arranged for PG and PhD students in which the student code of conduct and roles and responsibilities are explained. It creates harmonization between institute and course and hence all the students with variable diversities are brought under one inclusive environment.

Considering students from different regions and communities likewise **food facilities** are available in the campus.

The institute conducts a special **"Sanskrit Sambhasha Varg"** for learning and solving difficulties in the Sanskrit language for all newly admitted students. Other Personality development and skill development programs are organized. Sanskrit Bhasha Diwas, Marathi Bhasha Diwas, Hindi Bhasha Diwas, and other days and festivals are celebrated to create interest and awareness among the students regarding linguistic

diversities.

Extracurricular programs like the Annual Sports and Cultural program, Ganesh Festival, Dandiya, and Shiva Jayanti are organized to present various regional cultures.

The institute promotes students for participating in university, National, and International level sports and cultural competitions. Students achieved awards at 'Avishkar Research Competition, 'Spandan Cultural Competition, and 'Ashwamedha Sports Competition at the university level. Also, students represent the institute at national-level Badminton, Volleyball, and Yoga competitions. Students participated and received the Best Short Film award and Best Actress Award recognition at the International Short Film Festival organized by Sanskrit Bharati India.

Students from middle and lower socioeconomic backgrounds get benefits through the **Dhanavantari Vidyadhan Yojana, Kamva Aani Shika Yojana, and Savitribai Phule Yojana.** Students are awarded scholarships, book facilities, and Motivational Prizes. Entrepreneurship Development start-up activities are carried out.

E-magazine 'Dnyanayu' newsletter: For engagement of students apart from their diversity institute-driven e-magazine is published and circulated to all stakeholders. Achievements and events organized by the students and staff are reflected in this bi-monthly newsletter.

Through MoUs with other disciplines, guest lectures, visits, and training programs are organized. Thus, the institute always ahead to create an inclusive environment for students for their active and enthusiastic participation.

Dhanvantari Hospital provides health facilities to the people from the surrounding area. Hospitalized patients get benefits with Dietary advice and Pathyakalpana according to the disease condition. **'Mahatma Jotirao Phule Jana Arogya Yojana ''Pradhan Mantri Jana ArogyaYojana'** is available in the hospital.

School Health Checkup: Lectures regarding menstrual hygiene and women's health are given at various colleges and schools. On Pushya-nakshatra every month Swarnaprashan program is conducted.

Camps and Campaigns: The institute has been organizing blood donation camps, and various events under the campaign 'Azadi Ka Amrut Mahotsav, 'Har Ghar Tiranga', and 'Har Ghar Ayurved'.

Thus, the Institute organizes various health camps, awareness programs, lectures, and rallies as extension activities for a healthy inclusive environment.

File Description	Document
Any additional information	[View Document](#)
Link for supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	[View Document](#)
Link for any other relevant information/documents	[View Document](#)

7.1.9

Code of conduct handbook exists for students, teachers and academic and administrative staff including the Dean / Principal /Officials and support staff.

1. The Code of conduct is displayed on the website

2. There is a committee to monitor adherence to the code of conduct

3. Institution organizes professional ethics programmes for students, teachers and   the academic and administrative staff

4. Annual awareness programmes on the code of conduct are organized

Response: A. All of the above

File Description	Document
Institutional data in prescribed format	[View Document](#)
Information about the committee composition number of programmes organized etc in support of the claims	[View Document](#)
Details of the monitoring committee of the code of conduct	[View Document](#)
Details of Programs on professional ethics and awareness programs	[View Document](#)
Any other relevant information	[View Document](#)
Web link of the code of conduct	[View Document](#)
Link for additional information	[View Document](#)

7.1.10

The Institution celebrates / organizes national and international commemorative days, events and festivals

Response:

Institution organizes National and International commemorative days, events and festivals. All these activities are conducted in our college through NSS unit and Gymkhana Management Committee. Student's council is also formed every year for the same. Days like, Independence Day, Republic Day, National Unity Day, Indian Constitution day, Youth Day etc. are celebrated to increase the awareness about National Identities, Symbol, Fundamental Duties and Responsibilities to the students.These days are celebrated by organizing host formal ceremonies with speech, flag hosting and anthem signing on significant National days. On these occasions' students participates in cultural performances, parades, and take a part in traditional activities that highlights and preserve national heritage.

World Health Day, Doctor's Day, International Yoga Day, World Environmental Day, National Ayurved Day, World Malaria day , World Tuberculosis Day , World Heart Disease Day, World Glaucoma awareness Day are also celebrated including educational components such as workshops, presentations, exhibition and demonstrations. These events raise awareness about important social, cultural, environmental and health related issues. They bring attention to problems that affect people worldwide and encourage corrective action.

Being a diverse country, celebrating different festivals represents different traditions and heritage which promotes understanding, respect and appreciation for different cultures. Festivals are celebrated by organizing different events like dance, music, art and craft exhibition, rangoli, mehandi competition. These activities provide educational opportunities outside the traditional classroom setting. It provides platform to everyone to share their ideas, skill and beliefs. Festivals offer a break from routine and provide joy and celebration. Festivals bring people together, promoting social cohesion and strengthen the community bonds.

Commemorative days honor significant historical events and figures. Birth and death anniversaries of the great Indian personalities Mahatma Gandhi, Sardar Vallabha Bhai Patel, Dr. B. R Ambedkar, Dr A.P.J Abdul Kalam , Savitribai Phule are celebrated. Guest speakers and expert's lectures are arranged on these occasions to create awareness among the students, staff and community about historical and cultural significance of the days. By knowing about the great Indian personalities, the students get inspiration and get to know about the history of India. Commemorative days provided a moment for reflection and gratitude. Organizing and participating in such celebrations National and International days, festivals, and commemorative days facilitates networking, creates global awareness , encourage learning and understanding of history and brings students closer to traditional and cultural belief.

Community engagement contributes to building a more inclusive world and serves as a reminder of our shared humanity. Following are the events that are celebrated in our institute to highlight the importance of national festivals and great Indian personalities.

Year	2022-2023	2021-2022	2020-2021	2019-2020	2018-2019
Number of Programmes	13	15	08	05	10

File Description	Document
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

Other Upload Files	
1	[View Document](#)

7.2 Best Practices

7.2.1

Describe two Institutional Best Practices as per the NAAC format provided in the Manual

Response:

1. Title of the Practice: **Extension Education: Broadening Educational Horizon**

Objectives of Practice:

Extension Education Program and Extension Services

1. To extend educational opportunities beyond traditional boundaries, reaching underserved populations
2. To empower students with practical medical skills, relevant knowledge, and critical thinking abilities necessary for personal, professional, and community development.
3. Develop moral and ethical values to imbibe education for the upliftment of society.
4. Developing curricular linkages between fieldwork and academics.

The Context:

Extension activities are student-centric programs complementary to education. It inculcates the spirit of voluntary work among students and teachers through sustained community interaction. It is a link between the campus and the community, knowledge and action. It brings our academic institutions closer to the society. The aim of this program is the overall development of students through community Service. Extension work, the third dimension of education, plays a vital role in bringing about a social transformation. We introduced the Extension Education Program (EEP) through various activities like the National Service Scheme, Health Camps, Rallies, Blood donation camps, entrepreneurship programs, etc. Under this teachers and students visit underprivileged sections of the nearby area of our educational institution.

The Practice:

- NSS Activities
- Health Awareness & Check-Up Programs
- Blood Donation Camps

- Swachha Bharat Abhiyan
- Tree Plantations
- National and International Days' Celebrations
- Har Ghar Har Din Ayurved Campaigns
- Community Field Visits

Benefits to Students:

- Cultivation of Work Ethic: Participation in community service sensitizes students to the dignity of labor, instilling values of responsibility, diligence, and respect for all forms of work.
- Social Awareness Development among the students.
- Practical Skill Enhancement: By participating in hands-on activities within community health settings, students gain practical knowledge and develop essential skills, such as communication, problem-solving, and teamwork, which are invaluable for their personal and professional growth.

The benefit to the Community:

- Through student-led initiatives, Medical facilities are extended to underserved villages
- Awareness of the importance of education and literacy, health awareness, rights and responsibilities, through lectures, street plays, community engagement activities to make informed decisions about their well-being and rights etc.

Evidences of Success:

- Swacha Sarverkshan Awards
- Paryavarandoot Awards
- Covid Yodha Awards
- Best College Award by Maharashtra University of Health Sciences Nashik in the year 2023
- Students are awarded International and National awards for short films/documentaries presenting health and social awareness.
- Number of Extension Activities in last 5 years

Number of Extension Activities During Last Five Years	**Academic Year**	**Health Checkup Camps Activities**	**Environmental Issue Activities**	**Tree Plantation Programs**	**NSS Activities**
	Total	491	50	20	34
	No.of Students Involved	463	150	125	50
	No. of Faculties Involved	32	12	15	10

(Source: 3.4.2 & 3.4.1)

Problems encountered:

The schedule has to be rescued and made available from academic planning and duties.

2. Title of the Practice:

Research Ecosystem: Cultivating Excellence and Impact

The Context

The Research Ecosystem represents a holistic research approach, encompassing not only the traditional pillars of scholarly inquiry but also innovative clinical practices, interdisciplinary collaborations, research publications, reports, and community engagement. It is a vibrant ecosystem where faculty, students, and stakeholders converge to explore new frontiers of knowledge, tackle pressing challenges, and create meaningful change in the world. The institute has a main focus on quality research through creating a research ambiance, strengthening infrastructure facilities, motivating staff members and guiding them to acquire grants from the funding agencies to launch research undertakings, pursuing Ph.D, taking up research projects, guiding research scholars, and publishing research papers and books.

Objectives of the Practice

1. To promote interdisciplinary collaboration among researchers, and healthcare practitioners to enrich Ayurvedic research and its applications
2. Explore advanced research methods to deepen scholarly understanding
3. To encourage the faculty and the students to present research papers in seminars, workshops, conferences, etc.
4. To publish a Research Journal and quality research articles in reputed journals

The Practice

Post-Graduate Research Initiatives

- **Regular Advanced Research Seminars:** Regular seminars and symposiums for post-graduate students
- **Research Methodology Workshops:** Specialized workshops on advanced research methodologies, statistical analysis techniques, and literature review skills
- **Interdisciplinary Research Projects:** Encourages collaboration on interdisciplinary research projects
- **Research Mentorship Program:** Pairs students with faculty mentors for guidance and expert advice
- **Publication Support:** Two research journals for peer-reviewed publication of research findings
- **Research Grants and Funding:** Facilitates access to research grants and funding opportunities
- **Research Ethics Training**: Promotes responsible and ethical research practices
- **Collaborative Research Partnerships:** Provides hands-on research experience and networking opportunities

The mode of function:

Identifies the areas of research and motivates to take research projects

Arranges lectures regarding ethical issues in research

Conducts annual workshops on research methodology, synopsis, and dissertation writing

Periodic review of the progress of dissertations of students &projects

Support facilities for research

Special leave for research work completion.
Visits to universities, industries, and libraries for data collection
Free publication support through journals
Appreciation for research achievements and financial support

Evidence of Success

- Three Research Funded Projects by CCRAS& MUHS
- Two International Peer-Reviewed Journals
- Five patents are published and in the process of Grant
- Eight Best Research Paper Awards & two Best Research Faculty Awards
- Fourteen faculties are selected as research database faculties
- Four Avishkar Research Innovation State-level Awards
- Three Faculties in Advance Research Education Technology database of MUHS
- Faculties working as Reviewers and editorial board members
- Two PhD faculty and 58 book publications with ISBN

Research Activities held:

- National seminars 2
- National Webinars 17
- Basic & Advance research methodology workshop 36
- Teachers Training Programmes 4
- Research Projects & workshops on UG and PG level 11
- Ethical committee workshops
- Research Software Training like Medley Reference Manager, EPI Info, and SPSS

Problems Encountered and Resources Required

1. Unavailability of Refresher Courses to groom teachers to take up research projects
2. International collaboration can be sought to make research more qualitative

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File Description	Document
Any additional information	[View Document](#)
Link for best practices page in the Institutional web site	[View Document](#)
Link for any other relevant information	[View Document](#)

7.3 Institutional Distinctiveness

7.3.1

Portray the performance of the Institution in one area distinctive to its priority and thrust within 500 words

Response:

AROGYA APALYA DARI (Health at Your Doorstep)

The institute is moving forward with a vision and policy to provide services by performance in the area of health care management, focusing on quality and trust to meet the needs of the semi-urban population in Ashta and surrounding by providing distinctive priority in health care management under **"Dhanvantari Hospital"** and **"Sunshine Multispecialty Hospital"**.

Title of Programme: "Arogya Apalya Dari'' (Health at Your Doorstep)

Aim & Objective:

- The main aim of the "**Arogya Apalya Dari"** health camps is to offer communities, particularly those in underprivileged and isolated locations. These camps can provide easily accessible, preventive, and curative Ayurvedic healthcare treatment.
- These health camps aim to bridge the healthcare gap, promote the importance of preventive care, and improve the overall health and well-being of the community.

Plan of action:

1. **Planning and Coordination:** Health camps involve meticulous planning and coordination with preparing and implementing schedules. It includes the identification of locations based on health needs. Coordinating with local authorities and healthcare providers, camp arrangements are planned.
2. **Resource mobilization** involves assigning a team of Ayurvedic practitioners, students, and support staff to scheduled camps with proper training. This includes arranging camp medicines, diagnostic equipment, and other necessary materials.
3. **Promotion and Outreach:** Promotional materials such as flyers, and posters, which provide information about the date, time, location, and services offered, are distributed priory before the camp. Promotions of services are spread through social platforms and public relations officers.
4. **Camp Setup and Service Delivery:** Arrangement of camp setup at the campsite is well

organized. Services are delivered with enough resources and medical care. Screening **home-to-home survey** is carried out. Street play, rallies, and lectures create health awareness.

5. **Referral and IPD management:** Those referred from health camps get admitted and provided further medical and surgical treatment according to need.

6. **Follow and Feedback:** of patients about satisfaction and services provided. As per the given suggestions, arrangements for further camps are carried out.

Outcome:

Healthcare services are provided to underserved populations by adopting villages. Villages like **Baj, Nagarale, and Kanegav** have been adopted to provide healthcare facilities, creating an inclusive atmosphere and building community trust.

Benefits:

- The health camps bring healthcare directly to the community eliminating barriers such as distance and transportation facilities.
- Preventive Care: Educating the community about early detection, disease prevention, and lifestyle modification.
- Community Engagement: Camps help to create awareness and trust within the community.

Problems Encountered:

1. Logistic issues: Ensuring the timely transportation of medical supplies, and equipment can sometimes be difficult in remote areas.
2. Funding: Securing sufficient funds and resources to organize and sustain the health camps.
3. Follow-up care: for patients with chronic conditions or those requiring ongoing and indoor treatment.

Conclusion:

"**Arogya Apalya Dari"** health camps have the potential to make a long-lasting impact on the health and well-being of the community served.

Number of Health Camps During Last Five Years	Academic Year	2018-19	2019-20	2020-
	Number of Health Check-up Camps	93	145	58

File Description	Document
Link for any other relevant information	View Document
Link for appropriate web page in the institutional website	View Document

8.Ayurveda Part

8.1 Ayurveda Indicator

8.1.1

Integration of different systems of health care in the teaching hospital.

Response:

Integrated health systems, according to the World Health Organization are "The organization and management of health services so that people get the care they need, when they need it, in ways that are user-friendly, achieve the desired results, and provide value for money."

Institute and Dhanvantari Hospital has been providing Ayurveda, Yoga, Allopathy, and Dental care to the community since the establishment of the hospital.

Aim:

- To provide higher quality of health care and better outcomes for patients.
- To ensure patient transitions appropriately through health care systems to provide the best value and service to patients.
- To Integrate Yoga and Ayurveda for preventive and curative measures.
- To provide more efficient and better service which leads to better overall health outcomes for patients.

Integration policy of Dhanvantari Hospital through the framework of various departments of AYUSH :

Swasthavritta & Yoga Department:

- Different Yogasana, pranayam, Yog Nidra, etc are advised according to the needs of the patient for preventive and curative purposes.
- Naturopathy procedures like Shankha prakshalan are carried out under the supervision of Experts for diabetic patients.
- A separate Pathya unit has been established for daily routines and seasonal regimens according to individual constitutions and disorders.

Prasuti tantra and Streeroga Department:

Garbha sanskar, Uttar Basti, Yoni dhavan, and Yoni dhupan are implemented as per Ayurvedic practices.

Balroga Department:

- Kaumarpanchakarma procedures are conducted in the Panchakarma Department.
- Implementation of Suvarnprashan yoga on pushya nakshatra every month.

Kayachikitsa department:

Ayurvedic herbal medicines are prescribed as per disease.

Panchakarma Department:

A separate Panchakarma unit is available for preventive, curative, and promotive measures.

Shalyatantra Department:

Anushastra: Ksharkarma, Ksharsutra, Agnikarma and Jalaukavacharan are practiced.

Shalakya tantra Department:

Kriyakalpa procedures are practiced under the supervision of experts.

Integration policy of Dhanvantari Hospital through the framework of various departments other than AYUSH:

Swasthavritta & Yoga Department:

A proposal for the DOT center has been submitted.

Rog Nidan Department:

- Modern Radiological and pathological investigations are done in the central lab.
- Collaboration with other registered diagnostic labs has been done for specific investigations.

Prasuti tantra and Streeroga Department:

- Obstetrics and gynecological surgeries are done under the supervision of consultants.
- Approved PCPNDT Centre.

Balroga Department:

- NICU is functional under the supervision of a Pediatrician.
- The government recognized the vaccination center on the third Friday of every month.

Kayachikitsa Department:

Well-equipped ICU & Dialysis center with regular visits of consultants.

Panchakarma Department:

A separate Physiotherapy center in collaboration with the Panchakarma Department is available.

Shalyatantra Department:

- Two well-equipped major and minor OTs are available.
- Various surgeries: General, Vascular, and Specific are being done.

Shalakya tantra Department:

- A separate Dental OPD is functional.
- Ophthalmic and ENT surgeries are conducted under expert supervision.
- An optometrist has been appointed for regular checkups of vision.

The institute extends a helping hand in the COVID-19 pandemic by establishing a dedicated COVID center in 2020-2021.

File Description	Document
Any additional information	[View Document](#)
Links for Letter of approval from the appropriate authority	[View Document](#)
Links for Details of integration in terms of number of departments, faculty/consultants involved, clinical conditions considered for integration and integrated protocols developed	[View Document](#)
Link for Institutional policy of integration	[View Document](#)
Link for Additional Information	[View Document](#)

8.1.2

Institutional mechanism towards classical way of Ayurveda learning

Response:

The science of Ayurveda has been written in Sanskrit. To master the text one must be an expert in the language in which the original texts have been written. Sanskrit is a language which has a scientifically structured grammar. Adding prefixes and suffixes gives varied meanings to a word. It is therefore essential to learn it perfectly for a proper understanding of classical texts. Additional efforts made by the institution to facilitate Sanskrit learning have been under the following heads:

1)**Sambhashan Varga,**

2) **Samhita vachan,**

3)**Shloka Pathan,**

4) **Participation in the Shloka competition,**

5) **Prachya vidya dalan**

1. **Surabharati Sanskrit SambhashanVarga** :

This course is implemented for the students of first-year B.A.M.S. after their admission. This course is for 33 days. An additional one hour every day is allotted for Sanskrit sambhashanvarga. Initially, pronunciation and construction of simple sentences are taught. After that, concerned knowledge of the language is given, then the grammatical part of Sanskrit is taught. Thereafter prose writing and group activities for communication in Sanskrit in a given situation are done. During the period of course different exercises are given to the student for the assessment of their progress. In the end, the course exam is conducted and result analysis is done.

1. **Samhita Vachan:**

Samhita Vachan class is conducted once a week. It is part of the regular curriculum. Students are encouraged for the same through conduction of various competitions. Samhita vachan competition is conducted on the occasion of Sacred Charak Jayanti. rhythm, fluency, and pronunciation are taken into consideration for assessment and ranking is given accordingly.

1. **Shloka Pathan:**

Prime importance is given to shloka recitation. Shloka Pathan competition is conducted on the occasion of Charak Jayanti. This too includes assessment of rhythm, fluency, pronunciation, number of shlokas recited, etc that is considered for the competition.

1. **Participation in Shloka competition:**

Students are encouraged to participate in various shloka competitions. Students have achieved good rankings at Local and National level shloka competitions.

1. **Prachya vidya dalan** :

Samhita Siddhant department has a separate unit of **Prachya Vidya Dalan** where students benefit from the provision of ancient manuscripts & rare books.

Outcomes: Students will be able to

1. Pronounce Sanskrit words properly.
2. Read and write Sanskrit words and Sanskrit Samhitas.
3. Create Sanskrit sentences
4. Translate Sanskrit sentences into Marathi/English
5. Communicate in Sanskrit throughout the program of Ayurveda
6. Get familiar with Sanskrit especially those who come from English medium schools and Convent schools.

Institution preserves and promotes classical Ayurveda learning :

1. **Curriculum Design**: The institution has comprehensive curricula that encompass classical Ayurvedic texts, such as the Charaka Samhita, Sushruta Samhita, and Ashtanga Hridaya.

2.   **Emphasis on Classical Texts**: Students are encouraged to study and understand classical Ayurvedic texts in their original language (usually Sanskrit) or through authoritative translations.

3.   **Practical Training**: The institution provides opportunities for students to gain practical experience through internships, and clinical rotations.

4.   **Integration with Modern Medicine**: The Institute recognizes the importance of integrating Ayurveda with modern medicine, fostering interdisciplinary collaboration and promoting a holistic approach to healthcare.

File Description	Document
Any additional information	[View Document](#)
Links for teaching schedule including total hours of teaching	[View Document](#)
Links for Attendance and certificate of completion of schedule hours of teaching	[View Document](#)
Links for Assessment, feedback and outcome	[View Document](#)
Link for Additional Information	[View Document](#)

8.1.3

Promotion of seasonal Panchakarma and implementation of lifestyle modifications including Kaumarapanchakarma

Response:

Seasonal Panchakarma:

'Health for All' is the motto of W.H.O. declared on World Health Day in 2019. "SwasthasyaSwasthyaRakshanamAturasyaVikaraPrashamanam", which means to maintain and promote the health of a healthy person and to treat diseased ones with the help of daily regimen (dincharya) and seasonal regimen (Rutucharya).

Department of Panchakarma has conducted VasantikVaman camp, SharadeeyaVirechan camp, and VarsharutuBasti camp. Patients suffering from asthma, Obesity, PCOD, and Skin Diseases get relief from this Shodhana procedure.

Objectives :

- To create awareness among society about the importance of Seasonal Panchakarma for health maintenance.
- To spread the benefits of Seasonal Panchakarma to the grassroots level.

- To help students gain practical knowledge about Panchakarma.
- To convey to society that Ayurveda is for both- the healthy and the diseased.

In this practice people are approached through medical camps, social talks with different forums, and classical practices in OPD. The public is encouraged through mouth-to-mouth publicity as well.

As people are negligent about their health and are unaware of post complications of Panchakarma therapy if involved in apathyasevan then special counseling sessions are conducted before starting the therapies to enlighten them with various healthy food habits and make them follow Pariharyavishayas. Complications as such encountered are very less.

Kaumarpanchakarma:

The Panchkarma department is collaborating with the Kaumarbhritya department for the Panchakarma of disabled children. We are providing special services for such patients. Abhyanga, Shashtikshalipinda-sweda, Shirodhara, Shiropichu, and Bastietc are practiced for them which shows marked and encouraging results.

 Dhanwantari Hospital has even taken a project for delayed milestones and mentally retarded children of special school at Palus, dist. Sangli where they benefited from the advantages of Panchakarma. They show marked improvement in their daily activities. SarvangaAbhyanga, Shiropichu, Physiotherapy, and Speech therapy are conducted for them under the guidance of Panchakarma & Balrog Department experts.

Dhanvantari Hospital conducts Suvarnaprashanvidhi for the betterment of the children in terms of immunity and intellectual quotient.

Intellectual disability (formerly called mental retardation) refers to a group of disorders that have in common deficits of adaptive and intellectual functions at an age of onset before maturity is reached.

After summarizing scattered references on intellectual disability, it is clear that genetic factors (beejadosha), improper diet (apathya), suppression of natural urges (vegadharana), and gynecological disorders (yonidosha) during pregnancy play important role in the development of fetal disorders (garbhavikruti) and mental disorders (manasikvikara).

Principle of Treatment :

1. To improve quality of life
2. To facilitate early rehabilitation.
3. To enhance the functional capacity of the child to make him/ her self-dependent.
4. To decrease the complications of the therapy.

 Areas for Intervention :

1. To relieve the muscle spasticity for control of seizures.
2. To prevent orthopedic problems like hip subluxation, scoliosis, equine deformity, etc
3. To improve cognition, learning, and memory for better acquisition of skilled movements.

File Description	Document
Any additional information	[View Document](#)

File Description	Document
Protocols incorporating Principles of Ayurveda and their implementation	[View Document](#)
Protocols developed for lifestyle modifications through Ayurveda and the promotional activities undertaken, number of people who were advised lifestyle modifications and the outcome thereof	[View Document](#)
Number of activities to promote seasonal Panchakarma, and number of seasonal Panchakarma procedures performed	[View Document](#)
Links for SOPs of development, implementation, monitoring and revision of SOPs	[View Document](#)
Links for Activities towards improvement of clinical documentation, details of new initiations in administering Panchakarma procedures	[View Document](#)
Link for details of activities towards maintenance of quality, details of training content, frequency of training, skill development programs of therapists	[View Document](#)
Link for Additional Information	[View Document](#)
Details of mock drill to manage complications etc	[View Document](#)

8.1.4

Steps adopted by the Institution towards implementation of Swasthavritta activities such as Sadvritta, Acharararasayana, Dinacharya and Ritucharya etc. in the last five years

Response:

Swasthavritta Activities:

Activities like Sadvritta, Achara Rasayana, Dincharya, Ritucharya, Trayopastambha, PathyapathyaAharvihar,rasayanasevana, and Yog vignyana are very effective to maintain personal, social & spiritual health to build up an ideal society in our country.

Our institution has adopted the following steps for the implementation of Swasthvritta activities as follows :

Swasthavritta activities:

1. **Health talks**: Health talks on various topics like lifestyle changes and lifestyle disorders, Yoga andYougikShudhikriyaetc.
2. **Health Awareness Ralleys**: Ralleys with notifying banners are periodically conducted throughout the year, especially during the Celebration of National Days.
3. **Advice at Swasthyarakshan OPD**: The OPD aims to advise dietary as well as yogic practices for the betterment of the health status of an individual.
4. **Har Ghar Har Din Ayurved Campaign:** Under the Swasthavritta department Har Ghar Har Din Ayurved Campaign is organized. It Includes a Rally for Public awareness of Poshan. (Nutrition),Lecture on the Usefulness of Ayurved for Millenials, Awareness Rally for Millenial's Health problems & their Dietary solutions, Health check-up camp for children in Ashramshala, Lecture on Ayurvedic Diet Concept and Impact of Malnutrition in society, Ayurved AharConcepts, Distribution of Swasthyapatrika for health awareness and Survey of Senior citizens Lecture on Mental Health in senior citizens, Antarang Yoga Sadhana (Meditation) Practice for students.
5. **Demonstration of DincharyaUpakrama**: Dincharyaupkram like Gandush, Pratimarshnasyaetc are conducted in Swasthavritta and Yoga department to give practical knowledge to students to understand the importance of Dincharyaupkramas.

Thus, the involvement of the students is very important to educate in these fields. The above activities are implemented for the common public in the community to spread the greatness of Ayurveda. We do get a good response from society towards Ayurveda. It found that Ayurvedic management plays a very effective role in alleviating today's common social health problems.

Dincharya includes bramhamuhutra, malamutravisarjan, ushahpan, jihvanirlekhan, abhyanga, vyayama kaval and gandusha, udvartan, anjan, snan, dhoompan, aharsevanvidhan and dhyan. Ayurveda has given excellent guidelines about all upakramas mentioned above which should be followed in our daily routine.

Ritucharya: In India, a span of years has been divided into six ritus which are Varsha, Sharad, Hemant, Shishir, Vasant, and Grishma, and grossly into summer, winter, and rainy seasons. Ayurveda has effectively provided guidelines about these seasonal changes (ritus), and rituharitakisevan, and advised that a person should change his food and lifestyle accordingly.

Ayurveda has significantly advised about the personal and social code of conduct under the topics **Sadvritta and Achara Rasayana.**

Ayurveda has mentioned Trayopastambha which includes Aahara, nidra, and Bramhacharya. Aaharavignyana includes aaharavidhividhana, sevana kal, aharamatra, vishamashan, pathyapathya, etc. Nidra vignyana includes benefits, prakritiksamay, nidraviparyay, types of nidra etc.

File Description	Document
Any additional information	[View Document](#)
Links for list of people who have undergone such activity and their outcomes, in the last five years	[View Document](#)
Links for details of promotional measures undertaken for each activity	[View Document](#)
Link for Additional Information	[View Document](#)

8.1.5

The institution has taken adequate measures to develop and maintain Herbal Garden in terms of the number of species and plants....

Response: E. Less than 2,500

File Description	Document
List of medicinal plants / species in the herbal garden	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Geo tagged photographs of the herbal garden	[View Document](#)
Any additional information	[View Document](#)
Link for Additional Information	[View Document](#)

8.1.6

The institution has taken adequate measures for the preservation and propagation of rare and endangered medicinal plants as per the list provided by the National Medicinal Plant Board

Response:

Dravyaguna department of Hon Shri Annasaheb Dange Ayurved Medical College, Ashta has a medicinal plant garden in 80000 sq. ft. which is divided into two parts i.e.40000 sq.ft.per part. In this area. There are a total of 915 plants. It is a well-irrigated and well-fenced area. The majority of plants are mentioned in the syllabus but the institute has some rare and endangered threatened plant species e.g. Vana kadali (Enset superb), Agaru (Aquilaria agalocha), Ashoka (Saracaasoka), Vidanga (Embelia robusta), Guggul(Commiphoramukul), Noni (Morindacitrifolia), Shatavari (Asperagusracemosa), Sariva (Hemidesmus indicus), Narkya (Nothopodytusneumoniana), Rakta Chandan (Pterocarpus santalam), Chandan (Santalum album), Jyotishmati (Celatruspaniculatus), Chorophytumborivilianum (Safed Musali),Desmodiumgangenticum (Shalparni), Plumbago zelyanicum (Chitrak)which are sustainable to current atmosphere. This year, the Institute has planted Celastrus paniculatus in the garden. Irrigation facility has been provided by the institution.

Preservation of endangered ayurvedic medicinal plants will involve the combination of strategies to conserve their diversity by protecting their natural habitats and promoting plant protective harvesting practices. In the future, the institution is planning to increase the number of rare & endangered plants and also all possible efforts will be taken for this propagation. The institute has taken measures to plant these species in a separate area in the herbal garden with special precautions and care for them accordingly. Institute plans of collecting their seeds and vegetative parts to propogate them widely. The institute organizes an awareness program regarding the medicinal values of endangered species in ayurvedic treatment and accordingly plantation of such species amongst ayurved students. These endangered species have to undergo special precautions about the atmosphere, water, soil, and protection from wild animals. Institute finds out the special land or area where they can be propagated abundantly. Awareness amongst all students will be helpful in their propagation. They can plan to cultivate these species at their home place, garden, or agricultural land and also make aware of their neighbors to cultivate these plants. The institute will be able to find out more species in the future once the plan for the above plants becomes successful. The institute educates the students about the cultivation /nursery preparation techniques of medicinal plants including RET. Hence, students can educate the farmers about cultivation techniques of various common and endangered medicinal plants which are having more medicinal value and their trading demand. The institute develops collaborative work with various Agri institutes to develop the endangered species plant samplings to increase the number of plants.

The "RET" listed plants are available in the garden for which special precautions mainly mud, natural fertilizers, etc. are taken.

File Description	Document
Geo tagged photographs of the facilities/garden	[View Document](#)
Any additional information	[View Document](#)
Links for Details of activities undertaken by the institution to promote conservation and propagation of rare and endangered plants	[View Document](#)
Link for Additional Information	[View Document](#)

Other Upload Files	
1	[View Document](#)

8.1.7

Average annual expenditure incurred towards herbal garden development and maintenance, purchase of raw-materials and Medicines during the last five years

Response: 2188010.6

8.1.7.1 Total expenditure incurred towards herbal garden development and maintenance, purchase of raw-materials and Medicines during the last five years

Response: 10940053

File Description	Document
Report of activities undertaken by the institution for cultivation and propagation of medicinal plants	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Geotag photographs of the plantation area	[View Document](#)
Expenditure on the purchase of raw-materials and Medicines	[View Document](#)
Details of the land documents of the plantation area	[View Document](#)
? Audited statements of the accounts for the expenditure incurred during the last five years	[View Document](#)
Any additional information	[View Document](#)
Link for Additional Information	[View Document](#)

8.1.8

Efforts of the institution to involve students in Yogic practices & promotion of such practices among the public/community

1. **Availability of full-fledged Yoga hall**
2. **Availability of trained Yoga demonstrator**
3. **Facility for Yoga for common public**
4. **Facility for therapeutic Yoga**
5. **Facility for advance Yogic practices like jala neti, sutra neti etc.**

Response: 1. All of the above

File Description	Document
Yearly data of attendance of common public and patients attending common Yoga and therapeutic Yoga	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Documents relating to the qualification and experience of the Yoga demonstrator	[View Document](#)
Details of attendance of advanced Yogic practices	[View Document](#)
Blue print of the Yoga hall	[View Document](#)
Any additional information	[View Document](#)
Link for Additional Information	[View Document](#)

8.1.9

Efforts of the Institution towards conservation and validation of local health traditions during the last five years

Response: A. 20 and above

File Description	Document
Institutional data in prescribed format	[View Document](#)
Details of the activities / programme with geo tagging	[View Document](#)
Any additional information	[View Document](#)
Link for Additional Information	[View Document](#)

8.1.10

Describe the availability of licenced and certified teaching Pharmacy for teaching and demonstration for students and medicine manufacturing within 500 words

Response:

Teaching Pharmacy

Under the department Rasashastra and Bhaishajyakalpana, we have well well-equipped Teaching Pharmacy in which we regularly manufacture various Ayurvedic formulations. The main aim of this teaching pharmacy is to give more updated knowledge and to teach various aspects of the manufacturing process of Ayurvedic formulation. In pharmacy, the formulations are prepared as per the demand of the

consultants from our Dhanvantari Hospital. Last year 76 products were manufactured. Students too got knowledge regarding this formulation with practical training.

The Teaching pharmacy has an MOU with Dhanwantari Ayurvedic Pharma, Ashta. The details of the Pharma are as follows:

Dhanwantari Ayurvedic Pharma

Traditional concepts merged with modern technology and innovative minds leading to quality products have been the motto of Dhanwantari Ayurvedic Pharma. It was established in 2009, situated at Ashta, and started to manufacture quality products at economical rates. The Pharmacy is situated in a building of 4886 sq. ft. and is well-equipped with modern instruments.

Management: The Pharmacy is managed by Hon. Shri Annasaheb Dange- Proprietor and Founder Chairman of Sant Dnyaneshwar Shikshan Sanstha, Islampur who strives to bring in quality at every level with his managing team.

Vision: To serve the health of society with quality Ayurvedic products.

Mission:

1. To bring quality Ayurvedic products at reasonable prices.
2. To augment customer satisfaction through a quality management system.
3. To be in a process of continuous improvement by setting newer goals.

Certification: GMP certification is in process.

Area: The premise has adequate space for:

1. Receiving and storing raw material
2. Rejected goods store
3. Processing area
4. Quality control section
5. Packing area
6. Finished goods store
7. Office

Staff: The working staff includes the manufacturing Incharge, Analytical Incharge, and supporting staff. Others include clerical staff, machine operators, sweepers, cleaners, etc.

Products: Dhanwantari Ayurvedic Pharma has a wide range of proprietary products in various dosage forms like syrup, powder, oil, and tablets. The formulations very frequently used by the common man for day-to-day ailments have been made after much forethought. They include:

1. Ashta Memfiv Syrup – Medhya
2. Ashta Lukorid Syrup – Uterine Tonic
3. Dhan Ruby Powder – Arthritic pain, joint pain
4. Dhan Aeci Powder – Hyperacidity, heartburn

5. Dhanwantari Ubtan Powder – Udwartan
6. Dhandbelin Powder – Vatanashak
7. Dhanwantari Liniment – Joint pain, swelling
8. Dhanashta Hair Oil – Hairfall, Dandruff
9. Dhanderma Oil – Skin diseases
10. Drheumatin Tablet – Arthritic pain, joint pain
11. Dhandibin Tablet –Prameha
12. Ziristone Syrup – Digestive syrup
13. Daciplus Tablet – Hyperacidity, Gastritis, Heartburn
14. Dhan Dant Prabha Powder – Dental pain
15. Ashtarid Syrup – Digestive syrup

Presently the Dhanwantari Ayurvedic Pharma is under renovation process.

File Description	Document
Any additional information	View Document
Links for Manufactured dosage forms	View Document
Links for List of functional equipments available	View Document
Links for Copy of the license and GMP certificates	View Document
Links for Blue print of the Pharmacy	View Document
Link for Additional Information	View Document

8.1.11

Describe the activities undertaken by the Institution towards practice of various procedures of Kriyakalpa

Response:

Kriyakalpa's are unique procedures practiced in Shalakyatantra having a wide range of implications in the management of Netraroga as well as in Karna, Mukha, Nasa, and Shiroroga. Kriyakalpa's are local external procedures that are included in Bahya parimarjana chikitsa.

Various medicines are used in Kriyakalpa which are very effective in Timir, Abhishyanda, Arma, Karnabadhirya, Pratishyaya, Ardhavabhedaka, and so on.

The patients of the age group between 17 to 60 years, irrespective of gender and socioeconomic status having Arma, Karnabadhirya, Pratishyaya, Ardhavabhedaka are treated by performing various Kriyakalpa's in OPD and IPD of Shalakyatantra Department of Dhanwantari Hospital, Ashta. The Kriyakalpa procedures are following -

1. Parisheka

2. Aschyotana

3. Pindi

4. Bidalak

5. Tarpan

6. Putapaka

7. Anjana

After taking history, complete examination, and investigations, the patients are subjected to perform Kriyakalpa's after amapachan&mruduanuloman. follow-ups are taken according to disease conditions weekly or monthly. Improvement is assessed based on relief in signs and symptoms of the diseases.

More than thousands of patients of Netraroga's and Karna, Mukha, Nasa, and Shirorogas in the last 7 years are been treated by Kriyakalpa treatment. There was significant relief in signs and symptoms in Netraroga's, Karna, Mukha, Nasa, and Shirorogas. Shalakya department studies the pharmacodynamics of Kriyakalpa's based on the principles of Modern Pharmacology like route of drug administration, solubility and bioavailability, absorbing surface and its vascularity, physical state of drug, compliance of patients, excretion of administered drugs, etc. The systemic route has limitations as many large molecules cannot cross the blood-aqueous barrier which can be given topically.

Further, there are 2 types of absorption mechanisms:

1. vascular

2. corneal.

All these Kriyakalpa procedures are routinely done in Dhanvantari Hospital by trained and skilled therapists. At certain intervals of time, training programs are arranged to educate them. SOPs are well maintained by continuous monitoring and revisions. Records of patients and all our efforts of implementation of Kriyakalpa with their clinical improvements are correctly documented by hospital administration. Shalakya department is honestly putting efforts into the promotion of Kriyakalpa procedures by arranging camps in nearby localities, advertisements in mass media, health talks, low-cost therapies to attract poor communities, improvements in services delivered to patients, etc.

As these procedures are mainly locally done and are non-invasive, very less complications are observed. Observed complications are mild and managed comfortably in our hospital. However; the hospital keeps emergency kits ready and available to manage any emergencies that might arise during procedures.

File Description	Document
Any additional information	[View Document](#)
Links for SOPs of development, implementation, monitoring and revision of SOPs	[View Document](#)
Links for details of new initiations in administering Kriyakalpa procedures	[View Document](#)
Links for Details of availability of emergency kits and mock drill carried out to manage complications etc	[View Document](#)
Links for Details of activities towards maintenance of quality, details of training content, frequency of training, skill development programs of therapists	[View Document](#)
Links for Activities towards improvement of clinical documentation	[View Document](#)
Link for Additional Information	[View Document](#)

8.1.12

Describe the activities undertaken by the Institution towards practice of various types of Anushastra

Response:

Major surgeries are performed by shastras while minor surgeries and parasurgical procedures are performed with anushastras which are mainly used for children those having fear about surgeries.

Anushastra is the Parasurgical procedure described in Ayurveda literature apart from many surgical procedures. These procedures are separate from major Ashtavidha shastrakarma. Anushastra is carried out in those conditions where shastrakarma and surgery cannot be done and some special conditions like children & sensitive patients. Anushstra procedures (Ksharkarma, Ksharsutra, Agnikarma, Rakta mokshan) are performed which showed results in various Shalya vyadhis like Anorectal disease, wound or ulcer, tennis elbow, calcaneum spur, and hemorrhage. With the help of trividha karma (Purva karma- Preoperative, Pradhankarma- Operative, Paschat karma – Postoperative), Anushastra karma is being done.

Following Anushastras are commonly used in Dhanvantari Hospital:

1. **Kshara Karma-**

Chemically they are caustic alkalis considered among shashtras and anushastras as they function like excision, cutting, scraping, etc. Under the Shalya department, kshar sutras are used for various cases like

Anorectal diseases, nadivrana, bhagandar, etc. Kshar karma is also used in tvak kshudra rogas like Mashak, Charmakil, etc. Considerable regular follow-up after Kshar karma is taken periodically.

1. **Agni karma-**

It is useful in diseases that are incurable by drugs, surgeries, and ksharas. Intense pain caused by Vata dosha is effectively managed by Agni karma though it may have originated from Gambheera dhatus. Shalya department aims to the application of Agnikarma in the treatment of diseases like arsha, bhagandara, sira-snayu-asthi-sandhigatavatavikaras, Plantar fascitis, calcaneal spur, etc.

1. **Raktamokshana-**

Rakta dushti many times acts as a prime factor in the causation of many diseases like Kustha, skin diseases leucoderma, boils, hypertension, allergies, etc. It gives instant relief from such diseases and pain. There are various methods used by the Shalya department under raktamokshana such as jalaukavacharana, siravedhana, etc.

For this purpose, the hospital has appointed well-trained therapists and after a certain interval of period, training programs are arranged for them. Quality of work and results is strictly maintained in the hospital.

For the promotion of these anushastra therapies in society, health camps are arranged at different nearby locations by posting skilled doctors. So many economically poor classes are treated well by avoiding major surgeries and adopting anushastras as para-surgical procedures.

Very less complications are observed while implementing anushastras; still, if any side effect is observed, it is managed with an emergency kit and other medical equipment kept ready in the hospital. Further documentation of all these procedures and patients is well maintained by the hospital.

We are arranging new initiatives in administringAnushastra karma like health camps, advertisements on cable TV, health talks, rallies, etc.

File Description	Document
Any additional information	[View Document](#)
Links for SOPs of development, implementation, monitoring and revision of SOPs	[View Document](#)
Links for Details of new initiatives in administering Anushastra Karma	[View Document](#)
Links for Details of availability of emergency kits and mock drill carried out to manage complications etc	[View Document](#)
Links for Details of activities towards maintenance of quality, details of training content, frequency of training, skill development programs of therapists	[View Document](#)
Links for Activities towards improvement of clinical documentation	[View Document](#)
Link for Additional Information	[View Document](#)

8.1.13

Describe the activities undertaken by the Institution towards practice of various procedures related to Prasuti and streeroga (uttarabasti, garbha sanskara etc.)

Response:

Gynecological health, sound maternity, and care of puerperal are the keys to women's healthy life in the present working era. The institute is putting efforts for the same through the department of Prasuti Tantra and streeroga by various procedures like- Garbhadhanavidhi, garbha samskara, garbhini paricharya (ANC care), Uttara Basti, etc.

The various activities carried out are -

1. ANC card for follow-up containing basic details of the patient
2. Garbhadhanavidhi
3. Garbha samskara
4. Garbhiniparicharya
5. Labour counseling
6. Sutikaparicharya etc.

Do's and don'ts during the particular period, benefits, indication- contraindications, and importance of all the activities will be educated to the patient.

In cases of infertility, menstrual disorders, or any other gynecological problems, Uttar basti is being done

under all aseptic precautions as per the indication. The details of the procedure, benefits, indications, contraindications, and complications are explained to the patient.

To maintain the Quality and Efficacy of the procedure, the following Protocols are Followed:

1. Taking informed consent
2. Pre-operative preparation
3. Drug preparation under all aseptic precautions
4. Instrument preparation
5. Proper procedure from skilled doctors
6. Post-operative care along with management of complications
7. Improvement of clinical documentation

New initiations in administering uttar basti and garbha samskara:

1. Basic knowledge regarding uttar basti like- indications, contraindications, benefits, and complications
2. Pre-operative, operative, and post-operative care of Uttara Basti
3. To issue ANC card
4. Recording all the follow-ups
5. Educating the patient regarding the benefits of garbhadhana vidhi, garbhini paricharya, garbha samskara, etc.
6. Labour counseling with pictorial representation and models

Emergency kits and mock drills carried out to manage complications:

1. Proper planning for the procedure as per SOP
2. Prior preparation for the procedure in case of emergency
3. Pre-operative checklist before posting the patient for the procedure
4. Separate emergency medical kit to manage the complications

Garbha sanskara :

Garbha sanskara sessions are conducted every Tuesday &Thursday by the Department of Prasuti Tantra and Streeroga for Pregnant women. Faculties of the department conduct all these sessions with the help of trained PG & Internee students. These sessions include pre-conceptional cases,i.e. Garbhadhan Sanskar & garbha sanskara. In this program, counseling of couples is done. Monthwise diet plans, yoga, meditation & routine care are explained to patients. Music therapy is conducted for mind Relaxation.

The practice comprises of :

1. Selecting and transmitting positive influences to the fetus utilizing yoga.
2. Advising to read good scriptures.
3. Aims to have a positive thinking.
4. Ask to pray, have a healthy diet, and cheerful behavior.

Hence; the concept of "Supraja Janana" is wisely applied and followed in the community. Even the proper Garbhini paricharya i.e. month-wise regimen of a pregnant woman is advised which helps to

maintain normal pregnancy, maternal and fetal wellbeing, and fetal growth.

Training & skill development programs are carried out by the department. Under this training, students are trained for routine administration of Local therapies for Gynaecological conditions & Garbha Sanskara program.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document
Links for SOPs of development, implementation, monitoring and revision of SOPs	View Document
Links for Details of new initiations in administering Uttarabasti and following the practice of Garbha sanskara etc	View Document
Links for Details of availability of emergency kits and mock drill carried out to manage complications etc	View Document
Links for Details of activities towards maintenance of quality, details of training content, frequency of training, skill development programs of therapists	View Document
Links for Activities towards improvement of clinical documentation	View Document

8.1.14

Describe the facilities available in the Institution towards delivering Pathya kalpana

Response:

Pathya Department:

Pathyas are defined as diets that are beneficial for both body and mind and those which are not beneficial are termed apathya. Consideration for specific diet patterns and healthy lifestyles is quite evident in Ayurveda in various contexts aiming at nullifying the aggravated doshas as well as the curative aspects of rogas. Pathya not only advocates intake of wholesome food but also directs to follow a certain regimen to fasten the process of recovery from the diseased state. Hence, an attempt is being made to put into practice the implications and importance of pathya-apathya by producing a prescribed diet and habit for various diseased conditions.

Need for Pathya Unit:

1. Explore the hidden knowledge of Ayurveda
2. Use Pathya for faster recovery from diseases
3. Avoid the recurrence of diseases caused by ill eating habits.
4. Use pathya as a preventive measure
5. Create awareness of proper diet regimen in society

Aims of Pathya Unit:

1. To make patients aware of the importance of pathya
2. To provide appropriate Samsarjan krama (diet regimen post Panchakarma therapy)
3. To restore normalcy of the Agni (digestive power)
4. To provide a properly managed diet regimen
5. To make food healthy and nutritious

Area: A separate unit is started in our Hospital premises. The unit has adequate space for:

1. Store: Receiving and storing raw material
2. Kitchen: Cooking area
3. Washing & Cleaning area
4. Dispatching area

The kitchen is well equipped with all required cooking utensils and materials along with facilities for instant preparations like svarasa, kalka, ksheerpakaetc on demand. A state of hygiene is well maintained by the concerned team.

Staff: The unit is projected to function under the Dept. of Swasthavritta and Bhaishajya Kalpana.

1. Coordinator
2. Dietician
3. Preparation manager
4. Purchase and Store in charge

The working staff includes a cook and supporting staff. Others include clerical staff, sweepers, cleaners, etc.

The team has the responsibility of creating awareness and generating sensitivity towards Pathya among the patients, their attendees, and the public at large. A diet chart format or advisory pathya is mentioned on OPD or IPD papers and the channel for placing diet orders is informed to all consultants. Meetings are scheduled at regular intervals to check responses, analyze, and make needful amendments to the functioning. A wide range of pathya is cooked in various forms such as Manda, Vilepi, Yavagu, Yusha, Krishara, Kshirapak, etc. A lot of importance is given to the diet concerning its processing, quality, quantity, and so on.

The pathya is planned according to the age, constitution, season, habitat, and condition of the disease.

File Description	Document
Any additional information	[View Document](#)
Links for Details of activities and number of pathya preparations year wise	[View Document](#)
Link for Additional Information	[View Document](#)

8.1.15

Efforts made by the Institution for carrying out Pharmacovigilance activities related to Ayurvedic drugs.

Response:

Pharmacovigilance Activities:

Pharmacovigilance is a new branch of science, drawing the attention of Ayurveda. After noticing some Adverse Drug Reactions (ADR) with some herbo-mineral and herbal formulations, it has now become a necessity to act on these problems.

Ministry of AYUSH has introduced a new Central Sector scheme for promoting pharmacovigilance of Ayurveda, Siddha, Unani and Homoeopathy (ASU&H) Drugs.

The quality issues and safety concerns of ASU&H Drugs have been raised from various sources. The Ministry of AYUSH felt it necessary in the interest of Public Health to oversee the impact of ASU&H Drugs consumed by the people from the perspective of their safety profile. Similarly, publicizing improper drug information in the form of advertisements is a matter of concern that needs to be addressed to safeguard the interest of AYUSH drug consumers. The pharmacovigilance initiative will facilitate the detection of potentially unsafe ASU&H medicines and misleading advertisements for taking regulatory action against them.

The scheme has the establishment of a three-tier network of

1. **National PharmacovigilanceCentre (NPvCC)**: All India Institute of Ayurveda, New Delhi, an autonomous body under the Ministry of AYUSH, has been designated as the National Pharmacovigilance Centre for coordinating various activities of the initiative.
2. **Intermediary PharmacovigilanceCentres (IPvCCs):** Five National Institutes of AYUSH are designated as the Intermediary Pharmacovigilance Centres.
3. **Peripheral Pharmacovigilance Centres(PPvCC):** Forty-two institutions of AYUSH having clinical facilities as Peripheral Pharmacovigilance Centres to take up the work of reporting, documentation, analysis, causality assessment of the adverse reactions and events associated with the consumption of Ayurveda, Unani, Siddha and Homoeopathy drugs.

Need for Pharmacovigilance: The institution proposes to start a Pharmacovigilance unit shortly to serve the following intentions:

1. Humanitarian concern
2. Medicines are supposed to save lives, not cause any harm
3. ADRs are expensive, hence prevent them
4. Promoting rational use of medicines and adherence
5. Ensuring public confidence

The unit is proposed to function under the Dept. of Rasashastra & Bhaishajya Kalpana. A team has been formed to take the initiative on this proposal which includes:

1. Coordinator
2. Investigator
3. Reporter

The team has the responsibility of creating awareness and generating sensitivity towards Pharmacovigilance among the consultants, resident doctors, PG scholars, interns, and the public at large. An ADR report format will be made available and the channel for notifying any event informed. Meetings will be scheduled at regular intervals to collect data, analyse and initiate any needful action. A report of any case of ADR will be done at the Peripheral Pharmacovigilance Centre at Tilak Ayurveda Mahavidyalaya, Pune.

As a part of training human resources one National Webinar 'Bheshajasuraksha 2022' was organized on 10th Feb. 2022 under the Pharmacovigilance cell. The participants got an idea regarding awareness of adverse drug reactions.

File Description	Document
Any additional information	[View Document](#)
Links for Year-wise data of reporting of ADRs	[View Document](#)
Links for Mechanism of collection, analysis and reporting of ADRs	[View Document](#)
Links for Documents related to established pharmacovigilance centre including minutes of the meetings	[View Document](#)
Links for Details of the training of human resource	[View Document](#)
Links for Certificates for supporting recognition by National Body	[View Document](#)
Link for Additional Information	[View Document](#)

8.1.16

Is the teaching hospital / clinical laboratory accredited by any National Accrediting Agency?

1. **NABH Accreditation of the teaching hospital**
2. **NABL Accreditation of the laboratories**
3. **ISO Certification of the departments / divisions**
4. **Other Recognized Accreditation / Certifications**

Response: C. Any two of the above

File Description	Document
Institutional data in prescribed format	[View Document]
e-copies of Certificate/s of Accreditations	[View Document]
Any additional information	[View Document]
Link for Additional Information	[View Document]

5. CONCLUSION

Additional Information :

Additional Information

The institution has made significant strides in achieving its institutional goals, as outlined in its planned activities and target years which shows the institution's dedication to maintaining standards in quality management assurance.

Successful completion of the Green Audit, the Institution's participation in the Mahatma Jotiba Phule Janarogya Yojana, and Pradhanmantri Yojana facilitated by the Government of Maharashtra reflects its commitment to extending healthcare services to marginalized communities and promoting public health which enhances its network with stakeholders, including alumni, academicians, and industry experts

Moreover, the institution's active participation in research projects such as "AVISHKAR" from the university and its success in achieving state-level awards highlight its research prowess and contributions to knowledge dissemination.

- Achieved four patents and 58 copyrights by the target year 2023.
- Promoted MOUs with healthcare professionals, pharma companies, and research centers, surpassing the target in recent years.
- Maintained and updated digital library, databases, and software systems continuously.
- The numbers of achievements are as follows-

Achievements	YEAR				
	2022-23	2021-22	2020-21	2019-20	2018-19
International	2	3	10	2	7
National	5	12	4	2	14
state	21	15	6	9	5
Local	18	1	5	7	5

- Enhancing network with stakeholders- alumina, & academician/Ayurveda medicinal industry experts. Guest Lectures were conducted as follows- 2018-19: 34, 2019-20: 28, 2020-21: 26, 2021-22: 20, 2022-23: 28
- Conducted Faculty Development Programs to develop disciplinary minds, creative minds, and innovative minds Per Year for teaching & Nonteaching staff respectively 2018-19: 1, 2019-20: 12, 2020-21: 23, 2021-22: 59, 2022-23: 43
- Patents & Copyrights - 4 patents achieved
- "AVISHKAR" Research competition Projects 2018:18, 2021:2 ,2022: 18 ,2023:2, Four state-level awards of Avishkar 2022 & 2023 were achieved
- MOUs of different healthcare professionals, pharma companies, and research centers 2018-19: 11, 2019-20:18, 2020-21: 19, 2021-22: 26, 2022-23: 27
- Health camps-2018-19: 90, 2019-20: 42, 2020:21: 57, 2021-22: 118, 2022-23: 55

In conclusion, the institution's achievements reflect its dedication to excellence, innovation, and societal impact across various domains, including education, research, healthcare, and environmental stewardship. These

accomplishments serve as a testament to its commitment to fostering holistic development and advancing knowledge for the betterment of society.

Concluding Remarks :

Entering in Sliver Jubilee year of excellence, being established in 1999 considering the future vision and mission Institute achieved major milestones, which reflect the high level of wisdom and intellect. The institute provides a high academic potential with evidence of **19 Gold Medals** and overall more than 96% results of academic. The institute has been accredited with ISO 9001-2015, 14001-2015, Green audit of quality accreditation. Statutory committee programs from Vishakha, Minority Cell, LMC, GMC, ICC, and Antiragging were taken regularly.

Institute achieved Sarvotkrishta Mahavidhyalaya-2023 (Best College Award- Ayurved) on 10th June 2023 awarded by Maharashtra University of Health Sciences, Nashik.

Recently Institute was internationally awarded by Sanskrit Bharati for a short film "Agnikan". Extension Activity Awards as "Vasundhara Swacha Sarverkshan Award" & Paryavaran Doot Awards for the last 3 consecutive years. Total faculty –students, International, National awards & Recognizations are 138 which prides the institute which includes Avishkar Research Competition awards(4), Best Research Paper awards (8) with 5 patents.

The institute helps in the distribution and assessment of the "**Golden Card"** for Pradhanmantri Janarogya yojana. Mahatma Phule Jan Arogya Yojana continued from the Year 2021.

Overall development of faculty, students, and nonteaching was taken care of by the institute with curriculum reforms by NCISM, employee welfare schemes, total guest lectures (112), FDP (71), Research workshops(31), Hands-on training(18), Value Added certificate courses (47), Add on courses (4), Health Camps (491), cultural & sports events (Total 31), Prize distributions, Educational visit tours (14), Azadi ka Amarut Mahotsav (76 events), Ayurveda Jan Jagruti Abhiyan (18), Har ghar Tiranga Abhiyan (22), Meri Mati Mera Desha Abhiyan, Ongoing Research Grant Projects (3), National Webinars (17), CME Shalakyatantra (1), National Seminars (2), NSS Events (34), Research Publications (128), Environmental Activities (50), Tree Plantation Programs (11), Blood Donation camps (8), Gender equity Programmes (11) etc.

The institutional distinctiveness lies in "Arogya Apalya Dari" & Best practices are "**Extension Learning Outreach & Research Ecosystem** – "Cultivating Excellence and Impact"

In addition to this, traditional medicines, QR Code Developments, Simulation & Skill laboratory- Shalyatantra, Garbhasanskar- Strirog Prasuti tantra, Audiometry - Shalakyatantra, Prachya Vidhya Dalan-Samhita have developed. The institute has international journals such as "Subhadra International Journal of Ayurveda" & "Indian Journal of Applied Research in Ayurved" as well as a published e-Newsletter "Dnyanayu" bimonthly run by students.

Dhanwantari Hospital provides Ayurveda, Yoga, Allopathy, and Emergency care to the community as an **Integrated Health System.** It facilitates Seasonal & Kaumar panchkarma, Therapeutic Yoga, Common & Advanced yoga practices, Kriyakalpa, Anushastras, Garbha sanskara, Garbhini paricharya, Uttara basti, Teaching Pharmacy etc.

Quality assessment is essential to continue our journey to achieving much more with new heights, and excellence in all angles of the education domain. Our Ayurvedic scholars and researchers are capable enough to put our Indian medical heritage globally.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification

1.2.1	Percentage of inter-disciplinary / inter-departmental courses /training across all the Programmes offered by the College during the last five years
	
	   1.2.1.1. Number of inter-disciplinary /inter-departmental courses /training offered during the last five years
	      Answer before DVV Verification : 122
	      Answer after DVV Verification: 115
	   1.2.1.2. Number of courses offered by the institution across all programs during the last five years
	      Answer before DVV Verification : 150
	      Answer after DVV Verification: 150
	
	   Remark : DVV has made necssary changes as per supporting docuements shared by HEI as per below link
	https://assessmentonline.naac.gov.in/storage/app/hei/SSR/104058/1.2.1_1717843141_14508.pdf

1.3.2	Number of value-added courses offered during the last five years that impart transferable and life skills.
	
	   1.3.2.1. Number of value-added courses offered during the last five years that impart transferable and life skills.
	      Answer before DVV Verification : 47
	      Answer after DVV Verification: 23
	
	   Remark : DVV has made the changes as per shared data template document excluding the duplicates by HEI.

2.2.1	The Institution assesses the learning levels of the students, after admission and organises special Programmes for advanced learners and slow performers
	
	The Institution:
	
	   1. Follows measurable criteria to identify slow performers
	   2. Follows measurable criteria to identify advanced learners
	   3. Organizes special programmes for slow performers
	   4. Follows protocol to measure student achievement
	
	      Answer before DVV Verification : A. All of the above
	      Answer After DVV Verification: D. Any one of the above
	   Remark : DVV has made necessary changes as per supporting documents shared by HEI and 1 of above option has been selected as we have received supportings of Follows measurable criteria to identify slow performers

2.5.4	The Institution provides opportunities to students for midcourse improvement of performance through specific interventions
	Opportunities provided to students for midcourse improvement of performance through:
	1. Timely administration of CIE
	2. On time assessment and feedback
	3. Makeup assignments/tests
	4. Remedial teaching/support
	Answer before DVV Verification : A. All of the above
	Answer After DVV Verification: C. Any 2 of the above
	Remark : DVV has made necessary changes
3.1.2	Average Percentage of teachers awarded national /international fellowships / financial support for advanced studies/collaborative research and participation in conferences during the last five years
	3.1.2.1. Number of teachers awarded national/ international fellowship / Financial support for advanced studies/collaborative research and conference participation in Indian and Overseas Institutions year-wise during the last five years
	Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
34	60	28	20	68

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

Remark : DVV has made necessary changes and input value "0" has been considered as supppotings is not related to fellowship or advanced studies

3.2.2	Total number of workshops/seminars conducted on Intellectual Property Rights (IPR) Research methodology, Good Clinical, Laboratory, Pharmacy and Collection practices, writing for Research Grants and Industry-Academia Collaborations during the last five years
	3.2.2.1. Number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices year-wise during the last five years
	Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
6	21	1	1	6

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19

6	17	1	1	4

Remark : DVV has made the changes as per shared data template document by HEI .

3.3.1	The Institution ensures implementation of its stated Code of Ethics for research.

The Institution has a stated Code of Ethics for research, the implementation of which is ensured by the following:

1. There is an Institutional ethics committee which oversees the implementation of all research projects
2. All the projects including student project work are subjected to the Institutional ethics committee clearance
3. The Institution has plagiarism check software based on the Institutional policy
4. Norms and guidelines for research ethics and publication guidelines are followed

Answer before DVV Verification : A. All of the above
Answer After DVV Verification: C. Any 2 of the above
Remark : DVV has selected the C. Any 2 of the above as per shared supporting document by HEI .

3.4.1	Total number of extension and outreach activities carried out in collaboration with National and International agencies, Industry, community, Government and Non-Government organizations engaging NSS / NCC / Red Cross / YRC / Institutional clubs etc. during the last five years.

3.4.1.1. Number of extension and outreach activities carried out in collaboration with National and International agencies, Industry, community, Government and Non-Government organizations engaging NSS/NCC/Red Cross/YRC/Institutional clubs etc. during the last five years.

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
112	141	67	153	109

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
2	20	1	6	100

Remark : DVV has made changes as per supporting documents shared by HEI and values have been downgraded as we have excluded Gneral Health Check up, Days celebration and National festivals like Yoga Day Teachers, Republic Day, Rashtriya Ekata Divas, Ayurveda Day, World Tuberculosis Day, World AIDS day, Cancer Awareness Day, Har Ghar Tiranga etc

4.3.3	Does the Institution have an e-Library with membership / registration for the following:

1. e – journals / e-books consortia

	2. E-Shodh Sindhu
	
	3. Shodhganga
	
	 4. SWAYAM
	
	5. Discipline-specific Databases
	
	        Answer before DVV Verification : A. All of the above
	        Answer After DVV Verification: C. Any three of the above
	     Remark : DVV has made the changes as per shared supporting document by HEI .

4.3.4	Average annual expenditure for the purchase of books and journals including e-journals during the last five years
	
	   4.3.4.1. Annual expenditure for the purchase of books and journals including e-journals year-wise during last five years (INR in Lakhs)
	        Answer before DVV Verification:
	
		2022-23	2021-22	2020-21	2019-20	2018-19

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2.11774	2.99140	0.31876	4.52163	2.50268 | Answer After DVV Verification : | 2022-23	2021-22	2020-21	2019-20	2018-19
---	---	---	---	---
2.11	2.99	0.31	4.52	2.50	 Remark : DVV has made the changes input in lakh.

4.3.6	E-content resources used by teachers:
	
	1. NMEICT / NPTEL
	
	2. other MOOCs platforms
	
	3.SWAYAM
	
	4. Institutional LMS
	
	5. e-PG-Pathshala
	
	        Answer before DVV Verification : Any Four of the above
	        Answer After DVV Verification: None of the above
	     Remark : DVV has selected none of above as we have not received appropriate supportings

4.5.1	Average Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, as a percentage during the last five years

4.5.1.1. Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component year-wise during the last five years (INR in lakhs)

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
59.48976	58.06017	38.83453	64.97563	77.15598

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
59.48	58.06	38.83	64.97	77.15

Remark : DVV has made the changes input in lakh .

5.3.3

Average number of sports and cultural activities/competitions organised by the Institution during the last five years

5.3.3.1. Number of sports and cultural activities/competitions organised by the Institution year-wise during the last five years

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
18	6	0	5	7

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
12	4	0	2	4

Remark : DVV has made the changes as per shared data template document and excluding the days .

7.1.7

The Institution has disabled-friendly, barrier-free environment

1. Built environment with ramps/lifts for easy access to classrooms
2. Divyangjan friendly washrooms
3. Signage including tactile path, lights, display boards and signposts
4. Assistive technology and facilities for Divyangjan accessible website, screen-reading software, mechanized equipment
5. Provision for enquiry and information: Human assistance, reader, scribe, soft copies of reading material, screen reading

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: B. Any four of the above

Remark : DVV has selected the B. Any four of the above as per shared supporting document by

HEI .

2.Extended Profile Deviations

Extended Profile Deviations
No Deviations