



YEARLY STATUS REPORT - 2023-2024

Part A	
Data of the Institution	
1.Name of the Institution	Hon. Shri Annasaheb Dange Ayurved Medical College, Post Graduate & Research Centre,, Ashta
• Name of the Head of the institution	Dr. Parag Narayan Deshmukhe
• Designation	Principal
• Does the institution function from its own campus?	Yes
• Phone No. of the Principal	9423033159
• Alternate phone No.	8600600181
• Mobile No. (Principal)	9423033159
• Registered e-mail ID (Principal)	ashta.adamc@gmail.com
• Alternate Email ID	iqac.adamc@gmail.com
• Address	A/P Ashta ,Taluka Walwa, Dist. Sangli Maharashtra
• City/Town	Ashta
• State/UT	Maharashtra
• Pin Code	416301
2.Institutional status	
• Affiliated / Constitution Colleges	Private & Self Financing
• Type of Institution	Co-education

• Location	Semi-Urban				
• Financial Status	Private				
• Name of the Affiliating University	Maharashtra University of Health Sciences, Nashik				
• Name of the IQAC Co-ordinator/Director	Dr Smita Vitthal Lokhande				
• Phone No.	8149556591				
• Alternate phone No.(IQAC)	9860963968				
• Mobile No:	8149556591				
• IQAC e-mail ID	iqac.adamc@gmail.com				
• Alternate e-mail address (IQAC)	yoshitpriya@gmail.com				
3.Website address (Web link of the AQAR (Previous Academic Year)	https://www.adamc.ac.in/coPage.aspx?id=561				
4.Was the Academic Calendar prepared for that year?	Yes				
• if yes, whether it is uploaded in the Institutional website Web link:	https://www.adamc.ac.in/Downloads/DownloadsFile2390.pdf				
5.Accreditation Details					
Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 1	A	3.04	2024-25	02/01/2025	01/01/2030
Cycle 1	B+	2.59	2021-22	16/03/2021	16/03/2026
6.Date of Establishment of IQAC			05/09/2017		
7.Provide the list of funds by Central/ State Government-UGC/ICSSR/ IUCTE/CSIR/DST/DBT/CPE of UGC/PMMMNTT etc.					

Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount
Dr. Deepika Patil; Dr. Smita Lokjande, Dr Amit Petkar	BAAL KAS PROJECT SMART2.0	CCRAS	20/11/2024	25,07316
Institute	Smart IDA Project	CCRAS	10/02/2023	24,73,520

8. Whether composition of IQAC as per latest NAAC guidelines	Yes
<ul style="list-style-type: none"> Upload latest notification of formation of IQAC 	View File
9. No. of IQAC meetings held during the year	4
<ul style="list-style-type: none"> Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website? 	Yes
<ul style="list-style-type: none"> (Please upload, minutes of meetings and action taken report) 	View File
10. Whether IQAC received funding from any of the funding agency to support its activities during the year?	No
<ul style="list-style-type: none"> If yes, mention the amount 	

11. Significant contributions made by IQAC during the current year (maximum five bullets)
Teaching Learning Process- Reform of Syllabus according to Competency Based Curriculum by NCISM
Preparation of Academic Calendar.
Faculty Training Programs
Reforms in Student Diary and Teacher Diary
12. Plan of action chalked out by the IQAC in the beginning of the Academic year towards

Quality Enhancement and the outcome achieved by the end of the Academic year (web link may be provided).

Plan of Action	Achievements/Outcomes
Research Project	CCRAS Project Sanctioned
Nil	PG Star Project Sanctioned
Nil	LTRG Project Completed
MARBISM- NCISM-QCI RATING	Accredited with A Grade
NABH	Entry Level Assessment done in Dec. 2024
NSS	Best NSS Unit Award By MUHS Nashik
Research	two Students were Selected in Avishkar Research Competition
Extra curricular Events: International Short Film Festival by Surbharati	Sanskrit Short Film Agnikan Got 3 rd Rank

13. Whether the AQAR was placed before statutory body?	Yes
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- Name of the statutory body

Name	Date of meeting(s)
College Council Committee	09/01/2025

14. Does the Institution have Management Information System?	Yes
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- If yes, give a brief description and a list of modules currently operational

Institute has MIS in different modules like SMART SCHOOL LMS, Library Software OPAC for library Administration, Tally Software for Accounts and AYUSOFT for Hospital Administration. SMART School MIS System : SMART SCHOOL MIS Contains the modules Student attendance System, Syllabus coverage system, Administrative office, Student Information system, Faculty information system, Alumni system, and

Leave Management System. More user friendly screens along with precise information across all modules. An interactive Mobile App for this system is created to ease the process of Faculty, staff, students, and parents while customizations and advancements have been addressed as and when required. Push Notifications, Student Attendance marking as per the timetable schedule for Teaching Faculty, Grievance requests for Students & Leave management system are available. E Granthalaya: Library administration of E Granthalaya with OPAC software is available to issue & return books & journals, acquisition, check stock verification, processing of books and journals, circulation, serial control, barcoding, E-clipping books and journals in the library. Tally Software: Updated Tally software has been used in the accounts section as well as Smart school MIS is used for receipts and payments AYUSOFT Hospital software: For hospital administration, this is used for patients information systems, record keeping (OPD & IPD) , 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. is done. OTD Platform of MUHS: Faculty Profile is updated regularly on the Online teacher database Platform Feedback through LMS & Google forms: Feedback forms for students, Faculty, and on Curriculum and Patient feedback and appraisal forms are updated and reports are generated. Developed Registration forms with feedback forms are a gateway for in-house conferences/workshops from faculties. Whatsapp Groups: Social media is a convenient tool for connecting stakeholders, so the institute creates per program, per course WhatsApp groups of faculty, students & parents to convey information as earliest.

15. 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 toward 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.

16. Academic bank of credits (ABC):

Institute is already registered under the NAD Digilocker 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 Digilocker & 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/Downloads/DownloadsFile2166.pdf>)

17. 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 10/26/24, 4:00 PM https://assessmentonline.naac.gov.in/public/index.php/hei/generateAqar_HTML_hei/MjYzMDg= https://assessmentonline.naac.gov.in/public/index.php/hei/generateAqar_HTML_hei/MjYzMDg= 8/84 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 & allied skills and 2 stations for surgery & allied skills. 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 video colposcopy. The facility of Dental OPD as one skills lab, 5 para-clinical and 5 clinical laboratories, in-patient facilities that includes two major OT and 1 Minor OT, and separate male and female wards, total 244 beds in each 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 Garbhanskar, Kashar sutra, Pathya Kalpana, Kriya Kalpa, Seasonal Panchkarma, and Kaumar Panchkarma are giving hands-on training regularly. A well-equipped mobile clinic is functional for its community reach outs in Bhilawadi. 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. In the unit of Dhanvantari Pharmacy, teaching pharmacy drugs and pharmaceuticals related Information that center 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 equipment and an outpatient rehabilitation centre to enhance skill development in students. Swasthvrita Department has Yoga Therapy & a special certificate program. The Department of Kayachitsa has CPR 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. In ph.D.Coursework Ph.D.scholars learn skills of reference manager Mandalay, Zotero, PUBMED Trainings, etc. Counseling and coaching skills are inculcated and nurtured through postings in clinical areas. Skill labs facilitate the students to master various skills required for their speciality before they perform them on patients. All departments provide a range of both practical laboratory skills and generic

study skills essential to students for studying Human genesis, medical sciences and Ayurveda skill sets.

18.Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course)

Institute prides itself in the implementation of various activities that demonstrate the Indian knowledge 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 (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 Practice of Yoga. We offer exercise Yoga as a lifestyle intervention and Principles of mind and body medicine. International Yoga day is celebrated highlighting the benefits of yoga on the campus every year. Experts demonstrate important Yoga asanas to the students and faculty members. Yoga and meditation for pregnant women that are in Garbasanskar are given regularly during ANC. Herbal garden: The medicinal herbal garden is maintained on 2 acres with a practical demonstration room . Students undergo practical training in herbal medicinal garden plants. Institute adorns a festive look to celebrate Gudipadva, Ganesh Utsav, Ashadhi Ekadashi, Navtrai, 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 on the campus. . The students dress in the traditional Maharashtrian drepary attire and adorn the college lobby and other prime locations. Institutes perform 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.

19. Focus on Outcome based education (OBE): Focus on Outcome based education (OBE):

Institute has a well-defined curriculum development policy and processes to ensure alignment of all program /course outcomes in alignment with national and global health needs as per the norms of Statutory and Regulatory bodies like NCISM, AYUSH, and affiliation of 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 outcomes is based on this programmatic assessment that assesses all domains of learning - Knowledge, Skill, Attitude, and 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. Methods of assessment of learning outcomes and graduate attributes: The Institution has a set a method of measuring program outcomes (PO), program specific outcomes, and course outcomes (CO) that ultimately improve the education quality of the college and graduate outcomes. This is attained by taking inputs from the faculty, students, alumni, industry, and professional bodies linking to the positive outcomes. The attainment is calculated by direct and indirect methods. Direct method The listed program outcomes and course outcomes are gathered for different courses. The target levels are set. Calculations are done for the attainment of course outcomes to program outcomes. Each CO is mapped to PO to make a (CO-PO) matrix. The Attainment of course outcome is calculated by using the formula: Attainment, of Course, = 90% (Attainment Level in Final Exam.) + 10% (Attainment Level in Internal Assessment Exam) Assessment-CO matrix is produced for each individual course. The attainment level for course outcomes are defined as follows: Level 1: 40% students scored more than university average. Level 2: 50% students scored more than university average. Level 3: 60% students scored more than university average. Level 4 : 70 % students scored more than university average Level 5 : 80 % students scored more than university average The average of the attainment values of courses

are then used in calculation of program outcome attainment. The attainment of program outcome is done by using the following formula; Attainment of program outcome = 90% (avg. attainment by direct method) +10% (avg. attainment by indirect method.) The indirect attainment method: In this method feedback for all Program Outcomes and Program, Specific outcomes are taken from the alumni and employers and this is incorporated in the formula for the calculation of program outcome attainment. The score of attainment by the indirect method is 20% in the calculation of program outcome attainment. The attainment level for program outcome is defined as follows: Table No 1: attainment level for program outcome

Target	Attainment level	Level 1	Level 2	Level 3	Level 4	Level 5
0.5 > 1.0	1.0 > 1.5	1.5 > 2.0	2.0 > 2.5	2.5 > 3.0		

The whole exercise is done for continuous quality improvement of the college. Based on the attainment values the teaching learning policies are modified and improved. Results were obtained, analysis was done and CO attainment was calculated. The levels of attainment were fixed as Level 1: > 40% Level 2: > 50% Level 3: > 60%. Level 4: > 70% Level 5: > 80% In the batch 2020-21, The average Programme Outcome Level For UG Students Is 3.73 And the Targeted Achievement Level Is 4. in the batch 2020-21 The average Programme Outcome Level for PG Students Is 4 and Target Level Is 5 in the batch 2020-21 so remedial measures are taken to achieve the target level such as Interdisciplinary guest lectures, MOUs with Academia Industry, Intertrenship programmes, skill development programmes, Project-based learning, Participative learning, Case-based learning, and Experiential learning.

20.Distance education/online education:

Institute has established Learning Management System individually for the College (<https://adamc.smartschool.com>) since 2017. The teaching materials are uploaded in the LMS. Synchronous online lectures were 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: 1. To provide an environment for online access of teaching material to the students 2. To train faculty members in developing and delivering e-content 3. To augment infrastructure for maintenance of the LMS and other software used for Delivering online courses. 4. To introduce Lecture classes and practical (demonstration) sessions in synchronous (using Google meet) and asynchronous mode. To introduce the credit transfer system for students who take elective courses from NPTEL, Coursera etc. Institutional preparedness during COVID

period in Education institute adopted a systematic way of handling the academic sessions including examination during the COVID situation for seamless teaching learning process. The teachers were trained to handle the online mode of teaching by conducting many 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 an online learning committee to oversee the online teaching learning. Institute has a policy on online learning and e content creation. 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 in synchronous (using zoom meet) and Small group discussions, seminars, journal clubs were conducted by using the zoom platform. For all the online classes, the recorded videos of the lectures/practical demonstrations were uploaded on the LMS. Lessons, interactive learning modules, instant assessments in the form of quiz, discussion forum, MCQs, assignments and other resources to support the students in the acquisition of knowledge and skills were used through the LMS. This I covid pandemic happened across all the Faculties in the University, for both undergraduate and postgraduate students. Interns, postgraduates and the faculty were also kept abreast with current concepts by attending the series of national and international Webinars - 14 (using the zoom Webinar platform) organised by various departments, committees and fora. Uninterrupted teaching learning process occurred during the pandemic.

Extended Profile

1.Student

2.1	668
Total number of students during the year:	

File Description	Documents
Data Template	View File

2.2	133
Number of outgoing / final year students during the year:	

File Description	Documents
Data Template	View File

2.3	136
Number of first year students admitted during the year	

File Description	Documents
Data Template	View File

2.Institution

4.1	22051954
Total expenditure, excluding salary, during the year (INR in Lakhs):	

File Description	Documents
Data Template	View File

3.Teacher

5.1	60
Number of full-time teachers during the year:	

File Description	Documents
Data Template	View File

5.2	58
Number of sanctioned posts for the year:	

File Description	Documents
Data Template	View File

Part B

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.

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. Institute 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-roga and Prasutitantra
2. Kaumarabhritya
3. Kayachikitsa
4. Panchakarma
5. ShalyaTantra
6. Shalakyatantra

Ph.D. Programs: Available in 9 subjects:

1. RachanaSharir
2. KriyaSharir
3. Rasashastra and BhaishajyaKalpana
4. Panchakarma
5. Kaumarbhritya
6. StriRoga 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. 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).

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 Academic Council of the institution and the experts from concerned departments look into the details for designing and implementing new courses

File Description	Documents
Minutes of the meeting of the college curriculum committee	https://www.adamc.ac.in/Downloads/DownloadsFile3484.pdf
Any other relevant information.	Nil

1.1.2 - Number of fulltime teachers participating in BoS /Academic Council of Universities during the year. (Restrict data to BoS /Academic Council only)

1

File Description	Documents
Details of participation of teachers in various bodies(Data Template)	View File
Scanned copies of the letters supporting the participation of teachers	View File
Any other relevant information	No File Uploaded

1.2 - Academic Flexibility

1.2.1 - Number of inter-disciplinary / inter-departmental courses /training across all the Programmes offered by the College during the year

1.2.1.1 - Number of courses offered across all programmes during the year

34

File Description	Documents
List of Interdisciplinary /interdepartmental courses /training across all the programmes offered by the College during the year	View File
Minutes of relevant Academic Council/BoS meetings	View File
Institutional data in prescribed format (Data Template)	View File
Any other relevant information	No File Uploaded

1.2.2 - Number of students enrolled in subject-related Certificate/ Diploma / Add-on courses as against the total number of students during the year

404

File Description	Documents
Details of the students enrolled in subject-related	View File
Certificate/Diploma/Add-on courses	View File
Any other relevant information	No File Uploaded

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

The institution affiliated with MUHS, follows the NCISM curriculum without involvement in its review. Syllabi updates occur upon MUHS notification, with revisions for undergraduate programs in 2010, 2012, 2017, and 2021, and for postgraduate programs in 2012 and 2017. A Ph.D. program began in 2017, expanding to nine departments by 2024.

To enhance learning, innovative teaching methods are prioritized, including a Sanskrit course for first-year students. Certificate courses in :

- Panchakarma,
- Yoga,

- CPR,
- Research Methodology,
- Professional Ethics are also offered.

PG and Ph.D. scholars present research findings in weekly seminars and are encouraged to engage in Continuous Medical Education and national conferences.

The curriculum emphasizes Good Clinical, Laboratory, and Manufacturing Practices, along with OSCE and OSPE to improve education quality. Relevant social issues are integrated into the curriculum, including:

- Gender Sensitivity: Topics like Pumsavan Vidhi are taught, and programs raise awareness about fetal sex determination and female literacy.
- Environment and Sustainability: Discussions occur within courses and through NSS activities.
- Human Values: Orientation sessions instill respect and awareness; activities on organ donation promote altruism.
- Professional Ethics: Regular ethical committees and guest lectures provide students with a solid understanding of ethical principles.

Overall, the institution fosters a comprehensive educational experience, integrating practical knowledge with ethical and social awareness.

File Description	Documents
List of courses with their descriptions	https://www.adamc.ac.in/Downloads/DownloadsFile3486.pdf
Any other relevant information	Nil

1.3.2 - Number of value-added courses offered during the year that impart transferable and life skills

12

File Description	Documents
Number of value-added courses offered during the year that impart transferable and life sk	View File
List of-value added courses (Data template)	View File
Any other relevant information	No File Uploaded

1.3.3 - Number of students enrolled in the value-added courses during the year

380

File Description	Documents
List of students enrolled in value-added courses (Data template)	View File
Any other relevant information	No File Uploaded

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

136

File Description	Documents
Any other relevant information	No File Uploaded
List of programmes and number of students undertaking field visits/internships/research projects/industry visits/community postings (Data template)	View File
Total number of students in the Institution	View File

1.4 - Feedback System

1.4.1 - Mechanism is in place for obtaining structured feedback on curricula/syllabi from various stakeholders Students Teachers Employers Alumni Professionals	A. All 4 of the above
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File Description	Documents
Stakeholder feedback reports as stated in the minutes of meetings of the College Council /IQAC/ Curriculum Committee	View File
URL for feedback report	https://www.adamc.ac.in/Downloads/DownloadsFile3485.pdf
Data template	View File
Any other relevant information	No File Uploaded

<p>1.4.2 - Feedback on curricula and syllabi obtained from stakeholders is processed in terms of: Options (Opt any one that is applicable): Feedback collected, analyzed and action taken on feedback besides such documents made available on the institutional website Feedback collected, analyzed and action has been taken Feedback collected unanalyzed Feedback collected E. Feedback not collected</p>	<p style="text-align: center;">C. Any 2 of the Above</p>
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File Description	Documents
URL for stakeholder feedback report	https://www.adamc.ac.in/Downloads/DownloadsFile2898.pdf
Action taken report of the Institution on the feedback report as stated in the minutes of meetings of the College Council/IQAC	View File
Any other relevant information	No File Uploaded

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.

2.1.1.1 - Number of seats filled against seats reserved for various categories as per applicable reservation policy during the year

32

File Description	Documents
Copy of letter issued by State Govt. or and Central Government (which-ever applicable) Indicating there served categories to be considered as per the GO rule (translated in English)	View File
Final admission list published by the HEI	View File
Admission extract submitted to the state OBC, SC and ST cell every year.	View File
Annual Report/ BOM report/ Admission report duly certified by the Head of the Institution	View File
Information as per data template	View File
Any other relevant information	No File Uploaded

2.1.2 - Number of seats filled in for the various programmes as against the approved intake

File Description	Documents
Relevant 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 File
Any other relevant information	No File Uploaded
Data template	View File

2.1.3 - Number of Students enrolled demonstrates a national spread and includes students from other states

2.1.3.1 - Number of students from other states; during the year

1

File Description	Documents
Total number of students enrolled in th	View File
E-copies of admission letters of the students enrolled from other states	View File
Institutional data in prescribed format (Data template)	View File
Any other relevant information	No File Uploaded

2.2 - Catering to Student Diversity

2.2.1 - The Institution assesses the learning levels of the students, after admission and organizes special Programmes for advanced learners and slow performers The Institution: Follows measurable criteria to identify slow performers Follows measurable criteria to identify advanced learners Organizes special programmes for slow performers Follows protocol to measure student achievement

A. All of the Above

File Description	Documents
Any other relevant information	No File Uploaded
Criteria to identify slow performers and advanced learners and assessment methodology	View File
Details of special programmes for slow performers and advanced Learners	View File
Student participation details and outcome records	View File

2.2.2 - Student - Fulltime teacher ratio (data for the academic year)

Number of Students	Number of Full Time Teachers
668	60

File Description	Documents
List of students enrolled in the preceding academic year	View File
List of full time teachers in the preceding academic year in the college	View File
Institutional data in prescribed format (data templates)	View File
Any other relevant information	No File Uploaded

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)

The college authorities motivate students to organize and participate various cultural and sports activities and promote them to participate competitions held in other institutions, universities and even at State National and International levels. The institution always takes effort capacity building among students, to develop personalities by providing various facilities for extramural activities. Required infrastructure staff to promote such activities has been made available in the vicinity GMC Cultural Club, Kala Academy, Music Hall, Yoga and Meditation Hall, Gymnasium, Sports Complex, Playground etc. are made available in campus. Events: Apart from these infrastructural facilities, the institution has organized and conducted inter college competitions for Basket Cricket, etc. Krida Mahotsav, a coaching camp for university play was organized and managed by the institution in collaboration with MUHS. Annual Social Gathering and Sports are conducted regularly, which reveal the hidden talents and team spirit of the students. Competitions: Students are motivated for various activities and prepared for competitions like Shloka competition, Art Exhibition Short Film production, Cultural etc.

File Description	Documents
Appropriate documentary evidence	https://www.adamc.ac.in/Downloads/DownloadsFile3479.pdf
Any other relevant information	Nil

2.3 - Teaching- Learning Process

2.3.1 - Student-centric methods are used for enhancing learning experiences by: Experiential learning Integrated/inter disciplinary learning Participatory learning Problem solving methodologies Self-directed learning Patient-Centric and Evidence-Based Learning Learning in the Humanities Project-based learning Role play

The College is committed to ensure the all-round development of the students through a student-centric learning process. Well-equipped Ce Library with separate reading rooms for boys and girls, PG students, All departments adopt the following strategies in varying degrees to make learning more students-centric. Following activities are used to facilitate students for learning experiences 1. Experiential Learning: 1. Internship: Internship of 12 months after

completion of IV-year B 2. Institutional training: All UG and PG students are well trained i Clinical subjects in our Dhanvantari Hospital. 3. Visits: field visits to Various Industries, Institutions, Herbal gardens, Pharmacy, Research laboratories, Water Purification Plan etc. 4. Clinical Case Presentations 2. Integrated / Interdisciplinary Learning: The postgraduate students of clinical departments allowed learning mo medicinal practice through posting in hospitals. 3. Participative Learning: Through Sanskrit Sambhasha Varga, Research Projects,Guest Lectures, Seminars, Webinars, Workshops, Symposiums, Co-curricular Competitions Role plays, Poster Presentation, Paper Presentations. 4. Problem Solving Methodologies: Various are given to students 5. Self Directed Learning: 1. Maintenance of log books 2. Procedural skills: Under directly observed procedural skill (DOPS 3. SDL in form of literature search from e-resources, CD and DVDs. 6. Patient Centric and Evidence based Learning

File Description	Documents
Learning environment facilities with geo tagged photographs	View File
Any other relevant information	No File Uploaded

2.3.2 - Institution facilitates the use of Clinical Skills Laboratory / Simulation Based Learning
The Institution: Has Basic Clinical Skills / Simulation Training Models and Trainers for skills in the relevant disciplines. Has advanced simulators for simulation-based training Has structured programs for training and assessment of students in Clinical Skills Lab / Simulation based learning. Conducts training programs for the faculty in the use of clinical skills lab and simulation methods of teaching-learning

A. All of the Above

File Description	Documents
List of clinical skills models	View File
Geo tagged photographs of clinical skills lab and simulation centre	View File
List of training programmes conducted in the facilities during the year	View File
Any other relevant information	No File Uploaded

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

The College is committed to ensure 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 students-centric.

Following activities are used to facilitate students for learning experiences-

1. Experiential Learning:

1. 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.
2. Institutional training: All UG and PG students are well trained in Clinical subjects in our Dhanvantari Hospital and attached Sunshine Cardiac Unit.
3. Visits: field visits to Various Industries, Institutions, Herbal gardens, Pharmacy, Research laboratories, Water Purification Plants etc. are done.
4. Clinical Case Presentations (History taking, physical examination, evidence-based

Discussions on diagnosis and management)

2. Integrated / Interdisciplinary Learning:

3. Participative Learning:

1. Problem Solving Methodologies:

Various assignments are given to students according to their capabilities.

4. Self Directed Learning:

5. Patient Centric and Evidence based Learning:

6. Learning in the Humanities/ Holistic Personality Development:

7. Project Based Learning: .

File Description	Documents
Details of ICT-enabled tools used for teaching and learning	https://www.adamc.ac.in/Downloads/DownloadsFile3480.pdf
List of teachers using ICT-enabled tools (including LMS)	https://www.adamc.ac.in/Downloads/DownloadsFile3481.pdf
Webpage describing the “LMS/ Academic Management System”	https://adamc.smartschoolmis.com/
Any other relevant information	Nil

2.3.4 - Student :Mentor Ratio (preceding academic year)

Number of Mentors	Number of Students
60	668

File Description	Documents
Details of fulltime teachers/other recognized mentors and students	View File
Any other relevant information	No File Uploaded

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

The institution has taken it as a challenge to improvise 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 project, chart 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 Research Methodology - Research Centres
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.

File Description	Documents
Appropriate documentary evidence	Nil
Any other relevant information	Nil

2.4 - Teacher Profile and Quality

2.4.1 - Number of fulltime teachers against sanctioned posts during the year

60

File Description	Documents
Any other relevant information	No File Uploaded
List of fulltime teachers and sanctioned posts for year certified by the Head of the Institution (Data template)	View File
Sanction letters indicating number of posts (including Management sanctioned posts) by competent authority (in English/ translated in English)	View File

2.4.2 - 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 during the year

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 in Health Sciences (like MD/ MS/ MDS etc.) for recognition as Ph.D guides as per the eligibility criteria stipulated by the Regulatory Councils. During the year data to be entered

24

File Description	Documents
List of fulltime teachers with Ph.D/D.Sc./D.Lit./DM/M Ch/DNB in super specialities / other PG degrees 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 and the number of fulltime teachers for the year	View File
Copies of Guide-ship letters or authorization of research guide provided by the university	View File
Any other relevant information	No File Uploaded

2.4.3 - Total Teaching experience of fulltime teachers in number of years (data for the academic year)

9.9

File Description	Documents
List of teachers including their designation, qualifications, department and number of years of teaching experience (Data Template)	View File
Any other relevant information	No File Uploaded

2.4.4 - Number of teachers trained for development and delivery of e-content / e-courses during the year

36

File Description	Documents
Reports of the e-training programmes	View File
e-contents / e-courses developed	View File
Year –wise list of full time teachers trained during the year	View File
Certificate of completion of training for development of and delivery of econtents / e-courses / Video lectures / demonstrations	View File
Web-link to the contents delivered by the faculty hosted in the HEI's website	View File
Any other relevant information	No File Uploaded

2.4.5 - Number 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 year

07

File Description	Documents
Institutional data in the prescribed format/ Data template	View File
e-copies of award letters (scanned or softcopy)	View File
Any other relevant information	No File Uploaded

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

1. The institution prepares and displays the academic calendar at 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.
2. A separate well established Examination Section which looks after management of Internal Assessment and conduction of University Exams. It is the responsibility of Exam Committee to finalize dates for internal assessment and display time tables. It conducts Internal Theory and Practical assessment exams for UG students.
3. CIE schedule is marked in January and July for First term end examination and in April and October for second. It is being implemented strictly except, 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:

- 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-two months of teaching during the term are conducted and hence, ensure continuous evaluation of students' performance. The system has written tests / assignments.

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

File Description	Documents
Academic calendar	https://www.adamc.ac.in/Downloads/DownloadsFile2390.pdf
Dates of conduct of internal assessment examinations	Nil
Any other relevant information	Nil

2.5.2 - Mechanism to deal with examination-related grievances is transparent, time-bound and efficient. Provide a description on Grievance redressal mechanism with reference to continuous internal evaluation, matters relating to University examination for submission of appeals, providing access to answer scripts, provision of re-totaling and provision for reassessment within 100 - 200 words

The Institute has an Examination Cell as well as Institutional Grievance Redressal Cell, which can be approached by any student in case of any queries with respect to 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 assessment 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 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.

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

File Description	Documents
Details of University examinations / Continuous Internal Evaluations (CIE) conducted during the last year	View File
Number of grievances regarding University examinations/ Internal Evaluation	View File
Any other relevant information	No File Uploaded

2.5.3 - Reforms in the process and procedure in the conduct of evaluation/examination; including the automation of the examination system. Describe the reforms implemented in internal evaluation/ examinations with reference to the following within 100 - 200 words Examination procedures Processes integrating IT Continuous internal assessment system Competency-based assessment Workplace-based assessment Self assessment OSCE/OSPE

- Institute Follows 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 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 implemented from first admitted batch of 2021-2022.
- In this reforms, evaluation process of each subject is divided into Theory Component Marks and Practical Component Marks.
- In Sharir Rachana and Sharir Kriya Subject Theory component have 200 Marks and Practical Component have 200 Marks (Practical=100+Viva=70+Internal Assessment=30).
- In Padarth Vijnan Subject Theory component have 200 Marks and Practical Component have 200 Marks (Practical=100+Viva=60+Elective=10+Internal Assessment=30).
- In Samhita Adhyayan 1 & Samhita Adhyayan 2 Subject Theory component have 100 Marks and Practical Component have 100 Marks (Viva=75+Elective=10+Internal Assessment=15).
- In Sanskrit & Ayurved Itihas Subject Theory component have 200 Marks and Practical Component have 100 Marks (Viva=75+Elective=10+Internal Assessment=15).
- In Agadtantra Subject Theory component have 100 Marks and Practical Component have 200 Marks (Practical=100+Viva=60+Elective=10+Internal Assessment=30).
- In Dravyaguna, Rasshatra evam Bhaishjyakalpana and Rognidan Subject Theory component have 200 Marks and Practical

Component have 200 Marks (Practical=100+Viva=70+Internal Assessment=30).

- All the undergraduate programs of the University have provision of internal assessment.

File Description	Documents
Information on examination reforms	https://www.adamc.ac.in/Downloads/DownloadsFile2997.pdf
Any other relevant information	Nil

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: Timely administration of CIE On time assessment and feedback Makeup assignments /tests Remedial teaching/ support

A. All of the Above

File Description	Documents
List of opportunities provided for the students for midcourse improvement of performance in the examinations	View File
Information as per Data template	View File
Policy document of midcourse improvement of performance of students	View File
Re-test and Answer sheets	View File
Any other relevant information	No File Uploaded

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

Institute is affiliated to AYUSH , NCISM, New Delhi & Maharashtra University of Health Sciences Nashik. Institute Follows Curriculum

stated by NCISM, New Delhi and MUHS, Nashik. Institute has well aware of implementation of learning outcomes & Graduate attribute. It explains learning Objective of the topic, Domain, and sub domain as per Blooms Taxonomy, assessment method, type of assessment and Integration for teaching.

According to Guidelines of transitional Curriculum stated by NCISM body, Institute has been implementing this curriculum for first year undergraduate course since academic year 2021-22 and for second year undergraduates from 2022-23 onwards the curriculum includes Graduate attributes, course outcomes and program outcomes etc.

Process of Implementation of Learning Outcomes:

1. Define PO-PEO-CO
2. Transitional Curriculum (15 days induction Program) for undergraduates and Transitional Curriculum (5 days induction program) for post graduates to understand organizational behavior.
3. Preparation for Course Outcomes of AY-UG (BAMS), AY-PG (MD/MS), Ph.D.
4. Share PO-PEO-COs with Stakeholders- Student-faculty Members- parents-employee. Through convey orally, Display boards, websites, through magazines and Parent meets

This document contains:

1. Sample tables describing the subjects, their teaching sources, assessment criteria as

Suggested by the university and the activities assessed.

1. Samples of assessment criteria of practical exam.
2. Theory question papers samples
3. User Manual Ayu.UG as per NCISM

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 website, brochures, etc.

File Description	Documents
Relevant documents pertaining to learning outcomes and graduate attributes	https://www.adamc.ac.in/Downloads/DownloadsFile3012.pdf
Methods of the assessment of learning outcomes and graduate attributes	https://www.adamc.ac.in/Downloads/DownloadsFile3013.pdf
Upload Course Outcomes for all courses (exemplars from Glossary)	https://www.adamc.ac.in/Downloads/DownloadsFile3014.pdf
Any other relevant information	Nil

2.6.2 - Incremental performance in Pass percentage of final year students in the year

File Description	Documents
List of Programmes and the number of students passed and appeared in the final year examination for the year	View File
Link for the annual report of examination results as placed before BoM/ Syndicate/ Governing Council for the year.	View File
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 File
Trend analysis for the last year in graphical form	No File Uploaded
Data template	View File
Any other relevant information	No File Uploaded

2.6.3 - The teaching learning and assessment processes of the Institution are aligned with the stated learning outcomes. Provide details on how teaching learning and assessment processes are mapped to achieve the generic and program-specific learning outcomes (for each program) within 100 – 200

words

Teaching requires assessment of student understanding in the light of learning outcomes. Assessments should reveal how well students have learnt what the institution wants them to learn. In order to achieve this, assessments, learning objectives and instructional strategies have been closely aligned so that they support one another.

The goal of assessment is to transform the institution into one which creates the best conditions for learning, encourages best practices and inspires creativity and innovation. All members of the institution share responsibility for student learning during their tenure at the Institution.

Learning outcomes assessment is neither precise nor perfect. It is a way of thinking about quality that comes from our willingness to continually examine, question and as necessary, alter what we do as an educational institution. There are many forms of assessment and all of them involve student effort. That work can be graded or ungraded. Assessment can

1. Take a few minutes (spot exams) or it can take weeks (projects).
2. Ask students to demonstrate understanding or skills acquired (through writing),
3. Evaluate the creation of a product or presentation (assignments),
4. Review the ability to successfully accomplish some tasks (projects).
5. Ask students to demonstrate their understanding as individuals or as members of a group (Departmental Seminars).

Different activities used to assess different learning objectives adopted in the Institute are:

- Understand- Recall, Recognize, Identify -Viva voce, Spotting
- Interpret -Infer, Compare, Explain- Written Exams, Seminars
- Apply-Demonstrate, Execute, Perform -Practical / Projects, Clinicals
- Examine-Analyze, Differentiate, Relate- Case Studies, Projects
- Diagnose- Justify, Implement, Assess -Journals, Assignments
- Create -Plan, Produce, Design -Research Projects

File Description	Documents
Programme-specific learning outcomes	https://www.adamc.ac.in/Downloads/DownloadsFile3066.pdf
Any other relevant information	Nil

2.6.4 - Presence and periodicity of parent-teachers meetings, remedial measures undertaken and outcome analysis. Describe structured mechanism for parent-teachers meetings, follow-up action taken and outcome analysis within 100 - 200 words

A parent-teacher meet 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 / guardian's 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 called during induction program, Shishopanayaniya Samskar, 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.
- Feedbacks are taken in prescribed formats for further developments / improvements. Some parents give them feedbacks orally through their speeches which are also considered for remedial measures. The feedbacks are analyzed and the outcomes are well thought-out for further actions.

File Description	Documents
Proceedings of parent –teachers meetings held during the year	https://www.adamc.ac.in/Downloads/DownloadsFile3431.pdf
Follow up reports on the action taken and outcome analysis.	https://www.adamc.ac.in/Downloads/DownloadsFile3431.pdf
Any other relevant information	Nil

2.7 - Student Satisfaction Survey

2.7.1 - Online student satisfaction survey regarding teaching learning process

668

File Description	Documents
Any other relevant information	No File Uploaded

RESEARCH, INNOVATIONS AND EXTENSION

3.1 - Resource Mobilization for Research

3.1.1 - Number of teachers recognized as PG/ Ph.D research guides by the respective University during the year

48

File Description	Documents
Copies of Guide-ship letters or authorization of research guide provide by the university	View File
Information as per Data template	View File
Any other relevant information	View File
List of full time teachers recognized as PG/ Ph.D guides during the year.	View File
List of full time teacher during the year.	View File

3.1.2 - Number of teachers awarded national /international fellowships / financial support for advanced studies/collaborative research and participation in conferences during the year

7

File Description	Documents
Fellowship award letter / grant letter from the funding agency	View File
List of teachers and their national/international fellowship details (Data templates)	View File
E-copies of the award letters of the teachers	View File
Any other relevant information	View File

3.1.3 - Number of research projects/clinical trials funded by government, industries and non-governmental agencies during the year

Number of Research Projects	Amount / Funds Received
1	1184760

File Description	Documents
List of research projects and funding details during the year (Data template)	View File
List of research projects and funding details during the year (Data template)	View File
Link for funding agencies websites	https://ngo.ayush.gov.in/
Any other relevant information	View File

3.2 - Innovation Ecosystem

3.2.1 - The Institution has created an ecosystem for innovations including Incubation Centre and other initiatives for creation and transfer of knowledge. Describe the available Incubation Centre and evidence of its functioning (activities) within 100 - 200 words

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

This robust ecosystem for innovation is pivotal for institution with various components, including research committees, intellectual

property rights (IPR) activities, research workshops, quality control, Institutional Ethics Committees (IEC), 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 a culture of innovation and ethical conduct within the institution. Such an ecosystem typically involves several components.

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

Research committees: This is the backbone of the institution research endeavors which oversee the allocation of research funding, review research proposals & plays 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 researches and advancement in field of Ayurveda which fulfills all requirements of PG, Ph.D. scholars.

Research workshops provides 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.

File Description	Documents
Details of the facilities and innovations made	http://www.ijooar.com/Archive.aspx
Any other relevant information	https://www.adamc.ac.in/Downloads/DownloadsFile3430.pdf

3.2.2 - 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 year

6

File Description	Documents
List of workshops/seminars during the year(Data template)	View File
Reports of the events	View File
Any other relevant information	View File

3.3 - Research Publications and Awards

<p>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: There is an Institutional ethics committee which oversees the implementation of all research projects All the projects including student project work are subjected to the Institutional ethics committee clearance The Institution has plagiarism check software based on the Institutional policy Norms and guidelines for research ethics and publication guidelines are followed</p>	<p align="center">A. All of the Above</p>
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File Description	Documents
Institutional Code of Ethics document	View File
Minutes of meetings of the committees with reference to the code of ethics	View File
Any other relevant information	No File Uploaded

3.3.2 - Number of Ph.D/ DM/ M Ch/ PG Degree in the respective disciplines received per recognized PG teachers* of the Institution during the year

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 year

00

File Description	Documents
Any other relevant information	No File Uploaded
List of Ph.D.s /DM/MCh/PG degrees in the respective disciplines received during the year	View File
List of teachers recognized as guides during the year	View File
Information as per Data template	View File
Letter of PG guide recognition from competent authority	View File

3.3.3 - 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 year

3.3.3.1 - Number of research papers published per teacher in the Journals notified on UGC website/Scopus/ Web of Science/ PubMed during the year

21

File Description	Documents
Number of research papers published per teacher in the Journals notified on UGC website/Scopus/ Web of Science/ PubMed during t	View File
Web-link provided by institution in the template which redirects to the journal webpage published in UGC notified list	No File Uploaded
Information as per Data template	View File
Any other relevant information	View File

3.3.4 - Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings indexed in UGCCARE list on the UGC website/ Scopus/ Web of Science/ PubMed/ during the year

4

File Description	Documents
List of books and chapters in edited volumes/books published with ISBN and ISSN number and papers in national/ international conference proceedings during the year	View File
Information as per Data template	View File
Any other relevant information	View File

3.4 - Extension Activities

3.4.1 - Number of extension and outreach activities carried out in collaboration with National and International agencies, Industry, the community, Government and NonGovernment organized bodies through NSS/NCC during the year

121

File Description	Documents
List of extension and outreach activities during the year (Data Template)	View File
List of students in NSS/NCC involved in the extension and outreach activities during the year	View File
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 File
Any other relevant information	View File

3.4.2 - Number of students participating in extension and outreach activities during the year

100

File Description	Documents
Reports of the events organized	View File
List of extension and outreach activities conducted with industry, community etc for the last year (Data template)	View File
List of students who participated in extension activities during the year	View File
Geotagged photographs of extension activities	View File

3.4.3 - Number of awards and recognitions received for extension and outreach activities from Government / other recognised bodies during the year. Describe the nature and basis of awards /recognitions received for extension and outreach activities of the Institutions from Government /other recognised bodies during the year within 100 - 200 words

The institution has received numerous prestigious awards and recognitions for its commitment to extension and outreach activities, reflecting the dedication of our faculty, staff, and students. Each award not only celebrates our achievements but also serves to elevate our community service and social responsibility efforts, setting a benchmark for future endeavors.

Significant projects include the "Rural Health Mission," which delivered essential healthcare to underprivileged communities, and the "Green Campus Initiative," focusing on environmental conservation, which earned us the "Environmental ParyavaranDoot Award." Additionally, our "Skill Development for Youth" program successfully provided vocational training to aspiring young doctors. In our fifth year, the impactful "Community Cleanliness Drive" won us the "SwaschsaAbhiyan Award," recognizing our efforts to improve sanitation and hygiene in urban slums.

Awards vary by level, from international recognitions for editorial positions and significant contributions to national accolades for social responsibility and innovative research. State awards celebrate academic achievements, while local honors acknowledge extraordinary contributions at the community level. Together, these accolades affirm our institution's legacy of impactful outreach and community engagement, reinforcing our commitment to making a positive difference.

File Description	Documents
List of awards for extension activities in the year	https://www.adamc.ac.in/Downloads/DownloadsFile3444.pdf
e-copies of the award letters	https://www.adamc.ac.in/Downloads/DownloadsFile3445.pdf
Any other relevant information	https://www.adamc.ac.in/Downloads/DownloadsFile3446.pdf

3.4.4 - Institutional social responsibility activities in the neighbourhood community in terms of education, environmental issues like Swachh Bharath, health and hygiene awareness and socio-economic development issues carried out by the students and staff during the year. Describe the impact of extension activities in sensitizing students to social issues and holistic development within 100 - 200 words

The Institute has actively engaged in various institutional social responsibility initiatives aimed at enhancing the educational, environmental, health, and socio-economic conditions of the neighborhood community. Leveraging its semi-urban setting, the institute has fostered the development of neighborhood networks and encouraged student participation in extension activities that promote civic responsibility.

Key initiatives include annual Blood Donation Camps organized in collaboration with local blood banks, coinciding with significant events such as the birthday of founder Hon. Shri Annasaheb Dange. Additionally, the Health Checkup Camps expand access to medical services in the rural area, where healthcare facilities are limited. The institute also conducted a Vaccination Awareness Program in partnership with the Women's Grievance Cell, reinforcing the importance of vaccinations.

Environmental sustainability is another focus area, exemplified by Tree Plantation Drives aimed at promoting sustainable development and raising awareness about the conservation of medicinal plants, beneficial for Ayurveda. Furthermore, ADAMC commemorates days of national significance—such as Independence Day, Republic Day, and International Yoga Day—mobilizing participation from both students and staff to instill a sense of national pride and community involvement. These activities collectively contribute to the holistic development of students while empowering the surrounding community.

File Description	Documents
Details of Institutional social responsibility activities in the neighbourhood community during the year	https://www.adamc.ac.in/Downloads/DownloadsFile3447.pdf
Any other relevant information	https://www.adamc.ac.in/Downloads/DownloadsFile3448.pdf

3.5 - Collaboration

3.5.1 - Number of Collaborative activities for research, faculty exchange, student exchange/ Industry-internship etc. per year for the year

10

File Description	Documents
Certified copies of collaboration documents and exchange visits	View File
Any other relevant information	No File Uploaded
List of collaborative activities for research, faculty/student exchange etc. (Data template)	View File
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	View File

3.5.2 - Total number of Functional MoUs 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. during the year

27

File Description	Documents
List of functional MoUs for the year (Data Template)	View File
E-copies of the MoU's with institution/ industry/corporate house, Indicating the start date and completion date	View File
List of partnering Institutions/ Industries /research labs with contact details	No File Uploaded
Any other relevant information	View File

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. Describe the adequacy of facilities for teaching-learning viz., classrooms, ICT-enabled classrooms, seminar halls, facilities for clinical learning, learning in the community, Teleconferences, AYUSH-related learning cum therapy centre, well-equipped laboratories, skills labs etc. as stipulated by the appropriate Regulatory bodies within 100 - 200words

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.

- Classrooms: All the 6 classrooms have an 816.75 square meter area and provide with audiovisual teaching aids . Wi-Fi internet access has been made available .
- The institute has a spacious state-of-the-artSeminar hall of 306 square meters area with proper seating arrangement & provision of audio-visual aids with smart board.
- Institute provides 75 computers, 12projectors and 27 printers for effective Teaching with internet facilities to all departments.
- For conducting events an enabled seminarhall is available.
- The adequate infrastructure of spacious OPD, IPD, Pathological Laboratory, Surgical facilities, are available in the hospital.
- Transportation Buses and Ambulance facilities for students, patients, and staff..
- Well-equipped Analytical, Physiological, Pathological, and Dravyaguna laboratories are available with adequate infrastructure and manpower.

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	Documents
List of available teaching-learning facilities such as Class rooms, Laboratories, ICT enabled facilities including Teleconference facilities etc., mentioned above	https://www.adamc.ac.in/Downloads/DownloadsFile3473.pdf
Geo tagged photographs	https://www.adamc.ac.in/Downloads/DownloadsFile3449.pdf
Any other relevant information	https://www.adamc.ac.in/Downloads/DownloadsFile3450.pdf

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. Describe the adequacy of facilities for sports, games and cultural activities including specification about area/size, year of establishment and user rate within 100 - 200 words

1. Institute has a large playground and having adequate facilities in Sports Complex.
2. In the gymnasium various equipments are available and Students are utilizing this facility. Institute organizes of Annual sports events in winter season.
3. To enhance the confidence of the students and to improve hidden skills, this year the annual cultural activities were conducted on. Students participated in events like singing dancing drama, also competitions' like quiz, rangoli etc. Rashtriya Yuva din was celebrated on 12-01-2023. Essay competition was conducted on to encourage the students thought Gender equity and 15 students were participated in this activity
4. Students took part in various days celebrations, organ donation day, yoga day, ayurveda day, ganesha festival .These activities help students to explore there internal qualities.
5. YOGA- The second year students regularly do yoga in yoga hall of Swasthavritta department under the guidance of yoga teacher.

File Description	Documents
List of available sports and cultural facilities	https://www.adamc.ac.in/Downloads/DownloadsFile3451.pdf
Geo tagged photographs	https://www.adamc.ac.in/Downloads/DownloadsFile3452.pdf
Any other relevant information	https://www.adamc.ac.in/Downloads/DownloadsFile3453.pdf

4.1.3 - Availability and adequacy of general campus facilities and overall ambience: Describe the availability and adequacy of campus facilities such as hostels, medical facilities, toilets, canteen, post office, bank, roads and signage, greenery, alternate sources of energy, STP, water purification plant, etc. (within 100 - 200 words)

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..

3. Toilets and restrooms are well maintained .
4. Canteen and Cafeteria: Hostels for Boys and Girls have separate canteen and cafeteria facilities.
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..
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
9. Water purification plant: A separate 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 for all outdoor games and has independent sports area having indoor games facilities . Campus has gymnasium for students and faculty
11. Yoga hall: In sports complex building there is a spacious Yoga hall and Music Hall for students and faculty
12. Security: Campus is secured with 24 x 7 security personnel
13. Other amenities and facilities such as ramp and lift, CCTV surveillance at all strategic locations and Generators are available.
14. The Institute has provided fuel refilling station and vehicle washing facility in the campus for staff convenience.
15. Active Post office letter box is available

File Description	Documents
Photographs/ Geo tagging of Campus facilities	https://www.adamc.ac.in/Downloads/DownloadsFile3454.pdf
Any other relevant information	https://www.adamc.ac.in/Downloads/DownloadsFile3455.pdf

4.1.4 - Number of expenditure incurred, excluding salary, for infrastructure development and augmentation during the year

190.06

File Description	Documents
Audited utilization statements (highlight relevant items)	View File
Details of budget allocation, excluding salary during the year (Data template)	View File
Any other relevant information	No File Uploaded

4.2 - Clinical, Equipment and Laboratory Learning Resources

4.2.1 - Teaching Hospital, equipment, clinical teaching-learning and laboratory facilities as stipulated by the respective Regulatory Bodies. Describe the adequacy of the Teaching Hospital, equipment, clinical teaching-learning and laboratory facilities as stipulated by the respective Regulatory Bodies within 100 - 200 words

The institute has 244 bedded hospital that provides facilities of emergency treatment, ICU, OPD, and IPD of all clinical subject departments ,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. There is a clinical laboratory in the hospital with infrastructure
4. The hospital is well-equipped with 2 operation theaters and a physiotherapy department. The medical record section is computerized for OPD, and IPD, patients.
5. The hospital has an Ambulance facility to take care of the patients.
6. 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..
7. Students have participated in health camps organized in hospital sections.
8. The hospital is well equipped with adequate provision of security, civil, electrical, sanitation incineration, and disposal services.

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

File Description	Documents
The facilities as per the stipulations of the respective Regulatory Bodies with Geo tagging	https://www.adamc.ac.in/Downloads/DownloadsFile3457.pdf
The list of facilities available for patient care, teaching-learning and research	https://www.adamc.ac.in/Downloads/DownloadsFile3456.pdf
Any other relevant information	https://www.adamc.ac.in/Downloads/DownloadsFile3458.pdf

4.2.2 - Number of patients per year treated as outpatients and inpatients in the teaching hospital for the year

4.2.2.1 - Number of patients treated as outpatients in the teaching hospital during the year

100258

File Description	Documents
Any other relevant information	View File
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 File
Outpatient and inpatient statistics for the year	View File
Link to hospital records/ Hospital Management Information System	https://www.adamc.ac.in/Downloads/DownloadsFile3459.pdf

4.2.3 - Number of students exposed to learning resource such as Laboratories, Animal House & Herbal Garden (in house OR hired) during the year

4.2.3.1 - Number of UG students exposed to learning resource such as Laboratories, Animal House & Herbal Garden (in house OR hired) during the year

203

File Description	Documents
Detailed report of activities and list of students benefitted due to exposure to learning resource	View File
Details of the Laboratories, Animal House & Herbal Garden	View File
Number of UG, PG students exposed to Laboratories, Animal House & Herbal Garden (in house OR hired) per year based on time-table and attendance	View File
Any other relevant information	No File Uploaded

4.2.4 - Availability of infrastructure for community based learning. Institution has: Attached Satellite Primary Health Center/s Attached Rural Health Center/s other than College teaching hospital available for training of students Residential facility for students / trainees at the above peripheral health centers /hospitals Mobile clinical service facilities to reach remote rural locations

C. Any 2 of the Above

File Description	Documents
Description of community-based Teaching Learning activities (Data Template)	View File
Details of Rural and Urban Health Centers involved in Teaching Learning activities and student participation in such activities	View File
Government Order on allotment/assignment of PHC to the institution	View File
Any other relevant information	View File

4.3 - Library as a Learning Resource

4.3.1 - Library is automated using Integrated Library Management System (ILMS). Describe the Management System of the Library within 100 - 200 words

The institution has a spacious state-of-the-art library of 278.81

sq. meters located on the ground floor . The library is functional from 9.30 am to 6.30 pm on all working days.

ILMS e-Granthalaya:

The library uses partially automated Granthalaya, ILMS (Version 3.0) . 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.

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.

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

Facilities available at the Library:

- For students easy reference of university papers and college exam papers files is maintained.
- Every year library tour is arranged 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.
- The book bank facility is available in the library
- The library conducts book exhibitions by different publishers regularly

Currently library holds 14082 books, subscribed to 30 National Journals, 10 International Journals, 14 newspapers, digital books 491, rare books 55, 325 thesis and dissertations, etc.

File Description	Documents
Geo tagged photographs of library facilities	https://www.adamc.ac.in/Downloads/DownloadsFile3460.pdf
Any other relevant information	https://www.adamc.ac.in/Downloads/DownloadsFile3461.pdf

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

By expanding access to all stakeholders and enriching the library with 14082 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", "SavitribaiPhule 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	Documents
Data on acquisition of books / journals /Manuscripts /ancient books etc., in the library	https://www.adamc.ac.in/Downloads/DownloadsFile3463.pdf
Geotagged photographs of library ambiance	https://www.adamc.ac.in/Downloads/DownloadsFile3462.pdf
Any other relevant information	https://www.adamc.ac.in/Downloads/DownloadsFile3464.pdf

4.3.3 - Does the Institution have an e-Library with membership / registration for the following: 1 e – journals / e-books consortia E-Shodh Sindhu Shodh ganga SWAYAM Discipline-specific Databases	A. All of the Above
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File Description	Documents
Details of subscriptions like e-journals, e-Shodh Sindhu, Shodh ganga Membership etc. (Data template)	View File
E-copy of subscription letter/member ship letter or related document with the mention of year to be submitted	View File
Any other relevant information	View File

4.3.4 - Annual expenditure for the purchase of books and journals including e- journals during the year (INR in Lakhs)

7.67876

File Description	Documents
Audited Statement highlighting the expenditure for purchase of books and journal / library resources	View File
Details of annual expenditure for the purchase of books and journals including e-journals during the year (Data template)	View File
Any other relevant information	View File

4.3.5 - In-person and remote access usage of library and the learner sessions/library usage programmes organized for the teachers and students (data for the academic year) Describe in-person and remote access usage of library and the learner sessions/library usage programmes organized for the teachers and students data for the preceding academic year within 100 - 200 words

The ADAMC Library offers both in-person and remote access to a variety of academic resources. In-person services include traditional library access, study spaces with necessary amenities, reference services for research guidance, and workshops to enhance academic skills. The library also promotes collaborative projects by providing spaces for group work and brainstorming. Remote access options include an online catalog, virtual reference desk, e-learning platforms like MOOCs and NPTEL, webinars, and online discussion forums for academic engagement.

The library also runs various programs for teachers and students, such as orientation sessions to familiarize them with library resources, subject-specific workshops, research support services, and community engagement events like author talks and book clubs. The Library Advisory Committee regularly meets to discuss budget, acquisitions, and infrastructure improvements to enhance library facilities.

Notable library events include book exhibitions, expert lectures, and library tours for new students to introduce them to available resources. The library's book collection is updated regularly through requisitions from faculty and students, approval-based selection, and book fairs. Recent exhibitions showcased literature, Ayurveda, and modern publications, attracting faculty and students. These initiatives foster a culture of reading, academic collaboration, and intellectual growth across the ADAMC community.

File Description	Documents
Details of library usage by teachers and students	https://www.adamc.ac.in/Downloads/DownloadsFile3465.pdf
Details of library usage by teachers and students	https://www.adamc.ac.in/Downloads/DownloadsFile3466.pdf
Any other relevant information	https://www.adamc.ac.in/Downloads/DownloadsFile3467.pdf

4.3.6 - E-content resources used by teachers: MOOCs platforms SWAYAM Institutional LMS e-PG-Pathshala Any other

A. All of the Above

File Description	Documents
Links to documents of e-contents used	View File
Data template	View File
Any other relevant information	View File

4.4 - IT Infrastructure

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

19

File Description	Documents
Number of classrooms and seminar halls and demonstration rooms linked with internet /Wi-Fi-enabled ICT facilities (Data Template)	View File
Geo-tagged photos of the facilities	View File
Any other relevant information	View File

4.4.2 - Institution frequently updates its IT facilities and computer availability for students including Wi-Fi . Describe computer availability for students and IT facilities including Wi-Fi with the date(s) and nature of updation within 100 - 200 words

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.
2. **Computer Availability:** There are a sufficient number of computers available for students to use
3. **WiFi Accessibility:** WiFi access is ubiquitous across campus, providing students with reliable internet connectivity in classrooms, study areas, and outdoor spaces. **Reliable Network Infrastructure:** A reliable network infrastructure is essential for supporting the IT needs of students and staff..
4. **User Support Services:** The institution should provide technical support services to assist students with IT-related issues..

LAN Facility:

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

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.

File Description	Documents
Documents related to updation of IT and Wi-Fi facilities	https://www.adamc.ac.in/Downloads/DownloadsFile3468.pdf
Any other relevant information	https://www.adamc.ac.in/Downloads/DownloadsFile3469.pdf

4.4.3 - Available bandwidth of internet

D. 50 MBPS - 250MBPS

connection in the Institution (Leased line) Opt any one:

File Description	Documents
Details of available bandwidth of internet connection in the Institution(Data Template)	View File
Bills for any one month of the last completed academic year indicating internet connection plan, speed and bandwidth	View File
Any other relevant information	View File

4.5 - Maintenance of Campus Infrastructure

4.5.1 - Expenditure incurred on maintenance of physical and academic support facilities, excluding salary component, during the year (INR in lakhs)

72.32

File Description	Documents
Audited statements of accounts on maintenance of physical facilities and academic support facilities duly certified by Chartered Accountant / Finance Officer	View File
Details about approved budget and expenditure on physical and academic support facilities (Data templates)	View File
Any other relevant information	View File

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. Describe policy details of systems and procedures for maintaining and utilizing physical and academic support facilities within a maximum of 100 -200 words.

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

- 1. Daily maintenance:** Institute provide adequate number of sweeper, peons to every departments and as per norms of NCISM every department keep daily Maintenance and each department

kept the house keeping chart authenticated by respective HOD

2.Semester maintenance: At the end of the semester, all the equipment/instruments are checked as required for the next semester.

3.Breakdown maintenance: All the necessary process are done by the concerned staff under the guidance of the Principal.

4.Computer maintenance:Maintenance of computers, printers, software, and hardware and internet connectivity is done.

5.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.

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

File Description	Documents
Minutes of the meetings of the Maintenance Committee	https://www.adamc.ac.in/Downloads/DownloadsFile3470.pdf
Log book or other records regarding maintenance works	https://www.adamc.ac.in/Downloads/DownloadsFile3471.pdf
Any other relevant information	https://www.adamc.ac.in/Downloads/DownloadsFile3472.pdf

STUDENT SUPPORT AND PROGRESSION

5.1 - Student Support

5.1.1 - Number of students benefited by scholarships/ freeships / fee-waivers by Government / Non-Governmental agencies / Institution during the year

507

File Description	Documents
Attested copies of the sanction letters from the sanctioning authorities	View File
List of students who received scholarships/ free ships/fee-waivers	View File
Any other relevant information	View File
Data template	View File

5.1.2 - Capability enhancement and development schemes employed by the Institution for students: Soft skill development Language and communication skill development Yoga and wellness Analytical skill development Human value development Personality and professional development Employability skill development	A. All of the Aboe
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File Description	Documents
Any other relevant information	View File
Link to Institutional website	https://www.adamc.ac.in/coPage.aspx?id=77
Details of capability enhancement and development schemes(Data Template)	View File

5.1.3 - Number of students provided training and guidance for competitive examinations and career counseling offered by the Institution during the year

338

File Description	Documents
List of students benefited by guidance for competitive examinations and career counselling during the year (Data template)	View File
Institutional website. Web-link to particular program/scheme mentioned in the metric	https://www.adamc.ac.in/Downloads/DownloadsFile3432.pdf
Copy of circular/ brochure/report of the event/ activity report Annual report of Pre-Examination Coaching centres	View File
list of students attending each of these schemes signed by competent authority	View File
Any other relevant information	No File Uploaded

5.1.4 - The Institution has an active international student cell to facilitate study in India program etc., Describe the international student cell activities within 100 - 200 words

The International Student Cell (ISC) at Hon ShriAnnasahebDangeAyurved Medical College Ashta, established in 2019-20, supports foreign students studying Ayurveda in India. The ISC offers academic, cultural, and social support to enhance the experience of international students. It organizes symposiums, guest lectures, and webinars to facilitate learning. Additionally, it ensures students' well-being by addressing food, healthcare, and security needs.

The ISC aims to globalize Ayurveda by offering comprehensive orientation on curriculum, teaching methods, and practical training, including Panchkarma, Ayurvedic herbs, and lifestyle modifications. It also provides mentorship, language support, and cultural exchange programs. Further, the ISC assists with accommodation and medical services, offering mental health support.

Workshops and seminars on Ayurveda, career opportunities, and research are regularly organized. Notably, the ISC held a symposium on foreign job opportunities in 2022, with 400 students attending. In 2021-22, the Institute hosted 17 webinars covering various topics like EPI INFO software and body donation campaigns. These efforts aim to create a supportive environment for international Ayurveda students, ensuring both academic success and personal well-being.

File Description	Documents
For international student cell	https://www.adamc.ac.in/Downloads/DownloadsFile3433.pdf
Any other relevant information	https://www.adamc.ac.in/Downloads/DownloadsFile3434.pdf

5.1.5 - The Institution has a transparent mechanism for timely redressal of student grievances / prevention of sexual harassment and prevention of ragging Adoption of guidelines of Regulatory Bodies Presence of the committee and mechanism of receiving student grievances (online/ offline) Periodic meetings of the committee with minutes Record of action taken	A. All of the Above
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File Description	Documents
Minutes of the meetings of student Grievance Redressal Committee and Anti-Ragging Committee/Cell	View File
Circular/web-link/ committee report justifying the objective of the metric	https://www.adamc.ac.in/Downloads/DownloadsFile3435.pdf
Details of student grievances and action taken (Data template)	View File
Any other relevant information	View File

5.2 - Student Progression

5.2.1 - Number of students qualifying in state/ national/ international level examinations during the year (eg:NET/SLET/GATE/GMAT/CAT/ GRE/TOEFL/Civil Services/State government examinations)

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

File Description	Documents
List of students qualifying in state/ national/ international level examinations during the year (Data template)	View File
Pass Certificates of the examination	View File
Copies of the qualifying letters of the candidate	View File
Any other relevant information	View File

5.2.2 - Number of outgoing students who got placed / self-employed during the year

102

File Description	Documents
Annual reports of Placement Cell	View File
Self-attested list of students placed /self-employed	View File
Details of student placement / self-employment during the year (Data template)	View File
Any other relevant information	View File

5.2.3 - Number of the graduated students of the preceding year, who have progressed to higher education

10

File Description	Documents
Supporting data for students/alumni as per data template	View File
Details of student progression to higher education (Data template)	View File
Any other relevant information	View File

5.3 - Student Participation and Activities

5.3.1 - Number of awards/medals for outstanding performance in sports and/or cultural activities at inter-university / state /national / international events (award for a team event should be counted as one) during the year

4

File Description	Documents
Duly certified e-copies of award letters and certificates	View File
Any other relevant information	View File

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. Describe the Student Council, its activities related to student welfare and student representation in academic & administrative bodies /committees of the Institution within 100 - 200words

The institute provides a comprehensive ecosystem prioritizing student well-being and success through various welfare services. Health services include on-campus clinics offering preventive care and emergency treatment. The institute also features extensive sports facilities, including fields, courts, and an indoor sports complex. For convenience, a bank ATM is available on campus.

Students are accommodated in secure, well-furnished hostels with recreational areas and a cafeteria offering healthy meals. The institute promotes inclusivity through cultural events, sports competitions, and national celebrations. Academic excellence is recognized with awards, scholarships, and research publication support for PG/Ph.D. students.

Community service activities are encouraged through the National Service Scheme (NSS). Free or subsidized medical facilities, counseling, mentorship, and access to university welfare schemes, such as health insurance, further support student welfare. A digital library with extended hours is available for academic research and study.

Extracurricular opportunities, leadership development, industry internships, and collaborative field visits enrich students' experience. The institute also offers short-term healthcare courses, certification programs, and access to SWAYAM and NPTEL online courses, enhancing students' skills and academic credentials. Overall, the institute fosters holistic development, ensuring students excel academically, personally, and professionally.

File Description	Documents
Reports on the student council activities	https://www.adamc.ac.in/Downloads/DownloadsFile3436.pdf
Any other relevant information	https://www.adamc.ac.in/Downloads/DownloadsFile3437.pdf

5.3.3 - Number of sports and cultural activities/competitions organised by the Institution during the year

31

File Description	Documents
List of sports and cultural activities / competitions organized during the year (Data Template)	View File
Report of the events with photographs	View File
Any other relevant information	No File Uploaded

5.4 - Alumni Engagement

5.4.1 - The Alumni Association is registered and holds regular meetings to plan its involvement and developmental activities with the support of the college during the year. Describe the contributions of the Alumni Association to the Institution during the year within 100 – 200 words

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

At present, we are doing activities like keeping the college alumni together through social media like Face book, Whatsapp, also organizing the annual meet & at the same time connecting new students with the association. Association also encourages alumni students to make contribution towards the institute in financial or kind way.

Career Guidance:

Alumni act as experts; spoke persons at guest lecture, interactive sessions and encouragement lectures. Their constructive and collaborative association with the institute enables students to

find good mentors.

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

Departments.

Alumni Meet: Every year, the alumni gathering gives students a chance to reconnect with their alma mater and old friends. 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 2024 total 125 alumni students registered to association.
- Yearly association arranges meeting for various activities.
- Also alumni association organizes alumni yearly meet for the alumni engagements.
- In 2023-24, total alumni association has got total 18500/- rupees financial contribution.
- Guest lectures, Book donation, Instrument Donation was done by various Alumni students in last Years.

File Description	Documents
Registration of Alumni association	https://www.adamc.ac.in/Downloads/DownloadsFile3438.pdf
Details of Alumni Association activities	https://www.adamc.ac.in/Downloads/DownloadsFile3439.pdf
Frequency of meetings of Alumni Association with minutes	https://www.adamc.ac.in/Downloads/DownloadsFile3440.pdf
Quantum of financial contribution	https://www.adamc.ac.in/Downloads/DownloadsFile3441.pdf
Audited statement of accounts of the Alumni Association	https://www.adamc.ac.in/Downloads/DownloadsFile3442.pdf

5.4.2 - Provide the areas of contribution by the Alumni Association / chapters during the year

C. Any 2 or 3 of the Above

Financial /kind Donation of books /Journals/volumes Students placement Student exchanges Institutional endowments

File Description	Documents
List of Alumni contributions made during the year	View File
Extract of Audited statements of highlighting Alumni Association contribution	View File
Certified statement of the contributions by the head of the Institution	View File
Any other relevant information	View File

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. Describe the Vision and Mission of the Institution, nature of governance, perspective plans and stakeholders' participation in the decision-making bodies highlighting the activities leading to Institutional excellence.

VISION: The Institute aspires to the world-class, to generate & sustain excellence in Ayurvedic education and research in a supportive and stimulating academic environment. 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 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 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 to keep themselves updated with the recent trends in technology and publish research papers, etc.

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.

File Description	Documents
Vision and Mission documents approved by the College bodies	https://www.adamc.ac.in/Downloads/DownloadsFile3353.pdf
Achievements which led to Institutional excellence	https://www.adamc.ac.in/Downloads/DownloadsFile3354.pdf
Any other relevant information	https://www.adamc.ac.in/Downloads/DownloadsFile3355.pdf

6.1.2 - Effective leadership is reflected in various Institutional practices such as decentralization and participative management. Describe the organogram of the college management structure and its functioning system highlighting decentralized and participatory management and its outcomes in the Institutional governance within 100 - 200 words

The institution practices decentralization and participative management.

Effective leadership is reflected in various institutional practices in whichThe 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, PGAcademic, 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. Development of leadership quality in staff and students

1. Participation of staff in decision-making increases.
2. The sense of responsibility increases in staff which helps in improved work efficiency.
3. Different visions for solving a single problem become available.

- ORGANIZATION OF CPR WORKSHOP

As a part of the quality improvement of the college, Hon. Shri. Annasaheb Dange Ayurved Medical College decided to organize a CPR workshop on 16th October 2023.

The outcome of the event:

- Awareness about CPR
- Hands on training about CPR
- Total 95 candidates were benefited.

File Description	Documents
Relevant information /documents	https://www.adamc.ac.in/Downloads/DownloadsFile3356.pdf
Any other relevant information	https://www.adamc.ac.in/Downloads/DownloadsFile3357.pdf

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.
Provide the write-up within 100 - 200 words

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

effectively deployed.

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. Similarly inter college committees are formed for the harmonious conduction of all programs.

1. College Council
2. Student Welfare Committee
3. Vishakha (Women Grievance Redressal)
4. Anti Ragging
5. Minority Cell
6. 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..

Deployment of Strategic Plan:

- Implementation Teams like intercollege committees: Tasked with translating strategic goals into actionable initiatives, setting timelines, and allocating resources.
- Communication and Engagement: Regular communication with faculty, staff, students, alumni, and external stakeholders to ensure alignment and support for the strategic plan.

Rules, Norms, and Guidelines:

- 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.

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	Documents
Minutes of the College Council/ other relevant bodies for deployment/ deliverables of the strategic plan	https://www.adamc.ac.in/Downloads/DownloadsFile3358.pdf
Any other relevant information	https://www.adamc.ac.in/Downloads/DownloadsFile3359.pdf
Organisational structure	https://www.adamc.ac.in/Downloads/DownloadsFile3360.pdf
Strategic Plan document(s)	https://www.adamc.ac.in/Downloads/DownloadsFile3361.pdf

6.2.2 - Implementation of e-governance in areas of operation Academic Planning and Development Administration Finance and Accounts Student Admission and Support Examination

A. All of the Above

File Description	Documents
Data template	View File
Institutional budget statements allocated for the heads of E_governance implementation	View File
e-Governance architecture document	View File
Screen shots of user interfaces	View File
Policy documents	View File
Any other relevant information	No File Uploaded

6.3 - Faculty Empowerment Strategies

6.3.1 - The institution has effective welfare measures for teaching and non-teaching staff and avenues for their career development/ progression

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.

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.

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.

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.

Non-Teaching Staff Welfare Measures:

- Fair Compensation and Benefits
- Training and Skill Development
- Employee Assistance Programs

- **Workplace Safety and Health**

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.

File Description	Documents
Policy document on the welfare measures	https://www.adamc.ac.in/Downloads/DownloadsFile3369.pdf
List of beneficiaries of welfare measures	https://www.adamc.ac.in/Downloads/DownloadsFile3426.pdf
Any other relevant document	https://www.adamc.ac.in/Downloads/DownloadsFile3366.pdf

6.3.2 - Number of teachers provided with financial support to attend conferences / workshops and towards membership fee of professional bodies during the year

33

File Description	Documents
Details of teachers provided with financial support to attend conferences, workshops etc. during the year (Data Template)	View File
Policy document on providing financial support to teachers	View File
List of teachers provided membership fee for professional bodies	No File Uploaded
Receipts to be submitted	View File
Any other relevant information	No File Uploaded

6.3.3 - Number of professional development / administrative training programmes organized by the University for teaching and non- teaching/technical staff during the year (Continuing education programmes, entrepreneurship development programmes, Professional skill development programmes, Training programmes for administrative staff etc.,)

7

File Description	Documents
List of professional development / administrative training programmes organized by the Institution during the year and the lists of participants who attended them (Data template)	View File
Reports of Academic Staff College or similar centers Verification of schedules of training programs	View File
Copy of circular/ brochure/ report of training program self conducted program may also be considered	View File
Any other relevant information	View File

6.3.4 - Number of teachers undergoing Faculty Development Programmes (FDP) including online programmes during the year (Orientation / Induction Programmes, Refresher Course, Short Term Course etc.)

15

File Description	Documents
Days limits of program/course as prescribed by UGC/ AICTE or Preferably Minimum one day programme conducted by recognised body/academic institution	View File
Any other relevant information	View File
Details of teachers who have attended FDPs during the year (Data template)	View File
E-copy of the certificate of the program attended by teacher	View File

6.3.5 - Institution has Performance Appraisal System for teaching and non- teaching staff. Describe the functioning of the Performance Appraisal System for teaching and nonteaching staff within 100 - 200 words

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. Staff retention is one of the strengths of the institution.

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.. 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.

File Description	Documents
Performance Appraisal System	https://www.adamc.ac.in/Downloads/DownloadsFile3362.pdf
Any other relevant information	https://www.adamc.ac.in/Downloads/DownloadsFile3363.pdf

6.4 - Financial Management and Resource Mobilization

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

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.
- **Allocation:** The proposed budget received from the Head of the Institution is then allocated the budget as per the necessity of the proposed expenses.
- **Expenses:** The sanctioned funds are utilized for the development of laboratories, procurement of books, national /international journals, staff salary, development and maintenance activities, etc.

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.
2. **Efficiency and Cost Reduction:**
 - Conduct regular reviews of operational processes and workflows to identify opportunities for streamlining and efficiency improvements.
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.

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	Documents
Resource mobilization policy document duly approved by College Council/other administrative bodies	https://www.adamc.ac.in/Downloads/DownloadsFile3364.pdf
Procedures for optimal resource utilization	https://www.adamc.ac.in/Downloads/DownloadsFile3365.pdf
Any other relevant information	https://www.adamc.ac.in/Downloads/DownloadsFile3366.pdf

6.4.2 - Institution conducts internal and external financial audits regularly. Enumerate the various internal and external financial audits carried out during the year with the mechanism for settling any audit objections within 100 -200 words

Internal Financial Audit

Purpose:

- Evaluate and improve the effectiveness of the institution's risk management, control, and governance processes.

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 rose.
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.
4. Communicate with Auditors: Share the action plan with the auditors to demonstrate transparency and commitment to resolving the issues.
5. Implement the Plan: Execute the action plan, making necessary

corrections and improvements.

6. Document Actions Taken: Maintain comprehensive records of all actions taken to address the audit objections.

Financial Activities and Audit Focus Areas

Funds Received From:

- U.G. and P.G. fee receipts
- Hospital section receipts
- Dhanwantari Covid center

Payments Made For:

- Salaries of teaching, non-teaching, and hospital staff
- Administration and departmental expenses
- Medical equipment

By systematically addressing audit objections and maintaining transparent and compliant financial practices, the institution ensures its financial integrity and operational efficiency.

File Description	Documents
Documents pertaining to internal and external audits for the last year	https://www.adamc.ac.in/Downloads/DownloadsFile3366.pdf
Any other relevant information	Nil

6.4.3 - Total Grants received from government/non-government bodies, individuals, philanthropists during the year (INR in Lakhs)

Funds/grants received from government bodies (INR in Lakhs)	Funds/grants received from nongovernment bodies (INR in Lakhs)
16.54	00.00

File Description	Documents
Audited statements of accounts for the year	View File
Copy of letter indicating the grants/ funds received by respective agency as stated in metric	View File
Provide the budget extract of audited statement towards Grants received from Government / non-government bodies, individuals, philanthropist duly certified by chartered accountant/ Finance Officer	View File
Information as per Data template	View File
Any other relevant information	No File Uploaded

6.5 - Internal Quality Assurance System

6.5.1 - Institution has a streamlined Internal Quality Assurance Mechanism. Describe the Internal Quality Assurance Mechanism in the Institution and the activities of IQAC within 100 - 200 words

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. IQAC STRATEGIES: IQAC has developed mechanisms and procedures for: 1. Ensure 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.

Vision-Mission Objectives Strategic Planning & Procedure Implementation through all Departments Outcome Based Education IQAC FUNCTIONS: 1. Development and application of quality benchmarks/parameters for various academic and administrative activities of an institution. 2. Organization of workshops, seminars on quality-related themes and promotion of quality circles. 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 Mechanism for Implementation and Monitoring
1. Planning: Develop a detailed action plan outlining specific quality assurance activities and timelines.
2. Implementation: Execute the planned activities, ensuring adherence to the established timelines and quality standards.
3. Monitoring: Conduct regular monitoring and evaluation of ongoing activities.
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File Description	Documents
The structure and mechanism for Internal Quality Assurance	https://www.adamc.ac.in/Downloads/DownloadsFile3084.pdf
Minutes of the IQAC meetings	https://www.adamc.ac.in/Downloads/DownloadsFile3283.pdf
Any other relevant information	Nil

6.5.2 - Number of teachers attending programs/ workshops/ seminars specific to quality improvement in the year (Please exclude participations in Faculty Development Programmes (FDP) mentioned in metric 6.3.4)

File Description	Documents
Details of programmes/ workshops/ seminars specific to quality improvement attended by teachers during the year	View File
List of teachers who attended programmes/ workshops/ seminars specific to quality improvement during the year	View File
Certificate of completion/participation in programs/ workshops/ seminars specific to quality improvement	No File Uploaded
Information as per Data template	View File
Any other relevant information	No File Uploaded

**6.5.3 - The Institution adopts several Quality Assurance initiatives. The Institution has implemented the following QA initiatives:
 Regular meeting of Internal Quality Assurance**

A. All of the Above

Cell (IQAC) Feedback from stakeholder collected, analysed and report submitted to college management for improvements Organization of workshops, seminars, orientation on quality initiatives for teachers and administrative staff. Preparation of documents for accreditation bodies (NAAC, NBA, ISO, NIRF, NABH, NABL etc.,)

File Description	Documents
Information as per Data template	View File
Annual report of the College	View File
Minutes of the IQAC meetings	View File
Copies of AQAR	https://www.adamc.ac.in/coPage.aspx?id=561
Report of the feedback from the stakeholders duly attested by the Board of Management	No File Uploaded
Report of the workshops, seminars and orientation program	No File Uploaded
Copies of the documents for accreditation	No File Uploaded
Any other relevant information	No File Uploaded

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 year

11

File Description	Documents
List of gender equity sensitization programmes organized by the Institution (Data template)	View File
Copy of circular/brochure/ Report of the program	View File
Extract of Annual report	View File
Geo tagged photographs of the events	View File

7.1.2 - Measures initiated by the Institution for the promotion of gender equity during the year. Describe gender equity & sensitization in curricular and co-curricular activities, facilities for women on campus within 100 - 200 words

The institution has made significant strides in promoting gender equity, achieving a faculty gender ratio of 55% male to 45% female. Equal remuneration and increased roles in governance are prioritized, alongside equal opportunities for male and female students in various activities. Safety and security are paramount, with 24/7 security, CCTV surveillance, and health facilities on campus. Multiple committees, such as the Anti-Ragging and Grievance Redressal Cells, address safety concerns and uphold strict anti-harassment policies, ensuring confidential reporting and prompt action.

To enhance awareness of gender issues, the institution organizes sensitization programs, including self-defense training for women and menstrual hygiene initiatives like the 'Red Dot Programme.' Special health camps are held for female staff, and resources like common rooms and childcare facilities support students and employees. Additionally, a Mentor-Mentee system aids in student counseling, while maternity leave policies reinforce the institution's commitment to a supportive environment for all.

File Description	Documents
Annual gender sensitization action plan	https://www.adamc.ac.in/Downloads/DownloadsFile2901.pdf
Specific facilities provided for women in terms of a. Safety and security b. Counselling c. Common Rooms d. Day care centre for young children	https://www.adamc.ac.in/Downloads/DownloadsFile2892.pdf
Any other relevant information	https://www.adamc.ac.in/Downloads/DownloadsFile2893.pdf

7.1.3 - The Institution has facilities for alternate sources of energy and energy conservation devices 1 Solar energy Wheeling to the Grid Sensor based energy conservation Biogas plant Use of LED bulbs/ power efficient equipment

B. Any 3 or 4 of the Above

File Description	Documents
Geotagged Photos	https://www.adamc.ac.in/Downloads/DownloadsFile3370.pdf
Installation receipts	View File
Facilities for alternate sources of energy and energy conservation measures	View File
Any other relevant information	View File

7.1.4 - Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 100 - 200 words) Solid waste management Liquid waste management Biomedical waste management E-waste management Waste recycling system Hazardous chemicals and radioactive waste management

The institute has established a comprehensive waste management system, earning recognitions like the "Swaccha Sarvekshan Award" and "Paryavarna Doot Award." Solid waste is segregated into biodegradable and non-biodegradable categories. Biodegradable waste, such as vegetable scraps and leaf litter, is composted in a vermin compost pit, while non-biodegradable waste is managed by the Ashta Municipal Corporation. Dustbins are well placed, and burning waste

is prohibited to reduce air pollution.

Liquid waste is effectively treated and reused for irrigating herbal gardens. Bio-medical waste is meticulously collected in color-coded bags: yellow for anatomical and soiled waste, red for recyclable contaminated items, blue for broken glassware, and white for sharp objects. An approved agency 'Surya Biomedical waste' oversees this process, with regular training provided to staff.

E-waste is minimized through routine maintenance of equipment, and remaining waste is handled by technicians. The institute also operates a Sewage Treatment Plant to recharge groundwater, using vermin cast from composting as garden manure. Chemical and radioactive wastes are managed with strict adherence to safety protocols and appropriate certifications.

File Description	Documents
Relevant documents like agreements/MoUs with Government and other approved agencies	https://www.adamc.ac.in/Downloads/DownloadsFile2880.pdf
Geotagged photographs of the facilities	https://www.adamc.ac.in/Downloads/DownloadsFile2895.pdf
Any other relevant information	https://www.adamc.ac.in/Downloads/DownloadsFile2879.pdf

7.1.5 - Water conservation facilities available in the Institution: Rain water harvesting Bore well /Open well recharge Construction of tanks and bunds Waste water recycling Maintenance of water bodies and distribution system in the campus

A. Any 4 or all of the above

File Description	Documents
Geotagged photos / videos of the facilities	https://www.adamc.ac.in/Downloads/DownloadsFile3371.pdf
Installation or maintenance reports of Water conservation facilities available in the Institution	View File
Any other relevant information	View File

7.1.6 - Green campus initiatives of the Institution include: Restricted entry of automobiles Battery-powered vehicles Pedestrian-friendly pathways Ban on use of plastics Landscaping with trees and plants

A. All of the Above

File Description	Documents
Geotagged photos / videos of the facilities if available	https://www.adamc.ac.in/Downloads/DownloadsFile3372.pdf
Geotagged photo Code of conduct or visitor instruction displayed in the institution	View File
Any other relevant information	View File
Reports to be uploaded (Data Template)	View File

7.1.7 - The Institution has Divyangjan friendly, barrier-free environment Built environment with ramps/lifts for easy access to classrooms. Divyangjan friendly washrooms Signage including tactile path, lights, display boards and signposts Assistive technology and facilities for Divyangjan to access NAAC for Quality and Excellence in Higher Education AQAR format for Health Sciences Universities Page 68 website, screen-reading software, mechanized equipment Provision for enquiry and information: Human assistance, reader, scribe, soft copies of reading material, screen reading

A. All of the Above

File Description	Documents
Geo tagged photos of the facilities as per the claim of the institution	View File
Any other relevant information	View File
Data template	View File
Relevant documents	View File

7.1.8 - Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and other diversities (within 200 words).

The institute fosters an inclusive environment by embracing cultural, regional, linguistic, communal, and socioeconomic diversities. Admission through NEET and PG entrance exams welcomes students from across India. Induction programs, including the "Shishyopanayaniya Sansakar," promote bonding between students and teachers, while transitional curricula introduce the Ayurved course. Special programs address language learning challenges, and various linguistic days celebrate cultural diversity. Extracurricular activities, such as sports and cultural festivals, enhance student engagement, also gets awards and recognitions in competitions at multiple levels.

Scholarships and initiatives like the Dhanavantari Vidyadhan Yojana support students from lower socioeconomic backgrounds. The bi-monthly e-magazine, 'Dnyanayu,' highlights student achievements and events, promoting community involvement. The institute collaborates with other disciplines through MoUs to organize guest lectures and training.

Dhanvantari Hospital serves the community with health services, dietary advice, and health initiatives like the Mahatma Jotirao Phule Jana Arogya Yojana. Educational outreach includes health lectures and awareness campaigns, contributing to a holistic, health-conscious environment. Through diverse programs and community engagement, the institute ensures active participation from all students, fostering inclusivity.

File Description	Documents
Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	https://www.adamc.ac.in/Downloads/DownloadsFile3373.pdf
Any other relevant information/documents	https://www.adamc.ac.in/DnyanayuMagazineList.aspx

7.1.9 - The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard. The Code of Conduct is displayed on the website There is a committee to monitor adherence to the Code of Conduct Institution organized professional ethics programmes for students, teachers, administrators and other staff during the year Annual awareness programmes on Code of Conduct were organized during the year	A. All of the Above
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File Description	Documents
Information about the committee composition, number of programmes organized etc., in support of the claims	View File
Web link of the code of conduct	https://www.adamc.ac.in/Downloads/DownloadsFile2771.pdf
Details of the monitoring committee of the code of conduct	View File
Details of Programs on professional ethics and awareness programs	View File
Any other relevant information	View File
Institutional data in Prescribed format (Data Template)	View File

7.1.10 - The Institution celebrates/ organizes national and international commemorative days, events and festivals. Describe the efforts of the Institution in celebrating /organizing National and International commemorative days and events and festivals within 100 - 200 words

Institute celebrates various National and International commemorative days, events, and festivals through the NSS Unit, Gymkhana Management Committee, and the Student Council. National days like Independence Day, Republic Day, and Constitution Day are observed with flag hoisting, speeches, and cultural activities to raise awareness about national symbols, duties, and heritage. Festivals such as Youth Day and Unity Day promote cultural understanding and social harmony.

Health-focused events like World Health Day, International Yoga Day, and World Tuberculosis Day include workshops, exhibitions, and educational programs to address global health and environmental concerns. Birth and death anniversaries of iconic figures like Mahatma Gandhi, Dr. B.R. Ambedkar, and Dr. A.P.J. Abdul Kalam are marked with expert lectures to inspire students and highlight India's rich history.

Festivals and cultural competitions, including dance, music, art, and crafts, foster creativity, community bonding, and appreciation for diversity. These celebrations provide a platform for learning, networking, and preserving cultural heritage while promoting unity, reflection, and gratitude. By participating in these events, students develop a deeper understanding of history, culture, and shared global challenges, building a more inclusive and aware community.

7.2 - Best Practices

7.2.1 - Describe two Institutional Best Practices as per the NAAC format provided in the Manual (Respond within 100 - 200 words)

Best Practice I-Extension Education: Broadening Educational Horizon
Objectives of Practice: 1.Extension education and 2. Extension service,
The Context: Extension activities are student-centric programme 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.
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 Ayurveda campaigns
Evidence of success:Adoption of VillagesNagrале & Bhilawadi. Develop the social awareness among the students. Medical facilities are made available to the nearby villages.
Best Practice II- Research Ecosystem: Cultivating Excellence and Impact
Objectives of the Practice: To

foster interdisciplinary collaboration, promote advanced research methodologies, encourage research presentations, and publish high-quality research papers. The Context: This holistic research ecosystem integrates scholarly inquiry, innovative clinical practices, It focuses on creating an enriched research ambience faculty motivation, grant acquisition, enabling impactful research contributions. The Practice: Key initiatives include advanced research seminars, methodology workshops, mentorship programs, publication support, Facilities like special leaves, financial aid, and software training Evidence of Success: Achievements include three funded projects, two international journals, five patents, 58 book publications, multiple awards, and extensive workshops and training programs.

File Description	Documents
Best practices page in the Institutional website	https://www.adamc.ac.in/Downloads/DownloadsFile3071.pdf
Any other relevant information	https://www.adamc.ac.in/Downloads/DownloadsFile3072.pdf

7.3 - Institutional Distinctiveness

7.3.1 - Portray the performance of the Institution during the year in one area distinctive to its priority and thrust within 100 - 200 words

The "Arogya Apalya Dari" (Health at Your Doorstep) program by Hon. Shri. Annasaheb Dange Ayurved Medical College aims to provide accessible, preventive, and curative Ayurvedic healthcare to underserved and semi-urban populations. It focuses on bridging healthcare gaps and enhancing community well-being through initiatives like health camps in remote areas.

The program follows a structured approach, including meticulous planning, resource mobilization, promotional outreach, efficient camp setup, referral, and follow-up care. Services range from free health check-ups, preliminary diagnostic tests, and awareness campaigns to specialized treatments at Dhanvantari and Sunshine Multispecialty Hospitals. Villages such as Baaz, Nagarale, and Bhilawadi have been adopted under the initiative, fostering trust and inclusivity.

Benefits include improved healthcare accessibility, preventive education, and community engagement. Challenges like logistics,

funding, and follow-up care persist but are addressed to sustain the program's success. Overall, the initiative has significantly impacted health awareness and service delivery in the region, demonstrating a model for sustainable community health improvement.

File Description	Documents
Appropriate web page in the institutional website	https://www.adamc.ac.in/Downloads/DownloadsFile3375.pdf
Any other relevant information	http://youtu.be/gy7brlodQWE

AYURVEDA PART

8.1 - Ayurveda Indicator

8.1.1 - Integration of different systems of health care in the teaching hospital. Describe the activities undertaken by the Institution to integrate other systems of AYUSH and with health care systems other than AYUSH, within 100 - 200 words

Teaching hospital provides Ayurveda, Yoga, Allopathy and Dental care to the community to provide more efficient and better service for the overall health outcomes of patients.

Swasthavritta&Yoga :

1. Proposal for DOT centre has been submitted.
2. Yogasana, pranayam, yognidraetc are advised as per the need of the patient.

Rog Nidan:

1. Modern Radiological and pathological investigations are done in the central lab.
2. Collaboration with other registered diagnostic labs for specific investigations.

Prasuti tantra and Streeroga :

1. Caesarian sections, Hysterectomies and other gynecological surgeries are done.
2. Approved PCPNDT Centre.

Balroga:

1. NICU is functional.

2. Dhanvantari hospital is a Government recognized vaccination centre.

Kayachikitsa:

1) Well equipped ICU and Dialysis center with regular visit of consultants.

Panchakarma :

Separate Physiotherapy centre in collaboration with Panchakarma Department is available.

Shalyatantra :

Two well equipped major and minor OT's are available. Various surgeries under the category of general, vascular are done routinely.

Shalakya tantra :

Dental OPD, Ophthalmic OPD and OT are functional. ENT surgeries are conducted under expert supervision.

File Description	Documents
Institutional policy of integration	https://www.adamc.ac.in/Downloads/DownloadsFile3376.pdf
Letter of approval from the appropriate authority	https://www.adamc.ac.in/Downloads/DownloadsFile3377.pdf
Details of integration in terms of number of departments, faculty/consultants involved, clinical conditions considered for integration and integrated protocols developed	https://www.adamc.ac.in/Downloads/DownloadsFile3378.pdf
Any other relevant documents	https://www.adamc.ac.in/Downloads/DownloadsFile3379.pdf

8.1.2 - Institutional mechanism towards classical way of Ayurveda learning. Describe the additional efforts made by the Institution to facilitate Sanskrit learning, spoken Sanskrit, Samhita Pathana, Nighantu / Rasasha Grantha pathana etc. within 100 -200 words

Efforts by the Institution to facilitate Sanskrit learning:

Surabharati Sanskrit SambhashanVarga is implemented for first year B.A.M.S. It is of 33 days, 1 hour daily. Initially, pronunciation and construction of simple sentences and after that, concerned knowledge of language & then grammatical part of Sanskrit is taught. Thereafter prose writing and group activities are done. At the end, course exam is conducted and result analysis is done.

Samhita Vachanis conducted once a week. 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.

Shloka pathanis conducted on the occasion of Charak jayanti.

Participation in shloka competition : Students have achieved good rankings at Local and National level shloka competition.

Samhita siddhant department has a separate unit of Prachya vidya dalan where students are benefitted with the provision of ancient manuscripts & rare books.

Outcomes: Students will be able to-

1. Pronounce, read & write Sanskrit words properly.
2. Create & Translate Sanskrit sentences into Marathi/English
3. Communicate in Sanskrit.
4. Get familiar to Sanskrit especially those with English medium background.

File Description	Documents
Teaching schedule including total hours of teaching	https://www.adamc.ac.in/Downloads/DownloadsFile3380.pdf
Attendance and certificate of completion of schedule hours of teaching	https://www.adamc.ac.in/Downloads/DownloadsFile3381.pdf
Assessment, feedback and outcome	https://www.adamc.ac.in/Downloads/DownloadsFile3382.pdf

8.1.3 - Promotion of seasonal Panchakarma and implementation of lifestyle modifications including Kaumarapanchakarma

8.1.3.1 - Seasonal Panchakarma: Describe the steps taken by the Institution to promote Seasonal Panchakarma including both Vasantika Vamana and Sarada Virechana and life style modifications through the principles of Ayurveda within 100-200 words

Seasonal Panchakarma: 'Health for All' is the moto of W.H.O. declared on World Health Day in 2019.

"SwasthasyaSwasthyaRakshanamAturasyaVikaraPrashamanam", which means to maintain and promote 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 Vasantik Vaman camp, SharadeeyaVirechan camp and Varsha rutuBasti camp. Patients suffering from Asthama, Obesity, PCOD, Skin Diseases get relief by this Shodhanaprocedure.. Objectives : To create awareness among society about importance of Seasonal Panchakarma for health maintenance. To spread the benefits of Seasonal Panchakarma to grass-root level. To help students gain practical knowledge about Panchakarma. To convey society that Ayurveda is for both- healthy and diseased. In this practice people are approached through medical camps, social talks with different forums, classical practices in OPD. As people carry negligence about their health and are unknown of post complication of Panchakarma therapy if involved in apathyasevan then special counselling sessions are conducted before starting the therapiesto enlighten them with various healthy food habits and make them follow Pariharyavishayas. Complications as such encountered are very less.

File Description	Documents
Protocols incorporating Principles of Ayurveda and their implementation	https://www.adamc.ac.in/Downloads/DownloadsFile3383.pdf
Number of activities to promote seasonal Panchakarma, and number of seasonal Panchakarma procedures performed	https://www.adamc.ac.in/Downloads/DownloadsFile3384.pdf
Protocols developed for lifestyle modifications through Ayurveda and the promotional activities undertaken, number of people who were advised lifestyle modifications and the outcome thereof.	https://www.adamc.ac.in/Downloads/DownloadsFile3385.pdf
Details of activities towards maintenance of quality, details of training content, frequency of training, skill development programs oftherapists	https://www.adamc.ac.in/Downloads/DownloadsFile3386.pdf
SOPs of development, implementation, monitoring and revision ofSOPs	https://www.adamc.ac.in/Downloads/DownloadsFile3387.pdf
Activities towards improvement of clinical documentation, details of new initiations in administering Panchakarma procedures.	https://www.adamc.ac.in/Downloads/DownloadsFile3388.pdf
Details of mock drill to manage complications etc.	https://www.adamc.ac.in/Downloads/DownloadsFile3389.pdf

8.1.4 - Steps adopted by the Institution towards implementation of Swasthavritta activities such as Sadvritta, Achararasayana, Dinacharya and Ritucharya etc. during the year. Describe the details of activities undertaken by the Institution towards implementation of Swasthavritta activities such as Sadvritta, Achararasayana, Dinacharya and Ritucharya etc. during the year in 100-200 words:

Swasthavritta activities:

1. Health talksonlife style changes and life style disorders, Yoga andYougikShudhikriyaetc.
2. Health AwarenesssRalleyswith notifying banners are periodically conducted.

3. Advice at Swasthyarakshan OPD: for betterment of health status of an individual.
4. Har Ghar Har Din Ayurved Campaign:includes Rally for Public awareness of Poshan. (Nutrition),Lecture on Usefulness of Ayurved for Millenials, Awareness Rally for Millenials 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.
5. Demonstration of DincharyaUpakrama like Gandush,Pratimarshnasyaetc are conducted in Swasthavritta and Yoga department.

Dincharya includes bramhamuhutra, malamutravisarjan, ushahpan, jihvanirlekhan, abhyanga, vyayama kaval and gandusha, udvartan, anjan, snan, dhoompan, aharsevanvidhan and dhyan.

Ritucharya: Ayurveda has effectively provided guidelines about these seasonal changes (ritus), rituharitakisevan and advised that a person should change his food and lifestyle accordingly.

Ayurveda has significantly advised the personal and social code of conduct under the topics Sadvritta and Achara rasayana.

Ayurveda has mentioned Trayopastambha which include Aahara, nidra and bramhacharya.

File Description	Documents
Details of promotional measures undertaken for each activity	https://www.adamc.ac.in/Downloads/DownloadsFile3390.pdf
List of people who have undergone such activity and their outcomes, in during the year	https://www.adamc.ac.in/Downloads/DownloadsFile3391.pdf

8.1.5 - The institution has taken adequate measures to develop and maintain Herbal Garden in terms of the number of species and plants.

8.1.5.1 - Total area:	Between 2 and 5 acres
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File Description	Documents
List of medicinal plant species in the herbal garden	View File
Area in acres (Data Template)	View File
Geo tagged photographs of the herbal garden	View File

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

Herbal garden is in 80000 sq. ft. which is divided in 2 parts i.e.40000 sq.ft.per part. There are total 915 plants. It is well irrigated and well fenced area. There are some Rare and Endangered Threatened plant species like e.g. Vana kadali (Enset superb), Agaru (Aquilaria agalocha), Ashoka (Saracaasoka), Vidanga (Embelia robusta), Guggul(Commiphora mukul),Noni (Morindacitrifolia), Shatavari (Asperagus racemosa) etc.which are sustainable to current atmosphere.

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 propagate them. Institute organizes awareness program regarding the medicinal values of endangered species in ayurvedic treatment. Institute educate the students about 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 values and their trading demand. Institute develops collaborative work with various Agri institutes to develop the endangered species plants samplings to increase the number of plants.

The "RET" listed plants are available in garden for which special precautions mainly mud, natural fertilizers etc. are taken.

File Description	Documents
Details of activities undertaken by the institution to promote conservation and propagation of rare and endangered plants.	https://www.adamc.ac.in/Downloads/DownloadsFile3392.pdf
Geo tagged photographs of the facilities/garden	https://www.adamc.ac.in/Downloads/DownloadsFile3393.pdf
Any other relevant information	https://www.adamc.ac.in/Downloads/DownloadsFile3394.pdf

8.1.7 - Number of annual expenditure incurred towards herbal garden development and maintenance, purchase of raw-materials and Medicines during the year

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File Description	Documents
Details of the land documents of the plantation area	View File
Report of activities undertaken by the institution for cultivation and propagation of medicinal plants.	View File
Expenditure on the purchase of raw-materials and Medicines	View File
Geotag photographs of the plantation area	View File
Audited statements of the accounts for the expenditure incurred during the year	View File
Any other relevant information	View File

8.1.8 - Efforts of the institution to involve students in Yogic practices & promotion of such practices among the public/community. Availability of full-fledged Yoga hall Availability of trained Yoga demonstrator Facility for Yoga for common public Facility for therapeutic Yoga Facility for advance Yogic practices like jala neti, sutra neti etc.

A. All of the Above

File Description	Documents
Geo tagged photographs	View File
Documents relating to the qualification and experience of the Yoga demonstrator	View File
Yearly data of attendance of common public and patients attending common Yoga and therapeutic Yoga	View File
Attendance certified by the principal for advanced Yogic practices	View File
Institutional Data in Prescribed Format (Data Template)	View File

8.1.9 - Efforts of the Institution towards conservation and validation of local health traditions during the year. Number of activities/interactive programmes organized by the Institution towards conservation and validation of local health traditions in collaboration with traditional healers, during the year

Number of programmes	Number of participants
7	578

File Description	Documents
Details of the activities / programme with geo tagging	View File
Any other relevant information	View File
Institutional Data in Prescribed format (Data Template)	View File

8.1.10 - Describe the availability of licenced and certified teaching Pharmacy for teaching and demonstration for students and medicine manufacturing within 100-200 words

Teaching Pharmacy:The main aim is to give more and updated knowledge and to teach various aspects of manufacturing process of Ayurvedic formulation to students. In pharmacy the formulations are prepared as per the demand of the consultants from Dhanvantari Hospital to give demonstration to students.

Vision: To update the pharmaceutical knowledge of students with quality aspects Ayurvedic products.

Mission:

1. To bring quality Ayurvedic products.
2. To augment student satisfaction through a quality management system.
3. To be in a process of continuous improvement by setting newer goals.

Products:

1. Amrut Rasayan Drops
2. Sahachar Taila
3. Mashadi Choorna
4. Vedanashamak Lep
5. Nityaprashan
6. Amrutottaram Kashayam
7. Sarjaras Malahar
8. Suprabha Sugandhi Ubtan
9. Murchit Ghruta
10. Dhoopbatti

File Description	Documents
Blue print of the Pharmacy	https://www.adamc.ac.in/Downloads/DownloadsFile3395.pdf
List of functional equipments available,	https://www.adamc.ac.in/Downloads/DownloadsFile3396.pdf
Manufactured dosage forms	https://www.adamc.ac.in/Downloads/DownloadsFile3397.pdf
Copy of the license and GMP certificates	https://www.adamc.ac.in/Downloads/DownloadsFile3398.pdf
Any other relevant documents	https://www.adamc.ac.in/Downloads/DownloadsFile3399.pdf

8.1.11 - Describe the activities undertaken by the Institution towards practice of various procedures of Kriyakalpa.

Kriyakalpa's are local external procedures which are included inBahyaparimarjanachikitsa.VariousKriyakalpa'scarried out under

Shalakyatantra Department:

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 on the basis of relief in signs and symptoms of the diseases.

More than thousands of patients of Netraroga's and Karna, Mukha, Nasa, Shirorogas in 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. Shalakyata department studies the pharmacodynamics of Kriyakalpa's based on the principles of Modern Pharmacology.

Kriyakalpa procedures are routinely done by trained and skill therapists. At certain interval of time, training programmes are arranged to educate them. SOP's are well maintained by continuous monitoring and revisions. Shalakyata department is honestly putting efforts for 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.

File Description	Documents
Details of activities towards maintenance of quality, details of training content, frequency of training, skill development programs of therapists	https://www.adamc.ac.in/Downloads/DownloadsFile3400.pdf
Details of activities towards maintenance of quality, details of training content, frequency of training, skill development programs of therapists	https://www.adamc.ac.in/Downloads/DownloadsFile3401.pdf
Activities towards improvement of clinical documentation	https://www.adamc.ac.in/Downloads/DownloadsFile3402.pdf
Details of new initiations in administering Kriyakalpa procedures.	https://www.adamc.ac.in/Downloads/DownloadsFile3403.pdf
Details of availability of emergency kits and mock drill carried out to manage complications etc	https://www.adamc.ac.in/Downloads/DownloadsFile3404.pdf

8.1.12 - Describe the activities undertaken by the Institution towards practice of various types of Anushastra

Anushastra are the Parasurgical procedures described in Ayurveda apart from many surgical procedures. Anushastra is carried out in those conditions where shastrakarma and surgery cannot be done and some special conditions like children & sensitive patients.

Following Anushastras are commonly done in Dhanvantari hospital:

1. Kshara Karma Kshar sutras are used for various cases like Anorectal diseases, nadivrana, bhagandar etc. Kshar karma is also used in tvakkshudrarogas like mashak, Charmakil etc. Considerable regular follow up after Kshar karma is taken periodically.
2. Agni karmain treatment of diseases like arsha, bhagandara, sira-snyu-asthi-sandhigatavatavikaras, Plantar fasciitis, calcaneal spur, etc.
3. Raktamokshanasuch as jalaukavacharana, siravedhana etc.

For this purpose, the hospital has appointed well trained therapists and after certain interval of period, training programmes are

arranged for them.

For the promotion of these anushastra therapy in the society, health camps are arranged.

Very less complications are observed while implementing anushastras; still if any side effect is observed, it is managed with emergency kit. Further documentation of all these procedures are well maintained. Similarly new initiatives in administering Anushastra karma like health camps, advertisements on cable TVs, health talks, rallies etc. are carried out.

File Description	Documents
Details of activities towards maintenance of quality, details of training content, frequency of training, skill development programs of therapists	https://www.adamc.ac.in/Downloads/DownloadsFile3405.pdf
SOPs of development, implementation, monitoring and revision of SOPs	https://www.adamc.ac.in/Downloads/DownloadsFile3406.pdf
Activities towards improvement of clinical documentation	https://www.adamc.ac.in/Downloads/DownloadsFile3407.pdf
Details of new initiatives in administering Anushastra Karma	https://www.adamc.ac.in/Downloads/DownloadsFile3408.pdf
Details of availability of emergency kits and mock drill carried out to manage complications etc.	https://www.adamc.ac.in/Downloads/DownloadsFile3409.pdf

8.1.13 - Describe the activities undertaken by the Institution towards practice of various procedures related to Prasuti and streeroga (uttarabasti, garbha sanskara etc.)

The activities carried out by the Institute of Prasuti and Streeroga Department are -

1. ANC card for follow up
2. Garbhadhanavidhi
3. Garbha samskara
4. Garbhiniparicharya
5. Labour counselling
6. Sutikaparicharya etc.

In cases of infertility, menstrual disorders or any other gynaecological problems, Uttar basti is being done under all aseptic precautions as per the indication is considered. The details of the procedure, benefits, indications, contraindications, complications are explained to the patient.

Garbha sansakara sessions includes pre-conceptional case, i.e. Garbhadhansanskar&sagarbhasanskara. In this programme,counselling of couple is done. Monthwise diet plan,yoga , meditation & routine care is explained to patients . Music therapy is conducted for mind Relaxation.

The practice comprises of :

1. Selecting and transmitting positive influences to the foetus by means of yoga.
2. Advising to read good scriptures.
3. Aims to have a positive thinking.
4. Ask to pray, have healthy diet and cheerful behavior.

Hence; the concept of "Supraja Janana" is wisely applied and followed in the community.Even the proper Garbhiniparicharyai.e month wise regimen of pregnant woman is advised which helps to maintain normal pregnancy, maternal and fetal wellbeing, and fetal growth.

File Description	Documents
Details of activities towards maintenance of quality, details of training content, frequency of training, skill development programs of therapists	https://www.adamc.ac.in/Downloads/DownloadsFile3410.pdf
SOPs of development, implementation, monitoring and revision of SOPs	https://www.adamc.ac.in/Downloads/DownloadsFile3411.pdf
Activities towards improvement of clinical documentation	https://www.adamc.ac.in/Downloads/DownloadsFile3412.pdf
Details of new initiations in administering Uttarabasti and following the practice of Garbha sanskara etc	https://www.adamc.ac.in/Downloads/DownloadsFile3413.pdf
Details of availability of emergency kits and mock drill carried out to manage complications etc.	https://www.adamc.ac.in/Downloads/DownloadsFile3414.pdf

8.1.14 - Describe the facilities available in the Institution towards delivering Pathya kalpana, such as : Availability of well equipped and well maintained pathya facility Training & skill development activities to improve the quality of human resource working in pathya Documents of SOPs for pathya preparations Facilities for instant preparations like svarasa, kalka, ksheerapaka etc. Maintenance of Hygiene of raw material storage and finished products

Pathya 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 in various diseased conditions.

Need for Pathya Unit:

1. Use pathya for faster recovery from diseases
2. Avoid recurrence of diseases caused by ill eating habits.
3. Use pathya as a preventive measure
4. Create awareness of proper diet regimen in the society

Aims of Pathya Unit:

1. To make patients aware of the importance of pathya

2. To provide appropriate Samsarjan krama
3. To restore normalcy of the agni
4. To provide properly managed diet regimen

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 staffs include cook and supporting staff. Others include clerical staff, sweepers, cleaners, etc.

A diet chart format or advisory pathya is mentioned on OPD or IPD papers and the channel for placing diet order informed to all consultants. Wide range of pathyais cooked in various forms as Manda, Vilepi, Yavagu, Yusha, Krishara, Kshirapak etc.

File Description	Documents
Availability of well equipped and well maintained pathya facility	https://www.adamc.ac.in/Downloads/DownloadsFile3415.pdf
Training & skill development activities to improve the quality of human resource working in pathya	https://www.adamc.ac.in/Downloads/DownloadsFile3416.pdf
Documents of SOPs for pathya preparations	https://www.adamc.ac.in/Downloads/DownloadsFile3417.pdf
Facilities for instant preparations like svarasa, kalka, ksheerapaka etc.	https://www.adamc.ac.in/Downloads/DownloadsFile3418.pdf
Maintenance of Hygiene of raw material storage and finished products	https://www.adamc.ac.in/Downloads/DownloadsFile3419.pdf

8.1.15 - Efforts made by the Institution for carrying out Pharmacovigilance activities related to Ayurvedic drugs

Institution has Pharmacovigilance unit 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 an initiative to 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. Report of any case of ADR will be done at Peripheral Pharmacovigilance Centre at Tilak Ayurveda Mahavidyalaya, Pune.

As a part of training human resource many activities was conducted under the Pharmacovigilance cell. The participants got an idea regarding awareness of adverse drug reaction.

File Description	Documents
Documents related to established pharmacovigilance centre including minutes of the meetings	https://www.adamc.ac.in/Downloads/DownloadsFile3420.pdf
Mechanism of collection, analysis and reporting of ADRs	https://www.adamc.ac.in/Downloads/DownloadsFile3421.pdf
Details of the training of human resource	https://www.adamc.ac.in/Downloads/DownloadsFile3422.pdf
Data of reporting of ADRs	https://www.adamc.ac.in/Downloads/DownloadsFile3423.pdf
Certificates for supporting recognition by National Body	https://www.adamc.ac.in/Downloads/DownloadsFile3424.pdf

8.1.16 - Is the teaching hospital / clinical laboratory accredited by any National Accrediting Agency? NABH Accreditation of the teaching hospital NABL Accreditation of the laboratories ISO Certification of the departments / divisions Other Recognized Accreditation / Certifications	D. Any 1 of the Above
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File Description	Documents
e-copies of Certificate/s of Accreditations	View File
Any other relevant documents.	View File
Institutional Data in Prescribed Format (Data Template)	View File