# YEARLY STATUS REPORT - 2022-2023

## Part A

## Data of the Institution

**1.Name of the Institution**

HON. SHRI ANNASAHEB DANGE AYURVED MEDICAL COLLEGE,POST GRADUATE & RESEARCH CENTRE,ASHTA ,SANGLI,MAHARASHTRA-416301

- 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/

**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/DownloadsFile103.pdf

**5.Accreditation Details**

| Cycle | Grade | CGPA | Year of Accreditation | Validity from | Validity to |
|-------|-------|------|-----------------------|---------------|-------------|
| **Cycle 1** | **B+** | **2.59** | **2020-21** | **16/03/2021** | **15/03/2026** |

**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/PMMMNMTT etc.**

| Institution/ Department/Faculty | Scheme | Funding agency | Year of award with duration | Amount |
|---|---|---|---|---|
| INSTITUTE | SMART- IDA PROJECT | CCRAS, AYUSH MINISTERY | 10/02/2023 | 24,73,520 |
| SHALAKYATANTRA | CME | RAV, UNDER AYUSH MINISTERY | 25/02/2023 | 9,78,000 |

**8.Whether composition of IQAC as per latest NAAC guidelines**     Yes

- Upload latest notification of formation of IQAC       View File

**9.No. of IQAC meetings held during the year**     4

- Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website?     Yes

- (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

- If yes, mention the amount

**11.Significant contributions made by IQAC during the current year (maximum five bullets)**

Teaching Learning Process- academic calendar preparation, Teacher Diary Preparation

Implementation of Competency based curriculum

faculty Training Programs, CME

establishment of Skill Lab, Prachya Vidya Dalan- Rare book gallery

**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 |
|---|---|
| https://www.adamc.ac.in/Downloads/DownloadsFile3118.pdf | 4 patents andb44 copyrights achieved |
| Nil | Extramural Research Project Sanctioned by CCRAS |
| Nil | ISO45000 certified |
| Nil | Skill Lab Establishment |

**13.Whether the AQAR was placed before statutory body?**                  **Yes**

- Name of the statutory body

# Part A

## Data of the Institution

| | |
|---|---|
| **1.Name of the Institution** | HON. SHRI ANNASAHEB DANGE AYURVED MEDICAL COLLEGE,POST GRADUATE & RESEARCH CENTRE,ASHTA ,SANGLI,MAHARASHTRA-416301 |
| • 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** | |
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|---|---|

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|---|---|---|---|---|---|
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| **SHALAKYATANTRA** | **CME** | **RAV, UNDER AYUSH MINISTERY** | **25/02/2023** | **9,78,000** |

**8.Whether composition of IQAC as per latest NAAC guidelines** | **Yes**

| | | |
|---|---|---|
| • Upload latest notification of formation of IQAC | View File | |
| **9.No. of IQAC meetings held during the year** | **4** | |
| • Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website? | **Yes** | |
| • (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** | |
| • If yes, mention the amount | | |

**11.Significant contributions made by IQAC during the current year (maximum five bullets)**

| |
|---|
| Teaching Learning Process- academic calendar preparation, Teacher Diary Preparation |
| Implementation of Competency based curriculum |
| faculty Training Programs, CME |
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| https://www.adamc.ac.in/Downloads/DownloadsFile3118.pdf | 4 patents andb44 copyrights achieved |
| Nil | Extramural Research Project Sanctioned by CCRAS |
| Nil | ISO45000 certified |
| Nil | Skill Lab Establishment |

| **13.Whether the AQAR was placed before statutory body?** | **Yes** |
|---|---|

- Name of the statutory body

| Name | Date of meeting(s) |
|---|---|
| College Council Comittee | 22/10/2024 |

| **14.Does the Institution have Management Information System?** | **Yes** |
|---|---|

- If yes, give a brief description and a list of modules currently operational

Institute have MIS in different modules like SMART SCHOOL LMS, Library Software OPAC for library Administration, Tally Software for Accounts and AYUSOFT for Hospital Administration. SMART School MIS System : SMART SCHOOL MIS Contain the modules Student attendance System, Syllabus coverage system, Administrative office, Student Information system, Faculty information system, Alumni system , Leave Management System. More user-friendly screens along with precise information across all modules. Interactive Mobile App for this system has created for 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 request for Students & Leave management system . E Granthalaya : Library administration of OPAC software is available to issue & return of book & journal , acquisition, check stock verification ,processing of books and journal , circulation ,serial control , barcoding, E clipping of books and journals in library . Tally Software : Updated Tally software has been used in the accounts

section as well as Smart school Mis is also in use for receipts and payments AYUSOFT Hospital software: For hospital administration this is used for patients information system , record keeping and data Management . Online Platforms : Online Webinars with ZOOM  Webinar Platform LIVE Sessions and Live Interactions with Consultants and posting the same in ADAMC Social Media. Regular update of ADAMC Social Media pages with Events, Health tips, Achievements, Placement, etc. OTD Platform of MUHS : Updated Faculty Profile is updated regularly on Online teacher database Platform Feedback through LMS & Google forms: Feedback forms for Student, Faculty and on Curriculum and Patient feedback Feedbacks and appraisal forms are updated and reports generated. Developed Registration forms with feedback forms gateway for in-house conferences/workshops from faculties. Whatsapp Groups: Social media is a convenient tool for connecting stakeholders, so institute creates per programme, per course whatsup group 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 towards holistic wellness. Hence students learn from the experts in the field the nuances and patient-centric approach along with working in a team towards quality patient care and their health outcomes. They also learn experiential learning skills and entrepreneurial skills. This training enables the students to become work-ready and world ready. MoU with several institutions and industries has empowered and enabled the student exchange and faculty exchange that able to learn from experts through real-life experience as well. Institute has  designed and developed several elective courses to encourage students to opt for other disciplines as well. These electives are provided through  SWAYAM/NPTEL portals. The institution also offers a number of value-added courses & add

on courses to support interdisciplinary learning

## 16.Academic bank of credits (ABC):

Institute is already registered under the NAD Digi locker facility through which degree certificates etc.are being uploaded by students & faculties. The university offers a variety of programs, several of which come under statutory bodies such as NCISM, AYUSH, MUHS, etc. Institute is developing a policy for integrating NEP, to facilitate the adoption of ABC at ADAMC. The committee has recommended that the institute will have to adopt ABC, especially for students enrolled after 2021. However, college council-regulated courses will require the permission of the respective councils. It has been suggested to work with a few selected programs as a pilot. These programs will have to be reframed in the NEP format so that the Academic Banking of Credits can be enabled. Further, this would require academic and administrative reforms to be fast-tracked that is underway. Students are registered for Digi locker & Academic bank of Credit. Identity cards were generated through this from the year 2021-22 through the ABC, students get benefited to get credit scores and transfer to institutes with the permission of NCISM & AYUSH Council. ABC ID LINK
For Reference: (https://www.adamc.ac.in/coPage.aspx?id=529)
ABC Broucher of Institute:
(https://www.adamc.ac.in/Dow nloads/DownloadsFile2800.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 facilitating an all-round development. These labs are located within each department in the building for quick and easy accessibility. A separate  "Koushalya", Simulation & skill laboratory was developed in the month of March 2021. In this lab for faculty of Medicine, there are about 2 stations for medicine, 2 stations for surgery & allied skills is available. Total 14 Museums are located in each department along with a Quality control unit of the research department .In Sharir Rachana department, direction skills are developed through cadaveric dissection. The department of Stri Rog & Prasuti tantra, Shalya, Shalakya has the facility of videography. The facility of Dental OPD , one skill lab, 5 para clinical and 5 clinical laboratories, inpatient facilities that includes two major OT and 1Minor OT, and separate male and female wards, total 244 beds in teaching hospital and 07 OPDs are available. Maternal

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

**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 UGprogramme . It provides a separate "SanskritSambhashan Varg" to the objective of spoken Sanskrit and shloka. This department

provides"Prachyavidhya Dalan " in which students learn tocode and decode the manuscripts and other Samhita.Marathi Bhasha Din, Ayurved Day, and Sanskrit Day are the part of curriculum and Planning. Manuscripts (total 18 ) and rare books are maintained in thisgallery. Yoga: The 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 the Pavan Yoga course, Basics of Yoga & practice Pranayama of Yoga. Yoga as a lifestyle intervention and Principles of mind and body medicine. International Yoga Day is celebrated highlighting the benefits of yoga in the campus every year. Experts demonstrate important Yoga asanas to the students and faculty members. Yoga and meditation for pregnant women is specially shown in Garbasanskar regularly during ANC. Herbal garden: The medicinal herbal garden is maintained in 3 acres with a practical demonstration room. Students undergo practical training in herbal medicinal garden. The institute adorns a festive look to celebrate Ganesh Utsav, Ashadhi Ekadashi, Navratri,Ayurvedic Holi, Diwali, Sankrant , Shivjayanti, the state festivals of Maharashtra. Many competitions such as Rangoli, poster presentations, debates, and essay competitions display theenthusiasm 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 competitionsand guest lectures on topics such as nutrition,physical education, and human resources.Department works in collaboration for the benefit of the institution and conducts various competitions for the faculties and students in the campus. . Thestudents dress in the traditional Maharashtrian drepary attire and adorn the college lobby and otherprime locations. Institute performs Saraswati Pooja,Dhanvantari Pooja, Ganapati Pooja, and shastra pooja in their respective laboratories, hospital equipment,and books, invoking the blessings of the Almighty

## 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 with national and global health needs as per the norms of Statutory and Regulatory bodies like NCISM, AYUSH, and MUHS. The graduate attributes are also synergized with the curricular framework in line with the vision and national needs. Course outcomes are derived from core competencies prescribed by the regulatory bodies and are mapped with program outcomes. The

institution follows a three-tier system of curriculum development comprising of a collection of feedback from various stakeholders at the first level followed by enriching the curriculum by members of Boards of Studies and then approval by the Academic Council. It ensures quality assurance in meeting program /course outcomes. The Stakeholder's feedback on curricular aspects and their analysis serve as a quality measure. The outcome analysis of the course and program outcomes is based on formative and summative evaluations. The attainment of program outcome is based on this programmatic assessment that assesses all domains of learning - Knowledge, Skill, Attitude, Communication & Analysis. The theory component assesses the attainment of the knowledge domain while the hands-on sessions assess the other domains of learning. We have defined specific attainment levels based on performance in the continuous internal assessments and examinations.

## 20.Distance education/online education:

Institute has developed a Learning Management System (LMS) individually for the College (https://adamc.smartschool.com ) since 2017. The teaching materials are uploaded in the LMS. Synchronous online lectures are conducted using zoom meet and embedded within LMS. Course learning outcomes are assessed through online assignments, MCQs and tests. This facilitated to provide a learning environment to the students during the pandemic and helped them to complete the academic session successfully. Objectives of the Practice: • To provide an environment for online access of teaching material to the students • To train faculty members in developing and delivering e content • To augment infrastructure for maintenance of the LMS and other software used for delivering online courses. • To introduce Lecture classes and practical (demonstration) sessions in synchronous (using Google meet) and a synchronous mode. The teachers were trained to handle the online mode of teaching by in house training sessions. The teaching materials are uploaded in the LMS. Faculty Capacity Development: Around 90% of the faculty members are trained in developing and delivering e-content. Video tutorials are developed and hosted in institute's portal to train the faculty members. The online learning committee of the Institute conducted regular training sessions during the lockdown period. Organizational support: Institute has a policy on online learning and e-content creation. Institute has an online learning committee to oversee the online teaching learning process. IT wing of the Institute maintains the LMS and other software used for delivering online courses. Implementation of online

education: (especially during the Pandemic) Lecture classes and practical (demonstration) sessions were taken virtually and Small group discussions, seminars, journal clubs were conducted using the zoom platform. Institute have MIS in different modules like SMART SCHOOL LMS, Library Software OPAC for library Administration, Tally Software for Accounts and AYUSOFT for Hospital Administration. E - Granthalaya : Library administration of OPAC software is available to issue & return of book & journal , acquisition, check stock verification ,processing of books and journal , circulation ,serial control , barcoding, E clipping of books and journals in library . Tally Software : Updated Tally software has been used in the accounts section as well as Smart school Mis is also in use for receipts and payments AYUSOFT Hospital software: For hospital administration this is used for patients information system , record keeping and data Management . Online Platforms : Online Webinars with ZOOM Webinar Platform LIVE Sessions and Live Interactions with Consultants and posting the same in ADAMC Social Media. Regular update of ADAMC Social Media pages with Events, Health tips, Achievements, Placement, etc. OTD Platform of MUHS : Updated Faculty Profile is updated regularly on Online teacher database Platform . LMS & Google forms: Feedback forms for Student, Faculty and on Curriculum and Patient feedback Feedbacks and appraisal forms are updated and reports generated. WhatsApp Groups: Social media is a convenient tool for connecting stakeholders, so institute creates per programme, per course WhatsApp Group of faculty, students & parents to convey information as earliest.

## Extended Profile

### 1.Student

| 2.1                                      | **522** |
|------------------------------------------|---------|
| Total number of students during the year: |         |

| File Description | Documents |
|------------------|-----------|
| Data Template    | [View File](#) |

| 2.2                                                    | **136** |
|--------------------------------------------------------|---------|
| Number of outgoing / final year students during the year: |         |

| File Description | Documents |
|------------------|-----------|
| Data Template    | [View File](#) |

| 2.3 | **148** |
|---|---|
| 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-rog and Prasuti tantra
2. Kaumarabhritya
3. Kayachikitsa
4. Panchakarma
5. Shalya Tantra
6. Shalakya Tantra

Ph.D. Programs:Available in 9 subjects:

1. Rachana Sharir
2. Kriya Sharir
3. Rasashastra and BhaishajyaKalpana
4. Panchakarma
5. Kaumarbhritya
6. Stri Rog and Prasutitantra
7. Kayachikitsa
8. Shalakyatantra
9. Shalyatantra

- Certificate Courses:

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

The educational institution's orientation and induction program encompasses a comprehensive approach, covering curricular, co-curricular, and extracurricular activities. 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/DownloadsFile3318.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

**394**

| 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 toMUHS, 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 2023.**

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

- **Panchakarma,**
- **Yoga,**

- CPR,
- Research Methodology, and
- 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/DownloadsFile2871.pdf |
| Any other relevant information | Nil |

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

11

| 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

**264**

| 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)

**417**

| 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 |
|---|---|

| 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/DownloadsFile2891.pdf |
| Data template | View File |
| Any other relevant information | No File Uploaded |

| | |
|---|---|
| **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** | C. Any 2 of the Above |

| 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**

38

| 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

2

| 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 | View File |
| 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 |
|---|---|
| 522 | 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 in various cultural and sports activities and promote them to participate in competitions held in other institutions, universities and even at State, National and International levels. The institution always takes efforts in capacity building among students, to develops personalities by providing various facilities for extramural Activities. Required infrastructure and 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 Basketball, Cricket, etc. Krida Mahotsav, a coaching camp for university players 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

.

| File Description | Documents |
|---|---|
| Appropriate documentary evidence | https://www.adamc.ac.in/Downloads/DownloadsFile2968.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 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
   2. Institutional training: All UG and PG students are well trained in Clinical subjects in our Dhanvantari Hospital.
   3. Visits: field visits to Various Industries, Institutions, Herbal gardens, Pharmacy, Research laboratories, Water Purification Plants etc.
   4. Clinical Case Presentations

2. Integrated / Interdisciplinary Learning:

The postgraduate students of clinical departments allowed learning modern 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 assignments 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:**

1. Survey studies.
2. Health Camps.
3. Clinics in wards.

**6. Learning in the Humanities/ Holistic Personality Development:**

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

**7. Project Based Learning:** The best way to master a subject is by doing projects

| 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** | A. All of the Above

**faculty in the use of clinical skills lab and simulation methods of teaching-learning**

| 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

ICTs provide multiple opportunities for teachers and learners to collaborate within the classroom and globally. Activities of relevance include solving real-world problems with innovative solutions, online discussions with others on important issues, etc. The Following ICT Facilities available in the Institute are:

1. The college has 6 classrooms, 1 seminar hall with a comfortable seating arrangement, and provision for audio-visual teaching aids such as projectors, laptops, LCD, and smart boards.
2. E-Granthalaya, a digital system for library automation and networking, designed and developed by National Informatics Centre, has been installed.
3. Online Public Access Catalogue (OPAC), an onlinedatabase cataloging the sources and materials available in the library.
4. Faculty and students benefited from LMS Smart School app. It is user-friendly, remotely accessible, and easily updated.
5. The college provides adequate IT facilities and computer availability, through the Wi-Fi faculties (30 Mbps) and internet access to every classroom, each department, administration wing, Hospital area
6. Our institute provides 71 computers and 7 Projectors for effective teaching, and internet searching to each department and each clinic.24 printers provided by the Institute for the facility of printing to student & faculty
7. Auditorium- It is digitally equipped with a mike, projector, cameras, and computer system.

8. **Online Classes through Zoom, Google Meet, Microsoft Team, Google Classroom)**
9. **The library has facilities of MOOC Platform, NPTEL, Swayam, E-Pathashala, Shabdasindhu, Shodhganga, etc.**
10. **Digital Library resources (AYUSH Research Data Base, National Digital Library, DELNET, OPAC, etc)**

**Faculty uses ICT in terms of PowerPoint presentations, Video Conferencing, Video lecture- Recording of video lectures**

| File Description | Documents |
|---|---|
| Details of ICT-enabled tools used for teaching and learning | https://www.adamc.ac.in/Downloads/DownloadsFile3074.pdf |
| List of teachers using ICT-enabled tools (including LMS) | **Nil** |
| 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** | **522** |

| File Description | Documents |
|---|---|
| Details of fulltime teachers/other recognized mentors and students | View File |
| Any other relevant information | View File |

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

**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**

3. **Projects and Practicals:** Projects and practicals are conducted through the departments of Rachana Sharir, Kriya Sharir, Dravyaguna, Rasashastra, Rognidan, Agad Tantra, Swasthavritta and Research Methodology.
4. **Teaching outdoors:** Outdoor teaching in the herbal garden is done by the Dept. of Dravyaguna.
5. **Clinical postings- OPD, IPD:** Rotation postings for the students are executed as per the guidelines of CCIM & MUHS. Internship students are given rotational duties in all Clinical Departments.
6. **Clinical Teaching during Camps:** Clinical teaching is widely accomplished during camps due to large and varied types of patient availability.
7. **Arranging Guest Lectures, Seminars & Workshops:** Various guest lectures are arranged through all departments, and seminars and workshops are conducted at departmental, state, and national levels.
8. **Health Survey Studies:** Survey studies are conducted through the Hospital involving all clinical batches.
9. **Encourage e-learning:** The library is well-equipped with different digital systems. All Departments are equipped with computers and Internet Services to facilitate e-learning.
10. **Encourage co-curricular activities:** Students are encouraged and guided to participate in various events like shloka, quiz competitions, oral and poster presentations, etc.
11. **Encourage extra-curricular activities:** Sports and cultural activities are promoted through the formation of cultural clubs, annual social gatherings, and participation in state and national-level cultural competitions.

| File Description | Documents |
| --- | --- |
| Appropriate documentary evidence | https://www.adamc.ac.in/Downloads/DownloadsFile3010.pdf |
| 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) | <u>View File</u> |
| Sanction letters indicating number of posts (including Management sanctioned posts) by competent authority (in English/ translated in English) | <u>View File</u> |

**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 | <u>View File</u> |
| Copies of Guide-ship letters or authorization of research guide provided by the university | <u>View File</u> |
| 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**

55

| 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**

38

| 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/DownloadsFile2996.pdf |
| Dates of conduct of internal assessment examinations | https://www.adamc.ac.in/Downloads/DownloadsFile2994.pdf |
| Any other relevant information | https://www.adamc.ac.in/Downloads/DownloadsFile2995.pdf |

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. T

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.

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

grievance has been reported.

| 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).**
- **After Evaluation of Theory and Practical papers, each student is shown his/her answer sheet for checking the total of awarded marks and total 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, and 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/DownloadsFile3015.pdf |
| Upload Course Outcomes for all courses (exemplars from Glossary) | https://www.adamc.ac.in/Downloads/DownloadsFile3012.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. | **No File Uploaded** |
| 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 | View File |
| Data template | View File |
| Any other relevant information | View File |

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 shouldreveal how well students have learnt what the institution wants them to learn. In order to achieve this,assessments, learning objectives and instructional strategieshave been closelyalignedso that they support one another.

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 studentsto 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

The above activities and assessment methods are done according to Bloom's taxonomy and the other activities and verbs used are as follows:

| 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/DownloadsFile3068.pdf |
| Follow up reports on the action taken and outcome analysis. | https://www.adamc.ac.in/Downloads/DownloadsFile3069.pdf |
| Any other relevant information | Nil |

## 2.7 - Student Satisfaction Survey

## 2.7.1 - Online student satisfaction survey regarding teaching learning process

Nil

| File Description | Documents |
|---|---|
| Any other relevant information | View File |

## 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

**32**

| 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

**34**

| 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 |
|---|---|
| 3 | 2577900 |

| 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

**The institution has developed a comprehensive ecosystem for innovation, pivotal in nurturing health professionals and propelling research initiatives. Central to this ecosystem is the Incubation Center, designed to transform innovative health-related ideas into viable business ventures. Research committees play a crucial role in overseeing funding allocation and shaping research agendas, promoting interdisciplinary collaboration. A dedicated Research and Development unit supports postgraduate and Ph.D. scholars in Ayurveda, ensuring all research requirements are met.**

**The ecosystem also features quality control laboratories equipped with advanced instruments, ensuring the reliability and safety of research outcomes while adhering to rigorous quality protocols. Intellectual property rights activities are a hallmark of the institution, achieving five patents and 45 copyrights, incentivizing innovation through protection and commercialization.**

**Collaboration is emphasized through 29 MOUs with industry partners, facilitating joint research projects and internships. Networking events like seminars and workshops foster relationships between academia and industry. The Institutional Ethics Committee ensures ethical standards in research involving human or animal subjects, while a robust Code of Publication Ethics governs**

scholarly conduct. Additionally, the institution publishes peer-reviewed international journals, furthering knowledge dissemination. Overall, this vibrant ecosystem cultivates innovation and fosters the creation and transfer of knowledge effectively.

| File Description | Documents |
|---|---|
| Details of the facilities and innovations made | https://www.adamc.ac.in/Downloads/DownloadsFile3309.pdf |
| Any other relevant information | https://www.adamc.ac.in/Downloads/DownloadsFile3310.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

| **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** | A. All of the Above |
|---|---|

| 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 | View File |

**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**

**6**

| 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**

**32**

| 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**

**17**

| 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**

**112**

| 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

**2579**

| 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/DownloadsFile3314.pdf |
| e-copies of the award letters | https://www.adamc.ac.in/Downloads/DownloadsFile3313.pdf |
| Any other relevant information | https://www.adamc.ac.in/Downloads/DownloadsFile3315.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/DownloadsFile3316.pdf |
| Any other relevant information | https://www.adamc.ac.in/Downloads/DownloadsFile3317.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

50

| File Description | Documents |
|---|---|
| Certified copies of collaboration documents and exchange visits | View File |
| Any other relevant information | View File |
| 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 | **No File Uploaded** |

## 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

**28**

| 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 Is having adequate teaching-learning facilities like class rooms, Laboratories, Computers etc as per of MUHSand NCISM:

1. All the 6 classrooms are ICT enabled along with appropriate light & ventilation.
2. During this year Wi-Fi internet access has been made available with 100 mbps speed.
3. The institute has total no. of computers 75, Long & Short projectors 12, printers 27, printer+Scanner 10, Scanner 03 and CCTV cameras 39. Out of which 5 projectors (short through), 1 Color printer and 19 CCTV are newly added in this year.
4. Adequate infrastructure is available in OPD, IPD and Laboratory.
5. As per the NCISM Institute have available 05working laboratories along with adequate facilities, equipments.

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/DownloadsFile3284.pdf |
| Geo tagged photographs | https://www.adamc.ac.in/Downloads/DownloadsFile3285.pdf |
| Any other relevant information | https://www.adamc.ac.in/Downloads/DownloadsFile3286.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

The institution has adequate facilities to support physical and Recreational requirements of students and staff-, sports, games (indoor, outdoor), gymnasium, yoga centre etc., and cultural Activities:

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 30-05-2022 to 02-06-2022. Students participated in events like singing dancing drama, also competitions' like quiz, rangoli etc. Rashtriya Yuva din was celebrated on 12-01-2022. Essay competition was conducted on 14-01-2022 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/DownloadsFile3287.pdf |
| Geo tagged photographs | https://www.adamc.ac.in/Downloads/DownloadsFile3288.pdf |
| Any other relevant information | https://www.adamc.ac.in/Downloads/DownloadsFile3289.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)

1. Hostels:Separate Girls and Boys hostels are available in campus each 2656.99 sqm. Area.
2. Medical Facilities: The teachinghospital 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.
6. Road and Signage: The Institute is connected with Well-built Roads and buildings in the campus..
7. Greenery:TheGreen 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. There is a spacious Yoga hall and Music Hall for students and faculty
12. Security: Campus is securedwith 24 x 7 security personnel
13. Ramp and lift, CCTV surveillance at all strategic locations and Generators are available.

14. 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/DownloadsFile3290.pdf |
| Any other relevant information | https://www.adamc.ac.in/Downloads/DownloadsFile3291.pdf |

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

17437000

| 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 | View File |

**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 teachinglearning 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/DownloadsFile3293.pdf |
| The list of facilities available for patient care, teaching-learning and research | https://www.adamc.ac.in/Downloads/DownloadsFile3292.pdf |
| Any other relevant information | https://www.adamc.ac.in/Downloads/DownloadsFile3294.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

64697

| 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/DownloadsFile3295.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**

**399**

| 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** | **A. All of the Above** |

**service facilities to reach remote rural
locations**

| 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 14040 books, subscribed to 30 National Journals, 10 International Journals, 14 newspapers, digital books 491, rare books 55, 325 thesis and dissertations, etc.**

| File Description | Documents |
|---|---|
| Geo tagged photographs of library facilities | https://www.adamc.ac.in/Downloads/DownloadsFile3296.pdf |
| Any other relevant information | https://www.adamc.ac.in/Downloads/DownloadsFile3297.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

**14040 total books, 3252 reference books, discipline-related 9197 Ayurved books, 30 National and 10 International Journals, 25 Reports, 886 ancient Sanskrit language books, and also schemes such as "Library Tour", "Book Bank Exhibition", "SavitribaiPhule Book Bank scheme" etc. We increase the discoverability and availability of library resources and applicability. 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.

| File Description | Documents |
|---|---|
| Data on acquisition of books / journals /Manuscripts /ancient books etc., in the library | https://www.adamc.ac.in/Downloads/DownloadsFile3299.pdf |
| Geotagged photographs of library ambiance | https://www.adamc.ac.in/Downloads/DownloadsFile3298.pdf |
| Any other relevant information | https://www.adamc.ac.in/Downloads/DownloadsFile3300.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 |

| 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)**

**211774**

| 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

**In-Person Access:**

1. **Traditional Library Services: Provide access to physical books, journals, and other resources within the library premises.**
2. **Study Spaces: Create designated study areas equipped with desks, chairs, and power outlets for students and teachers.**
3. **Reference Services: Offer in-person assistance to help users navigate resources, conduct research, and find relevant materials.**
4. **Workshops: Organize on-site workshops and visits on topics**

such as research methodologies, information literacy, and citation styles etc.

5. Collaborative Projects: by providing meeting spaces where students and teachers can brainstorm ideas, plan assignments etc.

Remote Access:

1. Online Catalog and Databases: Provide access to the library's catalog and digital databases through an online portal

2. Virtual Reference Desk: via email, chat, or video conferencing, OPAC where users can seek assistance from librarians.

3. E-Learning Modules: Users can access remotely to enhance their academic abilities with MOOCS, SWAYAM, and NPTEL platforms.

4. Webinars and Virtual Workshops: Conduct webinars and virtual workshops on library resources with an internet connection.

5. Online Discussion Forums: Create online discussion forums where students and teachers can engage in academic discussions.

Library Usage Programs for Teachers and Students:

1. Orientation Sessions:to familiarize them with library resources, services, and policies in transitional curriculum and induction programs.

2. Subject-specific Workshops:Mendeley reference manager, Prospero, Meta-synthesis, EPI-INFO, and Systematic reviews workshops are conducted.

3. Research Support Services:assistance with literature reviews, research proposal development, and data analysis techniques.

4. Community Engagement Events:such as author talks, book clubs, Book exhibitions, Book reviews, and literary festivals.

| File Description | Documents |
|---|---|
| Details of library usage by teachers and students | https://www.adamc.ac.in/Downloads/DownloadsFile3301.pdf |
| Details of library usage by teachers and students | https://www.adamc.ac.in/Downloads/DownloadsFile3302.pdf |
| Any other relevant information | https://www.adamc.ac.in/Downloads/DownloadsFile3303.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)

**21**

| 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 differentNetworks.

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/DownloadsFile3304.pdf |
| Any other relevant information | https://www.adamc.ac.in/Downloads/DownloadsFile3305.pdf |

| 4.4.3 - Available bandwidth of internet connection in the Institution (Leased line) Opt any one: | D. 50 MBPS - 250MBPS |
|---|---|

| 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)**

**5948976**

| File Description | Documents |
|---|---|
| Audited statements of accounts on maintenance o f 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.

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

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/DownloadsFile3306.pdf |
| Log book or other records regarding maintenance works | https://www.adamc.ac.in/Downloads/DownloadsFile3307.pdf |
| Any other relevant information | https://www.adamc.ac.in/Downloads/DownloadsFile3308.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**

**364**

| 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

| File Description | Documents |
|---|---|
| Any other relevant information | View File |
| Link to Institutional website | https://www.adamc.ac.in/Downloads/DownloadsFile3319.pdf |
| 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**

**371**

| 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/DownloadsFile3320.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 | View File |

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 Shri Annasaheb Dange Ayurved 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/DownloadsFile3321.pdf |
| Any other relevant information | https://www.adamc.ac.in/Downloads/DownloadsFile3322.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** |

| 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/DownloadsFile3323.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.**

**19**

| 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

**126**

| 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

**11**

| 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**

**3**

| 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/DownloadsFile3324.pdf |
| Any other relevant information | https://www.adamc.ac.in/Downloads/DownloadsFile3325.pdf |

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

**18**

| 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 | View File |

**5.4 - Alumni Engagement**

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

**The college boasts a vibrant and registered Alumni Association (Registration No. MAHARASHTRA/378/2015, established on 01/10/2015) that has been actively supporting the institution since 2015. Our alumni are key pillars of strength, playing a crucial role in bridging the gap between students and the professional world.In 2022-23, the Alumni Association continued to foster strong connections through social media platforms like Facebook and WhatsApp. A total of 30 alumni enrolled this year, contributing ?3,000. Key activities included organizing the annual alumni meet on 23/09/2022, facilitating alumni-student engagement, and encouraging alumni contributions. Significant contributions included a guest lecture by Dr. Samarjita Daddikar and the donation of a napkin vending machine by the PG Gynae 18-19 Batch, valued at 5,177. The association remains committed to strengthening alumni bonds and supporting the college's growth through both financial and non-financial contributions.**

| File Description | Documents |
|---|---|
| Registration of Alumni association | https://www.adamc.ac.in/Downloads/DownloadsFile3326.pdf |
| Details of Alumni Association activities | https://www.adamc.ac.in/Downloads/DownloadsFile3327.pdf |
| Frequency of meetings of Alumni Association with minutes | https://www.adamc.ac.in/Downloads/DownloadsFile3328.pdf |
| Quantum of financial contribution | https://www.adamc.ac.in/Downloads/DownloadsFile3329.pdf |
| Audited statement of accounts of the Alumni Association | https://www.adamc.ac.in/Downloads/DownloadsFile3330.pdf |

| **5.4.2 - Provide the areas of contribution by the Alumni Association / chapters during the year Financial /kind Donation of books /Journals/volumes Students placement Student exchanges Institutional endowments** | **A. All of the Above** |
|---|---|

| 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 (Faculty Development Programs) to keep themselves updated with the recent trends in technology and publish research papers, etc.

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

| File Description | Documents |
|---|---|
| Vision and Mission documents approved by the College bodies | https://www.adamc.ac.in/Downloads/DownloadsFile2765.pdf |
| Achievements which led to Institutional excellence | https://www.adamc.ac.in/Downloads/DownloadsFile3272.pdf |
| Any other relevant information | https://www.adamc.ac.in/Downloads/DownloadsFile3273.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

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 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 institute.

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.

As a part of the quality improvement of the college, the institute decided to organize a exhibition of indian millets journey 21th March 2023.

The outcome of the event:

- Awareness about health benefits of millets.
- Consciousness about dietary uesed of millets on daily basis.
- Total Visitors for the exhibition is about 220.

Hence these institutional practices not only reflect effective leadership but also contribute to organizational effectiveness, employee engagement, and overall institutional success.

| File Description | Documents |
|---|---|
| Relevant information /documents | https://www.adamc.ac.in/Downloads/DownloadsFile2773.pdf |
| Any other relevant information | https://www.adamc.ac.in/Downloads/DownloadsFile3274.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 committeesare 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/DownloadsFile3275.pdf |
| Any other relevant information | https://www.adamc.ac.in/Downloads/DownloadsFile2771.pdf |
| Organisational structure | https://www.adamc.ac.in/Downloads/DownloadsFile2770.pdf |
| Strategic Plan document(s) | https://www.adamc.ac.in/Downloads/DownloadsFile2769.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 | View File |

## 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 institution has effective welfare measures for teaching and non-teaching staff.**

**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.

Essential Benefits

- Provident fund and group insurance for financial security.

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.

| File Description | Documents |
|---|---|
| Policy document on the welfare measures | https://www.adamc.ac.in/Downloads/DownloadsFile2779.pdf |
| List of beneficiaries of welfare measures | https://www.adamc.ac.in/Downloads/DownloadsFile2780.pdf |
| Any other relevant document | https://www.adamc.ac.in/Downloads/DownloadsFile3276.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**

**38**

| 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 | View File |
| Receipts to be submitted | No File Uploaded |
| Any other relevant information | View File |

**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.,)**

**07**

| 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 | **No File Uploaded** |

**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.)**

**43**

| 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/DownloadsFile3280.pdf |
| Any other relevant information | https://www.adamc.ac.in/Downloads/DownloadsFile2785.pdf |

## 6.4 - Financial Management and Resource Mobilization

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

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

FINANCE MOBILIZATION:

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

Finance Mobilization Policy:

- Budget Formulation: An annual budget of the department is prepared and forwarded by all the HODs to the Principal for consent.
- 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:
    o Develop a strategic plan aligned with the institution's mission and goals, guiding resource allocation and decision-making.
2. Efficiency and Cost Reduction:
    o Conduct regular reviews of operational processes and workflows to identify opportunities for streamlining and efficiency improvements.
3. Resource Sharing and Collaboration:
    o Foster interdisciplinary collaboration and resource sharing among departments, faculties, and research centers to maximize impact and efficiency.
    o 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.**

| File Description | Documents |
|---|---|
| Resource mobilization policy document duly approved by College Council/other administrative bodies | https://www.adamc.ac.in/Downloads/DownloadsFile2786.pdf |
| Procedures for optimal resource utilization | https://www.adamc.ac.in/Downloads/DownloadsFile2787.pdf |
| Any other relevant information | https://www.adamc.ac.in/Downloads/DownloadsFile3281.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

**Institution conducts internal and external financial audits
regularly.**

**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/DownloadsFile3282.pdf |
| Any other relevant information | https://www.adamc.ac.in/Downloads/DownloadsFile2790.pdf |

## 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) |
|---|---|
| 1.637,000 | 17685 |

| 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. Ensurestimely, 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.

IQAC PROCESS

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 appin 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.

| 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 | https://www.adamc.ac.in/Downloads/DownloadsFile3088.pdf |

**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 | No File Uploaded |
| Certificate of completion/participation in programs/ workshops/ seminars specific to quality improvement | View File |
| Information as per Data template | View File |
| Any other relevant information | View File |

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

**Preparation of documents for accreditation bodies (NAAC, NBA, ISO, NIRF, NABH, NABL etc.,)**

| File Description | Documents |
|---|---|
| Information as per Data template | **No File Uploaded** |
| Annual report of the College | View File |
| Minutes of the IQAC meetings | View File |
| Copies of AQAR | https://www.adamc.ac.in/Downloads/DownloadsFile2185.pdf |
| Report of the feedback from the stakeholders duly attested by the Board of Management | View File |
| Report of the workshops, seminars and orientation program | View File |
| Copies of the documents for accreditation | View File |
| 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

**09**

| 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/DownloadsFile2893.pdf |
| Any other relevant information | https://www.adamc.ac.in/Downloads/DownloadsFile2892.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/DownloadsFile2128.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/DownloadsFile2132.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/DownloadsFile2133.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/DownloadsFile2961.pdf |
| Any other relevant information/documents | https://www.adamc.ac.in/Downloads/DownloadsFile2962.pdf |

| 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 |
|---|---|

| 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 | No File Uploaded |
| 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

The institution organizes various national and international commemorative days, events, and festivals through its NSS unit and Gymkhana Management Committee, alongside a student council. Key days such as Independence Day, Republic Day, and Indian Constitution Day are celebrated with formal ceremonies, cultural performances, and traditional activities that foster awareness of national identities and responsibilities. Health-related observances like World Health Day and International Yoga Day include workshops and exhibitions to address pressing social and health issues.

Festivals showcase India's diverse heritage through dance, music, and art, promoting understanding and respect for various cultures. These celebrations not only offer educational opportunities beyond the classroom but also enhance community bonds. Commemorative days honoring figures like Mahatma Gandhi and Dr. B.R. Ambedkar feature guest lecturers to deepen awareness of historical significance, inspiring students and fostering reflection.

Overall, these activities contribute to community engagement, global awareness, and a deeper understanding of history and cultural beliefs, highlighting the importance of national festivals and great Indian personalities in fostering a cohesive and inclusive society.

## 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-Environmental Sustainability, Objectives of the Practice-To create the eco-friendly Environment, The Context-Institute has formed the team of faculty and students which works to maintain biodiversity and pollution prevention through various drives. The Practice Green club- "Vasundhara" has established, Environmental policy has been formed and practiced by all stakeholders in the institute, One teacher-one plant, One student-one plant scheme is implemented, Encourage students to participate in awareness programs, Establishment and Maintenance of Seed Bank Evidence of success -ISO 14001-2015 Environment Protection Accreditation, Digital herbal garden, Green Audit certification, Awarded as first rank for -Swachha Sarvekshan 2022 and Paryavaran Doot by Ashta Municipal Corporation and has been appreciated as green campus.

Best Practice II- Field/ Practice Based Education, 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 Villages "Nagrale" & "Bhilawadi". Develop the social awareness among the students. Medical facilities are made available to the nearby villages.

| File Description | Documents |
|---|---|
| Best practices page in the Institutional website | https://www.adamc.ac.in/Downloads/DownloadsFile2157.pdf |
| Any other relevant information | https://www.adamc.ac.in/Downloads/DownloadsFile2158.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

**DISTINCTIVENESS**

**Institutional:**

- **NAAC B+**
- 
- **ISO -9001 : 2015 -Quality (https://www.adamc.ac.in/Downloads/DownloadsFile2135.pdf)**
- **ISO -140001:2015-Envoirnment https://www.adamc.ac.in/Downloads/DownloadsFile2138.pdf**
- **International Journal Publications- International Journal of Odyssey of Ayurved Research : 119, SubhadraInternational Journal of Ayurveda.278= 397 (http://ijooar.com/)**
- **Total awards & achievements = 63**
- **National Webinars-17 (No of beneficiaries -15000)**

- **Annual Internal Audits like financial Audit, Academic Audits , Library Audit,Maintenance Audit ,E -Governance Audit, Green Audit , Infrastructure Audit , Fire Audit, Hospital Audit**
- **Vidhyajali Registration (https://www.adamc.ac.in/Downloads/DownloadsFile1703.pdf)**

**Faculty:**

- **Research Workshops-39**

- **No of Leadership skills developed (Teachingstaff-53, Non teaching -10)**

- **FDP (Teacher -21, Nonteaching -10)**
- **Total no of Book & Book chapter publications – 44**

- **MUHS Research Database faculties, Nashik – 18 Approved**
- **Reviewer & editorial Board Members -26**
- **Ph.D&Ph.D enrolled faculties -29**
- **Best Research paper awarded- 10**
- **Advance Research Teacher Training -11**

**(https://www.adamc.ac.in/Downloads/DownloadsFile2071.pdf**

**Students:**

- **Digital Herbal Garden , 550 QR Codes generated for plants (https://www.adamc.ac.in/Downloads/DownloadsFile1840.pdf)**
- **"Koushalya" -Simulations & Skills Centre**
- 
- **Prachya Vidya Dalan(Manuscripts & Rare Books)**
- **AVISHKAR Research Projects , MUHS, Nashik – 42**
- **Shishopniy Vidhi for First Year Enrolled student**

| File Description | Documents |
|---|---|
| Appropriate web page in the institutional website | https://www.adamc.ac.in/Downloads/DownloadsFile2071.pdf |
| Any other relevant information | https://www.adamc.ac.in/Downloads/DownloadsFile2081.pdf |

## 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/DownloadsFile3223.pdf |
| Letter of approval from the appropriate authority | https://www.adamc.ac.in/Downloads/DownloadsFile3224.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/DownloadsFile3225.pdf |
| Any other relevant documents | https://www.adamc.ac.in/Downloads/DownloadsFile3226.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 Sambhashan Varga 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 isconducted 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/DownloadsFile3227.pdf |
| Attendance and certificate of completion of schedule hours ofteaching | https://www.adamc.ac.in/Downloads/DownloadsFile3228.pdf |
| Assessment, feedback and outcome | https://www.adamc.ac.in/Downloads/DownloadsFile3229.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 councelling 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/DownloadsFile3230.pdf |
| Number of activities to promote seasonal Panchakarma, and number of seasonal Panchakarma procedures performed | https://www.adamc.ac.in/Downloads/DownloadsFile3231.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/DownloadsFile3232.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/DownloadsFile3233.pdf |
| SOPs of development, implementation, monitoring and revision ofSOPs | https://www.adamc.ac.in/Downloads/DownloadsFile3234.pdf |
| Activities towards improvement of clinical documentation, details of new initiations in administering Panchakarma procedures. | https://www.adamc.ac.in/Downloads/DownloadsFile3235.pdf |
| Details of mock drill to manage complications etc. | https://www.adamc.ac.in/Downloads/DownloadsFile3236.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/DownloadsFile3237.pdf |
| List of people who have undergone such activity and their outcomes, in during the year | https://www.adamc.ac.in/Downloads/DownloadsFile3238.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 |
|---|---|

| 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 aretotal 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 (Saraca asoka), Vidanga (Embelia robusta), Guggul(Commiphora mukul),Noni (Morinda citrifolia), 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 propogate 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/DownloadsFile3239.pdf |
| Geo tagged photographs of the facilities/garden | https://www.adamc.ac.in/Downloads/DownloadsFile3240.pdf |
| Any other relevant information | https://www.adamc.ac.in/Downloads/DownloadsFile3241.pdf |

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

**1144803**

| 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 |
|---|---|
| 8 | 666 |

| 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.

The Teaching pharmacy has MOU with DhanwantariAyurvedicPharma, Ashta which is managed by Hon. Shri Annasaheb Dange- Proprietor

and Founder Chairman of Sant Dnyaneshwar Shikshan Sanstha,
Islampur.

Vision: To serve the health of society with quality Ayurvedic
products.

Mission:

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

Products:

1. Ashta Memfiv Syrup – Medhya
2. Ashta Lukorid Syrup – Uterine Tonic
3. Dhan Ruby Powder – Arthritic pain, joint pain
4. Dhan Aeci Powder – Hyperacidity, Heart burn
5. Dhanwantari Ubtan Powder – Udwartan
6. Dhandbelin Powder – Vatanashak
7. Dhanwantari Liniment – Joint pain, swelling
8. Dhanashta Hair Oil – Hairfall, Dandruff
9. Dhanderma Oil – Skin diseases
10. Drheumatin Tablet – Arthritic pain, joint pain
11. Dhandibin Tablet –Prameha
12. Ziristone Syrup – Digestive syrup
13. Daciplus Tablet – Hyperacidity, Gastritis
14. Dhan Dant Prabha Powder – Dental pain
15. Ashtarid Syrup – Digestive syrup

| File Description | Documents |
|---|---|
| Blue print of the Pharmacy | https://www.adamc.ac.in/Downloads/DownloadsFile3242.pdf |
| List of functional equipments available, | https://www.adamc.ac.in/Downloads/DownloadsFile3243.pdf |
| Manufactured dosage forms | https://www.adamc.ac.in/Downloads/DownloadsFile3244.pdf |
| Copy of the license and GMP certificates | https://www.adamc.ac.in/Downloads/DownloadsFile3245.pdf |
| Any other relevant documents | https://www.adamc.ac.in/Downloads/DownloadsFile3246.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 been treated by Kriyakalpa treatment. There was significant relief in signs and symptoms in Netraroga's, Karna, Mukha, Nasa and Shirorogas. Shalakya department studies the pharmacodynamics of Kriyakalpa's based on the principles of Modern Pharmacology.

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. Shalakya 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 oftherapists | https://www.adamc.ac.in/Downloads/DownloadsFile3247.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/DownloadsFile3248.pdf |
| Activities towards improvement of clinical documentation | https://www.adamc.ac.in/Downloads/DownloadsFile3249.pdf |
| Details of new initiations in administering Kriyakalpa procedures. | https://www.adamc.ac.in/Downloads/DownloadsFile3250.pdf |
| Details of availability of emergency kits and mock drill carried out to manage complications etc | https://www.adamc.ac.in/Downloads/DownloadsFile3251.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 were 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-snayu-asthi-sandhigatavatavikaras, Plantar fascitis, 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 proceduresare well maintained.Similiarly new initiatives in administringAnushastra karma like health camps, advertisements on cable TVs, health talks, ralleys etc. are carried out.

| File Description | Documents |
|---|---|
| Details of activities towards maintenance of quality, details of training content, frequency of training, skill development programs oftherapists | https://www.adamc.ac.in/Downloads/DownloadsFile3252.pdf |
| SOPs of development, implementation, monitoring and revision of SOPs | https://www.adamc.ac.in/Downloads/DownloadsFile3253.pdf |
| Activities towards improvement of clinical documentation | https://www.adamc.ac.in/Downloads/DownloadsFile3254.pdf |
| Details of new initiatives in administering Anushastra Karma | https://www.adamc.ac.in/Downloads/DownloadsFile3255.pdf |
| Details of availability of emergency kits and mock drill carried out to manage complications etc. | https://www.adamc.ac.in/Downloads/DownloadsFile3256.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 Institutional Prasuti Tantra & Stree Roga Departmentare -

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 oftherapists | https://www.adamc.ac.in/Downloads/DownloadsFile3257.pdf |
| SOPs of development, implementation, monitoring and revision ofSOPs | https://www.adamc.ac.in/Downloads/DownloadsFile3258.pdf |
| Activities towards improvement of clinical documentation | https://www.adamc.ac.in/Downloads/DownloadsFile3259.pdf |
| Details of new initiations in administering Uttarabasti and following the practice of Garbha sanskara etc | https://www.adamc.ac.in/Downloads/DownloadsFile3260.pdf |
| Details of availability of emergency kits and mock drill carried out to manage complications etc. | https://www.adamc.ac.in/Downloads/DownloadsFile3261.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/DownloadsFile3262.pdf |
| Training & skill development activities to improve the quality of human resource working in pathya | https://www.adamc.ac.in/Downloads/DownloadsFile3263.pdf |
| Documents of SOPs for pathya preparations | https://www.adamc.ac.in/Downloads/DownloadsFile3264.pdf |
| Facilities for instant preparations like svarasa, kalka, ksheerapaka etc. | https://www.adamc.ac.in/Downloads/DownloadsFile3265.pdf |
| Maintenance of Hygiene of raw material storage and finished products | https://www.adamc.ac.in/Downloads/DownloadsFile3266.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 one National Webinar 'Bheshajasuraksha 2022' was organized on 10th Feb. 2022 under the Pharmacovigilance cell. The participants got an idea regarding awareness of adverse drug reaction.

| File Description | Documents |
| --- | --- |
| Documents related to established pharmacovigilance centre including minutes of the meetings | https://www.adamc.ac.in/Downloads/DownloadsFile3267.pdf |
| Mechanism of collection, analysis and reporting of ADRs | https://www.adamc.ac.in/Downloads/DownloadsFile3268.pdf |
| Details of the training of human resource | https://www.adamc.ac.in/Downloads/DownloadsFile3269.pdf |
| Data of reporting of ADRs | https://www.adamc.ac.in/Downloads/DownloadsFile3270.pdf |
| Certificates for supporting recognition by National Body | https://www.adamc.ac.in/Downloads/DownloadsFile3271.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 |
| --- | --- |

| 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 |