SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

SMT. VIMLADEVI AYURVEDIC MEDICAL COLLEGE AND HOSPITAL AT. PO. TADALI, VILLAGE WANDHARI, DIST. CHANDRAPUR

SMT. VIMLADEVI AYURVEDIC MEDICAL COLLEGE AND HOSPITAL AT. PO. TADALI, VILLAGE WANDHARI, DIST. CHANDRAPUR 442406
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Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

May 2023

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

The institute is run by Shri Gurukrupa Shikshan Prasark Mandal (SGSPM), a non-governmental organization, established as a trust in 1994. Mandal established Smt. Vimladevi Ayurvedic Medical College and Hospital in 2010. The college is located in Wandhari village, in

Chandrapur City, Vidarbha Division of Maharashtra State. The Institute has undergraduate program BAMS under affiliation with the Maharashtra University Of Health Sciences (MUHS).

MUHS is the only university for governing & compliance in Maharashtra. The institute has all legal compliances with authorities NCISM, Local civil bodies, and National information portals like AISHE. The quality aspect in work culture is implanted and this document is steps towards academic quality analysis. Compliances such as fire safety protocols are followed.

In alignment with our vision and mission to serve society and built an affordable indigenous wellness system. The Institute hospital is NABH certified. To achieve holistic growth academic co-curricular and extracurricular activities have been equally emphasized. Various scholarships and free ship schemes for students are effectively implemented and benefits of more than Rs 11 crore are availed by students in last 5 years.

Vision

The Mandal strongly felt even at that time that Ayurveda has strong relevance & eventuality with a vision:

"To be a vibrant, leading institution, a center for excellence in Ayurvedic Education, Research, and Healthcare. Implementing all processes with transparency to ensure high standards and faith factor."

Mission

The visionary belief was proved, and endorsed by the Government of India by initiating The Ministry of AYUSH, in 2014. These steps of National policy boosted our zeal to work in traditional systems of Indian medicine and to facilitate healthcare access in rural areas where many Indians lack adequate health services. Our mission :

1 To develop young talent into skilled & ethical practitioners

2 To promote the use of Ayurveda in the community to contribute in national health mission

3 Achieve inclusive & self-sustained model

is aligned with National Mission.

The mission is executed with the help of the Principal, faculty & staff of the institute. Structured & decentralized system is explained in the criteria.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

Strengths of the HEI deduced after internal brainstorming sessions with defining strength as attributes of internal origin and are helpful for development of Institute.

Institutional Strength

Infrastructure

Teaching-Learning Process

NABH certified Hospital

Supportive & transparent Governance

Institutional Weakness

Weakness of the HEI deduced after internal brainstorming sessions with defining weakness as attributes of internal origin and are hurdles, hazards for development of Institute.

Institutional Weakness

Lack of academic research work

Lack of Drugs Manufacturing

Institutional Opportunity

Opportunities of the HEI deduced after internal brainstorming sessions with defining opportunities as attributes of external origin & eco-system, where potential for institutional advancement, expansion of reach can be achieved in near future.

Institutional Opportunities

Rising intake for optimized services

PG programs

More courses for Value addition

Exclusive Ayurveda HEI in District

Institutional Challenge

Challenges of the HEI deduced after internal brainstorming sessions with defining challenges as attributes of external origin, which have or would turn up as hurdles, hazards for institutional existence & purpose.

Institutional challenges

High-end technology Integration

Common Beliefs about Ayurveda

Multiple authorities

Poor Digital Infra at City Level

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The institute has a strong belief in serving the purpose of its existence i.e. Health Education.

Curricular aspects have 3 major stages to be implemented for the cause, Content Designing, Contents Delivery, and Evaluation. The Institute is affiliated and hence has focused on Contents Delivery and Evaluation. The institute prepares yearly plans, and calendar for curricular, co-curricular, and extra-curricular and monitors its execution. Enrichment on certain topics and value addition on the gist learned by students have been taken care of through interaction, Certificate Courses, and study resources. Planning classroom tests, quizzes, and mock tests helps institute in the process of Evaluation of contents delivery. Practical in various courses, seminars, workshops, and Guest lectures have intended towards knowledge & skill enhancement. Internship & exposure to institutes and hospital connects students with on-field problems & think of a solution.

The quantum of multidisciplinary/interdisciplinary

courses is more than 50% leading to flexibility in curriculum and enabling persuasion of students' interest.

Feedback from stakeholders has been conducted, and analyzed and corrective paths where needed were taken. A key feature of feedback is its well-designed questions set

Certainly, the professional program BAMS is delivered along with the inclusion of ethical values & practices, gender sensitivity, and current cross-cutting issues to imbibe National pride, create responsible citizenship, and empathy towards social problems.

It's worth mentioning that the motivated faculty members are keen on developing holistic personalities.

Teaching-learning and Evaluation

The institute is a part of the state's centralized admission process. The transparent process is based on ranking in the NEET examination, 10+2 score, and students' choice. Through this process, the institute has students from different areas and socio-economic, and educational backgrounds. The institute finds pleasure in having pan-state choice by students and has enrolled students from the Raigad district located around 900 km away. Enrollment of students from backward & OBC classes & girls is above state norms.

The diversity among students is catered to by supporting them academically & emotionally through mentors and providing a platform to express themself and feel relaxed.

The teaching Learning process is implemented following the planning. The induction program focusses on the program outcomes, mode of internal assessment & facilities. The students are moved to perusing own goals and institute affirm support.

Regular classroom engagement is an institutional feature. Departments plan the delivery of specific topics with appropriate pedagogy, and ICT tools to have constructive participation of the students. The process is made student-centric by segmenting Slow, Average, and Fast learners. These segments are engaged with different methodologies.

Practical Sessions in well-equipped laboratories & hands-on workshops ensure course outcome achievement. These sessions along with the hospital ensure experimental & experiential learning.

The institute has a dedicated team of teachers for the execution of teaching Learning practices. The Management has been keen on appointing faculty members to more than sanctioned posts and maintains quality & quantity above the minimum requirement. The institute has a high retention ratio of staff leading to delivery from experienced scholars.

Faculty members are motivated to participation in workshops, seminars, and conferences to have state-of-art knowledge. Inhouse discussions & workshops for professional growth are organized which lead to Institutional excellence.

Apart from summative, formative assessments are executed to support the students to catch the expected learning track. Assignments and presentations help the institute and the students with niche & ungraceful areas. The students are motivated & supported to overcome ungraceful areas. The Teaching-Learning Process is monitored & modified through university result analysis and feedback analysis.

Research, Innovations and Extension

The institute has positive steps for conducting research by faculty members. Although the UG teaching departments have limitations, the faculty members have taken up initiatives in the field of research & publication.

The institute has framed a policy for resource mobilization and reward for innovative work. A task force has been assigned to orient members on various project schemes, sponsored projects, Ethical practices, research methodologies, IPR, and areas for future work. Collaborative work has been focussed and initiations in the form of MoU have been made. Publications have been witnessed in peer-reviewed journals. Books & chapters in the book are also significant.

The institute has a strong hold on extension activities both standalone & collaborative. The extension activities include several camps conducted at different need levels. The 67 camps at the school level, the adoption of 05 villages, camps for police departments & industrial zone have been appreciated and rewarded by society. These activities have created an outreach of thousands of needy people. The activity has helped us to have more case studies & impart skills to students.

The institute has worked massively during the pandemic years, services rendered at the institutional level, and individual level by staff & alumni mark their commitment towards the profession.

Infrastructure and Learning Resources

Smt. Vimladevi Ayurvedic Medical College and Hospital, Wandhari, Chandrapur, ensure adequate facilities & optimal utilization of physical infrastructure according to the norms and standards of NCISM and MUHS, Nashik. The campus has a total land area of 13.75 acres. The institute has 3 different buildings Academic, Hospital & Hostel. Basic amenities are available on each floor with hygiene maintenance. Safety factors and energy conservation parameters are also incorporated. New buildings/constructions are under planning, some of them under construction to scale up facilities and accommodate more students.

The well-equipped Laboratories, hospital with IPD, OPD, and diagnostic facility, panchakarma & yoga facility are the key resources for students to learn academics and enhance their skill factor. Training also happens for real-life patient exposure, understanding his/her problem, practicing kindness & convince for the treatment part specially pathy-Kalpana. During these interactions, it is observed that knowledge is scaled high and also the ethical part is developed.

Library & E-resources are aggressively suggested & made available. With a total number of enrolment around 350 two species reading rooms make the library an ideal space for having a deeper ethos of the subject.

Subscription of DELNET makes resources full of research material. Few books as original texts, books on Sanskrit make students have pride in Ayurveda. Library Management System is deployed for automation & includes stock maintenance, issue of books, and keeping records.

Information Technology Infrastructure is strongly witnessed. All the classrooms are well-equipped with projectors, internet, audio system, and traditional teaching systems.

All the Departments and Sections have independent desktop printer setups.   The campus has an internet line of 10 Mbps along with a Wi-Fi access point in the academic zone. The library has also an IT facility to explore E-resources. The institute has around 58 computers available for students.

The facilities are well maintained and are governed by a committee. Annual maintenance contracts & in house both have been opted depending on service & segment.

Student Support and Progression

The ecosystem of good Academics, resources, content delivery, and infrastructural provisions is accompanied by a highly effective student support system. Counseling at the time of admission, complete documentation for scholarship & free ships, and a mentor make perfect human support for students. Administrative staff & faculty members provide a transparent picture of Program requirements and also respond to parents regarding prospects. A cosy welcome at the hostel keeps students' excitement alive.

The students are made aware of the rules, regulations, policies, and working of the grievance redressal cell, Vishakha Samiti.

Students progression most of the time in the form of self-employment or employment. Looking at CO, and PO attainment, students are motivated for higher studies and its pre-qualifying entrance test. Guest lecturer on career opportunities not only show a rosy picture but takes them to real interaction with performer speakers. The institute also supports non- attainment students by basketing them as slow learners and providing remedial actions.

The holistic loop is intended and completed by the institute through various cultural, sports, social & team base student activities. The spread is throughout the year and it keeps a positive spirit, inculcates responsibilities, and a strong team work mind set.

The auditorium, sports facility, and support for cultural activities, especially drama, competitions, and event management by the students make a a perfect place of happenings.

Progressed students, our Alumni are enthusiastically involved in institutes development. A formal association started taking shape in 2019 and now is on the way to having registered structure.

Governance, Leadership and Management

The institute is run by Shri Gurukrupa Shikshan Prasark Mandal (SGSPM), a non-governmental organisation, established as a trust in 1994. Shri Gurukrupa Shikshan Prasark Mandal has a pool of educated and committed team members, who after churning thought of providing quality education in a missing segment in Chandrapur district.

The Mandal strongly felt even at that time that Ayurveda has strong relevance & eventuality with a vision:

"To be a vibrant, leading institution, a center for excellence in Ayurvedic Education, Research, and Healthcare. Implementing all processes with transparency to ensure high standards and faith factor."

The belief was proved, and endorsed by the Government of India by initiating The Ministry of AYUSH, in 2014. These steps of National policy boosted our zeal to work in traditional systems of Indian medicine and to facilitate healthcare access in rural areas where many Indians lack adequate health services. Our mission :

1 To develop young talent into skilled & ethical practitioners

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   national health mission

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is aligned with National Mission.

The mission is executed with the help of the Principal, faculty & staff of the institute. Structured & decentralized system is explained in the criteria

Through participative action governing policies, the SoP of various committees, cells, procedures, and working departments is designed, adopted, and implemented.

These documents are placed on a website to ensure Transparency. Faculty Empowerment Strategies Financial Management and Resource Mobilization are worked out with pre-approval from management.

The Quality aspects were rearranged and redefined after the formation of IQAC in 2019. Team IQAC was constituted to implement Quality processes & monitoring. Since its inception, the IQAC coordinator has been involved in the decision team. The Team has worked on understanding the Accreditation process & Norms and also had workshops for faculty members. The orientation of Teaching & Non-teaching staff, preparation for SSR, and the Concept of Geo-tag photos have been undertaken under the guidance of IQAC. Regular meeting and interaction have been conducted.

Institutional Values and Best Practices

The institute has been installed pertaining to the frame of service to society. The social obligation of HEI, to be a role model for society, and put these concepts into the next generation are abstracts of our work culture. Vision & Mission are expressed transparently.

The Institution has executed gender equity at the institutional level and the promotion of this concept for new entrants is continued. The global environmental targets have also been maid compliance such as rainwater harvesting, and waste recycling including solid/liquid waste & e-waste. And the use of Solar energy. Bio-medical waste management has been part of the hospital & institute.

The Institution facilitates the differently-abled. The institute is situated in the outer part of the city and thus efforts are taken to make the campus IT enabled and to have local transport for staff members from the city.

The best practices depicted, one representing the inclusion of Yoga in preventive healthcare

as practices by students and others representing action taken on the social responsibility of the institute & individuals in the form of health camps.

The distinctive practice of *"Yatharth Vaidya Nirman"* is the outcome of the vision, mission, and dedicated efforts of management, principal, and staff and undoubtedly the enthusiastic students.

Ayurveda Part

The institute has prioritized the Ayurveda education domain along with the integration of different health systems within & outside AYUSH. The classical way of Ayurveda learning is also practiced. An observation worth recording is more number of girls enrolment. The women in Bharatiya's perspective has been always considered as health practitioner and first resource person. Her exposure & influence is depicted in state tradition as *"Ajibai cha Batwa"*.

Promotion of seasonal Panchakarma, awareness about hazardous lifestyles and expected implementation of lifestyle modifications, concept & implementation of Swasthavritta all are encompassed in content delivery for creating better professionals, and experts capable of understanding multiple paths of wellness and treatment.

The institute maintains Herbal Garden and has continued efforts for the preservation of medicinal plants in alinement with the National Medicinal Plant Board.

The institute's Yogic practices integration has been reflected as one best practice. Promotion Kriyakalpa, Anushastra, Pathyakalpana, and Pharmacovigilance activities are implemented with micro-steps and procedures.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	SMT. VIMLADEVI AYURVEDIC MEDICAL COLLEGE AND HOSPITAL AT. PO. TADALI, VILLAGE WANDHARI, DIST. CHANDRAPUR
Address	Smt. Vimladevi Ayurvedic Medical College and Hospital At. Po. Tadali, Village Wandhari, Dist. Chandrapur 442406
City	CHANDRAPUR
State	Maharashtra
Pin	442406
Website	www.vimladeviayurved.com

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Raju Rameshwar Tatewar	07172-9822203487	9822203487	-	vimladeviayurved @gmail.com
IQAC / CIQA coordinator	Sandesh Prakash Goje	-	9765934704	-	spgoje@gmail.com

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

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minroity institution	No

Establishment Details	
Date of establishment of the college	29-10-2010

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

State	University name	Document
Maharashtra	Maharashtra University of Health Sciences	View Document

Details of UGC recognition

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

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

Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
CCIM	View Document	14-12-2022	12	Annual visitation is carried out by NCISM for annual permission of admissions

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

Location and Area of Campus				
Campus Type	**Address**	**Location***	**Campus Area in Acres**	**Built up Area in sq.mts.**
Main campus area	Smt. Vimladevi Ayurvedic Medical College and Hospital At. Po. Tadali, Village Wandhari, Dist. Chandrapur 442406	Rural	13.65	13935

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	**Name of Programme/Course**	**Duration in Months**	**Entry Qualification**	**Medium of Instruction**	**Sanctioned Strength**	**No.of Students Admitted**
UG	BAMS,Ug	54	HSC NEET	English	100	96

Position Details of Faculty & Staff in the College

Teaching Faculty											
	Professor				**Associate Professor**				**Assistant Professor**			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				14				14				17
Recruited	10	4	0	14	9	5	0	14	7	10	0	17
Yet to Recruit				0				0				0
Sanctioned by the Management/Society or Other Authorized Bodies				1				0				3
Recruited	0	0	0	0	0	0	0	0	0	1	0	1
Yet to Recruit				1				0				2
	Lecturer				**Tutor / Clinical Instructor**				**Senior Resident**			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0				0				0
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit				0				0				0
Sanctioned by the Management/Society or Other Authorized Bodies				0				0				0
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit				0				0				0

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Non-Teaching Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				97
Recruited	36	61	0	97
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				16
Recruited	6	10	0	16
Yet to Recruit				0

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

Qualification Details of the Teaching Staff

Permanent Teachers									
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	10	4	0	9	5	0	7	11	0	46
UG	0	0	0	0	0	0	0	0	0	0

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

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

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

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

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

Details of Visting/Guest Faculties				
Number of Visiting/Guest Faculty engaged with the college?	**Male**	**Female**	**Others**	**Total**
	0	0	0	0
Number of Emeritus Professor engaged with the college?	**Male**	**Female**	**Others**	**Total**
	0	0	0	0
Number of Adjunct Professor engaged with the college?	**Male**	**Female**	**Others**	**Total**
	0	0	0	0

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	34	0	0	0	34
	Female	62	0	0	0	62
	Others	0	0	0	0	0

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

Category		Year 1	Year 2	Year 3	Year 4
SC	Male	4	5	4	3
	Female	5	7	3	4
	Others	0	0	0	0
ST	Male	1	0	1	1
	Female	1	2	1	1
	Others	0	0	0	0
OBC	Male	5	4	8	7
	Female	21	13	23	23
	Others	0	0	0	0
General	Male	3	6	1	5
	Female	15	9	5	5
	Others	0	0	0	0
Others	Male	2	3	9	7
	Female	3	11	5	4
	Others	0	0	0	0
Total		60	60	60	60

General Facilities	
Campus Type: Smt. Vimladevi Ayurvedic Medical College and Hospital At. Po. Tadali, Village Wandhari, Dist. Chandrapur 442406	
Facility	**Status**
• Auditorium/seminar complex with infrastructural facilities	Yes
• **Sports facilities**	
* Outdoor	Yes
* Indoor	Yes
• Residential facilities for faculty and non-teaching staff	Yes
• Cafeteria	Yes
• **Health Centre**	
* First aid facility	Yes
* Outpatient facility	Yes
* Inpatient facility	Yes
* Ambulance facility	Yes
* Emergency care facility	Yes
• **Health centre staff**	
* Qualified Doctor (Full time)	28
* Qualified Doctor (Part time)	12
* Qualified Nurse (Full time)	15
* Qualified Nurse (Part time)	0
• Facilities like banking, post office, book shops, etc.	No
• Transport facilities to cater to the needs of the students and staff	Yes
• Facilities for persons with disabilities	Yes
• Animal house	No
• Power house	Yes
• Fire safety measures	Yes
• Waste management facility, particularly bio-hazardous waste	Yes
• Potable water and water treatment	Yes

• Renewable / Alternative sources of energy	**Yes**
• Any other facility	**Gymnasium for male and female students & staff**

Hostel Details		
Hostel Type	**No Of Hostels**	**No Of Inmates**
* Boys' hostel	1	27
* Girls's hostel	1	141
* Overseas students hostel	0	0
* Hostel for interns	1	10
* PG Hostel	0	0

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	The institute has a strong perception that Health Education especially Ayurveda is a multidisciplinary/interdisciplinary activity. The aspiring professional Vaidya needs to understand the concept of wellness as a function of multiple aspects and treatment can be focussed only after diagnostics. The institute has many courses incorporating multidisciplinary/interdisciplinary activities which have been explained in Criteria 1. The quantum is more than 50% of the total courses. The institute has taken special efforts to add Yoga & Rutucharya practices from a preventive healthcare aspect. Phase 1 of NEP implementation is under process and the institute is waiting for directives from the Affiliating University and State Authorities regarding the framework to be adopted for expected aspects of integration. The Institute has formed a Task force for NEP implementation and keeping watch on development at the state level.
2. Academic bank of credits (ABC):	The institute is working on the current guidelines of MUHS and waiting for directions for credit granting powers. Currently, only degree-granting institutes are permitted/authorized for ABC alignment. However, the institute has taken up an awareness drive among students, about the Academic Bank of Credits along with DigiLocker. Resources are also made available

	on the website.
3. Skill development:	The program conducted comes under the segment of Professional & Higher education. The institute has an emphasis on building professional and technical skills. The curriculum delivers the expected theoretical part and the faculty members convert into skills during practical hours. The skilling factor depends on the willingness of Lerner (Students) and efforts are taken to imbibe the responsibility concept in aspiring Vaidya. A successful Vaidya needs to have a strong binding with Bharatiya concepts like righteous conduct (Dharma), Own peace for paying attention (Shanti), affection towards patients (prem), active listening with a companion (Sahavedana) along with scientific temper &citizenship values are carved into students of BAMS.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	Ayurveda is the most exclusive Indian system that has been appreciated and practiced worldwide, and the institute takes it as pride. The institutes further strengthen the bounding by deploying the Sanskrit Sambhashan Certificate program, rewarding competitions for students' connection to original traditional script & pedagogy. The activity is mandatory for first-year students. While mentoring regional language Marathi is used, this also helps students to understand the difficult part of the curriculum. Queries are most of the time answered in bilingual mode. It helps students not only in understanding but also in raising and forming small issues bypassing the English confidence factor. The environment of the institute affirms Bhartiya Culture. Festivals such as Guru-Purnima, Kojagiri-Purnima, Dhanwantari-Jayanti, and Ganesh festival are celebrated with a joyful and traditional atmosphere. National festivals and international days are also observed.
5. Focus on Outcome based education (OBE):	Evaluation has strong significance for Teaching-Learning Process. The institute looks for parameters, and objectives mentioned as CO, CSO, and PO during internal assessment and mock test examinations. The course outcomes are explained at the start of the session, which helps students to find out exactly what they have to achieve. The Classrooms interactions, seminars, presentations, and practicals are aligned with a query of outcome achievement. In the initial phase, these observations

	also help the institute is classifying slow & advanced learners. In case of student is not found up to a certain bench mark is asked to improve with support from peer and faculty.
6. Distance education/online education:	The Institute has a facility for supportive online education. The concept of ICT was incorporated way back but its Online Form emerged during a pandemic. All the departments are equipped with online resources either developed by themselves or by eminent experts under a creative common license. Digital resources such as books, journals, and others are made available through the library. Digital reading rooms separate for boys & girls makes it accessible.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	NO
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	NO
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.	NO
4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.	NO
5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by	NO

| ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters. | |

Extended Profile

1 Students

1.1

Number of students year-wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
248	239	262	284	308

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

1.2

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

2021-22	2020-21	2019-20	2018-19	2017-18
45	26	47	43	28

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

1.3

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

2021-22	2020-21	2019-20	2018-19	2017-18
60	60	60	60	59

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

2 Teachers

2.1

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

08-07-2023 08:20:46

2021-22	2020-21	2019-20	2018-19	2017-18
42	37	41	39	38

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

2.2

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

2021-22	2020-21	2019-20	2018-19	2017-18
42	37	41	39	38

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

3 Institution

3.1

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

2021-22	2020-21	2019-20	2018-19	2017-18
305.03	152.17	186.84	168.86	138.68

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

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

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

Response:

The Institute follows the undergraduate syllabus as prescribed by CCIM and the Maharashtra University of Health Science (MUHS) Nashik. The following processes are implemented to ensure an effective curriculum before the start of the academic year.

1. The annual academic calendar is prepared following the university calendar before the start of the academic year.

2. Each department prepares an Annual teaching plan (ATP), Monthly teaching plan (MTP) for an academic year.

3. A timetable is prepared for all academic years before the session start.

4. The teaching staff completes the syllabus according to the timetable and teaching plan.

5. A Team of Internal Quality Assurances Committee (IQAC), subject teachers, and the HOD monitors the progress of the syllabus given in ATP & MTP.

6. A periodic review is conducted for academic progress. Extra lectures are arranged as per requirement.

7. All faculty members are encouraged to attend the Orientation / Refresher Courses / Workshops organized by University for a better understanding of the syllabus and implementation of the syllabus.

8. Term-end exams are conducted as per the Academic calendar of the University and results are declared within the stipulated time.

9. Unit tests and internal practical examinations are conducted during the semester to prepare the students for university exams.

10. The results of an internal examination of students are analyzed and communicated to their parents.

11. Special classes are conducted for slow learners and mock examination is conducted based on previous university question papers.

12. Advanced learners are provided with reference books having dimensions beyond the curriculum

13. In addition to the Main library, there is also a provision of a departmental library through which subject-specific requirement is fulfilled.

14. Student attendance is displayed on the notice board at the end of the month. The Names of students having attendance below 75% are displayed on the notice board and communicated with parents through SMS, letters &WhatsApp parents group.

15. Study tours are arranged by the Dravyaguna department and Rasashashtra department for 2ndyear students to enrich their subject understanding.

16. Visits like the Nisargopcharcenter, Milk scheme and water purification plant are arranged by the Swasthavritta department for 3rd-year students to give practical exposure.

17. Feedback regarding the curriculum is taken, analyzed and discussed in the meetings of the Curriculum committee to enhance the effectiveness of the curriculum.

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

Other Upload Files	
1	[View Document](#)

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

Response: 1.5

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

2021-22	2020-21	2019-20	2018-19	2017-18
1	1	1	0	0

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

1.2 Academic Flexibility

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

Response: 100

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

Response: 19

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

Response: 19

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

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

Response: 83.47

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

2021-22	2020-21	2019-20	2018-19	2017-18
248	133	262	226	253

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

1.3 Curriculum Enrichment

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

Response:

The faculty of Ayurved has a holistic approach towards wellness and the curriculum has boundaries touching to present cross-cutting issues.

During subject delivery, the faculty members consciously integrate points such as gender sensitivity, environment and sustainability, human values, health determinants, the Right to Health and Professional Ethics.

Our institute is in the Chandrapur zone. Chandrapur zone have cement factory, coal mines etc. due to which demographic issues like breathing problems, heat stroke arises. These issues discussed in Swasthavritta & Agadtantra in BAMS 3rd year. Accordingly, preventive measures and precautions were taught. Relevant Pranayam, breathing exercise practise conducted by students.

Special focussed workshops on Reproductive and child health services, HIV prevention programs, MCH, PNDT Act, and MTP Act are instructed. The course covers information addressing family control programs, treatment of pre-natal and post-natal conditions for mothers, and lactation and milk plans for infants. The course also holds activities like public awareness regarding sex ratio, creating awareness about HIV, and preventive measures. Through NSS activity, theatrical performances and different presentations on national programs are held inside & outside the institute.

Our educational program includes a basic understanding of endangered species, medicinal plant conservation, samajikaswasthavritta, Global warming, Vayu and jalashudhiprakara, bhumishodhana, radioactivity, noise pollution, biomedical waste disposal, catastrophe management, health risks, Indian factory Acts, etc. The students will apply this knowledge from the course material concerning herbal medicinal species to develop an interest in preventing medical and endangered species which can result in more production of these species. Students are actively participating in raising awareness by doing various programs such as waving placards, enacting slogans, and staging rallies by marking World Environment

Day, Water Day, Diabetic Day, No Tobacco Day, Swaccha Bharat Abhiyan in public and Schools and by these Students are trained in managing epidemics and health risks associated to disasters. After finishing the program, the students will practice and instill the knowledge mentioned above.

A basic understanding of human values and professional ethics are covered under the subjects like sadvritta, AcharaRasayana, etc. ChaturvidhaVaidyavruttis are mentioned with Types of VaidyaLikePranabhisaranVaidya and Vaidya Characteristics. Our curriculum mentioned a code of behavior for Vaidyas, Vaidya Responsibilities, PujjyaVaidya, and ApujjyaVaidyas. Students are also enlightened about the medical records importance, accountability of doctors in criminal cases, professional, civil, and criminal negligence, AIDS-related medical and legal issues, Clinical Establishment and organ transplants, International Code of Medical Ethics for Doctors. With great knowledge of these mentioned subjects, the students conduct a program to raise awareness of AIDS, and protests awareness about organ transplants and blood donation through rallies and various camps. The Students will adhere to these professional ethics and pursue their practice with this immense social knowledge.

File Description	Document
Link for list of courses with their descriptions	View Document

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

Response: 1

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

Response: 1

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

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

Response: 7.58

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

2021-22	2020-21	2019-20	2018-19	2017-18
94	0	0	0	0

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

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

Response: 72.35

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

Response: 225

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

1.4 Feedback System

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

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

5. **Professionals**

Response: A. All of the above

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

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

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

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

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Due consideration is given to equity and inclusiveness by providing reservation of seats to all categories during the admission process. Average percentage of seats filled against seats reserved for various categories as per applicable reservation policy during the last five years

Response: 100

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

2021-22	2020-21	2019-20	2018-19	2017-18
13	13	17	15	15

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

2021-22	2020-21	2019-20	2018-19	2017-18
13	13	17	15	15

File Description	Document
Institutional data in prescribed forma	[View Document](#)
Final admission list published by the HEI	[View Document](#)
Copy of letter issued by state govt. or and Central Government (which-ever applicable) Indicating the reserved categories to be considered as per the GO rule (translated in English)	[View Document](#)
Any additional information	[View Document](#)

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

Response: 100

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

2021-22	2020-21	2019-20	2018-19	2017-18
60	60	60	60	60

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

2021-22	2020-21	2019-20	2018-19	2017-18
60	60	60	60	60

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

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

Response: 0

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

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

2.2 Catering to Student Diversity

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

1. **Follows measurable criteria to identify slow performers**
2. **Follows measurable criteria to identify advanced learners**

3. **Organizes special programmes for slow performers**

4. **Follows protocol to measure student achievement**

Response: A. All of the above

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

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

Response: 5.9

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

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

Response:

Smt. Vimladevi Ayurvedic Medical College & Hospital firmly believes that an academic institution does not merely provide degrees to its students; instead, it facilitates the building and sustenance of the innate talent of individual students through extra mural activities and cultural events. Our Nation requires youth who can affect change and contribute to the national development by channelizing its creative energy.Each year every Dept. Organises seminar, group discussion, Debate to foster innate talent of individual Student. Institute constitutes student-union (Students council). This platform is governed /managed by the students and the executive body is formed by elected/nominated members. Formation of this association discovers leadership ability, teamwork, recognizing consensus, and fulfils the wish basket of students.The purpose of the student union (Students council) is as per MUHS norms.The student union (Students council) organizes various programs and events throughout the year synced with cultural festivals and international & Nations

days.Activities are designed to help students to discern their co-curricular interests. Selection, Planning, and Execution of activities are the sole responsibility of students. However, the guidance, support, and direction of authorities are provided to comply with social & ethical norms.Annual-Day is celebrated every year with various name like Antaragni etc. These event comprises dance, singing, and theme-based performances.Students organise and participate in various Sports competitions like Kho-Kho, Kabbadi, Volleyball, Badminton, Cricket tournament, tennis etc. every year. Students also encoraged take part in inter-college and state-level sports tournaments.

In addition to cultural activities, students are also active in awareness programs through which we can serve society. With the NSS committee, student union(Students council) organize some programs and March through which they are inspired to lend a hand to the community and support and serve society.The campus comes alive with the celebration of various festivals i.e. Navaratri, Guru Purnima, Independence Day, and Sharad Purnima. Dhanvanatari Pujana, Samhita Pujana,World Health Day Celebration World Environment, Teacher's Day, International Yoga Day All these festivals are celebrated enthusiastically annually. For the development of an inquiring attitude, and open-minded approach to assimilate knowledge of all fields student union organize quiz, Elocution, and Treasure-hunt annually. Rangoli competition and a singing competition also organized every year.To provide national and state-level exposure to the students, the institute also encourages students to take part in youth festivals (National and state level), various quizzes, and essay competitions.Every year students get ranked and honor the institute with medals and shields in dance, singing, and elocution competition.

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

2.3 Teaching- Learning Process

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

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

Response:

The College is committed to ensuring the progressive path of the students irrespective of their diversity, through a student-centric learning process. Based on the subject & specific requirement of the topic, student-centric methods adopted by the faculty members include Interactive Learning, Project-based Learning, Computer-assisted Learning, Experiential Learning, and similar. Lessons are taught through ICT

tools, mostly MS Power Point presentations besides oral presentation methods to achieve course outcomes.

Integrated/interdisciplinary learning - The syllabus includes topics of conventional medical science in almost all the subjects including Physiotherapy and yoga topics .

Group discussion: Students are divided into groups and assigned with few topics, and encouraged to discuss the topic among themselves enabling peer learning. Students gain skills in critical thinking, communication, and group understanding.

Project–based learning: An assignment or project is allotted to students. The teachers become mentors & monitors in the process. Clinical departments allot topics which will enable them in day to day routine of carrying out clinical intervention on patients thus upscaling their knowledge and skill.

Experiential learning: The learning environment is promoted by engaging the students in rich experiential learning. Hands-on-training is given to the students in every step of their learning which include dissection of a human cadaver, diagnostic laboratory methods, drug identification, medicine preparation, Internship, clinical examination, Simulation case taking, panchakarma procedure, snuhikshira collection, kshara sutra preparation, etc.

Participative learning: students are encouraged to actively participate in the learning process by encouraging them for organizing exhibitions, presenting papers, Dry and Green Drug identification, taking up health awareness in community service, given cases to design their treatments**.** Students are encouraged to have their album during OPD or IPD after obtaining consent from the patient.

Dramatic creation of clinical settings based on real-life situations taught to the students in theory classes

Classroom seminars: The students are trained through Seminars, Case studies, student presentations, paper Presentations, etc. These are conducted to build up confidence among students. These seminars also clear the doubts in the mind of students and induce gravity about the subject. which help them to prepare for viva and remove their fear of public speaking

Peer Tutorial: Approximately 10 students who exhibit the best performance in the class are selected and they work as tutor rest of the students are divided into 10 groups and each group is assigned a tutor who clears the doubts of students. A mentor/ teacher monitor the tutorial.

Quiz competitions: These are arranged in a classroom.

Field visits: Regular arrangements of study tours to visit various museums, herbal gardens, Visit of GMP-certified- pharmacies and industrial training, Water Filter Plant and Supply System, Sewage-Treatment-Unit, Dairy, Rural-Ayurvedic-Dispensary, Primary-Health-Centre, Maternal and Child-health-centre, and Family-Welfare-Centre.

Patient-centric and evidence-based learning: The patient-centric learning is included in clinical subjects like roganidan evam viruti Vigyan, prasutitantra and striroga, kaumarabhritya, kayachikitsa, panchakarma, shalyatantra, and shalakyatantra. The students prepare the records of the patients, and Clinical methods and treatment protocols are demonstrated practically to the patients.

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

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

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

Response: B. Any three of the above

File Description	Document
Institutional data in prescribed format	[View Document](#)
Link for additional information	[View Document](#)

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

Response:

The institute has a well-developed ICT ecosystem to ensure the effective delivery of curriculum and imbibe self or independent learning processes among students. The college complies growing trend to adopt ICT and online platforms, especially during the pandemic. These tools are used for teaching, training, and evaluation. The college also facilitates faculty training to promote usage. The use of Online E-resources makes teaching and learning enriched, self-paced, and interest-oriented for the students.

The ICT Training aims to get an overview of the most important technologies, to create engaging and interactive multimedia content and presentation, to use ICT tools to make education more engaging, motivating, and innovative. The use of a dissection video is helpful to the students to understand the topics easier and faster.

The following ICT facilities tools :

1 LCD Projectors

2 Computers

3 Internet Connectivity: 100% within Campus

4 LMS: Google Classroom

5 Online Platforms: Google meets, Zoom MLMS- Google Classroom

6 Mobile adaptions: Go to a meeting, Google meets, Zoom, etc.

The LMS-Google classroom is used as teaching-learning aid. Through Google Classroom teachers provide Web links and notes to students and collect feedback from them. Teachers create customized tests for students accessible from anywhere and submitted online.

Mobile Apps like Go To Meeting, Google meet, and CISCO Side, and Google classroom are used for Online classes. Classrooms are equipped with computers having necessary applications installed for apps. Classrooms and seminar halls are ICT-enabled. The entire campus is Wi-Fi and broadband internet enabled. Students use tablets, android phones for the latest scientific information and research publications for enhancing their knowledge base.

A few rare surgeries are not practiced routinely in every hospital but as a part of the knowledge, it requires exposure to these surgeries and hence teaching-learning aids like surgery videos, Simulation videos, and Modular teaching videos are used for effective teaching. Teachers' self-Recorded lecture videos and PPTs are also used as teaching resources which are available in respective departments.

Diagnostic techniques which are highly expensive or done with expensive machinery like CT scans, MRI, etc. which are not available everywhere, are shown to the students for effective learning with the help of audio-visual teaching aids.

The Institution has a webinar system which is a boon in the teaching-learning process. Students and faculty benefit from webinars from various reputed institutes.

The department-wise list of ICT tools is maintained to enhance and mobilize the use of the learning resources.

To summarize, enabling ICT in education, and making use of technology in education creates an easy-to-manage learning environment where the delivery of information is very much smoother and the learning easier.

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

2.3.4 Student :Mentor Ratio (preceding academic year)

Response: 7:1

2.3.4.1 Total number of mentors in the preceding academic year

Response: 35

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

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

Response:

The college strongly affirms that stimulating creativity & peeping into innovation generates interest, insight, and in-depth knowledge in the learner.

Faculty members are them self involved in creativity and innovation making the ecosystem more open for different dimensions of basic concepts & their applicability.

Creativity:

Faculties encourage students to exhibit their creative skills through activities like preparation of the Herbarium, compilation books, charts, PPTs, model preparation, etc.

Our institute organizes 'Research Methodology' seminars and 'Guest Lectures' on recent topics inviting

experts of national and international fame.

Frequent visits are arranged to hospitals for case studies to understand practically

Students' Participation in health camp gives an opportunity to validate the applicability of basics, their interpretation, and professional aspects.

Emphasis on Samhita-based learning method.

Marma-wise dissection is performed to study the regional anatomy of marma.. Students are encouraged to prepare specimens, and simple and temporary hand-made models to create interest and to make the subject palatable in every subject.

The departmental seminar is also a unique method in which the student collects information on an assigned topic and presents it in the department. While solving the doubts of students, they discover different dimensions.

Incorporation of Audio-Visual materials in sessions. Using film strips, movie and pictorial material, PPT, animations, and various videos of functional anatomy at the time of teaching. Utilization of smart Apps for students to create awesome presentations e.g. Examination of muscle power in a child-friendly way by having a competition with the paediatric patient for the action of the muscle being tested

Making charts of T.S. of Drugs

Classes outside the classroom: Some lessons are best learned when they are taught outside of the classroom. E.g. Dravyaguna classes in the garden. The students find this fresh and exciting.

Analytical skills:

Efforts are taken to develop analytical skills in students through General health camps, health survey studies, and various camps like Anorectal camp, Garbhasanskar camp, Suvarnaprashan camp, Diabetes camp, Panchakarma (Karma wise) Camp, Blood donation camp, etc.

Dravyagun Department arranges visits to nearby forest areas for a live demonstration of medicinal plants to gain Plant identification skill.

Pharmacy visits arranged by Rasa Shastra Department to helps students to develop professional skills in drug manufacturing.

Visits to Court, Government forensic laboratories arranged by Agad Tantra Department to helps students for improving analytical skills in different medico-legal cases.

In Samhita Adhyayan , students are encouraged to find the hidden meaning of Shlokas. It helps the students to improve imagination, judgement, and Reasoning skills for better understanding of the subject.

Innovation

Innovation is distinguished from creativity by its emphasis on the implementation of creative ideas.

Faculties motivate students to use their innovation skills in hospitals, college project work . The students are also promoted and guided to participate in the seminars , debates and competitions organized by the institution or any other recognized organisations

File Description	Document
Link for appropriate documentary evidence	View Document
Link for any other relevant information	View Document

2.4 Teacher Profile and Quality

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

Response: 100

File Description	Document
Sanction letters indicating number of posts (including Management sanctioned posts) by competent authority (in English/translated in English)	View Document
Institutional data in prescribed format	View Document

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

Response: 0

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

File Description	Document
Institutional data in prescribed format	View Document

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

Response: 7.86

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

Response: 330

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

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

Response: 50.25

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

2021-22	2020-21	2019-20	2018-19	2017-18
38	27	36	0	0

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

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

Response: 26.33

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

2021-22	2020-21	2019-20	2018-19	2017-18
42	9	3	0	0

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

2.5 Evaluation Process and Reforms

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

Response:

- Internal assessment examination is conducted at college as per the guidelines from MUHS Nasik and the NCISM. The continuous internal evaluation is conducted as per the academic calendar schedule of the university.
- The examination question paper pattern is similar to the university question paper pattern. Question Paper contains various types of questions like Short Answer Questions, Long Answer Questions. The practical examination pattern is also similar to MUHS practical exam pattern.
- Internal assessment examinations are planned at the end of each term. For smooth conduction of internal assessment examination, there is an examination committee at the college level. This examination committee ensures the adherence of the conduct of examination to the Academic calendar which is part of the planning of an internal evaluation.
- The Schedule of examination is planned by the examination committee as per terms declared by the university at the beginning of the academic year. This schedule is approved by the Principal and then conveyed to all the departments.
- The date of examination and syllabus is also displayed on the departmental notice board. This helps students in planning and preparation for the examination. Sitting arrangements in the examination hall are similar to university examinations with strict invigilation by the staff.
- Printed answer books similar to university answer books are provided to students, to make the student familiar with the university examination. The attendance report of the students appearing for the examination is prepared with signatures by the invigilator and departmental staff in the prescribed format.
- At the departmental level answer books are assessed by the examiners of that subject. Assessed answer books are shown to students to see total marks received, and marks received for the answer to each question. Queries if any regarding valuation or totaling, from students are resolved. This helps the students in self-judgment of their study and better performance in university

examinations. After observing the result, the student signs on the answer book as well as the result sheet of the subject. A separate result sheet is prepared for old and new course students. The results are displayed on the notice board.

- All this exam-related record is kept in files categorized as per batch and year. At the end of the term end examination average marks from the marks scored in the theory and practical term-end examinations are drawn. These marks are submitted to the Controller of Examinations through online internal assessment marks submission software provided by the university. The hard copies of the results having signatures of students, head of department, and principal are sent to the university.

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

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

Response:

The students have to apply for queries/grievances related to the internal examination to the Examination committee/ Principal in a Application form within 10 days after the declaration/communication of the result.

The Examination committee redress grievances related to internal examination within 10 days from the receipt of an application form and communicate to the student under intimation to the principal.

The College also has a mechanism and procedure to address the university examination-related grievances as described in the ordinance (01/2014) of MUHS Nashik. The detail about the grievance mechanism at the university level is available on the university website and the students are made aware about it.

The university-level examination-related files are maintained separately.

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

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

Response:

Our college follows term wise system of internal examinations as per guidelines given by MUHS. The performance of a student in each semester is evaluated subject wise with a maximum of 90 marks for theory in both terms and 90 marks for the practical examination in second term. Every student should get minimum 50% marks in all theory including practical exams. Display of mark lists and showing the evaluated answer sheet to the student are the measures taken a part of the transparency in the evaluation system of internal examinations. There is strict adherence to the Institute academic calendar and timely publication of results. Question paper is thoroughly scrutinized to ensure the standard, spread of the syllabus and mapping of COs and POs as per CCIM syllabus.

IT integration in Examination

During internal theory examinations Time table and sitting arrangement is displayed and it is in such way to prevent malpractices. Members of examination committee visit the examination halls regularly. Mobile Phones and gazettes etc. are prohibited inside the examination halls to curtail malpractices. Examination results are displayed within 15 days of the last day of examination. Any grievances regarding result are resolve as early as possible. Result of internal assessment examinations is filled online in the software provided by the MUHS, before one month prior to final University examinations. Dates of University Examination and Time Table are displayed on University website well in advance. Examination forms of the University Examination are filled online and hall tickets are made available online to the college by the University. Examination results are published online.

Continuous internal assessment system: Internal assessment is done through conducting end semester theory and practical examinations as per guidelines issued by MUHS. Seating and invigilation for endsemester examinations are organized by Examination committee. This leads to optimal smooth conduct of the examinations.

Competency based assessment: Skills are assessed in practical examination which includes laboratory as well as clinical examination of the patient .Knowledge is assessed in theory examination and attributes like ethics in practice are assessed in Practical examination.

Workplace based assessment: During internal assessment examinations, in second term practical examination students are assessed to check competency as well as his/her clinical skills. Assessment is also

done by distributing topics of projects, compilations, PPTs and students are asked to submit within stipulated time.

Self-assessment: It is a powerful mechanism for enhancing learning. For clinical examination and Laboratory Practical, students are asked to perform on their own such as case taking, haematology practical etc. and assess self-performance.

OSCE– Objective Structured Clinical Examination is designed to check clinical skills. This skill assessment is done in Internal as well as University Practical Examination of various clinical subjects.

OSPE-The Objective structured practical examination is used as an objective instrument for assessment of laboratory exercises in preclinical sciences, particularly Physiology.

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

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

2.5.4 The Institution provides opportunities to students for midcourse improvement of performance through specific interventions Opportunities provided to students for midcourse improvement of performance through:

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

Response: B. Any 3 of the above

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

2.6 Student Performance and Learning Outcomes

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

Response:

- The Institution has stated the learning outcomes (generic and program-specific) as per the provisions of the regulatory bodies and the University.
- The Institution has clearly stated POs and COs for all its academic Programs department-wise which is uploaded on the institute website.
- These outcomes are communicated to the students and teachers through the website and by displaying the information at the departments.
- The PO and CO statements are written, displayed on the notice board, and communicated with the students.
- The accomplishment of effective PO, PSO, and CO becomes fundamental for the successful running of an institute. They are instrumental in achieving the vision, mission, and strategic objectives of the university.
- The mechanisms have been designed and adapted to ensure that the desired outcomes are achieved accordingly to the defined outcomes, program curriculum, teaching-learning methodology, and supporting
- Facilities are designed.
- Before the commencement of the academic year, faculty meetings are conducted by the institute, and
- Decisions are taken on the mode of teaching-learning from the perspective of POs &COs.
- Induction and orientation programs are conducted for the newly enrolled students at beginning of an
- Academic session. The dissemination of PO-CO is deliberated during the induction and orientation
- Programme.
- The Course Outcomes are formulated to make students competent for all domains of learning

- (Cognitive,
- Affective, Psychomotor domains). Their assessment is done in the formative domain at the department
- Level and summative at the university level.
- Formative assessment methods include internal examinations which consisting written (SAQs, & LAQs),
- Viva-voce and practical examinations.
- The students participate in state, national, and international levels competitions, debates, paperPresentations and quizzes.
- Students are provided with practical books, journals & log books stating the attainment of outcomes and
- Objectives of respective courses.
- The passing out graduates in various streams are made fit to practice independently with due confidenceand skills.
- Besides professional knowledge, they are groomed to play leadership roles in the community,
- Not only in the health sector but also in social issues such as gender equity, environmental protection,disastermanagement and sensitizing people at large on their right to health.

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

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

Response: 79.7

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

2021-22	2020-21	2019-20	2018-19	2017-18
105	27	46	43	29

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

the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
118	33	58	50	37

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

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

Response:

1. The Course Outcomes are formulated to make students competent for all domains of learning (Cognitive, Affective, Psychomotor domains). Their assessment is done in the formative domain at the department level and summative at the university level.

2. Formative assessment methods include internal examinations which consisting written (SAQs, & LAQs), Viva-voce, and practical examinations.

3. The students participate in state, national, and international levels competitions, debates, paper presentations, and quizzes.

4. Students are provided with practical books, journals & log books stating the attainment of outcomes and objectives of respective courses.

5. The passing out graduates are made fit to practice independently with due confidence and skills. Besides professional knowledge, they are groomed to play leadership roles in the community, not only in the health sector but also in social issues such as gender equity, environmental protection, disaster management, and sensitizing people at large on their right to health.

6. Attainment level is calculated according to the marks obtained by students in the internal exam throughout the year and final university exam. Level 1 means > 30 % of students obtained more marks than the average of the class. Level-2 and Level-3 are decided according to > 40 % and > 50 % students obtained more marks than average of the class respectively. Excel sheet of calculation of the attainment level is attached.

7. Program outcomes, program-specific outcomes, and course outcomes for all programs offered by the institution are displayed in the relevant department so that it will be in the continuous vision of all the teachers and students. This regular awareness by outcome display inspires students to achieve the outcomes efficiently.

8. Program outcomes, program-specific outcomes, and course outcomes for all programs offered by the institution are also displayed on the institutional website so that they remain available for all the stakeholders at all times.

9. Program outcomes, program-specific outcomes, and course outcomes for all programs offered by the institution are also discussed during the orientation programs of the students as well as during the faculty and College council meeting.

10. Description of pronunciation of quotations during the teaching hours and getting feedback of the above in upcoming classes for assessment.

11. An overall brief analysis of class teaching before starting a new topic for the assessment of the past conducted classes. Completion of topics internal exam was taken for assessment of student

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

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

Response:

- The institute conducts the Parents, Teachers, and students get together especially after the First-year admission process.
- Institute organises PTM twice in a year for each class.
- The principal, all heads of departments, parents and students are present during the meeting.
- During this meeting interaction between parents, mentor, subject teachers & students is done.
- The meeting has a presentation and a discussion on the following topics.
- Facilities available, disciplines in college. The classes, the syllabus to be covered, the exams etc. The HODs introduce the respective subject to the newcomers.
- Parents do visit the departments of the student for the rest of the remaining year as and when required. The Parents are updated regarding their wards' progress concerning their studies, behavior, health, hostel, mess, etc. by the staff.
- During the global Pandemic of COVID-19, the institution has fully cooperated with the parents and students. The zoom meetings were arranged with the Parents of every academic year and assured them that all the syllabus of the students shall be completed through online mode.
- Feedback from parents is taken for qualities improvements. In PTM a platform is created to register any complaints and give any suggestions for quality improvement of the institute.

- Parent whenever visit college, do visit the department and had discussions with teachers.
- The parents are assured regarding the cooperation from the institution in developing their wards' to become responsible practitioners in society. The staff members have established a very good. Periodically the remedial measures which were taken are analysed to confirm the quality of institution.

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

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response: 3.65

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

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

Response: 0

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

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

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

Response: 19.54

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

2021-22	2020-21	2019-20	2018-19	2017-18
13	5	7	10	4

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

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

Response: 0

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

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

3.2 Innovation Ecosystem

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

Response:

1) Institute has taken various initiatives to built ability of the creation of knowledge among students and for transfer of knowledge, gist that can be effectively deployed.
     Although at present separate facilitation or Centre is not available. Workshops and collaborative efforts have been taken to serve the purpose.
     Some notable events in collaboration are :
     a) Nursing College: - Panchakarma Seminar on the topic of Basic knowledge of Ayurvedic Panchakarma Chikitsa, StanpanSaptaha, Cancer Day, Health Day- Rally and
     blood donation camp.
     b) Pharmacy college: - guest lecture on Adverse drug Reactions.
     c) Workshops/Seminars/ Guest lectures by subject Experts Conducted by the departments of the institute.
 2) Various Departments of the college assign project (Compilation) work as per the curriculum to the Students helping them to apply practically the theoretical knowledge.
Institute Arranges

- Educational visits
- Institutional departments of the college have started subject-specific courses called Short Certificate Courses which improve the knowledge of students as well as teachers and thus this encourages their innovative ideas.

3) Institute focuses a lot on its Library. The library has full wifi, facility& has a rich collection of books, e-books, journals, LMS system that enables learning, advancement of knowledge & creativity in students. The Students collect data from Samhitas like Charak Samhita, Sushrut Samhita, etc, Journals & Research

- papers that increase their interest and promote Creativity & Innovative Ideas.
- Rasashastra department with the help of the students prepares formulations for various products like chavanprash, medicated oil, and medicines that are used in the medical practice thus enabling

students to research unexplored formulations catering to the present health needs.

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

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

Response: 46

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

2021-22	2020-21	2019-20	2018-19	2017-18
28	5	5	5	3

File Description	Document
Report of the workshops/seminars with photos	[View Document](#)
Institutional data in prescribed format	[View Document](#)

3.3 Research Publications and Awards

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

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

Response: A. All of the above

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

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

Response: 0

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

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

Response: 1

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

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

Response: 0

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

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

Response: 0

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

3.4 Extension Activities

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

Response: 44

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

2021-22	2020-21	2019-20	2018-19	2017-18
21	05	06	08	04

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

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

Response: 57.69

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

2021-22	2020-21	2019-20	2018-19	2017-18
151	139	125	152	210

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

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

Response:

The faculty members of our institute give services to society by providing comprehensive medical care at an affordable cost to the patient.

Cost-free diagnostic and healthcare camps conducted by our faculties and they served society during Covid-19. NGOs and Government organizations have appreciated our efforts.

1) Rotary Club Chandrapur recognized our institute for geriatric health care camp.

2) Our institute teaching staff received appreciation from AyurvedVyaspeeth, Chandrapur, and Hemp Street Pharma company for actively participating in CME. Organized on "30 March 2022" on topic usage of 'Vijaya for multiple Ailments'.

3) In the critical scenario of the covid 19 Situation, the eminent doctors of the institute have served in the Covid care center& so have been awarded as COVID WARRIORS by National Integrated Medical Association (NIMA) Branch Chandrapur in 2021.

4) We had taken various health check-up camps in Zilla Parishad school in 2022 in the Chandrapur District area, they had given appreciation certificates to teachers.

5) Our Institute's efforts in providing Preventive support to the common needy persons by conducting a campaign "**AdharDenari Arogya Seva Abhiyan 2023-2025**" has been appreciated by the

Mahanagapalika Chandrapur. In this Campaign nearly 2000-2500 people have been checked by our TEAM.

6) Our Institute efforts in providing the extension and outreach activities are appreciated by the Police department as our Team of consultants, Honorary Consultants and Paramedical staff conducted the Free health camp (ECG, Blood reports) where approximately 1500 policemen were checked and diagnosis reports were submitted to the police department which will help them in providing the data required for developing the app which will have the entire health history of the Police officer.

7) Dr. Raju Tatewar received the "HEALTH PRO EVENT 2021" award for creating awareness about sickle cell disease among the people of the sickle cell society Chandrapur. He received an award as "Ayurveda and Panchakarma Chikitsak" for serving society through Ayurvedic Practices as well as for Generate Curiosity and awareness about Ayurvedic Treatment in 2021. He also received recognition in 2020 for his contribution and awareness of Ayurveda from Hempstreet for creating awareness about the usage of "Vijaya in multiple Ailments".

8) In 2019, Dr. Jyoti Varthi received the " BEST RESEARCH PAPER" award for her research work on " Trataka Kriya". The research paper helped in creating social awareness amongst the public regarding Trataka Kriya and treating eye disorders.

9) Dr. Vaishali Kurve received the Best UG Teacher Award from Ayurved Teacher Association on 16th Aug. 2022.

10) Dr.Namrata Nandankar received "Dr. Sunanda and Dr. Subhash Ranade Pratisthan Puraskar Best Paper Award" "Ayurvedic Management of Dysmenorrhoea Associated with Bicornuate Uterus: A case study" by Mankarnika Publication.

11) Dr. Sunanda and Dr. Subhash Ranade Pratisthan Puraskar Best Paper Award" given to Dr. Kiran Nandeshwar in 2021 for a research paper entitled "Ayurveda Management For Baalbuddhimandya (Mentally Retarded Children)".

12) Dr.PrernaUikey received the "BEST TEACHERS AWARD" from the Institute of Scholar SDPL in 2021 as she is known for her unique way of teaching.

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

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

Response:

The Institute conducts different extension activities to serve society. The executors of this activity are motivated students with a concern about imparting health education basics to the unreached population.The activity enhances the social responsibility aspect among students and creates awareness about the important role of social structure as a doctor.

Extension activities include health check-up camps, school health services, Suvarnprashan sanskar and Geriatric care.

National Service Scheme has a major role in execution and is an important tool in sensitizing students and ensuring their direct participation in various social activities in and around Chandrapur. Activities through NSS are objectively structured, aimed at

1. Understand the community's needs & problems

2. To develop a sense of social responsibility

3. Utilize students' knowledge in finding practical solutions to social problems

4. To gain skills in mobilizing community participation.

Some of the activities are :

Adoption of 5 villages for enhancement of medical facilities in remote areas. A total of 168 camps were organized reaching around 3000 needy people. Clinical aid along with holistic cure comprising yoga, diet, counseling regarding lifestyle, Swacchata rally, demonstration of medicinal plants, and health check-up camp, is made available to the neighborhood community.

Health awareness and check-up camps have been conducted in 68 peripheral Schools.Volunteering Students' Clinical skill has been improved due to interaction with patients and children.

Swachha-Bharat Abhiyan: Conducted by the institute to generate responsibility towards society, Cleanliness, and preventive approach (plastic-free campus).

Diseases -awareness program: Cancer and Tuberculosis awareness rally was organized. The rally took a path of 2km creating awareness about two major killer diseases. Slogans and posters creating awareness about precautionary measures were used for social awareness. of these two diseases. The rally experience, resources used, and visits to such patients helped our students to identify the grave conditions and made them think for improve their quality of life.

Vyasanmukti-Abhiyan: (De-addiction program), an awareness about the addiction is brutal impact

include tobacco chewing, smoking, and excessive consumption of alcohol was explained in a 1-day program organized at our college. Around 35 participants participated in this activity. After counselling some of the participants were guided for support from the government and NGOs.

Organ donation awareness campaign: The college organizes World Organ Donation Day on the 13th of August every year to create awareness about the importance of organ donation. The idea that even after death, our body can be useful for the needy is inculcated in the minds of participants.

Majhi Vasundhara' (My Earth) is an initiative of the Government of Maharashtra's Environment and Climate Change awareness about the impacts of climate change and environmental issues. Our college organizes a Tree Plantation Awareness programon the occasion of health day celebration, teachers and students birthday celebration.

Traditional Ayurvedic practice for the betterment of the next generation "Suvarnprashan sanskar" is conducted for the last 5 years in our college. In this program, 720 kids have benefited with immunity booster medicinal drops

File Description	Document
Link for details of Institutional social responsibility activities in the neighbourhood community during the last 5 years	View Document
Link for any other relevant information	View Document

3.5 Collaboration

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

Response: 0

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

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

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

Response: 19

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

Response: 19

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

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

Response:

- Smt. Vimladevi Ayurvedic Medical college and hospital, Wandhari, Chandrapur ensures adequate facilities & optimal utilization of physical infrastructure according to the norms and standards of NCISM and MUHS, Nashik. The campus having total land area 13.75 acres.
- The institute has three different buildings Academic, Hospital and Hostel. The academic section is a multi-floor (G+2) building having a total area of 4709.00 sq. mtr. The structure includes an administration area, College has **5 spacious classrooms**, teaching departments along with staff rooms, laboratories, a library and an auditorium. Classrooms are well equipped with teaching aids, a PA system and are ICT enabled.
- **Departments -** The 14 teaching departments covering total area of 2158.00 Sq. mtr., are well equipped with all the necessary instruments and facilities as stipulated by regulatory authority bodies. Departmental documentation facility, staff cabins, computer and printer, internet connectivity and library with a handful of special books, turn out to be an ideal academic workplace.
- **Laboratories -** Departmental laboratories are well equipped for carrying out curriculum oriented laboratory practicals & research activities. Apart from labs, Rachna Sharir department has **dissection hall** with 7 cadevers and a museum. A demonstration room at **herbal garden** with total 279 no. of species for Dravyaguna department. Rasashastra department has rasashala for curriculam practicals and medicine preparation such as various kalpanas like snehpaka, avaleha, churna, malhar kalpana, vati kalpana, etc.
- **Library –** Institute has pleasant library area with collection of 10970 books including journals & magazines. The library is used by students and staff. A Separate well-illuminated reading room with a capacity of 100 student is often full during the examination schedule. A separate e-library is also available with facilities such as e-journals, e-books, OPAC, etc. 13 computer are allocated with wifi facility for effective usage.
- **Auditorium –** The institute has an auditorium hall having total seating capacity of 300 person. Auditorium is used for organizing various events such as seminars, workshops, trainings, integrated teaching programs, induction program, guest lectures, yoga sessions & cultural events.
- **Hospital -** The institute has 100 beded NABH accrediated hospital & it has well running speciality OPD's & IPD's. It has major OT, minor OT, labour room and also ophthalmic OT. It has well established radiology unit & central pathology laboratory.

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

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

Response:

- To ensure an enthusiastic environment at college premises for effective learning, generating creative ideas and developing teamwork. Institute provides various facilities for playing and practicing various indoor and outdoor sports. The institute encourages students to participate in numerous extracurricular events of different level to enrich their lives beyond the academics.
- The institute has a sports room with all necessary equipments.
- The institute has the facility to play cricket, volleyball, basketball, kho-kho, kabaddi ground and athletics. Play grounds are well maintained and comply with the standards required.
- Regularly from 4:30 pm to 7:00 pm, coaching and practice session are carried out. Indoor games like Badminton, Table tennis, Carom and Chess are enjoyed and played during this session.
- An auditorium with total seating capacity of 300 people and equipped with PA system support. Auditorium is used for organizing various events such as seminars, workshops, trainings, integrated teaching programs, guest lectures, yoga sessions & cultural events.
- Institute has a spacious yoga hall in hospital building. Yoga sessions for students are carried out during morning hours. The facility is also used for participation in national and international yoga competitions.

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

4.1.3 Availability and adequacy of general campus facilities and overall ambience

Response:

An institute has pleasant and adequate campus with well planned greenery. General facilities include office

space, departments, classrooms, auditorium, washrooms, canteen and residential facilities for students available at campus.

Office :

- The administration office having the capacity, to cater all student, admissions and fee collection with ease, makes student interaction hassle-free.

Basic Utilities (Academic Building) :

Hostel :

- The institute provides hostel facility for girls & boys students. Girls hostel is constructed in 24750 sq.mtr area having 2 floors (G+2) with 58 rooms to accommodate 174 students. Each room have separate washroom. Hostel has one common hall on the ground floor. Girl's hostel is surrounded by a concrete wall compound with 24X7 security & CCTV surveillance.
- The boys hostel is a single floor building constructed in 7534 sq.mtr area having 14 rooms to accommodate 56 students. Boy's hostel has 6 common washrooms and a common hall on the ground floor. It also has 24X7 security service and CCTV surveillance.

Canteen And Parking :

- The college campus has canteen and Parking facilities. The canteen has 329 sq.mt area and have outdoor and Indoor Seating arrangement for students & staff. Hygienic conditions are maintained and monitored by the committee. The Canteen provides breakfast, lunch and dinner facilities.

Medical store:

- The institute has a medical store at the hospital building and two ambulances to provide 24*7 services.

Water And Electricity :

- An incessant supply of water and electricity to the entire campus is provided with multiple sources. Solar water heater, water purifiers are deployed in the hostel, hospital & college. One water purifier is available at the canteen. the institute has installed a diesel generator DG to avoid any electricity failure and avoid discomfort to student and patients. The Institute has 3 bore wells to ensure enough Water Supplies. Used water is processed using STP/ETP facility. Street solar lights illuminate the college campus during night hours.

Garden :

- The campus is full of greenery. A well maintained herbal garden in 121.40 sq meter area with total 1988 no. of medicinal plant and 279 variety of species available.

Location support:

- The institute is situated 1.5 kms away from the highway in the village.

- To guide first time visitors, students, proper signages are present at different

  places.

- Institute provides a bus facility for the staff and ambulance facility for patient.

Security :

The entire campus is covered under CCTV surveillance and 24X7 security services with backup of 15 days. Entry to campus is restricted through I card and guards are deployed inside the campus

File Description	Document
Link for photographs/ Geotagging of Campus facilities	[View Document](#)
Link for any other relevant information	[View Document](#)

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

Response: 4.32

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

2021-22	2020-21	2019-20	2018-19	2017-18
6.11	10.20	18.13	2.53	2.38

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

4.2 Clinical, Equipment and Laboratory Learning Resources

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

Response:

- Our institute is empowered with a teaching hospital established in year 2010, having 100 beds capacity. Hospital located on the college premises. College hospital is NABH accredited.
- The hospital has well running specialty OPD's and IPD's such as Kayachikitsa, Panchkarma, Kaumarbhritya, Streerog, Shalyatantra & shalakya tantra with 24*7 casualty service. Hospital is equipped with a major OT, a minor OT and an ophthalmic OT. A well equipped labour room ensures safe and healthy motherhood. Hospital has well-established Radiology unit and central clinical pathology laboratory including Heamatology, Microbiology, and Biochemistry facilities under one roof. Hospital also has a well equipped Panchakarma procedure unit separate for male and female patient.
- The hospital provides 24*7 ambulance facility. A pharmacy at the hospital opened for 24 hrs for the convenience of patient. The hospital has complaint / suggestion box near the registration counter. Collection of patient feedback is done on regular basis and attending to the grievances. The hospital has displayed charges levied for the paid services. The hospital has names of faculty and consultants and their schedule with a field of specialization displayed prominently. The hospital displayed pictorial representation of its various areas for the convenience of the patient. The hospital has good clinical practice guidelines and standard operating procedures. The hospital has the effective disposal for bio medical waste. The hospital is providing ramp facility, wheel chair, parking spaces.
- Students are instructed to patient centered approach that is practiced through various assignments in clinical settings in the form of case study, case discussion, bedside clinics, clinical presentation etc. From student's corner, the institute has 6 teaching laboratory facilities in the disciplines of Rachna sharir, Kriya sharir, Rognidan evum Vikruti vigyan, Dravyaguna, Rasa shastra and Bhaishjya kalpana and central laboratory which provides an excellent teaching and learning facility. All the teaching laboratories fulfill their criteria according to MSR and NCISM norms.

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

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

Response: 53098.4

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

2021-22	2020-21	2019-20	2018-19	2017-18
29467	43705	44268	42313	43248

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

2021-22	2020-21	2019-20	2018-19	2017-18
12069	11756	13870	12371	12425

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

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

Response: 1

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

2021-22	2020-21	2019-20	2018-19	2017-18
248	239	262	284	308

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

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

4.2.4 Availability of infrastructure for community based learning Institution has:

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

Response: B. Any three of the above

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

4.3 Library as a Learning Resource

4.3.1 Library is automated using Integrated Library Management System (ILMS)

Response:

SVAMCH uses the software SARAL-LIB, version 1.0 having Cloud-based Dot Net & MSSQL technology for the integrated library management system. The software is multi-functional, adaptable, shows an easy-to-manage catalog, and user friendly. It had improved the performance and efficiency of library management. Duplication of effort to create and maintain multiple copies of bibliographic records is eliminated using the system. The following facilities are provided by the system.

1) Reading Room Facility: A reading room facility for students and staff is provided in the library. Separate sections for boys and girls are allotted.

2) Digital Section:12 Computers having internet facilities are allotted for the student's access during library hours.

3) OPAC: Online Public Access Catalogue (OPAC) allows users to browse a book by author, title, publisher, or any keyword.

4) Book Banking Services: Students are provided with more books during vacation time.

5) Store the book details with author, publisher, edition, and vendor information.

6) Store the journal details.

7) Issue/return books by students and faculty.

8) Store the book's data entry collection like Accounts, and register records.

9) Generate & print the book barcode.

10) MIS For a.Book barcode b.Book report added filters like book name, accession number, author, publisher, edition, vendor, etc. c. Date-wise issue/return

The library has a good collection of books both for courses run in the college and for competitive examinations besides subscription to standard journals and newspapers in Hindi and English. It also has a provision for a reading room for teachers and students, a reference and digital section for accessing e-books, e-journals, and online open-source books. The library is open for users from 09.30 AM to 05.30 PM. Easy Circulation of issuing books to students, staff, and other users. A special issue register is maintained by the attendant under the guidance of the librarian. Taking the number of copies of a particular book available and its demand, priority is given to the one who demanded it first.

The library software Provides a Local /LAN/ WAN-based data entry solution and provides the following facilities.

Name of the Software= SARAL-LIB

Software Version= Saral-Lib 1.0

Technology = Cloudbased DotNet & MSSQL

Features of Thelibrary software

Provides Local /LAN/ WAN-based data entry solution.

- Cloud based online Software (windows based)
- Multiuser user software.
- Bilingual fonts support. (English, Marathi, Hindi)
- User wise Role Allotment.
- Support Online / Telephonically.
- Library Professional are support to develop this software.
- Web based OPAC System.
- Visitor Management System.
- Book & Student / Staff Data Conversion Possible.
- Single & Bulk Book Issue Return.
- Dissertation Entry
- Periodical Entry & Reports
- Barcode & Spine Label
- Data Export to Excel & PDF
- In house Training to librarian and staff.
- Borrower Registration in library
- Numbers of Reports Generation
- Barcode In BT Card Printing
- Monthly Paper Bill Generation
- Visitor wise, Course wise Borrowers, Issue Return Graphical Analytics
- Statistical Reports.

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

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

Response:

- SVAMCH library provides publications on various subjects of Health science includes Ayurveda,

Naturopathy, Allopathy, Philosophy, Sanskrit, Science, etc. A reading room facility is provided where current and latest journals, magazines, bulletins, and leading national and local dailies are made available. The number of library books, including reference and research publications, has 12 Journals and4Newspapers inEnglish, Hindi and Marathilanguage subscribed for the Reading Room, and 109 annual volumes of Journals are available for reference and research purposes. The Books are classified in catalogue code and open access system is maintained. Library Cards are issued to each student to get 7986books for study at his/her residence. The library remains open from 9.30a.m. to 5.30 p.m.from Monday to Saturday. The library has separate sections for teaching staff, students, and e-learning. Rare and reference books are kept separately in the Research and Reference Cell for compiling the index and bibliography. Departmental Libraries are also functioning in all 14 Departments for immediate reference by faculty and students. Libraries are enriched with new additions every year. The library has a separate area for Digital Library with excellent state-of-art computer facilities having internet-connected terminals with email facilities and access to e-materials and e-resources. The library has 12 Computers under Local Area Network (LAN) with internet browsing terminals. The desk to access various departments and multiuser access with record to Library Management Software at the Digital library has been set up.

- Automation of Library work is done using SARAL-LIB, version 1.0. Library Staff are trained to effectively use the software.

Sr No	Particulars	Numbers
1	Textbook	7986
2	Reference books	1432
3	Rare Books/manuscripts	28
4	E-books	107
5	Journals	12
6	E-Journals	22
7	Dissertation	17
8	Journal Books Volume	109
9	Newspaper	4
	Total	9717

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

4.3.3 Does the Institution have an e-Library with membership / registration for the following: 1. e – journals / e-books consortia 2. E-Shodh Sindhu 3. Shodhganga 4. SWAYAM 5. Discipline-specific Databases

Response: B. Any four of the above

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

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

Response: 2.06

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

2021-22	2020-21	2019-20	2018-19	2017-18
2.91	2.23	1.90	1.85	1.41

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

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

Response:

- The library is considered as a fundamental part of any educational institute. Presently a central library and a personal departmental library of all departments are fulfilling the knowledge needs

and expectations of all the students and faculty. The library committee is taking care of needs of library. The library committee consists of the Principal as a Chairperson, senior faculty and Librarians as secretary of the committee. The members of the committee play a key role in coordinating the library usage programs for the newly entered students. This enables the librarian and the library staff to meet students and introduce them to the easy means of accessing the library resources. The library committee conducts library usage programs and learner sessions once a year for every batch which helps the students to know about updation of the library and to put forward any quarries and suggestions.

- Students and faculties are allowed to make use of 24*7 broadband internet through Wi-Fi connectivity and access the online resources from web links displayed and all other freely available sources. Institute provides remote login facility to the users of institute. Students and faculty members by remote login facility for accessing online and digital resources at their home as per the following conditions.

Steps of an institute for remote facility:

- Institute created a link to Institutional LMS.
- User ID and password circulated to all students.
- The schedule-wise timetable is set and circulated to all students.
- Year-wise user ID provided.
- Students are instructed to go Institutional LMS page with their android phones.
- They are instructed to keep sufficient internet data.
- Every student was instructed to submit their email ID to administrative office.
- They should connect every time by user ID and password.
- Users can access online journals and e-databases.
- The information retrieved from this online journals and e-database through remote/campus access facility is used for their educational purpose and not for any commercial gain.
- Delnet Resources is available for every students.
- In addition, in institute every department has its personal departmental library for faculties and students for study purposes.

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

4.3.6 E-content resources used by teachers: 1. NMEICT / NPTEL 2. other MOOCs platforms 3.SWAYAM 4. Institutional LMS 5. e-PG-Pathshala

Response: Any Three of the above

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

4.4 IT Infrastructure

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

Response: 100

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

Response: 5

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

Response: 5

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

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

Response:

- The institution has sufficient computers with an internet facility for students. The bandwidth of the internet 10 MBPS is available in the institute.
- Central library has 12 computers with internet connection and equipped with latest software. It has an open access system for all faculties and students.
- The college has fourteen departments and each department have a set of computer and printer. Internet connection with Wi-Fi facility is available in each department.
- At the commencement of the new academic year needs evaluation for replacement and up gradation of the existing infrastructure is carried out based on the suggestions from Head of departments, lab technician and system administrator after reviewing course requirements, computer-student ratio, budget constraints, condition of existing equipment and also student grievances.
- To stay advanced and provide students with the best of the latest services, the college campus has gone Wi-Fi, enabling students to access the internet through the wireless router, anytime and anywhere in the campus. The campus is wireless-enabled, with an internet speed of 10 Mbps.

- The Internet connectivity is available in all the departments, library and administrative offices in college through cable connection.
- The institute has a functional website. The URL of website is www.vimladeviayurved.com. The information includes the time and date along with details about the event. The academic calendar as well as the course information is also updated in the beginning of every academic year.
- The entire campus is monitored through CCTV camera. The CCTV cameras installed at strategic places help monitor the campus activities.
- Nature of up-dating of IT Facility: The institute has a mechanism of preventive maintenance. the internet facilities will be upgraded from 10 Mbps to 50 Mbps in the year 2023.
- Date of commencement of IT facilities 2013:
- Date of updating the IT facility 2023:

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

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

Response: <50 MBPS

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

4.5 Maintenance of Campus Infrastructure

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

Response: 81.24

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

2021-22	2020-21	2019-20	2018-19	2017-18
275.00	120.00	155.00	135.00	103.00

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

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

Response:

- The institute ensures optimal allocation and utilization of the available financial resources for the maintenance of different facilities by regular meetings and procedures constituted for this purpose.
- The institute aims to provide a safe facility for all its occupants. Institute has Safety committee that oversees all aspects of facility safety. The organization and responsibilities of the safety committee shall be stated and reports presented before management body. the Maintenance department shall be responsible for the day to day management of facility safety. Responsibilities shall also include staff training. The institute has a maintenance committee that oversees maintenance of buildings, classrooms, laboratories and other infrastructure related facilities. Periodic reporting on requirements of repair and maintenance is submitted by the HOD to the administrative office.
- The maintenance committee is actively involved in the maintenance of infrastructure facilities. This team looks after the regular maintenance of civil works such as water supply, electric supply, plumbing, carpentry, plaster & painting works.
- Adequate in-house staff is employed to thoroughly maintain hygiene, cleanliness of the campus to provide a congenial learning environment, classrooms, seminar hall, hospital & laboratories etc. are cleaned and maintained regularly by staff assigned for each department. The green cover of campus is also well maintained by house-keeping staff.
- The requirement and list of books are taken from every department. The finalized list of required books is duly approved and signed by principal. The maintenance of library works as,

  - The proper record of visitors (students & faculty) on daily basis is maintained.
  - To ensure the return of books, 'no dues' remark from library is mandatory for students before appearing for university examination.
  - Computers are available as a part of digital library with proper maintenance.
  - Other issues such as weeding out of old titles, schedule of issue/return of books, late return books, etc are resolved by library committee.

  - Maintenance of sports material and indoor/outdoor grounds done by sports incharge.
  - Computer maintenance is done regularly by the computer technician. SOP's are in place for the

maintenance and updating of IT infrastructure.

Maintenance of the campus is monitored through surveillance cameras. The budget allocated for infrastructure is optimally utilized by the maintenance committee for the maintenance and repair of civil work.

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

Criterion 5 - Student Support and Progression

5.1 Student Support

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

Response: 67.57

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

2021-22	2020-21	2019-20	2018-19	2017-18
213	207	205	170	84

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

5.1.2 Capability enhancement and development schemes employed by the Institution for students: 1. Soft skill development 2. Language and communication skill development 3. Yoga and wellness 4. Analytical skill development 5. Human value development 6. Personality and professional development 7. Employability skill development

Response: A. All of the above

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

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

Response: 60

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

2021-22	2020-21	2019-20	2018-19	2017-18
248	239	262	0	0

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

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

Response:

Ayurveda, one of the World's oldest medical systems, is popular or is gaining popularity not only in India but also globally, especially for the prevention and management of chronic diseases and illness. Ayurveda is receiving rising honor from medical practitioners all around the World for its in-depth understanding of toe to heal from the root of illness without any side effects, rather than workingonly on the prevention of symptoms. In addition to that its effect is long-lasting by adopting lifestylemodification measures.

The trend of Globalization is not left untouched in the field of Ayurveda. Programs and courses throughout the curriculum now include global perspectives for awareness in creating international learning experiences and research collaboration; Smt. Vimladevi Ayurvedic Medical College and Hospital Wandhari, Chandrapur has started active indulgence in international student cells since SVAMCH is affiliated with the Maharashtra University of health sciences, Nashik, Maharashtra.MUHS has a cell called International Education Hub through which more than 82 MoUs havebeen established through different International Institutions and Universities to share knowledge,sharing of faculties, and running different education programs and academic activities.

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

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

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

Response: Any 2 of the above

File Description	Document
Institutional data in prescribed format	[View Document](#)
Any additional information	[View Document](#)
Link for Additional Information	[View Document](#)

5.2 Student Progression

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

Response: 52.67

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

2021-22	2020-21	2019-20	2018-19	2017-18
6	8	1	7	6

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

2021-22	2020-21	2019-20	2018-19	2017-18
10	12	5	14	9

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

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

Response: 59.56

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

2021-22	2020-21	2019-20	2018-19	2017-18
37	26	14	20	11

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

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

Response: 8.89

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

Response: 4

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

5.3 Student Participation and Activities

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

Response: 2

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	1	1	0

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

Other Upload Files	
1	[View Document](#)

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

Response:

Institute has its active College Students Council Committee and our students are actively participated in all

the activities taken inside and outside the campus by the institute. Students' council of SVAMCH involves in many activities such as Republic Day Celebration, Independence Day Celebration, Plantation, NSS activities, Blood Donation Camps, Health Check-up camps, Rallies organised on occasion of the important days such as World health day, Aids Day, Cancer Day, Environment Day, Yoga Day, Youth Day, Organ donation day, Teachers Day, and many Sports activities.

Students also arrange freshers and farewell for their juniors and their senior students.

As per activities are concern, our students are not behind in outreach and social activities. Their involvement in NSS activities is appreciable.

Student also involved actively in academic activities such as seminars by students, guest lectures, group discussion and all academic activities.

Institute includes students in some of their committees to encourage student and maintain transparency of the working committee such as

1. Canteen management committee
2. College students' council committee
3. Cultural committee
4. Hostel management committee
5. Institute level Anti-Ragging committee
6. Vishakha and Gender sensitization committee
7. IQAC
8. NSS

File Description	Document	
Link for reports on the student council activities	View Document	
Link for any other relevant information	View Document	

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

Response: 4

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

2021-22	2020-21	2019-20	2018-19	2017-18
7	2	4	4	3

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

5.4 Alumni Engagement

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

Response:

ALUMNI ASSOCIATION SVAMCH:

The alumni association in the name of **SVAMCH ALUMNI CHANDRAPUR**

was formed on **05th January 2019** and started functioning. Initial activities were based on discussions & ideation, which later on become more structured, and finally applied to register themself with DharmadayAyukta (Charity Commissioner) on 13/05/2023.

Since its inception, 1 major activity "Book Contribution/ Donation" was carried out twice in 2019, 2022. Alumni generously contributed reference books and textbooks for next-generation students. Due to pandemic conditions physical interaction was restricted, actually could not take place but online Zoom interaction to boost up students was carried out.

Local Alumni always put efforts into institutional social calls and participate in Blood Donation Camp as Doner. Alumni actively take initiative in conducting health camps. Our alumni conducted health camps at ZP -Schools Ghuggus.

During the Pandemic alumni have served as Medical Officers in the institute's Hospital.

Activities include:

Alumni meet for Planning & Action Plan

Felicitation of toppers of every batch

Rewarding & felicitation of students for academic, Non-academic achievements

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

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

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

Response: C. Any three of the above

File Description	Document
Certified statement of the contributions by the head of the Institution	[View Document](#)
Any additional information	[View Document](#)
Link for Additional Information	[View Document](#)

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

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

Response:

Vision

- To be a vibrant, leading institution, a centre for excellence in Ayurvedic Education, Research, and Healthcare.
- Implementing all processes with transparency to ensure high standards and faith factor.

Mission

- To develop young talent into skilled & ethical practitioners
- To promote the use of the Ayurveda in community to contribute in national health mission
- Achieve inclusive & self-sustained model

Nature of governance

The institute is run by Shri Gurukrupa Shikshan Prasark Mandal (SGSPM), a non-governmental organisation, established as a trust in 1994. Shri Gurukrupa Shikshan Prasark Mandal has a pool of educated and committed team members. SGSPM Governing body is responsible for drafting major policies regarding Vision Mission & Objectives of institute. The SGSPM Governing body is also responsible for financial & human resource mobilization. SGSPM Governing body monitors activities & actions for various authorities' compliances through frequent interaction with Principal, CDC/LMC, IQAC and formal/informal interaction with staff members, students and parents. Discussion on important matters, events reports and requirement are held with involvement of concern person / committee.

Academic & day-to-day activities are executed under leadership of Principal, supported by Vice-Principal, HOD's, and Committees on academic side and office superintendenton administration side.

On Academic front every department through internal deliberation at first level and later in synchronous with IQAC year plan executes Co-curricular, extracurricular, and curricular activities into a three-tiered framework at the institution. This ensures:

1) An optimum level of decentralization &Participative decision making

2)Streaming activities such as admission, teaching, learning evaluation, examination, result preparation and analysis, feed-back collection.

3) Encourages the creation, preservation, and distribution of information for the development of a healthy education eco-system with quality.

The organisational structure of the institution also includes statutory bodies in accordance with university

and government regulations. Efforts are taken to discover / develop academic and administrative leadership among staff members. An academic calendar is created at the start of the college year, and strict measures are taken for its implementation.

Grievances, complaints & limitation reports are welcomed; a special team depending on nature takes a serious note and initiates appropriate action with involvement of concern authorities.

ICC/ Vishakha & Anti-ragging committees aggressively execute awareness programs, explains legal help and institution support system.

Some exemplary outcomes of governance:

- The institutehas a 100-bed hospital that is accredited by NABH
- Students had been selected for post-graduation at AIIA Delhi adding quality factor to progression.
- The UG programs are recognized by MUHS Nashik, CCIM, and NCISM New Delhi. For undergraduate students, the institution initially had a 50 student admission capacity, this number raised to 60 and 2023 the college student's capacity up to 100.
- Recently added physiotherapy centre, Radiology unit, and *SuvarnPrashan* facility are unique amenities. Well-equipped OT's are available for Gynaecology, surgery and ophthalmology departments.
- Contributed in fight against Covid 19 pandemic by preparing *AyushKadha* and the hospital served as COVID Centre.

File Description	Document
Link for Vision and Mission documents approved by the College bodies	[View Document](#)
Link for achievements which led to Institutional excellence	[View Document](#)

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

Response:

Operating the institution is the responsibility of the SHRI GURUKRUPA SHIKSHAN PRASARAK MANDAL'S, Smt. Vimladevi Ayurvedic Medical College Wandhri Chandrapur, which is controlled by officers including the President, Vice President, Secretary, and Treasurer. The secretary has the highest executive authority and must receive approval from the president before taking any action .The most powerful person in management body is president. The principal, with sufficient management approval, has the final say in all things regarding to academic and administrative issues at the institute. HOD supervises all activities related to academic and administrative component

Decentralization

In order to move toward a decentralised governance system, the institute includes a framework for assigning operational autonomy and authority to all the different functionaries.

1. Principle Level

The Governing Body (GB) delegated all academic and administrative decisions based on policy to the College council, which is presided over by the Principal, in order to carry out the institute's vision and goal. The college council develops common operational procedures, which the faculty is responsible for trying to implement.

2. University Level

Faculty members have the opportunity to conduct various programmes to display their abilities and are granted participation on numerous committees and cells. They are inspired to develop their leadership skills since they are in charge.

3. Student Level

Students'association has the authority to coordinate student organisations, extracurricular activities,NSS activities.

ParticipativeManagement

The institute promotes participation of both staff and students in all activities. All institutional decisions are based on the management facts, information, and objectives. Both staff and students are free to share any suggestions they had for boosting the Institute's expertise in any field

1. Strategic level

The principal and staff are involved in defining the policies/procedures, framing guidelines and rules/regulations relating to admission, discipline, grievance, counselling, training & development, and library services, etc., and effectively implementing the same. This is done to ensure the institute runs smoothly and consistently. The institution hosts a number of events, and staff members gather, discuss, and share ideas as they plan the events and create various committees thatincludes students. The decision-making process for academic activities and exams that will be held in the institute includes input from the staff.

2. Functioning Level.

The faculty members participate in knowledge sharing at the functional level by discussing about the latest updated technology and developments in the faculty meetings.

3.. Operational level

The institution's principal is a GB member secretary. The GB investigates and providing suggestions for procurement of goods, the introduction of new programmes, and welfare measures. The institution's principal is accountable for the institution's administrative, non-academic, and academic operations. The budget is reserved for participation in various programmes that the institute organizes by its faculty and students. All The staff members actively participate in applying the designed framework, policies, and procedures in order to Maintain and fulfil the requirements for quality.in applying the designed framework, policies, and procedures in order to maintain and fulfil the requirements for quality

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

6.2 Strategy Development and Deployment

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

Response:

Governing body
The Secretary & Correspondent are used by the Governing Body to verify the reports and make policy decisions. The organisational hierarchy's proper levels are where decisions are made.
In accordance with university/government regulations, statutory bodies like the IQAC Cell and the AntiRagging Cell are also a part of the institution's organisational structure. Academic audit and evaluation are planned and carried out by a committee made up of administrative and academic professionals. Different organisations provide the university
with academic and administrative leadership. Through the independent departmental system and participatory decision making process, an ideal amount of decentralisation is currently being implemented.

Functions of various bodies
In order to prepare and carry out policy statements and action plans for the accomplishment of the college's declared mission, the Principal's leadership is necessary at all levels. The principal, appoints a number of committees, each of which is charged with ensuringaction plans are created and then included into institutional strategic plans. Gatherings of The College Council meet frequently. The College Council provides recommendations and renders judgments.Different committees are formed, and the rules are provided by the college in accordance with its demands.

Service rules and procedures
Previously known as CCIM, NCISM New Delhi and MUHS Nashik, the institution abides closely by their service guidelines. The institution's code of conduct to be posted on the college website .

Recruitment Policies:
The institute hires employees in accordance with CCIM standards. The Principal handles the hiring in accordance with the standards. Recruitment is conducted in accordance with university standards. The performance of the faculty member in the interview in accordance with the criteria is used by the university/management selection committee, which consists of the VC nominee, BC candidate, Management nominee, Principal, HOD, and Subject specialists, to determine the faculty member's worthiness.

Promotional Policies:
The transition of a worker from one Designation to another with more responsible responsibilities or

demanding more abilities is known as promotion. Promotions are determined by experience, merit, and the prerequisites for the higher Designation.

Grievance redressal mechanism

Members of the committee gather to consider and settle any complaints that have been submitted in writing by concerned students or employees. The committee keeps track of the minutes from the meetings and gives the Action taken Report on the grievances. The committee informs the offended personnel and students of the institution's decision in writing.

The Institute has a five-year perspective plan for development.

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

6.2.2 Implementation of e-governance in areas of operation

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

Response: A. All of the above

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

6.3 Faculty Empowerment Strategies

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

Response:

The institution is governed by one of the best management which is known for its generous and professional attitude towards its teaching and nonteaching staff. Welfare measures help with various monetary benefits through its various schemes. For last 12 years our management has constantly made its efforts to take some welfare measures for the staff.

Welfare measures for teaching and nonteaching staff.

1. Employees provident fund as per rules:

- Keeping in view the future safety of employees, the institute contributes a specific amount towards PF rules.

2. Maternity Leave:

The institute will provide six months of maternity leave with salary to all staff.

- It is also important to note that these leaves can be taken maximum of 8 weeks prior to the childbirth and rest of the leaves can be availed after the childbirth.

3. Paternity Leave:

- The facility of paid special 15 days leave provided for teaching staff.

4**. Bereavement Leaves:**

- The facility of paid special 3 day leave us provided for all teaching staff.

5**. Medical Leave:**

- The facility of 8 days medical leave is provided for all teaching staff.

6**. Casual Leave:**

- The facility of 12 days casual leave is provided for all teaching staff.

7. Medicine and laboratory facilities:

- The institute will provide the 15% discount for the laboratory investigations, and the medicines and treatment procedures at OPD and IPD levels at hospital which is the attached hospital of the institute.

 8**. Ambulance facilities**

- Institute provide ambulance facilities to staff

9**. Institute carry out unbiased yearly appraisal for increments and promotions.**

10**.** The institute provide duty leave to attend seminars and conferences as a delegate or an invited guest or speaker or chairperson

11. **Institute will carry out free annual health check-up of its employees**.

12**. FACULTY DEVELOPMENT**:

- Encouraging non-doctoral faculty to enrol in PhD programmes and providing On-duty
- for the same Providing PhD increments for teaching staff
- Encouraging faculty to participate in different online academic webinars and other Online courses.
- Providing financial support to attend FDP, seminars and workshops.
- Sponsoring faculty to deliver guest lectures at other higher learning institutes.
- Allowing staff to attend industrial tours in order to improve technical expertise,
- Share/create modern tool facilities, and encourage research activities

13**. The following facilities are also provided to employees for efficient functioning :**

1. Yoga classes

2. Wi-Fi facility

3. Computing facility.

4. Identity cards

5. Sports facilities

File Description	Document	
Link for policy document on the welfare measures	View Document	
Link for list of beneficiaries of welfare measures	View Document	
Link for additional information	View Document	

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

Response: 27.56

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

08-07-2023 08:20:48

2021-22	2020-21	2019-20	2018-19	2017-18
10	16	12	9	7

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

6.3.3 Average number of professional development / administrative training programmes organized by the Institution for teaching and non- teaching staff during the last five years (Continuing education programmes, entrepreneurship development programmes, Professional skill development programmes, Training programmes for administrative staff etc.,)

Response: 17

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

2021-22	2020-21	2019-20	2018-19	2017-18
33	32	8	6	6

File Description	Document
Institutional data in prescribed format	[View Document](#)
Detailed program report for each program should be made available Reports of the Human Resource Development Centres (UGC ASC or other relevant centres)	[View Document](#)

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

Response: 34.82

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

2021-22	2020-21	2019-20	2018-19	2017-18
36	29	2	2	0

File Description	Document
Institutional data in prescribed format	View Document
E-copy of the certificate of the program attended by teacher	View Document

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

Response:

The policy document is designed by HODs of all departments in consultation with Principal. It is discussed with teaching and non-teaching staff in department meetings. The inputs and suggestions are taken into account for designing policy. The policy document is approved in the meeting of HODs, Principal and members of LMC on 01.01.2017. This appraisal system will be effective from the academic year 2017-2018 .

Purpose of Appraisal:

To set theframework for a clear and consistent assessment of the overall performance of teaching and non-teaching staff for supporting their development within the context of the institution plans.

I. Policy for Appraisal of Teaching Faculty

The Faculty appraisal is carried out in three domains:

1. Student's Feedback about the classroom teaching

2. Result of University Examinations of the subjects taught by the faculty

3. Self-evaluation & Research (Re-assessment by HOD and Principal)

Parameters for appraisal system for teaching staff

- Skill up-gradation through participation in Faculty Development program Conferences, Workshops, and other various programs
- Innovative teaching practices
- Pursuing higher studies (Ph.D.) & staff administration

- Research activities and hospital work
- Result percentage generated in the University Examination
- The publication works in the Scopus indexed / impact factor/e-journals & conference proceedings
- Publication of chapters in books and publication of books
- Carrying out sponsored projects progress reports
- Mentoring and Counselling methods.
- Feedback from HOD and Principal
- Feedback from students
- Active participation in teamwork
- Undertaking new academic ventures and being Team Leader Rewards for outstanding achievements

Feedback from HOD and Principal.

- Active participation in teamwork
- Work Discipline
- Outstanding Achievements in their studies
- Participation in Community and welfare services

Parameters for appraisal system for Support Staff

- Length of Experience
- Active participation in various activities.
- Work Discipline and holding capacity.
- Outstanding Achievements in their respective department.
- Participation in Community and welfare services.

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

6.4 Financial Management and Resource Mobilization

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

Response:

The institute has a well-defined mechanism to monitor effective and efficient utilization of available financial resources for the development of the institute. Institute has established a Policy document for various financial authorities as well as methodology for purchases and expenses.

- SVAMCH is a private college managed by the trust SGSPM where the funds are generated through the fees paid by the students. The fixation of fees is done by Fee Regulator authority. The other minimal sources of funds to the institute are revenue generated by Hospital ,Pathology laboratory.

- Institutional budget is prepared by Administrative Officer and Principal of college every year taking in to consideration of recurring and non-recurring expenditures as per the requirement submitted by various department of the college. The budget is being sanctioned by LMC & college council constituted as per Maharashtra University of Health Sciences Act1998.
- All the major financial decisions are taken by the LMC & college council.
- Due care of the availability of funds and their utilization is ensured by the Head of the institute and Management. All the funds are properly reviewed and optimally mobilized only after the approval of Honorable Secretary. Purchases are made with the recommendations of duly constituted IQAC

The Resources are effectively used for as follows:

Academic Expenses.

- Expenses for Research and development.
- Student welfare and Interaction activity.
- Expenditure for all cultural and social events.
- Expenditure for extension and outreach activities.
- Printing and stationary expenses.
- Software and Internet Charges.
- Remuneration to the guests speakers.
- Financial support for attending Workshop. Seminars, Quiz Competitions, Yoga Competitions. Ashvamedha Sports Competitions, NSS training etc.
- Educational Tours and Visits
- participation in different health awareness camps and rally
- Purchase of different equipment. instruments for department and hospital
- Purchase of consumables for laboratories and museums

Library expenses:

- Purchases of new books. Journals. Financial support to librarian for attending training. Internet Facilities expenses. Purchase of e-journals, software's.

Administrative Expenses:

- Teaching and Non-teaching Staff Salary
- Staff Welfare and Training
- Property tax payment
- Loan payment
- Electricity bills. water bills, technical and other infrastructural expenses. Repair and maintenance expenditure, furniture expenses. Travelling expenses

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

6.4.2 Institution conducts internal and external financial audits regularly

Response:

Mechanism of Audit:

1. Internal Audit:

There is a mechanism and process of internal audit based on the budget allocated to the institutes underdifferent heads of receipts and expenditure. The internal committee constitutes the members from administration, finance and principal conducts an internal audit on regular basis to control the budget flow. In addition to this, a quarterly audit is practiced in the institute audit committee.

2. External Audit:

External Audit is done by the statutory Auditors after 30th June of the subsequent year.

External Statutory Audit is conducted by the auditors and the final audit report with audit findings are submitted to the Management. The consolidation of the findings of the institution with the Trust Central office has been completed and the annual returns have been submitted to Income Tax Authorities, Registrar of Societies, & to the other relevant concerned authorities. Institute conducts external audits regularly. The institute has discipline and transparency in financial management. The accounts of the institution are subject to external audits. The auditor goes through the receipts/payments of all college accounts. The auditor audited the statement of income and expenditure to the management for consideration and approval.

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

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

Response: 0

6.4.3.1 Total Grants received from government/non-government bodies, individuals, philanthropists year-

wise during the last five years (INR in lakhs)

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

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

6.5 Internal Quality Assurance System

6.5.1 Instituion has a streamlined Internal Quality Assurance Mechanism

Response:

The institution has formed an Internal Quality Assurance Cell (IQAC) in the year **2018**.

The concept was new to adjust and still cell finds hurdles on some issues, specially under post-pandemic delayed admission and extended examination situation.

The cell was constituted according to norms and team includes chairperson, one teacher is appointed as coordinator and representatives from management, teachers, students, alumni's, industrialist, NGO member from other institute.

In initial phase discussions, predominantly have topics such as Importance, Need, How the peers are doing (very less number), changes in Assessment & Accreditation process and so on. This was of more discussion less decision type The team learned to have more fruitful deliberation after 2-3 meetings. Slowly the team emerged out for taking up task Quality Delivery.

The IQAC maintains the quality of academic and administrative activity through various committees in decentralized way. Then practices were inspected for and from Quality angle. Certain modification, new approaches was incorporated. The modifications were institutionalized through formal office orders, acceptance of Standard Operational Procedures, having awareness interactions, putting posters and more important practicing the decisions.

The Internal Quality Assurance Cell (IQAC) of the institute has been trying to build a system for conscious, consistent and catalytic action to improve the academic and administrative performance of the institution and to promote measures for institutional functioning towards quality enhancement through internalization of quality culture and institutionalization of best practices.

Following are the major contributions of IQAC:

- Development of Smart Classroom Facility in all the departments
- LAN connectivity encompassing the entire college.
- Development of LMS.

- Conduction of faculty development program(FDP), ICT training programmes.
- Installation of Clinical skill laboratory.
- Sensitizing quality assurance policies, mechanisms and outcomes to the various internal and external stakeholders by teaching and non - teaching members, general meetings, notices, college Website and through Alumni meet, parent teacher meeting.
- Enriching the Library through establishment of tie ups and subscription

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

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

Response: 59.66

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

2021-22	2020-21	2019-20	2018-19	2017-18
38	65	10	2	1

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

6.5.3 The Institution adopts several Quality Assurance initiatives The Institution has implemented the following QA initiatives : 1. Regular meeting of Internal Quality Assurance Cell (IQAC) 2.

Feedback from stakeholder collected, analysed and report submitted to college management for improvements 3. Organization of workshops, seminars, orientation on quality initiatives for teachers and administrative staff. 4. Preparation of documents for accreditation bodies (NAAC, NBA, ISO, NIRF etc.,)

Response: B. Any three of the above

File Description	Document
Report of the workshops, seminars and orientation program	[View Document](#)
Report of the feedback from the stakeholders duly attested by the Board of Management	[View Document](#)
Minutes of the meetings of IQAC	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Any additional information	[View Document](#)
Annual report of the College	[View Document](#)

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

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

Response: 26

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

2021-22	2020-21	2019-20	2018-19	2017-18
9	5	1	6	5

File Description	Document
Report gender equity sensitization programmes	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Link for additional information	[View Document](#)

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

Response:

Institute shows gender equity and sensitization in all curricular and co-curricular aspects. The staff of the institute promotes gender equity. We have more ladies staff in our institute. Institute teaches and guides the students on gender equity. Students equally participates in gathering and sports activities even girls basketball matches are organised.

- The institute authorities have formed various committees for the betterment of students and for solving their problems.
- The institute has formed a committee named Vishakha Committee. It takes care that the environment of the campus is safe for female faculty,students and staff.
- The anti-ragging committee, avoid any kind of ragging in the institute and promote healthy and safe environment for the students.
- The student welfare committee also works for students benefit. Its also prohibits any form of sexual harassment.

Initiative taken by Vishakha committee :-

Every year vishakha committee organise different event to enlighten students about gender equity.

1. Guest lecture on "Laws regarding women's safety at work place"

    Guided by – Mr. Mahesh Kodawar (P.I.)

            _Miss. Ashwini (PSI)

    On date – 19/07/2022 at SVAMCH, wandhari, chandrapur , in which 190
    members   participated.

1. Celebration of International Women's Day

Initiatives taken By Vishakha Committee For Safety And Securities :-

>By displaying a poster on the notice board stating laws regarding ragging.

>By displaying University guidance on the notice board regarding ragging and women rights.

Facilities for women in campus

1. CCTV camera is available all over the college and Hospital and at entrance of all hostels, canteen.
2. For welfare of students and staff complaint box is present.
3. Ragging is prohibited in campus and hostel.
4. Bus facility - buses are available for students at the institute.
5. Fire extinguishers – for the safety of students and the institute fire extinguishers are available at college and hostel.
6. Mess available at girls and boys hostels and it provides healthy and clean food.
7. Water filter – for safety purposes, the water filter facilities are made available at the college campus and hostel.
8. The institute provides good hostel facility with garden and mess for girls and boys student.

- The hostel is having security at the gates 24 hours.
- The students are not allowed to go outside the hostel after 7 pm.
- For observation and care of the students full time rector is appointed.

9. Institute provide washing machine in girls hostel

Common rooms :-

- The institute is having a common room for Girls and Boys room separately in the college building
- Institute provide vending machine in girls washrooms

Counselling :-

- **For UG Student** : from the first year the student are divided into groups of 10-12 student. Each

group has one faculty member as a mentor.

- The mentor has to look after the student of his/her group
- The mentor periodically arranges the meeting with the mentee to know their problems.
- From first to last year the mentor remain the same. So the student can connect with the mentor and discuss their problems freely.
- In this manner the institute comes to know the student problems and can try to solve the matter in best possibly way
- On the other side the student also feel satisfied with this mentor – mentee system.

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

7.1.3 The Institution has facilities for alternate sources of energy and energy conservation devices 1. Solar energy 2. Wheeling to the Grid 3. Sensor based energy conservation 4. Biogas plant 5. Use of LED bulbs/ power efficient equipment

Response: D. Any two of the above

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

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

- **Solid waste management**
- **Liquid waste management**
- **Biomedical waste management**
- **E-waste management**
- **Waste recycling system**
- **Hazardous chemicals and radioactive waste management**

Response:

Smt. Vimaladevi ayurvedic medical college & Hospital, Wandhari takes conscious efforts towards waste management, and a green environment by taking various measures like Rain water harvesting, a Sewage treatment plant, and Plastic free campus under Mazi Vasundhara campaign.

The college is using solar plants as an alternative source of energy since 2011 and Solar water heaters in the girl's hostels. Institute makes a conscious effort to improve & maintain the eco-friendly environment of the campus.

The awareness is also done by arranging Roadshows, Rallies on various issues related to the Environment and Health.

A. Solid waste management

The solid waste generated on campus is supplied to the NAGARPALIKA. All the laboratories, cabins, corridors, and classrooms & in every corner, department, and ward of the hospital have dustbins. The use of dustbins maintains a garbage-free campus. Our Institute does not produce any plastic waste as we have Plastic free policy. College also displayed warning stickers on each photocopy/ printing machine to reduce its use. The kitchen waste generated by the hospital is delivered daily to the local farmer for feeding to the animals. The institute has made 2 compost well where the garden waste is being stored. The compost product is used for the botanical garden. MOU has been done with Ragi-Upcycling for solid-waste management. All the solid waste is segregated and given to the organization for recycling of waste and generating Furniture out of the recycled solid waste.

B. Liquid waste management

The college has built a drainage system for the waste generated by various departments that the facility has a sewage treatment plant. The connection of the Taps & Panel is checked regularly & sealed immediately if found damaged.

C. E-waste management

The electronic scraps generated by the institute are sent to the responsible authority which can Recycle them and use them to make Furniture. These Benches are used in college gardens n hospitals for sitting. MOU has been done with Ragi-Upcycling for E-waste management. All the E-waste is segregated and given to the organization for recycling of waste and generating Furniture out of the recycled E-waste.

D. Bio-Medical waste management

Bio-Medical waste is segregated in the hospital & college. After it is generated different colored dustbins are as per Bio-Medical waste guidelines. MOU has been done with Super Hygiene for Bio-Medical waste management. On campus, we have separate rooms for the collection of Bio-Medical waste. The transportation and disposal of the waste are strictly monitored and the register of the Bio-Medical waste is being maintained.

E. Hazardous chemical and radioactive waste management

All the laboratories are equipped with SOPs, Do's, Don't' for laboratory safety. The students are also trained for first aid and emergency treatment in various situations. First aid boxes are fixed in the administrative office & all laboratories. The disposal of chemicals is done as per biomedical waste management guidelines.

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

7.1.5 Water conservation facilities available in the Institution:

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

Response: All of the above

File Description	Document
Institutional data in prescribed format	[View Document](#)
Geo tagged photo Code of conduct or visitor instruction displayed in the institution	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

7.1.6 Green campus initiatives of the Institution include 1. Restricted entry of automobiles 2. Battery-powered vehicles 3. Pedestrian-friendly pathways 4. Ban on use of plastics 5. Landscaping with trees and plants

Response: C. Any three of the above

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

7.1.7 The Institution has disabled-friendly, barrier-free environment

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

Response: B. Any four of the above

File Description	Document
Institutional data in prescribed format	[View Document](#)
Link for additional information	[View Document](#)

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

Response:

1.The Institution believes in equality of all cultures and traditions as is evident from the fact that students belonging to different caste, religions, regions are studying without any discriminations.Though the institution has diverse socio cultural background and different linguistic.We do not have any intolerance towards cultural, regional, linguistic,communal socio economic and other diversities.

2. Cultural, regional diversities

Many cultural programs of different religions and sects are conducted in our college. The aim of the institute is to inculcate a sense of equality and unity among the students. We conduct various festivals like Shiv Jayanti, Gudipadwa, Holi, Kojagiri, GarbaUtsav, AmbedkarJayanti, Eid in the college so that the students get to know other religious diversity and practices closely.

3 .Linguistic diversities

Since the students come to the college from different parts of the society, there is definitely linguistic diversity among them. Accordingly, all the professors of the college teach with commitment and dedicated attitude to preserve this diversity and enable them to acquire knowledge through their language. By doing this, the institution tries its best to preserve its linguistic diversity. By organizing programs like Marathi Official Language Pride Day, Hindi Day and Sanskrit Day in the college, the institution tries its best to preserve its linguistic diversity. The library of the college also has ample availability of books for students to study in any language they want.

4. Communal socio -economic diversities

Our institution is a leading medical institution in Chandrapur district. Therefore, the purpose of the institution is to create awareness towards the society in the mind of every physician and to awaken their social consciousness. Many activities are carried out by S. Apart from this, students are taken to the society and try to understand the problems of the people at the grassroots level of the society. In the institution, Blood Donation Camps, Organ Donation Program, AIDS Day, TB Day, Rajokal Week, Swachhta Mission, Programs like school health check up are organized. We also conduct many programs in the society as per the orders of the management and also the university.Some of the students who come to the college are not financially capable. Then the institution provides full support to them to solve this problem. Under the scheme "Earn and Learn" of the government, the students of the college work and overcome their financial difficulties. Also, under the "SwadharYojana" for economically backward students. The college arranges free hostel for them.Thus our institute has passionately working for the community and as well as students for providing an inclusive environment.

5. List of programs for the community done by the institute.

1. Shiv jayanti

2. Garba festival

3. Holi

4. Kojagaripaurnima

5. Dr.B.R.Ambedkarjayanti

6. Eid

7. Marathi rajbhasha divas

8. Hindi divas

9. Sanskrit din

10. Vyasanmukti program

11. TB day

12. Blood donation camp

13. Rajokal week

14. Free health checkup camp

15. Free school health checkup camp

16. Organ donation awareness program

File Description	Document
Any additional information	[View Document](#)
Link for supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	[View Document](#)
Link for any other relevant information/documents	[View Document](#)

7.1.9 Code of conduct handbook exists for students, teachers and academic and administrative staff including the Dean / Principal /Officials and support staff. 1. The Code of conduct is displayed on the website 2. There is a committee to monitor adherence to the code of conduct 3. Institution organizes professional ethics programmes for students, teachers and   the academic and administrative staff 4. Annual awareness programmes on the code of conduct are organized

Response: A. All of the above

File Description	Document
Institutional data in prescribed format	[View Document](#)
Information about the committee composition number of programmes organized etc in support of the claims	[View Document](#)
Details of Programs on professional ethics and awareness programs	[View Document](#)
Web link of the code of conduct	[View Document](#)

7.1.10 The Institution celebrates / organizes national and international commemorative days, events and festivals

Response:

We regularly celebrate many national, International and also other commemorative days in Our Institution.

International days are occasions to educate the general public on issues of concern to mobilize political will and resources to address global problems and to celebrate and a reinforce achievement of humanity. National festivals are of supreme importance. These festivals remind us of the significanceoffreedom, democracy and peace. These festivals are celebrated by each and every community and are a way of spreading unity and harmony among students of the Institute.

- **World Health Day , National Ayurved Day , CharakJayanti**

These days are celebrated in the college every year.

Protecting the health of the healthy person and curing the disease of the patients. Is the moto of Ayurved.That's why we celebrates these programs with great enthusiasm. Various programs are conducted in the college for these events.

- **World Environment Day, World Water Day, World Forest Day, World Earth Day.**

We celebrate these days because Human and Environment are interdependent. All human activities directly and indirectly affect the environment the relationship between life and environment must be preserved. We create awareness about how we can conserve natural resources. We organise many programssuch as PosterCompetitions, Awareness Rallies, Slogan Competitions and along with this we organise a very large number of tree planting and tree conservation programs or the occasion.

We Celebrate :-

- **World Organ Donation Day , World TB Day , World Blood Donation Day , World Cancer Day , World HIV Day in our Institute –**

As we know that Our Institute is a health education institute. The aim of our institute is to create awareness about these in the minds of future doctors who will be trained from the institute and contribute towards strengthening of our society. On these occasions we arrange many awareness programs.
To Celebrate and raise awareness about democracy and right to vote and also to about the importance of our duties and rights. As well as to provide an opportunity to indulge in non academic activities , to bond and break the ice with each other, making everyone feel like a family. We celebrate Republic Day , Independence Day , Constitution Day , International Yoga Day in our institute.

In our institute we celebrate ChatrapatiShivajiMaharajJayanti , National Youth Day , Dr. B. R. AmbedkarJayanti , KrantijyotiSavitribaiPhuleJayanti , Teachers Day and many memorial days with great enthusiasm.

The main reason to celebrate is to honour an important details these days in our life and share that special moment with people with through these programs student are essentially placing a mental bookmark on an experience there by making it easier to remember it in the future.

The institute organizes several activities on the birth / death anniversaries to great personalities, national festivals and international commemorative days. Such events not only help the students to understand about the basic morals & responsibilities but also help the students to relate themselves with the great personalities.

File Description	Document
Link for additional information	[View Document](#)

7.2 Best Practices

7.2.1 Describe two Institutional Best Practices as per the NAAC format provided in the Manual

Response:

Best Practice 1

Yoga: Practice to Preach

Objectives:

Yoga Shastra, the most vibrant & acknowledge segment in health science, is practiced for students to have the ability to sustain mental/societal pressures and gain physical health, especially stamina to serve long working hours.

The Context:

The students first time entering our institute have undergone an unnatural lifestyle for about 3 to 4 years. Preparing for the 10+2 pattern as well as the entrance examination is a fact and they have faced it successfully. On this voyage, they were facing internal & external pressure to perform par excellence (maybe beyond capacity) and arrive at some destination. Most of the students have dreamed of MBBS and have landed at BAMS. This leads to a lower confidence level and a little bit of negation/depression that hampers performance in the BAMS program. At this juncture time, they need a support system that would take them to a life of professionalism. This practice has collaborated with JANARDAN SWAMI YOGABHYAS MANDAL, Nagpur, the Institute of more than 100 years of repute.

The Practice:

1. The yoga classes are conducted early morning inside the college campus. Institute provides a yoga mat, a natural green environment, and other necessary equipment.

2. An attendance register is maintained to keep track.

3. YOG PARICHAY COURSE for students is started in the Institute regularly since 2021.

4. Yoga classes are also conducted for patients on preventive aspects.

5. This practice takes a celebrative look at "International Yoga Day" every year with great enthusiasm.

5. Evidence of Success:

Swasthavritta department has recorded success stories & evidences, few are listed below :

General

1. Yoga classes prove to be beneficial for the students.

2. It has made them more disciplined and dedicated to the goals that they form in their lives.

3 . Students experience an internal calmness and feel more confident

4. The parents have also expressed, positive record during PTA meeting

Specific

1 Female students had life style disorder such as PCOD, Obesity , Hypothyroidism got resolved by doing yoga-asana regularly.

2 We have observed increasing confidence level,enhancing concentration, improving memory, self-control, & time management.

Problems Encountered and Resources Required

 1. Firstly, it was difficult to gather students for daily yoga practice in the morning. After knowing the importance of yoga, a good energetic response is observed.

2. For localized students & yoga trainers, management provides transport services for attending a yoga class in the early morning.

3. In covid pandemic situation, we were unable to take an offline yoga class that's why we conduct yoga classes by online mode for students.

Best Practice 2

Health camps: reaching the unreached

Objectives:

1.To provide health services and promote health awareness in society. To reach the underprivileged community & sensitized them about health issues.

 2.To provide diagnostic services in society and increase the level of health factor awareness.

3. To promote the concept of wellness, and balancing of lifestyle to enhance physical and mental health.

4. To evaluate the living conditions and determine the obstacles and challenges to work on solving their problems.

5. To blend students' professional learning with real-life ethical learning.

The context:

Health camps are very important to promote health awareness in society. Most villages lack basic medical facilities either in terms of finances and more prominent practical affordability.

Our Health camps provide short-term medical intervention for such communities by creating awareness about diagnostic ,therapeutic to general camp and creates space for everyone.

The practice:

1) The Institute has organized camps in a well-planned manner. Public announcement regarding nature, venue, date, time, and facilities is circulated for public participation.

2) Small teams are allocated different tasks such as transport, arrangement, registration, counseling& diagnostic, Report writing & support system.

3) Each visitor to camp has to enroll and undergo a check-up. The database generated through each camp is archived for analysis purposes.

4) The institute provides facilities of the blood investigation for an overall checkup of the patient & free medicines to the patient and if any patient with severe disease is there then it is referred to our Hospital for further treatment.

Short description of a few camps:

1) To mark "Azadi ka Amrutmahotsav" the institute organized camps in schools for a health check-up and awareness of hygiene for a healthy lifestyle. Almost 74 health camps were done in different schools.

2) General Health camp, awareness of medicinal plants, and Yoga awareness camp camps were organized in FES girls' college, Chandrapur, Mohurli Rest house Tadoba, Maharshi Vidya Mandir, Datala, and Sardar Patel Mahavidyalaya Chandrapur. Bhavani Ward, Chandrapur.

3) Institute has started with the "AdharDenari Arogya Seva 2023-2025" where the institute team does the overall check-up from ECG to blood investigation free of cost to the patient.

4) Institute has also conducted a camp for the Police department of Chandrapur where nearly 1100 police officers were checked by our consultants' team and paramedical staff. This activity has been planned for every year.

Evidence of Success:

1) The beneficiaries of general health camps from rural areas appreciated the event and expressed the requirement of organizing such camps in the future again.

2) The Principal and the teachers of the schools appreciated the institute for the awareness of hygiene and familiarity with the concept.

08-07-2023 08:20:48

3) Efforts of our institute towards detection, diagnosis, and cure have been appreciated by the Mahanagarpalika and the Police Department of Chandrapur.

Problems Encountered and Resources Required:

1) Camp locations which were generally the PSC's, Zila parishad schools, or gram panchayat offices, these places were not having the proper setup required for the camp. Organizing such arrangements rises overhead for the institute.

2) In order to have patients turned up, prior meetings with the Asha workers were organized to provide them with pamphlets and educate them about camp so that they could communicate, this needs extra work hours and even after these efforts turned up is not assured.

3) Work cycles of villagers are the major hurdle.

File Description	Document
Any additional information	[View Document](#)
Link for best practices page in the Institutional web site	[View Document](#)
Link for any other relevant information	[View Document](#)

7.3 Institutional Distinctiveness

7.3.1 Portray the performance of the Institution in one area distinctive to its priority and thrust within 500 words

Response:

Yatharth Vaidya Nirman

BhartiyaGyanParampara has always focused on building excellence in skills & skill sets that are vocational and complete. The wellness education system expects Vaidya, a person to have the remedy for all sorts of problems. This needs an understanding of different verticals of treatment, patient-treatment compliance, psychology, feasibility, execution time estimation & sustainability. A multi-dimensional practicing health issue solver can be termed as Vaidya.

To recreate such experts, the institution has adopted training on many alternative & supportive medical therapies that would help BAMS graduates to practice independently.

This vision is executed in a structured format of certificate Courses. These certificate Courses include :

1. Basic Principals of Panchakarma Courses.
2. Ksharsutra Certification Courses.
3. Short Scientific Garbhasanskar Courses.
4. Naturopathy Citification Courses.
5. Energy heading hand Position Mudra Courses.
6. Short Courses of Yoga.
7. PrakurtiParikshan Short Certificate Courses.
8. Certificate Program in Spoken Sanskrit.
9. An Introduction of Indian Philosophy Courses.
10. Exploring the Science of Marma.
11. Short Certificate Course of Kriyakalpa.
12. Short Certificate Course of Emergency Medicine.

These courses are spread over 4 years of BAMS and planned in such a way that students can participate in these courses without hampering routine studies. Each course has a theory, practical, examination, and certification phases.

Salient features of a few courses :

1. Panchakarma Course helps students understand the basics of Panchakarma and its practical applicability as it is an essential procedure that helps students deeply understand the subject and improve their practice.

2. The Garbhasanskar Course instills knowledge about the concept and Practicality of Scientific Gharbhasanskar and educates the students on how to nurture. The personality and character of an urban child inside the mother and attempts to establish Garbhasanskar as the gold standard protocol.

3. Course on Emergency medicine and instill in them, professionalism and ideas of effective care of emergency patients which will further help them build the skill necessary to become efficient doctors in the future.

It is a matter of honor for this institute that due to these courses, the students are aware of how the learned syllabus can be useful in actual practice. The alumni students of the college uses such supporting courses in real-life service.

This approach leads to the propagation of Ayurveda practice & alumni's working frame gets aligned with the basic purpose of Ayurveda :

To protect the health of the healthy person and cure the disease of the patients.

The effort of the teachers in executing these impactful courses, transforming skills, and in-depth study is appreciated.

File Description	Document
Link for appropriate web page in the institutional website	View Document
Link for any other relevant information	View Document

8. Ayurveda Part

8.1 Ayurveda Indicator

8.1.1 Integration of different systems of health care in the teaching hospital.

Response:

8.1.1. The integration of different system of health care in the teaching hospital

Response:

Smt. Vimladevi Ayurvedic Medical, College & Hospital Wandhari, Chandrapur treats patients with both acute and chronic illnesses, including various Skin Disorders, Chronic Kidney Disorders, Rheumatism, Liver Diseases, APD, GERD, Ulcerative Colitis, Stomach Ulcers, Splenomegaly, Hernias, Ano-Rectal Disorders, Auto-Immune Diseases, Arthritis, Gout, Ascites, Metabolic Diseases, Nutritional Disorders, Generic Disorders, Gynaecological Diseases, Rejuvenating, and Infertility. Our institute has collaborated with other health science streams like medical science, yoga, physiotherapy, and unique panchakarma techniques in support of the hospital facility.

For patients receiving care at the hospital, the institute arranges and conducts yoga sessions. These sessions involve Meditation Therapy, Yoga, and Pranayama, helpful for the patients receiving hospital care. We have experienced and qualified yoga instructors in the institute to lead the classes. The institute's NSS (Rashtriya Seva Yojana) unit runs various social as well as awareness and educational activities.

The institute has a fully functional physiotherapy unit with access to licensed physiotherapists.

The institution is very well equipped to handle various medical emergencies for managing emergency problems like hypoglycemia and hyperglycemia, Acute Dehydration, in addition to our consultants other modern medicine's (Allopathy) expert doctors and surgeons are also available. In Acute circumstances such as Acute MI, CVE, Major RTA, Op-poisoning cases, Uncontrolled Hypertension, and any other Critical Emergencies, to transfer the critical patient, we have a well-equipped ambulance and trained medical staff to handle emergency and basic life support available in the campus.

Our Ayurvedic Hospital radiology department is well-equipped; it has an X-ray machine, ECG machine, and TMT machine.

The institute has several MOUs between the Ayurvedic Hospital and other multispecialty hospitals to access facilities not covered under our campus.

The hospital conducts the Suvarna Prashan Sanskar periodically to enhance the child's immunity, improve memory, intelligence, and appetite, and tone up the skin. Our Ayurvedic hospital also guides the ANC mothers and promotes the Garbha Sanskar Vidhi for maternal and child health.

The institute through hospital conducts Yoga Practices as an alternative medicine for various disorders such as Mental, Psychological, Sleep Disorders, Somnolence related, and also various lifestyle disorders for students, staff, and patients.

The institute also promotes and takes initiatives to conserve the Pathy of Traditional Healers such as Bone Setters, Massagists, Vaidus, etc. Our hospital had jointly arranged various health camps for the general public as well as various joint workshops and CMEs with our ayurvedic concepts and those ancient Traditional Healers on particular diseases e.g. Arthritis, Hepatitis, Diabetes, CVE Skin disorders, etc.

File Description	Document
Any additional information	[View Document](#)
Links for Letter of approval from the appropriate authority	[View Document](#)
Links for Details of integration in terms of number of departments, faculty/consultants involved, clinical conditions considered for integration and integrated protocols developed	[View Document](#)
Link for Institutional policy of integration	[View Document](#)
Link for Additional Information	[View Document](#)

8.1.2 Institutional mechanism towards classical way of Ayurveda learning

Response:

8.1.2 Institutional mechanism towards classical way of Ayurveda learning

Response:-

The classical way of Ayurveda knowledge & skill includes a stronger base of language Sanskrit and an in-depth understanding of traditional literature. Another dimension of practice is faith & belief in God Dhanwantari, as perfect diagnosis & optimized treatment are blessings of the almighty, and practitioners are mediums of service.

To implement these concepts, the institute schedules exclusive Sanskrit learning courses for first-year students. More than learning, Sanskrit living sessions are conducted. Daily life communication by both teachers and students through Sanskrit. These frequent interactions make students feel comfortable and accustomed to Sanskrit reading & understanding.

The institute schedules exclusive Sanskrit learning lessons for the BAMS programme as part of its classical approach to teaching Ayurveda.First-year BAMS students participate in a Sanskrit living session. First-year BAMS students must have to enrol in this Sanskrit study course namely Basic Fundamental course of Sanskrit.Sanskrit is studied in daily life and is used as a practical language by both teachers and students in the Sanskrit learning course. The focus of this course is practical Sanskrit communication. The student should be able to read the original Ayurvedic Samhita with easily.

The next step is to provide exposure to the original Ayurvedic Samhita. AshtangSangrah and Charak

Samhita studies are included in the curriculum. The classical literature: Bruhattrayee (Charaka Samhita, Sushrut Samhita, Ashtanga Hridaya), Laghutrayee (Madhav niadanSarangadharasamhita, Bhavaprakash Samhita). Besides this different Nighantus(i.e. Ashtanga Nighantu, Keyadeva Nighantu Priya nighantu, etc.) Rasa granthas (i.e. Rasaratnasamucchaya, Rasatarangini, etc) are available as a resource.

The outcome is observed in the form of a Samhita recitation competition on the auspicious occasion of Dhanvantari Jayanti & on Sanskrit Day.

Other activities include the celebration of Sanskrit week each year marking reading, spelling, and individual signing competitions.

The institution has properly framed and made an effective roadmap for Samhita vachan activity by including teaching, learning recitation assessment, and evaluation for every student.

File Description	Document
Any additional information	[View Document](#)
Links for teaching schedule including total hours of teaching	[View Document](#)
Links for Attendance and certificate of completion of schedule hours of teaching	[View Document](#)
Links for Assessment, feedback and outcome	[View Document](#)
Link for Additional Information	[View Document](#)

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

Response:

8.1.3 Promotion of Seasonal Panchakarma and implementation of lifestyle modifications including Kaumarapanchakarma

Response:-

Panchakarma is a most heard but less known word from Ayurveda. The urban society knows it as status symbol and rural society executes it without technical support.

Ayurveda emphasizes re-establishing harmony and balance as the means of recreating a state of optimal health in human bodies and minds. Panchakarma is the traditional form of detoxification of the body and mind that facilitates rejuvenation. It has been utilized for thousands of years as a method of staying healthy, young, and vital. The concept of re-establishment is based on the fact that original conditions (Parameter) have been altered because of some reasons, which have caused are supposed to cause illness in future.

The institute promotes panchakarma through awareness, dissemination of complete information to society and providing skilled expertise service for execution of karma. Panchakarma process is carefully monitored and customized for individual. Following programs are conducted for students, staff, patients and society under promotion activity.

The Panchakarma department yearly conducts Vasantik vamana shibir in Vasant rutu, Basti panchakarma shibir in varsha rutu as well as Virechana shibir in Sharad Rutu.

At the start of each academic year, according to the season, dates for the Panchkarma shibir decided in advance. Department follows set of procedures for the public awareness using the announcements and pamphlets. Students play active role to create awareness about Panchkarma. They visit nearby rural and urban areas, conducts Health camps in schools and colleges. In winter season the department of panchakarma is doing all allie panchakarma like udvartan , mrudu , swedan, massage, steam bath (snehan /swedan) each year.

Kaumarapanchakarma:-

Kaumarapanchakarma facility focused special conditions & contraindications are available. Niruhabasti and Anuvasanabasti is useful in the treatment of paediatric diseases condition e.g. skin disorders. Neurological disorders, muscular disorder, delayed milestone, epilepsy and other convulsive disorders, minor congenital anomalies. Nasya is effective in the management of disorders of central nervous system, convulsive disorders. Snehan and Swedan can be performed in paediatric age group.

In Basti Karma medicated oil or kwatha administrated through rectum using bastiyantra. The paediatric age group Matra Basti is commonly used. It is a type of Sneha basti and medicated oil is given in small dose and can be given daily with no risk. Dose of oil usually 10 to 20 ml. This Basti karma is used in delayed mile stone. Nasya is preferred in cases of mental retardation, behavioural disorder, ADHD, autism.

To update knowledge and to improve treatment skills, department organize C.M.Es, Seminars, Conferences, camps to educate people about need of preventive purification and lifestyle modification. For any mis-happening and emergency condition all the needful treatment is available all the time

File Description	Document
Protocols incorporating Principles of Ayurveda and their implementation	[View Document](#)
Protocols developed for lifestyle modifications through Ayurveda and the promotional activities undertaken, number of people who were advised lifestyle modifications and the outcome thereof	[View Document](#)
Number of activities to promote seasonal Panchakarma, and number of seasonal Panchakarma procedures performed	[View Document](#)
Links for SOPs of development, implementation, monitoring and revision of SOPs	[View Document](#)
Links for Activities towards improvement of clinical documentation, details of new initiations in administering Panchakarma procedures	[View Document](#)
Link for details of activities towards maintenance of quality, details of training content, frequency of training, skill development programs of therapists	[View Document](#)
Link for Additional Information	[View Document](#)
Details of mock drill to manage complications etc	[View Document](#)

8.1.4 Steps adopted by the Institution towards implementation of Swasthavritta activities such as Sadvritta, Acharararasayana, Dinacharya and Ritucharya etc. in the last five years

Response:

8.1.4 Steps adopted by the institution towards implementation of Swasthavritta activities such as Sadvritta, Acharararasayan, Dincharya and Ritucharya etc. in the last five years

Response:-

The institution has 3 implementation levels of Swasthavritta activities:

1. Teaching & imbibing concepts of Sadvritta, Acharararasayan, Dincharya and Ritucharya in students,
2. Administrating these practices among IPD & OPD Patients,
3. Creating connect for awareness about lifestyle through camps, lectures and other resources.

Swasthavritta department deals with prevention of diseases through holistic approach by diet, hygiene and yoga. From the first year students are introduced with the Sadvritta, Acharararasayana, Dincharya, and Rutucharya. Students are inspired to follow these practices in their daily routine and motivates others. Resident students have advantage and are provided food as per chart. Canteen menu has preferential order accordingly.

Ayurveda propounds Dincharya & Ratricharya (daily routine), Ritucharya (seasonal activities), Dietary guidelines and Sadvritta (code of conduct for mental health) for maintenance, promotion of health and prevention of ailments; to enhance health and quality of life.

Department promotes dietary and lifestyle interventions as per Ayurveda in order to achieve healthier life.Department enthusiastically involves in organizing the various camps, workshops and health talks for the welfare of the general public of Chandrapur.

Short courses in Swasthavritta are offered to students such as Short YOGA Certificate Course, Naturopathy Certificate Course, and Energy Healing Hand Position Mudra Certificate Course.

Swasthavritha & NSS dezt. faculties & students had performed a social awareness campaign in adopted villages, and conducts awareness program regarding Sadvritta (code of good conduct for mental health and social behavior), Acharyarasayna, Dincharya, and Ritucharya since last few years.

The Swasthavritta and Yoga Department is open daily from – 8:30AM- 4:30 PM, Patient counselling and guidance is done according to his physical and mental status about Sadvritta, Acharyarasayna, Dincharya, and Ritucharya.

The tradition of Dincharya (Daily Regimen) is the daily routine to be followed to remain healthy. Simple routines for a refreshing and rejuvenating day suggested are as follows:

- Wake up early morning (5 to 6 am)
- Shauch Vidhi
- Danta Dhawan (Tooth Cleaning)
- Abhyanga (Body Massage by Oil)
- Vyayam (Exercise + Yoga+ Pranayama)
- Snan Vidhi (Bathing)
- Anjan Vidhi (Eye Cleaning)
- Nasya Vidhi (Medicine dripping in nose)
- Morning Meal before 12 pm
- Night meal before 7 pm
- Time difference between night meal and sleep should be 2 hours
- Should sleep on time

Rutucharya is the term for the alteration of food and practices in response to the change in climatic seasonal conditions, such as cold, hot, rain etc. Diet affects the body internally, while lifestyle affects from the outside. If adequate food and lifestyle are followed, the individual will never suffer from any sickness and will be in good health.

File Description	Document
Any additional information	[View Document](#)
Links for list of people who have undergone such activity and their outcomes, in the last five years	[View Document](#)
Links for details of promotional measures undertaken for each activity	[View Document](#)
Link for Additional Information	[View Document](#)

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

Response: D. 2,500 to 5000

File Description	Document
List of medicinal plants / species in the herbal garden	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Geo tagged photographs of the herbal garden	[View Document](#)
Any additional information	[View Document](#)
Link for Additional Information	[View Document](#)

8.1.6 The institution has taken adequate measures for the preservation and propagation of rare and endangered medicinal plants as per the list provided by the National Medicinal Plant Board

Response:

8.1.6. The institution has taken adequate measures for the preservation and propagation endangered medicinal plants as per the list provided by the National Medicinal Board

Response:-

Department of Dravyaguna, Green Audit Committee and NSS Unit of Smt. Vimladevi Ayurvedic Medical College Chandrapur, frequently do activities to promote conservation and propagation of rare and endangered plants which are as follows:

- An herbal garden was established by the Department of Dravyaguna to preserve and grow rare and endangered plants. The institution's garden currently houses 2070 preserved plants from 274 species. To promote the preservation and multiplication of rare and endangered plants, workshops on seed ball manufacture and distribution excursions are held.
- In order to promote the growth and preservation of rare and endangered plants, plantation planting programmes have been established.

- Through classroom instruction, a concept from the Dravyaguna syllabus is made clear to the students.
- In order to get aware students about Cultivation and preservation of therapeutic plants.
- Teachers from the Department of Dravyaguna have written articles about the subject to increase reader's awareness of it.
- Many surrounding communities have planned plantation developments.
- On its campus, the institute has a little over **12140 sq. Meter** of land.

Year wise number of species and number of plants

Sr. No	Year	No of Species	No of plants	Total
1	2017-18	256	1686	1942
2	2018-19	283	2067	2350
3	2019-20	280	2022	2302
4	2020-21	274	2120	2394
5	2021-22	274	2070	2344

1. **Herbal garden-**

Dravyaguna Department has developed herbal garden, demonstration room and green shed nets where conservation and propagation of rare and endangered plants is done. At present 2070 plants of 274 species are conserved in institute`s garden. Some of them are rare along with major plants are mentioned in the syllabus there are some rare and endanger, threatened, prioritised plants species.

List of Endangered Species:-

Sr. No.	Ayurvedic Name	Name of Endangered Species	Family	No of Plants	Total
1	Ashok	Saraca asoka	Fabaceae	5	5
2	Supari	Areca palm	Arecaceae	1	1
3	Bruhati	Solanum Indicum	Solanaceae	5	5
4	Shami	Prosopis cineraria	Fabaceae	3	3
5	Pippali	Piper longum	Piperaceae	5	5
6	Avartani	Helicetrus isora	Sterculiaceae	1	1
7	Shwet chandan	Santalum album	Santalaceae	4	4
8	Rakta Chandan	Pterocarpus santalimus	Leguminoceae	4	4
9	Karpoora	Cinnamomum Camphora	Lauraceae	2	2
10	Shonak	Orozylum indicum	Bignoniaceae	1	1
11	Ashwagandha	Withania	Solanaceae	4	4

		somnifera			
12	Rudraksha	Elaecarpus granitus	Elaeorcarpaceae	1	1
13	Maricha	Piper nigrum	Piperaceae	10	10
14	Varuna	Crataeva nurvula	Capparaceae	1	1
15	Gandha prasarina	Paederia foetida	Rubiaceae	4	4
16	Sarpgandha	Rauvolfia serpentina	Apocynaceae	4	4
17	Sarpgandha	Rauvolfia tetraphylla	Apocynaceae	3	3
18	Twak	Cinnamomum verum	Lauraceae	3	3
19	Ela	Elettaria cardamomum	Gingiberaceae	5	5
20	Krishna vasa	Justicia gentarussa Burm	Acanthaceae	3	3
21	Shikakai	Acacia cancinna	Fabaceae	2	2
22	Jyotishmati	Celatrus paniculatus	Celastraceae	2	2

File Description	Document
Geo tagged photographs of the facilities/garden	[View Document](#)
Any additional information	[View Document](#)
Links for Details of activities undertaken by the institution to promote conservation and propagation of rare and endangered plants	[View Document](#)
Link for Additional Information	[View Document](#)

8.1.7 Average annual expenditure incurred towards herbal garden development and maintenance, purchase of raw-materials and Medicines during the last five years

Response: 552535

8.1.7.1 Total expenditure incurred towards herbal garden development and maintenance, purchase of raw-materials and Medicines during the last five years

Response: 2762675

File Description	Document
Report of activities undertaken by the institution for cultivation and propagation of medicinal plants	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Geotag photographs of the plantation area	[View Document](#)
Expenditure on the purchase of raw-materials and Medicines	[View Document](#)
Details of the land documents of the plantation area	[View Document](#)
? Audited statements of the accounts for the expenditure incurred during the last five years	[View Document](#)
Link for Additional Information	[View Document](#)

8.1.8 Efforts of the institution to involve students in Yogic practices & promotion of such practices among the public/community

1. **Availability of full-fledged Yoga hall**
2. **Availability of trained Yoga demonstrator**
3. **Facility for Yoga for common public**
4. **Facility for therapeutic Yoga**
5. **Facility for advance Yogic practices like jala neti, sutra neti etc.**

Response: 1. All of the above

File Description	Document
Yearly data of attendance of common public and patients attending common Yoga and therapeutic Yoga	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Documents relating to the qualification and experience of the Yoga demonstrator	[View Document](#)
Details of attendance of advanced Yogic practices	[View Document](#)
Blue print of the Yoga hall	[View Document](#)
Any additional information	[View Document](#)
Link for Additional Information	[View Document](#)

8.1.9 Efforts of the Institution towards conservation and validation of local health traditions during the last five years

Response: D. 5-10

File Description	Document
Institutional data in prescribed format	[View Document](#)
Details of the activities / programme with geo tagging	[View Document](#)
Any additional information	[View Document](#)
Link for Additional Information	[View Document](#)

8.1.10 Describe the availability of licenced and certified teaching Pharmacy for teaching and demonstration for students and medicine manufacturing within 500 words

Response:

Response:

Rasashastra & Bhaishajya Kalpana's departmental pharmacy was established in the year 2012. The pharmacy started boosting the academic bar for students. Pharmacy is mostly concerned with researching various medication compositions and methods.

The pharmacy is well-equipped with cutting-edge equipment for lab testing, student practicals, the manufacturing of medications, and drug standardisation. Medication is produced for usage in our hospital and for research projects. Additionally, a pharmacy makes a vast array of remedies, including Churnas, Compound Churnas, Tablets, Syrup, Tailas, Ghrutas, Guti vati, Avlehas,, Ointments, Liniments, and practically all conventional and new drugs.

All second year BAMS students, who are enrolled in RasaShastra & Bhaishajya Kalpana, use pharmacy as a teaching tool.

Preparations for seasonal medicines like Chyavanprash and Amla Candy, pharmacies also manufacture Amla Supari, Scrub powder, Green Ayurvedic tea, etc. A fantastic offer that is only accessible in camps.

Free medical clinics are set up for various occasions in accordance with the university's calendar.

The area of the ayurvedic teaching pharmacy is 2,500 square feet. The Drug and Cosmetic Act and GMP requirements mandate that pharmacies have a number of divisions. We are in the process of obtaining our rasashala's or teaching pharmacy's licence under the Drug and Cosmetic Act's licensing provisions. The ayurvedic medications that we manufacture at our Rasashala, such as Churnas, Compound Churnas, Tablets, Syrup, Tailas, Ghrutas, Guti vati, Avlehas,, Ointments, and Liniments, are utilised by IPD patients at our hospital.

The following sections make up the Rasashala at our institute:

1. Bhatti & puta section (Furness)

2. Kupi pakwa Section

3. Tableting Section

4. Churna section

5. Avaleha Section

6. Syrup Section.

7. Gutivati Section

8. Quality control

9. Taila manufacturing section

10. Ointment and liniment section

11. Raw material section

According to the specifications, Covid-19 Crises Health Department Zilha Parishad Chandrapur received around 5,000 kilograms of AYUSH KADHA from Rasashala of our institution.

The SOPs are followed in line with GMP requirements. The location meets with the specifications. The industrial plant keeps its level of cleanliness up to par.

The pharmacy has distinct areas for raw materials and finished goods. The quality control lab is equipped with a variety of instruments and equipment as well as testing chemicals.

Pharmacies are protected from rodents and insects because to our Rasashala's ongoing pest control operations in periodic manner. The pharmacy's processing section has a functional drainage system. There are sufficient emergency exits as well as fire safety measures. The water utilised in the production area is pure and fit for human consumption. The pharmacy's staff members have to go through regular medical and physical exams. Additionally, vaccinations for all personnel are administered, with Rasashala staff members receiving Tetanus Taxied and Hepatitis-B vaccines in proper dose. There are separate facilities for men and women, as well as a changing space. The waste materials are disposed of in accordance with the standards for dry and wet disposal.

File Description	Document
Any additional information	[View Document](#)
Links for List of functional equipments available	[View Document](#)
Links for Blue print of the Pharmacy	[View Document](#)
Link for Additional Information	[View Document](#)

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

Response:

Response:

The Department of Shalakyatantra deals with the diseases and treatment of Uradhajatrugatvyadhi i.e. above the supra-sternal notch. It comprises diseases of the Eye, Ear, Nose, Throat, Mukhrog, and Shiroroga. The main aim of treatment of these diseases includes systemic medicine & local treatment. Localized treatment along with various medicinal forms is called Kriyakalpa. The Department imparts Under Graduate education along with hand-to-hand training in diagnosis, and treatment aspects along with Kriya Kalpa procedures. It is having following subdivisions in the Hospital outpatient department:

1. Eye OPD
2. ENT OPD IPD
3. Dental OPD
4. 4.Kriyakalpa room – (Minor OT)
5. Eye exercise room (Tratak)
6. Refraction room (Ophthalmic OPD Room)

Kriyakalpa, the appropriate procedure for curing diseases and treatment has five stages or types - Tarpana, Putapaka, Seka, Aashchyotana, and Anjana. Besides these five types, Pindi and Vidalaka are also explained under Kriya Kalpa by many scholars.

Following procedures are taught & performed Netra (Eyes)

Aschyotan, Parishek, Netradhavan, Netratarpan, Putpaka, Seka, Anjana, Bidalaka, Pindi.

Patients are encouraged about the procedure benefits and all the procedures are thoroughly explained to patients and their relatives.

NASYA is called Ardha –Chikitsa in UrdhwajatrugataVyadhi, PratimarshNasya is advised to patients as it can be practiced daily without Purva karma.

1. KARNA (Ear)- Karnapooran, Karna Dhoopan, Wax removal, Karna dhavan, etc.
2. NASA (Nose) - Nasya –a very important component of nasal treatment.
3. Mukharoga (Throat & Oral cavity) - Mukhdhawan, Dhoompan, Raktamokshan, etc. are routinely practiced in the institute & hospital.

The Kriyakalpa department is well-equipped and maintained and hygiene concerns are being taken care of regularly. Standard precautions for infection prevention and control are followed during kriyakalpa procedures. Bio-Medical waste segregation is done as per standard guidelines. Fire safety is assured in the kriyakalpa department.

Training sessions are conducted regularly for support staff in the department. S.O.P.s of kriyakalpa are displayed in this unit as a ready reference to assure staff education and the safety of patients. An

emergency kit is available at the kriyakalpa unit. A spillage kit for blood and mercury spill is available. Fire safety is assured in the Kriyakalpa unit.

Advised kriyakalpa is done under the guidance of Experts with care. Kriyakalpa Kaksha has a separate material storage area, Administration area, and cleaning area.

Surveillance activities for infection prevention are being done regularly and steps are being taken, if any positive growth is seen. Steps for performing the kriyakalpa procedure are displayed in the department as a ready reference so that staff education and patient safety can be assured. Institute treats around 250-300 number of patients yearly.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document
Links for SOPs of development, implementation, monitoring and revision of SOPs	View Document
Links for details of new initiations in administering Kriyakalpa procedures	View Document
Links for Details of availability of emergency kits and mock drill carried out to manage complications etc	View Document
Links for Details of activities towards maintenance of quality, details of training content, frequency of training, skill development programs of therapists	View Document
Links for Activities towards improvement of clinical documentation	View Document

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

Response:

Response:-

The Institute incorporates Anushastra Karma (para-surgical procedures) under the Department of Shalyatantra. Sushruta Samhita advocates the use of Anushastra in the case of Baal (children) / Bhiru (Who is fearful of undergoing Shastra Karma) and in the absence of Shastra to perform the procedures. In the present-day practice of Shalya Tantra in Ayurveda, good numbers of surgical procedures are performed using Anushastra viz. Kshara Karma, Agni Karma and Jaloukavacharan.

Kshara Karma has attained tremendous popularity amongst practitioners of ShalyaTantra (Surgery) in the last ten years. Department of Shalya Tantra uses units for the surgery as Minor OT and Panchkarma The department conducts regular practical training sessions for the kshar-pratisarana and ksharsutra operations for the experts, technicians, and interns. The treatments used to cure warts, pilonidal sinus, and fistula in the Anal.

Kshar-pratisarana is used to tackle piles of the second degree. Kshara Karma and Kshara Sutra are the main treatment modalities for the treatment of Gudaroga. The department is always looking forward to the improvement in the practice standard as well as adding new approaches to maximize the benefits of this treatment modality. The average number of Anushastra Karma being performed per month ranges between 50 to 80.

Agni Karma is widely practiced for the treatment of SandhigataVata (Osteoarthritis), Diseases involving muscle-ligaments-nerves, Gridhrasi (Sciatica), MamsagataVata (Muscular painful conditions), Arsha (Piles), Bhagandara (Anal fistula), etc. Agni Karma is particularly beneficial in the case of chronic pain management. The intern received instruction in Agni Karma for the treatment of warts, sciatica, and various kshudraroga. Guidance and procedures are provided to make shalaka using Agnikarma, specifically Panchadhatu, Suvarna, Tamra, Rajat, and Loha.

Institute also supports types of Agni karma that are performed by Madhu, ghrit, taila on Mansa, sira-snayu, asthi-sandhi. Agnikarma supports different shapes, including the Valay (round), Bindu (dot), Vilayrekha, and Pratisaran (Rubbing).

Jalaukavacharn and Siravedh's Raktamokshan:- Institute instructs on both Jalauka breed identification and breeding. Institute also offers practical instruction in Jalaukavacharan for a variety of kshudraroga, skin conditions, Dushtavrana, diabetic wounds, alopecia, etc.

Periodic training and orientation programs along with Mock drills are carried out in regular intervals for Medical, Paramedical staff, Intern doctor, OT staff And RMOs for proper implementation of Anushastra practices at our institute.

File Description	Document
Any additional information	[View Document](#)
Links for SOPs of development, implementation, monitoring and revision of SOPs	[View Document](#)
Links for Details of availability of emergency kits and mock drill carried out to manage complications etc	[View Document](#)
Links for Details of activities towards maintenance of quality, details of training content, frequency of training, skill development programs of therapists	[View Document](#)
Links for Activities towards improvement of clinical documentation	[View Document](#)
Link for Additional Information	[View Document](#)
Links for Details of new initiatives in administering Anushastra Karma	[View Document](#)

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

Response:

Response:-

The Department of Streeroga Prasutitantra is a well-established unit of the institute. The department comprises OPD and IPD units and a well-equipped labour room and operation theatre. The department is dedicated to the broad integrated medical and surgical care of women's health throughout their life span. It serves through ayurvedic as well as modern allopathic medicine and treatments as per the need and requirements of the patients.

The department provides treatments for various gynaecological conditions such as menstrual irregularities, PCOS, leucorrhoea, recurrent abortions, infertility, tubal blocks, etc. The following treatments are available in the department as per Ayurveda.

1.   Uttar Basti

2.   Yoni Dhavan

3.   Yoni Pichu

4.   Yoni Varti

5.   Yoni dhupana

6.   Yoni Parishek

7.   Anuvasana and niruhabasti.

These treatments are provided in OPD and IPD. Skilled Ayurveda Consultants/Practitioners conduct the procedures on OPD and IPD.

Antenatal Services:-

In OPD routine antenatal cases are registered and investigated and treated. In OPD, patient counselling is done for the dietary regime, labour process, and breastfeeding. The ANC patients are advised 'Garbhini paricharya' as per Ayurveda starting from conception till the onset of labor. It includes a month-wise dietary regime (pathy-apathy) and do's and don'ts during pregnancy. A short course for Scientific Garbhasamskar is conducted for students, teachers, and Ayurveda practitioners.

Post-natal services:-

After the delivery patient is taken care of according to Sutika Paricharya as described in Ayurveda. It includes yoni parishek (perineal wash) and yoni dhupana as prophylactic measures to prevent puerperal infections and maintain perineal hygiene.

Special facilities:-

Disorders like hirsutism, polycystic ovarian syndrome, irregular menstrual cycle, menorrhagia, DUB, dysmenorrhea, and infertility are treated with Ayurvedic medicines and treatment modalities as well. It includes a combination of dietary advice, exercise, yoga, and treatments like Anuvasana and niruhabasti, yoga Basti, yoni Dhavana, yoni Pichu,varti, Dhupana, and Uttar basti.

Availability of emergency kits:-

While performing procedures like Uttar Basti or yoni dhavan patients may develop vasovagal shock. To combat such complications the procedure is carried out by a trained person and an emergency kit is ready for such management. It comprises the laryngoscope, Endotrachiel tubes, Ambu bag, and drugs like Ing.Tranexemic Acid, Ing.Botrophase, Ing.Ethasyl, Ing.Atropine, Ing.Avil, Ing.Phenargan, Ing.Deriphylline, Ing.Dexamethasone, and Ing.Effcorlin which are easily accessible. The residents performing these procedures are well-trained to manage such complications.

File Description	Document
Any additional information	[View Document](#)
Links for SOPs of development, implementation, monitoring and revision of SOPs	[View Document](#)
Links for Details of new initiations in administering Uttarabasti and following the practice of Garbha sanskara etc	[View Document](#)
Links for Details of availability of emergency kits and mock drill carried out to manage complications etc	[View Document](#)
Links for Details of activities towards maintenance of quality, details of training content, frequency of training, skill development programs of therapists	[View Document](#)
Links for Activities towards improvement of clinical documentation	[View Document](#)
Link for Additional Information	[View Document](#)

8.1.14 Describe the facilities available in the Institution towards delivering Pathya kalpana

Response:

8.1.14 Describe the facilities available in the Institution towards delivering Pathya-kalpana

Response:-

Pathya -Kalpana is the most significant trait of Ayurveda and is delivered through curriculum and meaningful practices. The two aspects, Preventive & Treatment are covered in training focussing on the type of processing (sanskara), that modifies the food's characteristics. The institute's hospital patients are advised for pathya, customized for the individual, students participate, apply their analytics and suggest remedies with faster recovery. They also understand and try to practice Pathya-Kalpana.

The study includes pathya & Apathya both to reduce critical conditions. According to the fundamental principles of Ayurveda, jatharagni (digestive power) plays a significant role as a disease-causing factor, so it is important to restore the digestive power to normal. This can be done by using an appropriately managed diet plan that considers the severity of the disease. The path-kalpana varies depending on the Prakriti and local.

Ahariya pathya kalpana Manda, Peya, Vilepi, and Yavagu are useful in many diseases. Manda is the liquid left over after the rice has been boiled. Peya inhibits loose motions, digests fast, and nourishes the tissues. Vilepi works well as a diuretic. Yavagu is beneficial for bodily nourishment. Well-maintained pathya facilities are offered in our hospital. Records for raw materials and final goods are kept.

Etiology, pharmacological therapy, and pathya are three crucial variables that should be carefully considered before beginning treatment for disorders. All of the dhatus and strotas are fed by pathy-aahar, providing the body with total sustenance. Eliminating vitiated dosha aids in the body's detoxification process as well.

To increase the power of jatharagni, use salt and ginger before eating. Food items that are regularly consumed, such as rakta shali, mudga, rainwater, saindava, jivanti, Godugdha, cow's ghee, tila taila, grapes, and pomegranate are thought to be the most conductive.

One must be able to prepare culinary items with a few basic ingredients, such as tandula and mudga. In clinical practice, preparing for and training pathya Kalpana is crucial. The pathya Kalpana is made under the doshas, dinacharya, and rutucharya of the ailment.

Training for pathya kalpana involves the type of processing (sanskara), which modifies the food's characteristics. For instance, while both laja and pruthuka are made from rice, laja is laghu (easy to digest) and pruthuka is guru (heavy to digest).

Making path-kalapana using inexpensive, readily available ingredients is another exercise in the training process.

Essential knowledge and abilities:-

1. Identify the requirements for the preparation and dispensing of medications by accessing workplace data.
2. Apply your knowledge of hygiene standards.
3. Verify the status and condition of the raw material.
4. Verify the supply of services and materials to the dispensing process that is required.
5. Accurately identify and distribute ingredients for diet/pathya kalpana preparation.
6. Understanding of ayurvedic herbs, including identification and dosage in diet preparation.

File Description	Document
Any additional information	[View Document](#)
Links for Details of activities and number of pathya preparations year wise	[View Document](#)
Link for Additional Information	[View Document](#)

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

Response:

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

Response:

Pharmacovigilance is the research and practice involved in the identification, evaluation, comprehension, and avoidance of adverse events or any other potential drug-related issues, according to the World Health Organization.

- Ayurveda and other traditional medical practices have been used extensively on this continent. They are considered the safest medical systems available. The scientific way of thinking, however, merely takes into account the clinical data that is currently available before accepting or rejecting anything. A pharmacovigilance system is therefore essential for proving the authenticity of ASU drugs. The Ministry of AYUSH has launched a new Central Sector initiative to enhance the pharmacovigilance of Ayurvedic, Siddha, Unani, and Homoeopathic (ASU&H) medications.
- The Pharmacovigilance project for (ASU&H) meds aims to gather, assemble, and evaluate data to establish clinical safety evidence for the (ASU&H) treatments in a scientific manner for recording clinical proof of safety for these medications.
- The Ministry of AYUSH, Government of India, New Delhi, initiated based on the actions on pharmacovigilance, taking into consideration the WHO guidelines for the safety issues of herbal medicines and installing a pharmacovigilance system for ASU pharmaceuticals in the correct place.
- Teachers, physicians, and pharmacists in ASU systems were being educated on the concept of pharmacovigilance and how to report ADR through CME programs to foster a culture of notification and involve healthcare professionals and professional associations in the drug monitoring and information dissemination processes.
- Therefore, a six-member pharmacovigilance committee was established by our institution in this regard. The committee was created by one representative each from Dravyaguna, Rasashashtra, Bhaishajya Kalpana, Agadtantra, Kayachikitsa, Shalyatantra, etc, and the hospital superintendent.
- The Pharmacovigilance Committee holds meetings once each month. Member's visits to the pharmacy, the raw materials department, the prepared pharmaceuticals manufacturing dates, and their expiration dates are reviewed on occasion. The hospital's dispensing area is periodically inspected. Drug data and expired medications are inspected.
- To identify adverse drug reactions (ADR) that occur in patients admitted to teaching hospitals and report them, the committee wants to raise awareness among doctors, consultants, nurses, pharmacists, postgraduate and undergraduate students, service providers, etc.

Objectives:-

- To inform healthcare staff of the importance of ADR reporting and to give them the appropriate instruction.
- To monitor the risk-benefit ratio of prescription drugs.
- The institute has applied for the role of a nodal center for pharmaco-vigilance.
- To share findings with all significant parties.

A reporting form is created for the National Pharmacovigilance Programme for ASU Drugs. Through the OS-ADR program, online reporting is possible. When necessary, or once every month, hospital ADRs are reviewed. ADRs have not yet been discovered.

File Description	Document
Any additional information	[View Document](#)
Links for Year-wise data of reporting of ADRs	[View Document](#)
Links for Mechanism of collection, analysis and reporting of ADRs	[View Document](#)
Links for Documents related to established pharmacovigilance centre including minutes of the meetings	[View Document](#)
Links for Details of the training of human resource	[View Document](#)
Links for Certificates for supporting recognition by National Body	[View Document](#)

8.1.16 Is the teaching hospital / clinical laboratory accredited by any National Accrediting Agency?

     1.NABH Accreditation of the teaching hospital
     2.NABL Accreditation of the laboratories
     3.ISO Certification of the departments / divisions
     4.Other Recognized Accreditation / Certifications

Response: B. Any three of the above

File Description	Document
Institutional data in prescribed format	[View Document](#)
e-copies of Certificate/s of Accreditations	[View Document](#)
Any additional information	[View Document](#)
Link for Additional Information	[View Document](#)

5. CONCLUSION

Additional Information :

NA

Concluding Remarks :

The assessment & accreditation exercise for an academic institute has long presence and has been proved for its cause. NationalAssessment & Accreditation Council in 2018 included Health Science institute in Revised Accreditation Framework. The institute has taken steps to synchronized with NAAC framework. The work turns out to be a learning exercise, rearranging the work performed, introspection and actions. The institute records gratitude for providing such opportunity. The institute has understood some areas for improvisation and commits for effectuate the quality practices. Most of the RAF points have been substantially evident in SSR. The institute has strong compliance & intentions of quality deployment in health science education.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification
2.4.3	Average teaching experience of fulltime teachers in number of years (preceding academic year) 2.4.3.1. Total teaching experience of fulltime teachers in number of years (cumulative experience) 　　Answer before DVV Verification : 333 years 　　Answer after DVV Verification: 330 years Remark : DVV has made the changes as per shared report by HEI.
3.4.1	Total number of extension and outreach activities carried out in collaboration with National and International agencies, Industry, community, Government and Non-Government organizations engaging NSS / NCC / Red Cross / YRC / Institutional clubs etc. during the last five years. 3.4.1.1. Number of extension and outreach activities carried out in collaboration with National and International agencies, Industry, community, Government and Non-Government organizations engaging NSS/NCC/Red Cross/YRC/Institutional clubs etc. during the last five years. Answer before DVV Verification: 	2021-22	2020-21	2019-20	2018-19	2017-18
---	---	---	---	---
48	12	12	12	6 | Answer After DVV Verification : | 2021-22	2020-21	2019-20	2018-19	2017-18
---	---	---	---	---
21	05	06	08	04	 Remark : DVV has excluded days activities.
3.4.2	Average percentage of students participating in extension and outreach activities during the last five years 3.4.2.1. Number of students participating in extension and outreach activities year-wise during last five years Answer before DVV Verification: 	2021-22	2020-21	2019-20	2018-19	2017-18
---	---	---	---	---
248	239	262	284	308 | Answer After DVV Verification : | 2021-22	2020-21	2019-20	2018-19	2017-18
---	---	---	---	---
151	139	125	152	210	

	Remark : DVV has made the changes as per metric 3.4.1
3.5.1	Average number of Collaborative activities for research, faculty exchange, student exchange/ Industry-internship etc. per year for the last five years 3.5.1.1. Total number of Collaborative activities for research, faculty exchange, student exchange year-wise during the last five years Answer before DVV Verification: 	2021-22	2020-21	2019-20	2018-19	2017-18
---	---	---	---	---
45	69	18	3	4 | Answer After DVV Verification : | 2021-22	2020-21	2019-20	2018-19	2017-18
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0	0	0	0	0	 Remark : DVV has not considered share MoUs in this metric. HEI has shared ir-relevant documents for this metric.
4.1.4	Average percentage of expenditure incurred, excluding salary, for infrastructure development and augmentation during the last five years 4.1.4.1. *Expenditure incurred, excluding salary, for infrastructure development and augmentation year-wise during the last five years* (INR in lakhs) Answer before DVV Verification: 	2021-22	2020-21	2019-20	2018-19	2017-18
---	---	---	---	---
291.58	141.35	183.06	149.06	116.14 | Answer After DVV Verification : | 2021-22	2020-21	2019-20	2018-19	2017-18
---	---	---	---	---
6.11	10.20	18.13	2.53	2.38	 Remark : DVV has made the changes as per clarification.
4.5.1	Average Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, as a percentage during the last five years 4.5.1.1. Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component year-wise during the last five years (INR in lakhs) Answer before DVV Verification: 	2021-22	2020-21	2019-20	2018-19	2017-18
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285.47	131.14	164.92	146.52	113.74	

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Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
275.00	120.00	155.00	135.00	103.00

Remark : DVV has made the changes as per clarification.

5.1.5	The institution has a transparent mechanism for timely redressal of student grievances / prevention of sexual harassment and prevention of ragging 1. Adoption of guidelines of Regulatory bodies 2. Presence of the committee and mechanism of receiving student grievances (online/ offline) 3. Periodic meetings of the committee with minutes 4. Record of action taken Answer before DVV Verification : All of the above Answer After DVV Verification: Any 2 of the above Remark : DVV has made the changes as per shared reports.
5.3.1	Number of awards/medals for outstanding performance in sports/cultural activities at State/Regional (zonal)/ National / International levels (award for a team event should be counted as one) during the last five years. 5.3.1.1. Number of awards/medals for outstanding performance in sports/cultural activities at State/Regional (zonal)/National / International levels (award for a team event should be counted as one) year-wise during the last five years . Answer before DVV Verification: TABLE_BEFORE Answer After DVV Verification : TABLE_AFTER Remark : DVV has made the changes as per shared report by HEI.
6.5.3	The Institution adopts several Quality Assurance initiatives The Institution has implemented the following QA initiatives : 1. Regular meeting of Internal Quality Assurance Cell (IQAC) 2. Feedback from stakeholder collected, analysed and report submitted to college management for improvements

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	2	1	0

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	1	1	0

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

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

      Answer before DVV Verification : A. All of the above
      Answer After DVV Verification: B. Any three of the above
   Remark : DVV has made the changes as per clarification. |
|---|---|
| 7.1.6 | Green campus initiatives of the Institution include

1. Restricted entry of automobiles

2. Battery-powered vehicles

3. Pedestrian-friendly pathways

4. Ban on use of plastics

5. Landscaping with trees and plants

      Answer before DVV Verification : A. All of the above
      Answer After DVV Verification: C. Any three of the above
   Remark : DVV has made the changes as per shared report by HEI. |
| 8.1.5 | The institution has taken adequate measures to develop and maintain Herbal Garden in terms of the number of species and plants....

      Answer before DVV Verification : E. Less than 2,500
      Answer After DVV Verification: D. 2,500 to 5000
   Remark : DVV has made the changes as per clarification. |
| 8.1.9 | Efforts of the Institution towards conservation and validation of local health traditions during the last five years

      Answer before DVV Verification : E. Less than 5
      Answer After DVV Verification: D. 5-10
   Remark : DVV has made the changes as per clarification. |

2.Extended Profile Deviations

ID	Extended Questions
1.2	Number of outgoing / final year students year-wise during the last five years

Answer before DVV Verification: |

2021-22	2020-21	2019-20	2018-19	2017-18

45	26	47	43	29

Answer After DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
45	26	47	43	28

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
60	60	60	60	60

Answer After DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
60	60	60	60	59

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
42	37	41	39	39

Answer After DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
42	37	41	39	38

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
42	37	41	39	39

Answer After DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
42	37	41	39	38

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