



# **SELF STUDY REPORT**

**FOR**

**1<sup>st</sup> CYCLE OF ACCREDITATION**

**LT. SUNIL RAMSHINGJI CHUNAWALE AYURVED  
COLLEGE**

**DEENDAYAL NAGAR, CHIKHLI  
443201**

**[www.srcayurved.org](http://www.srcayurved.org)**

**Submitted To**

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

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# 1. EXECUTIVE SUMMARY

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## 1.1 INTRODUCTION

Lt.Sunil Ramshingji Chunawale Ayurved College Chikhli was established in 2000. It is affiliated to Maharashtra University of Health Sciences, Nashik and recognized by National Commission for Indian System of Medicine (NCISM) formerly Central Council of Indian Medicine (CCIM) and Ministry of AYUSH, Govt. of India, New Delhi. The Institute has updated library, ICT-tools-enabled classrooms, well equipped laboratories, 1 acres area sports facilities, auditorium etc. The institute conserves 810 medicinal plants species and endangered species. The central library has ample space. It has a huge reading hall with 12442 books, 20 journals on Ayurvedic and allied medicines. The college is conducting BAMS program. Our Institute consists of senior faculties, who are proficient in their own subjects. The attached hospital is having well equipped OPD in all clinical branches of Ayurveda with special OPDs for obesity, diabetes and Swasthyarakshan. The hospital has IPD with 60 beds. supported by necessary diagnostic and the therapy sections like physiotherapy, X-ray, pathology lab. Ayurvedic hospital is collaborated with multispecialty hospital in Chikhli.

### Vision

Lt.Sunil Ramshingji Chunawale Ayurved College Chikhli will bring in a new era of the community and society established on a sound foundation of basic education from which the citizens of tomorrow fulfill their responsibilities to the nation with acts of excellence that will make our institutions proud of their existence. Lt.Sunil Ramshingji Chunawale Ayurved College Chikhli educates the masses and develops the human mind through excellence to bring social contribution and responsibility in all activities of life for its staff, students and community at large.

### Mission

Mission 1. To provide the finest opportunities and environments for teachings, learning and research. 2. To provide higher education to all students from different sections and background in general and monitories in particular and to 3. Make them self-reliant and disciplined. 4. To ensure the overall personality development of students through extra-curricular and co-curricular activities. 5. To organize various extension activities for cultivation of democratic and human values. 6. To transfer the knowledge and skills for fulfillment of the changing needs of society in the process of modernization. 7. To provide the opportunities for higher education towards upliftment and empowerment of students from socio-economic backward class. 1

## 1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

### Institutional Strength

Institutional Strength Attaining a brand image in its 24 years of legacy in Ayurveda System of Medicines. Employment of full times teachers according to the statutory body norms. Consists of committed, motivational, well experienced and disciplined faculties having comprehensive and updated knowledge of classical text with contemporary correlation. Providing quality healthcare to needy patients at charitable rate. Collaborations and

MoUs with educational institutes and hospitals in Chikhli . Representation in various Academic and administrative bodies such as Board of Studies, Local Inspection Committee, Centre observer, Centre In-charge, Internal Vigilance squad, Flying squad, CAP custodian etc. Institution is a self-Finance institute, which is offering UG programmes. Departments are established with well - equipped laboratories, museums, departmental libraries with adequate facilities. E-governance system is implemented at all levels in order to provide facilities. Effectively designed and implemented extracurricular and co-curricular activities with enthusiastic involvement of students. Daily Yoga practices are available for faculties and UG students which make them competent to participate in different yoga competitions. High success rates in University examinations. Ample availability of cadavers and Organ cutting machine. Upbeat feedback mechanism. Advanced ICT technology applications for effective teaching – Learning process During COVID-19 pandemic Institute provides E-resources through library for UG students on Google classrooms platform. Zero tolerance ragging institute is overseen by an active Anti-Ragging committee of the institute. Safe and secure hostel facilities for girls .

### **Institutional Weakness**

Limitation of financial support from government and non-government funding agency for Research Projects. Limitation of funds for developing well - equipped Histology, Pharmacognosy, and Pharmacological laboratory

### **Institutional Opportunity**

To implement e-governance system at all levels in order to provide services to the alumni and community. To encourage the faculties for pursuing Ph.D. for initiation of the Ph.D. courses in the remaining department. Explore linkages with institutes/industry to promote the research.

### **Institutional Challenge**

Students are more interested in getting just degree for a job rather than learning values. However we succeed in motivating them and developing their interest in the science which is evident with their remarkable performance in university examinations, conferences and later in their practices. To activate International cell to attract international students.

## **1.3 CRITERIA WISE SUMMARY**

### **Curricular Aspects**

Curricular Aspects 1.1 The institute prepares Annual Academic Calendar in advance in accordance to University calendar this calendar specifies all academic activities to ensure curricular implementation and evaluation. Each department prepares Annual Teaching Plan. Annual event calendar is also added into Teachers personal Diary. All faculties maintains personal diary for effective academic planning, implementation and review of the curriculum. The report of the allotted work of every department is presented by HOD in the monthly College Council Meeting. Orientation programme is organized for newly admitted students along with

parents. Remedial coaching activities are conducted for slow learners to improve their performance. Every student of the college is registered under Student-Teacher Guardianship. Faculties of our Institute's represent in BOS for better Updating and implementation of Curriculum. 1.2 In BAMS program 6 out of 20 courses are giving special knowledge regarding cross cutting issues. Students of our institute participate in field visits, industrial visits, research projects & internship. In COVID-19 pandemic our students are voluntarily participated in COVID care centers, Covid vaccination centers & Covid -19 testing center i.e. Rapid Antigen test & RTPCR testing centers. 1.3 Induction program for newly admitted students in UG are being conducted on 1st day of opening of the college. Issues related to Medical Ethics, Human values, importance of health science courses especially personal health & social health is discussed. Transitional Curriculum Program of 3 weeks was conducted for 1st year students as per the AYUSH Guidelines. The orientation program for Interns is conducted on regular basis for 3 days. Students are being introduced with departmental setup it's functioning, introduction of HODs. Timely review of the students' progress is taken after every six months. 1.4 Feedback of Students, Teachers, Employers, Alumni and Professionals regarding curriculum are taken at regular intervals. The feedback is analyzed and actions are taken accordingly. The action taken reports are uploaded in the institutional website.

### **Teaching-learning and Evaluation**

2.1- The average percentage of seats filled against seats reserved for various categories are 100 %. The response of average percentage of seats filled in UG programme as against the approved intake is 100 %. The average percentage of students admitted from other states is 1 %. 2.2- Institute has adopted special remedial policy to identify slow & fast learners. The full time teacher ratio in preceding year is 5:1. Students organize co-curricular events like Teachers day celebration, annual social gathering function etc. NSS unit of institute organizes various activities like awareness programmes, competitions, rallies etc. 2.3- Teachers follow different teaching methodologies & use various ICT tools to enhance the leaning experience like class room seminars, field visits etc. To provide simulation based learning various models are available at Department level. Mentor mentee response for preceding year was 8.1% 9: 1. Institute encourages the students to make projects, Charts, models, specimens, Shlokavali etc. 2.4- The average percentage of full time teacher against sanction posts during last five year is 100%. The average teaching experience of full time teachers in preceding year is 7.85 years. The average percentage of full time teachers who received awards is 2.59 %. 2.5- Institute follows its academic calendar to conduct internal examination & timely solve examination related grievances. To improve the examination system, institute has, separate examination hall with CCTV cameras, LMS having question bank & Universities question papers. For midcourse improvement, institute organize different kind of tests, assignments etc. 2.6- Institute has adopted direct & indirect assessment for CO, PO & PSO. The response of incremental performance in pass percentage of final year students is 90.08 % for UG . CO, PO & PSO are displayed in each department and even in the institutional website. Institute faculties meet parents at regular interval to assess remedial measures & outcome analysis. 2.7 - Details of 180 UG students are provided in the prescribed format for online student satisfaction survey.

### **Research, Innovations and Extension**

3.1 Lt.Sunil Ramshingji Chunawale Ayurved College Chikhli is conducting UG courses since 2000 onwards. Teachers receive financial support for participation in research workshops and conferences. 3.2 The institution has created an ecosystem through collaboration with various technical institutes. Students and teachers developed some innovative models, which have same application principles like classics, as well as Ayurvedic Medical kits to treat patients according to today's need. Workshops like Research Methodology, Medical

Education, Technology, and Training to Teachers & IPR are regularly organized. 3.3 Institute has a stated code of Ethics, as per MUHS guidelines. 3.4 The institute conducted 40 extension public-outreach activities with an average of 51.77% student's participation. Our NSS unit conducts regular extension activities like Public awareness, Sensitizing programs in nearby rural areas. Free health care services and Geriatric camps are organized to serve the society regularly. In this pandemic crisis, our faculties served for COVID-19 & hence awarded "COVID Warrior" by Chikhli Nagar palika. The institute plays responsible role in serving the neighborhood by conducting various programs like Gram Swachhta Abhiyan, Aids Awareness Program, Blood Donation programs etc. 3.5 Institute has inter-departmental collaboration for research purpose. Institute has total 8 functional MoUs for academic/ clinical training and faculty exchange purpose.

### **Infrastructure and Learning Resources**

4.1 Lt.Sunil Ramshingji Chunawale Ayurved College Chikhli is well equipped with all the basic facilities for teaching, learning and patient care facilities situated in the total land area of 4 acres 2 Guntha with well-maintained Herbal Garden of 2500 sq.mtrs. Apart from facilities for indoor and outdoor sports & recreational facilities for staff and students. Institute also possesses canteen facilities for staff and students. 4.2 Institute has well equipped OPD and IPD of all clinical departments along with well-equipped computerized pathology laboratory. Sufficient and skilled medical officers and nursing staff remain available round the clock in hospital for patient care. The interns are posted at nearby PHC and RH for clinical training as per government order. 4.3 Institutional library constitutes wide range of classical, modern and allied sciences books . The library is enriched with journals, collection of rare books, e-books, e-journals with library data base of individual books. Institutional library committee holds meeting and conducts audit of books periodically. 4.4 Institute has adequate classrooms, seminar halls, and demonstration rooms enabled with digital facilities with lease line internet facility BB width of 150 MBPS. 4.5 Institutional physical maintenance committee takes care of timely maintenance of all the infrastructure of buildings with supportive audit statement of all the expenditure incurred annually ,estate manager and his team involved in this conducts meetings periodically and actions are taken as per requirement.

### **Student Support and Progression**

5.1 Average percentage of students benefited by scholarship by government and non-government agencies during last five years is 88.52%. Seven capability enhancement and development schemes employed by the institution for students like soft skill development, language and communication skill development, yoga and wellness, human value development and personality and professional development. All students were provided training and guidance for competitive examination and career counseling offered by institution. Institute has transparent mechanism for student grievances and prevention of sexual harassment and ragging, there is no evidence occurred till date. 5.2 Institution is constantly guiding the students for appearing to PG entrance exam. The number of students opting for higher education is increasing year by year. 5.3 Six students are awarded for outstanding performance in sports & Yoga activities in National/International competition during the last five years. The institution provide infrastructure & promote active participation in social, cultural activities. Institution has active student council and students have representation in various committees like, IQAC, library committee and Vishakha committee etc. Average 2.2% sports or cultural activities were organized by institute during last five years. 5.4 Institution has registered Alumini Association on 26/06/24.

### **Governance, Leadership and Management**

6.1- Lt.Sunil Ramshingji Chunawale Ayurved College Chikhli With a vision & mission to become an institution of excellence in the field of Ayurveda education, research and health care, has been constantly progressing in all the sectors, every year. The institution is governed by a non-government organization Shikshan Prasarak Mandal Chikhli and it follows a decentralized and participative management. 6.2- The institution has well defined organizational structure and in order to execute the various Activities, College council (CC), IQAC, College Development Committee (CDC) and various College committees are formulated. Website is regularly updated and ICT enabled tools are regularly used by the teaching staff and the students. College has been reviewed and audited by the Maharashtra University of Health Science, Nashik of the state and also by Central Council of Indian Medicine (CCIM) formerly, now National Commission for Indian System of Medicine (NCISM), New Delhi. 6.3- There is good number of welfare measures implemented for the employees like Maternity Leave, Medical leave, Bereavement Leave and free registration for the in-house conferences. The institution organizes various professional development programs and faculty development programs (FDP). It has been organizing CME, Webinar, and RMW. Maximum teachers participated in faculty development program including orientation programs, seminars, conferences, trainings & MET. The institution follows a definite appraisal policy for up gradation of its employees. 6.4- The main financial source of the institution is the fees collected from the students and revenue generated from hospital. Any additional requirement will be fulfilled by the management. Institution conducts internal and external audits every year. There was no funding from the government and non-government bodies to the institution. 6.5- Institution has an active IQAC committee with mechanism to assure the quality education and administration. The institution has sufficient number of teachers attending programs/ workshops seminars specific to quality improvement. The IQAC has been organizing several quality improvement initiatives like ICT training, establishment of clinical lab and its training.

### **Institutional Values and Best Practices**

During the last five years (year wise) Institute organised 12 gender equity sensitization programs. Women's complaint committee i.e. Vishakha committee of the institute takes all possible efforts for the safety of students. Institute has facilities like solar energy, use of LED bulbs. Many trees are planted in the institute campus which keeps the environment pollution free. The awareness is also done by arranging road shows, rallies on various issues related to environment and health. Facilities like solid waste management, liquid waste management, e-waste management and Biomedical Waste Management are available in the Institution. Water conservation facilities like bore well recharge etc. are available in the institute campus. To keep campus green, institute arranges plantation program every year . The special care is taken for cultivation of medicinal plants. Institute has pedestrian free pathways, ban on use of plastic, restricted entry of automobiles etc. The institute has facility for disabled students, staff and patients like disabled free washrooms, ramps etc. Institute takes efforts in providing an exclusive environment. Institute has a committee on code of conduct which organises professional ethics program for students and staff. The institute celebrates various days like 'Sanskrit day', 'Doctor's day' etc. in the campus. Students and staff take part in the celebration. To aware the work of great personalities, the Institute organises several activities on the birth /death anniversaries of great personalities, national festivals . 7.2 Regular practice of Suvarnabindu Prashan for children and yoga practice for physical, mental, emotional and spiritual wellbeing are the two best practices of the Institute. 7.3 Institute provides quality health care services for geriatric age group through regular health check-up, yoga practice and special Panchakarma procedures. Institute provides quality treatment to geriatric group of Seva sankalp pratistan.

### **Ayurveda Part**

8.1.1 Institution has integration of different systems of health care in the teaching hospital which includes Modern Medicine including Emergency Medicine, Yoga and Physiotherapy. 8.1.2 Institution has a classical way of Ayurveda teaching which includes Sanskrit teaching, Samhitapathana and Nighantu Pathana is incorporated in order to better understanding of classical texts of Ayurveda. 8.1.3 Seasonal Panchakarma and life style modifications for the patients are carried out in the institution. The SOPs are made pertaining to Panchakarma and Kaumara Panchakrama. Separate procedure rooms are allotted for male & female Panchakarma. 8.1.4 Institution conducts various activities towards implementation of Swasthavritta activities such as Sadvriita, Achara Rasayana, Dinacharya and Ritucharya. 8.1.5 Institution adopts various measures to develop and maintain herbal garden, the number of species are 175 and plants are 810. 8.1.6 Institution conducts various activities like Vanamahotsav to promote the conservation and propagation of rare and endangered species. 8.1.7 Institution has annual expenditure 786778 incurred towards the herbal garden development and maintenance, purchase of raw-materials during five years . 8.1.8 Institution conducts activities to promote Yogic practices like Meditation, Pranayam and various Asanas for promotion of such practices among the common people. 8.1.9 Institution has conducted 01 project for the conservation and validation of local health practice. 8.1.10 Institution has separate kriyakalpa unit in hospital where average of 4-5 procedure are done daily. 8.1.11 Institution has separate Anushartra Karma department in hospital where average of 1-2 anushastra procedure on daily basis. 8.1.12 Various activities have undertaken by the Institution towards practice of procedures related to Prasuti and streeroga like, Uttarabasti, Yonipichu, Yonidhawan-Dhupan etc. 8.1.13 Institution has facilities towards delivering Pathyakalpana. The hospital has well maintained kitchen and dietician. 8.1.15 Institution has a Pharmacovigilance committee to oversee various Pharmacovigilance aspects of Drug administration in the teaching hospital.

## 2. PROFILE

### 2.1 BASIC INFORMATION

| Name and Address of the College |                                                            |
|---------------------------------|------------------------------------------------------------|
| Name                            | LT. SUNIL RAMSHINGJI CHUNAWALE<br>AYURVED COLLEGE          |
| Address                         | DEENDAYAL NAGAR, CHIKHLI                                   |
| City                            | CHIKHLI                                                    |
| State                           | Maharashtra                                                |
| Pin                             | 443201                                                     |
| Website                         | <a href="http://www.srcayurved.org">www.srcayurved.org</a> |

| Status of the Institution |                    |
|---------------------------|--------------------|
| Institution Status        | Private            |
| Institution Fund Source   | No data available. |

| Type of Institution |              |
|---------------------|--------------|
| By Gender           | Co-education |
| By Shift            | Regular      |

| Recognized Minority institution            |    |
|--------------------------------------------|----|
| If it is a recognized minority institution | No |

| Establishment Details                |            |
|--------------------------------------|------------|
| Date of establishment of the college | 01-01-2000 |

**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 | <a href="#">View Document</a> |

| 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                                                                                                                           | <a href="#">View Document</a>                                 | 27-06-2023                     | 12                 | One Year |

| 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            | DEENDAYAL NAGAR, CHIKHLI | Rural     | 4.01                 | 16227.89                 |

## 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,Bachelor Of Ayurved Medicine And Surgery, AYURVED ACHARYA | 66                 | Higher Secondary Certificate | English + Marathi     | 60                  | 60                      |

#### 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              | 7         |        |        |       | 8                           |        |        |       | 17                  |        |        |       |
| Recruited                                                       | 3         | 4      | 0      | 7     | 6                           | 2      | 0      | 8     | 13                  | 4      | 0      | 17    |
| Yet to Recruit                                                  | 0         |        |        |       | 0                           |        |        |       | 0                   |        |        |       |
| Sanctioned by the Management/Society or Other Authorized Bodies | 0         |        |        |       | 0                           |        |        |       | 0                   |        |        |       |
| Recruited                                                       | 0         | 0      | 0      | 0     | 0                           | 0      | 0      | 0     | 0                   | 0      | 0      | 0     |
| Yet to Recruit                                                  | 0         |        |        |       | 0                           |        |        |       | 0                   |        |        |       |
|                                                                 | Lecturer  |        |        |       | Tutor / Clinical Instructor |        |        |       | Senior Resident     |        |        |       |
|                                                                 | Male      | Female | Others | Total | Male                        | Female | Others | Total | Male                | Female | Others | Total |
| Sanctioned by the UGC /University State Government              | 0         |        |        |       | 0                           |        |        |       | 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                   |        |        |       |

| Non-Teaching 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 |      |        |        | 26    |
| Recruited                                                       | 20   | 6      | 0      | 26    |
| 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 |      |        |        | 5     |
| Recruited                                                       | 4    | 1      | 0      | 5     |
| 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                           | 1      | 0      | 0                   | 0      | 0      | 1     |
| M.Phil.                | 0         | 0      | 0      | 0                           | 0      | 0      | 0                   | 0      | 0      | 0     |
| PG                     | 3         | 4      | 0      | 6                           | 1      | 0      | 13                  | 4      | 0      | 31    |
| 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 |
|                                                            | 4    | 0      | 0      | 4     |
| 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<br>Where College<br>is Located | From Other<br>States of India | NRI Students | Foreign<br>Students | Total |
|-----------|--------|-----------------------------------------------|-------------------------------|--------------|---------------------|-------|
| UG        | Male   | 22                                            | 0                             | 0            | 0                   | 22    |
|           | Female | 38                                            | 0                             | 0            | 0                   | 38    |
|           | 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   | 1      | 1      | 3      | 1      |
|          | Female | 2      | 2      | 1      | 3      |
|          | Others | 0      | 0      | 0      | 0      |
| ST       | Male   | 1      | 0      | 1      | 0      |
|          | Female | 1      | 2      | 1      | 2      |
|          | Others | 0      | 0      | 0      | 0      |
| OBC      | Male   | 11     | 17     | 9      | 14     |
|          | Female | 21     | 13     | 22     | 14     |
|          | Others | 0      | 0      | 0      | 0      |
| General  | Male   | 3      | 3      | 3      | 1      |
|          | Female | 2      | 8      | 4      | 4      |
|          | Others | 0      | 0      | 0      | 0      |
| Others   | Male   | 10     | 6      | 5      | 14     |
|          | Female | 8      | 8      | 11     | 7      |
|          | Others | 0      | 0      | 0      | 0      |
| Total    |        | 60     | 60     | 60     | 60     |

**General Facilities****Campus Type: DEENDAYAL NAGAR, CHIKHLI**

| Facility                                                               | Status |
|------------------------------------------------------------------------|--------|
| • Auditorium/seminar complex with infrastructural facilities           | Yes    |
| <b>• Sports facilities</b>                                             |        |
| * Outdoor                                                              | Yes    |
| * Indoor                                                               | Yes    |
| • Residential facilities for faculty and non-teaching staff            | No     |
| • Cafeteria                                                            | Yes    |
| <b>• Health Centre</b>                                                 |        |
| * First aid facility                                                   | Yes    |
| * Outpatient facility                                                  | Yes    |
| * Inpatient facility                                                   | Yes    |
| * Ambulance facility                                                   | Yes    |
| * Emergency care facility                                              | Yes    |
| <b>• Health centre staff</b>                                           |        |
| * Qualified Doctor (Full time)                                         | 27     |
| * Qualified Doctor (Part time)                                         | 12     |
| * Qualified Nurse (Full time)                                          | 11     |
| * 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                                                          | No     |
| • 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                                                   | NA     |

| Hostel Details             |               |               |
|----------------------------|---------------|---------------|
| Hostel Type                | No Of Hostels | No Of Inmates |
| * Boys' hostel             | 0             | 0             |
| * Girls's hostel           | 1             | 70            |
| * Overseas students hostel | 0             | 0             |
| * Hostel for interns       | 1             | 10            |
| * PG Hostel                | 0             | 0             |

### Institutional preparedness for NEP

|                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|-----------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Multidisciplinary/interdisciplinary: | <p>Interdisciplinary activity or interdepartmental courses are implemented by all the departments at SRC Ayurved College in educating the Students . Programs of best practices, developments and techniques in practice of comprehensive patient management are conducted regularly. At SRC Ayurved interdepartmental integrated teaching/training is conducted monthly for faculty and students. The courses diverge from basic sciences to specific clinical subjects. The interdisciplinary meeting is conducted once in every months and special cases absorbed through multidisciplinary approach, presented and discussed with students and department faculty. This encourages discussions on different treatment approaches available. Clinico-pathological discussions are held with departments like Kaya-chikitsa, Sharir- kriya, Rognidan, Panchakarma etc. to get proper ideal treatment which may be medical or surgical. Discussions are done on report of specimens and treatment planning intervention at best treatment to the patient. There is also departmental rotation in clinical departments for students. Institutional plans:</p> <ol style="list-style-type: none"> <li>1. To run multidisciplinary OPDs and motivating our faculties students for multidisciplinary research.</li> <li>2. To set an advanced research Lab</li> <li>3. To set an advanced skill simulation lab.</li> </ol> |
| 2. Academic bank of credits (ABC):      | <ol style="list-style-type: none"> <li>1. The outcome-based education is practiced in distinct in the form of Pass, Fail or ATKT</li> <li>2. Implement an inter-disciplinary &amp; add-on- course method.</li> <li>3. Students will follow the fixed curriculum</li> </ol>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |

|                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|-----------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                       | designed by Regulatory Bodies. 4. Student's centric education methods followed are : a) Group discussion, b) Seminar presentation, c) Bedside demonstration, d) Attending conferences /courses/research.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| 3. Skill development: | <p>All departments are encouraged in attending subject specific conferences and convention at state, national level platforms. • Field visits to various facilities/camp visits are organized so that the students are sensitized with right skill set. • Students are encouraged to attend conferences and conventions at every possible intellect level platform. • Students of all departments attend workshops and conferences .Surgical departments treat and manage disease, injury, pre-and post-surgical management, adopt new surgical techniques for surgical development comprehensive training in diagnosis and treatment of diseases. • Technical fine motor skill learning in use high end equipment's. •Academically trained for teaching skills, research work, publications and presentations. • Analytically trained to handle complicated and systemically compromised patients.</p> <p>Sharirkriya Department :- • Preclinical lab provided with sufficient infrastructure, with attached basic lab, models pertaining to various procedures are displayed. •Students are made to improve clinical knowledge and taught to follow proper sterilization protocol and waste disposal protocol. • Well equipped clinical sections with microscope and digital radiography.</p> <p>Swasthavritta Department :- • Diagnose and provide proper treatment plan after taking detailed history, conducting clinical examination including all diagnostic procedures at the individual level and community level. • Plan appropriate Community education about life style disorders, yoga and natural health care. Planning of Health Program, conduct the program and evaluate the same at the community level. • Conduct survey and use appropriate methods to impart Health Education. • Develop the planning, implementation, evaluation and administrative skills to carry out successful community Health Programs.</p> <p>Prasuti Tantra and Streerog :- • Basic knowledge of growth and development of fetus and child bearing age woman • Patient Record maintenance •Diagnosis and treatment planning • Patient communication • Management of emergencies like obstructed labour,</p> |

|                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|--------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                    | <p>PPH, PIH, etc. Rognidan Department :- A graduate should be able to demonstrate the following skills necessary for practice of pathology. • To have higher competence in both general and special pathology dealing with diseases. • To possess skills to perform routine , haematological, Biochemistry, microbiological and immunological investigations. •Students are trained to have in- depth understanding of current research methodologies, research projects and scientific writing.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| 4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course): | <p>APPROPRIATE INTEGRATION OF INDIAN KNOWLEDGE SYSTEM- All students are admitted from across the length and breadth of the country as per NEET guidelines. Students are from multi-cultural and various linguistic backgrounds. There is complete national integration and harmony in the institution. As per the guidelines of affiliating University and NCISM, the medium of instruction is English and Regional language. Therefore, classes in English are held for those students having difficulty in the language. Patients from surrounding area visit the teaching hospital. Students are given training in communication and soft skills for interacting with patients from different socioeconomic and cultural strata of society. The institutional social responsibility includes conducting of Health camps, school health education and outreach programmes in semi urban and rural areas. Sensitisation of students on various social issues within the Indian system is done through “Beti bachao beti padao”, blood donation camps and environmental issues. Various add on certificates courses and value-based courses are conducted on issues including Softskills, Human values, Garbha Sanskar, Ksharsutra etc. In the field of research, students are encouraged to carry out studies on alternative remedies in the Indian system such as Panchakarma ,Yoga etc that can be used for prevention and treatment of diseases. For holistic development, cultural programmes, festivals and other events celebrating in India are held annually, e.g.; Teachers’ Day, Doctors Day, Ganesh Festival, Gurupornima.</p> |
| 5. Focus on Outcome based education (OBE):                                                                         | <p>SRC Ayurved emphasizes on providing the students with all-inclusive knowledge and necessary skills required for everyday practice. SRC Ayurved applies outcome-based education for both the Students. The programme places equal emphasis on clinical ability,</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |

|                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|-----------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                         | <p>research skills, and leadership capabilities. The programme outcome and course outcome are well outlined to create a diverse learning environment, where students are encouraged towards intellectual transformation. SRC Ayurved objective to maintain highest standards of excellence and professionalism in all aspects of patients centered practice with research being a integral part of SRC Ayurved. The course files are well defined and maintained in all the departments for Students. Programme specific learning outcomes observes a continuous improvement in all the aspects of student advancement. Course files are well maintained in all the departments. The slow vs advanced learner's mechanism is well established through the conduct of internal assessment examination and mentor-mentee system.</p>                                                                                                                                                                                                                                                                                                                                                    |
| 6. Distance education/online education: | <p>Online education was allowed to students in pandemic period. Students attend classes from any location of their choice. Faculty and students have become comfortable using LMS for academic activity during the Covid period. During pandemic theory classes were conducted for Students through various digital platforms like Zoom, Microsoft team, Google meet etc. In the web-based virtual environment, students can continue to engage with live academic lectures that were previously available in classrooms and can also store and review these lectures whenever and wherever they choose. On the other hand, the use of virtual patients helps students to develop clinical skills such as patient interviewing, history taking, and symptom observation, which lays a foundation for their future careers. lecturers present seminars, case-based learning and problem-based learning through the digital platforms. Faculty and students attended and presented scientific papers through digital conferences, webinars and various workshops to enhance their knowledge and skill. These online platforms ensure that both faculty and students stay augmented.</p> |

### Institutional Initiatives for Electoral Literacy

|                                                                          |                                                                                              |
|--------------------------------------------------------------------------|----------------------------------------------------------------------------------------------|
| 1. Whether Electoral Literacy Club (ELC) has been set up in the College? | Yes, Since two year back ELC is Established in our college. From Academic year 2023-24 there |
|--------------------------------------------------------------------------|----------------------------------------------------------------------------------------------|

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                              |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | responsibility of ELC is given to Dr.Piyush Purohit.                                                                                                                                                                                                                                                                                         |
| 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?                                                                                                                                                                                                                                                                                                                                        | Yes, faculty and students are appointed for its smooth functioning. Students coordinator Ku.Geeta Gabale final year and 04 members who organises various types of programs in college.                                                                                                                                                       |
| 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. | ELC works with the help of Chikhli Tahsil office. Every year we organise voter awareness drive for the awareness of Under privileged people, transgender, commercial sex workers and socially deprived people. In the last 2 years more than 150 voters registered. Students participated in surveys made by NGOs about pre polling results. |
| 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.                                                                                                                                                                                                                               | Yes in Participation and Role of Matadar Nondani Abhiyan for Elections in Chikhli Taluka with chikhli tahsildar on date 2 Aug 2023 Special Reference to Election 2024'. Faculties of our college campaign for a month in a town during election regarding fair and fearless voting.                                                          |
| 5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.                                                                                                                                                                                                                                                                                                  | Maximum number of students of college who have crossed 18 are enrolled.                                                                                                                                                                                                                                                                      |

## Extended Profile

### 1 Students

#### 1.1

##### Number of students year-wise during the last five years

| 2022-23                                            | 2021-22 | 2020-21                       | 2019-20 | 2018-19 |
|----------------------------------------------------|---------|-------------------------------|---------|---------|
| 175                                                | 233     | 227                           | 227     | 215     |
| File Description                                   |         | Document                      |         |         |
| Institutional data in prescribed format(Data templ |         | <a href="#">View Document</a> |         |         |

#### 1.2

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

| 2022-23                                            | 2021-22 | 2020-21                       | 2019-20 | 2018-19 |
|----------------------------------------------------|---------|-------------------------------|---------|---------|
| 62                                                 | 112     | 22                            | 48      | 40      |
| File Description                                   |         | Document                      |         |         |
| Institutional data in prescribed format(Data templ |         | <a href="#">View Document</a> |         |         |

#### 1.3

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

| 2022-23                                            | 2021-22 | 2020-21                       | 2019-20 | 2018-19 |
|----------------------------------------------------|---------|-------------------------------|---------|---------|
| 60                                                 | 60      | 60                            | 60      | 60      |
| File Description                                   |         | Document                      |         |         |
| Institutional data in prescribed format(Data templ |         | <a href="#">View Document</a> |         |         |

### 2 Teachers

#### 2.1

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

| 2022-23                                            | 2021-22 | 2020-21                       | 2019-20 | 2018-19 |
|----------------------------------------------------|---------|-------------------------------|---------|---------|
| 38                                                 | 40      | 37                            | 36      | 40      |
| File Description                                   |         | Document                      |         |         |
| Institutional data in prescribed format(Data templ |         | <a href="#">View Document</a> |         |         |

## 2.2

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

| 2022-23                                            | 2021-22 | 2020-21                       | 2019-20 | 2018-19 |
|----------------------------------------------------|---------|-------------------------------|---------|---------|
| 38                                                 | 40      | 37                            | 36      | 40      |
| File Description                                   |         | Document                      |         |         |
| Institutional data in prescribed format(Data templ |         | <a href="#">View Document</a> |         |         |

## 3 Institution

### 3.1

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

| 2022-23                                            | 2021-22 | 2020-21                       | 2019-20 | 2018-19 |
|----------------------------------------------------|---------|-------------------------------|---------|---------|
| 54.59                                              | 36.42   | 38.28                         | 73.40   | 71.74   |
| File Description                                   |         | Document                      |         |         |
| Institutional data in prescribed format(Data templ |         | <a href="#">View Document</a> |         |         |

## 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:**

UG academic council is formed in the presence of head of the institute letters are allotted to all members for committee. Total five meetings of UG academic committee members are arranged through out academic session. In these meetings instructions are given to all HODs about Advance Teaching Program and New syllabus discussion taken about term end exams and students attendance.

Our institute is allied to MUHS Nashik University for BAMS Course. Academic calendar of institute is designed as per scheduled under MUHS Academic Calendar. As per scheduled MUHS calendar institutional calendar designed in year 2023-24. As per university norms time table of periodic assessment, internal assessment is prepared.

Advance training program of each subject prepared as per old/new syllabus followed by MUHS, Nashik in which duration of each topic and name of topic as well as name of lecturer mentioned. Because of ATP the process of teaching is time bound and efficient of advance planning help in positive outcome. As per topic student are encouraged to participate in all activity so the knowledge of student in applied practice and clinical set enhanced by this teaching method.

As per topic different teaching /learning method is performed i.e ppt, different type of activity, group discussion, demonstration and individual performance, video clips.

The Periodic assessments are based on the topic covered in lecture as well as demonstration. P.A can be taken on MCQ, summery writing, shlok recitation.

The termed examination with theory paper writing and practical oral examination according to syllabus of related subjects are taken on time.

The time table is displayed on noticed board in advanced for notice of student. The continuous internal evaluation gives as estimation of students performance. Mark list of these examinations is displayed on notice board. From above results, all 14 departmental meeting are conducted by institute and discussed about slow learner and weak performance of examination. For slow learner students action taken i.e Extra classes, Re-examination taken.

For new batch induction program is conducted by respective departmental/ subject expert. Feedback regarding the curriculum is taken, analyzed and discussed in the meetings of the Curriculum committee to enhance the effectiveness of the curriculum

According to NCISM curriculum nine periodic assessments and two internal term exam with theory and practical as to be taken.

Seven days Orientation program is organized according to norms of university in which basic information about different departmental OPD, method of working, importance of internship, rules during opd and ipd duty instructed.

Sport and cultural activity- Different sport and cultural activity conducted in annual gathering to identify and improve the skills of students. Best performers from cultural activity are selected for cultural events of university.

Basic Workshop on different topic like CPR, Panchakarma, Agnikarma are conducted by college to improve the skills and to get knowledge regarding the topics for practice.

NSS camp is conducted by college to make aware about health to people and give short tips about ayurved medicine regarding the disease.

Study tours are arranged by the Dravyaguna department and Rasashashtra department for 2nd year students to enrich their subject understanding. Visits like the Vanaspati Darshan, Pharmacy and water purification plant are arranged by the Swasthavritta department for 3rd-year students to give practical exposure.

| File Description                                                    | Document                      |
|---------------------------------------------------------------------|-------------------------------|
| Any additional information                                          | <a href="#">View Document</a> |
| Link for Minutes of the meeting of the college curriculum committee | <a href="#">View Document</a> |
| Link for any other relevant information                             | <a href="#">View Document</a> |

#### Other Upload Files

|   |                               |
|---|-------------------------------|
| 1 | <a href="#">View Document</a> |
| 2 | <a href="#">View Document</a> |

#### 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:** 1.58

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

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

| File Description                                                                                            | Document                      |
|-------------------------------------------------------------------------------------------------------------|-------------------------------|
| Provide scanned copy of nomination letter such BoS and Academic Council From University/ Autonomous college | <a href="#">View Document</a> |
| Institutional data in prescribed format                                                                     | <a href="#">View Document</a> |
| Any additional information                                                                                  | <a href="#">View Document</a> |
| Link for additional information                                                                             | <a href="#">View Document</a> |

## 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:** 93.68

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

Response: 89

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

Response: 95

| File Description                                                                                                                               | Document                      |
|------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| Minutes of relevant Academic Council/BoS meetings                                                                                              | <a href="#">View Document</a> |
| List of Interdisciplinary /interdepartmental courses /training across all the the programmes offered by the University during the last 5 years | <a href="#">View Document</a> |
| Institutional data in prescribed format                                                                                                        | <a href="#">View Document</a> |
| Institutional data in prescribed format                                                                                                        | <a href="#">View Document</a> |
| Any additional information                                                                                                                     | <a href="#">View Document</a> |
| Link for Additional Information                                                                                                                | <a href="#">View Document</a> |

**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:** 66.3

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

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
| 130     | 130     | 130     | 190     | 130     |

| File Description                                                                       | Document                      |
|----------------------------------------------------------------------------------------|-------------------------------|
| Institutional data in prescribed format                                                | <a href="#">View Document</a> |
| Details of the students enrolled in subject-related Certificate/Diploma/Add-on courses | <a href="#">View Document</a> |
| Any additional information                                                             | <a href="#">View Document</a> |
| Link for additional information                                                        | <a href="#">View Document</a> |

**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:**

| Sr. No | Description                      | Syllabus                                                                                                                                                                                                                                                                                                     |
|--------|----------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1      | Gender Equity                    | <p>Subject: Padartha</p> <p>Vigyan Evum Ayurveda</p> <p>Itihas- Ist Year.</p> <p>Four Types Of Methods For Examination In Ayurveda (Chaturvidha- parikshavidhi), Pramana In Ayurveda</p> <p>Practical Application Of Methods Of Examination (Parikshavidhi) In Treatment (Chikitsa).</p>                     |
| 2      | Environmental And Sustainability | <p>Subject: Rognidan IInd</p> <p>Year Basic Knowledge Of Hereditary, Congenital, Acquired, Multifactorial, Traumatic And Environmental Disorders. Definition And Classification Of Vyadhikshamatva</p>                                                                                                       |
| 3      | Human Values                     | <p>Subject: Swasthavritta</p> <p>Concept Of Wellbeing Objective, Subjective, Standard Of Living, Quality Of Life,</p> <p>Sadvritta Description Of Sadvritta And Achara</p> <p>Rasayana Their Role In Prevention And Control Of Diseases Astanga</p> <p>Yoga Yama, Niyama Asana</p> <p>And Its Importance</p> |
| 4      | Health                           | <p>Subject: Rognidan IInd Year</p> <p>Types Of Immunity - Different Types Of Immune Responses In</p>                                                                                                                                                                                                         |

|   |                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|---|--------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|   |                                            | <p>The Body - Basic Knowledge Of Auto Immune Diseases, Acquired Immune Deficiency Disease And Hypersensitivity. Difference Between Roga And Rogi Pariksha</p> <p>Subject: Padartha Vigyan Evum Ayurveda</p> <p>Itihas -Its Year Immunity, Classification Of Immunity: Innate, Acquired And Artificial. Different Mechanisms Involved In Immunity: Humoral (B-Cell Mediated) And T-Cell Mediated Immunity. Hypersensitivity.</p>                                                                                                                                                                                                                                                                                                                                                                        |
| 5 | Right To Health                            | <p>Subject: Swasthavritta Sadvritta Description Of Sadvritta And Achara Rasayana Their Role In Prevention And Control Of Diseases</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| 6 | Demographic Issues and Professional Ethics | <p>Subject: Agadtantra Medico Legal Importance Of Pregnancy, Delivery; Impotence &amp; Sterility, Abortion, Infanticide, Battered Baby. Virginity, Artificial Insemination</p> <p>Ethics As In Classical Texts. Types Of Vaidya, Pranabhisara And Rogabhisara Vaidya, Responsibilities Of Vaidya, Chaturvidha Vaidyavrutti Duties Of Vaidya To His Patient, Vaidya Sadvrittam, Apujya Vaidya, Code Of Conduct. Laws In Relation To Medical Practitioners: Indian Medicine Central Council Act.</p> <p>Physician's Responsibility In Criminal Matters, Professional Negligence, Civil Negligence, Criminal Negligence, Medico Legal Aspects Of Acquired, Immune Deficiency Syndrome, Rights Of An Unborn Child, Medical Termination Of Pregnancy Act Transplantation Of Human Organs Bill 1994, Pre</p> |

|  |  |                                                                                                                                              |
|--|--|----------------------------------------------------------------------------------------------------------------------------------------------|
|  |  | Natal Diagnostic Testing Act, Malingering of Feigned Diseases, International Code Of Medical Ethics For Doctors. Clinical Establishment Act. |
|--|--|----------------------------------------------------------------------------------------------------------------------------------------------|

| File Description                                 | Document                      |
|--------------------------------------------------|-------------------------------|
| Link for list of courses with their descriptions | <a href="#">View Document</a> |

**1.3.2**

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

**Response:** 50

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

Response: 50

| File Description                                               | Document                      |
|----------------------------------------------------------------|-------------------------------|
| List of-value added courses                                    | <a href="#">View Document</a> |
| Institutional data in prescribed format                        | <a href="#">View Document</a> |
| Brochure or any other document related to value-added course/s | <a href="#">View Document</a> |
| Any additional information                                     | <a href="#">View Document</a> |
| Links for additional information                               | <a href="#">View Document</a> |

**1.3.3**

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

**Response:** 52.7

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 170     | 161     | 58      | 161     | 169     |

| File Description                                        | Document                      |
|---------------------------------------------------------|-------------------------------|
| Institutional data in prescribed format                 | <a href="#">View Document</a> |
| Attendance copy of the students enrolled for the course | <a href="#">View Document</a> |
| Any additional information                              | <a href="#">View Document</a> |

**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:** 91.83

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

Response: 236

| File Description                                                                                                                                                                                          | Document                      |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| Scanned copy of filed visit report with list of students duly attested by the Head of the institution to be provided                                                                                      | <a href="#">View Document</a> |
| Institutional data in prescribed format                                                                                                                                                                   | <a href="#">View Document</a> |
| Community posting certificate should be duly certified by the Head of the institution                                                                                                                     | <a href="#">View Document</a> |
| Any additional information                                                                                                                                                                                | <a href="#">View Document</a> |
| 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 | <a href="#">View Document</a> |
| Link for additional information                                                                                                                                                                           | <a href="#">View Document</a> |

**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 | <a href="#">View Document</a> |
| Sample filled in Structured Feedback to be provided by the institution for each category claimed in SSR              | <a href="#">View Document</a> |
| Institutional data in prescribed format                                                                              | <a href="#">View Document</a> |
| Any additional information                                                                                           | <a href="#">View Document</a> |
| Link for additional information                                                                                      | <a href="#">View Document</a> |

#### 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                                                                                                   | <a href="#">View Document</a> |
| Institutional data in prescribed format                                                                                       | <a href="#">View Document</a> |
| Any additional information                                                                                                    | <a href="#">View Document</a> |
| Action taken report of the Institution on feedback report as minuted by the Governing Council, Syndicate, Board of Management | <a href="#">View Document</a> |
| Link for additional information                                                                                               | <a href="#">View Document</a> |

#### Other Upload Files

|   |                               |
|---|-------------------------------|
| 1 | <a href="#">View Document</a> |
|---|-------------------------------|

## Criterion 2 - Teaching-learning and Evaluation

### 2.1 Student Enrollment and Profile

#### 2.1.1

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

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

**Response:** 100

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 34      | 37      | 36      | 36      | 39      |

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 34      | 37      | 36      | 36      | 39      |

| File Description                                                                                                                                                                      | Document                      |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| Institutional data in prescribed forma                                                                                                                                                | <a href="#">View Document</a> |
| Final admission list published by the HEI                                                                                                                                             | <a href="#">View Document</a> |
| 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) | <a href="#">View Document</a> |
| Any additional information                                                                                                                                                            | <a href="#">View Document</a> |
| Annual Report/ BOM report/ Admission report duly certified by the Head of the Institution                                                                                             | <a href="#">View Document</a> |
| Admission extract submitted to the state OBC, SC and ST cell every year.                                                                                                              | <a href="#">View Document</a> |
| Link for Any other relevant informatio                                                                                                                                                | <a href="#">View Document</a> |

#### Other Upload Files

1 [View Document](#)

### 2.1.2

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

**Response:** 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:

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

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 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 | <a href="#">View Document</a> |
| Institutional data in prescribed format                                                                                                                                  | <a href="#">View Document</a> |

### 2.1.3

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

**Response: 1**

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 01      | 01      | 01      | 0       | 0       |

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

## 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:** C. Any two of the above

| File Description                                                                                                             | Document                      |
|------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| Institutional data in prescribed format                                                                                      | <a href="#">View Document</a> |
| Criteria to identify slow performers and advanced learners and assessment methodology                                        | <a href="#">View Document</a> |
| Consolidated report of special programs for advanced learners and slow learners duly attested by the Head of the Institution | <a href="#">View Document</a> |
| Any other information                                                                                                        | <a href="#">View Document</a> |
| Link for any relevant information                                                                                            | <a href="#">View Document</a> |

### 2.2.2

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

**Response:** 4.61

| File Description                                                            | Document                      |
|-----------------------------------------------------------------------------|-------------------------------|
| List of students enrolled in the preceding academic year                    | <a href="#">View Document</a> |
| List of full time teachers in the preceding academic year in the University | <a href="#">View Document</a> |
| Institutional data in prescribed format (data Templates)                    | <a href="#">View Document</a> |

### Other Upload Files

|   |                               |
|---|-------------------------------|
| 1 | <a href="#">View Document</a> |
|---|-------------------------------|

### 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:**

Ayurveda is an ancient medical science which heals not only body as well as the mind. In medical College we teach all about our body, its anatomy, its function, it's diseases and treatment. We do our best to make best doctor. But we think that it is also our responsibility to make our students fit physically as well as mentally. So, in our college we organise different types of events which helps to improve students' knowledge as well as their psychological health. For psychological health we organise different types of extra-curricular activities such as sports, cultural programs, outdoor visits, tours outside the campus, yoga camps and seminars with motivational speakers.

In our institute we organise Ganesh Festival. As Ganesha is the god of knowledge and wisdom, we celebrate in such a way that it will help to increase students' knowledge and capacity of mind. To increase knowledge, we arrange seminars and guests lecture, best chart making competition on ayurveda and modern science. To increase their capacity of mind and to light their inner spark we arrange quiz competitions, discussion on ayurveda and modern theories, sports like chess etc. We also arrange singing and dancing compaction to make their college life happy joyful and also to encourage their inner skills.

To increase their physical fitness we organise sports competitions like Cricket, Holi ball, table tennis, badminton and running compaction.

To increase their social touch and to fulfil our social responsibility we arrange free health checkup camps in nearer villages, in religious fairs (Jatra). These camps also remind them Nobel because of our medical profession i.e. serve ill and needy patients.

We also organise blood donation camps and encourage students to do regular blood donations.

To increase people's awareness about some diseases, epidemic situations, hygiene etc. we arrange drama on roads. Students also enjoy these types of activities.

....

..... photo of drama....

....

To increase their knowledge of plants, their names, there uses in Ayurveda, we arrange trips in forests. Also, we stay in forests to feel nature closely. It is a good method to increase contact of students and nature.

As we know that yoga is a best way to live long and healthy. So we also arrange yoga sessions by experts. These yoga sessions make students more energetic and fit physically and emotionally.

Also, to increase students' interest in study we honour topper students by giving them different types of awards.

By all these methods we want to make students physically and mentally fit for their future goals.

| File Description                          | Document                      |
|-------------------------------------------|-------------------------------|
| Link for Appropriate documentary evidence | <a href="#">View Document</a> |
| Link for any other relevant information   | <a href="#">View Document</a> |

## 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:**

### 2.3.2 Our Teachers use ICT enabled tools for effective teaching – learning process.

Today, it is essential for the students to learn and master the latest technologies in order to cooperate to ready. As a consequence, teachers are combining technology with traditional mode of instruction to engage students to long term learning. Colleges uses Information and Communication Technology (ICT) in education to support, enhance and optimize the delivery education.

The following tools are used by the Institute

#### Use of ICT By Faculty-

1. PowerPoint presentations-Faculties are encouraged to use power-point presentations in their teaching by using LCD's and projectors. They are also equipped by digital library, online search engines and websites to prepare effective presentations.

#### 2. ICT Tools

1. Projectors-projectors are available in different classrooms/labs
2. Desktop and Laptops-Arranged at Computer Lab and Faculty cabins all over the campus.
3. Printers- They are installed at Labs, HOD Cabins and all prominent places.
4. Photocopier machines - Multifunction printers are available at all prominent places in the

institute.

5. Scanners- Multifunction printers are available at all prominent places.
6. Seminar Rooms-seminar Hall is well equipped with all digital facilities
7. Smart Board-smart boards are installed in the class rooms.
8. Auditorium- It is digitally equipped with mike, projector, cameras and computer system.
9. Online Classes through Zoom, Google Meet, Microsoft Team, Google Classroom)
10. OHP: overhead projectors are available in college for effective learning of students.

1. Seminar and Conference room are digitally equipped where guest lectures, expert talks and various competitions are regularly organized for students.
2. Online quiz Faculties share online quiz for students after the completion of each unit with the help of GOOGLE FORMS.
3. Video Conferencing-Students are counselled with the help of Zoom/Google meet applications.
4. Video lecture-Recording of video lectures is made available to students for long term learning and future referencing.
5. Online competitions- Various technical events and management events such as Poster making. Project presentations, Debates, paper, Ayurveda quiz, presentations etc are being organized with the help of various Information Communication Tools.
6. Workshops- Teachers use various ICT tools for conducting workshops en latest methods such as SPSS, Programming languages, simulations etc

### **E-Resources Used.**

1. E-journals
2. E-books
- 3 Educational Websites
4. SWAYAM/NFTEL Course material
- 5 Educational Content available on websites
- 6 Internet Archives

7 You Tube Educational Videos

8. National Digital Library of India

9. Shodh Ganga 10. DOAJ Directory of Open Access Journals

10. Open Textbook Library

11. E-Journals

12. Wi-Fi campus

13. Online and offline videos

In our institute teachers use ICT tools to learn and master the latest technologies in order to get our future doctors ready for today's era. As a consequence, teachers are combining technology with traditional mode of instruction to engage students to long term learning. Colleges uses Information and Communication Technology (ICT) in education to support, enhance and optimize the delivery education. In todays era of artificial intelligence we aspire to introduce new ICT tools for our students. Teachers are given training for E- teaching and workshop is organized with the help of IT professionals.

| File Description                                         | Document                      |
|----------------------------------------------------------|-------------------------------|
| Link for any other relevant information                  | <a href="#">View Document</a> |
| Link for learning environment facilities with geotagging | <a href="#">View Document</a> |

### 2.3.2

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

##### **The Institution:**

- 1. Has Basic Clinical Skills / Simulation Training Models and Trainers for skills in the relevant disciplines.**
- 2. Has advanced simulators for simulation-based training**
- 3. Has structured programs for training and assessment of students in Clinical Skills Lab /**

**Simulation based learning.****4. Conducts training programs for the faculty in the use of clinical skills lab and simulation methods of teaching-learning****Response:** A. All of the above

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

**2.3.3****Teachers use ICT-enabled tools for effective teaching and learning process, including online e-resources****Response:****2.3.3 A Our Teachers use ICT enabled tools for effective teaching – learning process.**

Today, it is essential for the students to learn and master the latest technologies in order to cooperate to ready. As a consequence, teachers are combining technology with traditional mode of instruction to engage students to long term learning. Colleges uses Information and Communication Technology (ICT) in education to support, enhance and optimize the delivery education.

The following tools are used by the Institute

**Use of ICT By Faculty-**

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## **2. ICT Tools**

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3. Printers- They are installed at Labs, HOD Cabins and all prominent places.
4. Photocopier machines - Multifunction printers are available at all prominent places in the institute.
5. Scanners- Multifunction printers are available at all prominent places.
6. Seminar Rooms-seminar Hall is well equipped with all digital facilities
7. Smart Board-smart boards are installed in the class rooms.
8. Auditorium- It is digitally equipped with mike, projector, cameras and computer system.
9. Online Classes through Zoom, Google Meet, Microsoft Team, Google Classroom)
10. OHP: overhead projectors are available in college for effective learning of students.

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2. Online quiz Faculties share online quiz for students after the completion of each unit with the help of GOOGLE FORMS.
3. Video Conferencing-Students are counselled with the help of Zoom/Google meet applications.
4. Video lecture-Recording of video lectures is made available to students for long term learning and future referencing.
5. Online competitions- Various technical events and management events such as Poster making. Project presentations, Debates, paper, Ayurveda quiz, presentations etc are being organized with the help of various Information Communication Tools.
6. Workshops- Teachers use various ICT tools for conducting workshops on latest methods such as SPSS, Programming languages, simulations etc

## **E-Resources Used.**

1. E-journals

## 2. E-books

3 Educational Websites

4. SWAYAM/NFTEL Course material

5 Educational Content available on websites

6 Internet Archives

7 You Tube Educational Videos

8. National Digital Library of India

9. Shodh Ganga 10. DOAJ Directory of Open Access Journals

10. Open Textbook Library

11. E-Journals

12. Wi-Fi campus

13. Online and offline videos

In our institute teachers use ICT tools to learn and master the latest technologies in order to get our future doctors ready for today's era. As a consequence, teachers are combining technology with traditional mode of instruction to engage students to long term learning. Colleges uses Information and Communication Technology (ICT) in education to support, enhance and optimize the delivery education. In todays era of artificial intelligence we aspire to introduce new ICT tools for our students. Teachers are given training for E- teaching and workshop is organized with the help of IT professionals.

| File Description                                                     | Document                      |
|----------------------------------------------------------------------|-------------------------------|
| File for list of teachers using ICT-enabled tools (including LMS)    | <a href="#">View Document</a> |
| File for details of ICT-enabled tools used for teaching and learning | <a href="#">View Document</a> |

## 2.3.4

**Student :Mentor Ratio (preceding academic year)****Response:** 8.33

2.3.4.1 Total number of mentors in the preceding academic year

Response: 21

| File Description                                                                 | Document                      |
|----------------------------------------------------------------------------------|-------------------------------|
| Log Book of mentor                                                               | <a href="#">View Document</a> |
| Institutional data in prescribed format                                          | <a href="#">View Document</a> |
| Copy of circular pertaining the details of mentor and their allotted mentees     | <a href="#">View Document</a> |
| Approved Mentor list as announced by the HEI Allotment order of mentor to mentee | <a href="#">View Document</a> |
| Any other relevant information                                                   | <a href="#">View Document</a> |
| Link for any other information                                                   | <a href="#">View Document</a> |

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

QLM 2.3.5 for the Teaching learning process of the institution nurtures creativity , analytical skills and innovations among students

The journey of teaching learning process of the institution is very beautifully designed by teaching staff of our college.

The main aim behind this is to make the learning process smooth interesting and the most iconic role in all this is played by our teachers and students themselves and institution at large.

With the array of activities ranging from -

1. Model making
2. Charts making
3. Guest speaker lecture
4. visits to various vaccination centre
5. visit to PM CENTRE
6. VISIT TO VARIOUS VILLAGES FOR TAKING CAMP
7. Visit for endangered species of medicinal plants
8. Visit to pharmaceutical companies
9. Industrial visit by Rasshastra department
10. Various workshop are arranged by various department for ex- swarnaprashan preparation in balroga department
11. Chawanprash preparation in rasshastra department
12. Hair oil preparation and utana preparation in our college
13. Various suvarnaprash camp are taken in our balroga department

14. Various competition are conducted in our college , bone painting competition is conducted in anatomy department of our college which teaches the students the detail knowledge of bones there structure thoroughly
15. Body painting competition was conducted whose aim was to increase the deep knowledge of student regarding the insertion origin of the muscles
16. Dravyagun models were prepared by the student to make dravyagun subject easy and students can enjoy the subject which is very boring and difficult
17. Various training programmes are conducted by various departments on manikin in clinical skill lab

like Neonatal resuscitation – paediatric department which improve the clinical knowledge of student  
adult CPR training by Kaychikitsa department

Ksharsutra preparation in shalya department

Labour stages on labour manikin by gynaecology department

Suturing techniques on suturing demo kit by surgery department

1. Various experiments of pathology are conducted in the lab of pathology
2. Various competition on preparation of ayurvedic recipies are also conducted in our college
3. Case based learning- case scenarios are prepared and cases are presented in the clinical department
4. Poster presentation organized by Rachana sharir department on various topic like organ donation , on yoga by swasthavrutta department, and rutucharya and cancer day by various department
5. MCQ based teaching
6. Peer assisted learning- In this method the topic is discussed and taught to interns and later the interns present the topic or teach the topic to students
7. Stimulatorss and Manikin assisted training- Hands on workshop are being organized for clinical skill and cardiopulmonary resuscitation
8. Quiz competition organized by various department

All this things are conducted and organized by our college in order to nurture creativity analytical skills and innovation among students in order to make there learning process interesting and easy .

| File Description                          | Document                      |
|-------------------------------------------|-------------------------------|
| Link for appropriate documentary evidence | <a href="#">View Document</a> |
| Link for any other relevant information   | <a href="#">View Document</a> |

## 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) | <a href="#">View Document</a> |
| Institutional data in prescribed format                                                                                                       | <a href="#">View Document</a> |
| Any additional information                                                                                                                    | <a href="#">View Document</a> |
| Links for additional information                                                                                                              | <a href="#">View Document</a> |

**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.

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

| File Description                                                                             | Document                      |
|----------------------------------------------------------------------------------------------|-------------------------------|
| Institutional data in prescribed format                                                      | <a href="#">View Document</a> |
| Copies of Guideship letters or authorization of research guide provide by the the university | <a href="#">View Document</a> |
| Any additional information                                                                   | <a href="#">View Document</a> |
| Link for additional information                                                              | <a href="#">View Document</a> |

**2.4.3**

**Average teaching experience of fulltime teachers in number of years (preceding academic year)****Response:** 7.85**2.4.3.1 Total teaching experience of fulltime teachers in number of years (cumulative experience)**

Response: 298.47

| File Description                                                                 | Document                      |
|----------------------------------------------------------------------------------|-------------------------------|
| Institutional data in prescribed format                                          | <a href="#">View Document</a> |
| Consolidated Experience certificate duly certified by the Head of the insitution | <a href="#">View Document</a> |
| Any additional information                                                       | <a href="#">View Document</a> |
| Link for additional information                                                  | <a href="#">View Document</a> |

**2.4.4****Average percentage of teachers trained for development and delivery of e-content / e-courses during the last 5 years****Response:** 56.45**2.4.4.1 Number of teachers trained for development and delivery of e-contents / e-courses year-wise during the last five years.**

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
| 22      | 23      | 20      | 19      | 24      |

| File Description                                                                                                                  | Document                      |
|-----------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| Institutional data in prescribed format                                                                                           | <a href="#">View Document</a> |
| Certificate of completion of training for development of and delivery of e-contents / e-courses / video lectures / demonstrations | <a href="#">View Document</a> |
| Any additional information                                                                                                        | <a href="#">View Document</a> |
| Link for additional information                                                                                                   | <a href="#">View Document</a> |
| Web-link to the contents delivered by the faculty hosted in the HEI's website                                                     | <a href="#">View Document</a> |

**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:** 2.59

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

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
| 02      | 02      | 01      | 0       | 0       |

| File Description                                                  | Document                      |
|-------------------------------------------------------------------|-------------------------------|
| Institutional data in prescribed format                           | <a href="#">View Document</a> |
| e-Copies of award letters (scanned or soft copy) for achievements | <a href="#">View Document</a> |
| Awards claimed without certificates will not be considered        | <a href="#">View Document</a> |
| Any additional information                                        | <a href="#">View Document</a> |
| Link to additional information                                    | <a href="#">View Document</a> |

## 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:**

#### 2.5.1 ACADEMIC CALENDER Q.L.M.

The institution adheres to the academic calendar for the conduct of continuous internal evaluation and ensures that it is or robust and transparent.

academic calendar of five years

1. The institute follows academic calendar given by CCIM/NCISM according to guidelines given by

- NCISM and MUHS after Admission in first year BAMS students give internal examinations according to their course.
2. BAMS 2017 course consists of 1st year (one yr.) 2nd year (1year), 3rd year and IV year (1.5) plus one year internship.
  3. This course is followed by our institute they have first termed examination and second termed examination second termed examination is for theory as well as practical examination. At the end of second term all internal examinations marks are added to get total marks (90 + 90 + 90) to marks and on the basis of marks obtained by students, average is drawn for internal assessment marks and then signed by students and H.O.D. of all departments. students need to get 50% average I.A. marks to get eligible for final university examination.
  4. If students do not perform well in internal examinations, they are advised to take remedial extra classes in concerned subjects, then their re-exam is taken to improve their average. After every Internal examination mark list and solved answer papers are shown to students as well as displayed on notice board.
  5. In college internal examination time table is made and displaced on notice board before ten days of examination. The syllabus for the examination for each subject is given by MUHS, (term wise syllabus)
  6. The new 2021 course was introduced by NCISM In 2021. so, from 2021 1st years is of 18month 2nd years 18 month and 3rd years 18 month, divided in three terms according to the guidelines given by NCISM and MUHS Nashik, nine periodic assessment exams plus every Termund examination is taken by the institute, the course needs innovative learning and teachings methods for active learning by students.
  7. Our institute follows all instructions given by NCISM & MUHS in this new curriculum, a transitional induction program was organised by institute of 15 days. In this induction program students were introduced to the new syllabus, campus rules medicolegal aspects and clinical applied ayurveda. The pre-test and post-test were taken by objective structured examination to access the improvement in knowledge of students about ayurveda.
  8. In this curriculum students were guided to take active part in learning teaching experience. Various activities were organised by different departments to increase the interest of students. All these activities were included in their assessment for P. A. for example Rachana Sharir department organised bone painting activity for students so that students can learn about origins and insertions of muscles on bones.
  9. An educational visit was organised to the anatomy department of R. T. ayurveda Mahavidyalaya to show two students anatomy museum should be. For Sanskrit vadatu sanskritam i.e. classes were organised to encourage students to get fluency in spoken Sanskrit.

In this manner academic calen

| File Description                                              | Document                      |
|---------------------------------------------------------------|-------------------------------|
| Link for dates of conduct of internal assessment examinations | <a href="#">View Document</a> |
| Link for academic calendar                                    | <a href="#">View Document</a> |
| Link for any other relevant information                       | <a href="#">View Document</a> |

### 2.5.2

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

**Response:**

#### 2.5.1 ACADEMIC CALENDER Q.L.M.

The institution adheres to the academic calendar for the conduct of continuous internal evaluation and ensures that it is robust and transparent.

academic calendar of five years

1. The institute follows academic calendar given by CCIM/NCISM according to guidelines given by NCISM and MUHS after Admission in first year BAMS students give internal examinations according to their course.
2. BAMS 2017 course consists of 1st year (one yr.) 2nd year (1year), 3rd year and IV year (1.5) plus one year internship.
3. This course is followed by our institute they have first termed examination and second termed examination second termed examination is for theory as well as practical examination. At the end of second term all internal examinations marks are added to get total marks (90 + 90 + 90) to marks and on the basis of marks obtained by students, average is drawn for internal assessment marks and then signed by students and H.O.D. of all departments. students need to get 50% average I.A. marks to get eligible for final university examination.
4. If students do not perform well in internal examinations, they are advised to take remedial extra classes in concerned subjects, then their re-exam is taken to improve their average. After every Internal examination mark list and solved answer papers are shown to students as well as displayed on notice board.
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7. Our institute follows all instructions given by NCISM & MUHS in this new curriculum, a transitional induction program was organised by institute of 15 days. In this induction program students were introduced to the new syllabus, campus rules medicolegal aspects and clinical

applied ayurveda. The pre-test and post-test were taken by objective structured examination to access the improvement in knowledge of students about ayurveda.

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9. An educational visit was organised to the anatomy department of R. T. ayurveda Mahavidyalaya to show two students anatomy museum should be. For Sanskrit vadatu sanskritam i.e. classes were organised to encourage students to get fluency in spoken Sanskrit.

In this manner academic calen

| File Description                                                                                                         | Document                      |
|--------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| File for number of grievances regarding University examinations/Internal Evaluation                                      | <a href="#">View Document</a> |
| File for details of University examinations / Continuous Internal Evaluations (CIE) conducted during the last five years | <a href="#">View Document</a> |
| File for any other relevant information                                                                                  | <a href="#">View Document</a> |

### 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:**

#### 2.5.3 QLM Reforms in the process and procedure of Evaluation Examination

1] In Lt.SRC Ayurvedic college, exam reforms as suggested by NICIM cbdc syllabus we added formative assessment test i.e. periodic assessment test, OSCE and OSPE, doaP Sessions

2] As per guidelines we arranged periodic assessment per month, display time table for that department on notice board as per SOP Of assessment papers we follow all rules and guidelines to set the question. All periodic assessment test is of 15 mark each, various methods are followed to set P.A exams such as MCQ, SAQ, Project work, Summary writing., Group Discussion, Quiz, Diagrams Seminars etc.

3]The assessment test is evaluated and marks are displayed on notice board, By following criteria to understand levels of understanding, we divide the students in their categories i.e. High Performers low

performers and Average performers

4]Student in low performing range is allowed to midcourse improvement through remedial classes, tests, projects

5]At the end of term, summative assessment is taken. Paper of 100 marks written and Oral Exam of 100 marks according to MUHS Guidelines and academic calendar of NCIM is arranged

6]All faculty members are given advanced plan of formative as well as summative assessment of full academic year

7]Following reforms are followed in internal evaluations /Examination

I] Examination Procedure

II] Continuous Internal assessment system

III] Competency base assessment

IV] Workplace based assessment

V] OSCE/OSPE

| File Description                            | Document                      |
|---------------------------------------------|-------------------------------|
| Link for Information on examination reforms | <a href="#">View Document</a> |
| Link for any other relevant information     | <a href="#">View Document</a> |

| Other Upload Files |                               |
|--------------------|-------------------------------|
| 1                  | <a href="#">View Document</a> |
| 2                  | <a href="#">View Document</a> |
| 3                  | <a href="#">View Document</a> |

#### 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:** A. All of the above

| File Description                                                                                             | Document                      |
|--------------------------------------------------------------------------------------------------------------|-------------------------------|
| Re-test and Answer sheets                                                                                    | <a href="#">View Document</a> |
| Policy document of the options claimed by the institution duly signed by the Head of the Institution         | <a href="#">View Document</a> |
| Policy document of midcourse improvement of performance of students                                          | <a href="#">View Document</a> |
| List of opportunities provided for the students for midcourse improvement of performance in the examinations | <a href="#">View Document</a> |
| Institutional data in prescribed format                                                                      | <a href="#">View Document</a> |
| Any additional information                                                                                   | <a href="#">View Document</a> |
| Links for additional information                                                                             | <a href="#">View Document</a> |

## 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:**

#### 2.6.1 PO CO QIm

PROGRAM outcomes (Pos) are broad statements that describe the professional accomplishment which program aims at, and these are to be attained by the students by the time they complete the program. POs incorporate many areas of interrelated knowledge, skills and personality traits that are to be acquired by the students during their graduation.

Course outcomes (COs) are direct statements that describe the essential and enduring disciplinary knowledge, abilities that students should possess and the depth of learning that is expected upon completion of a course.

Course outcomes of all subjects are defined by the respective faculty. For Sanskrit department, after studying the course student will be able to get the basic knowledge of Sanskrit language and apply the Sanskrit for reading and understanding the Ayurved granthas profoundly. After studying the Padarth Vidnyan evum Ayurved Itihas student will be able to understand the fundamental concepts of ayurveda and will be able to get the Ayurved history. By reading the Samhita student will be able to get the knowledge of various basic principles of ayurved. It provides knowledge of Ayurved chikitsa. By Samita

addhyan student learn various surgical procedures. By reading the Rachana Sharir student will be able to get knowledge about the basic principles of ayurvedic and modern anatomy. Student will develop surgical skill by doing the cadaveric dissection. He will get diagnostic knowledge by studying surface anatomy and radiological anatomy. By studying the Kriya Sharir provides strong foundation to understand the basic principle of ayurveda like tridosha, triguna, saptadhatu, trimala etc. After studying the Dravya guna student will know the specific properties of plant-based drugs according to rasa, guna, virya & vipaka. After studying the Rasa Shastra and Bhaisajya Kalpna student will get knowledge about herbo-mineral preparation and their dosing. By studying the Swasthvritta student will be able to know the swasthsya Rakshan by dincharya, yogasana and ayurvedic dietetics. He will be able to perform different type of asanas to maintain the healthy condition and prevention of disease. By studying Agad Tantra and V.V student will get knowledge of different poisons and their antidots for their management. Student will get knowledge of different laws related to medical sciences and forensics. By Rog Nidan study student will be able to know the pathology and will learn various diagnostic techniques. By studying Prasuti tantra and Stri Roga student will be able to know the various gynaecological ailments and their treatment, will be able to know prasava Vigyan and sutika care. By studying Shalya and Shalakya Tantra student will be able to diagnose which disease require surgical intervention and will be able to do the same. By studying Kayachikitsa and Panchkarma student will get knowledge of different disease and will give them better treatment according to severity and doshas. By studying Kaumarbhritya, student will be able to diagnose and treat various pediatric disease.

After fulfilling these course outcomes student will be able to fulfill all the stated program outcomes at the end of the course that is BAMS.

| File Description                                                                    | Document                      |
|-------------------------------------------------------------------------------------|-------------------------------|
| Link for upload Course Outcomes for all courses (exemplars from Glossary)           | <a href="#">View Document</a> |
| Link for methods of the assessment of learning outcomes and graduate attributes     | <a href="#">View Document</a> |
| Link for relevant documents pertaining to learning outcomes and graduate attributes | <a href="#">View Document</a> |
| Link for any other relevant information                                             | <a href="#">View Document</a> |

## 2.6.2

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

**Response:** 90.08

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 62      | 65      | 112     | 23      | 49      |

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 68      | 70      | 123     | 27      | 54      |

| 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 | <a href="#">View Document</a> |
| Institutional data in prescribed format                                                                                                                                                              | <a href="#">View Document</a> |
| Any additional information                                                                                                                                                                           | <a href="#">View Document</a> |
| Links for additional information                                                                                                                                                                     | <a href="#">View Document</a> |

## 2.6.3

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

**Response:**

**2.6.3 The teaching learning and assessment processes of the institution are aligned with the stated learning outcome.**

1. program outcomes, Program specific outcomes and Course outcomes for all programs offered by the Institution are displayed in the college premises, so that it will be in Continuous vision of all the teachers and students. This regular awareness by outcome display inspires students to achieve the outcomes efficiently.
  2. 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 stakeholders all times.
  3. They are also discussed during the induction and orientation programs of the students as well as during the faculty and college council meetings.
  4. The assessment process is strictly followed according to guidelines of MUHS and NCISM.
  5. Students are encouraged to participate in all activities and to learn by various teaching methods.
  6. All teachers in our institute are trained in E-content teaching and in relation of today's generation technology is used to increase the interest of students in learning Ayurved and practicing it effectively in today's era.
  7. Students participate in summer internship program conducted by MUHS and get to learn newer techniques of research and innovation.
  8. An overall brief analysis of Class teaching before Starting a new topic for the assessment of the past Conducted classes. After completion of required syllabus, internal exam was taken for assessment of students
  9. Two term-end exams are taken according to academic calendar of institute, NCISM and MUHS ...Also Institute schedule time to time periodic assessment tests or unit tests to check the level of understanding in students.
  10. On the basis of the results in these internal exams, high performing ,average performing, low performing students are identified and guided accordingly .
  11. For slow performers special additional classes are organised and retests are taken. Slow performers are encouraged to study and do more writing practice.
  12. Average performers are motivated through project work, model making and cultivating practical interest in hard topics.
  13. High performers are sent to seminars, conferences ,debate competitions, to encourage them to go further and keep their interest in propagating Ayurved.
- 
1. Allotment of extra teaching classes or sparing extra hours those who are slow learners for the betterment of the students.
  2. for increasing knowledge capability and undertaking the general principles terminologies and basic concepts of Ayurvedic and Modern aspect of all programs, students are encouraged to develop surgical skills, clinical skills by doing Cadaveric dissection, opd, field visits

3. The professional application of the knowledge for diagnostic purpose is also achieved by Students by leaning different methods such as early clinical exposure.
4. correlate the basic principles and terminology of all courses with modern aspect.
5. Through this program outcomes, student with caequire knowledge of health care system and its impact on society.
6. Students will accomplish expertise of Ayurved for we use cbdc syllabus and new education policies.
7. We are proud to be a institute where our teaching learning methods are thus aligned with program outcomes ,learning outcomes and specific learning outcomes.

| File Description                              | Document                      |
|-----------------------------------------------|-------------------------------|
| Link for programme-specific learning outcomes | <a href="#">View Document</a> |
| Link for any other relevant information       | <a href="#">View Document</a> |

#### 2.6.4

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

#### **Response:**

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

In our Institute we arranged at least 3 parents teacher meeting annually.

1. The main purpose of meeting was to create a common platform where teacher and parents come together to enrich the students' educational experiences and discuss variety of issues, regarding all round development of students.
2. A parent teacher meet is an opportunity to share the students academic progress and growth based on classroom observation, tests, assignments and projects. The college get to know from the parent's guardian information about students' strength, needs, behavior and learning styles.
3. The main focus of parents' teachers meeting is learning but it is also important to discuss factors that can affect learning such as students behavioral and social development. Poor relationships, classroom behavior motivation and work habits as well as students' strength and challenges.
4. PTA meeting of 1st yr. students is conducted compulsorily before their joining. Parents of newly admitted students are especially called during induction programme through which they are informed about the vision, mission, and learning objectives of the institution.
5. They are also acknowledged about the eupectation of the institution from the students was formed. Time to time parents is also informed through the group.

6. A parent teacher meet is an opportunity to share the students' academic progress and growth based on classroom observation, tests, assignments and projects. The college get to know from the parent's guardian information about students' strength, needs, behavior and learning styles.
7. The main focus of parents' teachers meeting is learning but it is also important to discuss factors that can affect learning such as students behavioral and social development. Poor relationships, classroom behavior motivation and work habits as well as students' strength and challenges.
8. PTM are conducted at the end of every semester to appear the parents about their ward's academic performance and progress. Also, the ptms

are conducted regarding their children's attendance in all subject's lecture. And also, we discuss the consequences of less attendance in the respective subjects.

1. During PTM the parents can interact with the faculty from all departments as one to one basis. The dean also interacts with the students and parents during this meeting.
2. Parents were informed about the academic progress of the students and were also updated about students' competence in individual subjects. The irregularity of the students was also brought into notice of the parents. They were also informed about the importance of maintaining 75% attendance in each subject.
3. The inputs from same parents were also considered for the betterment of the institution.
4. PTM's are also conducted regarding the problems faced by the students living in the Hostel. In that meeting, the facilities provided by the institution in the hostel Rules and regulation of hostel mess and hygiene of hostel is discussed. .
5. PTM's about the ragging in the college campus and in hostel was also discussed the parents were also informed about the anti- ragging community and body which is developed in the college.

| File Description                                                               | Document                      |
|--------------------------------------------------------------------------------|-------------------------------|
| Link for proceedings of parent –teachers meetings held during the last 5 years | <a href="#">View Document</a> |
| Link for follow up reports on the action taken and outcome analysis.           | <a href="#">View Document</a> |
| Link for any other relevant information                                        | <a href="#">View Document</a> |

## 2.7 Student Satisfaction Survey

### 2.7.1

**Online student satisfaction survey regarding teaching learning process**

**Response: 3.22**

## 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

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

| File Description                                                                         | Document                      |
|------------------------------------------------------------------------------------------|-------------------------------|
| List of full time teacher during the last five years                                     | <a href="#">View Document</a> |
| Institutional data in prescribed format                                                  | <a href="#">View Document</a> |
| Copies of Guideship letters or authorization of research guide provide by the university | <a href="#">View Document</a> |
| Link for Additional Information                                                          | <a href="#">View Document</a> |

#### 3.1.2

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

**Response: 0**

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

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

| File Description                                               | Document                      |
|----------------------------------------------------------------|-------------------------------|
| Institutional data in prescribed format                        | <a href="#">View Document</a> |
| Fellowship award letter / grant letter from the funding agency | <a href="#">View Document</a> |
| E-copies of the award letters of the teachers                  | <a href="#">View Document</a> |
| Link for Additional Information                                | <a href="#">View Document</a> |

**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

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

| File Description                                                                                                                                                  | Document                      |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| Institutional data in prescribed format                                                                                                                           | <a href="#">View Document</a> |
| E-copies of the grant award letters for research projects sponsored by Government, industries and non-government sources such as industries, corporate houses etc | <a href="#">View Document</a> |
| Link for Additional Information                                                                                                                                   | <a href="#">View Document</a> |

**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:**

SRC Ayurved College in Chikhli, Buldhana, has developed a vibrant for innovations, including an incubation center and other initiatives, to ecosystem foster the creation and transfer of knowledge. This

ecosystem is designed to nurture ideas, promote research and development, and facilitate the commercialization of innovative products and services.

**1. Incubation Centre:** The college has established an incubation center to support aspiring entrepreneurs and innovators. The center provides infrastructure, mentorship, networking opportunities, and access to funding to help startups grow and succeed. It also offers training programs and workshops on various aspects of entrepreneurship and innovation.

**2. Research and Development:** The college encourages faculty and students to engage in research and development activities. It provides funding and resources for research projects, and supports collaboration with industry and other research institutions. This focus on R&D helps in generating new knowledge and innovations in the field of Ayurveda.

**3. Industry Collaboration:** SRC Ayurved College has established collaborations with industry partners to facilitate the transfer of knowledge and technology. These partnerships provide students and faculty with opportunities to work on real-world problems and gain practical experience. They also help in commercializing research outcomes and bringing innovative products to the market.

**4. Student Innovation Programs:** The college organizes various programs and competitions to encourage students to innovate. These include hackathons, idea challenges, and innovation camps. These programs provide students with a platform to showcase their creativity and problem-solving skills, and help in nurturing a culture of innovation on campus.

**5. Knowledge Transfer Initiatives:** SRC Ayurved College has initiatives in place to facilitate the transfer of knowledge from academia to industry. This includes technology transfer programs, licensing agreements, and consultancy services. These initiatives help in leveraging the knowledge and expertise of the college for the benefit of society.

**6. Entrepreneurship Development:** The college offers courses and workshops on entrepreneurship development to equip students with the skills and knowledge needed to start their own ventures. It also provides support for business planning, market research, and fundraising to help aspiring entrepreneurs turn their ideas into successful businesses.

**7. Networking and Collaboration:** The college facilitates networking and collaboration among students, faculty, alumni, and industry professionals. This helps in sharing ideas, building partnerships, and exploring new opportunities for collaboration and innovation.

**8. Community Engagement:** SRC Ayurved College engages with the local community to address their needs and challenges through innovative solutions. This includes initiatives such as health camps, awareness programs, and community-based research projects. These efforts help in creating a positive impact on society and fostering a culture of innovation beyond the campus.

In conclusion, SRC Ayurved College in Chikhli, Buldhana, has developed a robust ecosystem for innovations, including an incubation center and other initiatives, to promote the creation and transfer of knowledge. These initiatives help in nurturing a culture of innovation, supporting entrepreneurship, and contributing to the development of the Ayurveda sector.

| File Description                                        | Document                      |
|---------------------------------------------------------|-------------------------------|
| Link for details of the facilities and innovations made | <a href="#">View Document</a> |

## 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: 1**

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 1       | 0       | 0       | 0       | 0       |

| File Description                             | Document                      |
|----------------------------------------------|-------------------------------|
| Report of the workshops/seminars with photos | <a href="#">View Document</a> |
| Institutional data in prescribed format      | <a href="#">View Document</a> |
| Link for Additional Information              | <a href="#">View Document</a> |

### 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: B. Any 3 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 | <a href="#">View Document</a> |
| Institutional data in prescribed form                                                                                         | <a href="#">View Document</a> |
| Link for Additional Information                                                                                               | <a href="#">View Document</a> |

**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                      |
|----------------------------------------------------------------------------------|-------------------------------|
| PhD/ DM/ M Ch/ PG Degree Award letters of students (with guide's name mentioned) | <a href="#">View Document</a> |
| Institutional data in prescribed format                                          | <a href="#">View Document</a> |

**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 form                                                                                  | <a href="#">View Document</a> |
| Link for Additional Information                                                                                        | <a href="#">View Document</a> |
| Web-link provided by institution in the template which redirects to the journal webpage published in UGC notified list | <a href="#">View Document</a> |

**3.3.4**

**Average number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings indexed 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 | <a href="#">View Document</a> |
| Institutional data in prescribed format                                                                                                                                                  | <a href="#">View Document</a> |
| Link for additional Information                                                                                                                                                          | <a href="#">View Document</a> |

**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:** 40

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 16      | 0       | 2       | 10      | 12      |

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

**3.4.2****Average percentage of students participating in extension and outreach activities during the last five years****Response:** 27.66**3.4.2.1 Number of students participating in extension and outreach activities year-wise during last five years**

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 100     | 0       | 30      | 75      | 75      |

| File Description                                                                                                                                                                                                                                     | Document                      |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| Institutional data in prescribed forma                                                                                                                                                                                                               | <a href="#">View Document</a> |
| 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 | <a href="#">View Document</a> |
| Link for additional information                                                                                                                                                                                                                      | <a href="#">View Document</a> |

**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:**

Dr Piyush purohit is known for their exceptional outreach efforts, connecting with community members and fostering meaningful relationships through different activities. His dedication to promoting SRC Ayurved college activities is truly appreciated.

"We are grateful for Dr pandhari ingles s tireless efforts in leading our outreach initiatives. Their passion and commitment have made a significant impact in our community and we are honored to have them as part of our team."

They both have helped us expand our reach to community

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In 2022 Dr Piyush purohit participated in ayurved vyaspeeth international seminar 2022. He is awarded by the organisation for his work.

Dr PM purohit received best team manager award for indradhanushya 2022 organised by mahatma phule Krishi vydyapeeth rahuri.

Dr pandhari ingle has received vidarbh gaurav award for excellent work in promoting Ayush therapies by AIMA shegaon.

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| File Description                                                    | Document                      |
|---------------------------------------------------------------------|-------------------------------|
| Link for list of awards for extension activities in the last 5 year | <a href="#">View Document</a> |
| Link for e-copies of the award letters                              | <a href="#">View Document</a> |
| Link for any other relevant information                             | <a href="#">View Document</a> |

#### 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:

In our institute, Lt. Sunil Ramsing Chunawale Ayurved college, Chikhali, we organise various extensive activities for our students. These activities help students' overall growth and make them aware about their social responsibilities.

We have a very enthusiastic team of NSS as well as collaborations and mou with many NGOS who coordinate these activities with our institute.

Today's era is the era of high and tough competition and as we seeing that in past three years the youth of this country has totally became dependent on social media and online mode of education, it's very essential be the part of internet but totally and blindly dependent on online technology can be harmful to our youth of this nation, online and social media is only meant to make our work smooth

In this regard specially in case of higher education like medical where the career of our students develops and diversifies and the student decides that in which field he/she can pursue career so for that strong foundation needs to be build and for that we have to provide concrete practical and behavioural knowledge to students, but only by providing the bookish knowledge to students we can't make them real educated

To make the students true and authenticated intellectual we have to conduct extension activities for personality development and polishing the skills and talents of our students, so for this it's the moral

responsibility of teachers and educational institutes to provide the students the core of all round development under which we have to conduct some extra and co-curricular activities

If we the teaching fraternity becomes active and able to provide the sound environment by conducting various societal and medical based activities for the students then we can create and design a strong foundation of the skilled medical youth with positive morale which can build strong pillars of developed India

The basic objective of extension activities is to create social awareness amongst the medical students by providing those opportunities to work with people also to create an awareness and knowledge of social realities to have concern for the well fare of the community and engage in creative and constructive societal development

| File Description                                                                                                          | Document                      |
|---------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| Link for details of Institutional social responsibility activities in the neighbourhood community during the last 5 years | <a href="#">View Document</a> |

### 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:** 2.4

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 03      | 03      | 00      | 03      | 03      |

| File Description                                                | Document                      |
|-----------------------------------------------------------------|-------------------------------|
| Institutional data in prescribed format                         | <a href="#">View Document</a> |
| Documentary evidence/agreement in support of collaboration      | <a href="#">View Document</a> |
| Certified copies of collaboration documents and exchange visits | <a href="#">View Document</a> |
| Any other Information                                           | <a href="#">View Document</a> |
| Link for Additional Information                                 | <a href="#">View Document</a> |

### 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: 8**

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: 8

| File Description                                                                                                 | Document                      |
|------------------------------------------------------------------------------------------------------------------|-------------------------------|
| Institutional data in prescribed format                                                                          | <a href="#">View Document</a> |
| E-copies of the MoU's with institution/ industry/ corporate house, Indicating the start date and completion date | <a href="#">View Document</a> |
| Link for additional information                                                                                  | <a href="#">View Document</a> |

## Criterion 4 - Infrastructure and Learning Resources

### 4.1 Physical Facilities

#### 4.1.1

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

#### Response:

The institution ensures adequate facilities & optimal utilization of physical infrastructure as and standards of NCISM and university. The college has an intake capacity is 60 seats of UG course.

Effective utilization of infrastructure is ensured through the appointment of qualified lab qualified faculty. The available physical infrastructure is also utilized to conduct co-curricular activities, Training programs of Ayush & MUHS University including an examination center & paper assessment center for MUHS exams.

The following is the list of major facilities available at the institute as per the norms and standards of NCISM and the university.

1. The college has a well-maintained campus spread over 4 acres 2 guntha of green adequate number of well-furnished; well-ventilated, spacious classrooms have a capacity of 270 students of UG for conducting theory classes as per the norms and standards.

2. **Laboratories & Departments** our college have 14 departments. They are well equipped, & well maintained with a separate computer with printer and & departmental laboratory are well equipped for carrying out curriculum-oriented lab practical's & research activities. All the laboratories & departments are established as per norms of AYUSH, NCISM & MUHS University.

3. **Sharir kriya dept.** have a laboratory to perform practical's of Hematology etc.

4. **Sharir rachana dept.** has a dissection hall with 6 cadavers, a museum & one seminar hall.

5. **Rasshastra dept.** has Rasshala which is used for curriculum practicals & medicine preparation & also used for researchers to prepare drugs.

6. **Dravyaguna dept.** has a Herbal medicinal plant garden with 175 species. & laboratory for Research activity with 265 dry specimens of drugs & 25 preserved wet drugs.

7. **Rognidan dept.** has Pathology lab for student Practical's & for investigations of admitted patients in

hospital.

8. **Swasthviritta & Yoga.** have a well-ventilated yoga hall. The hall is equipped with a pictograph various Yog asana.

9. **Seminar halls:** College has 1 air-conditioned seminar halls to conduct conferences,

teleconferences, seminars, and workshops for students & faculty members as well. The seminar hall has a capacity of 300 seating. They are equipped with LCD projectors, an audio system, and internet Connectivity.

10. **Tutorial classrooms:** Department has tutorial classrooms to conduct tutorial classes to address the queries & personal level doubts.

11. **Library:** This resource hub of knowledge has a vast collection of books, journals magazines & periodicals. Separate reading facility are available for UG students & teachers. A separate e-library is also available with facilities such as e-journals, e-books, OPAC, etc, wifi for students.

| File Description                                                                                                                                                            | Document                      |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| Link for list of available teaching-learning facilities such as Classrooms, Laboratories, ICT enabled facilities including Teleconference facilities etc., mentioned above. | <a href="#">View Document</a> |
| Link for geotagged photographs                                                                                                                                              | <a href="#">View Document</a> |
| Link for any other relevant information                                                                                                                                     | <a href="#">View Document</a> |

#### 4.1.2

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

**Response:**

**The institute has provided all facilities to support physical and recreational requirements of students and staff.**

1.SPORT- College is having a sports department in which there are sports room of size 100 Sq. feet with all necessary types of equipment, Students of institutes are actively participating in various sport components held at all levels. Sports Incharge and co-ordinator look after the activities of the sports department. The playground is developed in the year 2000. Now it is developed with all modern facilities. Institute has the best infrastructure, facilities, and sports equipment for various indoor and

outdoor games. Institute constructed quality cricket pitch, ground, with all modern facilities like changing rooms, washrooms separate for boys and girls. Practice session and coaching is carried out according to sport time table Evening session- 4.15 PM TO 6.00 PM. The facilities for indoor games and outdoor games are listed below.

### Indoor Games

- Tabletennis
- carrom
- chess

### Outdoor games

- Cricket
- Volleyball,
- Kho-kho,
- Athletics

**1.Gymnasium-** Gymnasium having the size 1000 Sq. Feet of established in 2005 having full equipment with all necessary facilities. Boys and girls use daily according to their separate time & record are kept in a separate register.

**2.Auditorium-** Institute is having 1 Auditorium. Auditorium was established in 2005 having size of 2100 Sq. Feet.

These auditoria are used for a seminar, guest lectures, quiz competition, cultural activities. During the last 18 years auditorium is used 182 times for various purpose with a well-equipped on the register.

| File Description                                          | Document                      |
|-----------------------------------------------------------|-------------------------------|
| Link for list of available sports and cultural facilities | <a href="#">View Document</a> |
| Link for geotagged photographs                            | <a href="#">View Document</a> |
| Link for any other relevant information                   | <a href="#">View Document</a> |

### 4.1.3

**Availability and adequacy of general campus facilities and overall ambience****Response:**

**The major general campus facilities available are listed below.**

1. On the college campus, one **hospital buildings** are there is Ayurved Rugnalaya building having OPD & IPD. OPD of all clinical, paraclinical subject exist, the timing of it is 10am to 1 pm & 2 pm to 5 pm. In IPD, 6 wards are available. Where 60 beds are available for patients.
2. The institute has an **X-ray facility**, & **physiotherapy** section. A drug dispensing facility is also available.
3. Several camps are conducted throughout the year for the patient as well as student of the college. All clinical departments carried out these camps for awareness in society & celebrate various days/ weeks in it. Such as blood donation camp, International piles day, National oral hygiene day, International eye day etc.
4. Nearby college campus, the hostel facilities exists for students with 1 hostel building are for girls. where -- rooms are to accommodate 100 girls.
5. **Canteens**. The college has a canteen facility on the campus & hostels.
6. Every floor of building **Washrooms** is available for staff & students. In hospital buildings or inwards toilet facility also available for patients. Washrooms for physically handicapped patients are also available. The cleanliness of these toilets is very well maintained.
7. **Internal roads** of campus are tar roads with direction signs prohibitory signs.
8. The campus is full of greenery. All most 700 (herbal plants and other are show plants) along with a medicinal plant. The institute organizes tree plantation week in July every year for the maintenance of greenery.
9. The college has **pharmacy** for the production of ayurvedic medicines.
10. There are two **water purification** plants in the campus area one located on the college building & the other is on the ladies ` hostel building with a capacity of 500 liters per hour.
11. The **STP** (Sewage treatment plant) from which about 25 CMD (Cubic meter per Day) liters of recycled water is treated which is wed for gardening.
12. The campus has **solar** roof top of the college & hospital building as an alternate source of energy.
13. In hospital **wheelchair** facility is available for disabled patients. And a display board with a contact number is available.

| File Description                                      | Document                      |
|-------------------------------------------------------|-------------------------------|
| Link for photographs/ Geotagging of Campus facilities | <a href="#">View Document</a> |
| Link for any other relevant information               | <a href="#">View Document</a> |

**4.1.4**

**Average percentage of expenditure incurred, excluding salary, for infrastructure development and**

**augmentation during the last five years****Response:** 22.19

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 31.67   | 7.59    | 7.61    | 2.34    | 6.47    |

| 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. | <a href="#">View Document</a> |
| Institutional data in prescribed format                                                                                                                                             | <a href="#">View Document</a> |
| Audited utilization statements (highlight relevant items)                                                                                                                           | <a href="#">View Document</a> |
| Link for additional information                                                                                                                                                     | <a href="#">View Document</a> |

**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:**

We are empowered with a teaching hospital established in the year 2000. The institute is with teaching hospital located in the same premises in 2000 since then it is rendering its services and it has 60 bed capacity fulfilled as per statutory body providing 10 specialty services like Kayachikitsa, Panchakarma, stree roga & prasooti tantra Kaumarabhritya, Shalya tantra, Samhita Sidhant, Dravyaguna, Agad Tantra, Sharir Rachna & Rognidan and also hospital is equipped with one major and one minor operation theatres with-established clinical laboratory including Hematology, microbiology, clinical pathology, Biochemistry and Radiological facilities under one roof, hospital includes its own kitchen for providing suitable food for monitoring the patients diet which is a major part while the patient is on treatment.

The hospital provides 24 hours ambulance facility with its own pharmacy for the convenience of patients in the same campus. The hospital has complaint/suggestion box near the registration counter. Collection of patient feedback is done on a regular basis and attending on the grievances. The hospital has displayed charges levied for the paid services. The hospital has names of the faculty and their field of specialization

displayed prominently. The hospital has the effective disposal for of bio-hazardous waste. The hospital has good clinical practice guidelines and standard operating procedures. The hospital is providing ramp facility, wheel chair, parking space & comfort room for the visitors. Students are instructed to patient centered approach that is practiced through various assignments in clinical settings in the form of case study, case Analysis, Clinical presentation, Bedside clinic. From students corner, the institute has 6 teaching laboratory facilities in the disciplines of Rachana sharir, Kriya sharir, Rognidan evam Vikritivugyan, Dravyaguna, Ras shastra and Bhaishjya Kalpana and central Laboratory which provides an excellent teching and learning facility. All the teaching Laboratories fulfill their criteria according to MSR and NCISM (New Delhi) norms.

| File Description                                                                                    | Document                      |
|-----------------------------------------------------------------------------------------------------|-------------------------------|
| Link for the list of facilities available for patient care, teaching-learning and research          | <a href="#">View Document</a> |
| Link for the facilities as per the stipulations of the respective Regulatory Bodies with Geotagging | <a href="#">View Document</a> |
| Link for any other relevant information                                                             | <a href="#">View Document</a> |

#### 4.2.2

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

**Response:** 44102.8

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 48849   | 42953   | 26322   | 46960   | 46563   |

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 1674    | 1242    | 784     | 2121    | 3046    |

| File Description                                                                                                                                                                       | Document                      |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| Year-wise outpatient and inpatient statistics for the last 5 years                                                                                                                     | <a href="#">View Document</a> |
| Institutional data in prescribed format                                                                                                                                                | <a href="#">View Document</a> |
| Extract of patient details duly attested by the Head of the institution                                                                                                                | <a href="#">View Document</a> |
| 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 | <a href="#">View Document</a> |
| Link for additional information                                                                                                                                                        | <a href="#">View Document</a> |
| Link to hospital records / Hospital Management Information System                                                                                                                      | <a href="#">View Document</a> |

#### 4.2.3

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

**Response:** 0.56

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 120     | 120     | 120     | 120     | 120     |

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 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 | <a href="#">View Document</a> |
| Institutional data in prescribed format                                                                                                        | <a href="#">View Document</a> |
| Details of the Laboratories, Animal House & Herbal Garden                                                                                      | <a href="#">View Document</a> |
| Any additional information                                                                                                                     | <a href="#">View Document</a> |
| Link for additional information                                                                                                                | <a href="#">View Document</a> |

#### 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                                                                                                 | <a href="#">View Document</a> |
| Details of Rural and Urban Health Centers involved in Teaching Learning activities and student participation in such activities | <a href="#">View Document</a> |
| Any additional information                                                                                                      | <a href="#">View Document</a> |
| Link for additional information                                                                                                 | <a href="#">View Document</a> |

### 4.3 Library as a Learning Resource

#### 4.3.1

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

**Response:**

**Response :**

|                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|-------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Name of ILMS software</b>                    | Software for University Libraries (SOUL)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>Version</b>                                  | SOUL 3.0                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>Nature of Automation</b>                     | Fully Automated                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>Year of Automation</b>                       | 2022                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>OPAC</b>                                     | OPAC is available in LAN<br><a href="http://192.168.1.10/webopac/">http://192.168.1.10/webopac/</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>Bar-coding</b>                               | All Text-Books barcoded & Barcode Generated through SOUL 3.0 Software                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>Features of ILMS Software</b>                | UNICODE-based multilingual support for Indian & Foreign languages, compliant to International Std. such as MARC21, AACR2, MARCXML, Client-Server based architecture, user-friendly interface, supports multi-platform for bibliographic database such as MySQL, MS-SQL or any other RDBMS Supports, cataloguing of electronic resources such as e-journals, ebooks, virtually any type of material etc.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>Software Modules &amp; Work through ILMS</b> | <p><b>Acquisition-</b>Suggestions, Management, Order Processing, Cancellation &amp; Reminders, receipt, Payment &amp; Budgetary control, Master File such as Currency, Vendors Publishers &amp; Reports etc.</p> <p><b>Catalogue-</b> Cataloguing, Different templates for leader sand fixed fields of MARC21, Customized reports, subject headings &amp; series name, Supports copy cataloguing, in MARC21, Master database of Publishers.</p> <p><b>Circulation-</b>Membership, Transation, Inter-library loan Overdue charges,Reminder, Search status, Maintenance of the item such as binding, lost, replace, missing, withdrawl etc. &amp; Report Generation.</p> <p><b>OPAC (Online Public Access Catalogue)-</b> Simple Search, Boolean Search, Advance Boolean Search, Displaying &amp; Downloading of records in MS Excel, PDF or MARCXML &amp; Search support for the items that are in the acquition process.</p> <p><b>Serial Control-</b> Suggestions, Master databases, Subscriptions, Check-in of individual issues of journals, Payment, reminder, binding, &amp; title history, Export / import by using SO2709 bibliographic exchange format, Article indexing of</p> |

journal / book articles, Cataloguing of electronic journals.

**Administration-** Grouping of users based on the policy, Transactional right over the systems, Transaction level security to users, Various configuration settings such as labels, e-mail & other parameters related to the software use & Common master database being used in modules.

| File Description                                     | Document                      |
|------------------------------------------------------|-------------------------------|
| Link for any other relevant information              | <a href="#">View Document</a> |
| Link for geotagged photographs of library facilities | <a href="#">View Document</a> |

#### 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:**

**Response:**

The college library tries to enrich the resources so that students and faculty can improve their knowledge. The library is developed as an organized collection of sources of information. The rare, as well as important reference books are collected and stored separately for easy procurement to the faculties and students. Library provides publications on various subjects of Health science includes Ayurveda, Naturopathy, Allopathy, Sanskrit etc. A reading room facility is provided where current and latest journals, magazines, Newspapers. The library is fully Automated by soul 3.0 Library software. Opac, M-opac facility for library users to searching books. The library has separate sections for teaching staff, students, and e-learning, separate reference & journal section. 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 section 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 8 Computers under Local Area Network (LAN) with internet browsing terminals.

| Sr.No. | Particulars          | Numbers |
|--------|----------------------|---------|
| 1      | Total Number of Book | 12442   |
| 2      | Total No. of Title   | 3047    |
| 3      | Textbook             | 10787   |

|    |                                                                                                                            |      |
|----|----------------------------------------------------------------------------------------------------------------------------|------|
| 4  | Reference Book                                                                                                             | 1655 |
| 5  | Journals, Magazines                                                                                                        | 20   |
| 6  | Back Volumes of Journals                                                                                                   | 74   |
| 7  | E-Resources -CDs / DVDs                                                                                                    | 62   |
| 8  | News Papers                                                                                                                | 10   |
| 9  | Digitalized Traditional Manuscripts-<br><a href="http://indianmanuscripts.com">http://indianmanuscripts.com</a>            |      |
| 10 | Rare Book Society Of India-<br><a href="http://www.rarebooksocietyofindia.org/">http://www.rarebooksocietyofindia.org/</a> |      |
| 11 | Discipline Specific Learning Resources From Ancient Indian Languages – Available on DELNET DIGITAL LIBRARY.                |      |

| File Description                                                                                     | Document                      |
|------------------------------------------------------------------------------------------------------|-------------------------------|
| Link for geotagged photographs of library ambience                                                   | <a href="#">View Document</a> |
| Link for data on acquisition of books / journals / Manuscripts / ancient books etc., in the library. | <a href="#">View Document</a> |
| Link for any other relevant information                                                              | <a href="#">View Document</a> |

#### 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:** A. All of the above

| File Description                                                                              | Document                      |
|-----------------------------------------------------------------------------------------------|-------------------------------|
| Institutional data in prescribed format                                                       | <a href="#">View Document</a> |
| E-copy of subscription letter/member ship letter or related document with the mention of year | <a href="#">View Document</a> |
| Any additional information                                                                    | <a href="#">View Document</a> |

#### 4.3.4

**Average annual expenditure for the purchase of books and journals including e-journals during the last five years****Response:** 1.24**4.3.4.1 Annual expenditure for the purchase of books and journals including e-journals year-wise during last five years (INR in Lakhs)**

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 1.73    | 3.5     | 0.21    | 0.24    | 0.51    |

| 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 | <a href="#">View Document</a> |
| Proceedings of library Committee meeting for allocation of fund and utilization of fund for purchase of books and journals                                                  | <a href="#">View Document</a> |
| Institutional data in prescribed format                                                                                                                                     | <a href="#">View Document</a> |
| Audit statement highlighting the expenditure for purchase of books and journal library resources                                                                            | <a href="#">View Document</a> |
| Any additional information                                                                                                                                                  | <a href="#">View Document</a> |

**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:****Response:**

The library is considered as a fundamental part of any educational institute. Presently a central library and a 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 as members 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

upgradation of the library and to put forward any queries and suggestions. Students and faculties are allowed to make use of 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 Knimbus, Delnetdigital resources at their home.

#### **Steps of an institute for remote facility:**

Institute Purchasing Knimbus, Delnet digital Library. User ID and password circulated to all students. Students are instructed to go website 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. Knibus, 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.

| <b>File Description</b>                                                  | <b>Document</b>               |
|--------------------------------------------------------------------------|-------------------------------|
| Link for details of library usage by teachers and students               | <a href="#">View Document</a> |
| Link for details of learner sessions / Library user programmes organized | <a href="#">View Document</a> |
| Link for any other relevant information                                  | <a href="#">View Document</a> |

#### **4.3.6**

##### **E-content resources used by teachers:**

**1. NMEICT / NPTEL**

**2. other MOOCs platforms**

**3.SWAYAM**

**4. Institutional LMS**

**5. e-PG-Pathshala**

**Response:** None of the above

| File Description                        | Document                      |
|-----------------------------------------|-------------------------------|
| Institutional data in prescribed format | <a href="#">View Document</a> |

## 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:** 80

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

Response: 4

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                          | <a href="#">View Document</a> |
| Consolidated list duly certified by the Head of the institution. | <a href="#">View Document</a> |
| Any additional information                                       | <a href="#">View Document</a> |
| Links to additional information                                  | <a href="#">View Document</a> |

### 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 UG students. The bandwidth of the internet is 150 MBPS(leased line) is available in the institution. The library has 8 computers at Institute is fully equipped with the latest software. The computer center has more than 10 computers with printers are available for students, The LCD projectors are also made available to the faculty members and the students. We have spacious and well-ventilated classrooms equipped with modern gazettes like LCD projector, The seminar hall is well equipped with an LCD projectors, a computers with printers & WI-FI is also available. The library is well equipped with CD, DVD and an internet connection and acts as academic resources for research work. It has an access system for all faculty and students. The college has fourteen departments with one computer set in each department. Faculties use to work as information

from anywhere within the campus.:

### **Wi-Fi Facility in the campus:**

Students and faculties at the institute have access to website flexibility and exchange resourceful information from anywhere within the campus. To stay advanced and provide student 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 campus. The campus is wireless-enabled, with an internet speed of 150Mbps.

### **Nature of up-dating on IT Facilities**

The Institute has a mechanism for preventive maintenance the internet facilities are upgraded from 10 Mbps to 150 Mbps in the year 2023.

Date of commencement of IT Facilities -2013

Date of up-dating of IT Facilities -2023

| File Description                                                  | Document                      |
|-------------------------------------------------------------------|-------------------------------|
| Link for documents related to updation of IT and Wi-Fi facilities | <a href="#">View Document</a> |
| Link for any other relevant information                           | <a href="#">View Document</a> |

### **4.4.3**

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

**Response:** 50 MBPS-250 MBPS

| File Description                                                                                                     | Document                      |
|----------------------------------------------------------------------------------------------------------------------|-------------------------------|
| Institutional data in prescribed format                                                                              | <a href="#">View Document</a> |
| Details of available bandwidth of internet connection in the Institution                                             | <a href="#">View Document</a> |
| Bills for any one month of the last completed academic year indicating internet connection plan, speed and bandwidth | <a href="#">View Document</a> |
| Any other relevant information                                                                                       | <a href="#">View Document</a> |

## 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:** 100

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 54.59   | 36.42   | 38.28   | 73.40   | 71.74   |

| File Description                                                                                                                                                                     | Document                      |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| Provide extract of expenditure incurred on maintenance of physical facilities and academic support facilities duly certified by Chartered Accountant and the Head of the institution | <a href="#">View Document</a> |
| Institutional data in prescribed format                                                                                                                                              | <a href="#">View Document</a> |
| Link for any additional information                                                                                                                                                  | <a href="#">View Document</a> |

### 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 college ensures optimal allocation & utilization of the available financial resources for the maintenance of different facilities by regular meetings & procedures constituted for this purpose.

**Laboratory:-** Record of maintenance account is maintained by Lab technicians & supervised by HOD of concerned depts. other measures to maintain laboratories are as follows:

The calibration, repairing & maintenance of sophisticated lab equipment are done by the technicians of related owners enterprises through AMC.

- The microscopes used for various pathological & hematological investigations are annually cleaned & maintained by the concerned departments & the record of maintenance is maintained by lab technicians & supervised by the HOD of concerned departments.

- There is a systematic procedure for the disposal of biomedical wastes.

**Cleanliness of Campus:** 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 & maintained regularly by staff assigned for each department. The green cover of the campus is well-maintained by full-time staff.

|  |  |
|--|--|
|  |  |
|--|--|

**Equipment:** Optimum working condition of all equipment on the campus is ensured through AMC. The AMC purview includes maintenance of AC, CCTV cameras, Water purifiers (RO) etc. For maintenance of high-end types of equipment such as X-ray machines, Cell counter machines, etc, an AMC is signed with the authorized agencies/ manufacturers only.

### **Library:**

- The college library has a Library Advisory Committee consisting of the Principal, Librarian, Teaching Staff. For maintenance of library infrastructure & facilities the Library Committee is responsible for the effective functioning of the library as per the norms like availability of books, journals, newspapers, etc. to the users, working of the library staff, placing the order for new books, journals, discard outdated books, digitalization of the library, stock checking etc.

- The committee recommends to the Principal in connection with the requirement of the library including staff requirements, electrical equipment, furniture and fixtures, computer, printer, and scanner, etc. It also recommends the repairing/replacement of equipment and cleaning of the library, dusting of books/racks, frequent vacuum cleaning, regular pest control on books, cleaning of reading room, electrical equipment like fans and lights, tables, chairs, and other furniture.

- The Principal after going to the recommendations and requirements takes necessary decision in consultation with the management.

- The entry register for students & staff is maintained in library. The library is under CCTV surveillance & it is monitored regularly.

**Sports:** Sports teachers are appointed for the training of various indoor/outdoor games Maintenance of sports material & indoor/outdoor grounds done by sports teachers.

**Computer:-** Computer maintenance is done regularly by the IT department of the Institute. SOPs are in place for the maintenance and updating of IT infrastructure.

### **Classrooms:-**

- Attendant staff maintains the cleanliness of classrooms. There are technicians, masons, plumbers, carpenters, and electrician staff deputed by management for the maintenance of classrooms & related infrastructure.

**Safety Measures:-** Maintenance of the campus is monitored through surveillance cameras. The budget

allocated is optimally utilized by staff appointed for maintenance and repair of civil work.

| File Description                                               | Document                      |
|----------------------------------------------------------------|-------------------------------|
| Link for any other relevant information                        | <a href="#">View Document</a> |
| Link for minutes of the meetings of the Maintenance Committee  | <a href="#">View Document</a> |
| Link for log book or other records regarding maintenance works | <a href="#">View Document</a> |

## 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:** 88.52

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 150     | 206     | 213     | 199     | 187     |

#### File Description

#### Document

List of students who received scholarships/ freeships /fee-waivers

[View Document](#)

Institutional data in prescribed format

[View Document](#)

Attested copies of the sanction letters from the sanctioning authorities

[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                                                  | <a href="#">View Document</a> |
| Detailed report of the Capacity enhancement programs and other skill development schemes | <a href="#">View Document</a> |
| Any additional information                                                               | <a href="#">View Document</a> |
| Link to Institutional website                                                            | <a href="#">View Document</a> |
| Link for additional information                                                          | <a href="#">View Document</a> |

#### Other Upload Files

|   |                               |
|---|-------------------------------|
| 1 | <a href="#">View Document</a> |
|---|-------------------------------|

#### 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:** 24.06

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 55      | 58      | 60      | 43      | 40      |

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

#### 5.1.4

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

**Response:**

#### INTERNATIONAL STUDENT CELL

Late Sunil Ramsingji Chunawale Ayurved Mahavidyalaya, Chikhli, is a distinguished institution dedicated to the ancient science of Ayurveda, blending traditional wisdom with modern education. One of the institution's most notable initiatives is its active International Student Cell, which plays a pivotal role in promoting and facilitating the "Study in India" program. This cell is designed to cater to the needs of international students who wish to pursue their education in Ayurveda and allied sciences in India, fostering a global exchange of knowledge and culture. The International Student Cell acts as the primary point of contact for students from around the world, providing them with comprehensive support throughout their academic journey. From the moment an international student expresses interest in studying at the institution, the cell ensures that they receive all the necessary information, guidance, and assistance. This includes help with the admission process, visa formalities, and accommodation arrangements. The cell works closely with various governmental and educational bodies to streamline these processes, making the transition to studying in India as smooth as possible. Understanding the diverse backgrounds of international students, the International Student Cell places a strong emphasis on cultural integration. It organizes orientation programs and cultural events that introduce students to Indian traditions, customs, and the local community. These initiatives help international students feel at home and become part of the vibrant academic and cultural life at the college. Moreover, the cell provides language support, offering classes in English and regional languages to help students overcome language barriers and enhance their communication skills. Additionally, the International Student Cell provides continuous mentorship and counselling services. Recognizing the unique challenges faced by international students, the cell ensures that they have access to academic advisors and counsellors who can address their specific needs and concerns. This support system is crucial in helping students navigate the academic rigor and cultural differences they may encounter.

during their time at the institution. The cell also extends its services beyond academics, offering assistance with extracurricular activities, internships, and career planning. International students are encouraged to participate in various student clubs, sports, and community service programs, which not only contribute to their personal growth but also enhance their resumes. The cell's efforts in career planning include organizing workshops, career fairs, and networking events with professionals and alumni, thereby helping students explore global career opportunities in Ayurveda and healthcare. In summary, the International Student Cell at Late Sunil Ramsingji Chunawale Ayurved Mahavidyalaya, Chikhli, is a dedicated unit that ensures the holistic development of international students. It plays a crucial role in making the institution a hub for global education in Ayurveda, promoting the rich heritage of Indian medicine while fostering international collaboration and understanding. Through its comprehensive support and initiatives, the cell helps international students achieve academic excellence and personal growth, making their experience in India both enriching and memorable.

| File Description                        | Document                      |
|-----------------------------------------|-------------------------------|
| Any additional information              | <a href="#">View Document</a> |
| Link for international student cell     | <a href="#">View Document</a> |
| Link for Any other relevant information | <a href="#">View Document</a> |

#### 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 3 of the above

| File Description                                                                                 | Document                      |
|--------------------------------------------------------------------------------------------------|-------------------------------|
| Minutes of the meetings of student Grievance Redressal Committee and Anti-Ragging Committee/Cell | <a href="#">View Document</a> |
| Institutional data in prescribed format                                                          | <a href="#">View Document</a> |
| Any additional information                                                                       | <a href="#">View Document</a> |
| Link for Additional Information                                                                  | <a href="#">View Document</a> |

## 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:** 6.42

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 0       | 2       | 5       | 2       | 1       |

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 62      | 54      | 52      | 18      | 13      |

| File Description                                     | Document                      |
|------------------------------------------------------|-------------------------------|
| Scanned copy of pass Certificates of the examination | <a href="#">View Document</a> |
| Institutional data in prescribed format              | <a href="#">View Document</a> |
| Any additional information                           | <a href="#">View Document</a> |
| Link for Additional Information                      | <a href="#">View Document</a> |

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

**Response:** 27.82

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

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
| 00      | 04      | 19      | 08      | 13      |

| File Description                                                                                                                           | Document                      |
|--------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| Institutional data in prescribed format                                                                                                    | <a href="#">View Document</a> |
| In case of self-employed professional services registration with MCI and documents for registered clinical Practitioner should be provided | <a href="#">View Document</a> |
| Any additional information                                                                                                                 | <a href="#">View Document</a> |
| Link for Additional Information                                                                                                            | <a href="#">View Document</a> |

**5.2.3**

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

**Response: 0**

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

| File Description                                         | Document                      |
|----------------------------------------------------------|-------------------------------|
| Supporting data for students/alumni as per data template | <a href="#">View Document</a> |
| Institutional data in prescribed format                  | <a href="#">View Document</a> |
| Any proof of admission to higher education               | <a href="#">View Document</a> |
| Link for Additional Information                          | <a href="#">View Document</a> |

**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: 6**

5.3.1.1 Number of awards/medals for outstanding performance in sports/cultural activities at

State/Regional (zonal)/National / International levels (award for a team event should be counted as one) year-wise during the last five years .

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
| 01      | 02      | 00      | 00      | 03      |

| File Description                                          | Document                      |
|-----------------------------------------------------------|-------------------------------|
| Institutional data in prescribed format                   | <a href="#">View Document</a> |
| Any additional information                                | <a href="#">View Document</a> |
| Duly certified e-copies of award letters and certificates | <a href="#">View Document</a> |

### 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:**

"Student council" is a very important platform for student members to learn skill of leadership administrative skill along with former medical education. Our institute has student council. The member of student council have reference station on different committees of institute. It also help to raise funds for activities including social events, community projects that useful for helping peoples.

##### **Activities-**

Student council has various activities like annual gathering, cultural sports, social activities, rally for various Programs, plantation, awareness etc. Along with this institute also celebrate programs like AIDS day youth day yoga day while's day and donation camps.

##### **College committee representation**

Lt. Sre ayurved college as various committees like UG course committee hospital development internal exam conunittee time table committee research and scientific committee student mental committee grievance and redressal committee student welfare committee anti ragging committee boys and girl hostel committee mental mental committee website information browser and maximum committee instruction committee innovation sil committee physical education committee NSS committee

##### **Lt. SRC Ayurved college as various committees like**

- 1.UG course committee
2. Hospital development
3. Internal exam committee
4. Time table committee
- 5.research and scientific committee
- 6.student mental committee grievance and redressal committee
- 7.student welfare committee
- 8.Anti ragging committee
- 9.Boys and girl hostel committee
- 10.Menor committee
11. website information
- 12.browser and maximum committee
13. instruction committee innovation cell committee
14. physical education committee
15. NSS committee

## Objectives

Though the do the formal medical education is important for student but for dear confidence development and leadership development we carry various activities it develops stronger stains of membership and sense of respect it also builds their confidence so they can stand in a society having different types of people.

| File Description                                   | Document                      |
|----------------------------------------------------|-------------------------------|
| Any additional information                         | <a href="#">View Document</a> |
| Link for reports on the student council activities | <a href="#">View Document</a> |
| Link for any other relevant information            | <a href="#">View Document</a> |

## Other Upload Files

- |   |                               |
|---|-------------------------------|
| 1 | <a href="#">View Document</a> |
|---|-------------------------------|

## 5.3.3

**Average number of sports and cultural activities/competitions organised by the Institution during the last five years****Response: 2.2**

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 2       | 2       | 0       | 3       | 4       |

| File Description                                                                                       | Document                      |
|--------------------------------------------------------------------------------------------------------|-------------------------------|
| Report of the events with photographs or Copy of circular/ brochure indicating such kind of activities | <a href="#">View Document</a> |
| Institutional data in prescribed format                                                                | <a href="#">View Document</a> |
| Any additional information                                                                             | <a href="#">View Document</a> |

**Other Upload Files**

|   |                               |
|---|-------------------------------|
| 1 | <a href="#">View Document</a> |
|---|-------------------------------|

**5.4 Alumni Engagement****5.4.1**

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

**Response:**

It is a platform or bridge in between passing out students and parent institute. The alumni association is registered and hold regular meeting to plan its enrolment and development activities with the support of college during last 5 years.

**Response -**

Passing students has eternal bond with their mother institutes. They are till bonded to their home place. Aluminium students can arrange activities that can be beneficial for student alumni and faculty of the college to get information and provide various problems in their workplace. Institute has aluminium committee its association was registered on 26/06/2024 with service registration number SRN BLD 28 535/180124 and registration is under process.

**List of aluminium association committee members**

| Sr. No. | Name                          | Address                                               |
|---------|-------------------------------|-------------------------------------------------------|
| 1       | Dr. Pankaj Kailas Shete       | Ganesh Nagar, Chikhli, ward no 02 Buldhna 443201      |
| 2       | Dr. Ashutosh Satish Gupta     | Jafrabad Road, Chikhli Buldhna 443201                 |
| 3       | Dr. Piyush Madangopal Purohit | Khamgoan, Sajanpuri Bus Stop Khamgoan, Buldhna 444303 |
| 4       | Dr. Shailesh Mukund Kinge     | Buldhna 443201                                        |
| 5       | Dr. Jayesh Dhanraj Kachhwal   | Raut Wadi Vir Savarkar Nagar, Chikhli Buldhna 443201  |
| 6       | Dr. Rajashri Amit Bhamaratkar | Buldhna 443201                                        |
| 7       | Dr. Disha Dipak Vyas          | Khandalal Road Chikhli Buldhna 443021                 |

The meeting was held on 13 January 24 at 4:00 p.m. under the chairmanship of doctor Pankaj Kailash Shetty to discuss following points

1) Register charitable society-

Proposed by: Dr. Pankaj Kailas Shete

Seconded by: Dr. Rajashri Amit Bhamaratkar

2) To frame the rules and regulation of society.

Proposed by: Dr. Shailesh Mukund Kinge.

Seconded by: Dr. Jayesh Dhanraj Kachhwal.

3) To elect executive committee of society.

Proposed by: Dr. Ashutosh Satish Gupta.

Seconded by: Dr. Disha Dipak Vyas.

**AIIMS and objective of association**

1) To provide platform for interaction in between present student and eliminate and share their experience.

2) To carry various activities useful for student and faculty of college.

- 3) To our prices and scholarships to the students of college.
- 4) Organise various social activity like tree plantation blood donation camp health checkup various sports competitions and etc
- 5) To establish and organisation through which alumni of college can keep in touch with student's faculty and staff and various activities of college.
- 6) To award prices and scholarships to Student of the college to encourage and boost their interest and confidence
- 7) To award prices and scholarships to Student of the college to encourage and boost their interest and confidence

| File Description                                                  | Document                      |
|-------------------------------------------------------------------|-------------------------------|
| Any additional information                                        | <a href="#">View Document</a> |
| Link for frequency of meetings of Alumni Association with minutes | <a href="#">View Document</a> |
| Link for details of Alumni Association activities                 | <a href="#">View Document</a> |
| Link for audited statement of accounts of the Alumni Association  | <a href="#">View Document</a> |
| Link for Additional Information                                   | <a href="#">View Document</a> |
| Lin for quantum of financial contribution                         | <a href="#">View Document</a> |

#### 5.4.2

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

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

**Response:** A. All of the above

| File Description                                                                                                                                                                             | Document                      |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| Certified statement of the contributions by the head of the Institution                                                                                                                      | <a href="#">View Document</a> |
| Any additional information                                                                                                                                                                   | <a href="#">View Document</a> |
| Annual audited statements of accounts. Extract of Audited statements of highlighting Alumni Association contribution duly certified by the Chartered Accountant and Head of the Institutions | <a href="#">View Document</a> |

## **Criterion 6 - Governance, Leadership and Management**

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### **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:**

**Late Sunil Ramshingji Chunawale Ayurved College, Chikhli Dist. Buldhana**

**was established in 2000. The college is affiliated to Maharashtra University of Health**

**Science Nashik. The institute has comprehensive facilities for teaching, inexhaustible**

**resources for medical and allied research and provides credible patient care. The**

**institute purpose is to bring together in one place, educational facilities of the highest**

**order for the training of self-sufficient personnel in all important branches of health**

**activity.**

**The Institute is well equipped with all modern facility, airy and spacious and**

**digital class rooms The institute has well maintained library with wide range of books**

**collection and journals. A variety of teaching and learning techniques are employed**

**to impart knowledge and skills to students at Lt Sunil Ramshingji Chunawale Ayurved College Chikhli in its various departments.**

### **Vision**

**“To make the institution centre of academic excellence through appropriate,**

**innovative and need based patterns of teaching and learning which are Student**

**Centred, Problem Based & Community Oriented, so as to set high parameters of**

**quality of higher health education of Global standards with specific focus on rural**

**population.”**

**At our Ayurvedic teaching institute, we envision becoming a global leader in**

**imparting authentic Ayurvedic knowledge, fostering a community of compassionate**

**and skilled practitioners who contribute to the well-being of individuals and**

**communities. Our vision is rooted in a commitment to excellence, innovation, and a**

**holistic approach to healthcare.**

## **Mission**

**“In the pursuit of vision to provide high quality educational facilities in**

**Ayurveda by developing programs that provide continuous quality improvement and**

**enable provision of state-of-the-art patient care.”**

**Our mission is to provide unparalleled education in Ayurveda, cultivating a**

**learning environment that is student-centred, problem-based, and community-**

**oriented.**

## **Core Values:**

**Authenticity: We are dedicated to preserving and promoting the authentic principles**

**of Ayurveda, ensuring that our teachings reflect the ancient wisdom in a**

**contemporary context.**

**Excellence: We pursue excellence in all facets of education, research, and clinical**

**practice, fostering a culture of continuous improvement and**

**innovation.**

**Student-Centred Learning: Our educational approach revolves around the**

**individual needs and aspirations of our students. We aim to create a supportive and**

**dynamic learning environment that encourages curiosity, critical thinking, and lifelong**

**learning.**

**Problem-Based Learning: We embrace a problem-based learning model to**

**cultivate analytical skills and practical knowledge. Through real-world scenarios,**

**students develop the ability to diagnose, treat, and prevent health issues effectively.**

**Community- Oriented Practice: Recognizing the interconnectedness of individuals**

**and communities, we emphasize the importance of Ayurvedic practitioners engaging**

**with and serving their communities. Our graduates are equipped not only with clinical**

**skills but also with a sense of social responsibility.**

## **INSTITUTIONAL OBJECTIVES -**

**? To Impart Quality Professional Training in Ayurveda.**

**? To provide opportunities to “Facilitate Collaboration” and networking with**

**National and International Institutes.**

**? To Motivate and assist people to adopt and maintain healthy Lifestyle**

**? To promote Research in the field of Ayurveda**

**? To contribute to ‘National Health Programmes’ emphasizing the role of ‘Indian**

**System of Medicine (ISM)’**

| File Description                                                     | Document                      |
|----------------------------------------------------------------------|-------------------------------|
| Any additional information                                           | <a href="#">View Document</a> |
| Link for Vision and Mission documents approved by the College bodies | <a href="#">View Document</a> |
| Link for additional information                                      | <a href="#">View Document</a> |
| Link for achievements which led to Institutional excellence          | <a href="#">View Document</a> |

### 6.1.2

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

Response:

### 6.1.2 Perspective Plan (2023-2028)

1. To develop Lt Sunil Ramshingji Chunawale Ayurved College, Chikhli as a centre for ISM Students, Employee & Professionals
2. Rural & urban public health activity.
3. Integrated Health science education development centre.
4. Integrated science medicine, research, activity development.
5. To develop collaboration for research work in the integrated science at national & International level.
6. To develop centre for ayurveda (ISM) as international Centre.
7. Integrated health care hospital with advance facilities.

### Leadership in Institution & Hospital

Institute & hospital is managed by Shikshan Prasarak Mandal Chikhli

One of the organization in Chikhli with many schools and

colleges with science and other faculties in Chikhli .

### **Decentralization**

Decentralization governance system is applied for soft mechanism for delegating some job

authority and providers operational autonomy to all various office bearers.

1. Head of Institute, principal implements the decisions decided by the governing body to vision & mission of institute. College council take decisions for smooth, common working procedures and entire the implementation with all working staff.

2. Various committees are needed by faculty members to operate, conduct various programs

also, it is beneficial for encouragement and development for skilful, leadership.

3. Special focus on students to play an active one in various committee i.e. Annual gatherings,

NSS Camps, health checkup camps etc.

### **Participative Management:**

#### **1. Decision-Making Forums:**

- Establish participative forums involving faculty, staff, and student representatives to

contribute to key decision-making processes.

#### **2. Communication Channels:**

- Foster open communication channels to encourage the sharing of ideas, feedback, and

concerns among all stakeholders.

### **3. Recognition and Rewards:**

- Implement a system to recognize and reward exceptional contributions from faculty, staff,  
and students, promoting a culture of appreciation.

### **4. Training on Participative Management:**

- Provide regular training sessions on participative management principles to ensure effective  
collaboration and shared responsibility.

## **Strategic Level:**

### **1. Vision and Mission:**

- Reassess and refine the college vision and mission to align with contemporary needs in  
Ayurveda education and healthcare.

### **2. Market Analysis:**

- Conduct a thorough analysis of market trends in Ayurveda education, identifying  
opportunities for growth and innovation.

### **3. Collaborations and Partnerships:**

- Forge strategic partnerships with industry leaders, research institutions, and  
healthcare  
organizations to enhance the college standing and provide valuable opportunities  
for students.

## **Functional Level:**

### **1. Curriculum Enhancement:**

- Review and update academic programs to ensure they meet industry demands and  
incorporate  
the latest developments in Ayurvedic sciences.

**2. Quality Assurance:**

- Implement a robust quality assurance system to monitor and enhance the quality of teaching, research, and student services.

**3. Research Initiatives:**

- Encourage and support faculty in conducting meaningful research, securing grants, and publishing research papers.

**Operational Level:****1. Admission Processes:**

- Streamline and improve admission processes to ensure transparency, efficiency, and fairness.

**2. Infrastructure Development:**

- Invest in infrastructure improvements, including modern classrooms, updated laboratories, and a conducive environment for both students and faculty.

**3. Faculty Development:**

- Establish a comprehensive faculty development program to enhance teaching skills, promote research capabilities, and foster professional growth.

| File Description                          | Document                      |
|-------------------------------------------|-------------------------------|
| Any additional information                | <a href="#">View Document</a> |
| Link for relevant information / documents | <a href="#">View Document</a> |
| Link for additional information           | <a href="#">View Document</a> |

## 6.2 Strategy Development and Deployment

### 6.2.1

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

**Response:**

**The Organizational Structure: -**

**Executive committee (Governing body) :-**

The Executive committee of the Parent institution takes policy decisions regarding academic and infrastructural development of the college. Executive committee of the parent institution is elected from the life members of the parent institution Shikshan Prasark Mandal Chikhli for five years e.g. President, Vice-President, Secretary, Joint secretary, Treasurer, six Executive council members

**College Development Committee: -**

College Development Committee prepares an overall comprehensive development plan of the college regarding academic, administrative and infrastructural growth. It takes efforts to foster excellence in curricular, co-curricular and extra-curricular activities, the annual financial estimates (budget), financial statements of the college and an annual calendar. It takes decision regarding to introduce new academic courses and the creation of additional teaching and administrative posts, policy to encourage and strengthen research culture, consultancy, collaboration and extension activities in the college, the use of information and communication technology in teaching and learning process. The reports of the Internal Quality Assurance Committee are discussed and appropriate suggestions are communicated to the respective authority.

**Administrative Set-up:**

The Principal is the executive head of the institution. He is authorized to take decisions regarding academic, administrative and financial matters in accordance with the policy matters as per the rule and regulation of Central/ State Government and University

The Administrative Officer is head and custodian of the college office which includes three sections- Establishment, Student, Account and Store. Head clerk, senior clerks, junior clerks, assistants and peons assist him. Works like admissions, fee collection, scholarships and issue of various certificates, maintaining service records of the employees, keeping accounts and dealing with schemes are maintained by the college office.

**The Internal Quality Assurance Cell: -**

IQAC plans for development and application of quality parameters for the various academic and administrative activities. It monitors teaching learning and evaluation processes. It also works for research promotion and a better student support. It coordinates between the management, the principal, the staff and the students.

**The Librarian: -**

The Librarian is a head of Library and Information Centre. He is assisted by Library Assistant and Library Attendants. The Library Advisory Committee discusses the issues regarding the function of the library and information Centre.

**Supporting Committees: -**

**Grievance Redressal Mechanism: -**

There are separate Grievance Redressal Committees for students and staff. If teachers and students are not satisfied, they can appeal to the Governing Body or ultimately to the

Grievance Redressal Committee of the University.

The College has set up a complaint box for faculties, staff and students. The grievance redressal committee discusses the complaints and takes decision accordingly.

The mechanism for dealing with complaints is as follows.

The Principal receives complaints orally or in writing. Received Complaints are discussed in the committee meeting and resolved to take action on the concerned issues. A separate Anti-Sexual Harassment Committee is formed to prevent persecution and investigate girls & student complaints. An Anti-Ragging Committee has also been set up to resolve the cases of demolition.

| File Description                                                                                                  | Document                      |
|-------------------------------------------------------------------------------------------------------------------|-------------------------------|
| Any additional information                                                                                        | <a href="#">View Document</a> |
| Link for strategic Plan document(s)                                                                               | <a href="#">View Document</a> |
| Link for organisational structure                                                                                 | <a href="#">View Document</a> |
| Link for minutes of the College Council/ other relevant bodies for deployment/ deliverables of the strategic plan | <a href="#">View Document</a> |
| Link for additional information                                                                                   | <a href="#">View Document</a> |

## 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:** D. Any two of the above

| File Description                                                                                                                                                 | Document                      |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| Screen shots of user interfaces of each module<br>Annual e-governance report approved by<br>Governing Council/ Board of Management/<br>Syndicate Policy document | <a href="#">View Document</a> |
| Policy documents                                                                                                                                                 | <a href="#">View Document</a> |
| Institutional data in prescribed format                                                                                                                          | <a href="#">View Document</a> |
| Institutional budget statements allocated for the<br>heads of E_governance implementation ERP<br>Document                                                        | <a href="#">View Document</a> |
| Link for additional information                                                                                                                                  | <a href="#">View Document</a> |

## 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 managements which is known for its generous and professional attitude towards its teaching & non-teaching staff. Welfare measures help with various monetary benefits through different schemes. For the last 24 years, our management has consistently made its efforts to take some welfare measures for the staff members.

Welfare measures for the Teaching and Non-teaching staff:

- 1. Employees Provident Fund as per PF Rules:** Keeping in view the future safety of employees, the institute contributes a specific amount towards PF rules.
- 2. Maternity Leave:** The facility of maternity leave for female employees is provided.
- 3. Medical leave:** The facility of medical leave is provided for all teaching & non-teaching staff.
- 4. Bereavement Leave:** The facility of paid special four days leave is provided for all teaching and non-teaching staff

|                                                    |                               |
|----------------------------------------------------|-------------------------------|
|                                                    |                               |
| <b>File Description</b>                            | <b>Document</b>               |
| Any additional information                         | <a href="#">View Document</a> |
| Link for policy document on the welfare measures   | <a href="#">View Document</a> |
| Link for list of beneficiaries of welfare measures | <a href="#">View Document</a> |
| Link for additional information                    | <a href="#">View Document</a> |

**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:** 0

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

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

| File Description                                                                                                                                      | Document                      |
|-------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| Relevant Budget extract/ expenditure statement                                                                                                        | <a href="#">View Document</a> |
| Policy document from institutions providing financial support to teachers, if applicable E-copy of letter indicating financial assistance to teachers | <a href="#">View Document</a> |
| Office order of financial support                                                                                                                     | <a href="#">View Document</a> |
| Institutional data in prescribed format                                                                                                               | <a href="#">View Document</a> |
| Any additional information                                                                                                                            | <a href="#">View Document</a> |
| Link for additional information                                                                                                                       | <a href="#">View Document</a> |

**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: 2**

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 3       | 2       | 1       | 2       | 2       |

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

**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:** 80.92

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 32      | 27      | 32      | 32      | 31      |

| File Description                                                                                                                                   | Document                      |
|----------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| Institutional data in prescribed format                                                                                                            | <a href="#">View Document</a> |
| E-copy of the certificate of the program attended by teacher                                                                                       | <a href="#">View Document</a> |
| Days limits of program/course as prescribed by UGC/AICTE or Preferably Minimum one day programme conducted by recognised body/academic institution | <a href="#">View Document</a> |
| Any additional information                                                                                                                         | <a href="#">View Document</a> |
| Link to additional information                                                                                                                     | <a href="#">View Document</a> |

### 6.3.5

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

#### **Response:**

#### **6.3.5 performance appraisal**

The performance appraisal system at Lt Sunil Ramshingji Chunawale Ayurved College for both teaching and non-teaching staff is a comprehensive and structured process designed to assess and improve the professional capabilities and contributions of its employees. This system plays a crucial role in maintaining high standards of education, enhancing organizational effectiveness, and promoting individual growth and development.

The performance appraisal system at Lt Sunil Ramshingji Chunawale Ayurved College is based on a set of well-defined criteria and processes that are fair, transparent, and aligned with the college & goals and objectives. It involves the following key components:

**1. Goal Setting:** At the beginning of each academic year, faculty and staff

members are required to set specific, measurable, achievable, relevant, and time-bound (SMART) goals in consultation with their respective department heads or supervisors. These goals are aligned with the college & strategic objectives and serve as a benchmark for performance evaluation.

**2. Performance Monitoring:** Throughout the year, supervisors or department heads monitor the performance of faculty and staff members based on their assigned goals and job responsibilities. Regular feedback sessions are conducted to provide constructive criticism, guidance, and support for achieving goals.

**3. Self-Assessment:** Employees are encouraged to conduct self-assessments periodically to evaluate their performance against the set goals and identify areas for improvement. This self-reflection helps employees take ownership of their professional development and career advancement.

**4. 360-Degree Feedback:** The performance appraisal system at SRC Ayurved College incorporates feedback from multiple sources, including peers, subordinates, and students, in addition to supervisors.

**5. Training and Development:** Based on the performance appraisal results, training and development plans are formulated for employees to enhance their skills, knowledge, and competencies. The college provides various opportunities for professional development, such as workshops, seminars, conferences, and online courses.

**6. Recognition and Rewards:** Employees who demonstrate outstanding performance and contribute significantly to the college's success are recognized and rewarded through various means, such as awards, certificates, promotions, and

monetary incentives. This recognition motivates employees to excel and encourages a culture of excellence.

**7. Performance Appraisal Review:** At the end of the appraisal period, a formal performance appraisal review is conducted with each employee to discuss their achievements, areas for improvement, and future goals. This review serves as a basis for salary adjustments, promotions, and career development discussions.

**8. Continuous Improvement:** The performance appraisal system at SRC Ayurved College is dynamic and continuously evolving to meet the changing needs and expectations of the college and its employees. Feedback from employees and stakeholders is regularly solicited to identify areas for improvement and enhance the effectiveness of the appraisal system.

In conclusion, the performance appraisal system at SRC Ayurved College is a robust and comprehensive process that is designed to assess, recognize, and reward the performance of its teaching and non-teaching staff. By promoting a culture of continuous improvement and professional development, this system contributes to the college & overall success and reputation as a leading institution in the field of Ayurveda education.

| File Description                        | Document                      |
|-----------------------------------------|-------------------------------|
| Any additional information              | <a href="#">View Document</a> |
| Link for performance Appraisal System   | <a href="#">View Document</a> |
| Link for any other relevant information | <a href="#">View Document</a> |

## 6.4 Financial Management and Resource Mobilization

### 6.4.1

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

#### **Response:**

##### ***6.4.1. Institutional strategies for mobilization of funds and the optimal utilization of resources.***

#### **Response:**

The sources of funds for the Institution are the grants from Management, State Government, university for various purposes. General Fund received in terms of Student Fees, Hostel Fee etc.

Student fees are the primary source of income for the institution. As a socially concerned not-for-profit institution, the College has a conscious policy of keeping the student fee affordable. The management usually provides funds for infrastructure development regularly and on the request given by the academic and administrative departments. Annual audit is conducted both internally and externally. The Internal and external audit is conducted by the Chartered Accountant appointed by the Management and the report is submitted to the Managing Trustee for further action.

For the smooth running of our institute, different committees have been formed, each committee studies its own field and analyzes requirements and then transfers it to principal with planned expenses.

Principal take a minute look at these criteria and then add the potential considerations and preparation, forward them to the finance committee for a stronger opinion. Accountant goes through all suggestions and analyzes minutely and then acts accordingly to betterment of students, teachers, non-teaching faculties, the report is eventually handed over to the management committee.

A healthy mind resides in a healthy body, for this various program like sports, yoga, personality development and other activities are organized and the finance committee spent some of the income on this.

In this way students proceed towards their bright future by gaining knowledge and their overall development. For the effecting teaching and learning it is very important that the environment and campus of the institution should be clean and attractive. The entire college faculties and students are always ready for it. In campus for green imitative some of the fund is provided. There is always a need

for maintaining and upgrading the facilities provided by the college from time to time. In addition, improvement in infrastructure is also needed. Hence there is provision of some of fund for electricity, water, internet website and telephone bills. To upgrade the students, professors and employees' various programs such as guest lectures, seminars, discussions are organized. Not only this, they are encouraged to participate in different institution, research work.

The Institution constantly encourages its faculty members to apply for research grants offered by various funding agencies. A clear budget is prepared well before the academic year begins and the expenses are reviewed by the accountant. The budget includes day-to-day operational and administrative expenses and maintenance of the fixed assets.

| File Description                                                                                            | Document                      |
|-------------------------------------------------------------------------------------------------------------|-------------------------------|
| Any additional information                                                                                  | <a href="#">View Document</a> |
| Link for resource mobilization policy document duly approved by College Council/other administrative bodies | <a href="#">View Document</a> |
| Link for procedures for optimal resource utilization                                                        | <a href="#">View Document</a> |
| Link for any other relevant information                                                                     | <a href="#">View Document</a> |

#### 6.4.2

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

##### **Response:**

Institution conducts internal and external financial audits regularly

Our institute follows the procedure laid down by NCISM and University. The committee monitors the purchase and expenses incurred from funds generated through fees and other grants. Institutional Administration is responsible for the preparation of financial statements that give true and fair view of the financial position. The institute has the budgetary control system to monitor the effective and efficient use of financial resources. Many reforms were brought in the financial administration of the institution. Financial committee will be sought budgetary requirements from various departments and cells. At the beginning of the academic year the annual budgets are prepared, reviewed and approved by the finance committee. Income and expenditure of the Institute are audited every month by the College and Hospital. The finance committee has fixed the limits of total recurring and non-recurring expenditures based on the income and resources of the institution. The budget takes into consideration the following.

The institute regularly follows internal and external financial audit system. The institutional accounts are audited regularly by both internal and statutory audits. Qualified internal auditors have been permanently appointed and a team of staff under them verify all vouchers of the transactions that are carried out in each financial year. The internal auditor shall evaluate and confirm the effectiveness of internal system of accounting of the receipts. The internal auditor should verify that the fees are collected from all the students and if there is any concession, the same is granted by a person who is so authorized. The internal auditor should also ensure that the fees received in advance and fees receivable are properly accounted and irrecoverable fees are written-off under the authorization of the appropriate person.

So far there has been no major objection in financial auditing, minor errors or omissions when pointed out by the audit team are immediately corrected / rectified and precautionary steps are taken to avoid recurrence of such errors in future. The auditor verifies the income and expenditure details of the college as per the balance sheet and provisions stipulated by law. The external auditing is done by a Chartered Accountant, specially designated for this purpose. External audit is also carried out on an elaborate way on quarterly basis. All the audited statements for the past years are uploaded in college website to maintain transparency in financial matters. The expenditure statements are audited by the Accounts department before it is submitted to the principal.

| File Description                                                                                | Document                      |
|-------------------------------------------------------------------------------------------------|-------------------------------|
| Any additional information                                                                      | <a href="#">View Document</a> |
| Link for documents pertaining to internal and external audits year-wise for the last five years | <a href="#">View Document</a> |
| Link for any other relevant information                                                         | <a href="#">View Document</a> |

### 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)

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

  

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

## 6.5 Internal Quality Assurance System

### 6.5.1

#### Institution has a streamlined Internal Quality Assurance Mechanism

#### Response:

#### IQAC

Lt Sunil Ramshingji Chunawale Ayurved College in Chikhli, Buldhana, has implemented a streamlined internal quality assurance mechanism to ensure and enhance the quality of education and overall institutional functioning. This mechanism is designed to

align with the parameters set by the National Assessment and Accreditation

Council (NAAC), which evaluates institutions of higher education in India based

on various criteria. The college & Internal quality assurance mechanism

encompasses the following key components:

**1. Curriculum Design and Delivery:** The college has a well-defined process for designing and delivering the curriculum, ensuring that it is up-to-date, relevant, and aligned with the latest developments in the field of Ayurveda. The curriculum is regularly reviewed and updated based on feedback from faculty, students, and industry experts.

**2. Teaching-Learning Process:** The college emphasizes interactive and innovative teaching methods to engage students and enhance their learning experience. Faculty members are encouraged to use a variety of teaching techniques, such as lectures, seminars, workshops, and hands-on training, to cater to diverse learning styles.

**3. Student Assessment and Evaluation:** The college has a fair and transparent system for assessing and evaluating students' performance. Multiple assessment methods, including written exams, practical exams, assignments, and projects, are used to evaluate students' understanding and application of concepts.

**4. Research and Innovation:** The college promotes a culture of research and innovation among faculty and students. Faculty members are encouraged to engage in research activities and publish their findings in reputed journals. Students are also encouraged to participate in research projects and present their work at conferences and seminars.

**5. Infrastructure and Learning Resources:** The college provides state-of-the-art

infrastructure and learning resources to support the academic and research activities of students and faculty. This includes well-equipped classrooms, laboratories, libraries, and computer facilities.

**6. Governance and Leadership:** The college has a strong governance structure in place, with effective leadership that is committed to promoting excellence in education. The management regularly reviews the college's performance and takes proactive measures to address any issues that may arise.

**7. Student Support and Services:** The college provides various support services to help students succeed academically and professionally. This includes counseling services, career guidance, placement assistance, and financial aid for deserving students.

**8. Stakeholder Engagement:** The college actively engages with its stakeholders, including faculty, students, alumni, industry partners, and the local community, to gather feedback and suggestions for improving its quality assurance mechanisms.

In conclusion, Lt Sunil Ramshingji Chunawale Ayurved College in Chikhli, Buldhana, has a well-structured internal quality assurance mechanism that is aligned with the parameters set by NAAC. By focusing on curriculum design, teaching-learning processes, student assessment, research, infrastructure, governance, student support, and stakeholder engagement, the college ensures that it provides high-quality education and meets the expectations of its stakeholders. This mechanism helps the college maintain its reputation as a leading institution in the field of Ayurveda education.

| File Description                                                    | Document                      |
|---------------------------------------------------------------------|-------------------------------|
| Any additional informaton                                           | <a href="#">View Document</a> |
| Link for minutes of the IQAC meetings                               | <a href="#">View Document</a> |
| Link for the structure and mechanism for Internal Quality Assurance | <a href="#">View Document</a> |
| Link for any other relevant information                             | <a href="#">View Document</a> |

## 6.5.2

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

**Response:** 81.76

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 53      | 26      | 24      | 25      | 28      |

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

### 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                             | <a href="#">View Document</a> |
| Report of the feedback from the stakeholders duly attested by the Board of Management | <a href="#">View Document</a> |
| Minutes of the meetings of IQAC                                                       | <a href="#">View Document</a> |
| Institutional data in prescribed format                                               | <a href="#">View Document</a> |
| Annual report of the College                                                          | <a href="#">View Document</a> |
| Link for Additional Information                                                       | <a href="#">View Document</a> |

## 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:** 12

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 3       | 2       | 1       | 3       | 3       |

| File Description                                 | Document                      |
|--------------------------------------------------|-------------------------------|
| Report gender equity sensitization programmes    | <a href="#">View Document</a> |
| Institutional data in prescribed format          | <a href="#">View Document</a> |
| Geotagged photographs of the events              | <a href="#">View Document</a> |
| Extract of Annual report                         | <a href="#">View Document</a> |
| Copy of circular/brochure/ Report of the program | <a href="#">View Document</a> |
| Any additional information                       | <a href="#">View Document</a> |
| Link for additional information                  | <a href="#">View Document</a> |

#### 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 by all curricular and co-curricular aspects. The staff of the institutes promotes gender equity, teaches and guides the students on gender equity. Students equally participate in all programs arranged by college and university. Student equally participates in gathering and sports activities even ladies cricket match, kabaddi, kho-kho also played in gathering.

The institute conducts parent-teacher and student meetings with the principal immediately after the admissions and the principal assures safety and care for all gender types. The institute authorities have formed various committees for the betterment of students and for solving their problems. The anti-

ragging committee, internal women complaint committee take care of students' problems. The student welfare committee also worked for students' benefit.

The committee members provide adequate information about rules and regulations to help them with routine work.

Following are the gender equity initiatives taken by the institute.

1. By displaying a poster on the notice board stating laws regarding ragging, Vishakha committee.
2. By displaying university guidance on the noticeboard regarding ragging and woman's rights.
3. By arranging lectures and guest lectures about gender equity and women's rights and laws about them.

For safety and security, the institute has taken the efforts.

1. Security guards- for safety and security institute have a very strong security force. Security guards remain in all entrance gates and college campuses and all (girls) hostels. They don't allow girl students to go out after 7 pm.
2. C.C.T.V. cameras are located in classrooms, college campuses, and hostels.
3. Warden- takes proper care and takes round every day in the hostel.
4. Biometric attendance of students in college.
5. Full- time attendance of students is available in each hostel. Separate ladies' attendant available at the institute in girl's hostel.
6. Fire extinguishers - for the safety of students and the institute fire extinguishers are available at college and hostel.
7. Water filter- for safety purposes the water filter facilities are made available at the college camp.
8. Specific facilities are provided for women in terms of safety and security.
9. Yoga classes- arrange every day for the all-around development of the student.
10. common room- common room available for girls and boys.
11. Mess- mess available at girl's hostel and it provides healthy and clean food.

Counseling –

Internal complaints committee (Vishakha) members take care of women complaints and through counseling provides a solution to their problems.

| File Description                                                                                                                               | Document                      |
|------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| Any additional information                                                                                                                     | <a href="#">View Document</a> |
| Specific facilities provided for women in terms of a. Safety and security b. Counselling c. Common Rooms d. Day care centre for young children | <a href="#">View Document</a> |
| Annual gender sensitization action plan                                                                                                        | <a href="#">View Document</a> |
| Link for any other relevant information                                                                                                        | <a href="#">View Document</a> |

**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                                     | <a href="#">View Document</a> |
| Installation receipts                                                       | <a href="#">View Document</a> |
| Geo tagged photos                                                           | <a href="#">View Document</a> |
| Facilities for alternate sources of energy and energy conservation measures | <a href="#">View Document</a> |
| Any additional information                                                  | <a href="#">View Document</a> |
| Link for additional information                                             | <a href="#">View Document</a> |

**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:**

The SRC Ayurved Mahavidyalaya, Chikhli is a quality conscious about the environment and waste management. It protects its environment with its green campus, kept it pollution-free. The institute has a well-defined environmental policy focusing on Rain Water Harvesting, Tree plantation during June-July Aqua guarded drinking water facilities, pollution-free campus. The College started using Solar Energy on College Campus. Institute has solar water heaters in the girls Hostel. Institute has also formed a Green Audit committee. The awareness is also done by arranging roadshows, rallies on various issues related to the environment and health.

**1. Solid Waste Management**

On the college campus all the laboratories, cabins, and corridors have dustbins. Laboratories are having separate dustbins for dry and wet wastage. The use of dustbins maintains a garbage-free campus. The digitization of the process has reduced paper wastage. College also displayed warning stickers on each photocopy/ Printing machine to reduce the use. The maximum working procedures are paperless. To use the 'Use me' dust bin on the college campus to keep the college campus clean.

**1. Liquid waste management**

The college has made a drainage system for the waste liquid generated from various departments. The institution has a Sewage treatment plant.

**1. Biomedical waste management**

In the hospital, there is a lot of biomedical waste products are generated. The municipal corporation permission is taken yearly. Proper application for biomedical waste is taken. The biomedical waste such as cotton pads, blood needles IV sets, etc. is given to the municipal corporation through person who collect the waste.

**1.E-waste management**

The college and hospital have lots of electronic gadgets, computers, mouse, Printers etc.E waste material is handed over to the stores' department.

**1. Waste cycling management**

The college has a sewage treatment plant for all wastewater. Regular annual is maintenance is done by MNC.

**1.Hazardous chemicals and radioactive waste management**

All the laboratories are equipped with SOP's, 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, indoor stadium & all laboratories.

The disposal of chemicals is done as per biomedical waste management guidelines these chemicals are handed over to the collection contractor of the hospital. Diluted, used chemicals are drained out in drainage lines provided separate drainage lines provided by the hospital.

| File Description                                                                             | Document                      |
|----------------------------------------------------------------------------------------------|-------------------------------|
| Any additional information                                                                   | <a href="#">View Document</a> |
| Link for relevant documents like agreements/MoUs with Government and other approved agencies | <a href="#">View Document</a> |
| Link for geotagged photographs of the facilities                                             | <a href="#">View Document</a> |
| Link for any other relevant information                                                      | <a href="#">View Document</a> |

**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:** Any Two of the above

| File Description                                                                                  | Document                      |
|---------------------------------------------------------------------------------------------------|-------------------------------|
| Institutional data in prescribed format                                                           | <a href="#">View Document</a> |
| Installation or maintenance reports of Water conservation facilities available in the Institution | <a href="#">View Document</a> |
| Geo tagged photos of the facilities as the claim of the institution                               | <a href="#">View Document</a> |
| Geo tagged photo Code of conduct or visitor instruction displayed in the institution              | <a href="#">View Document</a> |
| Any additional information                                                                        | <a href="#">View Document</a> |
| Link for additional information                                                                   | <a href="#">View Document</a> |

#### 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:** D. Any two of the above

| File Description                                                                    | Document                      |
|-------------------------------------------------------------------------------------|-------------------------------|
| Institutional data in prescribed format                                             | <a href="#">View Document</a> |
| Geotagged photos / videos of the facilities if available                            | <a href="#">View Document</a> |
| Geotagged photo Code of conduct or visitor instruction displayed in the institution | <a href="#">View Document</a> |
| Any additional information                                                          | <a href="#">View Document</a> |

#### 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:** D. Any two of the above

| File Description                                                        | Document                      |
|-------------------------------------------------------------------------|-------------------------------|
| Institutional data in prescribed format                                 | <a href="#">View Document</a> |
| Geo tagged photos of the facilities as per the claim of the institution | <a href="#">View Document</a> |
| Any additional information                                              | <a href="#">View Document</a> |
| Link for additional information                                         | <a href="#">View Document</a> |

#### 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:**

Importance of location of an Institution

Chikhli is a historical and rich cultural centre located from Central Bus Stand, 2 km. College is located within the Nagar parishad area having a pollution-free, secure, safe and peaceful locality.

It is located in a calm, green campus and educational environment having primary and arts, commerce colleges.

Facilities Available in college

Well-equipped laboratories.

dissection labs spacious demonstration halls.

classrooms Library, E-Library

Internet facility, Wi-Fi Facility

Botanical Garden Auditorium & Conference Hall.

Facilities Available in Hospital.

OPDS

IPDs 60-bed strength Ayurvedic Hospital.

Expert Qualified Staff.

Fees concessions facilities For Economical backward/below poverty lines

Regular health checkup facility along with Medicine distribution on every.

Free Medical Health checkup Camps

Special Facilities for old age patients.

Institutional efforts/initiatives were taken by our institution In Providing an inclusive environment i.e., tolerance and harmony.

Understand the importance of cultural sensitivity in today's world.

The cultural committee makes the students at college, sensitive to each other's culture.

To ensure that the students have a home-away-from-home experience

| File Description                                                                                                                          | Document                      |
|-------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| Any additional information                                                                                                                | <a href="#">View Document</a> |
| Link for supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution) | <a href="#">View Document</a> |
| Link for any other relevant information/documents                                                                                         | <a href="#">View Document</a> |

#### 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                                                                 | <a href="#">View Document</a> |
| Information about the committee composition number of programmes organized etc in support of the claims | <a href="#">View Document</a> |
| Details of the monitoring committee of the code of conduct                                              | <a href="#">View Document</a> |
| Details of Programs on professional ethics and awareness programs                                       | <a href="#">View Document</a> |
| Any other relevant information                                                                          | <a href="#">View Document</a> |
| Web link of the code of conduct                                                                         | <a href="#">View Document</a> |
| Link for additional information                                                                         | <a href="#">View Document</a> |

#### 7.1.10

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

**Response:**

**7.1.10 The institution celebrates/organizes National and International commemorative days, events and festivals**

Every year Institute take initiatives events as conduct this part of extra- All and Non- a curricular activities student, Teaching staff actively take part in celebrations.

1. The MUHS Foundation Day is celebrated in the Institute every year in the institute.
2. Dr. Hedgewar Jayanti. celebrated by arranging medical checkup camps.
3. Independence Day & Republic Day, is with enthusiazum.
4. International environment day 5th June is Celebrated by planting trees.
5. Chhatrapati Shivaji Maharaj Jayanti is celebrated by arranging guest Lecture.
6. Annual day celebrations by arranging guest lectures, essay competitions, health checkup camps, Rallies, etc.
7. International Yoga Day is celebrated on 21st June Workshop Pre-Yoga workshop & yoga

demonstration for general public is arranged general public every year.

8. The National Ayurveda Day is celebrated on Occassion of Lord Dhanvantari Jayanti. The programme is celebrated by poojan of Lord Dhanvantari. Importance and effectiveness of Ayurveda is told to general public by arranging Guest Lecture.
9. international Women's Day is celebrated on 8th march. Free health checkup camp for women arranged is arm every year. Guidance regarding use of sanitary napkins information about breast cancer etc is given to Ladies by experts.
10. Van Mahotsav is 1st July to 7th July for preservation of Ayurvedic 'medicinal plants by planting trees.
11. 4th February is celebrated as international cancer day. Posters spread are displayed to spread awareness among general public.
12. National Blood Donation Day is celebrated on 1st October. Blood donation camp is arranged on this occasion. our college Teacher Dr. Pravin, S. Tiwari has donated blood more than 25 times.
13. Every year on occassion of Teacher's Day, one senior teacher is fali gatated with "Dhanwantari purarkar".
- 14.
15. On day ones 1st December World AIDS day, awareness among young ones about this disease carried out by specialized doctor.
16. During COVID-19 Pandemic situation our Institute celebrated all these events by taking all safety precautions. Sanitization social distancing etc. are maintained during celebration.

| File Description                | Document                      |
|---------------------------------|-------------------------------|
| Any additional information      | <a href="#">View Document</a> |
| Link for additional information | <a href="#">View Document</a> |

| Other Upload Files |                               |
|--------------------|-------------------------------|
| 1                  | <a href="#">View Document</a> |

## 7.2 Best Practices

### 7.2.1

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

**Response:**

#### 7.2.1 [II] Institutional Best Practices

**Immunity Booster programme through Ayurvedic principle in children**

**Objectives: -**

1. To organize "Suvarnabindu Prashan camp for children. As per the guideline of the Ayush department.

2. To popularize this Ayurvedic principle among general public.
3. To Protect children from allergic disorders that occurs due to seasonal change.
4. To improve memory.
5. To improve immunity, digestion power and physical strength of child.

**The context: -**

In "suvarnabindu Prashan camp" Suvarnabhasma mixed with medicated ghee and honey is given in form. Suvana as per Ayurveda is immunity booster, Medhya, protective against many disorders Along with honey and ghee is increased.

our Institute Organizes "Suvarnabindu prashan camp" for the children aged 6 months to 16 years on pushya Nakshatra of every month. "Suvarnabindu prashan's" helps to achieve developmental milestone in children.

Our Institute is committed through this programme for the healthy upbringings of the next generation.

**The Practice: -**

A special card for individual child is prepared which dates of "pushya Nakshatra" are mentioned. Contact number of every child is taken to remind them the dates. "Suvana Bindu are Stored in sterile dropper base bottles. To administer drops surarnabindu easily of the children these droppers are used under all hygienic precautions.

To promote the survanabindu prashan camp the institute also distribute printed pamphlets to aware society about this programme.

**Evidence of success: -**

weight record of every child is maintained showing improvement in weight. Child is less frequently getting ill as its immunity is improved. In take of diet is increased, child become mentally stable are the feedback of People are getting aware about programme and coming regularly with their card. special arrangements are made by our Balroga department on pushya Nakshtra for convenience of the people.

**Problems Encountered: -**

Still people from village area not attending the cam.

Our institution is making efforts to make awareness about this programme in village area also.

| File Description                                           | Document                      |
|------------------------------------------------------------|-------------------------------|
| Any additional information                                 | <a href="#">View Document</a> |
| Link for best practices page in the Institutional web site | <a href="#">View Document</a> |
| Link for any other relevant information                    | <a href="#">View Document</a> |

## 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:**

**Response: -**

SRC Ayurved college & Dr. Hedgewar hospital Chikhali is promoting the ancient Ayurved science through Its vision, quality and policy.

our college has" adopted the village " Rohada e and taking Care of health issues of the villagers.

Every year NSS camp is also arranged arranged village.

Our Institution is providing every possible facility to improve health. quality of villagers.

our Institution is arranging regular healt checkup camps. In this village and expert doctors are giving their services to villagers.

**Objective: -**

- 1.To promote Ancient Ayurved science in village
- 2.To guide villagers to plant medicinal plants
- 3.To improve the immunity of the villagers.

**The Practice: -**

- 1.Free checkup camps arranged every week Along with intern Students expert doctors of our Institution are giving service.
- 2.Once in a month Dental and eye checkup camps arranged.
- 3.Eye checkup camps are followed by distribution of spectacles.
- 4.ENT checkup camps are followed by distribution of hearing aids.
- 5.selected patients are given free panchakarma treatment at our Institution.
- 6.Health awareness and education through Lectures and discussions arranged by the Institution time to time.

7. Patients who need Laboratory Investigations are brought to Institute by college ambulance.

**Outcome: -**

1. Villagers get familiarized with Ayurvedic treatments specially panchakarma
2. By adaptation of Yoga and meditation physical, mental, and emotional and social wellbeing is achieved in them.
3. During NSS camp of our Institution our students get opportunity to interact with Villagers about and to guide them common health issues.
4. Our student also aware the villagers about ?????? ???? ?????? to keep their village clean to avoid diseases.
5. Partial transformation in the lifestyle of Villagers is observed.

| File Description                                           | Document                      |
|------------------------------------------------------------|-------------------------------|
| Link for appropriate web page in the institutional website | <a href="#">View Document</a> |
| Link for any other relevant information                    | <a href="#">View Document</a> |

## 8.Ayurveda Part

### 8.1 Ayurveda Indicator

#### 8.1.1

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

**Response:**

- Keeping the vision of Health Ministry of India, our college made policies regarding the implementation of combined medical system with Yoga, Dietetics and with modern medicine.
- Hospital is treating patients of acute and chronic illness like Arthritis, Musculoskeletal disorders, ulcerative colitis, Ascitis, renal disorder etc.
- College have NSS commity, this NSS commity conducts awareness programs in rural area, near by temples.
- Keeping in requirement of the patients and need of time following departments are in function along with Ayurveda in different IPD and OPD level.
- A daily OPD is already running in our hospital.
- A general Physician is also appointed for managing emergency as well as day to day consultation.
- Daily yoga study is practice along with pranayam meditation along with the help of swasthavitta department to maintain physical as well as mental health of patients.
- Pathologist, Gynecologist, Anesthetist, Pediatricians are also appointed for regular visit as well as consultation.
- Mutual understanding between various OPD and IPD of ayurveda and other system of medicine for sake of benefits of individuals.

| File Description                                                                                                                                                                    | Document                      |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| Any additional information                                                                                                                                                          | <a href="#">View Document</a> |
| Links for Details of integration in terms of number of departments, faculty/consultants involved, clinical conditions considered for integration and integrated protocols developed | <a href="#">View Document</a> |
| Link for Additional Information                                                                                                                                                     | <a href="#">View Document</a> |

#### 8.1.2

**Institutional mechanism towards classical way of Ayurveda learning**

**Response:**

For complete knowledge of Sanskrit language in Ayurveda , Ayurveda scholars are taught with the help of various ancient books as well modern books. Ancient books like ( charak samhita, sushrut samhita,asthang hridaya,madhavnidana, bhavprakash samhita,kashyap samhita). Along with these books lots of Tikas, other related books are taught for clear knowledge.

Ayurveda consist of 4 aspects of Teaching such as Sanskrit , Vedanga, Philosophy and Practical application.

#### 1. Sanskrit –

Teaches along with Anvaya method of study, splitting word of Sanskrit, verses for easy understanding.

Teaching is done in easy Sanskrit language and interaction is done with students in Sanskrit.

Sanskrit day is celebrated.

Sanskrit drama are arranged in cultural activities.

#### 2. Vedanga –

Teaching by adopting vedanga method i.e Vyakarana (Grammar) kalpa, nirukta,shiksha.

Sanskrit verses of Ayurveda are chant Musically for quick remembering and easy grasping.

#### 3. Philosophy-

Spiritual aspects are taught by teaching philosophically aspect covering with metaphysics and epistemology.

Interactive methodology of friendly discussion where frequently adopted as per the nyaya philosophy.

Regular workshops, seminars , CMEs academics activities like quiz competitions, samhita vachan goes on regular basis of year

| File Description                                                                 | Document                      |
|----------------------------------------------------------------------------------|-------------------------------|
| Any additional information                                                       | <a href="#">View Document</a> |
| Links for teaching schedule including total hours of teaching                    | <a href="#">View Document</a> |
| Links for Assessment, feedback and outcome                                       | <a href="#">View Document</a> |
| Links for Attendance and certificate of completion of schedule hours of teaching | <a href="#">View Document</a> |
| Link for Additional Information                                                  | <a href="#">View Document</a> |

### 8.1.3

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

##### Response:

Panchakarma comprises of five procedure i.e vamana karma , virechana karma , Bastii karma, Nasya karma ,Raktamokshana which are meant for internal purification of the body. Panchakarma is the most demanding and emerging branch of Ayurveda . there are so many therapeutic utilities i.e Shodhana, Shamana, Lekhana, Rasayana , Vajikarna procedure.

Seasonal Panchakarma is advised to patient as per diseased condition to maintain normal life.

Vamana Karma eliminates dosha mainly khapa from mouth inform of vommiting .

Virechana karma eliminates dosha mainly pitta from lower gastro intestinal tract through anal route .

Basti karma eliminates dosha mainly vatta from lower gastro intestinal tract through anal route . in this karma medicinal qwath or oil is introduced from anal region.

Kaumarapanchakarma - Panchakarma is effective in pediatric group but it requires fine observation.

For vamana we use yasthimadhu qwath in kasa, shawas disease.

For virechana karma we use mrudu virechan and we use drug like trivitta Aragwadha or avipattikar churna in disease like krimi.

For basti karma oil is push using basti yantra in rectum. In pediatric age group basti is most commonly used in krimi , constipation, also used for snehana.

Suvarnaprashan is most commonly used in pediatric group .

| File Description                                                                                                                                                                              | Document                      |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| Any additional information                                                                                                                                                                    | <a href="#">View Document</a> |
| Protocols incorporating Principles of Ayurveda and their implementation                                                                                                                       | <a href="#">View Document</a> |
| Protocols developed for lifestyle modifications through Ayurveda and the promotional activities undertaken, number of people who were advised lifestyle modifications and the outcome thereof | <a href="#">View Document</a> |
| Number of activities to promote seasonal Panchakarma, and number of seasonal Panchakarma procedures performed                                                                                 | <a href="#">View Document</a> |
| Links for SOPs of development, implementation, monitoring and revision of SOPs                                                                                                                | <a href="#">View Document</a> |
| Links for Activities towards improvement of clinical documentation, details of new initiations in administering Panchakarma procedures                                                        | <a href="#">View Document</a> |
| Link for details of activities towards maintenance of quality, details of training content, frequency of training, skill development programs of therapists                                   | <a href="#">View Document</a> |
| Link for Additional Information                                                                                                                                                               | <a href="#">View Document</a> |
| Details of mock drill to manage complications etc                                                                                                                                             | <a href="#">View Document</a> |

#### 8.1.4

#### **Steps adopted by the Institution towards implementation of Swasthavritta activities such as Sadvritta, Achararasayana, Dinacharya and Ritucharya etc. in the last five years**

##### **Response:**

Ayurveda emphasizes on personal and social behavior as it affects physical and mental health of a person. Sadavritta helps to gain health and control over mind. Sadavritta means physical and mental behavior in keeping the good taste and propriety which should be followed by everyone on daily basis. Achar rasayan act as a rasayan on our body and mind .swasthavritta and yoga department is dealing with various aspect to teaching, training, research activities and patient care. Department involved in organizing various workshop, camp near by region.

The tradition of Dinacharya is one of the single most powerfull Ayurvedic tools for improving overall health and wel being for including awerness of dinacharya.we provide importance of dincharya to opd patients on our institute. We maintain separate data of opd and ipd patients in separate opd register.

Health in any season is dependent on two factors i.e food and lifestyle. Food affects the body internally and lifestyle affects from outside. Seasonal and conditional food according to age, occupation, sex advice. We do yoga asana for health aspirants, meditation and health counseling in pregnancy and school going children. If appropriate food and lifestyle is followed, the person will never suffer from any disease and will constantly go adding healthy years to his lifeline.

Institute arrange 5 days yoga camps. Celebrate international yoga days. IPD patients have diet plan in their treatment as per season.

| File Description                                                                                     | Document                      |
|------------------------------------------------------------------------------------------------------|-------------------------------|
| Any additional information                                                                           | <a href="#">View Document</a> |
| Links for list of people who have undergone such activity and their outcomes, in the last five years | <a href="#">View Document</a> |
| Links for details of promotional measures undertaken for each activity                               | <a href="#">View Document</a> |
| Link for Additional Information                                                                      | <a href="#">View Document</a> |

#### Other Upload Files

|   |                               |
|---|-------------------------------|
| 1 | <a href="#">View Document</a> |
|---|-------------------------------|

#### 8.1.5

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

**Response:** E. Less than 2,500

| File Description                                        | Document                      |
|---------------------------------------------------------|-------------------------------|
| List of medicinal plants / species in the herbal garden | <a href="#">View Document</a> |
| Institutional data in prescribed format                 | <a href="#">View Document</a> |
| Geo tagged photographs of the herbal garden             | <a href="#">View Document</a> |
| Any additional information                              | <a href="#">View Document</a> |
| Link for Additional Information                         | <a href="#">View Document</a> |

#### 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:**

Medical plant garden at our college, having about ..... medicinal plant species. These garden are developd for the purpose of identification for the the ug students .this garden has many species collected from different part and are difficult to grow in this area of maharashtra .demand for medical plants is increases globally for the use of medicine preapartion globally .to fullfill the demand the collection of this drugs is uncontrolled and deforestation and habitat distrution is being practiced . due to this affects species rariety. Many species are getting endangered due to thid to fulfilled the demand cultivation of medicinal plant should be done on large scale.

Since the garden develop in college is for the purpose of identification for ug student . this garden is equipped with shade net. Plant species are maintained in pot so as to provide protection .

| File Description                                                                                                                    | Document                      |
|-------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| Geo tagged photographs of the facilities/garden                                                                                     | <a href="#">View Document</a> |
| Any additional information                                                                                                          | <a href="#">View Document</a> |
| Links for Details of activities undertaken by the institution to promote conservation and propagation of rare and endangered plants | <a href="#">View Document</a> |
| Link for Additional Information                                                                                                     | <a href="#">View Document</a> |

**Other Upload Files**

|   |                               |
|---|-------------------------------|
| 1 | <a href="#">View Document</a> |
|---|-------------------------------|

**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:** 157355.6

8.1.7.1 Total expenditure incurred towards herbal garden development and maintenance, purchase of raw-materials and Medicines during the last five years

Response: 786778

| File Description                                                                                       | Document                      |
|--------------------------------------------------------------------------------------------------------|-------------------------------|
| Report of activities undertaken by the institution for cultivation and propagation of medicinal plants | <a href="#">View Document</a> |
| Institutional data in prescribed format                                                                | <a href="#">View Document</a> |
| Geotag photographs of the plantation area                                                              | <a href="#">View Document</a> |
| Expenditure on the purchase of raw-materials and Medicines                                             | <a href="#">View Document</a> |
| Details of the land documents of the plantation area                                                   | <a href="#">View Document</a> |
| ? Audited statements of the accounts for the expenditure incurred during the last five years           | <a href="#">View Document</a> |
| Link for Additional Information                                                                        | <a href="#">View Document</a> |

**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 | <a href="#">View Document</a> |
| Institutional data in prescribed format                                                            | <a href="#">View Document</a> |
| Documents relating to the qualification and experience of the Yoga demonstrator                    | <a href="#">View Document</a> |
| Details of attendance of advanced Yogic practices                                                  | <a href="#">View Document</a> |
| Blue print of the Yoga hall                                                                        | <a href="#">View Document</a> |
| Any additional information                                                                         | <a href="#">View Document</a> |
| Link for Additional Information                                                                    | <a href="#">View Document</a> |

**8.1.9****Efforts of the Institution towards conservation and validation of local health traditions during the last five years****Response:** E. Less than 5

| File Description                                       | Document                      |
|--------------------------------------------------------|-------------------------------|
| Institutional data in prescribed format                | <a href="#">View Document</a> |
| Details of the activities / programme with geo tagging | <a href="#">View Document</a> |
| Any additional information                             | <a href="#">View Document</a> |

**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:**

Pharmacy deals with the study of various drugs preparation and methods. Drugs are prepared for our hospital OPD and IPD patients. We manufacture various type of drugs in pharmacy like Churna, Tailas, Ghrutas, Avleha, Bhasma, Mashi. Every year with the help of second year UG student we make Chavanprash as per mentioned in Samhita. Pharmacy is also preparing seasonal medicine preparation like chavanprash,, amla candy, scrub powder.

Pharmacy is well equipped with modern equipment and machine like mixer, chopping machine, dryer, juicer, weighing machine. Pharmacy timing is 9am to 5pm. pharmacy area is well adequate as per norms. Good hygiene is maintained in the manufacturing unit. The total area of ayurvedic pharmacy is 1715 sq.ft. pharmacy has a separate raw material section. Pharmacy is constructed and maintained to prevent entry of insect and rodents. Proper drainage system is provided in the processing area of pharmacy. regular medical checkup is carried out for employees of the pharmacy. water used in manufacture is pure. Waste product are disposed per day. Standard hygienic condition and improved quality of medicinal products are maintained. Pharmacy is managed and supervised by technical staff.

| File Description                                   | Document                      |
|----------------------------------------------------|-------------------------------|
| Any additional information                         | <a href="#">View Document</a> |
| Links for Manufactured dosage forms                | <a href="#">View Document</a> |
| Links for List of functional equipments available  | <a href="#">View Document</a> |
| Links for Copy of the license and GMP certificates | <a href="#">View Document</a> |
| Links for Blue print of the Pharmacy               | <a href="#">View Document</a> |
| Link for Additional Information                    | <a href="#">View Document</a> |

#### Other Upload Files

|   |                               |
|---|-------------------------------|
| 1 | <a href="#">View Document</a> |
|---|-------------------------------|

#### 8.1.11

#### Describe the activities undertaken by the Institution towards practice of various procedures of Kriyakalpa

##### Response:

Kriya kalpa are mainly indicated for diseases of eyes. Similarly for disorders of ears, nose, throat and head. Various kriya kalpa are described by our Acharyas not under its heading but by its meaning. The department of Shalakya Tantra deal with the diseases and treatment of uradhajatrugat vyadhi. The main aim of treatment of these disease includes systemic medicine and local treatment.

Acharya Sushruta has described five types of kriya kalpa

1 **Tarpana** – putting medicated ghrita into eye with special methods.

2 **Putapaka** – it is also like tarpan by using Swaras or decoction.

3 **Seka** – parisheka means pouring the medicinal decoction on closed eyes.

4 **Aashchyotana** – Aschyotan means putting eye drops in eyes.

5 **Anjana** – It is the procedure in which medical collyrium (Anjanas) is applied with the help of applicator for specified time.

Beside these five type Pindi and Bidalaka are also explained under kriya kalpa.

**Pindi and Bidalaka** – Pindi means pitting medicated (bolous of plant leaves) pottali over the eyes and Bidalaka means applying the paste of different drugs is applied over the closed eyelids leaving the eye lashes.

**Advantages of kriyakalpa in disease management –**

Effective in both segment anterior and posterior segment disease.

It is a cost effective and preventive and curative non surgical non invasive treatment.

| File Description                                                                                                                                             | Document                      |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| Any additional information                                                                                                                                   | <a href="#">View Document</a> |
| Links for details of new initiations in administering Kriyakalpa procedures                                                                                  | <a href="#">View Document</a> |
| Links for Details of availability of emergency kits and mock drill carried out to manage complications etc                                                   | <a href="#">View Document</a> |
| Links for Details of activities towards maintenance of quality, details of training content, frequency of training, skill development programs of therapists | <a href="#">View Document</a> |
| Links for Activities towards improvement of clinical documentation                                                                                           | <a href="#">View Document</a> |

**8.1.12****Describe the activities undertaken by the Institution towards practice of various types of Anushastra****Response:**

Anushastra are mentioned in a chapter of sushruta Samhita where description of shastra is found. Anshalya is branch of Shalyatantra, which deals with the Ksharkarma, Agnikarma and jalavkaavacharan. Anushastra karma consist Agnikarma and jalaoukavacharana with the help of these treatment of number of disease involving musculoskeletal system, wounds and skin disease etc are treated. Kshar karma is widely used in shalya deparment for treating disease such as piles, fistula, wounds with the help of kshar sutra thread.

Agnikarma procedure is widly practiced by practisioner for the treatment of sandhigata vata, gridhrasi, muscular pain, Arsha, . we take seminar on agnikarma vidhakarama treaning. Treaning are give to ug student on patient which are coming on daily opd and ipd patients.student treat patient of pain , warts, sciatica and other muscular pain .we are teaching detail about types of Agnikarma by madhu, ghrit, taila.

Jaloukavacharana is another Anushastra karma used for treatment of non healing ulcer as well many skin disease. We give training about identification of jalauka as well as breading of Jalauka. We give live training on patient about jalaoka avacharan procedure in various kshudra roga, diabetic wounds Alopecia.

We also provide training about siravedhan karma and viddha karma as well as identification of sight for particular disease like frozen sholder, cervical and lumbar spondylitis, renal stone ,hydrocele., Maigrane, loss of taste due to covid virus, etc..

All the above procedure are adopted with aseptic procedure as per standard guidelines to make the procedure absolutely harmless to the patients.

| File Description                                                                                                                                             | Document                      |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| Links for Details of availability of emergency kits and mock drill carried out to manage complications etc                                                   | <a href="#">View Document</a> |
| Links for Details of activities towards maintenance of quality, details of training content, frequency of training, skill development programs of therapists | <a href="#">View Document</a> |
| Links for Activities towards improvement of clinical documentation                                                                                           | <a href="#">View Document</a> |

### 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:

Department of Prasutitantra and striroga deals with education of diagnosis, investigation and Ayurvedic treatment for various gynecological diseases and medical care for pregnant women like Garbhasanskara, Garbhini Parikshana, Garbhini Paricharya, Prasava Karma, sutika paricharya and parivaraniyoja.

In our institute various special procedures regarding prastutitantra and streerog are carried out . The name of procedure are like Uttarbasti, Prastisaran , Yonikalka, Yonidhavan, Yonipichoo, Yonidhupan, Yoniparishek.

Uttarbasti is done under aseptic precaution with all autoclave instrument as medicated oil in laubor room. For uttarbasti indication are Anartava (Amenorrhoea), Stri vandhyatwa, fibroid uterus, endometrial thinning, blojkages of fallobian tube, Dub , etc Different medicated oils used for uttarabasti are Bala taila, Phalaghrita, kshar taila, fhalghtuta taila, etc.

Gharbhasanskara another important aspect of prasutitantra , with the help we can establish its strength in maintaining the quality of genes of human beings.

| File Description                                                                                                    | Document                      |
|---------------------------------------------------------------------------------------------------------------------|-------------------------------|
| Any additional information                                                                                          | <a href="#">View Document</a> |
| Links for SOPs of development, implementation, monitoring and revision of SOPs                                      | <a href="#">View Document</a> |
| Links for Details of new initiations in administering Uttarabasti and following the practice of Garbha sanskara etc | <a href="#">View Document</a> |
| Links for Details of availability of emergency kits and mock drill carried out to manage complications etc          | <a href="#">View Document</a> |
| Links for Activities towards improvement of clinical documentation                                                  | <a href="#">View Document</a> |

**8.1.14****Describe the facilities available in the Institution towards delivering Pathya kalpana****Response:**

Pathya kalpana is one of the special characteristic of Ayurvedic treatment. Specific diet patterns in the diseased condition is known as pathya. The word pathya derives its origin from root word patha which means a way. It is said that pathya is beneficial for patients while apathya is detrimental for patients. According to basic principles of Ayurveda Jatharagni (digestive power) plays important role as causative factor of diseases, hence it is important to restore normalcy of the digestive power and this can be attained by using proper managed diet plan according to condition of diseases. Pathya kalpana changes according to place and prakruti.

**Manda, Peya , Vilepi, Yavagu** are Ahariya pathya kalpana

Manda is the filtered liquid portion obtained after boiling rice.

Peya is quickly digestible and stops loose motions, nourishes the tissues.

Vilepi acts as good diuretic.

Yavagu is useful in nourishment of body.

Pathya ahar nourishes all dhatus and strotas leading to complete nutrition of body. It also helps to detoxify the body by getting rid of vitiated dosha. Regularly consumable food articles like Rakta shali, Mudga, Rain water, Saindava, Jivanti, meat of aina, Godugdha, Cow's ghee, Tila taila, Grapes, Pomegranate are considered as most conducive among food articles.

**PATHYA PREPARATION**

One must be able to prepare food articles by using some simple ingredients like tandula , mudga etc.

Preparing and training of pathya kalpana is of immense importance in clinical practice .The pathya kalpana is prepared according to the nature of disease , dinacharya ,rutucharya,and doshas involved . Training for pathya kalpana involves the kind of processing (sanskara), changes the property of the food, e.g.laja(popped rice grain) and pruthuka (poha) are prepared from rice but laja is laghu (easy to digest) while pruthuka is guru (heavy to digest).

Training also involves making pathya kalpana from minimal and easily available ingredients to make it cost effective and simple.

### Skills and Knowledge

- 1 Apply knowledge for hygiene standards
- 2 Confirm raw material and condition and status
- 3 Confirmation about supply of necessary material and services to dispensing
- 4 Confirmation about identification of ingredients for pathya kalpana preparation
- 5 Knowledge of Ayurvedic herbs
- 6 knowledge and skill about storage of Ayurvedic drugs and raw material
- 7 Knowledge about preservation technique for pathya kalpana

| File Description                | Document                      |
|---------------------------------|-------------------------------|
| Any additional information      | <a href="#">View Document</a> |
| Link for Additional Information | <a href="#">View Document</a> |

| Other Upload Files |                               |
|--------------------|-------------------------------|
| 1                  | <a href="#">View Document</a> |

**8.1.15****Efforts made by the Institution for carrying out Pharmacovigilance activities related to Ayurvedic drugs.****Response:**

As defined by the World Health Organization, Pharmacovigilance is the science and activities relating to the detection, assessment, understanding and prevention of adverse events or any other possible drug related problems. Since centuries Ayurveda and other traditional systems of medicine are practiced in this continent. They are regarded as the safest medical systems. However with the scientific ethos everything is rejected or accepted in the light of available clinical data only. Hence, to create pharmacovigilance, program for ASU drugs become essential for giving them credibility. Ministry of AYUSH has introduced new Central Sector

scheme for promoting pharmacovigilance of Ayurveda, Siddha, Unani and Homoeopathy (ASU&H) Drugs.

Taking the WHO guidelines for the safety issues of herbal medicines into consideration and to put pharmacovigilance system for ASU drugs in proper place, the Ministry of AYUSH, Govt. of India, New Delhi, took initiation basing upon the activities on pharmacovigilance,

To develop the culture of notification and to involve healthcare professionals and professional associations in the drug monitoring and information dissemination processes, teachers, physicians and pharmacists of ASU systems, were being sensitized on the concept of pharmacovigilance and how to report ADR through CME programs.

The purpose of the Pharmacovigilance initiative for ASU&H drugs is to collect, collate, and analyze data to establish evidence for clinical safety of the ASU&H drugs in a scientific manner for documenting clinical evidence of safety of these drugs.

So, in this regard our Institution had formed Pharmacovigilance committee

Meetings of Pharmacovigilance committee are conducted once in a month. Members visit to Pharmacy, Raw material department, prepared drugs, their manufacturing date, expiry date in the pharmacy are reviewed time to time. Data of drugs, expired drugs are checked.

The committee aims at creating awareness about the need of identifying & reporting of Adverse Drug Reactions (ADR), amongst the Doctors, Consultants, Nurses, Pharmacists, Under Graduate Students etc. to identify ADR occurring in patients admitted to teaching hospital & report the same to the appropriate authorities.

**Objectives-**

To monitor benefit-risk profile of medicines.

To create awareness amongst health care professionals about the importance of ADR reporting and to train them regarding the same.

Review of ADRs in hospital is taken once in a month or whenever is necessary. Until now no ADRs are found.

| File Description                                                                                      | Document                      |
|-------------------------------------------------------------------------------------------------------|-------------------------------|
| Any additional information                                                                            | <a href="#">View Document</a> |
| Links for Year-wise data of reporting of ADRs                                                         | <a href="#">View Document</a> |
| Links for Mechanism of collection, analysis and reporting of ADRs                                     | <a href="#">View Document</a> |
| Links for Documents related to established pharmacovigilance centre including minutes of the meetings | <a href="#">View Document</a> |
| Links for Details of the training of human resource                                                   | <a href="#">View Document</a> |

#### 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:** E. None of the above

| File Description                            | Document                      |
|---------------------------------------------|-------------------------------|
| Institutional data in prescribed format     | <a href="#">View Document</a> |
| e-copies of Certificate/s of Accreditations | <a href="#">View Document</a> |
| Link for Additional Information             | <a href="#">View Document</a> |

## 5. CONCLUSION

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### Additional Information :

**Yoga Sessions:** Knowledge and wisdom are possible only when we command education and spirituality which gives one a peace of mind. Yoga sessions for students and staff bring about peace, sense of calmness and help them to see their plan of action for a day. There cannot be a better start of the day than meditation and getting rid of negativity and depression. A full time Yoga Teacher is rendering her services to institution since last 20 years regularly. So our students and faculties are consistently achieving the awards and medals at local levels. There is a well-equipped, spacious Yoga Hall open all the times and add glory to our institution. **Special Panchakarma:** In our campus Special Panchakarma unit, is a place to offer forgotten treasure from our past. Ayurveda the priceless knowledge of life, under the spell of magical touch, power of medicines prepared authentically, a wealth of traditional knowledge, expertise of trained hands, in Ayurvedic Science help patients to forget the agony of the disease. This Panchakarma Unit always Serve the Society and facilitate the student to learn our Treasure. **Sports Complex:** Apart from academic facilities institute has excellent indoor and outdoor sports facilities with physical instructors. sports maintain and improve physical abilities and skills in medical students and also nurture enjoyment in their life. It works as stress buster for all students and staff by playing Indoor and outdoor games. **Gymnasium:** A well-equipped gym facility is available in the campus to facilitate students and faculties in their physical fitness.

### Concluding Remarks :

**Concluding Remarks :** Lt.Sunil Ramshingji Chunawale Ayurved College is affiliated to Maharashtra University of Health Sciences, Nashik and recognized by National Commission for Indian System of Medicine (NCISM) formerly Central Council of Indian Medicine (CCIM) and Ministry of AYUSH, Govt. of India, New Delhi. The institution offers Under-graduate level. The institution has ICT equipped classrooms, updated laboratories. The college is having eco-friendly campus, solar power generation panels, Indoor and Outdoor Sports Facilities. The attached hospital is well known for its effective Ayurveda management of various chronic-diseases including Non-communicable diseases, lifestyle disorders, Neurological, geriatric disorders etc. The faculties of the institution are invited as guest-speaker in various national and international conferences, CME training programs, seminars and symposia. The teachers actively participate in such programs. **Concluding Remarks:** The institution feels pride to submit the SSR after critical analysis and utmost care. The institution has welldisciplined work culture which is aimed towards fulfillment of vision and mission. The institute provides quality Ayurveda education and molding skilled Ayurveda professionals thus reviving the indigenous system of medicine of India. The institute is rendering health care services to thousands of patients every year. Through the active NSS unit students are exposed to various activities which develop the attitude of national integrity in them and make them responsible citizen. The institute kindles awareness among the surrounding community by holding various activities like Swachata Abhiyan, AIDS awareness program, plantation program, women empowerment programs etc. The strengths of the institute are efficient management, strong leadership, qualified and dedicated staff and disciplined students. We shape the students to become skilled Ayurveda professionals who can serve the society in various sectors including academic, research, clinical and pharmaceutical field.

## 6.ANNEXURE

### 1.Metrics Level Deviations

| Metric ID | Sub Questions and Answers before and after DVV Verification                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |         |         |         |         |         |    |    |    |    |    |         |         |         |         |         |   |   |   |   |   |
|-----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|---------|---------|---------|---------|----|----|----|----|----|---------|---------|---------|---------|---------|---|---|---|---|---|
| 2.2.1     | <p>The Institution assesses the learning levels of the students, after admission and organises special Programmes for advanced learners and slow performers</p> <p>The Institution:</p> <ol style="list-style-type: none"><li>1. Follows measurable criteria to identify slow performers</li><li>2. Follows measurable criteria to identify advanced learners</li><li>3. Organizes special programmes for slow performers</li><li>4. Follows protocol to measure student achievement</li></ol> <p>Answer before DVV Verification : A. All of the above<br/>Answer After DVV Verification: C. Any two of the above<br/>Remark : Input edited as per supporting documents</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                        |         |         |         |         |         |    |    |    |    |    |         |         |         |         |         |   |   |   |   |   |
| 2.4.2     | <p>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.</p> <p>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.</p> <p>Answer before DVV Verification:</p> <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>38</td><td>40</td><td>37</td><td>36</td><td>40</td></tr></table> <p>Answer After DVV Verification :</p> <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td></tr></table> <p>Remark : Input edited as per supporting documents</p> | 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 38 | 40 | 37 | 36 | 40 | 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 0 | 0 | 0 | 0 | 0 |
| 2022-23   | 2021-22                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | 2020-21 | 2019-20 | 2018-19 |         |         |    |    |    |    |    |         |         |         |         |         |   |   |   |   |   |
| 38        | 40                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 37      | 36      | 40      |         |         |    |    |    |    |    |         |         |         |         |         |   |   |   |   |   |
| 2022-23   | 2021-22                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | 2020-21 | 2019-20 | 2018-19 |         |         |    |    |    |    |    |         |         |         |         |         |   |   |   |   |   |
| 0         | 0                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | 0       | 0       | 0       |         |         |    |    |    |    |    |         |         |         |         |         |   |   |   |   |   |
| 2.4.4     | <p>Average percentage of teachers trained for development and delivery of e-content / e-courses during the last 5 years</p> <p>2.4.4.1. Number of teachers trained for development and delivery of e-contents / e-courses year-wise during the last five years.</p> <p>Answer before DVV Verification:</p> <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr></table>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |    |    |    |    |    |         |         |         |         |         |   |   |   |   |   |
| 2022-23   | 2021-22                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | 2020-21 | 2019-20 | 2018-19 |         |         |    |    |    |    |    |         |         |         |         |         |   |   |   |   |   |

|    |    |    |    |    |
|----|----|----|----|----|
| 30 | 30 | 30 | 30 | 30 |
|----|----|----|----|----|

Answer After DVV Verification :

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 22      | 23      | 20      | 19      | 24      |

Remark : Input edited as per supporting documents

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:

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
| 175     | 0       | 30      | 150     | 171     |

Answer After DVV Verification :

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
| 100     | 0       | 30      | 75      | 75      |

Remark : Input edited as per supporting documents

## 2.Extended Profile Deviations

| Extended Profile Deviations |
|-----------------------------|
| No Deviations               |