



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

**DHANVANTARI HOMOEOPATHIC MEDICAL COLLEGE
AND HOSPITAL & RESEARCH CENTRE**

**DHANVANTARI CAMPUS, KAMTAWADE, CIDCO, NASHIK
422008**

www.dhanvantaribhms.org

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Dhanvantari Homoeopathic Medical College And Hospital & Research Center established in the year 2000. Institute is recognized by the National Commission for Homoeopathy and affiliated with the Maharashtra University of the Health Sciences. Institute offers only BHMS UG program with an intake of 50. Presently there are 214 students on roll. Total 15 batches were passed out till today. Institute has registered an alumni body and the passed out students are encouraged to register as an alumni.

Institute is governed by the Kalpataru Samajseva Mitra Mandal, Nashik. The other institute runs by the trust Dhanvantari DMLT college, Dhanvantari institute of design and technology. These institutes are located in the same city. Institute is planning to have a land of 5.5 acres and aiming to establish the multidisciplinary institute as a plan to comply with NEP 2020 multidisciplinary approach.

Dhanvantari Homoeopathic Medical College has been instituted to transform the youth of this country into civilized human beings and contributory citizens. Dhanvantari has embarked upon educating and edifying the youngsters who are ambitious of becoming world class professionals.

Vision

To be proficient in homoeopathic education and inculcate knowledge, skills and ethical values in students to make them competent homoeopathic physicians to serve the society and ultimately the Nation.

Mission

- To provide quality education at all domains Cognitive, Psychomotor and Affective through Effective Teaching Learning Methods.
- To support and encourage creativity, participation in cultural & social activities, research all round personality development activities amongst the students.
- Constant & continuous improvement in patient care.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- Management and workforce dedicated to the welfare of common masses.
- Sufficient campus area including college, hospital and hostel
- Adequate infrastructure as specified by statutory regulatory bodies
- Better student faculty ratio

- Better university examination results of graduated batches
- Focused competency based education
- Active MoU with various government and non-government bodies
- Excellent extension activities and social connect

Institutional Weakness

- Research and consultancy activities to be initiated.
- International collaborations to be initiated
- Peer reviewed publications to be strengthened
- Establishment of clinical simulation lab
- CRL (Central Research Laboratories) facilities to be established,
- Alumni interaction to be strengthened
- Students excellence in competitive examinations to be strengthened
- Training and placement section to be strengthened
- Faculty financial support for the training, research and FDP
- Introducing the facilities for the sports and gymnasium

Institutional Opportunity

- Attract funding from various bodies
- NIRF participation and ranking
- Improving number of faculty as Ph.D guide
- Introducing the PG program
- Encouraging student participation in various sports and cultural competitions
- Improving student participation in extension and outreach activities

Institutional Challenge

- Placement in core professions / hospitals
- Research and Development
- Student progression to international studies
- Attracting meritorious students
- Establishing simulation laboratories
- Patents and Funded research

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The institute is affiliated to the Maharashtra University of Health Science (MUHS) Nashik and follows the curriculum prescribed by the university covering cross cutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum. Mostly all faculty members actively involved in examination and evaluation activities. The curriculum is implemented effectively adhering to the

guidelines provided by university. Academic activities are planned and carried out by considering the Institute Vision, Mission, CO, POs, and PSOs of the of UG program as per the CBME pattern approved by the National Commission for Homoeopathy. Faculty members adopt various teaching aids, effective teaching pedagogy, delivering content beyond the syllabus etc. to create better learning environment. Emphasize is given to adopt various medical skills through the experiential learning, bedside learning, collaborative learning and various visits and expert talks. Institutes conduct various add on and value addition courses and soft skill program for overall development of students and enhance employability skills. Approximately 50% of the students enrolled during the last five years having more than 15 contact hours. The institution focuses on cross cutting issues by arranging various co-curricular activities. IQAC regularly monitors effective delivery of the curriculum and initiate corrective measures to minimize the deviations. The feedback is collected from various stakeholders such as students, alumni, professional and parents. Institution has implemented 360 degree feedback system for enhancement of teaching-learning process and support facilities.

Teaching-learning and Evaluation

The institute follows student-centric teaching-learning pedagogy and is committed for imparting excellence in homoeopathic education through effective teaching learning processes to ensure overall development of the students. The institute has well qualified, experienced and competent faculty (student-teacher ratio of 9:1 with average teaching experience of around 8 years). The academic calendar is circulated at beginning of academic year and institute adheres the same. The various measures of teaching-learning and overall developmental activities are adopted to ensure quality education.

The various pedagogical initiatives and teaching methods like active learning, ICT, e-resources, Use of Smart board, collaborative learning, Youtube channels, Flipped/Google classrooms, mannequins, Bedside learning, video lectures, problem based learning, experiential, OSCE and OSPE are applied, along with traditional methods. The students are encouraged for NPTEL and MOOC courses. The innovative teaching and learning practices adopted by the institute has resulted in consistency of very good percentage of examination results (70% average of last five years) and PO attainment (attainment level 2, more than 60%). The institute encourages for experiential, participative and problem solving learning methodologies through visits, internships, medical camps, experts talk, presentations on case study, project work, and participation in competitions etc. After assessment special efforts are taken for weak and bright students. Weak students are assisted by providing course material, remedial classes, counseling by tutor/mentors. The bright students are encouraged for higher order 'thinking' and additional opportunities are provided to acquire advanced skills.

The institute adheres with "Outcome Based Education" philosophy for measurement of attainment levels of

Course Outcomes and Program Outcomes. This philosophy is implemented as per the guidelines of NCH. (CBME Pattern). Reforms in the examination and evaluation are introduced based on the competency based medical education (CBME Pattern).

Research, Innovations and Extension

The Institute promotes research culture amongst the faculty as well as students by facilitating and motivating them to participate in research, innovation, and IPR activities. These initiatives creates conducive environment for promotion of these activities in the Institute. Institute has 25 faculties are PG holding MD degree and 1 faculty as a Ph.D. Limited but good contribution is observed in last five years. Institute has taken initiatives to

create ecosystem through Research and IPR policy. Institute organizes workshops, seminars, conferences and expert talks of eminent scientists and professionals for faculty and students to upgrade their knowledge of latest technology and development.

During the last year institute has conducted 103 extension and outreach programs in the neighborhood community for awareness of social issues and overall holistic development of students through various established clubs (NSS, cultural, sports etc). Apart from this every year institute conducts many number of medical camps serving the nearby society. Institute has provided platform to the faculty and students for interaction with outside world by signing 19 MoUs, collaborations/linkages.

Infrastructure and Learning Resources

Institute is located in the middle of the Nashik city and spread over 12500 Sq. feet of Land with a built-up area of 10962-72 square feet, The Institute has sufficient infrastructure that not only complies with regulatory body standards but also meets functional requirements. There are 8 number of classrooms, seminar halls and demonstration rooms linked with internet/Wi-fi enabled ICT facilities, central library, a language laboratory, a canteen facility, and a playground. The modern infrastructure enhances teaching and fosters a positive teaching-learning environment. The management shows a keen interest in developing and improving.

The institution's infrastructure to ensure the seamless operation of all academic, co-curricular, and extracurricular activities. Institute has an attached hospital with 20 bed capacity. Hospital has basic specialty services like General Medicine, Pediatrics, Respiratory Medicine, Psychiatry, Dermatology, General Surgery with Cardiovascular and Thoracic Surgery unit, Ophthalmology with Retina unit, Obstetrics and Gynecology, ENT, Orthopedics etc. This has resulted in treatment of (OPD 343511 and IPD 22020) numbers of patients (OPD+IPD) and students are exposed to bedside learning and case studies.

Student Support and Progression

The institute provides resources and instructional strategies that are needed for the overall development of students. From the institute, 50 % of students from different categories and sections have availed the benefit of various government Scholarship schemes in the last five years. The average result of final year students in the last five years is 69%. For continuous improvement in student learning, the institute has regularly taken all required initiatives for the enhancement of Soft Skills, Language and communication skills, Life skills Computing Skills etc. Institute has taken various initiatives to provide various trainings and guidance on competitive examinations and in last five years nearly 60% of students were benefitted and 5% of students were qualified in the national level examinations, 10% were self-employed/placed and 5% students were progressed to higher education from last academic year. Institute provides support for campus placement, entrepreneurship, higher studies, industrial training & visits, internships, projects and competitive examination opportunities to the students.

Institute organizes various sports activities at the municipal corporation grounds near by the college. Students actively participate in various games and competitions at different levels. Every year the Institute organizes a mega cultural event and average 70% students participate enthusiastically.

The institute has a well-defined mechanism for redressal of grievances of students through various committees formed as per the directions of regulating authorities. The Institution has a registered Alumni association to

strengthen the closeness and network among the alumni, faculty, and management. Every department invites alumni to share their experiences with the juniors for motivating them in their future careers and helping them for placement and higher study. Apart from formal alumni association meetings, the institution also engages the alumni support in many ways such as collecting suggestions, feedback on the existing curriculum, updates on emerging trends etc.

Governance, Leadership and Management

The Vision and Mission statement of the institute were framed considering needs socioeconomic condition and need for adequate medical skills. The management including Board of Governance, College Development Committee, Principal and faculty focus on institutional goals. Principal provides effective leadership and administration for planning and implementation of academic, curricular and extracurricular activities. Institute constituted different committees to provide “decentralized administration”. Predefined plans are implemented through active participation of faculty and students in various committees.

Perspective plan is developed by the institute that includes the plan of next five years. Recently institute has purchased a land 5.5 acres. Institute is planning to provide the many facilities in the new premises that includes hostel, sports and other multi-disciplinary UG colleges which is the main thrust of the NEP 2020. Institute has a facility of ladies and boys hostel, attached hospital of 25 bed capacities.

The IQAC is functional and its main task is to mobilize and direct quality management system (QMS) in the institution. IQAC is coupled with NAAC and ISO 9001:2015 to implement QMS and adhere to minimum quality standards set by the institute. Internal Quality Assurance Cell carries out activities that encompass all aspects of the Institute’s functioning. It monitors and review the teaching learning process, structures & methodologies of operations, and learning outcomes regularly and periodically. The Institute IQAC prepares Self-Study reports of accreditation bodies (NAAC, ISO), Stakeholder’s feedback, Action Taken Reports, New Programmes as per National Missions and Govt. Policies

Institutional Values and Best Practices

The Institute has been strongly stood for, believe in and follows human values since its establishment and has contributed towards the betterment of the society through various medical camps, activities and programs. The Institute has ensured the provision of an inclusive environment which is evident from the presence of tolerance and harmony among the students and staff members towards predominant cultural, regional, linguistic, communal and socioeconomic diverse environment in the Institute. In addition to the excellent academics, the Institute has constantly worked upon the holistic development of all the individuals. Institute has already consist of initiatives like use of alternate Energy, Green Campus, West Management, Disable friendly environment, Water conservation with regural monitoring by having energy and green audit.

In line with its commitment towards the continuous quality improvement, the Institute has adopted many best practices. Among them are the SDL (Self Directed Learning), Mentorship Programme for students, which has its focus not only their personal and academic growth but also their physical and mental health through personalized mentoring during all the years of study. Another best practice – Community service through low cost treatment for the Welfare of the society and motivates the Faculty, Students, and staff members to become responsible citizens as well as spread the message of peace and harmony through humanitarian approaches. Blood donation is one of the most significant contributions that a person can make to society.

Homeopathy Part

Institute conducts various activities like lectures series and seminars as part of training for students and teachers in homoeopathic practice ethics. 50% of faculties were undergone through the NABH training during the last year as part of quality initiative. Institute has taken various measures to provide foundation courses in the disciplines like humanities and behavioral science. NCH (National Commission for homoeopathy) also suggested a foundation course of 10 days. The institute organizes this course at the beginning of every academic year. Nearly 100% of admitted students participate in this activity. Institute has a homoeopathy software like, Radar, Zomeo, Synergy, Homepath etc. These softwares are used by the students and are the part of their course and program outcome. Institute has conducted various training sessions on the understanding of the clinical act. Institute has a established a unit like physiotherapy and yoga. Institute has appointed the physiotherapist who organizes the various teaching sessions and the sessions of the OPD . Institute has various medicinal plant and those are maintained with 76 different species.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	DHANVANTARI HOMOEOPATHIC MEDICAL COLLEGE AND HOSPITAL & RESEARCH CENTRE
Address	Dhanvantari Campus, Kamtawade, Cidco, Nashik
City	Nashik
State	Maharashtra
Pin	422008
Website	www.dhanvantaribhms.org

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Umesh Basappa Nagarkar	0253-2377103	9850742959	-	dhanvantaricollege@yahoo.com
IQAC / CIQA coordinator	Vaibhav Ravindra Mahajan	0253-2393748	7588053901	-	vaibhav.mahajan0007@gmail.com

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

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details				
Date of establishment of the college		01-01-2001		
University to which the college is affiliated/ or which governs the college (if it is a constituent college)				
State	University name		Document	
Maharashtra	Maharashtra University of Health Sciences		View Document	
Details of UGC recognition				
Under Section	Date		View Document	
2f of UGC				
12B of UGC				
Details of recognition / approval by statutory / regulatory bodies other than UGC (MCI, DCI, PCI, INC, RCI, AYUSH, AICTE etc.)				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
CCH	View Document	11-08-2023	12	Approval for academic 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	Dhanvantari Campus, Kamtawade, Cidco, Nashik	Urban	1	1839.15

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	BHMS,Medicine,	54	HSC with Physics Chemistry and Biology as a major subjects and NEET Percentile	English	50	50

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	3				9				12			
Recruited	3	0	0	3	4	5	0	9	9	3	0	12
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				15
Recruited	8	7	0	15
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				6
Recruited	1	5	0	6
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
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	1	0	0	4	3	0	9	3	0	20
UG	2	0	0	0	1	0	0	0	0	3
Highest Qualification	Lecturer			Tutor / Clinical Instructor			Senior Resident			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
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			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
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			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
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			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
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			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
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
	6	6	0	12
Number of Emeritus Professor engaged with the college?	Male	Female	Others	Total
	0	0	0	0
Number of Adjunct Professor engaged with the college?	Male	Female	Others	Total
	0	0	0	0

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	74	0	0	0	74
	Female	139	1	0	0	140
	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	2	2
	Female	7	6	8	5
	Others	0	0	0	0
ST	Male	1	2	0	0
	Female	2	0	2	2
	Others	0	0	0	0
OBC	Male	8	5	4	5
	Female	7	10	15	12
	Others	0	0	0	0
General	Male	2	7	6	3
	Female	10	9	7	5
	Others	0	0	0	0
Others	Male	3	2	3	2
	Female	8	8	3	10
	Others	0	0	0	0
Total		49	50	50	46

General Facilities

Campus Type: Dhanvantari Campus, Kamtawade, Cidco, Nashik

Facility	Status
• Auditorium/seminar complex with infrastructural facilities	Yes
• Sports facilities	
* Outdoor	No
* Indoor	Yes
• Residential facilities for faculty and non-teaching staff	No
• Cafeteria	Yes
• Health Centre	
* First aid facility	Yes
* Outpatient facility	Yes
* Inpatient facility	Yes
* Ambulance facility	Yes
* Emergency care facility	Yes
• Health centre staff	
* Qualified Doctor (Full time)	9
* Qualified Doctor (Part time)	0
* Qualified Nurse (Full time)	3
* 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	No
• 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	1	36
* Girls's hostel	1	50
* Overseas students hostel	0	0
* Hostel for interns	0	0
* PG Hostel	0	0

Institutional preparedness for NEP

<p>1. Multidisciplinary/interdisciplinary:</p>	<p>Institute is adhering NEP-2020 with defined vision and mission to provide high quality education to develop human resources. Discussion among the faculty members were initiated on key principles of NEP like diversity of curriculum and pedagogy with innovations in teaching and learning encouraging logical decision making, critical thinking and creativity. In view of NEP academic programs may be redesigned and include multidisciplinary and interdisciplinary courses such as electives, audit courses, honor courses (if permitted by University), emerging areas in the field of medical science and will be offered by other department. UG programme includes the various interdisciplinary courses and students practices the same during their postings. The different publications resulting from faculty members and graduate students' research during their studies at the institute also demonstrate the multidisciplinary focus of the institution. Through NSS, the social responsibility of the institution, involvement in the local community, and services offered by the professors and students through a variety of camps, health and environmental education, society awareness, etc. Multidisciplinary perspectives on science, medicine, pharmacy, nursing, hospital planning and management, organ donation, environment, values, and society are covered in orientation and induction programs.</p>
<p>2. Academic bank of credits (ABC):</p>	<p>In pursuit of a national digital locker is our university. Under the umbrella of the university, the institute provides access to all academic award</p>

	<p>repositories. The institute adhere to the rules and regulations established by the Academic Council of the Maharashtra University of Health Sciences (MUHS), Nashik, regarding the ABC process. As soon as the resolution is approved by the higher academic organizations, the Institute will be formally registered with ABC.</p>
<p>3. Skill development:</p>	<p>According to the demands of healthcare facilities for medical practitioners skill development initiatives are taken up and this will help to increase the employability of our graduates. The institute has now launched different value-added programs. The institute also places a strong emphasis on teaching pupils soft skills. When imparting diverse medical skills to students that are necessary in the evolving field of clinical science, the teaching, research, and capacity building programs are taken into consideration. The statutory and regulatory body NCH has implemented a competency-based medical education program that emphasizes the development of analytical and practical skills to support policy and planning as well as critical thinking abilities to comprehend theory. NEP 2020 asks for the development of graduate qualities in undergraduate and postgraduate education and envisions the integration of vocational education across all institutions in K-12 and higher education. According to the NEP 2020 proposal, the Institute has worked to give students rich learning experiences that will help them build their graduate qualities and improve their employability abilities. Internship programs are provided as part of the curriculum to give students the opportunity to get relevant work experience and employability skills. Additionally, extracurricular activities aid students in honing their writing, computing, and advanced medical instrumentation skills, as well as their proficiency. Students have the chance to take part in a variety of activities, such as workshops, seminar and presentations, which help students develop their presentation and communication skills. In contrast, writing term papers helps students improve their analytical and academic writing abilities. The variety of extracurricular and curricular activities that students participate in aids in the development of their problem-solving, creative thinking, leadership, socio-emotional, multi-tasking, and deadline management</p>

	<p>skills. Increasing the ability of students to conduct research by encouraging them to engage in research in the area of medical science</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>In order to fulfill India's future aspirations for education, health, and the environment, the institute is adhering to Indian culture and tradition while delivering education and incorporating information from ancient to modern India. Students backgrounds, cultures, and modes of communication are varied. Therefore, even though classes are taught in English, instructors occasionally ask students to clarify course material in their native tongue or country's official language. Therefore, professors do their best to explain course material in national, regional, and mother tongues. To encourage students to participate in a range of cultural, scientific, and technological activities, the institute arranges numerous orientation/induction, cultural programs, and institute impulses.</p>
<p>5. Focus on Outcome based education (OBE):</p>	<p>The institution provides undergraduate and post graduate programs and adopts the NCH competency-based medical education model. These programs' activities and curricula are designed with outcome-based education in mind. At the conclusion of their term of study, the student will possess a specified set of abilities and information. The institute makes care to place an emphasis on three things: theoretical comprehension to absorb the reasons why decisions are made or actions are taken; pragmatism to emphasize the how; and self-reflection to emphasize the how to use knowledge responsibly. The purpose of educational programs is to assist students in demonstrating their learning and accomplishments in terms of knowledge, skills, attitudes, and values. Program-specific outcomes, course-specific outcomes, and learning outcomes (Pos, COs, and LOs) are clearly stated in UG programs. These programs use performance-based assignments and activities to evaluate students performance. Overall, the institute's teaching-learning methodology was built with the goals and philosophies of outcome-based education in mind. The institute offers a variety of experiential learning opportunities, such as practical learning, internships, projects, field trips, etc., which motivates students to concentrate on invention, research, and ideas that will benefit society. Along with domain-specific skills, learning</p>

	outcomes at all levels emphasize social responsibility and ethics so that students can actively contribute to the country's and society's economic, environmental, and social well-being.
6. Distance education/online education:	The Institute encourages the use of ICT-enabled teaching and learning technologies, as also recommended in the NEP. As a result, the majority of the classrooms are equipped with ICT, including wireless connectivity and overhead projectors. The institute has been able to deliver training and online learning to students during the COVID-19 period. On the relevant Google Classroom or other platform, faculty members post a variety of learning resources, including articles, pre-recorded videos, YouTube links, assignments, etc. The platforms like MOOCs, Coursera, NPTEL, and others are used by the professors and students to complete online courses and advance their knowledge in a variety of areas. The institute has all the tools necessary for providing online teaching and learning opportunities. These resources include digital tools, LAN and Wi-Fi internet connectivity, PCs, laptops, smart boards, projectors, and a learning management system. The academic staff regularly and effectively uses a variety of digital tools and apps for online and blended learning.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Institute has established a electoral literacy club. Faculty and students are the members of the Electoral Literacy club.
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?	Institute has appointed students' coordinator and coordinating faculty members and through these members the club is active and organizes various activities.
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	Institutes electoral literacy club institute in association with municipal corporation has organized the voting awareness program. Objectives of these program are Creating the awareness about voter ID card and encourage the participants to actively involved in the voting. Students has also encouraged to participate in the voter registration process and

<p>ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.</p>	<p>how they can join in hands with the local government. Municipal corporation authorities also guided the students regarding the ethics to be followed in the voting process.</p>
<p>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.</p>	<p>Recently institute has established this club. Institute has a plan to conduct electoral related issues activities at the nearby village through NSS unit of the institutes.</p>
<p>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.</p>	<p>All students of the institute are above 18 years and 90% of them has already enrolled as voter. Institute has taken an initiatives to register the remaining students before the elections of this year.</p>

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
234	201	209	125	197
File Description		Document		
Institutional data in prescribed format(Data templ		View Document		

1.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
43	22	11	34	71
File Description		Document		
Institutional data in prescribed format(Data templ		View Document		

1.3

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

2022-23	2021-22	2020-21	2019-20	2018-19
49	50	50	46	75
File Description		Document		
Institutional data in prescribed format(Data templ		View Document		

2 Teachers

2.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
26	26	26	28	28
File Description		Document		
Institutional data in prescribed format(Data templ		View Document		

2.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
28	28	28	28	28
File Description		Document		
Institutional data in prescribed format(Data templ		View Document		

3 Institution

3.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
231.47	178.81	132.29	200.34	191.41
File Description		Document		
Institutional data in prescribed format(Data templ		View Document		

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1

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

Response:

Dhanvantari Homoeopathic Medical College and Hospital & Research centre, Nashik is affiliated to Maharashtra University of Health Sciences (MUHS), Nashik Maharashtra, and approved by National Commission of Homoeopathy (NCH), New Delhi GOI Institute plans, delivers and evaluates the curriculum as per the guidelines given by the affiliating university and the SRA

Curriculum Planning

- The curriculum is designed and provided by NCH and the institute follows the same.
- The academic calendar is prescribed and provided by MUHS for each academic year.
- The institute provides a UG program in the faculty of Homeopathy
- Based on the University academic calendar, the college prepared its own Academic calendar for program delivery. Currently the institute follows the 2015 pattern of MUHS.
- Based on the academic calendar, total working days, Minimum Standard requirements, teaching load etc. time tables are prepared and circulated to all departments for course delivery
- Based on working hours and total lecture requirements, the institute prepares a department wise Advance Teaching Plan (ATP).
- Based on ATP course wise and faculty wise Individual Teaching Plan is prepared Institute then follows the time table and teaching plan for the delivery of the courses

Curriculum Delivery

- Curriculum delivery se teaching and learning process is executed through lectures, practical's, clinics, field visits, skill labs and simulation labs.
- After execution of curriculum departmental reviews are conducted through curriculum review meetings Minutes of the meetings are prepared at department level. The Implemented Teaching Plan (ITP) faculty wise is prepared and submitted to the Curriculum committee and IQAC for reviews.

Evaluation

- University has not given guidelines for internal evaluations/assessments of students.
- But the Institute has taken proactive efforts by conducting monthly class tests and semester wise terminals and preliminary examinations which is also part of the tameable of the Institute.
- Evaluation and assessments are carried out by all departments for these internal assessments and results are declared to students. Student's assessment note books are carried by students itself.

The weight age of these marks are not considered in university examinations till the academic year 2022-23

- These internal assessments helps the learners to cope with University examinations.
- But from the academic year 2023-24 University has provided guidelines for internal
- assessments for first year BHMS Students

File Description	Document
Any additional information	View Document
Link for Minutes of the meeting of the college curriculum committee	View Document
Link for any other relevant information	View Document

Other Upload Files	
1	View Document
2	View Document

1.1.2

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

Response: 55.16

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
14	14	14	16	16

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

1.2 Academic Flexibility

1.2.1

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

Response: 24.24

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

Response: 32

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

Response: 132

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

1.2.2

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

Response: 56.12

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
106	166	0	97	148

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

1.3 Curriculum Enrichment

1.3.1

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

Response:

To nurture our students with respect all below given issues the Institute implements the following activities in line with the curriculum and social issues

GENDER

Gender includes civility in terms of opportunities, obligation, rights and benefits for students and society, **VISHAKHA COMMITTEE**, implemented to resolve the matter related to the females equal opportunities are given to every member of the institute to participate in various activities and college events etc. irrespective of gender. Curriculum of the courses like Anatomy, Medicine, EMT, OBGY etc. includes the cross cutting issues related to gender

ENVIRONMENT AND SUSTAINABILITY

As a responsible citizen we must consider the ill effects of environmental degradation. For this awareness in the students we conduct various programmes to fulfil the above need e.g. Tree plantation Swachhata Abhiyan etc. activities and also conducting field visit like water purification plant, sewage treatment, dairy farm, etc.

HUMAN VALUES

Ethics and values makes an individual aware that their choices have consequences, both for themselves and others. Thus, ethics and values build credibility, leadership skill, improves decision making and provides long term gains. Our Institute conducts the following events e.g. seminar by Jeevan Vidya Foundation, motivational speech, seminar and rally related to organ donation, AIDS Rally etc. so that they should understand the human values and should be able to respect themselves as well as others

HEALTH DETERMINANTS

The range of the behavioural, biological, source of economic and environmental factors that influence the health state of an individual & population. To fulfil de above points we conduct various health check-upcamps. Routine investigations etc. and students also participate in all these programs. They are trained for such so that they can train for society. Institute also takes care of student’s health by routine investigation every year.

RIGHTS TO HEALTH

Our institute provides the best health facilities to our students like pure water supply, good ventilated classrooms, restrooms, boys hostel and girls hostel with good quality food and medical services at free of cost etc. for the community our institute organizes different free health check-up camps, health

Surveys at villages in the periphery.

EMERGING DEMOGRAPHIC ISSUE

The basic emerging issues are poverty, malnutrition, food and water related issues and other social and cultural problems. Our institute implements different students welfare schemes provided by MUHS for needy students eg. Savitribai Phule scholarship, Vidhya dhan yojana Kamava and shika yojana etc. during epidemics

PROFESSIONAL ETHICS

Etiquette and ethics regulations are taught to the student during their academics. They observe these practices during their clinical postings in hospitals so that they should respect their noble profession and follow all the Etiquette and ethics in their practice in future life. Medical students takes Hippocratic Oath and in homeopathic college we take Hahnemaninan oath after academic completion.

File Description	Document
Link for list of courses with their descriptions	View Document
Link for any other relevant information	View Document

1.3.2

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

Response: 10

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

Response: 10

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

1.3.3

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

Response: 64.88

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
234	201	49	125	184

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

1.3.4

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

Response: 100

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

Response: 214

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

1.4 Feedback System

1.4.1

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

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

Response: D. Any 2 of the above

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

1.4.2

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

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

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

Other Upload Files

1	View Document
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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: 47.62

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
11	11	11	16	16

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
25	25	25	25	38

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

2.1.2

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

Response: 98

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
49	50	50	46	75

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
50	50	50	50	75

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

2.1.3

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

Response: 0.43

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
0	0	0	1	0

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

2.2 Catering to Student Diversity

2.2.1

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

The Institution:

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

Response: B. Any three of the above

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

2.2.2

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

Response: 9

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

Other Upload Files

1	View Document
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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:

Extramural meaning outside or beyond. The word is referring to things that involve the world beyond the classroom. Our institution is keen about all round growth of our students.

-We encourage our students to present their talent in the field of cultural programme, sports organising camps and many more.

-As per university guidelines students' council is formed every year. We form cultural, sports committee, etc at college level which will be conducting various activities for the overall development of our students.

-Every year we conduct an Annual social gathering at our college where students present their innate talents like singing, dancing, skits, mimicries etc. Fashion shows are conducted every year during social gatherings.

-Our students show their Art skill by taking part in sketching, rangoli competitions.

-Debates are also conducted where they show their communication and knowledge on current topics.

-Various sports are conducted to show their strength and endurance.

-Festivals like Ganpati, Dahi handi is celebrated to perceive our culture

-We organise Blood donation camps, AIDS day, TB day, Tree plantation to create awareness among students . Students present AIDS skit for health awareness

-students take part in NSS activities, Health check up camps, polio camps.

-our institution has adopted 5 villages where our doctors guide and help them.

- During COVID-19 Pandemic our institution has conducted many camps and Homoeopathic medicines were distributed.

-Thus our institution gives opportunities to students for their overall growth.

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

2.3 Teaching- Learning Process

2.3.1

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

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

Response:

Learner-centric activities: Student seminars, case studies, project work,

assignments, interactive sessions, practical field work, quiz, and collaborative learning are part of the continuous teaching-learning process. There has also been teaching plans, continuous

up-gradation of teacher quality, transparent examination system, evaluation. With the support of this, centre colleges have introduced innovation for supporting education technology, Dynamic Assessment and Learning through Events and Quiz lets are employed.

Experiential Learning: Skill laboratory greatly supports experiential learning. Seminars,

Internships, Field training and Projects are the part of teaching and learning process and are well supported by the University. Various training like practical applications and patient-centric learning experiences through live case presentations, history taking, physical

examination, evidence-based discussions on diagnosis and management.

Integrated / interdisciplinary learning: Integrated teaching is regularly organised for all

phases of undergraduate teaching. Topics are identified with inputs from internal and external experts in all subjects.

Participatory learning: In addition to lectures and Problem-Based-Learning feed-back at the end of sessions have added much value. Group discussions, clinical meetings, ward

rounds, seminars, quizzes, micro teaching, community out-reach activities, health camps, disaster management rescue missions in accidents, PSM visits, Organ Donation, blood donations, Save girl child, World TB day are regular features.

Problem solving methodologies: As a part of student's assessment of learning, the Objective Structured Clinical Examination (OSCE) and Objective Structured Practical Examination - (OSPE) have been implemented in many of the programs offered by the University. Problem Based Learning (PBL) and Case-Based Learning (CBL) is regularly used for imparting training in small group teaching along with other innovative problem-solving methodologies.

Self-directed learning (SDL): Assignments with the specific learning objectives (SLOS) before the SDL session. They discuss and present the topic after this, the class is divided into smaller groups randomly and each smaller group is assigned a specific learning objective. Topics are discussed to cover all the specific learning objectives. Exploring the learning objectives in depth in the library with the help of reference books, journals, e-books, e-lectures, e-content etc. apart from lectures Group discussion and journals.

Patient-centric and Evidence Based Learning: Students are rotated in clinical departments and are exposed to OPD, IPD, OT, emergency, trauma care, BLS, simulations and pathological laboratories. Topic discussions, bedside clinics, clinical meetings are regular features.

Learning in Humanities: All are trained in communication skills, Professionalism, value-based Education by incorporating topics of Bioethics like Patient privacy, Autonomy, Confidentiality, right to health in the curriculum. They are sensitised on gender equity, stress management human

rights and health-awareness through community visits.

Project-based learning: Students write small research projects and short term projects under expert faculties.

File Description	Document
Link for learning environment facilities with geotagging	View Document
Link for any other relevant information	View Document

2.3.2

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

The Institution:

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

Response: B. Any three of the above

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

2.3.3

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

Response:

ICT serves as a teaching and learning medium. It serves as both a teaching tool and learning medium, allowing both teachers and students to learn. Teachers of Dhanvantari Homoeopathic Medical College Hospital And Research Centre acquainted with knowledge of computers. College organizes case presentations, seminars by using homoeopathic software's like RADAR and Zomeo. During seminars Software operation and its application in the practice was learn by the students. The institute provides one computer in each department. To support active learning, college has computer lab in that 17 computers are present along with wifi facilities. Dhanvantari Hornoeopathic Medical College Hospital And Research Centre has its own digital library in that PDF of different books were present it also provides the online search engine for MUHS and Shodhganga.

Teachers use computers for updating of their knowledge. During COVID 19 era ICT plays and important role to continue the educational system. All teachers were using web cameras and internet access like Google meet, zoom it helps to communicate with all students.

Teachers also prepare advanced teaching plans on computers. The institution offers a variety of trainiag courses for teachers to help them become familiar with new technology. Each classroom has a projector and audiovisual equipment to provicle students with high-quality digital learning. For students and teachers, there are more than 50 computers available.

Students can watch recorded lectures on the Dhanvantari Homoeopathic Medical College Hospital

and Research Centre YouTube account at their convenience. Teachers prepare a power point presentation for teaching purpose for references teachers uses Google chrome, you tube, scientific research publications, different online ppts. Teachers also use many animation videos of systems like respiratory, circulatory etc. due to which students concepts about topic was clearer.

Teacher's uses social media platforms like what's app are used extensively by teachers and students for sharing of data and important information. ICT enabled tools like PPT, software, RADAR , CD, You tube videos, are the common AV aids are used to make teaching and learning more effective. In .our institute maximum teachers are digitally literate.

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

2.3.4

Student :Mentor Ratio (preceding academic year)

Response: 11.14

2.3.4.1 Total number of mentors in the preceding academic year

Response: 21

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

2.3.5

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

Response:

Creativity

Creative thinking is an individual skill it helps in critical thinking it helps the ability to think about the task or a problem in a new or a different way or ability to use imagination to generate new ideas

Thus institution encourages the students to engage in a group discussion involvement in cultural activities and leadership etc. students are encouraged take active part in social and cultural activation , leadership, developing discipline and contributing towards growth of our community

Institute thus gives the opportunity to develop their creative talents.

Analytical Skill

Projects are assigned to provide team work & helps them to participate & improve their learning

Institute also organises the case presentation from which they develop the skill regarding evaluation differential diagnosis, prognosis ,posology, Homoeopathy approaches and management. The students are given opportunities to the show their skill in case taking by communicating with the

patients. The case taking is evaluated by the Dept. teachers.

Innovation

Students are encouraged to take part in research projects they are assigned the thesis where they develop their innovative skills. The aim is to foster creative & problem solving abilities amongst students & include them to adopt out of the box thinking methodology in finding solutions.

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

2.4 Teacher Profile and Quality

2.4.1

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

Response: 95.71

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

2.4.2

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

Response: 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	View Document
Any additional information	View Document
Link for additional information	View Document

2.4.3

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

Response: 8.73

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

Response: 227.1

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

2.4.4

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

Response: 0

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
00	00	00	00	00

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

2.4.5

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

Response: 0

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
0	0	0	0	0

File Description	Document
Institutional data in prescribed format	View Document

2.5 Evaluation Process and Reforms

2.5.1

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

Response:

As per calendar of Maharashtra University of Health Science, Institute had prepared an academic calendar College strictly adheres to academic calendar; all events in the college were preplanned Exams are excellent tool to assess what student learned also it will reveals which part of the class each student appears to have remembered and shown the most interest in, exams are also fantastic opportunity for teachers to learn about the student because every student is unique for teacher.

For internal assessment of each student institute conduct terminal, prelims as well as monthly class test for every subject. We know that internal assessment is not included in Maharashtra university of health science up to 2022 but institute regularly conduct the exams to motivate the students and prepare for university examination. Institute always follows academic calendar for that.

University examination are held in November and December and in May- June according to that the dates of prelims and terminal exams were fixed before examination completion of syllabus is important for that we were regularly taking meetings of HOD of all subjects & curriculum committee members, to motivate teachers to complete the syllabus so we made advanced teaching plan for every subject.

College had its own examination committee & having code of conduct for students in which there are some rules and regulations regarding exam. This rules and regulations are explained to every student at the starting of their academic year and exam rules and regulations also told before internal examination.

Examination purpose time table prepared by examination committee it display on central notice board. For monthly class test the time table was prepared by class teachers. A proper secrecy is been maintain regarding question papers. After formation of question paper by teacher it will send directly to the college mail. Supervision time table is prepared and circulated to teachers before one week of examination. Examination hall is under CCTV surveillance students are informed about code and conduct of examination.

Result of internal assessment is declared within 10-15 working days. Question papers are checked and shown to students, queries are solved and after that the final marks are display on notice board. Monthly class test results also shown on notice board and record are maintained for analysis purpose. According to result the students are graded as advance performer (above 50) slow learner (below 50). The slow learner are guided by respective subjective teacher. Every student is unique for teachers and for that personal counseling also given to needed students. Parents teacher meeting also conducted from which parents also know about the performance of students and they can guide or help their children.

Thus the college follows robust and transparent mechanism for conduct of continuous interval evaluation and it also follows during viva and practical examination.

File Description	Document
Link for dates of conduct of internal assessment examinations	View Document
Link for academic calendar	View Document
Link for any other relevant information	View Document

2.5.2

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

Response:

Education is purposeful activity directed at achieving certain aims such as transmitting knowledge or fastening skills and characteristic traits.

deal with examination related grievances is transparent, time

This aim may include the development of understanding, rationality, kindness and honesty,

evaluation provides a systematic method to study a program, practice intervention to understand performance of every student. For evaluation exam is the best tool.

According to the academic calendar terminal and prelim examinations are held.

Dhanvantari Homoeopathic Medical College And Hospital & Research Centre has its own examination committee. It comprises of chief examination officer or exam coordinator along with principal and other teaching faculty

Exam committee ensures smooth conduct of the examination. If any grievance occurs it is immediately considered and redressed. Following mechanism is set to deal with examination related different grievances

EXAMINATION COMMITTEE

A) FOR INTERNAL EXAMINATION

There is complete transparency in the internal examinations like terminal and prelims.

Dhanvantari Homoeopathic Medical College and Hospital & Research centre strictly adheres

to the academic calendar. According to that terminals as well as prelims are scheduled.

According to students' performance in examinations they are graded as advanced learners (above 50), slow performers(below50).

The students' grievances related to internal examinations are solved by UNFAIR MEANS COMMITTEE

UNFAIR MEANS COMMITTEE.

MECHANISM OF WORKING OF UNFAIR MEANS COMMITTEE

1. Student have approach exam coordinator with their grievances
2. Written application submitted by the student to the exam coordinator explaining their grievances.
3. Exam coordinator on going through application forward it to unfair means committee Students are informed
4. The principal with in consultation with solve the grievances and written application which then
5. comes back to exam coordinator
6. After taking necessary steps the grievance related to internal examination is solved by an unfair means committee.
7. The process is completely transparent

B) FOR UNIVERSITY EXAMINATION

For grievances related to university examination exam coordinator collects

application from students which duly sign by principal and forward it to university. If

grievance is related to revaluation or retotalling of marks, Student is supposed to fill online revaluation or re totaling form on Maharashtra university of health science website.

The process of revaluation and retotalling is done within 7 days after the declaration of result

After this procedure students get a Xerox copy of the answer sheet of the concerned paper, after studying the answer sheet students can apply for retotalling of marks.

The grievances related to problems in submission of online examination forms and queries related to mistakes in hall tickets and mark sheets regarding name, course and Program name are resolved promptly by the examination grievances committee by

Communicating with the university.

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

2.5.3

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

Response:

- **Institute strictly follows the MUHS, Nashik directives** for conduct of examination and use of unfair means. Paper pattern, marking system and evaluation method is provided by the University of MUHS regularly.
- **Examination Procedure - Frequency of Internal Examination** is a terminal and a preliminary / preannual exam. Both theory and practical internal examinations are carried as per University format, evaluation is done at college level and result is declared within 15 days of examination on notice board. An internal vigilance squad monitors conduct of examinations. After every examination record of answer book and results are maintain and retained in college for at least one year. As per NCH guidelines internal assessment are shared with NCH through online portal and submitted to the University before the final university examination.
- **Final examination** is conducted by the university. Identification card and hall ticket with photograph of student is provided to candidate, verified from college. Examiners are appointed by University, who looks after the conduct of examinations. Examination strong room, CCTV in examination halls are installed. A panel of paper setters, invigilators and moderators is prepared by Controller of examinations in the University.
- **For practical examinations OSCE and OSPE** have been introduced for internal and final university exam since 2019. Practical/clinical examinations are made more transparent by appointing external examiners for Courses
- **Processes integrating IT include** online distribution of Hall tickets for university examination, use of CCTV cameras in examination Hall, online submission of results to university, etc.
- **For continuous internal assessment** students are continuously observed in theory and practical classes. Attendance of minimum 75% is compulsory to appear for the final examination. Periodical tests, assignments, seminars, periodic evaluation of practical and projects/field work in an objective manner, in addition to written test are also carried out.
- **Competency based assessment system** has already started in the college as directed by the NCH / MUHS, Nashik. The whole curriculum and teaching hours are provided which includes small group discussions, self directed learning, lectures etc.

- **Workplace based assessment** is done by direct observations in classes/practical/ OPDs/ wards. Students are asked to maintain Practical records/ Log books.
- **Self assessment** of students is encouraged by providing opportunities to students through monthly seminars, case presentation for the final year students etc.

File Description	Document
Link for Information on examination reforms	View Document
Link for any other relevant information	View Document

Other Upload Files	
1	View Document
2	View Document

2.5.4

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

Opportunities provided to students for midcourse improvement of performance through:

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

Response: B. Any 3 of the above

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

2.6 Student Performance and Learning Outcomes

2.6.1

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

Response:

The course content and CO statements are determined by the statutory body NCH. The institute adheres to these CO statements when delivering the curriculum (where necessary, some amendments are made). The institute has adopted the NCH's program outcome (PO) statements.

Awareness among the teacher and Students is ensured by:

- PO/PSO statements displayed in the department's labs and faculty seating areas
- CO and PO/PSO statements are made available via the institute's website.
- Course, the teacher and student discusses the CO and PO statements.
- Publishing the CO and PO statements, their mapping and justification through the ERP software (remotely available to all students)
- Faculty prepares the lesson plan and mapping of each lesson / lectures with CO and PO
- Faculty determines the CO attainment through internal continuous evaluation (CIE) and Semester

end evaluation (SEE) (University examination)

- Program wise PO/PSO attainment are determined by department.

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

2.6.2

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

Response: 66.75

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
34	67	11	11	68

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
38	78	19	26	87

File Description	Document
Trend analysis for the last five years in graphical form	View Document
Reports from Controller of Exam (COE) office/ Registrar evaluation mentioning the relevant details and the result analysis performed by the institution duly attested by the Head of the Institution	View Document
List of Programmes and the number of students passed and appeared in the final year examination each year for the last five years.	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Links for additional information	View Document
Link for the annual report of examination results as placed before BoM/ Syndicate/ Governing Council for the last five years.	View Document

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 outcomes

Institute adopts following process for the evaluation of CO-PO Attainment:

- Graduate attributes listed by the NCH (National Commission for Homoeopathy) forms the basis for the PO statement.
- University and OR NCH has stated the CO statements for every course.
- Every faculty carry out the mapping of CO-PO with appropriate justification on the level of 1, 2 and 3 (1-Low, 2-Medium, 3-High).
- Using customized ERP software, CO attainment is evaluated and PO attainments are determined through direct methods (80% weightage) and indirect methods (20% weightage).
- Direct attainment is evaluated through CIE (Continuous Internal Evaluation) and SEE (Semester End Evaluation). Indirect attainment is evaluated through feedback / survey.

- Terminal examination (Theory and Viva), Prelim examination (Theory and Viva) or any other technique selected by the teacher are used to determine CIE attainment.
- SEE attainment is based on results of university examinations that includes results of theory, and Viva / oral / practical examination.
- For calculation of CO attainment, the weighted average of 30% CIE and 70% SEE is taken into account.
- Based on the mapping, the PO attainment for each course and for the program is determined.

File Description	Document
Link for any other relevant information	View Document
Link for programme-specific learning outcomes	View Document

2.6.4

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

Response:

Institute organizes parents and teachers meetings with following objectives:

- Share and discuss the student academic progress and growth based on the classroom observation,
- Discuss enrichment or intervention strategies to support student's learning's.

Our Institute Dhanvantari Homoeopathic Medical College and Hospital & Research Centre Conduct PTM (meeting) regularly once in a year.

These are brief meeting lasting amongst parents and teachers. These meeting were scheduled as per convenience of both parents and teachers so that maximum participation could happen allow a large group of parents to attend the meeting.

The schedule time table was distributed in the form of Notice.

Presence and periodicity:

- Institute conducts the parents' teachers meeting once in a year.
- Generally the meeting is schedule as per the convenience of Parents.
- Class teacher also informs students about the PTM.

Teachers deliver their opening speech elaborating about the hstitute mission, vision and Program objectives.

The Main Focus of this meeting was on learning and discussing fact that that can affect learning.

Student's social behavior and development, Classroom behaviour motivation, Peer, as well as student's strength and challenges faced by them.

Suggestions and strategies were provided by the teachers to support the learning at home. Teachers also put forth the strategies they are going to implernent and the time by which expect improvement.

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

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response: 2.97

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

Institutional data in prescribed format

[View Document](#)

Any additional information

[View Document](#)

Link for Additional Information

[View Document](#)

3.1.2

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

Response: 0

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

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

File Description

Document

Institutional data in prescribed format

[View Document](#)

Link for Additional Information

[View Document](#)

3.1.3

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

Response: 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	View Document
Link for Additional Information	View Document

3.2 Innovation Ecosystem

3.2.1

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

Response:

The ecosystem at the **Dhanvantari Homoeopathic Medical College And Hospital & Research Centre, Nashik** has developed since last decade. Our Teachers used to guide, assist & motivate the students to write a medical article in institutional journals.

Our Teachers also encouraged the students to present a case in front of everyone. These panels used to guide students to write dissertations & motivate them to do research in various medical faculties. These panels also inspire the students in interuniversity competition.

Dhanvantari Homoeopathic Medical College And Hospital & Research Centre, Nashik has developed such a panel of teachers which are continuously exposed to viva examiners of university, paper setters of university examination, checking papers of university examination. Such a panel of teachers is also involved in the inspection panel of the university.

Our Teachers periodically check the academic status of every Student of each year . Some of the teachers are NSS program officers. These NSS officers take periodic Medical camps in village & tribal areas.

Our institute had arranged a 7 days exclusive program for villages (Madakijamb , and Vanarwadi)

under the heading of ‘NSS 7 Days Special Camp’ .

During this camp , students took free Health check up camp at Primary school of Madki Jamb and Vanarwadi in which various type of disease like Cough, coryza , white spot on face, abdominal pain , Nausea Vomiting , underweight , Nutritional Disorders, and give them advice about Healthy dietary habit, sanitation , personal hygiene

Our Students carries survey about **Non Communicable Diseases** like as Hypertension, Diabetes Mellitus, Cancer, Heart Disease, also communicable disease Like as Tuberculosis,

Institute regularly conduct student exchange scheme / Clinical Training Programme for enhance the clinical skills of interns

In Our institute provide Center for National Immunization conducting programme periodically

From all these activities a lot of learning is generated. These teachers are taking seminars & sharing their learning experiences to students.

During covid pandemic, the institute had done a great job . Institute had developed unique strategies to deal with acute cases of covid.

Institute Also trained common man & medical students as COVID WARRIORS to fight with covid.

Institution gave free distribution of Arsenic Album 30 as a preventive medicine in the community.

File Description	Document
Link for any other relevant information	View Document
Link for details of the facilities and innovations made	View Document

3.2.2

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

Response: 0

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
0	0	0	0	0

File Description	Document
Institutional data in prescribed format	View Document

3.3 Research Publications and Awards

3.3.1

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

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

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

Response: D. Any 1 of the above

File Description	Document
Share the code of ethics of research clearly stating the claims of the institution duly signed by the Head of the Institution	View Document
Institutional data in prescribed forma	View Document
Link for Additional Information	View Document

3.3.2

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

Response: 0

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

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

Response: 1

File Description	Document
Institutional data in prescribed format	View Document

3.3.3

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

Response: 0

File Description	Document
Institutional data in prescribed forma	View Document
Web-link provided by institution in the template which redirects to the journal webpage published in UGC notified list	View Document
Link for Additional Information	View Document

3.3.4

Average number of books and chapters in edited volumes/books published and papers published in national/ international conference 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
Institutional data in prescribed format	View Document

3.4 Extension Activities

3.4.1

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

Response: 100

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
22	43	15	9	11

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

3.4.2

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

Response: 99.46

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
233	200	208	124	196

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

3.4.3

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

Response:

The **Institute** is helping the society since many years. It has contributed its service to rural, tribal and urban areas. It provided services to these areas as its social responsibility.

Institute conducted activities like National Service Scheme, Medical Camps in tribal and rural areas . The institute had also organized awareness programmes likes social awareness about Cancer, social awareness about Obesity, social awareness about Breast Cancer, social awareness about AIDS.

National Service Scheme – The Institute is organizing regular activities of NSS as well as 7 days special NSS camp. Regular activities of NSS include, Tree Plantation, Cleanliness Program, “SWACCHA BHARAT ABHIYAN” , celebration of VACHAK DIN, celebration of Constitutional day , celebration of International Youth Day etc.

In the 7 days special camp of NSS includes, organizing free health check up for school of Madakijamb and Vanarwadi, free Medical camp for villagers of Madakijamb and Vanarwadi, giving educational speech regarding balanced diet, prevention of anemia , prevention of infectious diseases, surveys in Vanarwadi, Madakijamb etc.

Reports of all the NSS activities were sent to student and welfare office of Maharashtra University of Health Sciences Nashik regularly.

Appreciation Letter from Grampanchayat of Madakijamb – Our institute took free medical checkup camp at Madakijamb. So, Grampanchayat of Madakijamb gave an appreciation letter to our institute

Awards –

Institute got an appreciation award on the occasion of Pran Pratishtha sohla of Aadi Shakti Vindhyavasini Devi on 4th March 2018

- Mahila Gaurav Sanman Sohala , Nashik shahar Mahila Congress samiti (Year 2018).
- Institute received **ADARSH MATA PURASKAR** from Hira Bahu-uddeshiya Sansthha in 2019.
- Institute received **RUN RAGINI AWARD** on 24th Nov. 2019.
- In 2019 institute received **HIRKANI AWARD** from Maratha Udyojak Seva Sanstha & Khandesh Mitra Mandal.
- Institute received award from Nashik Blood Bank & Transfusion Research Institute for successful organization of Mega Blood Donation Camp.(Year 2019).
- Institute got an appreciation award received award from Lokajyoti Jestha Nagrik Manch, Nashik on the occasion of world womens day. Year 2019.
- Institute got an appreciation award **SAKHI SANMAN AWARD** from Lokmat Sakhi Manch year 2019 for Excellent work in Academic Work.
- Institute received momento from **Navavarsha Swagat Yatra** on the occasion of Gudipadva on 6th April 2019.
- Institute got an appreciation award **Saksham Mahila Ratna Purskar** from Saksham Police Times (Year 2020)
- Institute got an appreciation award **Kartutvawan Mahila Purskar** from Lokjyoti Jestha Nagarik Manch, Nashik (Year 2020).

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

3.4.4

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

Response:

Dhanvantari Homoeopathic Medical College And Hospital & Research Centre, Nashik , the Institute Created Goal Oriented quality policy , we provide quality education which results in efficient physicians which are perfect in clinical as well as academic field .

Such physicians will be unprejudiced, sympathetic, empathetic, kind and dedicated to the service of humanity.

In order to achieve all the above things, we promote students to take part in social activities . Due to this , students will become more aware about medical problems in community

They also understand the quality of life, nutrition and education in villages and tribal areas while

conducting medical camps.

We conduct special 7 days NSS camp in Madkijamb and Vanarvadi to promote healthy lifestyle and prevention of infectious diseases. During regular activities of NSS , we try to reach the rural population to provide health services and spread awareness about diseases like Anaemia ,TB, Diabetes etc. Such activities create awareness among students on social and health problems existing in community.

Students feedback confirmed the effectiveness of the program in awareness of students about village life , getting insights into social and economic problems faced by village peoples , ignorance to the fundamental knowledge of health ,hygiene , nutrition, immunization ,lack of knowledge of government sponsored health scheme in rural population .

Social activities conducted are 7days **SPECIAL NSS CAMP** , free health checkup camp , awareness about obesity among community , awareness about breast cancer in community , running rally to create awareness about TB in society , cleanliness program conducted in college campus and MUHS campus, tree plantation in MUHS campus etc. such program will promote a sense of responsibility about community and nations among budding doctors .

IMPACT OF SOCIAL EXTENSION ACTIVITIES – It increases clinical knowledge, sense of social responsibilities.

Students get well familiar with community work. Students will identify the need, problems of community and try to solve their problems.

They can give practical solutions to community. While doing such activities, students develop leadership qualities and human touch.

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

3.5 Collaboration

3.5.1

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

Response: 0

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

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

File Description	Document
Institutional data in prescribed format	View Document

3.5.2

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

Response: 19

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

Response: 19

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

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

Response:

Dhanvantari Homoeopathic Medical College And Hospital & Research Centre, Nashik. Has its spacious campus and the college follows the MSR amended 2013 by CCH (Central council of Homoeopathy).

- The Campus has been developed as per the plan prepared on the guidelines provided by CCH, Minimum Standard Requirements. The Institute has been recognized by Government of Maharashtra (GOM) and National Commission of Homoeopathy (NCH), New Delhi And affiliated to Maharashtra University of Health & Sciences (MUHS), Nashik for the UG program with an intake capacity of 50 students per year.
- The college campus area is 11.56 R sq. meter (12144 sq. feet), and total built up area is 10,962.0728 Sq.ft.
- The Classrooms, Laboratories and Seminar Halls are well equipped with a suitable ICT facility along with a computing system and Internet facility.
- The college has Principal cabin, Admin cabin, 5 classrooms, 1 seminar hall, 1 auditorium and 1 skill / demonstration lab and is provided with ICT enabled facilities.
- The college has 12 mandatory academic departments and each department includes HOD cabin, departmental museum, departmental library, 1 blackboard and 1 computer.
- The college has 20 bedded hospitals with operation theater and labor room. The students' clinical learning is carried out through this hospital by clinical postings. Peripheral OPD's are operated for clinical and community learning. Various healthcare camps are organized for students to enhance their clinical skills and knowledge in Hospital.
- AYUSH related learning is executed through classroom, practical, clinics, college attached hospital etc.
- Skill lab / demonstration room is facilitated with all required manuscripts and equipment.
- The seating capacity of students in each classroom is 75. All classrooms are provided with CPU, LCD projectors as well as audio visual aids and one white board in each classroom.
- Separate Strong room is available for examination record preservation and protection purposes.
- The college has Computer lab with 16 computers with Wi-Fi connection of 100.0 mbps speed to

all computers.

- Herbarium garden is available in the college campus which includes a number of medicinal plants.
- There is a spacious library for students to do self learning and study. The library has ICT facilities and a number of books of different subjects with reference books, journals, research papers, answer books; question papers, e-books, office stationery and others printed Stationery.
- There is Separate common room for boys and girls available with locker facilities. Cleanliness, light and ventilation facilities are maintained in the classroom and laboratories and other facilities of every department.
- There are canteen facilities for students and teachers in college premises.
- A Yoga hall and physiotherapy rehabilitation unit is present in the hospital.
- Gymnasium facilities for boys and girls are available on the college campus.
- The college always endeavors to upgrade college infrastructure to match with the newly upcoming Technologies. The class comfort, teaching aids and changing technologies are always kept in mind while upgrading or changing the college infrastructure.

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

4.1.2

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

Response:

Dhanvantari Homoeopathic Medical College and Hospital & Research Centre, Nashik has adequate physical and recreational facilities including indoor and outdoor games. Institute has all the infrastructure & facilities to support physical and recreational requirements for the students and staff.

• **Sports Facility:**

Indoor games including Carrom and Chess are played in college premises. Separate time for girls and boys is allotted for indoor games.

Outdoor games which include Basketball, Volleyball, Cricket, Badminton, Kabaddi, Kho-kho etc. This ground is at a distance of 500 meters from the college campus. All the Ist to IVth Year BHMS students are utilizing the above facility.

- Students are utilizing the sports facilities within the college hours.
- The cultural committee organizes the sports and cultural activities.
- Cultural programmes like College foundation day, Ganesh Festival, Dr. Hahnemann’s birth anniversary celebration, small cultural programmes are conducted at the college auditorium with a capacity of 100 seats. Institute opts for the big auditorium facility on a rental basis outside the college if a number of students and their parents come together in an annual gathering.
- **Yoga Center Facility:** Yoga is taken in the hospital, where a separate yoga hall is available and the area of the Yoga hall is 360 Sq.ft.
- The Institute celebrates the Yoga week annually, during the same week other activities like Rangoli competition, Essay writing, Yogasana Competition, Health check up camp, Poster making competitions are also organized.
- The yoga practice enhances muscular strength, bone strength and also keeps the body flexible. It reduces stress and anxiety. Yoga calms and relaxes both the body and mind and uplifts the spirit.

File Description	Document
Link for geotagged photographs	View Document
Link for list of available sports and cultural facilities	View Document
Link for any other relevant information	View Document

4.1.3

Availability and adequacy of general campus facilities and overall ambience

Response:

Dhanvantari Homoeopathic Medical College and Hospital & Research Centre, Nashik is Located in the

heart of the city, Nashik. The Institute was established in the year 2000.

Campus:

- The campus has been beautifully landscaped. The campus provides for the faculty and students a serene ambience to learn, teach, acquire skills, and develop their personality.
- The institute supports the educational, cultural, and professional needs of all the students, who are coming from different parts of India.
- The competent academic staff and administrative staff play a major role in achieving the Vision, mission, and objectives of the Institute.

Hostel facility:

- Hostel facilities for girls and boys are available separately at 300 meters from the college campus.
- Girl's hostel has the capacity of 50 beds. Boy's hostel has the capacity of 50 beds. The hostel provides water and electricity supply for 24 hours. Both the hostels and college campus are under CCTV surveillance.
- Solar System and Geyser for hot water supply is there in the hostel.
- Water Purifier is available for drinking water.
- Hostel is provided with a Security Guard 24/7. There is a dedicated Rector for Girls and Boys hostel 24/7.

Medical Facilities:

- Institute has a 20 bedded hospital. Medical facilities are available in college hospitals for all students and staff.

Toilets:

- Boys and Girls washrooms are available separately. Housekeeping staff are available to clean the college campus and also keep the toilets and hospital clean.

Fire extinguisher:

- College is well equipped with a Fire extinguisher and required fire fighting systems.

Canteen:

- Canteen provides good and Hygienic food for all students and staff. The quality food tasting register is maintained.

Post office:

- Post office is located at a distance of 2km from the college.

Banks and ATMS:

- ATM is located at a distance of 400 meters from the college campus.

- Bank is located at a distance of 500 meters from the college campus.

Roads:

- The City Link bus stop is close to the institute.

Signage:

- No smoking, No plastic signage and Fire exit and other required signage's are available in the campus.
-
- Trees and herbarium gardens have a distinctive greenery view.

Alternate Sources of energy:

- The institute has a Separate solar system of 15 Kw.
- 3700 KVA Inverter back up is available for the emergency electricity failure / fluctuation.

Sewage treatment plant:

- It is directly attached to the Municipal corporation Sewage pipeline.

Biomedical waste:

- Biomedical waste is disposed of and handed over to Nashik Municipal Corporation authorized agency (Water Grace).

Water Purification Plant:

- The Institute has a R.O. purifier facility for All Students and Staff in Campus and Hostel premises. Periodically microbial water testing has been done to ensure portability.

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

4.1.4

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

augmentation during the last five years

Response: 25.75

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
79.93	33.47	23.18	48.99	64.18

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

4.2 Clinical, Equipment and Laboratory Learning Resources

4.2.1

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

Response:

Dhanvantari Homoeopathic Medical College And Hospital & Research Centre, Nashik has a Hospital facility in the campus. Smt. Sarojtai Dhumane Patil Hospital. This hospital was established in 2004 under Kalpataru Samaj Seva Trust, Nashik.

- The hospital has been approved by the Government of Maharashtra (GOM) and National Commission of Homoeopathy (NCH), New Delhi. The hospital is registered under Nashik Municipal Corporation, Health department as Bombay Nursing Act.
- Hospital has a capacity of 20 beds for indoor admission of the patients. 10 beds are available in the general medicine ward, 2 in pediatrics, 4 in surgery and 4 in obstetrics and gynecology ward. The Homoeopathic Hospital is located in the college campus.
- It has a pathology Laboratory to do laboratory tests.

- There is a Dispensary unit in which there are a number of Homeopathic medicines with different potencies like 30, 200 and 1M. Dispensary also includes mother tinctures.
- Hospital has a well-equipped physiotherapy unit, and a separate yoga center.
- Hospital is also having a Demonstration / Skill Lab for teaching and learning sessions of students. A skill lab is designed to provide immersive learning experiences for students. It consists of realistic looking clinical Demonstration / Skill Labs rooms, manikins and equipment, allow learners to practice and develop clinical expertise without any risk of patient harm.
- Peripheral OPD's are made available to enhance the knowledge and skill of students.
- General health check-up camps, diabetes screening, Anaemia detection camps, and blood donation camps are organized in college hospitals every year.
- The out - patient and in - patient departments of the Hospital provide medical care to all patients.
- There is an operation theater unit in the hospital.
- Hospital has a central clinical laboratory with the facilities available for various investigations like Clinical Pathology, blood tests, Biochemistry.
- Radiology section is also present in the hospital. All essential investigations are available at Minimal charges.
- Ambulance facility available for patients.
- First aid kit available for students of college.
- Health checkup camps are taken at the Primary health center for the patients of slum areas. Students visit the Kamatwade gaon to serve the patients with homeopathic medicines to restore their health.
- Free health check-up and free medicines are served to poor patients.

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

4.2.2

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

Response: 73106.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
61091	79291	71800	54764	76565

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
5814	5205	3959	3157	3885

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

4.2.3

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

Response: 160.4

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
152	153	152	169	176

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	View Document
Institutional data in prescribed format	View Document
Details of the Laboratories, Animal House & Herbal Garden	View Document
Detailed report of activities and list of students benefitted due to exposure to learning resource	View Document
Link for additional information	View Document

4.2.4

Availability of infrastructure for community based learning

Institution has:

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

Response: E. None of the above

File Description	Document
Institutional prescribed format	View Document
Any additional information	View Document
Link for additional information	View Document

4.3 Library as a Learning Resource

4.3.1

Library is automated using Integrated Library Management System (ILMS)

Response:

Dhanvantari Homoeopathic Medical College and Hospital & Research Centre, Nashik has an Integrated Library System (ILMS). The library is partially automated with Software VRIDDHI and the Year of commencement is January 2014.

- The area of the college Library is 915 Sq.ft.
- The library is located in the main college building. The timing of the Library is within the college hours from 09.00 AM to 5.00 PM on all working days. The timings are flexible and planned need base at the time of examinations.
- The library has a spacious reading hall and reference section. The reading area can accommodate 50 users at a time.
- During the Internal and University examinations, the reading hall of the Library is open for 24 hours 1 month prior examinations for preparation of examination study.
- The total number of 3909 books are available in the library, which includes 2674 Homoeopathic textbooks, 1235 reference books, 258 book bank books, 15 journals and magazines, 4 newspapers, Articles, Regional books and Dissertation of interns as on stock record 30th August 2023.
- The library has Theoretical as well as practical books for reference.
- There are 5 computers in the library, which are used for digital facilities to access Shodhganga, SWAYAM, DHMC YouTube Page, MUHS digital library and online platforms.
- VRIDDHI software is provided in the library to access the books.
- VRIDDHI software Solutions private limited is brilliant software of college management. The offline learning management system is used to carry out day to day office work, library work in the campus, library book verification, circulation, data entry, issue and return of books, renewal of books, and member logins.
- It is also used to access books through barcodes in the software. Digital library is integrated with the Library Management System. Users can customize all reports available from software. No limit over the number of students and computers.
- The data about books is available in the library which includes the title, Subject, author, edition, publisher, ISBN book number.
- The new books are displayed for two weeks on the display stand.
- Each department has a departmental library which includes books of their departmental subject, practical books, reference books and journals.
- Facilities such as photocopy of books, printing and scanning services are available in the library.
- The whole library is under CCTV Surveillance.

File Description	Document
Link for geotagged photographs of library facilities	View Document
Link for any other relevant information	View Document

4.3.2

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

Response:

Dhanvantari Homoeopathic Medical College and Hospital & Research Centre, Nashik having well-furnished and spacious library.

- Enriching a library's resources for homoeopathy education can greatly benefit students and faculties in the homoeopathy education field.
- Institute has provided books published by 'Samuel Hahnemann' who was a German physician, best known for creating the pseudoscientific system of alternative medicine called homeopathy.
- Given the rich history of homoeopathy in India, resources are included that provide insights into Indian homeopathic practices.
- There are 5 computers in the library with Internet and Wi-Fi facilities.
- The total number of textbooks in the library is 3909.
- The total number of Homoeopathic textbooks in the library is 2674, which includes 230 books of Anatomy, 150 books of Physiology & biochemistry, 143 books of Pharmacy, 114 books of Pathology, 129 books of Forensic medicine & Toxicology, 666 books of Homoeopathic Materia Medica, 362 books of Organon, 320 books of Surgery, 145 books of Obstetrics and Gynaecology, 117 books of Practice of Medicine, 189 books of Repertory and 62 books of Community Medicine. Book bank provides 258 books to the students.
- 1235 Reference volumes, 15 Journals and magazines are available in the library.
- Manuscripts written by faculties and students are catalogued and maintained in the library. These manuscripts are scanned and soft copies are maintained for reading and knowledge enhancement.
- Collection of rare books, manuscripts as stated below are available in the Library. "Organon of Medicine" , "Materia Medica Pura" & "The Chronic Diseases" by Samuel Hahnemann, "Kent's Repertory" by James Tyler Kent, "Boericke's Materia Medica", "Hering's Guiding Symptoms of our Materia Medica" by Calvin B. Knerr.

- Discipline-specific learning resources from ancient Indian languages are planned in the library. Presently text books and reference books are made available.
- Institute has subscribed 4 Newspapers for reading and enhancing general knowledge.
- Access to databases of homeopathic patient cases is available for students. These patients are from college attached hospital, to help students and faculties learn through real-world examples.
- The Institute provides the Digital library that is used to access the E-content resources like SWAYAM, Shodhganga, and MUHS digital library to learn new skills and gain knowledge. Also limited Access homeopathic databases and online resources, such as RADAR Opus, Homeo Index, and Homeopathic Clinical Repertory are provided.
- OPAC is an online public access library catalogue which is used to access the library database.

- College has its YouTube channel and lectures videos and presentations are uploaded which are recorded by faculties on this platform for learning of students.
- Thus the library is enriched with text books, online platforms, digital platforms, manuscripts, reading facilities etc. as a learning resource to the students and staff.
- The Institute is periodically updating and expanding the library's resources to stay current with the latest developments in homeopathy and to cater to the evolving needs of users.

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

4.3.3

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

1. e – journals / e-books consortia

2. E-Shodh Sindhu

3. Shodhganga

4. SWAYAM

5. Discipline-specific Databases

Response: C. Any three of the above

File Description	Document
Institutional data in prescribed sormat	View Document
Any additional information	View Document
Link for additional information	View Document

4.3.4

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

Response: 0.15

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
0.27880	0	0.12250	0.34563	0

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

4.3.5

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

Response:

- The library is the main hub of knowledge and ideas among students and faculty.
- Library has long served crucial roles in learning.
- A library is fundamentally an organized set of resources, which include human services and the spectrum of media.
- Library has physical components such as space, equipment and storage media.
- A digital library is evolving to meet the needs of teaching and learning and identifies issues for continued development.
- The Institute has a state of art well designed with enriched ambience.
- Total student admitted in college are 203 in the year 2022-23.
- The ratio of book issue is 11.93 in the year 2022-23.

Significant initiatives implemented by the committee to render the library,

Student / user

- The books are placed in the library according to streams and DDC classification.
- VRIDDHI software is used to identify books.
- The books are placed in the library according to subject.
- The students have been provided with a well ventilated library for reading books in a silent environment.
- Journals and magazines are available in the library.
- Library is closed during government holidays.
- Reading room timings of the library are extended during the examination period.
- Library books are given to students for examination study for 8 days with a written application.
- Library provides Open Access Facility to students and faculties.
- Library provides an OPAC (Online Public Access Catalogue) facility using ERP software.
- Online journals are made available in the library.
- Students are allowed to carry their own books in the library for study.
- Book bank facilities have been made available for the needy students to enhance their studies.

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

4.3.6

E-content resources used by teachers:

1. NMEICT / NPTEL

2. other MOOCs platforms

3.SWAYAM

4. Institutional LMS

5. e-PG-Pathshala

Response: Any Two of the above

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Give links e_content repository used by the teachers	View Document

4.4 IT Infrastructure

4.4.1

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

Response: 100

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

Response: 6

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

Response: 6

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

Other Upload Files

1

[View Document](#)

4.4.2

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

Response:

Dhanvantari Homoeopathic Medical College and Hospital & Research Centre, Nashik constantly upgrades IT facilities.

- The Institution provides adequate computer availability for all the students including LAN and WI-FI connection. Some of the strategies are up gradation of e-learning resources, internet and Wi-Fi facilities, CCTV for supervision.
- Seminar hall and all the classrooms are upgraded with ICT facilities with Internet, Wi-Fi, CPU and Projectors.
-
- The Institute has a total of 57 computers, 17 computers are there in the computer hall, 11 computers are there for office work, 1 computer in each department as all are 12 departments, 8 computers for hospital work, 3 computers in classroom, 5 computers in library and 1 computer in seminar hall.
-
- Institute provides various facilities for the students like as reprography for Printing through Printer and scanning documents.

E-library-

- The Institute has an E-library with an adequate number of computers with internet and Wi-Fi connectivity. Institute provides digital libraries to access the E-content resources like SWAYAM, Shodhganga, MUHS Digital library and DHMC YouTube page. VRIDDHI SOFTWARE is used to access books for library purposes.

Biometric Devices -

- For the attendance of students and staff there are two biometric devices which are linked with LAN and Internet.

Internet Connections / Wifi –

- The institute has 100.0 mbps broadband internet connections/ wifi for imparting education to the Students and office work.
- The students operate the computers of the computer hall during the college hours for preparing the case presentations, seminars, reading current articles, preparing study reports and browsing the necessary study material.
- Institute provides the access to YouTube for downloading the videos for seminar presentations and also for browsing new research studies and updated information regarding studies of Theoretical as well as clinical knowledge. Operative procedures can also be seen on YouTube to gain surgical and medical knowledge.

Software's For Teaching and Learning –

- Institute provides various types of homoeopathic software for Students Learning such as RADAR OPUS, HOMPAT, ZOMEQ, ISIS VISION, SYNERGY, And TALLY Software used for accounting purpose and HOMEOSOFT Software used to save and access Hospital’s OPD patient data.
-
- The whole campus of the Institute is under CCTV surveillance for the safety and security of students, staff and OPD and IPD patients.

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

4.4.3

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

Response: 50 MBPS-250 MBPS

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

4.5 Maintenance of Campus Infrastructure

4.5.1

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

Response: 25.75

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
79.93	33.47	23.18	48.99	64.18

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	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Link for any additional information	View Document

4.5.2

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

Response:

Dhanvantari Homoeopathic Medical College and Hospital & Research Centre, Nashik has not made any specific contract for maintenance of building, civil work, electrical work, departmental work, library, laboratory etc. because the campus and infrastructure of this College & Hospital having smaller area with intake capacity of 50 seats.

As far as building maintenance and infrastructural repairing requires we called be quotations (minimum 3) from the quotations the Management accepts the lowest rate quotation and satisfying the requirement of the maintenance.

For all teaching department equipment, apparatus, hospital related materials, surgical items, library, laboratory the head of the department as per requirement send the requisitions to the principal and the principal forward the proposal to the Management and the Management follows the due procedure of maintenance by calling quotations. IT related maintenance and electrical maintenance contract has been given to an expert person in the field and having full knowledge and practical experience in IT & electrical maintenance work. The contract with a person so appointed have been continued as long as he serves honestly and gives the services fullest satisfaction of the Management.

The sufficient budgetary provision for all the above maintenance and repairing work is made by the Management for every year. The repairing and maintenance work done by the agency / person is checked by the concerned person / teacher / HOD as the case may be. After his / her report the payment is being made to the party.

For Herbarium garden the Management has appointed an expert gardener. He looks after for all round

maintenance and up keeping of all the plants. He has been doing the work of Herbarium garden twice in a month. The HOD of Pharmacy department has been given the responsibility of Herbarium garden maintenance. The payment to the gardener is being made after satisfactory report from the HOD Pharmacy department.

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

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

Response: 27.05

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
165	28	56	30	0

File Description

Document

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

[View Document](#)

Institutional data in prescribed format

[View Document](#)

Consolidated document in favour of free-ships and number of beneficiaries duly attested by the Head of the institution

[View Document](#)

Attested copies of the sanction letters from the sanctioning authorities

[View Document](#)

Any additional information

[View Document](#)

Link for Additional Information

[View Document](#)

5.1.2

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

1. Soft skill development

2. Language and communication skill development

3. Yoga and wellness

4. Analytical skill development

5. Human value development

6. Personality and professional development

7. Employability skill development

Response: A. All of the above

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

5.1.3

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

Response: 27.03

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
23	69	23	60	63

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

5.1.4

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

Response:

“VASUDHAIVA KUTUMBAKAM” IS A SANSKRIT PHRASE MEANS “THE WORLD IS ONE FAMILY” - Maha Upanishad

Dhanvantari Homoeopathic Medical College And Hospital & Research centre, Nashik has organized a career counselling program on Education and Career. The program was organized with the aim of providing information on preparation aspects for over as education for interns.

Aim Of Career Counselling Program:

The Institution's concern for student progression to higher studies and to employment is a pertinent issue. Sustainable good practices which effectively support the students facilitate optimal progression. The institutional provisions facilitate vertical movement of students from one level of education to the next higher level or towards gainful employment. Students qualifying for state/national/international level exams or competitions should be identified by Higher Education Institution.

The Benefit Of The Program Includes:

- Higher the students with future career opportunities by providing more life experiences and personal connections.
- Complementing and accelerating fluency in speaking, reading, and writing foreign languages.
- Providing an alternative academic experience by taking courses not offered elsewhere while earning credits towards graduation.
- Linkages between academic subjects and the world of work, educational pathways.
- Worldwide study destinations.

- Education trends across local regions and around the globe..

Resolving Conflicts

“I like a lot of different subjects, and I keep changing my major because I’m not sure which one is the best for me!”

“I don’t like any of my classes and none of the majors seem really appealing to me.”

“I have a lot of work experience and I want to find a new career path that will build on the skills I already have.”

“I always thought I wanted to be a successful, but I got into my major and I really don’t like it!”

“I really like my Profession, but it’s not what I want to do for my career.”

“I know what type of work I’d like to do, but I’m afraid I won’t be able to make enough money doing it.”

Outcomes:

- Understanding the concept of over as education
- Exploring career opportunities for students
- Preparation for competitive examination.

From this session students learned the skills required for entrance examination Students expressed their happiness and expressed the need for conducting more such programs. The feedback obtained also showed that the program is fruitful. Principal of DHMC expressed gratitude for sharing valuable information to students. About 50 students participated in the training program.

File Description	Document
Any additional information	View Document
Link for Any other relevant information	View Document

5.1.5

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

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

Response: All of the above

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

5.2 Student Progression

5.2.1

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

Response: 100

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
9	4	5	16	8

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
9	4	5	16	8

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

5.2.2

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

Response: 53.68

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
19	7	11	18	28

File Description	Document
Institutional data in prescribed format	View Document
In case of self-employed professional services registration with MCI and documents for registered clinical Practitioner should be provided	View Document
Any additional information	View Document
Link for Additional Information	View Document

5.2.3

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

Response: 27.91

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

Response: 12

File Description	Document
Supporting data for students/alumni as per data template	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Link for Additional Information	View Document

5.3 Student Participation and Activities

5.3.1

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

Response: 0

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
0	0	0	0	0

File Description	Document
Institutional data in prescribed format	View Document
Link for Additional Information	View Document

5.3.2

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

Response:

Institute provides information to the students regarding various beneficiary schemes available at college & university level and campaign to create awareness regarding these Schemes budgetary provisions are made in the annual budget to take care of all activities conducted by the student council.

The council is formed under the guidance of principal and the selection criteria are revised regularly on the basis of merit, attendance etc. the list of activities details are maintained with the coordinator.

The Institute has student representative and participation has been an integral part of academics and administrative bodies.

Administrative bodies are to understand the things from student's perspective.

Aware about the various processes through which college can maintain the transparency in the processes.

Student representations are in the following:

-Earn and Learn Scheme of MUHS

-Student Council

-Sports activity

- N.S.S

Vision of committee:

Sports Committee: The vision of the sports committee is to organize training, coaching and education in

sports for everybody so that they can learn to keep themselves physically fit. Enhancing the interest of the participants in the field of sports. To achieve the above we plan to organize various competitions in the following sports: Football, Cricket, Table tennis, Chess.

Objectives: To promote every individuals health, physical well-being as well as the acquisition of physical skills, spirit and bonding. To serve the interests of the student community in competitive sports and other recreational activities.

Cultural Committee: IT is one of the most dedicated platforms whose main motive is to find our inner talent and abilities. To promote ethnicity amongst students by organizing and conducting various events, celebrating the cultural diversity by nurturing the inner talent of students.

Objectives: To encourage and promote the talent of the students.

NSS UNIT: It helps the students to develop a sense of selfless service and appreciation of the other person's point of view and also to show consideration for fellow human beings. The philosophy of NSS underlines that the welfare of an individual is ultimately dependent on the welfare of society as a whole at college level the NSS volunteers are enrolled from, second and third year students.

Students Clubs: It helps in students' transformation and holistic development. Student clubs help in learning to work with a team as it is an essential skill for any career; it provides networking opportunities through student-meetings across various programs of the university, making connections, and building relationships for life.

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

Other Upload Files	
1	View Document
2	View Document

5.3.3

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

Response: 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
3	3	2	1	1

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Link for Additional Information	View Document

Other Upload Files	
1	View Document

5.4 Alumni Engagement

5.4.1

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

Response:

“FORMER STUDENTS SHOULD STRENGTHEN THEIR BONDING WITH THEIR FORMER INSTITUTIONS”.- Narendra Modi

Dhanvantari Homoeopathic Medical College And Hospital & Research Centre, Nasik. Alumni Association began in 2017. We could not register in 2020 due to covid. We apologise about it but we are trying to register this year 2023.

Alumni meet is arranged on 21st January on the Occasion of **FOUNDATION DAY**. It has governing body with President, Vice president, Secretary, Treasurer & Executive body which have been systematically carrying out the task of bringing together the alumni & establishing their continuous support with the institution.

Aims:

The main aim of the Alumni Association is to provide a good and strong bridge for the students, faculty and the institute for mutual benefit and synergy.

Objectives:

- ? To maintain nurture relationships with previous graduates to build a strong professional network.
- ? It builds a pipeline – consistent giving alumni in the years immediately following graduation

increase the likelihood that they will become major donors greater in life and it's inspires others.

? To organize and establish scholarship funds to help the needy and deserving students.

? To provide career development and guidance.

? To create interest and motivate the alumni to participate in the progress of the Institute and make them contribute towards the enhancement of their Alma mater.

? To organize social gatherings, sports, games and various social activity for benefits of its members and their families.

? To bring all the past, present and future students of the Institute under a single forum for exchange, dissemination of experienced knowledge attitude and recognition of talents amongst its members, advancement of medical science and education in the campus of medical college, its community.

? Senior alumni interacted with junior alumni & guide them for achieving excellence in homoeopathy practice to promote the aims and ideals of the institution as spelled out in its prospectus and other relevant publications.

? Alumni interaction shapes the moral, intellectual & psychological attitude of the students as they get number of chances to participate in learning, discussing & research activities.

? Alumni interactions are organized regularly to help the present students by creating awareness about the job opportunities accessible in the present world, the strategic methods to meet the necessities of diverse competitive exams like civil service commissions etc., arranging guest lectures, seminars, workshops, providing training programs & organizing skill development programs.

File Description	Document
Any additional information	View Document
Link for frequency of meetings of Alumni Association with minutes	View Document
Link for details of Alumni Association activities	View Document
Link for Additional Information	View Document

5.4.2

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

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

5. Institutional endowments

Response: D. Any two of the above

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

Vision –

To be proficient in homeopathic education and inoculate knowledge, skills and ethical values in students to make them competent homeopathic physicians to serve the society and ultimately the nation .

Mission –

- 1.To provide quality education to all domains cognitive, psychomotor and affective through effective teaching learning method.
- 2.To support and encourage creativity participation in culture and social activities , research all-round personality development activities amongst the students.
- 3.Constant and continuous improvement in patient care .

Core Values -

D: Discipline and Accountability

H: Holistic and Responsible approach

M: Motivation and Integration

C: Conduct the work transparently.

Governance of the institute is reflective and in consonance with the Vision and Mission of the institution. Governance of the institute includes Board of Governance (BoG), College Development Committee (CDC), and Principal. Various policies are framed and discussed in the meetings of the BOG and CDC. These are the policies which are decided in tune with the institute's vision and mission. The Principal is a leader who implements and monitors the same within the organization. The Principal, who is also the chairman of IQAC and other members of IQAC, continually monitors the academics. In addition, the Principal of the institute constitutes the various internal committees which are working together for the stated vision and mission.

Institutes Administrative and Academic Governance:

- College has a multi-level governance system with formulation, implementation and monitoring system.
- The College Development Committee (CDC) has a representation of members of management,

senior faculty members, representatives of non-teaching staff and students. This committee reviews various academic and administrative activities.

- The functions of CDC include policy formulation, methods, monitoring and periodic evaluation.
- CDC seeks suggestions, draft rules and regulations, from statutory and non-statutory committees of the college regarding policy formulation, implementation of policy and monitoring the outcomes and consider the contribution of all stakeholders.
- Stakeholders playing a role in governance of the institution and stakeholder like members of management, principal, professors & heads of the department, faculty members, administrative staff, students and representatives of student alumni etc. are the members of various academic and administrative bodies
- Chairman and his representatives in consultation with the Principal perform executive function while rest other stakeholders are vested with advisory, implementation, monitoring and evaluation of governance practices.
- There is a defined organogram for governance of policy decision, implementation, quality assurance and monitoring.
- CDC prepares a prospective plan to achieve the essence of vision, mission and core values by developing necessary infrastructure and learning environment in a phased manner. This plan is discussed in the meetings of BoG and approved by the members
- IQAC also identifies areas of weakness & challenges for strategic planning to achieve prime goals of vision & mission with a focus on Quality and Continual improvement.
- Recruitment of meritorious staff using a structured merit based recruitment process is implemented and monitored by the Principal, Registrar and the members of the Management.

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

6.1.2

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

Response:

The Organogram of the college management and its functioning system follows a decentralized and participation in management strategy. Principal is the overall incharge of the institute and manages all administrative and academic functions. Governance of the institute includes Board of Governance (BoG), College Development Committee (CDC), and Principal. Various policies are framed and discussed in the meetings of the BOG and CDC. These are the policies which are decided in tune with the institute's

vision and mission. The Principal, who is also the chairman of IQAC and other members of IQAC, continually monitors the academics. In addition, the Principal of the institute constitutes the various internal committees which are working together for the stated vision and mission. Faculty members, students, and non teaching staff are the members at all such committees.

Followings are the highlights that indicate how institute practices decentralization and participation of every individual:

- Institute has other committees like college development committee (CDC), IQAC, women's grievance, academic review etc. and in addition various other committees established by the principal for monitoring, control and development of the institution
- Vision and Mission statements are established considering the stakeholders expectation and their participation
- Joint efforts of all the stakeholders resulted in provision of the state-of-the-art infrastructure that includes auditorium, conference hall, play ground, generator backup, ICT facilities etc.
- Principal and various bodies has initiated the various steps for the academic enrichment of the departmental laboratories with latest equipments
- Management members and Principal has appointed qualified and experienced faculty
- Principal and Registrar takes various initiative for implementing e-governance in the areas of administration and academics through the latest software
- Principal and Academic committee members takes initiatives for the effective implementation of the competency based medical education (CBME)
- Principal and other IQAC members has initiated the quality initiatives that has resulted in certification as per ISO 9001:2015, ISO 14001:2015 and ISO 50001: 2015.
- Principal and Member of the management through the BoG meetings establishes various policies for the staff welfare.

Participatory management and decentralization is practiced at various levels, which involves making decisions and executing various activities concerning academic and administration as explained below.

- Board of Governance (BoG) is the apex body responsible for developing policies, budget and strategies for the overall development of the institution.
- College development committee and IQAC plans the various actions for the development of the institute and conveys them to Board of Governance for the approval
- Principal shoulders the responsibility of administration along with account head and the registrar for smooth functioning of the institution.
- Faculty members are assigned with different functional responsibility and participate in decisions making processes during the departmental meetings.
- Faculty members, staff and student representatives are members of various institute level committees like student welfare, student clubs, professional chapters etc.
- Students are free to suggest any training, activities, expert lectures, various sports and cultural activities etc.
- Principal is also the Medical superintendent of the attached Hospital and monitors the functions.
- The clinical departments apply the curriculum in coordination with the attached Hospital.
- Students, Parents and Alumni has their participation through the committees like Library, Academic, Student clubs, Cultural, Sports, IQAC, CDC etc.

File Description	Document
Any additional information	View Document
Link for relevant information / documents	View Document
Link for additional information	View Document

6.2 Strategy Development and Deployment

6.2.1

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

Response:

Dhanwantri Homeopathic Medical College and Hospital is an educational institute established with the permission of the Maharashtra State and Central government in the year 2001, under the management of Dhanwantri and Kalptaru trust. Ministry of AYUSH, Government of India. The college is affiliated to the Maharashtra University of Health Sciences, Nashik. The college has constituted a College Development Committee and various other bodies for deployment of the strategic plan. Following are the details of the organizational structure, statutory bodies and the rules

- Institute has a well developed organogram that describes the hierarchy, responsibilities and authorities. This organogram is displayed at the institute website for the reference of all stakeholders.
- Statutory committees like CDC (College Development Committee), IQAC, Anti ragging committee, Women's Grievance Committee (ICC), Grievance redressal committee, Reservations Committee etc. are established by the institute. Institute follows the rules and guidelines issued by the Govt. of India in this regard
- Other than statutory committees various other academic and administrative committees are established and policy documents are framed describing their constitution and functions.
- Institute follows the norms and guidelines provided by the statutory bodies like NCH and affiliating University and for the admissions to the graduate program institute follows the guidelines issued by the admission regulatory authorities and the NEET
- Institute develops its own strategic plan taking into the considerations of all stakeholders requirements. This plan is displayed at the institute website for the reference, awareness and planning for the activities of all stakeholders
- Institute has developed their own HR manual that describes the service rules, responsibilities and authorities of each function and the code of conduct. This manual is made available on the institute website for the reference of all stakeholders
- Institute has developed the strategic plan for the five years and the status and the plan is reviewed during the various meetings. This plan is made available on the institute website for all stakeholders

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

6.2.2

Implementation of e-governance in areas of operation

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

Response: A. All of the above

File Description	Document
Screen shots of user interfaces of each module Annual e-governance report approved by Governing Council/ Board of Management/ Syndicate Policy document	View Document
Policy documents	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Link for additional information	View Document

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

Dhanvantari Homoeopathic Medical College And Hospital & Research Centre, Nashik consider its

employees as a precious & valuable resource for the development of the Institute & hence it gives most importance for their welfare by providing various types of services.

Various welfare facilities provided by the Institute are as follows -

- **Study leave** - This facility has been provided to the teaching staff for enhancing their academic qualification. This leave is sanctioned according to the duration of the course.
- **Maternity leave** - Facility is given to the female staff.
- **Casual leave & Medical leave** - Casual leave & Medical leave are provided to all teaching and non teaching staff per year.
- **Vacation** - summer vacation and Diwali vacation is provided to all teaching staff.
- **Subsidized facility of canteen**
- **Workshop and Seminars**- The teachers have been motivated to attend the various workshops & seminar organized by the statutory authorities & paid leave sanctioned for the same. Financial support has been provided as and when required.
- **Reading room** - A separate reading room is made available to staff. Magazines, Medical Books, and News Papers are also made available in the reading room.
- **E-Facility** - To cope up with modern ICT technology, the Institute strives to encourage every teaching staff to use ICT facilities in their day to day work. So, each section of Institute viz administrative office, Library, All U.G Departments, Laboratories, Hospital has been provided with latest Computer & Internet facility.

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

6.3.2

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

Response: 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
Policy document from institutions providing financial support to teachers, if applicable E-copy of letter indicating financial assistance to teachers	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Link for additional information	View Document

6.3.3

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

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

Response: 69.6

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
76	55	52	110	55

File Description	Document
Institutional data in prescribed format	View Document
Link for Additional Information	View Document

6.3.4

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

Response: 13.57

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
7	3	3	3	2

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

6.3.5

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

Response:

Institution has followed the Performance Appraisal System for teaching faculties as per format developed by MUHS, Nashik and Appraisal for non-teaching staff has evaluated on their punctuality, loyalty and dedication and sincerity. All non-teaching employees are continuously motivated to improve their individual capacity and performance. The Management decides for yearly increment and / or promotion on the basis of their performance in the preceding year. The Performance Appraisal is conducted once in a year. The printed format of self Appraisal is given to individual teacher two months before completion of the academic year. The common format has developed for all cadres. All the filled formats are collected in the administrative office. The administration department follows the further procedure for self appraisal and final evaluation by the Management.

The Format of Performance Appraisal System is divided in Three parts namely Part-A, Part-B & Part-C.

Part-A is consisting of personal and academic information of the teacher.

Part-B is developed for self Appraisal and evaluation. The score system has adopted for Appraisal. The Part-B is divided in six sub parts as follows –

Part-1 – Related with academic engagement

Part-2 – Related with research work

Part-3 – Related with publications

Part-4 – Recognition, Achievement & Awards (during assessment period)

Part-5 – Co-Curricular & Extra Curricular

Part-6 – Administrative rules performed at Institute level / University level

Part-C consists of recommendation by the concerned HOD and Principal and final decision by the Management.

File Description	Document
Any additional information	View Document
Link for any other relevant information	View Document
Link for performance Appraisal System	View Document

6.4 Financial Management and Resource Mobilization

6.4.1

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

Response:

Budget Estimate Plan by College Council Submit To Local Management Committee

1. Scope: Being a Non-Aided Private college, the fees received from the students is the only source of Income to the Institution. The scope of fund mobilization is limited to the various fees received from the students. Therefore, the Institute has to manage the resource mobilization by adopting various majors of curtailing the unnecessary expenditure.

2. Policy statement: Optimal utilization of funds received from the students on academic and administrative expenses viz. Staff Salary, Academic development as well as Infrastructure development and maintenance.

3. Procedure

1. Dhanvantari Homoeopathic Medical College And Hospital & Research Center receives the yearly fees from the students as fixed by the Govt. of Maharashtra. The fees have been collected in two Installments of six month.

2. The Governing Body of the Dhanvantari Homoeopathic Medical College and Hospital & Research Centre manages co-ordinates and monitor the optimal utilization of the funds for providing quality education to the students and the residual funds have been utilized for all round development of the college to sustain in the modern society.

3. The budget estimate prepared by account department is placed in the meeting of the BOG. After approval of BOG it is placed in the management meeting and management finally approves the budget.

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

6.4.2

Institution conducts internal and external financial audits regularly

Response:

Every year internal as well as external financial audit has been conducted to verify the financial transactions of income and expenditure of the college and the hospital by the Chartered Accountants appointed by the Management, Kalpataru Samajseva Mitra Mandal. The financial audit has conducted for the preceding financial year. The internal and external audit has conducted twice in a year from April to September and October to March of the concerned financial year.

The modus operandi of the audit has narrated below:

1. Receipt of the tuition fees from the students is the only income source for the college. The record of tuition fees collected has been maintained in tally software and its manual record is also maintained in physical register. The auditors verify and cross tally the fees received with number of the students enrolled in each class, Tally software and physical register.
2. The sanctioning authority for all types of expenditure has vested with the secretary and the chairman of the management. Without their sanction and signature on the voucher no payment has been passed for. The auditors verify the vouchers with the entries of expenditure posted in the Tally software. The institute maintains the separate cash voucher file, other than cash voucher a separate file for all other expenditure has been maintained. The auditors verify both the files with each and every voucher.
3. Most of the expenditure has been done through cheques, demand drafts and RTGS/NEFT. In certain emergency circumstances Cash transaction is permitted by the management. Every transaction is supported by the vouchers which has been Sanctioned and duly signed by the Chairman or Secretary of the management.
4. The auditors verify the accounts and day to day financial transactions which have been written on

various account books like bank statement and day book.

5. The salary of teaching and non teaching employees has paid through cheque/DD/NFT. The EPF, Income Tax and Professional tax deducted from the monthly salary of the employees has been credited regularly in the respective offices. The auditors verify the regular remittance of these statutory deductions kept in the office.
6. After completion of the full audit, the auditors submit their audit report with audit memo/ Para's if any, to the Management of the college.
7. The audit report is placed in the meeting of the Management (Kalpataru Samajseva Mitra mandal). The appropriate decision on the auditor's reports is being communicated to the principal, DHMC and finance and account section for their information and due compliance on the audits point/s raised by the auditors.
8. The compliance report then communicated to the concerned Chartered Accountant Firm by the secretary of the Management.
9. In this manner the audit of financial management of the collage has been verified and checked by the statutory body i.e. Chartered Accountants Firm with their audit memo in every financial year.

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

6.4.3

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

Response: 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
Institutional data in prescribed format	View Document

6.5 Internal Quality Assurance System

6.5.1

Institution has a streamlined Internal Quality Assurance Mechanism

Response:

IQAC is formed to ensure the practice in higher education institutions aiming for NAAC accreditation to improve the academic and administrative performance. IQAC was established in the College in the month of Feb. 2020. IQAC committee is headed by the principal as a chairperson with student representatives, alumni, members from employers and members of management. IQAC provide atmosphere and ensures facilities for quality education. Generally IQAC meetings are scheduled twice in a month.

The Institute's vision and mission is a driving force for the quality initiatives to be taken up. Various training programs, industrial visits, expert lectures, technical events, other co-curricular and extracurricular activities focuses on overall development of students. The members of IQAC cell has contributed significantly with many quality assurance strategies as summarized below:

1. Monitoring of academics through IQAC meetings and to initiate various activities for quality improvements
2. To train the faculties for the effective implementation of the competency based medical education (CBME)
3. To conduct the stakeholders feedback, analyze the same and implement the necessary actions to improve the same
4. Preparation of the institute for various quality management system certification like ISO 9001, ISO 14000, ISO 50000
5. To plan and organize various FDP, Workshops, Seminars. Training for the faculty related to research, IPR, e-governance etc.
6. Preparing the institute for NAAC accreditation
7. IQAC members reviews the results of examinations and plans the various activities to improve the same Continuous internal evaluation through class test, assignments, practical's, industry visits, expert lectures etc.

1. Establishing the course outcome and program outcome.
2. Establishing the process for outcome measurement and ensures the
3. Designing various value added courses for the students

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

Other Upload Files

1	View Document
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6.5.2

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

Response: 73.63

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
25	47	20	3	1

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

6.5.3

The Institution adopts several Quality Assurance initiatives

The Institution has implemented the following QA initiatives :

- 1. Regular meeting of Internal Quality Assurance Cell (IQAC)**
- 2. Feedback from stakeholder collected, analysed and report submitted to college management for improvements**
- 3. Organization of workshops, seminars, orientation on quality initiatives for teachers and administrative staff.**
- 4. Preparation of documents for accreditation bodies (NAAC, NBA, ISO, NIRF etc.,)**

Response: B. Any three of the above

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

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: 6

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
4	0	0	2	0

File Description	Document
Report gender equity sensitization programmes	View Document
Institutional data in prescribed format	View Document
Geotagged photographs of the events	View Document
Any additional information	View Document
Link for additional information	View Document

7.1.2

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

Response:

“MEN AND WOMEN HAVE ROLES- THEIR ROLES ARE DIFFERENT, BUT THEIR RIGHTS ARE EQUAL.”

At Dhanvantari Homoeopathic Medical College and Hospital, Nashik, institution, we take full care regarding promotion of gender equity. The gender equity is very important and necessary. It helps to give equal opportunity to both women and men. It helps to experience the same status and have equal opportunity, to utilize their human rights and to realize their potential to contribute towards community.

In addition, college provides counseling sessions during admission. Common rooms are available for girls and boys.

Annual gender sensitization action

Specific facilities provided for women in terms of

1. Safety and security

Considering the importance of safety and security, institute provides CCTV Cameras in campus, classroom & girls and boys hostel. A security guard is appointed at institute from 8 am to 8 pm, the hostel is provided with a rector who is available 24 * 7 for safety of students staying at hostel. The leave record of students is maintained regularly. The surprise inspection is regularly taken by women's grievance committee. Gender wise separate common rooms are provided for both male and female students.

For the security measures, institution provided girls and boys hostel with attached toilet and washroom. Also there are strict rules for hostel timing.

1. Common Rooms

The girls and boys common rooms are available in institute to maintained health and hygiene of students & staff. The green gym is proposed considering the importance of health of students & staff, the work is in progress.

1. Counseling

The counselors are appointed by institute for counseling of student to understand and solve the problems of students and to encourage them for the betterment of their life. The mentor-mentee committee is actively working in institute and providing and healthy and stress free environment for students. Also suggestion box is provided for students, so that they can provide suggestions for betterment for institute. Teachers also help weak students to cope up with studies and motivate them to study.

Institution has women's grievance committee, mentor-mentee committee and counselor. Institution formulated these facilities to solve the issues related with students and also to avoid the grievance to happen in institution.

1. Day care centre for young children

The Day Care Centre is presently not needed at institute but if the need is arises in future the institute will surely provide it.

• Any Other Relevant Information –

The Institute provided hostel facilities for girls & boys. The hostel is provided with attached toilets & bathrooms.

The trustees of institute are the In charge of hostel welfare who look after the facilities.

Suggestion boxes are provided for students,

The aim and vision of institution is to build a HUMAN WITH HUMANITY.

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

7.1.3

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

- 1. Solar energy**
- 2. Wheeling to the Grid**
- 3. Sensor based energy conservation**
- 4. Biogas plant**
- 5. Use of LED bulbs/ power efficient equipment**

Response: C. Any three of the above

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

7.1.4

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

- **Solid waste management**

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

Response:

“OUR RELATIONSHIP WITH NATURE IS MORE ONE OF BEING THAN HAVING. WE ARE NATURE WE DO NOT HAVE NATURE.”

The Institute takes utmost care to collect, segregate and disposal of various types of waste. The institute is very sensitive and committed to save the nature Earth. The degradable and non degradable waste gets produced at various places in institute in the form of solid waste, liquid waste, biomedical waste and E-waste.

Following efforts are taken to collect, segregate and disposal of various types of waste –

Solid waste management:

Solid waste i.e. kind of waste includes garden waste and food waste. This also includes kind of non degradable waste like plastic, paper, carton, corrugated boxes, empty containers etc.

The solid waste garbage is collected as per the norms of NASHIK MUNICIPAL CORPORATION in separate containers. Ghantagadi daily arrives to the college to collect the garbage.

Collection and segregation of biodegradable waste is done at garbage station. Garden waste is composted in composting bin. Approximately 5-8kg food waste per day from canteen is disposed as per rules of NASHIK MUNICIPAL CORPORATION in separate bag.

Presently, all waste is collected at the garbage station where it is segregated and then given to Nashik Municipal Corporation (NMC) collection system known as ‘Ghantagadi’.

For waste paper disposal shredding machine is installed in the institute. The shredded papers are handed over to scrap agencies for recycling.

Liquid waste management

Liquid waste means sewage water, used chemicals, etc.

The sewage waste and waste chemicals are directly disposed through Municipal corporation sewage water management systems. Liquid waste includes water discharges from hostel and college campus which is disposed through sewage system provided by the NASHIK MUNICIPAL CORPORATION.

Biomedical waste management

All types of bio medical waste are collected from the hospital area i.e. from IPD and OPD's.

The institute ensures collection, segregation, storage and safe handover to BMW agency for bio medical waste.

The hazardous waste from hospital that are known as : BIOMEDICAL WASTE which includes non liquid tissues ,body parts , blood , blood products and other like laboratory veterinary waste are handled and disposed by Water grace BMW pvt.Ltd., Nashik in conjunction with MPCB-sub regional office ,Health office NMC ,Nashik.

E-waste management

For E-waste institute ensures buy back system while purchasing any new hardware's. Institute is proposing more safe practices to handover e waste to authorized agencies.

In our institution, we collect the faulty or old electronic devices, and then we repair it for office and donate rest of devices for recycling which are not usable.

Waste water recycling system

For rainwater collection, dome is provided on roof of the college building.

Most of the rainwater is naturally collected in this dome and circulated back to underground tanks separately build. This water is used for gardening and outside floor cleaning.

In such way, institution manages its waste disposal and protects nature.

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

7.1.5

Water conservation facilities available in the Institution:

1. Rain water harvesting
2. Borewell /Open well recharge

- 3. Construction of tanks and bunds**
- 4. Waste water recycling**
- 5. Maintenance of water bodies and distribution system in the campus**

Response: Any Two of the above

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

7.1.6

Green campus initiatives of the Institution include

- 1. Restricted entry of automobiles**
- 2. Battery-powered vehicles**
- 3. Pedestrian-friendly pathways**
- 4. Ban on use of plastics**
- 5. Landscaping with trees and plants**

Response: C. Any three of the above

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

7.1.7

The Institution has disabled-friendly, barrier-free environment

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

Response: E. any one of the above

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

7.1.8

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

Response:

As the humanity is one of the most beautiful and accepted community in the world, our institute always makes efforts to teach our students importance of humanity. Our institute also tries to provide an environment of acceptance, respect and tolerance towards all communities to which they belong to, irrespective of their socio-economic status. Our institution endeavors in binding all students in harmony to work for the betterment of society and humanity as a team. Along with imparting education and research in the medical field,

In our college we celebrate various festivals with students, so that it becomes easy to understand different culture and different festivals of different community. At the day of function or festival we all gathered and spend quality time together. Every culture, every single person sees the world in a different way. Similarly every culture and person has different knowledge, perspectives and point of view. When all of these different views are shared together, we can bring the change in the community and we can make our country better.

Cultural event play a major role in the development of an individual emotional, cognitive, and social development in spite of what the peculiarities student have.

The college gives an education to all the students in equal ways, irrespective their socio economic status and background. The teachers of our college give attention to student's and try to understand the problem of the students and help them to find the solution to every problem.

The college has attached hospital for the purpose of practical knowledge for students. Student works and practice at one place selflessly without any discrimination, this is only possible with the help of medical camps and health related activities, which give an opportunity to get practical knowledge and help to understand the health problems in population.

Institute has one uniform norm for all students. There is compulsion of wearing uniform for all students. Our uniform includes shirt, pant, Tie apron, ID card which is provided by institution. It is also compulsory to wear Black formal shoes for every student. This rules help in maintaining the professionalism and etiquette of course and college.

Earn and learn scheme: one of the best scheme college provide to students is earn and learn scheme which helps students to earn money while they learn. This scheme is very beneficial to those students who have low socio economic status, or those who wants to earn money for becoming independent in life.

This scheme is very useful and important for all students as it allow them to become independent in life and give them an opportunity for becoming responsible person.

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

7.1.9

Code of conduct handbook exists for students, teachers and academic and administrative staff including the Dean / Principal /Officials and support staff.

- 1. The Code of conduct is displayed on the website**
- 2. There is a committee to monitor adherence to the code of conduct**
- 3. Institution organizes professional ethics programmes for students, teachers and the academic**

and administrative staff

4. Annual awareness programmes on the code of conduct are organized

Response: B. Any three of the above

File Description	Document
Institutional data in prescribed format	View Document
Information about the committee composition number of programmes organized etc in support of the claims	View Document
Details of the monitoring committee of the code of conduct	View Document
Details of Programs on professional ethics and awareness programs	View Document
Any other relevant information	View Document
Link for additional information	View Document
Web link of the code of conduct	View Document

7.1.10

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

Response:

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

Describe the efforts of the Institution in celebrating /organizing National and International commemorative days and events and festivals within 500 words.

In our institution, we celebrate National and International Events and Festivals every year. Cultural activities provide the chance to develop skills beyond reading and writing. They help students to acquire new skills that can be applied to their lives, such as leadership, teamwork, collaboration. All students forget their differences and celebrate these festivals with unity and hence national festivals are the backbone of democracy. These events and festivals plays important role in our society. With these national and international events, Institute initiated Cultural activities because it provide students opportunities to express themselves, build confidence, and develop social skills that are essential for their development, and it is important to consider them as a crucial part of the education. Following is a summary of events taken by institution:

With these days and festival celebration, institution has always tried to do some welfare activities.

As we know there is increasing demand of women empowerment globally, our college has always supported them. For that, institution organizes women health check up camp and counseling for women at our institution on International women's day.

On the occasion of Republic day (26th January) institution arranged the event of flag hosting and all members of management, committee, teaching staff, -non teaching staff and student attend the event with lot of enthusiasm to remember the sacrifices of our national heroes.

10th April, world Homoeopathy day is celebrated on occasion of birth anniversary of Dr. Samuel Hahnemann, founder of homoeopathy. Institute arranged the guest lecture for students regarding various topics of homoeopathy and students presents the skit on Life History of Dr.Hahnemann.

The yoga session is also organized by institution on the occasion of International Yoga day for students. There is workshop for 7 days to develop self-discipline and self-awareness from yoga.

Institution also participated in Organ Donation Rally at Organ Donation Day. Students make poster and slogan for it, to create awareness amongst the society.

On the Occasion of Independence day (15 th August) institute arranged the event of flag hosting and students done various activities by remembering the compromises of our heroes like Mahatma Gandhi, Jawaharlal Nehru Subhashchandra Bose and many others.

In institution, Teachers day is celebrated by the students for teachers to pay tribute towards teacher's for their guidance and wisdom towards their profession on occasion of women's day.

The AIDS Day (1st December) is celebrated in institution. Institution arranged the rally for awareness about sexually transmitted diseases and students also perform street play regarding HIV Infection control. The guest lecture is also arranged by institution for the information and prevention if HIV. The speech is given by Dr.Bhushan Surjuse.

Our institution always celebrates these National and International commemorative days, to increase the student's confidence and responsibilities towards community and also to create awareness amongst society.

File Description	Document
Any additional information	View Document
Link for additional information	View Document

Other Upload Files	
1	View Document

7.2 Best Practices

7.2.1

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

Response:

BEST PRACTICE 1:

1. Title of practice: Mentor-Mentee Practice – A best practice for SWOC analysis

2. Objective of the practice:

- To encourage Students to know their strengths, Opportunities, weakness and challenges.
- To let students explore Career opportunities.
- To know problem faced by students in their academic as well as social life.
- To improve mental health of students.
- To prepare them for MUHS Examination.
- To encourage the students for study.
- To monitor progress in studies.

1. The context:

Institute initiated mentor-mentee practice to help the mentee (students) achieve their career objectives. Students from different economic, cultural as well as different social background join the institute every year. Sometimes they face difficulties in academic as well as social life as they come in unfamiliar environment. Mentor's guidance and support help them to overcome the problems. It also help to achieve better mental health to live healthy lifestyle & these help students to prevent depression and other mental disorders. This also helps to improve confidence and performance of students. It improves the result in Final MUHS examination.

These mentor mentee practice is done on basis of SWOC analysis.

S- Strength

W-Weakness

O- Opportunities

C- Challenges

1. The practice:

In our institution, we conduct regular mentor-mentee meetings in every academic year. Mentor means Teacher assign to guide Mentee that is Student. In mentor mentee practice we take feedback from students about social, academic and other problems faced by them in this institute. In aspect to take review of mentor mentee practices and college academics, we take feedback from students as well as parents. Mentor mentee distribution is done is every academic year. Meetings are arranged according to scheduled day of the month and all record of meeting is maintained by respective mentor. Mentor does analysis on students query and tries to give reasonable solutions. It helps to know the lacunae. Institute works to solve it for progress of students and institute. This helps to know problem face by students in everyday life. This also helps us to know the doubts of students regarding academic session, social issues

and MUHS examinations

This mentor mentee practice is done on basis of SWOC analysis.

S- Strength

W-Weakness

O- Opportunities

C- Challenges

Mentor guides mentee in various ways like how to study that particular subject by introducing different study methods, counseling during depressed states or after failure in exams .It helps to boost the confidence and gain their goal.

1.Evidence of Success:

- The mentor mentee practice has helped to improve student- teacher relationship as well as Parent-Teacher relationship.
- Academic score as well as achievement have increase since we started Mentor-mentee Practice.
- Institute has able to identify Lacunae In progress of student as well as institute. Institute has thus made changes according to problems of students.
- Mentor mentee Practice have help institute to overcome problems like depression and anxiety of students.
- This practice have also help institute to provide healthy atmosphere to students.
- From last 5 years student result has been increased from 40% to 60%
- In last 5 years there is increase in no.of achievements in the field of sports

1.Problems encountered and resources required:

Due to lack of availability of communication devices of parents, mentors were unable to contact some parents.

Many of students are embarrassed to share their problem; it is a challenge for them to make them speak what issue they are facing.

BEST PRACTICE 2:

1. **Title of Practice :** Low cost treatment
2. **Objectives :**

1. To provide treatment to needy people or people with lower socio - economic status.
2. To increase faith of people in homoeopathy
3. To make people understand how homoeopathy works in all cases.
4. To create awareness regarding homoeopathy in community
5. Providing financial protection against the costs of ill-health
6. To educate the public about health issues and promote healthy lifestyles.

1. **Context :** Important Feature of the Low Cost treatment was to Provide Beneficiary treatment and financial support for the community including lower socio-economic class, main aim was to aware people about homoeopathic practices and to increase faith of community in homoeopathy,

Following camps were Conducted by our institute : Blood donation camp, Polio camp, Female health checkup camp, Eye checkup camp, Ortho Camp, Immunisation camp.

The aim to conduct these camps is To educate the community about health issues, lifestyle diseases, how to maintain health and hygiene & To promote healthy lifestyle.

1. The Practice:

In our institute, we believe that every human being deserves low cost medical treatment. Every human being deserves to live a healthy and happy lifestyle. To provide this, our institute have impended cost-effective ie. low cost treatment to patient.

Our hospital has very low cost OPD and IPD fees. Pathological Tests like Hb, LFT, RFT, BT, CT have less fees as compare to Private Clinics and Labsl. We charge very low cost/ affordable charges for the necessary test as well as treatment.

Camp:

Institute arranges regular health checkup camps at various locations. These camps provide free treatment to patients and also we distribute free medicines. It also helps to create awareness about homoeopathy in villagers

1. Evidence of Success:

Response of people was good , it helped to upgrade the knowledge regarding diseases in community and it proved beneficial for the interns for futuristic purpose like thesis.

1. Problems Encountered and Resources required :

Though we are trying to give low cost treatment, During camps we have certain time limit to approach the patient, so it was not possible to take a detail history of every patient. For camps we needed medicines, we were unable to take some medical instruments at the locations where the camps were held, we needed the authority permission letter from the head person of the village so we need to prepare for it few days prior the camp.

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

7.3 Institutional Distinctiveness

7.3.1

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

Response:

Dhanvantari Homoeopathic Medical College and Hospital & Research Centre, Nashik has portrayed the performances of the institution in one area distinctive to its priority and thrust.

The aim of the institution is to make and empower students in perceiving knowledge, values and social responsibilities and help and guide the students to achieve the goal and excellence in field. So they can prepare to face the challenges in this competitive world.

In our institution, we always try to learn some new techniques, skills, so we can give effective support to the students for the purpose of learning, practicing and for research.

In the last five years, the institution has dedicated its efforts to enhance the resources for research and thesis for interns.

The vision of the institution is to polishing and innovating homeopathic education and its application. For this, colleges make it mandatory for fourth year students and interns to make clinical case presentations by selecting surgical or medical cases. According to the rules of university, students and interns have to make a case for departments like, medicine, surgery, obstetrics and gynaecology and paediatrics.

VILLAGE ADOPTION:

The college adopted villages namely MADAKI JAMB JAMBUTKE VANARWADI, INDORE AND TALEGAON. In all these villages, we periodically arrange medical camps and health checkups to increase the practical knowledge of students. In these camps and health related activities, students get to know about the health problems in the village population and we try to give the best treatment to them. And we try to make them aware about health related problems and personal hygiene.

Our institution has adopted Madakijamb village since 2018. Health check-up camps are arranged in this village periodically. During covid-19 epidemic our institution initiated Ars-alb distribution in Madakijamb village as well as run covid-19 awareness programme for the betterment of villager's health. We arrange 4-5 camps every year by group of 8-10 Interns under the guidance of senior medical

officer of our institute.

Jambutke village in Dindori district is adopted by our institute from 2022. Camps are arranged at the interval of 3-4 months with the permission of village's Authority.

Similarly 2022 Onwards, our institute adopted 3 new villages namely, Vanarwadi, Talegaon, Indore in Dindori district and we run free health check-up for the residential community in village.. A team of 8-10 interns do general check-up of patients ,consultation is done by renounced medical officers and necessary medicines also distributed free of cost during the camp.

The sole aim of village adoption is to raise health awareness among the community regarding hygiene, nutrition and sanitation and teach them to deal with communicable and non-communicable diseases, to develop long-term health-seeking functions.

It gives an opportunity to interns to gain maximum clinical exposure, to learn about epidemic, endemic, sporadic diseases as well as it helps for their thesis eg. To find Genus epidemicus for particular epidemic condition in community. It helps to know scope & limitations in homoeopathy in rural area.

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

8.Homeopathy Part

8.1 Homeopathy Indicator

8.1.1

Institution provides training for students and teachers in Homeopathic Practice Ethics. Provide a description within 500 words

Response:

One's moral or ethical code must not follow from a self-righteous or a self-centered attitude but from a desire to be humble, right, just and true towards others.- MAHATMA GANDHI

The foundation of any Professional practice is the Ethics followed by the practitioners. It portrays our Image in Society and upholds the values for the next generation of Practitioners to come.

Dhanvantari Homeopathic Medical College And Hospital & Research Centre Nashik. Identifies with these objectives and conducts various activities like lectures and seminars.

FOR STUDENTS:

The ethics training starts from the first year itself where a Learner perceives Mission of Physician and the Principles defined by Master Hahnemann.

As they embark on their journey they are guided on Constitutional Values, Equality, and Gender sensitization.

In second year, the students are exposed to Clinical Practices which involve the Code of ethics in Data security, personal information, code of conduct with patients & relatives.

They learn the Legislations like CCH and regulations laid down by various authorities.

The sessions for Students are conducted for Final Year Students as they are on verge of Medical Practice. They are trained regarding Research principles, ethics, intellectual property right and plagiarism.

FOR TEACHERS:

Teachers form the Role Models for students to follow and hence keeping that in Mind there are sessions conducted for Teachers on Teaching Ethics, Research Methodology Plagiarism etc.

Workshops are conducted for Teachers as well on Medical Ethics, Intellectual Property rights and Plagiarism.

Elements of the Central Council of Homoeopathy regulation, Homoeopathic Practitioners act are inculcated during the training sessions.

As per this legislation, the primary object of the medical profession is to render service to humanity with

Full respect for the dignity of man; financial reward is a subordinate consideration. Whosoever chooses this profession, assumes the obligation to conduct himself in accordance with its ideals. A practitioner of Homoeopathy shall be an upright man, instructed in the art of healing. He shall keep himself pure in Character and be diligent in caring for the sick.

Above all, these activities regarding ethics and moral responsibilities enhance the quality of the institute.

File Description	Document
Links for additional information	View Document
Links for Teaching and training sessions conducted for Students and Teachers in Ethics in Homeopathic practices	View Document

Other Upload Files

1	View Document
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8.1.2

Average percentage of full time teachers who have undergone orientation training in Pharmcovigilance / NAMSTP / NABH / other quality training in the last five years.

Response: 10.77

8.1.2.1 Number of full time Teachers undergone orientation training in a year

2022-23	2021-22	2020-21	2019-20	2018-19
14	0	0	0	0

File Description	Document
Training certificates of teachers year-wise during the last 5 years	View Document
List of teachers undergoing such training with training completion certificate	View Document
Institutional data in prescribed format	View Document
Links for additional information	View Document

8.1.3

Describe the standard Inspection Control Policy and the practices followed by the Institution within 500 words

Response:

THE INSPECTION CONTROL POLICY OF INSTITUTION

1. Every year the college and attached hospital is inspected by:

i) CCH (now known as National Commission of Homoeopathy) under direction of ministry of AYUSH government of India.

ii) Maharashtra University of Health Sciences (MUHS)Nashikfor granting permission to admission and confirmation of application to UG courses.

2. Institution has to be prepared for inspection conducted by NCH New Delhi under the direction of AYUSH and MUHS NASHIK

3.Following activity perform before inspection

i) SIF (Standard Information Format) of inspection received by CCH and format of impact assessment received by MUHS Nashik are circulated to all concerned HOD / hospital/administrative department all concerned are informed to fill up the information related to their department within stipulated period of time

ii) Principal conducts meeting of all HOD faculties before filling of the information the queries/difficulties/problems regards to information is discussed at length and problem queries/difficulties are resolve in meeting

iii) The principal appoints a coordinator for this assignment

iv) SIF and impact assessment format are filled up in administrative office with the help of each HOD

v) Right and necessary efforts are being taken for any insufficiencies or lacunae

4) On the date of actual inspection following activities are performed

i) one coordinator is appointed to assist principle at time of inspection

ii) The responsibility to provide the information and to solve the queries/doubts of inspecting team is given to the respective HOD and teaching faculty of the dept.

iii) The management and staff collectively make all efforts to provide all co-operation to inspecting team

5.THE MINISTRY OF AYUSH AND MUHS communicates decision regarding grant of permission of admission and grant of continuation.

INTERNAL ACADEMIC AUDIT:

The college appoints a committee for Internal assessment of preparedness of all the respective departments. The assessment follows a StandardizedCriteria (30 points) against which each Department is assessed.

The Committee Members are selected from the Senior experienced Faculty Members. During this academic audit the shortcomings are brought to notice of HOD who then ensure that remedial measures are taken. They are then required to submit their results to the Committee Members.

Emphasis is given to Attendance and Performance evaluation of students. This is followed up by Remedial Measures.

File Description	Document
The Inspection Control Policy of the Institutions	View Document
Links for additional information	View Document

8.1.4

The measures taken by the Institution to provide foundation courses in disciplines like the Humanities, Behavioral Sciences etc. Provide description within 500 words

Response:

YOU MUST NOT LOSE FAITH IN HUMANITY. HUMANITY IS AN OCEAN; IF A FEW DROPS OF OCEAN ARE DIRTY, THE OCEAN DOES NOT BECOME DIRTY.....MAHATMA GANDHI

The land where humanity has attained its highest toward gentleness, towards generosity, towards purity, towards calmness –it is Indiaswami Vivekananda.

Discipline refers to the practice of making people obey rules. Furthermore, it also means following certain acceptable standards of behavior. Discipline is certainly an essential thing in everyone’s life. A life without discipline is a life full of chaos and confusion. Most noteworthy, discipline makes a person into a better human being. Discipline is a trait of paramount importance. At Dhanvantari Homoeopathic Medical college, we management, faculty and staff members are always concerned to build a good foundation among the students. According to our quality policy, in vision and mission statement, our institution is committed to enhancing the quality of students in every aspect.

We start our day with the national anthem and prayer, as we believe that prayer is a basic foundation to relate and communicate fellowship with God. Apart from this at Dhanvantari Homoeopathic Medical College, every meeting and every program starts with lamp lightening ceremony and Saraswati puja to cultivate a good morality and to make the environment pure and peaceful .

To enhance student performance, Dhanvantari Homoeopathic Medical College conducts various

seminars/webinars and training programs on personality development, doctor patient –relationship. Eminent speakers from different categories are invited to conduct the foundation courses in institution (e.g.: Jeevan Vidya mission seminar).

Organization of health checkup camps conducted by students on Obesity, Anemia, Hypertensive patients etc. at village level (e.g. Madakijam and Vanarvadi.) not only serves the outreach to the community but imbibes values in students of giving back to society.

As per the guidelines laid down by NCH, college conducts orientation programs as the students enter in First year. This includes various topics on Discipline, Humanities and Behavioral Sciences.

The various topics covered are as below:

1. Concept of Holistic & Positive Health
2. History of Medicine & Homoeopathy; State of Homoeopathy in the World.
3. National Health priorities and policies
4. Importance of Documentation and Observation in Homoeopathic Practise
5. Team Working.

Workshops are also individually conducted with below given topics:

1. Self-exploration as a process of value education.
2. Understanding Harmony at various levels.
3. Understanding Value education.
4. Harmony in the Society from Family.

In addition to this the Syllabus beautifully covers above topics such as :

1. A subject like Organon teaches the value of considering an Individual (Individualisation) as a separate entity and not losing his identity in generalization.
2. Under Behavioral Science, Homoeopathy has emphasized on a very Humane approach, taking into consideration the intricate Interpersonal Relationship and Conflicts in each Individual's Life at the time of case taking.
3. Subjects like P&SM covers a variety of topics relating to public health, Communicable as well as Non Communicable Diseases and its Prevention.

File Description	Document
Any additional information	View Document
Links for teaching sessions in the Humanities, Behavioral Sciences etc., during the last 5 years	View Document
Links for additional information	View Document

Other Upload Files

1	View Document
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8.1.5

The Institution uses methods including software for training of students and teachers in Homoeopathic Clinical Decision making and Medicine Selection, (Provide description within 500 words)

Response:

Dhanvantari Homeopathic Medical College And Hospital & Research Centre Nashik.

Importance of technology is increasing every day, we must not deprive our children of technology, if we do then it's a crime. -NARENDRA MODI

We at Dhanvantari HMC identify with our honorable Prime Minister in his vision to keep us updated. Like any other or rather more than any other field Homoeopathy has witnessed a revolution in the Role of Technology in the form of Computerized Case Taking, Recording & Tools in arriving at correct medicine. The task which took up a tremendous amount of resources in form of Time, Paper, Human efforts has phenomenally reduced. The Softwares developed in the field of Homoeopathy are designed to:

- 1) Record a case in systematic Standardized format.
- 2) Use the tools of Homoeopathy as Miasmatic Understanding, Repertorisation etc
- 3) Arriving at the Simillimum and correct potency.
- 4) Exploiting various stalwarts expertise in the EXPERT SYSTEM EMBEDDED IN SOFTWARE

Dhanvantari homeopathic medical college strongly focuses on teaching students the basic details along with practical knowledge for their use in day to day practice .

The program is divided into four academic years respectively.

Basic training sessions of computer utilization are conducted in the first BHMS.

The computer training is conducted in the computer department which has installed homeopathic

software for the use of students as well as patients which is connected by LAN.

The institute has homeopathic software in the department of repertory RADAR OPUS and ORGANON 96.

The teaching of homeopathic software starts from introductory level to the advance level

1.RADAR OPUS

2.HOMPATH ZOMEIO

3.ISIS

4.ORGANON 96

5.VISION 2020

Homopath zomio- It is a compilation of vital resources that empowers doctors, teachers, students and researchers with its huge compilation of repertories ,materia medica books and homeopathic library .

ISIS - It makes all available information on one screen.To merge the repertories and material medica into one system.

Introductory session of case taking is initiated in second year along with understanding and interpretation of rubric compiled in third and fourth year respectively.

In reportorial practical we teach understanding of the case, its interpretation ,analysis and evaluation of symptoms,erecting the totality(synthesis)rubric selection and how to select a proper repertory according to the case.

Selecting the correct remedy after repertorization is also taught .These repertories are studies in order to get familiar with the use of their application.

The main purpose of the department is to find the right remedy in both acute and chronic cases.

Different skills are developed to identify the utility of repertory in rubric selection.

Topics covered during software teaching-

1.Acute case taking

2.Chronic case taking

File Description	Document
Any additional information	View Document
Links for details of the teaching /training sessions conducted during the last 5 years	View Document
Link for additional information	View Document

8.1.6

The Students are exposed to the requirements of The Clinical Establishments Act (Registration and Regulation) 2010 as applied to Homeopathy.

Response:

Any professional practice needs a proper guideline for its place of establishment.

Medical practice is one of the most important professional services which caters to the sick and needy part of society. It has to be defined how and what legal compliance one should present oneself in society. Keeping this in mind the Clinic Establishment Act was framed by the central Government.

In DHANVANTARI HOMEOPATHIC MEDICAL COLLEGE AND HOSPITAL & RESEARCH CENTRE NASHIK, The interns are oriented towards Homoeopathic practice and establishment of homeopathic clinic.

Details of Teaching sessions:

Although the clinical establishment act is not part of the syllabus of forensic medicine as given by CCH, the department of Forensic Medicine and Toxicology has incorporated this act. One Session for interns after orientation program which includes Revision of the whole act.

Introduction: The Clinical Establishments Act was passed by Parliament of India on 17th August 2010.

Objectives-

1. An act to provide the registration and regulation of clinical establishments in the country.
2. To prescribe minimum standards of facilities and services which may be provided by them.
3. Desired public health improvement.
4. To establish a digital registry of Clinical Establishments at National, State and District level.
- 5.To prevent quackery by unqualified practitioners by introducing a registration system, which is mandatory.

Applies to:

1. Arunachal Pradesh, Himachal Pradesh, Mizoram, Sikkim and the Union territories.
2. Likely to be adopted by all states.

Who are included?

A clinical establishment owned, controlled or managed by

1. The Government or a department of the Government.
2. Trust, whether public or private.
3. A corporate (including society) registered. Under a central, province or state act whether or not owned by the Government.

Who are excluded?-

This act although significant, has not implemented uniformly in all the states. As we have students from other states also in the institution that is why institution has made this as a part of value addition to the curriculum for FMT.

The Clinical Establishments (Registration and Regulation) Act, 2010 has been enacted by the Central Government to provide for registration and regulation of all clinical establishments in the country with a view to prescribe the minimum standards of facilities and services provided by them. The Act has taken effect in the four States namely, Arunachal Pradesh, Himachal Pradesh, Mizoram, Sikkim, and all Union Territories except the NCT of Delhi since 1st March, 2012 vide Gazette notification dated 28th February, 2012. The States of Uttar Pradesh, Uttarakhand, Rajasthan, Bihar, Jharkhand, Assam and Haryana have adopted the Act under clause (1) of article 252 of the Constitution.

The Ministry has notified the National Council for Clinical Establishments and the Clinical Establishments (Central Government) Rules, 2012 under this Act vide Gazette notifications dated 19th March, 2012 and 23rd May, 2012 respectively.

The Act is applicable to all types (both therapeutic and diagnostic types) of Clinical Establishments from the public and private sectors, belonging to all recognized systems of medicine, including single doctor clinics.

<http://www.clinicalestablishments.gov.in/cms/Home.aspx>

File Description	Document
Link for list of teaching sessions conducted on The Clinical Establishments Act-2010 during the last five years.	View Document
Link for additional information	View Document

8.1.7

Describe the activities of specialized units like Physiotherapy / Yoga and Naturopathy in the Institution within 500 words

Response:

“Yoga is not a religion, it is science, a science of well being, a science of youthfulness, a science of integrating Body, Mind & Soul” Amit Ray

In today's world importance and relevance of Yoga cannot be emphasized more. India has played a pivotal Role in Establishing and Propagating Yoga in our day to day life in maintaining Health. Covid helped showed the world importance of yoga in maintain Immunity and fighting against Covid. At a time when Modern Medicine was struggling with Medicines & Vaccines, Yoga proved its worth and has thus become an Integral part of Health Care today. We at Dhanvantari HMC are committed to imbibe these practices in students, who will be Health Workers of tomorrow.

In Dhanvantari Homeopathic Medical College, we have yoga and physiotherapy department .As per MSR regulation of CCH 2013,we started practice yoga and physiotherapy from.....

Physiotherapy Is a way of curing masses affected by injury, ill health and disability, thereareundeniable benefits of it.

Patients are referred from IPD .First, patients are counseled about physiotherapy and yoga therapies on basis of their history and diagnosis,treatment is given according to the condition of their health.

Our ultimate aim is patient must be medically fit and fine. We have appointed physiotherapist to ensure patient health .Physiotherapy is conducted by.....

Instruments available for physiotherapy are

1. Electronic traction machine
2. S.W.D (diathermy)
3. Ultrasound
4. Interfractional machine (IFT)
5. MINI MST Stimulator
6. tens
7. Pulley

Yoga is conducted by.....After each session of treatment we take feedback of patients and their relatives.Daily Yoga activity is conducted in Yoga hallfor who are admitted. Yogaday is practiced every

year in our campus.

The ultimate goal of yoga is, however, to help the individual to transcend the self and attain enlightenment. As the **Bhagavad-Gita** says, "A person is said to have achieved yoga, the union with the Self, when the perfectly disciplined mind gets freedom from all desires, and becomes absorbed in the Self alone."

Record is maintained in the form of register on daily basis.

Yoga session starts with warm up exercises .Different yoga asanas were performed. Different asanas such as vrikashan,padmasan, chakrasan,etc and various asanas were performed.

During covid our institute arranged international yoga day, Online yoga session for patients .No of patients were around 45 who attend the session. Media has covered this news .

7 day yoga campaign has been held in our college ,which certificates has been provided to the students.

File Description	Document
Link for list of teaching and practice session of the Physiotherapy / Yoga and Naturopathy unit for the last 5 years	View Document
Link for list of students and teachers who participated in the specialized activities of Physiotherapy / Yoga and Naturopathy in the preceding academic year.	View Document

8.1.8

Provide a description of the number and variety of Medicinal plants in the Herbal Garden in the campus within 500 words

Response:

Response:

Sr. no.	Total area (Minimum 250 sq meter)	No of plants (no of species...) (as prescribed by regulatory authority, minimum 30)	Whether any collaboration is established with NMPB
1.	300	70	No

Observation more than books and experience; more than persons; are the prime educators. -Amos Branson Alcot.

As an important part of Curriculum and the fact that one can have a better knowledge of Medicines if we can see the source of our medicines. Keeping this objective in mind, the Pharmacy Department of Dhanvantari Homoeopathic Medical College develops and maintains a Herbarium Garden for the comprehensive knowledge of the drugs.

It has 72 plants in pots.

1st year BHMS students visit the Herbarium Garden batch wise in practical session, where they are given a demonstration of these plants in relation to their curriculum which includes study of medicinal plants with its sources, parts used, class under which it is prepared, ratio & strength, medicinal use. Students also acquire the knowledge of different families & species of various drugs in the subject of Homoeopathic Pharmacy.

1st BHMS students near the end of their academic year submit their project on the various medicinal plants in the form of Herbarium file which includes samples of the parts of the plants which are used for medicinal purposes. The information of these specimens is collected by students in regard to their common name, botanical name, family, prover & the sphere of action. Some of the specimens are collected by students from herbarium garden.

This project, which starts at the academic year of the curriculum, helps the students in cognition of the dynamics of the medicinal plants' utility in Homoeopathic Therapeutics & enhancing the skills in relation to hands-on training of manufacturing of medicinal substances. The specimens of other sources apart from plants, like Minerals, Animals, are also collected by students and the record of the same is maintained in the form of a pharmacy project where they make it with innovative and creative ideas & submit it at the end of academic year. Cleanliness and plant care is regularly done.

The Specimens are broadly divided into: Vegetable, Animal & Mineral. The summary of all is as given below:

- 1) Vegetable kingdom: 24 specimens
- 2) Animal: 9
- 3) Mineral: 4

File Description	Document
Any additional information	View Document
Link for list of Medicinal plants /species in the Herbal Garden	View Document
Link for any additional information	View Document

8.1.9

Provision has been made to provide comprehensive student training in General, Exclusive Clinics, Research and in facilities for speciality treatments

- 1.General**
- 2.Speciality**
- 3.Research**
- 4.Outreach / Peripheral**

Response: C. Any 2 of the above

File Description	Document
List of teaching / training sessions conducted during the last 5 years	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Link for additional information	View Document

8.1.10

Is the teaching hospital / laboratory accredited by any National Accrediting Agency /Agencies?

- 1.NABH Accreditation of the teaching hospital**
- 2.NABL Accreditation of the laboratories**
- 3.ISO Certification of the departments / divisions**
- 4.Other Recognized Accreditation / Certifications**

Response: C. Any two of the above

File Description	Document
Institutional data in prescribed format	View Document
e-copies of Certificate/s of Accreditation	View Document
Link for additional information	View Document

5. CONCLUSION

Additional Information :

Concluding Remarks :

Institute presently offers a single UG program BHMS only, however the institute is planning to add PG programs in near future. Institute is continually striving for the excellent education and planning to increase the intake after strengthening the present infrastructure. For the same institute is already planning to have a land of 5.5 acres in the city. With these continuous efforts and aiming to improve the quality institute has decided to go for the accreditation by the NAAC. Institute has continually working on this from the last two three years and has some significant contributions toward the quality enhancement. These can be summarized as

- Infrastructure has strengthened with an attached hospital
- ICT enabled class rooms has been introduced
- Institute has purchased the homoeopathic software's to enhanced the teaching and learning
- Institute has initiated the various value added courses to improve the medical skills of the students
- Institute library infrastructure has been improved by introducing the e-library, library automation, increasing number of books and journals etc.
- Students are encouraged to participate in various sports and cultural events
- Institute was actively involved in various social activities and all these was recognized by the various social platforms and recipient of the awards for the same
- Institute has provided the better facilities at the students hostel and the canteen
- Institute has maintained a well student faculty ratio with highest qualification
- Sufficient infrastructure as stated by the SRA is maintained
- Institute is encouraging the students to appear in various competitive examinations for the better prospects and higher education

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.2.1	<p>Percentage of inter-disciplinary / inter-departmental courses /training across all the Programmes offered by the College during the last five years</p> <p>1.2.1.1. Number of inter-disciplinary /inter-departmental courses /training offered during the last five years Answer before DVV Verification : 82 Answer after DVV Verification: 32</p> <p>1.2.1.2. Number of courses offered by the institution across all programs during the last five years Answer before DVV Verification : 132 Answer after DVV Verification: 132</p> <p>Remark : DVV has made the changes as per shared data template document excluding the duplicates .</p>																				
1.2.2	<p>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</p> <p>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 Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>203</td> <td>201</td> <td>0</td> <td>125</td> <td>197</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>106</td> <td>166</td> <td>0</td> <td>97</td> <td>148</td> </tr> </tbody> </table> <p>Remark : DVV has made the changes as per shared documentT excluding the duplicates.</p>	2022-23	2021-22	2020-21	2019-20	2018-19	203	201	0	125	197	2022-23	2021-22	2020-21	2019-20	2018-19	106	166	0	97	148
2022-23	2021-22	2020-21	2019-20	2018-19																	
203	201	0	125	197																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
106	166	0	97	148																	
1.3.2	<p>Number of value-added courses offered during the last five years that impart transferable and life skills.</p> <p>1.3.2.1. Number of value-added courses offered during the last five years that impart transferable and life skills. Answer before DVV Verification : 23 Answer after DVV Verification: 10</p> <p>Remark : DVV has made the changes as per shared supporting document end excluding the duplicates .</p>																				
1.4.1	<p>Mechanism is in place to obtain structured feedback on curricula/syllabi from various</p>																				

stakeholders. Structured feedback received from:

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

Answer before DVV Verification : B. Any 4 of the above

Answer After DVV Verification: D. Any 2 of the above

Remark : DVV has selected the D. Any 2 of the above as per shared supporting document .

2.1.1	<p>Due consideration is given to equity and inclusiveness by providing reservation of seats to all categories during the admission process.</p> <p>Average percentage of seats filled against seats reserved for various categories as per applicable reservation policy during the last five years</p> <p>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</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>11</td> <td>11</td> <td>11</td> <td>16</td> <td>16</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>11</td> <td>11</td> <td>11</td> <td>16</td> <td>16</td> </tr> </tbody> </table> <p>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</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>11</td> <td>11</td> <td>11</td> <td>16</td> <td>16</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>25</td> <td>25</td> <td>25</td> <td>25</td> <td>38</td> </tr> </tbody> </table> <p>Remark : DVV has made the changes as per shared supporting document by HEI .</p>	2022-23	2021-22	2020-21	2019-20	2018-19	11	11	11	16	16	2022-23	2021-22	2020-21	2019-20	2018-19	11	11	11	16	16	2022-23	2021-22	2020-21	2019-20	2018-19	11	11	11	16	16	2022-23	2021-22	2020-21	2019-20	2018-19	25	25	25	25	38
2022-23	2021-22	2020-21	2019-20	2018-19																																					
11	11	11	16	16																																					
2022-23	2021-22	2020-21	2019-20	2018-19																																					
11	11	11	16	16																																					
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11	11	11	16	16																																					
2022-23	2021-22	2020-21	2019-20	2018-19																																					
25	25	25	25	38																																					

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-</p>
-------	---

wise during the last five years.

Answer before DVV Verification:

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

Answer After DVV Verification :

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

Remark : DVV has made the changes as per shared as per supporting document by HEI .

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
27880	0	12250	34563	0

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
0.27880	0	0.12250	0.34563	0

Remark : DVV has made the changes input in lakh .

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
22	8	11	34	71

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
19	7	11	18	28

Remark : DVV has made the changes as per shared supporting document by HEI .

<p>5.3.3</p>	<p>Average number of sports and cultural activities/competitions organised by the Institution during the last five years</p> <p>5.3.3.1. Number of sports and cultural activities/competitions organised by the Institution year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 389 1046 524"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>9</td> <td>4</td> <td>2</td> <td>1</td> <td>1</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 602 1046 736"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>3</td> <td>2</td> <td>1</td> <td>1</td> </tr> </tbody> </table> <p>Remark : DVV has made the changes as per shared data template document excluding the days and youth festa .</p>	2022-23	2021-22	2020-21	2019-20	2018-19	9	4	2	1	1	2022-23	2021-22	2020-21	2019-20	2018-19	3	3	2	1	1
2022-23	2021-22	2020-21	2019-20	2018-19																	
9	4	2	1	1																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
3	3	2	1	1																	
<p>7.1.1</p>	<p>Total number of gender equity sensitization programmes organized by the Institution during the last five years</p> <p>7.1.1.1. Total number of gender equity sensitization programmes organized by the Institution year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 1133 1046 1267"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>4</td> <td>2</td> <td>1</td> <td>2</td> <td>4</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 1346 1046 1480"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>4</td> <td>0</td> <td>0</td> <td>2</td> <td>0</td> </tr> </tbody> </table> <p>Remark : DVV has made the changes input as per shared data template document not considered aids day,inter national days .</p>	2022-23	2021-22	2020-21	2019-20	2018-19	4	2	1	2	4	2022-23	2021-22	2020-21	2019-20	2018-19	4	0	0	2	0
2022-23	2021-22	2020-21	2019-20	2018-19																	
4	2	1	2	4																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
4	0	0	2	0																	
<p>7.1.9</p>	<p>Code of conduct handbook exists for students, teachers and academic and administrative staff including the Dean / Principal /Officials and support staff.</p> <ol style="list-style-type: none"> 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 																				

Answer before DVV Verification : A. All of the above
 Answer After DVV Verification: B. Any three of the above
 Remark : DVV has selected the B. Any three of the above as per shared supporting document by HEI .

2.Extended Profile Deviations

ID	Extended Questions																				
1.2	<p>Number of sanctioned posts year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>24</td> <td>28</td> <td>28</td> <td>28</td> <td>28</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>28</td> <td>28</td> <td>28</td> <td>28</td> <td>28</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	24	28	28	28	28	2022-23	2021-22	2020-21	2019-20	2018-19	28	28	28	28	28
2022-23	2021-22	2020-21	2019-20	2018-19																	
24	28	28	28	28																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
28	28	28	28	28																	