# SELF STUDY REPORT

## FOR

## 1st CYCLE OF ACCREDITATION

## ANANTRAO KANSE HOMOEOPATHIC MEDICAL COLLEGE AND HOSPITAL

PUNE-NASHIK HIGHWAY, ALEPHATA

412411

https://akhmc.org

Submitted To

## NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

## BANGALORE

## July  2023

# 1. EXECUTIVE SUMMARY

## 1.1 INTRODUCTION

Kulswami Medical Foundation Trust is registered on 01/04/1997 at Charity commissioner office, Pune under Trust registration act 1950. Registration number of the trust is F/13185/Pune. Trust is form for purpose of social activities along with medical education. Social activities had started few years started registration of Trust. Homoeopathic medical camps and awareness program conducted in remote tribal villages in Junnar Taluka near the location of Institute. The Founder President of Kulswami Medical Foundation Dr. Cjhandrakant Kanase was working as a Physician in the region of Alephata since 1985 and he could detect the requirement of Doctors in tribal area in Junnar for the service of needy people. With this inspiration he established trust and started the institute. At present BHMS program is conducted in the institute having intake capacity of 100 students.

Present trustees of institute are as follows

Dr. Kanase C.A - President

Dr. Kanase N.C. - Vice President

Dr. Kanase S.C. - Secretary

Dr. Chavan V.V. - Treasurer

Mr. Dhole M.V.- Member

Mr. Kanase R.A.- Member

Dr. Joshi S.D. - Member

Mr. Parad B.S.- Member

Mr. Kondhalkar S.N. - Member

College established in area of three acres in year 2000 and first permission of admission from Central Council of Homoeopathy, New Delhi received in 2001. At the same time institute was running 25 bedded homoeopathic hospital with full strength. Hostel facilities for Girls having 200 beds and Boys having 100 beds was also provided by the institution.

At beginning institute received permission of intake capacity of 50 students. From academic year 2018-19 onwards institute received intake capacity of 100 students.

At beginning in 2001 department of Anatomy, Physiology, Pharmacy was established first. All departmental equipment purchased as per direction given in MSR published by CCH all remaining department were prepared from next year onwards.

Institute is conducting 25 to 30 health checkup camps to serve needy people in nearby community. Various field activities/Awareness Activities are organized by institute through Self-Funded NSS Unit. Many Students from the institute have got subject wise MUHS rank.

At present 15 teachers from institute are doing MUHS PhD Course.

**Vision**

• Producing Homoeopaths who consider the patients holistically, by providing

  Homoeopathic Medical Education, aiming at maintaining a balance between

  humanistic medicine and technology.

• To promote a holistic approach towards curative, preventive and rehabilitative

  aspects of Homoeopathic Medicine by ensuring quality, comprehensive, continuous

  and personalized care to patients & community at large thereby contributing to

  nation building through Homoeopathy.

 • To imbibe upon the staff and students the spirit of research in Homoeopathy.

 • Education in the institute not only aims at producing trained professional

   Homoeopaths but also inculcating in them a sense of higher purpose.

Producing homoeopaths who consider the patients holistically, by providing homoeopathic medical education, aiming at maintaining a balance between humanistic medicine and technology.

**Mission**

- To start courses in postgraduate degrees and diploma.
- To develop a mutual exchange program for teaching faculty in collaboration with institutes of others.
- To establish a separate research development cell for motivation and training of the teaching faculty, To design and plan research projects for submission to national and international agencies.
- To start with Ph.D. courses in homoeopathy.

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

**Institutional Strength**

Management & Administration

Domain specific leadership

Infrastructure as per the council norms

Qualified & dedicated faculty members and staff

Attached Rehabilitation hospital/center

Innovative practices

The institution has discovered its strength in different aspect of day to day working of institution also the future strategy to achieve its vision.

Trustees and Management of this institution themselves are directly involved in day-to-day administration of college. This is the strongest advantage we have, as this makes planning as-well-as implementation quick and smooth. Learning gained from experiences in various administrative shortcomings can be easily ratified and mistakes promptly rectified.

New ideas, equipment, IT and Infrastructural requirements are constantly upgraded, modified and refurbished, due to the involvement of Trustees and Management, more like one window approach.

To add to it comes the team of our teaching and supporting staff. We boast a team of varied experience from the age of 27 to 64 years. The teaching faculty and students are dedicated to the vision of the institution, devoted to its mission, passionate teachers and facilitators. One more strength of institute is 15 teachers are currently doing MUHS PhD. Every member of our team is eager to contribute in their own capacity for progress and development of the Institution's strategic plan. Maximum teachers and staff are firm believers in the science of Homoeopathy. Our institutes conducts about 15 to 20 health checkup camps every year to serve needy people in nearby community. Our institute has also self finance unit through which various field activities are arranged.

Being a politically neutral institution, its growth though may seem gradual, is very constant and sustaining. Strength of our institute is its location. Alephata is located at junction of Pune-Nashik and Nagar-Kalyan Highway. So the flow of people and patients is from all four directions.

One more strength our Institute is running well established Rehabilitation Centre having capacity of 60 beds which seems to be helpful in people of nearby community.


**Institutional Weakness**

Rural Location

Super speciality hospital near vicinity

Student's exposure

Rural Location

Super specialty hospital near vicinity

Student's exposure

Our institute is located in Alephata Tal-Junnar Dist-Pune. Being a Rural Location students gives last preference to our institute during admission process. The same reason is to get faculties and non-teaching staff.

Our Institute is not having super specialty hospital but having MOU's super specialty in region of Alephata for Students Exposure.

Our institute has not stared MD and PhD Courses.

**Institutional Opportunity**

Post-graduate programs

Research Centre

Multi-specialty hospital

Interdisciplinary practice

Digital governance

Learning and development Centre

Post-graduate programs

Research Centre

Multi-specialty hospital

Interdisciplinary practice

Digital governance

Learning and development Centre

Our institute is planning to start post graduate programme in various subject of Homoeopathy.

At present Institute having well established Research Centre but planning for Further improvement as 15 teachers are doing PhD Program.

Institute has started well established Rehabilitation Centre and planning to start Multi Specialty Hospital.

Institute is planning to increase Interdisciplinary practice in coming years.

Institute has Smart School MIS software for Students, Teachers and Non-Teaching staff and planning to increase further digital use.

**Institutional Challenge**

Attracting qualified faculties

Training of students in new medical technology

Professional & personal development of students

Development of global competencies

# 1.3 CRITERIA WISE SUMMARY

**Curricular Aspects**

The institute is affiliated to Maharashtra University of Health Sciences (MUHS) Nashik (M.S.). The institute follows the curriculum provided by MUHS and council and it is delivered in true words and spirit. The institute prepare the academic calendar based on the university calendar of activities. The time-tables are prepared and the curriculum teaching plans are prepared for effective curriculum delivery. The cross-cutting issues are addressed through the mapping of program curriculum with the cross-cutting issues. The teachers are instructed to focus on the addressing of cross-cutting issues. The gender is addressed through extra-curricular and co-curricular activities as well as while teaching Anatomy, Physiology, Gynecology. The human values and professional ethics are addressed through the courses like Principles of Homoeopathic Philosophy and psychology, Surgery, Community Medicine. The environment and sustainability are addressed through courses like Materia Medica, Pathology, Pharmacy. In the similar way all cross-cutting issues are addressed and delivered. The curriculum enrichment is done through the value-added courses and transferable skills courses such as, Personality Development, Communication skills, 72-lessons, Computer skills. The feedback is collected from the stakeholders, analyzed and the actions are taken for enhanced and effectiveness in curriculum delivery.

**Teaching-learning and Evaluation**

The health sciences institutes come under State Common Admission process. The allocation of seats under General category and reserved category is done by the centralized admission process and hence the state rules of reservations are followed in too. The institute admissions are 93% against its intake capacity during last five years. The institute maintains the student-staff ration as per the norms of MUHS and council. There are no vacant seats of teachers in the institute. The teachers are qualified as per the norms of MUHS and Council. One

of the faculty members has awarded Ph. D. degree. All teachers adopt student centric methods in curriculum delivery. The case study method, experiential learning problem solving, internship, field visit. The plan of teaching is documented at the department level and maintained in the annual teaching plan. The student assessment process is robust and time bound. The class-test, practical examination, prelims and end year examinations are conducted as per the evaluation scheme of the university. The students grievances are address by the internal committee for internal examination and the university mechanism address the grievances related to external examination. The BHMS curriculum is restructured to the Outcome-Based education. The program outcomes and course outcomes are well defined and the students are made aware about it. The teacher uses these outcomes in the planning of teaching methods and assessment. The attainments are calculated for each course and program. The result of the institute is consistently very good during the last five years.

## Research, Innovations and Extension

The institute is utmost trying to develop new knowledge amongst the students and teachers. Though the institute is located in rural area, the attempts are made to make student knowledgeable by conducting workshops and seminars. The expert lectures are also conducted. The workshop on IPR and Research Methodology are conducted by the institute. The institute also trains students on Clinical establishment act and the practicing the profession. The research papers are published by the teachers in the journals and conference. The institute being the health science institute and that too located in rural area, it is taking an opportunity to serve the society through the extension activities. The health checkup camps, blood donation camp, awareness rallies, celebration different medico days as well as tree plantation, Cleanliness drives are conducted by the institute. The institute has strong network with the villages, hospitals, community and industries and conducts good number of activities as extension work and contribute the holistic development of students as well as provides the service to the society.

## Infrastructure and Learning Resources

- The institute have the class room , laboratories and hospital as per the norms of MUHS and council.
- Institute runs Medicine OPD, Surgery OPD, Gynecology and Obstetrics OPD, and also specialized OPDs for Dermatology and Psychiatrics.
- Specialized OPD for Obesity, Hypertension, PCOS, Diabetes and diabetes reversal on every Monday and Tuesday.
- Different charts, Models, cases and their experiences and success stories effectively exhibited in Hospital area for public awareness.
- For Third Year - Well equipped specious Clinic class rooms are available for Surgery and Gynecology and Obstetrics Departments
- For Final Year- - Well equipped specious Clinic class rooms are available for Medicine, Organon and Materia medica and Repertory
- **For First Year** – Well equipped specious laboratories are available for Physiology, Pharmacy and a dissection hall for Anatomy.
- **For Second Year**- Well equipped specious laboratories are available for Pathology and Forensic Medicine

The library software is procured by the institute and the OPEC system is functioning, Institute is well equipped

with internet facilities all over the campus. Though our institute is located in remote area of rural place still internet connection is good and satisfactory. We have Airtel broadband service in our college which gives speed around 50 MBPS. All classrooms , seminar hall and all departments are provided with Wi-Fi facility. All the computers have LED screen and are updated with Windows 07. Institute also has invertor with backup of 8-10 hours on which 5-6 computers with lights and fans can be used.

**Student Support and Progression**

The institute provides the scholarship and free ship to the students. The Govt. of Maharashtra provided different scholarship scheme for meritorious students and students from reserve category. Apart from the scholarship the capability enhancement programs are conducted at the institute for the development of soft skills, communication skills, life skills, etc. The students are guided for their future career through career guidance Programmes, trainings and expert lectures. There is no international student cell in the institute. The sports and cultural activities are conducted at institute level as well as the students are promoted to participate in the sports and cultural activities conducted by university level/state level. The alumni is registered. The students contribute in kind such as expert lecture, internship.

**Governance, Leadership and Management**

The essence of the Vision statement of Anantrao Kanase Homoeopathic Medical College and Hospital evolves through the basic concept of being a Centre of Excellence. Every Faculty of college in their own capacity endeavors to excel to lead through action and motivation. The consideration is for physical, mental and above all the spiritual growth of the students.

The value addition to curriculum is planned systematically step-by-step, over months  and used for planning  of the faculty development, infrastructure growth, technology up gradation through motivation and incentives. To achieve the higher standards of teaching and learning the Planning and development strategy deployed over years, time to time up gradation from blackboard to OHP and Form OHP  to LCD projectors and now our institution deploys the ICT enabled Smart Board as the state-of-the-art teaching learning tools.

E-governance in our Institute is enabled through using the internet as well as the intranet for dissemination of notices, circulars messages and notes. To this institute added Smart School MIS mobile app for connectivity with the students and their Parents. Institute conducts digital attendance on the sane app. Institute update it's website on regular basis for the general public and admission seeking students.

Faculty are encouraged to undertake higher education, attend conferences, seminars, orientation programs. In academic Year 2019-20 eleven teachers of our institute has taken admission for MUHS PhD course. Institute has provided funds to encourage these teachers to complete their PhD program. The Institution is conducting State level Homoeopathic conference every year for exposure of students to Homoeopathy.

Financial Management and resource mobilization is at its optimum by seeing to it that every aspect of the mission set before it. It is the financial management that has allowed the institution to go through the evolution from the development of various departments and infrastructure.

To achieve its goal of Centre of Excellence for past 05 years the institution has set up its IQA cell and this cell is in the process of helping in the up gradation of the institution. Target of coming year is to start MD course in Various Homeopathic Subjects.

**Institutional Values and Best Practices**

The institute conduct different gender sensitization programs. The women day are celebrated. The special health checkup camps are also conducted for the students. The boys and girls are promoted to work in team during health checkup camp, sports and cultural activities. **Specific facilities provided for women**

For safety & securities for women in the institute, Institution have taken lots of measures.

1) **24 hour guards** are present on the gate of Institute -

2) **CCTV** is placed everywhere in campus for safety Measures with backup of 7days

3) **Ladies Hostel with rector**& 2 women attendant are available in Hostel campus for 24 hours.

 - Daily attendance @ 9 pm by rector

4) **Common room** - In ladies hostel or in college common room is available for ladies staff & girls

 - Common rooms are equipped with all facilities for women

5) **Day care center** - Institution has provided day care center for children's of staff & co- worker.

 - One separate room is there to take care of these children in the college campus

The facilities are available at institute for solid waste management, liquid waste management, Bio-medical waste and e-waste management.

The inclusive environment is maintained in the institute by celebration different festivals and days such as Shri Ganesh Chaturthi, Eid, Shri Chhatrapati Shivaji Jayanti, Gandhi Jayanti, etc.

The constitution days and different national and international days are celebrated in the institute such as Republic day, independence day, etc.

The institute has following two best practices that have contributed in the students development and institute performance in academics and research.

    1. Developing Homeopathic knowledge through synergic effect.
    2. 72 Lessons

To achieve the thrust areas mentioned in the vision statement of producing homeopaths who consider patients holistically while maintaining a balance between humanistic medicine and technology, different strategies like comprehensive workshops, 72-lessons, etc are implemented by the institute.

**Homeopathy Part**

Institute provides training for students and teachers by regularly conducting seminars by guest faculty in homoeopathic ethical practice. Seminar was arranged by institute on 24th Nov 2021on training for students and teachers in homoeopathic practice ethics by Dr. Pradeep Patil (MD Hom). In this all students from first to interns and teachers attended with great enthusiasm. The importance of adequate student training in regards to thorough patient assessment, advising necessary tests in order to arrive at a diagnosis, and consequently the management of cases by distinguishing those instances requiring surgical procedures. The importance of students receiving emergency case management training, and that teachers must provide "bedside training" to students in order to produce qualified homoeopathic practitioners of the healing art.

The measures taken by the Institution to provide foundation courses in disciplines like Humanities, Behavioural sciences etc. Such courses are conducted by institution for first year student immediately after their induction program. The importance of human values is explained to them before starting their regular academics. This program is conducted by faculty of the institute but many times institute is calling guest lecture from nearby society to explain behavioural sciences and humanities.

The repertory department has a computer lab with 5 computers and 5 homoeopathic software's, which are used for training of students and teachers in homoeopathic clinical decision making and medicine selection.

1. RadarOpus 1
2. RadarOpus 2
3. Hompath MD
4. Zomeo
5. Hompath Firefly 1.0
6. Neometal 1.0
7. Ice Breaker

The students are exposed to the requirements of The Clinical Establishments Act (Registration and Regulation) 2010 as applied to homoeopathy. Institution is having specialised unit for physiotherapy and yoga in hospital premises. Regular sessions of yoga are conducted for students in this unit. Physiotherapy is also conducted by physiotherapist for IPD, OPD patients. Various kinds of physiotherapy exercise are advised for lumbar spondylitis, cervical spondylitis, knee joint pains, frozen shoulder, tennis elbow etc. Yoga sessions are arranged for psychological patients also. It seems to be effective for various psychological disorders such as anxiety, depression, alcoholism etc.

# 2. PROFILE

## 2.1 BASIC INFORMATION

| Name and Address of the College | |
|---|---|
| Name | Anantrao Kanse Homoeopathic Medical College and Hospital |
| Address | Pune-Nashik Highway, Alephata |
| City | Alephata |
| State | Maharashtra |
| Pin | 412411 |
| Website | https://akhmc.org |

| Contacts for Communication | | | | | |
|---|---|---|---|---|---|
| **Designation** | **Name** | **Telephone with STD Code** | **Mobile** | **Fax** | **Email** |
| Principal | Gholap Kamlesh Vijay | 091-9881643730 | 9881643730 | - | akhmcr@hotmail.com |
| Professor | Soman Sushrut Subhash | 091-9881903392 | 9881903392 | - | sushrut.soman9@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 Day |

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

| Establishment Details | |
|---|---|
| Date of establishment of the college | 29-11-2000 |

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

| State | University name | Document |
|---|---|---|
| Maharashtra | Maharashtra University of Health Sciences | [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](#) | 29-10-2022 | 12 | National commission for Homoeopathy New Delhi gives permission every year after conducting inspection |

| 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 | Pune-Nashik Highway, Alephata | Rural | 3 | 5000 |

## 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,Homoeopathy, | 66 | HSC NEET | English | 90 | 90 |

**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 | 6 | | | | 10 | | | | 12 | | | |
| Recruited | 4 | 2 | 0 | 6 | 2 | 8 | 0 | 10 | 1 | 11 | 0 | 12 |
| Yet to Recruit | 0 | | | | 0 | | | | 0 | | | |
| Sanctioned by the Management/Society or Other Authorized Bodies | 1 | | | | 0 | | | | 0 | | | |
| Recruited | 1 | 0 | 0 | 1 | 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 | | | | 1 | | | |
| Recruited | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 1 |
| 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 | | | | 13 |
| Recruited | 8 | 5 | 0 | 13 |
| Yet to Recruit | | | | 0 |
| Sanctioned by the Management/Society or Other Authorized Bodies | | | | 0 |
| Recruited | 0 | 0 | 0 | 0 |
| Yet to Recruit | | | | 0 |

| Technical Staff | | | | |
|---|---|---|---|---|
| | **Male** | **Female** | **Others** | **Total** |
| Sanctioned by the UGC /University State Government | | | | 9 |
| Recruited | 3 | 6 | 0 | 9 |
| Yet to Recruit | | | | 0 |
| Sanctioned by the Management/Society or Other Authorized Bodies | | | | 0 |
| Recruited | 0 | 0 | 0 | 0 |
| Yet to Recruit | | | | 0 |

**Qualification Details of the Teaching Staff**

| Permanent Teachers | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| **Highest Qualification** | **Professor** | | | **Associate Professor** | | | **Assistant Professor** | | |
| | Male | Female | Others | Male | Female | Others | Male | Female | Others | Total |
| D.sc/D.Litt/ LLD/DM/M CH | 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 | 4 | 2 | 0 | 2 | 4 | 0 | 1 | 11 | 0 | 24 |
| UG | 0 | 0 | 0 | 1 | 3 | 0 | 0 | 0 | 0 | 4 |

| **Highest Qualification** | **Lecturer** | | | **Tutor / Clinical Instructor** | | | **Senior Resident** | | |
|---|---|---|---|---|---|---|---|---|---|
| | Male | Female | Others | Male | Female | Others | Male | Female | Others | Total |
| D.sc/D.Litt/ LLD/DM/M CH | 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 | 1 | 0 | 0 | 1 |

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

| **Highest Qualification** | **Lecturer** | | | **Tutor / Clinical Instructor** | | | **Senior Resident** | | |
|---|---|---|---|---|---|---|---|---|---|
| | Male | Female | Others | Male | Female | Others | Male | Female | Others | Total |
| D.sc/D.Litt/ LLD/DM/M CH | 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 |

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| Part Time Teachers | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| **Highest Qualification** | **Professor** | | | **Associate Professor** | | | **Assistant Professor** | | |
| | Male | Female | Others | Male | Female | Others | Male | Female | Others | Total |
| D.sc/D.Litt/ LLD/DM/M CH | 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 | 1 | 0 | 4 | 1 | 0 | 0 | 0 | 0 | 6 |
| UG | 0 | 0 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 2 |

| **Highest Qualification** | **Lecturer** | | | **Tutor / Clinical Instructor** | | | **Senior Resident** | | |
|---|---|---|---|---|---|---|---|---|---|
| | Male | Female | Others | Male | Female | Others | Male | Female | Others | Total |
| D.sc/D.Litt/ LLD/DM/M CH | 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 | 2 | 0 | 8 |
| **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** |
| | 7 | 2 | 0 | 2 |

**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 | 116 | 0 | 0 | 0 | 116 |
| | Female | 279 | 2 | 0 | 0 | 281 |
| | 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 | 2 | 3 | 3 | 1 |
| | Female | 12 | 14 | 5 | 13 |
| | Others | 0 | 0 | 0 | 0 |
| ST | Male | 0 | 0 | 1 | 0 |
| | Female | 1 | 2 | 1 | 0 |
| | Others | 0 | 0 | 0 | 0 |
| OBC | Male | 16 | 18 | 13 | 8 |
| | Female | 24 | 24 | 26 | 33 |
| | Others | 0 | 0 | 0 | 0 |
| General | Male | 7 | 7 | 7 | 17 |
| | Female | 28 | 25 | 16 | 28 |
| | Others | 0 | 0 | 0 | 0 |
| Others | Male | 0 | 0 | 0 | 0 |
| | Female | 0 | 0 | 0 | 0 |
| | Others | 0 | 0 | 0 | 0 |
| Total | | 90 | 93 | 72 | 100 |

| **General Facilities** |
|---|
| **Campus Type: Pune-Nashik Highway, Alephata** |

| Facility | Status |
|---|---|
| • Auditorium/seminar complex with infrastructural facilities | **Yes** |
| • **Sports facilities** | |
|    * Outdoor | **Yes** |
|    * Indoor | **Yes** |
| • Residential facilities for faculty and non-teaching staff | **Yes** |
| • Cafeteria | **Yes** |
| • **Health Centre** | |
|    * First aid facility | **Yes** |
|    * Outpatient facility | **Yes** |
|    * Inpatient facility | **Yes** |
|    * Ambulance facility | **Yes** |
|    * Emergency care facility | **Yes** |
|   • **Health centre staff** | |
|      * Qualified Doctor (Full time) | **34** |
|      * Qualified Doctor (Part time) | **20** |
|      * Qualified Nurse (Full time) | **4** |
|      * Qualified Nurse (Part time) | **0** |
| • Facilities like banking, post office, book shops, etc. | **No** |
| • Transport facilities to cater to the needs of the students and staff | **Yes** |
| • Facilities for persons with disabilities | **Yes** |
| • Animal house | **No** |
| • Power house | **Yes** |
| • Fire safety measures | **Yes** |
| • Waste management facility, particularly bio-hazardous waste | **Yes** |
| • Potable water and water treatment | **Yes** |
| • Renewable / Alternative sources of energy | **Yes** |
| • Any other facility | **NA** |

| Hostel Details |
| --- |
| **Hostel Type** |
| * Boys' hostel |
| * Girls's hostel |
| * Overseas students hostel |
| * Hostel for interns |
| * PG Hostel |

## Institutional preparedness for NEP

| 1. Multidisciplinary/interdisciplinary: | Interdisciplinary Interdepartmental program/course is actively conducted in the institute since last few years. Such programs/courses are conducted once in a week for each year. These program/Course are conducted by subject faculties & students who are involved in the activity. Different code numbers are given to various courses according to the name of the subjects. Monthly time table of course is prepared by faculties of different years. Then faculties give various assignments to selected students, like preparation of PPTs, collection of various simulation videos, collection of new information regarding given topic from Google etc. During preparation of topic importance is given to relationship of two different |
| --- | --- |

| | |
|---|---|
| | topics selected form at least two different subjects, according to timetable. In presence of at list two different departmental teachers, and according to timetable displayed, student present allotted topic in the class. It is mandatory for participants to explain relationship of the different topics from different involved subjects in the class during this inter-disciplinary, inter-departmental course. At the end faculties of both involved subjects gives their expert comments in front of students & explains the relationship between two subjects. Online courses were conducted on Zoom during Covid-19 pandemic & lockdown in year 2020 & 2021. |
| 2. Academic bank of credits (ABC): | Academic Bank of Credits (ABC) is a virtual/digital storehouse that contains the information of the credits earned by individual students throughout their learning journey. All students of institute have enrolled them self in govt's ABC portal. |
| 3. Skill development: | Our institute is conducting subject-related Add-on & certificate courses on regular basis. Under this course compulsory assignments are given to few students & asked to fulfill it. These courses are a way to add extra credits in the student's portfolio or to make him/her enhance grades & marks. Certificate is issued to participant student after finishing their course. Such courses like CPR module, ECG technic and reading, X-ray technic and reading, Knee joint Module, First aid course conducted to improve soft skill of students in their day to day clinical practice. Recently in year 2023 government affiliated Electronic Skill Development courses like Assistant Technician Computer Hardware, Assistant Technician Smart Phone Hardware, Assistant Technician Solar Panel Installation, Associate Data entry operator, Optical fiber Technician are started by the institution for first year students. These courses started to develop students skill other than medical profession. |
| 4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course): | Institution is giving guidelines to non Marathi students specially during clinic hours as Marathi is a basic language of communication with the patients in college area. Varoius cultural programme like Ganesh Utsav, Navratri Utsav, Ramjan Eid, Gopalkala, Shivjayanti etc. along with annual social gathering is conducted in institution on regular basis. |

| 5. Focus on Outcome based education (OBE): | Institute focus on Program Outcome and Course Outcome at each year. All teachers are strictly focus on course outcome while conducting their course at each year. Course outcomes are also mentioned in advance teaching plan as well as daily work done register by all teachers. Programme Outcome 1) A student must develop the competencies essential for primary health care in clinical diagnosis & treatment of diseases through the judicious application of homoeopathic principals. 2) Recognize the scope & limitation of homoeopathy & to apply the Homoeopathic principals for curative, prophylactic, promotive, palliative, & rehabilitative primary health care for the benefit of the individual & community. 3) Discern the relevance of other systems of medical practice for rational use of cross referral & life saving measures, so as to address clinical emergences. 4) Develop capacity of clinical thinking &research aptitude as required for evidence based homoeopathic practice. 5) Demonstrate aptitude for lifelong learning & develop competencies as & when conditions of practice demand. 6) Be competent enough to practice homoeopathy as per medical ethics& professionalism. 7) Develop the necessary communication skills to work as a team member in various healthcare setting & contribute towards the larger goals of national policies such as school health, community health, environmental conservation etc. 8) To prepare competent Homoeopathic physician who is capable of functioning independently & effectively in Rural & Urban areas. 9) To develop ability to apply the fundamental principles of Homoeopathy, its vital principles & its symptomatology. 10) He/ She should get skills of analysis – Evaluation, correlation between theory of chronic diseases & its patho-physiological process. 11) He / She should be able to know various diseases with miasmatic manifestations. 12) He should able to do proper evaluation of symptoms in chronological order with proper selection of characteristic symptoms, &should able to prepare proper Reportorial Totality. 13) After completion of program the knowledge, skills & attitude gathered in this pattern will keep him constantly aware of his objectives & his role as a Homoeopathic Physician. The integration of above will keep him up to date about all fresh scientific developments & inculcating values of continuous medical education. |
|---|---|

| 6. Distance education/online education: | Institution had conducted online education /distance education specially during Covid 19 pandemic period. All teachers conducted online lectures on zoom app and taken presenty on same app. They also uploaded their lectures/practicals on You tube for further references. Institute is organizing same program for slow learner who are getting repeatedly failed and the students who are having prolonged illness. Time table and zoom link is posted in the students whats app groups by faculties before conduction of such lectures. Teachers Parents meeting is also organize in the same way by the institution every year. |
|---|---|

## Institutional Initiatives for Electoral Literacy

| 1. Whether Electoral Literacy Club (ELC) has been set up in the College? | Yes. Our institution has set up Electoral Literacy Club (ELC). |
|---|---|
| 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 student;s coordinator and coordinating faculty for ELC as follows. 1. Dr. Gholap K. V. - Chairperson 2. Dr. Shinde M. B. - Coordinating Faculty 3. Mr. Chavan V.V. - Coordinating Faculty 4. Miss. Mahajan K. - Students Coordinator (Students Council Secretary ) |
| 3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc. | Every year national voters day is celebrated on 25th January. All students gathered at seminar hall and student representative gives presentation on importance of voting for running and maintenance of democracy. Program is organize in presence of senior faculty of institute. Students are encourage to add their name in voters list at their native places. At end of program students are also encourage to take oath of doing voting at all election. |
| 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. | Voters awareness program is also conducted under NSS activities of college in nearby community. At time of admission institute is collecting undertaking form of Annexure C stating enrollment of students names in voters list every year. |
| 5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by | At the time of admission students are encouraged to enroll their name in voters roll. They are also |

| ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters. | encouraged to enroll their name in voters roll at National voters day program every year. |
|---|---|

# Extended Profile

## 1 Students

**1.1**

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 397 | 387 | 345 | 321 | 262 |
| **File Description** | | | **Document** | |
| Institutional data in prescribed format(Data templ | | | View Document | |

**1.2**

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 58 | 59 | 70 | 59 | 45 |
| **File Description** | | | **Document** | |
| Institutional data in prescribed format(Data templ | | | View Document | |

**1.3**

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 90 | 93 | 72 | 100 | 45 |
| **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**

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 29 | 29 | 29 | 29 | 29 |

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

**2.2**

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 29 | 29 | 29 | 29 | 29 |

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

# 3 Institution

**3.1**

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 140.23 | 65.72 | 98.77 | 92.13 | 74.29 |

| 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:**

1. Regular meetings for curriculum planning are conducted by all above members from all 12 departments under guidelines of chairperson. Weekly & monthly plans for teaching are planned during the meeting. The record of which is maintained by the respective department.
2. **Yearly advanced teaching plan** is prepared by the respective departments & it is followed thought the year by all teachers.
3. The **aptitude of the students** is tested by conducting weekly tutorials, weekly seminars, monthly case presentations, and monthly clinical meetings. All these activities are conducted for the benefit of the students.
4. **Term end & Preliminary examinations** are conducted at each term & record of which is maintained in respective department.
5. **72 learning lesions** on the basis of clinical skills are planned for 4th year students and intern students.
6. New modes of learning such as **online videos, PPT, simulation study** are done by teachers to make the topic simplified. Online webinars are also adapted by the teachers of the institute.
7. Institute has **1 seminar hall & 3 classrooms having ICT facility** with latest digital system for communication of regular teaching activities.
8. Institute has planned programs for 100% result for the last 4 academic years. This program includes special training for slow learners, extra classes, practical, & clinics are conducted for such students. Record of this is maintained at all departments.
9. **Academic calendar** is prepared by curricular committee for teachers of all departments.
10. The curricular committee invites eminent homoeopaths from various parts of Maharashtra as **"Guest lecturers".** These eminent doctors share their knowledge & experiences with our students & teachers. It helps to update their knowledge.
11. The curricular committee gives guidelines to the department of Community Medicine to conduct **field activities** such as health checkup camps, School health checkup camps, field visit such as visit to water purification plant, Milk Dairy, Industry etc.
12. The curricular committee gives guidelines to the department of Pharmacy to organize **Pharmacy tour** every year to HPL, Willmar & Schwabe for 1st B.H.M.S. students as part of departmental activity.
13. **Health awareness programs** for the society like TB, Leprosy & AIDS are organized by curricular committee every year.
14. Awareness of Type II D.M., conduction of camps in nearby villages. Street play, making posters etc. are organized by curricular committee.
15. Curricular committee motivates students to participate in inter college competitions such as activities organized by M.U.H.S like **Avishkar, Indradhanush, National science day**

**exhibition at GMRT Khodad, CME programs at** J.T.M.P.A. at Junnar Taluka.

16. **Weekly tutorials** are conducted in the institute for all four years on each Saturday from 9 a.m. to 10 a.m. for student's evaluation & to find out slow learners & advance learners. Record is maintained with each department.

17. **Term end exam and preliminary examinations** are conducted for each batch once in year. Record of it is maintained in each department.

18. Curricular Committee has given instructions to Dr. Gholap K.V. & Dr. Soman S.S. to attend 2 days orientation program at Bhopal, on 24th Jan & 25th Jan23 , organized by N.C.H. New Delhi, regarding new C.B.D.C. Curriculum.

| 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](#) |

**1.1.2**

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

**Response:** 1.38

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

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

| File Description | Document |
|---|---|
| Provide scanned copy of nomination letter such BoS and Academic Council From University/ Autonomous college | [View Document](#) |
| Institutional data in prescribed format | [View Document](#) |
| 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:** 70.3

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

Response: 116

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

Response: 165

| File Description | 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](#) |
| 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:** 12.63

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---|---|---|---|---|
| 30 | 45 | 54 | 48 | 35 |

| 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](#) |
| 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:**

**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 described by the university / respective regulative councils.**

**Cross cutting issues**:  The cross cutting issues like gender, environment sustainability, human values professional ethics etc. find an ample space when it comes to applying them positively into the curriculum. We believe in maintaining a healthy environment for all the students. The curriculum is designed by the college itself does include many of these aspects.

**Human values:** values are something which is described & worthy of esteem for their own sake. Human values are which help us to live in harmony with the world. The following courses describe the human values.

1. **Introduction to effective communication**
2. **Anatomy & physiology**
3. **Nutrition & health**
4. **Public health & hygiene**
5. **Common human diseases**
6. **Health awareness**
7. **Management in pandemics**
8. **Management in natural calamities**
9. **Social welfare of society**

   **Professional ethics:** The course describes professionally accepted standards of professional behavior; values & guiding principle code of professional ethics are established by professionals to help guide

members in performing their job functions according to sound & consistent ethical principles.

1. **Social responsibility**
2. **Medical environment**
3. **Organizational behavior**
4. **Corporate governance**
5. **Following the rules & regulation of institute**
6. **Laboratory safety & unit measurements**
7. **Dress code**

**Gender**: the institution teaches gender issues by providing the skill set necessary for lifelong learning & provide opportunities for the students to explore subject or area of interest. It teaches equality in gender & also about action against bias.

1. **Gender studies**
2. **Equality of gender**
3. **N.S.S activities**

**Cross cutting issues:**

**Environment & sustainability**: The student should appreciate the ethical, cross cultural environment issues & links between human & nature. This enables the student to learn about the echo system & other environmental factors. They also learn to protect environment & are made aware of global warming & other related issues.

1. **Community health & mental health**
2. **Biodiversity**
3. **Environment studies**
4. **Ecosystem**
5. **Population ecology**
6. **Biodiversity & it's conservation**
7. **Recycling**

**1.3.1 List of cross cutting**

| Sr.No | Program | Course | Institution integrates cross cutting issues |
|---|---|---|---|
| I | **BHMS   I** | **Anatomy** | 1. **Inclusion of environment** |

| | | | |
|---|---|---|---|
| | | | **Sustainability in curriculum**<br><br>2) **Human values**<br><br>3) **Professional ethics** |
| II | BHMS I | Physiology | 1. **Gender**<br>2. **Environment& sustainability**<br>3. **Human values**<br>4. **Health determinants**<br>5. **Right to health issues**<br>6. **Professional ethics** |
| III | BHMS I | Pharmacy | 1. **Professional ethics**<br><br>2)**Environment& sustainability**<br><br>3)**Human values**<br><br>4)**Health determinants**<br><br>5)**Right to health issues** |
| IV | BHMS II | Microbiology | 1)**Environment& sustainability**<br><br>2)**Professional ethics** |
| V | BHMS II | FMT | 1. **Gender**<br>2)**Environment&** |

| | | | |
|---|---|---|---|
| | | | sustainability |
| | | | 3)Human values |
| | | | 4)Right to health issues |
| | | | 5)Professional ethics |
| VI | BHMS III | OBGY | 1)Professional ethics |
| | | | 2)Human values |
| | | | 3)Right to health issues |
| | | | 4)Health determinants |
| | | | 5)Environment & sustainability |
| | | | 6)Emerging demographic change |
| VII | BHMS III | Surgery | 1)Professional ethics |
| | | | 2)Human values |
| | | | 3)Right to health issues |
| | | | 4)Health determinants |
| | | | 5)Environment & sustainability |

| | | | |
|---|---|---|---|
| | | | 6)Emerging demographic change |
| VIII | BHMS IV | Practice of medicine | |
| | | | 1)Human values |
| | | | 2)Right to health issues |
| IX | BHMS IV | Community medicine | 3)Health determinants |
| | | | 4)Professional ethics |
| | | | 1. Gender |
| | | | 2)Environment& sustainability |
| | | | 3)Human values |
| | | | 4)Health determinants |
| | | | 5)Right to health issues |
| | | | 6)Emerging demographic change |
| | | | 7)Professional ethics |

| 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:** 3

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

Response: 03

| 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](#) |
| 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:** 68.59

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---|---|---|---|---|
| 365 | 355 | 305 | 225 | 205 |

| File Description | Document |
|---|---|
| Institutional data in prescribed format | [View Document](#) |
| Attendance copy of the students enrolled for the course | [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:** 48.43

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

Response: 200

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

## 1.4 Feedback System

**1.4.1**

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

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

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

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

**1.4.2**

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

**Response:** B. Feedback collected, analysed and action has been taken

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

# Criterion 2 - Teaching-learning and Evaluation

## 2.1 Student Enrollment and Profile

**2.1.1**

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

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

**Response:** 84.58

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 11 | 13 | 6 | 7 | 8 |

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 12 | 16 | 12 | 7 | 8 |

| 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](#) |
| Annual Report/ BOM report/ Admission report duly certified by the Head of the Institution. | [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:** 91

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 90      | 93      | 72      | 100     | 45      |

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 90      | 100     | 100     | 100     | 50      |

| 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:** 0.56

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 0       | 0       | 2       | 0       | 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](#) |
| 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](#) |

## 2.2 Catering to Student Diversity

**2.2.1**

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

**The Institution:**

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

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

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

**2.2.2**

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

**Response:** 13.69

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

**2.2.3**

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

**Response:**

**The institute have taken following initiatives for facilitates building & sustenance of innate talent / aptitude of individual students ( extramural activities/beyond the classroom activities such as student clubs, cultural societies.**

1. **Art club**
2. **Cultural activities**
3. **Indoor games**
4. **Outdoor games**
5. **Gymnasium**
6. **Yoga**
7. **Participation of students in competitions**
8. **Health club**

1. Gym facility is provided for both male & female students, a.m. to 7. 30 a.m. & Boys have gym time from in theevening from 6 p.m to 7.30 p.m.
2. In door games facilities such as carom, chess, table tennis is also available to students.
3. Outdoor games facility such as Volly ball, Basket ball, cricket, Kabbadi is also available in the college ground behind college building.
4. Yoga sessions are organized on every Tuesday at 8 a.m. by Dr. Mrs. S.C. Kanase & Dr. Mrs. A.A.Kulkarni.
5. Art – Circle was started by president of institute Dr. Mrs. S.C.Kanase in the year 2017. Under it Art-circle committee is formed which consisting of teachers & students which is as follows.

**Anatrao Kanase Homoeopathic Medical College & Hospital, Alephata.**

**Art-Circle Committiee.**

| • | Name of the teacher | Designation |
|---|---|---|

| 1. | Dr. Kanase C.A. | Chairman |
| 1. | Dr. Gholap K.V. | Member |
| 1. | Dr. Thorat N.V. | Member |
| 1. | Kalokhe Parikshit | Secretory Student's council |
| 1. | Malusare Siddhi | Student's representative |
| 1. | Patil Utkarsha | Student's representative |
| 1. | Gange Priyanka | Student's representative |
| 1. | Raut Mahadev | Student's representative |

This committee encourage students to enhance their various talents such as singing, dancing, playing of instruments, Drawing etc.

We also encourage students for group plays for education & creating social & health awareness in the society on following issues like,

1. Women's Empowerment

2. Gender Equality

3. Diabetis Mellitus Type 2

4. Hypertension

5. Leprosy

6. AIDS

33 students from our institute taken active participation in Essay & poster making competition organized by M.U.H.S. on the occasion of World Organ Donation Day 2020 in the month of August 2020 & received certificates form M.U.H.S.

Pharmacy exhibition was organized by Department of Homoeopathic Pharmacy on ….October 2021. All 1 st year students had taken active participation in it & prepared various models of various drug sources in Homoeopathy. Dr. Dahale Shweta (Assistant prof dep. Of pharmacy) had taken special efforts for it.

17 th Annual social gathering was organized on 16,17& 18 Feb 2020. All students of college had taken active participation in it. Various indoor games like Chess, Carrom, Table Tennis & out door games like Cricket, Kabaddi, Volly Ball, Throw ball etc. were organized along with cultural program. Along with this events like Hairstyling, Mahendi Designing, Elocution, Rangoli making, Quilling art Yoga were organized.

Shivajayanti, Ganesh-utsav, Eid & Christmas program is organized by institute every year in which maximum number of students are taking participation for their enjoyment.

Report with photographs is attached with this annexure.

In year 2021 in the month of February Annual social gathering was not organized due to covid 19

pandemic. Few students are started their own you tube channel regarding promotion of homoeopathy in which they are discussing various homoeopathic drugs & their uses for community peoples.

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

## 2.3 Teaching- Learning Process

**2.3.1**

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

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

**Response:**

Under this heading our institute is organizing *Journal club meeting/Seminar/Clinical meeting / Case presentation activities* on each Wednesday from 12 p.m. to 1 p.m. All above activities are conducted alternatively on each Wednesdays. All 1st year to 4th year students with interns are taking active participation in this activity. The students take responsibility for their own learning & support each other's progress, so each student gets the skills he or she needs to succed himself & contribute to society. One disease topic is selected for one month & above activities is conducted.

Clinical meeting/Seminar is organized by students of different classes. **Student prepare one disease topic & discuss it on every Wednesday**. **This topic is discuss in the form of Seminar, Clinical meeting, Journal club, & Case presentation.** At the end of each month one faculty/Students presents case on the selected topic for student information. Question & answer session is carried out at the end of each session. Example – In the month of August 2021 experiential learning activity was carried out on the topic of *Nutritional Anemia* & in the month of September 21 on *Covid-19*. In the momth of Oct 21 activity was carried on *Allergic Rhinitis.* Supportive documents are enclosed.

This activity seems to be useful to students as well as teachers under *experiential learning & participatory learning*. During real case presentation at each month, students also go across *Patient-centric & Evidence based method of learning*. By this method students also learn to do proper diagnosis so it seems to be the **best problem solving activity** for the students. In this process student learn

scientific evidence, rather than tradition, personal judgment or other influences. This activity carried out by this institute is very popular activity among students & teachers.

**Practice of medicine**

| Unit No.\Chapter No. | Contents | Student centric methods used | ICT & other learning material used | Reference document |
|---|---|---|---|---|
| 1. Aug 21 | Seminar on Nutritional Anaemia | Stage presentation and Group Discussion | I.C.T. | Attach with annexure |
| 1. Sep 21 | Seminar on Covid-19 | Stage presentation and Group Discussion | I.C.T. | Attach with annexure |
| 1. Oct 21 | Seminar on Allergic Rhinitis | Stage presentation and Group Discussion | I.C.T. | Attach with annexure |
| 1. Dec 21 | Seminar on Psychiatric Disoders | Stage presentation and Group Discussion | I.C.T. | Attach with annexure |
| 1. Feb 22 | Seminar on Rhumatoid Arthritis | Stage presentation and Group Discussion | I.C.T. | Attach with annexure |
| 1. March 22 | Seminar on | Stage presentation and Group Discussion | I.C.T. | Attach with annexure |

**Community Medicine** -

| Unit No.\ Chapter No. | Contents | Student centric methods used | ICT & other learning material used | Reference document |
|---|---|---|---|---|
| 1. | Covid awareness program for hospital staff | Stage presentation | ICT used | Attach with annexure |
| 1. | Covid awareness program for students | Stage presentation and posing a problem | ICT used | Attach with annexure |
| 1. | Hand washing | Role play | • | Attach with annexure |
| 1. | Covid 19awareness program for hospital staff | • | • | Attach with annexure |
| 5 | Organization of camps | Field work | Various instruments for examination | Attach with annexure |
| 1. | Field visits | Field work | • | Attach with annexure |
| 7. | A.K.A.M. Program | Field work | ICT used | Attach with annexure |

| 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:** A. All 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](#) |
| Proof of Establishment of Clinical Skill Laboratories | [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](#) |
| 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:**

1. For better use of information and technology in teaching and learning process our institute has one seminar hall with LCD projector, computer and internet facility. Institution also has 3 classrooms at ground floor having facility of LCD projector with internet connection. So our institution have total 4 classrooms with LCD projector having ICT enhanced tools for effective teaching and learning process. Teachers are conducting their regular Lectures/Clinics/Practical by using these equipment.

- - In every month teacher has delivered online lectures on zoom app during Covid-19 lockdown period and uploaded it on YouTube.
- - Every teacher prepared more 10 topics of their subject with image and text which is available only on internet and not in textbook and by using this data prepared e-museum for their department.

**LCD projector**- institute has 4 LCD projectors with computer and high speed internet facility for classroom and departments.

1. Institute has purchased **Twinkle M.I.S software for ITC enable tools.** All teachers are using this ICT enable tool as LMS.

   **This software contains following facilities**

   1. **Attendance management system**
   2. **Feedback management system.**
   3. **Online examination system.**
   4. **E- Notice system.**
   5. **Syllabus coverage system.**
   6. **Learning material distribution.**
   7. **Alumni information system.**
   8. **Student information system.**
   9. **Fees collection system.**
   10. **Faculty information system**
   11. **Grievance Redressal System.**
   12. **Student portal.**
   13. **Principal portal**
   14. **Suggestion**
   15. **Mobile app for Faculties**
   16. **Mobile app for Students**
   17. **Mobile app for Principal**
   18. **Mobile app for Parents**
   19. **Library management system**
   20. **Hostel management system etc.**

**Different teachers conducting lecture in seminar hall**

| Sr. No. | Name of Teacher | Department | List of PPT used | List You Tube used/video used | List of Simulation video |
|---|---|---|---|---|---|
| 1 | Dr. Gholap K.V. | Physiology inc. Biochemistry | 68 ppt. | 42 departmental<br><br>15 uploaded on you Tube | 15 |
| 2 | DR. Shaikh S.K. | Anatomy | 50 ppt | 25 | 20 |
| 3 | Dr.Unde D.D. | Anatomy | 30 ppt | 13 uploaded | 22 |
| 4 | Dr. Thorat P.N. | Anatomy | 65 ppt | 25 uploaded | |
| 5 | Dr. Gholap R.K. | Pathology | 85 ppt. | 25 departmental<br><br>15 uploaded | 25 |
| 6 | Dr. Shinde J.P. | Pathology | 15 ppt | 15 uploaded | 15 |
| 7 | Dr. Thorat N.V. | F.M.T. | 180 F.M.<br><br>217 T = 397 | 72  uploaded | 18 |
| 8 | Dr. Khupte V. | F.M.T. | 23 ppt | 18 uploaded | 21 |
| 9 | Dr. Asare A.A. | Organon | 73 ppt | 88 uploaded<br><br>230 downloaded. | 25 |
| 10 | Dr. Shinde M. | Organon | 33 ppt | 15 | 12 |
| 11 | Dr.Chatterjee D.A. | Materia Medica | 42 ppt | 18 uploaded | 08 |
| 12 | Dr. Shete P.S. | Materia Medica | 120 ppt | 75 uploaded | 13 |
| 13 | Dr. Jarad S. | Ob/Gy | 77 ppt | 23 uploaded | 21 |
| 14 | Dr. Kulkarni A.A. | Medicine | 84 ppt | 15 uploaded | 18 |
| 15 | Dr. Thorat S. | Comm. Med. | 82 ppt | 102 uploaded<br><br>105 downloaded. | 25 |
| 16 | Dr. Patil S. | Comm.Med. | 25 ppt | 56 | 22 |
| 17 | Dr. Soman S.S. | Repertory | 32 ppt | 28 uploaded | 23 |
| 18 | Dr. Awari S.A. | Repertory | 34 ppt | 15 uploaded | 12 |
| 19 | Dr. Mehtre P. | Repertory | 12 ppt | ------ | 07 |

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

**2.3.4**

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

**Response:** 23.35

2.3.4.1 Total number of mentors in the preceding academic year

Response: 17

| 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](#) |
| 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:**

Institution is applying various programs for teaching & learning process. This program helps student in their creativity, to develop their analytical skills. This programs are as follows.

1. Best faculty in the institution.
2. Experiential learning –
3. Health check up camps through N.S.S.

4. Health check up camps
5. Workshops conducted for students.
6. Various learning modules created by students     for the students.

1. **Faculty of the Institution –**   Our institution have total 29 numbers of full time faculties.  Among them 8 are Professors,  9 are Associate professors, 12 are Assistant professors. Out of them 11 faculties are eligible for M.U.H.S. PhD & are doing their PhD at various colleges. Students are getting their training from from these teachers & get proper knowledge of their subject.

## 2. Health checkup camps through Workshops  -

To develop creativity among student institute is conducting various programs such as N.S.S. This N.S.S. activity is performed as per guidelines given by M.U.H.S. Nashik.Students are taking active participation in thisactivity throughout the year. Under N.S.S. activity students visit to nearby adaptedcommunity village& perform various camps,skits under various topics such as women's empowerment, Women's health & hygiene, children health check up camps, Childern education, Personal hygiene,Gram-Swachata Abhiyan etc. It helps to develop various innovatory ideas among students. Various days are celebrated in the institute throughout the year. Example,International Women's Day, National Youth Day, Hahnemann's Day, Shivajayantietc. Poster writing, Rangoli drawing, Essay writing completions are organized regularly on various occasions. All these activities of the institute are seem to be important for development of creativity of students, as well as to develop innovation among them.

## 3. Learning Modules -

Students (4th Year) are asked to prepare various modules on various subject with the help of teachers. These students are asked to present it to other students as well as to Teaching, Nonteaching staff of the institute. Recently students have prepared two modules.

CPR Module

Knee joint pain Module

Students develop their creativity ,analytical skills, & also innovations while preparing & presenting such modules

4. Participation of students in various compitition -

Students of the institute are alwas motivated by all faculties to take participation in various compititions, Researech projects to develop their analytical skill and to encourage innovation among them.  They have taken participation in state level Nanal Compeitition at in pune at year 2022 & 2023 and won prize. They also participated online street play compitition organize by DS HMC pune in year 2022 and won prize. They have taken participation in MUHS cultural program in "INDRADHANUSHYA" in year 2022. They have taken participation MUHS "AVISHKAR " research competition. and They have recieive grant for CCRH's STSH 2022.

5. Orgnization of Various Days By Students

Every year students organize various days and they apply various innovative ideas to celebrate it.

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

## 2.4 Teacher Profile and Quality

**2.4.1**

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

**Response:** 100

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

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

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

## 2.4.3

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

**Response:** 15.38

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

Response: 446.15

| File Description | Document |
|---|---|
| Institutional data in prescribed format | [View Document](#) |
| Consolidated Experience certificate duly certified by the Head of the insitution | [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:** 73.1

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---|---|---|---|---|
| 25 | 24 | 22 | 20 | 15 |

| File Description | Document |
|---|---|
| Institutional data in prescribed format | [View Document](#) |
| Web-link to the contents delivered by the faculty hosted in the HEI's website | [View Document](#) |
| Link for additional information | [View Document](#) |

**2.4.5**

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

**Response:** 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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 0       | 0       | 00      | 00      | 00      |

| File Description | Document |
|------------------|----------|
| Institutional data in prescribed format | [View Document](#) |
| e-Copies of award letters (scanned or soft copy) for achievements | [View Document](#) |
| Link to additional information | [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:**

Institute is preparing academic calendar every year. This calendar is prepared as per academic calendar published by M.U.H.S. Our Institute is strictly trying to follow this time table. All academic events which are carried out by institution in that year are mentioned in it. Internal evaluation examinations like Term end examination & Preliminary examinations are planned by College Council Committee half yearly & conducted by our institute such examination days mentioned in institute's academic calendar. Responsibility of organization of this examination is given to various teachers. This coordinator collect question papers from various teachers & distribute it on the day of exams. Results are collected from teachers before given date. These results are published on Institutional website. Slow learner & Advance learners are sorted out by different departmental teachers. Special training (Writing questions & Conduction of practical / Clinic) is organized for slow learners by the institution for better results.

Online teaching on zoom app also arranged for distance students. Internal evaluation of such slow Lerner is also carried by institution. Various days Like Savitribai Phule Jayanti, Dr. Babasaheb Ambedakar Jayanti, Teachers Day, Doctors Day, Hahnemann Day, International Yoga Day, National Youth Day, Environment Day, MUHS Foundation Day, etc. are mentioned every year in academic calendar and various programme like Shivjayanti, Ganesh Festival, Navrati, Eid, Annual Social Gathering days are mentioned in academic Calendar.

**Time schedule of Internal Examinations carried out by the Institution**

| Sr. No | Year & Date of Internal Examination | Type of Examination |
|--------|-------------------------------------|---------------------|
| 1 | June & Nov2017<br><br>June 2018 | Term End & Preliminary exam |
| 2 | Oct 2018<br><br>June 2019 | Term End & Preliminary exam |
| 3 | Oct 2019<br><br>8/6/ 2020 | Term End &<br><br>Online Preliminary exam ( Summer 2020 ) |
| 4 | 10/3/2021, 10/6/2021<br><br>22/2/2021 | Term End ( summer 2021)Term End (winter 2020)Preliminary exam ( Winter 2020) |
| 5 | 1/9/2021<br><br>10/01/2022<br><br>03/03/2022<br><br>01/06/2022<br><br>08/08/2022<br><br>01/11/2022 | Preliminary exam ( Summer 2021)<br><br>Preliminary exam (winter 2021)<br><br>Term End (winter 2021)<br><br>Preliminary exam ( Summer 2022)<br><br>Term End ( Summer 2022)<br><br>Preliminary exam ( Winter 2022) |

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

**2.5.2**

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

**Response:**

Our institute has examination -related grievance committee with examination grievance redressed mechanism for the purpose of internal evaluation.

Committee is as follows.

| Sr No. | Name of teacher | Designation |
|---|---|---|
| 1. | Dr. Gholap K.V. | Chairperson |
| 2. | Dr. Shaikh S.K. | Member |
| 3. | Dr. Thorat N.V. | Member |
| 4. | Dr. Asare A.A. | Member |
| 5. | Dr. Kulkarni A.A. | Member |
| 6. | Dr. Dr. Chatterjee D.A. | Member |
| 7. | Dr. Gholap R.K. | Member |
| 8. | Dr. Soman S.S. | Member |

This committee member works & solves all grievances related to internal examinations & university examinations. Committee helps students for re-totaling & re-assessment of papers of students for their grievance. Committee also helps M.U.H.S. exam failure students for submission of rechecking & retotaling of forms.These members also teach students to fill O.M.R. sheet of M.C.Q in proper manner. Members also giving guidelines to students regarding how to write answers in appropriate manner. Committee members also solving various grievances of students in internal exams like Term-end & Preliminary Examinations.

Few cases which are solved by Examination Grievance Committee in year 2021 and 2022 are attached with this annexure.

Examination Related Grievance Record of Last 5 Years

| Sr no | Year | Total grievances university | Total grievances internal evaluation |
|---|---|---|---|
| 1. | 2019 | - | 2 |
| 2 | 2020 | 1 | - |
| 3 | 2021 | 1 | - |
| 4 | 2022 | 1 | 3 |

Grievance details are enclosed in attachment.

Details of CIE examinations in last 5 years

**Time schedule of Internal Examinations carried out by the Institution**

| Sr. No | Year & Date of Internal | Type of Examination |
|---|---|---|

| | **Examination** | |
|---|---|---|
| 1 | June & Nov   2017  June    2018 | Term End & Preliminary exam |
| 2 | Oct   2018  June 2019 | Term End & Preliminary exam |
| 3 | Oct   2019  8/6/ 2020 | Term End &  Online   Preliminary   exam   ( Summer 2020 ) |
| 4 | 10/3/2021  10/6/2021  22/2/2021 | Term End  ( summer 2021)  Term End  (winter 2020)  Preliminary exam ( Winter 2020) |
| 5 | 1/ 9 /2021  10/01/2022  03/03/2022  01/06/2022  08/08/2022  01/11/2022 | Preliminary exam ( Summer 2021)  Preliminary exam (winter 2021)  Term End  (winter 2021)  Preliminary exam ( Summer 2022)  Term End ( Summer 2022)  Preliminary exam ( Winter  2022) |

Details of University examinations in last 5 years

| Sr. No | Date of MUHS  Summer exam | Date of MUHS Winter exam | Academic year |
|---|---|---|---|
| 1 | 21 june 2016- 9 july 2016 | 28 dec 2016- 4 jan 2017 | 2016-17 |
| 2 | 3 june 2017- 21 june 2017 | 22 nov 2017- 11 dec 2017 | 2017-18 |
| 3 | 6 june 2018- 25 june 2018 | 27 nov 2018-15 dec 2018 | 2018-19 |
| 4 | 11  june  2019-  28  june 2019 | 26 nov 2019- 13 dec 2019 | 2019-20 |
| 5 | 21 nov 2020- 7 dec2020 | 10  june  2021-25  june 2021 | 2020-21 |

| 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:**

Internal evaluation of each student is done regularly in the institute through Term end & Preliminary examinations.

Tutorial

Prelims

Seminars

Term Exam

Tutorials – One hourTutorials are of all subjects for all years are conducted on each Saturday from 9 a.m. to 10 a.m. This tutorial is conducted for 30 marks & Two longquestions of 10 marks + 2 short notes of 5 marks are usually asked to solved by students. All teachers monitor this activity. This activity helps to sort out Slow performers & fast learners.

Examination Procedure - Mid -Term end examination is conducted at the end of each term & preliminary examinations are conducted one month before final examination of student which is conducted by M.U.H.S. This internal evaluation exam is conducted by college council & minutes of meetings with time table of all internal examinations is written in council register.

Responsibility of paper setting & Theory as well as practical assessment is given by council to different teachers of different departments. All teachers are instructed to submit digital copy of their papers in the office. Central Incharge / exam coordinator is appointed by council who look after various issues regarding internal evaluation examinations.

Reforms in the process and procedure in the conduct of evaluation/examination.

Institute has reform the process of examination since last 2 years as follows-

1. All teachers have attended e- learning/e courses so they are able to type their own papers. They submit their question papers of internal assessment examinations in word document to principal sir.
2. Institute is using smart school MIS twinkle app. All results are prepared by teachers are displayed in this app.
3. Teachers are using various other modules in this app such as taking attendance, upadation of lesson plan, uploading of homework, calculation of overall report of attendance etc.
4. All students can also log in to this app through students portal and can update their subject knowledge by above information they can also get idea of their overall presentyof their classes.
5. Previously Institute has only one ICT enables classroom but since last 2 years institute reforms it 3 more classrooms.

| File Description | Document |
|---|---|
| Link for Information on examination reforms | [View Document](#) |
| Link for any other relevant information | [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:** A. All of the above

| File Description | 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](#) |
| 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:**

*Course outcome (Cos) for Homoeopathic graduates of the institute*

**Ist B.H.M.S.**

    **1.***Physiology including biochemistry*

*At the end of the course the student will be able to –*

1. Discuss the Homoeopathic concept of health in relation to integrated body structure & functions.
2. Explain the normal functioning of the human body at all levels of organization.
3. Relete the concept of homoeostasis with relevant ideas in Anatomy, MateriaMedica, &OrganonOf Medicine at BHMS 1 level.
4. Elucidate the physiological aspects of normal growth & development with focus on evolution.
5. Correlate micro functions at cellular level with Macro functions at organ-System level.
6. Use necessary communication skills required for history taking of the patient & relating various clinical findings in the patient.
7. Perform experiments in hematology, clinical physiology & biochemistry as required for the study of physiological phenomena & for assessment of normal function.
8. Identify the normal values of hematology, clinical physiology & biochemistry.
9. Perform clinical – physiological examination under supervision.
10. Correlate knowledge of Organon&MateriaMedica with physiology.
11. Explain the integrated responses of the organ systems of the body to physiological & pathological stresses.

*2. Anatomy*

*At the end of the course the student will be able to –*

i) Define the anatomy terms used to refer to the body in

terms of direction & geometric planes.

ii)Describe the structure & function of cellular organelles.

    1. Describe the structure & its surrounding relations

2. Describe gross & microscopic anatomy of the structure.
3. Describe blood supply, venous drainage ,lymphatic&nerve supply of the anatomical structure .
4. Know the functions & diseases of the structure.
5. Explain each & every system & structure in detail.

## 3. Pharmacy

### At the end of the course the student will be able to –

1. Describe History of Pharmacy with emphasis on emergence of Homoeopathic Pharmacy.
2. Describe the concept of official Homoeopathic Pharmacopoeia.
3. Describe Classification of Homoeopathic medicines according to their Botanical & Zoological natural orders.
4. Understand the concept of drug Dynamisation/potentization,Doctrine of signature, Posology, Prescription writing, concept of placebo, and various routs of Homoeopathic drugs administration & dispensing of medicines.
5. Understand the concept of Drug Proving, Quality control & legislations pertaining to Homoeopathic Pharmacy.

## 4.Organon of Medicine

### At the end of the course the student will be able to –

1. Describe Evolution of medical practice of the ancients.
2. Write short history of Hahnemann's life, his contributions, & discovery of Homoeopathy.
3. Identify Fundamental Principles of Homoeopathy, basic concepts of health, disease, cure.
4. Understand the Basics of Psychology.

## II nd B.H.M.S.

### 1.Pathology

### At the end of the course the student will be able to –

1. Get basic knowledge, skills, & attitudes that are relevant to the principals of Pathology & Microbiology so that he /she can utilize this knowledge in Homoeopathic practice.
2. Describe different disease stages of different diseases.
3. Do identification of pathogens based on characteristicproperties.
4. Do core relation between pathogenesis&maims.
5. Do proper interpretation & understanding of various investigations used in clinical practice.
6. Do proper interpretation of various pathological reports.
7. Use correct method of collecting & handling of clinical samples of patients for use in laboratory.

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

**2.6.2**

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

**Response:** 80.62

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---|---|---|---|---|
| 45 | 45 | 46 | 45 | 40 |

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---|---|---|---|---|
| 58 | 59 | 70 | 59 | 45 |

| 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](#) |
| Links for additional information | [View Document](#) |

**2.6.3**

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

**Response:**

**Program specific outcomes ( PSOs)**

**For Homoeopathic graduates**

1. Understanding the concepts of Homoeopathic pharmacy, drug proving & Homoeopathic MateriaMedica with its utility in treatment.
1. Understanding Homoeopathic concepts & its utility in treating man as a whole with humility.
1. Understanding the concept of Organon of medicine & its applicability in Homoeopathic practice.
1. Understanding the concept, basic plan& construction of different Repertories along with proper analysis & evaluation of symptoms with proper selection of rubrics according to different cases.
1. Understanding & application of different software of repertories.
1. Understanding relationship of three basic pillars of Homoeopathy – Organon, MateriaMedica& Repertory.

| PO/PSO | Statement of PO/PSO | Teaching-learning process |
|---|---|---|
| **1(PO)** | A student must develop the competencies essential for primary health care in clinical diagnosis & treatment of diseases through the judicious application of | Case studies in O.P.D.& I.P.D., Clinical Visits, Health checkup camps, Seminars, CPR Modules, Knee Joint pain Modules, Experiential learning, |

| | | |
|---|---|---|
| | homoeopathic principals. | Interdepartmental, Interdisciplinary training, 72 Learning Lesions |
| 2(PO) | Recognize the scope & limitation of homoeopathy & to apply the Homoeopathic principals for curative, prophylactic, promotive, palliative, & rehabilitative primary health care for the benefit of the individual & community. | Hospital visits, clinical visits, case studies in O.P.D. & I.P.D. |
| 3(PO) | Discern the relevance of other systems of medical practice for rational use of cross referral & life saving measures, so as to address clinical emergences. | Case studies in O.P.D.& I.P.D., Clinical Visits, Health checkup camps, Seminars, CPR Modules, Knee Joint pain Modules, Experiential learning, Interdepartmental, Interdisciplinary training, 72 Learning Lesions |
| 4(PO) | Develop capacity of clinical thinking & research aptitude as required for evidence based homoeopathic practice. | Case studies in O.P.D.& I.P.D., attending Lectures, Clinics &Practicals. Clinical Visits, Health checkup camps, Seminars, CPR Modules, Knee Joint pain Modules, Experiential learning, Interdepartmental, Interdisciplinary training, 72 Learning Lesions. |
| 5(PO) | Demonstrate aptitude for lifelong learning & develop competencies as & when conditions of practice demand. | Case studies in O.P.D.& I.P.D., attending Lectures, Clinics &Practicals. Clinical Visits, Health checkup camps, Seminars, CPR Modules, Knee Joint pain Modules, Experiential learning, Interdepartmental, Interdisciplinary training, 72 Learning Lesions. |
| 6(PO) | Be competent enough to practice homoeopathy as per medical ethics & professionalism. | Hospital visits, clinical visits, case studies in O.P.D. & I.P.D. |
| 7(PO) | Develop the necessary communication skills to work as a team member in various healthcare setting & contribute towards the larger goals of national policies such as school health, community health, environmental conservation etc. | Case studies in O.P.D.& I.P.D., attending Lectures, Clinics &Practicals. Clinical Visits, Health checkup camps, Seminars, CPR Modules, Knee Joint pain Modules, Experiential learning, Interdepartmental, Interdisciplinary training, 72 Learning Lesions. |

| 8(PO) | To prepare competent Homoeopathic physician who is capable of functioning independently & effectively in Rural & Urban areas. | Case studies in O.P.D.& I.P.D., Clinical Visits, Health checkup camps, Seminars, CPR Modules, Knee Joint pain Modules, Experiential learning, Interdepartmental, Interdisciplinary training, 72 Learning Lesions |
| --- | --- | --- |
| 9(PO) | To develop ability to apply the fundamental principles of Homoeopathy, its vital principles & its symptomatology. | Hospital visits, clinical visits, case studies in O.P.D. & I.P.D. |
| | | |

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

**2.6.4**

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

**Response:**

Parent-Teachers meeting is conducted on regular basis by the institution.

For first year students parent- principal - Teachers meeting is conducted during academic/ hostel admission process.

Fist parent's meeting is conducted with principal on the day of admission. Principal describe all rules & regulations of institution to parents.

Parents of first year student are then invited for induction program in which parent meeting is conducted with teacher of each departments. Parents are informed about detail course and also informed about rules and regulations of college/hostel. A verbal & written consent is taken from parents about the punishment/ penalty for misbehavior of a student. Institute's **"Code of Conduct for Students"** is also distributed in this meeting.

Parents of students who are having low performance in class so called slow performer and are regularly absent for lectures are called &parent's meeting is organized with their allotted mentors. & finally with the principal sir.

After preliminary exam students who have scored less than 50% or get failed in more than two subjects are called and matter is discussed with their parents by teachers. Also parents ofstudents who are irregular and have less than 75% attendance in theory and practical/ Clinics are called for the meeting.Minutes of meeting are written in Parent - teacher meeting register & signed by principal.

Principal sir can call parents of student any time after gating any grievances against him or her. Teachersof respective classes solve the problem with the help of allotted mentor of the student.

After Covid-19 pandemic institute started organizing online meeting with parents at list twice in year. Various problems are discussed in this meeting.

Teachers of respective classes attend this meeting. Minutes of meetings are written in Parent-Teacher meeting proceeding book.

| File Description | Document |
|---|---|
| Link for proceedings of parent –teachers meetings held during the last 5 years | **View Document** |
| Link for follow up reports on the action taken and outcome analysis. | **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:** 3.46

# Criterion 3 - Research, Innovations and Extension

## 3.1 Resource Mobilization for Research

**3.1.1**

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

**Response:** 0

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

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

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 00 | 0 | 0 | 00 | 00 |

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---|---|---|---|---|
| 00 | 0 | 0 | 0 | 0 |

| File Description | Document |
|---|---|
| Institutional data in prescribed format | [View Document](#) |
| E-copies of the grant award letters for research projects sponsored by Government, industries and non-government sources such as industries, corporate houses etc | [View Document](#) |
| Link for funding agencies websites | [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 institution has created an ecosystem for innovations including Incubation Centre and other initiatives for creation and transfer of knowledge-

Our institute has created an ecosystem for innovations among students and teachers

Under this program institute has created

1. **Homoeopathic medicine kit** and kept it in homoeopathic medicine dispensing area for patients and students .This kit contents routine homeopathic medicine like Arsenicum album for rhinitis, colocynth for abdominal colic,Cantharis for burn. This kit is favorite in nearby community.
2. Institute has also encourage students to prepare **E - museum** for all 12 subjects students are preparing hard as well as soft copy which is preserved in respective dept. topics which are not available in text book are allotted for e museum. Different students groups are created & they prepare such museum under guidelines of respective departmental teachers.
3. Institute also encourages4th BHMS students to launch their own **YouTube channel for spread of homoeopathy** in relatives, friends and community- a).MrYashwantChinchane and b). AbhishekSawliyaprepared such channels.Following are link of YouTube channel of students.and https://youtu.be/pcRawe925Hc
4. In Feb 2020 institute organized Regional Homoeopathic Conference in which students participated enthusiastically, world famous homoeopaths like Dr.Aadilchimthanawala, Dr. Ambarishvijaykar were invited to share their knowledge in the field of homoeopathy. Geotag photos enclosed.
5. In Aug 2022----- 4th BHMS students prepared **CPR - Trainingmodule**- Under this program students are prepared by teachers of Department of Practice of Medicine & Department of Physiology for CPR training. They are further asked to give training of it to all students, teaching staff, Non-teaching staff & even in nearby community. They are asked to give certificate after completion of their program.
6. In Nov 2022---- 4th BHMS students prepared **Knee pain – Trainingmodule** followed by assessment and certification.
7. E-Museum is developed by all 12 departments.

e-Museums softcopy link

- https://akhmc.org/wp-content/uploads/2022/12/Heamoposis-by-Namrata.pptx
- https://akhmc.org/wp-content/uploads/2022/12/History-of-blood-group-by-Aditi-.pptx
- https://akhmc.org/wp-content/uploads/2022/12/History-of-ECG-by-Divyashree.pptx
- https://akhmc.org/wp-content/uploads/2022/12/History-of-microscope-by-Atharv.pptx
- https://akhmc.org/wp-content/uploads/2022/12/HISTORY-OF-SPHY-by-Tejashree-.pptx
- https://akhmc.org/wp-content/uploads/2022/12/History-of-Stethoscope-by-Mohini-.pptx

For the development of Innovative ideas, students are actively participating in Dr. Nanal inter-medical competition at Pune every year,in which they are taking active participation in Case taking Competition, skit competition, Poster making competition etc. Report of students participation is enclosed.

| Sr.No | Name of the student | Duration of Project | Designation | Name of Guide | Fund given by Institute | Year |
|---|---|---|---|---|---|---|
| | | | | | | |

| 1 | LokandeNuzzat. | 1 year STSH | IV-year student | Dr. Khupte V. | 20,000/- | 2022 |
| 2 | Aaisha Syed | 1 year STSH | IV-year student | Dr. Patil S. | 20,000/- | 2022 |
| 3 | Tuba Shaikh | 1 year STSH | IV-year student | Dr. Kanase S. | 20,000/- | 2022 |

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

### 3.2.2

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

**Response:** 1

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

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

| File Description | Document |
|---|---|
| Institutional data in prescribed format | [View Document](#) |
| Link for Additional Information | [View Document](#) |

## 3.3 Research Publications and Awards

### 3.3.1

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

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

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

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

| File Description | Document |
| --- | --- |
| Share the code of ethics of research clearly stating the claims of the institution duly signed by the Head of the Institution | [View Document](#) |
| Institutional data in prescribed forma | [View Document](#) |
| 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](#) |
| Link for any additional information | [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 proceedingsindexed in UGC-CARE list on the UGC website/Scopus/Web of Science/PubMed/ during the last five years**

**Response:** 0

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

## 3.4 Extension Activities

**3.4.1**

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

**Response:** 110

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 43 | 5 | 40 | 12 | 10 |

| 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](#) |
| 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:** 17.52

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 50 | 100 | 50 | 50 | 50 |

| File Description | Document |
|------------------|----------|
| Institutional data in prescribed forma | [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:**

**Nature and basis of awards/ recognitions received for extension and outreach activities of the**

**institution from Government/ other recognizedbodies year wise during last five years.**

The creation of a healthy nation—healthy India depends greatly on community education, awareness, and engagement. India reached its goal of elimination poliomyelitis andimplementing Pulse Polio Immunization and Intensified Pulse Polio Immunization programmes, in which oral polio vaccine is given to children under the age of five. As part of the global drive to eradicate poliomyelitis, our final-year students actively participated in the activity of giving the oral polio vaccine to children in under five age group.Our institute has received many awards for such activities which are enclosed in attachments.

India shares 1/4th global burden of another communicable disease " tuberculosis." In order to eliminate tuberculosis from our country it is an important initiative taken by our college to make people aware about earlier detection of tuberculosis and significance of treatment completion. It was done through skit 'JagarKshayrogacha' as well as by conducting lecture on tuberculosis for nearby villagers. In addition our students participated in the house to house survey on " SanyuktKusthrogShodhMohim V Abhiyan&SakriyaKshayrogMohim V AsansargjanyaRogpratibandhJagrukataAbhiyan" for which Primary health center awarded us.

Vitamin A deficiency is one of the preventable causes of blindness. Refractive errors also play a role in blindness. In light of this, we conducted screening of schoolchildren in our adopted village to asses for vitamin A deficiency and identify refractive errors. The school gave us a reward for this activity. Malaria and other mosquito-borne illnesses like dengue fever are other increasing health issues in rural India. In June each year, which is observed as "Anti Malaria Month," our college consistently undertook the activity of raising awareness about mosquito-borne diseases and educating community members on "how to avoid mosquito breeding and personal protection against mosquito bites." Our institute has received many awards for such activities which are enclosed in attachments.

The pattern of death in India compels us to take action to lower infant and childhood mortality. Breastfeeding is the most efficient remedy for this. Our college

participates in "Breastfeeding Week" every year by giving lectures and leading group discussions for expectant and nursing mothers attending ANC clinics or Immunization Programs. For carrying out such events, we use various audiovisual aids, posters, and other teaching materials.Our institute has received many awards for such activities which are enclosed in attachment.

Malnutrition and lifestyle disorders are two of the main health issues in the nation. We regularly conducted nutritional and general health assessment programmes for schoolchildren and other villagers.

In the upcoming year, we hope to improve this activity under the headline of "Anna He Purnabramha - Healthy Diet - Healthy India."

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

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**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:**

Impact of Extension Activities In Sensitizing Students to Social Issue & Holistic Development.

- India being developing country faces different health issues. India is riddled with number of environmental concerns like, air pollution, depletion of ground water, lack of waste disposal as well as sewage disposal facilities, lack of safe water supply, open field or open air defecation etc. Lack of health awareness mainly among rural and tribal Indian population contributes to the health related problems which again becomes hurdle in the development of our country.
- The institute, AnantraoKanase Homoeopathic Medical College & Hospital, located at Alephata, in Pune district of Maharashtra state appointed team of staff to look in to such social and environmental issues and health related issues. The team members comprises of Dr. SomanSushrut, Dr. ThoratSandhya, Dr. PatilSnehal, Dr. AwariSunita, Dr. JaradSavita and other faculty members. The team works along with students and interns under the guidance of principal of AKHMC & H, Dr. GholapKamlesh.
- The institute team tried to collect information about socioeconomic background of our students as well as environmental and health issues in nearby areas. It is observed that majority of students have well socioeconomic background and less concern with social health issues. Even they have less empathy and sympathy towards poor patients. Understanding these aspects has important role in practice.
- In order to tackle these issues, we conducted meeting with the students, in which we decided to visit nearby schools and communities to create health awareness and encourage development of personal hygienic habits among them. Students decided to participate enthusiastically and conducted health awareness activities, health checkup camps in nearby schools and communities. Enlisting few of such activities
    - Demonstration of hand washing method through a song.
    - Awareness about water borne diseases, mosquito borne diseases.
    - Measures to be taken for personal protection against mosquito bites.
    - Menstrual hygiene for adolescent girls etc.
    - Awareness about AIDS.
    - SwachhataAbhiyan.
- As, Swami Vivekananda correctly said, we want "Education by which character is formed,

Strength of mind is increased, the intellect is expended and by which one can stand on one's own feet. "

- To some extent it came true for us. As an impact of these activities students and staff of our college pledged to maintain environmental sanitation by strictly avoiding use of plastic, not
- throwing garbage anywhere even during travel, no use of pharmocol plates for any function conducted in college like annual social gathering, in addition to it most important to follow healthy life style by avoiding consumption of processed, fast and junk food. Even they planned for E- exhibition on nutrition information, for which nutrition charts are already prepared for display in our hospital.
- After experiencing Socioeconomic standards of adopted villages, near by communities they decided to do clinical practice in future by considering socioeconomic status of patients, minimizing cost of investigations and treatment and to practice judiciously. Our students accepted it as felt need of the society and assured us for such kind of practice.

| 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:** 1

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---|---|---|---|---|
| 01 | 01 | 1 | 01 | 01 |

| File Description | Document |
|---|---|
| Institutional data in prescribed format | [View Document](#) |
| Documentary evidence/agreement in support of collaboration | [View Document](#) |
| Link for Additional Information | [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:** 15

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: 15

| 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](#) |
| Link for additional information | [View Document](#) |

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# 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:**

Our Institution has well and planned infrastructure and provides maximum facilities for teaching learning methods. There are total 5 classrooms and out of which 3 classes have capacity of 100 students and 2 classes have capacity of 50 student. Institution have seminar hall with capacity of 200 which is well equipped with ICT, WI-FI, Internet connection so that online seminar can be directly shown to large number of students and also use for teleconferences.Institution has well equipped OPD like Medicine, Surgery, Gynecology, and Pediatrics in which students from 2nd year to Interns have rotational posting. AYUSH related learning cum therapy center includes Organon, Repertory and HMM OPD's. Institution also has Yoga and meditation facilities with separate room for it. Institution have one central well equipped laboratory in which patients, students and teachers can get their basic as well as special test done. Different health checkup camps and awareness programmes on different topics are conducted on regular basis near college premises. There is compulsory 10 days camp for NSS students every year. Students from 1st year to interns are allotted for different camps. Each department has laboratories or demonstration room which is well equipped with the all requirements which is given by NCH criterion. Students are divided according to batches and posted accordingly.

These are as follows:

**1. Classrooms**

there are 5 classroom and 1 seminar hall.

List of Available Learning Facilities

| Seating capacity | No. of classroom | ICT enabled classrooms | Internet facilities |
|---|---|---|---|
| 200 | 1(seminar hall) | Yes | Yes |
| 100 | 3 | Yes | Yes |
| 50 | 2 | - | Yes |

4 classroomsare provided with computers, projector with sound system for E Lectures.

All classrooms are provided with internet connection.

**2. Clinical learning**

| Department | Rooms available for clinical learning |
|---|---|
| Surgery | 1 |
| Practice Of Medicine | 1 |
| Community Medicine | 1 |

| | |
|---|---|
| Obstetrics and gynecology | 1 |
| Organon | 1 |
| Homoeopathic Materia Medica | 1 |

For clinical learning various material is available for eg.Simulation models, specimens (organs preserved with formalin), 3D charts, patients from OPD.

## 3. Laboratories:

| Subject | Available no of laboratories |
|---|---|
| Anatomy | 1+ 1 dissection room |
| Physiology and Biochemistry | 1 Physiology+1 Biochemistry+ 1 Museum |
| Pharmacy | 1+ 1 Museum |
| Pathology and Microbiology | 1 Lab+ 1 Museum |
| Forensic medicine and Toxicology | 1 |

Required material, equipments, fuel, dead bodies are available in each lab respectively.

**4. Learning in the community**: Various camps are conducted regularly.

**5. Teleconference Facility in seminar hall**

1 SeminarHall is available with computer, LCD projector, sound system, internet connection with sitting capacity of 200 students in which teleconferences are conducted on regular basis.

**6. AYUSH related learning cum therapy center**

**7. Well-equipped laboratories**

Institution has well equipped central laboratory in the hospital in which various hematological, biochemical, serological are conducted on regular basis. Forthis institution has MOU with Dr. V.D. Kulkarni lab in Pune.

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

## 4.1.2

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

**Response:**

The Institution has sports facilities for students as well as for staff.

Indoor games like Carom is madeavailableand Outdoor games like cricket, volleyball, basketball, are regularly played. All equipment needed for sports are kept in central store room. These facilities are used by Students after the college hours,and staff gets it as per their requirement.

Volleyball ground, Kho- Kho ground is available in the college campus.

Well-equipped gymnasium is present with all the instruments required for exercise and it is available free of cost to the student and staff.

Yoga room is available and utilized regularlyby the staff and students. Yoga sessions are conducted regularly under the guidance of Dr. Saraswati Kanse and Dr. Aparna Kulkarni.

Our institution has well equipped and well-designed seminar hall to conduct Cultural activities, Clinical presentation and Awareness programs of the students, Orientation programs, Lectures of the subject experts and other co-curriculum activities andvarious days celebration are conducted regularly in theseminar hall and annual cultural events (Annual gathering) are conducted on college ground.

A total 53 benches and 50 chairs are arranged so that 200 students can be accommodated in this hall. Modern audio-visual facility with wi-fi connection and sound system is available. It has provision of connecting with all modernmultimedia gadgets.

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

## 4.1.3

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

**Response:**

- Hostel facilities for Boys and Hostel facilities for Girls are available in separate buildings.
- Girl's hostel is with capacity of 180 and Boys Hostel is with capacity of 80 along with all basic facilities like beds, tables, lockers, Fans, toilets, bathrooms, 24 hrs. Water, hot water, drinking water, etc.
- On each floor RO water filters are placed for students.
- Adequate number of LED tube light and Fans are installed in each classroom and department.
- Generator facility is provided for all classroom.

- Facility of computer lab cum DEC (Digital evaluation Centre) is recently prepared by the institute having internet facility of 100mbps and 50mbps with 2 separate LANs.
- Medical facility is available for all students who are staying at hostel with emergency medical kit and Hospital facility is available in the college hospital.
- Canteen is available separately with good and spacious seating arrangement and good quality of food.
- A well-maintained garden is developed in front of college building with varieties of flowering as well as fruit plants and seasonal vegetables and herbal plants. Students utilize it for relaxing and for study as well.
- Solar water plant & solar electricity plant is placed which used for hot water in hostel and for alternative source of energy.
- Biogas plant is use as alternate source of energy.
- Institute has facilities of rain water harvesting
- All the waste water which is utilized in college, Hostel, hospital and canteen is recycled and used for gardening.
- Electric Solar Panel installed are installed on roof of college building for generation of electricity. Solar water heater are also installed for Boys and Girls Hostel.
- Ramps are prepared for physically disabled students & Patients.
- Fire alarm system is installed in hospital building.
- Wi-fi and Lan internet facility is installed at all department and classroom for easy access of internet.
- Students friendly internal paths are constructed by institute.

| 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:** 7.99

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---|---|---|---|---|
| 51.10 | 1.38 | 00 | 00 | 1.04 |

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

## 4.2 Clinical, Equipment and Laboratory Learning Resources

**4.2.1**

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

**Response:**

All abovefacilities are provided by the Institution as per the requirement of the respective Year.

**A) Teaching Hospital :-**There is well qualified and trained staff is appointed in Hospital.

- Institute runs Medicine OPD, Surgery OPD, Gynecology and Obstetrics OPD, and also specialized OPDs for Dermatology and Psychiatrics.
- SpecializedOPD for Obesity, Hypertension, PCOS, Diabetes and diabetes reversal on every Monday and Tuesday.
- Specialized clinics are also conducted by Dr. SandipKadlak for Physiotherapy specifically for final year students.
- Different charts, Models, cases and their experiences and success stories effectively exhibited in Hospital area for public awareness.
- Clinical Postings and hands on clinics are scheduled in academic Time table for 2nd, 3rd, and 4th year students for all clinical subjects like Organon, Materia Medica, gynecology and Obstetrics, surgery, Medicine, and Repertory.
- And students are regularly posted in OPD for clinical training, where teachers trained students by clinics, Case Taking, and Case Examination, Repertorization and selection of Homoeopathic Remedy.
- List of equipment is enclosed

**B) Clinical Teaching – learning:–**

For Third Year - Well equipped specious Clinic class rooms are available for Surgery and Gynecology and Obstetrics Departments.

List of equipment is enclosed

For Final Year- - Well equipped specious Clinic class rooms are available for Medicine, Organon and Materiamedicaand Repertory

List of equipment is enclosed

**C )Laboratories–**

**For First Year** – Well equipped specious laboratories are available for Physiology, Pharmacy and a dissection hall for Anatomy. List of equipment is enclosed

**For Second Year**- Well equipped specious laboratories are available for Pathology and Forensic Medicine.

List of equipment is enclosed

| 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:** 61580.8

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---|---|---|---|---|
| 64846 | 62400 | 43225 | 72067 | 63810 |

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 403 | 372 | 345 | 258 | 178 |

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

## 4.2.3

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

**Response:** 80

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 90 | 93 | 72 | 100 | 45 |

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

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

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

### 4.2.4

**Availability of infrastructure for community based learning**

**Institution has:**

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

**Response:** B. Any three of the above

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

Institute operates Library management manually as well as using Integrated Library management system (ILMS) from institute's official software **"Smart School MIS".** Link for this software is

A bar-coding system is simply an arrangement of bars that show numbers and letters. when using Library Management system, each barcode image is programmed to identify the title of book, author name, item number, volume number etc. All this information is shown in one barcode with the help of coding.

Barcodes are used in libraries to label books, magazines, CD & DVDs. Each and every book and other items are assigned unique 12- digit barcodes. It contains all information about the product. In Library Management system, whenever a student return or issue a book the system fetch the bar code number and we can make entry of book in computer systematically. Library Management system helps in systematic management of books.

Benefits of  Barcode System

Improved inventory management

Faster check-in and check-out facility

Easy to sort books

Reduced staff workload

Increase accuracy and efficiency

Improve circulation capabilities

Barcode System

FEATURES OF BARCODE SYSTEM

All Businesses

Especially distribution businesses, face the high costs of errors. Regardless of industry, barcoding significantly improves business operations and customer satisfaction.

Accuracy

A Barcode system improves accuracy and enables processes to be implemented that reduce human errors and improve inventory management discipline.

Speed Up

Scanning barcodes is considerably quicker and easier than documenting so writing info.

Cost Savings

Accuracy enhancements & time savings, additionally to the reduction of fixing pricey mistakes, can result in considerable cost savings across an organization.

Operational Efficiency

Operational bottlenecks and productivity problems will additional simply be known and remedied victimization barcoding in work flow management.

| 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:**

 Report

Our institute have well equipped central library on ground floor having various facilities in it.

Capacity of central library is about 50 students. It is well maintained sufficient tables, chairs, light fan and ventilation system. Library has various and numerous textbooks, references of all subjects. Recently library is extended with digitalization. Digital library is have capacity of 10 students. This is ICT enabled library and students can search various study material online with the help of this.

This digital library is also linked with MUHS digital library. Librarian and assistant librarian is using software like MIS library management for betterment of work. E-Journals are also subscribed by this library. About 14 types of journals are subscribed on regular basis and are available for students.

 There are number of Books available in our library. Various journals also available in Library for Students as well as Teachers.

Various facilities like drinking water (hot and cold), photocopy facility for students are also available in the central library.

Library is open from 9 am to 6 pm for 9 hours.

Total no. of textbooks/Reference book/ journals in year 2018 =5081

Total no. of textbooks/Reference book/ journals in year 2019 =6017

Total no. of textbooks/Reference book/ journals in year 2020 =6025

Total no. of textbooks/Reference book/ journals in year 2021 =6028

Total no. of textbooks/Reference book/ journals in year 2022 =6035

Total no. of Books  = 6035

No. of Text Books = 1921

No. of reference Books = 4114

Total no. of Journals = 318

Year wise  Description :

| Year | 2018 | 2019 | 2020 | 2021 | 2022 |
|------|------|------|------|------|------|
| **No. of Books** | 5081 | 6017 | 6025 | 6028 | 6035 |
| **Journals** | 17 | 18 | 19 | 20 | 23 |

| 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:** E. Any one of the above

| File Description | Document |
|---|---|
| Institutional data in prescribed sormat | [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:** 0.33

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---|---|---|---|---|
| 0.13 | 0.36 | 0.30 | 0.61 | 0.25 |

| 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](#) |
| Institutional data in prescribed format | [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:**

There should always be a laid down procedure of alerting library users (students) about new and other sources of information and this is disseminated through library user education programmes. The introduction of user education or library instruction came as a pre-requisite to provide assistance to staff and students for effective use of library materials responsibility for the proper and effective use of the

library is with the library in-charge or librarian of the college.

Following methods are used for library orientation of students:

Orientation of new students, library tour by students, writing book review, in-class assignment on locating

sources of information, debates, computer appreciation lessons, topic speed search, internet browsing, online

tutorial, problem-solving exercises etc.

Library committee organizes workshops, training programs as well as counseling of students regarding use

of various available e-resources of the Library.

To calculate per day usage of library separate entry register for staff and students is kept in the library. In person and remote access to library is monitored with help of autolib. E-journal usage of the library is monitored by usage report from the service provider.

Book issue return counter is available in the library. Teachers and students issue books from the library and

its record is maintained in the library book issue return register it is also monitored with the help of Library Management System of institute's official Smart School MIS software.

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

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**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 One of the above

| File Description | Document |
|---|---|
| Institutional data in prescribed format | [View Document](#) |
| Links to 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: 18

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

Response: 18

| 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](#) |
| Links to additional information | [View Document](#) |

**4.4.2**

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

**Response:**

*Institution frequently updates its IT facilities and computer availability for students including wifi.*

Institute is well equipped with internet facilities all over the campus. Though our institute is located in remote area of rural place still internet connection is good and satisfactory. We have Airtel broadband service in our college which gives speed around 25 MBPS. All classrooms , seminar hall and all

departments are provided with Wi-Fi facility. All the computers have LED screen and are updated with Windows 07. Institute also has invertor with backup of 8-10 hours on which 5-6 computers with lights and fans can be used.

Under updation of IT and wifi facility, institute have prepared new computer lab cum Digital Evaluation Center(DEC) having 20 computer with new internet connection having 100 MBPS and 50 MBPS of two separate internet lines. It is going to be used for digital evaluation of MUHS theory Examination paper twice in year. In rest of year students are going to use it as computer library. This DEC is having invertor power supply for emergency use.

In the institute most of work is online with computer and internet that's why IT facilities expanded by institution. Students using central digital library along with newly prepared DEC for their ICT work.

Following are details of computers

| Sr.No | Location | Number of Computer |
|---|---|---|
| 1 | Committee room | 01 |
| 2 | Pathology Lab | 01 |
| 3 | Strong room | 01 |
| 4 | Office | 05 |
| 5 | Repertory Room | 05 |
| 6 | Seminar Hall | 01 |
| 7 | Digital library | 10 |
| 8 | Community medicine Department | 01 |
| 9 | Hospital | 01 |
| 10 | College Laptop | 03 |
| 11 | Principal's cabin | 01 |
| 12 | Classroom | 03 |
| 13 | Digital Library cum DEC (Digital Evaluation System) | 20 |
| | **Total** | **53** |

Our institute is having available bandwidth of internet connection in the institution of about 100mbps, 50 mbps and 25 mbps with three separate lines.

wifi recharges are regularly done .

During COVID pandemic lectures were taken on zoom meeting ,also lectures are uploaded on you tube for students convenience

Teachers had given lectures as per instructions of MUHS

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

**4.4.3**

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

**Response:** <50 MBPS

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

## 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:** 9.21

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---|---|---|---|---|
| 18.93 | 7.84 | 7.13 | 5.73 | 5.35 |

| File Description | Document |
|---|---|
| Provide extract of expenditure incurred on maintenance o f physical facilities and academic support facilities duly certified by Chartered Accountant and the Head of the institution | View Document |
| Institutional data in prescribed format | View Document |
| 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:**

- Established system and procedure for maintaining and utilizing, physical, academic and support facilities laboratory, library, sport facilities, computers, classrooms etc.
- Institute has well maintained system for all above facilities.
- Institute has Maintenance committee which looks after the above activities.
- For this purpose institution has form maintenance committee this committee regular meeting and takes decision on establishment of system and maintenance of physical, academic and support facilities.
- Minutes of meeting are enclosed with annexure:

Maintenance committee is as follows:

**Maintenance Committee**

| Sr. no. | Name of Member | Post in the committee | Designation |
|---|---|---|---|
| 1 | Dr. K. V. Gholap | Chairperson | Principal, AKHMC |
| 2 | Dr. R. K. Gholap | Member | Asso Prof (Patho) |
| 3 | Mr. Khokrale | Member | Office Superident |
| 4 | Mr. Vijay Chavan | Member | Sr.Clerk |
| 5 | Mr. Sachin Pachpute | Member | Jr. Clerk |
| 6 | Mrs.Savita Dighe | Member | Jr. Clerk |
| 7 | Mrs Chayya Gaikwad | Member | Rector |
| 8 | Mr. Vishnudas Jadhav | Member | Rector |

| File Description | Document |
|---|---|
| Link for minutes of the meetings of the Maintenance Committee | [View Document](#) |
| Link for any other relevant information | [View Document](#) |
| Link for log book or other records regarding maintenance works | [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:** 48.1

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 309 | 223 | 153 | 114 | 66 |

| File Description | Document |
|------------------|----------|
| List of students who received scholarships/ freeships /fee-waivers | [View Document](#) |
| Institutional data in prescribed format | [View Document](#) |
| Attested copies of the sanction letters from the sanctioning authorities | [View Document](#) |
| 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](#) |
| Link to Institutional website | [View Document](#) |
| Link for additional information | [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:** 13.13

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---|---|---|---|---|
| 44 | 45 | 46 | 46 | 40 |

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

Anantrao Kanase Homoeopathic Medical College & Hospital enables students from Asian, African and other countries to pursue career in homeopathic science by offering undergraduate and post graduate programs in homoeopathy. Office of the International Student Cell of the college provides guidance and support to its enrolled students in the following services. 1. Consultations with students and scholars on immigration and visa matters. 2. Conducting orientation and events to foster social and cultural adjustment.

Campus offers numerous opportunities to the students to get involved in various curricular, extra & cocurricular activities along with the regular studies.

**Activities of the International Student Cell**

Due to changed government policies for admissions in homoeopathic colleges for foreign students right now so since past few years we do not have any international students, though college has been proactive in providing assistance to foreign students seeking for education in India. Our Alumni's are torchbearers of our institute and they have made us proud by working in the field of homoeopathy in different area where it is not a very popular mode of treatment. They are connected to their alma-mater through an active Whatsapp group. This group provides guidance related to professional career in their respective countries

| File Description | Document |
|---|---|
| Link for international student cell | [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](#) |
| 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:** 0

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

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

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

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

| File Description | Document |
|---|---|
| Scanned copy of pass Certificates of the examination | [View Document](#) |
| Institutional data in prescribed format | [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:** 0

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

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

| 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](#) |
| 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:** 3.45

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

Response: 2

| File Description | Document |
|---|---|
| Supporting data for students/alumni as per data template | [View Document](#) |
| Institutional data in prescribed format | [View Document](#) |
| Any proof of admission to higher education | [View Document](#) |
| 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:** 2

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

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

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

Student council is existing in the institute. Every year new committee is formed according to rules & regulations of M.U.H.S. Nashik. Information regarding formation of new Student Council is given to

M.U.H.S. every year. Every year election is conducted for appointment of student secretory under supervision of Dean/Principal of the institute.

The composition of one such committee is as shown in the below table.

Student council conduct various student related event & activities throughout year. These events/activities are as follows.

1. Conduction of various free Camps for examination of patients.
2. Conduction of various NSS activities.
3. To arrange various field visits under subject Community Medicine & Pharmacy. To help teaching & non-teaching staff in organization of such events.
4. Conduction of various events for betterment of community at institute's adapted village.
5. Conduction of various cultural activities such as Annual Social gathering, Shivajayanti, Ganesh Festival, Navaratri Uttsav & Eid.
6. To motivate students to take participation in MUHS cultural events like Avishkar & Indradhanush.
7. To organize Cultural program at Independence Day & Republic Day every year.
8. To organize various days in a year like International Women's Day, World's No Tobacco Day, World's TB Day, World's Diabetes Day, World's Schizophrenia Day etc.
9. To arrange & conduct Interdepartmental programs & Experiential learning program each week under supervision of allotted teacher.
10. To motivate students to take participation in MUHS research activities, to get grant for it, such as LTRG & STRG. Etc.
11. New Student Council Committee is formed every year according to rules & regulations given by MUHS. It is informed to MUHS. Minutes of meetings are written by Student Council Secretory & it checked & sign by Chairperson at each meeting.
12. One teacher coordinator is provided by curricular committee & by College Council for organization of all these activities. All students are instructed to submit report of their activities to respected authorities.

The following activities are performed by Student Council:
? Organization of various Days,
? Organization of Annual Social Gathering,
? Ganesh Festival,
? Eid,
? Cultural programs on the occasion of Independence Day & Republic Day.
? Organization of various camps,
? work with NSS activity,
? Organization of field visits,
? Pharmacy tour etc.

| File Description | Document |
|---|---|
| Any additional information | [View Document](#) |
| Link for reports on the student council activities | [View Document](#) |

| Other Upload Files | |
|---|---|
| 1 | [View Document](#) |

### 5.3.3

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

**Response:** 6

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---|---|---|---|---|
| 6 | 6 | 6 | 6 | 6 |

| File Description | Document |
|---|---|
| Report of the events with photographs or Copy of circular/ brochure indicating such kind of activities | [View Document](#) |
| Institutional data in prescribed format | [View Document](#) |
| Link for Additional Information | [View Document](#) |

## 5.4 Alumni Engagement

### 5.4.1

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

**Response:**

Registration of Alumni Association

Yes, Our Institute is having A.K.H.M.C Alumni Association since 20-4-2019 which is registered on 16/3/2022 with the registration number is 397**/2022 Pune**. The name of the association is**A.K.H.M.C. Alumni**. It consists of 7 committee members. Alumni Association works in the direction of achieving the objectives set by the association as given below.

1. To give carrier guidance to outgoing and present students of AKHMC.To solve the problems related to profession and insure the success.
2. To be in touch with the ex-students and ex teachers, up gradation of growth of

institute

3. To build long time relation with all the Alumni and the present students of the Institute.
4. To carry out various learning events for the students at institute level.
5. To facilitate training to the students for the practice.
6. To develop, nurture and imbibe virtues of self-less service, corporate governance, and nation building in the youth of the country.
7. To institute free ships scholarships and grants to the students.
8. To publish directory of Alumni with their details.
9. To conducts various social activities like Tree plantation, blood donation camps, health awareness etc. for wellbeing of the society.

The annual meeting are conducted with the members of alumni. The members provide the institute support in kind by conducting lecture, counselling and opportunity of on-the-job training.

**AKHMC Alumni Association**

| Sr No | Name of Alumni | Designation |
|---|---|---|
| 1 | Dr. Santosh Nivrutti Bhor | President |
| 2 | Dr. Onkar Dnyaneshwar Khandagale | Secretary |
| 3 | Dr. Swapnil Subhash Kotkar | Treasurer |
| 4 | Dr. Vijay Pandurang Mahajan | Member |
| 5 | Dr. Ganesh Mahadev Auti | Member |
| 6 | Dr. Harshad Milind Jagtap | Member |
| 7 | Dr. Ganesh Shivaji Shelar | Member |

| File Description | Document |
|---|---|
| Link for frequency of meetings of Alumni Association with minutes | [View Document](#) |
| Link for details of Alumni Association activities | [View Document](#) |
| Lin for quantum of financial contribution | [View Document](#) |
| Link for audited statement of accounts of the Alumni Association | [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 |
|---|---|
| Certified statement of the contributions by the head of the Institution | [View Document](#) |
| Annual audited statements of accounts. Extract of Audited statements of highlighting Alumni Association contribution duly certified by the Chartered Accountant and Head of the Institutions | [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:**

The institution has clearly stated its vision & Mission with nature of governance as follows.

**Vision-**

• Producing Homoeopaths who consider the patients holistically, by providing

  Homoeopathic Medical Education, aiming at maintaining a balance between

  humanistic medicine and technology.

• To promote a holistic approach towards curative, preventive and rehabilitative

  aspects of Homoeopathic Medicine by ensuring quality, comprehensive, continuous

  and personalized care to patients & community at large thereby contributing to

  nation building through Homoeopathy

 • To imbibe upon the staff and students the spirit of research in Homoeopathy.

 • Education in the institute not only aims at producing trained professional

   Homoeopaths but also inculcating in them a sense of higher purpose

**Mission-**

- To  startcourses in postgraduate degrees and diploma.

- To develop a mutual exchange program for teaching faculty in collaboration with institutes of others.

- To establish a separate research development cell for motivation and training of the teaching faculty, To design and plan research projects for submission to national and international agencies.

- To start with Ph.D. courses  in homoeopathy.

**Achievements which led to institutional excellence.**

1. **11 PhD scholars**
2. **Live  lecture series by teaching staff, organized by MUHS**
3. **2 Faculty members were appointed on temporary approval committee by  MUHS**
4. **Students achivement in the final year conducted by MUHS**
5.  **For year 2022-23 one more teacher got admission for Ph.D. at Chandawad college of homoeopathy in organon department. Admission receipt is enclosed.**

| File Description | 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 Decentralization in the institute was implemented as a new concept of formation of various committees for effective administration. The aim behind it was enable participation of all the staff members to get actively involved in the functioning of the institute. Different committees are formed with the coordinator as head of the committee, other staff as members of the committee and Principal as chairman of the committee for planning, programming and implementation of the various activities, projects & programmes to be conducted the institute. Committee conducts the meeting and discusses the points, set on the Agenda by the coordinator. The coordinator conducts meeting with Dean for finalizing the decisions. Following committees are established by the Dean and the management

Our institute has three main sections as follows 1. College Administration, 2. Hospital Administration 3. College Academics.

1. College Administration includes Principal, Vice Principal. Account Section Library Store is also governed by Principal and Vice Principal. Account section of our institute includes Office Superintendent, Accountant, Sr. and Jr. Clerk. Library includes Librarian, Assistant Librarian and Peon. Store is having one store officer.
2. Hospital Admiration includes hospital Superintendent and Deputy Superintended . They are looking after various hospital departments, store, hospital accountant, RMO, Technical staff, Nursing Staff, Ward boys, Aya. Hospital of our institute is having nine department as follows. Medicine, Obs/Gyn, Psychiatry, Dermatology, Homoeopathic OPD, Allergy OPD, Preventive OPD, Radiology and Laboratory.

3. College Academics are having 12 department as per rule and regulations mentioned in MSR 2013.Anatomy, Physiology, Pharmacy, Pathology, FMT, Surgery, OBs/Gyn, Medicine Community Medicine, Ogranon, HMM, RepertoryEach department are having MUHS approved Professors, Associate Professors, Assistant Professors as per rules given in MSR 2013.

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

## 6.2 Strategy Development and Deployment

**6.2.1**

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

**Response:**

**Statutory Committees**

1. **College council committee**
2. **Curricular committee**
3. **Local managing committee**
4. **Sexual harassment**
5. **Anti- Ragging  committee**
6. **Nirbhaya  committee**
7. **Student council committee**
8. **Examination related grievance  committee**
9. **Ethical committee**
10. **Research advisory committee**
11. **IQAC.**

**Strategic Plan outcome**

**Our strategies**

1. **Enhancing academic excellence –**

**Goal 1.1      Academic result improvement**

**a) Effective lesson planning**

**b) Managing core teaching time spent effectively in relation to the topic**

**c) Extending faculty accountability from teaching to include assessment and result**

**d) Improving attendance in classroom**

**e) Creating a reward and recognition system for student performance**

**f) Involving parents in student progress regularly**

**g) Involving student's centric method such as experiential learning& Participatory learning.**

**h) Involving maximum students in Outreach activities such as N.S.S**

**I) Enhancing students for good clinical practice by involving them in Research activities, Field visits & proper use of         simulation lab etc.**

**J) Creating an Ecosystem & Incubation center for students to initiate creativity among them.**

**Goal 1.2   implementation of outcome based education**

1. **Enhancing internal process awareness and expertise in teaching methodologies through exhaustive training and mentoring of faculty**
2. **Upgrading the infrastructure and technology available in the institute**
3. **Ensuring documentation discipline compliant with the proscribed norms of relevant bodies**
4. **Periodic audit of the process both internally  and through external consultants**
5. **Enhancing development of ICT enabled classrooms**
6. **Enhancing laboratory ,library and sports facilities**

**GOAL 1.3   Field visit based learning**

1. **Arranging various field visits for  students through NSS activities& Village adaptation.**

**2. Ensuring employability –**

1. **Encouraging students to start their own homoeopathic OPD& I.P.D.**
2. **Encouraging students for their academic up gradation like M.D. & PhD.& to do various Homoeopathic courses conducted by famous Homoeopaths in India.**
3. **Exposure of students to various Homoeopathic & Allied hospitals for their employability.**
4. **Encouraging students to face different Competitive exams like U.P.S.C. & M.P.S.C**
5. **Encouraging students to do AYUSH services in Government & Non-Government sector.**

**3. Sustaining institutional outcomes –**

1. **Standardize the institutional admission procedure**
2. **Enhance the brand value and visibility of the institute**
3. **Establish and maintain external communication channels**
4. **Enhance internal and alumni communication**
5. **Ensure filling of all the allocated seats**

**4. Strengthening institutional identity -**

1. **Appearing for NAAC accreditation**
2. **Appearing for NABH accreditation**
3. **Appearing for ISO 21001 accreditation**

**5. Hospital ,OPD and Departmental development strategy -**

**Enhancing functional MOU'S with various hospitals and teaching institute for clinical training /internship/on job training/faculty exchange etc. for students.**

| File Description | Document |
|---|---|
| Link for strategic Plan document(s) | [View Document](#) |
| Link for organisational structure | [View Document](#) |
| Link for minutes of the College Council/ other relevant bodies for deployment/ deliverables of the strategic plan | [View Document](#) |
| 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:** C. Any three of the above

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

Policy document on welfare measures for teaching & non-teaching staff.

- **Purpose :**

The policy shall provide the welfare measures for teaching & non-teaching staff.

- **Scope:**

This policy would apply to all the teaching & non-teaching staff the college & hospital.

- **Policy statement AKHMC & H medical college is proving following welfare measures to its staff**

1. Institute providing EPF facility to all eligible teaching & non-teaching staff. Till date 43 teaching and non- teaching staff are getting benefit of  this facility.
2. Transport facility by college car (Ertiga) free of cost to the teaching & non-teaching   staff.
3. Accommodation is  provided to the teaching and non-teaching staff whose services are required 24 x 7 in the campus.
4. Non-teaching staff shall be provided with two pairs of apron & uniform free of cost.

| File Description | Document |
|---|---|
| Link for policy document on the welfare measures | [View Document](#) |
| Link for list of beneficiaries of welfare measures | [View Document](#) |
| Link for additional information | [View Document](#) |

## 6.3.2

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

**Response:** 17.93

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---|---|---|---|---|
| 7 | 8 | 2 | 7 | 2 |

| File Description | Document |
|---|---|
| Policy document from institutions providing financial support to teachers, if applicable E-copy of letter indicating financial assistance to teachers | [View Document](#) |
| Office order of financial support | [View Document](#) |
| Institutional data in prescribed format | [View Document](#) |
| 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:** 2

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 2 | 2 | 2 | 2 | 2 |

| File Description | Document |
|------------------|----------|
| Reports of Academic Staff College or similar centers Verification of schedules of training programs | [View Document](#) |
| Institutional data in prescribed format | [View Document](#) |
| Detailed program report for each program should be made available Reports of the Human Resource Development Centres (UGC ASC or other relevant centres) | [View Document](#) |
| 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:** 13.1

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 0 | 13 | 05 | 01 | 0 |

| 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](#) |
| Link of AQARs for the last five years | [View Document](#) |

**6.3.5**

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

**Response:**

Anantrao Kanase Homoeopathic Medical College and Hospital has performance appraisal system in place for evaluation of the work done. It is done by the Principal and Management during Principal Management Meeting. Such meeting is conducted twice in year. The teaching staff and non-teaching staff are evaluated separately.

Teachers are evaluated first by, the teaching work details such as number of classes conducted/ assigned-lectures / Practical classes and the student support activities, information regarding improvement of professional competence by attending workshops, orientation programs and seminars. It also consists of contribution in research work and the research projects undertaken. Work done in community services, participation in co-curricular and extracurricular activities.

Teachers are also evaluated by performance in his/her own field with observations stating achievements, difficulties faced, voluntary activities undertaken related to institution, self-development and society related tasks. In this part he or she assesses his or her performance in quantitative terms by evaluation of self under prescribed parameters.

They are also evaluated by Head of the Department/Peer evaluator. The Head of the department gives his/her remarks as a Peer Observer. This appraisal system helps the authorities in understanding the profile of the faculty, their capabilities and weaknesses or shortfalls.

Information /feedback is also collected from student in institute appraisal system. Student may keep their own name confidential if they so desire.

Following point is considered for non-teaching appraisal.1. Their Punctuality, 2.loyalty, 3.multitasking capability, followed by the peer assessment regarding individual work capabilities and sincerity.

 The appraisal system works as a basis for awarding promotion and granting increment in their salary. Best Teacher Award is given to one teacher at every Year after following above appraisal criteria. Special appraisal system is followed institute's 7 MUHS PhD Scholar teachers and their fees are paid by institution.  This appraisal system also helps individual staff to understand his/her strengths and weaknesses and provides opportunity to overcome the weaknesses to gain more opportunities and meet the challenges.

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

## 6.4 Financial Management and Resource Mobilization

**6.4.1**

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

**Response:**

1. AKHMC is a self-financed institute.
2. The resource mobilization policy focuses on achieving the goals & targets of the institute ensuring transparency.
3. The funds in the college are generated through annual fee collected from the students.
4. Approximately 80-85% of this fee shall be utilized in the development of students and academic facilities.
5. The budgets are prepare at the beginning of every financial year and get approved form the management.
6. The budgetary controls are implemented through the internal audit and quarterly review.
7. The annual audit is done by the external professional appointed by the management.
8. The funds collected through the fees are used for the following purposes/activities.

- Salary of teaching &non-teaching staff including peons.
- Hospital expansion
- Department development
- Library resources
- Infrastructure  development &maintenance
- Office requirements
- Developments of college campus
- Hostels fee utilized for….
- Mess facility
- Hostel infrastructure
- Repairing work
- Furniture work etc.

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

**6.4.2**

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

**Response:**

The internal & external audits are conducted with optimal utilization of resources.

Internal audit was conducted by Mr. Deshmukh sir from 2017 to 2020. This audit further conducted by Pardeshi madam for year 2021-22.

It is mandatory in the each financial year external audit was conducted by C.A Mr. J.A. Mull sir

copies of internal &external audits are attached in annexure.

External and internal audit of last 5 years are enclosed.

The process of vouching is followed by the actual audit of transactions entered in various books of accounts like cash book, bank passbook and subsidiary records. While auditing, specific emphasis is given on accounting records of statutory compliances and payments such as TDS and EPF. It is verified if the TD &EPF deductions are done according to the statutory norms and the same is remitted to the respective accounts of the authorities.

In case, the auditor has any query or objection pertaining to specific entry or document, the same is raised and communicated to the accounts head. After rechecking, necessary corrections are made by the accounts head and the query is resolved. At the end of the audit process the auditors submit 'Auditor's Observations Report to the management of Kulswami Medical Foundation Trust. In turn, Governing Body of the management discusses the Auditor's Observation Report with the Director of the institute and

Initiates the required changes and actions.

| File Description | 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)

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

| File Description | Document |
|------------------|----------|
| Institutional data in prescribed format | [View Document](#) |
| Link for Additional Information | [View Document](#) |

## 6.5 Internal Quality Assurance System

**6.5.1**

**Instituion has a streamlined Internal Quality Assurance Mechanism**

**Response:**

The college has a quality assurance system which includes number of committee members of college.

For the holistic education system, the IQAC is form.

The IQAC consist of members of all the departments of the college .it has IQAC co-coordinator & is headed by principle IQAC meetings are held once in there months or as per need & the minutes of the meetings are recorded in proceeding book.

Anantrao kanase Homoeopathic medical college Alephata.

**Internal quality assurance cell**

| Sr No | Name of Teacher /Persons | Designation |
|-------|--------------------------|-------------|
| 1. | Dr. Gholap K.V | Chairperson, principal |
| 2. | Dr .Dahale S.S | Coordinator |
| 3. | DrKulkarni A.A | Member |
| 4. | Dr. Jarad S.S | Member |
| 5. | Dr. Soman S.S | Member |
| 6. | Dr. Gholap R.K | Member |
| 7. | Dr. Unde D.D - | Member |
| 8. | Komal Mahajan | Student's representative |
| 9. | Harshada Zinge | Student's representative |
| 10. | Dr .Onkar Khandagale | Alumni |
| 11. | Dr . Amir Jamadar | Alumni |

**Initiatives taken by IQAC**

- Faculty development program
- Use of ICT in institute
- Procurement of e-governance
- Initiatives for academic development such 72 Lessons
- Conduct of seminar of IPR
- Organization of Value- added courses
- Organizing additional health checkup camps
- Promoting students to participate in curricular, co-curricular and extra-curricular activities
- Promoting teaching staff for publication of papers and attending seminars and conferences.

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

**6.5.2**

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

**Response:** 2.07

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

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

| 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:** C.Any two 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](#) |
| Annual report of the College | [View Document](#) |
| Link for 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:** 11

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

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

| File Description | Document |
|------------------|----------|
| Report gender equity sensitization programmes | [View Document](#) |
| Institutional data in prescribed format | [View Document](#) |
| Geotagged photographs of the events | [View Document](#) |
| Extract of Annual report | [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:**

**Annual Gender action plan about co - curricular activities**

| Sr No | Gender Action plan | Tentative date |
|-------|--------------------|--------------------|
| 1 | Women Empowerment | Last week of Feb |
| 2 | Gender equity& women s day | On 8th of March |
| 3 | Gender equity under Nirbhaya committee | June or August |
| 4 | Vishakha& Sexual Harassment | Twice in a year ( March & September) |
| 5 | Women health checkup camps | In month of May |
| 6 | Breast feeding awareness week | Inthe month of August |

Annual Gender equity & sensitization in curricular activities-

In the different courses taken in the Institution are co-related with Gender equity related syllabus, such as,

1)**Anatomy** - Study the Anatomy of Female & Male reproductive organs.

**2) Physiology** - study the physiology of various organs of female and male genital system.

**3) Pathology** - Study of diseases related to male and female reproductive system.

**4) OBGY** - Study of female reproductive system & diseases related with this system.

**5) Surgery** - surgical diseases of female and male reproductive system.

**6) Hmm** - Study of Various drugs on the diseases of female and male reproductive system.

**7) Community medicine** - Study of various community disorders of male and female.

**8) Repertory** - Study of repertory related to various rubrics related to female and male disease symptom

**Specific facilities provided for women**

For safety & securities for women in the institute, Institution have taken lots of measures.

1) **24 hour guards** are present on the gate of Institute -

- They asked all details of visitors of college and noted it down all details in registers with sign of visitors

- Gate pass is provided to the students who want to go outside the campus.

-Girls are not allowed to go out from the gate after 07 pm,unless any Health issue late pass is given up to 9.30 pm (3 late are allowed in the month)

2) **CCTV** is placed everywhere in campus for safety Measures with backup of 7days

   - There are 16 cameras placed in college campus & 16 cameras place in hospital campus. All records of CCTV camera are checked regularly by concern authority.

3) **Ladies Hostel with rector**& 2 women attendant are available in Hostel campus for 24 hours.

 - Daily attendance @ 9 pm by rector

 - Two separate gates are provided for safety of Girls Hostel

 - All Medical Facilities are provided to the girls whenever necessary.

 - Rector is available for 24 hours

 - While going outside from the hostel, girls have to take permission of Rector.

4) **Common room** - In ladies hostel or in college common room is available for ladies staff & girls

 - Common rooms are equipped with all facilities for women

5) **Day care center** - Institution has provided day care center for children's of staff & co- worker.

 - One separate room is there to take care of these children in the college campus. This day care center is provided with Nashta , lunch , milk and medical help.

| File Description | 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](#) |
| Link for any other relevant information | [View Document](#) |
| Annual gender sensitization action plan | [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](#) |

| 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:**

**Solid Waste Management -**

1) Solid waste such as  raw vegetable waste ,remaining food from canteen , used in Biogas plant.

2) Some of the solid waste we use to form manure.

3) For solid waste like human excreta , we have septic tank.

4)Manure which is prepared used for the trees which are planted in

  5)Other waste such as leaves of plants & remains are collected in tanks for  preparation of manure and used for college garden.

**Liquid Waste Management -**

The Liquid Waste - The liquid waste from canteen , toilets , washrooms are circulated towards planted trees and gardens in the institutional premises.

**Biomedical Waste** - The institute have biomedical waste registration.

- The biomedical - waste from college and Hospital is handover to the department of Biomedical waste regularly i.e once in a week .

- This waste is collected in separate bags.

- The Institute maintains the register for records of biomedical waste.

- **waste Management -**

 - Recently Institute has started giving  E-waste to the E waste collecting van in the Taluka every month.

 -   Earlier, Institute were reusing the E waste after possible repairs .

**Waste Recycling System -**

1) Solid Waste - Used for Biogas

        - used for manure

2) Liquid Waste- Recycled to complete the need of plants .

Solar Electricity - The electricity is stored & given to M.E.C.B

| File Description | Document |
|---|---|
| Any additional information | [View Document](#) |
| Link for relevant documents like agreements/MoUs with Government and other approved agencies | [View Document](#) |
| Link for any other relevant information | [View Document](#) |
| Link for geotagged photographs of the facilities | [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](#) |
| 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](#) |
| 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:** B. Any four 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:** C. Any three 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](#) |
| Link for additional information | [View Document](#) |

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**7.1.8**

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

**Response:**

**(1) Ganapati Festival -** The institute celebrates Ganapati festival every year .Its a 3 days festival in college .In this festival all college students take part irrespective of there culture.

In this festival students take part in decoration with all efforts and innovation .they prepare a timetable for Aarti and all programs. During these days there are various competitions arranged by students e.g Rangoli competitions , poster competition ,speech competition in all these events.

**(2)** Institute also **celebrate Eid** - Every year in that students prepare special Sheer-khurma to every one in the college .All students wish each other & celebrate EID . Students prepare delicious Sharabat & distribute it among all faculty and office staff.

**(3)** Students also take part in **Rangapanchami & Dhulwad** , also **Dahihandi**. In these programs all students from all culture use to take part.

**(4) Shivajayanti** is also celebrated as a big festival in college.There is 3day celebration which get started from 19th February. In that, first day is celebrated as Shivajayanti .On that day Students take part in a big rally with Pujan and Aarti of Shivaji Maharaj followed with speeches delivered by students.Next 2 days are for cultural program of Institute.

**(5)Savitribai Phule Jayanti** – Institute is celebrating Savitribai Phule Jayanti since last 5 years on 3rd

January.

**(6)National youth day celebration on DAY of Swami VivekanandJayanti.12th of January.**

**(7) Christmas  Celebration-**

Institute celebrate chrisms in the month of December in second  week of the month .Christmas is the festival which inspires the spirit of sharing and caring .Socking in the Chrisms was celebrated by the students of 1st year BHMS with enthusiasm .

**Linguistic diversities –**

 Institute is conducting regular workshops for linguistic diversities. Such workshop is conducted once in a year for second year students as clinics are starting from second year onwards .These workshops are related with

(1) How to develop local language communication with  the patients.Students outside Maharashtra who have less knowledge of Marathi are selected for this workshop.

(2) workshop in first month for first year students , to increase knowledge of students about all the terminologies of anatomy and physiology.

**Communal socio - economic & other diversities**

Constitutional services towards community -

1) Jagran activity in nearby village & society

2) School health checkup camps.

3) Various health related camps like diabetes camps , skin camp & general health camp.

These all activities & camps are totally free for all & proving very beneficial as health awareness in community is increasing .

- Dept of community medicine had adopted a village , Malawadi& providing all possible health facilities in that village like 1) Health awareness 2) cleaning & surrounding atmosphere 3)Different aids for health i.e routine health checkup of the villages , providing them medicines & investigations aids whenever necessary .

 Until now institute had taken about 25 school health check up campus & 15 General health checkup camps , the list is enclosed with the report of Jagaran activity.

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

## 7.1.9

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

**1. The Code of conduct is displayed on the website**

**2. There is a committee to monitor adherence to the code of conduct**

**3. Institution organizes professional ethics programmes for students, teachers and the academic and administrative staff**

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

**Response:** C. Any two 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](#) |
| Web link of the code of conduct | [View Document](#) |
| Link for additional information | [View Document](#) |

## 7.1.10

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

**Response:**

| Date | Days Celebrated |
|---|---|
| 30th January | World / National leprosy day |
| 24th March | World tuberculosis day |
| 7th April | World health day |
| 10th April | Dr Hannemann Day |
| 31st May | World no tobacco day |
| 1st June | Doctors day |
| 5th June | International environment day |
| 21st of June | International Yoga Day |
| 1st week of August | Worlds Breast Feeding week |
| 14th November | Worlds Diabetes Day |
| 1st December | Worlds AIDS awareness day |

**World Tuberculosis Day Report**

On the Occasion of world Tuberculosis Day that was 24th march 2019 Sunday , Poster competition was organized by AKHMC by Department of Community Medicine under guidance of Dr. Thorat S.L & Dr Patil S.B , in which students from first to final year participated . 22 posters were collected from students on 25th march and put on Display in hospital premises from 25th march to 28th march 2019.

Dr Nikhil Kanase and Dr YogeshriKanase were the judges for the poster competition. They selected 3 winners , Prize distribution was done on 10th April 2019 on the occasion of world World Homoeopathic Day , in which 1st prize was given to miss Umme Ruman from 3rd year, while second prize given to Miss kajal wagh from final year and third prize was given to miss Pratiksha Munjal from final year.

Students participated enthusiastically and from this poster making competition they gain knowledge about treatment and prevention about tuberculosis and also the posters were presented in Hindi & Marathi it was easy for laymen to understand them , thus creating awareness in community.

**DEPARTMENT OF COMMUNITY MEDICINE**

**World Health Day Report**

On the occasion of World Health Day which was on 7th April 2019 Sunday, a program was arranged in AKHMC & H on 10th April 2019 by department of Community Medicine.

The lecture on UHC was given by Dr.Thorat S.L. in which explained about organizational structure of world health organization, about their work, major achievements. World Health Day is celebrated on 7th April every year to mark the anniversary of the founding of WHO. Each year the theme is selected that highlights the priority area of public health. The theme of this year is **"universal health coverage: everyone, everywhere".** Also told about Ayushman Bharat Program to expand universal health coverage in rural and vulnerable population.

**DEPARTMENT OF COMMUNITY MEDICINE**

**Report of Stress management and cervical cancer awareness camp**

A stress management and cervical cancer awareness camp was organized by Department of community medicine of AKHMC and H at Shubham Tarangan (club house) on 17th May 2019, Friday.

**World No Tobacco Day activity report**

**Breast Feeding Awareness Activity 5 August 2019**

**Breast Feeding Awareness Activity  7 August 2019**

**Breast Feeding Awareness Activity 9 August 2019**

**Report Of Celebration Of World Tuberculosis Day 24th March 2022**

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

## 7.2 Best Practices

**7.2.1**

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

**Response:**

**1. Developing Homeopathic knowledge through synergic effect**

**Title**

Regional Homoeopathic Conference

**Objectives of the practice**

To get & to provide knowledge from best Homoeopaths from our country.

**The Context**

Challenge was to make contact with such persons & to get their willing ness to visit at our Rural area.

**The Practice**

Regional conference was arranged for 3 days on 16th ,17th ,18th of feb-2020& speakers was,

1. Dr. AdilChimthanawala

2. Dr. AmbrishVijaykar

3. Dr.  Prasad Rasal

4. Dr. ShaileshDeshpande

5. Dr. Nandini Joshi

**Evidence of Success**

The conference was really successful event, as students from this as well as from nearby colleges getbenefited by the knowledge given by 11 renowned speakers.

**Problems Encountered/resources Required**

The homoeopathic pharmacies like JeevanPharmacy, SBL, Backson provides stall for conference

Note

Students from other homoeopathic college participated in **poster as well as model competition** held on these three days

**Title of the Practice**

M.U.H.S. Rankers

**Objectives of the practice**

1. Ume Ruman(2017)

2. Kirti Bhor(2021)

3. ChetanaDahake for Malati Allen Nobel award.

**The Context**

To give guidelines to students to get such success.

**The Practice**

Regular tutorials Extra lectures. Special guidelines.

**Evidence of Success**

Certificate of MUHS Rank is enclosed.

**Problems Encountered/resources required**

Regular study material given by teachers.

**Title of the Practice**

Student's achievements

**Objectives of the practice**

1.National Webinar Series at Gadha

2.Participation in MUHS Indradhanushya

3.Participation in Pandharpur Wari

4.MUHS Avishkar Compitition

5. Nanal Intermedical competition

6. Internship program of National Academy of Homoeopathy

6. State level online street play competition

7. LMI Global Colloquium 2021

8. MUHS essay writing competition on Hahnemann's day 2022

**The Context**

1.Geetanjali  Abhang

2.Almaz  Shaikh

3. Preeti Sarfare

1. Shrinivas Rathod

2. Divya Lonari

3. Prasad Joshi

1. Pooja Sahane

2. Sheetal Gambhirrao

3. Aishvarya Jadhav

Yashvant Chinchane

1.Shivani Pnnase

2.Gitanjali Abhang

3.Ikra Khan

**The Practice**

Students participated in National Webinar series on Basics of Homoeopathy

**Evidence of Success**

Certificates

**Problems Encountered/resources required**

To encourage students

**Title of the Practice**

Teacher's Achievements

**Objectives of the practice**

11 teachers of the institute have taken admission for M.U.H.S. PhD course at various colleges in year 2021-22

**The Context**

To select proper subject for Research work in Rural area & to do research.

**The Practice**

Till the end of Dec 22 All 11 teachers had submitted their synopsis & started their research work in their selected topic.

**Evidence of Success**

Teachers list

**Problems Encountered/resources required**

Resource is patient itself. All teachers started organizing various camps & started collecting patients of their respective subject.

**Note**

Research work is going on.

**Title of the Practice**

E-Museum

**Objectives of the practice**

Objective is to expand the knowledge of students related to that subject

**The Context**

Challenges are related to collect the information which is not given in text-books.Sostudents were instructed to collect it from internet.

**The Practice**

Different groups of students of all years was prepared by HOD of respective department & was ask to prepare hard copy of e-museum in file & soft copy in pen drive. They are also instructed to add animated videos & live videos of their topics. Activity seems to be innovative among students. All e-museums are preserved in respective departments.

**Evidence of Success**

Students gained more knowledge regarding their subject with the help of internet facility. They also get more knowledge after observing animated videos of their subjects.

**Problems Encountered/resources required**

Resource required was to make availability of internet to students & pen drive. Internet is available in e-library as well as in all four classrooms which are ICT based classrooms.

**Note**

It is very one of the best innovative activities among students.

**Title of the Practice**

Journal Club

**Objectives of the practice**

Objective is to expand the general knowledge of students and Faculty through different Journals.

**The Context**

Challenges are to order different Journals.

To encourage students to read various journals.

**The Practice**

Program coordinator selects any one journal form library & encourages different students to read different topics from it. It is followed by question & answer session.

**Evidence of Success**

Students gained more knowledge regarding their subject with the help of various journals. They also get acquainted with recent research work done & published in the field of medical science thought the world.

**Problems Encountered/resources required**

Resources required were to make available various journals in central library. At present our institute has subscribed for 14 different journals & it is available for students for reading.

**Note**

Students are getting recent research knowledge in the field of medical science.

**Title of the Practice**

Arogya – Jagar Facebook page

**Objectives of the practice**

To create awareness among lay person on different health issues and promote knowledge on healthy life.

**The Context**

To promote this page and to reach to all the places where proper medium of knowledge can't be reached

**The Practice**

Depending upon the occasion health tips are updated on Face book page. Like on event of Navratri teachers talk about different health problems which are face by females.

**Evidence of Success**

A growth in awareness about health of people increased and people from different field approached for more knowledge about health.

**Problems Encountered/resources required**

As it is Facebook page people are still not aware about its utility.

**Note**

https://www.facebook.com/groups/259530551915531/

## 2. Title

72 Learning lessons for Interns for clinical examinations.

**Objectives of the practice**

The Institute is running this activity since last 4 years. The objective is to make the Interns skillful in diagnosis at clinical level.

**The Context**

Challenges are to allot the teachers for each group of student & subject for clinical examination. **The Practice**

Interns are working for various clinical examinations & are submitting it to various teachers. Teachers are not signing their assignment till they are not giving proper answers to teachers.

**Evidence of Success**

Interns become confident in clinical examination & also develop their confidence of actual examination on Patient.

**Problems Encountered/resources required**

Resources required are Intern itself & faculty of institute.

**Note**

It is very useful & very favorite activity among interns& fourth year students.

| File Description | 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:**

To achieve the thrust areas mentioned in the vision statement of producing homeopaths who consider patients holistically while maintaining a balance between humanistic medicine and technology, the following strategies are implemented.

**1. Comprehensive Curriculum:**

Develop a robust and comprehensive curriculum that covers all essential aspects of homeopathic medical education. This curriculum should include courses on the principles and philosophy of homeopathy, material medica, repertory, case-taking, clinical training, research methodologies, and integrative medicine.

**2.Holistic Approach:**

Emphasize the importance of considering patients holistically. Teaching students to view patients as individuals with physical, mental, emotional, and spiritual dimensions. Encourage them to take into account the patient's lifestyle, environment, and social factors when formulating treatment plans.

**3.Patient-Centered Care:**

Promoting patient-centered care by teaching students effective communication skills, empathy, and active listening. Encourage them to build strong doctor-patient relationships based on trust and mutual respect.

**4.Clinical Exposure:**

Providing ample clinical exposure to students by offering opportunities to work in outpatient clinics, hospitals, and community health settings and health checkup camps. This hands-on experience allowed them to apply theoretical knowledge, develop clinical judgment, and understand the practical aspects of patient care.

**5.Technology Integration:**

Integrating technology into the curriculum to enhance the learning experience and clinical practice. The digital resources for accurate diagnosis, evidence-based decision-making, and monitoring patient progress are used in teaching students.

**6.Professional Ethics and Values:**

Instilling a strong sense of professional ethics and values in students through 72 Lessons practiced in the institute. Emphasizing the ethical responsibilities associated with practicing homeopathy and ensuring the well-being of patients.

**7.Continuous Professional Development:**

Encouraging lifelong learning and continuous professional development among homeopaths by participation in workshops, seminars, and conferences. This approach will ensure that homeopaths stay updated with the latest developments in homeopathy, healthcare, and technology.

**8.Community Outreach:**

Engaging in community outreach programs to create awareness about homeopathy and its holistic approach to healthcare. Collaborate with local organizations, NGOs, and healthcare institutions to provide free or affordable homeopathic services to underserved populations.

9.

| 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:**

Institute provides training for students and teachers by regularly conducting seminars by guest faculty in homoeopathic ethical practice.

Seminar was arranged by institute on 24th Nov 2021on training for students and teachers in homoeopathic practice ethics by Dr.Pradeep Patil (MD Hom). In this all students from first to interns and teachers attended with great enthusiasm.

He  underlined the importance of adequate student training in regards to thorough patient assessment, advising necessary tests in order to arrive at a diagnosis, and consequently the management of cases by distinguishing those instances requiring surgical procedures. He also highlighted the importance of students receiving emergency case management training, and that teachers must provide "bedside training" to students in order to produce qualified homoeopathic practitioners of the healing art.

He also explained "ethics" as a "Code of Conduct," as well as basic notions and essential

Principles of proper human behavior. He described three ethical schools: Virtue Ethics

Consequentiality Ethics, and Duty-Based Ethics, and he emphasized the importance of considering all three while making ethical decisions. He correctly stated that it is critical to develop basic skills, values, and a good attitude in pupils, all of which contribute to the building of society and the development of our country. He went on to say that students should be shaped in such a way that they can deal with societal issues and take on social duties. He recommended teachers to employ modern communication tools for student training in order to pride students with current educated vanes and help them enhance their talents. Involvement of students in research and innovative work in the field of homoeopathy was mentioned by Dauphin

| **File Description** | **Document** | |
|---|---|---|
| Links for Teaching and training sessions conducted for Students and Teachers in Ethics in Homeopathic practices | [View Document](#) | |

**8.1.2**

**Average percentage of full time teachers who have undergone orientation training in**

**Pharmcovigilence / NAMSTP / NABH / other quality training in the last five years.**

**Response:** 0

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 0       | 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 the institute is as follows.

| Sr. no. | Inspection control policy |
|---------|---------------------------|
| 1 | Every year the institute and the hospital are inspected by National commission of homoeopathy under AYUSH Gov. of India and MUHS, Nashik for continuation of affiliation of that year. |
| 2 | Institution prepares various annexures as per described by above regulatory authorities. |
| 3 | Responsibility of these inspections given the principal/ dean by college council. Principal/ Dean forms various committees under his guideline to complete all documentary work as well as physical work as well as infrastructure development of various departments. |
| 4 | Time to time meetings are organised by Principal with all HODs for development of their departments |

| | |
|---|---|
| | as well as updating of all departmental registers. They all are instructed to complete their register work as to take principal's signature on monthly basis or 1 month beforeexpected date of inspection. |
| 5 | Responsibility of updating of all information In MUHS Mandate is given to Principal sir, with the help of office staff. He collects various information from all the departments and updates it on MUHS Mandate. |
| 6 | Responsibility of updating of hospital record as well as hospital infrastructure is given to deputy medical superintendent & Medical Officers.<br><br>They are asked to update this record with the help of medical officers and hospital staff. |
| 7 | Responsibility of collection of all data from teachers is given to office staff. |
| 8 | They are also instructed to upload all this data in inspection format as per instructions given by the authorities. |
| 9 | All teaching & Non-Teaching staff is instructed to maintain all required documents & registers with them & to present it on the day of Inspection. |
| 10 | Principal /Dean is given final authority to complete & to check all documents as per his requirements. |
| 11 | Responsibility of submission of all inspection data to respected authorities is given to Principal & office staff. |

| File Description | Document |
|---|---|
| The Inspection Control Policy of the Institutions | [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:**

The measures taken by the Institution to provide foundation courses in disciplines likeHumanities, Behavioural sciences etc.

Such courses are conducted by institution for first year student immediately after their induction program.

The importance of human values is explained to them before starting their regular academics.

This program is conducted by faculty of the institute but many times institute is calling guest lecture from nearby society to explain behavioural sciences and humanities.

Such Courses conducted in last 5 year are enlisted below.

| Sr. No. | Date | Name of Cross-Cutting Issue | Speaker |
|---|---|---|---|
| 1 | 14/04/2018 | Human Values & Environmental Sustainability | Dr. RashmiGholap |
| 2 | 14/09/2018 | Health Determinants, Right to health issues, Emerging Demographic change. | Dr. SandhyaThorat, Dr. AparnaKulkarni<br><br>Dr. SavitaJarad |
| 3 | 20/03/2019 | Human Values | Dr. RadhikaGholap, Dr. NeeleshThorat |
| 4 | 10/10/2019 | Environmental Sustainability | Dr. ShwetaDahale |
| 5 | 10/04/2021 | Emerging Demographic change. | Dr. Kanase C.A.<br><br>Dr. Kulkarni A. |
| 6 | 27/10/2021 | Health Determinants<br><br>( Control of Viral Fever in monsoon ) | Dr. SandhyaThorat, Dr.AmrutaWakchure. |
| 7 | 07/04/2022 | Human values. Professional Ethics. | Dr. KamleshGholap. Dr. Unde D.D. |

| File Description | Document |
|---|---|
| Links for additional information | [View Document](#) |
| Links for teaching sessions in the Humanities, Behavioral Sciences etc., during the last 5 years | [View Document](#) |

## 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:**

In the principal's office we have 2 Software's with 1 computer and the repertory department has a computer lab with 5 computers and 5 homoeopathic software's, which are used for training of students and teachers in homoeopathic clinical decision making and medicine selection.

List of Software's:

1. RadarOpus 1
2. RadarOpus 2
3. Hompath MD
4. Zomeo
5. Hompath Firefly 1.0
6. Neometal 1.0
7. Ice Breaker

1. **RadarOpus**: RadarOpus is a comprehensive software solution for the professional Homeopath with a modern look and clean graphic interface, giving you quick access to everything you could ever need in a busy practice!
2. **Hompath MD**: It's a software solution created to help practitioners, medical students and researchers store important patient information and create reports on prescriptions and other data.
3. **Zomeo**: HompathZomeo is innovative next generation Homeopathy software for Homeopathy researchers, practitioners, teachers and students. The advanced repertory software provides indispensable data and features to analyse your patients' case and helps you to arrive at prescriptions in minutes. Packed with Complete Repertory 2022, 42 repertories, 1300 volumes of Homeopathy books with intelligent and accurate search and expert systems, the software is a complete A-Z solution for every homeopath.
4. **Hompath Firefly**:Hompath Firefly the most intuitive Homeopathic Software designed specifically to help you understand various concepts in homeopathy from a wider perspective. It lets you access the vast database of repertories, materiamedica, clinical books and therapeutics, MCQ and Mock tests. Built with patient management system, you can record, store, analyse the case & prescribe the remedies at an amazing speed.
5. **Neometal**:Neo Metal is homeopathic software with vast collection of data with exhaustive information of MateriaMedica, Repertory, Clinical Tips, Cases and Keynotes which brings a new, proven and successful way of practicing homeopathy. Your channels of success open up with various opportunities to share knowledge, research, learn and network with the stalwarts of homeopathy.
6. **Icebreaker**:Hompath Icebreaker software shall prove to be the versatile kit that cuts through the difficulties of treating patients. Packed with materiamedica books, articles, repertories, Patient Management System, Homeopathic journals, it is the most intelligent and comprehensive packaged software in its class.

| File Description | Document |
|---|---|
| Links for details of the teaching /training sessions conducted during the last 5 years | [View Document](View Document) |
| Link for details of software used | [View Document](View Document) |
| Link for additional information | [View Document](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:**

Institute organise seminar regarding The Clinical Establishments Act (Registration and Regulation) 2010 as applied to Homeopathy to Second year students in dept of FMT. Institute also Organises preorientation programme for intern in which conduct one session of The Clinical Establishments Act (Registration and Regulation) 2010 as applied to Homeopathy. In this programe students are exposed about do's and don't of clinics.

**Salient Features of Clinical Establishments Act 2010**

**Definition: Clinical Establishment**

1. a hospital, maternity home, nursing home, dispensary, clinic, sanatorium or an institution by whatever name called that offers services, facilities requiring diagnosis, treatment or care for illness, injury, deformity, abnormality or pregnancy in any recognized system of medicine established and administered or maintained by any person or body of persons, whether incorporated or not; or
2. a place established as an independent entity or part of an establishment referred to in sub-clause (i), in connection with the diagnosis or treatment of diseases where pathological, bacteriological, genetic, radiological, chemical, biological investigations or other diagnostic or investigative services with the aid of laboratory or other medical equipment, are usually carried on, established and administered or maintained by any person or body of persons, whether incorporated or not, and shall include a clinical establishment owned, controlled or managed by a Government or a department of the Government; b a trust, whether public or private; c a corporation (including a society) registered under a Central, Provincial or State Act, whether or not owned by the Government; d a local authority; and e a single doctor

• **Coverage** - All clinical establishments - including diagnostic centres and single doctor clinics

• **Recognized systems of medicine**: Allopathic: Medical and Dental, AYUSH: Ayurveda, Unani, Siddha, Homoeopathy, Yoga, Naturopathy and Sowa Rigpa (Sowa Rigpa was recognized under 14 AYUSH by the Ministry of AYUSH after passing of Clinical Establishments bill by the Parliament of India).

• **Registry**: Digital registry of Clinical Establishments at National, State & District level.

• **Standard Application Form**: Application for registration may be made by post, in person or online through website.

• **Registration is mandatory under the Act**: No one can run a clinical establishment without registration: Within one year from commencement of Act, every existing Clinical Establishment has to apply for registration within one year from commencement of Act and every new Clinical Establishment i.e. which has come into existence after commencement of Act has to apply for registration within six months from the date of its establishment.

• **Act provides for two types of registration**:

- Provisional Registration
- Permanent registration

• The provisional registration shall not be renewed after a period of two years from the date of notification of Minimum Standards, in case of existing Clinical Establishments and the same shall not be renewed after a period of six months in case of new Clinical Establishments (i.e. which come into existence after date of notification of Minimum Standards). Certificate of permanent registration is granted for five years at a time

| File Description | Document |
|---|---|
| Link for the Registration certificate of the Institutions as per the Act | [View 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:**

Institution is having specialised unit for physiotherapy and yoga in hospital premises. Regular sessions of yoga are conducted for students in this unit. Physiotherapy is also conducted by physiotherapist for IPD, OPD patients. Various kinds of physiotherapy exercise are advised for lumbar spondylitis, cervical spondylitis, knee joint pains, frozen shoulder, tennis elbow etc.

Yoga sessions are arranged for psychological patients also. It seems to be effective for various psychological disorders such as anxiety, depression, alcoholism etc.

Date – 01.02.2022

One day yoga course was conducted in the institute for 4th year B.H.M.S. students under value added courses. This course was conducted by Dr.Kulkarni A.A. Asso.Prof from Department of Practice of Medicine.

Excellent guidelines regarding practice of PRANAYAM & YOGA was demonstrated by teacher. Along with this she also demonstrated exact way of doing SURANAMASKAR.

About 25 students taken active participation in this course & learn many things from Yoga along with it's importance in day to day life to combat with Stress.

Certificates were distributed at the end of course to all participants.

Every year on 21st June International yoga day is celebrated in the institute. In year 2022 Yoga week was celebrated as per guidelines given by National Commission For Homoeopathy &Ayush ministry, New Delhi . Reports are enclosed.

| File Description | Document |
|---|---|
| Link for additional information | View 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:**

Institute is situated in remote area of Alephata which is surrounded by beautiful climate and greenery. Institution has been established for more than 20 years and is surrounded with nature's beauty which has many flowering and non-flowering plants around the campus. As our homoeopathic medicines are prepared from different sources mainly being plant kingdom we have tremendous plants around the campus for educational purpose as well as for beautiful campus. Institute's entrance gate is surrounded by huge trees and have herbarium garden in which different varieties of medicinal and non-medical

plants are planted. It gives a very pleasant look to the institution.These plants are mostly grown on waste water and rain water harvesting. Special care of these plants are taken by caretaker and students of all the years. Few plants are also used for purpose of pharmacy practical's for preparing medicines.

The herbarium garden is full of multi-colour flowers which blossom gloriously. If you visit the garden in the early morning, it will be more thrilling than ever since the scene is covered with sunlight from sunset. In addition, it is the ideal destination to escape from the hectic and bustle of the city because you always have a chance to listen to the interesting sounds of nature. All kinds of birds and insects compose a piece of a song that uplifts your spirit and brings positive energy as well as inspiration. Walking in the aisle of rows of flowers, wind can help you feel the fresh and attractive scent of flowers.

| File Description | Document |
|---|---|
| Geotagged photographs of the Herbal Garden in the campus | [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:** A. Any 4 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](#) |
| 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:** E. None of the above

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

# 5. CONCLUSION

## Additional Information :

The institute has developed a good network with the surrounding community. The students are trained by conducting different health related activities on the field. The management has provided by the Rehabilitation Centre which provides unique & diverse experience to the students.

## Concluding Remarks :

The institute is though located in the rural areas, it has realized the significance of accreditation. The process is beneficial to the institute to develop the core values as stated by NAAC. The institute is training the students by conducting health checkup camps, collaborating with society and creating health awareness and counseling. The institute faculty also published papers in journals and conferences. The institute has developed a "72-Learning Lesson" mechanism of training to develop students competencies globally. The human values & professional ethics are developed through course teachings, workshops, seminars and by conducting social responsibility programs. The institute is gradually marching towards e-governance. The COVID has taught us the significance of e-learning. The institute have procured the e-governance software in education management as well as it has set of 7 softwares required to learn homoeopathy practices. As stated in the beginning, the institute efforts are towards excellence in all it's domains. The journey of excellence has been started by designing and offering "72- Learning Lesson" training program. The journey of excellence will continue in future too by going for NABH and other such initiatives.

# 6.ANNEXURE

## 1.Metrics Level Deviations

| Metric ID | Sub Questions and Answers before and after DVV Verification |
|---|---|
| 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)<br><br>1.1.2.1. Number of teachers of the Institution participating in BoS/Academic Council of universities year-wise during the last five years<br>Answer before DVV Verification: <br><br>| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |<br>|---|---|---|---|---|<br>| 1 | 2 | 0 | 0 | 0 |<br><br>Answer After DVV Verification :<br><br>| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |<br>|---|---|---|---|---|<br>| 1 | 1 | 0 | 0 | 0 | |
| 1.2.1 | Percentage of inter-disciplinary / inter-departmental courses /training across all the Programmes offered by the College during the last five years<br><br>1.2.1.1. Number of inter-disciplinary /inter-departmental courses /training offered during the last five years<br>Answer before DVV Verification :  116<br>Answer after DVV Verification: 116<br>1.2.1.2. Number of courses offered by the institution across all programs during the last five years<br>Answer before DVV Verification :  165 |
| 1.3.2 | Number of value-added courses offered during the last five years that impart transferable and life skills.<br><br>1.3.2.1. Number of value-added courses offered during the last five years that impart transferable and life skills.<br>Answer before DVV Verification :  7<br>Answer after DVV Verification: 03<br><br>Remark : As per the HEI documents attached with the clarification .Value Added Yoga Course is considered in 5.1.2 and not here. |
| 1.3.3 | Average percentage of students enrolled in the value-added courses during the last five years<br><br>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<br>Answer before DVV Verification:<br><br>| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |<br>|---|---|---|---|---|<br>| 365 | 355 | 305 | 225 | 205 | |

Answer After DVV Verification :

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 365 | 355 | 305 | 225 | 205 |

| 1.3.4 | Percentage of students undertaking field visits/Clinical / industry internships/research projects/industry visits/community postings (data for the preceding academic year)<br><br>    1.3.4.1. Number of students undertaking field visits, clinical, industry internships,research projects,industry visits,community postings<br>        Answer before DVV Verification :  400<br>        Answer after DVV Verification: 200 |
|-------|--------|
| 1.4.2 | Feedback on curricula and syllabi obtained from stakeholders is processed in terms of:<br><br>        Answer before DVV Verification : A. Feedback collected, analysed and action taken on feedback besides such documents made available on the institutional website<br>        Answer After DVV Verification: B. Feedback collected, analysed and action has been taken<br>    Remark : As per the HEI documents attached with the clarification. |
| 2.1.1 | Due consideration is given to equity and inclusiveness by providing reservation of seats to all categories during the admission process.<br><br>Average percentage of seats filled against seats reserved for various categories as per applicable reservation policy during the last five years<br><br>    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<br>        Answer before DVV Verification: |

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 11 | 13 | 6 | 7 | 3 |

Answer After DVV Verification :

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 11 | 13 | 6 | 7 | 8 |

    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
        Answer before DVV Verification:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 12 | 16 | 12 | 7 | 8 |

Answer After DVV Verification :

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 12 | 16 | 12 | 7 | 8 |

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

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:

Answer before DVV Verification:

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

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

Answer before DVV Verification:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 90 | 100 | 100 | 100 | 50 |

Answer After DVV Verification :

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 90 | 100 | 100 | 100 | 50 |

| 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

Answer before DVV Verification : A. All of the above
Answer After DVV Verification: A. All of the above

| 2.3.4 | Student :Mentor Ratio (preceding academic year) |
|-------|---|

2.3.4.1. Total number of mentors in the preceding academic year
Answer before DVV Verification :  17
Answer after DVV Verification: 17

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

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

| | |
|---|---|
| | experience) |
| | Answer before DVV Verification : 446.15 years |
| | Answer after DVV Verification: 446.15 years |
| 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 <br><br> 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 <br> Answer before DVV Verification: <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>3</td><td>0</td><td>2</td><td>3</td><td>2</td></tr></table> <br> Answer After DVV Verification : <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>0</td><td>0</td><td>00</td><td>00</td><td>00</td></tr></table> |
| 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 <br><br> 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 <br> Answer before DVV Verification: <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>16</td><td>0</td><td>18</td><td>10</td><td>1</td></tr></table> <br> Answer After DVV Verification : <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>00</td><td>0</td><td>0</td><td>00</td><td>00</td></tr></table> |
| 3.1.3 | Total number of research projects/clinical trials funded by government, industries and non-governmental agencies during the last five years <br><br> 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 <br> Answer before DVV Verification: <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr></table> |

| 10 | 0 | 1 | 0 | 0 |
|---|---|---|---|---|

Answer After DVV Verification :

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---|---|---|---|---|
| 00 | 0 | 0 | 0 | 0 |

| 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.<br><br>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.<br>Answer before DVV Verification:<br><br>| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |<br>|---|---|---|---|---|<br>| 43 | 5 | 40 | 12 | 10 |<br><br>Answer After DVV Verification :<br><br>| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |<br>|---|---|---|---|---|<br>| 43 | 5 | 40 | 12 | 10 | |
|---|---|
| 3.4.2 | Average percentage of students participating in extension and outreach activities during the last five years<br><br>3.4.2.1. Number of students participating in extension and outreach activities year-wise during last five years<br>Answer before DVV Verification:<br><br>| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |<br>|---|---|---|---|---|<br>| 50 | 100 | 50 | 50 | 50 |<br><br>Answer After DVV Verification :<br><br>| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |<br>|---|---|---|---|---|<br>| 50 | 100 | 50 | 50 | 50 | |
| 3.5.1 | Average number of Collaborative activities for research, faculty exchange, student exchange/ Industry-internship etc. per year for the last five years<br><br>3.5.1.1. Total number of Collaborative activities for  research, faculty exchange, student exchange year-wise during the last five years<br>Answer before DVV Verification: |

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 4       | 11      | 1       | 4       | 2       |

Answer After DVV Verification :

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 01      | 01      | 1       | 01      | 01      |

---

**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

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

Answer before DVV Verification :  22

Answer after DVV Verification: 15

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

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

Answer before DVV Verification:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 115.07  | 30.59   | 29.36   | 31.11   | 38.38   |

Answer After DVV Verification :

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 51.10   | 1.38    | 00      | 00      | 1.04    |

Remark : As per the Audited balance sheet attached during clarification, the certificate by the principal and the audited balance sheets.

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**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

| | |
|---|---|
| | Answer before DVV Verification : A. All of the above<br>Answer After DVV Verification: B. Any three of the above |
| 4.3.6 | E-content resources used by teachers:<br><br>1. NMEICT / NPTEL<br><br>2. other MOOCs platforms<br><br>3.SWAYAM<br><br>4. Institutional LMS<br><br>5. e-PG-Pathshala<br><br>Answer before DVV Verification : Any One of the above<br>Answer After DVV Verification: Any One of the above |
| 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)<br><br>4.4.1.1. Number of classrooms, seminar halls and demonstration rooms linked with internet /Wi-Fi enabled ICT facilities<br>Answer before DVV Verification :  19<br>Answer after DVV Verification: 18<br>4.4.1.2. Total number of classrooms, seminar halls and demonstration room in the institution<br>Answer before DVV Verification :  19<br>Answer after DVV Verification: 18 |
| 4.4.3 | Available bandwidth of internet connection in the Institution (Lease line)<br><br>Answer before DVV Verification : 50 MBPS-250 MBPS<br>Answer After DVV Verification: <50 MBPS<br>Remark : As per the HEI documents attached with the clarification. The HEI has attached a bill that is only for May 2023 and not in the period of assessment. |
| 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<br><br>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)<br>Answer before DVV Verification:<br><br>{table1}<br><br>Answer After DVV Verification :<br><br>{table2} |

Table (Answer before DVV Verification):

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---|---|---|---|---|
| 115.07 | 17.33 | 10.52 | 9.49 | 20.52 |

Table (Answer After DVV Verification):

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---|---|---|---|---|
| 18.93 | 7.84 | 7.13 | 5.73 | 5.35 |

| | |
|---|---|
| | Remark : As per the Audited balance sheet attached during clarification. Refers to Schedule 03 and Schedule 04 of the annual audited balance sheets. |
| 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.,)<br><br>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 ..<br>Answer before DVV Verification:<br><table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>2</td><td>0</td><td>0</td><td>0</td><td>0</td></tr></table><br>Answer After DVV Verification :<br><table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td></tr></table><br>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**<br>Answer before DVV Verification:<br><table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr></table> |
| 5.2.2 | Average percentage of placement / self-employment in professional services of outgoing students during the last five years<br><br>5.2.2.1. Number of outgoing students who got placed / self-employed year- wise during the last five years<br>Answer before DVV Verification:<br><table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>45</td><td>45</td><td>46</td><td>46</td><td>40</td></tr></table><br>Answer After DVV Verification :<br><table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td></tr></table><br>Remark : The HEI was advised that in case of self-employed professional services, registration |

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|---|---|
| | with the professional Body considered as per the documents for registered clinical Practitioner/ Employment by the institute/hospital as a an emploee must be supported by the appointment letter and inclusion in the data as applicable. The HEI has not provided self attested List of students placed along with roll number and placement details such as name of the company, compensation, etc year wise. |
| 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.<br><br>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 .<br>Answer before DVV Verification:<br><table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>5</td><td>0</td><td>0</td><td>0</td><td>2</td></tr></table><br>Answer After DVV Verification :<br><table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>0</td><td>0</td><td>0</td><td>0</td><td>2</td></tr></table> |
| 5.3.3 | Average number of sports and cultural activities/competitions organised by the Institution during the last five years<br><br>5.3.3.1. Number of sports and cultural activities/competitions organised by the Institution year-wise during the last five years<br>Answer before DVV Verification:<br><table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>6</td><td>6</td><td>6</td><td>6</td><td>6</td></tr></table><br>Answer After DVV Verification :<br><table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>6</td><td>6</td><td>6</td><td>6</td><td>6</td></tr></table> |
| 5.4.2 | Provide the areas of contribution by the Alumni Association / chapters during the last five years<br><br>1. Financial / kind<br>2. Donation of books /Journals/ volumes<br>3. Students placement<br>4. Student exchanges<br>5. Institutional endowments<br><br>Answer before DVV Verification : A. All of the above |

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| | Answer After DVV Verification: D. Any two of the above |
| 6.2.2 | Implementation of e-governance in areas of operation<br><br>1. Academic Planning and Development<br>2. Administration<br>3. Finance and Accounts<br>4. Student Admission and Support<br>5. Examination<br><br>Answer before DVV Verification : A. All of the above<br>Answer After DVV Verification: C. Any three of the above<br>Remark : As per the HEI data/ documents and screen shots provided during clarification. |
| 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<br><br>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<br>Answer before DVV Verification: |

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---|---|---|---|---|
| 7 | 8 | 2 | 13 | 2 |

Answer After DVV Verification :

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---|---|---|---|---|
| 7 | 8 | 2 | 7 | 2 |

| | |
|---|---|
| 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<br><br>(Continuing education programmes, entrepreneurship development programmes, Professional skill development programmes, Training programmes for administrative staff etc.,)<br><br>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<br>Answer before DVV Verification: |

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---|---|---|---|---|
| 2 | 2 | 2 | 2 | 2 |

Answer After DVV Verification :

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---|---|---|---|---|
| 2 | 2 | 2 | 2 | 2 |

| | |
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| 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..

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

Answer before DVV Verification:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 1 | 23 | 12 | 8 | 1 |

Answer After DVV Verification :

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 0 | 13 | 05 | 01 | 0 |

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

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

Answer before DVV Verification:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 8 | 0 | 0 | 0 | 3 |

Answer After DVV Verification :

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

| 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.,)

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| | Answer before DVV Verification : A. All of the above<br>Answer After DVV Verification: C.Any two of the above |
| 7.1.1 | Total number of gender equity sensitization programmes organized by the Institution during the last five years<br><br>7.1.1.1. Total number of gender equity sensitization programmes organized by the Institution year-wise during the last five years<br>Answer before DVV Verification:<br><br>| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |<br>|---|---|---|---|---|<br>| 2 | 2 | 2 | 3 | 2 |<br><br>Answer After DVV Verification :<br><br>| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |<br>|---|---|---|---|---|<br>| 2 | 2 | 2 | 3 | 2 | |
| 7.1.3 | The Institution has facilities for alternate sources of energy and energy conservation devices<br><br>1. Solar energy<br><br>2. Wheeling to the Grid<br><br>3. Sensor based energy conservation<br><br>4. Biogas plant<br><br>5. Use of LED bulbs/ power efficient equipment<br><br>Answer before DVV Verification : A. All of the above<br>Answer After DVV Verification: C. Any three of the above |
| 7.1.5 | Water conservation facilities available in the Institution:<br><br>1. Rain water harvesting<br>2. Borewell /Open well recharge<br>3. Construction of tanks and bunds<br>4. Waste water recycling<br>5. Maintenance of water bodies and distribution system in the campus<br><br>Answer before DVV Verification : All of the above<br>Answer After DVV Verification: Any Two of the above |
| 7.1.6 | Green campus initiatives of the Institution include<br><br>1. Restricted entry of automobiles<br><br>2. Battery-powered vehicles |

3. Pedestrian-friendly pathways

4. Ban on use of plastics

5. Landscaping with trees and plants

    Answer before DVV Verification : A. All of the above
    Answer After DVV Verification: B. Any four of the above

| 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

    Answer before DVV Verification : B. Any four of the above
    Answer After DVV Verification: C. Any three of the above

| 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

    Answer before DVV Verification : A. All of the above
    Answer After DVV Verification: C. Any two of the above
    Remark : As per the HEI data/ documents provided during clarification.

| 8.1.2 | Average percentage of full time teachers who have undergone orientation training in Pharmcovigilence / NAMSTP / NABH / other quality training in the last five years. |
|---|---|

8.1.2.1. Number of full time Teachers undergone orientation training in a year
Answer before DVV Verification:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---|---|---|---|---|
| 0 | 8 | 0 | 3 | 3 |

Answer After DVV Verification :

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

| 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

Answer before DVV Verification : D. Any one of the above
Answer After DVV Verification: E. None of the above

## 2.Extended Profile Deviations

| ID | Extended Questions |
|----|--------------------|
| 1.2 | Number of outgoing / final year students year-wise during the last five years |

Answer before DVV Verification:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 45 | 45 | 46 | 46 | 40 |

Answer After DVV Verification:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 58 | 59 | 70 | 59 | 45 |

| 2.1 | Number of full time teachers year-wise during the last five years |

Answer before DVV Verification:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 29 | 29 | 29 | 29 | 29 |

Answer After DVV Verification:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 29 | 29 | 29 | 29 | 29 |

| 3.1 | Total Expenditure excluding salary year-wise during the last five years ( INR in Lakhs) |

Answer before DVV Verification:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 140.24 | 64.73 | 98.77 | 91.95 | 73.85 |

Answer After DVV Verification:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 140.23  | 65.72   | 98.77   | 92.13   | 74.29   |