



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

NATIONAL INSTITUTE OF AYURVEDA

JORAWAR SINGH GATE, AMER ROAD, JAIPUR

302002

www.nia.nic.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

The National Institute of Ayurveda was established on 7th February 1976 by the Ministry of Health and Family Welfare, Government of India. The Institute is first of its kind in India having a national character and international repute with the following Aims and Objectives:

1. To promote the Growth and Development of Ayurveda.
2. To produce Graduates and Post-Graduates in all Branches of Ayurveda.
3. To conduct Research on various aspects of Ayurveda
4. To provide Medical Care through Ayurvedic Systems of Medicine to the suffering humanity.
5. To provide and assist in providing service and facilities of highest order for Research, Evolution, Training, Consultation and Guidance to Ayurvedic System of Medicine.
6. To conduct Experiments and develop Patterns of Teaching Under-Graduate and Post-Graduate Education in all branches of Ayurveda.

NIA is an apex Institute under the Ministry of AYUSH for promoting the growth and development of Ayurveda as a model Institute for evolving high standards of teaching, training, research and patient care and also to invoke scientific outlook to the knowledge of Ayurvedic System of Medicine. The Institute, an Autonomous Body under Ministry of AYUSH, Govt. of India, is registered under the Rajasthan Societies Registration Act, 1958.

An independent Ayurvedic College was established in August 1946 by the Government of Rajasthan and this College was merged to NIA in February 1976. This was one of the few Ayurvedic Colleges in the country to introduce Post-Graduate Education in Ayurveda as early as in 1970.

After its establishment in 1976, the Institute had grown tremendously in the field of Teaching, Training, Research, Patient Care etc. as a result of which it has now 14 Specialties for PG Course and 14 Specialties for Fellowship Program leading to Ph.D., apart from the Graduate Course and a Diploma Course in AYUSH Nursing & Pharmacy. In the coming years, more Branches will be introduced for Post-Graduate Education and also for Fellowship Programs.

Vision

? To provide best quality and uncomparable Ayurvedic education in the country suitable to international standards and acceptability.

? To become an apex institute of Ayurveda- an innovative, internationally competitive contemporary institute committed to creating the best possible future for helping the mankind to adopt a disease free life.

? To produce the best talented teachers, physicians and researchers in the field of Ayurveda acceptable to the modern scientific world.

? To become an institute of national importance and a centre of excellence in the field of Ayurvedic education,

training, research and patient care and to make a name of its own internationally.

? To provide the best treatment facilities in all branches of Ayurveda.

? To provide a truly supportive environment, that rewards excellence and it will be agile enough to thrive in a dynamic global environment.

Mission

Enduring mission of NIA is to assist the ministry of AYUSH in achieving the mandate in the area of improvement of educational standards, quality control, research and also for propagation of ayurveda on the international front, collaboration with foreign countries for bilateral cooperation in education, training, publication, research, patient care, vis a vis:

? Further improving the quality of higher education in Ayurveda suitable to international needs.

? Introduction of more PG and fellowship programs, training in various aspects.

? Implementing practice based research in treatment in order to give a scientific outlook to the patient care activities in Ayurveda, to validate Ayurvedic treatment so that the entire world accepts ayurveda as a system of medical care.

? Undertaking various Research Activities for the welfare of mankind.

? Training Programs for Foreigners (Medical as well as Non-Medical fellow) interested in the basic knowledge as well as higher knowledge in Ayurveda.

? Providing expertise in Ayurveda to foreign countries interested to adopt Ayurveda for their health care needs.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

1. More than 4 decades of uninterrupted service in teaching, training and research. NIA is growing like a tree and is fulfilling every aspect of excellencies that may be in teaching or training to the future Vaidyas or those may be the health care in institute hospitals or the sister units all-round the Jaipur and Rajasthan.

2. Serving as torch bearer of original thoughts of Ayurveda, potentiated by the Rajvaidyas all-round the Rajasthan and other parts of country. Still institute focuses on classical method of treatment based on Ayurvedic principles.

3. The Alumni and faculty of this Institute are leading or getting opportunity at national and international level for various Ayurvedic posts e.g. V.C.s in different universities chairs in foreign university and also members in union public service commission and in different state levels too.

4. Two Alumni of the Institute have elected president and vice president of central council of Indian medicine

and directed the nation wise policies and implementation of minimum standards of education in Ayurvedic Institute in.

5. The human resources of the Institute are excellent at every level i.e. faculty, research, administrative and administrative level.

6. Student centric functioning with mentoring, counseling through teachers and Effective academic monitoring. The Ph.D and M.D. scholars are the strength of the Institute who tirelessly made their contribution in each and every level wherever needed.

7. Having first public sector 280 bedded hospitals Accredited by NABH for various services.

8. The Institute provided one advisor AYUSH and drug center to gate of India who is the quality of drug in India and equating awareness about their safety and efficient worldwide. Dr. O.P. Upadhyay was an alumni awarded Padmashree for his knowledge and services to the Ayurveda.

9. Hospital buildings infrastructure is made adequate by constructing additional buildings and is in the process of commissioning

10. Affordable fees structure & highly paid faculty

Institutional Weakness

1. Limited financial resources

2. Dependency on University for academic matters.

3. Deficiency of sufficient area to expand the hospitals and different departments. Heritage Principles not allowing to reconstruct the new part or modification if any required with the primary structure.

4. Absence of timely implementation of approved projects because of outdated rules and regulations at the finance end hampers timely and quality service

5. Lack of huge botanical garden, Advanced instrumentation in Rasayanshala, separate speciality wards etc.

6. Lack of separate advanced research lab.

7. Residence Quarters for PG's and staff inadequate

8. Standard treatment protocols are not properly implemented

9. Casualty services are insufficient in infrastructure, equipment & manpower

10. Support staff available in the Departments is not adequately trained and University finds it difficult to put them on alternative jobs

11. Lack of noticeable collaborative efforts.

12. Poor paramedical training affects quality of patient care.

Institutional Opportunity

1. Institute can be developed as Centre of excellence for life style disorders and preventive care.
2. Educational Exchanges for transfer of educational credits can be initiated at large scale
3. Referral System Implementation could be done so that it can emerge as higher Centre in patient care
4. Institute can be Expanded with more skill-based courses and Super-specialties
5. Opportunity to develop new drugs/patent by using Reverse pharmacology and thus can generate finances for the institute
6. Enhancing research by synergizing modern parameters with Ayurvedic diagnosis eg microbiology for anti-microbial screening, immunology for rasayana effect, genomic studies for prakriti analysis, radio imaging for pharmacokinetics, changes in lab parameters after panchakarma therapy etc
7. Collaboration at national and international levels with other educational/research institutes /pharma companies
8. Institute can emerge as platform for Ayurveda propagation by conducting awareness programs in the form of workshops, seminars, camps etc. for general public.

Institutional Challenge

1. Patenting by exogenous authorities - In lack of appropriate initiatives and clearcut rules and regulations, modalities and specialties related to Ayurveda may be patented by people exogenous to Ayurveda and this issue is also a major challenge for the institute.
2. Budget Allocation Inadequacy - Budgetary allocations are not increasing with rising cost of needed resources for various courses where new technologies and practices are changing at a fast pace.
3. Internal Resource Generation is inadequate and this issue needs to be taken on priority.
4. Biggest challenge is negative attitude and indifference at non-teaching level which leads to improper implementation of policies.
5. Threat of extinction of folklore knowledge of herbal medicine – Folklore knowledge can serve as huge source of knowledge but due to ignorance we are on the verge of losing it. This issue is also a challenge for institute by conserving and using traditional knowledge patient care can be improved.
6. Deficit in demand supply balance of raw drugs leading to poor quality/inadequate supply of medicines

7. Lack of scientific temper in research needs to be addressed as there are ample opportunity to supremacy in research field but we are lacking as proper research techniques are not applied and there is mal-adaptation of research methods.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

National Institute of Ayurveda NIA, Jaipur is affiliated by Dr. Sarvepalli Radhakrishnana Rajasthan Ayurveda University, Jodhpur for the purpose of academic activities regulated, directed and controlled by Central Council of Indian Medicine which is the only authority to regulate and control Ayurvedic education at various levels. As per direction of CCIM, university Dr. SRRAU, Jodhpur provides guidelines about total number of periods (theory, practical, field visits, educational tours and compulsory rotatory internship), subject wise and department wise for different educational programs. NIA offers various certificate courses, diploma course i.e. DAN & P, Graduation course BAMS, PG course i.e. M.D. (Ayu) / M.S. (Ayu) in 14 specialties and Doctoral research programs i.e. Ph.D. in all 14 specialty departments. Beside this various workshops/CMEs/Conferences etc. are organized by NIA.

The curriculum has always incorporated cross-cutting issues of human values, gender, environment and sustainability in the core courses and stand-alone papers have also been created around these issues in the various UG and PG programmes. The college has a history of strong community outreach component which has enabled these issues to be richly transacted in various curricular and co-curricular activities. The college conducts a range of Value Added courses and organizes short-term add-on programs for self development and professional skill enhancement of students. Students are encouraged to take up internships visits in various organizations involved in drug manufacturing and research, industries, hospitals etc. The faculty serves on a range of eminent bodies and remains abreast with changing academic scenario, industry and larger socio-economic environment. Their expertise has helped evolve responsive curriculums and teaching pedagogies. As a learning organization, we have always engaged in a continuous process of obtaining feedback from different stakeholders in a formal-informal manner and has enriched the teaching-learning processes. In recent years these have been standardized and regularized for all courses. Feedback forms were drawn students, teaching and non-teaching faculty in context of teaching facilities and working environment of college, facilities provided for creating conducive atmosphere for teaching and learning.

Teaching-learning and Evaluation

NIA caters to students from different backgrounds enriching the geographical, socio-economic and cultural diversity within the institution. Equal Opportunity strives to provide an appropriate learning environment for students with special needs. Students are familiarized with the program outcomes, mode of internal assessment as well as college facilities during the Induction Program of the institute. Teachers plan strategies to reduce the gap in knowledge and skills. Students are encouraged to think critically and be innovative and creative in tackling assignments, projects and other tasks assigned to them. A repertoire of instructional methods and active learning approaches are used to foster constructive participation. Extension activities, internships, and training ensure experiential learning for students. Library at the college is well equipped with books, manuscripts, journals and e-resources necessary for teaching, learning and research. NIA houses a highly qualified faculty, of which, many have received awards for excellence and serve on various academic and administrative bodies. Student and Full- time teacher ratio is strictly followed by institute and sanctioned vacant

faculty are recruited by the fresh appointment procedure. Teachers continuously strive for innovation and professional development. Appropriate assessment is incorporated into the learning process to achieve the learning goals of the courses. Continuous internal assessment is being conducted at 4th and 8th month of admission as written tests and practical/viva-voice. These assessments are used for identifying slow and advanced learners. The syllabus of examination is the same as topics covered as per academic calendars of respective programme and subject. The Academic Dean plan and prepare internal assessment as per academic calendar and to classify students in two groups. The students getting less than 50% are considered as slow learner and getting more than 75% marks as advanced learner. Mentoring System for students has been adopted to minimize dropouts through Personal Counseling. Evidence of success— Better results in the Examinations, more regular attendance, increase participation in co-curricular activities, better discipline on campus and respectful relationship between teachers and students. The institution has an effective mechanism for redressal of grievances. The biggest benchmark are our distinguished alumnae who are doing outstanding work both nationally and internationally.

Research, Innovations and Extension

NIA has been recognized for its research-based innovative outreach activities. Research and extension is an indispensable part of its curriculum. Every year approximately 104 students complete Master's research and about 28 students are awarded Ph.D. To ensure rigour and ethics in research, the Institute has a duly constituted Institutional Ethics committee (IEC) and Institute Research Review Board (IRRB) in every department. The faculty and students are motivated to garner research achievements in the form of patents. MoUs for student and faculty exchange, multicentric and coordinated research studies and internships have helped in expanding the horizons of learning for students and faculty. Faculty members have brought accolades to the institution through projects of repute and awards. The faculty is invited as consultants by research, evaluation and policy formulation and consultative meetings of the Central/State Governments, foreign organizations and NGOs. Various faculties are doing research-oriented projects in collaboration with multinational cooperative and manufacturer companies like Coca cola, Dabur etc. Besides all these collaborations and research linkages, institute has given various facilities and provisions to the faculty staff as well as scholars to participate in various Seminars, Symposia, Workshops, Training, etc. Institution contributes as a sponsor in these visits of the faculty and scholar on a regular basis. According to central Government ruling provisions faculty as well as scholars can avail upto 10-15 academic leave per year along with the financial support. Such participations helps in updating knowledge and exchanging new ideas regarding the research prospects in Ayurveda. Institute also organizes various reorientation courses or Continuing medical education (CME) for faculty in various specialties of Ayurveda which helps in exploring new advancement and knowledge. Such program attracts learned scholars from different parts of the country establishing a knowledge oriented ecosystem of Ayurveda. As an apex institute our continuous effort is to place our students in different national or international universities and pharmaceutical industry. We regularly organize placement programs for our students which are listed in annexure; we create potency in our students to be self employed or start their own clinic and also create the skills to fund them for such activities.

Infrastructure and Learning Resources

The policy for infrastructure development focuses on creating an enabling environment for teaching-learning process equipped with ICT facilities. Regular assessment of infrastructure needs to keep pace with changing needs due to increase in number of students and introduction of new courses and regular up-gradation and maintenance of college facilities. The college building is recognized as a **heritage building** of Jaipur.

Infrastructure facilities at National institute of Ayurveda for teaching – learning for the students includes Classrooms, laboratories, computing equipment, OPD and IPD building, library, herbal garden, pharmacy, hostels etc. Infrastructure facilities are as per the minimum specified requirements by the central council of Indian medicine which is statutory regulatory body to control and guide education of ayurveda in India. All UG classes are having separate AC classrooms with ICT facilities and identified marked class wise. For nursing, part I and II separate classrooms are there. One common PG classroom is allotted separately for PG first year students for common subjects. 14 separate departmental classroom/seminar hall have been allotted to each respective department for conducting subject wise PG classes for MD and MS courses. All PhD scholars are also having separate sitting arrangement and facilities which is provided to them by respective department.

Student Support and Progression

National institute of Ayurveda is committed to excellence in all spheres, therefore, every student who joins the institute is extended academic, psychological, professional and financial assistance to make his/her stay in the college an enriching experience. The institute provides a meaningful partnership between students and teachers. This is seen in the planning of all academic, co-curricular and extra-curricular activities. Students with financial constraints are offered a wide variety of support with scholarships and freeships. Institute attempts to provide access to all kinds of reinforcements that students would need to complete their education such as remedial classes, bridge courses and development of their soft skills. Career counseling at various levels prepares them for progression to higher studies as well as finding suitable placements.

Co-curricular activities are given the pride of place and are a vital part of the life of the students in the institute thus enabling them to discover their true potential. The institute has a democratically elected student council guided by faculty members. The students explore their talents and interests through creative and meaningful opportunities. Various intra and inter college platforms are provided to the students to showcase a wide array of extra-curricular activities. The institute also has a strong grievance redressal system and a well-functioning Internal Complaints Committee and Joint consultative committee.

Institute has a registered alumni association and the alumni work closely with the students and the departments specifically and at large are providing guidance and mentorship as well financial assistance.

Governance, Leadership and Management

The Governing Body of the institute works in close collaboration with the director to regulate and maintain an amicable and scholastic environment required for this purpose. The Director as the Head of the Institution along with the members of Teaching and Non-Teaching staff implements the decisions and policies of the Governing Body. The Teachers' Council and Academic Sub-Committee meet regularly to further implement important decisions regarding academic and co-curricular activities of the college. The Director also encourages individual research work, Major and Minor Research Projects undertaken by the members of teaching staff. The Director and members of staff are continuously focused on improvement of the infrastructure and quality of education as per the requirement. Implementation of softwares like KOHA, SOUL 2.0 for library, AHMIS for hospital and PFMS for accounts and payments has been done. The fee structure is kept at a reasonable level. Financial aid is also extended to economically backward students. NSS unit, a special psychological counseling cell, anti-ragging and sexual harassment cells have been set up. IQAC has been formed on Feb 6th 2018 as per U.G.C guideline. IQAC collects feedback from final year students. Students, Teachers and Alumni effectively contribute to the successful functioning of IQAC. Academic Audit is conducted every year. Institute website is

regularly updated to provide exhaustive information regarding the overall functioning of the Institute.

Institutional Values and Best Practices

The Governing Body of the institute works in close collaboration with the director to regulate and maintain an amicable and scholastic environment required for this purpose. The Director as the Head of the Institution along with the members of Teaching and Non-Teaching staff implements the decisions and policies of the Governing Body. The Teachers' Council and Academic Sub-Committee meet regularly to further implement important decisions regarding academic and co-curricular activities of the college. The Director also encourages individual research work, Major and Minor Research Projects undertaken by the members of teaching staff. The Director and members of staff are continuously focused on improvement of the infrastructure and quality of education as per the requirement. Implementation of softwares like KOHA, SOUL 2.0 for library, AHMIS for hospital and PFMS for accounts and payments has been done. The fee structure is kept at a reasonable level. Financial aid is also extended to economically backward students. NSS unit, a special psychological counseling cell, anti-ragging and sexual harassment cells have been set up. IQAC has been formed on Feb 6th 2018 as per U.G.C guideline. IQAC collects feedback from final year students. Students, Teachers and Alumni effectively contribute to the successful functioning of IQAC. Academic Audit is conducted every year. Institute website is regularly updated to provide exhaustive information regarding the overall functioning of the Institute.

Ayurveda Part

NIA symbolizes the true zeal of integration and so it aims at synergy between traditional as well as modern method of training. Not only Ayurveda but other daughter branches of AYUSH works under the common umbrella of NIA to serve the humanity. Beside this, doctors from modern system of medicine also give their services round the clock. For better understanding of the subject institute takes effort to focus more on Sanskrit teaching, which forms essence of Ayurveda learning. NIA provides the divine techniques to make one healthier such as Panchakarma with distinct seasonal Karmas, Sadvritta, Achararasayana, Dinacharya etc. which are regularly practiced in the institute to keep society healthy. A magnificent herbal garden is there with collection of different medicinal species in order to learn Dravyaguna practically. The endangered medicinal plants are preserved and distributed for the propagation in different areas. For the better development, maintenance and purchase of raw materials a definite amount is spent towards this. Yoga is the source of peace. To propagate this knowledge and its practical application, workshops and camps are organized in NIA campus and other parts of the countries too. Beside this, to generate awareness NIA also send ambassadors to abroad as well. Efforts are continuously made to conserve the local traditional health practices done by the different Vaidyas. For the proper demonstration and to get knowledge on manufacturing of medicines different GMP certified companies are also visited by the students. Kriyakalpas are the fundamentals of all therapeutic procedures of Shalakyas. It is practiced in day to day in concerned Kriyakalpa unit with the proper training of students. Shalya department also projects a number of practical curriculum on Anushastras besides the Shalya karma. Women are the basics of society so to make them healthier different Chikitsa vidhi like Garbhini paricharya, Uttata basti, Varti etc. are practiced in the institute with proper care. To make Ayurvedic medicinal formulations more effective pharmacovigilance team is always awoken towards this. For giving consistent and quality care in patient care, NIA hospital is accredited with NABH which is a great achievement for the institution.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	NATIONAL INSTITUTE OF AYURVEDA
Address	JORAWAR SINGH GATE, AMER ROAD, JAIPUR
City	Jaipur
State	Rajasthan
Pin	302002
Website	www.nia.nic.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Director	SANJEEV SHARMA	0141-2635816	8290996996	0141-2635709	dir.nia.54@gmail.com
IQAC / CIQA coordinator	BAL KRISHAN SEVATKAR	0141-2635740	9352311105	0141-2635292	drbks6@gmail.com

Status of the Institution	
Institution Status	Government
Institution Fund Source	No data available.

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details

Date of establishment of the college	07-02-1976			
University to which the college is affiliated/ or which governs the college (if it is a constituent college)				
State	University name	Document		
Rajasthan	Rajasthan Ayurveda University	View Document		
Details of UGC recognition				
Under Section	Date	View Document		
2f of UGC				
12B of UGC				
Details of recognition / approval by statutory / regulatory bodies other than UGC (MCI, DCI, PCI, INC, RCI, AYUSH, AICTE etc.)				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
CCIM	View Document	14-10-2016	60	Permission has been granted for five years from date of permission

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	JORAWAR SINGH GATE, AMER ROAD, JAIPUR	Urban	14	206967

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BAMS,U G	66	Higher Secondary	English,Hindi,Sanskrit	100	97
PG	MD Ayurveda,Panchkarma	36	BAMS	English,Hindi,Sanskrit	7	6
PG	MD Ayurveda,Kayachikitsa	36	BAMS	English,Hindi,Sanskrit	9	9
PG	MD Ayurveda,Sharir Kriya	36	BAMS	English,Hindi,Sanskrit	8	8
PG	MD Ayurveda,Sharir Rachana	36	BAMS	English,Hindi,Sanskrit	7	7
PG	MD Ayurveda,Shalya Tantra	36	BAMS	English,Hindi,Sanskrit	7	7
PG	MD Ayurveda,Shalakya Tantra	36	BAMS	English,Hindi,Sanskrit	6	6
PG	MD Ayurveda,Prasuti Tantra And Stri Roga	36	BAMS	English,Hindi,Sanskrit	7	7
PG	MD Ayurveda,Agad Tantra	36	BAMS	English,Hindi,Sanskrit	6	6

PG	MD Ayurveda, Kaumar Bhritya	36	BAMS	English, Hindi, Sanskrit	7	7
PG	MD Ayurveda, Maulik Siddhant And Samhita	36	BAMS	English, Hindi, Sanskrit	8	8
PG	MD Ayurveda, Swastha Vritta And Yoga	36	BAMS	English, Hindi, Sanskrit	7	7
PG	MD Ayurveda, Dravya Guna	36	BAMS	English, Hindi, Sanskrit	8	8
PG	MD Ayurveda, Ras Shastra And Bhaishajya Kalpana	36	BAMS	English, Hindi, Sanskrit	9	9
PG	MD Ayurveda, Rog And Vikriti Vigyan	36	BAMS	English, Hindi, Sanskrit	8	8
Doctoral (Ph.D)	PhD or DPhil, Panchkarma	36	MD PANCHAKARMA	English, Hindi, Sanskrit	2	0
Doctoral (Ph.D)	PhD or DPhil, Kayachikitsa	36	MD KAYACHIKITSA	English, Hindi, Sanskrit	2	0
Doctoral (Ph.D)	PhD or DPhil, Sharir Kriya	36	MD SHARIR KRIYA	English, Hindi, Sanskrit	2	0
Doctoral (Ph.D)	PhD or DPhil, Sharir Rachana	36	MD SHARIR RACHANA	English, Hindi, Sanskrit	2	0
Doctoral (Ph.D)	PhD or DPhil, Shalya Tantra	36	MD SHALYA TANTRA	English, Hindi, Sanskrit	2	0
Doctoral	PhD or DPhil	36	MD	English, Hindi	2	0

(Ph.D)	I,Shalaky Tantra		SHALAKY A TANTRA	i,Sanskrit		
Doctoral (Ph.D)	PhD or DPhil,Prasuti Tantra And Stri Roga	36	MD PRASUTI TANTRA STRI ROGA	English,Hind i,Sanskrit	2	0
Doctoral (Ph.D)	PhD or DPhil,Agad Tantra	36	MD AGAD TANTRA	English,Hind i,Sanskrit	2	0
Doctoral (Ph.D)	PhD or DPhi l,Kaumar Bhritya	36	MD KUMA RBHARTIY A	English,Hind i,Sanskrit	2	0
Doctoral (Ph.D)	PhD or DPhil,Mauli k Siddhant And Samhita	36	MD MAULIK SI DDHANTA	English,Hind i,Sanskrit	2	0
Doctoral (Ph.D)	PhD or DPhi l,Swastha Vritta And Yoga	36	MD SWASTHA VRITTA AND YOGA	English,Hind i,Sanskrit	2	0
Doctoral (Ph.D)	PhD or DPhil,Dravy a Guna	36	MD DRAVYA GUNA	English,Hind i,Sanskrit	2	0
Doctoral (Ph.D)	PhD or DPhil,Ras Shastra And Bhaishajya Kalpana	36	MD RAS SHAstra	English,Hind i,Sanskrit	2	0
Doctoral (Ph.D)	PhD or DPhil,Rog And Vikriti Vigyan	36	MD ROGA AND VIKRITI VIGYAN	English,Hind i,Sanskrit	2	0

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	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	14				29				0			
Recruited	7	2	0	9	15	8	0	23	0	0	0	0
Yet to Recruit	5				6				0			
	Lecturer				Tutor / Clinical Instructor				Senior Resident			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	52				0				0			
Recruited	23	15	0	38	0	0	0	0	0	0	0	0
Yet to Recruit	14				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				165
Recruited	108	13	0	121
Yet to Recruit				44

Technical Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				70
Recruited	28	8	0	36
Yet to Recruit				34

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	7	2	0	11	5	0	0	0	0	25
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	4	3	0	0	0	0	7
Highest Qualification	Lecturer			Tutor / Clinical Instructor			Senior Resident			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	6	3	0	0	0	0	0	0	0	9
M.Phil.	0	0	0	1	2	0	0	0	0	3
PG	17	12	0	0	0	0	0	0	0	29

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	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
Highest Qualification	Lecturer			Tutor / Clinical Instructor			Senior Resident			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	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	1	2	0	0	0	0	3

Part Time Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	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
Highest Qualification	Lecturer			Tutor / Clinical Instructor			Senior Resident			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	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

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
Doctoral (Ph.D)	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0
Diploma	Male	17	0	0	0	17
	Female	13	0	0	0	13
	Others	0	0	0	0	0
UG	Male	40	0	0	2	42
	Female	49	1	0	5	55
	Others	0	0	0	0	0
PG	Male	19	16	0	3	38
	Female	27	35	0	3	65
	Others	0	0	0	0	0
Certificate / Awareness	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Programme		Year 1	Year 2	Year 3	Year 4
SC	Male	12	15	16	20
	Female	14	14	12	13
	Others	0	0	0	0
ST	Male	4	6	6	7
	Female	9	8	9	7
	Others	0	0	0	0
OBC	Male	22	31	25	32
	Female	25	26	23	28
	Others	0	0	0	0
General	Male	32	52	28	44
	Female	64	66	44	49
	Others	0	0	0	0
Others	Male	27	27	24	21
	Female	21	22	36	26
	Others	0	0	0	0
Total		230	267	223	247

General Facilities	
Campus Type: JORAWAR SINGH GATE, AMER ROAD, JAIPUR	
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)	75
* Qualified Doctor (Part time)	8
* Qualified Nurse (Full time)	48
* Qualified Nurse (Part time)	0
• Facilities like banking, post office, book shops, etc.	Yes
• Transport facilities to cater to the needs of the students and staff	Yes
• Facilities for persons with disabilities	Yes
• Animal house	Yes
• Power house	No
• Fire safety measures	Yes
• Waste management facility, particularly bio-hazardous waste	Yes
• Potable water and water treatment	Yes
• Renewable / Alternative sources of energy	Yes
• Any other facility	NA

Hostel Details		
Hostel Type	No Of Hostels	No Of Inmates
* Boys' hostel	4	308
* Girls's hostel	2	174
* Overseas students hostel	0	0
* Hostel for interns	0	0
* PG Hostel	1	20

3. Extended Profile

3.1 Students

Number of students year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
930	905	874	837	809
File Description			Document	
Institutional data in prescribed format(Data templ			View Document	

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

2018-19	2017-18	2016-17	2015-16	2014-15
163	187	182	174	139
File Description			Document	
Institutional data in prescribed format(Data templ			View Document	

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

2018-19	2017-18	2016-17	2015-16	2014-15
230	267	223	247	223
File Description			Document	
Institutional data in prescribed format(Data templ			View Document	

3.2 Teachers

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

2018-19	2017-18	2016-17	2015-16	2014-15
72	77	66	73	75
File Description			Document	
Institutional data in prescribed format(Data templ			View Document	

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

2018-19	2017-18	2016-17	2015-16	2014-15
95	95	95	95	95
File Description			Document	
Institutional data in prescribed format(Data templ			View Document	

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

2018-19	2017-18	2016-17	2015-16	2014-15
4941	3032	2131	2169	1712
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:

NIA, Jaipur is affiliated by Dr. Sarvepalli Radhakrishnana Rajasthan Ayurveda University, Jodhpur for the purpose of academic activities regulated, directed and controlled by Central Council of Indian Medicine which is the only authority to regulate and control the Ayurvedic education of various levels. As per direction of CCIM, university Dr. SRRAU, Jodhpur provides guidance about total number of periods (theory, practical, field visits, educational tours and compulsory rotatory internship), subject wise and department wise in different levels of educational programs.

NIA offers various certificate courses, inter disciplinary courses, value added courses, add on course, diploma course i.e. DAN & P, Graduation course BAMS, PG course i.e. M.D. (Ayu) / M.S. (Ayu) in 14 specialties to be elected by the candidates himself and Doctoral research programs i.e. Ph.D. in all 14 specialty departments. Beside this intermediate workshops are organized by NIA .As per direction of the university, curriculum committee of NIA, Jaipur considered various proposals received from various departments to accommodate all teaching faculty, all subjects and all programs except certificate courses. As per directions of university, the time table committee of Jaipur prepares time tables for various courses year wise. For example time table committee allots periods to the subjects or department. HOD of that department decide and divides the time table to his faculty members alongwith course contents known as topic of syllabus to be taught by the particular teacher in a particular time/day up to the whole academic year. These information from all 14 departments for various courses embodies the academic calendar of NIA, Jaipur.

Dean UG issues time table for undergraduate course i.e. BAMS, monitors proper delivery of curriculum at proper time by the proper teacher planned and shown in the academic calendar of the department and of the Institute. He also assess the effectiveness of teaching learning process through a periodical internal assessment and to classify students as slow learner and advance learner, he also suggests to take remedial measures by the concern mentor for slow learner and to advise any advance short duration course to advance learner to enhance his capability & skills in that subject. This is general policy and procedure to prepare curriculum delivery plan and process for undergraduate and paramedical students by the Dean UG and Dean Paramedical respectively. Institutional IQAC cell evaluate the curricullum implemantation and their delivery systemDean PG directs to all HOD's to prepare annual curriculum delivery plan and duty chart of all M.D. (Ay)/ M.S. (Ay) students of first year and final year programs which also involves preparation and submission of synopsis at proper time to be discussed and approved by DRC in presence of guide and scholar. After approval of DRC, it is forwarded to the institutional ethics committee for approval where ever it is applicable. The approved synopsis are to be finally forward to university for final approval.

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

Other Upload Files

1	View Document
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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: 3.06

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

2018-19	2017-18	2016-17	2015-16	2014-15
03	03	03	01	1

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

1.2 Academic Flexibility

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

Response: 20.71

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

years

Response: 252

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

Response: 1217

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

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

Response: 31

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

2018-19	2017-18	2016-17	2015-16	2014-15
260	235	210	245	210

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

1.3 Curriculum Enrichment

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

Response:

Institute does not offer any kind of course on human values separately but detailed instructions on human values given under Sadvritta and Achar Rasayan in our texts which incorporates exactly how to live healthy social life with a positive behavior. Ayurveda has explained in detail about human values in the Sadvritta and Achar Rasayana. Sadvritta and Achar Rasayanas are unique concepts of Ayurveda that implies good social, moral, personal, religious, mental and ethical conducts. These behaviors bring about rejuvenation in the body mind system and create the state of equilibrium in our body. Sadvritta is the good codes of conduct for the work place, society and family which explain the social determinant of health. It refers to good personal and social behavior which helps in maintaining the state of health. The concept of Achar Rasayana is to change our behavior in order to reverse the disease process and stay in balance. The person who are truthful and free from anger, who don't indulge in violence (himsa), who are peaceful and pleasing in there speech practice japa (incantation) and cleanliness, who are stable and steady who regularly practice charity and tapas (penance), who regularly prayer to the god, teacher , preceptors old people, who are absolutely free from barbarous acts , who are compassionate , whose period of awakening and sleep are regular, habitually take milk and ghee, acquainted with the measurement of the country and the time, free from ego, conduct is good, person are not narrow minded, haveing love for spiritual knowledge , excellent sense organ, having self control and who regularly study scriptures , get the best out of rejuvenation therapy. Professional ethics has been described in Charaka Samhita Vimanasthana Rogabhishakjitaya Chapter in very detailed manner and which is included in UG and PG syllabus.

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

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

Response: 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: 0

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

2018-19	2017-18	2016-17	2015-16	2014-15
00	00	00	00	00

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: 40.37

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

Response: 329

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

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**

E. Any 1 of the above

D. Any 2 of the above

C. Any 3 of the above

B. Any 4 of the above

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
Any additional information	View Document
Link for additional information	View Document

**1.4.2 Feedback on curricula and syllabi obtained from stakeholders is processed in terms of:
E. Feedback not collected**

D. Feedback collected

C. Feedback collected and analysed

B. Feedback collected, analysed and action has been taken

Response: C. Feedback collected and analysed

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

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: 92.69

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

2018-19	2017-18	2016-17	2015-16	2014-15
86	100	91	108	103

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

2018-19	2017-18	2016-17	2015-16	2014-15
96	120	95	114	103

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
Admission extract submitted to the state OBC, SC and ST cell every year.	View Document

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

Response: 96.99

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:

2018-19	2017-18	2016-17	2015-16	2014-15
230	267	223	247	223

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

2018-19	2017-18	2016-17	2015-16	2014-15
234	282	226	261	226

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: 31.96

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

2018-19	2017-18	2016-17	2015-16	2014-15
65	101	73	83	61

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 low performers The Institution:

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

E. None of the above

D. Any one of the above

C. Any two of the above

B. Any three of the above

Response: C. Any two 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

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

Response: 11.32

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:

Various programs like Sports programs and cultural programs are being organized in the institute to build and sustain the innate talent of students. Every year Tarang event is being organized for 10 days in month of January. Tarang event comprises various sports events like Kabaddi, cricket, Volley ball, football, badminton, carom, chess, and various cultural events like dance, Singing, Poem recitation, Elocution competition, Antakshari, skits, Drama, etc and Other activities like Quiz competition, Shalaka Competition. Every students of the institutes participate in above mentioned various sports and cultural activities as per their interest and talent. Special trainings and guidance is provided by the institute to improve the performance and skills of the students. Special prizes and certificates of appreciations are given to students to motivate them. Furthermore various other cultural programs like Navaratri celebration, Dandia rasa event, Vasant mahotava Celebration, Ganesh mahotsava celebration are being organized by the students as a part of cultural and spiritual activities. Students of the institute participate in various competitions of sports and cultural activities at national and state level youth festivals and Sports programs. There is a sport club in the institute to look after motivation of students to participate in sports, training and organization of various sports activities in the institute. There is big ground for various outdoor games like football, volley ball, cricket, kabaddi and Instruments for various sports for daily practice of sports for students. Facilities for indoor games like carom, chess, badminton, table tennis are also available in the institute for routine practice of interested candidates. Students are also motivated and trained to participate in various activities like elocution competition, kavyapathan Competition, Quiz competition being organized inside the institute and outside too. Students themselves organize fresher's party and farewell party for new batch and outgoing batch respectively which creates event management skills as well as love and respect among students which results in healthy atmosphere of learning in the institute. Institute also encourage the students to participate in various cultural and sports competition in India by providing special leave and sometime financial support too.

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:

- **Experiential learning:** There is a special provision for the clinical classes and practical classes to gain the practical experience of subject knowledge for all courses. They are also provided the opportunity to work in indoor hospital and in emergency unit of the hospital.
- Dravyguna students are taking training in drug identification, standardization, and new drug delivery methods and also working to know the new uses of the new and old drugs. Rasashastra students are getting excellent student centric teaching and training to prepare medicines by traditional method and to develop new methods of drug manufacturing.
- Students of Swasthavritta are taking training in preventive medicine and creating the awareness among the society for various life style diseases, infective diseases, deficiency diseases and seasonal diseases as well. Students of Kaya Chikitsa are taking training at OPD, IPD, emergency unit level.
- **Integrated/ Interdisciplinary learning:** Most of the topics of Ayurveda are taught to students with co-relation of that topic in contemporary medical science.
- **Participatory learning:** Group discussion and class room sessions are interactive in form of participation of students and teachers from both sides for open ended discussion on topic. Students are inspired to ask their queries and curiosity, they prepare presentations on allotted topics and present with students and teachers.
- **Problem solving methodologies:** In clinical class sessions, a task of diagnosing the case is given to students by various clinical examinations and investigations. Students are also involved in drug identifications and formulation preparation.
- **Self Directed learning:** Students are motivated for self learning at home as well as OPD and IPD. When any new cases are there in OPD or IPD, students are motivated to read about the complaints of patients from various books at home and related clinical examinations and investigations and diagnose the case by students itself without any help of teachers.
- **Patients centric and evidence based learning:** Students are trained for various systemic clinical examinations, history taking, patients' assessment, treatment planning and assessment of results of interventions at OPD and IPD level on patients of various diseases. Students of rasa Shastra & Bhaishjya Kalpana and Dravya Guna are trained for purification and formation of various medicines which may not do any harm to patients with maximum efficacy against various diseases.
- **Learning in the humanities:** Students are motivated for creative thinking skills by organizing debates in department on various topics and students share their creative views or ideas on particular topic. Students are also motivated to explore and present any concept of Ayurveda with

correlation to contemporary medical science to expand the thinking and correlation skills.

- **Project based learning:** As per the Institute policy, Students have to make a research project at PG and PhD level and some assignment at UG and DANP level to develop their project management skills.
- **Role Play:** PG and Ph.D Students plays a role of teachers in class room to teach specific allotted topic in presence of subject expert or teacher to develop teaching and classroom management skills on specific days of week.

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

E. None of the above

D. Any one of the above

C. Any two of the above

B. Any three of the above

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
Any other relevant information	View Document

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

Response:

Various types of Information and Communication Technology tools are being used by the creative teachers of the institute for to improve teaching and learning situation.

Examples of ICT tools being used by Teachers in the Institute:

1. Informative tools: Internet, E-Charak Samhita, E- Sushruta Samhita, E Madhav Nidana, E-Nighantus, Google Scholar, AYUSH Research portal, TKDL (Traditional Knowledge Digital Library), Shadha ganga etc
2. Resignation devices: CD-ROM of various E books, Videos, is transferred to students by resignation devices.
3. Constructive tools: MS word, Power Point, MS excel are frequently used by every teachers for teaching in class rom. MS power point is used for effective teaching through various animations and audio visual presentation of information that helps the students to understand the topic clearly. Biostatistics for research purpose is being taught with help of MS excel and various other fundmanetal concet of Ayurveda like Agni pariksha, Dashvidh pariksha etc are being taught in innovative and easy way by using Microsoft excel.
4. Communicative tools: E-mail, SMS, Social medias are used for communication and transferring of information with students. Various research articles, E books, Scanned books, PDF documents etc are transferred to students for learning process through such communicative tools.
5. You tube videos of various procedures, surgeries and clinical examinations are used to teach the students in effective manner.
6. Google forms, Google sheets etc are used for receiving feedback from students for further improvement in teaching and learning process. They are also used to take mini quiz or test in class room for rapid assessment of the students whatever taught in class room by teacher.

7. Students are also being trained for use of various android applications which can add the further knowledge of subject like Dravya application, Ayurquest application, AyurBuzz application etc.
8. Use of various statistical softwares like Graph Pad, Sigma Stat, Instat for statistical analysis in research are taught to students and used by teachers and students too.
9. Students are trained to use the online website like <https://randomization.com> for randomization like process in research.
10. Students are being motivated to use courseras like online e-resources for updating and value addition of the knowledge.

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: 12.92

2.3.4.1 Total number of mentors in the preceding academic year

Response: 72

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

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

Response:

Institute has adopted following innovative method of teaching learning process which nurtures

creativity, analytical skills and innovation among students

1. Flipped classroom method:

Students are motivated to come in class with prior reading of topic and reciting slokas of concerned topic before starting teaching it in classroom, so that student can easily understand the topic and can share their queries and curiosities with teachers

1. Design thinking method (Case Method):

Institute offers effective teaching through individual need and demand satisfaction method by analysing every student and their baseline knowledge and grasping capacity.

1. Self learning motivation: Students are motivated to learn themselves and try to understand the topics and the difficulties arising in understanding the topics are discussed with students and being taught that topic above the level they can understand themselves.

2. Gamification:

Few topics which are difficult to understand and recall are being taught to students through games that can increase interest of students and can help to recall and understand the topic very easily eg. Teaching various *Mahakashaya* and *Rasa, Guna, Virya, Vipaka* of *Dravya* etc through various games

1. Use of social media for teaching and learning

Learning material, e books, Articles or any news related to any topic of the syllabus are shared by faculty with students through various social Medias like Whats app, facebook, twitter etc

1. Use of free online learning tools

Students are motivated to use various free online learning tools like software for statistical analysis, various online lectures by expert, blog of learned person of the field, use of some android applications for competitive exam preparation and to understand the subject through subject related mobile and computer applications too.

1. Interactive method:

Interaction between students and teachers is well practiced by faculties of Institute while teaching in class rooms. Every student is motivated to interact with teacher in form of asking any question or asking for further information on topic to satisfy his/her curiosity.

1. Competence method:

The teaching methods practiced in institute mainly aim to produce competent Ayurveda Physician, Ayurveda Teacher, Ayurveda surgeon etc through skill based teaching modules prepared for practical propose. Various field surveys, dead body dissection, surgery on dummy model and then on patients, clinical class, on patients teaching of various clinical methods are practiced in institute to make the students competence in the subject.

1. Innovative programmes throughout the year are conducted for teachers as well as Ph.D., P.G. and U.G scholars e.g., workshops on research methodology, Charak chintan, teaching and learning skill development programme, Yoga programmes etc.
2. Study tour to visit distant hospitals for specific purpose.
3. Effective mentor mentee policy provides special attention by mentor to their mentees for development of the students in all aspects as their individual need and as whole.

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: 76.42	
File Description	Document
Sanction letters indicating number of posts (including Management sanctioned posts) by competent authority (in English/translated in English)	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document

Other Upload Files	
1	View Document
2	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: 49.93	
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.	

2018-19	2017-18	2016-17	2015-16	2014-15
38	38	34	36	35

File Description	Document
Institutional data in prescribed format	View Document
Copies of Guideship letters or authorization of research guide provide by the the university	View Document

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

Response: 13.73

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

Response: 988.91

File Description	Document
Institutional data in prescribed format	View Document
Consolidated Experience certificate duly certified by the Head of the insitution	View Document

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

Response: 100

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

2018-19	2017-18	2016-17	2015-16	2014-15
72	77	66	73	75

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

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

Response: 4.39

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

2018-19	2017-18	2016-17	2015-16	2014-15
00	08	04	04	03

File Description	Document
Institutional data in prescribed format	View Document
e-Copies of award letters (scanned or soft copy) for achievements	View Document
Awards claimed without certificates will not be considered	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:

Yes, continuous internal assessment is going on as per the academic calendar. The academic calendars of all departments have fixed dates for internal evaluation for each course. Every teacher strictly follows the academic calendar for teaching purpose. The syllabus is covered by teacher as per academic calendar in specific period of time. The question papers have the syllabus covered in that specific period of time. The question papers are prepared from the question bank collected from respective subject teacher as per their covered topics. The students are provided with the corrected answer-scripts of the Class-Tests so that they can be aware of their mistakes. If the students express their difficulties in understanding the questions which were set in the Test, the questions and the topic on which such questions were set are discussed in the lecture-hour by the faculty member. The students are further advised to write the answers to the same questions as home assignments with the suggestions and modifications made by the examiner of the Class-Test.

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:

All the grievances related to examinations from students are forwarded to the university by examination superintendent of the Institute. This is followed in transparent manner as the grievances send to university without any change. This mechanism is very fast and grievances send to university within 3 working days of receiving them. Further instructions from university are followed by the institute.

In regard to internal evaluation are redressed through the following mechanism:

1. Grievances of students are addressed at the departmental level by the faculty advisor and the Heads of the Departments.
2. If the grievance of a student is not redressed at the departmental level, it is formally brought to the notice of the Grievance Redressal Cell functioning at the college level.
3. Grievance cell functions at the college level so that the students may redress their complaints regarding internal assessment. The Director, the Head of the Department concerned and the general coordinator of the internal assessment programmes in the college are members of the Grievance Redressal Cell.

If there is a marked discrepancy found between class-performance and performance in internal assessment

of a student, the teachers consider it to be their responsibility to identify the cause behind such discrepancy. The interaction between the student and the relevant faculty members can be crucial for such identification. If the reason for such discrepancy is purely academic, the teachers try whole-heartedly to provide the students with a broader understanding of the subject of their study (topics already taught in the class are discussed again, students are given time-bound home assignments to be checked by the faculty members, more books and journals are suggested to the students for reading and so on). However the cause may be extra- academic too. In case the student suffers from psychological instability or examination-phobia, the faculty members try to deal with the suffering students sympathetically.

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:

This institute is affiliated with Dr S.R.Ayurveda University, Jodhpur for academic purposes which guides and directs the smooth conduction of classes as per instructions and guidelines of CCIM. Courses, course contents, course duration, evaluation of learning etc are policy matters and this institute follows in toto. There is no provision of internal assessment in DAN&P course, BAMS course, MD course and Ph.D. We are doing internal assessment to improve teaching and learning process.

Continuous internal assessment is being conducted at 4th and 8th month of admission for BAMS and DAN&P as written tests and practical/viva-voice; and at 6th month for Ph.D and M.D. as written tests, practical/viva-voice and evaluation of research work. The dates of internal assessment are decided in academic calendar. It is responsibility of department to prepare question paper sets for all courses as per the academic calendar. The evaluation of answer sheets is done by the departmental teachers after coding them. The question papers have questions from all syllabus covered during that period. To maintain the varieties of question all type of questions like MCQs, Short and Long are included in question paper. Many objective structured clinical or practical examination tools have been prepared by our faculty members and it is the essential part of most of the clinical research work. Continuous Internal assessment evaluation system in the institute is flexible and students centric. There is a special feedback system to get reviews/suggestion from stakeholders i.e., students to make it student oriented. After each test for internal assessment, feedback forms from students are taken randomly. Students are encouraged to give their feedback regarding any suggestive changes in internal evaluation system to make it more fruitful and result oriented. The feedbacks received from students are critically analyzed by a committee of HODs and Dean of the Programme for corrective measures in internal evaluation system if required. The decision of the committee is being adopted for next evaluation test and so on this process continues to make it more and

more successful.

Continuous Internal Evaluation System Reforms- Feedback	
Name of the student:	
Name of the programme:	DANP/UG/PG/Ph.D
Name of Department:	
Year of the course	
Feedback	

Continuous internal assessment is being conducted at 4th and 8th month of admission for BAMS and DAN&P as written tests and practical/viva-voice; and at 6th month for Ph.D and M.D. as written tests, practical/viva-voice and evaluation of research work. The dates of internal assessment are decided in academic calendar. It is responsibility of department to prepare question paper sets for all coerces as per the academic calendar. The evaluation of answer sheets is done by the departmental teachers after coding them. The question papers have questions from all syllabus covered during that period. To maintain the varieties of question all type of questions like MCQs, Short and Long are included in question paper.

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

Other Upload Files	
1	View Document
2	View Document

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

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

E. None of the above

D. Any 1 of the above

C. Any 2 of the above

B. Any 3 of the above

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

2.6 Student Performance and Learning Outcomes

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

Response:

The Institute has stated the generic learning outcomes for Diploma in Ayurveda Nursing and Pharmaceuticals (DAN&P) and UG (B.A.M.S) programs, Program specific outcomes for PG(M.D/M.S) and PhD programs as per the provisions of Central Council of Indian Medicines(C.C.I.M) and Dr. Sarvepalli Radhakrishnan Rajasthan Ayurveda University, Jodhpur. Course outcomes of all the programs are also stated by Institute in accordance to specified course approved by regulatory authorities like Central Council of Indian Medicines (C.C.I.M) and Dr. Sarvepalli Radhakrishnan Rajasthan Ayurveda University, Jodhpur. The print copy of generic and program specific outcomes is being circulated in all departments for information purpose of students and teachers. Institute is in plan to upload this learning outcomes (generic and programme-specific) on institutional website. A print copy of Course outcomes of each subject and each paper of theory and practical is circulated to concerned subject teachers and students learning that subject before commencement of classes. The teaching learning process in institute is aimed for achievement of stated learning outcomes (generic and program specific) through achieving the course outcomes effectively. Periodic assessment is being done to assess whether learning outcomes are being achieved by students or not. if, students are not able to achieve the stated learning outcomes, special academic help is being offered by the concerned subject teachers and mentor. All the academic efforts are being done by faculty of the institute for achievement of the stated learning outcomes by all the students.

Institute has also stated the graduate attributes which are being expected to achieved by students after completion of the programs offered by Institute. Professional expertise along with moral, ethical, humanitarian values are also being expected to be developed in students after completing program running in Institute. Graduate attributes are being communicated with all the students and teachers through print copy and mail.

Following qualities are expected to be achieved by students studying in the institute while they complete their program offered by institute

1. Competency in health care delivery through Ayurveda
2. Collaborative nature
3. Professionalism
4. Manager/Leadership skills
5. Problem solving attitude
6. Skills for Innovation and creativity
7. Knowledge and practice of humanitarian principles

Institute organizes various activities and programs like seminars, workshops, guest lecturers of renowned personalities, sports and cultural activities, NSS program activities to help the students to achieve these graduate attributes after completion of the program.

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

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

Response: 95.07

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

2018-19	2017-18	2016-17	2015-16	2014-15
153	178	173	165	132

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

2018-19	2017-18	2016-17	2015-16	2014-15
163	187	182	174	139

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

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

Response:

Institute give more emphasis on attainment of stated learning outcomes (generic and Program specific) through effective and result centric teaching learning process. The course outcomes of each program are aligned with generic program outcomes and program specific outcomes, which facilitates the process of attainment of program and program specific outcomes through teaching and learning process of course outcomes. Regular theory classes, practical training in laboratories, hospital, pharmacy, academic tours, drug tours, field visits, are the part of teaching learning process for achievement of learning outcomes. participation in various national and international seminars, conferences, workshops and continuous medical educations, Participation and scientific research paper presentation in various National and International seminars, publication of research papers in peer reviewed journals, dissertation work, experimental studies in animal house, drug standardization through various microscopic and laboratory experiments, helps the students of Post graduate and doctorate program students to achieve the program specific outcomes.

practical training in form of clinical examination and clinical evaluation of indoor and outdoor patients, drug seminar, journal presentations, seminar presentations helps the students to attain the stated learning outcomes.

PG and Ph.D students are motivated to attend the patients independently under supervision of the teachers to gain the confidence in clinical practice.

Regular duty in emergency care unit help the students to achieve the clinical skill for emergency health care through Ayurveda and build the confidence in students for management of emergency cases through Ayurveda efficiently.

Students do practice of various panchakarma, surgical and para surgical procedures under supervision of subject teacher which helps them to gain acquired surgical and procedural skills.

Training of various procedures of Yogic and Naturopathy science in Yoga unit and Swasthvritta and Yoga department helps the students to master the skills of these practices.

The attainment of learning outcomes of each programs (Generic and programs specific) are being assessed

during and completion of the program. During the study, the program outcomes are being assessed through assessment of aligned course outcomes. Aligned course outcomes of UG (B.A.M.S) and DANP program are being assessed through internal assessment exam conducted by the institute. For PG and Ph.D students, aligned course outcomes are being assessed by the supervisor of the students on bases of their day to day performance in research activities, class room, OPD and IPD.

After completion of the course and program, program outcomes are being assessed by exit test for UG (B.A.M.S) program and through program outcomes assesment questionnaires prepared for each PG and Ph.D program.

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:

There is a Parent-Teacher meeting organizing committee in the institute to organize the parents and teachers meeting periodically. It is constituted to provide information about educational progress and overall behavior of students to their parents.

The functions of this committee are;

1. To organize parent-teacher meeting for UG and DAN&P students
2. To manage and document the evidences of the Parent-Teacher meeting
3. To help for reforms in parent-teacher meeting policy if needed

Parent-teacher meeting is being organized once in a year for each professional year students after first internal evaluation exam. The schedule for parents- teachers meeting is finalized by Dean of the respective program i.e. UG Dean and Nursing Dean. Parents are being informed about the meeting in advance of one month before this meeting. During parents-teachers meeting, it is discussed about attendance of students, performance of students in internal assessment exam, performance of students in class room, learning capacity of students, behavior of students in classroom and institute with the teachers and students, interest of students and their participation in extra-curricular activities, overall health of students, weakness of students and suggestions for improvement, Strength of students and further strengthening with parents about their son or daughter. Parents are motivated to get actively involved in overall development of students cooperating the concerned teachers. If anything noted any serious issues with students like long time irregularity of students in class room, misbehavior in classroom, hostel or in the institute, involvement of students in destructive activities, parents of concerned students are informed immediately and with help of parents appropriate correcting measure are being taken. Parents are also encouraged to provide their inputs regarding improvement in education, improvement in hostel facilities or any needful suggestions which can be helpful for betterment of students. Parents are also motivated to attend the annual functions,

sports and cultural events being organized in institute to encourage their children. The whatsapp group of parents and teachers of individual professional year students has been formed to assist exchange of information about students in better and efficient way with all time availability of teachers to the parents. The details about parent-teacher meeting schedule is being shared with parents in whatsapp group and being confirmed by mobile calling. Parents not using whatsapp are informed through simple text message or mobile calling or sending letter whichever required as per condition. Parents are being given full freedom to know about progress of their students and their improvement measures from respective teachers anytime through technology. A specially designed proforma containing the details about students like attendance of students, performance of students in internal assessment exam, performance of students in class room, learning capacity of students, behavior of students in classroom and institute with the teachers and students, interest of students and their participation in extra-curricular activities, overall health of students, weakness of students and suggestions for improvement, Strength of students is shared with parents in parents-teachers meeting.

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: 0.89

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: 44.35

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

2018-19	2017-18	2016-17	2015-16	2014-15
35	35	33	31	27

File Description	Document
List of full time teacher during the last five years	View Document
Institutional data in prescribed format	View Document
Copies of Guideship letters or authorization of research guide provide by the university	View Document
Any additional information	View Document
Link for Additional Information	View Document

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

Response: 4.13

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

2018-19	2017-18	2016-17	2015-16	2014-15
08	02	01	02	02

File Description	Document
Institutional data in prescribed format	View Document
Fellowship award letter / grant letter from the funding agency	View Document
Any additional information	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: 16

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

2018-19	2017-18	2016-17	2015-16	2014-15
8	6	2	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
Any additional information	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 National Institute of Ayurveda, Jaipur an apex institute in its specialty had also created benchmark in the areas of innovation related to research in ayurveda. At the same time the Institute is also able to maintain a well balanced ecosystem with many other National and International institutes, agencies and

organization. The Institute primary aim is to serve the community by means of developing incubation centres and promoting innovation in research with the expectation of getting extraordinary outcomes to be implemented on a global platform in health care systems. This is the purposeful aim of the Institution as well as a social responsibility and a core value that should be demonstrated by an apex institute like ours in the field of medical healthcare system. Many Memorandums of Understanding and research collaboration have been signed with many international and national institutions like University Tunku Abdul Rahman, Malaysia with the focus of strengthening, promoting and developing cooperation in education, training, research, publication with the ultimate goal of popularization of ayurveda on the basis of equality and mutual benefit. Many ongoing research projects are in process with Central Council of Research in Ayurvedic Sciences which are being carried out by various faculties of the institute. These MOU provides an opportunity to the student as well as faculties to exchange their knowledge and transfer their uniqueness which is to be utilised on a wide scale in health care sector. Various Faculties are doing research oriented projects in collaboration with multinational cooperative and manufacturer companies like Coca cola, Dabur etc. These collaborations showed a deep insight and vision behind the research oriented activities associated with the Institute. Besides all these collaborations and Research Linkages institute has given various facilities and provisions to the faculty staff as well as scholars to participate in various Seminars, Symposia, Workshops, Training, etc and that to upto some extent institution also contributes as a sponsor in these visits of the faculty and scholar on a yearly regular basis. According to central Government ruling provisions faculty as well as scholars can avail upto 10-15 academic leaves per year along with the financial support. These participations are also a part and parcel for updating new knowledge and exchanging new ideas regarding the research prospects in Ayurveda. Above all these the Institute also have a role in organising various reorientation courses or Continuing medical education (CME) for faculty in various specialties of Ayurveda that too is a step forwards in exploring new advancement, talent and knowledge is being attracted from different parts of the country establishing a knowledge oriented ecosystem of Ayurveda. As an apex institute we have created an ecosystem to place our students in different national or international universities and pharmaceutical industry. We regularly organize placement programs for our students which are listed in annexure; we create potency in our students to be self employed or start their own clinic and also create the skills to fund them for such activities.

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: 27

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

2018-19	2017-18	2016-17	2015-16	2014-15
18	02	03	03	01

File Description	Document
Report of the workshops/seminars with photos	View Document
Institutional data in prescribed format	View Document
Any additional information	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**

E. None of the above

D. Any 1 of the above

C. Any 2 of the above

B. Any 3 of the above

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 form	View Document
Any additional information	View Document
Link for Additional Information	View Document

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

Response: 9.72

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.

Response: 525

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

Response: 54

File Description	Document
PhD/ DM/ M Ch/ PG Degree Award letters of students (with guide's name mentioned)	View Document
Institutional data in prescribed format	View Document
Any additional information	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: 1.52

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

3.3.4 Average number of books and chapters in edited volumes/books published and papers

published in national/ international conference proceedings indexed in UGC-CARE list on the UGC website/Scopus/Web of Science/PubMed/ during the last five years

Response: 0

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

3.4 Extension Activities

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

Response: 12

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.

2018-19	2017-18	2016-17	2015-16	2014-15
07	05	00	00	00

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

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

Response: 40.9

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

2018-19	2017-18	2016-17	2015-16	2014-15
802	700	107	92	143

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

An institute of highly dedicative thought and moral values, where all the nation building activities take place. The aim of the institute is not only to make a healthy society but to make the society aware of the humanitarian values through the different activities organised throughout the year in different places of the town and Rajasthan. The activities includes the different NSS camps, Arogya mela, Medical Camps, Swachha bhara Abhiyan, Blood donation camps etc. These all programmes arranged besides the academic activities and other services. In the NSS wing the volunteers direct their programme in small plays so that they can share message to the society about importance of soil & water conservation. Importance of plantation and education. Importance of the different projects of the government like "Beti Bachao Beti Padhao" and others. The latest developments in agriculture, watershed management, wastelands development, non-conventional energy, low cost housing, sanitation, nutrition and personal hygiene, schemes for skill development, income. Arogyamela is another project worked out by the Institute with collaboration of ministry of AYUSH. It is performed as a great health festival in which all the branches of AYUSH system works to facilitate as maximum health service to the public as they can. Beside this a huge number of medical camps are organised round the year to reach out at the villages of the remote areas for saving their lives out of the diseases. Free health check ups, distributions of medicines freely and counselling the patients about their health conditions are done. Cleanliness is nearer to God and it is the best way to prevent the society from diseases. It also helps to save money of the people. To make aware about cleanliness and its benefits regular rallies are arranged. Cleaning works are conducted to make the town and villages clean. Other life saving activities are also performed by the volunteers, students, staffs of the institute. In a regular basing blood donation camps are also organised per quarterly of year. A huge units of blood are collected and sent to the blood bank for the benefits of the needy one. Like this other activities are carried out by the Institutions and units. All these works are highly beneficial for the society and is praised and appreciated by the civils. They also encourages us with the feedbacks and in some times they voluntarily take parts in this holy works. So all these works are really an eyeopening for all of us to know the deficiency of the society and try to educate them, eradicate them and correct them wherever possible.

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

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:

Education is the process of facilitating knowledge,abilities,skills,character and mental powers in

students. Main objective of it is to create a versatile personality. The extension activities in the institute are also the part of their curriculum of the education, so that students along with the professional knowledge become sensitive towards the social issues and contexts prevailing in the society. These activities inculcate the qualities of helping, serving, reflecting and responding to the society in a healthy way. With this motive National Institute of Ayurveda (NIA) had taken several steps and had conducted several social awareness oriented activities in collaboration with community, government and non governmental organizations. In the Serial events of these extension services. In 2017 Save the girl child educational awareness drive was conducted under PCPNDT Cell of NHM raj. From 11-14 th march 2018 PULSE POLIO TRAINING PROGRAMME was conducted by Health & Family Welfare, Govt of Rajasthan in association with NSS unit , NIA, Jaipur. 30 students participated in this training programme. Then after from 25 -31st March A SPECIAL CAMP organised “Vishesh Avashiye Camp” was organised in Mukundpura, Amer, Jaipur. Under which activities like Swacchhta abhiyaan, Matdata Jagrukta Abhiyaan, Health checkup & distribution of medicines, Nukkad Natak on Swacchhta, Rally on Swacchh Bharat abhiyaan, RTI awareness, Women empowerment were conducted by our NSS unit. On independence day 2018, a general awareness-cum-celebration program was organized under the flagship of our NSS Unit. Respected Director of NIA hoisted the national flag and celebration was preceded with a short speech by director sir along with some cultural programs. A social awareness skit performed by members of NSS Unit of NIA, Jaipur. Then on 24 September 2018 an awareness campaign was organised in Jamwaramgarh village in Jaipur district on occasion of NSS day under theme Swachh Hi Sewa (SHS). A hygiene awareness rally and Nukkad Natak about cleanliness and diseases occurring in absence of hygiene practices was conducted by NSS unit.

The students of government school Jamwaramgarh were given representation on hand washing methods and were educated about menstrual hygiene. Further in the series of these encouraging activities a blood donation camp was organized in collaboration with SMS Hospital, Jaipur on 8th oct. 2018, under the supervision of our NSS Unit. NIA staff and students gave their precious contribution. A total of 111 units of blood were collected and each donor get a card by which he/she can easily avail one unit blood if needed within one year of time. With the beginning of the new year on the occasion of 70th Republic day of India, a gala event was organized in NIA, Jaipur. Flag hoisting was done on 9:30 a.m in presence of honorable chief guest Shri Sanjay Gupta, Principal Secretary, Govt. of Himachal Pradesh. Students participated in parade and several other co-curricular activities. In addition to all these World sight day, Beti Bachao Abhyan and many other Swachh Bharat Abhyan, Directorate of field publicity Awareness programme was also conducted by NIA under Directorate of field publicity, Min. of Information and Broadcasting, GOI.

File Description	Document
Any additional information	View Document
Link for details of Institutional social responsibility activities in the neighbourhood community during the last 5 years	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: 1.2

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

2018-19	2017-18	2016-17	2015-16	2014-15
01	04	01	00	00

File Description	Document
Institutional data in prescribed format	View Document
Documentary evidence/agreement in support of collaboration	View Document
Certified copies of collaboration documents and exchange visits	View Document
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: 10

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: 10

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

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:

National institute of Ayurveda has adequate facilities for teaching – learning for the students as per as Classrooms, laboratories, computing equipment, etc. as per the minimum specified requirements by the central council of Indian medicine which is statutory regulatory body to control and guide education of ayurveda in India.

As per norms of CCIM, Institute has all required facilities for teaching, learning viz. classrooms, laboratories, computing equipments etc. All UG classes are having separate AC classrooms with ICT facilities and identified marked class wise. For nursing, part I and II separate classrooms are there. One common PG classroom is allotted separately for PG first year students for common subjects. 14 separate departmental classroom/seminar hall have been allotted to each respective department for conducting subject wise PG classes as MD and MS courses are elective. All PhD scholars are also having separate sitting arrangement and utilizing facilities which is provided to each department. As per the CCIM requirement of subject, majority of the departments are facilitated with laboratories and museum. Each laboratory and museum is well equipped with required instruments, chemicals, computer facilities. Institute has separate field class room in botanical garden for demonstration of plants. As per practice, clinical classes usually conducted in ward at beside but there is also a separate clinical class/lecture theatre in hospital side is allotted for demonstrating clinical study material. A separate room is allocated for smooth working of journal of Ayurveda, where scrutinizing of various articles and its publication is carried out.

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

1.Sports , Games and Yoga:

The institute has adequate facilities for various sports activities. For better management, institution have established a committee which is actively working to organise various sports activities and also encourage and train students for the participation in competitions of state and national level. The institution has provided well maintained sports ground and all other necessary equipment for various sports activities and games.

For the decorous organisation, for smooth working of sports activities, sport club has been framed

1. Cultural activity –

Since 1976, NIA Jaipur is conducting various cultural and sports activities to encourage the students for the multidisciplinary approach. For the better organisation and management of the activities institute has conducted distinct cultural committee which is actively working exclusively for various cultural programs, competitions etc.

Each year the cultural committee is conducting cultural programme and different competitions for the students. The activities are planned with the vision to develop cultural awareness, sportsman spirit and the multi-talented personality of the students. The students are encouraged and supported for the participation and their talent is appreciated by the awards given by the institute.

Each year in month of January or February these 10-15 days sports and cultural events are organised. The teachers are also actively involved as event organiser and participants in various sports and cultural activities. Approx 400 students each year are actively participating in the various cultural events. Detail description of last five years cultural activities are tabulated below:

Cultural Activities of the institute.

Name of the event	Year of the event	Total activities	No.of students participated
Purusharth 2014	2014	13	444
Purusharth 2015	2015	14	368
Purusharth 2017	2017	11	397
Tarang 2018	2018	12	300
Tarang 2019	2019	28	902

Auditorium

Institution has its own auditorium with the capacity of 500 audience.

Yoga centre

Institution has its own yoga centre where faculty members of swasthavrutta department provide proper guidance about yoga to OPD-IPD patients. Practical classes of swasthvritta department are conducted for UG/ PG students. Monthly record of OPD-IPD patient is maintained.

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

4.1.3 Availability and adequacy of general campus facilities and overall ambience

Response:

National Institute of Ayurved, Jaipur has adequate campus facilities for basic needs and smooth and healthy living atmosphere.

There is a big campus of institute having hostel facilities for UG and PG, PhD Boys and Girls separately. Boys hostel have three separate buildings namely; SLR (65 ROOMS), NAGARJUN (93 ROOMS), and AGNIVESH (90 ROOM) NURSING (30 ROOMS). There is a quarter and guest house for visitors. The Hostels are well equipped with basic needs requirements. The hostels are well maintained and provides healthy and study favored atmosphere. In every hostels there is continues facility of electricity and an electrician has been appointed for any emergency, neat and clean rooms, bathrooms and toilets daily maintained with cleanness by the sweepers. There is facility of heaters to provide hot water in winter seasons. For summer season, there is facility of refrigerators and RO Plants for cold and purified drinking water. There are kitchens and well-furnished dining halls as student's mess in every hostel. Healthy and nutritive foods have been served in hostels to maintain the health of students.

There is facility of canteen in Institute for breakfast, tea, coffee and lunch for students, staff, visitors and patient attendants in the institute.

There is a branch of Central Bank of India, Bank in the institute campus providing in campus bank services to students and staff.

There is good quality road and signage inside and outside campus for easy and safe transportation.

There are enough numbers of common and personal toilets in the campus for males and females separately and maintained well with appropriate cleanness every day.

Round the clock health facility for students and staff is available in institute at free of cost with all laboratory and radiological investigations facility. The emergency unit of institute offers quick and free health service for any kind of emergency health condition. There is also a facility of ambulance in institute for referral of students or staff or patients to higher health service center at free of cost.

The adequate number of RO plants in institute for water purifications which provides cool and purified drinking water in institute for students and staffs.

There is alternative source of energy in form of generators and solar energy plants in institute to handle the situation of sudden loss of electricity power and for saving of electricity through use of natural resource for electricity production.

Institute have large garden with green grass being maintained regularly for morning walking exercise and playing the games for students. There is also herbal garden in institute with various medicinal plants. Institute has so many trees inside the campus to make environment pollution free.

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: 7.59

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

2018-19	2017-18	2016-17	2015-16	2014-15
154.97	151.20	81.65	232.88	261.6

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

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:

Institute follows the rules and regulations of regulatory bodies like Central Council of Indian Medicine (CCIM), New Delhi as well as Dr. Sarvepalli Radhakrishna Rajasthan Ayurved University, Jodhpur for teaching, hospital, equipments, clinical teaching learning and laboratory facilities.

Institute has 280 bedded National Assessment and Accreditation board (NABH) accredited Hospital offering indoor, outdoor and emergency health services through Ayurveda.

There is facility of Good Manufacturing Practices (GMP) certified Pharmacy in the institute providing quality medicines at free of cost for indoor, outdoor and emergency patients. There is also a facility of kitchen attached with institute to provide free and diseases specific food to indoor patients as per advice of concerned physician. Institute has Central laboratory in Public Private Partnership mode providing service of all types of laboratory investigations like pathological, microbiological and Biochemistry investigations. Institute has a well-equipped Panchkarma Unit for various Panchakarma Procedures to provide benefits to indoor and outdoor patients. Institute has emergency care unit to provide 24 hours first aid emergency health service. Institute has also the radiology unit for USG and X-ray facilities. Institute provides health care services through general specialty wise OPDs as well as special super specialty clinics like Diabetes and cancer unit for better patients care. There is unit of endoscopy in institute for diagnosis of various gastro intestinal diseases. Institute has well equipped Operation theatres for General surgery, Gynecological surgery, Eye and ENT surgery. There is a labour room offering 24 hours health care service in institute.

Institute has well equipped and well maintained class rooms with LCD projectors and computer facilities with adequate space and sitting facilities as per CCIM norms. There is adequate and qualified teaching staff for teaching. There are facilities of teaching learning instruments and departmental laboratories and libraries for students and teachers.

Dravya Guna Departments of Institute has the HPLC laboratory to perform various subject related experiments.

Rasa Shastra and Bhaishajya Kalpana Department has the laboratory for drug standardization and Identification.

There is laboratory in Roganidana department to perform pathology, biochemistry and microbiology related experiments.

Agad tantra department and Drvaya Guna Departments have the museums for teaching learning of the subjects.

There are facilities of various clinical classrooms and demonstrations for clinical training in hospital.

Dead body dissection room facility is available in institute for practical training of body dissection.

There is facility of Pancha Karma Unit with various procedures wise sub units for practical training of

Panchakarma to students.

Operation theaters, labour room and Kriya Kalpa Units in institute are available for students for surgical, parasurgical and gynecological training and practice.

Every department has sufficient number of instruments and regular maintenance and updating as per CCIM norms for effective teaching and learning process.

There is facility of Bloodletting Unit, Agnikrama Unit and Kshar Karma Unit in hospital for practical training of these procedures.

Institute has a well-equipped and well maintained Yoga Hall for training of Yoga, Pranayam and meditation for students and patients.

File Description	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
Link for the list of facilities available for patient care, teaching-learning and research	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: 268773.8

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

2018-19	2017-18	2016-17	2015-16	2014-15
215942	189173	178847	211403	199192

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

2018-19	2017-18	2016-17	2015-16	2014-15
67286	71653	74838	69343	66192

File Description	Document
Year-wise outpatient and inpatient statistics for the last 5 years	View Document
Institutional data in prescribed format	View Document
Extract of patient details duly attested by the Head of the institution	View Document
Details of the teaching hospitals (attached hospital or shared hospitals after due approval by the Regulatory Council / University) where the students receive their clinical training	View Document
Any additional information	View Document
Link 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: 0.76

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.

2018-19	2017-18	2016-17	2015-16	2014-15
448	434	364	324	356

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.

2018-19	2017-18	2016-17	2015-16	2014-15
248	286	197	269	366

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

E. None of the above

D. Any one of the above

C. Any two of the above

B. Any three of the above

Response: A. All of the above

File Description	Document
Institutional prescribed format	View Document
Geotagged photos of health centres	View Document
Documents of resident facility	View Document
Details of Rural and Urban Health Centers involved in Teaching Learning activities and student participation in such activities	View Document
Description of community-based Teaching Learning activities	View Document
Any additional information	View Document
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:

Integrated library systems (ILS) are multifunction, adaptable software applications that allow libraries to manage catalogue and circulate their materials to patrons. So for this above reason NIA library is choosing ILS software, not only on the performance and efficiency of the system, but also on its fundamental flexibility to readily adapt to the future demands and needs of their students, staffs & patrons.

Advantages of an Integrated System

- The duplication of effort to create and maintain multiple copies of bibliographic records is eliminated in an integrated system.
- Opportunities for errors are reduced when records are entered only once, and changes are automatically propagated throughout the system.
- Library staff and patrons can have access to all pertinent information at one location.
- A patron can view a bibliographic record in the online catalog and also see the citations.

The benefits of using ILS are immediate and obvious. An ILS can increase the productivity of the library.

Some of the advantages of opting for the open-source ILS such as KOHA are-

- No purchasing cost
- Low cost set ups
- High scalability
- Great community support
- Great upgrades and updates
- Active librarians within the development and users community

- No vendor lock-in

We are planned for utilization of this automated software for digitalization since last 5 years and notifications done, regarding the order, purchase and functions of this portal like KOHA.

So we have purchased the KOHA software with the help of which 90% of Library materials digitalized and we are likely to complete it by august 2019 for access. Details of work done up to 07.08.19 is provided below:

Sl	DESCRIPTION	SPECIFICATION	QTY.	W
1.	RFID MEMBER IDENTITY CARD (BOTH SIDED PRINTED)	Top quality pvc/abs dimension: contactless smart cards of ISO standard, standard size,, frequency: 13.5mhz	1500	Pr
2.	LIBRARY MANAGEMENT SOFTWARE	(Licensed web centric library management software); KOHA with customization, / SOUL 2.0 integrated LMS, with server and integration. <ul style="list-style-type: none"> • intel® xeon® processor E5-2600v4 product family processor; RAM-DDR4-16GB 	1.	Ins
3.	ALL BOOKS DATA ENTRY (APPX.50,000)	Books/CD data base from .xls format to marc 21 format- UNICODE	50000	De
4.	ALL MEMBERS DATA ENTRY (APPX. 1200)	Member data base With photograph and other details	1200	De
5.	RFID Staff Station with Thermal Printer (ONE STAFF STATION & ONE SELF CHECK IN/OUT KIOSK)	<ul style="list-style-type: none"> • Integrated with library desktop configuration • Read/write/anti-theft programming should be done in One single operation • Read/write distance of minimum 20 -30 cms 	2	Ins
6	Library Security Gate Single Aisle (2 EAS Pedestals)		1.	Ins
7.	Entrance access control gate	optical flap barrier turnstile gate with sensitive infrared sensors/ Entrance access control tripod turnstile gate	1.	Ins

8.	RFID CODE tag STATIONARY APPX. (50,000x2) including logo sticker (Extra 5000)	Standard size	50000	35
9.	LAN CABLE CAT6 305 MTR BOX	Cat 6	1.	Re La do
10.	RFID Handheld Reader for Shelf Management			In

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:

The Institute has a good Library having publications on various subjects on Ayurveda, Naturopathy, Allopathy, Philosophy, Sanskrit, Science, etc. Reading room facilities are provided where current and latest journals, magazines, bulletins, leading national and local dailies are made available. During the year under report, 307 new publications were added. The number of library books, including reference and research publication, has now risen to 23,360. 112 Journals and Newspapers were subscribed for the Reading Room and 1,676 annual volumes of Journals were available for reference and research purposes. The Book Bank has 4,643 books for distribution to students of each class on merit-cum-need basis. The numbers of readers was 14,993. The Books are classified in catalogue code and open access system is maintained. 4 Library Cards are issued to each scholar to get 4 books for study at his/her residence. The Library remains open for 12 hours on all working days. Rare and reference books are kept separately in the Research and Reference Cell for compiling index and bibliography. Departmental Libraries are also functioning in all the 14 Departments for immediate reference by teachers and scholars. These Libraries are enriched with new additions every year. The Library has a collection of Thesis submitted by Teachers, PG and Ph.D. scholars.

Automation of Library work is in Progress for which Institute has got a Software from NIC and installed in Comptuer. Library Staff are being sent on a Training after which work will be started soon.

Video and Audio Unit: An Audio and Video Unit is also available in the Institute with one Photo Copier, TV, VCR, LCD Projector, Audio, Video Cassettes and CDs on various topics of Ayurveda, Modern subjects, Medicinal Plants etc.

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

E. Any one of the above

D. Any two of the above

C. Any three of the above

B. Any four of the above

Response: C. Any three of the above

File Description	Document
Institutional data in prescribed format	View Document
E-copy of subscription letter/member ship letter or related document with the mention of year	View Document
Any additional information	View Document
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: 3.91

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)

2018-19	2017-18	2016-17	2015-16	2014-15
4.31	4.875	02.69	0.62	7.05

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

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

Response:

Much learning in life is informal--opportunistic and strictly under the control of the learner. Learners take advantage of other people, mass media, and the immediate environment during informal learning. Our libraries provide a wide range of periodicals, reference sources, and audio and video tapes so that patrons can learn about topics of their own choosing at their own pace and style. Just as computing technology and world-wide telecommunications networks are beginning to change what is possible in formal classrooms, they are changing how individuals pursue personal learning missions.

NIA library is fundamentally an organized set of resources, which include human services as well as the huge number of books, research thesis, periodicals, huge number of articles, manuscriptology unit study rooms for UG, PG, PhD scholars and teachers. It has internet facilities etc.

It serves roles in learning, sharing expensive resources. Human resources--librarians (also called media specialists or information specialists) support instructional programs by responding to the requests of teachers and students (responsive service) and by initiating activities for teachers and students (proactive services). Responsive services include maintaining reserve materials, answering reference questions, providing bibliographic instruction and teaching users how to use materials. Proactive services include selective dissemination of information to faculty and students, initiating thematic events, collaborating with instructors to plan instruction, and introducing new instructional methods and tools.

It preserves objects through careful storage procedures, policies of borrowing and use, and repair and maintenance as needed. In addition to preservation, libraries ensure access to materials through indexes, catalogs, and other finding aids that allow learners to locate items appropriate to their needs.

This is distinct from the practical role of sharing resources in that libraries provide a physical place for

teachers and learners to meet outside the structure of the classroom, thus allowing people with different perspectives to interact in a knowledge space that is both larger and more general than that shared by any single discipline or affinity group. In many respects, libraries serve as centers of interdisciplinary places shared by learners from all disciplines. The important roles that libraries serve in formal learning are illustrated by their physical prominence on university campuses and the number of courses that make direct use of library services and materials.

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

4.3.6 E-content resources used by teachers: 1. NMEICT / NPTEL 2. other MOOCs platforms 3.SWAYAM 4. Institutional LMS 5. e-PG-Pathshala
None of the above

Any One of the above

Any Two of the above

Any Three of the above

Response: Any Two of the above

File Description	Document
Institutional data in prescribed format	View Document
Give links e_content repository used by the teachers	View Document
Links to additional information	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: 48

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

Response: 48

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

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

Response:

Institution frequently updates its IT facilities. Initially, in the year 2006, speed of broadband was 256kbps which was maintained by Infosys ltd. It was further upgraded in March 2008 upto 1 MBPS which is maintained by BSNL. Then it is further upgraded in 2010 to 2MBPS which is also maintained by BSNL. In 2011, Wifi facility was initiated in college campus with same speed maintained by BSNL. In year 2013, speed of broadband was increased upto 10 MBPS with Wifi facilities. In Dec 2016, Speed of broadband is extended up to 34 MBPS. Institute has applied for NKN with 100 mbps speed.

A long year of dedicative work is provided by the IT centre. Computer lab is provided by institution to the students and others too. It centre of the institute have a well number of computers, having space which provides computer services to students, teachers and others staffs too. Users are provided a personal login credentials and password for their personal use and maintaining security. Also a certain user policy is indexed to retain access to the computers. This generally consists of the user not engaging in illegal activities or attempting to circumvent any security or content-control software while using the computers. Computers in computer labs are typically equipped with internet access, while scanners and printers may augment the lab setup. Computers in computer labs are typically arranged in such a way that no problems will arise for the students and users for free working. Since march 2012 academic year the IT units provide the internet facilities to entire campus with increased mbps year after years, also the entire campus is connected through LAN (local area network). Since last oct 2018 the data speed provided is 100mbps.

UTM(unified threat management) is another facility provided by the centre. Likewise CCTV surveillance facility at Administrative block, Academic Block, Pharmacy, Boys hostels and premises by NVR technology. Computers, printers, Projectors are the service provide by the IT centre as well.

The service is provided for all campus computers, printers, projector, LAN & Wi-Fi with AMC. One more IT centre created having area of 1500 sq.ft with 30 computers.

The computer labs offer multipurpose services. These specialized purposes include video editing, stock trading, 3-D computer-aided design, programming.

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) ?1 GBPS

500 MBPS - 1 GBPS

50 MBPS-250 MBPS

250 MBPS-500 MBPS

Response: 50 MBPS-250 MBPS

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

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: 2.62

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)

2018-19	2017-18	2016-17	2015-16	2014-15
99	79	67	50	52

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

NIA has a number of divisions for full filling the knowledge like Libraries departmental as well as common institutional, for maintaining physically and psychologically fitness of students, teachers, hospital and other staffs. NIA provides facilities of Yoga, Meditation, Gymnasium, athletic units as well. For cultural and other social services NSS unit, cultural units are there. For whole of the divisions there is secretary, supportive staffs are there for its proper functioning. For practical works of the students of Nursing, UG, PG& Ph.D. scholars there are dissection room, physiology and pathology practical laboratory. For pharmaceutical practices there is Rasashala and Pharmacy. As per requirement of each department for providing the best academic and practical skills as well, other laboratories practical units are there. A central Pathological, Biochemical, FNAC, Histopathological laboratories are also there for well functioning of hospital (both OPD & IPD). For proper caring of patients there are units of parallel hospital facilities managed by NIA's in its parent campus, satellite hospital, Bombaywala hospital and other sister units in different parts of Rajasthan. There are botanical gardens for practical knowledge of medicinal plants. Animal house for in vivo study of the research works. A well-established library is there for fulfilling the knowledge of needy student, teachers and research scholars. A big auditorium is there for working of various academic, non-academics and cultural activities besides. Library serves roles in learning, sharing expensive resources. Human resources--librarians (also called media specialists or information specialists) support instructional programs by responding to the requests of teachers and students (responsive service) and by initiating activities for teachers and students (proactive services).

It preserves objects through careful storage procedures, policies of borrowing, use, repair and maintenance as needed. In addition to preservation, for maintenance and repairing of various academics as well as non academic equipments & instruments of libraries and other wings of NIA there are estate branch. Different staffs, laborers and engineers and also other co-workers has been appointed both temporary and permanent basis for this. If need is huge then tender is invited with proper way.

A huge numbers of computers are there in different departments, academic branches, libraries,

administrative blocks, laboratories and hospital for its smooth functioning. Also for its maintenance estate department is there.

Different cultural & academic activities, sports & athletics are continuously happened throughout the year. Which creates a beautiful and healthy atmospheres among the scholars and different staffs of the institute as well as hospitals.

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

Criterion 5 - Student Support and Progression

5.1 Student Support

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

Response: 52.47

5.1.1.1 Number of students benefited by scholarships /free ships / fee-waivers by Government / Non-Governmental agencies / Institution during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
470	383	557	434	436

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

E. None of the above

D. Any one of the above

C. Any three of the above

B. Any five of the above

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: 11.8

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

2018-19	2017-18	2016-17	2015-16	2014-15
163	187	182	00	00

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

Other Upload Files

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

Response:

National institute of Ayurveda Jaipur is an apex autonomous institute under Ministry of AYUSH, Govt of India imparting Ayurveda education to Indian and foreign students. Increasing awareness and demand of Ayurveda across the globe has attracted foreign nationals for learning this ancient medical science. Ministry of AYUSH is providing various long term and short term courses for foreign nationals in its institutes through various schemes for BIMSTEC, SEAR and Malaysian and other foreign nationals. National institute of Ayurveda Jaipur is also conducting UG, PG & PhD courses to foreign nationals and has 12, 7 and 2 seats reserved for UG, PG & PhD foreign nationals respectively. Institution has an active cell working for the International students. In 2017 coordination cell was framed for the different matters related to the issues of foreign students. The aim of International student cell is to look into different academic, residential, personal and admission related as well as other matters of the international students. The cell conducts regular periodic meetings with the international students to discuss various issues and deal with the grievances of the students accordingly.

File Description	Document
Any additional information	View Document
Link for international student cell	View Document
Link for Any other relevant information	View Document

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

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

None of the above

Any 1 of the above

Any 2 of the above

Any 3 of the above

Response: All of the above

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

5.2 Student Progression

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

Response: 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 ..

2018-19	2017-18	2016-17	2015-16	2014-15
00	00	00	00	00

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**

2018-19	2017-18	2016-17	2015-16	2014-15
59	92	122	119	30

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

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

Response: 55.6

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

2018-19	2017-18	2016-17	2015-16	2014-15
85	112	105	92	77

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

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

Response: 29.45

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

Response: 48

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
Any additional information	View Document

5.3 Student Participation and Activities

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

Response: 0

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

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

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

The institute has a representative council of students from all the programmes i.e. PG, BAMS & DAN&P. Institute has a strong belief that progress is possible only when every stakeholder of the institute actively contributes and students are the backbone of any teaching institute. For taking care of student's interest and making them equally responsible for every activity of the institute, Student association is constituted

from every course conducted by the institute.

Student association of BAMS comprises of thirteen members three from each batch, two elected on the basis of merit and one student nominated by the class students. Association is also having a foreign national for taking care of interest of foreigner students.

DAN&P student association comprises of ten members, five members from each batch, four on the basis of merit and one nominated by class.

PG student association is having fourteen members, 7 as office bearers and 7 as members having student representation across all specialities and years. Different office bearers are chosen by the students on consensus basis. Student associations are having designated positions like President, Vice-President, General Secretary, Member Secretary, Sports Secretary, Cultural Secretary and Cashier.

Every class is also having two class representatives (CRs), one boy and a girl who look after all the day to day activities of the class related to academics. Any administrative matters related to student's interest are also referred through CRs to the respective student association and then forwarded through association to appropriate competent authority.

Student association members are members of cultural and sports committees at the institute and also plan the cultural and sports activity of the institute under the guidance of cultural and sports heads from the faculty. Student association is consulted by the administration of the institution in planning the matters of student's interest.

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

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

Response: 4.4

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

2018-19	2017-18	2016-17	2015-16	2014-15
07	03	04	04	04

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

Other Upload Files	
1	View Document

5.4 Alumni Engagement

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

Response:

National Institute of Ayurveda, Jaipur was established on 7 Feb 1976. Since its time of inception more than 5000 students have passed and serving across the globe as Administrators, Academicians, Clinicians, Research scientists, Entrepreneurs etc. Alumni of this premier institute have worked under different capacities like Vice-Chancellor, Directors, Council presidents etc. and share a great role in building the present global repute of this institute. There was no registered alumni association earlier but alumni were contributing to the development of institute in one or other way like guest lectures, sharing their valuable experiences, guiding the students for various competitive examinations, providing assistance for successful organization of various events organized by the institute.

Recently on dated 17-01-2018 Alumni association of the National Institute of Ayurveda was formally constituted and registered by the name of Alumni Welfare Association of National Institute of Ayurveda Jaipur under The Rajasthan Societies Registration Act 1958.

The Alumni association is now taking up different activities in phased manner which are mentioned below

1. Creation and up-dation of alumni database
2. Uploading alumni database on institutes website
3. Updating the alumni with various activities of the institute.
4. Organizing regular Alumni meets
5. Organizing talks of the prominent alumni.
6. Promoting student, alumni and faculty interaction.
7. Involving the alumni in institutional and social activities.

File Description	Document
Any additional information	View Document
Link for details of Alumni Association activities	View Document
Link for frequency of meetings of Alumni Association with minutes	View Document
Link for Additional Information	View Document
Link for audited statement of accounts of the Alumni Association	View Document
Lin for quantum of financial contribution	View Document

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

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

E. Any one of the above

D. Any two of the above

C. Any three of the above

B. Any four of the above

Response: A. All of the above

File Description	Document
Certified statement of the contributions by the head of the Institution	View Document
Any additional information	View Document

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

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

Response:

Vision :

- To provide best quality and uncomparable Ayurvedic education in the country suitable to international standards and acceptability.
- To become an apex institute of Ayurveda- an innovative, internationally competitive contemporary institute committed to creating the best possible future for helping the mankind to adopt a disease free life.
- To produce the best talented teachers, physicians and researchers in the field of Ayurveda acceptable to the modern scientific world.
- To become an institute of national importance and a centre of excellence in the field of Ayurvedic education, training, research and patient care and to make a name of its own internationally.
- To provide the best treatment facilities in all branches of Ayurveda.
- To provide a truly supportive environment, that rewards excellence and it will be agile enough to thrive in a dynamic global environment.

Mission :

Enduring mission of NIA is to assist the department of AYUSH in achieving the mandate in the area of improvement of educational standards, quality control, research and also for propagation of ayurveda on the international front, collaboration with foreign countries for bilateral cooperation in education, training, publication, research, patient care.

- Further improving the quality of higher education in Ayurveda suitable to international needs.
- Introduction of more PG and fellowship programs, training in various aspects.
- Implementing practice based research in treatment in order to give a scientific outlook to the patient care activities in Ayurveda, to validate Ayurvedic treatment so that the entire world accepts ayurveda as a system of medical care.
- Undertaking various Research Activities for the welfare of mankind.
- Training Programs for Foreigners (Medical as well as Non-Medical fellow) interested in the basic knowledge as well as higher knowledge in Ayurveda.
- Providing expertise in Ayurveda to foreign countries interested to adopt Ayurveda for their health care needs.

The Institute has various perspective plans for the future development. The Institute is a pioneer institute in the field of Ayurveda established in 1976 by a Society Act of Rajasthan State Government, which imparts Teaching, Training and Research in various specialties of Ayurveda. To achieve targeted goals, various committees are constituted. These committees provide guidance and technical inputs in various activities. The Institute always promotes the participation of the teachers in decision making bodies, academics of their departmental affairs at all levels. Various committees of the Institution represent nominees from

various departments and takes active role in policy decision making and its execution. Faculty of the Institute play both direct and indirect role in leadership at various levels in different committees. For Teaching & Research NIA have 14 departments with one senior most faculty member acting as HOD. HOD's in consultation with their departmental faculty plan various future activities and put forward to the director. HOD's are member of all policy and decision making bodies of NIA and having financial power up to Rs. 10000/- as imprest for routine expenditure. HOD also plays an important role in annual assessment of works done by faculty. In this way he becomes a part of decision making body.

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

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

Response:

The Director is the Chief Executive officer of the Institute and presides the meetings of the various committees of the Institute. Being the Chief Executive officer of the Institute, the Director makes an effort to bring out a consensus on various issues among members of different levels of authorities. The principle of decentralization & participative management is well taken at NIA. The Institute always promotes the participatory management practice at all levels in the managements as well as academics. All the departments involve students and staff members in the management of their departmental affairs at all levels. Similarly, the Institute administration bodies like Governing body; Standing Finance committee approves all financial agenda prepared by the Director as he is member secretary of Finance committee and Governing body. Before submitting the agenda items to the finance committee, Director discuss the issues related to finance with the HOD's of the institute for input suggestions and also any new agenda which they feel necessary to get approved by SFC, the General body and finally by the Ministry.

Institutional research review board takes care of all the research related technical issues. IRRB is chaired by honorable director of the institute, Dean Research is member secretary and all the HOD's are member of this body. After approval of IRRB, project involving human trials are send to Institutional Ethics Committee for further approval of such cases. Thus approved projects are send to university for the further processing. In this way NIA practices decentralization and participative management. Governing body, SFC, IEC involves all stake holders like Professors, Government of India nominee, State Government nominee, Non-voluntary agency, legal Profession etc. in policy level decision making and its execution. Students are equally promoted to participate in various decisions making activities related to curriculum, academic calendar, sports and cultural activities, disciplinary and hostel activities etc. In case of the administration, the Director follows the principle of delegation of authority to the different responsible

officers and academic heads. NIA has four Deans to discharge academic activities efficiently, timely, regularly to enhance quality of technical and learning process. The leadership strives actively for decentralization to all levels of administration of the Institution. The Director is assisted by the Dy. Director, A.O, Store officer, DMS, Deans, and H.O.D's of the various departments in all administrative and academic matters. Dy. Director, Store officer, DMS, Deans and Heads of the departments are assigned with different functions at the institution and the department level for smooth functioning and development. The teaching fraternity and the non-teaching community actively participate with utmost interest in the development of the Institute. The Institute has evolved a healthy practice of frequent meeting of various Committees of teaching and non-teaching staff with the Director and other officials. This practice helps to build a direct and one-to-one communication, which is found very useful and effective in policy formulations, implementations and feedback collection. Over and above this informal practice, there is a statutory provision for meeting of various committees.

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

6.2 Strategy Development and Deployment

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

Response:

A major strategic plan was enforced in Sep 2016 under the guidance of Director, NIA to enhance the quality of patient care and patient safety at the NIA hospital and for upliftment of quality of Teaching, Training of institute at all level and for all programs offered by the NIA. First NABH accreditation was obtained for the NIA Hospital in year 2017. Plan for NAAC accreditation was visualized and is being worked upon. Further plan of upgradation of Institute to Deemed to be University is in pipeline, so that Institute can work with autonomy and to plan various programmes based on national needs, social need and also as per international needs for the ailing masses as to provide health through Ayurveda. Dates were decided for the development of quality of services being provided by the NIA in the field of health care, preventive health care and also to enhance the quality of research and teaching as given below:

Declaration of strategic plan: 15.09.2016

Improvement of quality of care of patient and safety through NABH accreditation: 18.05.2017

Steps to be taken to enhance quality of Teaching, Learning and research process: 01.05.2018

Enhancement and upgradation of Institutional status has Deemed to be University: 15.06.2019

Establishment of Distant education branch and overseas campus of NIA: December 2019

The Institute works to serve as a custodian of classical knowledge of Ayurved and to develop competent human resources for practice, Teaching and Research in Ayurveda. To achieve targeted goals. As the part of implementation of strategic plan, the Institute has the following goals:

1	NABH Accreditation	
2	Construction of New OPD block	
3	Getting Deemed University	
4	Re-construction of Multi-storey of well –equipped hospital in the Heart of City(Bombaiwala Hospital)	
5	E-Hospital	
6	Animal House	
7	E-Learning Center	
8	Starting Pancha Karma Technician Course	
9	Starting a Hospital in Tribal area (Gogunda, Udaipur, Rajasthan)	
10	1. Biometric Attendance (GPS Based) System 2. E-Library 3. E-Office	
11	Advanced Drug Testing Lab	
12	Foreign Hostel	
13	Gymnasium	
14	Lab with ISO certification for radiology and pathology services	

For the above mentioned strategic plan implementation, process has been already initiated and various committees have been formed. From the above, some units are fully operational at present.

A Successful Activity: NABH Accreditation (Document Attached)

For NABH accreditation, training was organized for 35 participants (including both Teaching and Non-Teaching faculty) for 3 days from 14-16 November 2016. On 18.05.2017 Seven (7) Committees were formed by the Director NIA. Each committee having chairman and other members. Each committee was given task to fill the gap between real practice and NABH standards. Under the guidance of Director NIA, with the efforts made by various committees, finally NIA hospital was accredited with NABH on 11.09.2017.

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

E. Any one of the above

D. Any two of the above

C. Any three of the above

B. Any four of the above

Response: A. All of the above

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

6.3 Faculty Empowerment Strategies**6.3.1 The institution has effective welfare measures for teaching and non-teaching staff**

Response:

National institute of ayurveda provide different measures for the benefits of our staff apart from this many of the welfare schemes of government of India are also implemented in the institute i.e:

- The Teaching faculty was given the benefits of DACP Scheme for time bound promotions
- The Class III and Class IV employees were given the benefits of MACP Scheme for time bound

promotions.

- The paramedical staffs get benefitted with nursing allowance retrospectively from 1999.
- The Teaching staff and non-teaching staff were given the benefits of GPF/NPS scheme.
- Apart from these, free medical facilities being provided to the staff and its family members.
- A special facility for procurement of GPF/ Co-operative loan is available in the Institute for both teaching and non-teaching staff.
- On Duty and Academic leaves are sanctioned to the faculty to attend the seminars/conferences and there is a provision for reimbursement of travel and registration fees by the institute
- Child care leaves are sanctioned to the Female Teaching/Non-teaching staff.
- Home town and LTC facilities are provided for all the Teaching staff and non teaching staff
- Staff members (Teaching/Non-Teaching) at all levels are encouraged to participate in training programs for enrichment of their skills. For such training, the Institute bears the entire expense of the program.
- nursing and hospital allowance for non teaching staff.

The teaching and non-teaching staff also benefited with-

- Gymnasium with instructor
- Yoga hall with instructor
- Recreation center with equipment
- Staff quarter
- Crèche facilities
- Canteen facilities

File Description	Document
Any additional information	View 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: 23.44

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

2018-19	2017-18	2016-17	2015-16	2014-15
24	15	14	14	18

File Description	Document
Relevant Budget extract/ expenditure statement	View 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

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: 12.2

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

2018-19	2017-18	2016-17	2015-16	2014-15
34	16	05	03	03

File Description	Document
Institutional data in prescribed format	View Document
Detailed program report for each program should be made available Reports of the Human Resource Development Centres (UGC ASC or other relevant centres)	View Document
Copy of circular/ brochure/report of training program self conducted program may also be considered	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: 100

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

2018-19	2017-18	2016-17	2015-16	2014-15
72	77	66	73	75

File Description	Document
Institutional data in prescribed format	View Document
E-copy of the certificate of the program attended by teacher	View Document
Days limits of program/course as prescribed by UGC/AICTE or Preferably Minimum one day programme conducted by recognised body/academic institution	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:

Presently Institute is having Annual Confidential Reporting (ACR) system for each academic year for both teaching and non-teaching staff. Every year, dispatch of ACR's for performance appraisal by the deputy Director to all department and sections happens in the month of April. Concern teaching and non-teaching staffs individually fill the format and to submit to his HOD/Reporting officer in stipulated time. After assessing the work done by each member, HOD/ Reporting officer makes some comments and submit ACR to the Director (Reviewing officer). After final assessment by the Director, each ACR shall be attached to the service file of concern person. This Performance Appraisal System plays a crucial role during promotions of teaching and non-teaching staff.

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

Other Upload Files	
1	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:

National Institute of Ayurveda mobilizes its funds solely from Ministry of AYUSH on various Heads of Expenditures of the Institute. A very less amount Rs.13 Lakh is also contributed by Rajsthan Govt. Apart from this our institute (NIA) is also generating revenue by utilizations of its various available sources.

Revenue generated by the Institute-

- Student fees (UG, PG, Ph.D., Nursing)
- Different certificate courses all-round the calendar year.
- Users charges from the hospital resources.
- Others (auditorium charges, registration fees, various funded projects, CMEs etc.)

Funds received from AYUSH ministry are spent on payment of salary of teaching and non-teaching staff, and for all other expenses of the Institute. Each and every amount of fund received from AYUSH Ministry and State government are as per with budget allocation. Budget of the Institute is prepared keeping in mind developmental criteria of the Institute; accordingly provisions are made in the Budget, which is prepared by a team of experts under direct supervision of Director of the Institute and approved by the Ministry of AYUSH, and then funds are sanctioned, which is deployed on different Heads of Expenditures in accordance with the requirements for efficient use of funds/grants received from government. The Institute follows full transparency in the use of funds. Further, grants received from AYUSH ministry are earmarked for infrastructural related growth and developmental work of the Institute are divided in five main divisions for the proper management and utilization of funds. i.e

- Salary head
- General area head
- Capital head
- SCP head (Special Component Plan)
- Swachchhata head.

Institute accounts are audited by the Accountant General. Audit report alongwith the annual report are kept on the table of both the houses of Govt. of India and are approved.

Procedure of fund utilisation

NIA strictly follows the guidelines laid down for the utilization of funds. Whenever and wherever

the approval of SFC or competent authority is required, it is obtained.

General Head of fund is distributed in many ways, these includes –

- Stipend of the **Interns, PG & PhD scholars**.
- Salary of the contractual staffs.
- Payment of expenses, security, house keepings after approval of SFC.
- Library and purchasing of books.
- Payments for various equipments, machineries and instruments after the approval of competent authority up to 2.5 lacs and if amount exceeds 2.5 lacs the approval is done by SFC.
- Other such minor expenses are done from this head.

Capital head- It is used for infrastructure development i.e. repairing, renovation and expansion of institute building and construction of new building after the approval of competent authority or SFC. Heavy machinery and equipments are also purchased from this head.

AYUSH ministry grants are spent after approval from finance committee chaired by the Joint secretary of ministry.

The Institute also mobilizes its resources from Self-financing and Vocational courses run by the Institute revenue from various sources as follows. All expenses of contingent nature are spent from this fund after getting approval from competent authorities.

Fund generated from self generating sources are principally used for maintenance and development of Institute.

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

Other Upload Files

1

[View Document](#)

6.4.2 Institution conducts internal and external financial audits regularly

Response:

The accounts have been audited regularly i.e every year as per the intimation and audit program set by the external/internal audit authority. Institute authority took a serious note of the any objections raised by the audit team. The objections raised by the auditors are placed before the concern section and reply are made in a time bound manner by the higher authorities. The Institute has the best mechanism for both external and internal audit. Internal audit wing, Ministry of AYUSH, Govt. of India audits the accounts of the Institute every year.

External Audit mechanism:

Chartered Accountant audits the Accounts of the Institute every financial year and will submit its report to CAG. Then the CAG auditors also conduct the audit of the Institute. The accounts of the Institute are being post audited by the above audit party as per the schedule and scope of the audit area decided by them.

Mechanism for settling audit objections:

1. During the audit they issue primary objections based on the accounting records observed by them, which is then sent to the concerned departments/ units for compliance.
2. Based on those compliances, if they feel it satisfactory according to their norms, they waive the primary objections otherwise issue audit para.
3. Before issuing of final report, the examiner of local fund conducts meeting with the Director of the Institute discussing the major objections raised by the audit team.
4. After that they issue final report to the Institute.
5. Then the report and their compliances are presented before the Finance Committee.
6. The copy of report and compliances are then sent to the audit authority and Ministry of AYUSH, Govt. of India to present audit report to Parliament.
7. Once it was approved, It will be published and circulated.

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

6.4.3 Funds / Grants received from government/non-government bodies, individuals, philanthropists

during the last five years (not covered in Criterion III)**Response:** 30634.99

6.4.3.1 Total Grants received from government/non-government bodies, individuals, philanthropists year-wise during the last five years (INR in lakhs)

2018-19	2017-18	2016-17	2015-16	2014-15
9100	7180.97	5557.07	4365.49	4431.46

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

6.5 Internal Quality Assurance System**6.5.1 Institution has a streamlined Internal Quality Assurance Mechanism****Response:**

Institution has established IQAC in Jan 2018 with the aim of planning, guiding and monitoring Quality Assurance and Quality Enhancement activities of the institute. The constitution of IQAC made the system more organized and ensured quality of the college at every level through its regular meetings. As management is also a part of IQAC, this enabled easy communication of flaws and decision making in rectifying the same. The major change which we could able to achieve is safety, hygiene, maintenance of the infrastructure and clarity in schedules. Maximum utilization of resources is possible with the inbuilt IQAC. Along with Standard Operating Procedures for administrative processes has been framed covering various parameters - actions, activity steps, decision points, functions, inputs/outputs, and people involved, process measurements and time required. It helps in mapping critical administrative and operational processes to develop a shared understanding of the processes and identifying areas for improvement. IQAC has empowered Departmental Vision, Mission and Action Plans of all the departments of institute. The objectives of the Departments are established from the vision, mission statements and feedback/suggestions from stakeholders including Faculty, Students and non-teaching staff, Alumni and other professionals. The curriculum is implemented innovatively with the effective use of ICT and new

technologies to motivate and inspire students. Value added courses have been introduced during the academic sessions 2016-2019 by IQAC in the Institution for curriculum enrichment and holistic development of students. Regular Class tests and internal assessment examination are conducted in accordance with academic calendars of various departments. The inclusion of laboratories/practical along with theory subject is to provide insights to students through application of theory into practice and further develop the observational and investigative skills of students. Adequate infrastructural support such as library, laboratory facilities, herbal garden are provided by the college authorities. Availability of Internet and its relevant access by providing unique user ID and password to faculty and students are ensured. IQAC has also contributed significantly for institutionalizing the quality assurance strategies and processes in context of research area by encouraging and motivating teachers and students to actively participate in research activities. Experts/Professionals are invited from different industries, organizations and institutions to deliver recent innovations and practices in concerned areas. Various workshops, seminars, orientation programmes for quality improvement of faculty, students and administrative staff are being organized. The degree of achievement of each objective of the Department is then graded based on the weightage given to each objective towards achievement of the said Department's vision and mission and the rating based on the execution of each objective. This evaluation of the objectives is evolved through a process of discussion and deliberation coordinated by the Head of the Department and all faculty members of the Department.

File Description	Document
Any additional informaton	View 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: 100

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

2018-19	2017-18	2016-17	2015-16	2014-15
72	77	66	73	75

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
Any additional information	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.,)

E. None of the above

D. Any one of the above

C. Any two of the above

B. Any three of the above

Response: A. All 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

NVAAC

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: 9

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

2018-19	2017-18	2016-17	2015-16	2014-15
03	03	1	1	1

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
Copy of circular/brochure/ Report of the program	View Document
Any additional information	View Document
Link for additional information	View Document

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

Response:

Institute provides separate hotel facilities for Under Graduates, Post Graduates and for Nursing Students. Separate wardens are in-charge of hostels to maintain the hostel discipline. The entire hostels are well protected by the fencing to avoid any sort of intrusion of outsiders. Separate well secured washroom facilities in each floor of the hostel and institute are available. CCTV cameras are installed where ever is necessary to vigilant the miss happenings in the hostel and college premises. Institute assigns the 24X7 Security Guards facility in institute/hostel for attentive entry in to premises. Entry and exit for the outsider is strictly prohibited and only parents or guardians are allowed to meet their children's after receiving the permission from the hostel wardens. **Internal Complaint committee** is constituted in the Institute and in Hostel for prevention and cognizes of sexual harassment of the women. Committee will also sensitize the gender issues, to promote gender quality and justice and to educate students to fight gender discrimination in all walks of life. Weekly meeting will be organized in hostel with warden to pay attention over the

requirements of the hostilities. Institute provides the Journals / magazines which offers the information about gender equity and sensitivity. Institute provides the separate rest room for women's and Creech to look over the wards of working women. Institute strictly follows the Government rules/ university rules while recruiting teaching and non teaching faculties to remove the gender discrimination. Even Institute abides to the government rules while selecting the students for respective courses or specialties. Women representation is found in all the committees constituted by the Institute for executing the institutional work.

File Description	Document
Any additional information	View Document
Specific facilities provided for women in terms of a. Safety and security b. Counselling c. Common Rooms d. Day care centre for young children	View Document
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

E. any one of the above

D. Any two of the above

C. Any three of the above

B. Any four of the above

Response: B. Any four 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:**

Solid waste generated from the institute i.,e from Academic and Administrative wing includes the paper, plastic (bottles / Stamp pads/ Pen/ Cello tape), wood (scraped / broken), demolition products like cement, bricks, iron rod, plastic taps and rarely the left out food articles. Segregation of the solid and liquid waste are done appropriately at the site of production by providing the colored bins which are meant for the collection of solid waste and the liquid waste. Transportation of formed waste is also managed according to priority basis. Composting is the method adopted by the Institute to handle the solid wastes especially dry leaves, garbage and refuse.

Liquid waste: The Institute adheres to a strict protocol of liquid waste disposal in its laboratories both hospital and departmental. Any glassware used in the laboratory is rinsed with minimum water and placed in the liquid waste container. The liquid waste is segregated into organic and inorganic waste. Inorganic waste such as concentrated acidic or alkaline solutions are neutralized before disposal. Sodium bi-carbonate or Calcium oxide (lime) is used for the neutralization process so that the neutralized liquid contains no harmful substance. The organic waste yield of the Institute is limited till date and therefore treated with cow dung for decomposition due to the action of micro-organisms.

Bio-hazardous waste management

Existing as per the guidelines of national health and medical research council the waste is categorized into clinical waste, general waste etc and disposed as per the guidelines Institute has waste management strategy and plans and accordingly waste auditing is being done periodically. **E-waste management**

Bins are set up in college campus to collect e-waste. This helps to create awareness on e-waste among students. E-waste is collected and given to authorized agency (SWaCH) for dismantling and recycling as per NPCB norms.

On campus three plants of water harvesting are in operation. First one 9.15 meter ? 3.15 meter ? 3.4 meter sized is installed near OPD block another with dimension of 9.15 meter ? 3.15 meter ? 3.4 meter sized is installed near gate no. 1 and third with dimension of 9.20 meter ? 3.20 meter ? 3.4 meter sized is installed near guest house. Each plant can recycle around 97973.85 liter of water daily. In Monsoon season, plant can accommodate 2.96 lac liters of rain water.

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

7.1.5 Water conservation facilities available in the Institution:

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

Any one of the above

Any Two of the above

Any Three of the above

Any Four of the above

Response: Any Three of the above

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

E. any one of the above

D. Any two of the above

C. Any three of the above

B. Any four of the above

Response: D. Any two 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. Disabled-friendly washrooms**
- 3. Signage including tactile path, lights, display boards and signposts**
- 4. Assistive technology and facilities for persons with disabilities (*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**

E. any one of the above

D. Any two of the above

C. Any three of the above

B. Any four of the above

Response: D. Any two 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

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:

NIA is not only a hope for the students but also a hope for those hopeless patients who are not getting proper treatment for their disease. NIA is the institute not only to treat the patients but it also provide a base towards the development of future of the nation and world by providing best quality of teaching in the field of Ayurveda and Modern medicine wherever necessary for the students of the nation and abroad.

It's really a nice experience where students are come from all over the globe, resides under a common umbrella to make a greater future of the world by making them healthy with the holistic approach of Ayurveda Science. The institute itself a heritage site of the world, surrounded with the historical forts, lakes Temples, different excursion places, which makes it the most attractive among the entire institute throughout the nation. It provides a better place for all the students to make them feel like a home away from home by teachers as their parental support and all the senior and junior scholars like kiths and kins.

It's placed in Jaipur where different communities resides i.e. Hindu, Muslim, Boddha, Jainas, Sikhas, Christians and others too. So the patients come from near and far from all parts of the society. That's why the physician here is behaving with them as they are their relatives and neighbors, this make them feel better after departing from here.

It's a great feeling here also to take the knowledge and entertainment. As the students come from different parts of Bharat and abroad, they play and produce their own cultural activities which is almost performed through the year in different seasons. Different cultural programs, sports, debates, Yoga therapy, Meditation are the key elements towards the complete development of the Students.

Besides these different sports meets, seminars, excursion are also conducted for outward knowledge beyond the institute by the director and other teaching faculties.

Patients are the main subjects in any medical systems so also in our institute. Almost all economical wounded patients are come here for their treatment. They paid almost a negligible amount for registration, and almost free for the senior citizens. Different medical camps are also organized throughout the year for the poor and hard reach areas. Our institute also have well developed modernized laboratory which helps patients for their clinical investigations by charging minimal price than the outside. The institute has better connectivity through Government and private sector transport system, Railway station, airport and govt bus stop is also near from the institute. Beside this there's bus stop near the gate of the institute and hospital

building for local conveyance. Also the location of the institute is set in Google maps for easy assistance for the public from locality, state, national and international benefits.

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

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

E. None of the above

D. Any one of the above

C. Any two of the above

B. Any three of the above

Response: A. All of the above

File Description	Document
Institutional data in prescribed format	View Document
Information about the committee composition number of programmes organized etc in support of the claims	View Document
Details of the monitoring committee of the code of conduct	View Document
Any other relevant information	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:**

In NIA there is celebration of birth anniversaries of great personalities of India.

On the occasion of teacher's day, there are lectures on Dr S.Radhakrishnan life, his teachings, and his educational background. Both the students & staff of College gather joyfully for the celebration. The program commences with seeking blessing from god by Saraswati Vandana, followed by welcome skit and this highlightenes the importance of teachers in our life. The students are taught how he contributed his entire life towards the society. The significance of the function is to show respect to our Gurus who dispel darkness and ignorance around us. Teachers give light to students. They sacrifice their life for the upliftment of the students by imparting not only knowledge but also wisdom. Knowledge can be obtained through various media like books, novels, newspapers and internet. But students can acquire wisdom only through teachers. As wig in the lamp, the teachers sacrifice themselves to brighten the lives of the students. The faculty of the college explains that on this day we pay regards and gratitude to our teachers for guiding us as a torch bearer to grow further in our life and achieve our goals. The programme ends with dedication for the teachers by the messages and distribution of gifts to the teachers.

On the occasion of Gandhi Jayanti, there are lectures on Mahatma Gandhi's life, his teachings, and his educational background. Both the students & staff of College are gathered joyfully for the celebration. The programme starts with paying homage to Father of the Nation followed by Bhajan recital and speeches. In order to make day more memorable, there are presentations on enactments from the history like Jhallianwala Bagh episode, Swadeshi Movement and Racial Discrimination. As a part of Swachha Bharat Abhiyan, a cleanliness drive is organized in NIA. The Director of NIA inaugurated the drive by administering 'Swachta Pledge' in Hindi to all faculty members and students. The students are also taught about the cleanliness drive and the motive of organizing this activity is to inspire the students to live in a clean and hygienic surrounding. The students are taught about Gandhiji's teachings like ahinsa paramo dharam. The students are to follow the path of non violence.

On the occasion of children's day, there are lectures on Jawahar Lal Nehru's life, his teachings; his educational background. The students are made aware how he contributed his entire life towards mankind. The students are taught how much he loved children. The students are advised to follow his teachings.

There is also celebration of national festivals like holi, diwali, eid etc in NIA. There is exchange of sweets, colors, gifts.

Not only celebrations, great personalities are also remembered on their death anniversaries. There is mourning sessions on the occasion of death anniversary. All the faculty members, students gather in college premises for remembering great personalities on their death anniversaries. There are mourning sessions for remembering the great soldiers who sacrificed their lives for the country.

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

Other Upload Files	
1	View Document

7.2 Best Practices

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

Response:

Best Practice 1:

1. Title of the Practice

Title: Research Methodology and Scientific Writing

Every year, The Institution is organizing workshop on Research Methodology and Scientific writing for PG 1st year scholars.

2. Objectives of the Practice

Objectives of the Practice:

1. To encourage the scholars to formulate research proposal and to develop suitable research methods & Data analysis tools.
2. To encourage the faculty & scholars to organize and present research papers in the national/international seminars/ conferences/ workshops
3. To publish quality research articles in reputed journals.
4. To enhance knowledge and skills and to open up the discussion to participants.

Intended outcome:

These academic activities will be helpful for all PG, PhD Scholars and also faculty members and develops research-based knowledge. Upon completion of this practice, scholars will be able to understand various type of research, scientific method used in research, able to identify research problem, formulate and test hypothesis. It will help to understand the importance of scientific communication. Due to this activity, Logical thinking power, intellectual power and all qualities of research scholars develops in scholars.

3. The Context

* The challenges that the students experience in doing research have been identified as follows:

Research methodology is new subject for new learners. So, first year scholars don't aware about research methodology and they face challenges from choosing a topic, choosing the right methodology, to finding

study participants, dealing with data, Time span, limited knowledge about conducting research, Problem in reaching a conclusion and making recommendations, Referencing & Plagiarism etc.

To overcome these challenging issues, this best practice has been adopted.

4. The Practice

Participation in research methodology & scientific writing workshop is must for every research scholar. Research is an essential of higher education in the world today. Research based knowledge is the key for the development in the scientific world. Therefore, the word 'Research' has got the importance in this modern time. Writing a good proposal or any scientific matter is an art and research scholar must learn this art. The goal of scientific research is publication. Therefore, it is highly relevant in the context of higher learning not only in India, but anywhere in the world.

5. Evidence of Success

* The performance of the scholars improved due to these academic activities.

The scholars were able to prepare a research proposal and well understood about (1) how to formulate a topic for research and to describe the what, why, and how of the protocol, (2) biomedical literature search and review (3) study design, statistical concepts, and result analyses, and (4) publication ethics (5) writing a scientific paper and thesis.

6. Problems Encountered and Resources Required

Getting the guest speakers agree to come on the specific time period is one of the greatest problems. This can be solved by keeping a reserve list of speakers. Institution needs to have sufficient time to plan. Institute can increase the days of workshop. It will help for better understanding for new learners because research methodology is new subject for new learners. Scholars must be evaluated before and after workshop which helps both teachers and scholars to understand where they stand. Amenities in Auditorium like Sound & Light schemes, a big screen for LCD Projections, Separate Generator Set for power back-up, etc. has to be checked before workshop. The faculty is to be informed well in advance so that they can give their precious time from their busy schedule in this activity.

Best practice 2

1. Title of the Practice

“Induction Program for Newly Entrants”

2. Objectives of the Practice

1. To introduce to institute environment and set-up of the students within institute.
2. To explain Scope and Opportunities in Ayurveda and future and possibilities of Ayurveda on the global platform.
3. To produce graduates who efficiently serve in health services and also as Ayurvedic practitioners by

providing relief to the patients by Ayurvedic therapeutic measures.

4. To develop faith and trust towards Ayurveda.

5. To channelize the blooming energies and mental resources of the young brains in the progress of Ayurveda.

3. The Context

When new students enter an institution, they come with the diverse thoughts and wrong myth about Ayurveda and Institution. Some students decide to stay with or quit the institute in the first week after admission. Some students do preparation for NEET examination and after selection they quit the institute. For such students induction programme is necessary to stay in the institute and settle down quickly in the new environment and give them a sense of belonging.

4. The Practice

Induction programme for new entrants is essential for every institution. Because when new students enter an institution, they come with the diverse thoughts, backgrounds and preparations.

5. Evidence of Success

- Many events like orientation, visit to respective departments, director's address, special lectures, interaction between teachers and students & discussions were scheduled.
- The students were very happy with the induction Program as they got to know about what Ayurveda is and how the qualification they will obtain will benefit them in the career they are going to adopt.
- During orientation programme, Students became familiar to Dept./Branch & Innovations, mission, vision, goals of institute. At the same time, student understood their own role in achieving the goals of the institute. They became well oriented to entire institute environment and about disciplines of institution. Created bonding in the batch as well as between faculty and students.

6. Problems Encountered and Resources Required

- Institution needs administrative cooperation and encouragement. Fortunately, Institution does not have such a problem.
- After this activity, Periodic follow-up sessions are essential to find out how the students perceived their institution.
- Getting the guest speakers agree to come on the specific time period is another problem. This can be solved by keeping a reserve list of speakers.

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

7.3 Institutional Distinctiveness

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

Response:

The National Institute of Ayurveda was established as an apex Institute of the Ministry of AYUSH, Government of India for Promoting the Growth and Development of Ayurveda as a model Institute for evolving high standards of Teaching, Training and Patient Care with the following Aims and Objectives:

1. To promote the Growth and Development of Ayurveda;
2. To produce Graduates and Post-Graduates in all Branches of Ayurveda;
3. To conduct Research on various aspects of Ayurveda;
4. To provide Medical Care through Ayurvedic Systems of Medicine to the suffering humanity;
5. To provide and assist in providing service and facilities of highest order for Research, Evolution, Training, Consultation and Guidance to Ayurvedic System of Medicine;
6. To conduct Experiments and develop Patterns of Teaching Under-Graduate and Post-Graduate Education in all branches of Ayurveda.

Functions

1. Under-Graduate, Post-Graduate and Ph.D. level Programs, teaching, training leading to the Degrees of BAMS, MD/MS(Ayurved) and Ph.D.(Ayurved).
2. Training to Medical Officers and Teachers of Ayurveda as sought from other State Governments.
3. Diploma in AYUSH Nursing and Pharmacy.
4. Conducting ROTP, CME, TOT and alike Programs for the benefit of Teachers, Medical Officers, Physicians of the country for getting advanced and updated knowledge.
5. Collaborative Research with National level institutions and also with foreign countries interested to adopt Ayurveda as a System of Medicine in their countries.

6. Foreign Exposure Training Programs.
7. Undertaking PPP Projects for Specialized Treatments, Training and Research.
8. Providing Ayurvedic treatment to general public through its OPD and IPD (300 Beds).
9. Providing Ayurvedic treatment to SC and ST inhabited areas of Rajasthan under the SCP/TSP Scheme subject to budgetary allocation.
10. Active participation in Arogya Melas, Exhibitions etc.
11. Conducting National and International level Seminars and Conferences.

Vision

The major vision envisaged for the Institute is to provide the best quality and incomparable Ayurvedic education leading to Graduate, Post-Graduate and Post-Doctoral Degree levels, Diploma Course in AYUSH-Nursing & Pharmacy, various Short-Term Courses in Panchakarma Therapy, Long-Term and Short-Term Courses for Foreign Medical and Non-Medical Professionals, Teaching and Training in various fields of Ayurveda, providing the best Treatment facilities including Specialized Treatments to the general public, undertaking Scientific Research in various aspects of Ayurveda, helping and contributing for Globalization of Ayurveda and upgrading the Institute to the level of an Institution of National Importance and Centre of Excellence and to attain a Deemed University Status.

Mission

1. Further improving the quality of higher education in Ayurveda.
2. Introduction of more PG and Fellowship Programs, Training in various aspects.
3. Implementing Practice Based Research in Treatment in order to give a scientific outlook to the Patient Care Activities in Ayurveda, to validate Ayurvedic Treatment.
4. Undertaking various Research Activities for the welfare of mankind.
5. Foreign Exposure Training Programs for Foreigners (Medical as well as Non-Medical) interested in the basic knowledge as well as higher knowledge in Ayurveda.
6. Providing expertise in Ayurveda to foreign countries interested in Ayurveda.

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

8. Ayurveda Part

8.1 Ayurveda Indicator

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

Response:

The Indian health ministry proposes to promote the concept of “medical pluralism” and expose students of modern medicine to the Indian Systems of Medicine (ISM), such as Ayurveda and Yoga. It has also recommended that ISM and homoeopathy should be integrated into various national health-care programmes and delivery systems.

Keeping the great vision of health ministry of India, our institute (NIA) made policy regarding this and sent it to the ministry for approval and setting such types of combined medical system. After getting proper permission from the ministry we are working integratively with homeopathy, Yoga, physiotherapy, dietetics and with modern medicine. For introduction of Siddha system as well as Swa rigpa systems, proceedings are going on for this.

Keeping in requirement of the patients and need of time these departments are in function along with Ayurveda in different IPD & OPD levels.

1. A daily Homeopathic OPD is already running in our hospital premises.
2. A general physician is also appointed for managing emergency as well as day to day consultations as per rules.
3. Two Yoga instructors are appointed for regular Yogasan, Pranayama and meditation along with department of Swasthavritta and Yoga for the maintenance of physical as well as mental health of the patients along with the medicines.
4. Gynecologist, Anesthetists, Pathologists, and Pediatricians are also appointed for regular visits as well as consultations.
5. Physiotherapy department is also there for the benefits of the patients.

Execution-

1. Mutual understanding between the various OPD and IPD of Ayurveda and other systems of medicines for the sake of benefits of the individuals
2. For achieving these goals MOU's are signed from the recognized departments.
3. Interchanges of resources are in progress for betterment and developmental works for this purpose.
4. Outcomes of these integrated works are monitored in a regular basis.
5. Besides these different departments are coordinately works for providing better health of the individuals

in case any critical case comes a board of specialists conducts meeting to make a proper way for the solutions of the problems.

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

8.1.2 Institutional mechanism towards classical way of Ayurveda learning

Response:

Methodology adopted to promote the classical text base Ayurveda learning

For the complete knowledge in theory and practical Ayurveda scholars are taught with the help of various ancient as well as modern books along with the practical demonstrations of the various procedures. Texts like Bruhat trayee (Charaka Samhita, Sushrut Samhita, Ashtanga Hridaya), Laghutrayee (Madhav niadan Sarangadhara samhita, Bhavaprakash Samhita). Beside this different Nighantus(i.e. Ashtanga Nighantu, Keyadeva Nighantu Priya nighantu etc.) Rasa granthas (i.e. Rasaratna samucchaya, Rasatarangini etc.). Along with these books a lot of numbers of Tikas(commentaries), other related books are taught extensively for clear knowledge.

Ayurveda compendium consist of four aspects of teaching, namely Sanskrit, Vedanga, Philosophy and Practical Applications.

1. Sanskrit:-

1. Teaches with Anvaya method of study, word to word splitting of Sanskrit verses for easy understanding of the subjects.
2. Teaches in easy Sanskrit language and interact with students in Sanskrit for providing better expositors to the students.

2. Vedanga:- Teaching by adopting vedanga methods i.e. Vyakarana (Grammar), Chhanda (Prosody), Kalpa, Nirukta (Etymology), Shiksha, Jyotisha, etc.

1. Use to Chant musically the Sanskrit verses of Ayurveda for quick remembering and easy grasping.
2. Used to teach following the methodology of Nirukta i.e. Etymological and Syntactical derivatives of words for better understanding of Inner and hidden meaning of terms.

3. Philosophy:-

1. Teaches philosophically aspects covering with metaphysics and epistemology.
2. Common and special ethical and moral aspects are taught to develop the said qualities among the students.
3. Spiritual aspects are taught in accordance with the philosophical and spiritual texts.
4. Interactive methodology of friendly discussions where frequently adopted as per the Nyaya philosophy.

4. Practical Applications:- Practical Applications of underlying occult theme of Ayurveda are taught in front of patients and demonstrations and justifications are being made according to the classical wisdom.

Also with the above sections regular workshops, seminars, CMEs, academic activities like quiz competition regarding Ayurveda (i.e. named as *Shalaka*) goes on a regular basis round the year.

File Description	Document
Any additional information	View Document
Links for Attendance and certificate of completion of schedule hours of teaching	View Document
Links for Assessment, feedback and outcome	View Document
Links for teaching schedule including total hours of teaching	View Document

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

Response:

Panchakarma is the most demanding and emerging branch of Ayurveda. Panchakarma comprises of five procedures i.e. Vamana Karma, Virechna Karma, Basti Karma, Nasya Karma, Raktamokshana, which are meant for the internal purification of the body. Panchkarma therapy is done for promotive, preventive, curative purposes. These Panchakarma procedures have so many therapeutic utilities i.e. Shodhan, Shaman, Brihmana, Lekhana, Rasayana etc. Panchakarma treat the diseased condition as well as maintains the normal health. Apart from the diseased condition, to maintain the normal status Seasonal Pancharkarma is advised in Ayurveda classics. In Vasant Ritu-Vamana Karma, in Sharada Ritu- Virechana Karma and Raktamokshana and in Pravuta Ritu – Basti karma is advocated. It eliminates the unwanted metabolic waste from the body from the nearest route. In Ayurveda, it is told that the disease treated by Shaman therapy may reoccur but treated by proper Panchkarma therapy they will never reoccur. For preventive aspect, the Dinacharya and Ritucharya have been mentioned in the classics of Ayurveda. In this regard, Dinacharya, refers to daily healthy regime which one has to follow to attain health. Ritucharya are advised in order to prevent or remove seasonally aggravated respective Dosha in order to maintain health. These therapies are carried out under the able guidance of Panchakarma Experts. Institute is developing new treatment protocols and modalities for prevention of diseases. All the work which has been performed or going on is fully documented. To update knowledge and to improve treatment skills, department organize

C.M.Es, Seminars, Conferences, camps. to educate people about need of preventive purification and lifestyle modification. For any mis-happening and emergency condition all the needful treatment is available all the time.

The P.G. Department of Kaumarbhritya-Balroga runs a separate unit of panchakarma for children known as Kumar-panchakarma unit. The department is having well established infrastructure, and offers clinical services for a range of pediatric disorders by application of Ayurvedic treatment regimens through its well-functioning units/clinics. The unit offers several treatment plan and provides healthcare facilities to the patients through its dedicated team of Consultants, Ph.D. & PG Scholars and Multi-Tasking Staffs according to disease and condition of child. Commonly used Panchakarma procedures in Kaumarbhritya units are Snehana, Shashtik Shali Pinda Sweda, Shirodhara, and Basti. Specialized Panchakarma procedures are performed in children to manage various neuro-muscular disorders and other disorders like - Cerebral Palsy, Muscular Dystrophy, Paralysis, chronic constipation and under nutrition or failure to thrive etc. These all procedures are done in well equipped, clean, spacious rooms. Daily 20-30 procedures are being done in Kumara-panchakarma unit. All procedures are performed in accordance to the Standard Operating Procedures (S.O.P.) developed by the Department. Majority of the patients who undergoes complete course of recommended Panchakarma therapy gets satisfactory results. This unit is attracting patients from every corner of the country.

Aims & Objectives

- To treat the diseased children with various purification procedures.
- To prevent diseases by enhancing the immunity of children
- To attain Rasayana effect.
- To maintain the health of healthy children.

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

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

Response:

Department of *Swasthavritta* and *Yoga* is dealing with various aspect related to the teaching, training, research activities and patient care. Department extends the duties adhering to the human values and gender equality. Unit helps to enhance the various facets of the health viz Physical, Mental and Social health of the patients/health aspirants visiting OPD, IPD and *Yoga* section. Department also enthusiastically involves in organizing the various camps, workshops and health talks for the welfare of the general public of Jaipur. Following are the gist of the activities conducted for the welfare of the public visiting the NIA.

For Healthy Individual on OPD basis

1. Food advice for promotion of health
2. *Dinacharya* Modalities

Achara Rasyana Modalities

1. *Ritu charya* - Seasonal and conditional food (according to the Age, Sex and Occupation) advice.
2. Food preparation methodology (*Ahara Sanskara*) according to the need of health aspirant

3. Lifestyle modalities.

4. *Yogic Kriya (Shat Kriya)* for health individual

In general *Neti karma* – every Day

Kunjla Kriya – once in 3 days

Trataka Kriya- once in a month

Shanka Prakshalana- once in 6 months

Yoga Asana for health aspirants

- , mediation and health counseling.
- in pregnancy & school going children's.

For Diseased Individual on OPD and IPD basis

1. Patients visiting to OPD (21 Room No.) and referred from OPD & IPD patients

- Diet advice
- Lifestyle modification

Achara Rasayana

Dinacharya

- *Yogic kriya (Kunjla, Neti & Trataka)* and *Asana, Pranayama*, mediation and relaxation techniques
- *Prakruti* based diet and lifestyle advice.

Miscellaneous activities:

- 7 day *Yoga* camps yearly
- Celebration of the International *Yoga* day

Policy of the *Swasthavritta* and *Yoga* Unit

- Every day 5.30-7.30 am classes related to *Swasthavritta* and *Yoga* principles at the NIA Hospital building for all students.
- Patients referred from OPD and IPD of the NIA Hospital, *Bobaiwala* Hospital and Satellite Hospital are all involved.
- Health aspirants can also take benefits of the *Swasthavritta* and *Yoga* every day.
- Every day.

5.30-5.45 am: Practice of *Dinacharya / Ritu charya* Procedures (every alternative day)

5.45-6.00 am: Explanation of the importance of *Sadvritta / Acharya Rasayana* in day today life (every alternative day)

6.00-7.00 am: Practice of *Yoga Asana*

Common *Yoga* for Students, and Health aspirants

7.00-7.30 am: Practice of *Shat Kriyas*(*Kunjla Kriya, Shanka Prakshalana, Trataka, Neti Kriya*)

11.00 -12.00pm: Therapeutic *Yoga* training for UG and PG Students (Monday – Wednesday)

11.00 -12.00pm: Advance *Yoga* training for UG and PG Students (Thursday – Saturday)

9.00 -3.00 pm: Therapeutic *Yoga* for patients

- All practitioners are advised to wear following apparel while coming to the *Yoga* Unit
- Comfortable Round Neck T Shirt and Lower
- Comfortable Round neck T Shirt and Lower with grip
- Students have to bring their own *Yoga* mat, *Neti* Pot and *Neti Sutra*
- **Pre requests :**

Practitioner should come in empty stomach after clearing the bowels

Practitioner should have to take proper sleep at night

Practitioner visiting from outside has to carry their OPD/ IPD Card along with them.

It is mandatory for Practitioners / Patients to visit the *Yoga* unit after consulting the *Swasthavritta* and *Yoga* expert.

File Description	Document
Any additional information	View Document
Links for list of people who have undergone such activity and their outcomes, in the last five years	View Document
Links for details of promotional measures undertaken for each activity	View Document

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

E. Less than 2,500

D. 2,500 to 5000

C. 5,000 to 7,500

B. 7,500 to 10,000

Response: A. 10,000 and above

File Description	Document
List of medicinal plants / species in the herbal garden	View Document
Institutional data in prescribed format	View Document
Geo tagged photographs of the herbal garden	View Document

8.1.6 The institution has taken adequate measures for the preservation and propagation of rare and endangered medicinal plants as per the list provided by the National Medicinal Plant Board

Response:

Medicinal plant gardens at NIA, having about 300 medicinal plant species. These gardens are developed for the purpose of identification for the UG and PG Scholars as per the norms laid by the CCIM. Apart from open to air medicinal plants garden, a separate Demo garden with a collection of more than 275 species is also present here. This garden has many species collected from different parts of India , and are difficult to grow in this region of Rajasthan.

Specimen of Species like Centella asiatica, Gingko biloba, Saraca asoka, Elacocarpus ganitrus, Terminalia Chebula, Termunallia Bellerica, Cinnamomum Tamala, Cinamomum Comphora, Oroxylum indicum, Water lilies , Ananas, Pterocarpus Santalinus, Pterocarpus Marsupium, Michelia Champaka, etc. are being grown and protected in demo garden.

This garden is equipped with shade nets, sprinkler system and drip irrigation facilities to maintain optimum temperature during extreme weather condition. Plant species are maintained in big pots so as to provide protected environments and are fed with organic manure only.

Other native species of dry region are also planted and propagated in the campus. Very useful species like Giloy, Vasa, Tulasi are being propagated for distribution purpose in various programs.

As for the reference of point no 8.6.6 there is no list published by NMPB regarding endangered and rare medicinal plants. Although FRLHT, Bangalore has published a list for the same on the basis of IUCN Red Data Book.

Since the garden developed in NIA is for the purpose of identification for UG & PG Scholar, propagation and preservation of rare and endangered medicinal plant are not the major concern of the institute.

File Description	Document
Geo tagged photographs of the facilities/garden	View Document
Links for Details of activities undertaken by the institution to promote conservation and propagation of rare and endangered plants	View Document

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

Response: 109.8

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

Response: 549

File Description	Document
Report of activities undertaken by the institution for cultivation and propagation of medicinal plants	View Document
Institutional data in prescribed format	View Document
Geotag photographs of the plantation area	View Document
Expenditure on the purchase of raw-materials and Medicines	View Document
Details of the land documents of the plantation area	View Document
? Audited statements of the accounts for the expenditure incurred during the last five years	View Document

8.1.8 Efforts of the institution to involve students in Yogic practices & promotion of such practices among the public/community

1. Availability of full-fledged Yoga hall
2. Availability of trained Yoga demonstrator
3. Facility for Yoga for common public
4. Facility for therapeutic Yoga
5. Facility for advance Yogic practices like jala neti, sutra neti etc.

5. Any 1 of the above

4. Any 2 of the above

3. Any 3 of the above

2. Any 4 of the above**Response:** 1. All of the above

File Description	Document
Yearly data of attendance of common public and patients attending common Yoga and therapeutic Yoga	View Document
Institutional data in prescribed format	View Document
Documents relating to the qualification and experience of the Yoga demonstrator	View Document
Details of attendance of advanced Yogic practices	View Document
Blue print of the Yoga hall	View Document
Any additional information	View Document

8.1.9 Efforts of the Institution towards conservation and validation of local health traditions during the last five years**E. Less than 5****D. 5-10****C. 10-15****B. 15 to 20****Response:** E. Less than 5

File Description	Document
Institutional data in prescribed format	View Document
Details of the activities / programme with geo tagging	View Document
Link for Additional Information	View Document

8.1.10 Describe the availability of licenced and certified teaching Pharmacy for teaching and demonstration for students and medicine manufacturing within 500 words**Response:**

The Institute has a GMP Certified Pharmacy for manufacturing various types of medicines required for

Hospitals and Research purposes and manufacturing good quality of ayurvedic medicine to supply for OPD, IPD of NIA Hospital and different places of Camp .Pharmacy also prepares medicines required for various research purposes of PG, Ph.D scholars and Teachers. Such medicines are prepared in the presence of the research scholars concerned in order to make them understand and gain the knowledge of various ingredients used, methods and various stages of preparation.

Standard hygienic conditions and improved quality of medicinal products are maintained. Pharmacy is managed and supervised by Technical staffs who is also involved in practical teaching, training and demonstration to UG students and PG scholars in order to impart knowledge about different stages and methods of preparation of different Ayurvedic medicines. DTL lab is attached to maintenance of quality of ingredients used in various preparations. Medicines are prepared strictly according to Ayurvedic principles and methods, especially those described in Ayurvedic Formulary of India , Bhaishjaya Ratnavali, Rasa Yoga Sagar, Siddha Yoga Sangrah, Siddha Bhaishaja Manimala, Yoga Ratnakar, Bhava Prakash, Sarangdhar Samhita, etc. In addition, certain highly effective Yoga's are also prepared according to the methods prescribed in Ayurvedic Scriptures.

In NIA pharmacy total 89 formulation are prepare in different dosage form like (*Choorna Kalpana-31, Kwatha Choorna Kalpana-4, Guggulu Kalpana-6, Vati /Gutika/Rasa Kalpa-9, Bhasma Kalpana-7, Tail Kalpana-1, Avaleha Kalpana-2, Pisti Kalpana-4, Arka Kalpana-1, Manjan-1, Lepa-1, Shodhita Gandhaka-1 And Ayurvedic Proprietary Medicines-21*).

The area of different room of ground & first floor of NIA pharmacy of different section like choorna ,vati, capsule etc. is 15964.695Sq.ft. (Ground floor +First floor).

The Pharmacy is equipped with modern equipments and machineries like Micro Pulverizer, Disintegrator, Shifter, Mixer, Mini Pulverizer, Chopping Machine, Dryer, Granulator, Tablet Making Machine, Strip Packing Machine, electric Furnaces, Juicer, Bottle Washing Machine, , End Runner, Pill Thread Making and Pill Cutting Machine, Coating Pan, Capsule sealing Machine, Pouch Packing Machine, Liquid Filling Machine, Weighing Machines, Mass Mixer, Wet Grinder, Dehumidifier, Scrubber, Dryer, Vacuum Cleaner etc. Conventional equipments are also available and are put to use in the method of preparation, wherever necessary. NIA Pharmacy runs in two shifts :9 a.m to 4.30 p.m and 4.0p.m to 10 p.m .

During the period(2018-2019) under report, 328 Types of Medicines (55813.00 Kg.) worth Rs. 25021958.00were manufactured registering an increase of 7386 Kg. as compared to last year.

NIA Master Formulary (Part-I, Revised) is compiled to maintain the standards of formulations in NIA pharmacy. This includes the maintaining the standards of raw materials and finished products also according to GMP (Good Manufacturing Practices), Schedule T, Rule 157 in Drug's & Cosmetics Act 1940 & Rule 1945.

In this *formulary*, formulations according to each dosage form has been described in separate sections. Detail description about various classical formulation as well as proprietary formulations (ex: Madhumehari Choorna, Pittantaka yoga etc.) is available in this *formulary*. Each formulation consists of its ingredients, therapeutic indications, dose, anupana etc.

File Description	Document
Any additional information	View Document
Links for Blue print of the Pharmacy	View Document
Links for Copy of the license and GMP certificates	View Document
Links for Manufactured dosage forms	View Document
Links for List of functional equipments available	View Document

Other Upload Files

1

[View Document](#)

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

Response:

National institute of Ayurveda, Jaipur is an autonomous body under Department of AYUSH, Ministry of Health and Family Welfare, Govt. of India. Shalaky Tantra department is one among the total 14 departments of the institute. It is an important branch of Ayurveda dealing with the diseases situated above the clavicle concerned with the disorders of Ear, Nose, Throat, Eye, Dental, Head and Neck. The Department imparts Under Graduate and Post Graduate education along with hand to hand training in diagnosis, and treatment aspects along with Kriya Kalpa procedures. It is having following subdivisions in the Hospital outpatient department:

1. Eye OPD
2. ENT OPD
3. Dental OPD
4. Kriyakalpa room
5. Eye exercise room
6. Refraction room

Kriya Kalpa

Each branch of *Ayurveda* has come out with *Visishta chikitsa* (specific treatment) apart from *Samanya chikitsa* (general treatment) for example, *Basti chikitsa* happens to be the *Chikitsardha* (principle treatment) in *Kayachikitsa* (general medicine), *Rakthamokshana* (bloodletting) is *Chikitsardha* in *Shalya chikitsa* (general surgery), similarly *Kriyakalpa* form principle treatment in *Shalaky Tantra*. *Kriya* means to do, to perform or to practice; the word *kriya* refers here to the medical treatment. *Kalpa* means practicable, feasible, proper or competent method for curing the diseases and treatment. *Aacharya Sushruta* has described five types of *Kriya Kalpas* - *Tarpana*, *Putapaka*, *Seka*, *Aashchyotana* and *Anjana*. Besides these five types *Pindi* and *Vidalaka* are also explained under *Kriya Kalpa* by other *Aacharyas*.

Kriya Kalpa are mainly indicated for diseases of eyes. Similarly for disorders of ears, nose, throat and

head, various Kriya Kalpa are described by our *Aacharyas*, not under its heading, but by its meaning.

Procedures done in Kriya Kalpa Unit of Shalaky department -

Following procedures are performed –

- Tarpan
- Putpaka
- Ashchyotana
- *Anjana*
- Netra Pariseka
- Nasa Pichu
- Nasya
- Pindi
- Vidalaka
- Shiro Dhara
- Shiro Lepa
- Shiro Abhyanga
- Shiro Pichu
- Kavala
- Gandusha
- Karna Poorana
- Dhoomapana

Infrastructure of Kriya Kalpa Unit-

Kriya Kalpa unit is further divided into subunits which includes-

1. One subunit for preparation of medicines, storage of raw drugs, washing of instruments etc.
2. Two subunits containing six beds, stools and one Shiro Dhara table for performing procedures on patient.

Kriya Kalpa incharge – Dr. Shamsa fiaz, professor & HOD

Staff available for Kriya Kalpa Unit

1. Staff nurse
2. Three workers

Average Number of patient for *Kriya Kalpa* procedures per day – 25

File Description	Document
Any additional information	View Document
Links for SOPs of development, implementation, monitoring and revision of SOPs	View Document
Links for details of new initiations in administering Kriyakalpa procedures	View Document
Links for Details of activities towards maintenance of quality, details of training content, frequency of training, skill development programs of therapists	View Document
Links for Activities towards improvement of clinical documentation	View Document
Links for Details of availability of emergency kits and mock drill carried out to manage complications etc	View Document

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

Response:

Anushastra Karma has been described in Ayurveda literature in context to Shastra Karma in Sushruta Samhita. In Sushruta Samhita Shastra Karma i.e. surgical procedures are classified into 8 subtypes. Anushastra are mentioned in a chapter of Sushruta Samhita where description of Shastra is found. Sushruta Samhita advocated use of Anushastra in case of Baal (children) / Bhiru (Who is fearful of undergoing Shastra Karma) and in absence of Shastra to perform the procedures. In present day practice of Shalya Tantra in Ayurveda, good numbers of surgical procedures are performed using Anushastra viz. Kshara Karma, Agni Karma and Jaloukavacharan. Kshara Karma has attained tremendous popularity amongst practitioners of ShalyaTantra (Surgery) in last ten years.

National Institute of Ayurveda has separate Department of Shalya Tantra to provide health services to the general public. Department of Shalya Tantra has two specialized units namely Gudaroga Ekai (Anorectal Unit) and Anushastra Karma Unit (Parasurgical Unit).

Anorectal unit deals in treatment of diseases involving Guda (Anal region). Average number of patients visiting this unit per day is around 80 -100. Most common diseases being treated in this unit include Bhagandar (Anal fistula), Arsha(Piles/ Haemorrhoids), Parikartika (Anal fissures) and Gudabhransha (Rectal prolapse) etc. Kshara karma and Kshara Sutra are the main treatment modalities for the treatment of Gudaroga. Average number of Anushastra Karma being performed per month ranges between 50 to 80. Regular research works in this regard in the form of PG and PhD thesis is a regular feature to explore various potential of this form of treatment modalities of Ayurveda. Department has standard operating procedures (SOPs) for practicing Kshara Karma. Department is always looking forward for the improvement in the practice standard as well as adding new approaches to maximize the benefits of this

treatment modalities. All the activities in practice are well-documented and published in national and international journal.

Anushastra Karma Unit (Parasurgical Unit) deals in another Anushastra Karma modalities namely Agni Karma (Therapeutic cautery) and Jaloukavacharana (Therapeutic application of Leeches). Treatment of number of diseases involving musculoskeletal system, wounds and skin ailments is being provided in Anushastra Karma Unit. Daily number of patients visiting this unit range between 70-80. Daily number of procedures being performed range between 8-10.

Agni Karma is widely practiced for the treatment of Sandhigata Vata (Osteoarthritis), Diseases involving muscle-ligaments-nerves, Gridhrasi (Sciatica), Mamsagata Vata (Muscular painful conditions), Arsha (Piles), Bhagandara (Anal fistula) etc. Agni Karma is particularly beneficial in case of chronic pain management.

Jaloukavacharana is another Anushastra Karma used for the treatment of non healing ulcers as well as many skin ailments with great outcome. Newer innovations are adopted and practiced with good outcome in this regard. All the procedures are practiced as per Standard Operative Procedure (SOPs) developed in the Department.

There is also facility of management of emergencies if any arose during the procedures though it is a rare feature. All the aseptic measures are adopted as per standard guidelines to make the procedures absolutely harmless to the patients.

File Description	Document
Links for SOPs of development, implementation, monitoring and revision of SOPs	View Document
Links for Details of activities towards maintenance of quality, details of training content, frequency of training, skill development programs of therapists	View Document
Links for Details of new initiatives in administering Anushastra Karma	View Document
Links for Activities towards improvement of clinical documentation	View Document
Links for Details of availability of emergency kits and mock drill carried out to manage complications etc	View Document

8.1.13 Describe the activities undertaken by the Institution towards practice of various procedures related to Prasuti and streeroga (uttarabasti, garbha sanskara etc.)

Response:

Department of Prasutitantra and Striroga is providing Ayurvedic treatment for various gynecological diseases and medical care for pregnant women like Garbhasanskara, Garbhini Parikshana (Antenatal examination), Garbhini Paricharya (Antenatal care), Prasava Karma (conduction of labour), Sutika Paricharya (care of puerperium) and Parivaraniyojan (Family Planning) etc.

As part of therapy of gynecological disorders Uttara Basti (intra-vaginal, intra-uterine), Ksharakarma, Yoni Prakshalana, Yoni Pichu, Yoni Kalka application, Yonipurana, Yonidhupana etc ., are done. Garbhasanskara is done to each and every pregnant woman as a special method to achieve a high quality offspring. Some of the Anushastrakarma like Agnikarma and Ksharakarma are also performed in cases of Cervical Erosion.

A separate unit is made for these procedures called **Upakrama kaksha** and is equipped with Yoniprakshalana yantra, Yonidhupana yantra, and materials for Yonipichu, Avachurnana, etc. Every day around 50 procedures are performed in this chamber.

Uttaravasti (Intra-uterine instillation) is done under strict aseptic conditions with all autoclaved instruments as well as medicated oil. Common indications for Uttaravasti are Anartava (Amenorrhoea), Stri vandhyatwa (female infertility), Fallopian tubal block, Fibroid Uterus etc. Standard Operating Procedure of Uttaravasti is developed by the department and procedure also performed in strict adherence to the SOP. Different medicated oils used for Uttaravasti are Bala taila, Dhanvantharam taila, Phalaghrita, Shuddha Bala taila etc. Every month around 25-30 Uttaravasti are performed. Uttaravasti is also taken as part of research under postgraduate and Ph.D. studies.

Garbhasanskara another important aspect of Prasutitantra, through which, Ayurveda can establish its strength in maintaining the quality of genes of human beings. Components of Garbhasanskara include dietary guidelines, life style modifications and Yoga asana. Department has developed a special information brochure on these guidelines in Hindi as well as in English. Yoga instructions are given by Yoga instructor in the Yoga hall of the institute that works under the Department of Swastha Vrittha. Last ninth month care of the pregnant women facilitates the normal delivery and prevents the complications of the delivery. The department is also documenting the data on the type of delivery and condition of the baby of the mother who had undergone the Garbhasanskara.

Ksharakarma is another important parasurgical procedure done for the patients of Cervical erosion. Apamarga Kshara is the commonly used material for this purpose. Through this procedure chronic cases of Cervical erosion and cervical polyps can be cured well.

Agnikarma is another parasurgical procedure useful in gynecological cases like badly eroded cervix, cervical polyp.

Yoniprakshalana is the commonest procedure performed in different gynecological conditions specially infections of the genital tract. In cases of chronic resistant infections of vaginitis, bacterial vaginosis, cervicitis etc. this procedure is very much helpful. Even in cases of Hydrosalpinx etc., it works.

Yonidhupana is another procedure done in cases of chronic resistant infections and for post natal episiotomy wound healing etc.

Apart from these at OPD level Yonipichu, Ynialepana, Yonikalka dharana, Yonivarti etc are practiced.

Staff and P.G., Ph.D. scholars and nursing staff of the department are well verse on the complications that arise due to these procedures.

File Description	Document
Links for Details of availability of emergency kits and mock drill carried out to manage complications etc	View Document
Links for Details of activities towards maintenance of quality, details of training content, frequency of training, skill development programs of therapists	View Document
Links for Activities towards improvement of clinical documentation	View Document
Links for SOPs of development, implementation, monitoring and revision of SOPs	View Document
Links for Details of new initiations in administering Uttarabasti and following the practice of Garbha sanskara etc	View Document

8.1.14 Describe the facilities available in the Institution towards delivering Pathya kalpana

Response:

National institute of Ayurveda is equipped with a well maintained kitchen facility attached with its hospital section to cater to the needs of IPD patients. Hospital has a free diet system for all patients admitted in the IPD. Apart from regular diet various pathya are given to the recovering patients as a post procedural diet program as well as to aged patients who can't digest heavy food. They are nutritious and instant energy providers and helps in fast recovery. Specific diets limited to the specific procedures like Post surgery diet, Panchakarma diet, diet after delivery etc is decided by the consultant at the time of planning for patient care plan. Consultant, Swasthavritta specialist, Ph.D/PG Scholars, Nursing staff and kitchen staff are responsible for implementing this policy and procedure

The Kitchen with 1612 square feet area is well equipped with LPG connections, water supply, all necessary utensils of SS grade etc .It is attached with a store for storing of raw materials .Proper hygiene is maintained in the facility .Inspection of raw material, fruits etc is done at three levels by specially trained staff firstly by guard, secondly by user kitchen staff and finally verified by the assistant Matron. All the precautions are carried out to avoid all possibilities of contamination of food during selection of food articles, cleaning, preparation and catering of food to all the admitted patients. The prepared pathya is well packed with aseptic measures and it is labeled with the name of patient, ward number, bed number and time of serving. Instructions received from the Swasthavritta specialist is strictly followed by health worker

while carrying and supplying the food. Prepared food is carried by kitchen staff in special trolley which has a facility to store the food at a required temperature. Mask and the gloves used by the kitchen staff to avoid the contamination of food. Training to kitchen staff is provided periodically

Daily two servings of diet (pathya) is made in the morning and evening. The quantity of serving is based on agnibala ie the digestive capacity of patients. Addition of condiments, unctuous substances are according to dietary advice from the physician. The permitted vegetables are added to diet accordingly. The various pathya served are manda, peya, vilepi odana etc.

File Description	Document
Links for Details of activities and number of pathya preparations year wise	View Document
Link for Additional Information	View Document

Other Upload Files	
1	View Document

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

Response:

Pharmacovigilance for Ayurveda Drugs was formally initiated in India in the year 2008 with active support from WHO. NIA was designated as the Regional Pharmacovigilance Centre in this network in the year 2008. IPGTRA, Jamnagar was the National Pharmacovigilance centre to which NIA was reporting.

In the year 2018, the Ministry of AYUSH upgraded this network as Pharmacovigilance Scheme with planned budgetary provision. NIA has been designated as the Intermediary Pharmacovigilance Centre (IPvC) for Ayurveda. The Ministry of AYUSH is the nodal agency for this scheme and All India Institute of Ayurveda, New Delhi is the National Pharmacovigilance Co-ordination Centre. In the first phase 13 Peripheral Pharmacovigilance Centres (PPvCs) have been designated to work under the IPvC, NIA. Another 6 PPvCs are in the process being added to the list.

Organisational Set up of IPvC, NIA

1. Director, NIA – Ex-officio Chairperson.
2. Co-Ordinator – Responsible for monitoring all functioning IPvC. To be selected by the Chairperson from the regular faculties of NIA.
3. Programme Associate - Responsible for all functioning IPvC. Appointed on contractual basis. Minimum qualification – MD in Ayurveda.
4. Data Entry Operator – For managing the generated Data. Appointed on contractual basis.

Infrastructure

A well equipped Pharmacovigilance Programme Management Unit has been established at NIA with computers, printers, scanners, library and furniture.

Core Activities

1. Receive Suspected ADRs – Directly or through PPvCs.
2. Report the ADRs to the NPvCC.
3. Report Misleading Advertisements directly or through the PPvCs to the State Drug Controlling Authority and NPvCC.
4. Monitor the functioning of PPvCs.
5. Conduct training programme in Pharmacovigilance of Ayurveda.
6. Co-ordinate with NPvCC.

ADR reporting

1. Suspected ADRs of any Ayurvedic Drugs can be reported by any physician of Ayurveda in the prescribed format which is available online at the websites of AIIA, New Delhi and NIA, Jaipur. Hard copies of the ADR format are also available at the hospitals of NIA.
2. Filled in suspected ADR forms can be submitted by sending to the IPvC, NIA by post or the scanned copies can be mailed to the email id of IPvC, NIA.
3. Filled in suspected ADR forms can also be submitted to IPvC, NIA through the PPvCs operating under it.
4. On receipt of the suspected ADR, IPvC checks the authenticity and completeness of it and then forwards the same to NPvCC, New Delhi for further action. NPvCC does the Casualty Assessment of these suspected ADRs and if ADR complaint is found to be correct then recommends the Ministry to initiate appropriate action against the manufacturer.

Misleading Advertisement Reporting

1. Misleading Advertisements pertaining to Ayurvedic medicines and Ayurveda is being closely monitored both in print and electronic media. Advertisements found to be contravening the Section 170 and other relevant sections of D & C Act, 1970 are reported the Drug Controlling Authority of the state to initiate suitable actions.
2. The PPvCs also do the same in their respective states and report to IPvC.
3. All these reports are sent to NPvCC who in turn then write to competent authority of media for immediate withdrawal of the advertisement.

File Description	Document
Links for Documents related to established pharmacovigilance centre including minutes of the meetings	View Document
Links for Details of the training of human resource	View Document
Links for Year-wise data of reporting of ADRs	View Document
Links for Mechanism of collection, analysis and reporting of ADRs	View Document
Links for Certificates for supporting recognition by National Body	View Document

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

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

E. None of the above

D. Any one of the above

C. Any two of the above

B. Any three of the above

Response: C. Any two of the above

File Description	Document
Institutional data in prescribed format	View Document
e-copies of Certificate/s of Accreditations	View Document
Any additional information	View Document

5. CONCLUSION

Additional Information :

- Institute provide advanced patient care through speciality clinics like Sthoulaya(Obesity) clinic, Madhumeha (Diabetes Mellitus) clinic, De-addiction clinic etc.
- An extension of NIA institute with 200 bedded hospital is planned in Panchakula, Haryana.
- The institute has collaboration with many reputed National University, institutes and organization like MUHS, Nashik, BVG Life sciences, Mahatma Gandhi Ayurveda College, Hospital and Research Centre, Wardha etc. in the areas of teacher exchange, Research, Human capital development.
- The institute has collaboration with many reputed International University, institutes and organization from country like Malaysia Korea etc.
- Institute has sufficient seats in its graduate, post graduate and post-doctoral courses to nationals of a number of foreign countries in the south-east region including BIMSTEC.
- The short-term programs for foreign nationals are open to any country.
- The institute has also facility for undertaking any research project from outside agencies interested in clinical trials.
- Institute has been awarded Guinness world record for the most people receiving Nasya Panchakarma treatment simultaneously on 15 September, 2017.
- The central laboratory has extended its services in terms of advanced diagnostic tests after acquiring PPP mode.

Concluding Remarks :

NIA, under the Ministry of AYUSH, is a model Institute for evolving high standards of teaching, training, research and patient care in the field of Ayurveda. NIA has been rendering notable service for the past 43 years in the education sphere. It has 14 Specialties for PG Course and 14 Specialties for Fellowship Program leading to Ph.D., Under-graduate Course and a Diploma Course in AYUSH Nursing & Pharmacy along with 280 bedded NABH accredited hospital and ISO certified Laboratory. NIA symbolizes the true zeal of integration and so it focuses on tradition method of classical Ayurveda along with modern diagnostics and tools. Institute is very cohesive, vibrant, well managed and is blessed to have dedicated and committed faculty, which gives the best ambience for the learners. Institute campus spreads in 14 acres and is well equipped with AC classrooms with ICT facilities, laboratories, computing equipment, OPD and IPD building, library, herbal garden, pharmacy, hostels etc. to foster active and innovative teaching learning process. National institute of Ayurveda is committed to excellence in all spheres, therefore, every student who joins the institute is extended academic, psychological, professional and financial assistance. Institute has designed curriculum in such a way that every student is actively involved in academic, co-curricular and extra-curricular activities. Cross-cutting issues of human values, gender, environment and sustainability are incorporated in the core courses and for this various units like NSS, a special psychological counseling cell, anti-ragging and sexual harassment cells etc. are continuously working. To motivate students, placement programs are also regularly organized by the institute. For global promotion of research in Ayurveda, NIA is involved in research-oriented projects in collaboration with multinational agencies and manufacturer companies. Due to consistent result the Institute is acknowledged as centre of excellence for education, research and patient care in Ayurveda. In future, institute plans to obtain deemed university status, NIRF ranking, NABL Accreditation for central laboratory, introduce skill-based

courses, short term certificates and training courses, establishment of advanced drug repository etc.

NAAC

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.1.2	<p>Percentage of fulltime teachers participating in BoS /Academic Council of Universities during the last five years. (Restrict data to BoS /Academic Council only)</p> <p>1.1.2.1. Number of teachers of the Institution participating in BoS/Academic Council of universities year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>6</td> <td>5</td> <td>4</td> <td>2</td> <td>1</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>03</td> <td>03</td> <td>03</td> <td>01</td> <td>1</td> </tr> </tbody> </table> <p>Remark : As per the HEI statement in the response dialogue box and the data attached with the Metric in response.</p>	2018-19	2017-18	2016-17	2015-16	2014-15	6	5	4	2	1	2018-19	2017-18	2016-17	2015-16	2014-15	03	03	03	01	1
2018-19	2017-18	2016-17	2015-16	2014-15																	
6	5	4	2	1																	
2018-19	2017-18	2016-17	2015-16	2014-15																	
03	03	03	01	1																	
1.2.1	<p>Percentage of inter-disciplinary / inter-departmental courses /training across all the Programmes offered by the College during the last five years</p> <p>1.2.1.1. Number of inter-disciplinary /inter-departmental courses /training offered during the last five years</p> <p>Answer before DVV Verification : 252</p> <p>Answer after DVV Verification: 252</p> <p>1.2.1.2. Number of courses offered by the institution across all programs during the last five years</p> <p>Answer before DVV Verification : 1217</p>																				
1.3.2	<p>Number of value-added courses offered during the last five years that impart transferable and life skills.</p> <p>1.3.2.1. Number of value-added courses offered during the last five years that impart transferable and life skills.</p> <p>Answer before DVV Verification : 100</p> <p>Answer after DVV Verification: 03</p> <p>Remark : As per the HEI statement in the response dialogue box and the data attached with the Metric 1.3.3 in response. As per the data all the programs are less than 15 (30 required) hrs and cannot be considered as value-added courses offered during the last five years that impart transferable and life skills.</p>																				
1.3.3	<p>Average percentage of students enrolled in the value-added courses during the last five years</p> <p>1.3.3.1. Number of students enrolled in value-added courses offered year-wise during the last five</p>																				

years that impart transferable and life skills

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
815	702	768	708	574

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
00	00	00	00	00

Remark : As per 1.3.2 the HEI statement in the response dialogue box and the data attached with the Metric 1.3.3 in response. As per the data all the programs are less than 15 (30 required) hrs and cannot be considered as value-added courses offered during the last five years that impart transferable and life skills.

1.3.4	<p>Percentage of students undertaking field visits/Clinical / industry internships/research projects/industry visits/community postings (data for the preceding academic year)</p> <p>1.3.4.1. Number of students undertaking field visits, clinical, industry internships, research projects, industry visits, community postings</p> <p>Answer before DVV Verification : 345</p> <p>Answer after DVV Verification: 329</p>
1.4.1	<p>Mechanism is in place to obtain structured feedback on curricula/syllabi from various stakeholders. Structured feedback received from:</p> <ol style="list-style-type: none"> 1. Students 2. Teachers 3. Employers 4. Alumni 5. Professionals <p>Answer before DVV Verification : A. All of the above</p> <p>Answer After DVV Verification: A. All of the above</p>
1.4.2	<p>Feedback on curricula and syllabi obtained from stakeholders is processed in terms of:</p> <p>Answer before DVV Verification : A. Feedback collected, analysed and action taken on feedback besides such documents made available on the institutional website</p> <p>Answer After DVV Verification: C. Feedback collected and analysed</p> <p>Remark : The HEI link leads to the home page on the website and not feedback analysis page. The HEI has not provided ATR neither in 1.4.1 nor here.</p>
2.1.1	<p>Due consideration is given to equity and inclusiveness by providing reservation of seats to all categories during the admission process.</p> <p>Average percentage of seats filled against seats reserved for various categories as per applicable</p>

reservation policy during the last five years

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
118	122	139	126	157

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
86	100	91	108	103

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:

2018-19	2017-18	2016-17	2015-16	2014-15
155	169	173	163	164

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
96	120	95	114	103

Remark : As per the HEI statement in the response dialogue box and the data attached with the Metric in response.

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:

2018-19	2017-18	2016-17	2015-16	2014-15
230	267	224	247	224

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
230	267	223	247	223

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15

234	280	224	259	224
-----	-----	-----	-----	-----

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
234	282	226	261	226

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
65	101	65	86	61

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
65	101	73	83	61

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.

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.

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
38	38	38	36	33

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
38	38	34	36	35

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

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

Answer before DVV Verification:

--	--	--	--	--

2018-19	2017-18	2016-17	2015-16	2014-15
72	77	66	73	75

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
72	77	66	73	75

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
38	38	32	18	27

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
00	08	04	04	03

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
152	178	173	165	132

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
153	178	173	165	132

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15

3.1.1	<p>Percentage of teachers recognized as PG/ Ph.D research guides by the respective University</p> <p>3.1.1.1. Number of teachers recognized as PG/Ph.D research guides during the last 5 years Answer before DVV Verification:</p> <table border="1" data-bbox="308 309 1046 443"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>39</td> <td>36</td> <td>33</td> <td>34</td> <td>34</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="308 521 1046 656"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>35</td> <td>35</td> <td>33</td> <td>31</td> <td>27</td> </tr> </tbody> </table>	2018-19	2017-18	2016-17	2015-16	2014-15	39	36	33	34	34	2018-19	2017-18	2016-17	2015-16	2014-15	35	35	33	31	27
2018-19	2017-18	2016-17	2015-16	2014-15																	
39	36	33	34	34																	
2018-19	2017-18	2016-17	2015-16	2014-15																	
35	35	33	31	27																	
3.1.2	<p>Average Percentage of teachers awarded national /international fellowships / financial support for advanced studies/collaborative research and participation in conferences during the last five years</p> <p>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 Answer before DVV Verification:</p> <table border="1" data-bbox="308 972 1046 1106"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>49</td> <td>30</td> <td>34</td> <td>27</td> <td>28</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="308 1184 1046 1319"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>08</td> <td>02</td> <td>01</td> <td>02</td> <td>02</td> </tr> </tbody> </table>	2018-19	2017-18	2016-17	2015-16	2014-15	49	30	34	27	28	2018-19	2017-18	2016-17	2015-16	2014-15	08	02	01	02	02
2018-19	2017-18	2016-17	2015-16	2014-15																	
49	30	34	27	28																	
2018-19	2017-18	2016-17	2015-16	2014-15																	
08	02	01	02	02																	
3.2.2	<p>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</p> <p>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 Answer before DVV Verification:</p> <table border="1" data-bbox="308 1637 1046 1771"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>32</td> <td>15</td> <td>05</td> <td>03</td> <td>03</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="308 1850 1046 1984"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>18</td> <td>02</td> <td>03</td> <td>03</td> <td>01</td> </tr> </tbody> </table>	2018-19	2017-18	2016-17	2015-16	2014-15	32	15	05	03	03	2018-19	2017-18	2016-17	2015-16	2014-15	18	02	03	03	01
2018-19	2017-18	2016-17	2015-16	2014-15																	
32	15	05	03	03																	
2018-19	2017-18	2016-17	2015-16	2014-15																	
18	02	03	03	01																	
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.

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.

Answer before DVV Verification : 525 3.3.2.2. Number of PG teachers recognized as guides by the Regulatory Bodies / Universities during the last five years.

Answer before DVV Verification : 293

Answer after DVV Verification: 54

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
85	115	57	44	52

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
07	05	00	00	00

Remark : As per the HEI statement in the response dialogue box in 3.4.2 only limited number of activities are conducted through NSS. Since NIA is national institution, it strictly follows all the national drives. For Swachhh Bharat Abhiyaan, all the staff member and students participated for cleaning drive organized by NSS volunteers twice in a year. As specially, we celebrate Birthday of Mahatma Gandhiji by cleaning of whole campus by all. For awareness of AIDS, Digital India, Swachhh Bharat, etc NIA proactively initiated programs under NSS like Jagarukta Rally by the students. details are available on <https://nia.sfo2.digitaloceanspaces.com/naac/Criteria-3/3.4.1%20&%203.4.2%20-%202017.09.19/Report%20of%20extension%20and%20outreach%20activities.pdf> Attendance of participants, https://assessmentonline.naac.gov.in/storage/app/hei/SSR/101442/3.4.1_1570268839_2568.pdf As per this data as attached with the Metric there are 05 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. in 2017-18 and 07 in 2018-19. The HEI activity of 08 Oct 2019 is not eligible. The date in report of activity dated 27 Feb 2018 has a mismatch but considered.

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
802	700	107	92	143

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
802	700	107	92	143

3.5.1	<p>Average number of Collaborative activities for research, faculty exchange, student exchange/ Industry-internship etc. per year for the last five years</p> <p>3.5.1.1. Total number of Collaborative activities for research, faculty exchange, student exchange year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>236</td> <td>222</td> <td>211</td> <td>192</td> <td>186</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>01</td> <td>04</td> <td>01</td> <td>00</td> <td>00</td> </tr> </tbody> </table>	2018-19	2017-18	2016-17	2015-16	2014-15	236	222	211	192	186	2018-19	2017-18	2016-17	2015-16	2014-15	01	04	01	00	00
2018-19	2017-18	2016-17	2015-16	2014-15																	
236	222	211	192	186																	
2018-19	2017-18	2016-17	2015-16	2014-15																	
01	04	01	00	00																	
3.5.2	<p>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</p> <p>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</p> <p>Answer before DVV Verification : 11</p> <p>Answer after DVV Verification: 10</p>																				
4.2.3	<p>Average number of students per year exposed to learning resource such as Laboratories, Animal House & Herbal Garden during the last five years.</p> <p>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.</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>443</td> <td>401</td> <td>364</td> <td>324</td> <td>356</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p>	2018-19	2017-18	2016-17	2015-16	2014-15	443	401	364	324	356										
2018-19	2017-18	2016-17	2015-16	2014-15																	
443	401	364	324	356																	

2018-19	2017-18	2016-17	2015-16	2014-15
448	434	364	324	356

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.

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
311	291	290	306	310

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
248	286	197	269	366

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
8	5	5	1	7

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
4.31	4.875	02.69	0.62	7.05

Remark : As per the HEI statement in the response dialogue box and the data attached with the Metric in response.

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

Answer before DVV Verification : Any Two of the above

Answer After DVV Verification: Any Two of the above
 Remark : As per the HEI statement in the response dialogue box and the data attached with the Metric in response.

4.4.1	<p>Percentage of classrooms, seminar halls and demonstration rooms linked with internet /Wi-Fi-enabled ICT facilities (data for the preceding academic year)</p> <p>4.4.1.1. Number of classrooms, seminar halls and demonstration rooms linked with internet /Wi-Fi enabled ICT facilities Answer before DVV Verification : 48 Answer after DVV Verification: 48</p> <p>4.4.1.2. Total number of classrooms, seminar halls and demonstration room in the institution Answer before DVV Verification : 48</p>																				
5.1.3	<p>Average percentage of students provided training and guidance for competitive examinations and career counseling offered by the Institution during the last five years</p> <p>5.1.3.1. Number of students benefitted by guidance for competitive examinations and career counseling offered by the Institution in a year Answer before DVV Verification:</p> <table border="1" data-bbox="304 907 1046 1041"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>425</td> <td>520</td> <td>600</td> <td>00</td> <td>00</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 1122 1046 1256"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>163</td> <td>187</td> <td>182</td> <td>00</td> <td>00</td> </tr> </tbody> </table>	2018-19	2017-18	2016-17	2015-16	2014-15	425	520	600	00	00	2018-19	2017-18	2016-17	2015-16	2014-15	163	187	182	00	00
2018-19	2017-18	2016-17	2015-16	2014-15																	
425	520	600	00	00																	
2018-19	2017-18	2016-17	2015-16	2014-15																	
163	187	182	00	00																	
5.2.1	<p>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.,)</p> <p>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 ..</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 1733 1046 1868"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>46</td> <td>72</td> <td>100</td> <td>95</td> <td>27</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 1946 1046 2080"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>00</td> <td>00</td> <td>00</td> <td>00</td> <td>00</td> </tr> </tbody> </table>	2018-19	2017-18	2016-17	2015-16	2014-15	46	72	100	95	27	2018-19	2017-18	2016-17	2015-16	2014-15	00	00	00	00	00
2018-19	2017-18	2016-17	2015-16	2014-15																	
46	72	100	95	27																	
2018-19	2017-18	2016-17	2015-16	2014-15																	
00	00	00	00	00																	

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**

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
98	142	148	149	89

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
85	112	105	92	77

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
109	28	20	08	10

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

Remark : The HEI has claimed Ayurvedic Colleges meet Rashtriya Ayurvedic Krida) conducted by Nasya (An organization of National Ayurveda Students and Youth Association) to be a national level activity. This is competition of a limited group and does not invite an open competition. Activities are limited to students of Ayurveda Colleges and by choice. This is akin to University level inter college competition and is not considered to be National / International level. Awards at Dr Sarvapalli Radhakrishnan Ayurvedic University are inter college competitions.

5.3.3	<p>Average number of sports and cultural activities/competitions organised by the Institution during the last five years</p> <p>5.3.3.1. Number of sports and cultural activities/competitions organised by the Institution year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 389 1046 524"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>32</td> <td>27</td> <td>36</td> <td>37</td> <td>25</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 602 1046 736"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>07</td> <td>03</td> <td>04</td> <td>04</td> <td>04</td> </tr> </tbody> </table>	2018-19	2017-18	2016-17	2015-16	2014-15	32	27	36	37	25	2018-19	2017-18	2016-17	2015-16	2014-15	07	03	04	04	04
2018-19	2017-18	2016-17	2015-16	2014-15																	
32	27	36	37	25																	
2018-19	2017-18	2016-17	2015-16	2014-15																	
07	03	04	04	04																	
6.3.2	<p>Average percentage of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies during the last five years</p> <p>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</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 1014 1046 1149"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>42</td> <td>19</td> <td>27</td> <td>25</td> <td>26</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 1227 1046 1361"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>24</td> <td>15</td> <td>14</td> <td>14</td> <td>18</td> </tr> </tbody> </table>	2018-19	2017-18	2016-17	2015-16	2014-15	42	19	27	25	26	2018-19	2017-18	2016-17	2015-16	2014-15	24	15	14	14	18
2018-19	2017-18	2016-17	2015-16	2014-15																	
42	19	27	25	26																	
2018-19	2017-18	2016-17	2015-16	2014-15																	
24	15	14	14	18																	
6.3.3	<p>Average number of professional development / administrative training programmes organized by the Institution for teaching and non- teaching staff during the last five years</p> <p>(Continuing education programmes, entrepreneurship development programmes, Professional skill development programmes, Training programmes for administrative staff etc.)</p> <p>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</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 1758 1046 1892"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>37</td> <td>29</td> <td>10</td> <td>4</td> <td>3</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 1971 1046 2083"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	2018-19	2017-18	2016-17	2015-16	2014-15	37	29	10	4	3	2018-19	2017-18	2016-17	2015-16	2014-15					
2018-19	2017-18	2016-17	2015-16	2014-15																	
37	29	10	4	3																	
2018-19	2017-18	2016-17	2015-16	2014-15																	

34	16	05	03	03
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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:

2018-19	2017-18	2016-17	2015-16	2014-15
72	77	66	73	75

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
72	77	66	73	75

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:

2018-19	2017-18	2016-17	2015-16	2014-15
72	77	66	73	75

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
72	77	66	73	75

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
11	5	1	1	2

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
11	5	1	1	2

03	03	1	1	1
----	----	---	---	---

7.1.3	<p>The Institution has facilities for alternate sources of energy and energy conservation devices</p> <ol style="list-style-type: none"> 1. Solar energy 2. Wheeling to the Grid 3. Sensor based energy conservation 4. Biogas plant 5. Use of LED bulbs/ power efficient equipment <p>Answer before DVV Verification : C. Any three of the above Answer After DVV Verification: B. Any four of the above</p>
7.1.5	<p>Water conservation facilities available in the Institution:</p> <ol style="list-style-type: none"> 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 <p>Answer before DVV Verification : All of the above Answer After DVV Verification: Any Three of the above</p> <p>Remark : As per the HEI statement in the response dialogue box and the data attached with the Metric in response. Rain water harvesting Borewell /Open well recharge Construction of tanks and bunds considered.</p>
7.1.6	<p>Green campus initiatives of the Institution include</p> <ol style="list-style-type: none"> 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 <p>Answer before DVV Verification : B. Any four of the above Answer After DVV Verification: D. Any two of the above</p> <p>Remark : As per the HEI statement in the response dialogue box and the data attached with the Metric in response. Only Battery operated vehicles and landscaping with trees are considered. The vehicles park on pedestrian path. No restriction signs, no plastic ban signs. N marking of pedestrian</p>

	pathway.
7.1.7	<p>The Institution has disabled-friendly, barrier-free environment</p> <ol style="list-style-type: none"> 1. Built environment with ramps/lifts for easy access to classrooms 2. Disabled-friendly washrooms 3. Signage including tactile path, lights, display boards and signposts 4. Assistive technology and facilities for persons with disabilities (<i>Divyangjan</i>) accessible website, screen-reading software, mechanized equipment 5. Provision for enquiry and information: Human assistance, reader, scribe, soft copies of reading material, screen reading <p>Answer before DVV Verification : B. Any four of the above Answer After DVV Verification: D. Any two of the above Remark : Only Ramp (many without railing and quite steep), and physical facility (e-vehicle and wheel chair) considered. The WC in the toilet is without side bar. Only urinal has a bar. Scribe letter not provided.</p>
8.1.9	<p>Efforts of the Institution towards conservation and validation of local health traditions during the last five years</p> <p>Answer before DVV Verification : D. 5-10 Answer After DVV Verification: E. Less than 5</p>
8.1.16	<p>Is the teaching hospital / clinical laboratory accredited by any National Accrediting Agency?</p> <ol style="list-style-type: none"> 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 <p>Answer before DVV Verification : B. Any three of the above Answer After DVV Verification: C. Any two of the above</p>

2.Extended Profile Deviations

ID	Extended Questions																				
1.1	<p>Number of students year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>815</td> <td>702</td> <td>768</td> <td>708</td> <td>759</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>930</td> <td>905</td> <td>874</td> <td>837</td> <td>809</td> </tr> </tbody> </table>	2018-19	2017-18	2016-17	2015-16	2014-15	815	702	768	708	759	2018-19	2017-18	2016-17	2015-16	2014-15	930	905	874	837	809
2018-19	2017-18	2016-17	2015-16	2014-15																	
815	702	768	708	759																	
2018-19	2017-18	2016-17	2015-16	2014-15																	
930	905	874	837	809																	

1.3	<p>Number of outgoing / final year students year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="197 309 986 421"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>159</td> <td>185</td> <td>174</td> <td>171</td> <td>139</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1" data-bbox="197 501 986 613"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>163</td> <td>187</td> <td>182</td> <td>174</td> <td>139</td> </tr> </tbody> </table>	2018-19	2017-18	2016-17	2015-16	2014-15	159	185	174	171	139	2018-19	2017-18	2016-17	2015-16	2014-15	163	187	182	174	139
2018-19	2017-18	2016-17	2015-16	2014-15																	
159	185	174	171	139																	
2018-19	2017-18	2016-17	2015-16	2014-15																	
163	187	182	174	139																	
1.4	<p>Number of first year Students admitted year-wise in last five years.</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="197 770 986 882"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>230</td> <td>218</td> <td>272</td> <td>203</td> <td>267</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1" data-bbox="197 963 986 1075"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>230</td> <td>267</td> <td>223</td> <td>247</td> <td>223</td> </tr> </tbody> </table>	2018-19	2017-18	2016-17	2015-16	2014-15	230	218	272	203	267	2018-19	2017-18	2016-17	2015-16	2014-15	230	267	223	247	223
2018-19	2017-18	2016-17	2015-16	2014-15																	
230	218	272	203	267																	
2018-19	2017-18	2016-17	2015-16	2014-15																	
230	267	223	247	223																	
2.1	<p>Number of full time teachers year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="197 1232 986 1344"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>72</td> <td>77</td> <td>66</td> <td>73</td> <td>75</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1" data-bbox="197 1424 986 1536"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>72</td> <td>77</td> <td>66</td> <td>73</td> <td>75</td> </tr> </tbody> </table>	2018-19	2017-18	2016-17	2015-16	2014-15	72	77	66	73	75	2018-19	2017-18	2016-17	2015-16	2014-15	72	77	66	73	75
2018-19	2017-18	2016-17	2015-16	2014-15																	
72	77	66	73	75																	
2018-19	2017-18	2016-17	2015-16	2014-15																	
72	77	66	73	75																	
3.1	<p>Total Expenditure excluding salary year-wise during the last five years (INR in Lakhs)</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="197 1693 986 1805"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>4941</td> <td>3032</td> <td>2131</td> <td>2169</td> <td>1712</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1" data-bbox="197 1886 986 1998"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>4941</td> <td>3032</td> <td>2131</td> <td>2169</td> <td>1712</td> </tr> </tbody> </table>	2018-19	2017-18	2016-17	2015-16	2014-15	4941	3032	2131	2169	1712	2018-19	2017-18	2016-17	2015-16	2014-15	4941	3032	2131	2169	1712
2018-19	2017-18	2016-17	2015-16	2014-15																	
4941	3032	2131	2169	1712																	
2018-19	2017-18	2016-17	2015-16	2014-15																	
4941	3032	2131	2169	1712																	