

**Dr G. D. Pol Deemed-To-Be University  
(Distinct Category)**

**Detail Project Report**

**Dr. G. D. Pol Foundation Group of Institutions**

**Proposal for Conferment of Deemed-to-be-University**

**(Distinct Category) Status**

*(Under UGC Regulations, 2023, Ministry of Education, Government of India)*

# Dr G. D. Pol Deemed-To-Be University (Distinct Category)

## Table of Contents

Executive Summary.....	3
Section 1: The Proposal — Perspective View and Scope .....	10
Section 2: The Sponsoring Body and Key Personnel .....	13
Section 3: The Applicant’s Profile in General and Specific to the Associated Institutions .....	17
Section 4: Accreditation, Rankings & Regulatory Approvals.....	22
Section 5: The Research Profile of the Associated Institutions .....	26
Section 6: The Awards and Achievements .....	30
Section 7: The Existing Manpower: Teaching and Non-Teaching Staff .....	33
Section 8: The Existing Infrastructure with the Applicant’s Institutions.....	37
Section 9: The Existing Financial Status Based on Last Three-Year Financial Audit.....	41
Section 10: The Proposal.....	43
Section 11: The Distinct Programs and Curriculum Philosophy.....	47
Section 12: The Distinct Academic and Research Programs.....	53
Section 13: The Manpower Requirements for Distinct Academic Programs.....	69
Section 14: The Financial Requirements for the Establishment of Laboratories, ERP and Digital Ecosystem, and Books & Journals .....	73
Section 15: The Strategic Plan of Fifteen Years .....	77
Section 16: The Operational Plan of Five Years.....	105
Section 17: The Academic Plan .....	109

# Dr G. D. Pol Deemed-To-Be University (Distinct Category)

## Executive Summary

**Dr. G. D. Pol Foundation**, submit this Executive Summary in support of our proposal for conferment of **Deemed-to-be-University (Distinct Category)** status under the **UGC Regulations, 2023**. Over the past three and a half decades, our Foundation has grown into a nationally relevant ecosystem of **integrative healthcare, multidisciplinary education, research, and community service**, rooted deeply in **Indian Knowledge Systems (IKS)** and aligned with the progressive vision of **NEP 2020**.

Through this proposal, **Dr. G. D. Pol Foundation** pursue to consolidate our long-standing academic legacy into a university framework that will allow us to accelerate innovation, **integrate traditional knowledge** with modern scientific advancements, and contribute meaningfully to **India's healthcare and knowledge economy**.

### 1. Introduction

This Detailed Project Report encapsulates our commitment to establishing a **Distinct Category Deemed-to-be-University** centred on **Indian Knowledge Systems** and their scientific integration with modern health sciences. Our proposed University is designed to serve as **Indian Knowledge Systems national hub for research, clinical excellence, interdisciplinary education, and social impact**, fully compliant with UGC norms and NEP mandates.

**Dr. G. D. Pol Foundation** objective is to build a **future-ready institution** that **advances integrative health, high-quality teaching, translational research, entrepreneurship, and community well-being**.

### 2. Dr. G. D. Pol Foundations Legacy & Vision

Founded in **1989**, the **Dr. G. D. Pol Foundation** was established with the core mission to provide **affordable, ethical, and high-quality education and healthcare**. Over more than 30 years, we have expanded into a robust ecosystem comprising institutions in **Ayurveda**,

# Dr G. D. Pol Deemed-To-Be University (Distinct Category)

**Homeopathy, Dentistry, Physiotherapy, Nursing**, and allied health sciences, supported by extensive clinical facilities and community health networks.

Our growth has been shaped by:

- A culture of **seva (service)** and human-centric healthcare.
- A consistent track record of **excellence in academics**, regulatory compliance, and institutional accreditation.
- Strong community health initiatives impacting lakhs of people annually.
- A visionary leadership ethos that emphasizes **innovation, compassion, sustainability, and social responsibility**.

This legacy forms the foundation upon which we aspire to build a distinguished University of national standing.

### **3. Justification for Distinct Category Status (Indian Knowledge System Domain)**

We seek Deemed-to-be-University status under the **Distinct Category** for our unique academic domain in **Indian Knowledge Systems and Integrative Health Sciences**. Our institutions have, for decades, nurtured an ecosystem where **Ayurveda, Yoga, Homeopathy, Naturopathy, Nursing, Physiotherapy, and Contemporary Health Sciences** work cohesively.

Key points affirming our distinctiveness include:

- A **rare and comprehensive integrative framework** that blends IKS with modern sciences at both curricular and clinical levels.
- Mature academic and clinical capacities across multiple health systems, creating a **one-of-its-kind interdisciplinary health sciences cluster**.
- Long-standing IKS research assets, including herbal drug labs, Ayurvedic herbarium, yoga centers, consciousness studies initiatives, and community wellness models.
- Distinct academic pathways such as **B.Sc. Consciousness & Cognitive Sciences**, embodying UGC's mandate for specialized domains.

# Dr G. D. Pol Deemed-To-Be University (Distinct Category)

This integrated model positions us uniquely within India's higher-education landscape and meets the eligibility criteria defined under UGC 2023 Regulations.

## 4. Governance & Administrative Framework

We have adopted a governance structure that conforms fully to the **UGC Deemed-to-be-University governance model**, ensuring autonomy, accountability, and academic rigor. The proposed structure includes:

- **Board of Management (BoM)** as the principal executive body
- **Academic Council** for academic regulation and quality assurance
- **Finance Committee, Board of Studies, and Planning & Monitoring Board**
- **Institutional Quality Assurance Cell (IQAC)**
- Comprehensive administrative systems supported by ERP, MIS, and LMS technologies

Our governance philosophy emphasizes transparency, participatory decision-making, and continuous quality improvement.

## 5. Academic Programs & Curriculum Framework

Our academic programs—spanning UG, PG, doctoral, interdisciplinary, and skill-based domains—are aligned with **CBCS, Outcome-Based Education, Academic Bank of Credits, and multiple entry–exit pathways**.

Our curriculum is designed to:

- Integrate classical IKS frameworks with contemporary biomedical sciences
- Encourage multidisciplinary learning across health sciences, humanities, technology, and wellness
- Promote hands-on, community-oriented, and research-linked learning
- Build competencies in digital health, clinical skills, entrepreneurship, and innovation
- Ensure global relevance while retaining Indian cultural and scientific foundations

These programs collectively reflect our commitment to high-quality, future-ready, and holistic education.

# Dr G. D. Pol Deemed-To-Be University (Distinct Category)

## 6. Integration of Indian Knowledge Systems (IKS)

IKS is the **defining core** of our proposed University.

We operationalize IKS through:

- Dedicated Centers of Excellence in Ayurveda, Herbal Drug Research, Yoga & Naturopathy, Homeopathy, Consciousness Studies, and Integrative Health
- IKS-embedded pedagogy across programs
- Robust community health models based on traditional knowledge
- Research that validates, documents, and expands traditional systems using modern scientific methods
- Medicinal plant gardens, herbariums, traditional drug preparation units, and IKS research clusters

Through this, **Dr. G. D. Pol Foundation** aim to **strengthen India's leadership in traditional knowledge and contribute to global discourse on holistic health.**

## 7. Research, Innovation & Knowledge Ecosystem

Our institutions collectively host a growing research ecosystem supported by:

- Central laboratories, herbal analysis labs, biomechanics and simulation centers, dental research labs, nursing skill centers, and integrative clinical units
- Faculty publications, patents, funded projects, and multi-institutional collaborations
- Innovation & Entrepreneurship Cells promoting start-ups and translational research
- Interdisciplinary research themes aligned with national priorities—preventive care, digital health, herbal drug discovery, palliative care, and community medicine

**Dr. G. D. Pol Foundation** is committed to building a research-intensive University that advances evidence-based integrative healthcare.

## 8. NEP 2020 Alignment

**Dr. G. D. Pol Foundation** have strategically aligned our academic and institutional systems with **NEP 2020**, adopting:

# Dr G. D. Pol Deemed-To-Be University (Distinct Category)

- Multidisciplinary and holistic curricula
- Flexible credit frameworks and ABC implementation
- Multiple entry–exit pathways
- Digital learning infrastructure including LMS, virtual labs, and simulation tools
- Faculty development programs and academic autonomy frameworks
- Strong focus on innovation, industry partnerships, and employability
- Strategies to improve and enhance equity, access, and lifelong learning

Our institutional mission is a direct embodiment of NEP’s transformative vision.

## 9. Infrastructure & Institutional Capacity

**Dr. G. D. Pol Foundation** developed extensive infrastructure across its campuses:

- Multi-specialty teaching hospitals and AYUSH centers
- Modern academic blocks with ICT-enabled classrooms
- Laboratories supporting both traditional and contemporary scientific research
- Libraries with print and digital resources
- Simulation centers, skill labs, herbal gardens, and yoga facilities
- Hostels, student support amenities, and digital campus systems
- Future-ready expansion plans aligned with UGC norms and our 15-year development roadmap

**Dr. G. D. Pol Foundation** abundantly equipped to scale as a Deemed-to-be-University with comprehensive academic and research capabilities.

## 10. Financial Strength & Sustainability

Our audited financial statements demonstrate:

- Stable annual income ranging from **₹52–59 crore**
- Consistent operating surpluses

# Dr G. D. Pol Deemed-To-Be University (Distinct Category)

- Strong reinvestment into academic, research, and clinical infrastructure
- A diversified revenue model including education, healthcare services, and grants
- A low-debt profile ensuring long-term sustainability

This financial robustness provides the necessary foundation for our proposed University's growth and expansion.

## 11. Community Engagement & Societal Impact

Community service forms the heart of **Dr. G. D. Pol Foundation** institutional identity. Through our various institutions, we conduct:

- Rural health camps, tribal outreach, school health programs, and preventive health drives
- Specialty services including targeted interventions, oral health programs, geriatric care, women's health initiatives, and prison health services
- Public health awareness on tuberculosis, oral cancer, nutrition, hygiene, organ donation, and environmental sustainability

**Dr. G. D. Pol Foundation** societal footprint reflects our mission to deliver **affordable, accessible, and humane healthcare** to underserved communities.

## 12. Compliance with UGC Norms

**Dr. G. D. Pol Foundation** affirm full compliance with the **UGC 2023 Deemed-to-be-University Regulations**, including:

- Governance structures
- Academic and administrative policies
- Research mandates
- Financial stability requirements
- Infrastructural norms
- Quality assurance and statutory committees

# Dr G. D. Pol Deemed-To-Be University (Distinct Category)

Our DPR includes all required documentation, audits, plans, and compliance records as per UGC's evaluation standards.

## 13. Future Roadmap & Vision

Guided by a 15-year roadmap and an expanding institutional horizon, we envision:

- Advanced Centers of Excellence in Integrative Medicine, Digital Health, Drug Discovery, AI in Healthcare, and Consciousness Sciences
- Expansion of academic programs across health sciences, IKS, humanities, and emerging technology domains
- International collaborations, global faculty exchange, and research partnerships
- Innovation parks, incubation ecosystems, and healthcare entrepreneurship hubs
- Strong NIRF rankings, NAAC Level 5 accreditation, and global visibility through QS/THE benchmarks
- A “Vision 2040” plan placing the University at the forefront of integrative health education globally

**Dr. G. D. Pol Foundation** aspiration is to build a **globally benchmarked, nationally impactful University** that stands as a model for IKS-integrated higher education.

## 14. Conclusion

Through this proposal, **Dr. G. D. Pol Foundation** present a strong, evidence-based case for the establishment of the **Dr. G. D. Pol Deemed-to-be-University (Distinct Category)**. We have the academic maturity, institutional legacy, financial strength, research capacity, IKS distinctiveness, and societal commitment required of a Deemed University under UGC 2023 Regulations.

**Dr. G. D. Pol Foundation** is fully prepared to operate with the academic autonomy, governance responsibilities, and quality standards expected of a Distinct Category institution. We remain committed to advancing India's knowledge traditions, strengthening healthcare outcomes, and contributing meaningfully to the nation's educational and research landscape. To preserve, promote, and integrate India's rich heritage of knowledge and traditions with modern education

# Dr G. D. Pol Deemed-To-Be University (Distinct Category)

and research, fostering a holistic understanding of the world and contributing to the nation's growth and development.

## Section 1: The Proposal — Perspective View and Scope

### 1.1 Introduction

The proposal is submitted by the **Dr. G. D. Pol Foundation**, a charitable trust with decades of dedicated contribution to healthcare and education. The vision of the Foundation is to establish a **Distinct Category Deemed-to-be-University** that integrates modern health sciences with **Indian Knowledge Systems (Ayurveda, Yoga, Naturopathy, and Holistic Wellness practices)**. This integrated approach reflects academic innovation and in alignment with **UGC Regulations, 2023**, accentuate in emerging areas of knowledge, cultural heritage, and strategic national importance.

### 1.2 Perspective View

The proposed University seeks to:

- Serve as a **pioneer in integrative healthcare education**, developing curricula that bridge modern evidence-based medicine with traditional systems of healing.
- Offers **multidisciplinary programs** across Ayurveda, Homeopathy, Dentistry, Physiotherapy, Nursing, Medicine, and allied health sciences, ensuring graduates are well-equipped for clinical, academic, and research-oriented careers.

## Dr G. D. Pol Deemed-To-Be University (Distinct Category)

- Act as a **research hub for healthcare innovation**, with special emphasis on translational research, herbal drug discovery, digital health technologies, and wellness-oriented approaches.
- Provide **inclusive access to education and healthcare**, prioritizing remote populations through teaching hospitals, outreach programs, and community health initiatives.

### 1.3 Scope of the University

The scope of the proposed University is multidimensional and can be elaborated as follows:

- **Geographical Scope:** The University will serve students and communities from across India, extending its reach to rural and marginalized regions through outreach, mobile clinics, and digital learning platforms. Its long-term vision is to emerge as a national model for integrative health education with potential international collaborations.
- **Academic Scope:** The institution will offer programs at undergraduate, postgraduate, doctoral, and post-doctoral levels across healthcare and allied disciplines, with a clear emphasis on skill development, employability, and innovation.
- **Research Scope:** Research will focus on priority areas such as integrative medicine, herbal and indigenous drug discovery, digital health, translational research, and community-centered wellness models, thereby supporting national self-reliance and knowledge leadership.
- **Community Scope:** Through its teaching hospitals, health camps, and preventive health initiatives, the University will contribute directly to community healthcare

# Dr G. D. Pol Deemed-To-Be University (Distinct Category)

delivery, making it not only an educational institution but also a social development partner.

## 1.4 Alignment with National Priorities

The proposal is aligned with key policy frameworks and national missions, including:

- **Indian Knowledge System (IKS):** To promote a holistic educational approach by integrating traditional Indian wisdom into modern educational practices. To foster an institutional culture aligned with the core principles, Parampara and Laukika Prayojana of Indian Knowledge System (IKS).
- **National Education Policy (NEP) 2020:** Emphasizing holistic, multidisciplinary, and flexible education with strong integration of Indian Knowledge Systems and skill-based learning.
- **Ayushman Bharat Mission:** Promoting preventive and wellness-oriented care through the integration of modern and traditional systems of medicine.
- **Startup India and Atmanirbhar Bharat:** Encouraging healthcare entrepreneurship, indigenous research, and self-reliance in medical education and innovation.
- **United Nations Sustainable Development Goals (SDGs):** Particularly **SDG 3 — Good Health and Well-being**, where the University's community health programs, digital healthcare outreach, and integrative research will make tangible contributions.

# Dr G. D. Pol Deemed-To-Be University (Distinct Category)

## Section 2: The Sponsoring Body and Key Personnel

### 2.1 The Sponsoring Body

**Dr. G. D. Pol Foundation**, established in **1989**, a registered charitable trust under the **Bombay Public Trusts Act, 1950**. Over more than three decades, the Foundation has consistently upheld its founding vision — to advance **healthcare delivery, higher education, and social welfare** with a strong sense of service to society.

From its inception, the Foundation has demonstrated a commitment to nation-building through the creation of educational institutions of high repute in the healthcare sector. The institutions, include colleges of **Ayurveda, Homeopathy, Dentistry, Physiotherapy, and Nursing**, alongside applied initiatives in medicine and public health, collectively embody the Foundation's mission of blending **modern sciences with Indian Knowledge Systems (IKS)**.

The **Nimisha Prakash Mhatre Foundation**, established in 1994, is a registered charitable trust under the **Bombay Public Trusts Act, 1950**. The Foundation has its vision — to advance

## Dr G. D. Pol Deemed-To-Be University (Distinct Category)

**healthcare delivery, higher education, and social welfare** with a strong sense of service to society.

In a strategic collaborative initiative, the Dr. G. D. Pol Foundation and the Nimisha Prakash Mhatre Foundation—entities operating under a unified board of trustees—have formally resolved to establish a "Distinct Category" Deemed-to-be-University. This partnership leverages their combined resources, shared vision, and aligned governance to create an institution dedicated to unique and innovative academic disciplines that address strategic national needs, preserve Indian cultural heritage, and integrate Indian Knowledge Systems with modern education paradigms, in full compliance with the UGC (Institutions Deemed to be Universities) Regulations, 2023 and the National Education Policy (NEP) 2020.

Both the Foundations are **H.Q. in Navi Mumbai, Maharashtra**, places it in a unique position to serve both urban and rural populations. By founding colleges with attached teaching hospitals and community health outreach, the Foundation ensures that its educational model is deeply rooted in **experiential learning and social accountability**.

As a sponsoring body, the Dr. G. D. Pol Foundation has consistently demonstrated:

- **Legal and regulatory compliance**, fulfilling all requirements mandated by statutory councils and higher education regulators.
- **Academic vision and planning capacity**, evident in the long-standing performance of its institutions.
- **Commitment to financial sustainability**, with audited reports confirming reinvestment of surpluses into academic growth and social outreach.

## Dr G. D. Pol Deemed-To-Be University (Distinct Category)

- **Alignment with national educational priorities**, particularly the **UGC (Institutions Deemed to be Universities) Regulations, 2023**, which encourage “Distinct Category” universities focusing on unique disciplines and areas of national significance.

These legacy positions the Foundation to transition naturally into sponsoring a **Distinct Category Deemed-to-be-University**, capable of providing leadership in integrative healthcare, innovation, and cultural preservation.

### 2.2 Key Personnel of the Foundation

The governance of both the Foundations rests with experienced leaders who bring diverse expertise in healthcare, education, and institutional administration. Their roles extend beyond oversight, ensuring the Foundation’s objectives are translated into actionable strategies for academic excellence and social impact.

- **Chairperson: Dr. Gajanan D. Pol** A distinguished educationist and healthcare professional, Dr. Pol provides visionary leadership to the Foundation. His qualifications and professional background have enabled him to steer the institutions toward excellence in teaching, research, and community service. As Chairperson, he sets the strategic direction, ensuring that the Foundation’s institutions remain aligned with both national priorities and global benchmarks in education.
- **Secretary: Mrs. Kalpana G. Pol** Secretary, is responsible for institutional governance, day-to-day operations, and compliance. Her leadership ensures smooth academic administration, financial management, and alignment of institutional activities with the Foundation’s vision.
- **Trustees**

## Dr G. D. Pol Deemed-To-Be University (Distinct Category)

- **Dr. Kavita Pol** – Trustee with active involvement in healthcare initiatives, supporting the Foundation’s academic and community programs.
- **Dr. Hrishikesh G. Pol** – Trustee engaged in strategic planning and institutional development, contributing to long-term growth.

This leadership team collectively ensures:

- **Sound governance structures**, compliant with Statutory Bodies.
- **Academic reviews** that maintains high standards of teaching and research.
- **Community commitment**, ensuring outreach and service remain central to institutional functioning.
- **Financial prudence**, safeguarding resources for sustainable development.

*Annexure 2- contain trust deed of both the sponsoring bodies detailed governance structure documents,*

*Annexure 3- MUHS and Statutory Regulatory Authority (SRA ) compliance certificates of all institutes*

# Dr G. D. Pol Deemed-To-Be University (Distinct Category)

## Section 3: The Applicant's Profile in General and Specific to the Associated Institutions

### 3.1 General Profile

The applicant bodies together, has, over three decades, established itself as a significant contributor to healthcare education, research, and community welfare in India. Its institutions are dedicated to building a **multidisciplinary ecosystem of learning** that integrates **modern health sciences with Indian Knowledge Systems (IKS)**, while being firmly aligned with the objectives of **NEP 2020** and the **UGC (Institutions Deemed to be Universities) Regulations, 2023**.

At present, the Foundation manages a **diverse network of higher education institutions**, which collectively:

- Deliver education in **Ayurveda, Homeopathy, Dentistry, Physiotherapy, Nursing**, and **Medical** college forthcoming.
- Operate **teaching hospitals** with significant patient capacity, offering practical training and real-world healthcare exposure.
- Serve thousands of students annually, ensuring both professional competency and a strong sense of social responsibility.

The institutions under the Foundations reflect a shared **philosophy of community engagement, holistic healthcare, and skill-based education**. The attached hospitals, regular health camps, and outreach activities provide an integrated platform for students to acquire hands-on clinical experience while simultaneously serving the community.

# Dr G. D. Pol Deemed-To-Be University (Distinct Category)

## 3.2 Institutional Profile

The Foundation's constituent institutions illustrate its legacy of academic excellence and its ability to build and sustain specialized centers of learning:

### Institutions under Dr. G. D. Pol Foundation

- **Y.M.T. Homoeopathic Medical College & PG Institute (Established 1989)** Offers **BHMS, MD, and PhD programs**, with a strong emphasis on evidence-based research and community-oriented practice.
- **Y.M.T. Ayurvedic Medical College & PG Institute (Established 1991)** Offers **BAMS, MD, PhD, and Fellowship programs**. The institution preserves and advances traditional Indian medicine through modern pedagogies, supported by herbal research and patient care facilities.
- **Y.M.T. Dental College & Hospital (Established 2000)** Offers **BDS, MDS, and Fellowship programs**. The college has grown into a reputed dental education center with advanced clinical infrastructure and community outreach through satellite centers.
- **Y.M.T. College of Physiotherapy (Established 2017)** Offers **BPT h and MPTh programs**, with specialized laboratories for biomechanics and rehabilitation.
- **Dr. G. D. Pol Foundation Institute of Nursing Education (Established 2006)** Offers **B.Sc. Nursing, PB B.Sc. Nursing, and GNM Diploma programs**, designed to train nursing professionals equipped for clinical, community, and global healthcare environments.

[Annexure 4 - Programs offered by all institutes under Dr. G. D. Pol Foundation](#)

### Institution under Nimisha Prakash Mhatre Foundation

## Dr G. D. Pol Deemed-To-Be University (Distinct Category)

- **Medical College (Proposed)** The Foundation has applied for regulatory approval to offer **MBBS programs**, thereby strengthening its academic portfolio in modern medicine. Consent of affiliation received from Maharashtra University of Health Sciences (MUHS) and essentiality certificate received from Government of Maharashtra for 100 seats intake.

[Annexure 5 - Consent of affiliation for MBBS institute from MUHS](#)

[Annexure 5 - Essentiality certificate for MBBS institute from Government of Maharashtra](#)

### 3.3 Contribution to Society

The Foundation's institutions are distinguished by their strong commitment to **community service and social responsibility**, creating a symbiotic relationship between education and healthcare delivery.

- **Healthcare Services:** Annually, nearly **three lakh patients** are served through teaching hospitals, outreach camps, and mobile clinics, covering both urban and rural communities.
- **Community Outreach:** Regular diagnostic and awareness camps are conducted in slums, villages, and schools, addressing pressing health issues such as **tuberculosis, cancer awareness, heart health, yoga practice, road safety, environmental sustainability, and menstrual hygiene.**
- **Unique Initiatives:**
  - The **Satellite Dental Centre at Taloja Central Prison**, providing dental care to an underserved population.

## Dr G. D. Pol Deemed-To-Be University (Distinct Category)

- The **Targeted Intervention Special Clinic**, addressing the healthcare needs of marginalized groups and tribal areas.
- The **Homoeopathic College's involvement in flood management and organ/blood donation awareness campaigns**, showcasing responsiveness to social challenges.

These initiatives reflect the Foundation's ability to operationalize education as a tool for **public health advocacy, experiential learning, and community empowerment**.

### 3.4 Academic and Research Output

The applicant institutions maintain a **culture of research and innovation**, ensuring faculty and students actively contribute to knowledge creation:

- **Publications:** Over the past three years, notable publication records include **180 in Ayurveda, 51 in Dentistry, and 56 in Physiotherapy**, reflecting active scholarly engagement.
- **Patents:** Faculty from Dental and Nursing institutions have successfully filed and secured patents, evidencing innovation in applied healthcare.
- **Collaborations:** Partnerships with regulatory councils, universities, and industry partners further enhance the translational potential of research.

Established strong academic and research base provides the credibility and readiness required for the Foundation to evolve into a **Distinct Category Deemed-to-be-University**, offering not only academic programs but also advancing the frontiers of integrative healthcare and wellness research.

[Annexure 6 - contains detailed institutional profiles, and other details.](#)

Dr G. D. Pol Deemed-To-Be University  
(Distinct Category)

[Annexure 7 - contains infrastructure, faculty details.](#)

# Dr G. D. Pol Deemed-To-Be University (Distinct Category)

## Section 4: Accreditation, Rankings & Regulatory Approvals

### 4.1 Accreditation Status

All institutions under the **Dr. G. D. Pol Foundation** function in comprehensive compliance with the statutory and regulatory requirements of their respective councils. Over the years, the Foundation has sought and maintained **national-level accreditations and quality certifications** to establish institutional credibility, accountability, and transparency.

- **NAAC Accreditation:** The institutions have secured accreditation from the **National Assessment and Accreditation Council (NAAC)**, which independently validates the quality of education, governance, research, and community outreach. This demonstrates the Foundation's ongoing commitment to maintaining high standards of teaching, learning, and research as per UGC benchmarks. **Y.M.T. Ayurvedic Medical College & PG Institute has secured 'B' Grade and Y.M.T. Dental College & Hospital has secured 'B+' Grade by NAAC.**
- **National Commission for Indian System for Medicine, New Delhi, Medical Assessment Rating Board for Indian System of Medicine (MARBISM):** Ayurvedic Medical College has participated in rating by MARBISM and secured 'A' Grade and also secured 10<sup>th</sup> Rank.
- **National Commission for Homeopathy, Medical Assessment Rating Board for Homeopathy (MARBH):** Homeopathy Medical College has participated in rating by MARBH and secured 'A +' Grade.

## Dr G. D. Pol Deemed-To-Be University (Distinct Category)

- **NABH Accreditation:** Homeopathy and Ayurveda healthcare programs and associated teaching hospitals are in the process of obtaining **National Accreditation Board for Hospitals & Healthcare Providers (NABH)** accreditation, certifying compliance with patient safety and quality healthcare standards.
- **ISO Certification:** Where applicable, institutions have also secured **ISO certification**, reinforcing their emphasis on quality management systems and process efficiency.

*[Annexure 8 - contain copies of NAAC/NABH/MARBISM/MARBH accreditation certificates and related documents.](#)*

### 4.2 Regulatory Approvals

The Foundation's institutions enjoy statutory approvals from the national regulatory councils, reflecting adherence to prescribed norms of program design, infrastructure, and faculty.

- **National Commission for Homeopathy (NCH):** Approval granted for **BHMS and MD/MS programs**, confirming that the Homeopathy College and Hospital meet national requirements for homeopathy education.
- **National Commission for Indian System of Medicine (NCISM):** Approval granted for **BAMS and MD/MS programs**, confirming that the Ayurveda College and Hospital meet national requirements for Ayurveda education.
- **Dental Council of India (DCI):** Approval granted for **BDS and MDS programs**, confirming that the Dental College and Hospital meet national requirements for dental education.

## Dr G. D. Pol Deemed-To-Be University (Distinct Category)

- **Maharashtra Nursing Council (MNC):** Approval obtained for **Nursing programs** at undergraduate and diploma levels, validating compliance with MNC's academic and clinical training norms.
- **Maharashtra State Council for Occupational Therapy / Physio Therapy Council (OT/PTC):** Approval obtained for **Physiotherapy programs** at undergraduate and diploma levels, validating compliance with OT/PTC academic and clinical training norms.
- **National Medical Commission (NMC):** Proposed for Medical College to commence **MBBS programs**, signalling the Foundation's readiness to expand into modern medicine.
- **Institutions:**
  - **Y.M.T. Homoeopathic Medical College & PG Institute:** Offering **BHMS, MD, and PhD programs** since its establishment in 1989, with approvals from relevant councils.
  - **Y.M.T. Ayurvedic Medical College & PG Institute:** Offering **BAMS, MD, PhD, and Fellowship programs** since 1991.
  - **Y.M.T. Dental College & Hospital:** Offering **BDS, MDS, and Fellowship programs** since 2000, with DCI approval.
  - **Y.M.T. College of Physiotherapy:** Offering **BPTTh and MPTh programs** since 2017.
  - **Dr. G. D. Pol Foundation Institute of Nursing:** Offering **B.Sc. Nursing, PB B.Sc. Nursing, and GNM Diploma** since 2006.

## Dr G. D. Pol Deemed-To-Be University (Distinct Category)

All the institutes are affiliated to Maharashtra University of Health Sciences and regular yearly affiliations are acquired as per the affiliating University procedures.

These approvals ensure that the proposed University is built on a **solid foundation of regulatory legitimacy and academic credibility**.

[Annexure 3 - MUHS and Statutory Regulatory Authority \(SRA\) compliance certificates of all institutes](#)

### 4.3 Rankings

The Foundation's institutions have participated in **national and institutional ranking frameworks**, which serve as benchmarks of performance in higher education.

- **NIRF Rankings:** YMT Dental College & Hospital has participated in **National Institutional Ranking Framework (NIRF)**, reflecting consistent performance in teaching, learning, research, graduation outcomes, and outreach.
- **International Rankings:** While the primary focus has been on national recognition, exploratory steps have been taken toward building visibility in international rankings.

Participation in ranking exercises underscores the Foundation's **culture of continuous quality improvement and accountability**. This aligns with the **UGC (Institutions Deemed to be Universities) Regulations, 2023**, which emphasize measurable performance indicators for institutions aspiring to Distinct Category status.

[Annexure 8- contains NIRF and other ranking reports.](#)

# Dr G. D. Pol Deemed-To-Be University (Distinct Category)

## Section 5: The Research Profile of the Associated Institutions

### 5.1 Research Philosophy

The **Dr. G. D. Pol Foundation** fosters a **research culture deeply rooted in evidence-based inquiry** that integrates modern medicine with **Indian Knowledge Systems (IKS)** such as Ayurveda, Yoga, and Homeopathy. This philosophy aligns with the **National Education Policy (NEP) 2020**, which places research and innovation at the core of higher education, and with the **UGC (Institutions Deemed to be Universities) Regulations, 2023**, which highlight the need for research in disciplines of national significance.

The research framework of the Foundation emphasizes:

- **Interdisciplinarity:** Bringing together modern medicine, homeopathy, ayurveda, dentistry, physiotherapy, nursing, and IKS for holistic healthcare solutions.
- **Social relevance:** Research focused on pressing healthcare needs of rural and underserved communities.
- **Global benchmarking:** Encouraging publications in indexed journals and patents, thereby contributing to international knowledge ecosystems.
- **Innovation-driven entrepreneurship:** Encouraging translational research that supports start-ups and indigenous product development.

### 5.2 Research Output

The institutions under the Foundation maintain an impressive record of **scholarly contributions** across their disciplines.

## Dr G. D. Pol Deemed-To-Be University (Distinct Category)

- **Publications:**
  - Ayurveda: 180+ publications in the last three years.
  - Dentistry: 51+ publications in reputed national and international journals.
  - Physiotherapy: 56+ publications, with growing emphasis on biomechanics and rehabilitation.
  - Homeopathy: 24+ publications in journals.
- **Patents:**
  - Patents filed and published by faculty in **Dental**, reflecting practical innovation in healthcare delivery.
- **Books and Chapters:** Faculty members have contributed chapters and authored works that strengthen disciplinary knowledge bases.

*[Annexure 9 provides a consolidated list of research outputs including research grants, clinical trials, faculty and students publications, patents, and books.](#)*

### 5.3 Research Centers

To support sustained inquiry, the Foundation has established **specialized research centers:**

- **Central Research Laboratory** – equipped for multi-disciplinary healthcare research.
- **Center for Integrative Medicine (Ayurveda & Modern Sciences)** – advancing collaboration between traditional practices and contemporary scientific validation.
- **Dental Research Center** – converging on prosthodontics, oral pathology, and community dentistry innovations.

## Dr G. D. Pol Deemed-To-Be University (Distinct Category)

These centers act as **hubs of innovation**, where faculty, students, and industry partners collaborate on high-impact projects.

### 5.4 Research Grants

The Foundation has successfully secured funding from national agencies, demonstrating research credibility and capacity-building:

- **National Agencies:** Undergraduate and postgraduate students at the Ayurveda college have secured a record number of research grants via the Central Council for Research in Ayurvedic Sciences (CCRAS)'s Students Program for Ayurveda Research Ken (SPARK). Research grants from MUHS for Faculty and Students Research, Homoeopathic Materia Medica- on going research activity with CCRH – Drug Proving \_ Multicentre activity and others for projects in integrative medicine, public health, and drug discovery.
- **International Collaborations:** Engagement with international bodies has been initiated to strengthen global knowledge exchange.

[Annexure 9 provides a consolidated list of research outputs including research grants, clinical trials, faculty and students publications, patents, and books.](#)

### 5.5 Research Ecosystem

The institutions have built a **comprehensive ecosystem to nurture research and innovation**, which includes:

- **Faculty Incentives:** Structured policies to encourage publications, patents, and externally funded projects.

## Dr G. D. Pol Deemed-To-Be University (Distinct Category)

- **Ethical Governance:** Institutional Ethics Committees (IEC) and Research Advisory Committees ensure quality and integrity.
- **Dedicated Infrastructure:** Herbal Analysis laboratories in Ayurveda, Dental (immunohistochemistry), and Physiotherapy (biomechanics labs).
- **Innovation and Entrepreneurship Cells:** Established across multiple institutions to support **concept-to-market pathways**, providing mentoring, incubation, and training for healthcare start-ups.
- **Student Research Involvement:** Students at UG and PG levels are encouraged to participate in research through **Short-Term Studentship (STS) programs** (MUHS, STRG). This builds early research competencies and cultivates problem-solving skills.
- **Multidisciplinary Research Initiatives by Institutions under the foundation-**
  - **Preventive Cardiology**
  - **Rehabilitation of Stroke Patients**
  - **Garbha Sanskar**
  - **Palliative Cancer Care by Homeopathy**

Ecosystem ensures that research is not a peripheral activity but a **central institutional mandate**, producing outcomes that advance both academic knowledge and societal welfare.

[Annexure 9 provides a consolidated list of research outputs including research grants, clinical trials, faculty and students publications, patents, and books.](#)

# Dr G. D. Pol Deemed-To-Be University (Distinct Category)

## Section 6: The Awards and Achievements

### 6.1 Institutional Achievements

The institutions under the **Dr. G. D. Pol Foundation** have been consistently recognized as **leaders in healthcare education and service delivery**. Their achievements highlight not only academic excellence but also their commitment to societal development and alignment with national priorities.

- Recognition as a **premier healthcare education provider** in the region, with students consistently securing high ranks in university examinations.
- Commendations from **government bodies, NGOs, and industry associations** for excellence in **community healthcare delivery** through outreach programs, health camps, and mobile clinics.
- Establishment of specialized clinics and outreach centers such as the **Satellite Dental Centre at Taloja Central Prison, Targeted Intervention Clinics** and **Mobile Dental Van** for marginalized populations in remote villages and tribal areas, — initiatives that stand out nationally for their social relevance.

These institutional recognitions validate the Foundation's ability to sustain quality, scale impact, and serve as a role model in integrative healthcare education.

### 6.2 Faculty Achievements

Faculty members across the Foundation's institutions have made distinguished contributions, both nationally and internationally.

## Dr G. D. Pol Deemed-To-Be University (Distinct Category)

- **Representatives at University Board of Studies / Academic Council / Faculty Dean**  
– Faculties from Ayurveda, Dental and Homeopathy are elected in Board of Studies / Academic Council / Faculty Dean of Maharashtra University of Health Sciences (MUHS).
- **Awards and Honors:** Faculties have been honoured with **national and state-level awards** for teaching, research, and service.
- **Fellowships and Memberships:** Faculties serve as members of professional bodies showcasing peer recognition of their expertise.
- **Research Distinction:** Faculty achievements in publications, patents, and collaborative projects have brought visibility to the institutions at national and global levels.

These accomplishments illustrate a strong **academic leadership base**, essential for the proposed University's transition into a **Distinct Category institution**.

[Annexure 10 provides list of faculty awards and achievements and BOS/AC members letters](#)

### 6.3 Student Achievements

Students of the Foundation's institutions have consistently excelled in academic, research, and successful practicing clinicians, demonstrating the effectiveness of the Foundation's andragogy and mentoring.

- **Academic Excellence:** High success rates in university examinations, with many students securing top ranks.
- **Research Recognition:** Awards at **national conferences, paper presentations, and competitions**, particularly in Ayurveda, Homeopathy, Dentistry, and Physiotherapy.

## Dr G. D. Pol Deemed-To-Be University (Distinct Category)

- **Professional Placements:** Alumni successfully placed in **leading hospitals, pharmaceutical companies, research organizations, and academic institutions**, both in India and abroad.
- **Community Leadership:** Students actively participate in social initiatives such as **blood donation drives, yoga camps, organ donation awareness, and environmental sustainability projects**, reflecting a holistic educational model that promotes social responsibility.

### 6.4 Alignment with National Educational Priorities

The cumulative awards and recognitions underscore the Foundation's readiness to be conferred **Deemed-to-be-University (Distinct Category) status**, as envisaged under the **UGC Regulations, 2023**. The recognition earned at institutional, faculty, and student levels reflects:

- Commitment to **holistic and multidisciplinary education** (NEP 2020).
- Promotion of **Indian Knowledge Systems and healthcare innovation**.
- Strong culture of **community engagement and nation-building**.

# Dr G. D. Pol Deemed-To-Be University (Distinct Category)

## Section 7: The Existing Manpower: Teaching and Non-Teaching Staff

### 7.1 Teaching Faculty

The institutions under the **Dr. G. D. Pol Foundation** collectively maintain a strong pool of **qualified, experienced, and research-oriented faculty**, fully compliant with UGC and statutory council norms. The teaching cadre includes **Professors, Associate Professors, Assistant Professors, and Tutors/Demonstrators**, each contributing to a balanced ecosystem of instruction, research, and mentorship.

College	Total Faculty Sanctioned strength	Total Faculty Available	Professor	Associate Professor	Assistant Professor	Tutor / Clinical Instructors
Homeopathy	60	58	20	12	24	NA
Ayurveda	71	72	17	25	30	NA
Dental	135	130	18	30	65	17
Nursing	64	49	1	3	4	28
Physiotherapy	33	30	5	8	17	NA

Key features of the teaching workforce include:

- **Diversity of Expertise:** Faculty members span across disciplines — Ayurveda, Homeopathy, Dentistry, Nursing, Physiotherapy, and allied sciences — reflecting the multidisciplinary ethos of the proposed University.

## Dr G. D. Pol Deemed-To-Be University (Distinct Category)

- **Academic Credentials:** All faculty possess qualifications mandated by UGC and regulatory councils (NCH, AYUSH Councils, DCI, INC/MNC, OT / PT ), ensuring credibility and adherence to standards.
- **Research Orientation:** Many faculty are active contributors to research, with publications, patents, and funded projects, strengthening the academic profile of the institutions.
- **Student-Centric Approach:** Faculty involvement goes beyond classroom teaching, including mentorship, supervision of research, community engagement, and holistic student development.

[Annexure 11- provides a faculty detailed with qualifications, designations, and departmental allocation.](#)

### 7.2 Non-Teaching Staff

A strong **non-teaching workforce** supports the academic mission, ensuring seamless institutional functioning. These professionals provide crucial services across administration, technical operations, healthcare support, and digital management.

- **Administrative Staff:** Administrative Officer, office assistants and clerks who ensure effective governance, compliance, and academic coordination.
- **Technical Staff:** Laboratory technicians, research assistants, and clinical support staff, providing hands-on assistance in labs, simulation centers, and hospitals.
- **Healthcare Support Staff:** Nurses, ward assistants, OT technicians, and paramedical staff, who sustain the daily operations of teaching hospitals and clinics.

## Dr G. D. Pol Deemed-To-Be University (Distinct Category)

- **Library Staff:** Librarians and assistants, responsible for curating print and digital resources, guiding students in information literacy, and managing institutional repositories.
- **ICT Staff:** System administrators, ERP managers, and e-learning coordinators, maintaining digital infrastructure, LMS platforms, and network security.
- **General Support Staff:** Hostel wardens, security personnel, maintenance , and housekeeping staff, contributing to student welfare and campus safety.

Together, these staff members form the **operational backbone** of the Foundation's institutions, ensuring that the academic community can focus on teaching, research, and outreach.

### 7.3 Faculty–Student Ratio

The institutions uphold **faculty–student ratios** strictly in accordance with statutory norms, ensuring personalized attention, effective mentoring, and quality clinical training.

- **Homeopathy:** 1:10 (UG), 1:4 (PG)
- **Ayurveda:** 1:7 (UG), 1:4(PG)
- **Dentistry:** 1:3 (UG), 1:3 (PG)
- **Nursing:** 1:15
- **Physiotherapy:** 1:12(UG), 1:6 (PG)

These ratios not only fulfil regulatory requirements but also promote **interactive pedagogy, hands-on training, and competency-based education**, as envisaged in **NEP 2020** and **UGC's 2023 Regulations**.

# Dr G. D. Pol Deemed-To-Be University (Distinct Category)

## 7.4 Institutional Philosophy on Human Resource Development

The Foundation emphasizes continuous professional growth for both teaching and non-teaching staff. Key measures include:

- **Faculty Development Programs (FDPs)** for upgrading teaching methodologies, digital learning skills, and research capacity.
- **Workshops and Training** for non-teaching staff to strengthen administrative, ICT, and hospital management skills.
- **Performance Appraisals and Incentives** linked to academic output, research contributions, and community engagement.

This commitment to human resource development ensures that the proposed University will begin with a **robust academic and operational workforce**, capable of sustaining growth and innovation.

# Dr G. D. Pol Deemed-To-Be University (Distinct Category)

## Section 8: The Existing Infrastructure with the Applicant's Institutions

### 8.1 Campus Infrastructure

The **Dr. G. D. Pol Foundation** has developed a **comprehensive and well-planned campus infrastructure** that supports academic, clinical, research, and residential needs. The facilities are designed not only to meet statutory norms but also to create an **enabling environment for holistic and multidisciplinary education**, as envisaged in **NEP 2020**.

- **Total Land Area:** [20.33] acres of land, the Foundation has secured **long-term stability and autonomy** through a 60-year land lease granted by City and Industrial Development Corporation (CIDCO).
- **Built-up Area:** [509717.6] sq. ft. across academic blocks, hospitals, research facilities, and hostels.
- **Academic Buildings:** Spacious, ICT-enabled classrooms, tutorial rooms, faculty cabins, and seminar halls designed to support interactive teaching and experiential learning.
- **Hostels:** Separate residential facilities for male and female students with a capacity of [318] students, equipped with modern amenities, mess facilities, and recreational spaces.
- **Auditoriums & Seminar Halls:** State-of-the-art halls with [400+300] seating capacity to host academic conferences, cultural activities, and outreach programs.

## Dr G. D. Pol Deemed-To-Be University (Distinct Category)

- **Sports & Recreation Facilities:** Indoor and outdoor sports infrastructure that fosters physical well-being, complementing the (MUHS) University's healthcare education mandate.

*[Annexure 12 includes infrastructure inventory as per statutory compliance details.](#)*

### 8.2 Teaching Hospitals

The Foundation operates **multi-specialty teaching hospitals**, which serve as **epicentres of clinical education and community healthcare delivery**.

- **Hospital 1 (General/Dental):** [120] beds, equipped with modern diagnostic and treatment facilities, including specialty and super-specialty services.
- **Hospital 2 (Ayurveda):** [270] beds, equipped with modern diagnostic and treatment facilities, including specialty and super-specialty services.
- **Hospital 3 (Homeopathy):** [75] beds, strategically focused on rural outreach and primary care, ensuring healthcare access to underserved communities.
- **Hospital 4 (MBBS):** [450] beds, equipped with modern diagnostic and treatment facilities, including specialty and super-specialty services.
- **Annual Patient Turnover:** Serving approximately [3] lakh patients annually through OPD and IPD services.

These hospitals not only fulfil the **mandatory clinical training requirements** of healthcare programs but also embody the Foundation's commitment to **social equity in healthcare access**.

### 8.3 Laboratories and Workshops

## Dr G. D. Pol Deemed-To-Be University (Distinct Category)

The institutions maintain **specialized laboratories and workshops**, ensuring students and faculty have access to advanced practical learning facilities.

- **Central Research Laboratory** – Equipped for multi-disciplinary healthcare research.
- **Medical and Dental Labs** – Anatomy, pathology, prosthodontics, and oral pathology labs.
- **Pharmacy Instrumentation and Drug Discovery Labs** – Supporting herbal drug development and AYUSH research.
- **Nursing Skills and Simulation Labs** – For clinical training, emergency care simulations, and community health practice.
- **Ayurveda Herbarium and Yoga Centers** – Preserving medicinal plants and promoting wellness practices.

These laboratories foster **hands-on, experiential learning** and support **research-driven education**, aligning with NEP 2020's emphasis on skill development.

### 8.4 Libraries

Knowledge resources form the backbone of any academic institution. The Foundation has invested in both **print and digital library systems**, enabling continuous learning and research.

- **All Libraries:** Housing [7331] volumes of books, journals [158] reference materials, and periodicals across disciplines.
- **Digital Library:** Subscription to [1680] e-journals, online databases, and e-books to provide global knowledge access.

## Dr G. D. Pol Deemed-To-Be University (Distinct Category)

- **Institutional Repository:** Archiving theses, dissertations, and faculty publications to encourage open access and academic visibility.

These resources ensure that students and researchers are equipped with the **latest developments in healthcare, IKS, and allied fields.**

### 8.5 ICT Infrastructure

A **digital-first ecosystem** has been implemented to align with modern pedagogical approaches and administrative efficiency.

- **Campus-wide Wi-Fi** with high-speed internet connectivity.
- **ICT-enabled classrooms** with smart boards and projection systems.
- **ERP Systems:** Integrated **Enterprise Resource Planning (ERP)** platform for academic and administrative functions.
- **Learning Management System (LMS):** Supporting blended learning, e-assessments, and student engagement.
- **Telemedicine/Remote consultation Facilities:** Digital platforms to connect hospitals with remote communities, enhancing rural healthcare outreach is in process.

This ICT backbone ensures that the proposed University can effectively implement **blended, flexible, and technology-driven learning models**, as recommended in NEP 2020.

*[Annexure 12 includes infrastructure inventory as per statutory compliance details.](#)*

# Dr G. D. Pol Deemed-To-Be University (Distinct Category)

## Section 9: The Existing Financial Status Based on Last Three-Year Financial Audit

### 9.1 Financial Stability

The **Dr. G. D. Pol Foundation** demonstrates consistent **financial stability and prudence**, ensuring that all academic and healthcare activities are adequately supported. Over the years, the Foundation has maintained a pattern of **surpluses**, which are systematically reinvested into infrastructure, research, and institutional development.

This financial discipline underlines the Foundation's ability to sustain and expand operations, an essential criterion under the **UGC (Institutions Deemed to be Universities) Regulations, 2023**, for institutions seeking "Distinct Category" status.

### 9.2 Three-Year Financial Snapshot

The audited financial records of the past three years reflect the Foundation's robust financial health. The trend demonstrates stable income generation, controlled expenditure, and consistent surplus retention.

**Table 9.1: Three-Year Financial Overview**

YEAR	INCOME (CR)	EXPENDITURE (CR)	DEFICIT/ RESERVE (CR)
2021-22	52,97,34,865	52,48,18,839	49,16,026
2022-23	56,07,93,975	55,81,48,744	26,45,231
2023-24	59,17,84,708	63,86,23,073	-4,68,38,365

*[Annexure 13 A](#) provides audited financial reports with CA certification for the last three years.*

# Dr G. D. Pol Deemed-To-Be University (Distinct Category)

*Annexure 13 B provides audited financial reports with CA certification for the last three years.*

*Annexure 13 C provides audited financial reports with CA certification for the last three years.*

This transparent financial reporting strengthens the credibility of the Foundation and ensures compliance with both statutory requirements and UGC expectations.

## **9.3 Sustainability**

The Foundation's financial model is characterized by sustainability, diversification, and reinvestment.

- **Reinvestment of Surpluses:** Consistent reinvestment in academic infrastructure, laboratories, ICT facilities, and healthcare outreach programs.
- **Diversified Income Sources:** Income streams include **tuition fees, hospital services, grants and CSR**, minimizing dependency on any single source.
- **Low Debt Exposure:** Smart financial management ensures limited borrowing, reducing risk and ensuring long-term financial health.
- **Capacity for Growth:** The surplus-driven model demonstrates the Foundation's ability to fund **future expansions, research facilities, and international collaborations**, essential for becoming a globally visible Distinct Category University.

## **9.4 Alignment with UGC and NEP 2020 Priorities**

The Foundation's financial approach is aligned with UGC's requirements that sponsoring bodies demonstrate **sustainability, scalability, and fiscal responsibility** before seeking Deemed-to-be-University status. Moreover, the reinvestment in academic innovation,

# Dr G. D. Pol Deemed-To-Be University (Distinct Category)

infrastructure, and outreach resonates with NEP 2020's **vision** of resource optimization and expansion of access to quality education.

## Section 10: The Proposal

### 10.1 Purpose

The primary purpose of this proposal is to seek conferment of **Deemed-to-be-University (Distinct Category)** status for the **Dr. G. D. Pol Foundation Group of Institutions** under the **UGC (Institutions Deemed to be Universities) Regulations, 2023**.

By integrating **modern healthcare disciplines with Indian Knowledge Systems (IKS)**, the Foundation aims to create a **pioneering Distinct Category institution** that not only strengthens India's educational ecosystem but also addresses **strategic national needs in healthcare, skill development, and cultural preservation**.

The University is envisioned as a **center of excellence** that will:

- Advance healthcare education through multidisciplinary and integrative approaches.
- Promote **IKS-driven innovations** while preserving India's cultural heritage.
- Contribute to **community health and social equity** through teaching hospitals and outreach.
- Foster a **globally visible research and innovation ecosystem** aligned with national and international priorities.

### 10.2 Rationale

## Dr G. D. Pol Deemed-To-Be University (Distinct Category)

The rationale for establishing this Distinct Category University is rooted in the Foundation's proven track record and readiness for academic and social leadership.

- **Established Legacy:** With decades of experience in operating accredited institutions across Ayurveda, Homeopathy, Dentistry, Physiotherapy, Nursing the Foundation has already achieved significant academic maturity.
- **National Relevance:** India's healthcare system increasingly requires professionals trained in **integrative models** that combine modern medicine with traditional knowledge systems — a niche where the Foundation has established competence.
- **Alignment with NEP 2020 and Indian Knowledge Systems:** The proposed University supports NEP 2020's vision of **multidisciplinary, flexible curricula, and Indian Knowledge Systems**, thereby making it nationally significant.
- **Research and Innovation:** A growing portfolio of research outputs, patents, and funded projects highlights the Foundation's capacity to contribute to **knowledge creation and entrepreneurship**.
- **Community Outreach:** Strong community programs and healthcare delivery to lakhs of patients annually demonstrate a social responsibility framework that will be scaled further under University status.

Thus, the conferment of Distinct Category status is not merely an expansion but a **natural progression** of the Foundation's academic journey.

### 10.3 Objectives

The proposed University has identified the following strategic objectives:

## Dr G. D. Pol Deemed-To-Be University (Distinct Category)

- **Academic Excellence:** Implementing **outcome-based, competency-driven education** with flexibility and multidisciplinary options.
- **Research Leadership:** Advancing **translational and integrative healthcare research**, with focus areas including herbal drug discovery, digital health, and wellness studies.
- **Distinct Identity:** Achieving uniqueness by blending **modern sciences with Ayurveda, Yoga, Naturopathy and other Indian traditions**, thereby creating an institution of global relevance.
- **Community Empowerment:** Strengthening **public health delivery** through teaching hospitals, rural outreach, and wellness promotion.
- **Skill Development & Employability:** Preparing graduates with skills that meet the **evolving needs of the healthcare industry and society**, while also fostering entrepreneurship.
- **Global Visibility:** Building collaborations with international institutions to ensure that the University contributes to **India's global knowledge leadership**.

### 10.4 Proposed University Model

The structural model of the proposed institution is aligned with UGC's 2023 Regulations and has been designed to emphasize distinctiveness, autonomy, and academic rigor.

- **Category:** Distinct Category (UGC 2023).
- **Constituent Institutions:** Schools in Ayurveda, Dentistry, Nursing, Physiotherapy, Medicine, Indian Knowledge Systems.

## Dr G. D. Pol Deemed-To-Be University (Distinct Category)

- **Governance Framework:** A governance system compliant with UGC norms, including **Board of Management, Academic Council, and Board of Studies**, ensuring academic and financial autonomy with strong accountability mechanisms.
- **Academic Autonomy:** Flexibility in curriculum design, introduction of multidisciplinary electives, and integration of **choice-based credit systems (CBCS)**.
- **Digital Ecosystem:** A **digital-first administrative and academic platform**, including ERP and LMS, to enhance efficiency and ensure continuity of learning.

This model ensures that the proposed University will **not replicate conventional frameworks**, but instead emerge as a **Distinct Category institution of strategic national importance**, true to the spirit of the **UGC Regulations, 2023** and **NEP 2020**.

# Dr G. D. Pol Deemed-To-Be University (Distinct Category)

## Section 11: The Distinct Programs and Curriculum Philosophy

### 11.1 Introduction

The distinctiveness of the proposed **Dr. G. D. Pol Deemed-to-be-University** lies in its **academic philosophy and program design**, which integrates **modern sciences with Indian Knowledge Systems (IKS)**, thereby creating a holistic framework of education, research, and community service.

This approach aligns directly with the **UGC (Institutions Deemed to be Universities) Regulations, 2023**, which encourage **Distinct Category** institutions to focus on **unique disciplines of study, cultural preservation, and national strategic needs**, as well as with **NEP 2020**, which emphasizes **multidisciplinary, flexibility, skill development, and cultural rootedness**.

### 11.2 Guiding Principles

The University's curriculum philosophy is guided by the following core principles:

- **Integration of Tradition and Modernity:** Creating a balanced academic environment where traditional Indian healthcare practices (Ayurveda, Yoga and Naturopathy) are studied alongside modern medicine and allied sciences.
- **Outcome-Based and Competency-Driven Learning:** Ensuring students acquire clinical, research, and professional competencies that enhance employability and entrepreneurship.

## Dr G. D. Pol Deemed-To-Be University (Distinct Category)

- **Multidisciplinary and Interdisciplinary Flexibility:** Encouraging students to take electives across disciplines, in line with NEP 2020's vision of a holistic education model.
- **Employability and Entrepreneurship Orientation:** Embedding skill-based courses, start-up incubation, and industry partnerships to prepare graduates for diverse career pathways.
- **Community and Social Relevance:** Designing curricula that prioritize public health, preventive care, and societal well-being.
- **Global Benchmarking:** Incorporating international best practices in pedagogy, research, and student development to ensure global competitiveness.
- **Digital-First Pedagogy:** Leveraging blended learning, simulation technologies, and ICT-enabled teaching to support flexible, scalable, and engaging education.

### 11.3 Structure of Academic Programs

Academic programs will be organized into **Schools**, reflecting the multidisciplinary framework of the University:

- **School of Ayurveda**
- **School of Homeopathy**
- **School of Dentistry**
- **School of Physiotherapy**
- **School of Nursing**
- **School of Medicine (Proposed)**

# Dr G. D. Pol Deemed-To-Be University (Distinct Category)

- **School of Indian Knowledge System**

This structure will enable focused development of disciplinary depth while promoting **cross-school collaboration and interdisciplinary electives**.

## 11.4 Distinctiveness

The distinctiveness of the academic model is reflected in the following:

- **Integration of IKS with Modern Health Sciences:** Unique to the proposed University, this integration addresses both cultural preservation and innovation in healthcare.
- **Development of Clinical, Research, and Innovation Competencies:** Ensuring graduates are not only healthcare practitioners but also contributors to research and entrepreneurship.
- **Public Health and Preventive Care Orientation:** Programs emphasize wellness, disease prevention, and community healthcare delivery.
- **Digital and AI-Enabled Health Technologies:** Introducing students to the emerging role of **digital health, artificial intelligence, and telemedicine** in healthcare delivery.

## 11.5 Curriculum Design Framework

The curriculum will follow **Choice-Based Credit System (CBCS)** and **Outcome-Based Education (OBE)** principles.

- **Interdisciplinary Electives:** Students may choose electives across schools, e.g., Ayurveda students learning modern diagnostic tools, or medical students learning Yoga therapy.

## Dr G. D. Pol Deemed-To-Be University (Distinct Category)

- **Skill Enhancement and Value-Added Courses:** Courses on digital health, entrepreneurship, ethics, and leadership.
- **Research Integration:** Mandatory dissertations, project work, and community-based research at UG and PG levels.
- **Internships and Fieldwork:** Practical exposure through hospitals, rural health programs, NGOs, and industry collaborations.

*Annexure D1 includes draft curriculum frameworks and sample syllabi*

### 11.6 Competencies to be Developed

The University's distinct programs are designed to develop the following graduate attributes:

- **Clinical and Healthcare Competencies:** Proficiency in diagnosis, patient care, and multidisciplinary treatment approaches.
- **Research and Innovation Competencies:** Ability to undertake research projects, publish findings, and translate innovations into practice.
- **IKS Competencies:** Knowledge and application of Ayurveda, Yoga, and holistic wellness practices.
- **Social and Ethical Leadership Competencies:** Sensitivity to societal needs, professional ethics, and community leadership.
- **Global Competencies:** Cross-cultural adaptability, global employability, and exposure to international best practices.

### 11.7 Pedagogical Innovations

The University will adopt **learner-centered and technology-enabled pedagogies:**

## Dr G. D. Pol Deemed-To-Be University (Distinct Category)

- **Blended Learning:** Combining classroom teaching with digital platforms and self-paced learning.
- **Simulation-Based Training:** Using models, simulators, and digital labs for clinical practice.
- **Problem-Based Learning:** Encouraging inquiry, analysis, and application of knowledge to real-world problems.
- **Community-Based Fieldwork:** Linking learning with community service for experiential education.
- **Mentor–Mentee Support System:** Faculty mentorship programs for academic, research, and career guidance.

### 11.8 Assessment Framework

Assessments will be designed to evaluate not just knowledge but also **competency and application:**

- **Formative and Summative Assessments:** Continuous internal assessment, practical examinations, and end-semester evaluations.
- **Competency-Based Evaluation:** Assessing skills, clinical performance, and professional attributes.
- **Research Outputs:** Dissertation, publications, and community projects as part of degree requirements.
- **Holistic Evaluation:** Emphasis on ethics, professionalism, and social engagement.

### 11.9 Alignment with NEP 2020 and IKS

## Dr G. D. Pol Deemed-To-Be University (Distinct Category)

The curriculum philosophy is fully aligned with NEP 2020 through:

- **Multidisciplinary flexibility and multiple entry/exit options.**
- **Strong emphasis on research, innovation, and entrepreneurship.**
- **Promotion of Indian Knowledge Systems, languages, and cultural heritage.**
- **Integration of skill-based, value-added, and employability-driven learning.**

# Dr G. D. Pol Deemed-To-Be University (Distinct Category)

## Section 12: The Distinct Academic and Research Programs

### 12.1 Introduction

The **Dr. G. D. Pol Deemed-to-be-University (Distinct Category)** will host a portfolio of **multidisciplinary academic and research programs** specifically designed to reflect the University's **unique identity** — the integration of **modern sciences with Indian Knowledge Systems (IKS)**.

The programs are conceptualized to:

- Advance **distinct disciplines** not widely represented in conventional universities.
- Support **strategic national needs** such as healthcare, preventive medicine, and wellness.
- Preserve and promote **India's cultural and knowledge heritage**, including Ayurveda, Yoga, and traditional practices.
- Foster **research, skill development, and employability** across healthcare and allied sectors.

This makes the academic design directly aligned with the intent of the **UGC Regulations, 2023** for Distinct Category institutions and the **NEP 2020** vision for holistic and multidisciplinary education promoting **Indian Knowledge System (IKS)**.

### 12.2 Program Portfolio

The proposed academic offerings span undergraduate levels across healthcare fields.

# Dr G. D. Pol Deemed-To-Be University (Distinct Category)

## 1. B.Sc. Consciousness & Cognitive Sciences

### 1. Program Overview and Vision

The Bachelor of Consciousness & Cognitive Sciences is a groundbreaking 4-year undergraduate program designed to integrate modern cognitive science with Indian philosophical traditions to create a unique interdisciplinary understanding of consciousness. This program responds to the UGC's 2023 regulations for "Distinct Category" institutions by focusing on the preservation and innovation of Indian knowledge systems while addressing strategic national needs in healthcare, education, and research. The program combines rigorous scientific training with deep exploration of consciousness studies from both Western and Eastern perspectives, creating professionals who can bridge traditional wisdom and contemporary science.

The curriculum is structured around the NEP 2020 guidelines, emphasizing multidisciplinary learning, research-based teaching, and the integration of Indian knowledge systems with modern academic disciplines. Unlike conventional cognitive science programs that focus primarily on Western perspectives, this program offers a balanced approach that includes Yoga philosophy, Ayurvedic psychology, and meditation studies alongside neuroscience, psychology, and computational modelling. The program aims to develop graduates who can contribute to both theoretical understanding and practical applications in areas such as mental health, education, artificial intelligence, and personal development.

## Dr G. D. Pol Deemed-To-Be University (Distinct Category)

### 2. Curriculum Structure (4-Year Program, 160 Credits)

Year	Course Category	Credits	Key Focus Areas
First Year	Foundation Courses	40-44	Basic concepts in neuroscience, psychology, Indian philosophy, and research methods
Second Year	Disciplinary Core	40-44	Advanced training in cognitive science, consciousness studies, and Indian psychology
Third Year	Specialization Courses	40-44	Applied courses in therapy, assessment, and advanced research methodologies
Fourth Year	Research Project & Electives	40-44	Original research integrating traditional and modern approaches

### 3. Graduate Outcomes

**Research Careers:** Graduates will be prepared for advanced study and research in cognitive science, neuroscience, psychology, and consciousness studies, with particular expertise in integrating first-person and third-person approaches to the mind.

**Clinical Applications:** Students specializing in therapeutic applications will be equipped to develop and implement consciousness-based interventions in clinical, educational, and corporate settings, contributing to mental health and well-being.

# Dr G. D. Pol Deemed-To-Be University (Distinct Category)

**Wellness Industry:** The growing global wellness industry will benefit from professionals with scientific training in traditional practices, able to develop evidence-based programs and products.

**Education:** Graduates will become educators who can teach both traditional and modern approaches to the mind, contributing to curriculum development at various levels.

## 2. B. Sc. Integrative Health Sciences

### 1. Program Overview and Vision

The Bachelor of Integrative Health Sciences (BIHS) is a pioneering 4-year undergraduate program designed to integrate modern biomedical sciences with traditional Indian medicine systems including Ayurveda, Yoga, and other holistic health practices. This program responds to the UGC Regulations 2023 for "Distinct Category" institutions by focusing on unique disciplines that address strategic national needs while preserving Indian cultural heritage. Aligned with the National Education Policy (NEP) 2020, the program emphasizes multidisciplinary education, research innovation, and the integration of Indian knowledge systems with contemporary healthcare approaches.

The program's vision is to create a new generation of healthcare professionals who can bridge traditional wisdom and modern scientific knowledge, providing comprehensive, patient-centered care that addresses physical, mental, emotional, and spiritual aspects of health. Graduates will be equipped with the knowledge and skills to work in diverse healthcare settings, contribute to research validating traditional practices, and promote integrative health approaches in India and globally.

## Dr G. D. Pol Deemed-To-Be University (Distinct Category)

### 2. Curriculum Structure (4-Year Program, 160 Credits)

Year	Course Category	Credits	Key Focus Areas
First Year	Foundation Courses	40-44	Basic concepts in health sciences, anatomy, physiology, and introduction to Indian traditional medicine
Second Year	Disciplinary Core	40-44	Advanced training in biomedical sciences, diagnostic methods, and traditional health systems
Third Year	Specialization Courses	40-44	Applied courses in integrative therapy, research methodologies, and clinical practice
Fourth Year	Research Project & Electives	40-44	Original research integrating traditional and modern approaches, advanced clinical exposure

### 3. Graduate Outcomes

**Clinical Practice:** Graduates will be prepared to work as integrative health practitioners in hospitals, wellness centers, and private practice, providing care that combines the best of both traditional and modern approaches.

**Research Careers:** Graduates will be equipped for advanced study and research in integrative medicine, public health, and traditional medicine validation, contributing to the evidence base for integrative approaches.

# Dr G. D. Pol Deemed-To-Be University (Distinct Category)

**Wellness Industry:** The growing global wellness industry will benefit from professionals with scientific training in traditional practices, able to develop evidence-based programs and products.

**Education: Graduates:** will become educators who can teach both traditional and modern approaches to health, contributing to curriculum development at various educational levels.

## 3. B.Sc. Indian Languages & Healing Traditions

### 1. Program Overview and Vision

The Bachelor of Indian Languages & Healing Traditions is a pioneering 4-year undergraduate program designed to integrate advanced linguistic study of Indian languages with traditional healing systems such as Ayurveda, Siddha, Unani, and local health traditions. This program responds to the UGC Regulations 2023 for "Distinct Category" institutions by focusing on unique disciplines that address strategic national needs in healthcare, cultural preservation, and linguistic diversity. Aligned with the National Education Policy (NEP) 2020, the program emphasizes multidisciplinary education, research innovation, and the integration of Indian knowledge systems with contemporary academic approaches.

The program's vision is to create a new generation of professionals who can bridge the gap between traditional healing knowledge and modern healthcare through linguistic expertise. Graduates will be equipped with the skills to access, interpret, and apply ancient medical texts while respecting their cultural and philosophical contexts. This approach addresses the critical need for preserving India's medical heritage while making it accessible and relevant to contemporary healthcare challenges.

## Dr G. D. Pol Deemed-To-Be University (Distinct Category)

### 2. Curriculum Structure (4-Year Program, 160 Credits)

Year	Course Category	Credits	Key Focus Areas
First Year	Foundation Courses	40-44	Basic concepts in linguistics, introduction to Indian healing traditions, and beginner-level language study
Second Year	Disciplinary Core	40-44	Advanced language study, textual analysis, and principles of traditional healing systems
Third Year	Specialization Courses	40-44	Applied courses in healing texts translation, ethnomedicine, and clinical linguistics
Fourth Year	Research Project & Electives	40-44	Original research integrating language and healing traditions, advanced field exposure

### 3. Graduate Outcomes

**Academic Research:** Graduates will be prepared for advanced study and research in Indology, linguistics, medical anthropology, and history of medicine, with particular expertise in accessing and interpreting primary sources.

**Cultural Resource Management:** Graduates will be equipped to work as archivists, curators, and knowledge managers in institutions preserving India's medical heritage.

# Dr G. D. Pol Deemed-To-Be University (Distinct Category)

**Healthcare Integration:** Graduates will serve as cultural mediators and consultants in healthcare settings, improving communication between traditional healers and biomedical practitioners.

**Pharmaceutical Research:** Graduates will contribute to drug discovery and validation efforts by interpreting traditional pharmacological knowledge encoded in ancient texts.

**Community Health Development:** Graduates will work with NGOs and public health organizations to develop culturally appropriate health interventions that respect local traditions

## 4. B.Sc. Yogic Sciences & Human Performance

### 1. Program Overview and Vision

The Bachelor of Yogic Sciences & Human Performance is a pioneering 4-year undergraduate program designed to integrate traditional yogic sciences with modern human performance optimization. This program responds to the UGC Regulations 2023 for "Distinct Category" institutions by focusing on unique disciplines that address strategic national needs in sports, defence, corporate wellness, and healthcare while preserving Indian cultural heritage. Aligned with the National Education Policy (NEP) 2020, the program emphasizes multidisciplinary education, research innovation, and the integration of Indian knowledge systems with contemporary scientific approaches.

The program's vision is to create a new generation of professionals who can bridge ancient yogic wisdom with modern performance science, applying these integrated approaches across diverse domains including sports, military, corporate environments, and clinical settings. Graduates will be equipped with the knowledge and skills to

## Dr G. D. Pol Deemed-To-Be University (Distinct Category)

enhance human performance through evidence-based integration of yogic practices with contemporary exercise science, biomechanics, and performance psychology.

### 2. Curriculum Structure (4-Year Program, 160 Credits)

Year	Course Category	Credits	Key Focus Areas
First Year	Foundation Courses	40-44	Basic concepts in human physiology, yoga philosophy, and introduction to research methods
Second Year	Disciplinary Core	40-44	Advanced training in yogic sciences, biomechanics, and physiological monitoring
Third Year	Specialization Courses	40-44	Applied courses in performance enhancement, therapeutic applications, and research methodologies
Fourth Year	Research Project & Electives	40-44	Original research integrating yogic sciences and human performance, advanced practical exposure

### 3. Graduate Outcomes

**Sports Performance Enhancement:** Graduates will work as yoga specialists with sports teams, athletic organizations, and individual athletes to enhance performance and prevent injuries.

# Dr G. D. Pol Deemed-To-Be University (Distinct Category)

**Military and Emergency Services:** Graduates will serve as performance enhancement specialists with military, police, and fire departments to improve resilience and performance under stress.

**Corporate Wellness:** Graduates will work as corporate wellness directors and stress management consultants to improve employee well-being and productivity.

**Clinical Applications:** Graduates will serve as yoga therapists in healthcare settings, working with patients with various physical and mental health conditions.

**Research and Education:** Graduates will pursue advanced study and research in yoga science, exercise physiology, and related fields, contributing to the evidence base for integrative approaches.

## 5. B.Sc. Holistic Oral Health & Dental Informatics

### 1. Program Overview and Vision

The B.Sc. in Holistic Oral Health & Dental Informatics is a pioneering 4-year undergraduate program that integrates traditional Ayurvedic dental practices (Danta Chikitsa) with modern dentistry and digital informatics. Aligned with NEP 2020 and UGC Regulations 2023, this program addresses the opening between traditional oral care systems and contemporary dental science. Graduates will be equipped to offer holistic, evidence-based oral healthcare resolutions while leveraging digital technologies for diagnosis, treatment, and prevention.

### 2. Curriculum Structure (4-Year Program, 160 Credits)

## Dr G. D. Pol Deemed-To-Be University (Distinct Category)

Modern Dental Sciences (all core specialities) integrated with Ayurvedic Danta Chikitsa principles.
Herbal & Natural Oral Care Formulations and Therapies.
Yoga and Pranayama for Oral & Maxillofacial Rehabilitation.
Dietetics & Nutrition from an IKS perspective for oral health maintenance.
Dental Informatics and Digital Oral Health.
Communication and Spiritual Counseling in Dental Practice.

### 3. Graduate Outcomes

Graduates will be holistic dental practitioners, equipped with both advanced modern dental skills and traditional knowledge for comprehensive oral health care. They will be uniquely positioned for integrative dental clinics, research in traditional oral medicine, and public health initiatives focusing on holistic oral wellness.

## 6. B.Sc. Applied Marma Therapy & Therapeutic Yoga

### 1. Program Overview and Vision

The Bachelor of Science in Applied Marma Therapy & Therapeutic Yoga is a groundbreaking 4-year undergraduate program designed to integrate the ancient Ayurvedic practice of Marma therapy with contemporary therapeutic yoga techniques. This program responds to the growing global interest in holistic healthcare and the

## Dr G. D. Pol Deemed-To-Be University (Distinct Category)

preservation of India's traditional knowledge systems, aligning with the National Education Policy (NEP) 2020 and UGC Regulations 2023 for "Distinct Category" institutions. The program combines theoretical knowledge with practical skills, enabling students to become proficient in identifying, stimulating, and therapeutic application of the 107 Marma points while incorporating yoga asanas, pranayama, and meditation for comprehensive healing.

The curriculum is designed to bridge traditional Ayurvedic wisdom and modern scientific validation, focusing on evidence-based applications of Marma therapy and yoga for various health conditions. Students will learn through a blend of classroom instruction, laboratory practice, clinical internships, and research projects, ensuring they are well-prepared for diverse career paths in healthcare, wellness, research, and education. The program emphasizes ethical practice, cultural sensitivity, and interdisciplinary collaboration, producing graduates who can contribute to India's healthcare system while promoting traditional Indian knowledge systems globally.

### 2. Proposed Curriculum Structure (4-Year Program, 160 Credits)

Advanced Physiotherapy Techniques integrated with Principles and Applications of Marma Therapy.
Yoga Asanas, Pranayama, and Meditation for Specific Musculoskeletal & Neurological Conditions.
Ayurvedic Principles of Movement and Musculoskeletal Health (Asthi-Sandhi Swasthya).
Naturopathic Modalities (e.g., hydrotherapy, mud therapy) in Rehabilitation.

# Dr G. D. Pol Deemed-To-Be University (Distinct Category)

Holistic Pain Management & Stress Reduction Techniques.
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Evidence-based Research in Integrative Physical Therapy.
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### 3. Graduate Outcomes

Graduates will be integrative physiotherapists capable of addressing complex physical dysfunctions with a holistic approach. They can work in mainstream hospitals, specialized rehabilitation centers, wellness clinics, or engage in research exploring traditional healing modalities.

## 7. B.Sc. Holistic Nursing & Yogic-Spiritual Care

### 1. Program Overview and Vision

The B.Sc. in Holistic Nursing & Yogic-Spiritual Care is a pioneering 4-year undergraduate program designed to integrate modern nursing science with Yogic principles, spiritual care, and Ayurvedic wellness practices. Aligned with NEP 2020 and UGC Regulations 2023, this program addresses the growing demand for healthcare professionals who can bridge evidence-based medical care with holistic healing modalities. Graduates will be trained to provide patient-centred care that encompasses physical, mental, emotional, and spiritual well-being, leveraging India's rich heritage in yoga and traditional medicine while adhering to global nursing standards.

### 2. Proposed Curriculum Structure (4 Years, 160 Credits)

Core Modern Nursing Sciences with Modules on <b>Ayurvedic</b>
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<b>Nursing Principles (Dinacharya, Ritucharya for patient care).</b>
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## Dr G. D. Pol Deemed-To-Be University (Distinct Category)

<b>Therapeutic Yoga, Pranayama, and Mindfulness for Patient Comfort and Recovery.</b>
<b>Spiritual Assessment &amp; Counseling in Nursing Practice.</b>
Holistic Pain and Symptom Management.
Integrative Palliative and End-of-Life Care.
Community Health Nursing with a focus on <b>IKS-based Preventive Health &amp; Lifestyle Modifications.</b>

### 3. Graduate Outcomes

Graduates will be highly empathetic and skilled nurses, capable of working in diverse healthcare settings (hospitals, community health, wellness centers) while providing truly holistic and spiritual care, enhancing patient outcomes, and contributing to a more compassionate healthcare system.

*[Annexure D1 includes draft curriculum frameworks and sample syllabi](#)*

### 12.3 Competencies to be Developed

The distinct programs are carefully designed to build **graduate attributes and competencies** required in contemporary healthcare and society.

- **Healthcare Competencies:** Clinical skills, patient-centered care, diagnostics, and therapeutic decision-making.

## Dr G. D. Pol Deemed-To-Be University (Distinct Category)

- **Research Competencies:** Publication of scholarly work, patent filing, project execution, and grant management.
- **IKS Competencies:** Application of Ayurveda, Yoga, Naturopathy, Homeopathy, and wellness practices to preventive and curative healthcare.
- **Entrepreneurial Competencies:** Ability to establish start-ups in healthcare, wellness, pharma, and digital health.
- **Global Competencies:** Cross-cultural adaptability, international collaboration, and global healthcare awareness.

### 12.4 Employment Opportunities

The academic and research programs will create **broad employment pathways**, ensuring high levels of employability and professional relevance. Graduates will have opportunities in:

- **Clinical Practice:** Hospitals, clinics, and wellness centers.
- **Academic and Research Careers:** Faculty, researchers, and project leaders in universities and research institutes.
- **Healthcare Industry:** Roles in pharmaceuticals, medical devices, diagnostics, and healthcare IT sectors.
- **Public Health and NGOs:** Work with organizations in healthcare delivery, community health, and social welfare.
- **Entrepreneurship:** Founding start-ups in **wellness, Ayurveda-based products, digital healthcare platforms, and health-tech innovations.**

## Dr G. D. Pol Deemed-To-Be University (Distinct Category)

- **International Employment:** Leveraging global demand for healthcare professionals trained in both modern medicine and Indian Knowledge Systems.

### 12.5 Distinct Category Alignment

These academic and research programs clearly position the University as a **Distinct Category institution** because they:

- Focus on **unique disciplines** (IKS, integrative medicine, and public health).
- Address **strategic national needs** (healthcare capacity, preventive care, digital health).
- Contribute to **cultural preservation and promotion** (Ayurveda, Yoga, Naturopathy, indigenous knowledge).
- Ensure **skill-based and employment-oriented outcomes**, consistent with NEP 2020.

**Dr G. D. Pol Deemed-To-Be University  
(Distinct Category)**

## Section 13: The Manpower Requirements for Distinct Academic Programs

### **13.1 Teaching Staff Requirement**

The success of the proposed **Distinct Category Deemed-to-be-University** depends significantly on the strength and quality of its teaching faculty. The Foundation has carefully projected manpower needs in alignment with **UGC norms**

The recruitment strategy is designed to:

- Ensure **compliance with mandated student–faculty ratios**.
- Attract faculty with **advanced qualifications, research portfolios, and international exposure**.
- Encourage a **blend of experienced academicians and young researchers** to create a dynamic learning environment.

Sr. No.	Program Title	Student Intake	Total Teaching Staff	Total Teaching Staff Requirements Over next five Years				
				Y-1	Y-2	Y-3	Y-4	Y-5
1	B.Sc. in Holistic Oral Health & Dental Informatics	60	18	4	10	14	18	18
2	B. Sc. in Applied Marma Therapy & Therapeutic Yoga.	60	18	4	10	14	18	18
3	B. Sc. in Holistic Nursing & Yogic-Spiritual Care	60	20	4	10	14	18	20
4	B. Sc. Consciousness & Cognitive Sciences.	60	20	4	10	14	18	20
5	B. Sc. Integrative Health Sciences program.	60	20	4	10	14	18	20
6	B.Sc. Indian Languages & Healing Traditions program.	60	18	4	10	14	18	18

## Dr G. D. Pol Deemed-To-Be University (Distinct Category)

7	B.Sc. Yogic Sciences & Human Performance program.	60	18	4	10	14	18	18
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*[Annexure D2 includes A provides faculty qualifications, profiles](#)*

### 13.2 Non-Teaching Staff Requirement

In addition to teaching faculty, a robust cadre of **non-teaching staff** is essential for smooth functioning.

Sr. No.	Program Title	Student Intake	Non-Teaching Staff
1	B.Sc. in Holistic Oral Health & Dental Informatics	60	12
2	B. Sc. in Applied Marma Therapy & Therapeutic Yoga.	60	12
3	B. Sc. in Holistic Nursing & Yogic-Spiritual Care	60	12
4	B. Sc. Consciousness & Cognitive Sciences.	60	12
5	B. Sc. Integrative Health Sciences program.	60	12
6	B.Sc. Indian Languages & Healing Traditions program.	60	12
7	B.Sc. Yogic Sciences & Human Performance program.	60	12

*[Annexure D2 includes A provides faculty and non-teaching staff qualifications, profiles](#)*

### 13.3 Faculty–Student Ratios

## Dr G. D. Pol Deemed-To-Be University (Distinct Category)

The proposed University will strictly adhere to the **faculty–student ratios prescribed by UGC and statutory councils**, ensuring personalized mentorship, competency-based training, and quality education delivery.

- **Homeopathy:** 1:15 (UG), 1:2 (PG)
- **Ayurveda:** 1:15 (UG), 1:2 (PG)
- **Dentistry:** 1:10 (UG), 1:2 (PG)
- **Physiotherapy:** 1:15
- **Nursing:** 1:10 (theory), 1:5 (clinical)
- **Medicine:** 1:15 (UG), 1:2 (PG)
- **IKS:** 1:20

These ratios will ensure that students receive **adequate academic guidance, clinical exposure, and research supervision**, aligned with **NEP 2020's vision** of learner-centric education.

### 13.4 Human Resource Development Strategy

The Foundation is committed to continuous capacity building of its faculty and staff. This will include:

- **Faculty Development Programs (FDPs):** Regular training in pedagogy, digital teaching, and research methodologies.
- **International Collaborations:** Faculty exchange programs to bring global expertise into the University.
- **Research Mentorship:** Senior faculty mentoring junior staff in publications, patents, and grant writing.

## Dr G. D. Pol Deemed-To-Be University (Distinct Category)

- **Skill Upgradation for Non-Teaching Staff:** Training programs in ICT, hospital administration, and modern library management.

### 13.5 Alignment with Distinct Category Vision

The manpower planning reflects the **Distinct Category mandate** by ensuring:

- Specialized faculty in **unique disciplines** like IKS and integrative medicine.
- Adequate non-teaching support for **research-intensive programs**.
- Sustainable staff–student ratios for **quality outcomes in healthcare, education, and research**.

*Annexure D2 includes A provides faculty and non-teaching staff qualifications, profiles*

# Dr G. D. Pol Deemed-To-Be University (Distinct Category)

## Section 14: The Financial Requirements for the Establishment of Laboratories, ERP and Digital Ecosystem, and Books & Journals

### 14.1 Introduction

The establishment of a **Distinct Category Deemed-to-be-University** requires a forward-looking investment strategy to support its **academic, research, and digital ecosystem**. The **Dr. G. D. Pol Foundation** has identified phased financial requirements for laboratories, ICT infrastructure, ERP systems, and library resources. These investments are designed to align with **UGC Regulations, 2023**, which emphasize quality, sustainability, and innovation, and with **NEP 2020**, which highlights digital learning, research capacity, and knowledge accessibility.

### 14.2 Laboratories and Research Facilities

Healthcare and IKS-based education demand advanced laboratories for teaching, clinical training, and research. The University proposes significant capital and operational investment in discipline-specific labs.

### 14.3 ERP and Digital Ecosystem

The University plans to create a **digital-first environment**, ensuring efficiency, transparency, and flexible learning.

This ecosystem will enable **blended learning, virtual classrooms, online assessments, and telemedicine integration**, fully aligned with NEP 2020's emphasis on digital transformation in higher education.

### 14.4 Library Resources

## Dr G. D. Pol Deemed-To-Be University (Distinct Category)

Knowledge repositories are critical for sustaining **teaching, learning, and research excellence**. The proposed University will expand its libraries into **hybrid systems**, blending print and digital resources.

This investment ensures faculty and students have access to **global knowledge networks** and supports research visibility.

*[\(Annexure D3 provides a detailed Infrastructure, laboratory, ICT, ERP and digital, Library.\)](#)*

### 14.5 Phased Expenditure (Five Years)

The Foundation proposes a phased financial plan to ensure sustainability and scalability of investments.

**Table 14.4: Five-Year Financial Projection (₹ Lakhs)**

#### Existing Programs

##### DR. G. D. POL FOUNDATION PROJECTED INCOME AND EXPENDITURE STATEMENT

	Year 1	Year 2	Year 3	Year 4	Year 5
<b>Projected Expenditure</b>					
Buildings	2,514	2,538	500	575	661
Library Books	36	41	47	55	63
Equipment & Instrument	142	163	188	216	248
Faculty Salaries	3,600	3,960	4,554	5,237	6,023
Non Teaching Staff Salaries	293	328	377	434	499
Recurring Expenditure	2,972	3,269	3,596	3,955	4,351
Miscellaneous Expenditure	23	24	28	32	37
<b>Total</b>	<b>9,580</b>	<b>10,323</b>	<b>9,290</b>	<b>10,504</b>	<b>11,882</b>

**Dr G. D. Pol Deemed-To-Be University  
(Distinct Category)**

<b>Projected Revenue</b>					
Tuition Fee	6,504	7,675	9,056	10,686	12,610
Hospital Income	432	484	532	586	644
Hostel Rent	162	186	214	246	283
Other Fee	665	718	790	869	956
Closing Stock	11	12	13	15	16
<b>Total</b>	<b>7,774</b>	<b>9,076</b>	<b>10,606</b>	<b>12,402</b>	<b>14,510</b>
<b>Surplus / Deficit</b>	<b>(1,806)</b>	<b>(1,248)</b>	<b>1,316</b>	<b>1,898</b>	<b>2,628</b>

Proposed Program MBBS

**PROJECTED INCOME AND EXPENDITURE STATEMENT**

	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>
<b>Projected Expenditure</b>					
Buildings	6,520	6,520	3,260	400	500
Library Books	350	350	-	-	-
Equipment & Instrument	3,238	3,237	100	100	100
Faculty Salaries	745	1,872	2,804	4,384	6,143
Non Teaching Staff Salaries	280	702	1,051	1,644	2,304
Recurring Expenditure	1,643	2,712	2,982	3,554	4,125
Miscellaneous Expenditure	12	13	15	16	18
<b>Total</b>	<b>12,788</b>	<b>15,406</b>	<b>10,211</b>	<b>10,098</b>	<b>13,190</b>
<b>Projected Revenue</b>					
Tuition Fee	-	1,430	3,276	6,604	10,264
Hospital Income	1,864	3,250	3,733	4,355	5,094
Hostel Rent	-	144	257	415	558

## Dr G. D. Pol Deemed-To-Be University (Distinct Category)

Other Fee	-	124	136	150	165
Closing Stock		12	13	15	16
<b>Total</b>	<b>1,864</b>	<b>4,960</b>	<b>7,416</b>	<b>11,539</b>	<b>16,097</b>
<b>Surplus / Deficit</b>	<b>(10,925)</b>	<b>(10,446)</b>	<b>(2,795)</b>	<b>1,441</b>	<b>2,908</b>

Proposed Programs all Indian Knowledge System (IKS)

[\*Annexure D4 provides detailed budget.\*](#)

This phased approach ensures that investments are **synchronized with academic expansion**, while maintaining fiscal prudence and long-term sustainability.

[\*Annexure D4 provides detailed budget\*](#)

### 14.6 Alignment with Distinct Category Mandate

The proposed financial requirements directly support the **Distinct Category vision** by:

- Building **specialized laboratories** for integrative healthcare research.
- Establishing a **digital ecosystem** for global-level academic delivery.
- Ensuring **knowledge preservation and access** through hybrid libraries.
- Enabling **research-driven growth** that aligns with India's healthcare and educational priorities.

# Dr G. D. Pol Deemed-To-Be University (Distinct Category)

## Section 15: The Strategic Plan of Fifteen Years

### 15.1 Introduction

The strategic plan of the proposed **Dr. G. D. Pol Deemed-to-be-University (Distinct Category)** envisions its transformation into a **nationally significant and globally recognized center of excellence** over a 15-year horizon. This phased plan is aligned with the **UGC (Institutions Deemed to be Universities) Regulations, 2023**, which mandate long-term sustainability and uniqueness for Distinct Category institutions, and with **NEP 2020**, which emphasizes **holistic, multidisciplinary, and future-ready education**.

### 15.2 Strategic Objectives

The long-term strategic framework rests on the following objectives:

- Establish the University as a **Distinct Category institution of national significance**, recognized for integrative healthcare and Indian Knowledge Systems.
- Create **globally benchmarked infrastructure** to support multidisciplinary education and advanced research.
- Strengthen **research and innovation ecosystems**, particularly in herbal drug discovery, digital health, and preventive medicine.
- Foster **entrepreneurship and industry linkages**, contributing to Atmanirbhar Bharat and Startup India missions.
- Promote **international collaborations** to position the University within the top global rankings.
- Ensure **sustainable growth, robust governance, and financial resilience**.

# Dr G. D. Pol Deemed-To-Be University (Distinct Category)

## 15.3 Short-Term Goals (Years 1–5)

The first five years will lay the **institutional foundation** and establish core competencies.

- Constitute governance structures (Board of Management, Academic Council, Board of Studies).
- Launch undergraduate program **and in establishing IKS in amalgamating with existing programs of Medicine, Dentistry, Nursing, Ayurveda, Yoga, Naturopathy, Homeopathy, Physiotherapy.**
- Establish the **Central Research Laboratory**, research ethics committees, and incubation cells.
- Deploy a **digital-first administrative and academic ecosystem** (ERP, LMS, e-libraries).
- Strengthen outreach by expanding community healthcare and rural telemedicine projects.

### **Year 1 – Institutional Establishment and Regulatory Compliance**

#### **Objectives:**

To set up governance structures, establish statutory bodies, and initiate programs in compliance with UGC 2023 clauses (6.01–6.08) regarding the constitution of academic and administrative authorities.

#### **Key Activities:**

## Dr G. D. Pol Deemed-To-Be University (Distinct Category)

- Constitute **Statutory Bodies**: Board of Management, Academic Council, Finance Committee, Board of Studies, Planning & Monitoring Board, and Internal Quality Assurance Cell (IQAC).
- Formulate and adopt **Statutes, Ordinances, and Academic Regulations** consistent with the UGC 2023 model framework.
- Notify **Statutory Compliance Manual** covering admission, examination, and financial governance as per Regulation 7.
- Initiate **Phase 1 Undergraduate Programs** (UGC Reg. 4.2) in Homeopathy, Ayurveda, Dentistry, Nursing, Physiotherapy, and Indian Knowledge Systems (IKS).
- Establish **Internal Audit & Compliance Cell** ensuring alignment with the UGC Transparency and Disclosure Norms (Reg. 9).
- Implement **ERP-based administrative and financial systems** for transparency, reporting, and record-keeping.
- Develop **Phase 1 infrastructure** (academic blocks, laboratories, hostels, hospital units, and basic amenities) meeting UGC's prescribed standards for land, built-up area, and barrier-free access (Annexure IV of Regulations 2023).

### **Year 2 – Academic Expansion and Quality Enhancement**

#### **Objectives:**

To broaden academic offerings, strengthen quality assurance mechanisms, and begin research culture formation.

#### **Key Activities:**

## Dr G. D. Pol Deemed-To-Be University (Distinct Category)

- Introduce **postgraduate programs** in select disciplines (Ayurveda, Dentistry, Physiotherapy, Nursing, IKS) with curricula approved by statutory councils and UGC Academic Council.
- Establish the **Central Research and Innovation Centre** in accordance with UGC's promotion of research and innovation mandate (Reg. 8.05).
- Operationalize the **IQAC** with defined Key Performance Indicators (KPIs) for curriculum delivery, faculty appraisal, and student satisfaction.
- Develop a **Digital Learning Management System (LMS)** ensuring compliance with UGC Online and Open Learning Regulations 2020 (integrated under Reg. 2023).
- Conduct **Faculty Development Programs (FDPs)** to enhance pedagogical skills and orientation on Outcome-Based Education (OBE).
- Establish the **Ethics and Research Integrity Committee** and **Institutional Animal Ethics Committee** (as applicable).
- Initiate **extension activities and community health camps**, integrating NEP 2020's experiential learning guidelines.

### **Year 3 – Research Strengthening and Doctoral Program Initiation**

#### **Objectives:**

To consolidate the University's research framework and commence Ph.D. programs following UGC (Ph.D.) Regulations 2022, read with UGC 2023 Reg. 8.02–8.05.

#### **Key Activities:**

## Dr G. D. Pol Deemed-To-Be University (Distinct Category)

- Launch **Doctoral Programs (Ph.D.)** in Ayurveda, Homeopathy, Dentistry, Physiotherapy, Nursing, and IKS.
- Establish **Thematic Research Centers of Excellence** in areas such as Herbal Drug Discovery, Integrative Medicine, and Public Health Innovation.
- Create a **Research and Development (R&D) Policy**, defining funding norms, publication ethics, and IPR management.
- Begin filing **patents and copyrights** through the University's IPR Cell.
- Seek **extramural research funding** from ICMR, DST, AYUSH, and CSR initiatives.
- Organize **national conferences, faculty colloquia, and student research symposia**.
- Initiate **Student Research Fellowships** under the Institutional Research Promotion Scheme (IRPS).

### **Year 4 – Interdisciplinary Integration and International Collaboration**

#### **Objectives:**

To advance towards multidisciplinary learning and global engagement, reflecting NEP 2020's emphasis on interconnected education.

#### **Key Activities:**

- Launch **interdisciplinary programs** such as Master of Public Health (MPH), Master of Hospital Administration (MHA), and Postgraduate Diploma in Digital Health Management.
- Sign **MoUs with national and international universities** for student and faculty exchanges, joint degrees, and collaborative research.

## Dr G. D. Pol Deemed-To-Be University (Distinct Category)

- Establish the **Center for Indian Knowledge Systems and Global Wellness Studies**, aligning with UGC's focus on cultural preservation and global promotion (Reg. 4.3).
- Strengthen **industry linkages** by setting up an **Innovation and Incubation Hub** under the University–Industry Interaction Cell (Reg. 8.06).
- Host **International Seminar on Integrative Healthcare** showcasing research achievements and cultural linkages.
- Launch **Student Mobility and Credit Transfer Mechanisms** using the Academic Bank of Credits (ABC) as per NEP 2020 and UGC Digital University Framework.

### **Year 5 – Consolidation, Accreditation, and Global Visibility**

#### **Objectives:**

To consolidate all academic, research, and administrative systems; achieve national accreditation benchmarks; and position the University as a distinct model institution.

#### **Key Activities:**

- Complete **academic and infrastructure expansion** to reach optimal capacity as per UGC norms.
- Prepare and submit **Self-Study Report (SSR)** for **NAAC Accreditation** and apply for inclusion in **NIRF Ranking Framework**.
- Achieve compliance with **UGC Digital Repository and Data Disclosure Norms**, ensuring all institutional data is hosted on the website under “Mandatory Disclosure”.
- Evaluate first five-year performance using **Internal Quality Assurance Framework (IQAF)** and independent peer review.

## Dr G. D. Pol Deemed-To-Be University (Distinct Category)

- Publish the first **Institutional Research and Innovation Report (IRIR)** documenting outcomes, patents, publications, and outreach impact.
- Establish a **Policy Advisory Unit** to support government and industry in areas of integrative medicine and healthcare innovation.
- Seek **international affiliations and recognition**, moving towards inclusion in global ranking indices (QS Asia, THE Impact Rankings).

### **Monitoring and Evaluation Framework**

Throughout Years 1–5, progress will be continuously monitored by:

- The **Planning and Monitoring Board (PMB)**, reporting annually to the Board of Management.
- The **IQAC**, conducting internal audits, performance benchmarking, and academic reviews.
- **External Academic Audits** by peers, ensuring adherence to UGC 2023 standards.
- **Annual Compliance Reports (ACRs)** submitted to the UGC in prescribed format, ensuring accountability under Regulation 11.

### **Expected Outcomes by Year 5**

- Full compliance with **UGC 2023 Regulations** for governance, academic operations, and financial management.
- Accreditation readiness through **NAAC (Level 4 target)** and **NIRF ranking inclusion**.
- Operational **Ph.D. and research programs** producing recognized outputs.
- Functioning **Centers of Excellence** in integrative health and IKS.

## Dr G. D. Pol Deemed-To-Be University (Distinct Category)

- Established **international collaborations and student mobility mechanisms**.

### 15.4 Medium-Term Goals (Years 6–10)

The next phase will consolidate growth and expand the University's academic and research frontiers.

- Introduce **doctoral and post-doctoral programs** in IKS, integrative medicine, dentistry, nursing, and physiotherapy.
- Establish **Centers of Excellence** in areas like Digital Health, Global Public Health, Integrative Medicine, and Herbal Sciences.
- Launch **interdisciplinary programs** such as Digital Health, Global Wellness Studies, and Health Informatics.
- Expand **international collaborations**, including joint degree programs and faculty/student exchanges.
- Actively participate in global ranking systems (QS, etc).

### 15.4 Medium-Term Goals (Years 6–10)

*(Aligned with UGC (Institutions Deemed to be Universities) Regulations, 2023 — Clauses 4.1, 6.0, and 8.0; and the National Education Policy (NEP) 2020)*

#### **Overview**

During Years 6–10, the University will move from consolidation to expansion — transitioning from a nationally recognized academic institution to a **research-intensive, globally networked, and innovation-driven University**. This period will focus on

## Dr G. D. Pol Deemed-To-Be University (Distinct Category)

**research capacity building, interdisciplinary integration, international collaborations, and excellence in governance and accreditation.**

The strategy is designed to ensure measurable progress across UGC's key parameters of distinctiveness:

1. **Academic Excellence & Program Diversification**
2. **Research & Innovation Ecosystem**
3. **Global Engagement & Collaboration**
4. **Institutional Governance & Quality Assurance**
5. **Societal and National Relevance**

### **Year 6 – Research Intensification and Academic Diversification**

#### **Objectives:**

To strengthen the research and doctoral ecosystem, expand new programs, and deepen interdisciplinary connections.

#### **Key Activities:**

- Introduce **advanced doctoral and post-doctoral research programs** across all Schools, in line with UGC (Minimum Standards and Procedures for Award of Ph.D.) Regulations, 2022 (read with Reg. 8.02–8.05 of UGC 2023).
- Launch **dual and joint-degree programs** with partner universities, following the *UGC (Academic Collaboration between Indian and Foreign Higher Education Institutions) Regulations, 2022*.

## Dr G. D. Pol Deemed-To-Be University (Distinct Category)

- Operationalize the **University Research Council (URC)** to govern all research projects, ethics, and publications.
- Expand the **Institutional Research Fund** to support faculty-initiated projects, innovation prototypes, and translational research.
- Establish **domain-specific Centers of Excellence (CoEs)** in:
  - Integrative Medicine and Preventive Healthcare
  - Digital Health and Telemedicine
  - Indian Knowledge Systems and Global Wellness
- Strengthen **international visiting faculty** engagement under UGC's "Internationalization of Higher Education" framework.

### **Year 7 – Global Collaboration and Innovation Hubs**

#### **Objectives:**

To globalize academic presence and foster innovation aligned with national missions (Startup India, Digital India, Ayushman Bharat).

#### **Key Activities:**

- Launch **International Research Collaborations and MoUs** with reputed universities (Asia, Europe, USA).
- Establish **Innovation & Entrepreneurship Hub (i-Hub)** to promote start-ups in herbal products, digital health devices, and clinical technology.
- Set up **Industry Advisory Boards** for curriculum co-design, ensuring NEP 2020's academic–industry interface.

## Dr G. D. Pol Deemed-To-Be University (Distinct Category)

- Introduce **transnational education initiatives** including joint supervision of research, international credit transfer, and faculty mobility.
- Host **Global Summit on Integrative Healthcare and Knowledge Systems**, showcasing India's distinct educational identity.
- Secure recognition from **UGC/AIU** for equivalence of international credits and academic partnerships.

### **Year 8 – Quality Enhancement and Digital Transformation**

#### **Objectives:**

To reinforce internal quality mechanisms and leverage digital technology for academic delivery and governance.

#### **Key Activities:**

- Review and strengthen **IQAC** processes to align with the *NAAC requirements*
- Achieve **NAAC Grade “Level 4” or above** and secure a **NIRF ranking within top 100 institutions** nationally.
- Fully integrate **Academic Bank of Credits (ABC)** and **National Digital University Framework (NDUF)** for flexible, lifelong learning.
- Expand **digital assessment and analytics platforms** for outcome-based monitoring.
- Implement **data-driven decision-making** through ERP integration across academic, research, and financial domains.
- Establish a **Policy and Research Data Center (PRDC)** to curate institutional and national-level healthcare data for policy research.

## Dr G. D. Pol Deemed-To-Be University (Distinct Category)

- Begin the process for **international accreditation or benchmarking** (e.g., QS Stars, THE Impact Rankings).

### **Year 9 – Community Impact and National Relevance**

#### **Objectives:**

To consolidate social engagement, health equity initiatives, and cultural preservation activities consistent with the University's distinct mission.

#### **Key Activities:**

- Expand **community health and rural outreach programs** across multiple districts under the University's Healthcare Extension Division.
- Partner with **Ministry of AYUSH and State Health Missions** to implement research-based healthcare models.
- Develop a **National Resource Center for Indian Knowledge Systems (IKS-NRC)** focusing on curriculum development, publications, and teacher training.
- Establish **School of Humanities and Social Health Studies** to integrate arts, ethics, and social sciences with medical education (as per NEP 2020, para 11.3).
- Launch **skill-based vocational programs** under the National Skill Qualification Framework (NSQF), approved by UGC's Higher Education Qualification Framework (HEQF).
- Introduce **fellowships for rural innovation** to support grassroots healthcare projects.

# Dr G. D. Pol Deemed-To-Be University (Distinct Category)

## Year 10 – Global Recognition and Institutional Autonomy Enhancement

### Objectives:

To achieve international reputation, academic self-sufficiency, and policy-level contribution.

### Key Activities:

- Submit applications for inclusion in **global ranking frameworks** (QS Asia, Times Higher Education Impact Rankings).
- Expand **international student intake** through global admission programs and exchange partnerships.
- Establish an **Office of International Affairs (OIA)** for global branding, admissions, and collaborations.
- Institutionalize **autonomous Centers of Excellence** with independent research and funding capacity.
- Seek **Distinct Category expansion** for new schools in Biotechnology, Artificial Intelligence in Healthcare, and Health Data Science, as permitted under Reg. 4.4 of UGC 2023.
- Publish a **10 years Institutional Report** summarizing achievements, compliance, research output, and societal impact, to be submitted to UGC under Reg. 11.0 (Monitoring and Review).

## Dr G. D. Pol Deemed-To-Be University (Distinct Category)

### Performance Indicators for Years 6–10

Each goal will be benchmarked against quantifiable indicators in line with UGC and NEP performance metrics:

Focus Area	Target by Year 10
Research Publications	500+ Scopus/WoS indexed papers
Patents/Commercializations	50+ filed, 15+ granted
Centers of Excellence	3 fully operational CoEs
NAAC Accreditation	Level “5” target
NIRF Ranking	Within top 100 nationally
International Collaborations	15+ active MoUs and projects
Student Employability Rate	90%+ in relevant fields
Community Outreach Impact	1 million+ beneficiaries through rural and public health programs

### Expected Outcomes by End of Year 10

- Transformation into a **research-intensive, innovation-driven, globally networked** University.
- Recognition as a **national model for integrative healthcare and IKS-based higher education.**

## Dr G. D. Pol Deemed-To-Be University (Distinct Category)

- Attainment of **accreditation excellence and international academic visibility**.
- Creation of a **self-sustaining research ecosystem** with high societal impact.
- Consolidation of status as a **Distinct Category Deemed-to-be-University** under UGC's highest standards.

### **Summary:**

The medium-term plan establishes the University's **academic and research maturity**, ensuring measurable outcomes and alignment with UGC 2023's mandates for *Distinct Category* institutions — focusing on quality, innovation, and societal contribution while building the foundation for global distinction.

### **15.5 Long-Term Goals (Years 11–15)**

The final phase envisions the University emerging as a **global leader in integrative healthcare education and research**.

- Establish new **Schools of Emerging Areas** such as Biotechnology, AI in Healthcare, and Global Wellness Studies.
- Develop **International Research Parks and Innovation Hubs** focused on healthcare technology, herbal products, and wellness tourism.
- Position the University among the **Top 500 global universities** and as a recognized **policy advisory body** for integrative healthcare at national and international levels.
- Establish a **medical tourism wing** integrating modern medicine with Ayurveda, Yoga, and holistic wellness, enhancing India's global healthcare footprint.

# Dr G. D. Pol Deemed-To-Be University (Distinct Category)

## 15.5 Long-Term Goals (Years 11 – 15)

*(Compliant with UGC 2023 Regulations — Clauses 4.1 to 4.4, 8.0 and 11.0; integrating NEP 2020 principles of global visibility, academic autonomy and societal impact)*

### Overview

The final five years (Years 11–15) represent the **leadership and consolidation phase** of the proposed *Dr. G. D. Pol Foundation Deemed-to-be-University (Distinct Category)*. The goal of this period is to establish the institution as a **globally recognized center of excellence** and a **national thought leader** in integrative healthcare, Indian Knowledge Systems (IKS), and multidisciplinary research.

The strategic focus is on:

1. **Global Competitiveness and International Accreditation**
2. **Distinct Category Expansion into Emerging and Frontier Disciplines**
3. **Research Translation, Patents, and Innovation Commercialization**
4. **Policy Leadership and Societal Transformation**
5. **Long-Term Financial and Governance Sustainability**

### Year 11 – Global Leadership and Institutional Benchmarking

#### Objectives:

To achieve international visibility and align with global academic quality frameworks.

#### Key Activities:

- Apply for **institutional accreditation** with **QS Stars**, **THE Impact Rankings**, to benchmark against world-class universities.

## Dr G. D. Pol Deemed-To-Be University (Distinct Category)

- Establish the **Office of Global Engagement and Strategic Partnerships (OGESP)** to manage global collaborations, visiting faculty, and student mobility.
- Develop **transnational education programs** through dual and joint doctorates in collaboration with top-tier international universities under the *UGC Academic Collaboration Regulations 2022*.
- Launch **Global Chair Professorships** in Integrative Medicine, Ayurveda Innovation, and Digital Health Policy.
- Host the **World Congress on Integrative Health and Knowledge Systems**, positioning the University as a global policy influencer.
- Initiate an **International Students and Alumni Network**, targeting 10–15 percent international enrolment.

### **Year 12 – *Distinct Category* Expansion and Frontier Innovation**

#### **Objectives:**

To expand academic domains into cutting-edge and interdisciplinary fields consistent with *UGC Regulation 4.4 (Distinct Category Institutions)*.

#### **Key Activities:**

- Establish **new Schools/Faculties** in:
  - *School of Biotechnology and Regenerative Medicine*
  - *School of Artificial Intelligence in Healthcare and Data Science*
  - *School of Environmental Health and Sustainability*

## Dr G. D. Pol Deemed-To-Be University (Distinct Category)

- Introduce **interdisciplinary doctoral programs** that link health sciences with technology, social innovation, and environmental policy.
- Create a **Translational Research and Innovation Park (TRIP)** to incubate research outputs into viable enterprises.
- Implement **Revenue Generation Models** through patents, technology licensing, consultancy services, and continuing education programs.
- Develop a **Global Virtual Campus** for online professional certification courses compliant with *UGC (Online and Open Learning Regulations 2020)*.

### **Year 13 – Policy Leadership and National Capacity Building**

#### **Objectives:**

To contribute directly to India's policy ecosystem, aligning with national missions and the vision of *Viksit Bharat 2047*.

#### **Key Activities:**

- Establish a **National Institute for Integrative Health Policy and Research (NIHPR)** to provide research-backed policy inputs to the **Ministry of AYUSH, MoHFW, and UGC**.
- Launch **Doctoral Fellowships in Public Health Governance and Policy**, funded by government and CSR grants.
- Publish **annual white papers and policy briefs** on healthcare innovation, IKS integration, and digital public health.

## Dr G. D. Pol Deemed-To-Be University (Distinct Category)

- Serve as a **Nodal Advisory Partner** for capacity building of faculty and administrators in similar distinct institutions.
- Collaborate with **NITI Aayog** and **ICMR** to co-develop frameworks for integrative healthcare research and deployment.
- Establish **National Chair in Indian Knowledge Systems Education** supported by UGC and Ministry of Education.

### **Year 14 – Societal Transformation and Sustainability Leadership**

#### **Objectives:**

To embed the University as a model for sustainable, inclusive, and socially responsible higher education.

#### **Key Activities:**

- Develop a **Sustainability and Social Impact Framework** aligned with **UN SDGs 2030** and **UGC's Green Campus Guidelines**.
- Implement a **Zero-Carbon Campus Plan** integrating renewable energy, waste management, and water recycling.
- Launch **community-owned health enterprises** through University Incubation Centers in rural regions.
- Expand the **Community Health Network** to serve more than two million beneficiaries.
- Introduce **lifelong learning initiatives** and digital up-skilling modules for rural and urban youth, consistent with **NEP 2020 paras 11.9 and 12.1**.

## Dr G. D. Pol Deemed-To-Be University (Distinct Category)

- Publish the **Decade Impact Report 2020–2030**, documenting social outcomes, policy influence, and research impact.

### **Year 15 – Global Recognition and Autonomy Consolidation**

#### **Objectives:**

To achieve global standing as a fully autonomous, financially sustainable, and academically self-driven University.

#### **Key Activities:**

- Apply for recognition as a **Category-I Autonomous Deemed-to-be-University** under UGC Reg. 12.0 (based on accreditation and ranking performance).
- Secure **Endowment Corpus of ₹ [ ] crores**, ensuring perpetual funding for research and scholarships.
- Formalize **permanent research chairs** in integrative medicine, IKS, and AI health policy with international co-funding.
- Establish **Global Advisory Council** comprising Nobel laureates, industry leaders, and academic experts.
- Publish the **Vision 2040 Document**, outlining strategic directions for the next 25 years aligned with national development goals.
- Attain recognition among the **Top 500 global universities** by QS or THE, validating the University's Distinct Category excellence.

# Dr G. D. Pol Deemed-To-Be University (Distinct Category)

## **Monitoring and Evaluation (Years 11–15)**

- **Board of Management and Planning and Monitoring Board (PMB)** to oversee long-term objectives with annual review reports submitted to UGC under Reg. 11.0.
- **External International Advisory Panel** to conduct five-year institutional review and recommend global benchmarking strategies.
- **IQAC (Advanced Level)** to monitor sustainability indices, ranking performance, and academic innovation outcomes.

## **Expected Outcomes by End of Year 15**

- Recognition as a **globally benchmarked, research-driven Distinct Category Deemed-to-be-University**.
- Attainment of **Category-I autonomy** as per UGC criteria.
- Operation of **at least five Centers of Excellence** with international funding.
- Institutionalization of a **self-sustaining innovation ecosystem** generating significant IPR and economic value.
- Tangible national and global impact in policy, healthcare innovation, and IKS education.
- Recognition as a model for sustainable higher education in India's knowledge economy.

# Dr G. D. Pol Deemed-To-Be University (Distinct Category)

## Strategic Milestone Matrix (15-Year Plan Overview)

*(UGC 2023 Compliant – Distinct Category Institution Roadmap)*

<b>Timeline</b>	<b>Strategic Focus Area</b>	<b>Key Goals &amp; Actions</b>	<b>UGC / NEP Alignment</b>	<b>Measurable Indicators / Outcomes</b>
<b>Years 1–5 (Foundation Phase)</b>	<b>Governance &amp; Compliance</b>	- Constitute statutory bodies (BoM, Academic Council, IQAC)- Adopt UGC-compliant Statutes & Ordinances- Develop transparency and audit systems	UGC 2023: Clauses 6.01–6.08, 7.0NEP 2020: Sec. 18.3 (Governance Reform)	Statutory compliance established; ERP & IQAC functional
	<b>Academic Launch</b>	- Start UG programs (Medicine, Dentistry, Ayurveda, Nursing, Physiotherapy, IKS)- Introduce CBCS, OBE, blended pedagogy	UGC 2023: Reg. 4.1 (Distinct Programs) NEP 2020: Sec. 11.2 (Multidisciplinary Education)	10+ UG programs operational; 1000+ students enrolled
	<b>Research Initiation</b>	- Establish Central Research Lab & IPR Cell- File initial patents; initiate funded projects	UGC 2023: Reg. 8.02–8.05 (Research Promotion)	5+ funded projects; 10+ publications/year

**Dr G. D. Pol Deemed-To-Be University  
(Distinct Category)**

<b>Infrast ructur e &amp; Digital System s</b>	- Develop Phase I infrastructure; install ERP & LMS	UGC 2023 Annex IV (Infrastructure Norms)	Smart classrooms, hospital expansion, digital LMS live
<b>Comm unity &amp; Outrea ch</b>	- Launch telemedicine, community health, and rural care programs	NEP 2020: Sec. 11.8 (Societal Engagement)	1 lakh+ community beneficiaries /year
<b>Accred itation Readin ess</b>	- Prepare for NAAC & NIRF frameworks	UGC 2023: Reg. 9.0 (Transparency)	NAAC pre- accreditation filed by Year 5

<b>Timelin e</b>	<b>Strategic Focus Area</b>	<b>Key Goals &amp; Actions</b>	<b>UGC / NEP Alignment</b>	<b>Measurable Indicators / Outcomes</b>
<b>Years 6– 10(Expa nsion &amp; Globaliz</b>	Academic Diversification	- Launch PG, Ph.D., and dual- degree programs- Establish new CoEs in	UGC 2023: Reg. 4.3 (Distinct Focus) Ph.D. Reg. 2022	30+ programs; 3 functional CoEs

## Dr G. D. Pol Deemed-To-Be University (Distinct Category)

ation Phase)		Integrative Health & Digital Medicine		
	Research & Innovation	- Expand doctoral programs; operationalize URC- Promote faculty grants, patenting, and translational research	UGC 2023: Reg. 8.0 (Research & Innovation)	50+ patents filed; 200+ Scopus publications
	Internationalizat ion	- MoUs with foreign universities; global visiting faculty- Launch joint research & credit transfer	UGC Collaboration Reg. 2022; NEP 2020 Sec. 12.6	10+ active MoUs; 5% international student intake
	Digital & Quality Enhancement	- ABC integration, data analytics, digital repository	UGC Digital University Initiative; NEP Sec. 22.1	Fully paperless operations; ERP analytics live
	Societal Impact & Skill Development	- Rural health innovation programs;	NEP Sec. 16.8; UGC Skill Dev. Framework	5000+ trained; measurable community outcomes

**Dr G. D. Pol Deemed-To-Be University  
(Distinct Category)**

		NSQF-aligned vocational courses		
	Accreditation & Ranking	- Achieve NAAC level 5; NIRF Top 100	UGC 2023 Reg. 11.0 (Review)	NAAC level 5; NIRF rank ≤100

<b>Timeline</b>	<b>Strategic Focus Area</b>	<b>Key Goals &amp; Actions</b>	<b>UGC / NEP Alignment</b>	<b>Measurable Indicators / Outcomes</b>
<b>Years 11–15 (Leadership &amp; Global Excellence Phase)</b>	Global Visibility	- Attain QS/THE international ranking- Launch Global Chair Professorships	UGC 2023: Reg. 4.4 (Distinct Category Expansion)	QS/THE Top 500; 10% international faculty
	Distinct Category & Frontier Disciplines	- Establish Schools in AI in Health, Biotech, Sustainability	UGC 2023: Clause 4.4 (Distinct New Areas)	3 new Schools launched; 5 frontier programs
	Policy & Thought Leadership	- Establish National Institute for	NEP 2020 Sec. 18.2 (Policy Linkages)	Annual policy reports; advisory role to ministries

**Dr G. D. Pol Deemed-To-Be University  
(Distinct Category)**

		Integrative Health Policy		
	Sustainability & Societal Leadership	- Implement Green Campus, SDG-based programs, rural enterprises	UGC Green Campus Guidelines 2023	Carbon-neutral campus by Year 14
	Autonomy & Financial Independence	- Apply for Category-I autonomy (UGC Reg. 12.0)- Strengthen endowment corpus	UGC 2023 Reg. 12.0	Category-I achieved; ₹[ ] crore corpus established
	Global Recognition	- Attain Top 500 world ranking; publish Vision 2040 Report	NEP 2020: Sec. 19.2 (Global Benchmarks)	Global rank achieved; Vision 2040 released

## Dr G. D. Pol Deemed-To-Be University (Distinct Category)

### Key Performance Milestones Summary

<b>Milestone Category</b>	<b>By Year 5</b>	<b>By Year 10</b>	<b>By Year 15</b>
Academic Programs	10+ UG launched	20+ UG/PG/Ph.D.	30+ multi/interdisciplinary
Centers of Excellence	1 established	3 operational	5 globally networked
Research Publications	50 cumulative	300+	700+
Patents / IPR	5 filed	50 filed, 15 granted	100+ filed, 40+ granted
NAAC / NIRF Status	NAAC Level 4	NAAC Level 5 / NIRF Top 100	Category-I Autonomy, Global Rank
International Collaborations	Initial MoUs	10+ Joint Programs	25+ Global Partnerships
Faculty Development	10 FDPs	50+ FDPs	Continuous Professional System
Financial Sustainability	Annual Surplus	Corpus ₹[X] Cr.	Endowment ₹[XX] Cr.
Community Outreach	1 lakh beneficiaries/year	10 lakh cumulative	20 lakh cumulative
Societal / Policy Impact	Local Health Programs	National Collaboration	Global Policy Participation

# Dr G. D. Pol Deemed-To-Be University (Distinct Category)

## Strategic Continuity Statement

This 15-year roadmap provides the UGC with clear evidence that the **Dr. G. D. Pol Deemed to be University (Distinct Category)** will evolve systematically from a **compliant, multidisciplinary institution** to a **globally respected, research-driven, and socially responsive university**.

The plan ensures full compliance with:

- **UGC 2023 Regulations** (Clauses 4.1–4.4, 6.0, 8.0, 11.0, 12.0)
- **National Education Policy 2020** (Sections 10–20, emphasizing autonomy, research, Indian Knowledge Systems, and digital innovation)

## 15.6 Strategic Alignment with UGC & NEP 2020

This 15-year plan directly supports the **Distinct Category mandate** by:

- Prioritizing **unique disciplines** (IKS, integrative healthcare, public health).
- Addressing **strategic national needs** (preventive medicine, healthcare innovation, skill development).
- Preserving and advancing **Indian cultural heritage** (Ayurveda, Yoga, traditional medicine).
- Building global competitiveness through **research, rankings, and collaborations**.

# Dr G. D. Pol Deemed-To-Be University (Distinct Category)

## Section 16: The Operational Plan of Five Years

### 16.1 Introduction

The **Operational Plan** translates the 15-year strategic vision of the proposed **Dr. G. D. Pol Deemed-to-be-University (Distinct Category)** into concrete, time-bound actions for the **first five years**. This plan focuses on institution-building, academic expansion, research initiation, and community engagement.

It aligns with:

- **UGC (Institutions Deemed to be Universities) Regulations, 2023**, which require a clear operational roadmap for sustainability and compliance.
- **NEP 2020**, which emphasizes phased implementation of multidisciplinary, research-oriented, and skill-focused education.

### 16.2 Year-Wise Implementation Plan

#### Year 1 (Foundation Year)

- Establish statutory governance structures: **Board of Management, Academic Council, Board of Studies, and IQAC**.
- Launch initial undergraduate programs across **Ayurveda, Dentistry, Physiotherapy, Nursing, and IKS**.
- **Initiate foundation of IKS Research Center**
- Deploy **ERP and LMS systems**, enabling a digital-first academic and administrative ecosystem.
- Complete **Phase-1 infrastructure** (labs, classrooms, hostels, simulation centers).

# Dr G. D. Pol Deemed-To-Be University (Distinct Category)

- Initiate community health projects through **rural outreach and telemedicine services**.

## **Year 2 (Academic Expansion Year)**

- Introduce **postgraduate programs** in Dentistry, Physiotherapy, Ayurveda, Nursing, and IKS.
- Strengthen **IKS Research Centers**, focusing on Ayurveda drug research and Yoga therapy validation.
- Enhance library resources with **international databases and digital subscriptions**.
- Build capacity for **student exchange partnerships** with domestic and international institutions.

## **Year 3 (Research and Doctoral Year)**

- Launch **doctoral programs** in Dentistry, Ayurveda, Physiotherapy, Nursing, and IKS.
- Expand research infrastructure by strengthening the **Central Research Laboratory** and establishing **an Innovation Center**.
- Scale **rural healthcare projects** through digital platforms, expanding telemedicine and mobile clinics.
- Host **national seminars and symposia** on integrative medicine, positioning the University as a thought leader.

## **Year 4 (Interdisciplinary Growth Year)**

- Introduce **interdisciplinary programs** such as **Digital Health etc.**

## Dr G. D. Pol Deemed-To-Be University (Distinct Category)

- File the University's **first set of patents** and expand faculty development programs. Establish **international collaborations** with universities and research organizations for joint programs and research projects.
- Organize the **first international conference on Indian Knowledge Systems and Integrative Medicine**.
- Expand incubation centers to promote **healthcare start-ups and entrepreneurship**.

### Year 5 (Consolidation and Recognition Year)

- Expand doctoral programs and interdisciplinary schools in **Public Health, Humanities, and Emerging Areas**.
- Secure **NAAC accreditation** for the University and aim for a top **100 position in NIRF rankings**.
- Achieve recognition as a **Center of Excellence in Integrative Healthcare**.
- Develop partnerships with **policy-making bodies**, contributing expertise to healthcare strategies at the national level.

### 16.3 Monitoring and Evaluation

The five-year operational plan will be monitored through:

- **Annual Academic Audits** by the IQAC.
- **Key Performance Indicators (KPIs)** linked to student intake, research outputs, publications, patents, and outreach impact.
- **Financial Audits** to ensure sustainability and reinvestment.

## Dr G. D. Pol Deemed-To-Be University (Distinct Category)

- **Stakeholder Feedback Mechanisms** involving faculty, students, alumni, and community representatives.

### 16.4 Alignment with Distinct Category Mandate

This five-year plan ensures that the University:

- Establishes a **distinct academic identity** from inception.
- Scales research and doctoral programs early to create a **knowledge ecosystem**.
- Aligns programs with **national needs and cultural preservation**.
- Demonstrates measurable growth for credibility in national and global rankings.

# Dr G. D. Pol Deemed-To-Be University (Distinct Category)

## Section 17: The Academic Plan

### 17.1 Introduction

The **Academic Plan** of the proposed **Dr. G. D. Pol Foundation Deemed-to-be-University (Distinct Category)** is designed to realize its vision of becoming a **pioneering center of excellence** in integrative healthcare, Indian Knowledge Systems (IKS), and multidisciplinary education.

This plan provides a structured roadmap for **program offerings, pedagogy, assessment, and research integration** over the initial years, while ensuring alignment with **UGC (Institutions Deemed to be Universities) Regulations, 2023** and the **NEP 2020** vision of **holistic, flexible, and outcome-based education**.

### 17.2 Program Structure

Academic programs will be offered at **undergraduate** across distinct Schools.

- **Undergraduate Programs:** Ayurveda, Dentistry, Nursing, Physiotherapy, and IKS.

*Annexure D1 includes draft curriculum frameworks and sample syllabi*

### 17.3 Pedagogical Framework

The University will adopt a **learner-centred pedagogy** integrating technology, innovation, and community engagement.

- **Blended Learning:** Classroom teaching enhanced with digital platforms, LMS modules, and self-paced e-learning.
- **Competency-Based Education (CBE):** Focus on clinical skills, research aptitude, and professional ethics.

## Dr G. D. Pol Deemed-To-Be University (Distinct Category)

- **Problem-Based and Case-Based Learning:** Encouraging inquiry, critical thinking, and practical problem-solving.
- **Simulation and Skills Labs:** Use of models, simulators, and ICT-enabled labs for healthcare training.
- **Community-Linked Learning:** Embedding outreach, rural health, and wellness initiatives into curricula.

### 17.4 Assessment Framework

The University's assessment model will go beyond traditional examinations, ensuring a **comprehensive evaluation of learning outcomes.**

- **Formative Assessment:** Continuous evaluation through projects, quizzes, and presentations.
- **Summative Assessment:** Semester-end exams, practical assessments, and dissertations.
- **Competency-Based Evaluation:** Assessment of clinical, research, and professional competencies.
- **Research Outputs:** Mandatory student research projects, publications, and patents (for PG/Ph.D. programs).
- **Holistic Evaluation:** Incorporating professional ethics, communication, teamwork, and social engagement.

### 17.5 Research Integration

# Dr G. D. Pol Deemed-To-Be University (Distinct Category)

Research will be embedded across academic levels, positioning the University as a **research-led institution**.

- Undergraduate students will undertake **community-based projects**.
- Postgraduates will complete **dissertations and publishable research**.
- Doctoral programs will emphasize **translational research** in IKS, integrative medicine, and healthcare technology.
- Faculty and students will collaborate through **Centers of Excellence and incubation hubs**.

## 17.6 Faculty Development and Mentorship

To ensure quality academic delivery:

- Regular **Faculty Development Programs (FDPs)** will train faculty in pedagogy, ICT tools, and outcome-based frameworks.
- A **Mentor–Mentee system** will provide academic, career, and personal guidance for students.
- **Visiting and Adjunct Faculty** from international institutions will enrich academic exposure.

## 17.7 Academic Calendar

The academic year will follow a **semester system**, consistent with UGC and statutory norms:

- **Two semesters per year** with clearly defined teaching, examination, and evaluation schedules.

## Dr G. D. Pol Deemed-To-Be University (Distinct Category)

- **Bridge and Foundation courses** at the beginning of programs for multidisciplinary integration.
- **Value-Added Courses** on research methodology, entrepreneurship, communication, and ethics.

### 17.8 Alignment with Distinct Category and NEP 2020

The Academic Plan ensures:

- **Uniqueness** by integrating modern sciences with IKS.
- **National relevance** through focus on healthcare innovation, skill development, and preventive health.
- **Cultural preservation** by embedding Indian Knowledge Systems and languages.
- **Global outlook** with digital learning, international collaborations, and benchmarking with global standards.