

GOVERNMENT OF INDIA
MINISTRY OF AYUSH

RAJYA SABHA
UNSTARRED QUESTION NO.-1288
ANSWERED ON 11th March, 2025

Development of AYUSH educational institutions in Odisha

1288. Shri Debashish Samantaray:

Will the Minister of *Ayush* be pleased to state:

- (a) the number of AYUSH colleges and educational institutions currently functioning in Odisha;
- (b) whether Government has any plans to establish new AYUSH medical colleges or research institutes in Odisha;
- (c) the details of scholarships or financial aid provided to AYUSH students from Odisha; and
- (d) the initiatives taken to improve the quality of AYUSH education and training in the State?

ANSWER

THE MINISTER OF STATE (IC) MINISTRY OF AYUSH
(SHRI PRATAPRAO JADHAV)

- (a) Currently, there are five Ayurveda and four Homoeopathy educational institutions functioning in Odisha.
- (b) Public Health being a State subject, establishment of new Ayush colleges in the State comes under the purview of respective State/UT Governments including Odisha. However, under National Ayush Mission (NAM), there is a provision of financial assistance to the State/UT Government for the establishment of new Ayush Colleges in the States where availability of Ayush teaching institutions is inadequate in Government Sector and State/UT Government may submit their proposal through State Annual Action Plan (SAAP) to avail this financial assistance.
- (c) There are provisions for scholarships or financial aid provided to AYUSH students across the country including Odisha. The Central Council for Research in Ayurvedic Sciences (CCRAS) an autonomous organisation under Ministry of Ayush has initiated schemes such as Studentship Programme for Ayurveda Research Ken (SPARK) for 100 undergraduate studentships for deserving students with a stipend of Rs.25000/- for 2 months, Scheme for Training in Ayurveda Research for Post-Graduate Scholars (PG STAR) programme has a provision for a studentship of amount Rs.100000/- to 100 selected PG students for their

dissertation work and Post-Doctoral Fellowship to doctoral students across the country including Odisha.

Similarly, Central Council for Research in Homoeopathy has two programme for supporting students of Homoeopathy namely, Short – Term Students in Homoeopathy (STSH) programme and Scholarship for Quality MD Dissertation in Homoeopathy.

Further, Central Council for Research in Unani Medicine is also conducting Studentship Programme in Unani Research (SPUR) programme for the BUMS students (3rd year and final Prof students) from all states including Odisha. Under the scheme, a total of 25 studentships has been given to deserving students with a stipend of Rs.25000/- only for 2 months.

The number of awardees of Ayurveda and Homoeopathy students from Odisha in these programmes are enclosed at **Annexure-I**.

(d) In the process of promotion and development of the Ayush education sector and to streamline the education of the Indian System of Medicine & Homoeopathy (ISM & H), the Central Government has enacted the National Commission for Indian System of Medicine Act, 2020 (NCISM Act, 2020) and the National Commission for Homoeopathy Act, 2020 (NCH Act, 2020) respectively. Further, the Central Government, by notification, constituted two commissions, namely the National Commission for Indian System of Medicine (NCISM) and the National Commission for Homoeopathy (NCH) to exercise the powers conferred upon and to perform the functions assigned to them under the NCISM Act, 2020 & NCH Act, 2020 respectively.

Further, various measures taken by the NCISM and NCH under the Ministry of Ayush to improve the quality of education and training in Ayurveda, Siddha, Unani, Sowa Rigpa & Homoeopathy Medical Colleges and institutions in the country including Odisha, some of the salient measures taken by the NCISM and NCH to improve quality education in Ayurveda, Unani, Siddha, Sowa –Rigpa and Homoeopathy institutions are as:

- 1) Admission is being done through the common Entrance Examination namely National Eligibility cum Entrance Test (NEET-UG) for all Ayurveda, Siddha, Unani, and Homoeopathy (ASU & H) Under-Graduate courses conducted by National Testing Agency (NTA).
- 2) Admissions to all Ayurveda, Siddha, Unani, and Homoeopathy (ASU & H) Post graduate Colleges are being done through a common Entrance test called All India AYUSH Post Graduate Entrance Test (AIAPGET) conducted by National Testing Agency (NTA).
- 3) All India Quota Seats have been created: Minimum 15% of the total seats (which may be more as per existing rules of the concerned State/University/Institutes) of all ASU & H (UG & PG) courses in Government, Government aided, Private Colleges, Deemed Universities, Central Universities and National Institutes from academic year 2019-20.
- 4) A Committee namely AYUSH Admissions Central Counseling Committee (AACCC) is constituted to conduct counselling for All India Quota (AIQ) seats under Government, Government aided, Central Universities National Institutes and Deemed Universities in each academic year.

The details of the initiatives taken to improve the quality of ASUS and Homoeopathy education and training across the country including Odisha by the National Commission for Indian System of Medicine (NCISM) and National Commission for Homoeopathy respectively are placed at **Annexure II**.

Annexure- I**The number of awardees of Ayurveda and Homoeopathy students from Odisha**

Sl. No.	Scholarship Programme	Total number of Awardees from Odisha
1	SPARK-01 (2022-23 batch)	01
2	SPARK-02 (2023-24 batch)	05
3	CCRAS Post Doctoral Fellowship - June 2023	01
4	CCRAS Post Doctoral Fellowship June 2024	01
5	Short – Term Students in Homoeopathy(STSH) (01 in 2021 & 02 in 2023)	03

The initiatives taken to improve the quality of ASUS education and training across the country including Odisha by the National Commission for Indian System of Medicine (NCISM) is as under:

To align with New Education Policy 2020, global standards in medical education, and to produce meritorious and skilled Ayurveda, Siddha, Unani and Sowa-Rigpa (ASUS) graduates, NCISM has brought logical reforms in medical education policy, essential standards in education, educational administration, teaching/training methodologies, assessment process, technological assistance in education etc., and the same is detailed below:

Reforms in Medical Education:

- Lecture and Non-Lecture hours: The ratio between Lecture and Non-Lecture hours has been reversed to 1:2 to promote professional skill, and soft skills.
- Elective subjects with credit-based system: The introduction of electives is intended to provide opportunity to students to get introduced, oriented and exposed to various allied subjects, to build inter-disciplinary approach, and to promote self-directed/guided learning.
- Transitional Curriculum: 15-day induction programme (90 hours) with transitional curriculum has been introduced for newly admitted students before the commencement of regular classes.
- Competency Based Dynamic Syllabus: Has been introduced with well-defined graduate's attributes, programme outcomes, course outcomes, difficulty level, advanced teaching-training methods at par with global standards, formative assessment for continuous evaluation of the students, summative assessment methods, the blue print of the question paper, vertical/horizontal integration, etc.
- Early Clinical Exposure: Begins with the first professional session to provide more clinical training exposure and build self-confidence.
- Methodology for supplementation of modern advances, scientific and technological developments has been introduced.
- Rating of medical colleges/institutes: Rating criteria has been fixed mainly on Inspirational index (based on student's feedback) and Loyalty index (based on teacher's feedback).
- Teachers Quality Improvement: Orientation for Post-Graduate Guides on publication ethics, research integrity, and scientific writing.
- National Teachers Eligibility Test for incumbent teachers for improvement in quality of education.

Use of Technology:

- QR code embedded syllabus for the first professional undergraduate program.
- Elective courses through LMS (Learning Management System).
- E-logbook for interns is introduced.
- Teaching aids for non-lecture hours: Advanced teaching methods including simulators, skill lab training, blended learning, flipped class room etc are prescribed to make activity-based teaching and learning in non-lecture hours more effective.

- Virtual visitation of colleges-Hybrid mode of visitation has been implemented by using advanced technology. In this process there is no room for any kind of malpractice and the current method ensures more transparency in visitation process.

Involvement of stakeholders in decision making:

- Industry-Academia Interface to formulate the methodology for offering apprenticeships or internships in industry-oriented training for post-graduates.
- Heal by India: International practitioners and experts invited to have discussion on overseas opportunities and prepare orientation materials regarding information and requirements related to international practice.

The initiatives taken to improve the quality of Homoeopathy education and training across the country including Odisha by the National Commission for Homoeopathy (NCH) is as under:

To ensure the quality of homeopathic education and training in the state, Homeopathy Education Board, National commission for Homeopathy has taken following steps:

- NCH has developed competency based dynamic curriculum for UG&PG courses in Homeopathy for achieving higher clinical skill.
- NCH has drawn standards for education and practice of Homoeopathy, regulates the same for promoting quality education in Homoeopathic system of Medicine for quality Homoeopathic Professionals
- NCH has developed Electives for students so that they can develop different skills apart from regular curriculum.
- NCH has standardized the examination pattern for all the institutions in India.
- It has envisioned raising competencies and skills of teaching faculties in alignment with modern understanding with a regular update
- Homoeopathy Education Board is regularly conducting teachers training program throughout India for updating teachers with CBDC Pattern
- NCH Act has provision for National Exit Test for students & National Teachers Eligibility Test for teachers to improve quality of Homoeopathic Professionals.
