

# Vidushi Yogamaya Himalayan Ayurveda University

## Strategic Plan Review and Validation Workshop

### Summary Report



August 18-19, 2025

[Legitimacy, Ownership, Collaboration, Trust, Sustainability]

## Executive Summary

Vidushi Yogamaya Himalayan Ayurveda University (VYHAU) organized a two-day Strategic Plan Review and Validation Workshop on August 18–19, 2025, at Hotel Radisson, Kathmandu. The purpose was to present the University’s draft Vision Paper and Four-Year Strategic Plan (2025–2028), and to collect feedback and inputs from diverse stakeholders before its submission to the University Senate.

Participants at the workshop included relevant academic and practitioner professionals across the specific issue areas, policy makers and representatives from regulatory bodies and the Government of Nepal. In addition, students and other associated business practitioners also attended the two-day workshop.

In the workshop, the core team of the University highlighted the VYHAU Overview and Strategic Context. And, the workshop deliberated on SWOT Analysis of vision, mission, goal, objectives, and strategic plan framework, and on Action Plan and Task Prioritization of the strategic pillars based on group review.

Key outcomes included agreement on revised vision and mission statements, refinements to the objectives, validation of the strategic pillars, and detailed action plans for priority programs in Ayurveda, Himalayan Medicine and Herbal Sciences, Yoga and Meditation, Complementary Healing, and Himalayan Languages, Cultures and Philosophies.



## Workshop Objectives

1. Review and validate VYHAU’s draft Vision Paper and Strategic Plan.
2. Gather inputs on the proposed vision, mission, objectives, and strategic pillars.
3. Conduct participatory SWOT analyses to identify strengths, weaknesses, opportunities, and threats.
4. Develop prioritized action plans for each strategic pillar.
5. Strengthen collaboration and ownership among stakeholders to support the University’s development.

### Highlight of the presentation on YAU Overview & Strategic Context

- YAU is a government-backed institution focused on Ayurveda, Himalayan Medicine, Yoga, and Indigenous Healing Systems, aiming to preserve and promote Nepal’s traditional knowledge in complementary and alternative medicine (CAM).
- The university seeks to be a global center of excellence integrating traditional healing with modern science and sustainable development.
- YAU’s educational model is holistic and integrative, combining theory and practice, interdisciplinary studies, and collaboration with indigenous practitioners.

- The four-year strategic plan (2025-2028) includes foundation building, academic program launch, research and product development, and global outreach with online certifications.
- YAU's sustainability will be driven by tuition, clinical services, herbal products, tourism, grants, and intellectual property licensing.
- Key challenges identified are faculty and infrastructure gaps and balancing traditional credibility with academic standards, with mitigation strategies outlined.

## Workshop Proceedings

Day 1: The opening session featured remarks from University leadership and a presentation on the strategic context, the draft vision, mission objectives and strategic academic pillars of the University. Participants then conducted SWOT analyses on the University's strategic context and offered inputs on the mission, vision and objectives, highlighting strengths such as legal autonomy and indigenous knowledge, and challenges including limited resources and accreditation gaps. Expert



presentations then commenced on Ayurveda, Himalayan Medicine and Herbal Sciences -- two strategic academic pillars outlined in the first presentation. On this basis, group discussions took place to develop action plans with priority programs in those two strategic pillar areas.

Day 2: Expert presentations were delivered on Yoga and Meditation, Complementary Healing, Ayurveda Nursing, and Himalayan Languages & Philosophies. Groups developed action plans, prioritizing postgraduate and PhD programs, research centers, Ayurveda pharmacy establishment, and curriculum design for emerging disciplines.

## Key Outcomes

Revised Vision, Mission and objectives: Through the SWOT analysis, input was gathered on the vision and Mission statements and the Objectives to ensure clear reflection of the context of the university and priorities for the future.

Validated and better defined Strategic Pillars: The Pillars outlined in the distributed draft were mulled over through intensive presentations and group work, which resulted in input and feedback on how to define and move forward with each academic pillar.



## Key SWOT Analysis Takeaways

**Strengths:** a) YAU Act 2079 and Regulation 2082 with greater autonomy to the University. b) Unique, multidisciplinary and increased interest in vedic science. c) Enhancement of indigenous knowledge and practices through integrated models (Ayurveda and Sowa Rigpa).



**Weaknesses:** a) Limited human resources and infrastructures. b) Lack of legal alignment and institutional coordination. c) Location in a remote area and scattered physical infrastructures.

**Opportunities:** a) Systematization of Ayurveda knowledge, teaching, and practices in collaboration with the existing national, regional, and global institutions. b) Establishment of Nepal as a hub of Ayurveda research and development, and wellness tourism. c) Adoption of spiritual, physical, mental and social dimensions of health in strategic pillars.

**Threats:** a) Global recognition of university degrees and accreditation issues. b) Competitive regional market and sustainability. c) Retention of human resources

## Key Strategic Pillar Review Takeaways

1. Ayurveda pillar can prioritize PG courses on Ayurveda, establishment of Ayurveda Pharmacy, and development of a research center on Medicinal Plants and Rasaaushadhi. Additionally, Ayurveda Nursing can be started with 1 year Fellowship after Bachelor in Nursing (Clinical) and 1 year Fellowship after Master in Nursing (faculty). The group has prioritized faculty development, curriculum development, and need assessment through research and survey.
2. Herbal Science sub pillar can consider UG,PG,PhD programmes in Ayurveda Pharmacology and PhD,MD, Rasashastra and Bhaishajya in Rasashastra and Bhaishajya Kalpana.
3. Himalayan Medicine sub pillar can emphasize Bachelor and Master programs in Sowa Rigpa Medicine and Surgery along with the focus on the development of curative, preventive and palliative clinics and hospitals under University jurisdiction. Sowa Rigpa Research Center can be established.
4. Yoga and Meditation Group pillar can focus on Bachelor in Yoga Therapy and prioritized tasks of scope exploration, faculty development, and construction of hospitals and clinics. This group suggested considering meditation under the broader pillar of Yoga.
5. Complementary and Alternative Medicine Group can commence with UG, PG and PhD in Acupuncture; PG Diploma in Moxibustion, Qi gong, and Tuina and Acupressure; master/PhD and TCM Pharmaceuticals in Materia medica in TCM; PG/PhD in Sowa Rigpa Pharmaceuticals and Physiology
6. Himalayan Language, Culture and Philosophies pillar can commence bachelor level courses on Buddhist, Sanskrit and other languages; formation of cultural relation wing to facilitate the activities of the academic and international collaboration; and PhD courses on Indigenous Healing.



## Synopsis of the Expert Presentations on the Strategic Academic Pillars

### (i) Presentation on [Ayurveda pillar](#), *Prof. Dr. Pramod Bhatta, DEAN*

Prof. Dr. Pramod Bhatta's presentation highlighted the prospects, and future course of Ayurveda and alternative medicine in Nepal. It highlights the legal and policy frameworks governing the sector, existing institutions and human resources, and the growing need for structured academic programs and research. The creation of specialized academic and research units like the Research Management Cell, the expansion of Ayurvedic pharmaceuticals under GMP standards, the urgent need for skilled labor, and the creation of new degree programs like MD/MS, Ph.D., and fellowships are some of the main lessons learned. The conversation focuses on new academic programs, top research topics, the demand for Ayurveda around the world, creative methods, and tactics to establish the university as a center of excellence.

### (ii) Presentation on [Himalayan Medicine pillar](#), *Amchi Dr. Pushpa Raj Lama, SRAN Board Member*

Amchi Dr. Pushparaj Lama's presentation on the Himalayan Medicine Pillar (Sowa Rigpa) emphasizes how this age-old holistic healing system is becoming more widely accepted in Nepal. It emphasizes the need for research, preservation, and international cooperation, as well as the official recognition of Sowa Rigpa as a traditional medical system and the creation of academic programs that include bachelor's and advanced postgraduate degrees. Strengthening academic curricula, encouraging clinical validation, developing government-industry relationships, preserving traditional medical knowledge through digitization, and establishing Sowa Rigpa as an integrated and globally relevant medical discipline are some of the main lessons learned.

### (iii) Presentation on [Herbal Science pillar](#), *Prof. Dr. Pradip Gyanwali, Vice Chancellor, Madan Bhandari Academy of Health Sciences / Dr. Kabin Malekhu, Phd in Pharmacy*

The presentation by Prof. Dr. Pradip Gyanwali under the theme Herbal Science emphasizes Nepal's vast biodiversity and its potential for herbal medicine research, development, and commercialization. It draws attention to the significance of regulatory frameworks like GMP and DDA guidelines, the necessity of bolstering drug development using traditional knowledge and reverse pharmacology, and the rising demand for herbal-based products around the world. The development of medicinal plant research and development, the integration of academia and industry, the encouragement of community-based herbal product development, and the positioning of Nepal's herbal commodities for global markets



through innovation and scientific validation are important lessons learned.

**(iv) Presentation on Yoga and Meditation pillar, [Dr. Binod Ghimire/Dr Sumitra Gautam](#)**

Dr. Binod Ghimire: The presentation emphasizes the importance of yoga and meditation in integrative and lifestyle medicine, highlighting them as a fundamental component of YAU's strategic plan. With more than 300 million practitioners and a rapidly growing market expected to reach \$200 billion by 2030, it highlights the rising demand for yoga worldwide. Opportunities are acknowledged, but problems are also highlighted, including commercialization, lack of regulation, misrepresentation of yoga's origins, and health hazards from inappropriate practice. Establishing a School of Yoga at YAU, bolstering academic programs and research, encouraging national and international partnerships, and incorporating yoga into healthcare and academia through cutting-edge models like online and distance learning are all part of the suggested future.

Dr. Sumitra Ghimire: The presentation presents YAU's strategic vision to establish yoga as a globally recognized academic and wellness discipline. In addition to stressing the need to protect yoga's rich cultural and spiritual heritage, it also highlights the practice's increasing importance in travel, health, and education. The plan lays out a five-year timeline that starts with certificate and diploma programs, progresses to bachelor's and master's degrees, and ends with research centers, international partnerships, and international conferences. Integrating yoga into healthcare and education, expanding research on its health benefits, encouraging community outreach, and creating jobs and wellness tourism through organized programs are some of the main lessons learned.

**(v) Presentation on Alternative Healing pillar, Dr. Pradip KC, ED Singha Durbar Vaidya Khana**

**(vi) Presentation on [Herbal Science](#), Dr. Kabin Malekhu**

The integration of traditional knowledge with contemporary scientific validation and international standards for the sustainable development of the herbal industry is emphasized in the Herbal Science presentation. With an emphasis on sustainable cultivation and conservation, especially for critically endangered species like Jatamansi, it draws attention to Nepal's important role in the global herbal market. In addition to suggesting curriculum improvements to integrate Ayurveda with contemporary pharmacognosy and phytochemistry, the presentation highlights a clinical trial of Chirayita for malaria as an illustration of evidence-based herbal research. Establishing a National Herbal Science Institute, encouraging good agricultural practices, and providing incentives for GMP-compliant herbal product manufacturing are all part of the future roadmap. Some of the main strategic recommendations are Community-based cultivation, traditional healers' certification programs, and the incorporation of digital knowledge for broader impact.

**(vii) Presentation on [Ayurved nursing department/faculty](#), Dr Pramila Thapa, Research Director, YAU**

The presentation describes YAU's goal of becoming a world-renowned center for Ayurveda, Himalayan medicine, yoga, meditation, and traditional healing methods. It draws attention to the lack of a formal Ayurvedic nursing framework while highlighting the vital role that nurses play in Nepal's healthcare system. In order to improve accessibility and evidence-based practice, the strategy focuses on fusing Ayurvedic practices with contemporary digital care via telemedicine, mobile health apps, digital records, and AI-based tools. Stronger nursing education through holistic approaches, increased faculty and infrastructure capacity, international collaboration, and YAU's position as a leader in fusing traditional healing with contemporary innovations are some of the main lessons learned.

(viii) Presentation on [Himalayan Language, Culture & Philosophies](#), Prof. Mohan Kumar Tamang, ED of Boudha Bikash Samiti



The presentation is centered on Himalayan languages, culture, and traditional knowledge to the current state of several Himalayan languages and nearby ethnic groups, highlighting the importance of oral traditions and rituals for the preservation and dissemination of healing knowledge. The presentation suggests university-led initiatives, such as research projects for degree completion, to verify, record, and disseminate traditional healing and cultural knowledge. To support these objectives, the plan promotes the creation of at least PhD programs, interdisciplinary academic integration, and the preservation of indigenous knowledge. Academic justification, curriculum design, research methodologies, teamwork, and actionable results are important topics of discussion.

(ix) Presentation on [Homeopathy](#) - Dr. Bishnu Bhakta Kawan

The presentation on Homeopathy highlights the fundamental background and current state of homeopathy in Nepal. The presentation covers the dynamization process and the fundamental idea that "like cures like," highlighting the use of highly diluted substances to promote the body's healing. To acknowledge homeopathy's status as a national alternative medicine system in

## RECOMMENDATIONS

### VISION, MISSION, OBJECTIVES

1. The vision statement should be in a single line reflecting the commitment to quality health and well-being, holistic education, poverty alleviation, productive employment, and sustainable living.
2. The mission statement reads more like objectives. It has to be revised to make it forward looking in realizing the vision statement. The points included in the mission should be considered under objectives. The mission statement fails to incorporate the study plan and areas of biodiversity. Furthermore, the vision paper has missed naturopathy.
3. In light of the use of non-defined terminologies, it is strongly recommended to omit non-defined and non-recognized terminologies in the vision, mission, core objectives and strategic plan framework. Please flesh out the definitions/inclusions of each of the strategic pillars

### STRATEGIC ACADEMIC PILLARS

1. **Collaborative Approach:**
  - The University needs to collaborate with existing institutions rather than moving ahead independently.
  - It is critical to make YAU an umbrella institution of Ayurveda and incorporate all other institutions related to ayurveda under this university. This will make this university sustainable– the syllabus will be the same and there will be ownership among the stakeholders and institutions.



- Importantly, the University should secure international recognition of its curriculum and degree programs.
  - In the backdrop of increasing investment and research development in Ayurveda by China and India, we need to focus on academic exchange programs and research partnerships with the institutions of the neighboring countries and global institutions.
- 2. Community Participation:**
- The University must bring clarity on community involvement and engagement in its vision and strategic framework documents; the Act, Regulation, Vision Paper and Strategic Plan framework must incorporate the provisions of distributions of the benefits to the communities.
- 3. Academia:**
- PhD programs can be started immediately;
  - Development of research centers should be prioritized;
  - Adoption of an integrated model to connect with health services;
  - Undergraduate courses should be service-oriented;
  - Critical to collaborate with regulatory bodies;
  - provision of distance learning and linkage with entrepreneurship can help in sustainability plans.
  - Herbal Science and Ayurveda cannot be separated and need to work together
  - AYUSH model of India and some Ayurveda Institutions of Myanmar can be taken as reference to ensure indigenous vibe and global recognition of the degrees and programs of the University.
- 4. University Infrastructures:**
- It is important to decide locations of campuses and hospitals with due regards to settlements/population and human resource availability, socio-economic mobility and provincial balance.
  - It is equally important to prioritize the establishment of Research and Development centers alongside the construction of university campuses and hospitals.
- 5. Human Resource:**
- Expedite the process of fulfillment of academic human resources.
  - Priority should be given to the utilization of the existing domestic human resources rather than bringing from abroad.
- 6. Legal Clarity:**
- It is advised to coordinate with the CTEVT while implementing non-academic short-term courses and training packages under University programs. The existing law mandates them under the CTEVT jurisdiction.
  - The University should give due emphasis to herbal cultivation and production cycles in its legal documents.
  - The strategic pillars envisioned in the University Act should align with the recognized health treatment systems by the Public Health Service Act 2075, including allopathy, Ayurved, Unani, Natural treatment, Acupuncture, and Sowa Rigpa (Amchi). The alignment of the academic pillars with the legally (Public Health Service Act 2075) recognized fields of health treatment - Allopathy, Ayurveda, Homeopathy, Unani, Naturopathy, Acupuncture, and Sowa Rikpa - is necessary.

## Recommendations for changes in Strategic Plan document

### **Definition of Mission, Vision and objectives**

**Vision:** To advance quality health and well-being through holistic Ayurveda education that empowers communities, alleviates poverty, fosters productive livelihoods, and promotes sustainable living in harmony with the Himalayas

**Mission:** The mission of Vidushi Yogamaya Himalayan Ayurveda University is to provide high-quality education, research, and practice in Ayurveda and holistic health; to equip students and communities with knowledge and skills for improving well-being; to create pathways for poverty reduction and productive employment; and to foster sustainable living rooted in Himalayan values and traditions through the key pillars of Ayurveda, Himalayan medicine and Herbal Sciences, Yoga and Meditation, Complimentary Healing and Himalayan Languages, cultures and philosophies.

#### **Objectives:**

1. Promote Nepal's traditional and indigenous knowledge and skills of Ayurveda, Himalayan Medicine and Herbal Sciences, Yoga, Meditation, Complimentary Medicine and Himalayan Languages, Cultures and Philosophies through quality education and research, and development of qualified and competitive human resources.
2. Provide affordable and accessible Ayurveda and integrated healthcare services to communities across all seven provinces by establishing centers of education excellence, teaching hospitals, research centers and sustainable production centers within 10 years.
3. Operationalize integrated and holistic approaches to theory and practice of healing by synthesizing modern science, technology and associated philosophical approaches with traditional, indigenous and alternative methods and understandings.
4. Promote global awareness and advocacy for more robust engagement of Nepal's ayurvedic, Himalayan, traditional, indigenous and alternative healing approaches and philosophies through outreach and exchange, strong international partnerships, knowledge skills collaboration and sharing on research, education and pedagogy, technology and skills transfer.

### **Definition of Strategic Pillars**

**The School of Ayurveda** at Vidushi Yogamaya Himalayan Ayurveda University is dedicated to the preservation, advancement, and application of authentic Ayurvedic knowledge and practices. It serves as a center for excellence in education, research, and clinical training, integrating classical Ayurvedic wisdom with modern scientific approaches to promote holistic health and well-being. Through its programs, the School equips students with the skills to serve as competent practitioners and researchers, while fostering community health, poverty alleviation, sustainable livelihoods, and the revitalization of Himalayan traditions

**The School of Yoga and Meditation** at Vidushi Yogamaya Himalayan Ayurveda University is dedicated to the study, practice, and dissemination of yoga and meditative sciences rooted in both Hindu and Buddhist traditions. It provides a holistic framework that integrates philosophy, discipline, and practice to cultivate physical health, mental clarity, emotional balance, and spiritual growth. Through its academic programs, research initiatives, and community engagement, the School fosters a deep understanding of yoga and meditation as pathways for individual well-being, social harmony, and sustainable living. By bridging

classical teachings with contemporary applications, it prepares practitioners, scholars, and teachers to contribute meaningfully to global discourses on health, mindfulness, and human flourishing.

**School of Complementary and Alternative Medicine** at Vidushi Yogamaya Himalayan Ayurveda University is dedicated to the study, practice, and preservation of diverse healing systems that complement Ayurveda, yoga, and Himalayan medicine. Bringing together Homeopathy, Unani, Naturopathy, acupuncture, indigenous dhami-jhakri traditions, and other alternative healing modalities, the School provides a platform for education, practice, and research that values cultural wisdom, natural therapies, and holistic approaches to health. It seeks to empower communities through accessible, culturally resonant healing practices while fostering dialogue between traditional knowledge and contemporary science.

**The School of Himalayan Medicine and Herbal Sciences** at Vidushi Yogamaya Himalayan Ayurveda University is devoted to the preservation, education, and advancement of Himalayan healing traditions, with a particular focus on Sowa Rigpa and herbal sciences. It integrates indigenous knowledge with modern scientific inquiry to promote holistic health, ecological sustainability, and community resilience. The School serves as a hub for training practitioners, advancing research, and cultivating livelihoods that support both human well-being and the sustainable use of Himalayan biodiversity.

**The School of Himalayan Languages, Cultures, and Philosophies at Vidushi Yogamaya Himalayan Ayurveda University** is dedicated to the study, preservation, and dissemination of the rich linguistic, cultural, and philosophical traditions of the Himalayan region. By exploring the contextual foundations in which Ayurvedic, yogic, Himalayan medical, and alternative healing practices have evolved, the School provides critical insights that deepen understanding, authenticity, and application of these disciplines. It fosters scholarship, intercultural dialogue, and community engagement to sustain the region's intangible heritage while supporting holistic education and well-being.

#### **Priorities within each strategic pillar for 2025-2026**

- Overall: start with Post graduate and PhD classes

#### **The School of Ayurveda**

- PG course on Ayurveda (PhD)
- 1 Year fellowship after Bachelor in Nursing (Clinical)
- Elective course on Ayurvedic nursing as part of Bachelor in Nursing

#### **The School of Yoga and Meditation**

- Preparation for BA in Yoga Therapy, including faculty and course design etc

#### **School of Himalayan Medicine and Herbal Sciences**

- Master and PhD in Sowa Rigpa Medicine and Surgery (Focus: Curative, preventive and palliative clinics / hospitals)
- Ayurveda Pharmacology program design

#### **School of Complementary and Alternative Medicine**



- PG courses on: Acupuncture, Moxibustion, Qi gong, Tuina and Acupressure

### **The School of Himalayan Languages, Cultures, and Philosophies**

- Establishment of Cultural Relation Wing to facilitate academic activities and international collaboration
- PhD in Indigenous healing



## **NEXT STEPS**

1. Incorporate workshop inputs into Strategic Plan Version 2.0. And finalize the document through consensus of concerned officials
2. Present revised plan to the University Senate for endorsement
3. Develop detailed implementation roadmaps for each strategic pillar
4. Establish monitoring and evaluation mechanisms to track progress towards realization of mission, vision and objectives

## **ANNEXES**

- 1. Expert Presentations on the Strategic Academic Pillars**
- 2. Group work Action Plans on Strategic Academic Pillars**
- 3. Workshop Agenda**
- 4. Group Work notes on SWOT analysis**
- 5. List of participants and Group divisions**
- 6. Draft Strategic Plan Version 2.0 (based on all inputs from the two-day workshop)**



# Vidushi Yogamaya Himalayan Ayurveda University (YAU)

August 18-19, 2025

Vision, Mission & Strategic Plan

Presented by: Prof. Dr. Ramesh Dhungel



# Purpose of the Presentation



- Introduce YAU and its holistic educational model
- Highlight Nepal's urgent need for CAM-based academic institutions
- Share the four-year roadmap for sustainable growth
- Explore pathways for collaboration and partnerships





# What is YAU?



- A government-backed institution under the 2079 Act
- Named after reformer Yogamaya Neupane
- Located in the bio-diverse Arun Valley, Sankhuwasabha
- Focus: Ayurveda, Yoga, Sowa-rigpa, Indigenous Healing Systems





# Why Now? Why YAU?



- Traditional knowledge at risk
- No formal structure for academic CAM in Nepal
- Increasing global demand for holistic health education
- Opportunity to build Nepal's soft power and CAM leadership







# YAU's Strategic GOAL

To be a globally respected center of excellence in Ayurveda, Himalayan Medicine (So-rig practice) and indigenous healing, Yoga-meditation, Herbal Sciences, other major alternative streams of traditional medicine and healings.

YAU's goal also intends to integrate spiritual and cultural knowledge for sustainable development.

# YAU's Vision



- To become a nationally and globally respected center of excellence in Ayurveda, Himalayan Medicine, Herbal sciences, Yoga, Meditation, alternative medicine and Himalayan languages, cultures and philosophies.
- To lead transformative education, innovative research and sustainable production that preserves Nepal's rich cultural heritage while promoting human health, national prosperity and sustainable progress worldwide.





# YAU's Mission

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1. Promote Nepal's traditional and indigenous knowledge and skills of the Ayurvedic, Himalayan Medicine, Herbal Sciences, Yoga, Meditation, Other alternative medicines, related languages cultures and philosophies through quality education and research, and development of qualified and competitive human resources.
2. Provide affordable and accessible Ayurvedic, Himalayan, Yoga, Meditation, other alternative health sciences and practices to communities across all seven provinces by establishing centers of education excellence, teaching hospitals, research centers and sustainable production centers within 10 years.
3. Operationalize integrated and holistic approaches to theory and practice of healing by synthesizing modern science, technology and associated philosophical approaches with traditional, indigenous and alternative methods and understandings.
4. Promote global awareness and advocacy for more robust engagement of Nepal's ayurvedic, Himalayan, traditional, indigenous and alternative healing approaches and philosophies through outreach and exchange, strong international partnerships, knowledge skills collaboration and sharing on research, education and pedagogy, technology and skills transfer.

# Core Objectives



- Formal education in Ayurveda, Himalayan Medicine and herbal sciences, Yoga-meditation and other medical practices
- Document indigenous healing knowledge
- Community-based clinics and fieldwork
- International exchange and rural economic upliftment

# Holistic Model of Education



- Integrative pedagogy combining theory and practice
- Cross-disciplinary studies in health, botany, spirituality, linguistics
- Collaboration with indigenous practitioners



# Society, Culture & Economy Interlinked



- Education fosters cultural pride and economic development
- Community as co-educators and beneficiaries
- Wellness tourism and herbal industries to drive local economies

# Strategic Pillars of Education



- Ayurveda
- Himalayan Medicine and Herbal Sciences
- Yoga and Meditation
- Alternative medicine and healing
- Himalayan Languages, Cultures and Philosophies



# SWOT Analysis Summary

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- Strengths: Govt. backing, location, cultural legitimacy
- Weaknesses: New institution, HR & infrastructure gaps
- Opportunities: Global CAM demand, wellness tourism
- Challenges: Accreditation, faculty retention, competition

# Four-Year Strategic Framework



- 2025: Establish governance & planning
- 2026: Launch academics, community engagement
- 2027: Research center, product development
- 2028: Online programs, global outreach

# Year 1 – 2025 (Foundation Phase)



- Finalize vision, mission, leadership
- Stakeholder planning workshop
- Design curriculum and green campus
- Build national and global academic networks



# Year 2 – 2026 (Academic Launch)

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- Begin undergraduate and pre-Bachelor programs and post doctoral, PhD and MD programs (top and basic level)
- Operationalize clinics and field-based learning
- Begin student research and public education
- Start international outreach



# Year 3 – 2027 (Research & Economic Development)

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- Launch YAU Research Centre
- Herbal product development
- National CAM conference
- Rural supply chain for herbal cultivation

# Year 4 – 2028 (Globalization & Sustainability)



- Launch online global certification programs
- Establish endowment fund and alumni network
- Finalize partnerships and digital learning infrastructure

# YAU's Sustainability Model



- Tuition (domestic and global)
- Clinical services
- Herbal products
- Tourism packages
- Grants and CSR
- IP licensing and consulting



# Monitoring & Evaluation



- Key indicators: enrollment, clinics served, publications
- Revenue tracking and impact metrics
- Bi-annual strategy reviews and annual reporting



# Risks & Mitigation



- Risk: Faculty and infrastructure gaps
- Mitigation: Competitive hiring & digital access
- Risk: Credibility vs. tradition
- Mitigation: Dual-track academic standards

# Call to Action



- Engage policymakers, donors, researchers, and communities
- Support YAU's journey from vision to global relevance
- Help make Nepal a leader in CAM-based education

Thank You





# Should Nepal develop standardized Ayurvedic nursing programs to integrate traditional medicine with modern nursing practices?


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| INDIA     | <p>India regulates Ayurvedic nursing via INC; Post Basic Diploma (2023) trains registered nurses/midwives in Ayurveda principles and clinical practice.</p> <p><b>MINIMUM REQUIREMENTS / GUIDELINES FOR STARTING POST BASIC DIPLOMA IN AYURVEDA</b></p> <p><b>SPECIALITY NURSING- RESIDENCY PROGRAM</b></p> <p>The program may be offered at:</p> <ol style="list-style-type: none"> <li>1. Ayurveda hospital offering higher studies (graduate/postgraduate) in Ayurveda, having minimum of 100 beds with diagnostic, therapeutic and state of the art Ayurveda therapy units with all types of specialized nursing care facilities.</li> <li>2. Above eligible institution shall get recognition from the concerned State Nursing Council for Post Basic Diplomain Ayurveda Speciality Nursing Program for the particular Academic year, which is a mandatory requirement.</li> <li>3. The Indian Nursing Council shall after receipt of the above documents / proposal would then conduct statutory inspection of the recognized training nursing institution under section 13 of Indian Nursing Council Act, 1947 in order to assess suitability with regard to availability of Teaching faculty, Clinical and infrastructural facilities in conformity with regulations framed under the provisions of Indian Nursing Council Act, 1947</li> </ol> <p>Source:<a href="https://www.indiannursingcouncil.org/uploads/pdf/1663751834524053199632ad69a4d7cb.pdf">https://www.indiannursingcouncil.org/uploads/pdf/1663751834524053199632ad69a4d7cb.pdf</a></p> |
| Sri Lanka | <p>Sri Lanka, Ayurvedic nursing is regulated under the <a href="#">Ayurveda Act No. 31 of 1961</a>, and the <a href="#">Ayurveda Medical Council</a> is the body responsible for registering and overseeing Ayurvedic nurses and practitioners. This Act was established to provide a framework for the registration and professional conduct of various Ayurvedic professionals, including nurses.</p> <p>Source: <a href="https://www.srilankalaw.lk/revised-statutes/volume-i/74-ayurveda-act.html">https://www.srilankalaw.lk/revised-statutes/volume-i/74-ayurveda-act.html</a></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| China     | <p><b>Traditional Chinese medicine (TCM) Nursing Programs in China</b></p> <ul style="list-style-type: none"> <li>• <b>Program Purpose:</b> Strengthen inheritance and innovation of TCM theory, knowledge, and skills in nursing education and research.</li> <li>• <b>Scope:</b> Chronic disease management, prevention, health preservation, rehabilitation, care of women, children, elderly.</li> <li>• <b>Education Focus:</b> <ul style="list-style-type: none"> <li>◦ Humanities related to TCM culture</li> <li>◦ History and development of TCM and TCM nursing</li> <li>◦ TCM thinking, perception, and basic nursing features</li> <li>◦ Basic theory, knowledge, and clinical skills</li> </ul> </li> <li>• <b>Research &amp; Innovation:</b> <ul style="list-style-type: none"> <li>◦ Clinical research based on syndrome differentiation</li> <li>◦ Evidence-based and translational approaches</li> <li>◦ Application of research results to improve health care</li> </ul> </li> <li>• <b>Standards &amp; Regulation:</b></li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |

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|--------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                    | <ul style="list-style-type: none"> <li>○ 2010: Ministry of Education – Undergraduate Nursing Program Standards</li> <li>○ 2013: Nursing Education Steering Committee – TCM Nursing Curriculum &amp; Clinical Practice Standards</li> <li>● <b>Significance:</b> Standardized cultivation of nursing professionals; promotes integration of TCM and modern nursing practices.</li> </ul> <p><b>Sources:</b> Ministry of Education of China, Nursing Education Steering Committee, TCM Colleges &amp; Universities.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| European countries | <p><b>INTEGRATIVE NURSING: BOTH TIMELESS AND TRANSFORMATIVE</b></p> <p>Integrative Nursing is grounded in the principles that human beings are whole systems, inseparable from their environments, and possess an innate capacity for healing and well-being. This approach is person-centered, relationship-based, and informed by evidence, combining conventional and complementary therapies while using the least intensive intervention necessary. It emphasizes the health and well-being of both patients and caregivers, addressing stress and burnout, and promoting compassionate, holistic care. By integrating the art and science of caring, facilitating healing, and alleviating suffering, Integrative Nursing aligns with nurses' values and patient expectations, ultimately enhancing symptom management and overall quality of care (Kreitzer, Koithan, Sullivan, Nunez, &amp; Voss, 2022).</p> <p><b>Sources:</b> Kreitzer MJ, Koithan M, Sullivan S, Nunez M and M Voss. (2022). Integrative Nursing and the ANA Scope and Standards of Practice: Expanding the Reach of Nursing for Families and Society. Creative Nursing, 28(4), 228-233. <a href="https://ec.europa.eu/programmes/erasmus-plus/project-result-content/94dbd130-496c-428b-9435-696cd086a10f/3.1_INES_Handbook_for_Teachers_in_Nursing.pdf">https://ec.europa.eu/programmes/erasmus-plus/project-result-content/94dbd130-496c-428b-9435-696cd086a10f/3.1_INES_Handbook_for_Teachers_in_Nursing.pdf</a></p> |

## International Models of Ayurvedic and Integrative Nursing Programs

| Country                     | Regulatory Body                                              | Program Type                 | Key Features                                                                                                                                                                                |
|-----------------------------|--------------------------------------------------------------|------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| India                       | Indian Nursing Council (INC)                                 | Post-Basic Diploma/Residency | Registered nurses/midwives trained in Ayurveda principles; hospitals ≥100 beds; statutory inspections; recognized by State Nursing Council.                                                 |
| Sri Lanka                   | Ayurveda Medical Council                                     | Ayurvedic Registration       | Legal framework under Ayurveda Act; registration and professional conduct; oversees Ayurvedic nurses and practitioners.                                                                     |
| China                       | Ministry of Education & Nursing Education Steering Committee | TCM Programs                 | Focus on TCM heritage, clinical skills, chronic disease care; research and evidence-based practice; standardized curriculum.                                                                |
| Europe (Multiple Countries) | Integrative Nursing Standards                                | Integrative Nursing          | Holistic, person-centered care; combines conventional and complementary therapies; promotes caregiver and patient well-being; evidence-informed; stress and burnout management.<br>Sources: |

| Program Type                                                                                         | Level                        | Objective                                                  | Justification                                      | Major Activities / Timeline                                   | Sources                               |
|------------------------------------------------------------------------------------------------------|------------------------------|------------------------------------------------------------|----------------------------------------------------|---------------------------------------------------------------|---------------------------------------|
|  Academic Program | Diploma / Post-Basic         | Train nurses in Ayurvedic principles & clinical practice   | Integrate traditional medicine with modern nursing | Coursework, clinical rotations, workshops (1–2 yrs)           | INC Guidelines, Panda & Mohanta, 2022 |
|  Research Project | Undergraduate / Postgraduate | Evaluate holistic nursing outcomes & traditional practices | Evidence-based policy development                  | Literature review, field studies, data analysis (6–12 months) | Kreitzer et al., 2022                 |

| Program Type                                                                                        | Level      | Objective                                       | Justification                          | Major Activities / Timeline                             | Sources                   |
|-----------------------------------------------------------------------------------------------------|------------|-------------------------------------------------|----------------------------------------|---------------------------------------------------------|---------------------------|
|  Community Project | All levels | Promote public awareness of integrative nursing | Improve patient safety & holistic care | Health camps, awareness programs, follow-ups (6 months) | Ministry of Health, Nepal |

## Proposed Standardized Nursing Programs and Requirements for Nepal

| Program             | Academic Level               | Notes                                                 | Minimum Requirements                                                                                                                                 |
|---------------------|------------------------------|-------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------|
| Ayurvedic Nursing   | Diploma / Post-Basic         | For registered nurses; foundational Ayurveda training | University/Nursing Council recognition; trained faculty; clinical units $\geq 100$ beds; lab & therapy units; theory + practical + research          |
| Integrative Nursing | Undergraduate / Postgraduate | Can integrate into existing nursing curriculum        | University/Nursing Council approval; faculty trained in integrative care; clinical/practical exposure; research component; evidence-based curriculum |



## Just Opinion:

[Yogmaya Neupane's legacy inspires YAU to deliver transformative education, innovative research, and sustainable production. With over 90% of Nepalese nurses female, YAU advances professional skills, holistic care, and leadership in Ayurveda, Himalayan, herbal sciences, Yoga, and alternative medicine]

## Discussion Questions for Workshop – Standardized Ayurvedic Nursing Programs at Yogmaya University:

1. In what ways can Yogmaya University build on its legacy to effectively train skilled female nurses in Ayurvedic and holistic healthcare?
2. What are the essential infrastructure and faculty standards needed to establish accredited Ayurvedic nursing programs in Nepal?
3. How can integrating Ayurveda, Himalayan and herbal sciences, Yoga, and alternative medicine enhance patient care outcomes?
4. Which strategies can support evidence-based curricula and research within Ayurvedic nursing programs?
5. How might Nepal foster international collaborations to strengthen professional standards and recognition for Ayurvedic nurses?



# YAU Strategic Plan Review and Validation Workshop THEME: HERBAL SCIENCE

August 18, 2025

प्रा.डा.प्रदिप ज्ञवाली, एम डी क्लिनिकल फार्माकोलोजि

GCRT, हार्वर्ड विश्वविद्यालय

उपकुलपति

मदन भण्डारी स्वास्थ्य विज्ञान प्रतिष्ठान

पूर्व कार्यकारी निर्देशक — (सदस्य सचिव)

नेपाल स्वास्थ्य अनुसन्धान परिषद्

# Background



## INTRODUCTION

MBAHS was established by Provincial Act, 2018 guided by Madan Bhandari's vision of social equity particularly in health. Realizing the mammoth growth in demand for higher education, our representatives approved a bill that made compulsory to establish at least a Government Medical College as a Deem University in a state.

## MISSION

Nurture health professionals with humanitarian soul, universal perspective and patriotism in action.

## VISION

To become frontier medical institute of Nepal, providing quality environment conducive for learning. We aim to cultivate spirit of inquiry, thirst for knowledge and innovation oriented with ingenious pursuits. We envision a patient centric state of art health care facility, committed to professional excellence, reaching all communities, primarily under-reached, unreached and uncared.



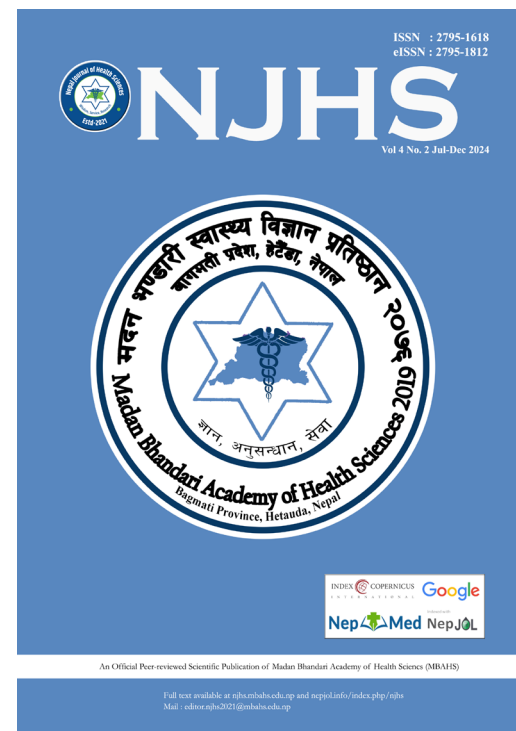


# OBJECTIVES

To adopt technology friendly environment in all aspects of teaching, learning, and research

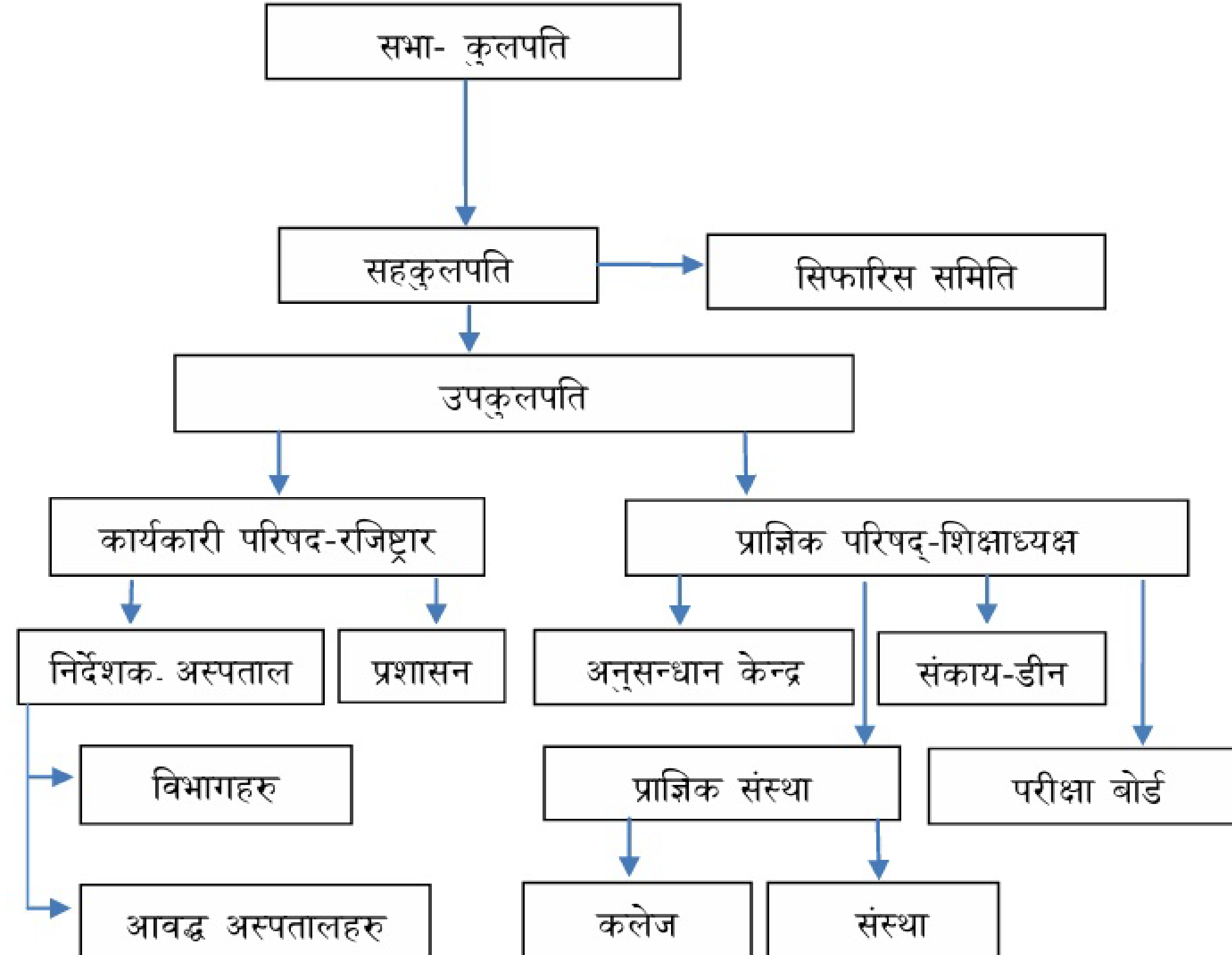
To conduct advanced researches and, undertaking research projects especially pertaining to Nepalese context

To establish suitable environment for effective practice of evidence based medicine





# मुख्य संगठनात्मक संरचना







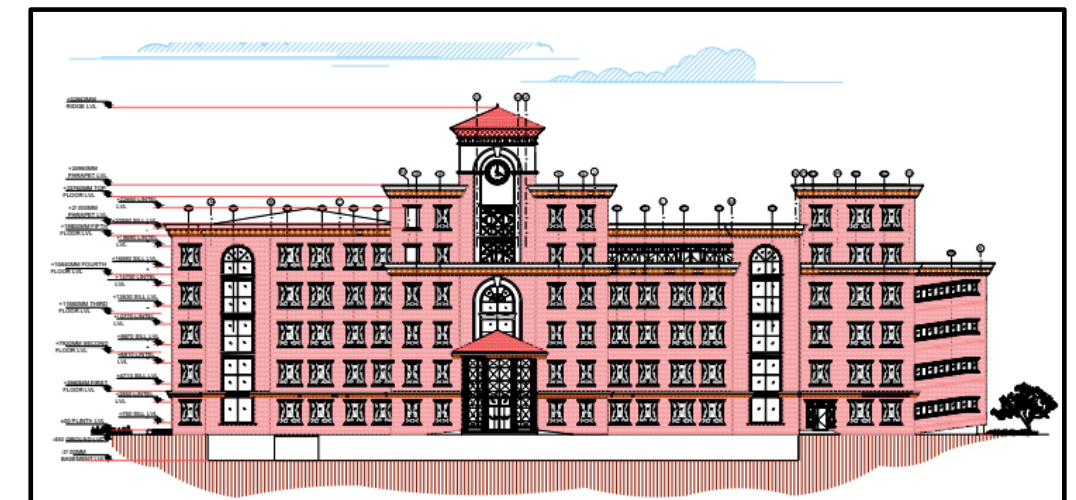
**Basic Science Block**



**BPH Block**



**Research Center and Exam Committee Block**





# Hetauda Hospital, Madan Bhandari Academy of Health Sciences



# SWOT Analysis of MBAHS

## STRENGTHS



1. Government Backing and Support
2. Unique Position as First Provincial Deemed University
3. Focus on Social Equity and Access
4. Commitment to Quality Health Education
5. Focus on Research Excellence
6. Strategic Location
7. Strong Vision and Mission

## OPPORTUNITIES



1. Growing Demand for Health Professionals
2. Government and International Partnerships
3. Expansion of Health Care Services
4. Technological Advancements
5. Research Funding and Collaboration
6. Community Engagement and Health Awareness



## WEAKNESSES

1. Limited Infrastructure and Resources
2. Dependency on Political Support
3. Attracting Qualified Faculty
4. Lack of Global Recognition
5. Balancing Expansion with Quality Control



## THREATS

1. Competition from Established Institutions
2. Political Instability
3. Economic Challenges
4. Regional Health Inequities
5. Brain Drain of Graduates





# Nepal: Rich in Biodiversity



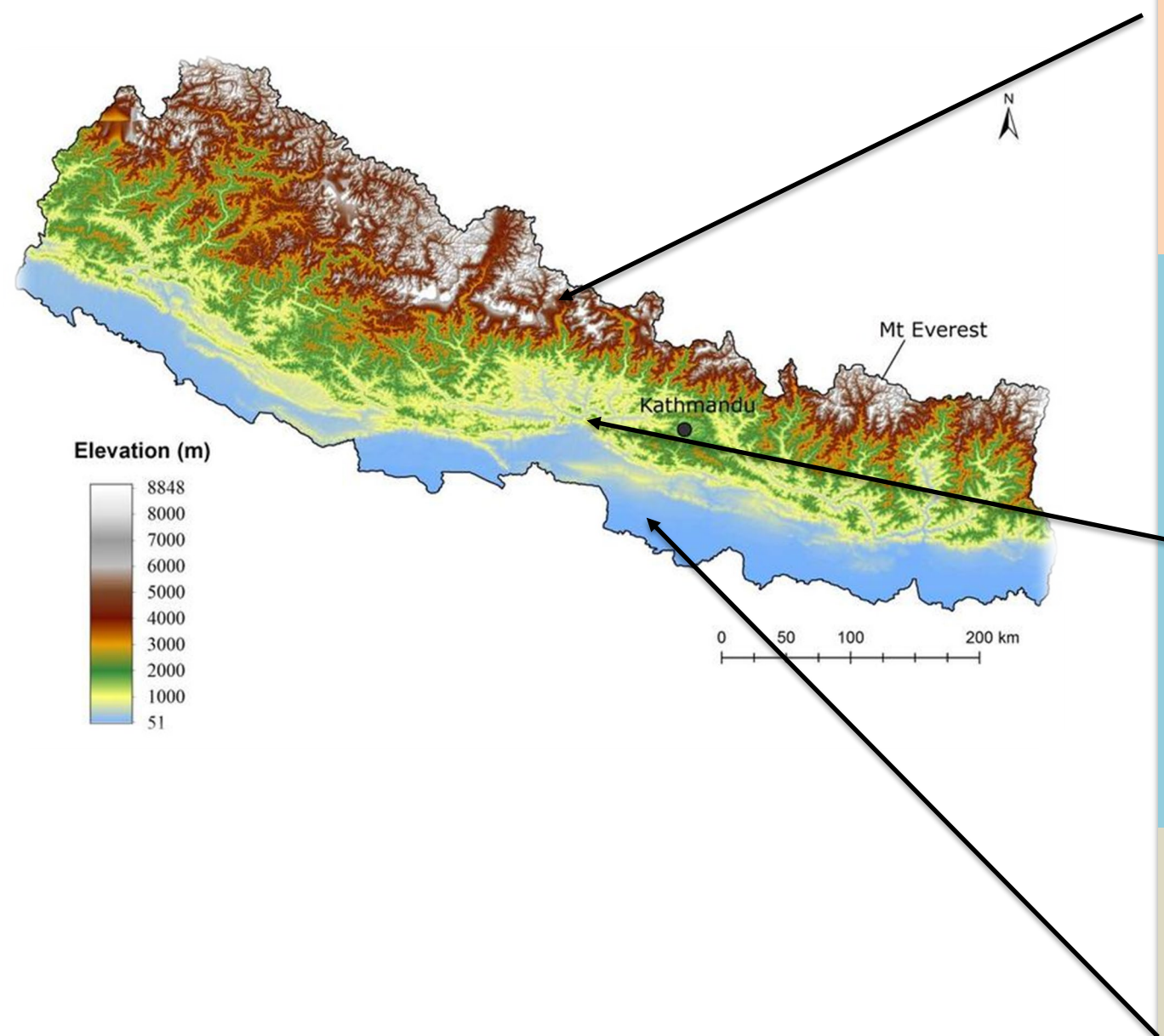
- Nepal's diverse cultures and rich biodiversity are the basis for its vast traditional medicine systems.
- About 80% of the population, especially in rural areas, relies on traditional medicine due to limited access to modern healthcare.
- The country's high-altitude regions are vital sources of medicinal plants for these traditions.

























PICTURE: YARSAGUMBA (CORDYCEPS SINENSIS)



# Key characteristic Medicinal Herbs and Minerals of Nepal



| Region    | Unique Medicinal Plants                                                               |                                                                                       |                                                                                       | Minerals                                                                              |                                                                                       |
|-----------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Himalayan |    |    |    |    |    |
|           | Yarsagumba                                                                            | Kuth                                                                                  | Jatamansi                                                                             |                                                                                       |                                                                                       |
|           |    |    |                                                                                       |  |  |
|           | Panchaunle                                                                            | Vatsanav                                                                              |                                                                                       |                                                                                       |                                                                                       |
| Hilly     |   |   |   |  |  |
|           | Chiraito                                                                              | Laligurans                                                                            | Pasanbhed                                                                             |                                                                                       |                                                                                       |
|           |  |  |                                                                                       |  |  |
|           | Devdaru                                                                               | Agarwood                                                                              |                                                                                       |                                                                                       |                                                                                       |
| Terai     |  |  |  |  |                                                                                       |
|           | Khadir                                                                                | Bijaya Shal                                                                           | Shatavari                                                                             |                                                                                       |                                                                                       |
|           |                                                                                       |                                                                                       |                                                                                       | Varieties of Clay                                                                     |                                                                                       |

# Present Status of Herbal

|                                               |
|-----------------------------------------------|
| Amala ( <i>Phyllanthus emblica</i> )          |
| Atis ( <i>Aconitum heterophyllum</i> )        |
| Bojho ( <i>Acorus calamus</i> )               |
| Chiraito ( <i>Swertia chirayita</i> )         |
| Dalchini ( <i>Cinnamomum tamala</i> ) : bark  |
| Jatamansi ( <i>Nardostachys grandiflora</i> ) |
| Jhyau ( <i>Lichen</i> sps)                    |
| Majitho ( <i>Rubia majith</i> )               |
| Padamchal ( <i>Rheum australe</i> )           |
| Pakhanved ( <i>Bergenia ciliata</i> )         |
| Pipla ( <i>Piper longum</i> )                 |
| Ritha ( <i>Sapindus mukorossi</i> )           |
| Sarpagandha ( <i>Rauvolfia serpentina</i> )   |
| Satawar ( <i>Asparagus racemosus</i> )        |
| Sugandhawal ( <i>Valeriana jatamansi</i> )    |
| Tejpat ( <i>Cinnamomum tamala</i> ) : leaf    |
| Timur ( <i>Zanthoxylum armatum</i> )          |
| Source: Indian Trade Centre, Tanakpur, I      |

Nepalese MAP commodities were exported to almost 50 destinations.

In terms of volume, India has been the major importer of MAP materials all these years. However, China stood top among the countries sharing high value to Nepalese MAP trade.

with over 2,300 species having medicinal value and around 300 being traded and exported. Examples include Yarsagumba, Kutki, Chiraito, and more

About 39% of traded medicinal plants are protected by the Government of Nepal under CITES.

Volume and value (in percentage terms) of medicinal plants exported from Nepal





(मा. खा. व. तथा जनसंख्या मन्त्रालय)  
मिति २०८२/०९/२२ को निर्णय

औषधि उत्पादन कुशल अभ्यास (दोस्रो संशोधन) संहिता, २०८२

औषधि कुशल अभ्यास संहिता, २०७२ संशोधन गर्न बाञ्छनीय भएकोले,

औषधि कुशल अभ्यास संहिता, २०७२ को दफा ८० ले दिएको अधिकार प्रयोग गरी मन्त्रालयको संहिताहरू बनाएको छ।

१. संक्षिप्त नाम र प्रारम्भ: (१) यस संहिताको नाम “औषधि उत्पादन कुशल अभ्यास (दोस्रो संहिता, २०८२)” रहेको छ।

(२) यो संहिता तुरुन्त प्रारम्भ हुनेछ।

२. औषधि उत्पादन कुशल अभ्यास संहिता, २०७२ को दफा ३५ मा संशोधन: औषधि उत्पादन अभ्यास संहिता, २०७२ (यस पछि मूल संहिता भनिएको) को दफा ३५ मा संशोधन:

(१) मूल संहिताको दफा ३५ को उपदफा (१) को खण्ड (छ) पछि देहायको खण्ड (छ१) गरिएको छ:-

“(छ१) पशु पन्छी (veterinary) प्रयोगको लागि सेफालोस्पोरिन्स (cephalosporins) समूह औषधि उत्पादनको लागि सामान्य वर्गका (General category) औषधिहरू उत्पन्न हुने कक्षमा जोखिमको आधारमा (risk-based approach) क्याम्पेन अभियान (campaign basis) आधारमा Risk Assessment र Cleaning Validation गरि उत्पादन गर्न सकिनेछ।”

(२) मूल संहिताको दफा ३५ को उपदफा (१) को खण्ड (ज) को सट्टामा देहायको राखिएको छ:

“(ज) मिटर डोज इन्हेलर (Meter Dose Inhaler) को हकमा स्टेरोइड र सामान्य वर्गका इन्हेलरहरूको उत्पादन कार्य सामान्य वर्गका औषधिहरूयुक्त मिटर डोज इन्हेलर हुने कक्षमा जोखिमको आधारमा (Risk Based Approach) सरसफाई विधिको र जोखिम पहिचान, मूल्याङ्कन एवं न्यूनीकरण (Cleaning Validation & Assessment) गरी वैयक्तिक सुरक्षा पोशाक (Personnel Protective Equipment) उत्पादन कार्य गर्न सकिनेछ।

• मिटर डोज इन्हेलर (Meter Dose Inhalers) को उत्पादन (Mixing, Distribution, Filling) गर्दा प्रति दुष्पण नियन्त्रण गर्न बन्द प्रणालीको (Closed System) प्रयोग गरी उत्पादन हावा ग्रेड C (Grade C) को फिल्टर गरिएको हावा आपूर्ति हुनुपर्नेछ।

• ड्राई पाउडर इन्हेलर (Dry Powder Inhalers) को उत्पादन (Mixing, Distribution, Filling) गर्दा कण र जैविक दुष्पण न्यूनीकरण हुने अवस्था सुनिश्चित गरी (manufactured conditions designed to minimize microbial and particulate contamination) प्रति दुष्पण नियन्त्रण गर्न बन्द प्रणालीको (Closed System) प्रयोग गर्नुपर्नेछ।”

३. मूल संहिता भनिएको दफा ६२ मा संशोधन: (१) मूल संहिताको दफा ६२ को उपदफा १५ व खण्ड (क) पछि देहायको खण्ड (क१.) राखिएको छ:-

“(क१.) स्टेरोइड सक्रिय तत्व भएको औषधिको (जस्तै Prednisolone, Dexamethasone, Methylprednisolone, Hydrocortisone, Betamethasone, Deflazacort आदि) Oral Liquid जस्तै सिरप, सस्पेन्सन (Syrup, Suspension) सामान्य वर्गका (General Category) औषधि



डा. विकास देवकोटा  
सचिव

## Herbal Medicine Regulatory and Compliance

- **National Ayurveda GMP Guidelines, 2082:** The Medicine Good Practice Code, 2025 was passed on a day in the month of September 2022. It aims for the standard ayurveda medicine production in Nepal.
- **WHO-GMP Guidelines :** This guideline has provide guide for the Ayurveda pharmacies.
- **DDA regulatory:** Department of Drug Administration (DDA) in Nepal, established in 1979 under the Ministry of Health and Population, is the primary regulatory body responsible for overseeing the production, marketing, distribution, import, export, storage, and use of medicines, including herbal and traditional medicines It operates under the Drug Act 1978 .

**WHO guidelines  
on good manufacturing  
practices (GMP)  
for herbal medicines**







**24**  
Years of  
Experience



# Food and Cosmetic Products:

Nepalese herbs are exported to international market and getting good market but limited support from the government agencies.



Vs

The Korean and Japanese cosmetics market is growing at the rate of 10 percent annually, said Bikash Shrestha, marketing officer at Koreana International. It has been around seven years since the trend shifted towards Korean and Japanese makeup products.







UM (TIMUR)



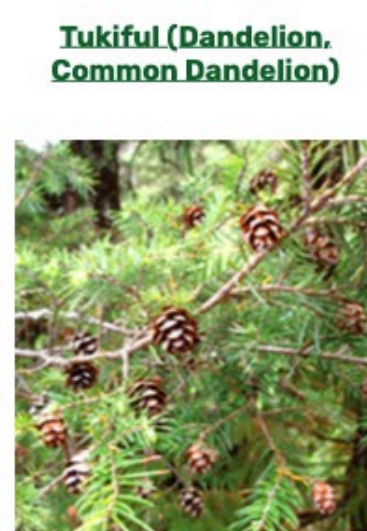
SILTIMUR



Kutki/Picror



Simal ko ful (Silk Cotton Tree)



Salla Simta (Hemlock)



Satav (Asf

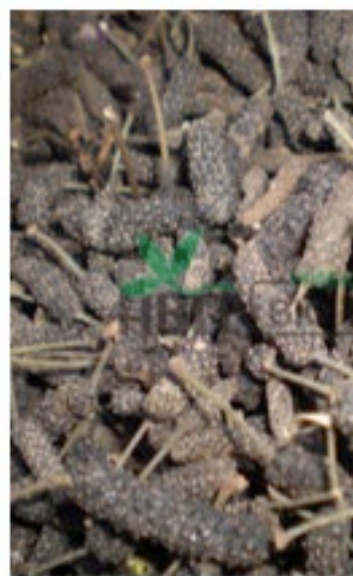
Sugar



SA NARAI



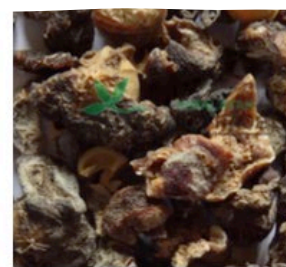
Asura (Turti)



Seto Musli (White Musli)



Majitho (Madder)



Amala (Emblic Myrobalan, Gooseberry)



Satuwa (Love Apple)



Chiraito (Chiretta)



Tulsi (Holy Basil, Sacred Basil)



Tejpat, Dalchini (Nepalese Cinnamon, Bay Leaf)



# Major Exports from Nepal

## Organic Herbs and Spices:



Sikakai (Soap Pod)



Sarpagandha, Chandmaruwa (Serpentine, Rauwolfia Root)



Saldhup



Rudrakshya (Utrasum Bead Tree)



Panchaunle, Hatajadi (Salep, Marsh Orchid)



Bishfej (Wall Fern)



# Reference Laboratory

Natural Product Research Laboratory (NPRL) **ISO 17025 accredited lab** under the Department of Plant Resources.

National Medicine Laboratory (NML), which is part of the Department of Drug Administration (DDA) in Kathmandu, Nepal

**Department of Food Technology and Quality Control (DFTQC)** under **Ministry** of Agriculture and Livestoks Development.



# Milestones



## Herbs

## Medicinal Herbs

Sustainable cultivation and Collection

Quality & labs

Standards & branding

Innovation and Export



Scientific  
Applications

R&D & new  
products

Innovation & IP



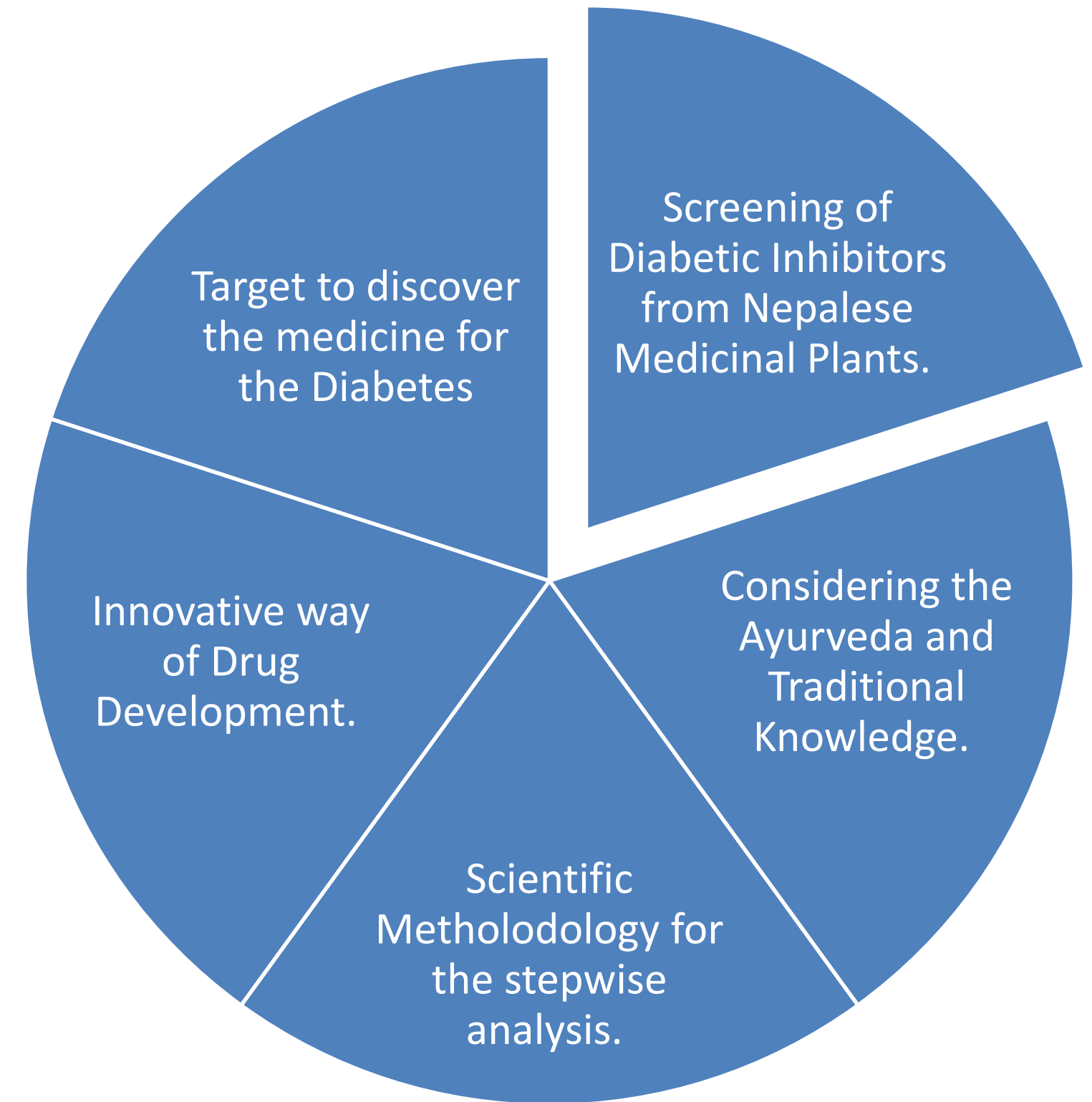
# Proposed Programs outline



| S.N | Course                                      | Introduction/ Objective                                                                                                                                                                                                                    | Need                                                                                                                                                                                                                                                                       |
|-----|---------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 2.  | <b>Bachelor in Integrated Pharmacy</b>      | <ul style="list-style-type: none"> <li>- Focus on cultivation, processing, and formulation of herbal medicines.</li> <li>- To prepare experts in herbal pharmacology and research.</li> </ul>                                              | <ul style="list-style-type: none"> <li>- Ayurveda Pharmacy of 55 numbers in Nepal.</li> <li>- GMP-2025 mandates for B. Ayurveda Pharmacist in Drugs Company.</li> <li>- Bachelor Pharmacy. requirement within the Pharmacy Department of Government Hospital.</li> </ul>   |
| 3.  | <b>Bachelor in Integrated Biotechnology</b> | <ul style="list-style-type: none"> <li>- Nepal has a rich biodiversity and cultural heritage.</li> <li>- To contribute to sustainable development and innovation of the classical products of ayurveda and alternative medicine</li> </ul> | <p>Increasing global interest in natural products and traditional medicine.</p> <p>Development of high-quality herbal products and modern therapeutic solutions</p> <p>Nepal's herbal medicine bioresource potential: Bioprospective research ((Shrestha et al., 2020)</p> |



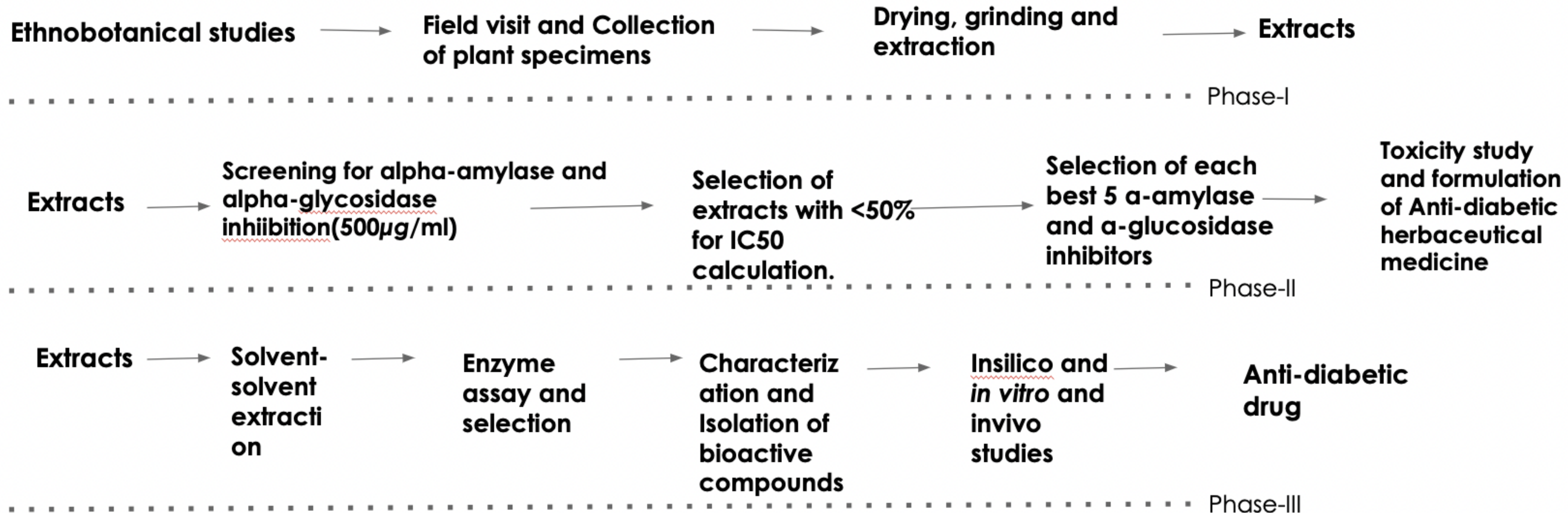
# Drug Development





# Steps of Drug Development with Reverse Pharmacology along with TK Knowledge :

## A Model of Antidiabetic Potential Candidate Exploration





# IMPORTANT HERBAL MEDICINE OF NEPAL

For Product Development and Industrialization



TAXUS BREVIFOLIA  
(PACIFIC YEW)



- Nardostachys  
Jatamansi



ALLIUM WALLICHI  
(HIMALAYAN ONION)



ASPHALTUM PUNJABIANUM  
(SHILAJIT)

## ANTICANCER

| Name of Plant           | Major Chemical Constituents                                                                                            |
|-------------------------|------------------------------------------------------------------------------------------------------------------------|
| Ziziphus nummularia     | Betulin, Betulinic acid                                                                                                |
| Andrographis paniculata | Andrographolide                                                                                                        |
| Centella asiatica       | Asiaticoside, hydrocotyline, vallerine, pectic acid, sterol, stigmasterol, flavonoids, thankunosides and ascorbic acid |
| Curcuma longa           | Curcumin                                                                                                               |

## ANTIDIABETES

| Plant part   | Name of plants                                                     |
|--------------|--------------------------------------------------------------------|
| Aerial parts | Artemisia pallens, Bidens pilosa, Bixa orellana, Teramnus labialis |
| Bark         | Cinnamomum zeylanicum, Croton cajucara                             |
| Bulb         | Allium cepa, Allium sativum                                        |
| Flower       | Cassia auriculata, Gentiana olivier, Musa sapientum                |

## POTENTIAL PRODUCT DEVELOPMENT FROM HERBAL MEDICINE



# Way forward:

Academic Course focused to the utilization of Higher Altitude Medicinal Plants

Research Laboratory for the R&D of the herbal plants

Scientific Application promoting Industrialization from the Academic outcome:  
Disseminations

Collaboration between the Universities

Promotion of Medical Tourism and Research



# Tourism, Herbs and Research

Nepal hold geographical variation.

Variation in the vegations

Favorable enviorment for research

## Medical Tourism

RESEARCH BASED MEDICAL TOURISM



H

HERBAL MEDICINE

M

MOUNTAIN  
MEDICINE

P

PHARMACEUTICAL  
R&D

I

INNOVATION

P

POLICY



# Collaboration Areas

## Capacity Building

Trainings, Exchange of  
Researchers and Scholars, Develop  
Research labs, Registries,  
Manufacturing Process  
Development (tech. transfer)



## Collaborative Research

Lab research, Clinical Trials  
on Herbal Medicine



## Scientific Application

Sharing of scientific evidence and  
scholarly information, policy  
engagement, community engagement

# Discussion Points



## DISCUSSION POINTS

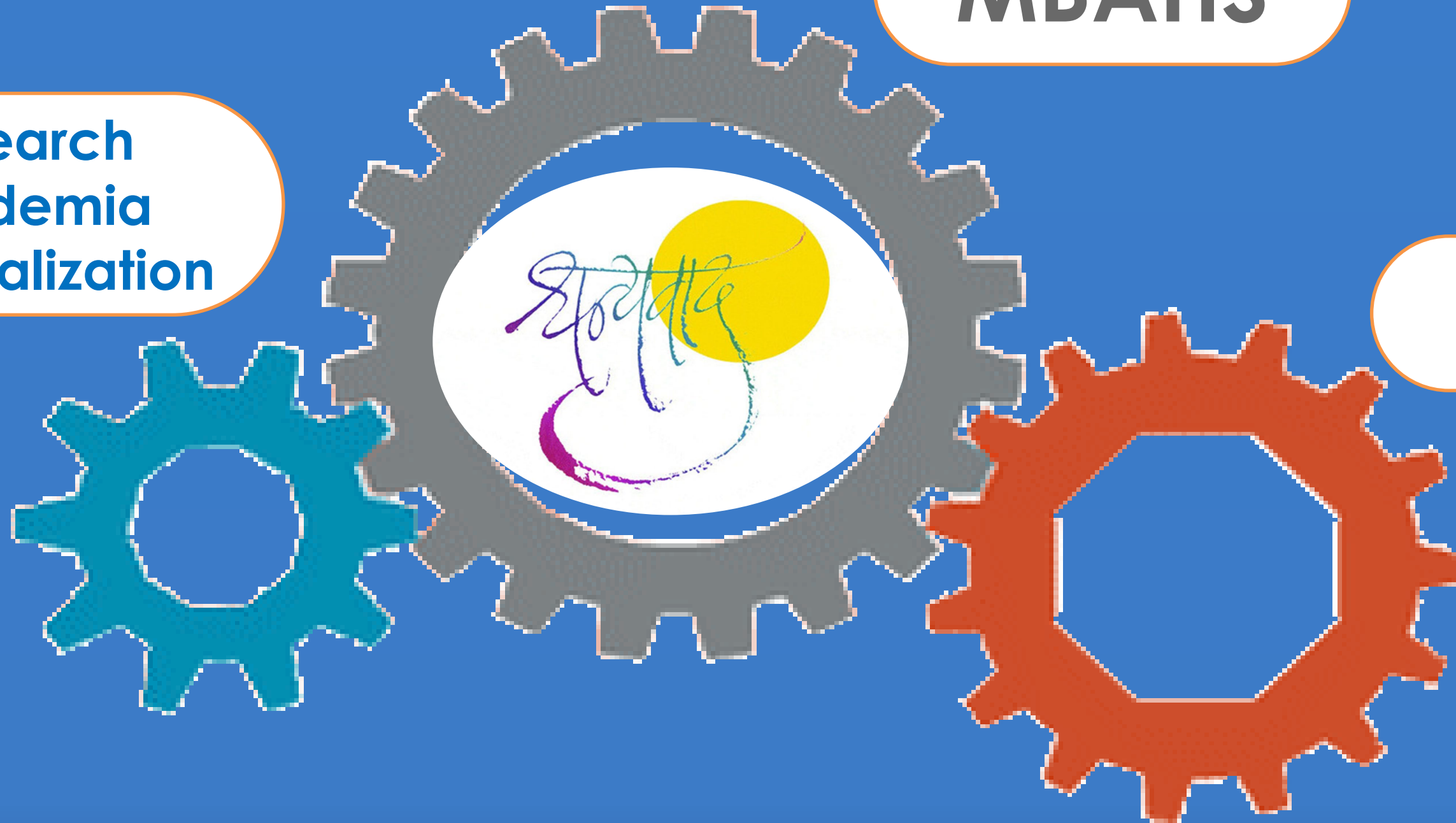
1. How we can do R&D on herbal medicinal plants
2. How to interconnect the Industrialization and Academia.
3. How to promote the community herbs and their product development
4. Strategy to promote the herbal commodities to global market
5. How to foster the research and industrialization through herbal science in University

# MBAHS and YAU In Collaboration

**MBAHS**

- Research
- Academia
- Industrialization

**YAU**



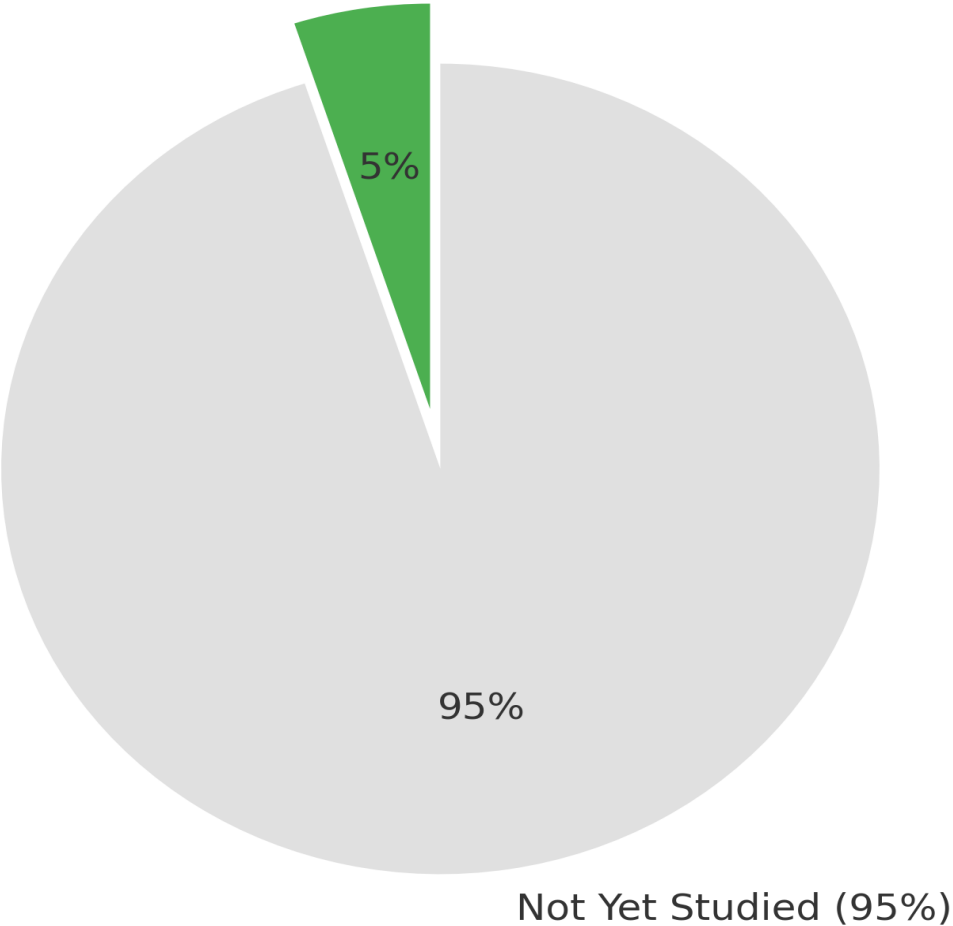
# HERBAL SCIENCE PILLAR



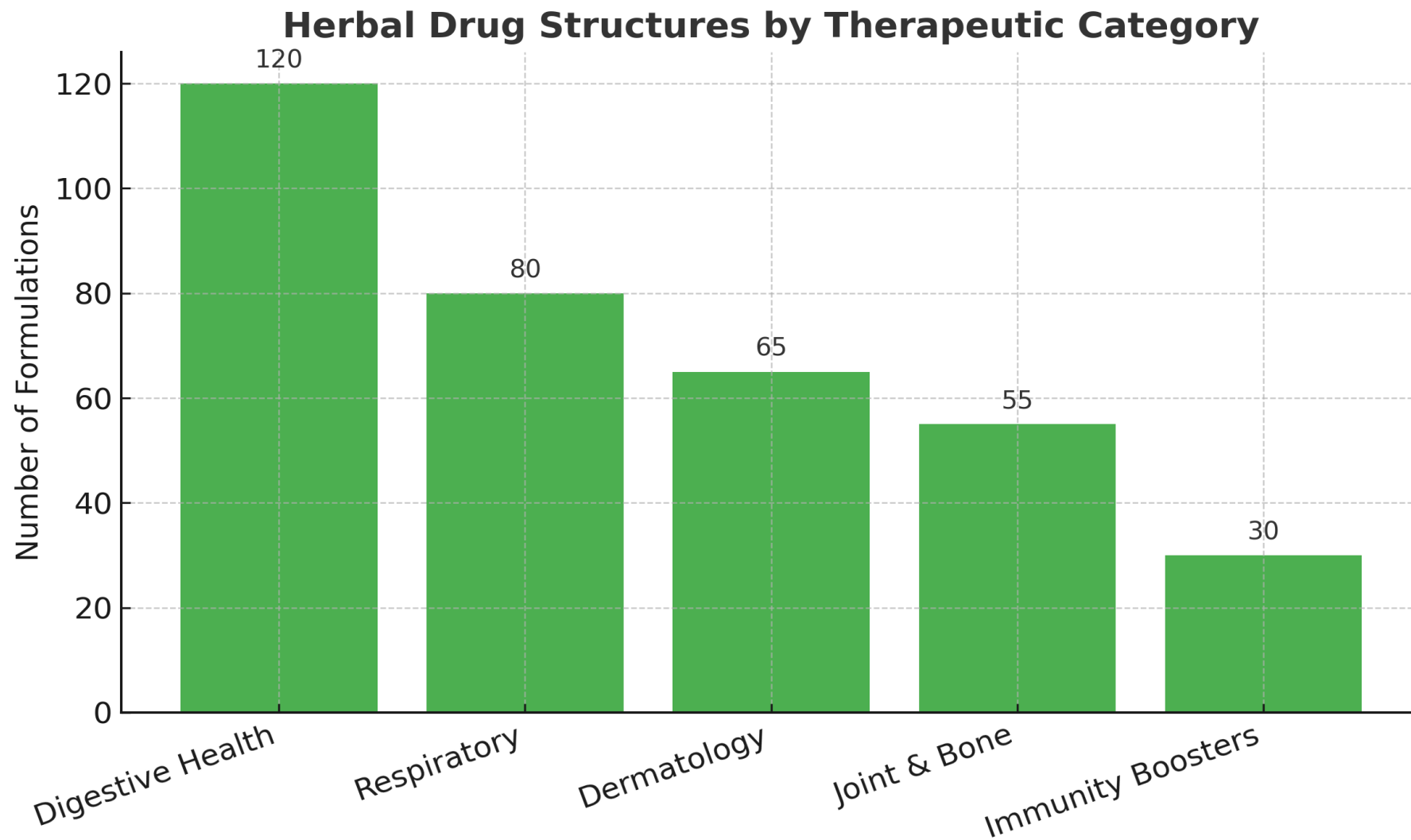


**Only 5% of Nepal's 7,000 Medicinal Plants Are Scientifically Validated (NHRC 2025)**

Scientifically Validated (5%)

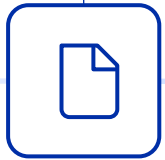


Source: Nepal Health Research Council, 2025



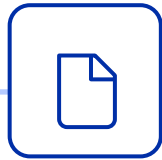
# HERBAL SCIENCE PILLARS

Traditional Knowledge  
(Ayurveda, Amchi) .



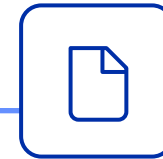
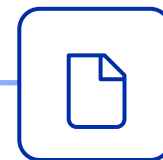
Knowledge

Industrial Processing (GMP,  
ISO Standards) ..

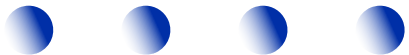


Scientific  
(Phytochemistry,  
Trials).

Validation  
Clinical



Global Integration (WHO  
Monographs, Patents) .

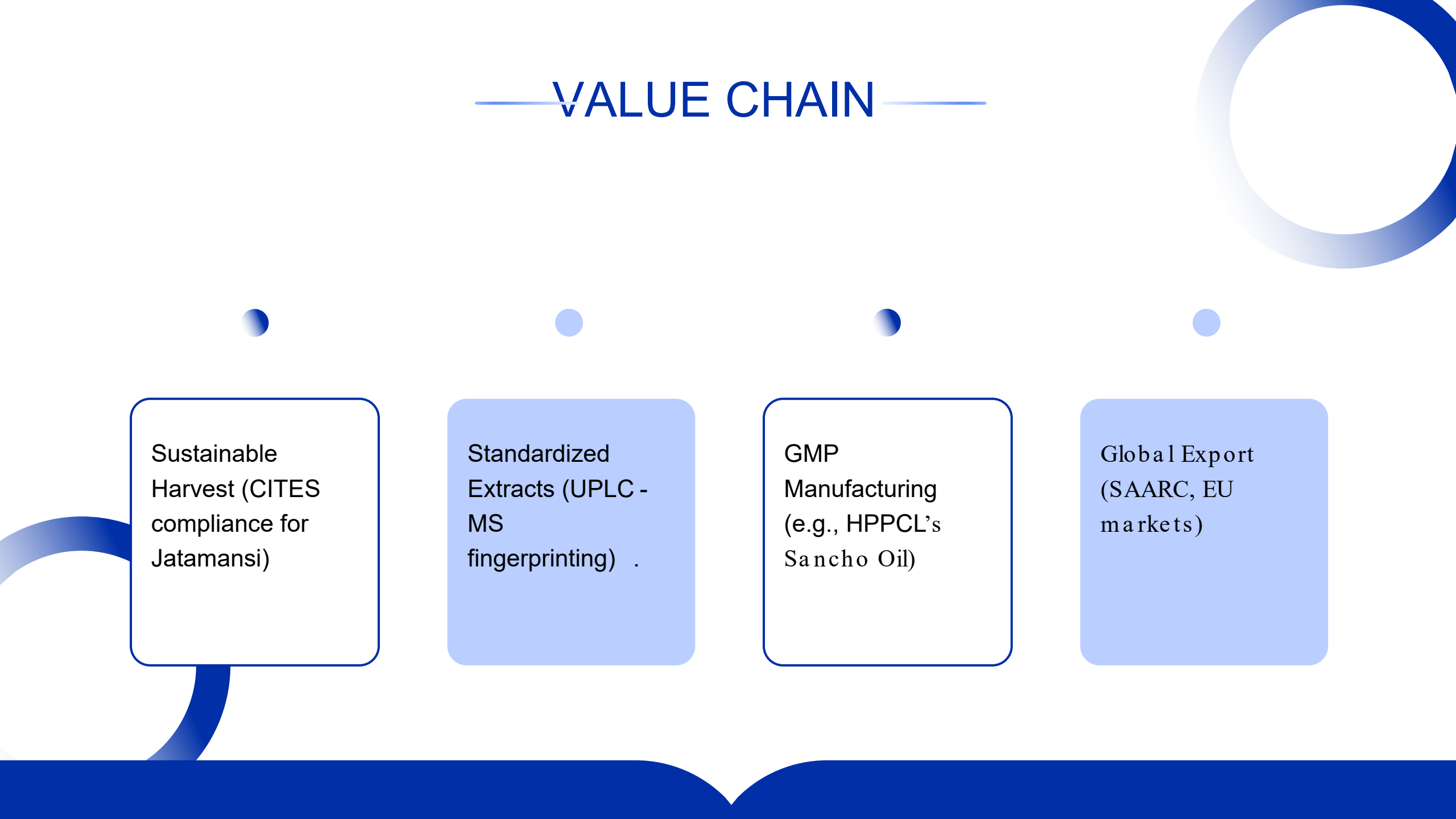




# HERBAL DRUGS

| PLANTS     | ACTIVE COMPOUNDS | CONCENTRATION |
|------------|------------------|---------------|
| Yarsagumba | Cordycepin       | 0.3–0.5%      |
| Chirayito  | Swertiamarin     | 2.5–4.0%      |
| Jatamansi  | Jatamansone      | 1.2–1.8%      |
| Turmeric   | Curcumin         | 3.0–5.0%      |

# —VALUE CHAIN—



A horizontal flow diagram illustrating the value chain. It consists of four rectangular boxes connected by a series of four blue dots. The first box is white with a blue border, while the others are solid blue. A large blue circle is in the top right, and a blue decorative bar is at the bottom.

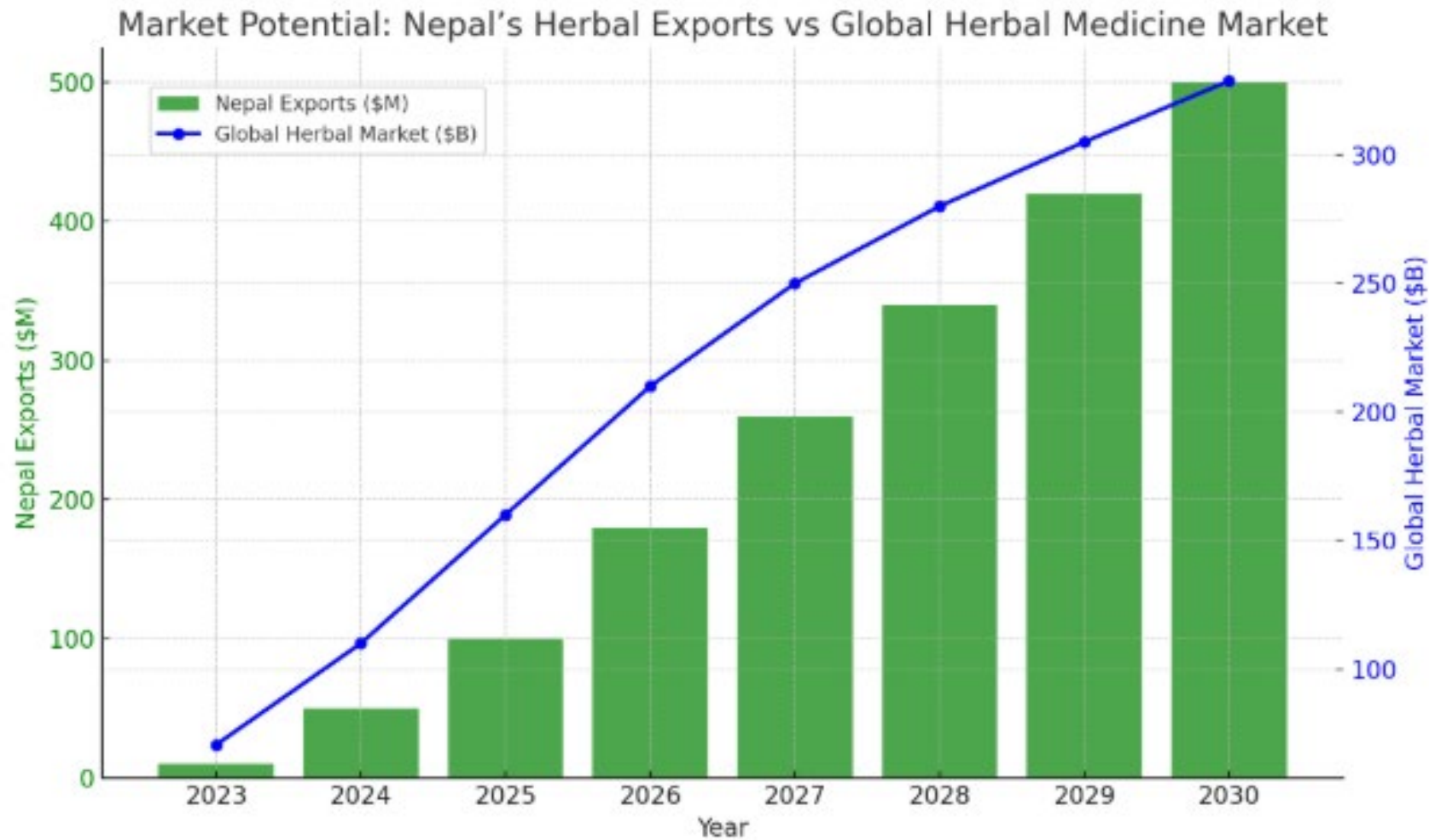
Sustainable  
Harvest (CITES  
compliance for  
Jatamansi)

Standardized  
Extracts (UPLC -  
MS  
fingerprinting) .

GMP  
Manufacturing  
(e.g., HPPCL's  
Sancho Oil)

Global Export  
(SAARC, EU  
markets)

# MARKET POTENTIAL



Source: Grand View Research (Global Market, 2023-2030), Government of Nepal Trade Data



- **Global Herbal Medicine Market**

- Estimated at USD 70.57 billion in 2023
- Projected to grow to USD 328.72 billion by 2030
- Implied Compound Annual Growth Rate (CAGR):  $\approx 20.91\%$

- **Nepal Medicinal Herbs Exports**

- In one review period, exports rose by 57.9% to NPR 1.21 billion (approx. USD 10 million)
- Historical trend (2005–2014): from USD 27.5 million in 2005 to USD 60.1 million in 2014
- Latest data shows Nepal total exports (across all goods) around USD 1.21 billion in 2023

# Case Study – Jatamansi (SWOT)

- **Strengths**

- Nepal is the world primary supplier of Jatamansi, controlling 90% of global supply
- Contains valuable jatamansone compound (1.2-1.8% concentration) used in high-end perfumes and medicines

- **Weaknesses**

- Listed as Critically Endangered by IUCN due to 80% population decline in recent decades
- Slow-growing plant requiring 5-7 years to reach harvest maturity

- **Opportunities**

- Growing demand in luxury fragrance market
- Potential to develop cultivated sources, with pilot farms showing 60% success rates

- **Threats**

- CITES trade restrictions limit exports of wild-harvested material
- Increasing problems with adulterated/low-quality substitutes in the market

- **Recommended Strategy**

- Focus on transitioning to sustainable cultivated production with proper certification and traceability systems to meet international market demands while protecting wild populations.

(Source data from IUCN, TRAFFIC, and CITES 2024 reports)

# CULTIVATION ROADMAP

## YEAR 1-2



Seed collection  
& nursery development



GIS mapping of  
cultivation zones

## YEAR 3-5



Pilot farms  
(200 hectares)



**ORGANIC**

Organic  
certification

## YEAR 6+



CITES-approved  
exports

**HIMALAYAN  
CULTIVATED  
JATAMANSI**

Branding as "Himalayan  
Cultivated Jatamansi"



# CLINICAL EVIDENCE PATHWAY

- **Ethnopharmacology**
- Document traditional use through:
  - Ayurvedic texts (e.g., Charaka Samhita references)
  - Ethnobotanical surveys (NHRC archives)
  - Healer interviews (DOAAM registry)
- Preclinical
- Current status:
  - In vitro studies (antimalarial, antimicrobial panels)
  - Animal models (limited by Nepal lab capacity)
- **Role of NHRC**
  - Standardized protocols
  - Ethics oversight
  - Collaboration with academic institution of Nepal



# Pragmatic RCT: Chirayita (*Swertia chirayita*) for Malaria

(PLOS Global Public Health, 2024)

## Study Design

### 1.3-Arm Trial:

- Arm 1: Standardized Chirayita extract (500mg, 2×/day)
- Arm 2: Artemisinin-based combination therapy (ACT)
- Arm 3: Placebo
- Duration: 7 days (with 28-day follow-up)

### 2.Participants:

- N=120 adults in endemic areas (Nepalgunj, Dhangadhi)
- Inclusion: PCR-confirmed *Plasmodium vivax* malaria, no severe symptoms

### 3.Endpoints:

- Primary: Fever clearance time (WHO malaria guidelines)
- Secondary: Parasite clearance (microscopy + PCR), safety (liver/kidney function)

# SUSTAINABLE CULTIVATION & GAP

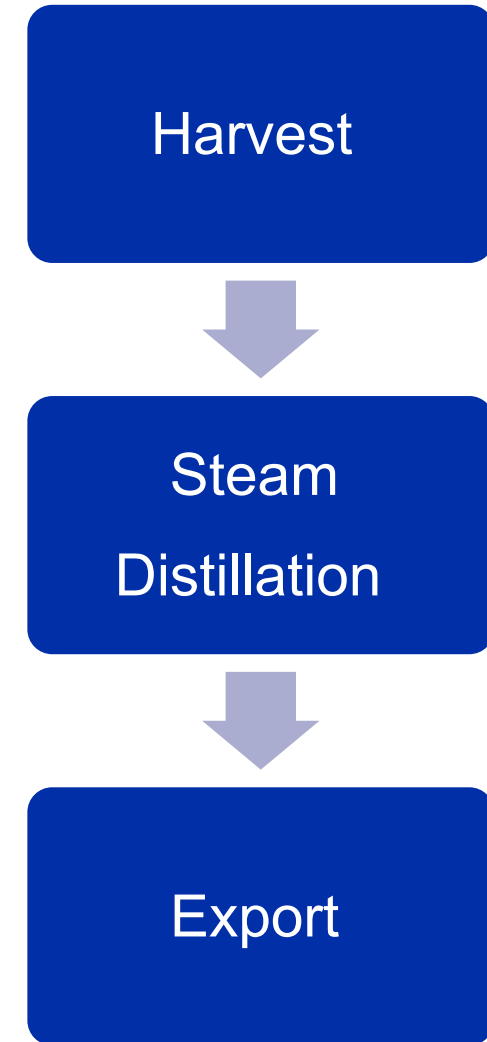
- **Challenge :** Overharvesting of Jatamansi (IUCN Critically Endangered) .
- **Solution :**
  - Community -Based Cultivation (Darchula farmers increased yields by 40% with GAP – TRAFFIC, 2023).
  - Practices: Seed banking, shade nets, organic pest control.
  - Tech Adoption: Geo-tagged plots + mobile apps for harvest tracking.



# Timur ( *Zanthoxylum armatum* )


- Impact :

- **Socio-Economic**: 30% income boost for rural women collectors (ResearchGate, 2023 ).
- **Value Addition** : Exports Timur oil to EU for toothpaste/cosmetics .
- **Cultivation Model**: Contract farming in Palpa (yield : 2.5 tons/ha, IBN 2024 ).



# Integrating Herbal Science into Nepal Education System

## Current Gaps:

- Limited exposure to modern pharmacognosy in Ayurveda programs .
  - Minimal hands -on phytochemical analysis training .
  - Low interdisciplinary collaboration between traditional medicine and modern pharmaceutical sciences .
- 

## Proposed Integration:

- **Curriculum Development :**
  - Introduce Pharmacognosy modules in BPharm and Ayurveda programs .
  - Include Phytochemistry lab courses with real herbal extracts (Nepalese species).
  - Case-based learning linking Ayurvedic formulations to chemical constituents .
- **Dual-Degree & Research Opportunities :**
  - Ayurveda + Phytochemistry dual-degree programs .
  - Research internships in GMP-compliant herbal manufacturing units .
  - Collaboration with NHRC, DDA, and international herbal science institutes .
- **Digital Knowledge & Community Integration :**
  - Online herbal pharmacopoeia with chemical profiles and ethnobotanical data .
  - Community -based projects for medicinal plant cultivation and quality testing .
  - Certification programs for traditional healers, linking education to public health .





# STRENGTHING AYURVEDIC EDUCATION SYSTEM

- **Current Gaps:**

- Limited integration of modern pharmacology in Ayurvedic curricula (NepJOL, 2024 ).
- Only 12% of Ayurveda graduates pursue research (DOAAM, 2023 ).


- **Future Plans:**

- Dual-Degree Programs (Ayurveda + Phytochemistry) .
- Digital Archives (traditional knowledge documentation) .
- Community Healer Certification (aligned with Public Health Service Act 2018).



# FUTURE ROADMAP (2025 –2030)

## Vision :

- Education & Research : National Herbal Science Institute
  - Cultivation & Sustainability : Good Agriculture Practice for 50+ species (Ashwagandha, Tulsi).
  - Policy & Investment : Tax incentives for GMP-compliant manufacturers .
- 

# REFERENCES

- TRAFFIC(2023 ). Sustainable Jatamansi Cultivation in Nepal .
- IBN (2024 ). Zanthoxylum armatum : From NTFP to Export .
- DOAAM & NHRC (2025 ). White Paper on Integrative Medicine .
- WHO (2025 ). GAP Guidelines for Medicinal Plants .





THANK YOU





# YAU Strategic Plan Review and Validation Workshop

August 18-19, 2025

Mohan Kumar Tamang

# Background



Himalayan Languages, Culture and Philosophy

Himalayan Languages, Culture and Philosophy







# Present Status/ Scenario

**Himalayan Languages:**

**Walungge, Holungba (yul nga ba) (Walung, Thudam, Dhokpe) Taplejung, Lepcha (Ilam)**

**Lhoke (Lhomi), ( Lhomi, Bhote) Arun, Barun valley, Sangkhuwasabha**

**Adjacent other people: Lhorong, Yangphu, Yakkha, Limbus**

**Sherpa language: Khumbu valley**

**Khambu people: Khenpalung and Rai people**

**Yolmo people and their language: Helambu, Bigu, Lamabagar, Lapchi, but Lapchi Tibetan language is spoken**

# Present Status/ Scenario



Tamang language: 10 districts around the valley  
Tsumba, Kukey, Bhot: Tsum Nubri  
Nar Phu Manang: Tamu language:  
Loba (loba, Seribpa sekayed, Thakali-Thakali  
Dolpo, Mugum, Limi, Tinkar, Nyingba and Jyangba  
Core language: Sanskrit and Tibetan

# Milestones



1. Transmission of Healing Knowledge: as mantras, oral chants, ritual texts, and herbal formulas
2. Invocation and Ritual Power
3. Diagnosis and Communication
4. Psychological Healing Through Language
5. Preservation and Continuity
6. Transcribe and exchange



# Proposed Programs outline



## Program that can be carried by the University

Traditional knowledge of

- Jhakri Knowledge,
- Bonpo Knowledge
- Bijuwa Knowledge
- Pachyu Knowledge

Khendoma Knowledge  
Nachung Knowledge  
Phedangwa Knowledge  
Etc.



# Proposed Programs outline



**Program Program that can be carried by the University**

**Project outline**

**Normal healing methods**

**Post-disaster healing methods**

**Psychological healing methods**

# Proposed Programs outline



Program that can be carried by the University

## **Research Activities**

**Research on the above topics for the purpose of acquiring a degree**

# Proposed Programs outline



**Program that can be carried by the University**

## **Objectives**

- **To validate traditional knowledge**
- **To document traditional knowledge**
- **To attract students to traditional knowledge**
- **To promote traditional knowledge**



# Proposed Programs outline

## Justification

Preservation of Indigenous Knowledge Systems  
Interdisciplinary Academic Value  
Healing Practices and Traditional Medicine  
Cultural Identity and Community Studies  
Language and Oral Traditions  
Research and Innovation Opportunities



# Way forward: Academia , Research

---



At least PhD. Programs for above

# Discussion Points



Major five discussion points.

1. Academic Justification and Scope
2. Curriculum Design and Structure
3. Documentation and Research Methodologies
4. Collaboration and Resource Building
5. Action Plan and Outcomes

Thank You

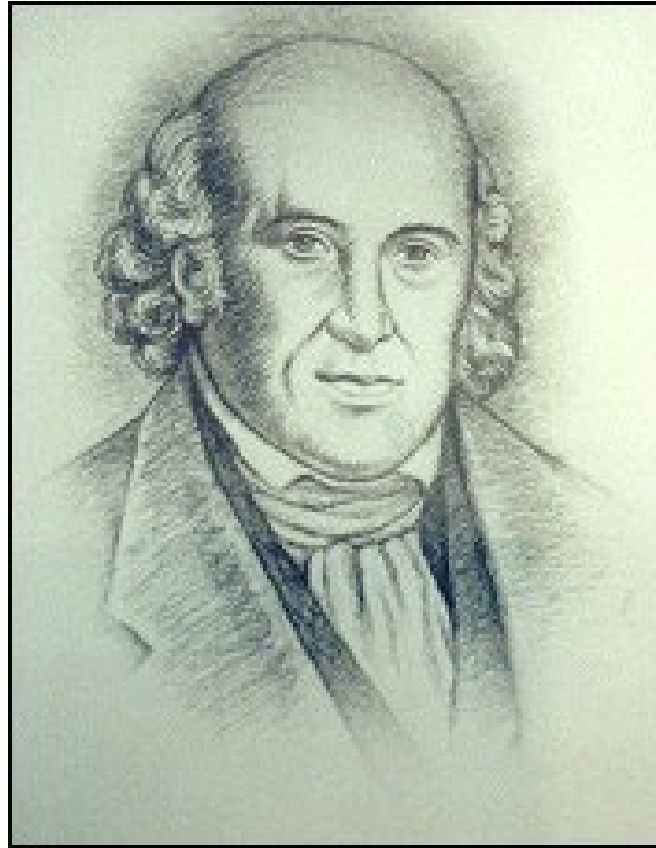
# **HOMOEOPATHY**



**Dr. Bishnu Bhakta Kawan**  
**Dr. Balaram Kisi**



# **Founder of Homoeopathy**



Dr. Christian Frederic Samuel Hahnemann

# Session focus on:

- *Introduction*
- *Historical background*
- *Homoeopathy in Nepal*
- *Problems*
- *Challenges*
- *Opportunity*

# Homoeopathy Introduction

- Homoeopathy is a system of alternative medicine founded by Samuel Hahnemann in 1796 and based on the principle that "*like cures like*" and the highly diluted substances or medicines can stimulate the body's own healing mechanisms.
- It involves preparing remedies through successive dilutions and succussion (shaking), the process known as Dynamisation.
- The more diluted the substance, the more powerful it becomes.

# Homoeopathy Introduction

- Like cures like
- *Homoeos means similar*
- *Pathos means sufferings or diseases*
- *Simila similibus curanter*
- *Named as Homoeopathy*
- Medicine which produces same changes in a healthy person cures the same changes in disease.
- Nepal Government recognises it as one of its national system of medicine (Alternative medicine)



# History of Homoeopathy

- **Homoeopathy born in Germany**
- **Brought up in America**
- **Grounded in India**

# पुर्विय दर्शनमा समानताको सिद्धान्त

- कण्टके नैव कण्टकम्
- विषय विषमोधम्
- समः समं समयती

# Cardinal Principles of Homoeopathy

- **Law of Similimum**
- **Law of Single medicine**
- **Law of Minimum Dose**
- **Low of Drug Proving**
- **Low of Drug Dynamisation / Potentisation**
- **Doctrine of Vital Force**
- **Doctrine of Miasms**
- **Treats Patient not Disease**

# नेपालमा होमियोप्याथी

- राणकालीन समय बि.स. १९९० तिर भित्रिएको
- बि.स. २००४ सालमा ज्ञानेन्द्र मोहन मेमोरियल चिकित्सालय खोलेको पछि भेटेनरी चिकित्सालयको रुपमा परिवर्तन भएको
- बि. स. २०१० सालमा पशुपति आर्यघाटमा ६ शैयाको पशुपति होमियोप्याथिक चिकित्सालय खोलेको हाल पुलचोकमा सेवारत



# नेपालको संविधान, ऐन नियमहरू

- नेपालको संविधान २०७२, भाग ४, धारा ५१ ज मा "नेपालका परम्परागत चिकित्सा पद्धतिको रुपमा रहेको आयुर्वेदिक, प्राकृतिक चिकित्सा र होमियोप्याथिक लगाएतका स्वास्थ्य पद्धतिको संरक्षण र प्रवर्धन गर्ने" भनि उल्लेख गरिएको
- नेपाल स्वास्थ्य सेवा ऐन, २०५३ को ६ नं मा "स्वास्थ्य सेवा अन्तरगत रहने एलोप्याथिक उपचार पद्धति, आयुर्वेद उपचार पद्धति र होमियोप्याथिक उपचार पद्धति" उल्लेख गरेको
- राष्ट्रिय स्वास्थ्य नीति २०७६:
  - ✓ ६.७ आयुर्वेद, प्राकृतिक चिकित्सा, योग तथा होमियोप्याथिक लगायतका चिकित्सा प्रणालीलाई एकीकृत रुपमा विकास तथा विस्तार गरिनेछ ।
  - ✓ ६.७.२ योग तथा प्राकृतिक चिकित्सा, होमियोप्याथिक, युनानी, अकुपन्चर लगायत अन्य चिकित्सा पद्धतिलाई संघीय संरचना अनुरूप स्थानीय तहसम्म विकास तथा विस्तार गरिनेछ ।

# नेपालमा होमियोप्याथीको बिद्यमान अवस्था

- हरिहर भवन पुल्चोकमा पशुपति होमियोप्याथिक चिकित्सालय संचालन
- आयुर्वेद तथा वैकल्पिक चिकित्सा विभाग टेकुमा १ जना होमियोप्याथिक चिकित्सकको दरबन्दी रहेको
- प्रदेश स्तरीय स्वास्थ्य संस्था वा अस्पतालमा होमियोप्याथिक चिकित्सकको करारमा नियुक्ति
- होमियोप्याथिक चिकित्सक करिव १९० जना
- होमियोप्याथिक सहायक चिकित्सक करिव ६० जना
- बि.स. २०५९ साल विराटनरमा स्थापना भएको द्यज्ज्व कलेज तर **हाल संचालनमा नरहेको**
- बि.स. २०६४ साल भक्तपुरमा स्थापना भएको भक्तपुर होमियोप्याथिक मेडिकल कलेज ९ज्ज्व तर **हाल संचालनमा नरहेको**

## सबल पक्ष

- प्राकृतिक औषधी
- हानिकारक असरहरु नहुने
- शुष्म मात्राको औषधीको प्रयोग
- सबै उमेर समुह र गर्भवति महिलालाई समेत सुरक्षित सेवन गराउन सकिने
- तीव्र रोग, दीर्घ रोगको साथै महामारी रोगहरुमा पनि प्रभावकारी उपचार
- प्राथमिक स्वास्थ्य सेवाको सिद्धान्त अनुसार प्रभावकारी उपचार पद्धति

## सबल पक्ष

- मानवीय रोगहरुमा मात्र होइन पशुपन्छिको रोगहरुकोसाथै कृषिमा पनि प्रभावकारी रुपले प्रयोग गर्न सकिने
- नसर्ने रोगहरुमा पनि प्रभावकारी उपचार
- कम खर्चिलो उपचार पद्धति
- देशमा उपलब्ध जडिबुडिलाई होमियोप्याथिक तरिकाबाट परिक्षण गरि जीर्ण र जटिल रोगको सरल उपचार पद्धति
- यस पद्धतिलाई व्यापक रुपमा व्यवहारमा प्रयोग ल्याउन सकिए राष्ट्रले स्वास्थ्यमा गरिने खर्च धेरै कम गर्न सकिने



## समस्या

- जनस्तरमा होमियोप्याथी सम्बन्धी जानकारी नहुनु
- होमियोप्याथिक काउन्सिल नभएको
- होमियोप्याथिक औषधि कम्पनीहरु नभएको
- होमियोप्याथी सम्बन्धी अध्ययन गर्ने गराउने विश्वविद्यालय र कलेजहरु नभएको
- राज्य स्तरबाट होमियोप्याथीलाई प्रोत्साहन र प्रवर्धनको दरिलो योजनाको अभाव
- दक्ष होमियोप्याथिक जनशक्तिलाई व्यापक रुपमा समेट्न नसकिएको
- होमियोप्याथिक औषधीको आकार र मात्र ज्यादै सानो हुने भएकोले विरामीले विश्वास गर्नु गाह्रो  
मान्नु

# चुनौती

- औषधी कम्पनीहरु नभएकोले भारत एवं अन्य देशहरुबाट औषधी आयात गर्नु पर्ने
- होमियोप्याथिक औषधी पसलहरु संचालन गर्न दक्ष जनशक्ति नहुनु
- नियामक निकायहरुमा होमियोप्याथिक चिकित्सकको व्यवस्था
- जनस्तरसम्म होमियोप्याथीबारे जनचेतना पुर्याउन
- नीति नियमहरुमा व्यवस्था भएको कुराहरुको लागु गराउन नसक्ने
- होमियोप्याथिक उपचार पद्धतिको विकास र अध्ययन अनुसन्धानको लागि बजेटको व्यवस्था नगर्ने
- स्वास्थ्य बिमाले नसमेत्नु

# अवसर

- नेपालमा जडिबुडि प्रशस्तमात्रामा भएकोले होमियोप्याथिक औषधी कम्पनीहरु खोल्न र संचालन गर्न सकिने
- होमियोप्याथिक अध्ययन तथा अनुसन्धान गर्न सकिने
- होमियोप्याथिक कलेज र अस्पताल संचालन गर्न सकिने
- अन्य विद्यमान उपचार पद्धतिसंग एकीकृत गरि प्रयोग गर्न सकिने
- महामारी रोगहरुमा उपचारात्मक, प्रवर्धनात्मक र रोकथाममुलक रुपमा प्रभावकारी रुपमा प्रयोग गर्न सकिने । जस्तै: कोभिड १९, डेंगु रोगमा सफल प्रयोग
- व्यवसायीक पशुपन्छि पालनमा प्रभावकारी उपचार पद्धति
- प्रतिजैविक औषधीको प्रतिरोधीको समस्यामा पनि प्रभावकारी रुपले उपचार गर्न सकिने
- विद्यमान स्वास्थ्य समस्याहरुलाई प्रभावकारी रुपमा उपचार गर्न सकिने

## अन्तमा:

- विरामीको स्वभाव र रोगको प्रकृति अनुसार समानताको सिद्धान्तको आधारमा न्यून मात्राको पार्श्वप्रभाव ९कष्मभ भाभअतक० रहित एउटा मात्र औषधीको सेवन गराई उपचार गर्ने पद्धति नै होमियोप्याथिक उपचार पद्धति हो ।
- होमियोप्याथिक उपचार पद्धतिलाई अरु उपचारसंगसंगै व्यवहारीक प्रयोगमा ल्याई अत्यधिक फायदा लिऔं ।
- शिशू उमेरदेखि होमियोप्याथिक उपचार गरी रोग प्रतिरोधी क्षमता बढाऔं ।
- रोगलाई दवाउने होइन रोगको जरैदेखि उखेलेर फाल्न होमियोप्याथिक उपचार गरौं ।



धन्यवाद



# YAU Strategic Plan Review and Validation Workshop

August 18-19, 2025

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## YAU's Strategic GOAL

To be a globally respected center of excellence in Ayurveda, Himalayan Medicine (So-rig practice) and indigenous healing, Yoga, meditation, Herbal Sciences, other major alternative streams of traditional medicine and healings.





# Present Status/ Scenario



| Dimension        | Nepal (Current Position)    | Source |
|------------------|-----------------------------|--------|
| Regulator Body   | Nepal Nursing Council (NNC) | NNC    |
| Core Law         | Nursing Council Act, 1996   |        |
| NNC Publications | Standards, exams, notices   |        |

## Progress, Rules & Laws

### •Rules & Laws:

- *Nepal Nursing Council Act, 1996* → legal foundation.
- Minimum Requirements for Nursing Programs (NNC standards).
- Licensing regulations for ANM, PCL, B.Sc., BNS, M.Sc., and Midwifery.

### •Progress Achieved:

- Introduction of **Advanced Diploma in General Nursing** (replacing PCL) ongoing..
- Establishment of **Bachelor in Nursing** (TU, KU, PU, PoU, NAMS, BPKIHS, PAH and others).
- Regularization of **National Licensure Examination (NLEN)**.

Source, (NNC, 2025)



## Objective o presentation

To explore strategies for YAU to enhance Ayurvedic nursing education through skilled faculty, robust infrastructure, evidence-based curricula, integration of holistic practices, and national international collaboration for improved patient care and professional recognition

## Key Highlights

- Nursing workforce is the backbone of Nepal's healthcare system.
- More than **86,157 nurses** actively serving in hospitals, communities, and academic institutions.
- Specialized nurses (1,870) contribute to academic roles, advanced care, and clinical expertise.
- Midwives (133)** remain limited compared to maternal health needs.
- Growing presence of **foreign nurses (856)** shows cross-border

Source, (NNC, 2025)

# **Status of Ayurvedic Nursing in Nepal**

## **Supportive roles in Ayurveda**

- Patient Care
- Herbal Preparation
- Therapeutic Procedures
- Holistic Health

## **Regulatory Framework**

- No formal “Ayurvedic nurse” category in Nepal.
- NAMC (est. 2045) regulates doctors & practitioners, not nursing roles
- No specific education or license for Ayurvedic nurses.
- Nursing regulated by Nepal Nursing Council.



# International Models of Ayurvedic and Integrative Nursing Programs

| Country                     | Regulatory Body                                              | Program Type                   | Key Features                                                                                                                                                                                |
|-----------------------------|--------------------------------------------------------------|--------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| India                       | Indian Nursing Council (INC)                                 | Post-Basic Diploma/Residency   | Registered nurses/midwives trained in Ayurveda principles; hospitals ≥100 beds; statutory inspections; recognized by State Nursing Council.                                                 |
| Sri Lanka                   | Ayurveda Council                                             | Medical Ayurvedic Registration | Nurse registration and professional conduct; Legal framework under Ayurveda Act; oversees Ayurvedic nurses and practitioners.                                                               |
| China                       | Ministry of Education & Nursing Education Steering Committee | TCM Nursing Programs           | Focus on TCM heritage, clinical skills, chronic disease care; research and evidence-based practice; standardized curriculum.                                                                |
| Europe (Multiple Countries) | Integrative Nursing Standards                                | Integrative Nursing            | Holistic, person-centered care; combines conventional and complementary therapies; promotes caregiver and patient well-being; evidence-informed; stress and burnout management.<br>Sources: |



## Proposed Standardized Nursing Programs and Requirements for Nepal

| Program             | Academic Level               | Notes                                                 | Minimum Requirements                                                                                                                                 |
|---------------------|------------------------------|-------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------|
| Ayurvedic Nursing   | Diploma / Post-Basic         | For registered nurses; foundational Ayurveda training | University/Nursing Council recognition; trained faculty; clinical units $\geq 100$ beds; lab & therapy units; theory + practical + research          |
| Integrative Nursing | Undergraduate / Postgraduate | Can integrate into existing nursing curriculum        | University/Nursing Council approval; faculty trained in integrative care; clinical/practical exposure; research component; evidence-based curriculum |



## Possible project related with Integrating Ayurvedic practices with digital care

Digital care can be integrated into Ayurvedic practices through telemedicine, mobile apps, digital health records, AI-based tools, digital supply chains, and e-learning platforms.

Digital care increases access and patient engagement and support in generating evidences in Ayurvedic practices.

### Possible activities related with digital care:

1. Tele-Ayurveda Services
2. Digital Health Records (EHRs for Ayurveda)
3. Mobile Health Applications
4. Digital Pharmacies and Supply Chains
5. AI based Decision-Support Systems
6. Remote Monitoring and use of Wearable devices
7. Digital Education and Training(Online courses, webinars, and virtual simulations for training Ayurvedic nurse and practitioners)

### Sources:

## Discussion Questions

1. In what ways can YAU build on its legacy to effectively train skilled nurses in Ayurvedic and holistic healthcare?
2. What are the essential infrastructure and faculty standards needed to establish accredited Ayurvedic nursing programs in Nepal?
3. How can integrating Ayurveda, Himalayan and herbal sciences, Yoga, Meditation and alternative medicine enhance patient care outcomes?
4. Which strategies can support evidence-based curricula and research within Ayurvedic nursing programs?
5. How might Nepal foster international collaborations to strengthen professional standards and recognition for Ayurvedic nurses?



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Thank You



# YAU Strategic Plan Review and Validation Workshop

August 18-19, 2025

Prof. Dr. Pramod Bhatta

Dean

Vidushi Yogmaya Himalayan Ayurveda

University





# Background

## Introduction

**Ayurveda and Alternative Medicine (AAM):** The Government of Nepal officially recognizes "Ayurveda and Alternative Medicine" as a term encompassing Ayurveda along with other recognized traditional practices such as Yoga and Naturopathy, Traditional Chinese Medicine (TCM), Homeopathy, Sowa-Rigpa, and other indigenous healing methods acknowledged by the government.

Vidushi Yogmaya Himalayan Ayurveda University Act, 2079, has highlighted the operation of the university with Schools, Central Departments, Research Centers, Production Centers, Academic Council, Colleges, and Teaching Hospitals.







# Rules and Regulations

- **National Medical Education Act, 2075** – establishes the Medical Education Commission, sets governance, quality, and regulation standards for all health sciences education, including Ayurveda and Alternative Medicine.
- **National Medical Education Regulations, 2077** – provides detailed operational rules for the implementation of the National Medical Education Act, covering affiliation, curriculum, and accreditation of medical institutions.
- **Nepal Ayurveda Medical Council Regulations (BAMS Regulations), 2063** – prescribes curricula, examination systems, and institutional standards for Bachelor of Ayurvedic Medicine and Surgery (BAMS) programs.
- **National Health Policy, 2076 B.S** – provides strategic direction for universal health coverage, integrating Ayurveda and alternative medicine into the health system.
- **Ayurveda Policy, 2052 B.S** – national policy to promote, develop, and integrate Ayurveda and traditional medicine within Nepal's healthcare system.
- **University Grants Commission (UGC) Act, 2050 B.S.** – governs accreditation, funding, and regulation of higher education institutions, including Ayurveda colleges to excellence.
- **UGC Quality Assurance and Accreditation (QAA) Guidelines, 2072 B.S.** – ensures academic quality and institutional credibility for higher education, including Ayurveda.





# Present Status/ Scenario

Currently, at the **federal level**, there are **six central institutions** related to Ayurveda medicine services, as follows:

- (a) Ayurveda and Alternative Medicine Branch under the Ministry of Health and Population -1
- (b) Department of Ayurveda and Alternative Medicine, Teku - 1
- (c) Central Ayurveda Hospital, Naradevi - 1
- (d) National Ayurveda Research and Training Center, Kirtipur - 1
- (e) Singha Durbar Vaidyakhana Development Committee, Anamnagar, Kathmandu - 1
- (g) National Ayurveda Panchakarma and Yoga Center, Budhanilkantha - 1 (outpatient services started and in preparation for full operation).

Ayurveda medicine service-providing institutions operating **at the seven provinces, 77 districts, and 753 local levels** has been extended.

**University: Two University running Ayurveda Courses**

**Tribhuwan University – Ayurveda Campus - 1**

**Nepal Sanskrit University - Institute of Ayurveda -1** • **Patanjali Ayurveda Medical Campus and Research Center- 1**



# Existing Human Resources of Ayurveda Medicine in Nepal:

| S.N. | Category                                         | Total | Details/Distribution                                           |
|------|--------------------------------------------------|-------|----------------------------------------------------------------|
| 1.   | Ph.D.                                            | 4     | Ph.D. in Ayurveda in different subjects                        |
| 2.   | Postgraduate Doctors (PG)                        | 183   | Post Graduate Ayurveda, Yoga and Rehabilitation-1, PG-TCM (16) |
| 3.   | Ayurved Chikitsak (B.A.M.S.)                     | 1080  | Nepal and India's Medical University Studies                   |
| 4.   | Ayurved Assistant (Kaviraj)                      | 1875  | Intermediate level or equivalent                               |
| 5.   | Ayurved Health Auxiliary Workers (Vaidya)        | 3,267 | A.S.L. (Auxiliary Service) - 24 weeks, 6 months practical      |
| 6.   | Traditional Practioners)<br>Parampagat Upcharak) | 19    | Traditional Healers                                            |



# Affiliated CTEVT Institutions:

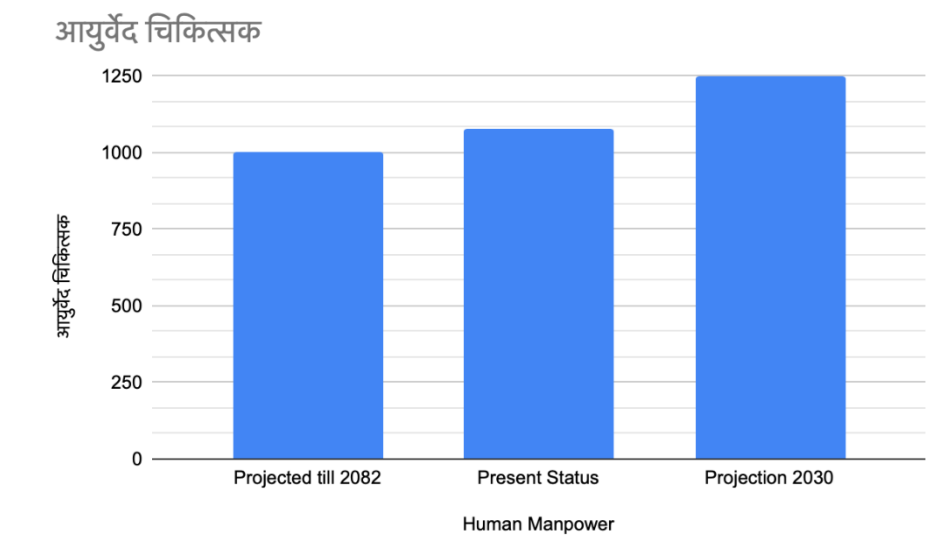
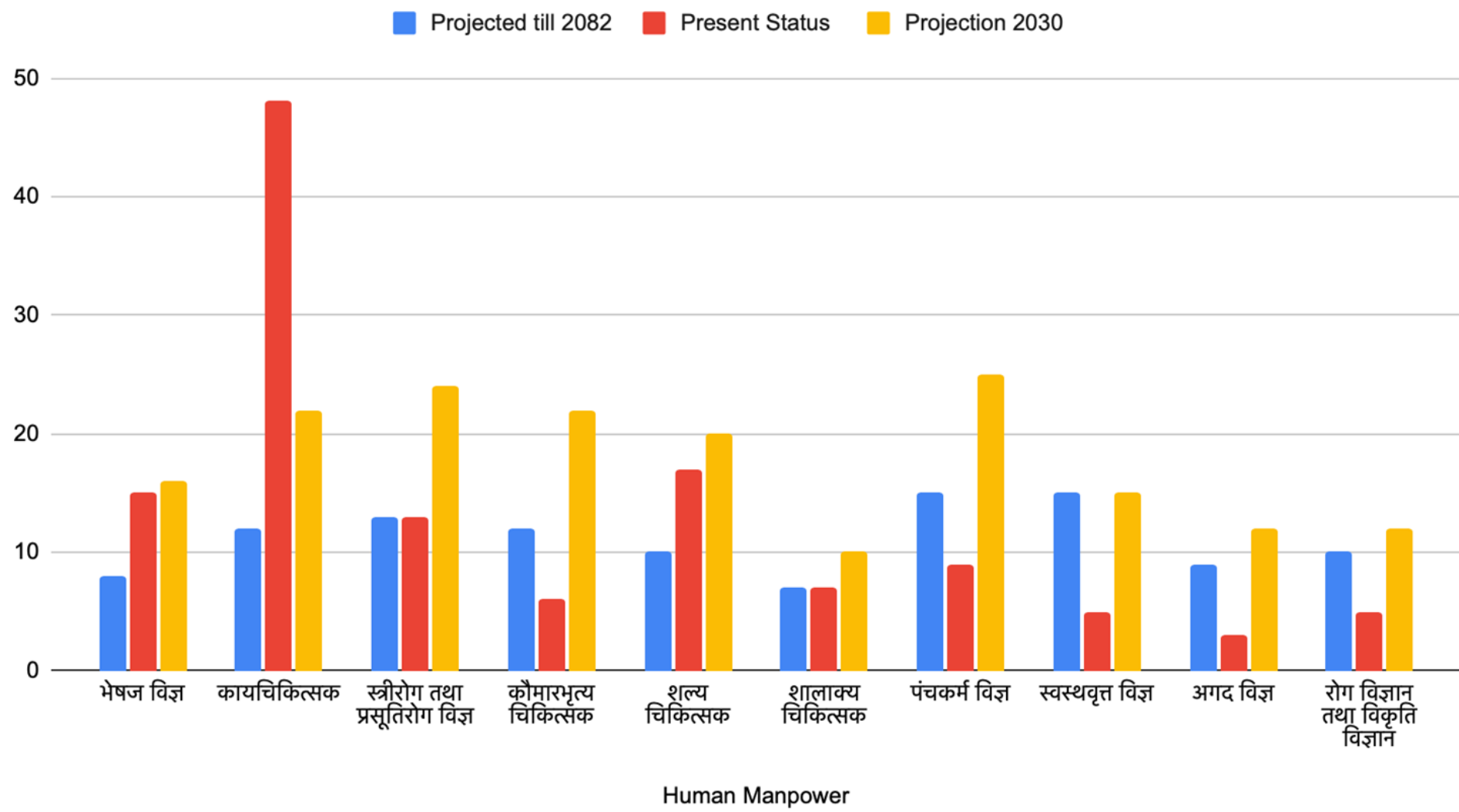
| Institution Name                                        | Districts                    | Institute Type |
|---------------------------------------------------------|------------------------------|----------------|
| Bhanu Medical Institute, Gulariya                       | Bardiya                      | Private        |
| Dhanvantari Ayurviyan Adhyayan Sansthan                 | Mahottari                    | Partnership    |
| Himalayan Ayurveda Medical College                      | Kathmandu - 10               | Private        |
| Institute of Community Service, Dangdahi                | Dhangadhi - 5, Kailali       | Private        |
| National Institute of Science and Technology, Bhartapur | Bharatpur - 10, Chitwan      | Private        |
| Nepal Ayur Health Campus                                | Banke Nepalgunj - 12         | Private        |
| Ojhasbi Academy                                         | Kathmandu - 16               | Private        |
| Rastriya Pravik Shikshalaya, Birendranagar              | Surkhet Birendranagar - 9    | Private        |
| Shankar Technical Institute, Janakpur                   | DhanushaSiddharthanagar - 12 | Private        |
| Triveni National Education Academy, Triyuga             | UdaypurTriyuga - 5           | Private        |
| Unique Medical College and Teaching Hospital, Rajbiraj  | Saptari Rajbiraj - 6         | Partnership    |
| Yogi Naraharinath Study and Research Academy            | Surkhet Birendranagar - 7    | Partnership    |

# Human Resource Need Assessment

The Ministry of Health and Population has projected the required subject-specific manpower related to Ayurveda and alternative and complementary medicine for the period from **2077/078 to 2086/087** as follows:

| क्र.स. | जनशक्ति                        | २०८१/८२ (सन् २०२५) | Present Status | २०८६/८७ (सन् २०३०) |
|--------|--------------------------------|--------------------|----------------|--------------------|
| १.     | आयुर्वेद चिकित्सक              | १०००               | १०८०           | १२५०               |
| ३.     | भेषज विज्ञ                     | ८                  | १५             | १६                 |
| ४.     | कायचिकित्सक                    | १२                 | ४८             | २२                 |
| ५.     | स्त्रीरोग तथा प्रसूतिरोग विज्ञ | १३                 | १३             | २४                 |
| ६.     | कौमारभृत्य चिकित्सक            | १२                 | ०६             | २२                 |
| ७.     | शल्य चिकित्सक                  | १०                 | १७             | २०                 |
| ८.     | शालाक्य चिकित्सक               | ७                  | ७              | १०                 |
| ९.     | पंचकर्म विज्ञ                  | १५                 | ९              | २५                 |
| १२.    | स्वस्थवृत्त विज्ञ              | १५                 | ५              | १५                 |
| १३.    | अगद विज्ञ                      | ९                  | ३              | १२                 |
| १४.    | रोग विज्ञान तथा विकृति विज्ञान | १०                 | ५              | १२                 |

Post Graduate Ayurveda





# Ayurveda Drugs Pharmaceuticals in Nepal

Currently, there are **55** registered pharmaceuticals in Nepal, which are registered with the Department of Drug Administration And **Two Government** Organizations.  
**GMP Ayurveda is endorsed** : 2 company **GMP** registered.

| S.N. | Industry’s Name                     | ADDRESS                       |
|------|-------------------------------------|-------------------------------|
| 1.   | Anmol Jadibuti Udhyog               | Lalitpur                      |
| 2.   | Arogya Bhawan Works Pvt. Ltd        | Tokha-7, Dhapasi, Kathmandu   |
| 3.   | Ashtang Pharmaceuticals Pvt. Ltd    | Itahari-2, Baukachap, Sunsari |
| 4.   | Baidik Ayurved Aushadhi Udhyog      | Chitwan                       |
| 5.   | Bhaskar Herbaceuticals Pvt. Ltd     | Birgunj, Parsa                |
| 6.   | Care Herbal Products Pvt. Ltd       | Rupandehi                     |
| 7.   | Chandeshwor Health Care Pvt. Ltd    | Chandeshwori, Kavre           |
| 8.   | Chirayu Ayurved Pvt. Ltd            | Gajuri-1, Dhadhing            |
| 9.   | Classical Herbal Products Pvt. Ltd  | Tarkeshwor 3, Kathmandu       |
| 10.  | DABUR NEPAL PVT LTD                 | BARA                          |
| 11.  | Dekha Herbal Pvt. Ltd               | Lalitpur                      |
| 12.  | Family Ayurved Aushadhi Udhyog      | Tamnagar, Rupandehi           |
| 13.  | Fleur Himalayan Ltd.                | Parsa, Birgunj                |
| 14.  | Gorakhnath Herbaceuticals Pvt. Ltd  | Panauti-5, Kavre              |
| 15.  | Gorkha Ayurved Company Pvt. Ltd     | Gorkha, Haramtari             |
| 16.  | Grace Pharmaceuticals               | Tilottma, Rupandehi           |
| 17.  | Gurans Herbaceuticals Pvt. Ltd      | Morang                        |
| 18.  | GYAWALI AYURVED AAUSADHI UDHYOG     | BUTWAL, RUPENDAHI             |
| 19.  | HERBAL MEDISEARCH                   | PACHRUKHI -5, RUPENDAHI       |
| 20.  | Himalayan Herbal Pvt. Ltd           | GOKARNESHWOR-8 , KATHMANDU    |
| 21.  | Jiwanshakti Ayurved Aushadhi Udhyog | Hetauda                       |
| 22.  | JYOTIVETA AYURVED UDHYOG            | BIRJUNG                       |
| 23.  | KUNPHEN AUSADHI LIMITED             | KATHMANDU                     |
| 24.  | Live Pharmaceuticals Pvt. Ltd       | Bhalwai, Rupandehi            |
| 25.  | Lumbini Herbaceuticals Pvt. Ltd     | Tilottma-15, Rupandehi        |

|     |                                             |                                     |
|-----|---------------------------------------------|-------------------------------------|
| 26. | Mahakali Ayurvedic Udhyog Pvt. Ltd          | Pokhara-18, Kaski                   |
| 27. | MAHALAXMI AYURVED UDHYOG                    | THANKOT -8 , KATHMANDU              |
| 28. | Makalu Jadibuti Production Pvt. Ltd         | Dharan                              |
| 29. | MANJARI AYURVED                             | BIRATNAGAR, MORANG                  |
| 30. | Neem Ayurved Pharamceuticals                | Butwal                              |
| 31. | Ojas Herbaceuticals Pvt. Ltd                | Banganga-6, Kapilvastu              |
| 32. | Pandit Ayurvedic Udhyog                     | Tilottama, Shankarnagar             |
| 33. | PARAMPARAGAT HERBACEUTICALS PVT LTD         | CHITWAN                             |
| 34. | Prakritik Herbaceuticals Pvt. Ltd           | Lalitpur                            |
| 35. | Sagarmatha Ayurvedic Aushadhi Udhyog        | Gokarneshwor, Nayapati              |
| 36. | SHIV CHEMICAL WORKS                         | BIRATNAGAR                          |
| 37. | Shree Pashupatinath Ayurved Bhawan Pvt. Ltd | Garuda, Rautahat                    |
| 38. | Shree Sita Ayurvedic Centre Pvt. Ltd        | Birgunj                             |
| 39. | Shri Krishna Aushadhalaya                   | Kathmandu                           |
| 40. | Siddha Formulations Pvt. Ltd                | Kotihawa-15                         |
| 41. | Solution Herbal Company Pvt. Ltd            | Siddalek-1, Dhading                 |
| 42. | Suri Herbal Product Industry Pvt. Ltd       | Thimi, Nepal                        |
| 43. | Upadesh Herbal Udhyog Pvt. Ltd              | Bharatpur, Chitwan                  |
| 44. | Astanga Pharmaceuticals, Pvt. Ltd.          | Itahari-2, Baukachap, Sunsari       |
| 45. | Bansalochan Herbal Pvt                      | Kathmandu                           |
| 46. | Brahma Ayu Udhyog                           | Dhangadi                            |
| 47. | Chandra Ayurved Pvt                         | Birgunj praganinagar                |
| 48. | CG Ayurved Pvt. Ltd                         | Nawalparasi                         |
| 49. | Himalayan Sherpa Herbal Pvt. Lt             | Kavre                               |
| 50. | Panacia Herbal Campany Pvt. Ltd             | Sarawal-2, Basa, Nawalparas         |
| 51. | Phytomax Care Pvt. Ltd                      | Chitwan                             |
| 52. | Pokhreli Ayurved Udhyo                      | Pokhara                             |
| 53. | Search Ayurved Company Pvt. Ltd             | Kathmandu                           |
| 54. | Shivadarshan Herbal Udhyog                  | Kathmandu                           |
| 55. | Standard Pharmaceuticals Pvt. Ltd           | Tilottma-2, Shankarnagar, Rupandehi |

# Milestones



## *Typology of University degrees*

- Undergraduate
- Graduate
  - Masters
  - PG Diploma
  - Ph. D.
- Post Doctoral Fellowships
- Post Graduate Fellowships
- Doctorate of Medicine (Ayurveda)

Academic research

INDUSTRIALIZATION

Innovation and scientific application



# Proposed Programs outline



| S.N. | Course                                                  | Need                                                                                                                                                                                                                                                                             | Program Structure                                                                          |
|------|---------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------|
| 1.   | Bachelor of Ayurvedic Medicine and Surgery (BAMS)       | There is a shortage of trained Ayurvedic doctors according to the Human Manpower Strategy, 2019.                                                                                                                                                                                 | 5.5-year undergraduate program including pre-clinical, para-clinical, and clinical phases. |
| 2.   | Bachelor's in Ayurveda Pharmacy                         | <ul style="list-style-type: none"> <li>- Ayurveda Pharmacy of 55 numbers in Nepal.</li> <li>- GMP-2025 mandates for B. Ayurveda Pharmacist in a Drug Company.</li> <li>- Bachelor of Pharmacy. Requirement within the Pharmacy Department of the Government Hospital.</li> </ul> | 4-year B.Sc. program with industrial internships                                           |
| 3    | Bachelor's in Holistic Nutrition and Lifestyle Medicine | - Rising metabolic disorders and lifestyle-related diseases have increased the demand.                                                                                                                                                                                           | 4-year program with internships in wellness centers and hospitals.                         |
| 4    | Integrated B.Sc. Ayurveda                               | There is a lack of opportunities for individuals willing to contribute resources to work in school health programs. Scholars from diploma or undergraduate courses are awaiting a course more closely related to their academic field.                                           | 4-year program with interdisciplinary curriculum.                                          |
| 5.   | B.Sc. Panchakarma, Cosmetology and Wellness.            | <p>Panchakarma is in global demand.</p> <p>Health and wellness are the most in-demand sectors in Nepal, but tourism centers lack sufficient human resources.</p>                                                                                                                 | 4-year program with hands-on training in Ayurvedic hospitals.                              |

# MD/MS Program



| Course                                                         | Introduction/ Objective                                                                                                                                                                                                                     | Need                                                                                                                                                                             | Program Structure        |
|----------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|
| MD/ MS Ayurveda (Specialization Program)                       | <p>Ayurveda is established as the National system of Medicine, and</p> <p>To train specialized human resources in the Ayurveda-related courses.</p>                                                                                         | <p>MEC has a minimum of 14 departments.</p> <p>14 - 22 department as per the NCISM guideline of India.</p>                                                                       | 3-year program           |
| Master of science in Ayurveda diet and Nutrition (Poshanahara) | <p>Train experts in Ayurvedic nutrition for personalized &amp; therapeutic diets</p> <p>Blend Ayurvedic principles with modern nutrition science</p> <p>Promote preventive &amp; curative diets for holistic health</p>                     | <p>Rising demand for personalized, dosha-based diets</p> <p>Gap in Ayurveda-integrated nutrition programs</p> <p>Growing lifestyle disorders requiring dietary interventions</p> | 3 years (6 semesters)    |
| Master's in Herbal Science (Vrikshayurveda)                    | <p>Train experts in sustainable cultivation &amp; conservation of medicinal plants</p> <p>Integrate Vrikshayurveda with modern agriculture &amp; pharmacognosy</p> <p>Ensure quality raw materials for Ayurveda &amp; herbal industries</p> | <p>Declining availability of wild medicinal plants</p> <p>Demand for standardized cultivation practices</p> <p>Need for research-backed agro-techniques in herbal farming</p>    | 3 years<br>(6 semesters) |



# PG Diploma



| Course                                                  | Introduction/ Objective                                                                                                                                                      | Assessment                                                                                                                                                                                             | Program Structure                                  |
|---------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------|
| Graduate Certificate in Integrated Research Methodology | Nepal has a high demand for research activities, and research in the AAM is the top priority (Health Policy, 2019)<br><br>To train personnel with advanced research methods. | Human Manpower in AAM lacks health research.<br><br>The program addresses gaps in academic and health research.                                                                                        | 1-year interdisciplinary program with internships. |
| PG certificate in Panchakarma                           | To develop trained technicians to assist Ayurvedic physicians in Panchakarma therapy.                                                                                        | Rising demand for skilled Panchakarma support staff in clinics and wellness resorts.<br><br>Expertise for the Citizen wellness program.                                                                | 12-month program with hospital-based practicals.   |
| PG Certificate in Ayurvedic Dietetics & Culinary Skills | Produce diet assistants for Ayurveda hospitals and wellness resorts.                                                                                                         | Increasing awareness of functional foods and preventive nutrition.<br><br>● High demand in hospitals, spas, and wellness tourism.                                                                      | 12-month intensive program with practicums.        |
| PG Certificate in Ayurveda Nursing                      | Nursing Professionals are enrolled in Ayurveda Centers.<br><br>Train assistants to support integrative medicine and Ayurveda hospitals.                                      | Nursing professionals need to train in Ayurveda modalities and TCM therapy and be well-versed in the preparation, formulation, and intake of herbs, as well as the preparation of classical medicines. | 12-month program with hospital internship          |

## Ph.D. Program:

- **Ph.D. in Ayurveda** (different specialization)
- **Ph.D. in Allied Sciences** : A Ph.D. in medical practice requires a postgraduate degree in the respective field for enrollment. However, a **research-based Ph.D.** is also allowed with an education ladder/ allied sciences stream.
- **DM for the Superspecialized subject of Ayurveda.**

### Fellowship Program Structure Suggestions:

Each **fellowship** may include

- Duration : 2 years
- Mode : Part time /online
- Eligibility : Ayurveda
- Certification : University certified
- Assessment : Research Output/  
Teaching Outputs

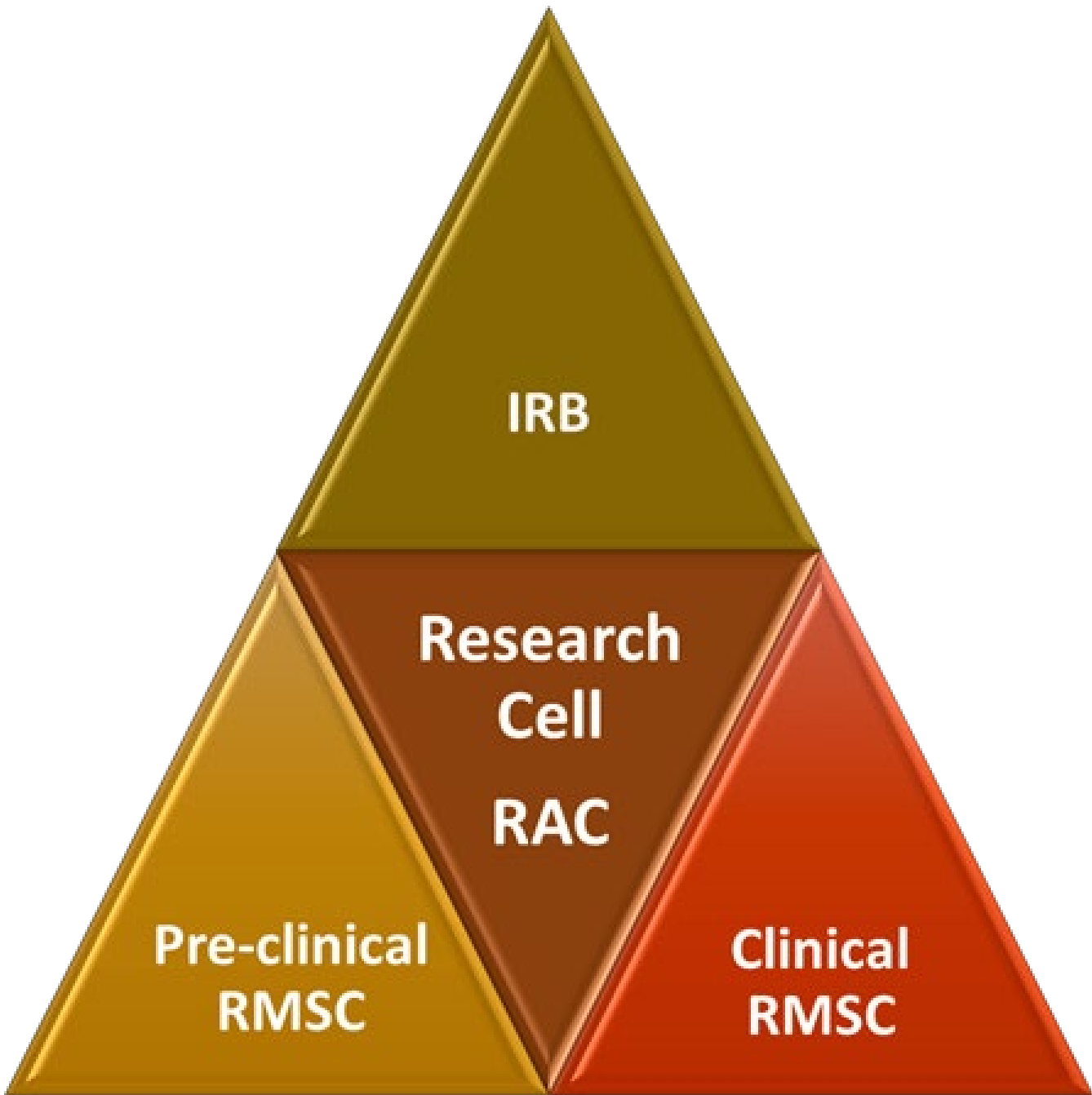
| Program Level          | Duration   | Total credits                                | Credit Range Per Semester |
|------------------------|------------|----------------------------------------------|---------------------------|
| Bachelor's (BAMS, BSc) | 4-5.5years | 130-160 credits+ short essay/<br>compilation | 15-20                     |
| Master's (MD/MSc)      | 2-3years   | 60-75 credits+ thesis                        | 15-18                     |
| PhD                    | 3-5years   | 60+credits+dissertation                      | Varies by research phase  |

(Medical Education Commission, 2023)

### Academic Credit Evaluation & Grading

- **Grading Based on UGC norms-** Letter Grade (A- to F) with Grade Point Average
- **Evaluation:** Continuous Internal Assessment (CIA)+End Semester Examination
- **Minimum Passing GPA:** Typically, a Grade of 2.7 or Grade B
- **Independent Learning:** Assessment Output, Project-work report evaluation, Journal Article Publication.

Research Management Cell (RMC)



GMP Model Ayurveda Pharmaceutical

|                      | Initial Phase                                                                                                                                                                                                                                                                                                           | Mid Phase                                                                                                   | Late Phase                                                                                          |
|----------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|
| Strategy             | <div>1. Micro, Cottage, and Small Industry Promotion Centre (लघु, घरेलु तथा साना उद्योग प्रवर्द्धन केन्द्र)</div> <div>This includes basic</div> <div>– Extraction/ distillation units</div> <div>– Raw/ Crude Herbs Processing Unit</div> <div>1. Herbal Garden and Farming</div> <div>2. Foundation Making: DPR</div> | <div>1. Research and Development laboratory</div> <div>2. Technical / Specialized Manpower enrollment</div> | <div>1. Infrastructure development as per the GMP</div> <div>2. Instrumentation and Equipment</div> |
| Outcome:             | <div>1. Local people Engagement</div> <div>2. DPR</div> <div>3. Herbal Goods Manufacture</div>                                                                                                                                                                                                                          | <div>1. Infrastructure</div> <div>2. R&amp;D</div> <div>3. Production of Ayurveda Drugs</div>               | <div>1. Operational of GMP</div>                                                                    |
| Estimated Time Frame | Time Frame: 1 Year                                                                                                                                                                                                                                                                                                      | Time Frame: 3 year                                                                                          | Time Frame: 2 year                                                                                  |
| Estimated Budget     | Estimated Budget: NRs 3 crores                                                                                                                                                                                                                                                                                          | Estimated Budget: 7 crores                                                                                  | Estimated Budget: 15 crores                                                                         |



# University Incubation Unit

Dynamic Academic hub for emerging scholars  
start-ups and passionate entrepreneurs

- providing them with mentorship,

- training,

- a common work centre,

- networking events

- funding opportunities, and customised support to  
turn their ideas into successful businesses.



# Way forward: Academia , Research & Production



| Institution Type                                                    | Infrastructure                                  | Human Resources                                                             | Technological Needs                                                              | Strategic/Policy Needs                                                                             |
|---------------------------------------------------------------------|-------------------------------------------------|-----------------------------------------------------------------------------|----------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------|
| <b>Research Unit/ Center</b>                                        | Research Management Cell<br><br>Incubation Cell | Ph. D. degree, Master's in allied sciences<br><br>Traditional practitioners | R&D lab<br><br>Digital repository                                                | Research center establishment procedure<br>Priority research areas<br>Research funding regulations |
| <b>Teaching Hospitals</b>                                           | OPD<br><br>IPD                                  | Practitioners                                                               | As per the MEC checklist                                                         | Hospital operational procedure<br>Pharmacy procedure                                               |
| <b>Ayurvedic Pharmaceutical Industry:</b>                           | Herbal Garden<br><br>Cottage and small industry | Local community people<br>Ayurveda Pharmacist<br>AAM Experts                | As per the guidelines of the small industry center and the GMP guidelines of DDA | Master Plan for GMP Industry<br>Procedure of a small cottage industry                              |
| <b>Comprehensive Plant Research Center with Production Facility</b> | R&D herbal garden<br><br>R&D Lab                | Farmers,<br><br>Agriculture experts<br>AAM experts<br>Researchers           | As per the GAP, GCP, and GMP.                                                    | Master Plan                                                                                        |
| <b>Comprehensive Animal Research Unit/Center:</b>                   | Animal domestication farm                       | Animal researchers<br><br>AAM experts                                       | As per the veterinary guideline                                                  | Masters Plan                                                                                       |

## Development of the IT Friendly Mechanism:

- Learning Management System (LMS) , e-Library, Thesis Directory, University Management Information System (UMIS), e-Exam.

## International Collaboration:

- Academic collaboration for academic courses, Research Collaboration.

## Engagement with Private Sector, Community:

- Establishes partnerships with healthcare, pharmaceutical, tourism, and wellness industries for internships, research funding, and collaborative

## Ayurveda Wellness Center:

- Establishment of world class Ayurveda, yoga, and Panchakarma wellness center focused on Ayurveda Medical Tourism.

# AYURVEDA ACADEMIA

## Ayurveda Academia Organogram

MEC/NAMC has been mentioned for **14 departments of Ayurveda**. To fulfill the faculty criteria, relaxation is permitted only for the first 5 years of establishment or as specified by MEC

| SN  | Department of Ayurveda            |
|-----|-----------------------------------|
| 1.  | Sanskrit, Samhita, and Siddhanta  |
| 2.  | Rachana Sharir                    |
| 3.  | Kriya Sharira                     |
| 4.  | Dravyaguna                        |
| 5.  | Rasashastra Evum Bhaisajyakalapna |
| 6.  | Swasthvritta                      |
| 7.  | Agadtantra Evam Vavyahar Ayurveda |
| 8.  | Kayachikitsa                      |
| 9.  | Roga Evam Vikriti Vigyna          |
| 10. | Prasuti Evam Stree Roga           |
| 11. | Balaroga                          |
| 12. | Shalya                            |
| 13. | Shalakya                          |
| 14. | Panchakarma                       |

Source: Standard Format for Institutional Inspection Report, MEC

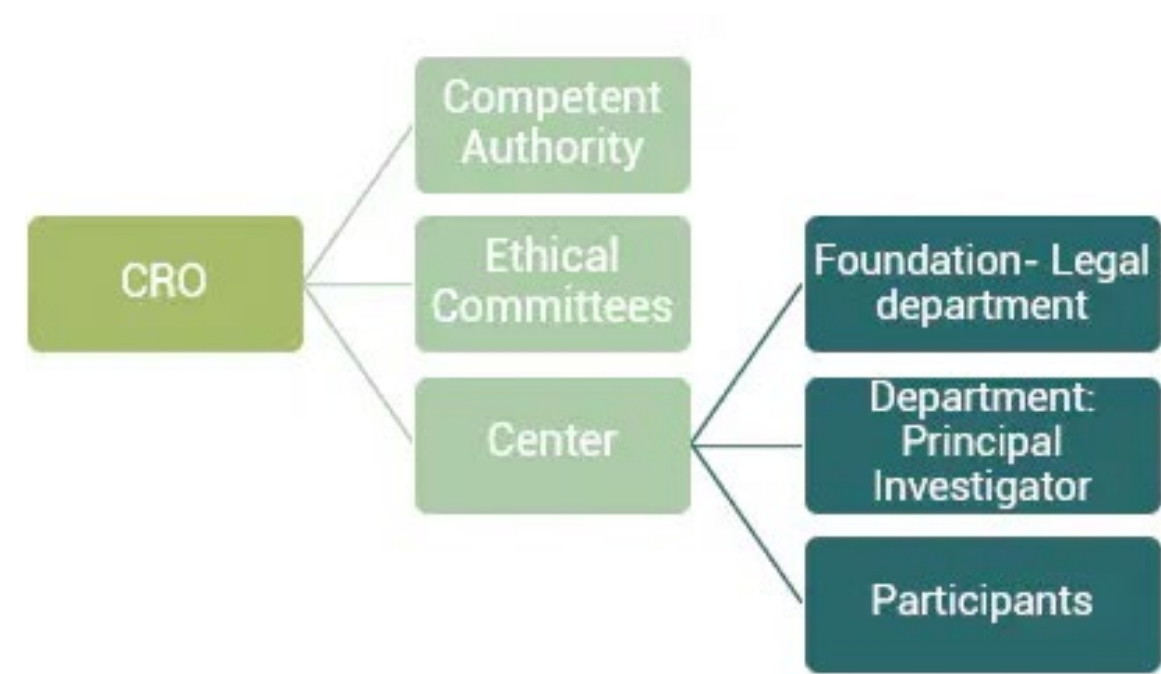
# RESEARCH MANAGEMENT CELL

Under the Objective of the RMC Cell of University Grant Commission (UGC)

## Guidelines of Research Management Cell (RMC)

# CLINICAL RESEARCH UNIT (CRU)

a specialized facility within a healthcare or research institution that provides resources and support for conducting clinical research studies





# Discussion Points



Provide the major **five** discussion points that you want to discuss with the group :

1. What are the additional / emerging academic courses on Ayurveda.
2. What are the Priority areas of Ayurveda research in Nepal.
3. What are the scopes on Ayurveda of International Demand.
4. What are the innovative approaches on Ayurveda.
5. Points meeting to make university of excellence in Ayurveda

Thank You

# Should Nepal develop standardized Ayurvedic nursing programs to integrate traditional medicine with modern nursing practices?



|           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|-----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| INDIA     | <p>India regulates Ayurvedic nursing via INC; Post Basic Diploma (2023) trains registered nurses/midwives in Ayurveda principles and clinical practice.</p> <p><b>MINIMUM REQUIREMENTS / GUIDELINES FOR STARTING POST BASIC DIPLOMA IN AYURVEDA</b></p> <p><b>SPECIALITY NURSING- RESIDENCY PROGRAM</b></p> <p>The program may be offered at:</p> <ol style="list-style-type: none"> <li>1. Ayurveda hospital offering higher studies (graduate/postgraduate) in Ayurveda, having minimum of 100 beds with diagnostic, therapeutic and state of the art Ayurveda therapy units with all types of specialized nursing care facilities.</li> <li>2. Above eligible institution shall get recognition from the concerned State Nursing Council for Post Basic Diplomain Ayurveda Speciality Nursing Program for the particular Academic year, which is a mandatory requirement.</li> <li>3. The Indian Nursing Council shall after receipt of the above documents / proposal would then conduct statutory inspection of the recognized training nursing institution under section 13 of Indian Nursing Council Act, 1947 in order to assess suitability with regard to availability of Teaching faculty, Clinical and infrastructural facilities in conformity with regulations framed under the provisions of Indian Nursing Council Act, 1947</li> </ol> <p>Source:<a href="https://www.indiannursingcouncil.org/uploads/pdf/1663751834524053199632ad69a4d7cb.pdf">https://www.indiannursingcouncil.org/uploads/pdf/1663751834524053199632ad69a4d7cb.pdf</a></p> |
| Sri Lanka | <p>Sri Lanka, Ayurvedic nursing is regulated under the <a href="#">Ayurveda Act No. 31 of 1961</a>, and the <a href="#">Ayurveda Medical Council</a> is the body responsible for registering and overseeing Ayurvedic nurses and practitioners. This Act was established to provide a framework for the registration and professional conduct of various Ayurvedic professionals, including nurses.</p> <p>Source: <a href="https://www.srilankalaw.lk/revised-statutes/volume-i/74-ayurveda-act.html">https://www.srilankalaw.lk/revised-statutes/volume-i/74-ayurveda-act.html</a></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| China     | <p><b>Traditional Chinese medicine (TCM) Nursing Programs in China</b></p> <ul style="list-style-type: none"> <li>• <b>Program Purpose:</b> Strengthen inheritance and innovation of TCM theory, knowledge, and skills in nursing education and research.</li> <li>• <b>Scope:</b> Chronic disease management, prevention, health preservation, rehabilitation, care of women, children, elderly.</li> <li>• <b>Education Focus:</b> <ul style="list-style-type: none"> <li>◦ Humanities related to TCM culture</li> <li>◦ History and development of TCM and TCM nursing</li> <li>◦ TCM thinking, perception, and basic nursing features</li> <li>◦ Basic theory, knowledge, and clinical skills</li> </ul> </li> <li>• <b>Research &amp; Innovation:</b> <ul style="list-style-type: none"> <li>◦ Clinical research based on syndrome differentiation</li> <li>◦ Evidence-based and translational approaches</li> <li>◦ Application of research results to improve health care</li> </ul> </li> <li>• <b>Standards &amp; Regulation:</b></li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |


|                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|--------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                    | <ul style="list-style-type: none"> <li>○ 2010: Ministry of Education – Undergraduate Nursing Program Standards</li> <li>○ 2013: Nursing Education Steering Committee – TCM Nursing Curriculum &amp; Clinical Practice Standards</li> <li>● <b>Significance:</b> Standardized cultivation of nursing professionals; promotes integration of TCM and modern nursing practices.</li> </ul> <p><b>Sources:</b> Ministry of Education of China, Nursing Education Steering Committee, TCM Colleges &amp; Universities.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| European countries | <p><b>INTEGRATIVE NURSING: BOTH TIMELESS AND TRANSFORMATIVE</b></p> <p>Integrative Nursing is grounded in the principles that human beings are whole systems, inseparable from their environments, and possess an innate capacity for healing and well-being. This approach is person-centered, relationship-based, and informed by evidence, combining conventional and complementary therapies while using the least intensive intervention necessary. It emphasizes the health and well-being of both patients and caregivers, addressing stress and burnout, and promoting compassionate, holistic care. By integrating the art and science of caring, facilitating healing, and alleviating suffering, Integrative Nursing aligns with nurses' values and patient expectations, ultimately enhancing symptom management and overall quality of care (Kreitzer, Koithan, Sullivan, Nunez, &amp; Voss, 2022).</p> <p><b>Sources:</b> Kreitzer MJ, Koithan M, Sullivan S, Nunez M and M Voss. (2022). Integrative Nursing and the ANA Scope and Standards of Practice: Expanding the Reach of Nursing for Families and Society. Creative Nursing, 28(4), 228-233. <a href="https://ec.europa.eu/programmes/erasmus-plus/project-result-content/94dbd130-496c-428b-9435-696cd086a10f/3.1_INES_Handbook_for_Teachers_in_Nursing.pdf">https://ec.europa.eu/programmes/erasmus-plus/project-result-content/94dbd130-496c-428b-9435-696cd086a10f/3.1_INES_Handbook_for_Teachers_in_Nursing.pdf</a></p> |



## International Models of Ayurvedic and Integrative Nursing Programs

| Country                     | Regulatory Body                                              | Program Type                 | Key Features                                                                                                                                                                                |
|-----------------------------|--------------------------------------------------------------|------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| India                       | Indian Nursing Council (INC)                                 | Post-Basic Diploma/Residency | Registered nurses/midwives trained in Ayurveda principles; hospitals ≥100 beds; statutory inspections; recognized by State Nursing Council.                                                 |
| Sri Lanka                   | Ayurveda Medical Council                                     | Ayurvedic Registration       | Legal framework under Ayurveda Act; registration and professional conduct; oversees Ayurvedic nurses and practitioners.                                                                     |
| China                       | Ministry of Education & Nursing Education Steering Committee | TCM Programs                 | Focus on TCM heritage, clinical skills, chronic disease care; research and evidence-based practice; standardized curriculum.                                                                |
| Europe (Multiple Countries) | Integrative Nursing Standards                                | Integrative Nursing          | Holistic, person-centered care; combines conventional and complementary therapies; promotes caregiver and patient well-being; evidence-informed; stress and burnout management.<br>Sources: |

| Program Type                                                                                         | Level                        | Objective                                                  | Justification                                      | Major Activities / Timeline                                   | Sources                               |
|------------------------------------------------------------------------------------------------------|------------------------------|------------------------------------------------------------|----------------------------------------------------|---------------------------------------------------------------|---------------------------------------|
|  Academic Program | Diploma / Post-Basic         | Train nurses in Ayurvedic principles & clinical practice   | Integrate traditional medicine with modern nursing | Coursework, clinical rotations, workshops (1–2 yrs)           | INC Guidelines, Panda & Mohanta, 2022 |
|  Research Project | Undergraduate / Postgraduate | Evaluate holistic nursing outcomes & traditional practices | Evidence-based policy development                  | Literature review, field studies, data analysis (6–12 months) | Kreitzer et al., 2022                 |

| Program Type                                                                                        | Level      | Objective                                       | Justification                          | Major Activities / Timeline                             | Sources                   |
|-----------------------------------------------------------------------------------------------------|------------|-------------------------------------------------|----------------------------------------|---------------------------------------------------------|---------------------------|
|  Community Project | All levels | Promote public awareness of integrative nursing | Improve patient safety & holistic care | Health camps, awareness programs, follow-ups (6 months) | Ministry of Health, Nepal |

## Proposed Standardized Nursing Programs and Requirements for Nepal

| Program             | Academic Level               | Notes                                                 | Minimum Requirements                                                                                                                                 |
|---------------------|------------------------------|-------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------|
| Ayurvedic Nursing   | Diploma / Post-Basic         | For registered nurses; foundational Ayurveda training | University/Nursing Council recognition; trained faculty; clinical units $\geq 100$ beds; lab & therapy units; theory + practical + research          |
| Integrative Nursing | Undergraduate / Postgraduate | Can integrate into existing nursing curriculum        | University/Nursing Council approval; faculty trained in integrative care; clinical/practical exposure; research component; evidence-based curriculum |

## Just Opinion:

[Yogmaya Neupane's legacy inspires YAU to deliver transformative education, innovative research, and sustainable production. With over 90% of Nepalese nurses female, YAU advances professional skills, holistic care, and leadership in Ayurveda, Himalayan, herbal sciences, Yoga, and alternative medicine]

## Discussion Questions for Workshop – Standardized Ayurvedic Nursing Programs at Yogmaya University:

1. In what ways can Yogmaya University build on its legacy to effectively train skilled female nurses in Ayurvedic and holistic healthcare?
2. What are the essential infrastructure and faculty standards needed to establish accredited Ayurvedic nursing programs in Nepal?
3. How can integrating Ayurveda, Himalayan and herbal sciences, Yoga, and alternative medicine enhance patient care outcomes?
4. Which strategies can support evidence-based curricula and research within Ayurvedic nursing programs?
5. How might Nepal foster international collaborations to strengthen professional standards and recognition for Ayurvedic nurses?



# YAU Strategic Plan Review and Validation Workshop THEME: HERBAL SCIENCE

August 18, 2025

प्रा.डा.प्रदिप ज्ञवाली, एम डी क्लिनिकल फार्माकोलोजि

GCRT, हार्वर्ड विश्वविद्यालय

उपकुलपति

मदन भण्डारी स्वास्थ्य विज्ञान प्रतिष्ठान

पूर्व कार्यकारी निर्देशक — (सदस्य सचिव)

नेपाल स्वास्थ्य अनुसन्धान परिषद्



# Background



## INTRODUCTION

MBAHS was established by Provincial Act, 2018 guided by Madan Bhandari's vision of social equity particularly in health. Realizing the mammoth growth in demand for higher education, our representatives approved a bill that made compulsory to establish at least a Government Medical College as a Deem University in a state.

## MISSION

Nurture health professionals with humanitarian soul, universal perspective and patriotism in action.

## VISION

To become frontier medical institute of Nepal, providing quality environment conducive for learning. We aim to cultivate spirit of inquiry, thirst for knowledge and innovation oriented with ingenious pursuits. We envision a patient centric state of art health care facility, committed to professional excellence, reaching all communities, primarily under-reached, unreached and uncared.

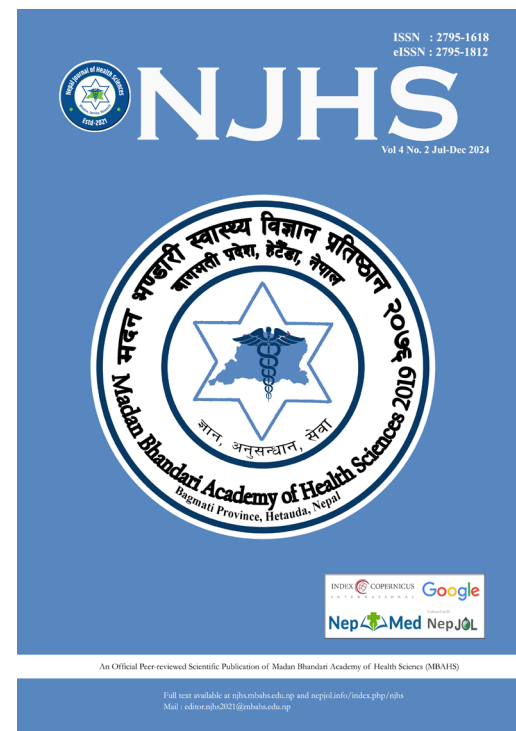


# OBJECTIVES

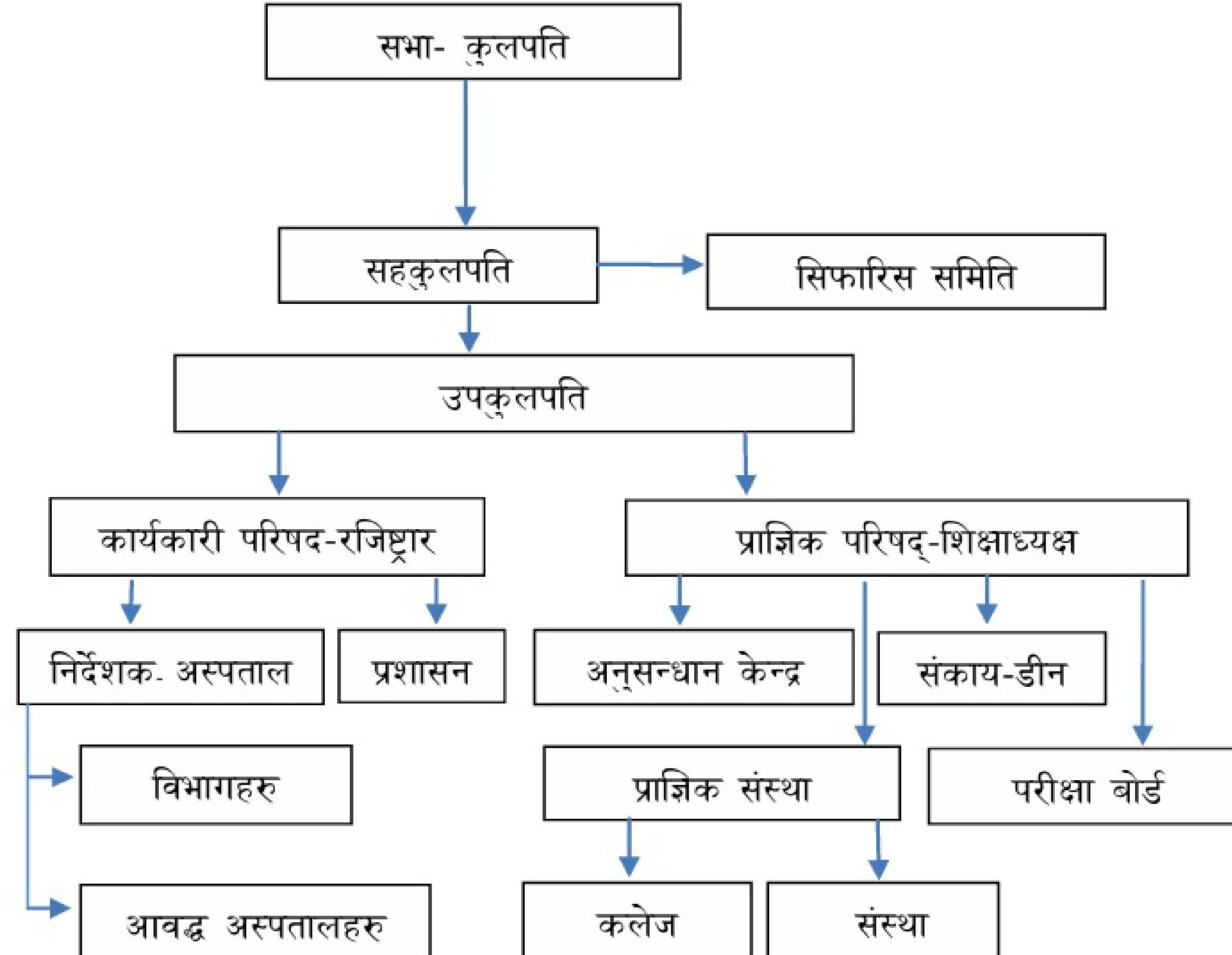
To adopt technology friendly environment in all aspects of teaching, learning, and research

To conduct advanced researches and, undertaking research projects especially pertaining to Nepalese context

To establish suitable environment for effective practice of evidence based medicine



# मुख्य संगठनात्मक संरचना





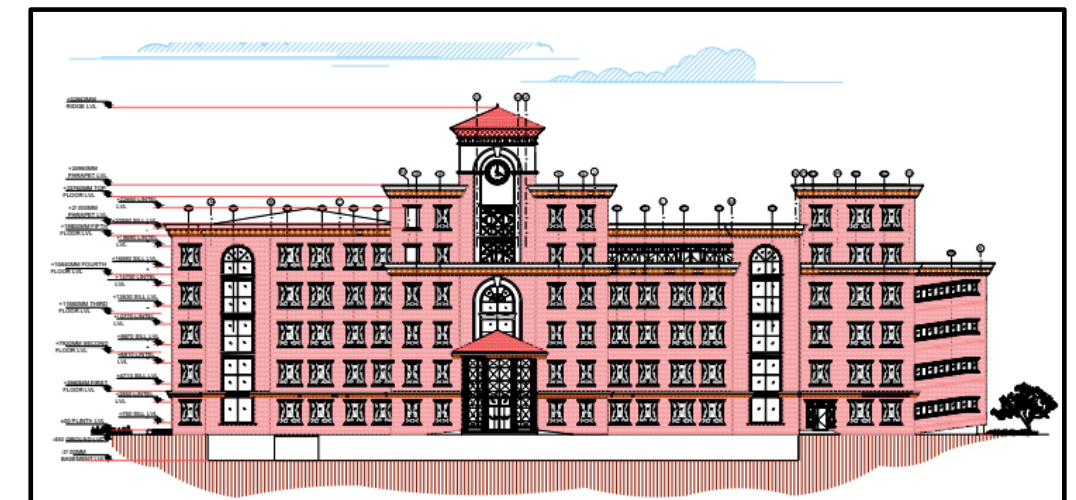


**Basic Science Block**



**BPH Block**

**Research Center and Exam Committee Block**





# Hetauda Hospital, Madan Bhandari Academy of Health Sciences



# SWOT Analysis of MBAHS

## STRENGTHS



1. Government Backing and Support
2. Unique Position as First Provincial Deemed University
3. Focus on Social Equity and Access
4. Commitment to Quality Health Education
5. Focus on Research Excellence
6. Strategic Location
7. Strong Vision and Mission

## OPPORTUNITIES



1. Growing Demand for Health Professionals
2. Government and International Partnerships
3. Expansion of Health Care Services
4. Technological Advancements
5. Research Funding and Collaboration
6. Community Engagement and Health Awareness



## WEAKNESSES

1. Limited Infrastructure and Resources
2. Dependency on Political Support
3. Attracting Qualified Faculty
4. Lack of Global Recognition
5. Balancing Expansion with Quality Control



## THREATS

1. Competition from Established Institutions
2. Political Instability
3. Economic Challenges
4. Regional Health Inequities
5. Brain Drain of Graduates





# Nepal: Rich in Biodiversity



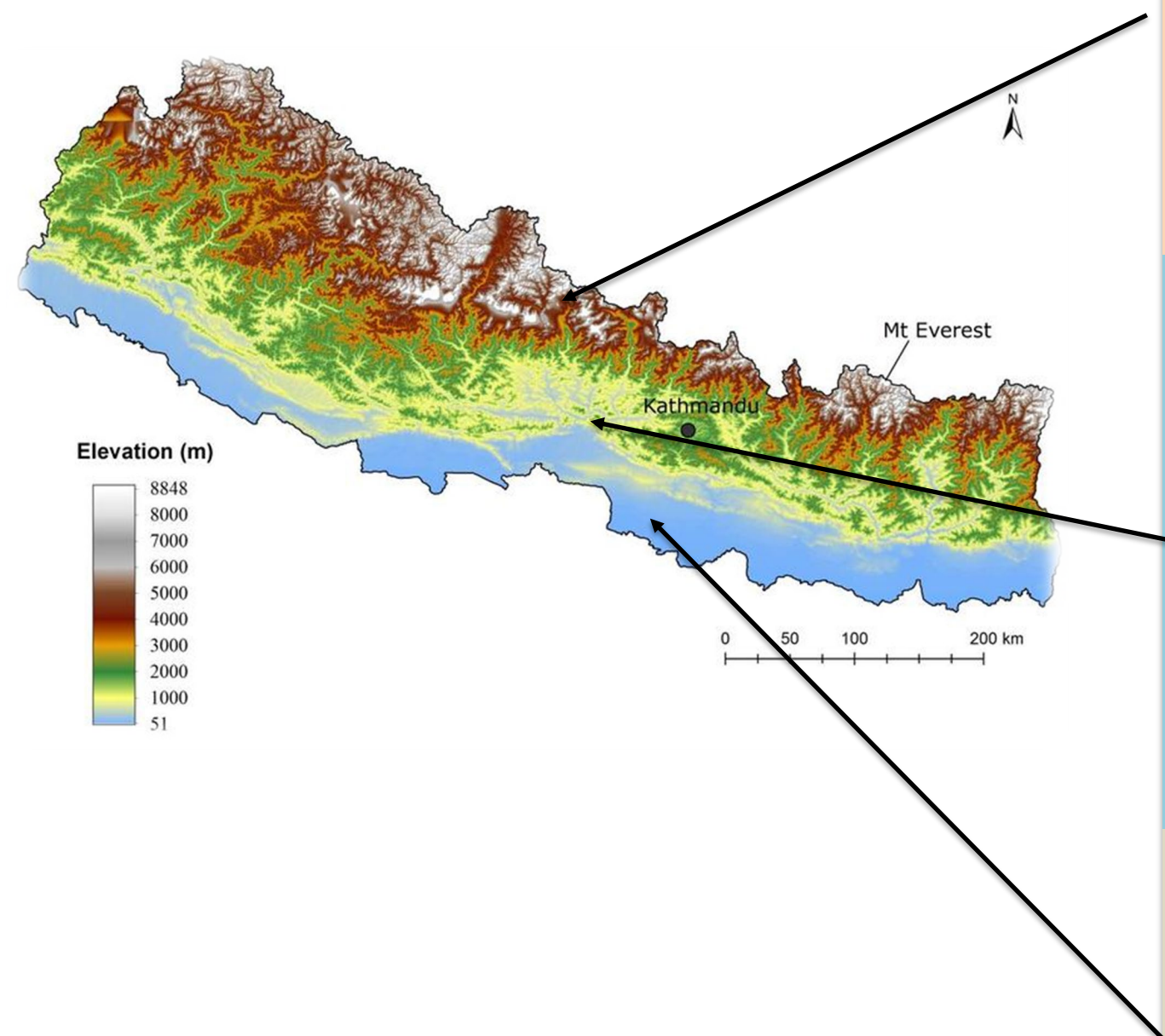
- Nepal's diverse cultures and rich biodiversity are the basis for its vast traditional medicine systems.
- About 80% of the population, especially in rural areas, relies on traditional medicine due to limited access to modern healthcare.
- The country's high-altitude regions are vital sources of medicinal plants for these traditions.

























PICTURE: YARSAGUMBA (CORDYCEPS SINENSIS)



# Key characteristic Medicinal Herbs and Minerals of Nepal



| Region    | Unique Medicinal Plants                                                               |                                                                                       |                                                                                       | Minerals                                                                              |                                                                                       |
|-----------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Himalayan |    |    |    |    |    |
|           | Yarsagumba                                                                            | Kuth                                                                                  | Jatamansi                                                                             |                                                                                       |                                                                                       |
|           |    |    |                                                                                       |  |  |
|           | Panchaunle                                                                            | Vatsanav                                                                              |                                                                                       |                                                                                       |                                                                                       |
| Hilly     |   |   |   |  |  |
|           | Chiraito                                                                              | Laligurans                                                                            | Pasanbhed                                                                             |                                                                                       |                                                                                       |
|           |  |  |                                                                                       |  |  |
|           | Devdaru                                                                               | Agarwood                                                                              |                                                                                       |                                                                                       |                                                                                       |
| Terai     |  |  |  |  |                                                                                       |
|           | Khadir                                                                                | Bijaya Shal                                                                           | Shatavari                                                                             |                                                                                       |                                                                                       |
|           |                                                                                       |                                                                                       |                                                                                       | Varieties of Clay                                                                     |                                                                                       |



# Present Status of Herbal

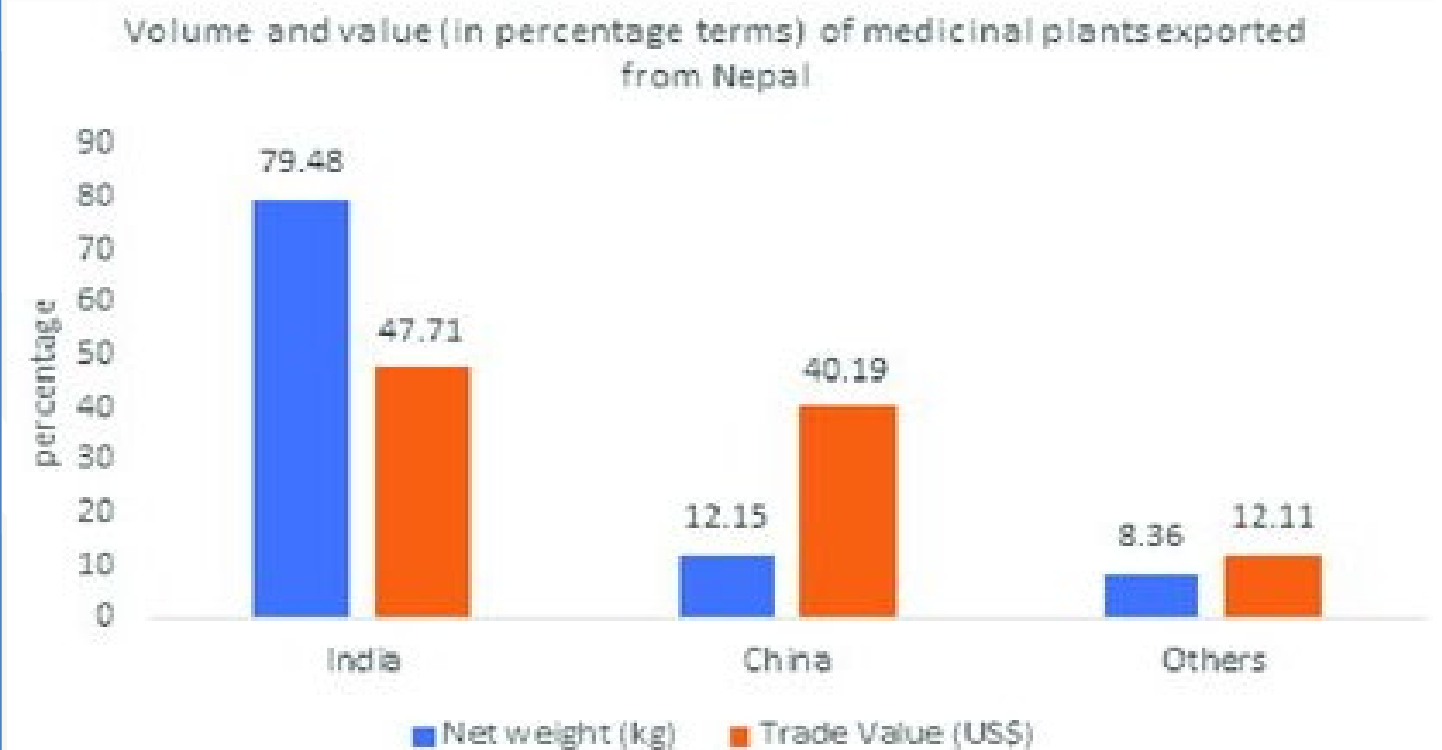
|                                               |
|-----------------------------------------------|
| Amala ( <i>Phyllanthus emblica</i> )          |
| Atis ( <i>Aconitum heterophyllum</i> )        |
| Bojho ( <i>Acorus calamus</i> )               |
| Chiraito ( <i>Swertia chirayita</i> )         |
| Dalchini ( <i>Cinnamomum tamala</i> ) : bark  |
| Jatamansi ( <i>Nardostachys grandiflora</i> ) |
| Jhyau ( <i>Lichen</i> sps)                    |
| Majitho ( <i>Rubia majith</i> )               |
| Padamchal ( <i>Rheum australe</i> )           |
| Pakhanved ( <i>Bergenia ciliata</i> )         |
| Pipla ( <i>Piper longum</i> )                 |
| Ritha ( <i>Sapindus mukorossi</i> )           |
| Sarpagandha ( <i>Rauvolfia serpentina</i> )   |
| Satawar ( <i>Asparagus racemosus</i> )        |
| Sugandhawal ( <i>Valeriana jatamansi</i> )    |
| Tejpat ( <i>Cinnamomum tamala</i> ) : leaf    |
| Timur ( <i>Zanthoxylum armatum</i> )          |
| Source: Indian Trade Centre, Tanakpur, I      |

Nepalese MAP commodities were exported to almost 50 destinations.

In terms of volume, India has been the major importer of MAP materials all these years. However, China stood top among the countries sharing high value to Nepalese MAP trade.

with over 2,300 species having medicinal value and around 300 being traded and exported. Examples include Yarsagumba, Kutki, Chiraito, and more

About 39% of traded medicinal plants are protected by the Government of Nepal under CITES.



(मा. खा. व. तथा जनसंख्या मन्त्रालय)  
मिति २०८२/०९/२२ को निर्णय

औषधि उत्पादन कुशल अभ्यास (दोस्रो संशोधन) संहिता, २०८२

औषधि कुशल अभ्यास संहिता, २०७२ संशोधन गर्न बाञ्छनीय भएकोले,

औषधि कुशल अभ्यास संहिता, २०७२ को दफा ८० ले दिएको अधिकार प्रयोग गरी मन्त्रालयको संहिताहरू बनाएको छ।

१. संक्षिप्त नाम र प्रारम्भ: (१) यस संहिताको नाम “औषधि उत्पादन कुशल अभ्यास (दोस्रो संहिता, २०८२)” रहेको छ।

(२) यो संहिता तुरुन्त प्रारम्भ हुनेछ।

२. औषधि उत्पादन कुशल अभ्यास संहिता, २०७२ को दफा ३५ मा संशोधन: औषधि उत्पादन अभ्यास संहिता, २०७२ (यस पछि मूल संहिता भनिएको) को दफा ३५ मा संशोधन:

(१) मूल संहिताको दफा ३५ को उपदफा (१) को खण्ड (छ) पछि देहायको खण्ड (छ) राखिएको छ:-

“(छ) पशु पन्छी (veterinary) प्रयोगको लागि सेफालोस्पोरिन्स (cephalosporins) समूह औषधि उत्पादनको लागि सामान्य वर्गका (General category) औषधिहरू उत्पन्न हुने कक्षमा जोखिमको आधारमा (risk-based approach) क्याम्पेन अभियान (campaign basis) आधारमा Risk Assessment र Cleaning Validation गरि उत्पादन गर्न सकिनेछ।”

(२) मूल संहिताको दफा ३५ को उपदफा (१) को खण्ड (ज) को सट्टामा देहायको छ राखिएको छ:

“(ज) मिटर डोज इन्हेलर (Meter Dose Inhaler) को हकमा स्टेरोइड र सामान्य वर्गका इन्हेलरहरूको उत्पादन कार्य सामान्य वर्गका औषधिहरूयुक्त मिटर डोज इन्हेलर हुने कक्षमा जोखिमको आधारमा (Risk Based Approach) सरसफाई विधिको र जोखिम पहिचान, मूल्याङ्कन एवं न्यूनीकरण (Cleaning Validation & Assessment) गरी वैयक्तिक सुरक्षा पोशाक (Personnel Protective Equipment) उत्पादन कार्य गर्न सकिनेछ।

• मिटर डोज इन्हेलर (Meter Dose Inhalers) को उत्पादन (Mixing, Distribution, Filling) गर्दा प्रति दुष्पण नियन्त्रण गर्न बन्द प्रणालीको (Closed System) प्रयोग गरी उत्पादन हावा ग्रेड C (Grade C) को फिल्टर गरिएको हावा आपूर्ति हुनुपर्नेछ।

• ड्राई पाउडर इन्हेलर (Dry Powder Inhalers) को उत्पादन (Mixing, Distribution, Filling) गर्दा कण र जैविक दुष्पण न्यूनीकरण हुने अवस्था सुनिश्चित गरी (manufactured conditions designed to minimize microbial and particulate contamination) प्रति दुष्पण नियन्त्रण गर्न बन्द प्रणालीको (Closed System) प्रयोग गर्नुपर्नेछ।”

३. मूल संहिता भनिएको दफा ६२ मा संशोधन: (१) मूल संहिताको दफा ६२ को उपदफा १५ व खण्ड (क) पछि देहायको खण्ड (क१.) राखिएको छ:-

“(क१.) स्टेरोइड सक्रिय तत्व भएको औषधिको (जस्तै Prednisolone, Dexamethasone, Methylprednisolone, Hydrocortisone, Betamethasone, Deflazacort आदि) Oral Liquid जस्तै सिरप, सस्पेन्सन (Syrup, Suspension) सामान्य वर्गका (General Category) औषधि



डा. विकास देवकोटा  
सचिव

## Herbal Medicine Regulatory and Compliance

- **National Ayurveda GMP Guidelines, 2082:** The Medicine Good Practice Code, 2025 was passed on a day in the month of September 2022. It aims for the standard ayurveda medicine production in Nepal.
- **WHO-GMP Guidelines :** This guideline has provide guide for the Ayurveda pharmacies.
- **DDA regulatory:** Department of Drug Administration (DDA) in Nepal, established in 1979 under the Ministry of Health and Population, is the primary regulatory body responsible for overseeing the production, marketing, distribution, import, export, storage, and use of medicines, including herbal and traditional medicines It operates under the Drug Act 1978 .

**WHO guidelines  
on good manufacturing  
practices (GMP)  
for herbal medicines**







**24**  
Years of  
Experience



# Food and Cosmetic Products:

Nepalese herbs are exported to international market and getting good market but limited support from the government agencies.



Vs

The Korean and Japanese cosmetics market is growing at the rate of 10 percent annually, said Bikash Shrestha, marketing officer at Koreana International. It has been around seven years since the trend shifted towards Korean and Japanese makeup products.







UM (TIMUR)



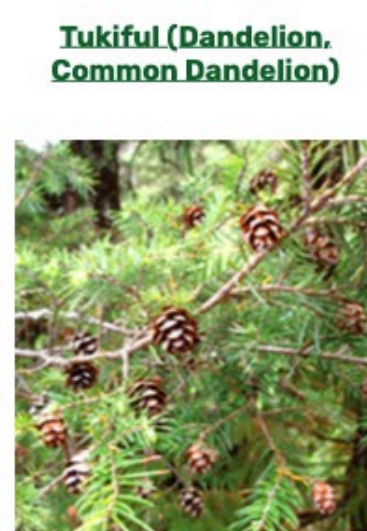
SILTIMUR



Kutki/Picror



Simal ko ful (Silk Cotton Tree)



Salla Simta (Hemlock)



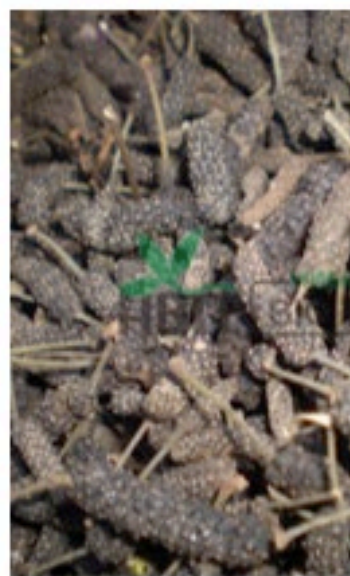
Satav (Asf



SA Natural



Ashwa (Turti)



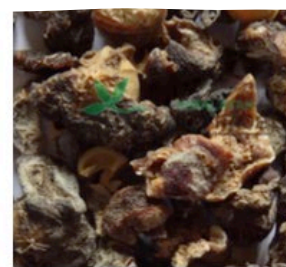
Asura (Turti)



Seto Musli (White Musli)



Majitho (Madder)



Amala (Emblic Myrobalan, Gooseberry)



Satuwa (Love Apple)



Chiraito (Chiretta)



Tulsi (Holy Basil, Sacred Basil)



Tejpat, Dalchini (Nepalese Cinnamon, Bay Leaf)



# Major Exports from Nepal

## Organic Herbs and Spices:



Sikakai (Soap Pod)



Sarpagandha, Chandmaruwa (Serpentine, Rauwolfia Root)



Saldhup



Rudrakshya (Utrasum Bead Tree)



Panchaunle, Hatajadi (Salep, Marsh Orchid)



Bishfej (Wall Fern)



# Reference Laboratory

Natural Product Research Laboratory (NPRL) **ISO 17025 accredited lab** under the Department of Plant Resources.

National Medicine Laboratory (NML), which is part of the Department of Drug Administration (DDA) in Kathmandu, Nepal

**Department of Food Technology and Quality Control (DFTQC)** under **Ministry** of Agriculture and Livestocks Development.



# Milestones



## Herbs

## Medicinal Herbs

Sustainable cultivation and Collection

Quality & labs

Standards & branding

Innovation and Export



Scientific  
Applications

R&D & new  
products

Innovation & IP



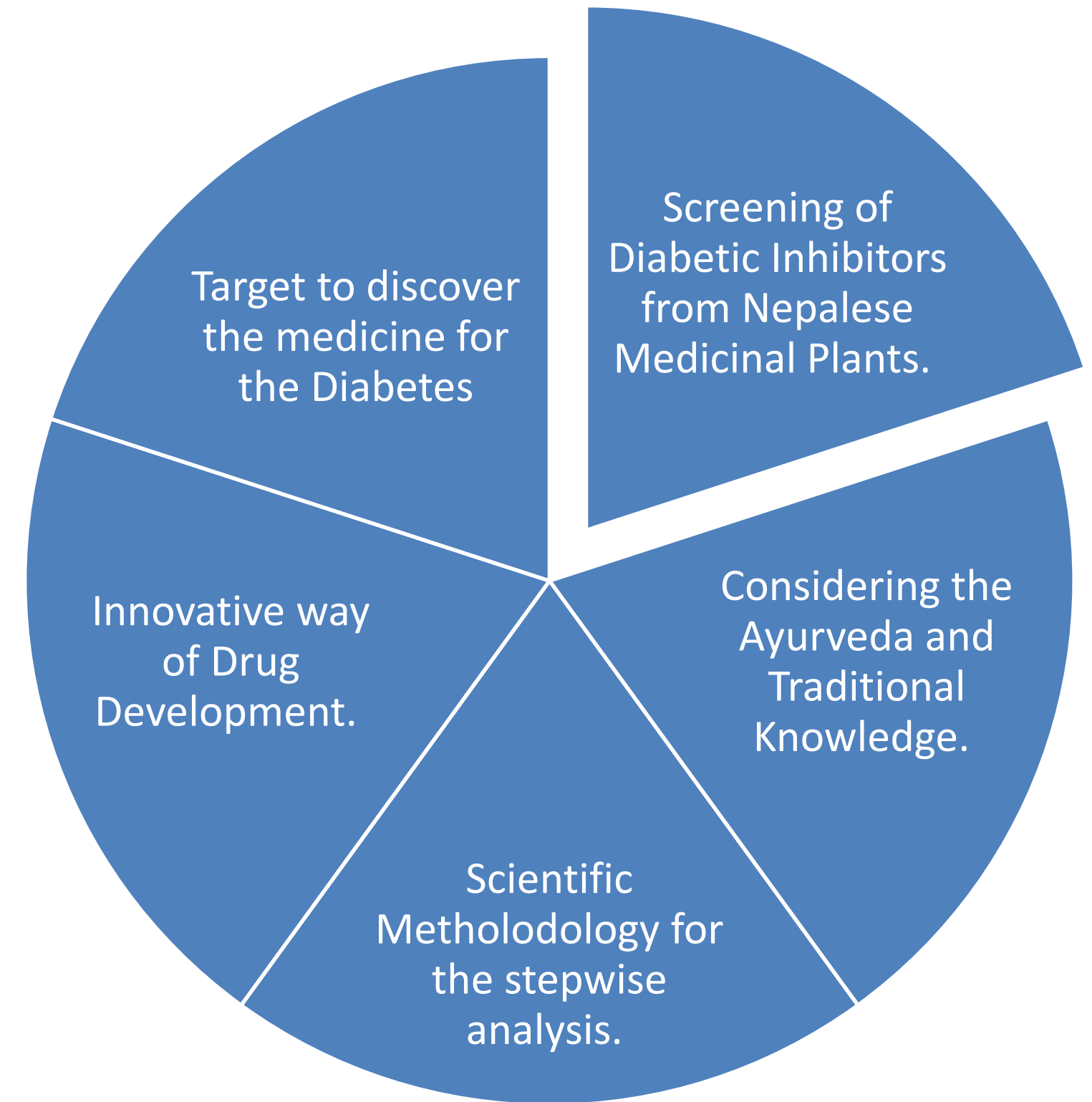
# Proposed Programs outline



| S.N | Course                                      | Introduction/ Objective                                                                                                                                                                                                                    | Need                                                                                                                                                                                                                                                                       |
|-----|---------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 2.  | <b>Bachelor in Integrated Pharmacy</b>      | <ul style="list-style-type: none"> <li>- Focus on cultivation, processing, and formulation of herbal medicines.</li> <li>- To prepare experts in herbal pharmacology and research.</li> </ul>                                              | <ul style="list-style-type: none"> <li>- Ayurveda Pharmacy of 55 numbers in Nepal.</li> <li>- GMP-2025 mandates for B. Ayurveda Pharmacist in Drugs Company.</li> <li>- Bachelor Pharmacy. requirement within the Pharmacy Department of Government Hospital.</li> </ul>   |
| 3.  | <b>Bachelor in Integrated Biotechnology</b> | <ul style="list-style-type: none"> <li>- Nepal has a rich biodiversity and cultural heritage.</li> <li>- To contribute to sustainable development and innovation of the classical products of ayurveda and alternative medicine</li> </ul> | <p>Increasing global interest in natural products and traditional medicine.</p> <p>Development of high-quality herbal products and modern therapeutic solutions</p> <p>Nepal's herbal medicine bioresource potential: Bioprospective research ((Shrestha et al., 2020)</p> |



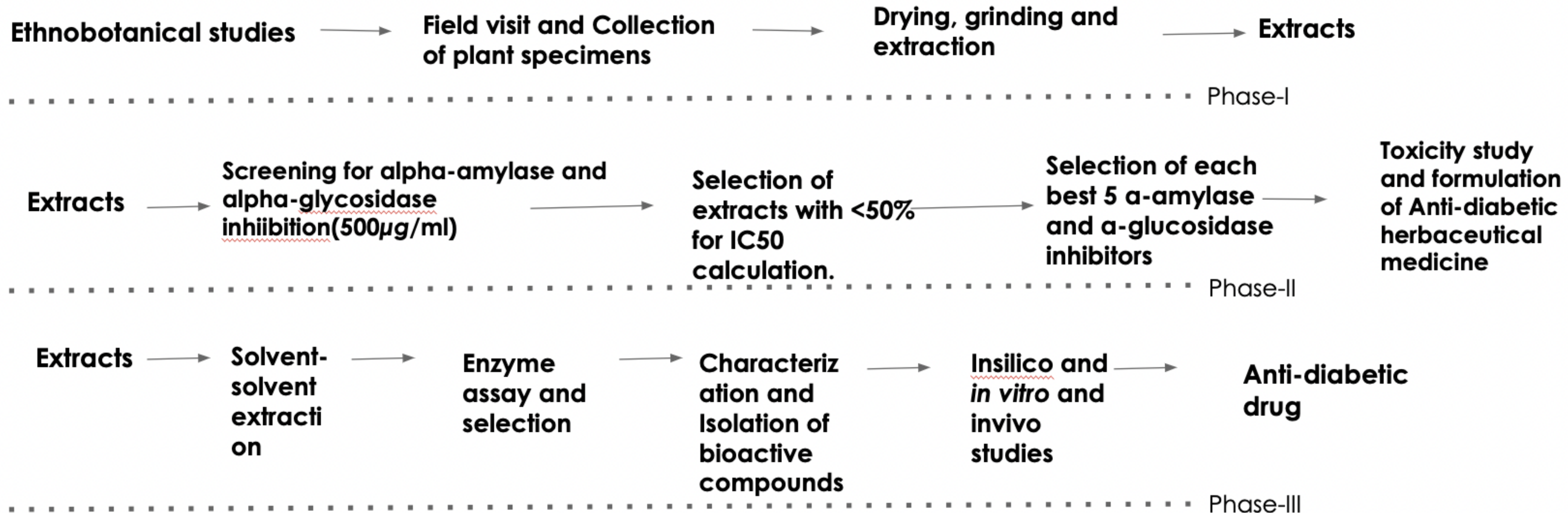
# Drug Development





# Steps of Drug Development with Reverse Pharmacology along with TK Knowledge :

## A Model of Antidiabetic Potential Candidate Exploration





# IMPORTANT HERBAL MEDICINE OF NEPAL

For Product Development and Industrialization



TAXUS BREVIFOLIA  
(PACIFIC YEW)



- Nardostachys  
Jatamansi



ALLIUM WALLICHI  
(HIMALAYAN ONION)



ASPHALTUM PUNJABIANUM  
(SHILAJIT)

## ANTICANCER

| Name of Plant           | Major Chemical Constituents                                                                                            |
|-------------------------|------------------------------------------------------------------------------------------------------------------------|
| Ziziphus nummularia     | Betulin, Betulinic acid                                                                                                |
| Andrographis paniculata | Andrographolide                                                                                                        |
| Centella asiatica       | Asiaticoside, hydrocotyline, vallerine, pectic acid, sterol, stigmasterol, flavonoids, thankunosides and ascorbic acid |
| Curcuma longa           | Curcumin                                                                                                               |

## ANTIDIABETES

| Plant part   | Name of plants                                                     |
|--------------|--------------------------------------------------------------------|
| Aerial parts | Artemisia pallens, Bidens pilosa, Bixa orellana, Teramnus labialis |
| Bark         | Cinnamomum zeylanicum, Croton cajucara                             |
| Bulb         | Allium cepa, Allium sativum                                        |
| Flower       | Cassia auriculata, Gentiana olivier, Musa sapientum                |

## POTENTIAL PRODUCT DEVELOPMENT FROM HERBAL MEDICINE



# Way forward:

Academic Course focused to the utilization of Higher Altitude Medicinal Plants

Research Laboratory for the R&D of the herbal plants

Scientific Application promoting Industrialization from the Academic outcome:  
Disseminations

Collaboration between the Universities

Promotion of Medical Tourism and Research



# Tourism, Herbs and Research

Nepal hold geographical variation.

Variation in the vegations

Favorable enviorment for research

## Medical Tourism

RESEARCH BASED MEDICAL TOURISM



H

HERBAL MEDICINE

M

MOUNTAIN  
MEDICINE

P

PHARMACEUTICAL  
R&D

I

INNOVATION

P

POLICY



# Collaboration Areas

## Capacity Building

Trainings, Exchange of  
Researchers and Scholars, Develop  
Research labs, Registries,  
Manufacturing Process  
Development (tech. transfer)



## Collaborative Research

Lab research, Clinical Trials  
on Herbal Medicine



## Scientific Application

Sharing of scientific evidence and  
scholarly information, policy  
engagement, community engagement

# Discussion Points



## DISCUSSION POINTS

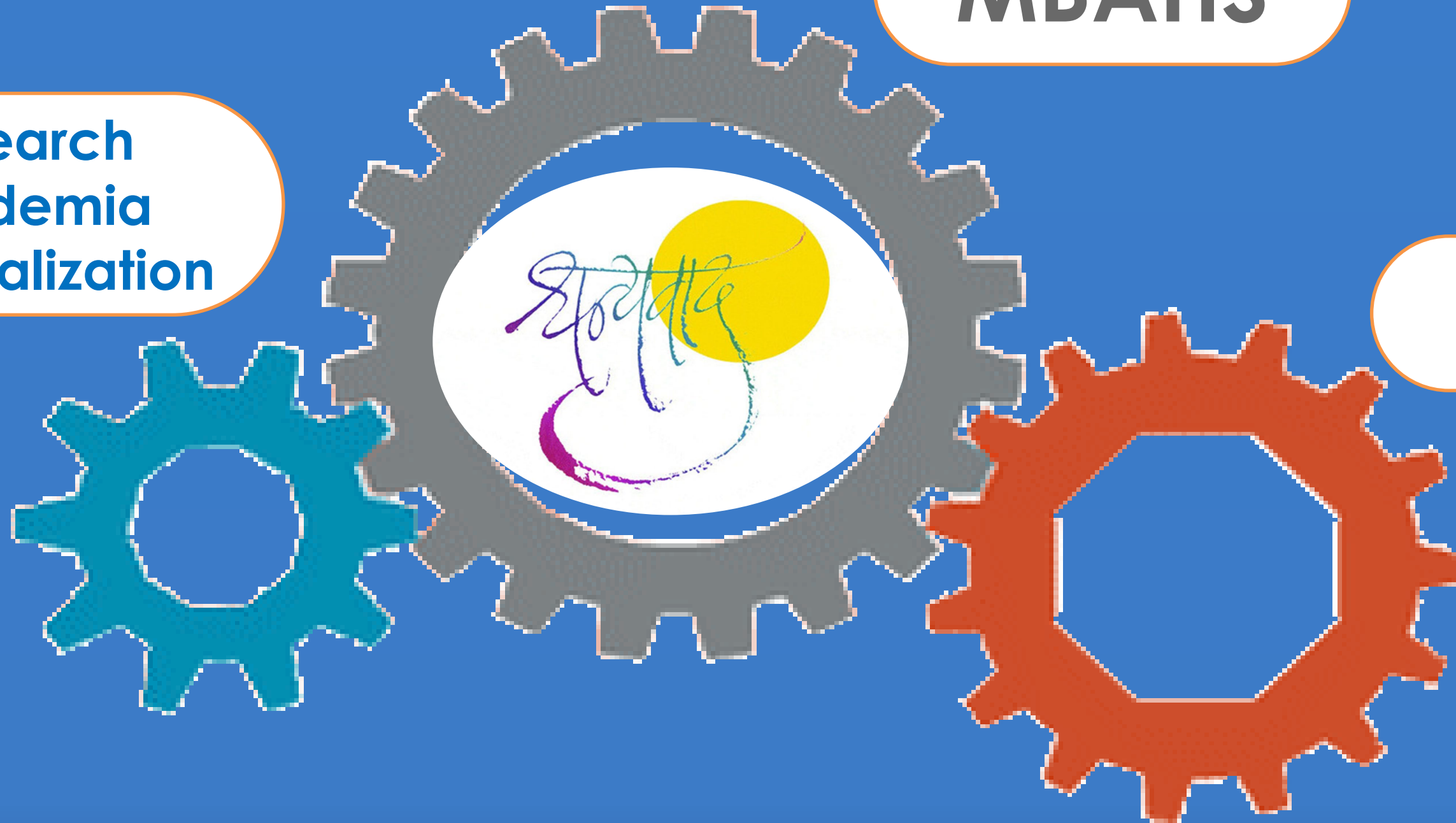
1. How we can do R&D on herbal medicinal plants
2. How to interconnect the Industrialization and Academia.
3. How to promote the community herbs and their product development
4. Strategy to promote the herbal commodities to global market
5. How to foster the research and industrialization through herbal science in University

# MBAHS and YAU In Collaboration

**MBAHS**

- Research
- Academia
- Industrialization

**YAU**



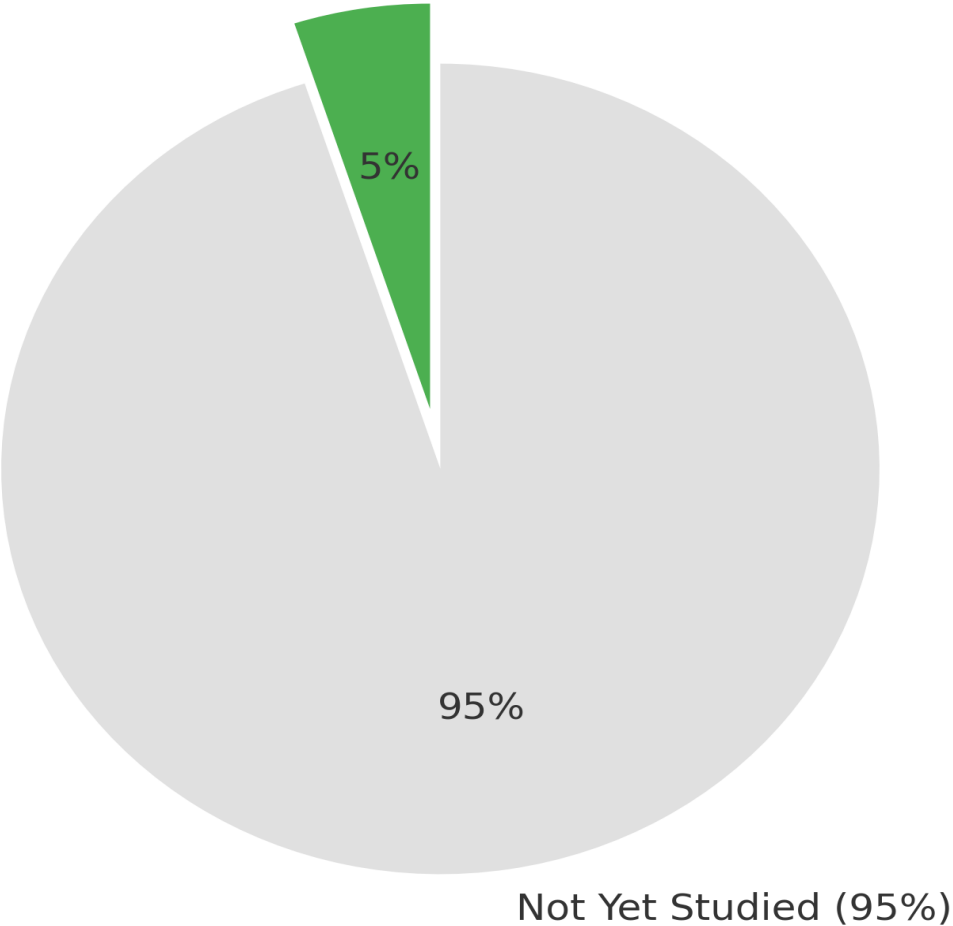
# HERBAL SCIENCE PILLAR



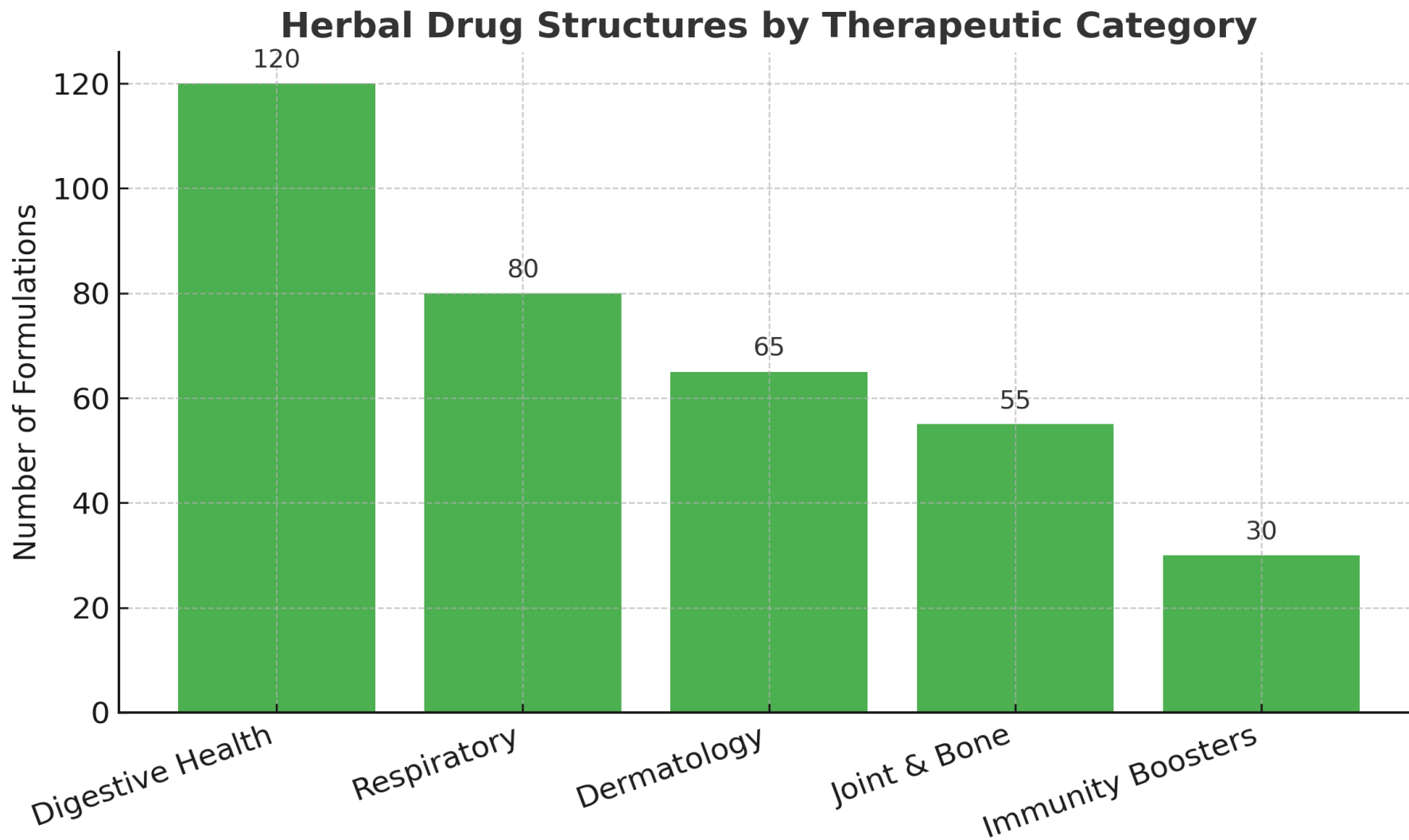


**Only 5% of Nepal's 7,000 Medicinal Plants Are Scientifically Validated (NHRC 2025)**

Scientifically Validated (5%)

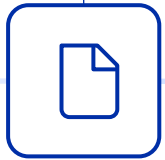


Source: Nepal Health Research Council, 2025



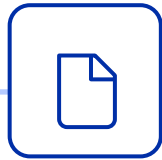
# HERBAL SCIENCE PILLARS

Traditional Knowledge  
(Ayurveda, Amchi) .



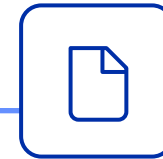
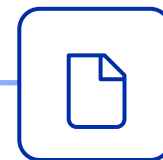
Knowledge

Industrial Processing (GMP,  
ISO Standards) ..

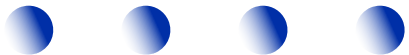


Scientific  
(Phytochemistry,  
Trials).

Validation  
Clinical



Global Integration (WHO  
Monographs, Patents) .

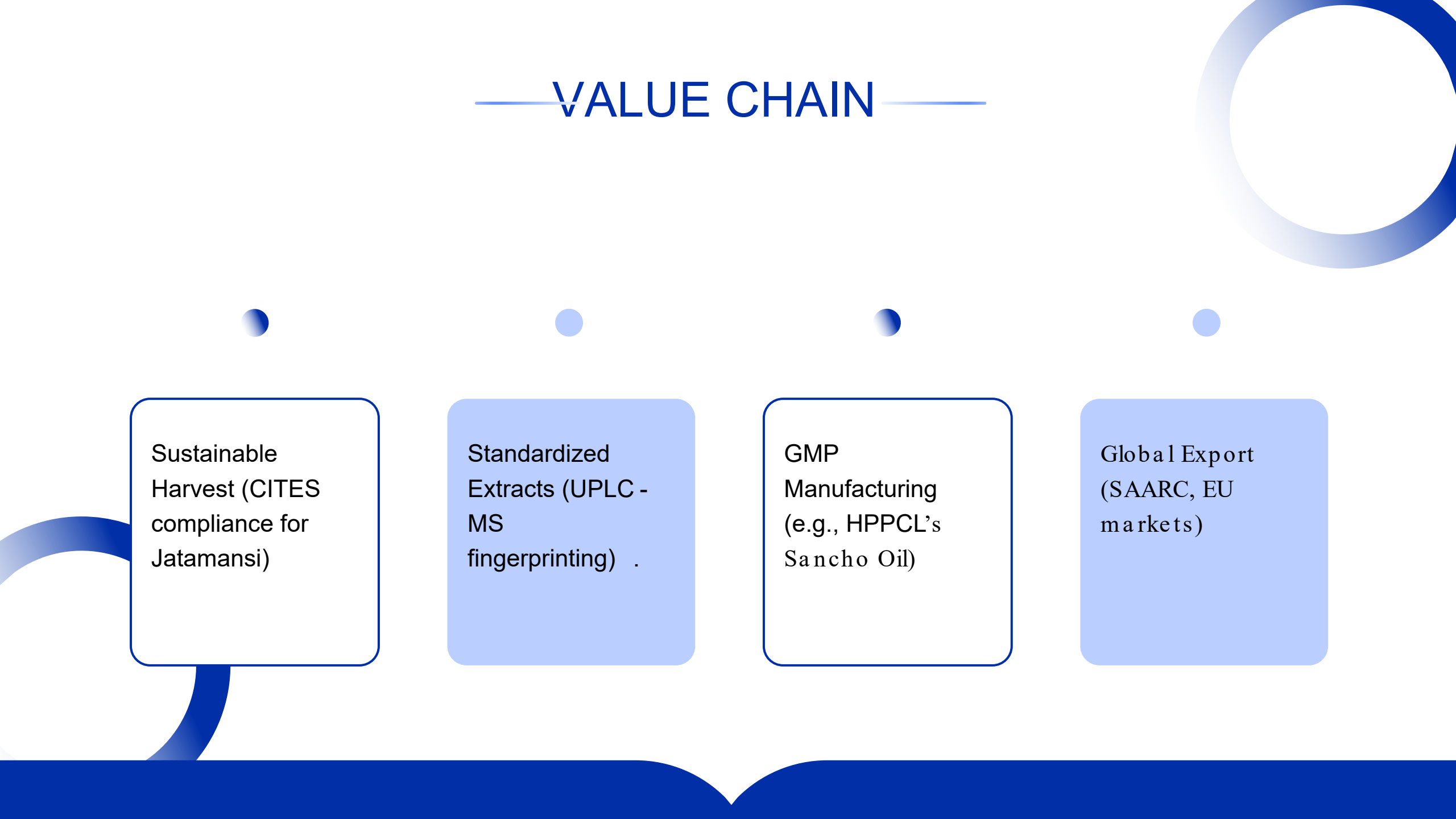


# HERBAL DRUGS

| PLANTS     | ACTIVE COMPOUNDS | CONCENTRATION |
|------------|------------------|---------------|
| Yarsagumba | Cordycepin       | 0.3–0.5%      |
| Chirayito  | Swertiamarin     | 2.5–4.0%      |
| Jatamansi  | Jatamansone      | 1.2–1.8%      |
| Turmeric   | Curcumin         | 3.0–5.0%      |



# —VALUE CHAIN—



A horizontal flow diagram illustrating a value chain. It consists of four rectangular boxes connected by a series of four blue dots. The first box is white with a blue border, while the others are solid blue. A large blue circle is in the top right corner, and a blue decorative bar is at the bottom. A blue curved line enters from the left and connects to the first box.

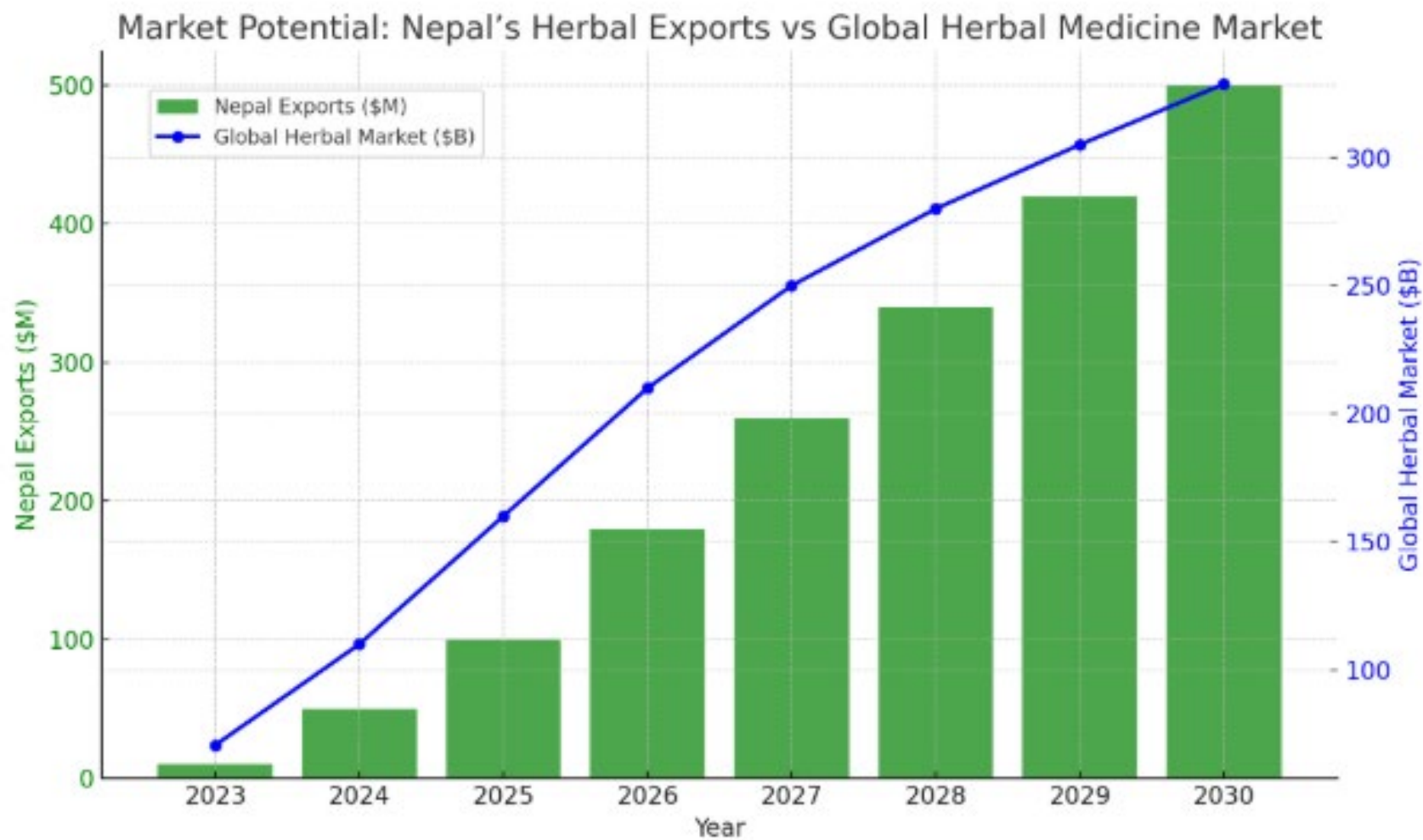
Sustainable  
Harvest (CITES  
compliance for  
Jatamansi)

Standardized  
Extracts (UPLC -  
MS  
fingerprinting) .

GMP  
Manufacturing  
(e.g., HPPCL's  
Sancho Oil)

Global Export  
(SAARC, EU  
markets)

# MARKET POTENTIAL



Source: Grand View Research (Global Market, 2023-2030), Government of Nepal Trade Data

- **Global Herbal Medicine Market**

- Estimated at USD 70.57 billion in 2023
- Projected to grow to USD 328.72 billion by 2030
- Implied Compound Annual Growth Rate (CAGR):  $\approx 20.91\%$

- **Nepal Medicinal Herbs Exports**

- In one review period, exports rose by 57.9% to NPR 1.21 billion (approx. USD 10 million)
- Historical trend (2005–2014): from USD 27.5 million in 2005 to USD 60.1 million in 2014
- Latest data shows Nepal total exports (across all goods) around USD 1.21 billion in 2023

# Case Study – Jatamansi (SWOT)

- **Strengths**

- Nepal is the world primary supplier of Jatamansi, controlling 90% of global supply
- Contains valuable jatamansone compound (1.2-1.8% concentration) used in high-end perfumes and medicines

- **Weaknesses**

- Listed as Critically Endangered by IUCN due to 80% population decline in recent decades
- Slow-growing plant requiring 5-7 years to reach harvest maturity

- **Opportunities**

- Growing demand in luxury fragrance market
- Potential to develop cultivated sources, with pilot farms showing 60% success rates

- **Threats**

- CITES trade restrictions limit exports of wild-harvested material
- Increasing problems with adulterated/low-quality substitutes in the market

- **Recommended Strategy**

- Focus on transitioning to sustainable cultivated production with proper certification and traceability systems to meet international market demands while protecting wild populations.

(Source data from IUCN, TRAFFIC, and CITES 2024 reports)



# CULTIVATION ROADMAP

## YEAR 1-2



Seed collection  
& nursery development



GIS mapping of  
cultivation zones

## YEAR 3-5



Pilot farms  
(200 hectares)



**ORGANIC**

Organic  
certification

## YEAR 6+



CITES-approved  
exports

**HIMALAYAN  
CULTIVATED  
JATAMANSI**

Branding as "Himalayan  
Cultivated Jatamansi"

# CLINICAL EVIDENCE PATHWAY

- **Ethnopharmacology**
- Document traditional use through:
  - Ayurvedic texts (e.g., Charaka Samhita references)
  - Ethnobotanical surveys (NHRC archives)
  - Healer interviews (DOAAM registry)
- Preclinical
- Current status:
  - In vitro studies (antimalarial, antimicrobial panels)
  - Animal models (limited by Nepal lab capacity)
- **Role of NHRC**
  - Standardized protocols
  - Ethics oversight
  - Collaboration with academic institution of Nepal



# Pragmatic RCT: Chirayita (*Swertia chirayita*) for Malaria

(PLOS Global Public Health, 2024)

## Study Design

### 1.3-Arm Trial:

- Arm 1: Standardized Chirayita extract (500mg, 2×/day)
- Arm 2: Artemisinin-based combination therapy (ACT)
- Arm 3: Placebo
- Duration: 7 days (with 28-day follow-up)


### 2.Participants:

- N=120 adults in endemic areas (Nepalgunj, Dhangadhi)
- Inclusion: PCR-confirmed *Plasmodium vivax* malaria, no severe symptoms

### 3.Endpoints:

- Primary: Fever clearance time (WHO malaria guidelines)
- Secondary: Parasite clearance (microscopy + PCR), safety (liver/kidney function)

# SUSTAINABLE CULTIVATION & GAP

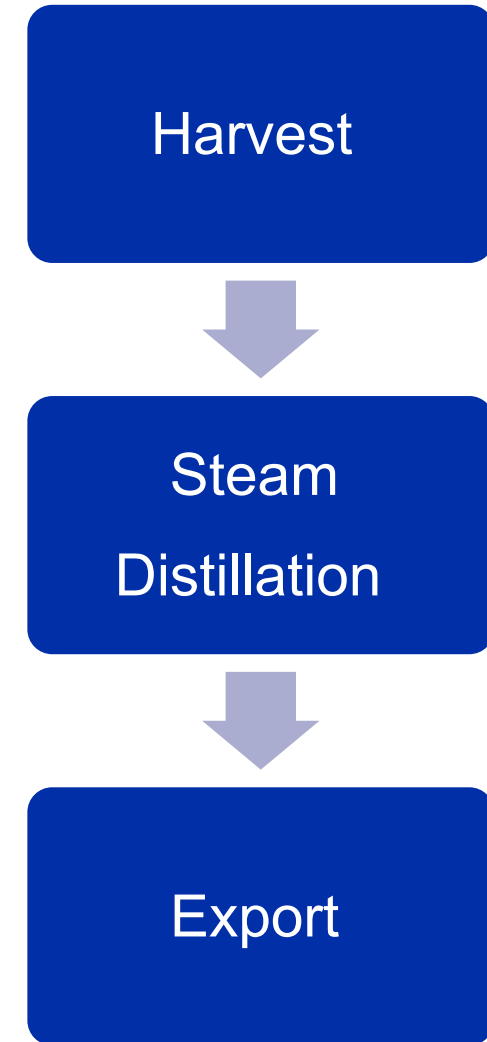
- **Challenge** : Overharvesting of Jatamansi (IUCN Critically Endangered) .
  - **Solution** :
    - Community -Based Cultivation (Darchula farmers increased yields by 40% with GAP – TRAFFIC, 2023).
    - Practices: Seed banking, shade nets, organic pest control.
    - Tech Adoption: Geo-tagged plots + mobile apps for harvest tracking.
- 



# Timur ( *Zanthoxylum armatum* )


- Impact :

- **Socio-Economic**: 30% income boost for rural women collectors (ResearchGate, 2023 ).
- **Value Addition** : Exports Timur oil to EU for toothpaste/cosmetics .
- **Cultivation Model**: Contract farming in Palpa (yield : 2.5 tons/ha, IBN 2024 ).



# Integrating Herbal Science into Nepal Education System

## Current Gaps:

- Limited exposure to modern pharmacognosy in Ayurveda programs .
  - Minimal hands -on phytochemical analysis training .
  - Low interdisciplinary collaboration between traditional medicine and modern pharmaceutical sciences .
- 

## Proposed Integration:

- **Curriculum Development :**
  - Introduce Pharmacognosy modules in BPharm and Ayurveda programs .
  - Include Phytochemistry lab courses with real herbal extracts (Nepalese species).
  - Case-based learning linking Ayurvedic formulations to chemical constituents .
- **Dual-Degree & Research Opportunities :**
  - Ayurveda + Phytochemistry dual-degree programs .
  - Research internships in GMP-compliant herbal manufacturing units .
  - Collaboration with NHRC, DDA, and international herbal science institutes .
- **Digital Knowledge & Community Integration :**
  - Online herbal pharmacopoeia with chemical profiles and ethnobotanical data .
  - Community -based projects for medicinal plant cultivation and quality testing .
  - Certification programs for traditional healers, linking education to public health .



# STRENGTHING AYURVEDIC EDUCATION SYSTEM

- **Current Gaps:**

- Limited integration of modern pharmacology in Ayurvedic curricula (NepJOL, 2024 ).
- Only 12% of Ayurveda graduates pursue research (DOAAM, 2023 ).

- **Future Plans:**


- Dual-Degree Programs (Ayurveda + Phytochemistry) .
- Digital Archives (traditional knowledge documentation) .
- Community Healer Certification (aligned with Public Health Service Act 2018).





# FUTURE ROADMAP (2025 –2030)

## Vision :

- Education & Research : National Herbal Science Institute
  - Cultivation & Sustainability : Good Agriculture Practice for 50+ species (Ashwagandha, Tulsi).
  - Policy & Investment : Tax incentives for GMP-compliant manufacturers .
- 

# REFERENCES

- TRAFFIC(2023 ). Sustainable Jatamansi Cultivation in Nepal .
- IBN (2024 ). Zanthoxylum armatum : From NTFP to Export .
- DOAAM & NHRC (2025 ). White Paper on Integrative Medicine .
- WHO (2025 ). GAP Guidelines for Medicinal Plants .



THANK YOU





# YAU Strategic Plan Review and Validation Workshop

August 18-19, 2025

Mohan Kumar Tamang



# Background



Himalayan Languages, Culture and Philosophy

Himalayan Languages, Culture and Philosophy





# Present Status/ Scenario

**Himalayan Languages:**

**Walungge, Holungba (yul nga ba) (Walung, Thudam, Dhokpe) Taplejung, Lepcha (Ilam)**

**Lhoke (Lhomi), ( Lhomi, Bhote) Arun, Barun valley, Sangkhuwasabha**

**Adjacent other people: Lhorong, Yangphu, Yakkha, Limbus**

**Sherpa language: Khumbu valley**

**Khambu people: Khenpalung and Rai people**

**Yolmo people and their language: Helambu, Bigu, Lamabagar, Lapchi, but Lapchi Tibetan language is spoken**

# Present Status/ Scenario



Tamang language: 10 districts around the valley  
Tsumba, Kukey, Bhot: Tsum Nubri  
Nar Phu Manang: Tamu language:  
Loba (loba, Seribpa sekayed, Thakali-Thakali  
Dolpo, Mugum, Limi, Tinkar, Nyingba and Jyangba  
Core language: Sanskrit and Tibetan



# Milestones



1. Transmission of Healing Knowledge: as mantras, oral chants, ritual texts, and herbal formulas
2. Invocation and Ritual Power
3. Diagnosis and Communication
4. Psychological Healing Through Language
5. Preservation and Continuity
6. Transcribe and exchange





# Proposed Programs outline



## Program that can be carried by the University

Traditional knowledge of

- Jhakri Knowledge,
- Bonpo Knowledge
- Bijuwa Knowledge
- Pachyu Knowledge

Khendoma Knowledge  
Nachung Knowledge  
Phedangwa Knowledge  
Etc.

# Proposed Programs outline



**Program Program that can be carried by the University**

**Project outline**

**Normal healing methods**

**Post-disaster healing methods**

**Psychological healing methods**

# Proposed Programs outline



Program that can be carried by the University

## **Research Activities**

**Research on the above topics for the purpose of acquiring a degree**



# Proposed Programs outline

**Program that can be carried by the University**

## **Objectives**

- **To validate traditional knowledge**
- **To document traditional knowledge**
- **To attract students to traditional knowledge**
- **To promote traditional knowledge**



# Proposed Programs outline



## Justification

Preservation of Indigenous Knowledge Systems  
Interdisciplinary Academic Value  
Healing Practices and Traditional Medicine  
Cultural Identity and Community Studies  
Language and Oral Traditions  
Research and Innovation Opportunities

# Way forward: Academia , Research

---



At least PhD. Programs for above

# Discussion Points



Major five discussion points.

1. Academic Justification and Scope
2. Curriculum Design and Structure
3. Documentation and Research Methodologies
4. Collaboration and Resource Building
5. Action Plan and Outcomes

Thank You

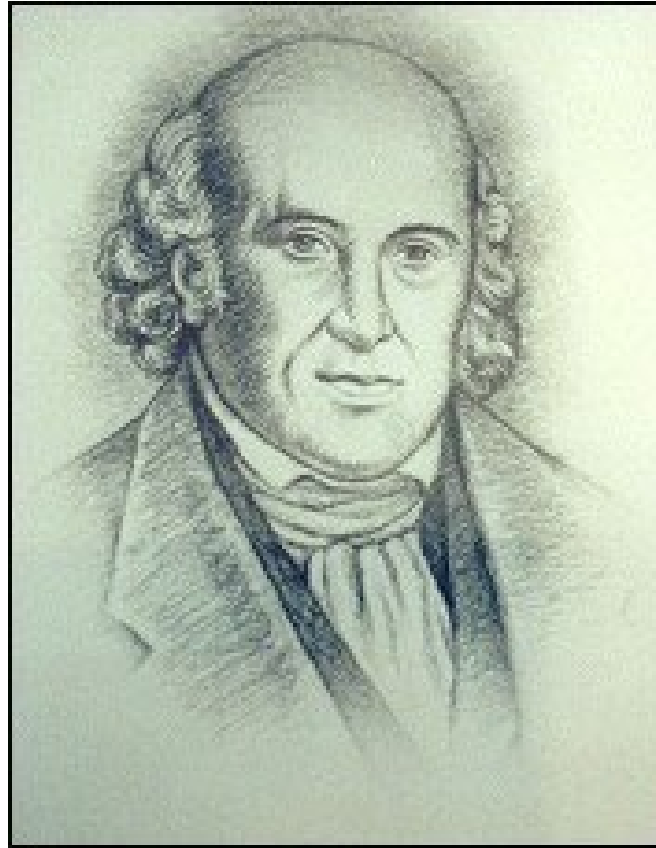


# **HOMOEOPATHY**



**Dr. Bishnu Bhakta Kawan**  
**Dr. Balaram Kisi**

# **Founder of Homoeopathy**



Dr. Christian Frederic Samuel Hahnemann

# Session focus on:

- *Introduction*
- *Historical background*
- *Homoeopathy in Nepal*
- *Problems*
- *Challenges*
- *Opportunity*

# Homoeopathy Introduction

- Homoeopathy is a system of alternative medicine founded by Samuel Hahnemann in 1796 and based on the principle that "*like cures like*" and the highly diluted substances or medicines can stimulate the body's own healing mechanisms.
- It involves preparing remedies through successive dilutions and succussion (shaking), the process known as Dynamisation.
- The more diluted the substance, the more powerful it becomes.



# Homoeopathy Introduction

- Like cures like
- *Homoeos means similar*
- *Pathos means sufferings or diseases*
- *Simila similibus curanter*
- *Named as Homoeopathy*
- Medicine which produces same changes in a healthy person cures the same changes in disease.
- Nepal Government recognises it as one of its national system of medicine (Alternative medicine)

# History of Homoeopathy

- **Homoeopathy born in Germany**
- **Brought up in America**
- **Grounded in India**

# पुर्विय दर्शनमा समानताको सिद्धान्त

- कण्टके नैव कण्टकम्
- विषय विषमोधम्
- समः समं समयती

# Cardinal Principles of Homoeopathy

- **Law of Similimum**
- **Law of Single medicine**
- **Law of Minimum Dose**
- **Low of Drug Proving**
- **Low of Drug Dynamisation / Potentisation**
- **Doctrine of Vital Force**
- **Doctrine of Miasms**
- **Treats Patient not Disease**



# नेपालमा होमियोप्याथी

- राणकालीन समय बि.स. १९९० तिर भित्रिएको
- बि.स. २००४ सालमा ज्ञानेन्द्र मोहन मेमोरियल चिकित्सालय खोलेको पछि भेटेनरी चिकित्सालयको रुपमा परिवर्तन भएको
- बि. स. २०१० सालमा पशुपति आर्यघाटमा ६ शैयाको पशुपति होमियोप्याथिक चिकित्सालय खोलेको हाल पुलचोकमा सेवारत

# नेपालको संविधान, ऐन नियमहरू

- नेपालको संविधान २०७२, भाग ४, धारा ५१ ज मा "नेपालका परम्परागत चिकित्सा पद्धतिको रुपमा रहेको आयुर्वेदिक, प्राकृतिक चिकित्सा र होमियोप्याथिक लगाएतका स्वास्थ्य पद्धतिको संरक्षण र प्रवर्धन गर्ने" भनि उल्लेख गरिएको
- नेपाल स्वास्थ्य सेवा ऐन, २०५३ को ६ नं मा "स्वास्थ्य सेवा अन्तरगत रहने एलोप्याथिक उपचार पद्धति, आयुर्वेद उपचार पद्धति र होमियोप्याथिक उपचार पद्धति" उल्लेख गरेको
- राष्ट्रिय स्वास्थ्य नीति २०७६:
  - ✓ ६.७ आयुर्वेद, प्राकृतिक चिकित्सा, योग तथा होमियोप्याथिक लगायतका चिकित्सा प्रणालीलाई एकीकृत रुपमा विकास तथा विस्तार गरिनेछ ।
  - ✓ ६.७.२ योग तथा प्राकृतिक चिकित्सा, होमियोप्याथिक, युनानी, अकुपन्चर लगायत अन्य चिकित्सा पद्धतिलाई संघीय संरचना अनुरूप स्थानीय तहसम्म विकास तथा विस्तार गरिनेछ ।

# नेपालमा होमियोप्याथीको बिद्यमान अवस्था

- हरिहर भवन पुल्चोकमा पशुपति होमियोप्याथिक चिकित्सालय संचालन
- आयुर्वेद तथा वैकल्पिक चिकित्सा विभाग टेकुमा १ जना होमियोप्याथिक चिकित्सकको दरबन्दी रहेको
- प्रदेश स्तरीय स्वास्थ्य संस्था वा अस्पतालमा होमियोप्याथिक चिकित्सकको करारमा नियुक्ति
- होमियोप्याथिक चिकित्सक करिव १९० जना
- होमियोप्याथिक सहायक चिकित्सक करिव ६० जना
- बि.स. २०५९ साल विराटनरमा स्थापना भएको द्यज्ज्व कलेज तर **हाल संचालनमा नरहेको**
- बि.स. २०६४ साल भक्तपुरमा स्थापना भएको भक्तपुर होमियोप्याथिक मेडिकल कलेज ९ज्ज्व तर **हाल संचालनमा नरहेको**

## सबल पक्ष

- प्राकृतिक औषधी
- हानिकारक असरहरु नहुने
- शुष्म मात्राको औषधीको प्रयोग
- सबै उमेर समुह र गर्भवति महिलालाई समेत सुरक्षित सेवन गराउन सकिने
- तीव्र रोग, दीर्घ रोगको साथै महामारी रोगहरुमा पनि प्रभावकारी उपचार
- प्राथमिक स्वास्थ्य सेवाको सिद्धान्त अनुसार प्रभावकारी उपचार पद्धति



## सबल पक्ष

- मानवीय रोगहरुमा मात्र होइन पशुपन्छिको रोगहरुकोसाथै कृषिमा पनि प्रभावकारी रुपले प्रयोग गर्न सकिने
- नसर्ने रोगहरुमा पनि प्रभावकारी उपचार
- कम खर्चिलो उपचार पद्धति
- देशमा उपलब्ध जडिबुडिलाई होमियोप्याथिक तरिकाबाट परिक्षण गरि जीर्ण र जटिल रोगको सरल उपचार पद्धति
- यस पद्धतिलाई व्यापक रुपमा व्यवहारमा प्रयोग ल्याउन सकिए राष्ट्रले स्वास्थ्यमा गरिने खर्च धेरै कम गर्न सकिने

## समस्या

- जनस्तरमा होमियोप्याथी सम्बन्धी जानकारी नहुनु
- होमियोप्याथिक काउन्सिल नभएको
- होमियोप्याथिक औषधि कम्पनीहरु नभएको
- होमियोप्याथी सम्बन्धी अध्ययन गर्ने गराउने विश्वविद्यालय र कलेजहरु नभएको
- राज्य स्तरबाट होमियोप्याथीलाई प्रोत्साहन र प्रवर्धनको दरिलो योजनाको अभाव
- दक्ष होमियोप्याथिक जनशक्तिलाई व्यापक रुपमा समेट्न नसकिएको
- होमियोप्याथिक औषधीको आकार र मात्र ज्यादै सानो हुने भएकोले विरामीले विश्वास गर्नु गाह्रो  
मान्नु

# चुनौती

- औषधी कम्पनीहरु नभएकोले भारत एवं अन्य देशहरुबाट औषधी आयात गर्नु पर्ने
- होमियोप्याथिक औषधी पसलहरु संचालन गर्न दक्ष जनशक्ति नहुनु
- नियामक निकायहरुमा होमियोप्याथिक चिकित्सकको व्यवस्था
- जनस्तरसम्म होमियोप्याथीबारे जनचेतना पुर्याउन
- नीति नियमहरुमा व्यवस्था भएको कुराहरुको लागु गराउन नसक्ने
- होमियोप्याथिक उपचार पद्धतिको विकास र अध्ययन अनुसन्धानको लागि बजेटको व्यवस्था नगर्ने
- स्वास्थ्य बिमाले नसमेत्नु

# अवसर

- नेपालमा जडिबुडि प्रशस्तमात्रामा भएकोले होमियोप्याथिक औषधी कम्पनीहरु खोल्न र संचालन गर्न सकिने
- होमियोप्याथिक अध्ययन तथा अनुसन्धान गर्न सकिने
- होमियोप्याथिक कलेज र अस्पताल संचालन गर्न सकिने
- अन्य विद्यमान उपचार पद्धतिसंग एकीकृत गरि प्रयोग गर्न सकिने
- महामारी रोगहरुमा उपचारात्मक, प्रवर्धनात्मक र रोकथाममुलक रुपमा प्रभावकारी रुपमा प्रयोग गर्न सकिने । जस्तै: कोभिड १९, डेंगु रोगमा सफल प्रयोग
- व्यवसायीक पशुपन्छि पालनमा प्रभावकारी उपचार पद्धति
- प्रतिजैविक औषधीको प्रतिरोधीको समस्यामा पनि प्रभावकारी रुपले उपचार गर्न सकिने
- विद्यमान स्वास्थ्य समस्याहरुलाई प्रभावकारी रुपमा उपचार गर्न सकिने



## अन्तमा:

- विरामीको स्वभाव र रोगको प्रकृति अनुसार समानताको सिद्धान्तको आधारमा न्यून मात्राको पार्श्वप्रभाव ९कष्मभ भाभअतक० रहित एउटा मात्र औषधीको सेवन गराई उपचार गर्ने पद्धति नै होमियोप्याथिक उपचार पद्धति हो ।
- होमियोप्याथिक उपचार पद्धतिलाई अरु उपचारसंगसंगै व्यवहारीक प्रयोगमा ल्याई अत्यधिक फायदा लिऔं ।
- शिशू उमेरदेखि होमियोप्याथिक उपचार गरी रोग प्रतिरोधी क्षमता बढाऔं ।
- रोगलाई दवाउने होइन रोगको जरैदेखि उखेलेर फाल्न होमियोप्याथिक उपचार गरौं ।

धन्यवाद



# YAU Strategic Plan Review and Validation Workshop

August 18-19, 2025

Pramila Thapa, PhD

Research Director, YAU, Nepal

Former Registrar, Purbanchal University, Nepal

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## YAU's Strategic GOAL

To be a globally respected center of excellence in Ayurveda, Himalayan Medicine (So-rig practice) and indigenous healing, Yoga, meditation, Herbal Sciences, other major alternative streams of traditional medicine and healings.





# Present Status/ Scenario



| Dimension        | Nepal (Current Position)    | Source |
|------------------|-----------------------------|--------|
| Regulator Body   | Nepal Nursing Council (NNC) | NNC    |
| Core Law         | Nursing Council Act, 1996   |        |
| NNC Publications | Standards, exams, notices   |        |

## Progress, Rules & Laws

### •Rules & Laws:

- *Nepal Nursing Council Act, 1996* → legal foundation.
- Minimum Requirements for Nursing Programs (NNC standards).
- Licensing regulations for ANM, PCL, B.Sc., BNS, M.Sc., and Midwifery.

### •Progress Achieved:

- Introduction of **Advanced Diploma in General Nursing** (replacing PCL) ongoing..
- Establishment of **Bachelor in Nursing** (TU, KU, PU, PoU, NAMS, BPKIHS, PAH and others).
- Regularization of **National Licensure Examination (NLEN)**.

Source, (NNC, 2025)

## Objective o presentation

To explore strategies for YAU to enhance Ayurvedic nursing education through skilled faculty, robust infrastructure, evidence-based curricula, integration of holistic practices, and national international collaboration for improved patient care and professional recognition

## Key Highlights

- Nursing workforce is the backbone of Nepal's healthcare system.
- More than **86,157 nurses** actively serving in hospitals, communities, and academic institutions.
- Specialized nurses (1,870) contribute to academic roles, advanced care, and clinical expertise.
- Midwives (133)** remain limited compared to maternal health needs.
- Growing presence of **foreign nurses (856)** shows cross-border

Source, (NNC, 2025)

# **Status of Ayurvedic Nursing in Nepal**

## **Supportive roles in Ayurveda**

- Patient Care
- Herbal Preparation
- Therapeutic Procedures
- Holistic Health

## **Regulatory Framework**

- No formal “Ayurvedic nurse” category in Nepal.
- NAMC (est. 2045) regulates doctors & practitioners, not nursing roles
- No specific education or license for Ayurvedic nurses.
- Nursing regulated by Nepal Nursing Council.





# International Models of Ayurvedic and Integrative Nursing Programs

| Country                     | Regulatory Body                                              | Program Type                   | Key Features                                                                                                                                                                                |
|-----------------------------|--------------------------------------------------------------|--------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| India                       | Indian Nursing Council (INC)                                 | Post-Basic Diploma/Residency   | Registered nurses/midwives trained in Ayurveda principles; hospitals $\geq 100$ beds; statutory inspections; recognized by State Nursing Council.                                           |
| Sri Lanka                   | Ayurveda Council                                             | Medical Ayurvedic Registration | Nurse registration and professional conduct; Legal framework under Ayurveda Act; oversees Ayurvedic nurses and practitioners.                                                               |
| China                       | Ministry of Education & Nursing Education Steering Committee | TCM Nursing Programs           | Focus on TCM heritage, clinical skills, chronic disease care; research and evidence-based practice; standardized curriculum.                                                                |
| Europe (Multiple Countries) | Integrative Nursing Standards                                | Integrative Nursing            | Holistic, person-centered care; combines conventional and complementary therapies; promotes caregiver and patient well-being; evidence-informed; stress and burnout management.<br>Sources: |

## Proposed Standardized Nursing Programs and Requirements for Nepal

| Program             | Academic Level               | Notes                                                 | Minimum Requirements                                                                                                                                 |
|---------------------|------------------------------|-------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------|
| Ayurvedic Nursing   | Diploma / Post-Basic         | For registered nurses; foundational Ayurveda training | University/Nursing Council recognition; trained faculty; clinical units $\geq 100$ beds; lab & therapy units; theory + practical + research          |
| Integrative Nursing | Undergraduate / Postgraduate | Can integrate into existing nursing curriculum        | University/Nursing Council approval; faculty trained in integrative care; clinical/practical exposure; research component; evidence-based curriculum |



## Possible project related with Integrating Ayurvedic practices with digital care

Digital care can be integrated into Ayurvedic practices through telemedicine, mobile apps, digital health records, AI-based tools, digital supply chains, and e-learning platforms.

Digital care increases access and patient engagement and support in generating evidences in Ayurvedic practices.

### Possible activities related with digital care:

1. Tele-Ayurveda Services
2. Digital Health Records (EHRs for Ayurveda)
3. Mobile Health Applications
4. Digital Pharmacies and Supply Chains
5. AI based Decision-Support Systems
6. Remote Monitoring and use of Wearable devices
7. Digital Education and Training(Online courses, webinars, and virtual simulations for training Ayurvedic nurse and practitioners)

### Sources:

## Discussion Questions

1. In what ways can YAU build on its legacy to effectively train skilled nurses in Ayurvedic and holistic healthcare?
2. What are the essential infrastructure and faculty standards needed to establish accredited Ayurvedic nursing programs in Nepal?
3. How can integrating Ayurveda, Himalayan and herbal sciences, Yoga, Meditation and alternative medicine enhance patient care outcomes?
4. Which strategies can support evidence-based curricula and research within Ayurvedic nursing programs?
5. How might Nepal foster international collaborations to strengthen professional standards and recognition for Ayurvedic nurses?





## References

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2. **Hao, Y., Jiang, J., & Gu, X. (2017). Traditional Chinese medicine and nursing care. *International Journal of Nursing Sciences*, 4(3), 328–329. <https://doi.org/10.1016/j.ijnss.2017.06.005>.**
3. **Kreitzer MJ, Koithan M, Sullivan S, Nunez M and M Voss. (2022). Integrative Nursing and the ANA Scope and Standards of Practice:Expanding the Reach of Nursing for Families and Society. *Creative Nursing*, 28(4), 228-233.**

Thank You



# YAU Strategic Plan Review and Validation Workshop

“Himalayan medicine pillar[Sowa Rigpa]”

August 18-19, 2025

Presenter:

Amchi Dr. Pushparaj Lama  
SRAN-board member



# Himalayan medicine pillar [Sowa Rigpa]



Sowa rigpa is the traditional natural holistic healing system of himalaya.

Sowa rigpa( གསོ་བརྟེན་པ) which translates to the science of healing. One of the oldest healing traditions in the world remains fully alive today since more than thousands years. Based on the balancing the three humors loong, thripa and bakan through proper diet, lifestyle, medicine and therapies. For knowing Sowa Rigpa history we should go date back to pre-buddhist era.







## Present Status/ Scenario

1. Sowa rigpa medical system published in the Nepal Gazette on 27 Ashar 2059, to officially recognize Sowa Rigpa medicine as a traditional medical system of Nepal.
2. Sowa Rigpa international college offering Sowa Rigpa bachelore programs since 2016.
3. 35 graduated bachelors Sowa Rigpa amchis from SRIC.
4. Sowa Rigpa medical system recently registered in Nepal health professional council.
5. About 300 traditional sowa rigpa practitioners .
6. Registered traditional amchis in local government units, in Gorkha Mustang others places.
7. Government allocated few amounts of budgets for improving Sowa Rigpa medicine since last year.

# Milestones



This assumes a strategic initiative to formalize, develop, and validate Sowa Rigpa medicine as an academic or applied discipline under YAU's broader strategy.

Such as Academic programs and researches  
Research initiatives

Integrating with modern medicines.

Preservation and global outreach digitization of ancient text manuscripts.

international collaborations with institutions.

Government recognitions.



# Proposed Programs outline



## Program that can be carried by the University

- Academic Programs outlines

**1. Short term courses in Sowa Rigpa** such as [Sowa Rigpa First Aid training, Sowa Rigpa Basic medicine, Sowa Rigpa Pharmacy training, High altitude medicine for tourist guide, Sowa Rigpa Therapies.]

**2. Bachelor in Sowa Rigpa**

Bachelor in Sowa Rigpa Medicine and Surgery (BSRMS)

**3. Master and PhD programs in Sowa Rigpa:**

Master in sman jor (Sowa Rigpa Pharmacology), Master in tsan mai nad (Genital) and mo nad (Gynecological Disorders), Master in Nyepa sum (Three humors), Master in don nga (Five vital organ) and nod druk (Six vessel organ) disorder, Master in khong nad (Internal Medicine), Master in ngo sman (Sowa Rigpa Materia Medica) and Master in zhas (Diet) and chod lam (Lifestyle), Master in Jam chad (Mild) and tsub chad (Harsh) Sowa Rigpa External Therapies, Master in jong chad (Five Evacuative Therapies)

**Conducting various research activities, promotion, development, and conservations Programs**

**Collaborating with different institutions and stakeholders.**

# Way forward: Academia , Research

---



- \*Academic courses PG and PhD programs (clinical and non clinical fields)
- \*Government and interlinks between industries. (for manage demand and supply)
- \*Advanced researches.
- \*Documentation ancient medical knowledge resources, skills, treaties resources IPR protections.
- \* Interdisciplinary collaborations with



# Discussion Points



Provide the major five discussion points that you want to discuss with the group :

1. Curriculum development of PG PhD
2. Annual research symposiums
3. Publications of research journals.
4. Clinical validation.
5. Develop as Integrated medical

Thank You



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5. Develop as Integrated medical

Thank You

**Action Plan (Ayurveda, Himalayan medicine and herbal science, Alternative medicine, Yoga and Meditation, Himalayan Languages, Cultures and Philosophy)**

**Prioritized Pillar :**

| Prioritization | SN | Identified priority program/issue<br>(Briefly describe the task/priority program) | Key Task identification (what needs to be done under the program/issue)                                                     | Key Stakeholders ( who are the internal and           | Key Academic Needs (Does the task/agenda have academic requirements-- curriculum, teaching, exchanges etc) | Key Administrative and Finance needs<br>(Does the task/agenda have administrative requirements? Ex enrolment, committee/council development, recruitment, staff management, student management etc) |
|----------------|----|-----------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------|------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1              | 9  | <b>PG course in Collaboration</b>                                                 | the PhD courses and human power                                                                                             | Collaborative with the University for the operational |                                                                                                            |                                                                                                                                                                                                     |
| 2              | 2  | <b>Ayurveda Pharmacy establishment</b>                                            |                                                                                                                             |                                                       |                                                                                                            |                                                                                                                                                                                                     |
| 3              | 4  | <b>Research Center</b>                                                            | Classical Medicine, Patent Medicine ;<br>Two types of research center -<br>Medicinal Plants, Rasaushadhi                    |                                                       |                                                                                                            |                                                                                                                                                                                                     |
|                | 5  | Pharmacological Laboratory                                                        |                                                                                                                             |                                                       |                                                                                                            | Administrative course                                                                                                                                                                               |
|                | 6  | Bachelor of Ayurvedic Pharmaa                                                     |                                                                                                                             |                                                       |                                                                                                            |                                                                                                                                                                                                     |
|                | 7  | Bachelor in Nursing                                                               |                                                                                                                             |                                                       |                                                                                                            |                                                                                                                                                                                                     |
| 4              | 8  | <b>Ayurveda Hospital</b>                                                          | To select the areas/ site of the hospitals                                                                                  |                                                       |                                                                                                            | Waste Products, Hospital setup                                                                                                                                                                      |
|                | 10 | <b>Ph.D course</b>                                                                | Immediate course , Site identification                                                                                      |                                                       |                                                                                                            |                                                                                                                                                                                                     |
|                | 1  | <b>Bachelor of Ayurvedic Medicine and Surgery</b>                                 | Curriculum, Infrastructure, MEC requirement fulfillment , Ayurveda Pharmacy Establishment, Stepwise Planning of the courses | MEC, Ayurveda Doctors, Council, Foreign Academic      | curriculum,                                                                                                | Infrastructure and Administrative : Human Manpower, Nursing staffs,                                                                                                                                 |
|                | 3  | <b>Cultivation Area identification</b>                                            | Collection, storage,                                                                                                        | Community Person                                      |                                                                                                            |                                                                                                                                                                                                     |

| Action Plan (Ayurveda, Himalayan medicine and herbal science, Alternative medicine, Yoga and Meditation, Himalayan Languages, Cultures and Philosophy) |                                                                                   |                                                                                                                                                                                  |                                                                                                                                                                                       |                                                                                                                                   |                                                                                                                                                                                                      |
|--------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Prioritized Pillar : Himalayan Medicine                                                                                                                |                                                                                   |                                                                                                                                                                                  |                                                                                                                                                                                       |                                                                                                                                   |                                                                                                                                                                                                      |
| S<br>N                                                                                                                                                 | Identified priority program/issue<br>(Briefly describe the task/priority program) | Key Task identification (what needs to be done under the program/issue)                                                                                                          | Key Stakeholders ( who are the internal and external stakeholders needed to facilitate the program/issue)                                                                             | Key Academic Needs<br>(Does the task/agenda have adamic requirements-- curriculum, teaching, exchanges etc)                       | Key Administrative and Finance needs<br>(Does the task/agenda have administrative requirements? Ex enrollemnt, committee/council development, recruitment, staff management, student management etc) |
| 1                                                                                                                                                      | Sowa Rigpa (Buddhist Medicine Himalayan Medicine, Tibetan Medicine)               | Bachelor in Sowa Rigpa Medicine and Surgery (BSRMS) (5.6 years)<br>Master in Sowa Rigpa Medicine and Surgery<br>(Focus: Curative, preventive and palliative clinics / hospitals) | Community in Himalayan Region<br><br>Related colleges<br><br>International Association of Traditional Tebetian Medicine<br><br>Sowarigpa Association of Nepal<br><br>Local government | Already has curriculum in Bachelor level<br><br>Needed PG and PHD Course<br><br>Non-academic course of Amchi educating in Mustang | Professors and lecturers<br><br>Bachelor and Mastor: 15 lakhs (Academic Fee)                                                                                                                         |
| 2                                                                                                                                                      |                                                                                   |                                                                                                                                                                                  |                                                                                                                                                                                       |                                                                                                                                   |                                                                                                                                                                                                      |
|                                                                                                                                                        |                                                                                   |                                                                                                                                                                                  |                                                                                                                                                                                       |                                                                                                                                   |                                                                                                                                                                                                      |
|                                                                                                                                                        |                                                                                   |                                                                                                                                                                                  |                                                                                                                                                                                       |                                                                                                                                   |                                                                                                                                                                                                      |



**Action Plan (Ayurveda, Himalayan medicine and herbal science, Alternative medicine, Yoga and Meditation, Himalayan Languages, Cultures and Philosophy)**

**Prioritized Pillar :**

| S.N. | Identified priority program/issue<br><i>(Briefly describe the task/issue/program)</i> | Key Task Identification <i>(What needs to be done/undertaken to address the issue)</i> | Key Stakeholders <i>(Who are the internal and external stakeholders needed to facilitate the program/issue)</i> | Key Academic Needs <i>(Does the institution have adequate)</i> | Key Administrative and Finance Needs   |
|------|---------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------|----------------------------------------|
| 1    | Ayurveda pharmacology                                                                 | UG,PG,PHD programmes                                                                   | NAMC,MEC, Industries(Govt, Private)                                                                             | Curriculum                                                     | R&D lab, ,Infrastructure,              |
| 2    | Rasashastra and bhaishajya kalpana                                                    | PHD,MD Rasashastra and bhaishajya                                                      | NAMC,MEC, Industries(Govt, Private),NARTC,NHRC                                                                  | Curriculum                                                     | R&D lab, ,Infrastructure,              |
| 3    | Ayurveda Cosmetology                                                                  | PG diploma course in Ayurveda Cosmetology                                              | NAMC,MEC,Ayurveda Hospitals                                                                                     | Curriculum Development,Faculties(Internal, External)           | Hospital,Infrastructure,Govt. Funding  |
| 4    | Pharmacognosy                                                                         | PHD,PG, PG diploma course                                                              | DPR,Dept. of Forestry,DDA                                                                                       | Curriculum Development,Faculties                               | Research lab, Herbarium,Infrastructure |
| 5    | Neutraceuticals                                                                       | PG diploma course                                                                      | DFTQC, Industries(Govt, Private)                                                                                | Curriculum                                                     | Research lab,                          |

| Action Plan: Group C |                                                                                   |                                                                                                                                             |                                                                                                                                  |                                                                                                               |                                                                                                                                                                                                     |
|----------------------|-----------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Prioritized Pillar : |                                                                                   |                                                                                                                                             |                                                                                                                                  |                                                                                                               |                                                                                                                                                                                                     |
| S<br>N               | Identified priority program/issue<br>(Briefly describe the task/priority program) | Key Task identification (what needs to be done under the program/issue)                                                                     | Key Stakeholders ( who are the internal and external stakeholders needed to facilitate the program/issue)                        | Key Academic Needs<br>(Does the task/agenda have academic requirements-- curriculum, teaching, exchanges etc) | Key Administrative and Finance needs<br>(Does the task/agenda have administrative requirements? Ex enrolment, committee/council development, recruitment, staff management, student management etc) |
| 1                    | Bachelor Course of buddhist, sanskrit and other language                          | To start the bachelor level of course                                                                                                       | Nepal Sanskrit university, Sanskrit Association, Bombo Sangha, Ministry of Tourism, Phendoma, Academia, indigenous/local healers | curriculum, teaching, exchanges international forum                                                           | Department of Language                                                                                                                                                                              |
| 3                    | Cultural Relation Wing Unit                                                       | To facilitate the activities of the academic and international collaboration                                                                | Cultural wing of International countries, their respective embassy                                                               | Embassy negotiation and understanding                                                                         | Department of cultural relation                                                                                                                                                                     |
| 4                    | Indigenous healing course (PHD course)                                            | To paraphscholoy, deviation, chanting exploration                                                                                           | International university                                                                                                         | curriculum, teaching                                                                                          | Department of Indigenous healing                                                                                                                                                                    |
| 6                    | Course                                                                            | Origination of Zangzung, practices and implementation,                                                                                      | Prebuddhist and Buddhist Practitioners, Public, Society, Healers                                                                 | curriculum, teaching                                                                                          | Department of Trans orginalition and Sis Himalayan                                                                                                                                                  |
| 7                    | Course                                                                            | Jhakris, Dhami traditional and connection with the Musto systems                                                                            |                                                                                                                                  | curriculum, teaching                                                                                          | School of the Languages, cultures and Philiosphy                                                                                                                                                    |
| 8                    | Research and Documetation unit                                                    | To higher altitude ethnobotanical, minerals, hydro, animals and relationships with the cultural aspects To explore and validate the rituals | Healers, International and National Research unit                                                                                | Guidelines, Documentations                                                                                    | Research unit connecting herbal studies wit the cultural aspects under the research center                                                                                                          |
| 9                    | Manuscriptology unit                                                              | To document the major of the old text, hidden text , translation and analysis                                                               | Central Intitute for Higher Tibetan Study , Nepal Sankrit University                                                             | Manuscript Tools and equipment finance needs                                                                  | , Unit of Research Center                                                                                                                                                                           |
| 6                    |                                                                                   |                                                                                                                                             |                                                                                                                                  |                                                                                                               |                                                                                                                                                                                                     |

## Action Plan Group A

### Prioritized Pillar :

| S | Identified priority program/issue | Key Task identification ( <i>what needs to</i> | Key Stakeholders ( <i>who are the internal and external</i> | Key Academic Needs ( <i>Does</i> | Key Administrative and              |
|---|-----------------------------------|------------------------------------------------|-------------------------------------------------------------|----------------------------------|-------------------------------------|
| 1 | Acupuncture                       | UG,PG and phd in Acupuncture                   | NAMC, MEC,NHPC                                              | faculties, curriculum,           | Infrastructure, government          |
|   | Acupuncture                       | PG diploma in cosmetic acupuncture             |                                                             | faculties, curriculum,           | Infrastructure, government          |
|   | Moxibustion                       | PG diploma                                     |                                                             | faculties, curriculum,           | Infrastructure, government fundings |
|   | Qi gong                           | PG diploma                                     |                                                             | faculties, curriculum,           | Infrastructure, government fundings |
|   | Tuina and Acupressure             | PG diploma                                     |                                                             | faculties, curriculum,           | Infrastructure, government          |
|   | Ba guan                           | PG diploma                                     |                                                             | faculties, curriculum,           | Infrastructure, government          |
|   |                                   |                                                |                                                             |                                  |                                     |
| 2 | Materia medica in TCM             | Masters and Phd course                         | NHRC, NAMC                                                  |                                  |                                     |
|   |                                   | TCM Pharmaceuticals                            | DDA,NHRC,NAMC,NHPC                                          |                                  |                                     |
|   | sowa rigpa                        | PG/PhD in pharmaceutics,Physiology.            | nhpc ,SRAN, MEC,Bouddha Monastries                          | faculties, curriculum, sowa      | infrastructures ,lab,fundings       |
|   | sowa rigpa Research               | Sowa rigpa Practice research centre            | NHPC ,SRAN, MEC, Bouddha Monastries                         | Faculties,                       | Research Hospitals, R&D             |
|   | Homeopathy                        | BHMS                                           | NHPC.MEC,                                                   | faculties, curriculum,           | Hspital,infrastructures             |
|   | Unani                             | BUMS                                           | NHPC.MEC,                                                   | faculties, curriculum,           | Hspital, infrastructures            |

| Action Plan Group D       |                                                                                   |                                                                         |                                                                                                                                                                                                                                                                         |                                                                                                             |                                                                                                                                                                                                      |
|---------------------------|-----------------------------------------------------------------------------------|-------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Prioritized Pillar : Yoga |                                                                                   |                                                                         |                                                                                                                                                                                                                                                                         |                                                                                                             |                                                                                                                                                                                                      |
| S<br>N                    | Identified priority program/issue<br>(Briefly describe the task/priority program) | Key Task identification (what needs to be done under the program/issue) | Key Stakeholders ( who are the internal and external stakeholders needed to facilitate the program/issue)                                                                                                                                                               | Key Academic Needs<br>(Does the task/agenda have adamic requirements-- curriculum, teaching, exchanges etc) | Key Administrative and Finance needs<br>(Does the task/agenda have administrative requirements? Ex enrollemnt, committee/council development, recruitment, staff management, student management etc) |
| 1                         | Bachelor in Yoga Therapy                                                          | Scope exploration<br>Faculty development<br>Hospital and clinic         | Community People<br>Schools and Students<br>Local governments<br>MOHP<br>Nepal Government<br>Respective council<br>Foreign ministry<br>Ministry of Health<br>ministry of culture<br>Medical education commision<br>respective councils<br>Private and corporate sectors | Curriculum developemnt<br>Faculty members<br>Teaching learning exchange                                     | Bachelor - 6 lakhs<br>Master - 4 lakhs<br>Phd- research cost (6 lakhs) and stipend costs (3 lakhs )<br>Scholarship                                                                                   |
| 2                         | Bachelor in Yoga Philosophy                                                       |                                                                         |                                                                                                                                                                                                                                                                         |                                                                                                             |                                                                                                                                                                                                      |
| 3                         | M Sc in Yog Therapy                                                               |                                                                         |                                                                                                                                                                                                                                                                         |                                                                                                             |                                                                                                                                                                                                      |
| 4                         | Master in Yoga Philosophy                                                         |                                                                         |                                                                                                                                                                                                                                                                         |                                                                                                             |                                                                                                                                                                                                      |
| 5                         | MD in Yoga Therapy                                                                |                                                                         |                                                                                                                                                                                                                                                                         |                                                                                                             |                                                                                                                                                                                                      |
| 6                         | MD in swasthyavrit and yoga                                                       |                                                                         |                                                                                                                                                                                                                                                                         |                                                                                                             |                                                                                                                                                                                                      |
| 7                         | Phd in swasthavrit and yoga                                                       |                                                                         |                                                                                                                                                                                                                                                                         |                                                                                                             |                                                                                                                                                                                                      |
| 8                         | Phd in Yoga Therapy                                                               |                                                                         |                                                                                                                                                                                                                                                                         |                                                                                                             |                                                                                                                                                                                                      |
| 9                         | Phd in Yoga Philosophy                                                            |                                                                         |                                                                                                                                                                                                                                                                         |                                                                                                             |                                                                                                                                                                                                      |
| 10                        | PG diploma in Yoga Therapy                                                        |                                                                         |                                                                                                                                                                                                                                                                         |                                                                                                             |                                                                                                                                                                                                      |
| 11                        |                                                                                   | Development of Recreational / Wellness Center                           |                                                                                                                                                                                                                                                                         |                                                                                                             |                                                                                                                                                                                                      |



Action Plan (Ayurveda, Himalayan medicine and herbal science, Alternative medicine, Yoga and Meditation, Himalayan Languages, Cultures

Prioritized Pillar :

| SN | Identified priority program/issue (Briefly describe the task/priority program)                                                                                                                                                                                                                                                                                                                                                                          | Key Task identification (what needs to be done under the program/issue)                                                                               | Key Stakeholders ( who are the internal and external stakeholders needed to facilitate the program/issue)                                                                                                                                                                                                                                | Key Academic Needs (Does the task/agenda have adamic requirements-- curriculum, teaching, exchanges etc)                                                                           | Key Administrative and Finance needs (Does the task/agenda have administrative requirements? Ex enrollemnt, committee/council development, recruitment, staff management, student management etc)                                                  |  |
|----|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| 1  | <ul style="list-style-type: none"> <li>• 1 year Fellowship after bachelor nursing (clinical)</li> <li>• 1 year Fellowship after master's in nursing (faculty)</li> <li>• Elective course in bachelor program</li> <li>• MSC Nursing</li> <li>• Short course 3-6 months for clinical staff</li> <li>• MPhil -1.5 years after master nursing</li> <li>• PhD</li> <li>• Stablish digital ayurvedic service</li> <li>• Electronic patient record</li> </ul> | <ul style="list-style-type: none"> <li>• Faculty development</li> <li>• Curriculum development</li> <li>• Need Assessment through research</li> </ul> | <ul style="list-style-type: none"> <li>• Nursing Council</li> <li>• Ayurvedic council</li> <li>• MEC</li> <li>• CTEVT</li> <li>• NAN</li> <li>• MOHP/ Provencial/Local</li> <li>• Nursing Division</li> <li>• Nursing expert/ faculty</li> <li>• Ayurvedic Hospital</li> <li>• Baidhyakhana</li> <li>• Himalayan practitioner</li> </ul> | <ul style="list-style-type: none"> <li>• Exchange program : Faculty and student</li> <li>• Curriculum development</li> <li>• Training</li> <li>• Research collaboration</li> </ul> | <ul style="list-style-type: none"> <li>• Budget for faculty development /recruitment</li> <li>• Scholarship provision</li> <li>• Infrastructure: Lab, library, classroom etc</li> <li>• MOU: as required</li> <li>• Budget for research</li> </ul> |  |

|  |                                                                                    |  |  |  |  |  |
|--|------------------------------------------------------------------------------------|--|--|--|--|--|
|  | <ul style="list-style-type: none"><li>Continue A. Nursing Education(CNE)</li></ul> |  |  |  |  |  |
|--|------------------------------------------------------------------------------------|--|--|--|--|--|



# Vidushi Yogamaya Himalayan Ayurveda University

## Strategic Plan Review and Validation Workshop

### Agenda

*August 18-19, 2025*

*Hotel Radisson, Kathmandu*

This two-day workshop is designed to align stakeholders on the vision, priorities, and implementation plan for Vidushi Yogamaya Himalayan Ayurveda University (YAU) based on its Vision Paper and Four-Year Strategic Plan.

#### Day 1: Monday, August 18, 2025

### Vision, Context, and Strategic Priorities

|               |                                                                                                                                                                                                                                  |
|---------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 10: 00- 10:45 | Registration and TCC                                                                                                                                                                                                             |
| 10:45 – 11:00 | <b>Opening &amp; Welcome</b> <ul style="list-style-type: none"><li>• Welcome: <i>Dr Dambar Chemjong, Registrar</i> (5 mins)</li><li>• Opening remarks: <i>Dr Arjun Karki, President</i> (10 mins)</li></ul>                      |
| 11:00: 11:30  | <b>YAU Overview &amp; Strategic Context</b> <ul style="list-style-type: none"><li>• Present vision, mission, core objectives and the strategic plan framework: <i>Dr. Ramesh Dhungel, Vice Chancellor presentation</i></li></ul> |
| 11:30-12:30   | <b>SWOT Analysis</b> (Goal, Mission and Vision, objectives and strategic plan framework)                                                                                                                                         |

|              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|--------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|              | Group Work (three groups): Validate and refine the SWOT analysis in the plan, integrating new perspectives from participants                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| 12:30-01:00  | Presentation from each group (Revisit and reaffirm the shared vision, mission, and values of YAU) ( <i>10min each</i> )                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| 01:00-2:00   | LUNCH                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| 02:00-04:45  | <p><b>Strategic Pillars Review</b></p> <p><b>(i) Presentation on Ayurveda pillar</b>, <i>Prof. Dr. Pramod Bhatta, DEAN (30 min)</i></p> <p><b>(ii) Presentation on Himalayan Medicine pillar</b>, <i>Dr. Tenzing Dharke, President of Sowardigpa College (15 min)</i></p> <p><b>(iii) Presentation on Herbal Science pillar</b>, <i>Prof. Dr. Pradip Gyanwali, Vice Chancellor, Madan Bhandari Academy of Health Sciences / Dr. Kabin Malekhu, Phd in Pharmacy (15 min)</i></p> <p><b><u>Group Work:</u></b></p> <ul style="list-style-type: none"> <li>○ <i>SWOT analysis of presentation (45 min)</i></li> <li>○ <i>Action Plan (45 min)</i></li> <li>○ <i>Task Prioritization (15 min)</i></li> </ul> |
| 04:45- 05:00 | <p>Day 1 Reflection: Plenary Discussion</p> <ul style="list-style-type: none"> <li>· Summarize key takeaways</li> <li>· Open floor for comments</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| 05:00-05:15  | Closing of Day I: Preview of Day II agenda                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |

## Day 2: Tuesday, August 19, 2025

|                 |                                                                                                                                                                                                                                           |
|-----------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 10: 45 – 10: 50 | <b>Welcome</b> , <i>Dr. Pramila Thapa, Research Director</i>                                                                                                                                                                              |
| 10:50: 11:20    | <p><b>YAU Overview &amp; Strategic Context</b></p> <ul style="list-style-type: none"> <li>● Present vision, mission, core objectives and the strategic plan framework: <i>Dr. Ramesh Dhungel, Vice Chancellor presentation</i></li> </ul> |
| 11:20-12:20     | <b>SWOT Analysis</b> (Mission and Vision, objectives and strategic                                                                                                                                                                        |



plan framework)

Group Work (four groups): Validate and refine the SWOT analysis in the plan, integrating new perspectives from participants

12:20-01:00

Presentation from each group (Revisit and reaffirm the shared vision, mission, and values of YAU) (10 min each)

01:00-2:00

LUNCH

02:00-04:45

### **Strategic Pillars Review**

**(i) Presentation on Yoga and Meditation pillar, Dr. Binod Ghimire/Dr Sumitra Ghimire (15 min)**

**(ii) Presentation on Alternative Healing pillar, Dr. Pradip KC, ED Singha Durbar Vaidya Khana/ Dr Jaya Satyal, MD Acupuncture (15 min)**

**(iii) Presentation on Ayurved nursing department/faculty, Dr Pramila Thapa (15 mins)**

**(iv) Presentation on Himalayan Language, Culture & Philosophies, Prof. Mohan Kumar Tamang, ED of Boudha Bikash Samiti (15 mins)**

### **Group Work:**

- *SWOT analysis of presentation (45 min)*
- *Action Plan (45 min)*
- *Task Prioritization (15 min)*

04:45- 05:00

Day 2 Reflection: Plenary Discussion

- Summarize key takeaways
- Open floor for comments

05:00-05:15

Closing Remarks

# DETAILED NOTES ON SWOT ANALYSIS

## FROM GROUP WORK

### DAY 1

#### Group Work

#### SWOT Analysis: Goal, Mission and Vision, Objectives, and Strategic Plan Framework

##### GROUP 1:

**Strengths:** YAU Act 2079 and Regulation 2082, Strong political and leadership commitment, Unique and multidisciplinary, first Ayurveda University in Nepal, Global interest in Ayurveda, Traditional, Complementary and Alternative Medicine (TCAM), Sustainability due to production, government financial resource, legacy of Yogmaya.

**Weaknesses:** No affiliation to other colleges, Human resource gap, infrastructure lacking, accreditation and standardization, location in remote area.

**Opportunities:** Job creation, legacy of Yogamaya, Location, Open field and new curriculum development, wellness tourism, abundant natural resources, international collaboration

**Threats:** Low enrollment, chances of drop out, scholarship in post-graduate and MD, focus on MD, standardization and regulation (drug standardization – lots of regulations and institutional arrangements required), competition and similar organizations

##### GROUP 2:

**Strengths:** Center of excellence for multidisciplinary areas, covers cultural appeals of Nepal: culturally accepted and socially sacrosanct aspects, financial sustainability, can link to traditional medicine and sciences, focus on production and utilization of herbal product; possibility for the contribution to the prosperity of the country beside scholar production, autonomous: larger autonomy rights granted to the university in the Act. It has its own Act.

**Weaknesses:** Legal barriers; amendment to University Act to align it with Act and Regulation of Medical Education Commission with respect to the establishment and operation of Ayurveda Teaching Hospital and seat determination respectively, absence of University organogram and O&M.

**Opportunities:** Research at the national, regional and global levels – high demand for integrated medicine and treatment\possibility for better health services- wellbeing, HR development – clinical, prevention and preservation, nursing, drug production, pharmacists, high research scope.

**Threats:** Retention of HR, financial sustainability, locality for clinical practices, consideration for location infrastructures to provide services to the larger population – infrastructures in seven provinces, Implementation of national and global level curriculums; otherwise might be difficult for the durability.

### **GROUP 3:**

**Strengths:** Pioneering institutions of Ayurveda can be developed across seven provinces, Awareness can be increased about ayurveda, Utilization of existing resources as well as development of human resources, Establishment of high quality research laboratory, Enhancement of indigenous knowledge and practices through integrated model (Ayurveda and Sowa Rigpa), Mainstreaming of Ayurveda in school curriculums, Revival of Ayurveda treatment with modernization.

**Weaknesses:** Low self-esteem of Ayurveda professionals, No instant action for the emerging medicine. Infrastructures do not match with the vision. Problem of labelling, expiration, and quality of Ayurveda medicines. Ayurveda is not considered as a mainstream branch of academia but an alternative stream.

**Opportunities:** Advocacy for public faith in Ayurveda treatment, Expansion of Ayurveda education (affiliation to colleges) and treatment in all seven provinces, Expansion of the scope and definition of Ayurveda (spiritual, physical, mental, and social). The university needs to adopt spiritual, physical, mental and social dimensions of health in its academic pillars. Treatment of mental diseases, cancer, and diabetes through Ayurveda treatment.

**Threats:** The thematic area and geography (Teaching area) are scattered. Credibility issues: Public perception of Ayurveda (low level of trust and awareness), Narrow base of Ayurveda market, financial resources: government commitment and allocation gap.

We need to make a commitment to establish a research center within 2/3 years, let's start a PhD, and post doc asap.

### **GROUP 4:**

**Strengths:** Government backed, budgetary sanctioned, Act is ready, Core leadership team is formed (Need to expedite the process of acquiring required human resources), First of its kind, It is relevant as Ayurveda, Yoda, Meditation, and other cultural aspects have deep rooted impacts in Nepalese lifestyle.

**Weaknesses:** Coordination among leadership and other Ayurveda institutions, Need to embrace collaborative approach with the existing institutions (might be a major weakness if ignored)

**Opportunities:** Global demand, Wellness tourism, Research and Technology (tools and products), Evidence-based practices, Collaboration with India and China (collaborative approach), Establish Nepal as a hub of Ayurveda research and development, Research and Development in the fields of Ayurveda.

**Threats:** Competitive markets (competition with institutions in India and China), quality of accreditation), Accreditation: Consent of Medical Education Council is required. No syllabus without MEC consent. Quality vs quantity, manpower, location strengths and weaknesses

**Challenges:** global acceptance of Ayurveda (graduates and medicines), licensing issues, competing with well-established institutions inside Nepal, infrastructures, and political instability

## **DAY 2**

### **Group 1:**

**Strengths:** Government policy back up, Originality in the philosophy, Holistic- multidisciplinary approach, Center of excellence, Bio diversified, Sustainable –ideal, culturally accepted, Eco-friendly system.

**Weaknesses:** Limited human resources, Scientific research gap, Financial sustainability, Infrastructure, Awareness at the global, national, and local levels, Legal Alignment(Need to revise the provisions in the Act, Regulation and bylaws that are contradictory with the relevant laws).

**Opportunities:** Global demand, Health tourism – economic development, Mainstreaming of Ayurveda and alternative medicine, Policy influence, Multidisciplinary human resource, bio diversity, Diversification of health system; naturopathy, homeopathy, Ayurveda, etc

**Threats:** Political commitments, Quality control, Influence of two neighbors - India and China, lack of coordination among disciplines (whether there will be collaboration or not among the existing institutions), Accreditation, Lack of alignment with international courses, Retention of human resources, Financial sustainability

## **Group 2**

**Strengths:** Government act, Financial support, Human resources (access to job), Autonomous, Multidisciplinary, Emerging issues

**Weaknesses:** well orientation, sensitization at the grassroots level, policy guidelines, unclear specialization, job secure, affiliation, lack of research, research gap

**Opportunities:** Job creation, Utilization of natural resources, Promotion of wellness tourism, International collaboration in Ayurveda fields, Open field, Research, specialization, Global demand (Training opportunities)

**Threats:** Sustainability, Choice of students, Human resources, Cultivation of medicinal herbs and production of herbal products, Standardization, Global competition.



| <b>S.N.</b> | <b>Name</b>                       | <b>Yoga and Meditation</b> |
|-------------|-----------------------------------|----------------------------|
| 1           | Dr. Sarita Shrestha               |                            |
| 2           | Prof.Dr. Shyam Mani Adhikari      |                            |
| 3           | Dr. Devkala Bhindu                |                            |
| 4           | Prof. Dr. Thakur Pd. Duwadi       |                            |
| 5           | Sumita Pathak                     |                            |
| 6           | Shanta Kharel                     |                            |
| 7           | Dr. Arudha Lama                   |                            |
| 8           | Dr. Sumitra Ghimire               |                            |
| 9           | Dr. Shrawan K. Mishra             |                            |
| 10          | Shakuntala Prajuli                |                            |
| 11          | Ramesh Bhatta                     |                            |
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| 17          | Anup Shrestha                     |                            |
| 18          | Prof. Tara Pokharel               |                            |
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| 34          | Dr. Laxmi Prasad Ghimire          |                            |
| 35          | Mohan K Tamang                    |                            |
| 36          | Ajitman Tamang                    |                            |
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# Vidushi Yogamaya Himalayan Ayurveda University

Strategic Plan Review and Validation Workshop

Agenda

August 19, 2025

(Day-2)

## REGISTRATION

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# Vidushi Yogamaya Himalayan Ayurveda University (YAU) Strategic Plan

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## 1. Nature and Scope of the University

Bidushi Yogamaya Himalayan Ayurveda University (YAU), named after the celebrated reformer and spiritual leader Yogamaya Neupane, is an ambitious and timely initiative by the Government of Nepal. Set in the pristine Arun Valley in Sankhuwasabha district, Eastern Nepal, YAU represents a groundbreaking effort to institutionalize, preserve, and elevate the ancient healing traditions of the Himalayan region—especially Ayurveda, herbal medicine, yoga, meditation, and indigenous medical practices along with related cultures and original languages.

The university emerges at a time when Nepal's rich heritage of traditional healing systems is at risk due to the rapid pace of modernization, cultural erosion, and the dominance of Western biomedical models in healthcare and education. For centuries, the Himalayan people have relied on a sophisticated body of knowledge rooted in nature and spirituality for healing and wellness. Yet, there are few institutions today that offer formal academic pathways to learn, research, and advance these disciplines.

YAU's mandate is broad and multidisciplinary. Its academic offerings will include undergraduate, graduate, doctoral and postdoctoral research programs in Ayurvedic medicine, holistic health sciences, yoga philosophy, sowa-rigpa (Tibetan ancient science of medicine and healing), traditional pharmacology, and comparative ancient philosophies. Unlike conventional universities, YAU intends to adopt an integrative pedagogy—blending theoretical instruction with practical community-based learning, drawing from fieldwork, oral traditions, and experiential methodologies.

The university will also function as a research and innovation hub, a cultural repository, and a center for sustainable development. Students will not only learn healing techniques but also explore the ecological, linguistic, historical, and metaphysical frameworks that sustain traditional knowledge. This model ensures that healing is understood not only as a biomedical pursuit but also as a cultural, environmental, and spiritual and philosophical act.

International in aspiration yet deeply rooted in Nepali traditions, YAU seeks to attract students and scholars from across the globe. Its serene, bio-diverse location makes it an ideal setting for immersive research, academic retreats, and wellness programs, adding to Nepal's soft power and educational diplomacy.

## 2. Holistic Vision, Mission & Objectives

**Vision:** To advance quality health and well-being through holistic Ayurveda education that empowers communities, alleviates poverty, fosters productive livelihoods, and promotes sustainable living in harmony with the Himalayas

**Mission:** The mission of Vidushi Yogamaya Himalayan Ayurveda University is to provide high-quality education, research, and practice in Ayurveda and holistic health; to equip students and communities with knowledge and skills for improving well-being; to create pathways for poverty reduction and productive employment; and to foster sustainable living rooted in Himalayan values and traditions through the key pillars of Aayurveda, Himalayan medicine and Herbal Sciences, Yoga and Meditation, Complimentary Healing and Himalayan Languages, cultures and philosophies.

**Objectives:**

1. Promote Nepal's traditional and indigenous knowledge and skills of Ayurveda, Himalayan Medicine and Herbal Sciences, Yoga, Meditation, Complimentary Medicine and Himalayan Languages, Cultures and Philosophies through quality education and research, and development of qualified and competitive human resources.
2. Provide affordable and accessible Ayurveda and integrated healthcare services to communities across all seven provinces by establishing centers of education excellence, teaching hospitals, research centers and sustainable production centers within 10 years.
3. Operationalize integrated and holistic approaches to theory and practice of healing by synthesizing modern science, technology and associated philosophical approaches with traditional, indigenous and alternative methods and understandings.
4. Promote global awareness and advocacy for more robust engagement of Nepal's ayurvedic, Himalayan, traditional, indigenous and alternative healing approaches and philosophies through outreach and exchange, strong international partnerships, knowledge skills collaboration and sharing on research, education and pedagogy, technology and skills transfer.



To operationalize the above, YAU envisions a transformative model of education that is deeply connected with the needs of society and the sustainable development of the national economy. The university's foundational philosophy is based on interconnectedness—the belief that education should not be isolated from the world but must actively serve communities, cultures, and ecosystems.

### **3. Interlinkages between Education, Society, and the Economy**

#### **Education as Transformation**

At YAU, education is not merely a transmission of knowledge, it is a process of transformation that empowers students to become custodians of tradition, agents of innovation, and leaders in sustainable development. The curriculum will emphasize field-based research, internships with traditional healers, practical applications in community clinics, international collaboration with other centers of alternative medicine and study of ancient philosophies, languages and cultures that have informed the sciences.

Courses will be designed to be interdisciplinary, enabling students to engage with botany, pharmacology, cultural studies, linguistics, religious studies, and public health through the lens of traditional healing. Such a holistic education produces well-rounded graduates who can apply their skills in diverse sectors including healthcare, education, agriculture, and tourism.

#### **Society as a Learning Partner**

Rather than treating society as a passive beneficiary, YAU places it at the heart of its mission. Local communities, especially indigenous knowledge holders, will be seen as co-educators. Their wisdom, passed down through generations, will be integrated into curricula, research projects, and knowledge documentation initiatives. In return, YAU will offer them access to quality healthcare, support in preserving cultural practices, and economic opportunities.

This reciprocal model reinforces social cohesion, pride in heritage, and inclusion—particularly for marginalized rural populations whose practices have historically been excluded from formal education systems.

#### **Economy as a Driver of Sustainability**

The traditional health sector in Nepal holds vast untapped economic potential. From herbal medicine industries and Ayurvedic product manufacturing to eco-tourism and wellness retreats, the sector can contribute significantly to employment, exports, and local entrepreneurship.

YAU intends to function as an economic incubator by:

- Supporting herbal farmers and cooperatives.
- Training practitioners for employment in the healthcare and hospitality sectors.
- Promoting Ayurveda-based tourism and therapeutic retreats.
- Generating intellectual property in the form of patented herbal remedies and branded health services.

This integrated approach can diversify Nepal's economy while promoting culturally aligned, environmentally conscious development.

## 4. Key Academic Pillars

### a. Ayurveda

The School of Ayurveda at Vidushi Yogamaya Himalayan Ayurveda University is dedicated to the preservation, advancement, and application of authentic Ayurvedic knowledge and practices. It serves as a center for excellence in education, research, and clinical training, integrating classical Ayurvedic wisdom with modern scientific approaches to promote holistic health and well-being. Through its programs, the School equips students with the skills to serve as competent practitioners and researchers, while fostering community health, poverty alleviation, sustainable livelihoods, and the revitalization of Himalayan traditions. The School will be the primary center for academic affairs at YAU, and engage in close collaboration and partnership with the other Schools.

#### Academic Function

The School of Ayurveda provides rigorous, holistic, and competency-based education rooted in classical Ayurvedic texts and enriched with contemporary scientific knowledge. Its programs are designed to cultivate skilled professionals, ethical practitioners, and thought leaders who contribute to health, education, and sustainable development in local and global contexts.

#### Clinical Function

Through its teaching hospital and community health initiatives, the School of Ayurveda delivers accessible, affordable, and high-quality healthcare services. It emphasizes

preventive, promotive, and curative care, integrating traditional Ayurvedic therapies with evidence-based practices to enhance individual and community well-being.

### **Research Function**

The School of Ayurveda advances scientific inquiry into Ayurvedic medicine, medicinal plants, and holistic health practices. It fosters innovation while safeguarding indigenous knowledge, promoting research that addresses contemporary health challenges, poverty alleviation, and sustainable living in alignment with Himalayan traditions.

### **b. Yoga and Meditation**

The School of Yoga and Meditation at Vidushi Yogamaya Himalayan Ayurveda University is dedicated to the study, practice, and dissemination of yoga and meditative sciences rooted in both Hindu and Buddhist traditions. It provides a holistic framework that integrates philosophy, discipline, and practice to cultivate physical health, mental clarity, emotional balance, and spiritual growth. Through its academic programs, research initiatives, and community engagement, the School fosters a deep understanding of yoga and meditation as pathways for individual well-being, social harmony, and sustainable living. By bridging classical teachings with contemporary applications, it prepares practitioners, scholars, and teachers to contribute meaningfully to global discourses on health, mindfulness, and human flourishing.

### **Academic Function**

The School of Yoga and Meditation offers comprehensive education in the philosophy, history, and practices of yoga and meditation as articulated in both Hindu and Buddhist traditions. Its curriculum integrates textual study, ethical grounding, and practical training, equipping students with the knowledge and skills to become competent teachers, scholars, and practitioners who can apply these disciplines for personal well-being, social transformation, and global health.

### **Practice (Clinical/Applied) Function**

Through dedicated centers, retreats, and community programs, the School provides structured practice in yoga postures, breathing techniques, mindfulness, and meditation. Emphasizing both preventive and therapeutic applications, it nurtures holistic well-being by fostering physical vitality, mental resilience, emotional balance, and spiritual awareness, while making these practices accessible to diverse communities.

### **Research Function**

The School of Yoga and Meditation promotes interdisciplinary research into the philosophical foundations, psychological benefits, and biomedical applications of yoga

and meditation. It bridges classical wisdom with contemporary science, generating evidence that validates and expands the relevance of these traditions. The research agenda prioritizes contributions to mental health, sustainable lifestyles, poverty alleviation, and social harmony, informed by the enduring insights of Hindu and Buddhist practices. School of Complimentary and Alternative Medicine:

### **c. Complementary and Alternative Medicine**

The School of Complementary and Alternative Medicine at Vidushi Yogamaya Himalayan Ayurveda University is dedicated to the study, practice, and preservation of diverse healing systems that complement Ayurveda, yoga, and Himalayan medicine. Bringing together naturopathy, Homeopathy, Unani, indigenous dhami-jhakri traditions, and other alternative healing modalities, the School provides a platform for education, practice, and research that values cultural wisdom, natural therapies, and holistic approaches to health. It seeks to empower communities through accessible, culturally resonant healing practices while fostering dialogue between traditional knowledge and contemporary science.

#### **Academic Function**

The School offers education and training in Homeopathy, naturopathy, energy healing, ritual-based therapies, and indigenous dhami-jhakri traditions, integrating both theoretical knowledge and practical applications. Its curriculum respects the spiritual and cultural dimensions of healing, while equipping students with the skills to practice ethically and responsibly in diverse community and clinical settings.

#### **Practice (Clinical/Community) Function**

Through community outreach, healing centers, and practical training programs, the School applies natural therapies, spiritual healing, and traditional practices to support physical, emotional, and spiritual well-being. It emphasizes preventive and restorative health, cultural preservation, and accessibility, ensuring that local communities continue to benefit from their ancestral healing systems while engaging with broader global practices.

#### **Research Function**

The School promotes interdisciplinary research on naturopathy, dhami-jhakri traditions, and alternative healing practices, documenting their methods, outcomes, and cultural significance. It seeks to build an evidence base that both preserves indigenous wisdom and critically evaluates its potential in contemporary health systems. Research also emphasizes sustainable use of natural resources, poverty alleviation through healing-based livelihoods, and the respectful integration of spiritual traditions into holistic healthcare.



#### **d. Himalayan Medicine and Herbal Sciences**

The School of Himalayan Medicine and Herbal Sciences at Vidushi Yogamaya Himalayan Ayurveda University is devoted to the preservation, education, and advancement of Himalayan healing traditions, with a particular focus on Sowa Rigpa and herbal sciences. It integrates indigenous knowledge with modern scientific inquiry to promote holistic health, ecological sustainability, and community resilience. The School serves as a hub for training practitioners, advancing research, and cultivating livelihoods that support both human well-being and the sustainable use of Himalayan biodiversity.

##### **Academic Function**

The School provides formal education and training in Sowa Rigpa, pharmacology, botany, and herbal sciences, rooted in classical texts and oral traditions. Its curriculum balances theoretical foundations with practical applications, preparing students to become skilled healers, herbalists, and researchers who contribute to both traditional medicine systems and contemporary healthcare needs.

##### **Clinical (Practice) Function**

Through clinics, field-based learning, and community health services, the School applies Sowa Rigpa and herbal medicine to promote preventive and curative healthcare. By emphasizing safe, accessible, and culturally grounded treatments, it empowers communities with traditional healing practices while fostering cross-disciplinary integration with Ayurveda, yoga, and modern medicine.

##### **Research Function**

The School undertakes rigorous research on Himalayan materia medica, ethnobotany, pharmacology, and the clinical efficacy of herbal treatments. It documents, conserves, and revitalizes indigenous knowledge while promoting sustainable harvesting, cultivation, and value chain development of Himalayan medicinal plants. The research agenda strengthens the evidence base for Sowa Rigpa and herbal sciences while contributing to biodiversity conservation, poverty alleviation, and sustainable livelihoods.

#### **e. Himalayan Languages, Cultures and Philosophies**

The School of Himalayan Languages, Cultures, and Philosophies at Vidushi Yogamaya Himalayan Ayurveda University is dedicated to the study, preservation, and dissemination of the rich linguistic, cultural, and philosophical traditions of the Himalayan region. By exploring the contextual foundations in which Ayurvedic, yogic, Himalayan medical, and alternative healing practices have evolved, the School provides critical insights that deepen understanding, authenticity, and application of these disciplines. It fosters

scholarship, intercultural dialogue, and community engagement to sustain the region's intangible heritage while supporting holistic education and well-being. Academic Function

The School offers rigorous programs in Himalayan languages, literary traditions, cultural studies, and regional philosophies. Its curriculum equips students with the linguistic, analytical, and interpretive skills necessary to engage with classical texts, oral traditions, and contemporary cultural practices, enriching the intellectual foundations of YAU's other schools.

#### **Research Function**

Through fieldwork, textual scholarship, and ethnographic study, the School documents and analyzes the diverse linguistic and cultural landscapes of the Himalayas. Research initiatives preserve endangered languages, explore philosophical systems, and examine the social, ecological, and spiritual contexts of health and well-being practices, providing an essential framework for interdisciplinary learning and practice.

#### **Community and Cultural Engagement Function**

The School actively collaborates with local communities to sustain cultural heritage, facilitate language revitalization, and promote understanding of traditional philosophies. By connecting scholarship with lived experience, it ensures that Himalayan knowledge systems remain vibrant, accessible, and integrated into educational and health-related practices across the University.

## **5. Strengths, Weaknesses Opportunities and Threats**

A realistic appraisal of the university's internal and external context reveals a mix of powerful strengths and urgent challenges that must be strategically addressed.

#### **Strengths**

- YAU Act 2079 and Regulation 2082 with greater autonomy to the University.
- Unique, multidisciplinary and increased interest in vedic science.
- Enhancement of indigenous knowledge and practices through integrated models (Ayurveda and Sowa Rigpa).
- Government Backing: Legally established through parliamentary legislation, with political and administrative support.
- Location and Heritage: Set in a bio-diverse, spiritually rich Himalayan region with a living tradition of healing.

- Unique Mandate: First of its kind in Nepal to focus exclusively on Ayurveda and alternative healing systems.
- Cultural Relevance: Addresses national goals of cultural preservation and indigenous empowerment.

## Weaknesses

- Limited human resources and infrastructures.
- Lack of legal alignment and institutional coordination.
- Location in a remote area and scattered physical infrastructures.
- d) Nascent Infrastructure: Lacks established buildings, teaching hospitals, or long-term faculty
- Human Resource Gaps: Scarcity of qualified teachers fluent in both academic Ayurveda and indigenous practices.
- Financial Constraints: Limited initial funding and need for long-term financial planning.
- Accreditation Hurdles: Needs to develop robust academic standards to ensure national and international credibility.

## Opportunities

- Systematization of Ayurveda knowledge, teaching, and practices in collaboration with the existing national, regional, and global institutions.
- Establishment of Nepal as a hub of Ayurveda research and development, and wellness tourism.
- Adoption of spiritual, physical, mental and social dimensions of health in strategic pillars.
- Global Demand: Rising international interest in holistic health and wellness.
- Tourism Synergy: Potential for health retreats and educational tourism.
- Research Frontiers: Opportunities for ethnobotany, integrative medicine, and climate-linked health research.
- Policy Influence: Ability to shape national healthcare models through evidence-based integration of CAM (Complementary and Alternative Medicine).

## Threats

- Global recognition of university degrees and accreditation issues.
- Competitive regional market and sustainability.
- Retention of human resources
- Remote Location: Logistical and infrastructural limitations in a remote Himalayan district.
- e) Global Competition: Need to distinguish itself among rising CAM universities in

India, Sri Lanka, and the West with the best research on ancient science and traditions along with an integrative approach with modern scientific methods and techniques.

## **6. Strategy for Self-Sustainability and Becoming a Center of Excellence**

To fulfill its mission and survive in a competitive and resource-constrained environment, YAU must adopt a forward-looking, multi-pronged strategy that ensures both academic excellence and financial sustainability.

### ***Phase 1: Foundation and Governance (2025–2026)***

- Finalize Vision, Mission, and Values: Through stakeholder workshops and consultations.
- Establish Core Leadership: Appoint experienced Chief Executive (Vice Chancellor), (administrator (Registrar), Deans to cover major areas, faculty heads, and administrative team.
- Curriculum Development: Create programs aligned with Nepal's education framework and global Ayurvedic standards. Curriculum finalization across the pillars.
- Build Infrastructure plans: Develop plans for green campus, labs, libraries, digital classrooms, residential facilities, herbal farms and gardens

### ***Phase 2: Academic and Community Launch (2026–2027)***

- Start Academic Programs: Launch PhD programs and Bachelor's programs along with Pre-Bachelor level education in Ayurveda, Sowa-rigpa, Yoga, Meditation and other nature based systems of Indigenous Healing.
- Community Clinics: Establish rural health centers operated by students and faculty.
- Traditional Knowledge Documentation: Create a digital archive of oral traditions, therapies, and plant lore.
- Alumni and Mentor Network: Build linkages with established practitioners and scholars.

### ***Phase 3: Economic Activation and Research (2027–2028)***

- YAU Research Center: Focused on medicinal plants, ethnopharmacology, and comparative healing systems.
- Product and Service Development: Herbal products, oils, teas, and dietary supplements developed in-house.



- Tourism and Retreat Programs: Design wellness packages for international visitors.
- Partnerships and Grants: Seek support from WHO, UNESCO, CSR arms of private companies, and philanthropic organizations.

#### ***Phase 4: Global Outreach and Sustainability (2028–2029)***

- Online Courses and Certifications: Monetize education through digital learning platforms.
- International Collaboration: MoUs with Indian, European, American and East Asian CAM universities.
- Endowment and Fundraising: Launch YAU Endowment Fund and alumni-driven giving initiatives.
- Performance Monitoring: Regular audits, impact assessments, and global benchmarking.

Although the Government has announced that YAU will be fully government supported university, the following ways can be the additional supporting pillars of its Sustainability:

- Tuition Fees: National and international students, including digital education programs.
- Clinical Services: Ayurvedic clinics, diagnosis, and treatment centers.
- Herbal Product Sales: Proprietary wellness products and therapeutic goods.
- Tourism and Retreats: Holistic health retreats and eco-cultural tours.
- Grants and CSR: Development and sustainability grants from domestic and global donors.
- IP and Consulting: Research-based consultancy and policy advisory on traditional healing.

## **7. Priorities for Academic Pillars (2025-2026)**

- Overall: Focus on Post graduate and PhD classes

### **The School of Ayurveda**

- PG course on Ayurveda (PhD)
- 1 Year fellowship after Bachelor in Nursing (Clinical)
- Elective course on Ayurvedic nursing as part of Bachelor in Nursing

### **The School of Yoga and Meditation**

- Preparation for BA in Yoga Therapy, including faculty and course design etc

#### **School of Himalayan Medicine and Herbal Sciences**

- Master and PhD in Sowa Rigpa Medicine and Surgery (Focus: Curative, preventive and palliative clinics / hospitals)
- Ayurveda Pharmacology program design

#### **School of Complementary and Alternative Medicine**

- PG courses on: Acupuncture, Moxibustion, Qi gong, Tuina and Acupressure

#### **The School of Himalayan Languages, Cultures, and Philosophies**

- Establishment of Cultural Relation Wing to facilitate academic activities and international collaboration
- PhD in Indigenous healing