



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

B.K.L. WALAWALKAR RURAL MEDICAL COLLEGE

**B.K.L. WALAWALKAR RURAL MEDICAL COLLEGE, KASARWADI, AT-POST
SAWARDA, TALUKA CHIPLUN, DIST- RATNAGIRI-415606**

415606

<https://bklwrmc.com>

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

(Draft)

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Shree Vithalrao Joshi Charities Trust (1977) named after spiritual Guru, **Shri Digambardas Maharaj** has been working in remote areas of **Ratnagiri district of Maharashtra state** for the social upliftment of the poor. The Institute is a fulfilment of Shree Maharaj's vision to offer affordable health services to the poor & marginalized people in the Konkan region.

This was just the first step in the bigger plan for the overall upliftment of the society. This vision was accomplished by his disciples through hard work and most importantly with their tremendous faith and devotion to the cause initiated by their "Sadguru". About five decades ago, a project was introduced for the overall development of this downtrodden region. The goal was to build a society that is capable, ethical, and fearless; one that can contribute towards a strong and successful nation.

An Institute was developed in Sawarde, a village in Chiplun Taluka in Konkan limited by Sahyadri Mountains on one side and the Indian Ocean on the other, 250 km from Mumbai. Until 1970s, this region was deprived of basic necessities of life, lack of educational facility and was also deprived of modern medical assistance.

Trustees had a vision of transforming the life of the under-privileged people of Konkan region with the objectives

1. **Health for All**
2. **Education for All**
3. **Empowerment for All.**

B.K.L. Walawalkar Hospital, Diagnostic & Research Center since **1996**, has been providing continuous medical help to the poor population of Konkan.

S.V.J.C.T. B.K.L. Walawalkar Rural Medical College was established in **2015**, affiliated to Maharashtra University of Health Sciences & permitted by NMC fulfilling the medical and educational needs of this region.

Salient Features

1. Institute is spread on 52.08 acres of lush green campus at the foot hills of Sanhyadri Mountains.
2. State of the art medical facility at the College & Hospital nurturing global proficiencies in medical aspirants & catering to the health needs of rural population.
3. Robust community network with villages to instill social, economic, cultural & environmental actualities at local and national level in medical aspirants.
4. Collaboration with National institute i.e. Tata Memorial Centre, Mumbai as an outreach centre for quality care & sustenance.
5. International collaborative training programs for boosting academic environment for elevation of quality in

education and hands-on skill in medical students and faculty thus improving their capability on global platform.

6. Research activities preferably focusing on local challenges faced by villagers are encouraged under the guidance by Scientific Advisory Committee and Ethics committee.

The hospital has Bombay Nursing Act, Entry level NABH certification, NABL accredited Virology laboratory, FDA approved blood bank and SIRO recognition.

Vision

B.K.L. Walawalkar Rural Medical College's vision is to create committed and ardent Medical Professionals with strong ethics and professional integrity, who have a global outlook but are still empathetic towards the underprivileged rural community especially the people of Konkan region, serving them in a holistic and benevolent manner.

In order to accomplish the vision of creating committed, ardent medical professionals having global outlook still empathetic for rural villagers, a rural multispecialty hospital was established 20 years prior to inception of a medical college in a tiny village at the door steps of rural population.

To offer best quality medical services to the villagers systematic community networking through various welfare programs were implemented thus creating awareness about modern medicine in them. Standard of community outreach was upgraded by collaborating with Tata Memorial Center and Government agencies. For skill and technological updating international collaborative programs and visits of faculty and medical students from Newcastle, UK, Germany, and USA were organized for training purposes. Simultaneously hospital infrastructure was upgraded as per requirement of MCI/NMC. This gigantic work done in a holistic way by the institute in last two decades formed a base for establishment of a Medical college. All these activities took a leap after establishing a medical college with this background.

Mission

The mission of B.K.L. Walawalkar Rural Medical college and hospital is "Health and Education for all". This is achieved through modern medical facilities and state-of-the-art infrastructure; while also creating and maintaining an intellectually stimulating environment by adopting pioneering medical and research practices; and thereby inculcating a societal, moral and spiritual doctrine in the Medical Professionals.

Objectives:

1. To expand and upgrade the infrastructure for providing quality medical education to students and treatment facility for the beneficiaries.
2. To expand the extent and scope of rural networking in nearby districts.

3. To foster national and international collaborative activities
4. To encourage interdisciplinary research projects funded by Government and foreign universities.

In order to accomplish Health and education for all, institute has created a state-of-the-art infrastructure wherein the college and hospital are developed in a lush green, pollution free campus at the foot hills of Sahyadri mountain ranges. The Institute has left no stone unturned to overcome the inherent challenges faced due to the Hilly location, lack of uninterrupted electricity, poverty, illiteracy, lack of faith in modern medicine etc.

To combat these challenges strong village networks were set-up that offered various welfare schemes to the poor villagers. This created a positive approach in the villagers and they started availing modern medical services and overcoming the obstacle of traditional healers. Health care was made affordable to all which attracted lot of rural population to modern medical services. Once the hospital was successful in gaining faith of the rural population, infrastructural up-gradation in terms of medical equipment was undertaken. To compete with national and global medical institutes national and international collaborative activities were implemented. Simultaneously research was initiated focusing on rural challenges and national and international funds were obtained for the projects. The active participation of medical students in community outreach, patient care and research was given preference in the academic curriculum thereby inculcating social and moral dimensions to medical education.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

1. Committed well-trained faculty and state of the art infrastructure of a rural medical college with smart and ICT enabled class rooms, museums, laboratories, library to fulfil the demands of global standards.
2. Well-equipped Skill laboratory facility with layout plan supervised by Royal College of Edinburgh, UK for conducting basic surgical skill course, foundation courses, BSS, BLS, ACLS, ATLS etc. to nurture skilled human resources of good competence.
3. Strong village outreach activities connecting remote village –Mobile units, Walawalkar Yashoda Yojana, Laddoo Gopal and Sudama Yojana, Cancer registry etc.
4. National Collaborations with renowned institute Tata Memorial Center for community outreach programs, technical skills, modern treatment, research and training.
5. International collaborative activities with foreign faculties or hospitals, university for producing skilled medical aspirants and upgrading their technical skills.
6. State-of-the-art educational technologies and technological innovations in patient care.
7. Value added courses are conducted to inculcate social, traditional and ecological actualities.
8. Faculty development programs are arranged periodically.
9. Pollution free self-contained Green campus with favourable college and hospital ambience and well-furnished campus accommodation for the staff and students. Self-sufficient water sources, 24/7 electricity and waste disposal in place.
10. Dream Health Park designed by faculty for the self-assessment of body and mind of the youth. This park unfolds the mysteries underlying Cultural beliefs and traditions in a scientific manner.
11. Olympic standard sports facility having 400 meters synthetic running track, indoor rifle shooting, swimming, chess, gymnastics hall, outdoor football ground, kho-kho, kabbadi grounds etc.
12. War trophy, Fighter plane, Freedom fighters-Veer Sawarkar and Lokmaya Tilak monuments are installed to inspire youth in the campus.

Institutional Weakness

1. Less visibility of the institute due to its remote location and infancy stage of academic institute.
2. Challenges in getting a strong uninterrupted Internet connectivity due to hilly region.
3. Our institute is located in rural area; it is challenging to gain faith in Modern Medicine in villagers.

Institutional Opportunity

1. Increasing National and international collaborations for research.
2. Expand and strengthen scope of rural network with villages in nearby districts.
3. Scope for Educational opportunities: PhD, Super-specialty programs, plan to establish of Private University, Full NABH accreditation, Increase international collaborations/MOUs for education and research.
4. Scope for Research opportunities: Increase number of Pubmed, Scopus indexed papers and patents. Increase the research projects funded by DST, DBT, ICMR, RGSTC.
5. Start satellite OPD services in other districts viz. Raigad, Satara, Sindhudurg.
6. Establish technology park to create job opportunities for villagers.
7. Establishment of Trauma care and Transplant unit.
8. Establishment of Nuclear Medicine department.

Institutional Challenge

1. Due to remote location and poor transport facilities organizing national and international conferences becomes challenging.
2. Strengthening the alumni network.
3. Intensification in research impact in the form of patents and publications in high impact journals.
4. It is challenging to convince rural population to avail Modern Medicine facilities.

1.3 CRITERIA WISE SUMMARY

Medical Part

The evaluation of NEET scores for enrolled students shows the prestige of our institute. For the previous academic year, students enrolled in the MBBS programme had average NEET percentile scores of 89.74.

Walawalkar Hospital is a 600 bedded multispecialty *hospital* providing comprehensive care for patients of rural part of Konkan region. Students are hence trained in all ailments including simple diseases to region specific illnesses.

CBME curriculum has been implemented as per MUHS and NMC regulations to impart competencies as Indian Medical Graduates i.e. Clinician, Leader and Member of the healthcare team, Communicator, Lifelong learner and Professional. Students have the opportunity to interact with foreign students and faculty.

Necessary arrangements for early clinical exposure have been made along with didactic lectures, practical,

Bedside clinics, group discussions, DOAP, community field visits and poster competitions,. The institute arranges guest lectures, seminars and hands-on training sessions to augment clinical skills.

Throughout the year, important events in the field of medicine are observed to motivate students to continue participating in leadership and social development skills.

The immunization clinic successfully manages the paediatric immunization programme. The students posted are made aware of the operational elements and immunization protocols. Students and hospital staff are vaccinated for Hepatitis B and Covid vaccine.

Students are assessed by summative and formative assessments with emphasis on AETCOM.

Teaching sessions are conducted on infection control, biomedical waste management, indemnity insurance protection and professional ethics along with ethical, moral, legal, and social issues about organ transplantation.

Workshops on Revised Basic Course, Curricular Implementation Support Program (CISP) and Research Methodology are periodically conducted by the Medical Education unit.

The institution organizes Maharashtra Medical Council accredited workshops, CMEs, and seminars.

The hospital has Bombay Nursing Act, Entry level NABH certification, NABL accredited Virology laboratory, FDA approved blood bank and SIRO recognition.

Curricular Aspects

The institution follows the curriculum laid down by the NMC and The Maharashtra University of Health Science, Nashik. At the beginning of the academic year, plan of the curriculum and its delivery are discussed in details in the Curriculum Committee meetings in terms of teaching hours, methods of teaching and learning and hours of theory and practical sessions. All the Departments prepare the monthly schedule a week prior to the forthcoming month and display on the notice board. Timetables are prepared for the Practical and Clinical postings and Circulars are issued to communicate this information to the respective departments. Based on the Circulars, each department prepares a lesson plan for every class and a weekly schedule. Problem based learning is achieved through demonstrations, small group discussions and clinical sessions.

Students are taken to the simulation lab to teach the basic skills of intubation, cardio-pulmonary resuscitation, suturing, intramuscular injection, intravenous infusion, nebulization etc. The institution provides the opportunity to the students to improve their medical knowledge, communication skills and creativity by organizing inter-departmental seminars/symposium.

The institute organizes integrated programs on cross-cutting issues such as gender sensitivity, environment and sustainability, organ transplant, Human values and health determinants and much more. In addition to the outpatient and inpatient teaching in the Hospital, students gain experiential learning during field visits, community postings and internships. A variety of co-curricular activities such as participation in seminars, workshops, role-plays etc. add to their experiential learning opportunities.

The Institution has an Undergraduate (MBBS) program and conducts several subject related and value added courses to improve student's knowledge & skills. Institution collects feedback on curriculum from various

stakeholders like faculty, students, alumni, professionals, and employer at regular interval. The IQAC in coordination with NAAC coordinator has prepared structured feedback forms based on the 4-point scale. The feedbacks are analyzed regularly.

Teaching-learning and Evaluation

Institution follows a transparent, well-coordinated admission process as per the norms of the Directorate of Medical Education and Research, Mumbai and the apex Central/State government regulatory authorities, providing equal opportunities to reserved category students.

Student-teacher ratio is maintained by appointing qualified and experienced teaching staff. Faculty is continuously trained in Faculty development programmes, like Revised Basic Course Workshop, to enable them to adopt the latest student oriented teaching and evaluation methods.

Curriculum norms implemented by MUHS are adhered to and academic calendar is formulated. Internal evaluation process is as per university guidelines.

Mentorship for all students and special programmes for slow performers / advanced learners provide students opportunity to optimize their learning process. Conventional and Integrated teaching methods are used such as problem solving, self-directed learning and evidence based learning are followed. Early Clinical Exposure sessions are conducted for First MBBS students to facilitate the understanding of clinical application of basic knowledge.

Students learn basic surgical suturing skills in Clinical skill laboratory. This helps students to acquire necessary psychomotor skills before carrying out the procedure directly on patients. Computer assisted learning laboratory teaches by simulations to students in the Departments of Pharmacology and Physiology. Students are motivated to take up various short-term research projects.

All the teaching areas of the institution are well equipped with ICT enabled tools, to facilitate knowledge delivery in a better way. During the Covid19 lock-down period saw the better use of ICT enabled tools.

To nurture the innate talent of students in extracurricular activities, annual sports and cultural programmes are arranged.

The Institution has clearly defined learning outcomes and graduate attributes as stated in Graduate Medical Education, Regulations of NMC. Assessment processes are aligned with the stated learning outcomes which are reflected in the incremental pass percentage of the students.

Regular parent-teacher meetings are conducted and suggestions received are followed up and appropriate actions are taken.

Research, Innovations and Extension

Institution has a scientific advisory committee (SAC) which plays a vital role in development of research &

innovations in the Institute. This committee is led by eminent scientists from India.

Institution has created an incubation centre for nurturing of innovative ideas. It has well equipped facilities to test hypotheses proposed by researchers. Centre has a vision to promote entrepreneurial spirit amongst students, and faculty members.

Some of the vital efforts made by the Institution to promote a 'research culture' are by inviting renowned speakers regularly to conduct various workshops and seminars for students and faculties on, good clinical practices, intellectual property rights, research methodology, good laboratory and collection practices, industry-academia collaborations, etc.

The Institutional Ethics Committee (IEC) oversees the implementation of all Research Projects. IEC follows updated guidelines for research ethics, publications, and strict adherence to university norms during submission of synopsis and dissertations.

Institute provides support by giving special leave to faculty for attending the conferences and workshops. The faculties are empowered to take up research activities utilizing the existing facilities. Faculty have published research papers in various national, international indexed Journals and have some books and chapters to their credit. Faculty have been sponsored by DST/ICMR/BIRAC for various innovative research projects along with few internationally sponsored projects.

Students are engaged with the community through novel extension and outreach activities carried out with support of NSS unit and disease awareness drives to remote areas.

Institute is located in a rural village, so to create awareness about modern medicine it has amalgamated all cultural and social programs with modern medical services thus making the modern medical care available for the villagers. These efforts of the institute in neighborhood as well as remote areas of the community have been recognized by government agencies by giving various awards and certificates. Various academic, clinical training, project work and collaborative research programmes are carried out in collaboration with national, international Institutions of academic and social relevance.

Infrastructure and Learning Resources

1. The Institute is spread over 52.08 acres of lush green campus provided with excellent physical infrastructural facilities with a medical college, hostels, Olympic level sports academy, dream health park, Auditorium, cafeteria and hospital in the unitary campus and is under CCTV surveillance. There are well-established system for maintenance of physical, academic and support facilities.
2. Hospital has a state of the art modern medical facilities having 600 bed with additional 100 ICU beds, 10 major OTs, Radiology department equipped with MRI, CT scans etc. Comprehensive cardiac care centre with Cath lab and CVTS OT offers cardiac treatment round the clock to the villagers. Comprehensive cancer care centre affiliated to Tata Memorial Centre, Mumbai has Medical Oncology, Surgical Oncology and Radiation unit equipped with Varian Linear accelerator, high density radiation and CT simulation.
3. The institution has state of the art facilities for Teaching-Learning- 5 ICT enabled gallery type classrooms out of which two are smart class rooms, 19 seminar rooms with 55 demonstration rooms and

laboratories, computing equipment etc. Medical students are exposed to community learning and visits to Primary Health Centre, Sub Centers, ICTC Centre, Sewage treatment plant, RHTC and UHTC are arranged. There are 62 practical and research laboratories. There are NABL accredited Virology laboratory, genomic laboratory, skill laboratory, animal house area and Herbal garden.

4. Institute has adequate facilities for physical and recreational requirements of the students and staff. There is sport complex having Olympic standard indoor and outdoor games. Well-equipped Gymnasium is also established to improve physical fitness of students. The institute has a Yoga hall for conducting yoga session for better development of mind and stress free living. Cultural activities are conducted in a spacious multipurpose hall.
5. Institute has a well-equipped Central library having more than adequate books, journals and SLIM 21 Library Management System. It also has e-Library having access to e-journals, e-books, SWAYAM, DELNET etc. There are E-content resources like NPTEL, SWAYAM and Institutional LMS.
6. Institute has updated IT facilities with Wi-Fi of adequate speed, and bandwidth and computer availability for student and staff.

Student Support and Progression

In order to help students reach their full potential with holistic approach, BKL Walawalkar Rural Medical College mentors support and encourage them through various programmes.

Many Students benefit by the scholarships /free-ships/ fee-waivers by the Government.

Variety of capability enhancement and development schemes such as Yoga and Wellness, Human value development, Soft skill, Language and Communication etc are effectively implemented.

The institution has offered guidance for competitive examination through Sky satellite course for preparation of Postgraduate NEET PG examination.

International student cell is established to continue the collaborations developed by the B.K.L. Walawalkar Hospital since 2006. This encourages students to interact with foreign students, thus making them competent on global platform.

B K L Walawalkar Rural Medical College has a harmonious learning and work environment by adopting fair practices and has a redressal mechanism for student related grievances. An Anti-ragging Committee has been constituted in the College as per the guidelines of the Honourable Supreme Court and NMC to prevent ragging. The Organization's anti sexual harassment policy which is in line with Vishaka guidelines prohibits sexual harassment and it is applicable to everyone in the Organization.

Students qualifying in PG NEET exam and pursuing higher education are progressively increasing in number.

Institutional alumni are either placed in various capacities or self-employed. Institutions training and placement cell helps some alumni in pursuing the teaching profession at our own institute.

Students from institute have participated in various sports & cultural activities at state, regional & zonal level.

The Students Council serves as a platform for communication between the Students, College authority and Faculty regarding curricular and extracurricular activities. The Council encourages the intellectual, social, and personal development of the students and promotes their esteem and ideals of the medical profession. Various sports and cultural events are carried out during the year by students' council.

The Alumni association is in a nascent stage as only two batches have graduated till date. The registration of said association is in process at sub-registrar office. The Alumni association office is located in the campus.

Governance, Leadership and Management

Shree Vithalrao Joshi Charities Trust (1977) fulfills the Guru's vision by offering affordable health services to the poor & marginalized people in the Konkan region.

Objectives:

- 1) Health for All
- 2) Education for All
- 3) Empowerment for All.

B.K.L. Walawalkar Hospital, Diagnostic & Research Centre established in 1996, providing continuous medical help to Konkan population.

The Medical College established in 2015, is affiliated to Maharashtra University of Health Sciences.

There is a robust community network inculcating social, economic, cultural activities at local and national levels. Institute strives for national and international collaborations for research.

Decentralization approach is implemented by delegating responsibilities to all stakeholders, who are involved in decision making. Managing trustee is the supreme authority of the institute. Medical Director is authorized to implement the decisions taken by the board of trustees. HODs have autonomy in day to day working under supervision of Medical Director. Thus effective leadership is reflected in increasing demand for medical admissions, awards, Progress in results, international collaborations and publications.

Institution desires to be acknowledged as a leader at national and international levels. To achieve this, HODs have set short term and long term goals which focus on academic growth, infrastructure, research, national and international collaborations and establishing a Private University.

Welfare measures have been implemented such as leaves, pleasant campus ambience, 24 hours electricity, sports facility, security, cafeteria, schools etc. for teaching and non-teaching staff.

Annual academic and administrative audit is conducted. Performance appraisal gives an opportunity to recognize and reward the employee in terms of increments and promotions.

Institution conducts financial audits regularly focusing on financial compliance, planning and budget allocation.

IQAC is established with an aim to develop a system for conscious, consistence and catalytic action to improve academic and administrative performance. It functions for facilitating learners, data collection, analysis, Organization of workshops.

Institutional Values and Best Practices

The Institute conducts Gender Equity Awareness activities besides offering psychological consultations, conducting fresher's events and a functional Anti-ragging committee. Institution also organizes professional ethics and code of conduct programmes. Students are made aware of this during Orientation programme. For safety and security of female students and staff, CCTV, female warden, rector and security staffs are provided.

The institute has a Green campus and strives to reduce carbon foot prints by installing solar heaters, solar panels, Biogas plant and LED bulbs, plastic ban, Swachh Bharat Abhiyan, tree plantations drive and use of electric vehicles. The hospital follows MPCB guidelines for Bio-Medical waste disposal. Liquid waste is neutralized in STP.

Water is conserved by a robust construction of bunds and waste water is recycled for gardening. The institute has disabled-friendly ramps / lifts and signages. National Flag is hoisted on Independence and Republic Days. Patriotic events are celebrated to spotlight their importance in nation building.

Various free health camps are organized regularly for social commitments.

Best Practices – 1

REACH - Rural Empowerment and Community Health

At the backdrop of rural, social and cultural practices institute has amalgamated cultural festivals with modern medical services by designing various community based “**Walawalkar Yojanas**”

The combination of social, cultural, educational and health activities has endeared the institution to the community and made healthcare easily accessible and participative.

Best Practice- 2

International Collaboration with foreign medical faculties for Research, clinical and academic development

A team of doctors and foreign students from all over the globe are visiting institute since many years. Main objective of the project is to promote the exchange of medical knowledge and skills, provide career development opportunities, thus making them capable on national and global platform.

This activity has been the source of inspiration for the medical teachers and students.

Institutional Distinctiveness:

The institute has innovated SVJCT Dream Health Park to create health awareness with a holistic approach amongst youth and to self-assess of their own body and mind. This project has garnered a huge success from its conception.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	B.K.L. WALAWALKAR RURAL MEDICAL COLLEGE
Address	B.K.L. Walawalkar Rural Medical College, Kasarwadi, At-Post Sawarda, Taluka Chiplun, Dist-Ratnagiri-415606
City	CHIPLUN
State	Maharashtra
Pin	415606
Website	https://bklwrmc.com

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Mansingrao Ghatage	02355-264149	9921251695	02355-264181	info@bklwrmc.com
IQAC / CIQA coordinator	Arvind Yadav	02355-264137	9834651268	02355-264181	asyadav13@gmail.com

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

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details				
Date of establishment of the college		01-04-2015		
University to which the college is affiliated/ or which governs the college (if it is a constituent college)				
State	University name		Document	
Maharashtra	Maharashtra University of Health Sciences		View Document	
Details of UGC recognition				
Under Section	Date		View Document	
2f of UGC				
12B of UGC				
Details of recognition / approval by statutory / regulatory bodies other than UGC (MCI, DCI, PCI, INC, RCI, AYUSH, AICTE etc.)				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
MCI	View Document	13-01-2023	12	Permitted

Recognitions	
Is the College recognized by UGC as a College with Potential for Excellence(CPE)?	No
Is the college recognized for its outstanding performance by national or international agencies such as DSIR, DBT, ICMR, UGC-SAP, AYUSH, WHO, UNESCO etc.?	No

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	B.K.L. Walawalkar Rural Medical College, Kasarwadi, At-Post Sawarda, Taluka Chiplun, Dist-Ratnagiri-415606	Rural	52.08	74860.32

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	MBBS,Ug	66	HSC	English	150	150
PG	MS,Pg	36	MBBS	English	3	3
PG	MD,Pg	36	MBBS	English	2	2
PG	MS,Pg	36	MBBS	English	4	4
PG	MD,Pg	36	MBBS	English	5	5
PG	MD,Pg	36	MBBS	English	4	0
PG	MS,Pg	36	MBBS	English	8	8
PG	MD,Pg	36	MBBS	English	4	2
PG	MD,Pg	36	MBBS	English	8	8
PG	MD,Pg	36	MBBS	English	3	3

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	17				38				59			
Recruited	12	5	0	17	27	10	0	37	51	8	0	59
Yet to Recruit	0				1				0			
Sanctioned by the Management/Society or Other Authorized Bodies	3				2				15			
Recruited	1	2	0	3	0	2	0	2	11	4	0	15
Yet to Recruit	0				0				0			
	Lecturer				Tutor / Clinical Instructor				Senior Resident			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				28				39			
Recruited	0	0	0	0	12	16	0	28	28	11	0	39
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				19				10			
Recruited	0	0	0	0	10	9	0	19	7	3	0	10
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				398
Recruited	239	159	0	398
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

Technical Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				77
Recruited	36	41	0	77
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	1	1	0	0	0	0	2	0	0	4
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	12	6	0	27	12	0	60	12	0	129
UG	0	0	0	0	0	0	0	0	0	0
Permanent Teachers										
Highest Qualification	Lecturer			Tutor / Clinical Instructor			Senior Resident			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	2	5	0	34	14	0	55
UG	0	0	0	20	22	0	1	0	0	43

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0
Highest Qualification	Lecturer			Tutor / Clinical Instructor			Senior Resident			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

Part Time Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0
Highest Qualification	Lecturer			Tutor / Clinical Instructor			Senior Resident			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	79	0	0	0	79
	Female	71	0	0	0	71
	Others	0	0	0	0	0
PG	Male	16	5	0	0	21
	Female	14	0	0	0	14
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years

Category		Year 1	Year 2	Year 3	Year 4
SC	Male	5	3	5	5
	Female	5	4	2	2
	Others	0	0	0	0
ST	Male	3	3	3	3
	Female	2	1	1	1
	Others	0	0	0	0
OBC	Male	8	5	5	4
	Female	6	4	4	5
	Others	0	0	0	0
General	Male	56	43	39	38
	Female	56	32	36	37
	Others	0	0	0	0
Others	Male	7	3	3	4
	Female	2	2	2	1
	Others	0	0	0	0
Total		150	100	100	100

General Facilities	
Campus Type: B.K.L. Walawalkar Rural Medical College, Kasarwadi, At-Post Sawarda, Taluka Chiplun, Dist- Ratnagiri-415606	
Facility	Status
• Auditorium/seminar complex with infrastructural facilities	Yes
• Sports facilities	
* Outdoor	Yes
* Indoor	Yes
• Residential facilities for faculty and non-teaching staff	Yes
• Cafeteria	Yes
• Health Centre	
* First aid facility	Yes
* Outpatient facility	Yes
* Inpatient facility	Yes
* Ambulance facility	Yes
* Emergency care facility	Yes
• Health centre staff	
* Qualified Doctor (Full time)	227
* Qualified Doctor (Part time)	0
* Qualified Nurse (Full time)	248
* Qualified Nurse (Part time)	0
• Facilities like banking, post office, book shops, etc.	Yes
• Transport facilities to cater to the needs of the students and staff	Yes
• Facilities for persons with disabilities	Yes
• Animal house	Yes
• Power house	Yes
• Fire safety measures	Yes
• Waste management facility, particularly bio-hazardous waste	Yes

• Potable water and water treatment	Yes
• Renewable / Alternative sources of energy	Yes
• Any other facility	NA

Hostel Details		
Hostel Type	No Of Hostels	No Of Inmates
* Boys' hostel	4	206
* Girls's hostel	3	238
* Overseas students hostel	1	0
* Hostel for interns	2	16
* PG Hostel	2	108

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	B K L Walawalkar Rural Medical College has always strived for a multidisciplinary approach in its academic as well as co-curricular activities. Competency Based Medical Education has been implemented from academic 2019-2020. Major changes have been made in the curriculum which includes horizontal and vertical integration of medical disciplines. i) The students are exposed to the community from the very first year of their medical education. ii) As part of the medical curriculum, students undergo Electives subject training after III/I MBBS and before the commencement of Final MBBS schedule. Students are encouraged to undergo Multidisciplinary / Interdisciplinary minor/major research projects funded by different funding agencies such as ICMR, Maharashtra University of Health Sciences, Nashik etc.
2. Academic bank of credits (ABC):	B K L Walawalkar Rural Medical College has encouraged their students to take online courses through National Schemes like SWAYAM, NPTEL etc, Summer training programme is conducted at the end of II MBBS course from 2021 in collaboration with MUHS, Nashik. The curriculum has been revised in 2018 for students admitted in session

	2019-20 and onwards. We are executing ABC in true spirit.
3. Skill development:	B K L Walawalkar Rural Medical College has a Computer assisted Skill Learning (Medical and Surgical) laboratory designed by Medimation Education Pvt Ltd as per NMC guidelines. Regular training sessions are held for both faculty and medical students with individualized supervision. This laboratory is available in the Pharmacology department to augment learning skills of both Physiology and Pharmacology during their medical education. A well-equipped Skill laboratory, with manikins, is located in the hospital building for training sessions in both Basic Life Support (BLS) & Advanced Trauma Life Support (ATLS) for UG & PG medical students. Basic Surgical Skills (BSS) Workshops are regularly conducted in collaboration with the Royal College of Surgeons, Edinburgh, UK for faculty and students.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	B K L Walawalkar Rural Medical College conducts the White Coat ceremony for newly admitted first MBBS students, during which the Hippocratic Oath has been replaced by the Charaka Sapatha. Value added courses in Language and Communication skills are conducted for First MBBS students to enable them to optimally perform as a doctor of first contact in the society. During field visits in Community Medicine posting the medical students are made aware of the need for appropriate integration of Indian Knowledge system with the current medical curriculum. This is also further reinforced as a lecture for PG students during their sensitization programme. The institute has conducted online teaching during the Covid pandemic.
5. Focus on Outcome based education (OBE):	B K L Walawalkar Rural Medical College was permitted by NMC (MCI) for 100 UG intake capacity in 2015 and recognised in 2020. From 2021 institute has been permitted for 150 intake capacity. Students are assessed as per CBME syllabus for formative and summative assessment. We have well defined Program Outcomes (PO) and Course Outcomes (CO).
6. Distance education/online education:	Institute has successfully imparted all its course content delivery in online mode during the COVID-19 Pandemic and also conducted online internal examinations successfully. Institute also

provides online access to e-consortia books of digital library.

Institutional Initiatives for Electoral Literacy

<p>1. Whether Electoral Literacy Club (ELC) has been set up in the College?</p>	<p>B K L Walawalkar Rural Medical College has established the electoral literacy club as per resource guidelines of Election commission of India in 2023 and has prepared the schedule of activities for the year 2023. The proposed activities are as follows.... 1.Registration & Formation OF ELC Executive Committee : March 2023 2.Collection of Students Data about voting registration & membership drive: March – April 2023 3.Wall Magazine activity May 2023 onwards 4. Ballot Bistro: June - July 2023 5.Debate/Speech Elocution Competition: August 2023 6. Motivators Invite: September - October 2023 7. Special Registration Drive: November - December 2023 8. National Voters’ Day Celebration: January 2024</p>
<p>2. Whether students’ co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?</p>	<p>B K L Walawalkar Rural Medical College has nominated two faculty members from Department of Community Medicine as Nodal officer and a mentor to look after activities such as club formation to organization, reporting & evaluation for smooth conduction of planned calendar events. The club will be for the students, by the students & of the students and will be functional as per the democratic principles of Government of India. The executive committee members will be selected democratically from amongst the students. Maharashtra University of Health Sciences, Nashik has made the voter card mandatory for all newly admitted medical students in affiliated colleges. Those who do not have the voter card, an undertaking has been taken to enroll in voter list within six months. The student coordinators from all phases and all character have been appointed and the ELC is functional.</p>
<p>3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of</p>	<p>At present a baseline survey activity through Google form is in process across all the admitted batches. This will generate a database profile of B K L Walawalkar Rural Medical College student community. The relevant activities will be conducted as per planner and inputs from committee members</p>

<p>poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.</p>	<p>& students.</p>
<p>4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.</p>	<p>Electoral related issues like research projects, surveys, awareness drives and publications regarding electoral awareness will be focused in the near future.</p>
<p>5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.</p>	<p>On completion of baseline survey activity started at B K L Walawalkar Rural Medical College the said extent of problem can be quantified & appropriate remedial measures will be planned.</p>

Extended Profile

1 Students

1.1

Number of students year-wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
549	498	497	397	297
File Description		Document		
Institutional data in prescribed format(Data templ		View Document		

1.2

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

2021-22	2020-21	2019-20	2018-19	2017-18
98	99	0	0	0
File Description		Document		
Institutional data in prescribed format(Data templ		View Document		

1.3

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

2021-22	2020-21	2019-20	2018-19	2017-18
150	100	100	100	99
File Description		Document		
Institutional data in prescribed format(Data templ		View Document		

2 Teachers

2.1

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

2021-22	2020-21	2019-20	2018-19	2017-18
301	229	204	182	209
File Description		Document		
Institutional data in prescribed format(Data templ		View Document		

2.2

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

2021-22	2020-21	2019-20	2018-19	2017-18
301	229	204	182	209
File Description		Document		
Institutional data in prescribed format(Data templ		View Document		

3 Institution

3.1

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

2021-22	2020-21	2019-20	2018-19	2017-18
5324.12	4699.66	4559.95	4496.94	3124.75
File Description		Document		
Institutional data in prescribed format(Data templ		View Document		

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1 The Institution ensures effective curriculum planning, delivery and evaluation through a well defined process as prescribed by the respective regulatory councils and the affiliating University.

Response:

B. K. L. Walawalkar Rural Medical College & Hospital, Sawarde, Dist. Ratnagiri was permitted by Medical Council of India in 2015 and was recognized in 2020. This medical college is affiliated to the Maharashtra University of Health Sciences (MUHS), Nashik, Maharashtra.

The hospital is serving the health needs of the surrounding remote and rural areas of Konkan region of Maharashtra state since **1st Feb 1996**, a span of more than 25 years.

For a better health delivery system & to create ardent medical professionals, the first batch of medical students was admitted in the Academic year **2015-16**. Presently 3 batches have completed their medical education from this Institute.

As per the guidelines of National Medical Council (NMC), India, the curriculum is planned by MUHS and is implemented by this medical college.

Competency Based Medical Education (CBME) has been implemented by the Institute w.e.f. Academic year **2019-2020**. Faculty training as per CBME has been conducted at the level of nodal center and the institute. The performance evaluation of the students is done by formative and summative assessments as per the norms of NMC and MUHS.

Teaching program is implemented as per the norms of MUHS. Master timetables are prepared by the **Curriculum Committee** for the 4 phases and updated as per academic calendar declared by the affiliating University from time to time.

◦ **Phase I MBBS – Pre-clinical subjects:**

1. Anatomy
2. Physiology
3. Biochemistry
4. Community Medicine introduced

◦ **Phase II MBBS – Para-clinical subjects:**

- Pharmacology
- Pathology
- Microbiology
- Forensic Medicine & Toxicology introduced

- Community Medicine continued
- Clinical Postings started & Clinical subjects introduced
- **Phase III / I MBBS - Clinical subjects:**
 - Community Medicine
 - Forensic Medicine & Toxicology
 - Ophthalmology introduced
 - Otorhinolaryngology (ENT) introduced
 - Clinical Postings & Clinical subjects continued
- **Phase III / II (Final) MBBS – Clinical subjects:**

1. Clinical Postings continued
2. Medicine & Allied subjects:

General Medicine

Pulmonology (TB & Chest diseases)

Psychiatry

Dermatology

3. Surgery & Allied subjects:

General Surgery

Orthopaedics

Radiology

Anesthesiology

Dentistry

4. OBGY

5. Paediatrics

6. Ophthalmology

7. Otorhinolaryngology

- **Compulsory Rotatory Residential Internship:**

One-year compulsory Internship in the hospital / Urban Health Center (UHC) / Rural Health Center (RHC) attached to this medical college is essential for the award of the MBBS degree and full registration as a physician in National / State Medical Councils.

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

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

Response: 0.07

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

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

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

1.2 Academic Flexibility

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

Response: 48.57

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

Response: 34

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

Response: 70

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

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

Response: 22.27

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

2021-22	2020-21	2019-20	2018-19	2017-18
257	83	101	60	37

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

1.3 Curriculum Enrichment

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

Response:

- 1. Gender:** The institute addresses gender related issues by including gender equality such as preconception and prenatal diagnostic test and related acts like PCPNDT act in syllabi of

Radiology, Obstetrics and Gynaecology and Forensic Medicine and Toxicology.

To underline women empowerment, our institute celebrates “International Women’s Day”. The institute has a gender harassment committee to address various gender related issues. Our institute provides equal opportunity to both genders by providing co-education to students without any discrimination and has common rules for both boys and girls.

2. Environment and Sustainability: Our institution is a rural medical college situated in a picturesque village at the foothills of Sahyadri hills and is surrounded by dense forest. This makes our faculty and students motivated to take up environmental issues such as air pollution, sound pollution, greenhouse gases, deforestation, ozone layer depletion, carbon foot prints, disastrous environmental condition, overpopulation and loss of biodiversity and sustainability. These issues have been included in the curriculum of Community Medicine. Various control measures such as use of bicycles, electric vehicles, solar plants, appropriate treatment of Biomedical waste and sewage, tree plantation activities etc. are being taken up to make the campus environment friendly.

3. Human values – Our institution has taken adequate efforts to inculcate human values and ethic by including relevant topics in the syllabus such as

- Cadaver as a teacher
- What does it mean to be a patient?
- What does it mean to be a doctor?
- Doctor-patient relationship
- Communication skills

Apart from this, the institute has introduced various value added courses such as Language and Communication skills, Soft skills, Yoga and Wellness etc.

This will help to sensitize the students to various human values like empathy, development of emotional quotient, dedication towards profession, compassion, loyalty, honesty, efficiency and to develop a good character.

4. Health determinants - Through various field activities conducted by Community Medicine department, students are exposed to the various factors and Health determinants like socio-economic status, social support networks, education and literacy, employment/working conditions, social environments, physical environments, personal health practices, healthy child development, health services, gender & culture affecting the health of the society.

5. Right to Health – Right to health is taught as an AETCOM module which encompasses various health rights of patients. Recognizing health as a fundamental right, public health is included as a core subject in the curriculum of Community Medicine and thus active participation of undergraduates during their community posting is ensured.

6. Emerging demographic issues - Demographic issues like population explosion and altered male-female ratio, population pyramid, urban-rural disproportionate growth leading to imbalance on health infrastructure is included in Community Medicine teaching program.

7. Professional ethics - Topics related with medical ethics and negligence are conducted every year by the

department of Forensic Medicine and Toxicology. The basic principles of professional ethics that have been taught in the lectures are autonomy, justice, beneficence, non-maleficence, integrity, respect of human rights, and communication with patients, examination of female patients and minors and explanation of consequences of treatment.

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

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

Response: 13

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

Response: 13

File Description	Document
List of-value added courses	View Document
Institutional data in prescribed format	View Document
Brochure or any other document related to value-added course/s	View Document
Links for additional information	View Document

1.3.3 Average percentage of students enrolled in the value-added courses during the last five years

Response: 34.05

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

2021-22	2020-21	2019-20	2018-19	2017-18
549	0	100	199	0

File Description	Document
Institutional data in prescribed format	View Document
Attendance copy of the students enrolled for the course	View Document

1.3.4 Percentage of students undertaking field visits/Clinical / industry internships/research projects/industry visits/community postings (data for the preceding academic year)

Response: 91.5

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

Response: 549

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

1.4 Feedback System

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

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

Response: A. All of the above

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

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

Response: A. Feedback collected, analysed and action taken on feedback besides such documents made available on the institutional website

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

Other Upload Files

1	View Document
---	-------------------------------

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Due consideration is given to equity and inclusiveness by providing reservation of seats to all categories during the admission process. Average percentage of seats filled against seats reserved for various categories as per applicable reservation policy during the last five years

Response: 100

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

2021-22	2020-21	2019-20	2018-19	2017-18
37	25	25	25	25

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

2021-22	2020-21	2019-20	2018-19	2017-18
37	25	25	25	25

File Description	Document
Institutional data in prescribed forma	View Document
Final admission list published by the HEI	View Document
Copy of letter issued by state govt. or and Central Government (which-ever applicable) Indicating the reserved categories to be considered as per the GO rule (translated in English)	View Document
Annual Report/ BOM report/ Admission report duly certified by the Head of the Institution.	View Document
Admission extract submitted to the state OBC, SC and ST cell every year.	View Document

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

Response: 99.8

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

2021-22	2020-21	2019-20	2018-19	2017-18
150	100	100	100	99

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

2021-22	2020-21	2019-20	2018-19	2017-18
150	100	100	100	100

File Description	Document
The details certified by the Head of the Institution clearly mentioning the programs that are not covered under CET and the number of applications received for the same	View Document
Institutional data in prescribed format	View Document

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

Response: 0

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

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

File Description	Document
List of students enrolled from other states year-wise during the last 5 years	View Document
Institutional data in prescribed format	View Document
E-copies of admission letters of the students enrolled from other states	View Document
Copy of the domicile certificate as part of the from other states and countries and/or Previous degree/Matriculation / HSC certificate from other state or country	View Document

2.2 Catering to Student Diversity

<p>2.2.1 The Institution assesses the learning levels of the students, after admission and organises special Programmes for advanced learners and slow performers The Institution:</p> <ol style="list-style-type: none"> 1. Follows measurable criteria to identify slow performers 2. Follows measurable criteria to identify advanced learners 3. Organizes special programmes for slow performers 4. Follows protocol to measure student achievement <p>Response: B. Any three of the above</p>	
File Description	Document
Institutional data in prescribed format	View Document
Criteria to identify slow performers and advanced learners and assessment methodology	View Document
Consolidated report of special programs for advanced learners and slow learners duly attested by the Head of the Institution	View Document
Any other information	View Document
Link for any relevant information	View Document

<p>2.2.2 Student - Full- time teacher ratio (data of preceding academic year)</p> <p>Response: 2:1</p>
--

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

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

Response:

B K L Walawalkar Rural Medical College ensures that the talent of the students is not only consumed by the curricular activities, but also the young minds are motivated to bring out their talents in extra-curricular events. The innate talent of the students is developed through the formation of groups according to their interest and are channelized in to different extracurricular activities.

Annual cultural and traditional events and games are conducted and prizes are distributed to the winners. Various poster competition, exhibition, debate & fresher's event are conducted every year to motivate their innate talents. Their talent is also encouraged by organizing rangoli, painting competitions and prizes are distributed for the winners.

Health Park is one of such creation in which students have actively involved in creating health and science models and displayed it for delivering knowledge to the community. For this an interdisciplinary project competition and exhibition "AAROGYAM" was held in the institute. The faculty member was allocated for such group for its smooth functioning. To bring out a positive attitude and the best out of each student, the teachers constantly motivate them to improvise vision and exhibit their talents. These activities help to develop a good rapport amongst students.

Shri Chhatrapati Shivaji Maharaj Jayanti is organized every year by the institute in which the students show their talent by participating in various activities like sports events etc

Festival celebration - Students actively participate in the Independence Day and the Republic Day celebrations every year and voluntarily deliver speeches with great enthusiasm. Good orators are identified and are allowed to enhance their talent to compere during the events like the CME, inaugural programs etc.

Students are also encouraged to participate in programs, workshops with international faculty & students.

The institution provides a lavish platform to showcase their leadership qualities, develop teamwork, inter-personal relationship, through college sports festival. Every year second year MBBS batch hosts the sports events wherein students and faculty members of varied field participate.

The institution also provides students to exhibit their extra-curricular talent by permitting to participate in the cultural and sports competitions conducted by other medical colleges and University.

File Description	Document
Link for Appropriate documentary evidence	View Document

2.3 Teaching- Learning Process

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

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

Response:

The philosophy of the institution is rooted in implementing morally & ethically profound student centric teaching- learning methods which are firmly adherent to principles of equality, respect, tolerance & social commitment.

1. Experiential Learning- (aimed at developing knowledge and skills through experience)

Anatomy - Dissection by students

- Physiology/Biochemistry - laboratory experiments
- Pathology, Microbiology Laboratory experiments-Slide staining, identifying infective organisms
- Early clinical exposure for phase I & II students
- Health check-up of patients – General & systemic examination
- Clinical postings – OPDs, IPDs, Casualty, Radiology, Urban Health Centres, Rural Health Centers. (Clinical examination of patients and differential diagnosis)
- Observe and assist in various clinical and operative procedures
- Skill lab based learning & Hands on training (e.g. Cardio Pulmonary Resuscitation, Basic & advance life support, Suturing techniques etc.)

2. Integrated/Interdisciplinary learning - (is a method, used to teach across curricular disciplines or

The Bringing together of separate subjects/courses around common themes, issues, or problems)

- Horizontal & Vertical integrated teaching
- Orientation program

- Foundation course (CBME)
- Interdepartmental rotations in different departments

- Clinico-pathological correlation meeting

3. Participatory learning (is a form of a reflective teaching which expects a high degree of activity and personal involvement of participants)-

- Seminars/ Workshops /CME
- Case presentation
- PG Journal club
- Tutorial

4. Problem solving methodologies- (consist of observation of reality- construction of the problem-identification of the key points- creation of a theory- hypothesis for a solution leading to application)

- Developing research proposal
- Conducting a survey
- Problem based learning

5. Self-directed learning (SDL) - (the learners are responsible for their own learning process)

- Assignments with the specific learning objectives (SLOs) before SDL session are informed to students before discussion & presentation. Randomly division of class into smaller groups with SLOs for each group covering all SLOs prescribed.
- Utilization of library for better understanding of SLOs with the help of Reference textbooks, journals, e-books, e-lectures, e-content etc.
- Online discussion forums like E-classroom
- Group discussions Logbook, Journal

6. Patient-centric and Evidence-Based Learning

- Case-based presentation and discussions
- Bedside clinical teaching of small groups
- Students learn to manage patients in OPDs/IPDs/ICUs/Casualty

7. Learning in the humanities

- Case based Scenarios for learning on attitude (practicing empathy), ethics (Confidentiality, Non-stigmatisation, Non-discrimination, Equality, Autonomy etc) and communication skills (patient / relative counseling) [AETCOM]
- Value-based education by incorporating topics of Bioethics like Patients privacy, breaking bad news, gender equity, Informed consent.
- Understanding the role of professionals in the society through various guest lectures.
- Awareness about socio-economic and cultural factors governing implementation of healthcare through community visits, health check-up camps, community surveys and interviews.

8. Project based learning

- Hospital/Community based research project work done by students under supervision of the teacher/guide. (MUHS, ICMR etc.)
- Publishing research work

9. Role play

Participation by students in Street plays or Skit based on various health issues on various days like International Yoga day, World Health Day, World TB Day etc.

File Description	Document
Link for learning environment facilities with geotagging	View Document

2.3.2 Institution facilitates the use of Clinical Skills Laboratory / Simulation Based Learning The Institution:

- 1. Has Basic Clinical Skills / Simulation Training Models and Trainers for skills in the relevant disciplines.**
- 2. Has advanced simulators for simulation-based training**
- 3. Has structured programs for training and assessment of students in Clinical Skills Lab / Simulation based learning.**
- 4. Conducts training programs for the faculty in the use of clinical skills lab and simulation methods of teaching-learning**

Response: A. All of the above

File Description	Document
Report on training programmes in Clinical skill lab/simulator Centre	View Document
Proof of patient simulators for simulation-based training	View Document
Proof of Establishment of Clinical Skill Laboratories	View Document
Institutional data in prescribed format	View Document
Geotagged Photos of the Clinical Skills Laboratory	View Document
Details of training programs conducted and details of participants.	View Document
Any other relevant information	View Document
Link for additional information	View Document

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

Response:

All teaching faculty use Information and Communication Technology (ICT) in education to support, enhance, and optimize the delivery of education in addition to the traditional classroom education.

All the classrooms, laboratories, demonstration rooms, department faculty staff rooms, are ICT enabled and installed with desktops, printers & projectors. The campus is ICT enabled with high speed internet LAN connection. Wi-Fi connectivity is available in the boys' and girls' hostels and guest house.

A well-equipped Computer assisted learning (CAL) laboratory with internet facility is established for the students and faculty members to facilitate teaching learning process. Every department is equipped with all necessary ICT equipments and landline for effective communication and co-ordination. ICT enabled smart class room is available.

Electronic learning resources like Elsevier E-consortium, DELNET, Digital library, NPETL and Swayam are also available.

During COVID 19 lockdown, students' teaching was conducted in an online mode. The faculty used various ICT enabled tools to enhance the quality of teaching-learning process. The faculty members used Google meet, Zoom and YouTube to conduct lectures along with use of many interactive methods for effective teaching such as Power Point presentations with animations, Video clippings, YouTube links, simulation tools. WhatsApp groups of students and teachers were used as platforms to communicate, make announcements, address their queries and share information as well as submit answer sheets after online conduction of tests. Google mail is also used for communication and submission of answer sheets for online conduction of tests.

File Description	Document
File for list of teachers using ICT-enabled tools (including LMS)	View Document
File for details of ICT-enabled tools used for teaching and learning	View Document
Link for webpage describing the “LMS/ Academic Management System”	View Document

2.3.4 Student :Mentor Ratio (preceding academic year)

Response: 10:1

2.3.4.1 Total number of mentors in the preceding academic year

Response: 55

File Description	Document
Log Book of mentor	View Document
Institutional data in prescribed format	View Document
Copy of circular pertaining the details of mentor and their allotted mentees	View Document
Approved Mentor list as announced by the HEI Allotment order of mentor to mentee	View Document
Any other relevant information	View Document
Link for any other information	View Document

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

Response:

The teaching learning process of the institution is a blend of traditional clinical acumen with modern technology.

1. The Lecture halls:

The College has 5 gallery-type lecture halls – 4 with 180 capacities and 1 with 250. Each lecture hall is air conditioned with Wi-Fi enabled equipped with necessary AV aids.

2. The Demonstration rooms with necessary AV aids are as under:

1. Each Pre and Para Clinical Departments - 50 sitting capacity
2. Every Clinical departments - 25 sitting capacity

3. Skill Lab:

Regular Basic Life Support (BLS) & Advanced Trauma Life Support (ATLS) training sessions are held in the well equipped Skill laboratory for the UG & PG students.

Computer assisted learning (CAL) Laboratory is available in the Pharmacology department to augment learning skills.

Basic Surgical Skills (BSS) Workshops are also conducted regularly in collaboration with the Royal College of Surgeons, Edinburgh, UK.

4. Student seminars & Self Directed Learning:

Self directed learning sessions and Student seminars are actively monitored by faculty.

5. Summer Internship Programme (SIP):

The college has Maharashtra University of Health Sciences approved SIP centre for Research Methodology, Social Commitment, Molecular Biology, Medical Oncology and Biomedical Instrumentation to motivate research interest amongst the students.

6. Teaching learning Methods:

The students are exposed to various methods of Teaching and Learning such as Lectures, Practicals, Clinical postings, Family survey & Field Visits.

1. Under the aegis of the Community Medicine field visits are conducted regularly involving the Panchayat Raj Institutes, the village sarpanchs, ASHA and Anganwadi Workers. Nearby villages have been adopted by the Institute for implementing and supporting NRHM. Some of the regular programmes arranged are health camps, health screening of school & anganwadi children, distribution of Nutritious Ladoos to pregnant women and adolescent girls, etc.
2. A state of the art Central Library and the NSS unit encourage and motivate students for learning and social welfare respectively.

. Thus towards attaining the National goal of the Indian Medical Graduate.

File Description	Document
Link for appropriate documentary evidence	View Document

2.4 Teacher Profile and Quality

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

Response: 100

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

2.4.2 Average percentage of fulltime teachers with Ph.D./D.Sc./ D.Lit./DM/M Ch/DNB in super specialities /other PG degrees (like MD/ MS/ MDS etc.,) in Health Sciences (like MD/ MS/ MDS etc.,) for recognition as Ph.D guides as per the eligibility criteria stipulated by the Regulatory Councils /Affiliating Universities.

Response: 0.07

2.4.2.1 Number of fulltime teachers with Ph.D/D.Sc./D.Lit./DM/M Ch/DNB in super specialities / other PG degrees (like MD/ MS/ MDS etc.,) in Health Sciences for recognition as Ph.D guides as per the eligibility criteria stipulated by the Regulatory Councils. Last five years data to be entered.

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

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

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

Response: 8.29

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

Response: 2495.21

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

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

Response: 0

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

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

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

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

Response: 2.77

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

2021-22	2020-21	2019-20	2018-19	2017-18
19	4	4	7	4

File Description	Document
Institutional data in prescribed format	View Document
e-Copies of award letters (scanned or soft copy) for achievements	View Document

2.5 Evaluation Process and Reforms

2.5.1 The Institution adheres to the academic calendar for the conduct of Continuous Internal Evaluation and ensures that it is robust and transparent

Response:

- Institute is affiliated with Maharashtra University of Health Sciences (MUHS), Nashik. UG and PG Program Assessment is done through formative assessment (internal assessment examinations) and summative assessment (University examinations) as per NMC and MUHS norms.
- MBBS program is spread over four and a half years followed by one year of compulsory rotatory internship program. Both curricula Old as well as New (CBME based from AY 2019-20) run simultaneously in this institution.
- PG Degree program affiliated to MUHS is of 3 years. Earlier enrolled students for courses offered by College of Physicians & Surgeons (CPS), Mumbai and DNB Courses have now completed their studies and hence the institution no more admits students for these courses.
- As per new CBME based curriculum, performance in formative assessment (internal) examinations serve as eligibility criterion to appear for summative assessment and institution follows the guidelines laid down by MUHS.
- For postgraduate programmes, formative assessment is conducted by the institute and summative assessment is undertaken by MUHS.
- Institution aligns its Academic calendar with the Academic calendar provided by MUHS, which includes the schedule for conduction of internal assessment. The master time table is then prepared by Institutional Curriculum Committee allotting the required number of hours of teaching to every subject as mentioned in the guidelines provided by MUHS.
- Departmental teaching program ensures the implementation of the academic calendar.
- Continuous Internal Evaluation (CIE) through internal assessment (formative) examinations is conducted by individual departments in collaboration with all other departments as per institution's academic calendar. Theory, practical / clinical and orals/viva- voce examination are conducted as per schedule.
- CIE is through a strict adherence to the guidelines for paper setting and testing of all three domains (cognitive, psychomotor and affective) of the teaching – learning process. Students are sensitized of the fair conduct and transparency of the assessment process and reinforcement is ascertained through repeated sensitization by the departments.

File Description	Document
Link for dates of conduct of internal assessment examinations	View Document
Link for academic calendar	View Document

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

Response:

- BKL Walawalkar Rural Medical College and Hospital, Sawarde has a separate Examination Hall as per the requirements of NMC.
- All the internal assessment examinations and university examinations are held as per the MUHS guidelines. Clear guidelines for fair conduct of examination are shared by the university. All the staff involved in the examinations is thoroughly instructed about the rules and guidelines for conducting the examinations.
- Both Internal assessments & University Practical/Clinical and Oral/Viva examinations are conducted in the respective departments as per MUHS norms.
- As a measure to prevent copying in the examination, mobile phones are not allowed inside the examination hall. In addition, mobile network jammers are installed in the examination halls.
- Examination halls have Close Circuit Television (CCTV) cameras installed to monitor examination in process. The CCTV cameras are linked to MUHS which enables the University authority to monitor the smooth and transparent conduct of examinations.
- Internal vigilance squad appointed by the university functions to monitor the smooth conduct of MUHS examinations as well as to take disciplinary action in case of any unfair means.
- A strong room is created for storing the answer sheets and other exam related documents. It has CCTV surveillance and 24-hour security. Handling of exam related documents is done as per MUHS guidelines.
- In case of unfair means in internal assessment examinations, parents of the students are informed and suitable action is taken in consultation with the Head of the department and Principal/Dean of the institute.
- In case of grievances related to University examinations, the student can submit his/her appeal to the administrative office which further forwards it to the university within the stipulated time schedule. This enables students' access to photocopies of answer-sheets and /or totaling discrepancy as per guidelines by the university. Further action is taken at the university level and conveyed to students accordingly.
- Grievances related to internal examinations: The students verify their assessed answer-sheets and sign on answer-sheets and mark-lists. Any discrepancies found are rectified accordingly.

File Description	Document
File for number of grievances regarding University examinations/Internal Evaluation	View Document
File for details of University examinations / Continuous Internal Evaluations (CIE) conducted during the last five years	View Document
File for any other relevant information	View Document

2.5.3 Reforms in the process and procedure in the conduct of evaluation/examination; including Continuous Internal Assessment to improve the examination system.

Response:

BKL Walawalkar Rural Medical College is a committed Institute to achieve academic excellence for students. Many reforms have been made during **Continuous Internal Assessment (CIE)**.

Examination procedure: The Internal assessment examinations are conducted for all phases of the MBBS course according to the academic time-table which is conveyed to students at least 2 weeks before examinations.

Examinations are conducted as per the MUHS regulations for conduct of examination at the central examination centre. Strict measures are taken to prevent unfair means with special emphasis on vigilance. The examination process is monitored under close circuit television cameras installed at every block in the central examination centre.

The practical/clinical examinations are made more transparent by appointment of external examiners from other affiliated colleges / different Universities or other state by MUHS as per directives of NMC.

Part completion/ Weekly test: The institute conducts Part completion tests at regular intervals to foster the understanding of completed topics. Weekly tests are conducted by rotation on Mondays. After these tests, the Slow performers and Advanced learners are also identified depending upon the criteria laid down by the institute. Special remedial classes are conducted after college hours for them to improve their performance.

Processes integrating IT: During the CoVID-19 pandemic, academic years 2020 and 2021, the examinations were conducted online by uploading online MCQs in GOOGLE forms format. LAQ and SAQ question paper were also uploaded after completion of MCQ section and answer sheets received online via email, within half hour of the Theory examination, after which the site was closed. The uploaded answer sheets were assessed and results were published online so that evaluation would not be hampered.

OSPE/OSCE: Departments have also adopted the newer evaluation techniques like OSPE and OSCE for CIE, wherein the skills are objectively assessed and evaluated by the examiners.

The details of the evaluation methods are communicated to the students and parents on the college website at the beginning of the academic year. The Academic Calendars, Regulations and Circulars are displayed

on the department Notice Boards as well.

Students are constantly informed and trained during the classroom teaching sessions by the faculty regarding internal and University examination format.

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

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

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

Response: B. Any 3 of the above

File Description	Document
Re-test and Answer sheets	View Document
Policy document of the options claimed by the institution duly signed by the Head of the Institution	View Document
Policy document of midcourse improvement of performance of students	View Document
List of opportunities provided for the students for midcourse improvement of performance in the examinations	View Document
Institutional data in prescribed format	View Document
Links for additional information	View Document

2.6 Student Performance and Learning Outcomes

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

Response:

The institution follows the learning outcomes (Generic and Program Specific) for all the courses as per the guidelines of Maharashtra University of Health Sciences (MUHS), Nashik and National Medical Council (NMC) of India.

The undergraduate medical education program is designed to create an “Indian Medical Graduate” (IMG) possessing the requisite knowledge, skills, attitudes, values and responsiveness, so that he / she may function appropriately and effectively as a doctor of the first contact of the community while being globally relevant.

At the departmental level staff meeting in the beginning of every academic year, the details of the curriculum is discussed and the yearly timetable is framed. The curriculum is framed as per MUHS & NMC norms for all the programs and displayed on the institution website.

The students are informed about the teaching programme during the Orientation programme conducted for them at the commencement of the course.

The Undergraduate students are informed about the 5 goals defined for the Indian Medical Graduate by the National Medical Council: Clinician, Leader, Communicator, Lifelong learner and Professional.

A similar orientation programme is conducted for Postgraduate medical students as per MUHS and NMC guidelines.

The Orientation programme is conducted by the senior faculty members.

Regular Formative and Summative Assessments are conducted as Theory, Practical, Clinical and Oral examinations from time to time. Students are counseled as per their performance at these examinations.

Performance analysis is done at the end of the examinations as course outcome for all courses. Corrective actions are taken accordingly for betterment of performance by the students.

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

2.6.2 Incremental performance in Pass percentage of final year students in the last five years**Response:** 9.11

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

2021-22	2020-21	2019-20	2018-19	2017-18
88	89	78	0	0

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

2021-22	2020-21	2019-20	2018-19	2017-18
100	98	98	0	0

File Description**Document**

Trend analysis for the last five years in graphical form

[View Document](#)

Reports from Controller of Exam (COE) office/ Registrar evaluation mentioning the relevant details and the result analysis performed by the institution duly attested by the Head of the Institution

[View Document](#)

List of Programmes and the number of students passed and appeared in the final year examination each year for the last five years.

[View Document](#)

Institutional data in prescribed format

[View Document](#)

Links for additional information

[View Document](#)

Link for the annual report of examination results as placed before BoM/ Syndicate/ Governing Council for the last five years.

[View Document](#)**2.6.3 The teaching learning and assessment processes of the Institution are aligned with the stated learning outcomes.****Response:**

Institution is affiliated to MUHS and it abides by the guidelines laid down by the Graduate Medical Education Regulations (GMER) 2019 as well as MUHS for teaching-learning as well as assessment for Indian Medical Graduate (IMG). Currently institution runs two distinct curricula of MUHS - one old pattern curriculum of MBBS (last batch due to appear for final year MBBS examination) and the new competency-based medical education (CBME) pattern curriculum (from AY 2019-20 onwards).

As per CBME curriculum, National Medical Council (NMC) has pre-defined learning outcomes and competencies for the IMG. This institution ensures alignment of academic program at each professional education year to meet all the learning outcomes and competencies.

The competencies of each subject forms the benchmark for specific learning objectives (SLOs) in teaching-learning activities of every subject. These competencies and SLOs are designed to address domains of knowledge, skill, and attitude.

Student assessment is driven by the competencies and SLOs which determine teaching-learning activity. Formative and summative assessment examinations of the students cover the domains of knowledge, skills, attitude, as well as communication. Assessment of students is conducted through continuous internal assessment examinations (CIE) i.e. formative examinations at institutional level in a coordinated manner across all the departments. The summative assessment is under the aegis of MUHS, but the institution functions as the emissary for conducting formative assessment by adhering to the guidelines laid down by MUHS.

Components of CIE for theory examination include LAQs, SAQs, BAQs and MCQs, while for practical/clinical (OSCE, OSPE etc.), logbook is examined. AETCOM (Attitude, Ethics and Communication) forms a part of both theory and practical/clinical examinations.

In CIE, there are three internal assessments (IA) in each Preclinical/Para-clinical subjects and two internal examinations in each clinical subject in each professional year in which they are taught.

The methods implemented for CIE are objective, observable and measurable to provide early detection of deviation in the learning process, thus helping to plan remedial measures based on timely formative feedback. Achievement of the stated learning outcomes and competencies is determined by student performance in each subject.

Other components included in teaching-learning methods include clinical skills, laboratory assessment techniques, weekly subject tests, self-directed learning (SDL), quiz competitions, seminars, problem-based learning (PBL), assignments and maintaining journals/log books for ensuring development of skills and psychomotor competencies.

The students are encouraged to undertake scientific research through short term or long-term research initiatives, to participate at state, national and international level competitions, which include debate, quiz as well as poster/paper presentation.

Thorough alignment and assessment of teaching and learning is ensured by ascertaining eligibility for professional examinations.

Components determining the eligibility for professional summative examination are:

1. Attendance pre-requisites as prescribed by MUHS.
2. Performance in CIE.
3. Attainment of principles of AETCOM as exhibited through various other teaching-learning activities including mentoring.

File Description	Document
Link for programme-specific learning outcomes	View Document

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

Response:

Parent-Teacher Meeting (PTM) is held at regular intervals - at the time of admission & once in a year. These meetings are held to inform the parent about the student's attendance and performance as well as to facilitate further improvement. In addition to this, regular one-to-one meetings with parents are also carried during office hours as and when parents visit their wards.

The students who do not perform well in university examination are counselled along with their parents to enhance academic improvement. Mentorship Committee is established and mentors keep track of the students' overall performance as well as their non-academic issues by maintaining a logbook record.

MEASURES UNDERTAKEN

PTM Committee deals with all the issues of students:

1. Issues raised by parents related to academics are discussed with

Head of Department and appropriate actions taken.

1. Issues related with extracurricular activities are referred to the

concerned mentor and resolved in consultation with Head of the Institute.

OUT-COME ANALYSIS

This parent-teacher-student interaction assists students to improve and overcome their problems and improve their academic performance.

The steps taken include One-to-one teaching/problem solving, Remedial classes, Improving language skills, Feedback Counselling, Home assignments and Soft Skills development workshops.

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

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response:

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

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

Response: 12.36

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

2021-22	2020-21	2019-20	2018-19	2017-18
47	46	46	0	0

File Description

Document

List of full time teacher during the last five years.

[View Document](#)

Institutional data in prescribed format

[View Document](#)

Copies of Guideship letters or authorization of research guide provide by the university

[View Document](#)

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

Response: 2.34

3.1.2.1 Number of teachers awarded national/ international fellowship / Financial support for advanced studies/collaborative research and conference participation in Indian and Overseas Institutions year-wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
7	4	4	6	5

File Description

Document

Institutional data in prescribed format

[View Document](#)

Fellowship award letter / grant letter from the funding agency

[View Document](#)

E-copies of the award letters of the teachers

[View Document](#)

3.1.3 Total number of research projects/clinical trials funded by government, industries and non-governmental agencies during the last five years

Response: 17

3.1.3.1 Number of research projects/clinical trials funded by government/industries and non-government agencies year-wise during the last five years

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

File Description	Document
Institutional data in prescribed format	View Document
E-copies of the grant award letters for research projects sponsored by Government, industries and non-government sources such as industries, corporate houses etc	View Document
Link for funding agencies websites	View Document

3.2 Innovation Ecosystem

3.2.1 Institution has created an ecosystem for innovations including incubation centre and other initiatives for creation and transfer of knowledge

Response:

Shri Vithalrao Joshi charities has been working since last 50 years for social upliftment of poor, main motives of trust “health for all, education for all and empowerment of all ” to achieve these goals. It has one the most important objective is “to conduct research in priority areas of rural population which would lead positive policy changes” and focused efforts based on these objective fructified with the development of this Institute, which laid the seed to establish an ecosystem to encourage research and innovation. The ecosystem evolves with Collaborative research with various other research institutes in India and abroad.

The following Committees in the College are actively involved in the establishment of a research culture and promote initiatives for creation, transfer of knowledge and formation of incubation center.

1. Incubation Centre
2. Scientific Advisory committee
3. Ethics Committee

1. Incubation Centre

The primary objectives of Incubation center

- To Train, counsel, guide and mentor the students and faculties in performing innovative translational research and setting up of the enterprise.
- To facilitate the scientific interactions between different Departments and its allied faculties to generate novel ideas.
- To provide infrastructure and state-of-art technology
- To test the hypothesis that could result in an invention.
- Inculcates research bent of mind among students to help them to be self -reliant and contribute to the nation building

VISION

The Incubation Centre with a vision to promote entrepreneurial spirit amongst students, and faculty members. The researchers if approached with newer concepts, college help these researchers to generate proof-of-concept through lab level experimentations and validate minimum viability of concept.

It covers the following processes:

1. Infrastructure and service provided to incubates
2. Mandatory Mentorship
3. Period of incubation
4. Intellectual Property evaluation

1. RESOURCES AVAILABLE FOR INCUBATEES

1. **Molecular research Lab** for learning basics of Nucleic acid extraction, gel electrophoresis, separations proteins & immunoglobulin's from clinical samples , Run under valuable guidance of **scientists from Tata Memorial Center** Carried out: Many hands on trainings of MBBS students, faculties

2) Genomic laboratory & lateral flow immunoassay lab

Run under valuable guidance of **scientists from Tata Memorial Center -Molecular scientist,**

LFA lab (BIRAC)

1. Skill Lab
2. Tissue culture Lab(BIRAC)
3. Research laboratory of Cohort with bio repository and Atomic Absorption –DST funded project laboratory
4. Central Research laboratory-With GC-MS facility & IFTR

2. Scientific advisory committee (SAC)

The Institute has SAC headed by eminent scientist Dr Anil Kakodkar , Padmavibhushan (Nuclear scientist) & Dr T Ramasami, Padmavibhushan (former director of DST) which plays vital role in improvement of research and innovation in institute

3. Ethics Committee:

The college has a (registered Gov. of India), Institutional Ethics Committee that scrutinizes all research projects. All projects need to be approved by Ethics committee before further proceedings.

More than 200 projects are scrutinized and some of them are funded by BIRAC, ICMR, MRC UK till date.

1. **Patents:** At present one patent is awarded and one is submitted for approval.

File Description	Document
Link for details of the facilities and innovations made	View Document

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

Response: 9

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

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

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

3.3 Research Publications and Awards

3.3.1 The Institution ensures implementation of its stated Code of Ethics for research. The Institution has a stated Code of Ethics for research, the implementation of which is ensured by the following:

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

4. Norms and guidelines for research ethics and publication guidelines are followed**Response:** B. Any 3 of the above

File Description	Document
Share the code of ethics of research clearly stating the claims of the institution duly signed by the Head of the Institution	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document

3.3.2 Average number of Ph.D/ DM/ M Ch/ PG Degree in the respective disciplines received per recognized PG teacher of the Institution during the last five years.**Response:** 0

3.3.2.1 Number of Ph.D.s /DM/M Ch/PG degrees in the respective disciplines received per recognized PG teachers of the Institution during the last five years.

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

Response: 139

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document

3.3.3 Average number of papers published per teacher in the Journals notified on UGC -CARE list in the UGC website/Scopus/ Web of Science/ PubMed during the last five years**Response:** 0

File Description	Document
Institutional data in prescribed format	View Document
Web-link provided by institution in the template which redirects to the journal webpage published in UGC notified list	View Document
Link for Additional Information	View Document

3.3.4 Average number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings indexed in UGC-CARE list on the UGC

website/Scopus/Web of Science/PubMed/ during the last five years

Response: 0

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

3.4 Extension Activities

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

Response: 22

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

2021-22	2020-21	2019-20	2018-19	2017-18
7	8	3	2	2

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

3.4.2 Average percentage of students participating in extension and outreach activities during the last five years**Response:** 71.55

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

2021-22	2020-21	2019-20	2018-19	2017-18
456	428	332	198	214

File Description	Document
Institutional data in prescribed forma	View Document
Link for additional information	View Document

3.4.3 Number of awards and recognitions received for extension and outreach activities from Government / other recognised bodies during the last five years**Response:**

Institute conducts extension and outreach community activities in rural areas by students, residents and faculty through Urban and Rural health centres and hospital outreach programme.

Institutional NSS unit promotes NSS slogan “Not Me but You” in collaboration with Government agencies and NGOs.

1. Extension and Outreach activities:

- 1. Environmental activities:** Tree Plantations by NSS unit.
- 2. Social Awareness activities:** Institutional initiative - Rural Empowerment and Community Health (REACH) program provides awareness about health, hygiene, literacy by Street Plays, AIDS Day celebration and Skills-training of rural women’s groups. It carries awareness by amalgamation of cultural programmes with health awareness.
- 3. Outreach camps:** arranged regularly in remote villages at Aganwadis, PHCs and Sub-centres by the institute for General Health check-ups, Household screenings of antenatal women, adolescents and children vide Walawalkar Yashoda Yojana, Sukanya, Sudama and Ladoo Gopal Yojanas and NRHM Mobile unit for health services for underserved villages.
- 4. Cancer Screening and Registry:** Screening programmes in collaboration with Tata Memorial Hospital Centre is generating reliable data on the magnitude and patterns of cancer in this rural environment.
- 5. National programmes** conducted by Institute through extension activities:

- Integrated counselling testing centre (ICTC) and Anti-retroviral therapy centre (ART) with National AIDS Control Unit and Maharashtra AIDS Control Society.
- National Tuberculosis Elimination Program: since 5 years, through designated Microscopy centre and CBNAAT/Gene expert site.

Drug Resistant TB treatment Centre: since 2021, as per National Tuberculosis Elimination program (NTEP) norms.

- National Blindness control program conducts blindness screening camps in villages.
- Mahatma Jyotiba Phule Jan Aarogya Yojana (MJPJAY) and Ayushman Bharat Pradhan Mantri Jan Arogya Yojana provides health care services to poor.

1. **Walawalkar Dant Chikitsa Yojana:** conducts “School Dental Health Programme” by Oral screening, Tobacco and Gutka awareness, prevention & treatment of dental caries in Zilla Parishad school children.
2. **SVJCT Dream Health Park:** holistic health museum in campus spreads awareness amongst rural youth about human anatomy, physiology, mental and dental health, nutritional values of food and role of Yoga, etc.

1. Awards and Recognitions received:

1. Appreciation by Public Health Department: for Extension and Outreach activities.
2. Appreciation by Public Health Department: for Extra-ordinary efforts and services provided by Institute under leadership of Medical Director, Dr S. N. Patil, during COVID pandemic.
3. Appreciation by Government in 2021: for Effective implementation and Efforts done to uplift health care in targeted groups in remote and rural areas.
4. Appreciation by Maharashtra AIDS Control Society on World AIDS Day, 2020: for ICTC in elimination of mother to child transmission of HIV and Syphilis.
5. Appreciation by Maharashtra AIDS Control Society by Project Director: for continuous services given by the institute health care providers and MBBS interns at the Anti-Retroviral Therapy centre during COVID-19 pandemic.
6. Appreciation by press and community during Chiplun flood, 2022: for Primary health care in flood affected areas by institute interns, faculty and NSS unit.
7. Individual awards and recognition of faculty for their work in health care and research.
8. Certificate of appreciation by CEO and District Collector in recognition of adherence to quality certification standards of integrated Ayushman Bharat Pradhanmantri Jan Arogya Yojana & MJPJAY.

File Description	Document
Link for list of awards for extension activities in the last 5 year	View Document
Link for e-copies of the award letters	View Document

3.4.4 Institutional social responsibility activities in the neighborhood community in terms of education, environmental issues like Swachh Bharath, health and hygiene awareness, delivery of free/ subsidized health care and socio economic development issues carried out by the students and staff, including the amount of expenditure incurred during the last five years

Response:

As the institution is located in a rural region, it fulfills its social responsibility, primarily, by promoting participation/ involvement of the neighborhood community in social and healthcare activities, thus making healthcare easily accessible to rural population.

1. **Walawalkar sukanya Yojana** offers free Health Checkup and Counseling of adolescent girls of rural areas focusing on menstrual, psychological, emotional, and nutritional and hygiene practices
2. Pregnant women are screened for high risk pregnancies through household visits or anganwadi surveys under **Walawalkar Yashoda Yojana** and awareness & treatment is offered.
3. **Pooja and Baby shower** ceremonies are celebrated to sensitize newly married women and pregnant women about her health & nutrition.
4. The **Mother-in-law workshops** help to sensitize them towards the health, nutritional and psychological needs of the daughter-in-law.
5. **Walawalkar laddo Gopal yojana** compromises malnutrition screening in anganwadi and school children and nutritious ladoos are distributed to them along monitoring of anthropometric parameters.
6. **Walawalkar Sudama Yojana** for severely undernourished children provides nutritional support and counseling of parents
7. “**Monthly birthday celebration**” and “**Girl child**” naming ceremony” to promote immunization & acceptance of girl child
8. **Walawalkar Dant chikitsa yojna**- school children are screened for oral hygiene and hygienic practices, bad effects of tobacco are explained to them.
9. 500 **self-help** groups are created to cater awareness and health services to rural women
10. **Mobile medical unit under NRHM** offers medical care to remote villages from district.
11. All cancer screening programs such as **CHEST Project and Cancer registry** are under Tata memorial center, Mumbai. Interns, students with faculty are involved in cancer awareness and screening programs.
12. **Genome India project is implemented** for fishermen in collaboration with ICMR
13. **Women well-being camps** for cancer screening are conducted routinely.
14. **Blood donation** camps are arranged almost 3 times a month
15. **Adolescent girl’s Dervan Cohort** is implemented in 3 taluka for health and nutrition of young girls.
16. **Tree plantations** & sanitation are encouraged by NSS.
17. Social responsibility is encouraged during **disasters** in the community such as floods.
18. Visits of **foreigners** are arranged with students in the community for health awareness.
19. **Residents** are posted in government hospitals and sub centers to offer medical services
20. Monthly **Village leaders workshops** are arranged to create awareness about health and various financial schemes available for the villagers.

The students are exposed and made familiar with the myths, social customs and traditions, underprivileged status and needs of the community. This gives them an entirely different perspective of the Country’s

population residing in rural areas. All the above programs expose the students to the social, educational and health aspects of the rural population. This integrates the community with the institution and bridges the gap between them. The involvement of the staff, students and management has changed the attitude and behavior of the community from advocacy of traditional healers, Mantrics and myths to adopt modern medicine practices.

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

3.5 Collaboration

3.5.1 Average number of Collaborative activities for research, faculty exchange, student exchange/ Industry-internship etc. per year for the last five years

Response: 12.4

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

2021-22	2020-21	2019-20	2018-19	2017-18
6	20	13	9	14

File Description	Document
Institutional data in prescribed format	View Document
Documentary evidence/agreement in support of collaboration	View Document
Certified copies of collaboration documents and exchange visits	View Document
Link for Additional Information	View Document

3.5.2 Total number of Functional MoUs/linkages with Institutions/ Industries in India and abroad for academic, clinical training / internship, on-the job training, project work, student / faculty exchange, collaborative research programmes etc. for last five years

Response: 24

3.5.2.1 Number of functional MoUs/linkages with Institutions/ industries in India and abroad for academic,

clinical training / internship, on-the job training, project work, student / faculty exchange, collaborative research programmes etc. for the last five years

Response: 24

File Description	Document
Institutional data in prescribed format	View Document
Link for additional information	View Document

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1 The institution has adequate facilities for teaching - learning. viz., classrooms, laboratories, computing equipment, etc

Response:

The campus is spread over 52.08 acres of land provided with excellent physical infrastructural facilities to support the teaching-learning process. The institution has total constructed area of 74860.32 sq. mts.

Lecture Theatres:

The institute has 5 ICT enabled gallery type, air conditioned lecture theatres provided with AV aids. Two lecture theaters have a state-of-the-art facility of Technology enabled smart classroom. ICT enabled, well ventilated demonstration rooms / seminar halls are available.

Clinical learning:

BKL Walawalkar Hospital has NABL accredited Virology laboratory and is assessed of NABH entry level accreditation.

OPD services with adequate patients for clinical learning are available in all specialties & super specialties departments.

Bed-side clinical teaching is in the 700 bedded hospital including ICU and Modular surgical suites.

Tata Memorial Center provides excellent technical and academic support by offering super-specialty exposure to students.

Community Learning:

Community Medicine exposure to the medical students is by adopting families in rural areas and participating in REACH programme of the institute. Educational visits to Primary Health Centre, Sub-Centers, ICTC Centre, DOTS Centre, dairy, sewage plant, Malaria Office, RHTC and UHTC enables them to learn comprehensive social development in a rural setting.

Laboratories:

There are 62 practical and research laboratories well equipped with adequate facilities as per guidelines of NMC.

Apart from this, institute is recognized by Scientific and Industrial Research Organization (SIRO) for Innovation and Research. NABL accredited Virology laboratory, Genomic research laboratory, Molecular research laboratory & Tissue culture research laboratory are functioning.

Fully equipped Research laboratory is available with sophisticated instruments like GC-MS,

Spectrophotometer and Atomic Absorption Spectrophotometer etc. An incubation center and GMP facility is also established.

Museum:

Departments have excellent museums with a large collection of specimens, charts, models, etc.

Dissection Hall:

The Anatomy Dissection Hall is spacious, well illuminated to accommodate 150 students. There are adequate number of cadavers, museum specimens, models and Histology slides. Cadaver storage tanks, cold storage for cadaver preparations and bones etc. are available.

Central Clinical Laboratory:

The Hospital has a fully equipped automated central clinical laboratory which functions 24x7 for 365 days to provide excellent quality services.

Calibration of all the equipment is done regularly. Services available are Clinical Biochemistry including Hormonal Assays, Clinical Pathology including Histopathology, Cancer Immunohistochemistry, Clinical Microbiology including Immunoassays, viral markers etc. Advanced investigations such as DNA extraction for genomic analysis, molecular biology markers are performed. A bio-repository is established for preservation of samples.

Skill Laboratory:

Skill (Medical and Surgical) laboratory is designed with Computer assisted individualized supervision as per NMC and Royal College of Surgeons, Edinburgh guidelines. Regular training sessions are held for both faculty and students.

Computing Facilities:

Wi-Fi enabled Computing facilities are installed in all teaching areas.

Digital library is available in the Central Library with OPAC and 40 computers.

CCTV cameras are installed in the campus, hospital, library, hostels and college building for maximum security.

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

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

Response:

Since 2014, this Institute has a well-equipped sports complex with all amenities for physical and recreational requirements of the students and staff to create a stress free environment.

This complex has facilities for 20 types of indoor and outdoor games of which 12 are of Olympic standards.

At the center of the complex is well developed football ground surrounded by a 400 meters synthetic athletic track. The institute has developed this track with technical support from Netherland based international company (Herculean BV). On both sides of this ground two pavilions are erected with seating capacity for 5000 people.

The sport complex has a semi Olympic swimming pool (25m x13m x4m size) with a gallery of 300 spectators capacity. A baby pool is also available.

A 10 meters Shooting hall, two Badminton courts, three Table-Tennis courts, Basketball, Volleyball and Handball along with an Archery ground is also available.

For Gymnastics - Roman rings, Pommel horse, parallel bar and uneven bar are made available from German company (Banfar). The sport academy has a well-equipped gymnasium. There is covered ground for Indian sports such as Kho-kho, Kabbadi and Langadi.

The institute has Yoga hall (capacity 100) with yoga mats, projector and sound system for better development of mind and stress free living. Sessions are arranged for fresh First year MBBS students.

Annual sports events are conducted in the sports complex. Cultural activities are conducted in the multipurpose hall.

File Description	Document
Link for list of available sports and cultural facilities	View Document
Link for geotagged photographs	View Document

4.1.3 Availability and adequacy of general campus facilities and overall ambience

Response:

Campus:

The Medical College and Hospital is situated in a vibrant 52.08 acres with lush-green campus at the foothills of Sanhydri.

The students, faculty, paramedical and other support staff live together in a safe and healthy environment.

Spread all over the campus is an abundance of flora and fauna which includes fruit trees, a vegetable nursery and a garden of medicinal plants. Rare birds & squirrels cohabit in this environment. Honey bee harvesting improves pollination. A rivulet passes through the campus which facilitates water percolation for wells.

Roads have direction sign boards and adequate night-time lighting.

All buildings have ramps and railings as per norms.

Medical College:

A 3-storey building with central, north and south wings have the Pre-clinical and Para-clinical departments. This has the Administrative block & Principal's office, Departmental Staff rooms, 4 ICT enabled gallery lecture halls, Examination section and hall, Practical laboratories, Tutorial / Demonstration rooms, Common rooms for boys & girls, College Council hall and other meeting rooms as per NMC/MUHS guidelines.

Central Library for students and faculty is located in a separate building.

Hospital:

The 600-bedded hospital and separate OPD building is situated near the campus entrance to facilitate easy access to medical care.

Emergency care, Intensive Care (100 beds), Specialty, Super-specialty and Cancer treating facilities are available.

Blood bank, 24-hour Pharmacy, Central Clinical Laboratory, NABL accredited Virology laboratory are available.

One ICT enabled gallery smart lecture hall and demonstration rooms are present in the hospital building.

Student Hostels:

The institute has total 12 hostels: 4 of UG boys, 3 for UG girls, 2 each for interns and PG Students and 1 for overseas students. Facilities like double rooms with attached bath, 24-hour water & electricity supply, security and a Mess are available.

Playground and Stadium:

Facilities for Outdoor & Indoor games including a swimming pool are available.

A War Trophy Anurag tank & Jaguar Fighter plane donated to the institute is a sign of military excellence and encouragement for one and all.

Monuments of freedom fighters Swatantryaveer Vinayak Damodar Savarkar and Lokmanya Bal Gangadhar Tilak inculcate patriotism in students.

SVJCT Dream Health Park:

An educational museum has been created on the 2nd floor of library building explaining health, nutrition and hygiene to the students. It is regularly visited by both school and college students.

Multipurpose Hall:

All cultural and educational meets are conducted in 400-seater auditorium.

Other facilities:

This Energy saving environment friendly green campus is with facilities such as Staff Quarters, Guest Houses, Cafeteria, Central Sterile Supply Department (CSSD), Laundry, Biomedical waste management system, Sewage Treatment Plant (STP), Solar panels installed on hospital, hostel buildings and staff quarters, Generators for electricity back-up, Water purification plants.

Grocery Shop, Bank ATMs & Toilet complex facilities for patients' relatives, also separate accommodation is available for cancer patients & their caretakers make this campus a mini township.

File Description	Document
Link for photographs/ Geotagging of Campus facilities	View Document

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

Response: 16.37

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

2021-22	2020-21	2019-20	2018-19	2017-18
634.04	578.36	154.64	1208.92	854.18

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

4.2 Clinical, Equipment and Laboratory Learning Resources

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

Response:

Teaching Hospital:

Teaching hospital has 700 beds is popularly known as “Dervan Hospital” in community including 100 Bedded ICUs. All ICUs have central O₂ (Oxygen) Supply support by PSA and Liquid oxygen plants for continuous oxygen delivery.

The Hospital has 10 major operation theatres and 07 minor OTs, of which two are modular operation theatres to perform CABG and joint replacement surgeries.

Hospital has 29 wards for general patients. Students are regularly posted for bedside clinics, demonstrations in wards, OPDs and operation theatres. Elective clinical postings are scheduled as per NMC norms. Total 29 demo rooms, 11 seminar halls equipped with LCD projectors and 1 smart class room is in the hospital for clinical teaching.

Post graduate students are constantly encouraged to observe and assist surgical procedures.

Undergraduate students get an “early clinical exposure” by observing and learning from clinical patients. They are familiarised with the advanced technologies in medical science as they can interact with foreign

faculty every year.

As this teaching hospital is serving a remote and rural area of Konkan region, it provides free health services through empanelment of national schemes like Mahatma Phule Jankalyan Yojana, Ayushman Bharat Yojana, Indian Cancer society, DRTB, ICTC and insurance schemes.

Equipments:

Radiology Department has “Philips MRI systems 1.5 Tesla”, *two Computed Tomography (CT) Scan machines, one is GE Healthcare 16 Slice Bright Speed and the second is “GE High Speed 2 Slice CT Scanner”*. 3 Modern digital X-ray systems (600 MA, 500 MA, 300 MA) & 7 USG machines, one portable ultra sound machine is available. 3 machines of the radiology department have image distribution software. Doppler *ultrasound/echocardiography* facility, a Digital mammography, Cardiac catheterization laboratory, DSA laboratory and a modular CVTS operation theatre are available.

State-of-the-art **Radiotherapy centre** with Varian Linear accelerator, CT simulator and High density radiation units functioning in the institute under comprehensive cancer centre affiliated to Tata memorial centre, Mumbai.

Hospital has a fully functional haemodialysis department with 8 machines.

All the facilities, infrastructure and equipment of the hospital are available as per NMC guidelines.

Clinical teaching-learning and Laboratory facilities:

The clinical department has air conditioned OPDs, wards, demonstration and seminar rooms, examination room for teaching. Apart from this “**Clinical skill laboratory**” with medicine allied and surgery allied sections provides hands-on-training for undergraduate and post-graduate students such as Basic Surgical Skill course and Basic Life Support.

To facilitate Research and Innovation amongst students and teachers the institute has developed an Incubation centre.

The Institute has RHTC, UHTC, & 3 PHCs for community based learning. Central Clinical Laboratory has 3 sections - Biochemistry, Clinical Pathology and Microbiology with modern automated equipment interfaced with Laboratory Information System (LIS). Virology Research and Diagnostic Laboratory with BSL 2 facility and the Blood Bank Centre with component separation facility is available.

File Description	Document
Link for the list of facilities available for patient care, teaching-learning and research	View Document
Link for the facilities as per the stipulations of the respective Regulatory Bodies with Geotagging	View Document

4.2.2 Average number of patients per year treated as outpatients and inpatients in the teaching hospital for the last five years**Response:** 391907.2

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

2021-22	2020-21	2019-20	2018-19	2017-18
449622	353731	315153	356800	319847

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

2021-22	2020-21	2019-20	2018-19	2017-18
36698	31029	30637	34242	31777

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

4.2.3 Average number of students per year exposed to learning resource such as Laboratories, Animal House & Herbal Garden during the last five years.**Response:** 100

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

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

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

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

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

4.2.4 Availability of infrastructure for community based learning Institution has:

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

Response: A. All of the above

File Description	Document
Institutional prescribed format	View Document
Government Order on allotment/assignment of PHC to the institution	View Document
Geotagged photos of health centres	View Document
Documents of resident facility	View Document
Details of Rural and Urban Health Centers involved in Teaching Learning activities and student participation in such activities	View Document
Description of community-based Teaching Learning activities	View Document

4.3 Library as a Learning Resource

4.3.1 Library is automated using Integrated Library Management System (ILMS)

Response:

The library is automated using the Integrated Library Management System (ILMS).

Name of the ILMS software	Nature of Automation (fully or partially)	Version	Year of Automation
SLIM 21	Fully Automated	SLIM 21: 3.8.0 Version Open Source Integrated Library Management System (ILMS)	12-Sep-2016 OPAC weblin http://dl1/w27

Features of SLIM 21

Nature and Extent of Automation: The Library is fully automated using SLIM 21 software since 2016. Different modules of SLIM 21 are being used extensively for providing automated library and information services to the library.

Cataloguing system: With SLIM 21 software, library can catalogue Books, Journals, Articles, Slides, Maps, Films, Cassettes, Texts, Drawings, Clippings, Serial publications, Software, Standards, and many more. It will be also useful for bibliographic details of journals.

Circulation system: SLIM 21 Circulation system is based on library defined lending rules, fees and fine

policies. It covers Member information, Registration card with member's photograph and barcode, Physical stock verification, Shelf list, Transaction logging, Library defined Calendar with holidays, Deferred reservations to ensure availability of item on shelf at specified future date, Prioritized reservation queues, Front desk operations such as Issues, Returns, Reissues, Print transaction report.

Acquisition system: SLIM 21 Acquisition system covers all the activities from the requisition from departments and proposal to the payment.

Web OPAC: Web OPAC is web-friendly for library users which can login and view their loans and reservations, claim an item using standard web browser.

Report Generation: SLIM 21 software have report generation system for daily issues, returns, transaction report, fine, loan borrower wise, overdue loans, title having reservations, lost and paid item reports, lost and payment pending reports and many more features.

File Description	Document
Link for geotagged photographs of library facilities	View Document

4.3.2 Total number of textbooks, reference volumes, journals, collection of rare books, manuscripts, Digitalized traditional manuscripts, Discipline-specific learning resources from ancient Indian languages, special reports or any other knowledge resource for library enrichment

Response:

Total number of books and reference books are 10831 and 1067 respectively.

The number of journals subscribed for the year 2022 is 75, out of which 46 are Indian & 29 are foreign journals.

Central Library, B K L Walawalkar Rural Medical College , Sawarde

Books added	2021-22	2020-21	2019-20	2018-19	2017-18	Total Library	
Year-wise in last 5 years						Holding inception to June 2017	from 30th J
Text Books	51	144	27	392	2162	8055	1
Reference Books	0	0	0	67	250	750	1

Journals	75	101	103	60	60	100	4
Bound Volumes	32	75	101	103	111	202	6
CD's	0	0	0	0	0	689	6

The number of books in Library:

Textbooks: The recent editions of textbooks on each subject have been added every year. Multiple copies are available to facilitate the students and faculty to borrow them for home reading.

Reference Books: Recent editions of reference books (**1067**copies) have been added from time to time (2015 to 2022) including

For example:

1. *Topale & Willson's Microbiology & Microbial infections cumulative index, 8 volumes set.*
2. *Goldman's Cecil Medicine, 2 volumes set.*
3. *Harrison's Principles of Internal Medicine, 2 Volumes set.*
4. *Nelson Textbook of Paediatrics, 3 volumes set.*

Old edition Books: Library has 50 titles under this category. The library also has a collection of ancient books such as

1. 4th edition of "A guide to the human Parasitology" published in 1945
2. 6th edition of "Textbook of Pathology" published in 1956
3. 2nd edition of "Textbook of Gynaecology" published in 1957
4. 7th edition of "Mercer's Orthopedic Surgery" published in 1973

Newspapers: Daily the library receives Marathi and English newspapers.

Competitive Examinations books: A collection of NEET and USMLE examination books are also available.

File Description	Document
Link for geotagged photographs of library ambiance	View Document
Link for data on acquisition of books / journals / Manuscripts / ancient books etc., in the library.	View Document

4.3.3 Does the Institution have an e-Library with membership / registration for the following: 1. e –

journals / e-books consortia 2. E-Shodh Sindhu 3. Shodhganga 4. SWAYAM 5. Discipline-specific Databases**Response:** C. Any three of the above

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

4.3.4 Average annual expenditure for the purchase of books and journals including e-journals during the last five years**Response:** 13.97

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

2021-22	2020-21	2019-20	2018-19	2017-18
0.48	29.91	28.68	0	10.78

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

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

The Central Library of the Institution is fully user oriented, and is established as separate library building having area of 1600 Sq.mts. The library is divided into various sections like reading halls for under graduate students, post-graduate students and staff; stack room, journal room, reference section, audio-visual room, digital library, newspaper section, Xerox machine room and librarian and assistant librarian room.

Physical access to the library is granted by the identity card for the students and staff. There is a separate registration section for the new library users. Library maintains catalog records of physical access by taking in and out signatures of library users. The users can lend any book, journal or reference book from the acquisition section for a period of maximum 07 days. All those records of acquisition are kept with SLIM 21 library software.

The central library also provides book bank facility. Required textbooks are provided to economically backward and reserved category students for one year. This service is without any charges and sponsored by Maharashtra University of Health Sciences and Social Welfare Department of Government of Maharashtra.

The library has separate reading halls for the undergraduate students, postgraduate students and staff which are used for the self-study. Reading halls are open for 24 hr.s for college students and staff. Security features such as CCTV cameras and fire extinguisher are provided in the library. In addition to this there are separate departmental libraries available for faculty and residents.

Remote Access:

The Central Library provides remote access to the e-resources for its users. The library has an Online Public Access Catalogue facility available to all its users. They can locate the books available in the library.

The central library has Elsevier E-consortium. The remote access for all the books and journals are made available to the students and staff by providing username and password. Library also has DEL-net E-consortia facility for all students and faculties.

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

4.3.6 E-content resources used by teachers: 1. NMEICT / NPTEL 2. other MOOCs platforms 3.SWAYAM 4. Institutional LMS 5. e-PG-Pathshala

Response: Any Three of the above

File Description	Document
Institutional data in prescribed format	View Document
Give links e_content repository used by the teachers	View Document

4.4 IT Infrastructure

<p>4.4.1 Percentage of classrooms, seminar halls and demonstration rooms linked with internet /Wi-Fi-enabled ICT facilities (data for the preceding academic year)</p> <p>Response: 100</p>	
<p>4.4.1.1 Number of classrooms, seminar halls and demonstration rooms linked with internet /Wi-Fi enabled ICT facilities</p> <p>Response: 79</p>	
<p>4.4.1.2 Total number of classrooms, seminar halls and demonstration room in the institution</p> <p>Response: 79</p>	
File Description	Document
Institutional data in prescribed format	View Document
Geo-tagged photos	View Document
Consolidated list duly certified by the Head of the institution.	View Document

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

Response:

All The necessary ICT facilities available in our institution.

We have dedicated expert team who work round the clock to ensure that all our hardware and software are up-to-date and functioning without any problem.

The IT infrastructure and resources are inspected periodically by our expert team and software updating and hardware upgradation is done continuously as per the requirements and changing technology. Every system is provided with latest antivirus software for security measures.

The entire Institute is Wi-Fi enabled with high speed LAN connectivity with necessary firewalls. Institute portal is created with username and passwords for everyone to insure safe and secure connection.

YEAR	2022-23	2021-22	2020-21	2019-20
NO.OF COMPUTERS	462	462	400	375
Internet connectivity available to computers	312	312	250	212
Wi-Fi connections/dongles	46	46	34	22
Internet speed available	100 Mbp	100 Mbps	100 Mbps	100 Mbps
Security available (anti-virus protection available for):	Trend Micro end point security	Trend Micro end point security	Trend Micro end point security	Symante protection

File Description	Document
Link for documents related to updation of IT and Wi-Fi facilities	View Document
Link for any other relevant information	View Document

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

Response: 50 MBPS-250 MBPS

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

4.5 Maintenance of Campus Infrastructure

4.5.1 Average Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, as a percentage during the last five years

Response: 7.12

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

2021-22	2020-21	2019-20	2018-19	2017-18
480.29	367.11	316.91	322.67	144.48

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

4.5.2 There are established systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports facilities, computers, classrooms etc.

Response:

B K L Walawalkar Rural Medical College and Hospital is a part of Shri Vitthalrao Joshi Charities Trust. A well-equipped and resourceful maintenance department is present for the smooth functioning of the institute.

Maintenance department is monitored and directed by '**Maintenance Committee**'.

Maintenance services are divided as: civil, electrical, equipment maintenance and IT sections.

Civil and Electrical department maintains a non-compliance record book (NC) wherein the complaint about civil, electrical and equipment is registered. Department in-charges coordinate with the concerned maintenance team and action taken is recorded in the NC record register / book. Hospital wards, hostels and other units have log books for requisition of civil or electrical issues to be solved.

There are civil engineers and electrical supervisors who look after the civil and electrical maintenance of the campus.

As the institute is located in a hilly and forest terrain, electricity failure needs to be backed up by dedicated diesel generators. Separate generators have been installed for the Hospital building, Laboratory and Radiology building and residential area for uninterrupted power supply.

Equipment Maintenance Committee looks after the repair and maintenance of Equipment, repair and condemnation. Biomedical Equipment used in various services, research and academic laboratories are maintained by committee comprising biomedical Engineers and technicians and central store staff.

Laboratory instruments are well labeled and follow the SOPs provided by manufacturer and duly covered under AMC and CMC provided by the manufacturer.

IT department: IT team looks after for IT and Computer related issues taking care of AV aids installed in lecture theaters, practical halls, seminar rooms, and computer aided laboratories and Digital library section. Classroom facilities and academic support is supervised by one IT personnel and is permanently appointed for the maintenance of AV aids, electrical problems and classroom management.

Hospital management Information system (HMIS) and Lab information system (LIS) is maintained by this department. As mandated by NMC, CCTVs in lecture halls, laboratory area, waiting areas, OTs, and wards are maintained by the IT department.

Computer Assisted Laboratory: The institute has a Computer Assisted laboratory with software located in the Pharmacology department shared by both Physiology and Pharmacology departments. This software is designed by Medimation Education Pvt. Ltd. This enables the students to learn various clinical skills in systematic and simulated process. This facility is manned by dedicated technical personnel.

Library and Learning centre: Central library is well equipped with more than 10,000 books pertaining to all medical subjects.

Digital library: Online access to the reference books is provided by Elsevier's Book Subscription & library committee supervises smooth running of the library.

Sports department looks after the sports complex constructed in the premises of the Medical College having facilities for sports like Badminton, Table-Tennis, Volley ball, swimming etc. Full time dedicated staff including a Sports Director oversee the functioning of Sports complex. Students' annual Sports event is organized with full fervor and passion which help in inculcating sporting spirit amongst the students.

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

Criterion 5 - Student Support and Progression

5.1 Student Support

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

Response: 18.47

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

2021-22	2020-21	2019-20	2018-19	2017-18
160	108	105	81	0

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

5.1.2 Capability enhancement and development schemes employed by the Institution for students: 1. Soft skill development 2. Language and communication skill development 3. Yoga and wellness 4. Analytical skill development 5. Human value development 6. Personality and professional development 7. Employability skill development

Response: A. All of the above

File Description	Document
Institutional data in prescribed format	View Document
Detailed report of the Capacity enhancement programs and other skill development schemes	View Document
Link to Institutional website	View Document

5.1.3 Average percentage of students provided training and guidance for competitive examinations

and career counseling offered by the Institution during the last five years**Response:** 8.81

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

2021-22	2020-21	2019-20	2018-19	2017-18
89	14	20	38	34

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

5.1.4 The Institution has an active international student cell to facilitate study in India program etc.,**Response:**

Institute has an established Student International Cell working under International Student Cell committee. International Student Cell Committee takes utmost care of International students during their stay and studies.

Objective

To effectively run “International Student Observership program” through which the Institute has an open invitation to different overseas student studying institute who have academic collaborations with our institute. Those are wishes to experience medical education in Rural India.

Goals:

Visiting the medical education facilities offered by this Institute:

- Visit to Pre-clinical, Para-clinical departments including Microbiology, Pathology and Biochemistry laboratories

- Clinical departments visited are Medicine and allied, Surgery and allied, Obstetrics and Gynaecology, Radiology, Anaesthesia & Community Medicine
- Observe work and patient flow at institute (in Outpatient and Inpatient facility)
- Interact with medical students and share knowledge to understand undergraduate curriculum
- Field visit to Rural and Urban health care centres for learning and understanding health services provided by this Institute.

File Description	Document
Link for international student cell	View Document

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

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

Response: All of the above

File Description	Document
Minutes of the meetings of student Grievance Redressal Committee and Anti-Ragging Committee/Cell	View Document
Institutional data in prescribed format	View Document
Link for Additional Information	View Document

5.2 Student Progression

5.2.1 Average percentage of students qualifying in state/ national/ international level examinations during the last five years

(eg:GATE/AICTE/GMAT/GPAT/CAT/NEET/GRE/TOEFL/PLAB/USMLE/AYUSH/Civil Services/Defence/UPSC/State government examinations/ AIIMSPGET, JIPMER Entrance Test, PGIMER Entrance Test etc.,)

Response: 10.83

5.2.1.1 Number of students qualifying in state/ national/ international level examinations (eg: GATE/AICTE/GMAT/ GPAT/CAT/NEET/ GRE/TOEFL/ PLAB/USMLE/AYUSH/Civil Services/Defence/ UPSC/State government examinations/ AIIMSPGET, JIPMER Entrance Test, PGIMER

Entrance Test etc.) year-wise during the last five years ..

2021-22	2020-21	2019-20	2018-19	2017-18
45	8	0	0	0

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

2021-22	2020-21	2019-20	2018-19	2017-18
98	97	0	0	0

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

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

Response: 6.9

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

2021-22	2020-21	2019-20	2018-19	2017-18
17	17	0	0	0

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

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

Response: 35.71

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

Response: 35

File Description	Document
Supporting data for students/alumni as per data template	View Document
Institutional data in prescribed format	View Document
Any proof of admission to higher education	View Document

5.3 Student Participation and Activities

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

Response: 3

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

2021-22	2020-21	2019-20	2018-19	2017-18
2	0	0	1	0

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Duly certified e-copies of award letters and certificates	View Document

5.3.2 Presence of a Student Council, its activities related to student welfare and student representation in academic & administrative bodies/ committees of the Institution

Response:

Representation of students in academic committee:

The Students Council serves as a platform for communication between the Students, Faculty and College authority regarding curricular and extracurricular activities.

The Council encourages the intellectual, social and personal development of the students to promote their high esteem and ideals of the medical profession.

Community field visits, Orientation programme for newly admitted students with visits to the Hospital and College departments along with orientation of the campus are conducted.

Cultural and sports events are carried out during the year to include Orientation for newly admitted students, Freshers event, sports and cultural activities, participation in health camps arranged by institute in rural area.

Constitution of Students` Council

Students` Council has nominated members both from girls and boys of all batches with Faculty in-charge, as per MUHS norms. Each Student Council member works for a one year period with President, General Secretary, Sports Secretary, Cultural Secretary, Magazine Secretary, Boys representative, Girls representative and members.

Representation of students in the college administrative committees:

The institute provides platform for the active participation of the students in the administrative bodies. The students are involved in different administrative committees like Anti-Ragging & Discipline Committee, Hostel development Committee, Library Committee, Students welfare committee, Cultural Committee, Sports Committee, Students Grievance Redressal Committee.

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

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

Response: 2

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

2021-22	2020-21	2019-20	2018-19	2017-18
3	3	1	2	1

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

5.4 Alumni Engagement

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

Response:

BKL Walawalkar Rural Medical College has Alumni association where the undergraduate students graduated from our institute can join and be a part of one of the stakeholders to support the growth of the institution.

The Alumni association is in a nascent stage as only two batches have graduated till date. The registration of said association is in process at sub register office and the Alumni association office is located in the campus. The Association is formulated with the administrative staff and the alumni of the B.K.L. Walawalkar Rural Medical College. The alumnus plays a major role in guiding the students to further pursue higher studies or to continue their career as doctors in society.

We plan to conduct annual meetings of Alumni association with following objectives.

- 1) Strengthening rural health and aiding medical education.
- 2) Appreciation and felicitation of those alumni securing post-graduation seats.
- 3) Promote health awareness programs.
- 4) To promote CME/ conferences on recent advances.
- 5) Promote and support disease prevention campaign.
- 6) To create a suitable environment to identify and support budding talents in sports.
- 7) To motivate and encourage the outgoing students for further higher studies or career.
- 8) To contribute to the Institution in terms of books and other supporting materials to the students pursuing their studies at B K L Walawalkar Rural Medical College.

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

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

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

Response: E. Any one of the above

File Description	Document
Institutional data in prescribed format	View Document
Certified statement of the contributions by the head of the Institution	View Document

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

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

Response:

Shree Vithalrao Joshi Charities Trust (1977) named after a spiritual guru; Shri Digamberdas Maharaj has been working in remote areas of **Ratnagiri district** for the social upliftment of the poor. The Institute is an accomplishment of our Guru;s vision to offer affordable health services to the poor & marginalized people in the Konkan region.

This was just the first footstep in the bigger plan for the overall upliftment of the society. This vision was accomplished by his devotees through hard work and most importantly with their remarkable conviction & devotion to the cause initiated by their “Sadguru”. About five decades ago, a project was introduced for the overall development of this downtrodden region. The goal was to build a society that is capable, ethical, and fearless; one that can contribute towards a strong and prosperous nation. An Institute was developed in Sawarde, a village in Chiplun Taluka in Konkan limited by Sahyadri Mountains on one side & the Indian Ocean on the other, 250 km from Bombay. Until 1970s, this region was deprived of basic necessities of life, lack of educational facility and was also deprived of modern medical assistance.

Trustees had a vision of transforming the life of the under-privileged people of Konkan region. The objectives were

1) Health for All 2) Education for All 3) Empowerment for All.

B.K.L. Walawalkar Hospital, Diagnostic & Research Centre since **1996**, has been providing uninterrupted medical help to the poor population of Konkan.

S.V.J.C.T. B.K.L. Walawalkar Rural Medical College was established in **2015**, affiliated to Maharashtra University of health sciences fulfilling the medical educational needs of the said region.

Salient Features

1. Institute is spread on 52.08 acres of lush green campus at the foot hills of Sanhyadri Mountains.
2. State of the- art medical facility at the College & Hospital nurturing global proficiencies in medical aspirants & catering to the health needs of rural population.
3. Robust community network with villages to inculcate social, economic, cultural & environmental actualities at local and national level in medical aspirants.
4. Collaboration with National level institute i.e. Tata memorial centre Mumbai as an outreach centre for quality care & sustenance.
5. International collaborative training programs for boosting academic environment for elevation of quality

in education and hands on skill in medical students and faculty thus improving their competence on global platform.

6. Research activities preferably focusing on local challenges faced by villagers are encouraged under the guidance of by Scientific Advisory Committee, Ethics committee. The Institute also has SIRO/NABL virology lab/NABH Entry level (Assessment done) recognition.

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

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

Response:

B K L Walawalkar Rural Medical College is contributing to the higher education system in the country in general and health sciences in particular.

Decentralization:

Managing trustee is the supreme authority of the institute. Under the able guidance of the trustee Medical Director is given an authority to implement and supervise the decisions taken by the board of trustee.

Dean, medical superintendent and Accounts and Administration department is under direct control and supervision of Medical Director. Dean has a full authority to control all Pre, Para and Clinical departments HODs in his /her jurisdiction. Interdepartmental administration and supervision of all professors, associate professor, assistant professor, tutors, residents and non- teaching staff are by respective head of the departments.

Administration and Accounts is under direct control of medical director who works in liaison with managing trustee. The Institute has decentralized its administration by an appropriate committee based on participative management for all its major activities like academic, general administration, financial and evaluation.

To delegate the responsibilities and to ensure participation in decision making and its effective implementation, from 2015 onwards different autonomous cells were established. All the HODs of respective departments are given full autonomy for the day to day working activities for smooth functioning of their respective departments.

Participatory management:

The Institute works through the principle of participative management based on handling of all its major activities like academic, general administration, financial and examinations. Various committees formed to carry these activities have representations of respective staff members who actively participate in the discussions and propose ideas related to the working of the Medical College which helps in achieving participative management. Apart from this the stakeholders (staff and students) are members of various decisions making bodies of the Institute. This re-emphasizes the role of participative involvement of all stakeholders.

The Institute has established Academic college council, which supervises various committees such as MEU, curriculum, Time table, Library, examination cell, student welfare cell, mentors, digital learning and monitoring cell, animal ethics, institutional ethics research committee, Grievance Redressal, Anti-Ragging Squad /Committee, Psychological cell, Medico legal cell.

The respective committees supervise and monitor academic program designing and implementation, research supervises projects and stimulate for research, student welfare for student related activities, infection control takes care of hospital acquired infections.

The Academic college council committee meets periodically and discusses the compliance of the previous meeting. All academic decisions are taken by college council.

Achievements by institution in effective leadership:

1. Achievements by students in academics, sports and placement.
2. Institutional collaborations with national and international medical centers.
3. Increasing admission demand of medical aspirants to college.
4. Recognition of institution by DSIR/SIRO under the guidance of scientific advisory committee headed by eminent scientist of India and commencement of government funded research projects in the institute.
5. Research quality improvement with increased publications in indexed journals, design patent, books, book chapters, awards and recognitions.

File Description	Document
Link for relevant information / documents	View Document

6.2 Strategy Development and Deployment

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

Response:

B.K.L.Walawalkar Rural Medical College has successfully achieved the first mile stone of recognition for 100 seats of M.B.B.S in the academic year 2020-21 and increased seats to 150 and also started post-graduation in 9 streams. B.K.L.Walawalkar Rural Medical College plan for next decade desires to be acknowledged as a leader at national level and to be recognized at international level. The board of trustee has committed the plan based on the feedbacks of stakeholders, students and faculty.

These defined goals will be achieved in a phase based manner through short term (3 years) and long term (5 years) goals.

The strategic proposal of the Institution is to attain overall excellence in healthcare, education and research. Inputs are taken from all stakeholders like external experts and Academic College council reports. Monitoring of the strategic plans designed embedded in the academic and administrative culture.

Monitoring the Deliverables:

Each component of the strategic plan is deployed through various mechanisms and statutory bodies like Academic College Council, Board of Trustees.

The College council meets periodically and also at the start of the academic year before it actually starts operating, for execution of the various activities and to supervise the development of these activities periodically. An exhaustive and critical evaluation of the progress of all targeted activities is taken into consideration in this meeting. The evaluation is based on the details of the activities performed and faculty accountability and clarifications if any.

The achievement of the Institution depends upon painstakingly executing the strategic plan in a time bound manner.

Short term plan (3 years)

A. Academic goals

1. To start post-graduation and MSc, PhD/ super specialty programs in all major departments along with pre and Para clinical.
2. To upgrade the skill lab facility to enhance the scope of BLS, ATLS, ACLS, PLS workshops .
3. To train the students for international competitive examinations.
4. To start various paramedical courses in affiliation to MUHS.
5. To increase national and international collaborations.

B. Research Goals

1. To increase number of publications in pub med and patents and research projects funded by national and international agencies along with up gradation of research lab set up.
- 2.To increase the research projects funded by DST, DBT, ICMR, RGSTC

C.Social goals

1. To expand the scope of medical services and to start satellite OPD services to other districts viz.Raigad, Patan, Sindhudurg
2. To increase number of empanelment

D. Infrastructural Goals:

- 1. To establish nuclear medicine facilities - cancer wing (PET scan/Linac etc

Long term (5 years)

- To go for Private University
- To go for NABH/NABL accreditations
- To increase international collaborations/MOUs
- To establish and encourage Research ecosystem
- To develop infrastructure in Onco-pathology and upgrade Blood bank
- To start Super specialty in various streams of Medicine
- To start and design job oriented paramedical courses

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

6.2.2 Implementation of e-governance in areas of operation

1. Academic Planning and Development
2. Administration
3. Finance and Accounts
4. Student Admission and Support
5. Examination

Response: C. Any three of the above

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

6.3 Faculty Empowerment Strategies

6.3.1 The institution has effective welfare measures for teaching and non-teaching staff

Response:

We at BKLWRMC bear in mind that the wellbeing of teaching and non-teaching staff is important for effective functioning of the Institute. In line with this, many welfare measures have been implemented. Management is keen in taking welfare measures for both teaching and non-teaching staff in all aspects.

Welfare facilities for teaching and non-teaching staff:

1. Various leaves available to teaching and non-teaching staff are vacation leave, casual leave, Earned Leaves, medical leave.
2. Grant of Maternity Leaves for female staff.
3. Study leaves for Ph D, higher education and training programs.
4. Regular increments and immediate increments after earning higher education.
5. Summer and winter Vacation for staff.
6. Special leaves for Faculty Development Programmes regularly for professional up-gradation of the faculty.
7. Centralized reprography facility (Xerox) for teaching & non-teaching staff.
8. Canteen facility for teaching and non-teaching staff.
9. As per the provisions of provident fund act, institute contributes towards provident fund of non-teaching staff.
10. Sports and Cultural facilities for teaching and non-teaching staff of management.
11. The Institute provides college uniform to non-teaching staff (Security Personal and peons).
12. 3/4th of total indoor hospital bill charges are waved for teaching and non-teaching staff.
13. Reimbursement of claim for attending conference/FDP/STTP/Workshop as per institutional policy.

File Description	Document
Link for policy document on the welfare measures	View Document
Link for list of beneficiaries of welfare measures	View Document

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

Response: 0.2

6.3.2.1 Number of teachers provided with financial support to attend conferences / workshops and towards membership fee of professional bodies year-wise during the last five years

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

File Description	Document
Relevant Budget extract/ expenditure statement	View Document
Policy document from institutions providing financial support to teachers, if applicable E-copy of letter indicating financial assistance to teachers	View Document
Office order of financial support	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document

6.3.3 Average number of professional development / administrative training programmes organized by the Institution for teaching and non- teaching staff during the last five years (Continuing education programmes, entrepreneurship development programmes, Professional skill development programmes, Training programmes for administrative staff etc.,)

Response: 18

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

2021-22	2020-21	2019-20	2018-19	2017-18
30	29	11	14	6

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

6.3.4 Average percentage of teachers undergoing Faculty Development Programmes (FDP) including online programmes (Orientation / Induction Programmes, Refresher Course, Short Term Course etc.) during the last five years..

Response: 39.38

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

2021-22	2020-21	2019-20	2018-19	2017-18
88	103	62	80	101

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

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

Response:

The academic and administrative audit is done annually preferably in the month of March of each academic session. The performance appraisal is submitted by each head of the department in a prescribed format.

The performance appraisal system is a regular review of employee's job performance, the quantity and quality of work performed and overall contribution to the institution. It gives an opportunity to recognize and reward the employee in terms of increments and promotions.

The performance appraisal is based on Teaching-learning, Research, clinical excellence, Co- curricular activities etc. The prescribed appraisal form for the teaching faculty with concerned parameters for easy assessment of faculty performance is available.

The reviewer(s) for each position are departmental heads who evaluate the teaching faculty from respective departments while HODs' performances are reviewed by the Dean.

Employees are reviewed on 3 points -

- (i) Teaching, Learning and Evaluation related activities
- (ii) Professional Development, Co-Curricular, Extracurricular and Extension activities
- (iii) Research Publications and Academic Contributions.

For Salary / Promotion / Additional Responsibility the key performance has to come in the area of Meeting Expected Service Levels & Operational Excellence.

The Employees are rated on the following Rating scale :

Always exceeds expectation, Outstanding (5).

Exceeds expectation. Very good (4)

Always meets expectation. Has the level of competency required for the role. Good(3)

Sometimes meets expectation. Needs occasional supervision. Average (2)Unacceptable. Needs coaching and guidance. Poor(1)

Parameters for Teaching staff:

1. Personal Information
2. Teaching Assignments
3. Additional Capacity Enhancement
4. Higher Skill Training (BLS, BSS etc)

5. Teaching, Learning and Evaluation Related Activities
6. Research Contributions in projects as PI/CO-PI/publications
7. Research Guidance and Research Training
8. Training Courses/Conference/Seminar/Workshop
9. Participation in Co-curricular and other extension activities

Parameters for Non-Teaching staff:

1. Personal Information
2. Technical Adequacy
3. Leave Records
4. Leadership Qualities
5. Work Efficiency
6. Knowledge Level
7. Relation with superiors, colleague and society.
8. Recommendation

The appraisal form is submitted to Director/Dean, after the recommendation of his/her head of the department and based upon the performance indicators. The appraisal is linked with incentives, appreciation, awards, recognitions and incentives for research facilities.

The appraisal form is also used for handover the administrative accountabilities to eligible faculties, monitoring and review of employment policies and rearranging the teaching learning plans. It is also used for determining awarding. Penalties like verbal warnings, memo, safeguarding promotion and yearly increment, demotion and termination depending on the charges levied on any individual.

The aim of appraisal is to device the performance of employee and also allows the organization to identify the capabilities of their stakeholders in a holistic manner which enables to plan resource generation.

The appraisal valuation structure is executed in each cadre and is helpful in evaluating the strength of the employee and to improve the performance of the employees.

File Description	Document
Link for performance Appraisal System	View Document

6.4 Financial Management and Resource Mobilization

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

Response:

Institution has a mechanism to monitor effective use of funds received from various sources viz. fees, scholarships. etc. The following procedure is adopted for utilization of resources.

a) Planning and Budget Formulation: HODs are requested to submit their requirement with supporting documents to Purchase department. Purchase department takes quotation and prepares comparative statement and gets the approval of the Medical Director. The final decision regarding budget allocation is taken by the Board of Trustees.

b) Allocation: The management coordination committee assesses the proposed budget that it has received from the institution's head before releasing the funds in accordance with the necessity of the requested expenditures. After that, the budget is approved by the Board of Trustees and funds are released.

c) Expenses: The improvement of laboratories, the purchase of books and national and international journals, the payment of personnel, as well as other development and maintenance tasks, all benefited from financial support.

If additional funding is required for activities like attending conferences, technical competitions, or seminars, the concerned faculty member must write a statement outlining the circumstances and providing supporting documentation. In extraordinary circumstances, authorities may ask the concerned faculty to present to themselves before authorising the necessary funds. The note is then sent to the Medical Director via HOD and Dean for review and approval by the Medical Director. Once the approval is received from the management, Medical Director directs the HOD for the utilization of requested funds.

d) Audit: The account office verifies the costs associated with various institutional and departmental activities using supporting documentation and provides comments for the account's final settlement.

The chartered accountant conducts external audits on a regular basis to make sure that the funds are being used as intended.

e) Compliance of audit: After receiving audit report the account department comply the pending points and action taken.

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

6.4.2 Institution conducts internal and external financial audits regularly

Response:

The availability of appropriate institutional procedures for monitoring the effective and efficient use of financial resources is necessary. For this aim, BKL Walawalkar Rural Medical College, Sawarde hires both internal and external auditors.

Internal Audit:

The internal auditor is a firm of chartered accountants, and a staff group working under them to evaluate the effectiveness of internal controls in the system. This includes aspects such as:-

- 1.The effectiveness of internal controls and recommendations for strengthening weak controls or establishing new ones where none currently exist.
- 2.That accurate and timely reporting is being done through the use of adequate accounting records and software.
- 3.That a sufficient mechanism is in place to guarantee that products, services, and contracts are acquired in conformity with - procurement guidelines.
4. The existence of a suitable accounting and financial reporting framework, upon which claims are created and presented for payment.
- 5.Complete records are kept of all assets acquired, including information on cost, identity, and location.

They also focus on financial compliance while conducting different types of audits as mentioned below:

1. A transaction audit entails looking at all pertinent receipts and expense vouchers in accordance with the cashbook to establish the spending is in relation to the activity.
- 2.A compliance audit entails the review of records to determine if money spent was legitimately authorized and approved by the appropriate authority.
- 3.It should be ensured that payments & filing of various returns is in time.

The Internal audit team separately provides:

Details of serious audit observations, such as ineligible expenses, major lapses in internal controls, procurement procedures not followed, incorrect information submitted for reimbursements, difference between cash drawn and expenditure reported, procedural lapse, accounting lapse, accounting books & records not maintained etc.

At present Internal auditors have not been appointed but appointment will be done from FY 2023-24.

External Audit:

A firm of Chartered Accountants - does the external audit.

This audit is required under Income Tax Act, 1961 and they primarily report whether accounts give a true

& fair view of deficit/surplus in case of Income & Expenditure Account & of state of affairs in case of Balance Sheet.

Fees Regulating Authority conducts Audit for determination of the fees for UG & PG courses.

File Description	Document
Link for documents pertaining to internal and external audits year-wise for the last five years	View Document

6.4.3 Funds / Grants received from government/non-government bodies, individuals, philanthropists during the last five years (not covered in Criterion III)

Response: 897.09

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

2021-22	2020-21	2019-20	2018-19	2017-18
180.63	291.29	190.95	137.92	96.30

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

6.5 Internal Quality Assurance System

6.5.1 Institution has a streamlined Internal Quality Assurance Mechanism

Response:

BKL Walawalkar Rural Medical College has established a dynamic Internal Quality Assurance cell

(IQAC) in August 2018.

The primary aim of IQAC is to develop a system for conscious, consistence and catalytic action to improve academic and administrative performance. It also promotes measures for institutional functioning towards quality enhancement through internationalization and institutionalization of best practices.

Structure:

The composition of IQAC is as per NAAC guidelines. Dean is the chair-person of the committee. As per NAAC guidelines, Dean has appointed IQAC Coordinator and seven criteria heads for each criterion. The committee also includes teachers from different faculties, a member from management, administrative officer, one nominee from local society, Students and Alumni, one nominee each from Employers.

The minutes of the IQAC are a regular agenda in the College Council. All decisions of the IQAC are forwarded to the management for noting and institutionalization.

The IQAC meetings are held twice a year.

Objectives of the IQAC:

- To develop a system for conscious, consistence and catalytic action to improve academic and administrative performance.
- To promote measures for institutional functioning towards quality enhancement through internationalization of the quality culture and institutionalization of best practices.
- Development and application of quality benchmarks.
- Parameters for various academic and administrative activities.
- To Collect and analyze data from all departments so as to help the Institute to participate in National Ranking programs.

Functioning of IQAC:

- Facilitating a learner – centric environment conducive to quality education and faculty maturation to adopt the required knowledge and technology for participatory teaching and learning process.
- Collection and analysis of feedback from stakeholder.
- Dissemination of information on various quality parameters to all stakeholders.
- Organization of inter and intra institutional workshops, seminars on quality related themes and promotion of quality circles.
- Documentation of various programmers/activities leading to quality improvement.
- Acting as a nodal agency of the Institution for coordinating quality-related activities, including adoption and dissemination of best practices.

Mechanism of functioning:

- Seven Institute Criteria Coordinators are appointed for the seven NAAC parameters.
- Sub Criteria Conveners are appointed for the same who are assisted by members from each faculty.
- Each department in the constituent faculty has IQAC members who are entrusted with specific work related to seven NAAC parameters.
- IQAC Coordinator is entrusted with the task of assisting and monitoring data collection and record

maintenance of concerned faculty.

- The IQAC Coordinator is the custodian of all documents and records.
- IQAC ensures timely, efficient and progressive performance of academic, administrative and financial task.
- Organizing workshops / seminar on quality.
- Ensuring quality performance in audit such a NAAC, NABH, NABL and ISO.

The Quality Assurance mechanism of the Institute activities are planned and directed properly to achieve the goals set for accreditation and ranking of the Institution.

File Description	Document
Link for the structure and mechanism for Internal Quality Assurance	View Document
Link for minutes of the IQAC meetings	View Document

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

Response: 22.31

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

2021-22	2020-21	2019-20	2018-19	2017-18
77	143	48	0	0

File Description	Document
List of teachers who attended programmes/workshops/seminars specific to quality improvement year-wise during the last five years	View Document
Institutional data in prescribed format	View Document

6.5.3 The Institution adopts several Quality Assurance initiatives The Institution has implemented the following QA initiatives : 1. Regular meeting of Internal Quality Assurance Cell (IQAC) 2. Feedback from stakeholder collected, analysed and report submitted to college management for improvements 3. Organization of workshops, seminars, orientation on quality initiatives for teachers and administrative staff. 4. Preparation of documents for accreditation bodies (NAAC, NBA, ISO, NIRF etc.,)

Response: A. All of the above

File Description	Document
Report of the workshops, seminars and orientation program	View Document
Report of the feedback from the stakeholders duly attested by the Board of Management	View Document
Minutes of the meetings of IQAC	View Document
Institutional data in prescribed format	View Document
AQAR submitted to NAAC and other applicable certification from accreditation bodies	View Document
Annual report of the College	View Document

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

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

Response: 280

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

2021-22	2020-21	2019-20	2018-19	2017-18
95	53	47	60	25

File Description	Document
Report gender equity sensitization programmes	View Document
Institutional data in prescribed format	View Document
Geotagged photographs of the events	View Document
Extract of Annual report	View Document
Copy of circular/brochure/ Report of the program	View Document
Any additional information	View Document

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

Response:

Facilities for women on campus:

a) Safety and security

Hostels: All women's hostels are located in the college campus. Female house wardens and supervisors are appointed for day-to-day management of the hostels and maintaining discipline. Wardens stay in the campus nearby hostels. The hostel is manned by female security guards who monitor the movement of the wards and visitors alike. A sufficient number of CCTV cameras are also installed. The wards must obtain prior permission before leaving the premises.

Anti-Ragging Committee and Anti-Ragging Squad: Institution's Anti-Ragging Committee and anti-ragging Squad acts to prevent student ragging. Anti-ragging squad Members (female teaching staff) pay a surprise visit to the hostel. Management strongly discourages any form of immoral or anti-social activity.

Students involved in such activities are banned from the hostels and college, and the information is shared with the police.

Internal corridors are properly lit. Helpline numbers for reporting sexual harassment are posted on notice boards. Ragging is strictly prohibited in the campus.

b) Counseling

Counseling is offered to students during the Orientation programs at the beginning of the academic programme. The faculty regularly promotes gender equality and create the best teaching environment that nurtures prospective students. Special lectures and workshops on gender awareness are held regularly.

c) Common Rooms

There are separate well-furnished common rooms for boys and girls with drinking water facilities and washrooms. Indoor games are provided in common rooms. Students use common rooms during breaks. Rooms are well cared for by the housekeeping department.

d) Day care Centre for young children:

A day care center is available in the Paediatric ward of the IPD building. The breastfeeding room is also available.

e) Any other relevant information

International Women's Day (March 8), International Day of the Girl (October 11) and Baalika Din (January 3) are celebrated. The Internal Complaints Committee and Gender Harassment Prevention Committee are functioning. Faculties and staff are trained in the implementation of Vishaka guidelines. Alcohol/other addictive substances are prohibited in campus.

File Description	Document
Specific facilities provided for women in terms of a. Safety and security b. Counselling c. Common Rooms d. Day care centre for young children	View Document
Annual gender sensitization action plan	View Document

7.1.3 The Institution has facilities for alternate sources of energy and energy conservation devices 1. Solar energy 2. Wheeling to the Grid 3. Sensor based energy conservation 4. Biogas plant 5. Use of LED bulbs/ power efficient equipment

Response: C. Any three of the above

File Description	Document
Institutional data in prescribed format	View Document
Installation receipts	View Document
Geo tagged photos	View Document
Facilities for alternate sources of energy and energy conservation measures	View Document

7.1.4 Describe the facilities in the institution for the management of the following types of degradable and non-degradable waste (within 500 words)

- **Solid waste management**
- **Liquid waste management**
- **Biomedical waste management**
- **E-waste management**
- **Waste recycling system**
- **Hazardous chemicals and radioactive waste management**

Response:

1. Biomedical Waste Management

- The objective of hospital waste disposal is to minimize the spread of infections and to render all waste non-infectious before it leaves the hospital premises.
- Biomedical waste is appropriately segregated, collected and transported for further treatment to an outsourced agency. (Bio-Hygienic Management systems)
- The hospital performs disposal of Bio-Medical waste as per the MPCB guidelines. Segregation of Bio-Medical waste is done right at the point of generation. (in the wards and laboratories)
- After proper segregation, tying, labeling and recording, these bags and puncture proof containers are sent for disposal.
- Hospital has a valid authorization for Handling Bio-Medical Waste as per BMW (Management and Handling Rules) which is renewed at the prescribed interval.
- An annual report is submitted to Maharashtra Pollution Control Board and a valid contract with the biomedical disposal facility approved by Maharashtra Pollution Control Board has been made.
- Covid – 19 related waste – The management of Covid waste is done as per CPCB guidelines. “Guidelines for Handling, Treatment and Disposal of Waste Generated during Treatment/Diagnosis/ Quarantine of COVID-19 Patients”.
- Periodic training programs are conducted for nursing staff, paramedical staff etc. regarding Healthcare associated infections – Prevention and control practices, Biomedical Waste management.

1. **E-waste management:** It is disposed-off through an authorized recycler.

2. **Liquid waste management:** Liquid waste generated is neutralized in Sewage treatment plant (STP) and the treated water from STP is reused for gardening purposes.

3. **Hazardous chemicals and material** are collected in neutralization buckets and after proper

treatment as per protocol it is disposed off through ETP.

4. **Radioactive hazardous waste** – The institute/hospital does not generate any radioactive waste.
5. **Domestic waste** – All domestic waste generated in the campus (kitchen waste, garden waste etc.) is utilized for preparing compost fertilizers.

Annexure – Segregation of Biomedical waste as per MPCB guidelines

Waste category	Contents	
1. Non infective household waste	1. Kitchen / pantry waste, newspapers, discarded food, vegetables, fruits, office waste, plastic sheets etc.	1. Black plastic full.
1. Sharps	1. Needles, scalpels, blades, IV line tips, etc.	1. Puncture proof fill only till 3/4 mouth.
1. Infective Waste (Non-plastic)	1. Soiled linen, cotton, gauze, swabs, human anatomical waste and animal waste, organs, tissues, used and expired drugs	1. Yellow plastic full
1. Broken glassware, metallic body implants	1. Used ampoules, discarded metallic implants	1. Cardboard box marking
1. Infective Waste (Plastic)	1. Used blood bags, plastics like catheters, urine bags, Ryle's tube IV infusion sets, syringes (without needles) etc.	1. Red plastic bag

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

7.1.5 Water conservation facilities available in the Institution:

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

Response: Any Three of the above

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

7.1.6 Green campus initiatives of the Institution include 1. Restricted entry of automobiles 2. Battery-powered vehicles 3. Pedestrian-friendly pathways 4. Ban on use of plastics 5. Landscaping with trees and plants

Response: A. All of the above

File Description	Document
Institutional data in prescribed format	View Document
Geotagged photos / videos of the facilities if available	View Document
Geotagged photo Code of conduct or visitor instruction displayed in the institution	View Document
Any additional information	View Document

7.1.7 The Institution has disabled-friendly, barrier-free environment

- 1. Built environment with ramps/lifts for easy access to classrooms**
- 2. Divyangjan friendly washrooms**
- 3. Signage including tactile path, lights, display boards and signposts**
- 4. Assistive technology and facilities for Divyangjan accessible website, screen-reading software, mechanized equipment**
- 5. Provision for enquiry and information: Human assistance, reader, scribe, soft copies of reading material, screen reading**

Response: B. Any four of the above

File Description	Document
Institutional data in prescribed format	View Document
Geo tagged photos of the facilities as per the claim of the institution	View Document
Any additional information	View Document

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

Response:

Many constitutional obligations are adhered to by B.K.L. Walawalkar Rural Medical College. Initiatives for awareness to rights and duties and inculcating values are as follows:

1. Cultural harmony

The institute amalgamated local cultural festivals with modern medical care especially for maternal and child health. This encourages them to actively participate in all health awareness programmes and schemes. This creates a bridge between modern medicine and traditional practices. Students and staff of all faiths celebrate various cultural and religious festivals like Shiv Jayanti, Ganesh Chaturthi etc. Festivals, academic activities and other curriculum activities like cultural events and sports are organized.

2. Respect to National Flag, National Anthem, symbols of Indian freedom struggle and National Integrity

Working day of the college starts with National Anthem. Hoisting of National Flag is done on Independence Day, Republic Day and University foundation day. Tributes are poured to freedom fighters and patriotic songs are sung.

Institute has established monuments of Veer Sawarkar and Lokmanya Tilak to inspire students and War Trophy is donated by Defence ministry of India to inculcate patriotism in students.

3. Service to the Nation

Institute supports contribution in community-oriented activities to increase interaction with local population. To create awareness among students about community health problems, various programmes like Walawalkar Laddoo Gopal Yojana, Sudama Yojana, Yashoda Yojana, Dohale Jevan, Haldikumkum, Girl Child Naming Ceremony, 6 month birthday celebration (for embracing girl child birth and infant health) and Mother in law workshops are organized for enhancing healthy interactivity that is beneficial for the local community.

Nutritious ladoos are distributed to undernourished villagers. Institute distributes baby kits and sarees to pregnant ladies as a social commitment. Ambulance service is provided to beneficiaries from remote

villages. Students are encouraged to participate in disaster relief.

4. Environmental Preservation

The lush green campus is located at the foot hills of Sahyadri mountains having more than 1900 large trees, surrounded by gardens and bunds. Institute has taken efforts to reduce carbon foot prints by regulating vehicle traffic, use of solar energy, serving vegetarian food in cafeteria in campus. Tree plantation programmes and Swachh Bharat Abhiyan are organized for students. Plastic is banned in the campus.

5. Developing ethical & scientific approach

Training is given to students to treat patients ethically, sustaining confidentiality and integrity. Institute has developed Dream Health Park to unfold the scientific mysteries of soul, body and mind.

6. Right to Equality & Freedom, Protection against Exploitation, and Constitutional Remedies

Institute holds gender sensitization programme. Different committees like Grievance Redressal Cell, Vishakha Committee, Anti-ragging committee are functional. Dress code is made compulsory to all medical students including interns.

7. Right to Freedom, Freedom of Religion, Culture and Education

A platform is provided for students by student council to interact with faculty or management. Equal treatment is given to all employees regardless of faith or community. Mentorship programme and tutorials are arranged for students.

Institute, as a tertiary care center provides facilities like interventional radiology, medical oncology, radiation therapy, and interventional cardiology.

File Description	Document
Link for supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	View Document

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

Response: A. All of the above

File Description	Document
Institutional data in prescribed format	View Document
Information about the committee composition number of programmes organized etc in support of the claims	View Document
Details of the monitoring committee of the code of conduct	View Document
Details of Programs on professional ethics and awareness programs	View Document
Web link of the code of conduct	View Document

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

Response:

National and International days of importance, events, and festivals are celebrated by B K L Walawalkar Rural Medical College. It is done to spotlight their importance and build a touch of unity, integrity, harmony, tolerance, and brotherhood.

Republic Day, Independence Day and university foundation Day are celebrated by B.K.L. Walawalkar Rural Medical College with a essence of national pride and responsibility.

Different National and International days of importance celebrated by institute:-

- Independence Day,
- Republic Day,
- University foundation day,
- International Yoga Day,
- World Health Day,
- World Cancer Day,
- World Diabetes Day
- World Population Day
- World AIDS day,
- World Tuberculosis Day,
- Women's Day

On these occasions various health awareness programmes are organized by the concerned departments. Institute conducts different activities like rallies, street plays, health talks, outreach camps, distribution of free medicines on these days. On these occasions institute organizes activities like essay, poster and quiz competitions.

All the programmes are celebrated with great enthusiasm. We celebrate Independence Day, Republic Day and Shiv Jayanti with great enthusiasm of national integration.

Student council of the institution organizes teacher's Day to thank the teachers. International yoga day is celebrated annually. Institute also arranges guest lecture from renowned Yoga teachers for the students and the staff.

Institute celebrates Teachers day and International Nurses Day. To highlight the hidden talents and creativity of the students various sports and cultural events like dance, painting, debate etc. are organized.

Every year institute arranges visits of faculty from UK, USA, New Jersey, Seattle, Germany for symposium, workshop and health camp.

File Description	Document
Link for additional information	View Document

7.2 Best Practices

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

Response:

Best Practices 1: REACH - Rural Empowerment and Community Health

Objectives of the Practice:

1. For healthcare empowerment and encourage people to avail modern healthcare services by amalgamation with socio-cultural practices.
2. To design community outreach Health Programs based on "felt needs" of the rural community.

The Context:

Konkan region continues to face poverty, illiteracy and superstitious beliefs. Devoid of basic needs of livelihood the people suffer illness, children are malnourished, adolescent girls are anaemic and pregnant ladies give birth to low birth weight babies.

Hence various community based programs, including an outreach cancer screening unit affiliated to Tata Memorial Center, Mumbai were started by the Institute for children and pregnant women in Ratnagiri district.

The Practice:

The outreach activities are carried out by the medical students, interns and faculty of the institute by involving the community.

1. Walawalkar Sukanya Yojana - Health Checkup and Counseling of adolescent girls regarding their menstrual, psychological, nutritional and hygiene needs.
2. Walawalkar Yashoda Yojana – conducts antenatal camps, house-to-house and aganwadi visits to

- identify “high risk” mothers and create awareness about institutional delivery.
3. Walawalkar Pooja ceremony - Mangalagaur Workshops for newlyweds prepare young mothers for pregnancy, childbirth and motherhood.
 4. Mother-in-law workshops sensitize them towards the health, nutritional and psychological needs of their daughters-in-law.
 5. Walawalkar Ladoo Gopal Yojana - provides Nutritious Laddoos to undernourished children in Anganwadis.
 6. Walawalkar Sudama Yojana - mother and child are enrolled to create awareness about nutrition and hygiene.
 7. Walawalkar common birthday - Monthly birthday celebration promotes immunization, assesses growth and nutrition. Girl child “naming ceremony” promotes immunization & acceptance of the girl child.
 8. Walawalkar Baby Shower Ceremony – sensitizes women about pregnancy and modern antenatal care.
 9. Walawalkar Dant Chikitsa Yojana - Dental screening at district schools and colleges.
 10. NRHM Mobile medical unit - medical help to remote and underserved villages.
 11. Self-help groups - for empowerment of ladies in villages.
 12. Tata Memorial Rural Outreach programs - Cancer screening camps and Dervan cancer registry of 2200 villages of Ratnagiri and Sindhudurg districts.
 13. Health and nutrition awareness Workshops for anganwadi sevika, ASHA, teachers, nurses, medical officers, village leaders.
 14. Rajeev Gandhi Science & technology Dervan Cohort of rural adolescent girls - prospective cohort wherein 1520 girls from three talukas are enrolled.

Evidence of Success:

The change in attitude of the community from advocacy of traditional healers to adopt modern medical practices.

Institute has been honored by CEO and District Collector for its Rural Outreach Activity.

Problems Encountered and Resources required:

The vicious cycle of poverty, illiteracy, money-order economy and exploitation by traditional healers, makes the community resistant to avail modern medical facilities.

The Medical College faculty has established an ecosystem to change the attitude towards modern health care.

SVJCT being a charitable trust provides all support to the REACH programme.

Best Practice 2: Collaboration with Foreign faculties from healthcare system for academic, research and community health improvement.

Objectives of the Practice:

- To promote the exchange of medical knowledge and skills amongst medical students and doctors.
- For healthcare promotion and disease prevention by comprehensive, population-based, cost-effective patient care in a rural population with emphasis in solving healthcare challenges.
- To encourage joint collaborative research activities with students and faculty.

The Context:

- U. K. Medical team comprising of Surgeons, anesthetists, nurses, interns etc. visits BKLWRMC Hospital annually, since the last 15 years, and offer medical services voluntarily for the patients of this rural area.
- Lectures, workshops, simulation training sessions for medical students, doctors and nurses on Basic and Intermediate Life Support, Trauma Life Support, Surgical and Medical Emergencies, common Nursing topics are discussed.
- Fulfilling Institutional objectives and National goals of producing high quality, research oriented doctors and achieving academic excellence by training of medical students, interns by foreign universities such as University Paris Descartes (France), Newcastle University.

The Practice:

Collaborative work with UK medical team:

- “International Multidisciplinary Multispecialty CME” - annually organized since two decades has gained momentum since the establishment of Medical College in 2015.
- CMEs on “Airway management” and “Musculoskeletal USG” in 2019 lead by Dr. Lance Cope, Consultant Radiologist at South Tyneside Hospital South Shields, Tyne and Wear, UK.
- “Collaborative network for adolescent nutrition and health in Sub-Saharan Africa and India” workshop - lead by Professor Caroline Fall, MRC Life course Epidemiology Unit, University of Southampton, UK. from 5th - 9th Feb 2018.
- Skill Laboratory established under their guidance conducts hands-on Basic Surgical skill course.
- International Urology workshop from 1st - 6th December, 2019 by Dr. Christine Hubertus, Dr. Sneha Naikye, Dr. Christoph Lange, Dr. Satej Sabnis, Dr. Marcus Sharphen.
- “Acute Illness Management” an educational workshop for medical students from 27th to 31st January 2020 by Anaesthesia department and UK team of Dr. Sanjay Deshpande, Dr. Peter Taysum, Dr. Madeline Storey, Derek Johnson, Iain Inglis, Alisa Dunphy and Clare Flethcher
- Basic Surgical skill course from 27th to 30th January 2020 by Dr. Sanjiv Patankar of Surgery department and Dr. Shlok Balupuri of UK team.
- Two-day workshop in January 2020 at SVJCT Samarth Nursing College for nursing students by Mrs. Eleanor F Nursing Staff, Mrs. Alisa Dunphy, Sister, Mrs. Maria Pinho, Senior Sister and Mr. John Wall, Senior Biomedical Engineer of UK Team.

Evidence of Success:

- Workshops broaden the knowledge and skill of faculty, PG & UG medical students.
- UK team appreciated the achievements of the Medical College by letters and feedbacks.
- Despite several challenges, Hospital offers modern medical facilities to the rural people. The UK team plays a synergistic role in upgrading these services.

Problems Encountered and Resources required:

- Patients are mostly from a poor tribal population, and are unaware about modern medical facilities. Healthcare is determined by their socio-cultural-religious beliefs and “traditional healers”. A hospital visit is only when the disease worsens.
- Poor transport facilities in this hilly terrain.
- The eagerly awaited annual visit by the UK team strengthens the medical services of this institute.

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

7.3 Institutional Distinctiveness

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

Response:

SVJCT Dream Health Park

Objective:

SVJCT Dream Health Park is a dynamic museum designed to create “**Health Awareness with a Holistic Approach**” amongst the youth.

It aims to reveal the cognitive skills of the child and young adult, especially those of a rural background and help them assess their present awareness and future effectiveness towards living a harmonious life in the key areas of **Body, Mind and Spirit**.

Concept:

Brainchild of Medical Director, Dr. Suvarna Patil, the museum was created by the Physiology Department of B. K. L. Walawalkar Rural Medical College.

Children should be aware of the potential risks of modern lifestyle and learn ways to remain healthy. Lifestyle challenges being faced by the child of today are lethargy, eating “junk food”, addiction to the mobile phone, tobacco and alcohol affecting both physical & mental health.

The Process:

Inaugurated on 20th October 2018 by Dr. Anil Kakodkar (Padmavibhushan) and Dr. T. Ramasami (Padmavibhushan).

The museum is in a 1600 sq. meter area in Central Library building of the campus.

It was set up within 2 months, with massive coordination by Physiology faculty, MBBS students of all batches and ancillary staff of the college.

To make all data children-friendly, Biology text books from V-XII standards were borrowed for reference from the attached SVJCT's School & Junior college.

The enthusiasm of the students resulted in a **Pre-inauguration Poster competition: "Aarogyam – The Health Exhibition"** on 15th October 2018, with the first prize being won by Ms. Shalaka & group of III MBBS.

Assessment Techniques:

Children unfold areas of their Body, Mind and Spirit and know the action plan for future commitment.

i) Self-assessment of Body & Mind:

a) **Physical wellness:** allows a child to measure his/her own anthropometry, blood pressure, lung capacity, vision, cognition etc.

b) **Mind - Intellectual wellness:** emphasizes the importance of reading and challenging assignments to stimulate the "intellectual mind".

ii) Knowledge about Health and methods of improvement:

a) **Diet, Vitamins, Herbs:** Natural alternatives to pharmaceutical products to improve health.

b) **"Prevention is better than Cure":** Emphasises the importance of having regular physical check-ups, disease screening, dental exams etc.

iii) Integration of Scientific mysteries within Indian Culture:

India is a land of diverse cultures and ethnicity irrespective of the progress of science and technology.

Keeping AYUSH in mind, an attempt has been made to correlate the scientific and medicinal effects of some Indian customs on the human body eg: eating Tilgul, ringing of bells in the temple, etc.

The Effect:

It is a **"must visit"** zone for School children (over 5000 till date), Medical / Paramedical students and Visitors (Records maintained in Health Park office).

Take-home message:

This project is an **"effective prevention program"** designed to blend traditional with modern health care systems, stimulate the young mind, encourage further improvement of the essential self by providing a holistic approach towards physical, mental and social well-being.

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

8. Medical Part

8.1 Medical Indicator

8.1.1 NEET percentile scores of students enrolled for the MBBS programme for the preceding academic year.

Response: 89.74

8.1.1.1 Institutional mean NEET percentile score

Response: 89.74

File Description	Document
Uploads for NEET percentile scores of students enrolled for the MBBS programme during the preceding academic year.	View Document
Upload for list of students enrolled for the MBBS programme for the preceding academic year	View Document
Institutional data in prescribed format	View Document

8.1.2 Students are exposed to quality of care and patient safety procedures including infection prevention and control practices as practiced by the teaching hospital in didactic and practical sessions during their clinical postings.

Response:

Quality care is defined as “the extent to which health care services are delivered to people and patient population to achieve intended health outcomes”. Health care must be patient-centered, safe, effective, timely, efficient and equitable.

From the very first day of medical education, the students are taught the value of **high-quality health care**. Didactic lectures and practical exercises emphasize the essential markers of success of medical care in terms of recovery, restoration of function and survival rate.

Students receive sensitization about first aid, general safety precautions that are to be observed before and after specific procedures, the significance of immunization for both children and adults, training in basic life support (BLS) and advanced cardiac life support (ACLS) and the disposal of biomedical waste.

During the second year of medical education and internship students are taught about writing and auditing prescriptions, and minimizing pharmaceutical errors. Undergraduates are introduced to safety practices such as hand washing, autoclaving of instruments, operating room fumigation, health care linked infections, in hands-on laboratory training and in Continuing Medical Education.

The necessity of **hospital waste management** (BMW), which begins with the segregation of hospital wastes and ends with disposal of wastes, is taught to MBBS students in their third and final year. Hands-on

instruction in biomedical waste disposal is provided during their practical sessions. Students are instructed on BMW management during case discussions and hospital rounds during clinical postings.

Students attend clinical society meetings where they learn about particular case management. Different cases help students to learn more about providing patients with safe, effective, timely, efficient and equitable treatment.

Training in the **Skill laboratory** gives students the chance to learn from their mistakes when they practice on various models, manikins and see video clips. The environment that students experience while practicing on manikins is analogous to a real-world situation. The process can be repeated many times as necessary until perfection is achieved.

The standard guidelines/protocols for the diagnosis and treatment of specific diseases, such as the GINA guidelines for asthma, the Gold guidelines for COPD, the Infection Control guidelines, the JNC guidelines for the management of hypertension, etc., are taught to students in the didactic lectures.

The institution offers students access to video clips of safety procedures and connections to department-specific PowerPoint presentations on critical subjects. This ensures that students receive great instruction throughout the programme, understand all the components of high-quality care to become a competent Indian Medical Graduate.

File Description	Document
Link for Documents pertaining to quality of care and patient safety practices followed by the teaching hospital	View Document
Link for Additional Information	View Document

8.1.3 Average percentage of fulltime teachers who have acquired additional postgraduate Degrees/Diplomas/Fellowships beyond the eligibility requirements from recognized centers/universities in India or abroad. (Eg: AB, FRCS, MRCP, FAMS, FAIMER & IFME Fellowships, Ph D in Medical Education etc.)

Response: 5.19

8.1.3.1 Number of fulltime teachers with additional PG Degrees /Diplomas /Fellowships/Master Trainer certificate

2021-22	2020-21	2019-20	2018-19	2017-18
24	16	10	11	7

File Description	Document
Uploads for List of fulltime teachers with additional Degrees, Diplomas such as AB, FRCS, MRCP, FAMS, FAIMER/IFME Fellowships, Ph D in Medical Education etc during the last 5 years	View Document
Uploads for attested e-copies of certificates of postgraduate Degrees, Diplomas or Fellowships	View Document
Institutional data in prescribed format	View Document

8.1.4 The Institution has introduced objective methods to measure and certify attainment of specific clinical competencies by MBBS students/interns as stated in the undergraduate curriculum by the Medical Council of India

Response:

The institution seeks to provide undergraduate medical students with instructions in all pre-clinical, para-clinical and clinical specialties to enable them to handle typical medical issues in daily practice. Each topic ensures that students acquire these abilities.

A variety of techniques are used to judge how well students have mastered their competencies.

Written tests or oral exams evaluate knowledge and attributes. Written and viva voce procedures are used to evaluate problem-based analysis at a higher level of comprehension. A case scenario is typically given to the student to evaluate their understanding, analysis, critical evaluation and discussion of the particular problem. Departments also hold periodic tests and competitions to evaluate their expertise.

Demonstrating the technique on manikins or patients while under observation is done to evaluate as Direct Observation of Procedural Skills.

As part of internal assessment, Multiple Choice Questions (MCQs) based exams are used to evaluate intellectual talents. These exams enable quick evaluation of a broad range of subject matter in a variety of circumstances. There are both simple recall and problem based MCQs.

The summative evaluation consists of extended matching questions that evaluate clinical problem-solving skills by adding clinical scenarios. Knowledge and skill qualities are evaluated using OSCE/OSPE methodologies. Both formative and summative assessments employ these techniques.

It is carefully considered which skills need to be examined at the periodical / terminal examinations and which should be assessed during finals while keeping in mind that not all skills may be able to be assessed at the final examination; rather, many are assessed during the training session.

To evaluate the students' communication skills, all departments hold regular seminar sessions. Students are encouraged to participate in skits, demonstrations, health education camps and poster competitions.

Departments and the institution employ a combination of many assessment methodologies in order to make

the best evaluation of clinical competence. Each department has also created techniques for evaluating knowledge and skill for interns.

The highest level of competency can only be attained through multiple evaluation techniques used throughout the academic course of the medical student.

File Description	Document
Geotagged photographs of the objective methods used like OSCE/OSPE	View Document
Any additional information	View Document
Link for Report on the list and steps taken by the College to measure attainment of specific clinical competencies by the MBBS students/interns stated in the undergraduate curriculum during the last five years	View Document
Link for Additional Information	View Document

8.1.5 Instructional sessions for students introduced by the College on the Medical, Legal, Ethical and Social Issues involved in organ transplantation.

Response:

Donating organs helps save lives. The most crucial gift we can ever offer is the decision to donate organs. While taking Physiology and Forensic Medicine coursework and participating in clinical rotations, students are made aware of the different concerns surrounding organ transplants. According to The Transplantation of Human Organs Act, 1994 and MUHS curriculum Physiology and Forensic medicine class covers the medical and legal elements of organ removal and transplantation. The details of principles of the Act are explained in detail. The Act is explored along with the ethical and societal concerns of organ donation and transplantation. During clinical postings Medical, Legal, Ethical and Social Issues are discussed.

Teaching sessions are planned and conducted by Physiology and Forensic Medicine and Toxicology departments for students about the significance of organ donation.

Resource experts also provide the students with information on organ donation regarding common issues, concerns and ways to motivate others to support this noble cause.

Dr. Sanjay Deshpande & Claire Fletcher, specialist nurse in organ donation from (NHS) UK elaborate the technical details regarding how to proceed with organ donation, its criteria and how to deal with the family of donor during their regular visits every year.

File Description	Document
Any additional information	View Document
Link for Report on the teaching sessions on medical, legal, ethical and social issues involved in organ transplantation	View Document
Link for National/State level policies on organ transplantation as adopted by the Institution	View Document

8.1.6 Students are exposed to the organization and operational features of the Immunization Clinic functioning in the hospital as per WHO guidelines for childhood immunization.

Response:

Immunization is one of the safest and cost-effective public health interventions and is responsible largely for reduction of vaccine preventable under-5 mortality rate and in elimination of Neonatal Tetanus.

In India under National Immunization Programme, immunization is provided for pregnant women to prevent Neonatal Tetanus and preventable diseases in children. 12 vaccine preventable Diseases are scheduled for children which includes Childhood Tuberculosis, Hepatitis, Meningitis, Pneumonia, Diphtheria, Pertussis, Tetanus, Polio, Measles, Rubella, Rotavirus diarrhea and Japanese Encephalitis.

Institutional Immunization Clinic is established as per the technical guidelines of Govt. of India, WHO and UNICEF. Birth Dose Immunization sessions are conducted at PNC ward for new born babies. For older children vaccination is done in the Immunization Clinic in Pediatrics OPD from 10 to 1 PM from Monday to Saturday. Separate nursing staff is appointed for immunization clinic.

Vaccines are procured, through proper channel, on a monthly basis from Sawarde PHC. Immunization clinic activity is monitored and supervised by the Pediatrics and Community Medicine departments. Cold chain maintenance, documentation related to vaccine procurement, records of beneficiaries is as follows: name of vaccine, quantity given, vaccine manufacturer, details of batch number, date of manufacturing, date of expiry, vial number of vaccine administer.

Strict guidelines are adhered for reporting and treatment of AEFI as per government guidelines.

Training and sensitization of staff involved in immunization clinic is done regularly through DHO/RCH Ratnagiri, Chiplun THO and through Community medicine department of this Institution. Vaccines for UHTC are procured from the same source.

Undergraduate students are posted in immunization clinic as per NMC guidelines. Students of I, II and III/I MBBS are posted during their clinical postings for Community Medicine and Pediatrics departments respectively.

Didactic lectures, demonstrations and small group discussion are conducted for Under graduate MBBS students and focus is on cold chain maintenance, aseptic environment of vaccination area, precaution

prescribed under universal immunization program, possible adverse effects of vaccine, recommended site, dose, route of vaccination, documentations of vaccination, counseling of parents and other beneficiaries, hand hygiene, safe injection skills and biomedical waste disposal.

II and III/I MBBS students have clinics and social case discussions are programmed as per NMC guidelines pertaining to vaccine preventable diseases such as diphtheria, measles, diarrhea, under-5 children etc.

At the end of learning session, evaluation is done by examination at the end of posting using structured assessment as per MUHS norms.

Institute had Covid-19 vaccination center under Sub-district Hospital Kamathe and various training sessions were conducted for interns, faculty and students. All faculties and students were vaccinated at this Centre.

File Description	Document
Any additional information	View Document
Link for report on the teaching sessions carried out on the relevance and operational features of the Immunization clinic	View Document
Link for report on the functioning of the Immunization Clinic	View Document
Link for quality maintenance records in compliance with WHO guidelines during the preceding academic year	View Document

8.1.7 The College has adopted methods to define and implement Medical graduate attributes with a system of evaluation of attainment of the same.

Response:

Indian medical graduate must meet the requirements of the regulatory organization for knowledge, attitude, skills, values and responsiveness in order to perform appropriately and successfully as the doctor of first point while being globally relevant. The Institute has emphasized the qualities that regulatory agencies have identified as essential for medical graduates as follows:

- Clinician,
- Leader,
- Communicator,
- Lifelong learner and
- Professional

The execution of medical graduate qualities and its evaluation method depends on the Medical Education Unit and Curriculum Committee. A coordinated strategy has been used to adopt a variety of teaching and learning approaches in order to gradually develop medical qualities.

Regular orientation programmes, didactic lectures, role plays, small group discussions, clinical postings, skills lab training, health education sessions, national programmes, Continuing Medical Education Programs (CME), and video demonstrations are used by the institution to help students to achieve their competencies.

The institute offers value-added courses like "Language and Communication Skills" and "Soft Skill Development" to help students reach their goals. Students benefit from these courses and programmes in terms of both personal development and the attainment of academic objectives and competencies.

Students who participate in national programmes are able to comprehend the impact of illness or other health issues in the community. They are also able to recognize the government's strategy and dedication to prevention and curing the disease.

To develop student's skills, skill-based training, OSCE, OSPE, and add-on programmes like Basic Life Support (BLS), Advanced Cardiac Life Support (ACLS) and BSS etc are conducted.

By exposing the students to diverse activities like seminars, tutorials, poster competitions, communication skills are strengthened. Through the language and communication skills, students who are hesitant with English are given the chance to expand their vocabulary.

Ethics and professionalism are taught through didactic lectures and instructional sessions. Research Methodology programmes are offered by MEU to help participants learn about research ethics.

The evaluation procedure for achieving these criteria is by clinical end posting test such as long case, OSCE/OSPE, and mini clinical examination (Mini CEX). MCQ, Theory examination, Viva voce and Practical Examination are the other assessment techniques used to ascertain achievement of medical skills.

Students are given chances to demonstrate their leadership abilities in order to evaluate their leadership traits. The medical students arranged the cultural programme ANUBANDH in year 2021-2022, which enhanced their capacity for leadership, communication, socializing, and awareness of group dynamics.

Medical students also get an opportunity to interact with foreign medical students and to get hands on training by foreign faculty periodically.

File Description	Document
Any additional information	View Document
Links for Medical graduate attributes as described in the website of the College	View Document

Other Upload Files	
1	View Document
2	View Document

8.1.8 Activities of the Medical Education Unit of the College in conducting a range of Faculty Development Programmes in emerging trends in Medical Educational Technology.

Response:

The Medical Education Unit (MEU) of the institute plays a crucial role in enhancing the teaching abilities of the faculty. The institution offers a variety of programmes every year, beginning with Microteaching, Basic Course and Revised Basic Course in medical education workshops.

The observers are assigned by the regulatory body (MCI/NMC) to oversee these workshops.

The Curriculum Implementation Support Program (CISP) was established by the National Council to uphold uniformity and high standards in the delivery of medical education. It emphasizes the value of foundational courses for medical education at the undergraduate level, electives, early clinical experience, guidelines for skill lab development at medical institutions, and Attitude, Ethics, and Communication (AETCOM).

The MEU faculty have been trained by the Nodal Centre, Seth G.S. Medical College and KEM hospital, Mumbai, for training and execution of the CBME curriculum introduced by the National Council for the current batch of MBBS students.

In coordination with the Curriculum Committee, in May 2019, the Medical Education Unit organized the CISP workshop in this institute for the pre-clinical, para-clinical and clinical faculties.

The three-day workshop on CISP were held to train faculty members of I, II, III/I and III/II departments on the fundamentals of competency-based medical education (CBME). CBME includes Horizontal and Vertical integration amongst the departments thus imparting quality medical education. Additions in the MBBS curriculum - Electives, Foundation course, AETCOM module and Early Clinical Exposure were discussed and implemented.

The SPICE approach, which emphasizes problem-based, integrated, community-based education with electives, is promoted by the National Medical Commission. For the past five years, workshops have been held to acquaint faculty with these changes in curriculum delivery.

The three-day workshops cover the following topics: adult learning principles, learning progression, writing educational objectives, principles of assessment, teaching methods, small and large group

instruction, lesson planning, planning assessment and quality assurance, effective clinical and practical skill teaching, and self-directed learning.

The workshops are observed by faculty from the Nodal centre for Medical education in Mumbai, Seth G.S. Medical College and KEM hospital.

Interns receive training in a variety of professionalism-related topics, like the elements of professionalism, professional communication and professional presentation. For interns, annual activities have been held regularly which introduces them to the many career opportunities available following MBBS and teaches them how to study for entrance tests.

File Description	Document
Any additional information	View Document
Link for Year-wise list of teachers who participated in the seminars/conferences/workshops on emerging trends in Medical Educational technology organized by the MEU of the College during the last five years	View Document
Link for List of seminars/conferences/workshops on emerging trends in Medical Educational Technology organized by the MEU yearwise during the last five years	View Document

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

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

Response: B. Any three of the above

File Description	Document
Institutional data in prescribed format	View Document
Links for e-copies of Certificate/s of Accreditations	View Document

8.1.10 Average percentage of first year students, provided with prophylactic immunization against communicable diseases like Hepatitis-B during their clinical work in the last five years.

Response: 66.52

8.1.10.1 Number of first year students, provided with prophylactic immunization against communicable diseases like Hepatitis-B during their clinical work in the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
108	92	46	65	57

8.1.10.2 Number of first year Students admitted in last five years

2021-22	2020-21	2019-20	2018-19	2017-18
150	100	100	100	99

File Description	Document
Uploads for List of students, teachers and hospital staff, who received such immunization during the preceding academic year	View Document
Upload for Policies documents regarding preventive immunization of students, teachers and hospital staff likely to be exposed to communicable diseases during their clinical work	View Document
Institutional data in prescribed format	View Document
Link for Additional Information	View Document

8.1.11 Steps/procedures adopted by the College to expose students to contemporary medico-legal practices and third-party payers/insurance mechanisms, indemnity insurance protection etc. relevant to the clinician/provider as well as the patient/recipient.

Response:

During MBBS Phase II and III course, the syllabus of Forensic Medicine introduces medical students to current legal concerns of medical practice.

The following topics discussed are:

- Patient Rights.
- Duties of Registered Medical Practitioner.
- Rights of Registered Medical Practitioner.
- Acts relating to the medical profession:

- Workmen’s Compensation Act 1923
- Medical Termination of Pregnancy Act
- Transplantation of Human Organs Act
- Consumer Protection Act 1986

- Sections of criminal laws related to medical practice (Indian Penal Code, Criminal Procedure Code and Indian Evidence Act).

During their clinical postings, students are exposed to the legal concerns related to patient care such as informed consent and professional confidentiality.

The institution has established medico legal cell and conducts sessions periodically for the faculty and students.

File Description	Document
Any additional information	View Document
Links for Policy documents regarding relevant laws, insurance policies medical indemnity insurance cover for the clinical faculty	View Document
Links for list of clinical faculty covered by medical indemnity insurance policy by the Institution	View Document

5. CONCLUSION

Additional Information :

Developing a “Cillage”(synergetic combination of City and Village) ecosystem would need a rooted and integrated approach to holistic medical education, research, technology development and management as well as technology enabled rural livelihood enhancement. Inadequate inequitable distribution of medical workforce remains a challenge in India.

In knowledge era, with emphasis on capability and capacity building of rural youth in terms of holistic education and enhance livelihood there is possibility of more balance distribution of income as well as population. This would however need knowledge bridges to be built between cities and villages with the creation of ecosystem that has been conceptualized as a cillage.

Hence to fulfill the ardent need of Medical Professionals with strong ethics and professional integrity and to provide modern medical services, B K L Walawalkar Rural Medical College and Hospital was established.

Concluding Remarks :

B K L Walawalkar Rural Medical College owned by Shri Vithalrao Joshi Charities Trust is a unique institute, situated in a tiny village. To fulfill social, educational and overall upliftment of the downtrodden people the trust initially founded a Hospital at the doorstep of the rural population. In due course hospital was recognized at the national level. To upgrade the medical facilities of the hospital and fulfill the increasing demand of medical fraternity at the national level it was decided to start a medical college.

The institute is fostering global competencies in the medical aspirants in order to quench the thirst of excellence in the medical field. It has also attempted to close the gap between rural and urban medical facilities and available human resources. Institute also endeavors to overcome challenges faced by the rural population by establishing robust research ecosystem.