



**INSTITUTIONAL ASSESSMENT AND ACCREDITATION
(Effective from July 2017)**

Accreditation - (Cycle - 1)

**PEER TEAM REPORT ON
INSTITUTIONAL ACCREDITATION OF
B.K.L. WALAWALKAR RURAL MEDICAL COLLEGE
C-49824**

**CHIPLUN
Maharashtra
415606**

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL
An Autonomous Institution of the University Grants Commission
P.O. Box No. 1075, Nagarbhavi, Bengaluru - 560 072, INDIA**

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Section I: GENERAL INFORMATION

1.Name & Address of the institution:	B.K.L. WALAWALKAR RURAL MEDICAL COLLEGE CHIPLUN Maharashtra 415606	
2.Year of Establishment	2015	
3.Current Academic Activities at the Institution(Numbers):		
Faculties/Schools:	1	
Departments/Centres:	21	
Programmes/Course offered:	10	
Permanent Faculty Members:	238	
Permanent Support Staff:	723	
Students:	600	
4.Three major features in the institutional Context (Asperceived by the Peer Team):	<ol style="list-style-type: none">1. The Institute has a good facility at the College & Hospital nurturing global proficiencies in medical aspirants & catering to the health needs of rural population.2. The Institute has a robust community network with villages to instill social, economic, cultural & environmental actualities at local and national level in medical aspirants.3. Collaboration with Tata Memorial Centre, Mumbai as an outreach centre for quality care & sustenance. They have International training programs for boosting academic environment for elevation of quality in education and hands-on skill in medical students and faculty.	
5.Dates of visit of the Peer Team (A detailed visit schedule may be included as Annexure):	Visit Date From : 27-06-2023 Visit Date To : 28-06-2023	
6.Composition of Peer Team which undertook the on site visit:		
	Name	Designation & Organisation Name
Chairperson	DR. LT COL RAVIKUMAR ARUNACHALAM	Pro-Vice Chancellor,SRM Institute of Science
Member Co-ordinator:	DR. SONIA WADHAWAN	Professor,Delhi University
Member:	DR. PRAVEEN SHAHAPUR	Professor,BLDE Deemed to be university
NAAC Co - ordinator:	Prof. Prashant P Parhad	


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Section II: CRITERION WISE ANALYSIS

Observations (Strengths and/or Weaknesses) on each qualitative metrics of the key Indicator under the respective criterion (This will be a qualitative analysis of descriptive nature aimed at critical analysis presenting strength and weakness of HEI under each criteria)

Criterion1 - Curricular Aspects (Key Indicator and Qualitative Metrics(QIM) in Criterion1)	
1.1	Curricular Planning and Implementation
1.1.1 QIM	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.
1.2	Academic Flexibility
1.3	Curriculum Enrichment
1.3.1 QIM	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
1.4	Feedback System

Qualitative analysis of Criterion 1

This medical college is affiliated to the Maharashtra University of Health Sciences (MUHS), Nashik, Maharashtra. As per the guidelines of National Medical Council (NMC), India, the curriculum is planned by MUHS and is implemented by the medical college.

Competency Based Medical Education (CBME) has been implemented by the Institute from 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.

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.

One teacher of the Institution is member of BoS of the university.

48.57% of the total courses offered by the Institute is Interdisciplinary/interdepartmental.

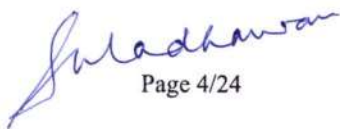
Approximately 1/4th of the total number of students are enrolled in certificate and Add-on courses.

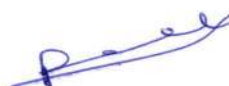
Seven value added courses are conducted which are: Certificate course in yoga and wellness, Skill training for general practitioners, certificate course in quantitative methods in health research, Certificate course in environmental health and hygiene, certificate course in biomedical waste management, certificate course in soft skill development, certificate course in language and communication skill development. Approximately 1/3rd of the students have enrolled in the value added courses.

Majority of the students participate in field visits and community outreach activities which are both part of their curriculum.

Structured feedback was obtained from students, teachers, employers, alumni and professionals. The feedback


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collected was analysed by the institute and appropriate modifications were implemented.

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.


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Criterion2 - Teaching-learning and Evaluation (Key Indicator and Qualitative Metrics(QIM) in Criterion2)	
2.1	Student Enrollment and Profile
2.2	Catering to Student Diversity
2.2.3 QIM	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)
2.3	Teaching- Learning Process
2.3.1 QIM	Student-centric methods are used for enhancing learning experiences by: <ul style="list-style-type: none"> • 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
2.3.3 QIM	Teachers use ICT-enabled tools for effective teaching and learning process, including online e-resources
2.3.5 QIM	The teaching learning process of the institution nurtures creativity, analytical skills and innovation among students
2.4	Teacher Profile and Quality
2.5	Evaluation Process and Reforms
2.5.1 QIM	The Institution adheres to the academic calendar for the conduct of Continuous Internal Evaluation and ensures that it is robust and transparent
2.5.2 QIM	Mechanism to deal with examination related grievances is transparent, time-bound and efficient
2.5.3 QIM	Reforms in the process and procedure in the conduct of evaluation/examination; including Continuous Internal Assessment to improve the examination system.
2.6	Student Performance and Learning Outcomes
2.6.1 QIM	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
2.6.3 QIM	The teaching learning and assessment processes of the Institution are aligned with the stated learning outcomes.
2.6.4 QIM	Presence and periodicity of parent-teachers meetings, remedial measures undertaken and outcome analysis
2.7	Student Satisfaction Survey

Qualitative analysis of Criterion 2

Due consideration is given to equity and inclusiveness by providing reservation of seats to all categories during admission process.

The total number of Undergraduate students admitted for MBBS over the last 5 years is as follows:

2017-2018: 98


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2018-2019: 100

2019-2020: 100

2020-2021: 100

2021-2022: 150

All the admitted students over the last five years are from Maharashtra only.

Nine departments namely Surgery, Medicine, Obstetrics and Gynaecology, Paediatrics, Orthopaedics, Anaesthesia, Radiology, Pathology and Preventive and social medicine have sanctioned postgraduate degree courses. Total number of postgraduates admitted over last 3 years is 106.

The Institute takes special care to improve the learning process of both the Slow learners and Advanced performers across all levels of their medical education. They achieve this by the following:

1. Performance by the students at the internal examinations.
2. Categorization is on the basis of the eligibility criteria to appear for the University (MUHS) examination ie.40% separately in Theory & Practical examination.
 - a) Slow learners = performance below 40% for Preclinical departments. Performance below 50% for para and clinical departments.
 - b) Advanced performers = greater than 70%

Measures taken: 1. Measures Taken at Departmental level – special programs are organized for slow and advanced learners. There is active participation by both senior and junior faculty members to encourage the students to improve their performance in the future theory and practical examinations. Special attention is given to both these groups by conducting weekly interactive sessions. 2. Mentorship: Students are assigned to the teaching staff in small batches to enable free discussion regarding their academic difficulties. 3. Parent-teacher meetings: Meetings are held in both on-line and off-line modes. Parents / guardians can meet the Heads of the departments regarding the progress made by their wards.

The student- teacher ratio is 1:3.9.

For facilitation and sustenance of innate talent of students many activities were conducted out of which one novel practice is the Health Park in which students are actively involved in creating health and science models and have displayed it for delivering knowledge to the community. For this an interdisciplinary project competition and exhibition “AAROGYAM” was held in the institute.

All faculty use ICT-enabled tools for effective teaching.

Institution facilitates the use of clinical skills lab and simulation based learning.

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

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assessment (University examinations) as per NMC and MUHS norms.

Criterion3 - Research, Innovations and Extension (Key Indicator and Qualitative Metrics(QIM) in Criterion3)

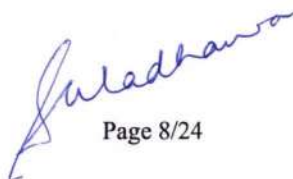
3.1	Resource Mobilization for Research
3.2	Innovation Ecosystem
3.2.1 QIM	Institution has created an ecosystem for innovations including incubation centre and other initiatives for creation and transfer of knowledge
3.3	Research Publications and Awards
3.4	Extension Activities
3.4.3 QIM	Number of awards and recognitions received for extension and outreach activities from Government / other recognised bodies during the last five years
3.4.4 QIM	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
3.5	Collaboration

Qualitative analysis of Criterion 3

Research projects/clinical trials funded by government/industries and non-government agencies during the last five years are as follows:

1. New Directions for Research in Diabetes in India: The harbinger of future Diabetes-An Adolescent and preconception Health Perspective (DERVAN cohort)- funding agency is Rajiv Gandhi Science and Technology Commission.
2. This institute is a part of a Multi-centric Randomized Controlled Trial to Assess the Effectiveness of Screening and a Brief Nurse-Delivered Intervention for Depression in Pregnancy sponsored by ICMR.
3. Another project titled 'Effectiveness of an intervention to address COVID-19 vaccine hesitancy among pregnant and lactating women: a multi-centric randomized controlled trial from India' is also sponsored by ICMR.
4. Menstruation Prediction kit during luteal phase of menstrual cycle sponsored by BIRAC.
5. Health Care Services sponsored by Hindu Society of Ottawa -Carleton (HSOC).
6. New Directions for Research in Diabetes in India: The harbinger of future Diabetes-An Adolescent and preconception Health Perspective (DERVAN cohort) sponsored by Rajiv Gandhi Science and Technology Commission.
7. Adolescent Girls Project1(Sukanya Yojana) sponsored by Yamai Fashion Pvt Ltd.
8. Adolescent Girls Project2 (Sukanya Yojana) sponsored by TRIO TREND PVT LIMITED


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9. To demonstrate proof of concept for autologous regenerative therapy using platelet rich fibrin enriched with human herniated intervertebral disc tissue to enhance regeneration of human herniated intervertebral disc sponsored by Rajiv Gandhi Science and Technology Commission.

10. Collaborative network for adolescent nutrition and health in sub-Saharan Africa and India by MRC UK.

11. Correlates of the suicide crisis syndrome in major depression: A multi-centric exploratory study where principle investigator is from JIPMER, Puducherry sponsored by Indian Psychiatric Society.

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.

Nine workshops/seminars were conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices during the last five years.

47 PG teachers are recognized as guides by the Regulatory Bodies / Universities.

There are 34 National and International publications from the Institute over the last 5 years.

3 books and one chapter has been authored by Faculty of this Institute.


Many extension and outreach activities have been carried out in collaboration with National, Industry, community, Government and Non-Government organizations engaging NSS during the last five years. Above 70% students participated in extension and outreach activities.

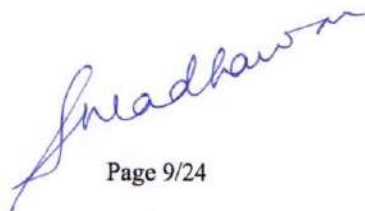
Institute has one MOU with Tata Memorial Hospital and one learning agreement with Newcastle University.

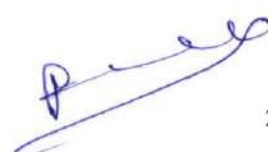
Inter-institutional collaborations in academics and research are few.

The research output in terms of publications, funded projects per faculty is inadequate.

Lack of participation in various ranking and accreditation processes like NIRF hampers its visibility.

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Criterion4 - Infrastructure and Learning Resources (Key Indicator and Qualitative Metrics(QIM) in Criterion4)	
4.1	Physical Facilities
4.1.1 QIM	The institution has adequate facilities for teaching - learning. viz., classrooms, laboratories, computing equipment, etc
4.1.2 QIM	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
4.1.3 QIM	Availability and adequacy of general campus facilities and overall ambience
4.2	Clinical, Equipment and Laboratory Learning Resources
4.2.1 QIM	Teaching Hospital, equipment, clinical teaching-learning and laboratory facilities are as stipulated by the respective Regulatory Bodies
4.3	Library as a Learning Resource
4.3.1 QIM	Library is automated using Integrated Library Management System (ILMS)
4.3.2 QIM	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
4.3.5 QIM	In-person and remote access usage of library and the learner sessions/library usage programmes organized for the teachers and students
4.4	IT Infrastructure
4.4.2 QIM	Institution frequently updates its IT facilities and computer availability for students including Wi-Fi
4.5	Maintenance of Campus Infrastructure
4.5.2 QIM	There are established systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports facilities, computers, classrooms etc.

Qualitative analysis of Criterion 4

Green campus spread over 52.08 acres land with 74,860.32 square mtr of built up area.

Five lecture theatres are ICT enabled. Two lecture halls have been converted to smart classrooms. Virology laboratory is NABL accredited. Hospital has entry level NABH.

It has a 600 bedded multispeciality teaching hospital as per NMC norms. It has well equipped 100 ICU beds and ten well equipped modular operation theatres. Fully functional trauma and Emergency unit. The Institute has a fully functional rural and Urban health centres which are well utilised for clinical teaching with adequate patient load.

Community medicine department is involved with family adoption schemes in collaboration with primary health centre, sub centres, ICTC centres, RHTC centre to provide comprehensive learning experience to students in a rural setting.

Hospital has central laboratory and a fully equipped research laboratory with latest sophisticated equipments.

All departments have excellent museum with large collection of specimens, models, charts etc.

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Anatomy dissection hall can accommodate 150 students with good infrastructure and equipment to demonstrate cadaveric dissection.

Clinical pathology lab has facilities for histopathology, cancer immunohistochemistry, clinical microbiology, viral markers.

Facilities for genomic analysis and molecular biology are available in the research lab. Well equipped skill laboratory for training MBBS and post graduates has been established under guidance from Royal College of Surgeons Edinburgh.

IT infrastructure: Wifi enabled campus in all teaching areas, hospital and hostels but can be strengthened.

There is a lack of adequate visibility in the institutional website of the various strengths of the institution.

Digital library with remote access is available 24 hours.

CCTV has been installed in key areas in the campus like library, classrooms, wards and hostels.

Well equipped sports complex with all amenities and facilities for twenty types of indoor and outdoor games is present, out of these twelve are of Olympic standards. Gymnastics facilities is available. Encouragement for Indian sports such as Kho-kho, kabaddi and langdi are provided.

Yoga hall with a capacity of 100 is well managed and all first year MBBS students are inducted into Yoga.

Coaches are there for training in each of these games.

Total of 12 hostels, 3 for UG girls, 4 for UG Boys, 2 each for Interns and PG students and 1 for overseas students.

Two war trophies, Anurag tank and the jaguar fighter plane have been displayed in the sports arena to motivate the students. Monuments of freedom fighters Swatantryaveer Vinayak Damodar Savarkar and Lokmanya Bal Gangadhar Tilak inculcate patriotism in students.


There is a SVJCT Dream Health Park: which is 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.

Sofisticated equipment for cancer detection and treatment including VARIAN accelerator is available. The


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cancer centre is affiliated to Tata Memorial Centre, Mumbai.

Both the rural and urban health centres are well planned with good infrastructure and well patronised.

ILMS is there in the well equipped library since 2021.

Criterion5 - Student Support and Progression (Key Indicator and Qualitative Metrics(QIM) in Criterion5)	
5.1	Student Support
5.1.4 QIM	The Institution has an active international student cell to facilitate study in India program etc.,
5.2	Student Progression
5.3	Student Participation and Activities
5.3.2 QIM	Presence of a Student Council, its activities related to student welfare and student representation in academic & administrative bodies/ committees of the Institution
5.4	Alumni Engagement
5.4.1 QIM	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.

Qualitative analysis of Criterion 5

18.47% of the students have received scholarship as mandated by the government of Maharashtra.

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.

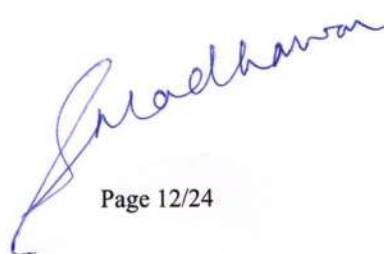
Institute has a transparent mechanism for timely redressal of student grievances/prevention of sexual harassment and prevention of ragging.

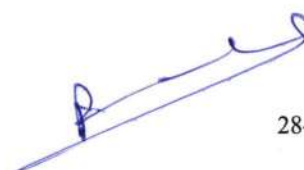
There is a well established Students council which participates in all student related activities such as representation in college administrative committee, anti-ragging and disciplinary committee, student welfare committee, student grievance redressal committee, cultural and sports committees. They also conduct annual cultural events and Annual sports meet.

Alumni association had applied for registration in Feb 2022 and obtained the registration in May 2023. Regular meetings of the Alumni association is being held.

Alumni members have donated books and are part of the sports and cultural committees. They have plans to be associated with the Institution in promoting rural health programmes such as health awareness, establish linkages with other medical institutions for scientific interactions. They are also engaged in identifying budding talents in sports and facilitate the use of existing sports facilities to improve the standard of students aspiring to be national level sports persons.


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Criterion6 - Governance, Leadership and Management (Key Indicator and Qualitative Metrics(QIM) in Criterion6)	
6.1	Institutional Vision and Leadership
6.1.1 QIM	The Institution has clearly stated vision and mission which are reflected in its academic and administrative governance.
6.1.2 QIM	Effective leadership is reflected in various institutional practices such as decentralization and participative management.
6.2	Strategy Development and Deployment
6.2.1 QIM	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
6.3	Faculty Empowerment Strategies
6.3.1 QIM	The institution has effective welfare measures for teaching and non-teaching staff
6.3.5 QIM	Institution has Performance Appraisal System for teaching and non-teaching staff
6.4	Financial Management and Resource Mobilization
6.4.1 QIM	Institutional strategies for mobilisation of funds and the optimal utilisation of resources
6.4.2 QIM	Institution conducts internal and external financial audits regularly
6.5	Internal Quality Assurance System
6.5.1 QIM	Institution has a streamlined Internal Quality Assurance Mechanism

Qualitative analysis of Criterion 6

Shree Vithalrao Joshi Charities Trust (1977) has been working in remote areas of Ratnagiri district for the social upliftment of the poor. The Institute provides affordable health services to the poor & marginalized people in the Konkan region.

The objectives were Health for All, Education for All and Empowerment for All.

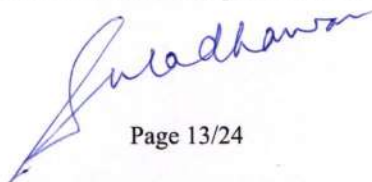
B.K.L. Walawalkar Hospital, Diagnostic & Research Centre since 1996, has been providing uninterrupted medical help to the poor population of Konkan.

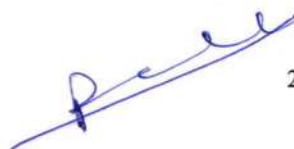
S.V.J.C.T. B.K.L. Walawalkar Rural Medical College fulfils the medical educational needs of the said region.

Decentralization: Under the guidance of the managing trustee the Medical Director implements and supervises 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.


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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. Apart from this the staff and students are members of various decisions making bodies of the Institute.

The Institute has established Academic college council, which manages 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 Academic college council committee meets periodically and discusses the compliance of the previous meeting. All academic decisions are taken by college council.

The College council meets periodically to supervise the development of various activities periodically. A critical evaluation of the progress of all targeted activities is taken into consideration. The evaluation is based on the details of the activities performed and faculty accountability and clarifications if any.


The institution is in the process of implementing e-governance in academic planning development, administration, finance and accounts, for student admission and support and examinations.

Faculty empowerment strategies which includes welfare facilities for teaching and non-teaching staff are as follows:

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.

90% of the faculty have completed the Faculty development programme including online programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course.

The institute has a performance appraisal system which regularly reviews employee's job performance, the quantity and quality of work performed and overall contribution to the institution. It gives an opportunity to


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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 institution carries out regular internal and external financial audit annually and audited records are available.

Criterion7 - Institutional Values and Best Practices (Key Indicator and Qualitative Metrics(QIM) in Criterion7)	
7.1	Institutional Values and Social Responsibilities
7.1.2 QIM	Measures initiated by the institution for the promotion of gender equity during the last five years.
7.1.4 QIM	Describe the facilities in the institution for the management of the following types of degradable and non-degradable waste (within 500 words) <ul style="list-style-type: none"> • Solid waste management • Liquid waste management • Biomedical waste management • E-waste management • Waste recycling system • Hazardous chemicals and radioactive waste management
7.1.8 QIM	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).
7.1.10 QIM	The Institution celebrates / organizes national and international commemorative days, events and festivals
7.2	Best Practices
7.2.1 QIM	Describe two Institutional Best Practices as per the NAAC format provided in the Manual
7.3	Institutional Distinctiveness
7.3.1 QIM	Portray the performance of the Institution in one area distinctive to its priority and thrust within 500 words

Qualitative analysis of Criterion 7

Regular gender equity sensitisation programmes are being organised by the institution and measures have been initiated by the institution for promotion of gender equity.

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Day care facility and breast feeding facilities is available in the hospital.

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.

Biomedical waste management: 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).
- Periodic training programs are conducted for nursing staff, paramedical staff etc. regarding Healthcare associated infections – Prevention and control practices, Biomedical Waste management.
- E-waste management: It is disposed-off through an authorized recycler.
- Liquid waste management: Liquid waste generated is neutralized in Sewage treatment plant (STP) and the treated water from STP is reused for gardening purposes.
- Hazardous chemicals and material are collected in neutralization buckets and after proper treatment as per protocol it is disposed off through ETP.
- Radioactive hazardous waste – The institute/hospital does not generate any radioactive waste.
- Domestic waste – All domestic waste generated in the campus (kitchen waste, garden waste etc.) is utilized for preparing compost fertilizers.

Water conservation facilities available in the institute are:

- Rain water harvesting
- Borewell/open well recharge.
- Waste water recycling.

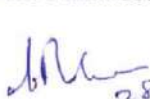
Best practices:

The following National and International days of importance celebrated by institute are:

- 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

Best Practices 1: REACH - Rural Empowerment and Community Health

Objectives of the Practice:

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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 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 anganwadi 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.

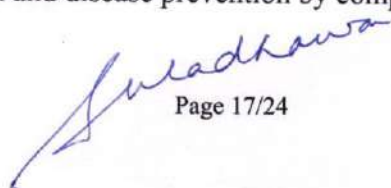
Institute has been honored by CEO and District Collector for its Rural Outreach Activity.

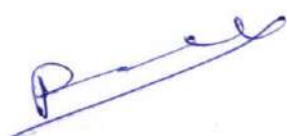
Best Practice 2: Collaboration with Foreign faculties from healthcare system for academic, research and community health improvement.

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


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patient care in a rural population with emphasis in solving healthcare challenges.

- To encourage joint collaborative research activities with students and faculty.

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.

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.

The Process:

Inaugurated on 20th October 2018 by Dr. Anil Kakodkar (Padmavibhushan) and Dr. T. Ramasami (Padmavibhushan).

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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: The institute has made it a "must visit" zone for School children (over 5000 till date), Medical / Paramedical students and Visitors (Records maintained in Health Park office).

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Criterion8 - Medical Part (Key Indicator and Qualitative Metrics(QIM) in Criterion8)	
8.1	Medical Indicator
8.1.2 QIM	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.
8.1.4 QIM	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
8.1.5 QIM	Instructional sessions for students introduced by the College on the Medical, Legal, Ethical and Social Issues involved in organ transplantation.
8.1.6 QIM	Students are exposed to the organization and operational features of the Immunization Clinic functioning in the hospital as per WHO guidelines for childhood immunization.
8.1.7 QIM	The College has adopted methods to define and implement Medical graduate attributes with a system of evaluation of attainment of the same.
8.1.8 QIM	Activities of the Medical Education Unit of the College in conducting a range of Faculty Development Programmes in emerging trends in Medical Educational Technology.
8.1.11 QIM	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.

Qualitative analysis of Criterion 8

Institutional mean NEET percentile score is 89.74.

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.

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 Skill laboratory gives students the chance to learn from their mistakes when they practice on various models, manikins and see video clips multiple times. The environment that students experience while practicing on manikins is analogous to a real-world situation.

As part of internal assessment, the institute uses Multiple Choice Questions (MCQs) based exams 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.

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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.

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.

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.

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

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.


The observers are assigned by the regulatory body (MCI/NMC) to oversee the following workshops:

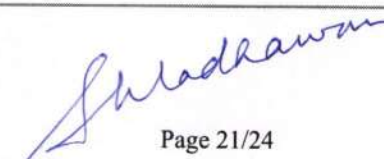
The Curriculum Implementation Support Program (CISP) was established by the National Council to uphold uniformity and high standards in the delivery of medical education. It emphasizes the value of foundational courses for medical education at the undergraduate level, electives, early clinical experience, guidelines for skill lab development at medical institutions, and Attitude, Ethics, and Communication (AETCOM).

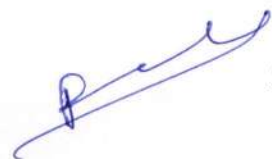
The MEU faculty have been trained by the Nodal Centre, Seth G.S. Medical College and KEM hospital, Mumbai, for training and execution of the CBME curriculum introduced by the National Council for the current batch of MBBS students.

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 institution has entry level NABH accreditation, NABL for Virology lab. Institution also has SIRO certification.


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Section III: OVERALL ANALYSIS based on Institutional strengths, Weaknesses, Opportunities & Challenges (SWOC) (up to 500 words)

Overall Analysis

Strength:

1. A well planned and executed medical facility of a 600 bedded hospital and medical college located in rural setting in a lush green campus catering to numerous villages nearby.
2. State of the art equipments, medical facilities and healthcare being provided at the doorstep to the villagers.
3. Medical students are exposed to first hand experience of health issues in rural population and trained in community health such as family adoption scheme.
4. Social and outreach activities to address vulnerable groups of village population such as maternal and child health, disease prevention promotion are practiced with good outcomes.
5. National and international scientists for training and research from institutes like Tata Memorial Centre, Royal College of Surgeons, Edinburgh have benefitted the students and faculty.
6. The medical students' initiated 'Dream Health park' is beneficial to the school children and villagers nearby and is an example of self directed learning.
7. The establishment of modern state of the art sports facilities is a boon to the students, faculty and the local population.

Weaknesses:

1. There is a lack of adequate visibility in the institutional website of the various strengths of the institution.
2. The IT infrastructure is inadequate to support the growing institution which is engaged in medical education and healthcare.
3. Inter-institutional collaborations in academics and research are few.
4. The research output in terms of publications, funded projects per faculty is inadequate.
5. Lack of participation in various ranking and accreditation processes like NIRF hampers its visibility.

Opportunities:

1. The upgradation of website and adequate use of social media to improve visibility and growth of the institution.
2. Involvement of the alumni in various academic, sports and administrative bodies to improve the perception of the institute.
3. All the outreach activities and social welfare activities can be translated to publications.
4. Incorporation of AYUSH in the curriculum will help in better acceptance of modern medicine by the village population.
5. There is immense opportunity for community- based research projects by MBBS students under guidance of the faculty.

Challenges:

1. Infrastructural limitations on account of power shortages and road connectivity.
2. Interlinking and joint ventures with government agencies.
3. Health education, awareness and acceptance of modern medicine among the rural population is a


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challenge.

4. Establishing a rapport with the leadership in the villages to gain acceptance and co-operation.
5. Initiation and sustenance of the Village adoption scheme.

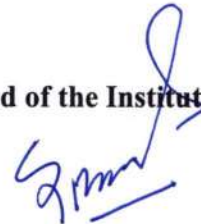
Section IV: Recommendations for Quality Enhancement of the Institution

(Please limit to **ten major ones** and use telegraphic language) (It is not necessary to indicate all the ten bullets)

- Visibility of the institution to be enhanced by - Updation and maintenance of a dynamic website
-Colaboration with other institutions of Maharashtra
- Optimise the use of LMS by training the faculty through Faculty development programs. To introduce newer techniques of pedagogy to promote interactive, experiential and self directed learning. Conduct of more educational training programs such as CME, seminars, skill workshops and national conferences.
- Increase the number of funded research projects especially from Govt agencies. There is a huge potential for research and publications in rural health and community health. Conduct of hospital visits by village heads, local anganwadi workers to create health awareness and encourage health outreach programs which is already being done maybe further extended to other districts. Adoption of AYUSH in the curriculum as envisaged in NEP 2020 to improve acceptance by the rural population. Inclusion of technology like use of mobile phone apps to improve reach and visibility of the institution among the villagers.
- Increase the representation of students in various academic committees such as MEU, IQAC and other committees. Strengthening of hostel management by including students in hostel and mess committees. To encourage wider participation of students in various sports. Medical students should be exempted from payment of hospital fees for IPD services. Recently introduced coaching classes in preparation for NEXT maybe extended .
- As the 'Dream Health park' is an innovative concept it should have a wider reach among students and teachers. It maybe included in the website

I have gone through the observations of the Peer Team as mentioned in this report


Signature of the Head of the Institution

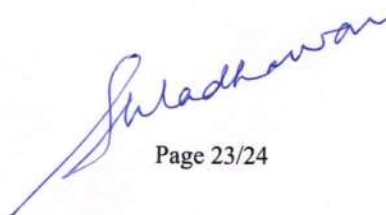


Seal of the Institution

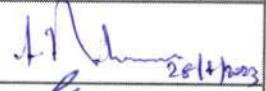
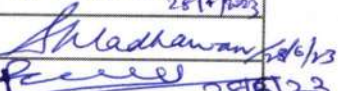

DEAN

B.K.L. Malawalkar Rural Medical College,
At. Kasarwadi, Post. Sawarde
Tal. Chiplun, Dist. Ratnagiri


28/06/2023





Sl.No	Name		Signature with date
1	DR. LT COL RAVIKUMAR ARUNACHALAM	Chairperson	 28/6/23
2	DR. SONIA WADHAWAN	Member Co-ordinator	 28/6/23
3	DR. PRAVEEN SHAHAPUR	Member	 28/6/23
4	Prof. Prashant P Parhad	NAAC Co - ordinator	

Place SAWARDE

Date 28th June 2023