



# **SELF STUDY REPORT**

**FOR**

**1<sup>st</sup> CYCLE OF ACCREDITATION**

## **D. E. SOCIETY'S BRIJLAL JINDAL COLLEGE OF PHYSIOTHERAPY, PUNE**

**FERGUSSON COLLEGE CAMPUS, NAMADAR GOPALLRUSHAN GOKALE  
ROAD, SHIVAJINAGAR, PUNE-411004  
411005**

**[www.desphysiotherapycollege.com](http://www.desphysiotherapycollege.com), [www.desphysiotherapycollege.edu.in](http://www.desphysiotherapycollege.edu.in)**

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**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

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# 1. EXECUTIVE SUMMARY

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## 1.1 INTRODUCTION

Deccan Education society was established in 1884 by visionaries like Bal gangadhar Tilak, Gopal Ganesh Agarkar, Vishnushastri Chiplunkar Mahadev Ballal Namjoshi in order to provide national education in economical ways. The college management has continued the legacy of these visionaries. The society runs reputed institutes like Fergusson college, Brihanmaharashtra college of commerce, Pune, Kirti college, Mumbai, Willingdon college, Sangli so forth and so on.

D.E. Society's Brijlal Jindal college of Physiotherapy was established in 2007. It is located centrally, that is in the Fergusson college campus, Pune, Maharashtra. The college is recognized by Government of Maharashtra, Maharashtra state OT& PT council and is affiliated to Maharashtra University of Health Sciences, Nashik.

Earlier the college's name was DES college of Physiotherapy which was changed to D.E.Society's Brijlal Jindal College of Physiotherapy in 2013

Initially the college had intake of 30 for UG which was increased to 40 from A.Y2017-18. The college started with PG programme in 2013-14 where initially it was musculoskeletal PT and neurophysiotherapy. Later on, in 2017-18, cardiorespiratory PT and community PT was started.

Continuing the legacy of educational excellence, the college has around 60 rank holders in past 16 years.

Recently for academic year 2023-24 the intake for PG musculoskeletal is increased by 4 seats.

### Vision

Preamble: The vision of the institute is to be the leading institute providing physiotherapy education to all strata of students, moulding the students into competent physiotherapists to succeed in global competition, responsible citizens of nations and human beings with higher ethical and social values. The college prides itself on providing comprehensive education that fills crucial gaps in the students' knowledge, giving them the edge over their peers. The college is dedicated to creating an environment conducive to set a benchmark in the education system, with equal emphasis placed on the overall development of the faculty. The college aims to inculcate and ingrain a drive in its faculty and students to gain knowledge and remain contemporary in the academic world.

The college further envisions collaborations with premier institutes across the globe, aiding in the formation of an elite cadre of mavers, with a deeply rooted sense of responsibility towards the community and society.

**“To be a leader in providing gold standard physiotherapy education to all by nurturing the curiosity and unleashing the potential of the students to become globally competitive professionals.”**

### Mission

- 1. To impart comprehensive education to all students to achieve gold standard competency in physiotherapeutic skills.**
- 2. To nurture a culture of technical excellence, with the highest ethical standards.**
- 3. To unleash the potential of all students and mould them into consummate professionals that can compete on the global stage.**
- 4. To create a learning organization, providing positive experiences, that builds a solid theoretical foundation to practice through cutting edge and quality research.**
- 5. To promote a culture of social responsibility and community outreach with a goal of delivering the best education with a purpose.**
- 6. To deliver customised, objective, unbiased, equitable, and feasible treatments to patients of all socioeconomic strata.**

## **1.2 Strength, Weakness, Opportunity and Challenges(SWOC)**

### **Institutional Strength**

1. Unit of Deccan Education Society which has heritage of more than 134 year
2. Preferred by meritorious students
3. 60 rank holders in university in last 16 years
4. Meritorious faculty with patent, copyright, awards and grant
5. Enthusiastic, dedicated, and stable faculty
6. Renowned external faculty
7. A wide range of students from different districts of Maharashtra, NRI and OCI students. Diversity of culture, language, race and religion.
8. Centrally located huge campus in the lap of nature with wide range of flora- fauna and birds
9. State-of-the-art infrastructure to support curricular, co-curricular and extracurricular activities
10. Disable friendly campus.
11. Learning resources and LMS to promote academic excellence.
12. Smart classrooms
13. WiFi and LAN connections in every room.
14. Indoor, outdoor sports facilities on campus with huge play grounds.
15. Progressive and supportive management
16. Transparent governance.
17. Financial authorities to Principal for allocating resources towards development of Institute.
18. Significant number of faculties pursuing Ph.d
19. Consistent scholarship support .
20. On campus OPD and tele rehabilitation facilities for all strata of society.
21. Library with wide range of books, reference books, journals, e-Books providing learning material, e resources and plagiarism software

22. Canteens with hygienic food available on campus
23. Effective Mentor – Mentee programme
24. Psychiatrist and psychological counselling centre on campus.
25. High social impact of the institute has resulted in 100% admissions for all the previous years for UG, PG courses.
26. Well placed alumni who are interested in sharing knowledge and placing their juniors
27. Numerous MOUs with Hospitals, Old Age Home, sports associations and industry for varied clinical exposure to students.
28. Incubation centre on campus as well as MOU with other incubation centre to promote innovation
29. Provisionally Registered Ethics Committee to promote research
30. Wide range of collaborative social responsibility and extension activities
31. Appreciation of academic achievers
32. Policies for research and consultancy facilitating professional development.
33. Support for professional development of faculty members & staff
34. Value education; inculcation of values like patriotism humanity through various sessions , rallies and vasti posting
35. Culture of environmental awareness and safeguarding

### **Institutional Weakness**

- 1 Only source of income for the college is tuition fees fixed by Fee Regulating authority based on the balance sheet of the F.Y.two years prior to that of admitting year
- 2.Limited research grants
- 3.Limited flexibility in curriculum planning and examination system due to affiliation with state University
- 4.Stringent and yearly changing admission procedure

### **Institutional Opportunity**

1. Autonomous status
2. Increasing intake of students
3. Increasing the number of publications in Scopus
4. Starting Ph.d programme, certificate and diploma programmes
5. Getting research grants

### **Institutional Challenge**

1. Delayed roster checking due to conflicts in various Government bodies leads to delays in staff approval
2. Pending reimbursement of fees of category students from Samaj Kalyan
3. Mushrooming of the colleges leading to i) dilution of quality of profession leading to threats for placements.ii)CAP centre at the places where there is dearth of examiners may affect the results

## 1.3 CRITERIA WISE SUMMARY

### Curricular Aspects

The college has constituted a curriculum committee keeping in mind the participative management. The curriculum committee at the college ensures a smooth disbursement of the syllabus as guided by the MUHS. The primary functions include formation of academic calendar, teaching plans and timetables suitable to the subject, topic, faculty, and students' requirements.

While the faculty members in the committee are concerned with key policy and decision-making roles, the student members monitor the progress and completion of the same.

Records of the functioning ensure reviewing it in a timely manner to bring about the necessary changes. These are also enabled through the structured feedbacks received from the various stakeholders.

The college faculty has also been part of board of studies and has been active in the reformation of syllabus. Participation of the senior faculty members at various concerned University bodies has also ensured a representation and probable incorporation of the feedback at the time of curriculum revision by MUHS.

In spite of limited scope for interdisciplinary/ interdepartmental programs due to MUHS syllabus, the college also has ventured into providing value addition to the curriculum by offering courses that are relevant to the current scenario and those that are aimed at improving the overall student potential. These courses are administered without disturbing the university curriculum. Almost over half the students are benefitted by these courses every year.

Institute organizes Research Methodology and resident as teacher workshops which include students from various health sciences discipline, for training.

Strict adherence to academic calendar which is prepared at the beginning of the academic year and communicated to the students at the time of orientation programs.

Orientation Programs are conducted every year by the principal and coordinators for the newly admitted UG and PG students which gives students a clarity of the curriculum, academic calendar and various student welfare schemes and for the other years by the class coordinators.

These processes form a strong foundation and allow the institute to continue its legacy of being a premier institute in physiotherapy education.

### Teaching-learning and Evaluation

The college has undergraduate and post graduate course. Due consideration is given to equity and inclusiveness during admissions by providing reservation to all categories as per State CET cell. Maharashtra domiciled

candidates are admitted under state quota whereas NRI, OCI and OMS candidates have been admitted through institutional quota, demonstrating a good national and international spread within the limited scope

Institute caters to student diversity by assessing their learning levels. Special programs, along with mentor-mentee program, are run to ensure optimum performance. Midcourse improvements are facilitated by regular assignments, evaluation, revisions and timely feedback..

Student centric teaching learning process includes experiential & integrated learning, case based & problem based learning, participation in camps, learning values by participation in community services and awareness programs, Creativity and analytical skills of students are nurtured by giving creative assignments like charts, projects, innovation competitions.

Institution facilitates innate talent of students through extramural activities like cultural club, magazine, sports, etc

The state of the art infra structure along with regular supervised clinical skills practice is strength of our institute. Teachers are trained for ICT tools and e-content is developed and shared regularly with the students through LMS and other modes.

Well experienced teachers are working with the institute for average of more than 9 years. All the teachers are approved by university, few as PG guides and Ph.D. guide too. Teachers are recognized for their excellence by their appointment in various committees of university and at conferences.

Academic calendar is prepared and shared at the start of each year, along with exam schedule. Academic audit and exam audit is conducted to ensure successful implementation. The institute has transparent mechanism for internal evaluation and hence no grievances are recorded..

Classwise parent teacher meetings are held twice a year in online or hybrid mode also individual parent teacher interaction is encouraged after the meeting or otherwise by prior appointment.

From A.Y.the college has formed Parent teacher association for cordial communication between parents and teachers .

### **Research, Innovations and Extension**

The college has ICMR registered(provisional) research committee which has constitution as per the norms and makes sure that research culture is inculcated in students and code of ethics is strictly followed. The college also has plagiarism check policy in place and is strictly followed by students and faculty using plagiarism check softwares. Our reputed sister concern has allowed free access to plagiarism check software as per requirements.

The college also has BORS constituted as per the guideline of MUHS for approval of research project

For UG students there is compulsory synopsis in final year and a research project in internship. There are 17 Post graduate students in 4 disciplines who are guided by 9 university recognized PG guides..

The institute has established HSET cell from past 6 years which conducts workshops on Research methodology. Good clinical practice, Intellectual property rights workshops are also conducted by college so

as to expose students and faculty for research and innovation.

Institute has created an ecosystem for innovation by establishing association with different centers and through incubation centers and advanced research equipments. Patents, copyrights, outcome measures and many research projects are a result of this initiative. Staff and students are encouraged to present/publish their findings in reputed journals, conferences and competitions. .

Institute encourages paper publication through its financial research assistance policy. Teachers have also contributed for contents in their specialty books.

All students are given multiple postings in reputed hospitals, extension and outreach activities with NGOs and in community to ensure learning of clinical skills and on field training and research. Institute has received appreciation for its work in sports, humanities, pediatric, geriatric care and COVID work from affiliated centers, NGOs and Indian Association of Physiotherapists too.

Staff and students take active participation in its social responsibility by conducting awareness programs, health promotion through various camps, community services for health and hygiene of community. Each year on an average 18 collaborative activities are conducted and the college has around 29 MOUs done with institutes and multi-specialty hospitals to ensure research, , Industry internship to achieve excellence in health care, student skills.

### **Infrastructure and Learning Resources**

Being housed in the extensive campus of Deccan Education Society, the college is able to extend the infrastructure to fulfill, not only the academic requirements of the students, but also, those that hone a physical and mental wellbeing.

The college building boasts of ICT enabled classrooms and spacious laboratories for all preclinical and clinical subjects. The spacious ,well lit and ventilated laboratories provide an encouraging atmosphere for practice.

The clinical affiliations of the college ensure that the student receives an enriched exposure to all types of clinical specialties as well as socioeconomic strata. The library facilitates learning by providing titles in the physical format as well as e copies for a plethora of books and journals. This is enabled through an automated system that allows the student to use the library with ease. The library also has databases like shodhganga, NPTLE ,DELNET etc. and has a provision for plagiarism check.

In addition to the above, the campus provides spaces for students to conduct sports, cultural events and even awareness programmes for the community. The campus infrastructure like cricket grounds, basketball, badminton, tennis courts etc. provides for recreational respite. For cultural and academic programmes ,an amphitheatre and auditorium with advanced AV aids and ICT facilities are available. Students are also privileged to have two open theatres for streetplays, flash mobs, awareness programmes etc. The vast grounds with their lush greenery and landscapes induces a soothing and calming environment conducive to learning. The botanical garden, biogas units, rainwater harvesting, also make the campus environment friendly.

The students avail of the hostel and canteen facilities at the campus. The location of the college at such a prime area ensures a good connectivity to transportation, and other essential services like banks, post offices and eateries.

The above infrastructure is maintained by a committee that oversees the function at the college and ensures a timely redressal of such issues to avoid any hindrance in the smooth disbursement of education.

### **Student Support and Progression**

Students Support and Progression” -Different measures taken by the institution for students in academic as well as non-academic areas. Institution has been providing scholarship facilities for the applicants as per the government rules and regulations. Institution conducts various lectures, seminars, workshop for students under different domains like soft skill development, language and communication skills development, yoga and wellness, analytical skill development, personal and professional skill development, human value development. Institute arranges various career counselling sessions and campus interviews and recruitment programs in collaboration with different agencies for passing out batch of students. The institution has a transparent mechanism for redressal of students’ grievances under grievance committee, prevention of sexual harassment under ICC and prevention of ragging under anti-ragging committee. Timely meetings of all the committees are conducted to address the concerns. Institute encourages participation of students for zonal, national, international Sports and Cultural competitions and organizes cultural events and sports events to enhance extra-curricular skills.

Around 25 % of Graduate alumni go for higher education immediately and the rest 60 percent in next couple of years. More than 50 percent of graduates usually go abroad for higher studies. Almost every passing out graduate of our institute either pursues higher education or is well placed or self employed.

In an attempt to connect with our alumni worldwide, the college has a registered alumni association. This is to seek support from other field alumni students update their information on DES alumni portal too. The college has distinguished alumni all over the world including the physios catering Physiotherapy services to our Olympic teams. Seminars, lectures from various alumni are arranged by the institute for academic as well as non-academic development of the students. The record is maintained of donations given by students and staff alumni members for the development of institution

### **Governance, Leadership and Management**

With the rich academic and cultural history of DES, it is but obvious that the college idolizes quality in all endeavours. The college’s final goal is to have a generation of students ready and capable to spread the knowledge gained in this institute and carry forward the quality driven work ethics in their professional lives. The clear vision and mission statements of the college aid in directing its operations and activities, which in turn, are useful in achieving important indicators of the strategic plan. Alignment of the academic and administrative objectives of functioning drives these activities, realising the college’s aim of inculcating quality in all tasks undertaken. Strategies deployed to build capacity and empower its faculty, staff, and students further help in this. The policies and practices in place for quality administration, financial and human resource management, and a systematic approach to constant improvement of the organisation result in its effective functioning. There is definite hierarchy being followed in the institute along with decentralization of work giving opportunity to each staff to prove his/her worth and potential. Institute has formed various committees for effective functioning. Each committee has a definite structure and function the form of standard operating procedure and the area of operation along with defined team members.



The faculty members update their knowledge by attending various workshops, conferences specially those which will help them to disseminate to students. The institute takes initiative for the overall development of the faculty as well and arranges the workshop for various life tasks other than academics.

IQAC of the institute takes efforts to improve the quality of the institute. Three meetings in a year are conducted which help in better administration and quality control.

### **Institutional Values and Best Practices**

To inculcate professional, ethical, environmental, social values in our students and staff, our institute undertakes various activities and programmes.

Campus is secured with 24 hours CCTV surveillance and security guards. Internal Complaints Committee is in existence to solve issues related to work place harassment. Various gender sensitization programmes at least two per year are organised.

Use of alternate source of energy, Power efficient equipment, gadgets & LED lights MOU with Swachhha ,a for waste segregation and disposal, and tree plantations are the initiatives, for the environmental conservation.. E waste drives are carried out at regular intervals. College adopts policies for water conservation & facilities like rain water harvesting. Sanitary waste incinerators are installed in ladies' wash-room. Composting unit is functional at our campus. Auto-mobile entries are restricted to designated locations, and use of pedestrian pathways is promoted. Strict restriction on use of plastic is observed. College has provision for disabled friendly infrastructure. Designated parking & ramps for easy access at college & OPD are provided.

College admits students from various social, cultural & religious backgrounds. Proximity of our college allows us to provide physiotherapy services to community areas.

Institute's code of conduct committee monitors the conduct of behaviour of various stakeholders & visitors. College enthusiastically celebrates various national & international days.

Our students are exposed to global experiences through student exchange programs with Augusta University, USA.

Institute observes national and International days of prescribed by NSS unit of MUHS Nashik and also health related days for providing exposure to students.

Activities such as awareness campaign, street plays, role plays, seminars, rallies ,flash mobs are organized on these occasions wherein students and teachers actively.

Doorstep physiotherapy services-In collaboration with various social institutes and NGO's we provide services to lower socio-economic strata, marginalized women and senior citizens

Free services are offered to patients in community at college OPD.

The college nurtures not only academic excellence but also cocurricular ,extracurricular development ,soft skills training, research etc.for student which reflects its uniqueness in 'Beyond Academic Excellence'

## **Physiotherapy Part**

Physiotherapy being a skill oriented profession, the college makes sure that the students and interns are exposed to hands on in hospitals, community geriatric homes and on field sports injuries. The college has been affiliated to accredited government, semi private and private superspeciality hospitals with well equipped ICUs which cater to patients of various socioeconomic strata and conditions from acute to chronic. Students have also been exposed to industries as well as sensitised to different policies related to their and their patient's safety. They also participate in camps that are organised regularly.

Teachers attend various courses and upgrade themselves.

Sessions on indemnity insurance, medicolegal issues, laws governing physiotherapy are arranged by eminent speakers.

Undergraduate students are trained and evaluated for specific skills that are taught to them from time to time. First two years are Laboratory oriented skills whereas third and final year deals with clinical skill training on patients. Apart from Clinical competencies students are also taught soft skills such as Communication, equipment handling. Affiliated hospitals are regularly inspected by concerned authorities and accredited.

Students learn the culture of interdisciplinary team work through various clinical postings and special sessions.

Disability related training is given to the students in the form of information of signage, barrier free environment for disabled, activities in the hospital and community including, old age homes, schools for physically challenged, industry training is conducted for ergonomic evaluation and treatment.

## 2. PROFILE

### 2.1 BASIC INFORMATION

Name and Address of the College	
Name	D. E. SOCIETY'S BRIJLAL JINDAL COLLEGE OF PHYSIOTHERAPY, PUNE
Address	Fergusson college campus, Namadar Gopallrushan gokale road, Shivajinagar, Pune-411004
City	Pune
State	Maharashtra
Pin	411005
Website	<a href="http://www.desphysiotherapycollege.com">www.desphysiotherapycollege.com</a> , <a href="http://www.desphysiotherapycollege.edu.in">www.desphysiotherapycollege.edu.in</a>

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	SNEHAL SHEKHAR JOSHI	020-67656471	9765592071	-	principal.physiotherapy@despune.org
Associate Professor	Diptee Sagar Bhole	020-67656467	9923755191	-	diptee.bhole@despune.org

Status of the Institution	
Institution Status	Self Financing
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

<b>Establishment Details</b>				
Date of establishment of the college		18-08-2007		
<b>University to which the college is affiliated/ or which governs the college (if it is a constituent college)</b>				
<b>State</b>	<b>University name</b>	<b>Document</b>		
Maharashtra	Maharashtra University of Health Sciences	<a href="#">View Document</a>		
<b>Details of UGC recognition</b>				
<b>Under Section</b>	<b>Date</b>	<b>View Document</b>		
2f of UGC				
12B of UGC				
<b>Details of recognition / approval by statutory / regulatory bodies other than UGC (MCI, DCI, PCI, INC, RCI, AYUSH, AICTE etc.)</b>				
<b>Statutory Regulatory Authority</b>	<b>Recognition/Approval details Institution/Department programme</b>	<b>Day,Month and year(dd-mm-yyyy)</b>	<b>Validity in months</b>	<b>Remarks</b>
OT PT	<a href="#">View Document</a>	01-08-2023	60	

<b>Recognitions</b>	
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

<b>Location and Area of Campus</b>				
<b>Campus Type</b>	<b>Address</b>	<b>Location*</b>	<b>Campus Area in Acres</b>	<b>Built up Area in sq.mts.</b>
Main campus area	Fergusson college campus,Namadar Gopallrushan gokale road,Shivajinagar,Pune-411004	Urban	54.95	22238496

## 2.2 ACADEMIC INFORMATION

<b>Details of Programmes Offered by the College (Give Data for Current Academic year)</b>						
<b>Programme Level</b>	<b>Name of Programme/Co course</b>	<b>Duration in Months</b>	<b>Entry Qualification</b>	<b>Medium of Instruction</b>	<b>Sanctioned Strength</b>	<b>No.of Students Admitted</b>
UG	BPT,Physiotherapy,	54	XII NEET	English	40	40
PG	MPT,Musculoskeletal Pt,	24	B.P.Th. PGCET	English	6	6
PG	MPT,Neurophysiotherapy,	24	B.P.Th. PGCET	English	6	6
PG	MPT,Cardiovascular And Respiratory Pt,	24	B.P.Th. PGCET	English	6	6
PG	MPT,Community Pt,	24	B.P.Th. PGCET	English	3	3

### Position Details of Faculty & Staff in the College

<b>Teaching Faculty</b>												
	<b>Professor</b>				<b>Associate Professor</b>				<b>Assistant Professor</b>			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	3				4				7			
Recruited	0	2	0	2	0	4	0	4	0	7	0	7
Yet to Recruit	1				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	3				4				8			
Recruited	0	2	0	2	0	4	0	4	0	8	0	8
Yet to Recruit	1				0				0			
	<b>Lecturer</b>				<b>Tutor / Clinical Instructor</b>				<b>Senior Resident</b>			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			

<b>Non-Teaching Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
Sanctioned by the UGC /University State Government				11
Recruited	4	7	0	11
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				11
Recruited	4	7	0	11
Yet to Recruit				0

<b>Technical Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
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**

<b>Permanent Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	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	2	0	0	4	0	0	7	0	13
UG	0	0	0	0	0	0	0	0	0	0
<b>Highest Qualification</b>	<b>Lecturer</b>			<b>Tutor / Clinical Instructor</b>			<b>Senior Resident</b>			<b>Total</b>
	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



<b>Temporary Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	1	0	1
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
<b>Highest Qualification</b>	<b>Lecturer</b>			<b>Tutor / Clinical Instructor</b>			<b>Senior Resident</b>			<b>Total</b>
	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

<b>Part Time Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	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
<b>Part Time Teachers</b>										
<b>Highest Qualification</b>	<b>Lecturer</b>			<b>Tutor / Clinical Instructor</b>			<b>Senior Resident</b>			<b>Total</b>
	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

<b>Details of Visting/Guest Faculties</b>				
<b>Number of Visiting/Guest Faculty engaged with the college?</b>	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
	18	18	0	36
<b>Number of Emeritus Professor engaged with the college?</b>	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
	0	0	0	0
<b>Number of Adjunct Professor engaged with the college?</b>	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
	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	9	0	0	0	9
	Female	31	0	0	0	31
	Others	0	0	0	0	0
PG	Male	2	0	0	0	2
	Female	15	0	0	0	15
	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	0	0	0	0
	Female	5	4	4	3
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	0	1	1	0
	Others	0	0	0	0
OBC	Male	2	0	1	2
	Female	3	5	8	4
	Others	0	0	0	0
General	Male	2	5	7	4
	Female	32	28	26	34
	Others	0	0	0	0
Others	Male	0	1	3	1
	Female	13	13	6	9
	Others	0	0	0	0
Total		57	57	56	57

<b>General Facilities</b>	
<b>Campus Type: Fergusson college campus, Namadar Gopallrushan gokale road, Shivajinagar, Pune-411004</b>	
<b>Facility</b>	<b>Status</b>
• Auditorium/seminar complex with infrastructural facilities	<b>Yes</b>
<b>• Sports facilities</b>	
* Outdoor	<b>Yes</b>
* Indoor	<b>Yes</b>
• Residential facilities for faculty and non-teaching staff	<b>Yes</b>
• Cafeteria	<b>Yes</b>
<b>• Health Centre</b>	
* First aid facility	<b>Yes</b>
* Outpatient facility	<b>Yes</b>
* Inpatient facility	<b>No</b>
* Ambulance facility	<b>No</b>
* Emergency care facility	<b>No</b>
<b>• Health centre staff</b>	
* Qualified Doctor (Full time)	<b>14</b>
* Qualified Doctor (Part time)	<b>1</b>
* Qualified Nurse (Full time)	<b>10</b>
* Qualified Nurse (Part time)	<b>0</b>
• Facilities like banking, post office, book shops, etc.	<b>Yes</b>
• Transport facilities to cater to the needs of the students and staff	<b>No</b>
• Facilities for persons with disabilities	<b>Yes</b>
• Animal house	<b>No</b>
• Power house	<b>No</b>
• Fire safety measures	<b>Yes</b>
• Waste management facility, particularly bio-hazardous waste	<b>Yes</b>

• Potable water and water treatment	<b>No</b>
• Renewable / Alternative sources of energy	<b>Yes</b>
• Any other facility	<b>NA</b>

<b>Hostel Details</b>
<b>Hostel Type</b>
* Boys' hostel
* Girls's hostel
* Overseas students hostel
* Hostel for interns
* PG Hostel

**Institutional preparedness for NEP**

<p>1. Multidisciplinary/interdisciplinary:</p>	<p>1. Being a part of Deccan Education Society, has enabled us to collaborate with sister institutes. College has been following interdisciplinary teaching practices since its inception for B.P.Th. &amp; M.P.T. programmes, wherein faculties from various departments like Anatomy, Physiology, Microbiology, conduct sessions along-with practical exposure. Physics and Psychology departments are</p>
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	<p>instrumental in more practical teaching approach which is our Institute's effort to go beyond prescribed syllabus. IMDR faculties are involved in teaching administration, organizational planning, and Marketing. Senior students are being groomed for their clinical expertise by consultants from various streams during clinical rounds. Bioengineering lectures are taken by the Prosthetic and Orthotic Engineer. College is planning to start a research project with Ayurvedic hospital to which it is already affiliated. Collaborations with various incubation centres are in place to promote entrepreneurship. Credit-based courses and projects in the areas of community engagement and service, environmental education, and value-based towards the attainment of a holistic and multidisciplinary education can be offered in future in collaboration with sister institutes. College faculties has been attending various workshops on NEP 2020. Institutional representation at Board of Studies of MUHS, Nashik, helps for better reformations in curriculum.</p>
2. Academic bank of credits (ABC):	<p>2. Registration with Academic Bank of Credits is in process. College offers various value-added courses and intents to start courses focusing on the mental wellbeing of the students. MUHS to which college is affiliated is also in the process of ABC.</p>
3. Skill development:	<p>3. For professional skills development students are posted at various hospital, sports, and community centres. Well-equipped laboratories for teaching, assessment, treatment of patients and research purpose are available. Practical demonstrations with individually supervised practise sessions are conducted. Skill labs are available for training. Encouragement to attend skill education workshops is given. Field visits and camps to make them more competent &amp; confident in application of skills are organized. Soft skills and employability skills development programs have been arranged.</p>
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	<p>4. Traditional events like Guru pournima, Saraswati puja help inculcate rich teachings of Indian culture, Heritage of Yoga being celebrated by conducting sessions for various communities at various places. Value-based education by eminent speakers, community services for under privileged areas help imbibe human values. College faculty involved in translation of new competency-based syllabus to</p>

	<p>vernacular language. For better understanding of subjects, faculty members use vernacular language during lectures and practical. Conversion of various assessment measures in vernacular language is performed. The college is planning for tie ups for promoting the Indian language. Considering the need of “Make in India” products, students are encouraged for Innovations in our field through Innovation competitions and conferences.</p>
5. Focus on Outcome based education (OBE):	<p>5. A system for assessing students’ performance has been developed to fulfil existing curricular programme and course objectives. Academic plan given beforehand to students which help them prepare for the session better. Feedback from all stake holders regarding the performance of students is taken and utilized for modifications in curricular delivery system.</p>
6. Distance education/online education:	<p>6. Blended learning, through use of ICT &amp; LMS is adapted by college. Microsoft Teams software is used for uninterrupted online sessions. Educational learning materials, Lecture notes, videos are made available on LMS for online learning.</p>

## Extended Profile

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### 1 Students

#### 1.1

##### Number of students year-wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
233	221	218	207	190
File Description		Document		
Institutional data in prescribed format(Data templ		<a href="#">View Document</a>		

#### 1.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
50	51	44	46	42
File Description		Document		
Institutional data in prescribed format(Data templ		<a href="#">View Document</a>		

#### 1.3

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

2022-23	2021-22	2020-21	2019-20	2018-19
57	57	57	57	57
File Description		Document		
Institutional data in prescribed format(Data templ		<a href="#">View Document</a>		

### 2 Teachers

#### 2.1

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



2022-23	2021-22	2020-21	2019-20	2018-19
14	14	14	14	14
File Description		Document		
Institutional data in prescribed format(Data templ		<a href="#">View Document</a>		

## 2.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
14	14	14	14	14
File Description		Document		
Institutional data in prescribed format(Data templ		<a href="#">View Document</a>		

## 3 Institution

### 3.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
124.7545844	65.56476	47.51131	82.96936	68.17487
File Description		Document		
Institutional data in prescribed format(Data templ		<a href="#">View Document</a>		

## 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:**

The college, being affiliated to the Maharashtra University of Health Sciences (MUHS), Nashik, receives and follows the curriculum for the Bachelor's and Master's in Physiotherapy courses that is formulated by the MUHS. Thus, the curriculum is established by the MUHS and undergoes periodic revisions to keep abreast with the changing trends in the fraternity of physiotherapy. Owing to this, the committee only plays a role in ensuring its smooth execution, effective implementation while monitoring and ensuring its completion in the stipulated period.

In fulfilment of the above, the institution formulates a Curriculum Committee composed of the Principal, Senior staff, class coordinators and student representatives from each UG and PG class. The student members continue till they leave the college upon the completion of their course. They are thus replaced by new student from the I B.P.Th./ I MPT.

The meetings are conducted at least 3 to 4 times a year and minutes of the meeting are documented. The student and teachers have specified roles and responsibilities and together they monitor the progress and completion of syllabus. Thus, it ensures an effective curriculum planning, delivery and evaluation through a well-defined process. This involves the formulation of an academic calendar to define the general timelines for 1st and 2nd terms, schedule of the terminal and preliminary exams, distribution of the topics between the two terms and teaching plans for a smooth disbursement of the same. Daily timetables are formed with inputs from internal and visiting faculty.

Apart from the above, the committee also discusses, as circumstances arise, about arranging for various workshops, lectures or visits and camps for the benefit of students. The committee may also deliberate towards the introduction of relevant add-on & / or value-added courses and those that address current social issues, to enhance the curriculum further. These are discussed according to the current professional requirement, stakeholder feedback and are thus implemented.

Another important function of the committee is to obtain periodic feedback from the various stakeholders. This is ensured through the structured feedbacks devised by the Internal Quality Assurance System (IQAC). These feedbacks receive inputs from all the stakeholders.

Stakeholders feedback on programmes received thus, is recorded, analysed systematically and the consolidated for presentation in the committee and at the IQAC. It may also be presented to the MUHS in the event of a periodic Curricular Revision held to improve the quality of curriculum offered. The

committee recommends subsequent action, when necessary, and devises a mechanism to monitor the action taken. This may involve a modification in the implementation at the college or forwarding suggestions to the university. The committee decides on the procedure and frequency of receiving these feedbacks.

The Curriculum Committee documents the performance of its designated functions.

The systematic procedure followed, helps to maintain the quality and standard set by the college and is also the hallmark of the Deccan Education Society. It supplements the framework provided by the University and strives towards an overall development of the student.

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for Minutes of the meeting of the college curriculum committee	<a href="#">View Document</a>
Link for any other relevant information	<a href="#">View Document</a>

#### Other Upload Files

1	<a href="#">View Document</a>
2	<a href="#">View Document</a>

#### 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:** 7.14

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

2022-23	2021-22	2020-21	2019-20	2018-19
1	1	1	1	1

<b>File Description</b>	<b>Document</b>
Provide scanned copy of nomination letter such BoS and Academic Council From University/ Autonomous college	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for details of participation of teachers in various bodies	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## 1.2 Academic Flexibility

<p><b>1.2.1</b></p> <p><b>Percentage of inter-disciplinary / inter-departmental courses /training across all the Programmes offered by the College during the last five years</b></p> <p><b>Response: 100</b></p>	
<p>1.2.1.1 Number of inter-disciplinary /inter-departmental courses /training offered during the last five years</p> <p>Response: 245</p>	
<p>1.2.1.2 Number of courses offered by the institution across all programs during the last five years</p> <p>Response: 245</p>	
<b>File Description</b>	<b>Document</b>
Minutes of relevant Academic Council/BoS meetings	<a href="#">View Document</a>
List of Interdisciplinary /interdepartmental courses /training across all the the programmes offered by the University during the last 5 years	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

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

**Response:** 50.62

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

2022-23	2021-22	2020-21	2019-20	2018-19
179	94	61	98	111

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Details of the students enrolled in subject-related Certificate/Diploma/Add-on courses	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## 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:**

**Health Determinants** are the factors that affect the health status of an individual or a community. Healthy eating habits, regular physical activity, refraining from addictions will surely contribute to good lifestyle. Regular physical activity for minimum of 30 minutes 4-5 days a week should be an integral part of one's lifestyle.

**Professional ethics** will ensure good teamwork if the qualities of good communication skills, basic etiquettes, good mannerisms, mutual respect is emphasized right from the beginning. All these qualities are emphasized when the students are taught "ETHICS and ADMINISTRATION" topic. "Soft Skills Workshop" is also conducted to emphasize the importance of verbal as well as non verbal communication.

**Right to Health** also includes essential aspects such as availability of quality and affordable health services, safe environment and working conditions, adequate housing and nutritious food. Every individual should not only enjoy this right but also strive to play one's part as a provider too.

Every year a talk is arranged encompassing different aspects of **Gender equality and gender Equity**. Eminent speakers in this field are invited to share their insights on this important aspect. This helps to give the students perspective about the difference between gender equity and equality and what are the ways every single person can contribute towards it. In order to emphasize the importance of **self defence** workshops are planned and conducted, with the primary aim of empowering girls to be able to protect themselves.

Some ways in which students and institutions can contribute to **environment and sustainability** are by planting trees, shrubs; students can be encouraged to write small articles/ blogs to create awareness about hazards of pollution and importance of planting and saving trees. Students are also encouraged to take public transportation whenever possible in order to reduce the number of carbon emissions. Alternatively, students are also encouraged to use walking or cycling as a mode to commute. Use of stairs is encouraged over elevator is encourage. There are many oxygen releasing plants which are planted in and around the college building, peace lily, Snake plant, Aloevera , Palm trees being some of them. Also as means of conserving energy, all the incandescent lighting has been replaced by LED tubes. Reminders are placed at every classroom to ensure all the devices are turned off before leaving classroom. An incinerator is installed in the girl’s restroom for the proper disposal of sanitary napkins. We also have a paper shredder installed to help treat paper waste in better way.

**Tree plantation Drives** are conducted periodically by staff and students to sensitize everyone about sustainance and maintenance of environment for a better future “**Green campus- Clean Campus**” “**Green window** “ initiatives are planned and conducted. In this students were asked to decorate their class window with plants and shrubs in eco friendly pots. Along with this, dry and wet waste are maintained separately and treated accordingly. “These small changes will go long way and help each individual to contribute their bit towards clean, green and plastic free environment.

File Description	Document
Link for list of courses with their descriptions	<a href="#">View Document</a>
Link for any other relevant information	<a href="#">View Document</a>

### 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	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Brochure or any other document related to value-added course/s	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Links for additional information	<a href="#">View Document</a>

**1.3.3****Average percentage of students enrolled in the value-added courses during the last five years****Response:** 21.52

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

2022-23	2021-22	2020-21	2019-20	2018-19
76	91	0	22	44

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Attendance copy of the students enrolled for the course	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

**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:** 100

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

Response: 195

File Description	Document
Scanned copy of filed visit report with list of students duly attested by the Head of the institution to be provided	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Community posting certificate should be duly certified by the Head of the institution	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
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	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## 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	<a href="#">View Document</a>
Sample filled in Structured Feedback to be provided by the institution for each category claimed in SSR	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>



**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

<b>File Description</b>	<b>Document</b>
Stakeholder feedback report	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Action taken report of the Institution on feedback report as minuted by the Governing Council, Syndicate, Board of Management	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

**Other Upload Files**

1	<a href="#">View Document</a>
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## 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:** 90.22

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

2022-23	2021-22	2020-21	2019-20	2018-19
18	19	17	22	12

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

2022-23	2021-22	2020-21	2019-20	2018-19
20	20	18	24	15

File Description	Document
Institutional data in prescribed forma	<a href="#">View Document</a>
Final admission list published by the HEI	<a href="#">View Document</a>
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)	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Annual Report/ BOM report/ Admission report duly certified by the Head of the Institution.	<a href="#">View Document</a>
Admission extract submitted to the state OBC, SC and ST cell every year.	<a href="#">View Document</a>
Link for Any other relevant informatio	<a href="#">View Document</a>

### 2.1.2

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

**Response:** 100

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:

2022-23	2021-22	2020-21	2019-20	2018-19
57	57	57	57	57

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

2022-23	2021-22	2020-21	2019-20	2018-19
57	57	57	57	57

<b>File Description</b>	<b>Document</b>
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	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>

### 2.1.3

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

**Response:** 2.46

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

2022-23	2021-22	2020-21	2019-20	2018-19
2	0	2	2	1

<b>File Description</b>	<b>Document</b>
List of students enrolled from other states year-wise during the last 5 years	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
E-copies of admission letters of the students enrolled from other states	<a href="#">View Document</a>
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	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

## 2.2 Catering to Student Diversity

### 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:**

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

**Response:** A. All of the above

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Criteria to identify slow performers and advanced learners and assessment methodology	<a href="#">View Document</a>
Consolidated report of special programs for advanced learners and slow learners duly attested by the Head of the Institution	<a href="#">View Document</a>
Any other information	<a href="#">View Document</a>
Link for any relevant information	<a href="#">View Document</a>

### 2.2.2

**Student - Full- time teacher ratio (data of preceding academic year)**

**Response:** 16.64

File Description	Document
List of students enrolled in the preceding academic year	<a href="#">View Document</a>
List of full time teachers in the preceding academic year in the University	<a href="#">View Document</a>
Institutional data in prescribed format (data Templates)	<a href="#">View Document</a>

#### Other Upload Files

1

[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:**

Since the inception of the college, it has always worked hard to improve the quality of Teaching Learning process. It not only focusses on the academics but also it facilitates to build the talent other than academics.

Every year, DESBJCOP organizes cultural week and sports week. The college has cultural and sports committees. Before the event meeting of respective committees are held to decide on the dates of the events and the programs to be held on those weeks. The 4th year students help to organize cultural event every year. Students keep theme of the events and starts the decoration. Students come up with brilliant ideas of art and craft. A beautification of the college is done just before the week keeping the theme of the program in the mind. The 4th year students for organize every afternoon different programs eg. Hawain day, Bollywood day, Twin Day, Pirate date, School Day, Traditional day. Awards are given for best participation/show. Innovative quiz and games are organized so that students can exhibit their talent. The teachers also participate in the games and quiz. Fun fair is arranged where; students keep various stalls of food and games. They get to exhibit their culinary skills. A grand show of cultural program is organized. It is enriched by folk dances, group dances, solo dances, solo singing, Musical instrument playing, Skit etc.

In the month of January/February sports week is organized. Different sports are organized by 4th year students eg Badminton, Basketball, Khokho, Futsal. They get to exhibit their talent of Physical efficiency, endurance, strength and agility.

Along with Annual day, Intern felicitation & oath taking program is arranged each year. It is organized in collaboration with students from cultural committee and student council. Awards in the Academic and sports excellence is given to the students.

Students are encouraged to participate in national international conferences for Paper and poster presentation .Students regularly participate in events like Avishkar, organized by MUHS, scientifica and regional conferences of physiotherapy

The magazine committee is very active in our college. It comprises of the teachers and the students. There is an invitation to the staff and students of the college to submit articles, Poem, artwork like paintings, sketches, craftwork for the magazine. Literature in English, Hindi and Marathi is accepted. Students are encouraged to participate in editing as well as developing idea for the theme and content contribution.

Each two years college arranges Intercollege sports event, which is managed by students. The event was named as SPORTIPHY. Many local colleges participate in this event. Students take active participation in organization of the event right from deciding the sports in the event, venue, finance, prizes etc.

Students are encouraged to participate in planning, developing idea and participation in activities outside the class room to develop their innate talents.

Thus, institute facilitates building and sustenance of innate talent/aptitude of individual students with such activities.

File Description	Document
Link for Appropriate documentary evidence	<a href="#">View Document</a>
Link for any other relevant information	<a href="#">View Document</a>

## 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:**

Considering the diversity of students as well as to make them competent enough, various innovative teaching technology methods are used. First and second year students are given ample **hands on practice and revisions** for practical with individual supervision in order to refine their psychomotor skills and boost up their confidence. Past university papers are discussed by faculty members with students, inputs are given how to frame the answers depending on the marks allotted for the questions. At the end of each topic, expected questions from that topic & the marks allotted are given to the students with the expected answers.

Second year, third year, final year UG students and PG students are sent to various hospitals and clinical postings along with community postings in order to get experience of interacting, communicating, assessing and treating the patients of various specialties & socioeconomic background and severity of disease. Thus, ensuring **experiential learning and learning in humanities**.

Faculty members use various **innovative teaching learning techniques** in order to enhance student's interest and to increase their participation. Besides routine didactic, practical classes, displaying videos in order to make concepts clear with visual feedback, incorporating quiz, snow ball technique, confusion method are regularly used. Students are provided with lesson plan ahead of time so as to facilitate the pre class learning.

First and second year students are introduced to **OSPE/OSCE** technique for leaning and assessment too where in students re sensitized to 'Must Know/Better to know/Good to know answers for respective topic. They are also informed about marking system so that they can perform better in exam. They are encouraged to form their own checklist so that they understand topic in a depth and can score better in exams.

UG from third year onwards & PG Students are asked to prepare for **seminars** and faculty works as a facilitator during these seminars. Students are provided with information about resources. This helps to enhance **self directed learning** and indepth knowledge acquisition by students.

Third year onwards, **Case based learning** is encouraged where, students are given case scenarios. They talk about functional diagnosis, assessment, management and wherever possible and applicable are asked to demonstrate the therapeutic skills. **Problem based learning** is also encouraged for first and second year students where, students are given a question or problem to solve. They have to prepare the strategies to overcome this problem.

**Role plays** are used to bring concept clarity. It gives students an idea about communication as well as actual problems faced by the patients.

4th year students are encouraged to make their own **synopsis** under guidance of faculty for a study that they have to in internship. Additional **projects** are encouraged too.

File Description	Document
Link for any other relevant information	<a href="#">View Document</a>
Link for learning environment facilities with geotagging	<a href="#">View Document</a>

### 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

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

### 2.3.3

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

**Response:**

In today's era, using ICT is very necessary as we can reach many students at a time. Information can be disseminated using many online options making it possible to access the information from their home. Lot of information available on internet, sites & international journals can be shared with students.

To make this possible, college has all classrooms ,laboratories, practical rooms & library equipped with LAN connection which allows faculty to access the information which can be downloaded from the concerned site during the lecture/practical & can be displayed for the students immediately.

WI-FI connection is available in the college campus. Library has computers for student use with internet facility. The speed of internet is 100 mbps, which allows faster downloads..

LAN facilities are provided in all the classroom and in library.The college faculty is well acquainted with various IC technology . Most of the faculty members are ICT certified. Most of the faculty members use PowerPoint presentations for their routine lectures. Demonstration of videos is also a common practice during lectured.Faculty members provide web link to the students for further studies.

Videos are developed by faculty for practical and are made available in library. These videos can assist the students in identifying their lacunae during practice

The lesson plans, notes are provided on ERP at the beginning of the year. Online assignments are given through ERP and on MS TEAMS .Online class tests too are given on ERP. This mode was explored used

extensively for teaching learning, exams and class activities during Covid period and is used effectively till date by staff and students. DuringCovidoutbreak faculty conducted sessions on google classrooms, zoom meetings and later on MS TEAMS regularly. Assignments and tests were given on what's app, google forms and later on MS TEAMS and ERP,Google class room, what's app etc. First year, second year practical sessions were conducted online where a teacher demonstrated practical skill online on TEAMS session to all students and later their skills were individually supervised online on one to one basis by their mentors/assigned teacher. Exams were conducted online in live session on TEAMS where each faculty supervised a group of 8 students for their theory paper to conduct internal exams in peak covid period .Practical exam too was conducted on one to one basis on TEAMS where students demonstrated their motor skills on models from home and the teacher assessed them online.

Considering importance of online teaching college has brought TEAMS package since 2020.Each student and teacher has account on TEAMS and ERP for easy communication and sharing of data which has enabled an effective teaching learning experience for faculty as well as student.

Recently college has installed smart board for a high-end teaching learning experience for students. This facility provides easy access to internet and different type of data presentations, which is highly appreciated by students.

File Description	Document
File for list of teachers using ICT-enabled tools (including LMS)	<a href="#">View Document</a>
File for details of ICT-enabled tools used for teaching and learning	<a href="#">View Document</a>
Link for webpage describing the “LMS/ Academic Management System”	<a href="#">View Document</a>
Link for any other relevant information	<a href="#">View Document</a>

#### 2.3.4

**Student :Mentor Ratio (preceding academic year)**

**Response:** 17.92

2.3.4.1 Total number of mentors in the preceding academic year

Response: 13

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

### 2.3.5

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

##### **Response:**

Since inception, the college has worked hard to upgrade and maintain the quality of education. Its moto is to build a physiotherapist who has sound theoretical and practical knowledge which ultimately can improve Patients care in the society.

College is affiliated to Maharashtra University of health sciences. For promoting creativity and innovation in the students, University has recommended to submit a novel project by the interns. The ground work of the project starts in 4th B.P.Th. As a part of Community Physiotherapy exam students are expected to prepare the synopsis of the research project. Students' ability of compiling the knowledge gained in the former years of the course is tapped to build a decent and novel research project. Students come up with different ideas to their guides. The teachers direct the students to do a thorough review of literature. This promotes analytical thinking to create a novel idea. Students are introduced to research methodology in final year. It gives them an insight to the intricacies of the project which they have to do in internship. In this, an innovative idea of invention of an instrument which is useful as a diagnostic or therapeutic purpose is also promoted. Principles of Bioengineering is introduced in final year which is helpful for the innovative ideas and creative thinking.

Lectures of alumni who are entrepreneur are arranged to the students to motivate them for thinking out of the box.

Students are involved in college magazine and are encouraged to share their work and help in deciding theme, editing and other chores related to the same.

Each year, college arranges innovation competition to encourage innovation culture. Various competitions like message through rangoli, essay writing, slogan writing, Green window projects etc. are conducted to encourage innovative thinking and analytical skills. College also encourages students to conduct different days/celebrations like cultural days, World heart day, Cerebral palsy day, Women's

Day, World Elderly Day etc.

They are also given creative assignments like chart making, dummy case presentation, role-plays, symposiums and peer teaching etc. Students come up with the creative idea of celebrating the days in the college. They make creative slogans, posters, learn quick assessment technique, analyse the problems and decide the treatment strategy.

Institute has collaborated with an Innovation promotion center[AD1] called Venture to promote innovative thinking and entrepreneurship in students. Students are also encouraged to participate in activities of Innovation club of DES which further enhances their horizon for the same.

Case Presentation Facilitates workplace-based learning. In this process a better understanding of the topic, analysis of patient’s problem and appropriate evidence-based treatment is learned. Case presentations are compulsory for the 3rd and 4th year students.

Thus, University and college both help to nurture creativity, analytical skills and innovation among students. This is reflected in three patents certified, three patents registered and two scales innovated by students under guidance of the staff, multiple other small innovations presented and appreciated at conferences.

[AD1]

File Description	Document
Link for any other relevant information	<a href="#">View Document</a>
Link for appropriate documentary evidence	<a href="#">View Document</a>

## 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)	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Links for additional information	<a href="#">View Document</a>

**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:** 5.71

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.

2022-23	2021-22	2020-21	2019-20	2018-19
2	2	0	0	0

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Copies of Guideship letters or authorization of research guide provide by the the university	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

**2.4.3**

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

**Response:** 9.94

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

Response: 139.1

<b>File Description</b>	<b>Document</b>
Institutional data in prescribed format	<a href="#">View Document</a>
Consolidated Experience certificate duly certified by the Head of the institution	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

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

Response: 92.86

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

2022-23	2021-22	2020-21	2019-20	2018-19
12	12	14	14	13

<b>File Description</b>	<b>Document</b>
Institutional data in prescribed format	<a href="#">View Document</a>
Certificate of completion of training for development of and delivery of e-contents / e-courses / video lectures / demonstrations	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>
Web-link to the contents delivered by the faculty hosted in the HEI's website	<a href="#">View Document</a>

**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:** 38.57

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

2022-23	2021-22	2020-21	2019-20	2018-19
9	5	6	7	7

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
e-Copies of award letters (scanned or soft copy) for achievements	<a href="#">View Document</a>
Awards claimed without certificates will not be considered	<a href="#">View Document</a>
Link to additional information	<a href="#">View Document</a>

**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:**

Utmost care is taken to ensure that the institution follows academic calendar for conduct of CIE and that the process is transparent and time bound. **Academic calendar is prepared and shared at the beginning of each academic year** on notice board, shared on class group of each year. This calendar **reflects start and end of academic term as per university time table, tentative dates for internal assessment, academic activities, co-curricular & extracurricular activities planned** for students for that particular A.Y.

Institution follows **guidelines of university for CIE**. For all academic years, two internal assessment examinations i.e terminal and prelim are conducted. Terminal is conducted around 4/5 month after admission and prelim is conducted 2 months before university exam. College exam for Dermatology, Gynecology, Ethics and Administration, Biostatistics and Bioengineering are conducted after the syllabus is over or before prelims .Time table for it is displayed well in advance.

**Timetable for the examination is displayed at least 15 days before the exam.** After assessing the papers; students are shown their answer sheets. The **answers for the question papers are discussed within 15-21 days after exam.** Students are informed about the ideal answers. If students agree with the assessment, they write, "Seen and accepted" and sign on answer sheets. After preparing the mark sheets and calculating the internal assessment, students are given an opportunity to recheck the answer sheet/prepared IA and are asked to sign for their IA only after they are satisfied with the marks. This is confirmed in **Internal audit** related to exam by appointed faculty. The internal assessment is sent to university online as per the dates declared by University. Exam related grievance committee ensures to take steps in case any grievance related to CIE/IA is submitted. **No grievances related to IA/CIE are reported up till now.**

**Academic audit** is done by appointed internal faculty and by external faculty each year to ensure that the syllabus was completed on time, examination was conducted as per declared dates and results were displayed within stipulated time.

File Description	Document
Link for any other relevant information	<a href="#">View Document</a>
Link for academic calendar	<a href="#">View Document</a>
Link for dates of conduct of internal assessment examinations	<a href="#">View Document</a>

### 2.5.2

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

#### **Response:**

Utmost care is taken to ensure that mechanism to deal with exam related grievances is transparent and time bound. College has '**Student grievance committee**' since 2015 with Principal, class coordinators from each class as members. This committee used to look after internal examination and university examination related grievance and any other issues related to students. Since, the issues were mostly related to university examination, SOPs for the same were formed and followed from A.Y 2008-09. Student representative from each year was added as member for the committee. It was ensured that, at least one meeting was taken each year. At the end of university exams, principal submitted a report related to exam related grievances for each academic year. **The committee did not received any grievances related to college exam from any student.**

**University Exam related grievances** are conveyed on time in prescribed format of university as and when received. After receiving university result, students appeal for retotaling, reassessment or a Xerox copy of their answer books to university in their prescribed format before deadline given by university. Such students get answer-sheet copy and mark-sheet copy of marks allotted by both examiners. University sends grievance redressal on mail to college and student. College ensures that, such



applications are forwarded along with the processing fees to university in give time and through proper channel.

Institute also does **academic audit and Internal audit related to exam** since AY 2018-19 to ensure smooth functioning and prevention of the issues related to examination i.e syllabus is completed on given time, exam time table has been displayed well in advance (at least 15 days before exam), discussions and queries related to paper have been solved appropriately, students are shown their answer books well in time (within 15-21 days after exam), IA marks have been shown in timely manner, internal audit of exams is done on time (at the end of terminal/prelim for that academic year). IA Marks are submitted to university only after confirmation from student. Academic audit is done once a year (at the end of that academic year) by internal auditor (appointed teacher) and external auditor (teacher from other institute invited for this purpose) to check if syllabus, examination, results and workshops for that academic year are done in timely manner or not.

**Examination committee was formed in 2022-23** for smooth working of exam related issues in college. This committee has been taking care of exam related grievances and exam audits since AY 22-23. **No grievances related to internal exam are submitted by students up till now.**

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

### 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:**

Deccan education society's Brijlal Jindal college of Physiotherapy is affiliated to Maharashtra University of health sciences. **MUHS recommended pattern is followed by the college to conduct the internal assessment and University exams. All the domains of learning i.e. Cognitive, Psychomotor & Affective are evaluated in this format as per MUHS guidelines.**

There are two internal assessment examination in each year i.e. Terminal and Prelims. Syllabus covered in the first term is kept for the terminal exam which is around mid term . Students are examined on full syllabus in the prelims exam, which is around two months before university examination. Internal assessment marks are calculated on the basis of terminals and prelims examination. Internal exam and

University exam has 20 and 80 marks weightage respectively. Combined of theory and Practical 40% is required to pass in the internal assessment examination. These marks are reflected in the University examination mark sheet.

University exams are conducted Bi-yearly, Summer and Winter examination. There is a standardized scheme of examination of all the years given in the syllabus of Undergraduate and Postgraduate students. Students are evaluated for all the subjects in theory and most of the subjects in practical. There are few subjects in the 3rd year BPTth and 4th Year BPTth examined only in the college.

All the information of the examination is displayed on the university website. Examination circulars can be downloaded from university website. All teachers have personal username and password for retrieving appointments of examination as internal, external examiners, central assessment program and Dissertation evaluation. They submit examination marks on portal using these credentials.

Login ID and password is given for the Masters students by the University to upload the Synopsis and dissertation. Communication related to changes, queries is done through these credentials. Examination Results of the students are declared on the University website. Revaluation forms and related information too is uploaded on the website in case students need to recheck their marks.

Workplace based and competency based assessment is done by taking case presentations in the clinics and Practical exams on the patients. Recommended case presentation is been allotted which needs to be documented in the journals for 3rd, 4th and MPT students. Students are given online and offline assignments on TEAMS, ERP.

OSPE & OSCE system is been prepared for 1st, 2nd & 3rd year students. As a part of revision of the topics, students are examined according to the OSPE & OSCE.

File Description	Document
Link for any other relevant information	<a href="#">View Document</a>
Link for Information on examination reforms	<a href="#">View Document</a>

#### 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:** A. All of the above

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

## 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:**

Institute is affiliated to Maharashtra university of Health Sciences, Nashik .MUHS has a well-defined syllabus, which provides **clear graduate attributes, learning outcomes and methods of assessment** for the same in detail.

University curriculum delineates cognitive, affective and psychomotor skills, which are essential for completion of Bachelors and Masters Degree and to perform as a competent physiotherapist who will be able to evaluate, plan & execute physiotherapy treatment independently. **Institute has aligned it's course outcomes, learning outcomes, methods of assessment, graduate attributes with MUHS.**

**Cognitive skills** like ability to receive, interpret, remember, reproduce and use information in the cognitive, psychomotor, and affective domains of learning to solve problems, evaluate work, and generate new ways of processing or categorizing similar information listed in course objectives is imperative for being a successful Physiotherapist. **Psychomotor skills** like locomotor ability, fine motor skills, visual and auditory acuity, communication skills required to treat a patient as per his impairments, prevent injuries and keep him/her safe are expected from the student. **Affective skills** like **appropriate mental attitude** towards all humankind, ability to maintain a harmonious relationship with everyone and ability to demonstrate appropriate mental attitude and behavior towards patient well being, safety within ethical grounds also are expected from students.

Syllabus for each subject with number of didactic and practical hours, exam scheme which are clearly stated by university are followed by the institute meticulously. Attention is also given in installing communication skills, ethics, administration and research skills. Students are guided using different effective teaching learning method and incorporating interactive communication technology. They are exposed to different **formative and summative assessment methods like MCQ, OSPE, CBL/PBL, creative assignments, projects** which helps to evaluate if stated attributes are achieved or not. Over-all assessment covering theory and practical is done as per MUHS norms. It is also based on marks of journal which students have to maintain in for undergraduate students and Log book which postgraduate students have to maintain. Journal consists of description of practical for first and second B.P.Th students, clinical cases presented in clinics to supervisors for third and fourth B.P.Th students and details of cases seen, assessment of competencies, seminars presented, journal club participation for post graduate students. This process of teaching learning and assessment ensures that stated outcomes are attained and assessed in appropriate manner.

**Information related to vision, mission, course objectives, program specific learning objectives, graduate attributes, assessment methods and related topics is shared with students on website by University and Institute in details. It is also shared with students each year during their induction program, on TEAMS for each year syllabus, lesson plans and assessment by Institute.**

59 University toppers in last 15 years, a high number of students pursuing post graduation in prestigious institutes in India and abroad, physiotherapists serving in Olympic teams and prominent personalities, aching clinical practitioners who passed from this institute and are employing their own juniors from this institute, excellent feedback from the employers/patients is an indicative that institute has been successful in achieving said attributes.

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

## 2.6.2

### **Incremental performance in Pass percentage of final year students in the last five years**

**Response:** 95.43

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

2022-23	2021-22	2020-21	2019-20	2018-19
55	52	49	39	40

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

2022-23	2021-22	2020-21	2019-20	2018-19
62	58	52	41	41

File Description	Document
Trend analysis for the last five years in graphical form	<a href="#">View Document</a>
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	<a href="#">View Document</a>
List of Programmes and the number of students passed and appeared in the final year examination each year for the last five years.	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Link for the annual report of examination results as placed before BoM/ Syndicate/ Governing Council for the last five years.	<a href="#">View Document</a>
Links for additional information	<a href="#">View Document</a>

### 2.6.3

**The teaching learning and assessment processes of the Institution are aligned with the stated learning outcomes.**

#### **Response:**

Deccan Education Society's Brijlal Jindal College of Physiotherapy is affiliated to Maharashtra University of Health Sciences. Following steps are taken to ensure program specific learning outcomes are achieved-

1. **Well defined syllabus and its appropriate implementation-** MUHS has set the syllabus for all the year of BPTH and MPTH. The assessment pattern of each subject is framed and specified in the syllabus.
2. **Academic calendar and time tables-**Academic Calendar of the college is prepared by the college staff after having the meeting. Each HOD prepares the teaching Plan for the subject. The portion for terminal and prelims is decided well in advance. Time table of each year is prepared and shared at start of the academic year by the coordinators. Syllabus is uploaded on the ERP. Each topics lesson plan and recommended Text books are informed to students from start of the term.
3. **Individual supervision and practice-**Practical classes between 1st, 2nd & 3rd B.P.Th is coordinated. Clinical Postings for the students are planned so that the students get the exposure of the diseases, its treatment, soft skills and learn know how aspect of learning. Clinical supervision is done by experienced staff. The patient's cases are discussed; evaluation & treatment techniques are been taught and corrected. During the Practical class small group teaching is done. The ratio of teacher- Student is 1:5 while in practical. In the Clinics case presentation is done with the ratio of 1:2/3.
4. **Timely administration of examinations-**Terminal & Prelims examination are taken as per the prescribed guideline of MUHS. Timetable of examination is displayed at least two weeks prior the exam. Practical exams are taken as per the format given in each component for long case by MUHS. OSPE method is followed for 1st year and 2nd year practical exam.
5. **Revisions and paper discussions-** Before the Final exams Revision classes are taken for the class. Class presentation are done in order to improve analytical skills of the students in evaluation and management of the patient. This is done before betterment exams and for potential learners too.
6. **Other practices on day to day basis-**In order to meet the graduate attributes and achieve the PSLO institute takes several steps like giving assignments, seminars, journal club and journal writing, case presentations and assessment in OSPE format, guiding for self directed learning, encouragement for participation in various competitions and events ,camps, social responsibility activities etc.

The efforts are reflected in the results of the students where institute has **59 university toppers in last 15 years, more than 95% passing rate** in final exams, multiple publications of students, several paper presentations in national and international conferences, 3 patents for innovations, and several accolades received by students in their post-graduation and clinical practice.

File Description	Document
Link for programme-specific learning outcomes	<a href="#">View Document</a>
Link for any other relevant information	<a href="#">View Document</a>

#### 2.6.4

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

**Response:**

Deccan Education Society's Brijlal Jindal College of Physiotherapy is Affiliated to Maharashtra University of Health Sciences.

Each year parent teacher meeting is held at least once a year for all academic years. It is planned well in advance so that the parents have enough time for planning the travel. It is generally conducted at the start of the academic year for I B.P.Th and at start or after exam for II, III,IV B.P.Th. In special cases like Covid outbreak or any other incidences, it is conducted as per requirement. These meetings are conducted in online and offline mode so that maximum participation is ensured.

Parents are encouraged to meet teacher/mentor of their ward in case their ward's performance is not up to the mark or if they are facing any difficulties. Parents are called physically or telephonically on one on one basis in such cases. Apart from official meetings, parents are informed and communication is maintained in cases where special attention/action is needed to be taken for any student.

Difficulties faced by students and their parents, suggestions and complaints from parents and students are also encouraged in parent teacher meeting. Appropriate steps are taken as per parent's and student's suggestions to ensure a solution to problems raised by students/parents. If such suggestions/queries/issues are raised during any parent teacher meeting, they are discussed with principal and appropriate authority and steps are taken accordingly. A follow up report is made for the same by class in-charge and principal within 2/3 months of the meeting. A feedback from respective batch student/(whole batch (as appropriate) is taken to know if the solution was useful/not useful.

Institute has an official Parent Teacher Association from current year to enhance participation of parents in functioning.

File Description	Document
Link for proceedings of parent –teachers meetings held during the last 5 years	<a href="#">View Document</a>
Link for follow up reports on the action taken and outcome analysis.	<a href="#">View Document</a>
Link for any other relevant information	<a href="#">View Document</a>

**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:** 67.14

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

2022-23	2021-22	2020-21	2019-20	2018-19
9	10	10	10	8

#### 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](#)

Any additional information

[View Document](#)

Link for Additional Information

[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:** 7.14

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

2022-23	2021-22	2020-21	2019-20	2018-19
1	0	0	0	4

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Fellowship award letter / grant letter from the funding agency	<a href="#">View Document</a>
E-copies of the award letters of the teachers	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

### 3.1.3

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

**Response: 0**

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
E-copies of the grant award letters for research projects sponsored by Government, industries and non-government sources such as industries, corporate houses etc	<a href="#">View Document</a>
Link for funding agencies websites	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

## 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:**

Creative thinking and problem solving attitude has always been encouraged at DESBJCOP through encouraging ecosystem. Students are encouraged to **plan projects in their 4th year of BPT**h which is completed in their internships as a part of their curricular requirement for attaining degree. Thus, **all students have to undergo this planning and completion of research, which encourages innovative thinking. Students design innovative products, instruments as projects with help of their guides in past. eg. a glove for hand rehabilitation in stroke, a hand device to prevent mobile thumb, reaction time measurement equipment, indigenous-mobile arm ergometer, etc.**

Students attend research methodology lectures and workshop in their final year and MPT in order to sensitize them to basics of quality research. Institution has a **registered ethics committee** which oversees all projects taken in institute. Students have to undergo **scrutiny from departmental review board and IEC before starting their studies** thus ensuring quality research. DESBJCOP has been a part of **“Incubation center” of their parent organization i.e Deccan Education society, Pune** since 2020. This center organizes different training activities and talks related to same for students and staff regularly. Institute has recently collaborated with one more organization **“Venture” for facilitating innovation and mentoring entrepreneurship**. Students and faculty have visited the center and attended their leadership program for sensitization in field of innovation and entrepreneurship. They can avail facilities like **mentoring clinic and funding opportunity information**, research collaboration activities under this facility. Some have already availed their guidance program and started their entrepreneurship journey with Venture.

Students are **encouraged to participate in conferences and competitions** to update their knowledge and present their research. Each year, staff and students participate in various university level, regional and national research competitions. They have been bagging accolades in such competitions regularly. Institute had organized **an ‘innovation competition’** in Dec 2021 for encouraging student innovations. Institute plans to arrange such events regularly in future too.

Institution provides **financial aid for publication and presentation** of paper for students and staff in national and international platforms in order to encourage knowledge transfer and sharing. **Availability of infrastructure like state of the art labs, computer facility, library** with latest study **materials, smart boards, computers, free internet, encouragement from staff** and management is reflected in form of **1 granted patent, 1 registered design patents, 2 published patents and 2 scales were granted copyright, two scales translated in local language and multiple innovative projects and instruments** in last 5 years.

File Description	Document
Link for details of the facilities and innovations made	<a href="#">View Document</a>
Link for any other relevant information	<a href="#">View Document</a>

### 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:** 15

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

2022-23	2021-22	2020-21	2019-20	2018-19
4	3	2	3	3

File Description	Document
Report of the workshops/seminars with photos	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

**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:** A. All 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	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

**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:** 1.47

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.

Response: 69

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

Response: 47

File Description	Document
PhD/ DM/ M Ch/ PG Degree Award letters of students (with guide's name mentioned)	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for any additional information	<a href="#">View Document</a>

**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 forma	<a href="#">View Document</a>
Web-link provided by institution in the template which redirects to the journal webpage published in UGC notified list	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

**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**

<b>File Description</b>	<b>Document</b>
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	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional Information	<a href="#">View Document</a>

### 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: 130**

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.

2022-23	2021-22	2020-21	2019-20	2018-19
39	34	11	25	21

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

**3.4.2****Average percentage of students participating in extension and outreach activities during the last five years****Response:** 80.48**3.4.2.1 Number of students participating in extension and outreach activities year-wise during last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
180	187	174	166	153

File Description	Document
Institutional data in prescribed forma	<a href="#">View Document</a>
Detailed program report for each extension and outreach program should be made available, with specific mention of number of students and collaborating agency participated and amount generated Photographs or any supporting document in relevance	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 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:**

The institute runs several extension & outreach activities each year in order to provide quality services to the society. It is not only involved in research and academics but also **facilitate work towards community wellbeing.**

Work done by DESBJCOP in Covid 19 period was appreciated by **IAP by giving a certificate & cash prize to the principal in 2021.** Our post graduate students gave **physiotherapy treatment to the covid patients at Sassoon general hospital Pune.** Their work was well recognized and they were awarded with the certificates.

**Post covid OPD** was started by cardio department and it is well appreciated by the patients too.

Activities like free treatment to special children from special schools like **Kamayani, Sevasadan, Ankur Pune** is been continued since last 10years. Our PGs are also giving treatment to the **orphanage special children at SOFOSH.**

Institute also has been **appreciated for its remarkable contribution towards industrial safety** in terms of ergonomics and Industrial hygiene and training at technical Institute, Pune.

Community department of DESBJCOP has been actively involved in treating elderly through various camps arranged **with International Longevity Center** since last 5 years. Camps participants & center has been praising this initiative since long. Work for Elderly at Miraghar & Rainbow Day care center, Madhurbhav, Seva Sahayog old age homes has been appreciated by these centers regularly.

Work done at amputation center at BVP, Bharat Vikas Parishad vikalang punarvasan Kendra, Pune by educating patient, making them aware about the rehabilitation, prosthesis and pre & post prosthetic training was well appreciated.

Sports department has been actively involved in providing physiotherapy treatment to different sports: PDFA, WIFA, Police games and Marathon participants which take place in Pune & Mumbai. Events like Vrukshathon, Small steps, Pune marathon and sports days, Yoga days at more than 15 schools in & around Pune which have been covered by DESBJCOP has been appreciated by stakeholders repeatedly.

Institute received a trophy for participation of the institute in Aadishakti, an event for women empowerment.

Recently college received appreciation for services at one of the community postings, **SCHOOLS (Society of community health oriented operational links).** **The award was received by head of the institute at the hands of Maharashtra Governor.** Great efforts and hard work of faculties and students was appreciated.



College has been actively involved in social work which is well appreciated by stakeholders thus, continuing the legacy of social welfare by Deccan education Society Pune.

File Description	Document
Link for list of awards for extension activities in the last 5 year	<a href="#">View Document</a>
Link for any other relevant information	<a href="#">View Document</a>
Link for e-copies of the award letters	<a href="#">View Document</a>

#### 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:

Institute has always been deeply involved in activities related to social case since ITS'S inception. It regularly participates in camps, activities related awareness health promotion and socially relevant issues with different NGOs, national and international bodies.

It is extensively involved in geriatric wellbeing and rehabilitation. Institute works in association with various old age homes spread across Pune where, students visit geriatric homes to **provide free physiotherapy services**. This includes regular visits to old age homes like Madhurbhav, Sahajivan, Miraghar-kamshet ,Rainbow day care center, Anand-Dham. Camps are conducted with International Longevity center to provide free general and physiotherapy related health checkup and treatment to elderly in different societies.

**Free physiotherapy services to people in slum areas** is provided through activities in association with Seva Arogya Foundation are provided. This is a NGO working in health care for the needy. Weekly visits in different slums are arranged using "Mobile Physiotherapy Ambulance". Patients from these areas also come **weekly to Physiotherapy OPD of college for free treatment**. College has trained females from same locality "Arogya Maitrin" who help these patients for physiotherapy, health care awareness and hygiene.

Students and staff regularly go to camps and OPD of Bharat Vikas Parishad Viklang Punarvasan Kendra, where, **individuals with amputation, Prosthesis/ Orthotic fitting are treated for free**. Training, prevention and awareness sessions are conducted for these individuals regularly. Economically weak patient from these camps are **provided with physiotherapy in concessional rates at college OPD**.

Post Covid, a OPD was started for people recovered from Covid 19 infection where, regular treatment and awareness generation was done through this OPD.

Women's day is celebrated each year, where women from different areas around institute are assessed, trained and made aware of issues related to health and hygiene. Camps, Breast feeding week, Mother-child safety sessions are arranged each year in hospitals for posture awareness, lactation training and post natal training of new mothers.

Each year, **achievement of a Special child is celebrated by felicitating** him/her with "Ghe Bharari Award" .A session is arranged for caregivers of special children. It is shared on college platforms in order to create more awareness about these children in society.

Heart day is celebrated each year where, activities like quiz, rally, skits, aerobic and zumba session, poster presentation etc is arranged for enhancing **awareness related to heart health** in community.

Apart from this, institute is always ahead in arranging awareness and rehabilitation sessions on events like **TB day, Organ donation day, Stroke day, Arogya Wari, Women empowerment sessions, Yoga Day, free camp for drivers** etc to create awareness about health in society.

Cleaning drives along with hygiene awareness are arranged where, activities **like waste management awareness for auxiliary workers, menstrual cup hygiene, E-waste collection** drive are arranged regularly.

Students and staff participate with vigor and enthusiasm in all events. This has helps the students for sensitization and participation in social responsibility.

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for details of Institutional social responsibility activities in the neighbourhood community during the last 5 years	<a href="#">View Document</a>
Link for any other relevant information	<a href="#">View Document</a>

### 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:** 37.4

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

2022-23	2021-22	2020-21	2019-20	2018-19
51	40	26	37	33

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Documentary evidence/agreement in support of collaboration	<a href="#">View Document</a>
Certified copies of collaboration documents and exchange visits	<a href="#">View Document</a>
Any other Information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

### 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:** 29

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: 29

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
E-copies of the MoU's with institution/ industry/ corporate house, Indicating the start date and completion date	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## 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 college building is as per the norms laid down by the MUHS and is compliant with the norms of the MSOTPT council. The college of physiotherapy occupies the ground, and first floor as follows:

**Laboratory facilities** for Anatomy, Physiology, Electrotherapy, Kinesiotherapy, Musculoskeletal, Neurosciences, Cardio-respiratory and Community are placed on the ground floor. These are spacious, well lit, ventilated, airy and well equipped to permit demonstrations and practical skill development sessions for students. The laboratories have equipment as per the requirement of the regulatory bodies for PT and specialised equipment that can be used for research projects. Each of them is further equipped with an access to Wi-Fi. They, thus permit a good platform for enhanced learning apart from regular practical demonstrations and clinical skill development. These also provide an adequate space for clinical discussions held, especially for PG students.

Housed on the first floor, there are 5 **classrooms**, seating 40 students, one for each year (4 years of B.P.Th) and one for M.P.Th. Each classroom apart from the green board, is **ICT enabled** with smart boards in all, with provisions for internet access through (LAN and WiFi) thus offering a scope for blended learning. Alternate provisions exist for the use of LCD projectors and overhead projectors (OHP).

ICT enabled Auditorium with a capacity of 180 enables the arrangement of guest lectures, seminars, workshops, teleconferences, webinars, felicitation functions, orientation programmes for interns and MPTs.

A well-ventilated, spacious and well-lit library boasts of a collection of books, journals, with computer access with LAN facility. There is a separate reading section used by the students.

IQAC room / Board room is ICT enabled and permits presentations.

#### **Facilities for Clinical Learning:**

The college offers excellent clinical exposure to the students. All the students are posted regularly in hospitals as per the norms of MUHS. The hospital affiliations offer exposure to patients from all clinical areas, in both OPD and IPD as follows:

Orthopaedic: Trauma / Non-Trauma / Specialty surgery / Sports

Neuromedicine and neurosurgery: Adult / Paediatric

Cardiorespiratory: Medicine and Surgery; ICU / Wards / Pulmonary and Cardiac OPD; Specialty & Plastic surgery / Burns

Community: Postings for Geriatric care / Women's health / Industrial health apart from camps conducted regularly.

The students are well exposed to patients from all socio-economic strata thus enhancing not only the clinical skills of the students but also working on their communication skills and treatment option strategies. They are engaged in conducting awareness programmes and camps for Geriatric, Industrial and Women's health assessments, enhancing their team building capabilities and facilitate application and **learning in the community**.

Shared facilities with Deccan Education Society permits an access to various sports facilities, recreation centres, library apart from vast green areas in the form of botanical garden, hills etc.

Thus, the institute provides adequate infrastructure to fulfil the teaching learning requirements of the students and computing equipment to offer an unlimited and unhindered access to resources.

File Description	Document
Link for geotagged photographs	<a href="#">View Document</a>
Link for list of available teaching-learning facilities such as Classrooms, Laboratories, ICT enabled facilities including Teleconference facilities etc., mentioned above.	<a href="#">View Document</a>
Link for any other relevant information	<a href="#">View Document</a>

#### 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:**

The college understands the importance of co-curricular activities in the overall development of students and regularly arranges sports and cultural events for them. The college is fortunate to be a part of the expansive campus of Deccan Education Society that offers the students a plethora of options to enrich their development beyond academics. The shared facilities cover almost a total 15,301.16 sq.mt area for sport and fitness centres in college which comprises of grounds, courts, gymkhana etc.

The sports committee of the college has been conducting intra and inter college sports event called SportiPHY. The outdoor sports like athletic events, cricket, kho kho, kabaddi, football, throwball, dodgeball, volleyball competitions are conducted on the natural turf of the cricket grounds. There are also courts available to organise sports like badminton, lawn tennis, basketball. The hill present within the

campus provides scope for relay races while matches of table tennis and indoor cycling have been successfully conducted within the spacious labs. Carrom competitions, skipping, rope malkhamb demonstrations have also been conducted within the labs. Health related physical fitness activities like running, jogging, walking, Yog asanas refresh students and are practised in the campus in the open amphitheatre, lower recreation hall, laboratories. The gymkhana facilities have equipment like multi gym, twister, incline leg press, bench press, dumbbells, abdominal board, bikes, weight plates, cycle, walker, rubber mats etc. Students use the gymkhana, with its latest equipment, for fitness and sports performance.

Students also participate in intercollegiate, interuniversity sports tournaments for which they practice in college campus itself. Events like Yoga Day, National Sports Day are also celebrated each year and the staff and students participate in the same. Thus, there are multiple sport facilities to keep the students engaged and physically fit. The college also has equipment for cricket, basketball, football that the students can use during the weekly sports hour.

Apart from sports the college Cultural committee has been organising an annual cultural festival named 'Rhythm'. The weeklong celebration culminates in an annual gathering event. The events like traditional days, college cultural events/competitions are organised in the large labs while practice sessions of cultural activities such as mimes, dance, one act plays, street plays are performed at open amphitheatre, lower recreation hall, Kimaya etc. The yearly prize distribution and interns' felicitation event is organised in the Kundanmal Firodia or the British era Shirke auditorium in the campus. Places like the open amphitheatre also provide a scope for the organisation of events like fun fairs where students can put up food and games stalls. Environmentally supportive activities like Rejuvenate: best from waste and recreational activities like Garba etc. have been conducted successfully in the college premises.

The availability of the vast infrastructure also permits the students an exposure to other events like the demonstration of radio-controlled aeroplanes in Aeromodelling show on occasion of World Airforce Day.

Thus, the college can support the sports, cultural and recreational endeavours of the students and staff through the availability of the physical facilities within the campus.

File Description	Document
Link for list of available sports and cultural facilities	<a href="#">View Document</a>
Link for geotagged photographs	<a href="#">View Document</a>
Link for any other relevant information	<a href="#">View Document</a>

### 4.1.3

#### Availability and adequacy of general campus facilities and overall ambience

#### Response:

Deccan Education Society's Brijlal Jindal College of Physiotherapy has a huge campus which also includes a junior college, Management College, Law College and a Nursing college. The campus is rich in greenery, with different types of trees and shrubs planted in and around the camps. The vegetation also includes a few oxygen releasing plants like Peace lily, Snake plant, Aloe vera, palm trees in the campus to enhance the oxygen levels, air quality in the campus. Along with this, there is limited access to vehicles on the campus with designated parking facilities, which has helped to maintain or keep the pollution at the lowest level possible. Walking / cycling are preferred modes of commutation inside the campus. There is also an appropriate use of signage to avoid any inconvenience to the students or visitors. These help the individual reach the college building without any much inconvenience. There are two ways in which our college building can be accessed. Both the entrances have well demarcated signage. As far as the facilities inside the college are considered, there are separate restrooms for boys and girls. There is one for girls and 3 for boys along with the male teaching / nonteaching members. There are also separate restrooms for the teaching staff members and the principal respectively. The college receives water from the corporation supply. There is also a water cooler/ filter for drinking water purposes which is clean and well maintained. Alternate sources of energy like solar panels are installed at few places on the campus. Solar PV system is also installed on the roof top of college building.

There is one hostel for girls and one for boys. Boy's hostel is situated within the college campus and the girl's hostel is situated just adjacent to the campus. Along with this, there are plenty of paying guest facilities nearby which provide good accommodation facilities at reasonable cost. There are two canteens located inside the college campus which serve delicious food. Apart from this, there are plenty of eateries around the college campus. Our college being situated in one of the prime areas of Pune, and with some other colleges in close vicinity; there are many eating joints and options available for students. There are around 3-4 hospitals located within a 2-3 km radius of the college. So, in case of any emergencies, health care facilities are easily accessible. Along with this there are clinics of renowned general practitioners situated very close to the college. These practitioners are also affiliated to the college. There is also a post office located around 0.5 km from the college. As far as banks are concerned, there are branches of renowned banks located in 2-3 km radius of the college. The college, being situated in one of the prime areas of Pune, is very well connected and has good access to public transport. Feedback regarding availability and adequacy of campus facilities and overall ambience is taken from all the students and considered. Necessary modifications are made accordingly.

File Description	Document
Link for any other relevant information	<a href="#">View Document</a>
Link for photographs/ Geotagging of Campus facilities	<a href="#">View Document</a>

#### 4.1.4

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

**Response:** 29.05

4.1.4.1 *Expenditure incurred, excluding salary, for infrastructure development and augmentation year-*

wise during the last five years (INR in lakhs)

2022-23	2021-22	2020-21	2019-20	2018-19
79.01742	13.72	10.56	20.97	9.18

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.	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Audited utilization statements (highlight relevant items)	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## 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:**

The college is affiliated to various renowned hospitals (Government / Civil / Private) all, within 10 km. radius of the college, as stipulated by the MUHS. The college is thus able to, more than, fulfil the minimal standard requirement of clinical load (500 beds for the current intake) as specified by the MS OTPT Council and MUHS for undergraduate and postgraduate programmes. The hospitals offer clinical exposure in acute / chronic conditions, routine and super specialty surgeries in Orthopaedic, Neurological, Cardiac, Pulmonary conditions along with transplant surgeries, Plastic surgery, Burns, etc. Additionally, these affiliations also permit the students an access to specialised facilities like Gait laboratories and EMG NCV assessment clinics to name a few. The students are also posted at the college run OPD, participate in camps, awareness programmes, specialised sports and paediatric centres and postings in the community for geriatrics and women's health.

All the UG and PG students attend clinical postings every day. The college has ensured that the hospitals offer the students an exposure to a variety of cases in, not only all clinical fields, but also to patients from different socioeconomic strata. This enables them to enhance their skills in communication and treatment strategies / options, apart from the clinical knowledge.



Clinical skill enhancement in the form of case discussions, bed side teaching take place regularly, with specialty faculty posted with the students in each hospital. Group / class presentations are arranged for patients with rare clinical presentations. The students learn clinical reasoning, planning treatment goals and interventions, and application of assessment and therapeutic skills. They also learn about the necessity and ways of maintaining correct documentation of assessments, treatment progressions and effectiveness.

The college also arranges visits to Health centres and specialised centres to enhance student awareness to the varied aspects of physiotherapy application.

While the students are regularly accompanied by the college faculty in their clinical postings, the students engage in regular clinical discussions and presentations with the in-house physiotherapists too. This permits them an advantage of participating further in professional discussions and enables them to take more onus of their learning.

The college has spacious, well-lit, well-ventilated and ICT enabled laboratories for conducting practical sessions in Core and Clinical subjects like Anatomy, Physiology, Electrotherapy, Kinesiotherapy labs, and those for Musculoskeletal, Neurosciences, Cardiorespiratory and Community PT. Each laboratory is equipped with basic and advanced equipment in compliance with the requirements of the regulatory bodies in the respective subjects. These are used for regular practical sessions conducted in various subjects. Some advanced assessment tools are used for research purposes by UG and PG students. The students utilise these facilities for small group teaching sessions, peer teaching. They avail the books from the departmental library maintained in each of the clinical labs apart from the well-equipped main library. The classrooms are separate for UG and PG and all are ICT enabled.

Thus, adequate facilities with respect to Clinical Teaching and Hospitals, Laboratory Facilities and Teaching Equipment are made available to the students.

File Description	Document
Link for the list of facilities available for patient care, teaching-learning and research	<a href="#">View Document</a>
Link for the facilities as per the stipulations of the respective Regulatory Bodies with Geotagging	<a href="#">View Document</a>
Link for any other relevant information	<a href="#">View Document</a>

#### 4.2.2

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

**Response:** 149225.6

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

years.

2022-23	2021-22	2020-21	2019-20	2018-19
66893	66358	66397	30118	79723

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

2022-23	2021-22	2020-21	2019-20	2018-19
103558	98468	95103	48624	90886

File Description	Document
Year-wise outpatient and inpatient statistics for the last 5 years	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Extract of patient details duly attested by the Head of the institution	<a href="#">View Document</a>
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.	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link to hospital records / Hospital Management Information System	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 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:** 213.8

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.

2022-23	2021-22	2020-21	2019-20	2018-19
199	188	186	174	157

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.

2022-23	2021-22	2020-21	2019-20	2018-19
34	33	32	33	33

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	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Details of the Laboratories, Animal House & Herbal Garden	<a href="#">View Document</a>
Detailed report of activities and list of students benefitted due to exposure to learning resource	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

#### 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:** B. Any three of the above

File Description	Document
Institutional prescribed format	<a href="#">View Document</a>
Government Order on allotment/assignment of PHC to the institution	<a href="#">View Document</a>
Geotagged photos of health centres	<a href="#">View Document</a>
Documents of resident facility	<a href="#">View Document</a>
Details of Rural and Urban Health Centers involved in Teaching Learning activities and student participation in such activities	<a href="#">View Document</a>
Description of community-based Teaching Learning activities	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 4.3 Library as a Learning Resource

#### 4.3.1

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

##### Response:

A well-equipped library becomes a backbone of any educational institute and nurtures the students' growth by providing the appropriate resources. The college library is one such facility, which, with its ambient physical infrastructure also operates with automated systems to enable fulfil its function.

It currently uses LIB-MAN, a highly integrated, user-friendly, and compatible system for complete computerization of all the in-house operations of any size or type of library. The library management software is intuitive, efficient and compliant. Lib-Man is embedded with multilingual fonts, Barcode & QR Code fonts. The software allows for import of other library software data into LIB-MAN apart from marking standard data import/export. Book data fetching from ISBN site and Google API also saves data entry time. It supports eBook uploading & reading while following all latest library. It provides ease of generation of reports / data export to word, excel, PDF, text. Barcode printing can be carried out using barcode printer like Argox, TSC, etc. It supports all latest technologies which include cloud hosting, smart phone, tablets, SMS, email, etc.

The library performs the following Software Modules & Work through ILMS:

The **acquisition & cataloguing** module of the library management system enables to select & buy books, journals, and other resources and create a database of the same for easy book search.

The **circulation** module enables to create and manage borrower types along with keeping a tab on their

book issue date, return date, dues and fines. It enables a smooth circulation of books in the library.

The **serial control** module of the library software enables the librarians to handle or control processes such as subscription, renewals of books or their cancellations and generate accurate reports.

It also supports a smart phone app for **book search - MOPAC**. M-OPAC is a user-friendly digital catalogue and a tool which shows consolidated library data at single place. It enables the users to search for books, journals, or any other material by entering keywords such as the name of the book, its title, author's name, etc. They can also access other information of a book like Author, Publishers, Publish year, Accession numbers with Series code, ISBN, Call No (Classification Number + Book Number), Quantity of book. Patron can send a request to librarian for a book and able to check request status, provide Online Book reservation facility.

Users must download M-OPAC app free from Google Play store and register themselves. When students enter the library, they should scan **QR code** for check in and checkout time.

Use of ERP generates bar codes for books. and many types of reports viz. Accession register, Reference /circulation books, new arrivals, OPAC search history, Transaction Report, Issue Book report, Available Claim book report, Borrower fine report, Monthly user fine report, best user of library, Issue book Qty. Date Wise etc.

Thus, automation of the library ensures its smooth function and timely access to the students while maintaining records.

File Description	Document
Link for geotagged photographs of library facilities	<a href="#">View Document</a>
Link for any other relevant information	<a href="#">View Document</a>

#### 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:**

The college library maintains a collection of subject specific textbooks and reference books, over and

above, as directed by the MUHS Curriculum. It has a system in place to procure new books as recommended by the teachers and experts in the respective subject. This is done by conducting periodic meetings of the library committee and circulating requisition forms amongst the teachers. Requests thus generated lead to a vast collection of books and journals in physical and digital versions. The college currently has 332 textbooks and 693 reference books, and 229 donated books. It has a collection of e books and provides an access to journals in print and online. There are a total of 1083 books purchased till date, there are about 201 books for pre-clinical subjects like Anatomy & Physiology, Biochemistry and 98 books in the para clinical category of subjects like Pharmacology, Microbiology etc. and 523 titles for core physiotherapy related subjects like Neurological PT, Cardiorespiratory PT, Musculoskeletal PT, Community PT, Electrotherapy, Kinesiotherapy. Apart from these, resourceful books for allied subjects like research, exercise physiology, nutrition etc are made available to the students and faculty.

The library also has some rare books like oldest editions of subject specific books that are now out of print. All the students submit their projects and dissertations after they are duly completed. This collection of manuscripts, now submitted in e format, provides a reference for future projects in the subsequent batches of students.

The books that are donated by alumni students are made available through Book Loan Scheme to the students with a modest economical background. These can be used by the student for a duration required by them and are eventually returned for them to be available for the benefit of some other student. The CDs available with textbooks also become important reference materials.

The college also recognises the need of the students to access noncurricular books for the enrichment of their knowledge. While the college library also possesses some titles in this category, in order to enable this further, provides an access to the Bai Jerbai Wadia library of Fergusson College through the Inter Library Loan arrangement. This understanding opens the doors of the students to a vast collection of ancient books, manuscripts, and learning resources from ancient Indian languages. Academic prowess without being rooted to one's tradition rarely leads to a holistic growth of an individual. Thus, in alignment with the National Education Policy, the library attempts to offer resources to further enrich an individual on the whole. Links for the relevant online resources are also displayed in the library premises. These offer an access to a vast number of ancient scriptures of wisdom, many of which have been digitalised and translated from ancient languages to be made more accessible to the modern-day reader.

Thus, the library services ensure that the students and faculty are able to support their academic endeavours with the right kind of resources in all forms.

File Description	Document
Link for geotagged photographs of library ambiance	<a href="#">View Document</a>
Link for data on acquisition of books / journals / Manuscripts / ancient books etc., in the library.	<a href="#">View Document</a>
Link for any other relevant information	<a href="#">View Document</a>

#### 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:** A. All of the above

File Description	Document
Institutional data in prescribed sormat	<a href="#">View Document</a>
E-copy of subscription letter/member ship letter or related document with the mention of year	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

#### 4.3.4

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

**Response:** 6.35

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)

2022-23	2021-22	2020-21	2019-20	2018-19
8.24416	5.88700	4.52459	6.11090	7.00196

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	<a href="#">View Document</a>
Proceedings of library Committee meeting for allocation of fund and utilization of fund for purchase of books and journals	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Audit statement highlighting the expenditure for purchase of books and journal library resources	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Links for additional information	<a href="#">View Document</a>

#### 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:**

The vast collection of any library is futile without an optimal utilisation of the available resources. This is in the form of actual visits or footfall to the library by students and teachers and in the current era of digitalisation, through remote access.

The college library has systems in place to ensure the use of the books by making provisions in the timetable for library period for all the undergraduate students. The PG students access the library, main and departmental, for literature review for synopsis and dissertation. The monitoring of the same takes place manually through records maintained in the library registers. It is also monitored digitally through the mobile app M-OPAC which is a user-friendly portal for permitting students to check the book and journal lists and their availability. It also allows administrative processes like generating records of usage, amongst other.

The interns and postgraduates regularly submit their completed projects and dissertations in the library, thus creating a repository of resources. This is then accessed by the subsequent batches to avoid



repetition of topics and to offer an insight into their topic of interest. The library also is used by the students to access its collection of previous years university question papers and E content generated by teachers that is helpful for revision of concepts. They also use the plagiarism check software available. Library usage also is maximised through assignments given to the students for subtopics to foster a way to find information through books and online resources.

The ambience of the library and reading room with the facilities offered are in compliance with the Bai Jerbai Wadia library of Fergusson College and conducive to learning.

The student members of the library committee are sensitised to the functions of the library and are responsible for disbursing updates, to their batchmates, from the library. The librarian also orients the I B.P.Th. and I MPT students to the rules and regulations, functions, facilities, services and activities arranged by the library. The affiliation with the Jerbai Wadia library offers an opportunity to arrange for a visit on World Book Day. *Vachan Prerna Diwas* is an activity arranged by the students to celebrate the birth anniversary Dr. A.P.J. Abdul Kalam. It aims to inspire fellow students to read to become an uplifted individual, professionally and personally and is relevant in an era of listening to books and podcasts. The library also organises book exhibitions of various well-known publications related to the academic requirements of the students. These can also be purchased by them at discounted rates. The students receive timely updates through the librarian about new titles added or subscribed. Utilising the records of the MOPAC, the library soon plans to start a monthly monitoring and reward the student who uses maximally the library services annually. This can serve as an incentive for many others. These learners driven sessions foster the usage of the facility among the students and teachers alike.

File Description	Document
Link for details of library usage by teachers and students	<a href="#">View Document</a>
Link for details of learner sessions / Library user programmes organized	<a href="#">View Document</a>
Link for any other relevant information	<a href="#">View Document</a>

#### 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 Four of the above

<b>File Description</b>	<b>Document</b>
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Give links e_content repository used by the teachers	<a href="#">View Document</a>
Links to additional information	<a href="#">View Document</a>

**4.4 IT Infrastructure****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)****Response:** 100

4.4.1.1 Number of classrooms, seminar halls and demonstration rooms linked with internet /Wi-Fi enabled ICT facilities

Response: 13

4.4.1.2 Total number of classrooms, seminar halls and demonstration room in the institution

Response: 13

<b>File Description</b>	<b>Document</b>
Institutional data in prescribed format	<a href="#">View Document</a>
Geo-tagged photos	<a href="#">View Document</a>
Consolidated list duly certified by the Head of the institution.	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Links to additional information	<a href="#">View Document</a>

**Other Upload Files**

1

[View Document](#)**4.4.2**

**Institution frequently updates its IT facilities and computer availability for students including Wi-Fi****Response:**

Deccan Education Society's Brijlal Jindal College of Physiotherapy has made timely changes and arrangements necessary for the adoption of technology in teaching as well as to make resources available for an increase in the number of students. While overhead projectors were commonly used earlier for displaying transparencies, they were soon replaced by laptops, overhead projectors, and display screens. There are total of 4 LCDs projectors, one wall mounted and three portables, to offer flexibility of use in the labs which by then had a LAN connection. Currently there are a total of 13 desktops available for the students and administration staff. Out of these, 7 are for exclusive use by the students in the library while the remaining 6 are available for administrative purposes. In addition to this there are 8 laptops of, 3 of which are issued to the heads of departments of Musculoskeletal, Cardiorespiratory and Community PT. These are used by the staff of the respective departments for teaching or academic administration. They also serve as departmental digital resources apart from the library. There are 4 printers / scanners / copiers; 2 installed in the administration office, one in the library and one in Principal's office. With an initial installation of 2 smart boards, now, the college has a total of 6 smart boards, 5 in the classrooms and 1 in the boardroom. The college campus is WiFi enabled. The internet lease line has bandwidth of 200mbps, 1:1. The WiFi coverage is provided by TATA ISB provider. There are total of 7 routers, with a recent addition of 3 in the labs to facilitate unhindered access to internet. LAN is provided for all the desktops and is also available in all classrooms and labs for access. There are also 4 LAN connections in the office, 1 in board room, one in principal's office and 2 in staffrooms. The internet access is permitted through Deccan Education Society's firewall / server. There is a regular updating of licensed Software eg. Anti-virus protection. Administrative applications like Enterprise Resource Planning (ERP) is available on Cloud server. Along with that the DES VIDYA app which helps in maintaining attendance of the students along with other features like online assignments etc. Another prompt use of technology was explored and successfully used in teaching the students through an online portal with the help of the licensed TEAMS software, making lectures possible to all the faculty members and the students. While it served as a boon in the trying Covid times, even now it offers an opportunity to blended learning. The college has introduced biometric attendance for all students and staff and also uses the EASY TIME PRO app for remote monitoring of attendance.

The updating has not been limited to only academic and administrative purposes but also for facilitating library functions. The OPD of the college also has been provided with WiFi.

Feedback regarding availability and adequacy of computer and IT facilities is taken from all the students and considered. Necessary modifications are made accordingly.

File Description	Document
Link for documents related to updation of IT and Wi-Fi facilities	<a href="#">View Document</a>
Link for any other relevant information	<a href="#">View Document</a>

**4.4.3****Available bandwidth of internet connection in the Institution (Lease line)****Response:** 50 MBPS-250 MBPS

<b>File Description</b>	<b>Document</b>
Institutional data in prescribed format	<a href="#">View Document</a>
Details of available bandwidth of internet connection in the Institution	<a href="#">View Document</a>
Bills for any one month of the last completed academic year indicating internet connection plan, speed and bandwidth	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

**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:** 14.62

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)

2022-23	2021-22	2020-21	2019-20	2018-19
45.495	6.328	3.90539	8.42734	5.87024

<b>File Description</b>	<b>Document</b>
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	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for any additional information	<a href="#">View Document</a>

#### 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:**

Policies of the Committee:

1.Objective:

The objective is to maintain & improve infrastructural facilities, amenities, instrumental facilities & other support systems.

To ensure proper maintenance of physical property & campus facilities.

Plans for repairs/replacement of equipment.

1.Rules & Responsibilities:

It is the responsibility of maintenance committee to take a monthly review of the repairs or additions etc and report it to concerned authorities.

Reviewing the infrastructure on or before 7th day of each month. Conducting timely meetings .

1.Campus Operation, Development & Improvement Planning:

Development & improvement of the college is undertaken in accordance with college code & procedures, which defines a process for the request, approval & capital generation for the development & implementation. After the maintenance committee approval, the maintenance work would be processed further to the estate department. Depending upon the nature of expense incurred either the principal can go for direct expenses after the approval from LMC or the resolution is passed through estate through finance to Governing body

1.Facility & Equipment Maintenance & Repair:

The staff member submits requests for facility & equipment maintenance &/or repair to maintenance committee. When requests are submitted the committee contacts appropriate maintenance personnel to respond to the request.

Requests that require advanced or specialized knowledge &/or skill, vendors & 3rd party vendors are contacted to oversee the project.

### 1. Equipment & Supplies:

Equipment & supplies are requested annually as a part of the college budget process..

Important equipment's & services are on Annual Maintenance Contract (AMC), where the company representatives visit regularly for the same, where as some lab equipment's are maintained by the dedicated technicians on a periodic basis.

Policy states that current relevant, sufficient & up-to-date equipment's & materials used is acquired, repaired or replaced in a timely manner to support program goals. Purchase & maintenance committee evaluates equipment & supply needs & submit annual budget requests for required purchases.

If the expenditure is less than 5000 Rs, approving authority is the principal of the institute. If more than 5000 Rs, the requirement is raised by the unit head & approved by the Governing Body of the institute.

Committee ensures quality & safety standards in accordance with requirements, codes, laws & regulation pertaining to specialized materials & equipment & their intended use.

All the purchases are made after GB approval and after receiving CPR.

#### Functions:

Periodic maintenance of Classroom, Corridors, Washrooms, Labs, Library, Sports Facilities, OPD, Pantry & Equipment's including tubes/bulbs/fans/tables/chairs.

The committee's objective is to coordinate with the people responsible for the maintenance & monitor the quality & given time frame of the job.

Maintaining Inventory & Usage.

Identifying & repairing faulty equipment.

To monitor routine annual maintenance of the Institute & related infrastructure

Maintenance of cleanliness & sanitation of premises.

Referring, through proper channel, to the Central departments as necessary for Electrical/Plumbing/Civil/Computer work/Ground & Gym maintenance & expert/vendors for specific equipment used.

Appropriate disposal of equipment/material.

Maintaining dead stock registers and the reports of the repairs and maintenance

File Description	Document
Link for minutes of the meetings of the Maintenance Committee	<a href="#">View Document</a>
Link for log book or other records regarding maintenance works	<a href="#">View Document</a>
Link for any other relevant information	<a href="#">View Document</a>

## 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:** 15.09

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)

2022-23	2021-22	2020-21	2019-20	2018-19
21	38	43	36	23

#### 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](#)

Any additional information

[View Document](#)

Link for Additional Information

[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

<b>File Description</b>	<b>Document</b>
Institutional data in prescribed format	<a href="#">View Document</a>
Detailed report of the Capacity enhancement programs and other skill development schemes	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link to Institutional website	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

**Other Upload Files**

1	<a href="#">View Document</a>
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**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:** 24.69

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

2022-23	2021-22	2020-21	2019-20	2018-19
92	33	48	57	37

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

#### 5.1.4

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

#### Response:

The Institution has an international student cell to facilitate study in India. This cell is comprising of our some NRI or OCI students and institute's faculty for co-ordination. Our mandate is to generate, preserve and share knowledge for developing a vibrant society. Our institute provides them all the required support with respect to academics, courses, admission procedures. The talks, webinars, and visits of international and national faculty, academicians and researchers are arranged for these students with other students. The admissions to our institute are governed by Directorate of Medical Education Research Admission regulation authority, which is governed by Government of Maharashtra. **According to DMER and state CET cell, till 22-23 college was allowed to admit NRI and OCI only under institutional quota.**

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for Any other relevant information	<a href="#">View Document</a>
Link for international student cell	<a href="#">View Document</a>

#### 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	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Circular/web-link/ committee report justifying the objective of the metric	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

## 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:** 98.57

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 ..

2022-23	2021-22	2020-21	2019-20	2018-19
9	9	13	12	5

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**

2022-23	2021-22	2020-21	2019-20	2018-19
9	9	14	12	5

File Description	Document
Scanned copy of pass Certificates of the examination	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

### 5.2.2

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

**Response:** 82.89

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

2022-23	2021-22	2020-21	2019-20	2018-19
39	36	35	43	39

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

### 5.2.3

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

**Response:** 20

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

Response: 10

File Description	Document
Supporting data for students/alumni as per data template	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Any proof of admission to higher education	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

### 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:** 45

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 .

2022-23	2021-22	2020-21	2019-20	2018-19
11	13	0	17	4

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>
Duly certified e-copies of award letters and certificates	<a href="#">View Document</a>

### 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:**

A Student Council is a representative body through which students in the college can be involved in the functioning of the college, working in association with the management, staff and students for the benefit of the college and students. The purpose of the student council is to give students an opportunity to develop leadership by organizing and carrying out college activities as well as be a mediator between staff and students. The responsibility of Student Council is :

1. To promote the interests of students among the Institute administration, staff and parents.
2. To identify and help solve problems encountered by students in the Institute.
3. To organize curricular, co-curricular and extra curricular activities for students.

The institution has an active student council with representation as per the directions of the MUHS from August 2021. Student council committee of the college plays an integral and important role in students' community and acts as a medium between the college and students. The committee consists of following members:

1. Principal
2. Staff representative
3. Staff members from cultural and sports committees
4. Student secretary ,who is elected by all the members of student council
5. Students who have excelled in sports and cultural activities.

College conducts student council meetings thrice a year. Student council members are active cells of various activities organized by the college. They actively participate in planning and execution of all the activities. They convey proceedings of the meetings to all the students. According to standard operating procedure, faculty member in-charge and principal decide the date and time of the meeting. At the first meeting, introduction of all members is done by principal and secretary reads agenda points one by one on which discussion takes place. Remedial measures and other discussion points are noted down by record keepers and minutes are prepared by secretary after confirmation of the same by principal. The minutes of meeting with compliance report is prepared. Which is then circulated among the students and members respectively. Roles and Responsibility of every committee is discussed in 1st meeting of each academic year. Students are made aware about various upcoming activities from college and MUHS. Students feedback is taken about each activity and necessary suggestions are applied. Issues raised in the meeting are discussed and appropriate action are taken. Student council committee is actively participating in Sports events, cultural activities, convocation of interns. Various rallies, drives, cultural days, festival celebrations are enthusiastically organized and celebrated as planned by the student council committee. Thus the aim of college's student council committee is to inculcate the participation and leadership qualities in students which will help them at individual level as well as help the institute to grow stronger.

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for reports on the student council activities	<a href="#">View Document</a>
Link for any other relevant information	<a href="#">View Document</a>

Other Upload Files	
1	<a href="#">View Document</a>
2	<a href="#">View Document</a>

### 5.3.3

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

**Response: 8.8**

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

2022-23	2021-22	2020-21	2019-20	2018-19
14	6	1	14	9

File Description	Document
Report of the events with photographs or Copy of circular/ brochure indicating such kind of activities	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

Other Upload Files	
1	<a href="#">View Document</a>

## 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:**

Establishment of 'Deccan Education Society's Brijlal Jindal College of Physiotherapy Alumni Association' was done on 11 February 2022 under Section 8 of the Companies Act, 2013.

Directors of the company are:

-Dr. Snehal Joshi(PT)

-Dr. Shreya Dhake(PT)

-Dr. Apoorva Pavnaskar(PT)

Members of Alumni association are:

-Dr. Sana Khan (PT)

-Dr. Apurva Kulkarni (PT)

Purpose of establishing the alumni association is to promote a goodwill and sense of pride to both alumni and students.

Goals are:

- To identify and cultivate mutually fruitful association with alumni and enhance the impact of the college alumni community globally.
- Evaluate the needs, expectations, and attitudes of various alumni groups, and segment them into appropriate groups for better engagement

Mission is to foster strong bonds between alumni, students and the Institute; to keep alumni informed, and create a network enabling them to remain engaged with their Alma mater and help to shape the future of Alma Mater through the Association's programme and services

The Company proposes To build an active worldwide network of alumni of DES Brijlal Jindal College of Physiotherapy, Pune, both present and future work towards promoting educational and scientific research in all fields viz humanities, social sciences, science and technology, entrepreneurship and technology development, professional and social interaction among the alumni, students, faculty and staff and for general public by various professional, social and cultural acts and generally work for the expansion of the knowledge and betterment of students, faculty, staff and alumni of DES Brijlal Jindal College of Physiotherapy, Pune and society at large.

Alumni have contributed the college under financial, donation, placement domains and valuable feedback. Few of our alumni have been taking lecture series for last year students. Also they have been providing clinical postings for current students. The institute has been benefited by various inputs given by our alumni as follows:



<b>Year</b>	<b>Areas of contribution</b>	<b>List of Alumni contribution</b>
2018	Students placement	Sana Khan
2021	Donation of books	Apoorva Phadke
	Donation of books	Leora Penkar
	Donation of books	Dr. Aparna Sadhale(staff alumni)
2022	Students placement	Apurva Kulkarni
2021	Information regarding registration in Australia	Radhika Joshi
2021	Experience of Tokyo Olympics 2020	Chinmay Bhide
2021	Guidance about field of sports physiotherapy	Ayush Yekhande
2022	Experience in the field of Physiotherapy in USA	Mohana Sowani
2023	Experience as a cardiorespiratory physiotherapist	Heena Macksare
2023	Introduction about on-field injuries and management	Meghan Belsare

### **Financial Contribution**

<b>Name</b>	<b>Amount</b>
Sana Khan	5000(Sponsorship for sports event 2020)
Dr. Rajani Pagare(staff alumni)	5000(Donation)

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for frequency of meetings of Alumni Association with minutes	<a href="#">View Document</a>
Link for audited statement of accounts of the Alumni Association	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>
Link for details of Alumni Association activities	<a href="#">View Document</a>
Link for quantum of financial contribution	<a href="#">View Document</a>

#### 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:** C. Any three of the above

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Certified statement of the contributions by the head of the Institution	<a href="#">View Document</a>
Certified statement of the contributions by the head of the Institution	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Annual audited statements of accounts. Extract of Audited statements of highlighting Alumni Association contribution duly certified by the Chartered Accountant and Head of the Institutions	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

## 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:

The stated vision and mission of the institute are uploaded on the college's website and displayed prominently in the college. The institute adopted this vision as it believes strongly in quality education and its positive impact on the individual, the different stakeholders of the institute and the society at large. The institute borrows greatly from the vision and mission of the parent society, Deccan Education Society when formulating its own.

The institute has heavily invested in providing education which will ensure the students are at par with the rest of the physiotherapy community nationally and internationally. University guidelines are followed for staffing and systems are in place to fulfill academic and non-academic tasks.

Sr. No.	System in place	Duties and responsibilities
1.	Class coordinator:  Two faculty members each.	<ol style="list-style-type: none"> <li>1. Academic schedule preparation</li> <li>2. Timely conduct of all lectures and practicals.</li> <li>3. Maintenance of academic records: attendance, internal assessment, university result records.</li> <li>4. Arranging remedial teaching for slow learners.</li> <li>5. Conduct of internal examinations.</li> <li>6. Correspondence with stakeholders regarding academic performance.</li> <li>7. Keeping faculty and HoI informed of pertinent events or situations of that class / student.</li> <li>8. Arranging interventions as required for students reporting issues.</li> </ol>
2.	Mentor-mentee programme	<ol style="list-style-type: none"> <li>1. Academic performance tracking throughout the course.</li> <li>2. Mentoring students to</li> </ol>

		<p>promote their academic performance.</p> <ol style="list-style-type: none"> <li>3. Tackling non-academic issues.</li> <li>4. Guiding student research projects.</li> </ol>
3.	Free interaction programme	All students are encouraged to approach and interact with faculty members to clear concepts, clarify doubts and get guidance for improving academic and clinical skills.
4.	Clinical supervision	<ol style="list-style-type: none"> <li>1. Faculty members are posted at all clinical affiliations to promote application of theoretical knowledge into clinical practice and improve hands-on evaluation and treatment skills of the students.</li> <li>2. Encourage students to handle patients individually.</li> <li>3. Encouraging students to shoulder responsibilities and perform simple administrative tasks, like maintaining patient records, updating files, or keeping track of the equipment in the OPD.</li> </ol>
5.	Constitution of various committees	Stakeholders of the college participate in committees to improve performance quality.
6.	Research	<ol style="list-style-type: none"> <li>1. Formulate and conduct quality research.</li> <li>2. Inculcate evidence-based practice in students.</li> <li>3. Promote participation in various scientific and research conferences.</li> </ol>
7.	Institutional Ethics Committee	Appraise research project proposals for ethical concerns. (We are the first Physiotherapy college to receive ICMR approval for the IEC)
8.	Continued Medical Education	Organization of workshops,

		seminars, webinars, lecture series to improve knowledge base of students, faculty, and administrative staff.
9.	Community services	<ol style="list-style-type: none"> <li>1. Organization of education and awareness campaigns, drives, and camps for health and health related issues.</li> <li>2. Volunteering time and expertise at various NGOs, geriatric care centres.</li> </ol>

The quality driven initiatives of the college are further enhanced by the MoUs between like-minded hospitals and organisations, providing students with the best clinical exposure available.

These programmes have ensured positive feedback from all stakeholders, leading to a growing network of the college across the globe.

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for Vision and Mission documents approved by the College bodies	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>
Link for achievements which led to Institutional excellence	<a href="#">View Document</a>

### 6.1.2

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

#### Response:

The **Principal**, being the Head of the Institute (**HoI**), arranges for formal and informal meetings with the faculty to discuss issues related to academic schedules and clinical postings for different years. HoI also sets up specified time slots for discussions with HoDs, academic heads, posting incharges to review issues, revise or amend action plans and troubleshoot problems pertaining to curricular, co-curricular and extra-curricular activities as required. The HoI also hosts meetings of various committees of the college to provide insights as required.

The college has six departments, as per the University Physiotherapy programme. The departments are

supervised by the **HoDs**. In each department, the hierarchical structure is vertical. Students report to their respective faculty, who report to the HoD. The institute encourages independent decision making at the department or academic head level. Policies for the same are decided by all HoDs together. In case an issue cannot be managed at the level of the HoD, it is deferred to the HoI, who in turn takes a decision, considering the views and opinions of the LMC, HoD and concerned student. The students and the faculty can approach the HoI independently if the scope of the issue is not limited to the department level. The decisions taken by the HoD or HoI are binding limited to that issue.

Action plans and strategies are formulated prior to the start of the academic year, with duties and responsibilities of each faculty delineated in detail. These are implemented when the academic year begins. The strategies vary from academic year to year, depending on the inputs of the academic heads.

**Class co-ordinators** oversee the academic scheduling, record keeping for smooth functioning. They prepare timetables, exam schedules, clinical posting schedules, attendance records, internal assessment records for the year in a timely manner. They work with the department heads when creating academic plans, scheduling workshops, seminars, and other co-curricular courses for their respective years.

**Clinical posting incharges** execute the administrative responsibilities of the institute at their respective posting, maintain patient records abiding by the rules and regulations of the posting.

The **guides** for each of the four specialties are responsible for the execution and completion of syllabi for their respective specialties. The PG incharge is responsible for deploying the post-graduate students to postings that will benefit them clinically. Each specialty schedules extra courses, workshops, seminars, and activities relevant to their subjects. The students are provided schedules for their seminars and project work, which they are expected to follow. The students also submit project worksheets to their guide and HoD at regular intervals.

**Administrative staff** workload has been divided such that one person handles accounts, one handles student related issues and two handle institute and Deccan Education Society administration related issues. 1 librarian, 2 lab assistants, 2 peons and 2 cleaners have been recruited for the smooth running of the institute. Workflows and schedules to complete tasks and meet deadlines are in place. The administrative staff members report to the HoI.

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for relevant information / documents	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## 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:**

The college's vision of providing quality education is reflected in its strategic plan. The plan defines the present position of the college versus where it aims to reach in the next 5 years. A carefully analysed SWOC has directed the path that the college intends to take further.

Sr. No.	Key Indicators	Plan of Action
1.	Increase number of University rank-holders	<ol style="list-style-type: none"> <li>1. Identify promising students and provide further instruction customised to their requirements.</li> <li>2. Maintain library facilities, which includes the most recent book editions and contemporary journals.</li> </ol>
2.	Increase number of MoUs signed.	<ol style="list-style-type: none"> <li>1. Identify organisations and institutes providing experiential learning.</li> <li>2. Explore research opportunities with other organisations.</li> </ol>
3.	Raise percentage of students obtaining more than 60% marks at the IV B.P.Th. University exam.	<ol style="list-style-type: none"> <li>1. Enhance learning opportunities through adoption of varied teaching techniques for potential learners.</li> <li>2. Strengthen mentor mentee programme through frequent interactions with students and further appraisals of the programme.</li> </ol>
4.	Conduct CMEs and workshops for students	<ol style="list-style-type: none"> <li>1. Explore areas of new techniques and incorporate them in continued medical education programmes.</li> <li>2. Identify resource persons at the top of their fields to provide instruction to faculty and students.</li> </ol>
5.	Conduct Social outreach and awareness campaigns	The college will continue to conduct the social outreach programmes that it is involved in.
6.	Explore and initiate more placement opportunities	<ol style="list-style-type: none"> <li>1. Organise campus placement sessions through hospitals, private clinics, organisations.</li> </ol>

7.	Increase infrastructure expansion	<ol style="list-style-type: none"> <li>1. Identify spaces to incorporate in the college infrastructure and develop them into labs, outdoor exercise spaces.</li> <li>2. Upgrade available infrastructure to reflect the needs of the college.</li> </ol>
8.	Increase publications in indexed journals	<ol style="list-style-type: none"> <li>1. Identify quality SCOPUS indexed journals with competitive impact factors for publication.</li> <li>2. Provide seed money for publications.</li> </ol>
9.	Increase alumni engagements	<ol style="list-style-type: none"> <li>1. Invite alumni to provide insights in their areas of work.</li> <li>2. Arrange industry visits through alumni contacts.</li> <li>3. Organize interactive sessions of the alumni to offer advice to the present students.</li> </ol>
10.	Inculcate research oriented behaviour in students	<ol style="list-style-type: none"> <li>1. Involve promising students in research activities</li> <li>2. Increase participation for paper presentations in conferences by providing avenues in the form of opportunity, financial reimbursement, and hand-holding.</li> </ol>





The college aims to achieve the plan over the course of the next 5 years.

<b>File Description</b>	<b>Document</b>
Any additional information	<a href="#">View Document</a>
Link for organisational structure	<a href="#">View Document</a>
Link for strategic Plan document(s)	<a href="#">View Document</a>
Link for minutes of the College Council/ other relevant bodies for deployment/ deliverables of the strategic plan	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## 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:** A. All 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	<a href="#">View Document</a>
Policy documents	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Institutional budget statements allocated for the heads of E_governance implementation ERP Document	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 6.3 Faculty Empowerment Strategies

#### 6.3.1

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

**Response:**

The college has always put the welfare of its staff at the forefront. To this end, the college has policies in place to guide the disbursement of such welfare measures as are required by the staff.

The Governing Body (GB) and the Local Management Committee (LMC) have passed resolutions regarding the various initiatives, like maternity, paternity leave, funding provisions for attending workshops and presenting papers at conferences, that are at present in place at the college. All applications for the welfare measures also are put in front of the LMC for approval and disbursement as required.

The welfare measures provided by the college are:

- **Group medical insurance** for the whole team,
- **Travel insurance,**
- **Conveyance,**
- **Employee provident fund** contributions for all staff,
- **Group gratuity contribution** for the whole team,
- **Gratuity** applicable to staff who have completed 5 years and more,
- **Leaves:** maternity and paternity leaves, medical leaves, special leaves for workshops, conferences, and seminars,
- **Funding** for publication of articles, attending workshops and seminars, and presenting papers at conferences,
- **Resources provided for inventions and innovation** in the form of collaboration with Venture

Centre and the DES P C Shejwalkar Incubation Centre,

- Provision of **education** through DES schools for staff's children,
- **Loans:** the institute has provisions for issuing salary certificates to staff applying for bank loans,
- **Health check-ups** at subsidised rates through the Balasaheb Deoras Clinic.

The institute has put policies in place which guide the disbursement of the welfare benefits. The mandatorily provided welfare measures are travel and health insurance, travel allowance and EPF contributions. For the other welfare measures, the staff must apply for the funding or leave that they require. This application is deliberated upon in the LMC, and funds are disbursed once the application is accepted. Staff submits proof of attendance or completion after the event. These steps ensure the steady professional growth of the faculty, and thereby the institute.

During the COVID-19 pandemic, the institute had organised a **free vaccination drive** for the faculty of the college. The college took the initiative to arrange vaccinations for all the teaching faculty at an affiliated hospital, whereas the administrative staff and their family members were provided this in college premises. Now, with the collaboration with Balasaheb Deoras Clinic, the college also subsidizes staff health check-ups.

Other than these benefits, the institute takes the physical and mental wellbeing of their employees seriously. **Faculty empowerment programmes**, targeting stress management, time management, communication skills, are conducted to enhance the staff's abilities. The college also addressed the important aspect of self-defense in a recently held workshop, where a team showed simple techniques to safeguard oneself from any physical attack. A proposed collaboration is underway with the Psychology department of our sister institute, Fergusson College, which will enable faculty to access vital resources for their mental wellbeing.

These, and other benefits, contribute to the positive interchange between the faculty and management, allowing effective functioning at all levels.

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for policy document on the welfare measures	<a href="#">View Document</a>
Link for list of beneficiaries of welfare measures	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 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:** 24.29

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

2022-23	2021-22	2020-21	2019-20	2018-19
14	0	0	0	3

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

### 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: 10**

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

2022-23	2021-22	2020-21	2019-20	2018-19
13	12	5	10	10

File Description	Document
Reports of Academic Staff College or similar centers Verification of schedules of training programs	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Detailed program report for each program should be made available Reports of the Human Resource Development Centres (UGC ASC or other relevant centres)	<a href="#">View Document</a>
Copy of circular/ brochure/report of training program self conducted program may also be considered	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

#### 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:** 97.14

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

2022-23	2021-22	2020-21	2019-20	2018-19
14	13	13	14	14

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
E-copy of the certificate of the program attended by teacher	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link of AQARs for the last five years	<a href="#">View Document</a>
Link to additional information	<a href="#">View Document</a>

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

Appraisals of the staff are performed by the Head of the Institute, the Principal yearly and, if required, at more frequent intervals.

The appraisal system for teachers is based on a form which is used throughout the Society to estimate the ability and character of the teacher. Different components are assessed based on inter-personal relations, general intelligence, administrative abilities including judgement, initiative, and internal drive. Technical professional abilities as relevant, computer skills are also assessed as they are requirements for the new method of teaching. Overall health, willingness to work, special attitudes, character and integrity of the individual is also assessed. This decides the fitness of the individual for a promotion. A subjective grading is given ranging from A+ (outstanding) to C (below average).

A similar form is used to assess the working pattern of non-teaching staff and Class IV employees. This form also identifies goals set for the appraisal year and assesses effective completion of the tasks allotted.

The forms are filled by a reporting officer, assessed by a reviewing officer, and sent to the Human Resource Department of the Society, which forwards the appraisals to the GB for further processing.

Appraisals are also in the form of student feedback through ERP, which the Principal discusses with the staff members individually and in separate, private sessions. Informal appraisal and interaction between heads of departments and faculty members is also performed.

Shortfalls identified in the appraisal are intimated to the staff member and measures to upgrade are suggested. The action taken is documented.

From the academic year 2021-22, the University has started appraisals at the University level, with details of the faculty's involvement in teaching, research, innovation, conferences, webinars, and seminars as well as publication details documented in the University's appraisal form.

<b>File Description</b>	<b>Document</b>
Any additional information	<a href="#">View Document</a>
Link for performance Appraisal System	<a href="#">View Document</a>
Link for any other relevant information	<a href="#">View Document</a>

Other Upload Files	
1	<a href="#">View Document</a>
2	<a href="#">View Document</a>

## 6.4 Financial Management and Resource Mobilization

### 6.4.1

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

##### Response:

The college receives resources from various sources, the main being the student fees. The college prides itself on having a transparent and clear methodology of disbursing the received resources.

Sr. No.	Resource	Received from	Use
1.	Tuition fees	Students	College functioning: <ul style="list-style-type: none"> <li>• Salaries</li> <li>• Equipment purchasing</li> <li>• Book and journal purchasing</li> <li>• Co-curricular activities like college annual festival</li> <li>• Extra-curricular activities like magazine publication</li> <li>• Routine maintenance and repairs</li> </ul>
2.	Government scholarships	Samaj Kalyan Department	Tuition fees for reserved category students
3.	Private scholarships	Private entities	For academically excellent students
4.	Corporate Social Responsibility funds	Well-wishers	Equipment for OPD use
5.	Infrastructure funds	Deccan Education Society, well-wishers	Development of infrastructure
6.	Equipment funds	Well-wishers	Specified for the department and the instrument to be bought. (pelvic cones, pressure algometer,



			BalanceMaster)
7.	Books	Alumni, faculty, well-wishers	Integrated in the library for student use.
8.	Free access to journal services through the KNIMBUS portal	MUHS	To access recent issues of journals
9.	Human body	Aurangabad Government Medical College	To aid students in the understanding the human body.
10.	Staff and student safety features	1. DES DESBJCOP	1. Security guards 2. Firefighting system CCTV system
11.	Solar system	Deccan Education Society	Energy conservation
12.	Wireless internet facilities	DESBJCOP	For use by staff and students.
13.	Advanced equipment use in collaboration	Private entities	A few private entities have loaned their equipment for college use (Foot posture analysis, gait lab)
14.	Endowments	Well wishers	Awarded to students to encourage excellence in academics
15.	Research grants	MUHS	To promote research-oriented behaviour amongst faculty and students
16.	Sportiphly Sports event funds	Sponsors, well-wishers, alumni	For the conduct of the different sports through this event and the prize distribution for the winners.
17.	Alumni corpus of funds	Alumni of the college	For procurement of equipment, books, research
18.	Institutional Ethics Committee corpus of funds	Applicants for IEC approval	For smooth functioning of the IEC and its programmes, and for research assistance for faculty and students.
19.	Physiotherapy care unit	Non-governmental organisations	Beneficiaries of health care programmes run in collaboration with the college.

The process for allotment of the resources is as per the guidelines laid down by DES, the specific instructions of the donor, and the requirements of the college. The budgetary necessities are fulfilled through the Central Purchase Committee, with the final pronouncement provided by the Governing Body, DES. Once accepted in the GB, the equipment / book purchase, or infrastructure change is carried out as per the stated intent. Meticulous records are maintained for the whole process.

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for resource mobilization policy document duly approved by College Council/other administrative bodies	<a href="#">View Document</a>
Link for procedures for optimal resource utilization	<a href="#">View Document</a>
Link for any other relevant information	<a href="#">View Document</a>

#### Other Upload Files

1	<a href="#">View Document</a>
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#### 6.4.2

#### Institution conducts internal and external financial audits regularly

##### Response:

The Finance department of the Society has provided Excel formats for performing an internal audit. The college accounts department fills in information in the Excel sheet and prepares the documentation for the audit. This is submitted every 6 months to the Central Office Finance department. Of the various heads assessed are fee reconciliation, bank reconciliation, tax deducted at source, salaries for employees and clock-hourly basis faculty and additional fixed assets costing more than Rs 5000/-.

The Finance department audits the statement sent by the college. If all the documents are appraised to be correct, and there is no issue seen in the audit statement, the Finance department accepts the statement and clears the audit. In case there is a discrepancy in the statement, the Finance department identifies it and reports it to the college. It guides the college's accounts department to provide the appropriate documentation required to settle any objections raised. Till the objection is settled, the internal audit remains pending. On successful settling of the audit, the audit is cleared.

At the beginning of every financial year (April), the previous year's audit is carried out. The Finance department sends the internal audit statements to an external chartered accountancy company, which is appointed by the Society. The internal audit data is processed by appointed company. This also involves cross-checking for any objection that has been resolved in the internal audit. The company provides an audited statement report at the end of this process. The report is filed according to year in the finance files of the college.

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for documents pertaining to internal and external audits year-wise for the last five years	<a href="#">View Document</a>
Link for any other relevant information	<a href="#">View Document</a>

### 6.4.3

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

**Response:** 5.32

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

2022-23	2021-22	2020-21	2019-20	2018-19
0.05	0	0	2.80	2.47

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	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Copy of letter indicating the grants/funds received by respective agency as stated in metric	<a href="#">View Document</a>
Annual statements of accounts	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

## 6.5 Internal Quality Assurance System

### 6.5.1

**Instituion has a streamlined Internal Quality Assurance Mechanism**

**Response:**

The institute has quality education as its vision which emphasizes quality teaching and research through variety of teaching-learning pedagogies. The Institute has constituted Internal Quality Assurance Cell (IQAC) as per the guidelines of NAAC, which has taken efforts to enhance quality of teaching-learning and research.

The IQAC members represent the teaching and administrative sections of the college, students, parents, and members external to the institute, all of whom are invested in ensuring the appropriate working and success of the institute. The IQAC identifies issues related to teaching-learning and other parameters of the Institute. It also invites suggestions from all its stakeholders to enhance the performance of the Institution.

IQAC works towards the betterment of the students, their welfare, learning experiences, and facilities that can be provided to them. IQAC also works to better the administrative functioning of the staff, with an emphasis on empowerment of the faculty to better realize their potential. It also focuses on different skill sets that the faculty can develop to improve the functioning of the institute. Considering the research undertaken at the institute, the committee has provided inputs for the constitution of an institutional ethics committee, based on the Indian Council of Medical Research guidelines.

Use of the ERP system has been emphasized to better monitor student activities and participation. This emphasis has also increased the accountability of the students and faculty alike. It has advocated the use of technology to create a paperless workplace. This has had a two-fold effect of saving paper and hence the environment.

ERP has allowed for anonymous feedback from the students for faculty members. This has helped in identifying teaching areas where an improvement in delivery of the teaching material can benefit students. Due to this audit of teaching methodology, faculty have modified their teaching practices, incorporating different techniques to enhance learning. The use of ERP to calculate student attendance has also helped in identifying students who lack attendance and hence are weakened in their studies. Alternatives to this issue have been identified and the strategies to implement these alternatives have been put in place. The student progression has been mapped using conservative methods like Excel sheets and this has helped provide better counseling to the parents and students about their performance.

The faculty has received assistance from the institute to complete mandatory courses of the University. The faculty is also encouraged to attend, conduct, or participate in programs that add to their present knowledge and skill bases. The institute provides the necessary financial and infrastructure assistance to conduct seminars, workshops or courses in the institute that will benefit students and faculty alike.

File Description	Document
Any additional informaton	<a href="#">View Document</a>
Link for the structure and mechanism for Internal Quality Assurance	<a href="#">View Document</a>
Link for minutes of the IQAC meetings	<a href="#">View Document</a>
Link for any other relevant information	<a href="#">View Document</a>

**6.5.2****Average percentage of teachers attending programs/workshops/seminars specific to quality improvement in the last 5 years****Response:** 98.57

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

2022-23	2021-22	2020-21	2019-20	2018-19
14	13	14	14	14

File Description	Document
List of teachers who attended programmes/workshops/seminars specific to quality improvement year-wise during the last five years	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Details of programmes/workshops/seminars specific to quality improvement attended by teachers year-wise during the last five years	<a href="#">View Document</a>
Certificate of completion/participation in programs/workshops/seminars specific to quality improvement	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

**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

<b>File Description</b>	<b>Document</b>
Report of the workshops, seminars and orientation program	<a href="#">View Document</a>
Report of the feedback from the stakeholders duly attested by the Board of Management	<a href="#">View Document</a>
Minutes of the meetings of IQAC	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
AQAR submitted to NAAC and other applicable certification from accreditation bodies	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Annual report of the College	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

## 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:** 19

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

2022-23	2021-22	2020-21	2019-20	2018-19
7	2	2	5	3

File Description	Document
Report gender equity sensitization programmes	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Geotagged photographs of the events	<a href="#">View Document</a>
Extract of Annual report	<a href="#">View Document</a>
Copy of circular/brochure/ Report of the program	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

#### 7.1.2

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

**Response:**

Gender equity is the process of being fair to all genders. To ensure fairness, strategies and measures must often be available to compensate for the social disadvantages that prevent all the genders from otherwise operating on a level playing field.

Gender equality does not mean that all become the same; only that access to opportunities and life changes is neither dependent on, nor constrained by their sex. All genders should be able to equally enjoy the socially valued goods, opportunities, resources, and rewards. Achieving gender equality requires empowerment to ensure that decision-making at private and public levels, and access to resources should

no longer weighted in any specific gender's favour.

Aiming at these goals, our institute has been organizing various events, activities & programmes at regular intervals and occasions to sensitize our staff and students on this important issue. On an average yearly two programmes for Gender Sensitization and gender equity have been organized, wherein the staff and students are made aware about various aspects of gender equity and equality at familial, educational, social and employment levels.

Deccan Education Society has a zero-tolerance policy for whole campus against any kind of harassment and misconduct. Anti-Ragging committee and Internal Complaints Committee (ICC) are in existence and are regularly meeting up to solve any issues related to harassment. NIL report has been sent every year in to the concerned authorities of MUHS regarding the same.

All students are provided with equal opportunities in the participatory management and both male and female representatives are chosen for each committee and as a class representative. They are provided with equal exposure in the sports, cultural as well as clinical field.

To make our students capable of safeguarding and responding themselves in any untoward situations, we have conducted self-defence workshops wherein they are trained by the experts in the field.

Our Institute provides facilities for Safety & Security of all students and staff. Campus entries are secured at the gates by the Security guards and 24 hours surveillance is provided by CCTV cameras at all entry gates as well as in all classrooms. Separate washrooms and common rooms for male & female students & staff are available inside college.

Every year college celebrates International Women's Day with various activities. Women empowerment programs are conducted to promote women participation at various levels; Adeeshakti awards, Dr. Anandibai Joshi awards are few amongst these wherein women in different fields including medicine receive appreciation to continue the exceptional work for the community.

Maternity leave benefits are provided with paid leave for a period of 180 days to female staff members.

With increasing rate of mental health awareness, college regularly conducts counselling classes for students which caters to their personal and academic issues. Students often seek help for their academic stress, family concerns, anxiety about future opportunities etc. from their mentors and faculties of Psychology department of Fergusson College.



File Description	Document
Any additional information	<a href="#">View Document</a>
Specific facilities provided for women in terms of a. Safety and security b. Counselling c. Common Rooms d. Day care centre for young children	<a href="#">View Document</a>
Link for any other relevant information	<a href="#">View Document</a>
Annual gender sensitization action plan	<a href="#">View Document</a>

### 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:** A. All of the above

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Installation receipts	<a href="#">View Document</a>
Geo tagged photos	<a href="#">View Document</a>
Facilities for alternate sources of energy and energy conservation measures	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 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:**

College facilitates several practices for the management of degradable and non-degradable waste. The primary focus is to reduce, reuse and recycle the waste.

Waste is generated by all sorts of routine activities carried out in college includes paper, plastic, food, etc. Waste is segregated at each level and source. Each classroom and labs have separate dustbins for dry and wet waste.

Dry waste collected at college is both recyclable and non-recyclable. Items like used papers, disposable food containers, plastic bottles, stationary waste are some examples of dry waste generated in college. These items are easily recyclable. Waste papers are collected in separate bin box, kept in each classroom for disposing the used papers which are then shredded by Shredders India, Pune and recycled further.

Other recyclable dry waste like tins, bottles etc. are collected in bin kept for plastic disposal which is further handed over to Swach authorities for recycling.

Wet waste at college comprises of items like leftover food material and pantry waste like coffee or tea powder etc. which is collected in separate bins for wet waste.

The cleaning personnel on each floor ensures separate collection of different types of waste from each floor, which is handed over to the Swach Plus Seva Sahakari Sanstha's waste collection person and then recycled further by them.

College has installed sanitary pad dispenser and sanitary pad incinerator for disposal of sanitary waste. Staff and students are made aware about Red Dot disposal method for sanitary waste disposal and they are also encouraged for use of alternative methods such as menstrual cups to reduce sanitary waste.

With advances in technology, we are bound to produce E-waste. Materials like tube lights, bulbs, toners, cartridges, batteries, monitors and computer screens (hazardous) and non-hazardous like cables, chargers, microwaves, gadgets like laptops and phones are E-waste. College organizes E-waste collection drive on regular basis, to collect E-waste, staff and students collect these E-waste items and hand them over to the recycling agencies. Janwani Foundation collects the E-waste, and hands it over to Authorized recycler CEREBRA GREEN for further upscales & recycles.

At college level, biomedical waste is not generated. Biomedical waste is mainly produced in hospitals. Students are familiarized about the universal precautions and norms for disposal of Bio-medical waste at their clinical postings. Hospitals have their policies and agencies for the disposal of biomedical waste.

College promotes “Plastic free campus” and encourages all stakeholders to avoid use of plastic.

College conducts regular awareness programs and training sessions for staff and students to educate about waste management practices along with importance of reducing waste generation, recycling and responsible disposal.

College organizes different activities like “Best out of Waste”, Paper recycling drive etc. through which students are sensitized about the issue.

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for relevant documents like agreements/MoUs with Government and other approved agencies	<a href="#">View Document</a>
Link for geotagged photographs of the facilities	<a href="#">View Document</a>
Link for any other relevant information	<a href="#">View Document</a>

### 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 Four of the above

<b>File Description</b>	<b>Document</b>
Institutional data in prescribed format	<a href="#">View Document</a>
Installation or maintenance reports of Water conservation facilities available in the Institution	<a href="#">View Document</a>
Geo tagged photos of the facilities as the claim of the institution	<a href="#">View Document</a>
Geo tagged photo Code of conduct or visitor instruction displayed in the institution	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

**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

<b>File Description</b>	<b>Document</b>
Institutional data in prescribed format	<a href="#">View Document</a>
Geotagged photos / videos of the facilities if available	<a href="#">View Document</a>
Geotagged photo Code of conduct or visitor instruction displayed in the institution	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

**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:** A. All of the above

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Geo tagged photos of the facilities as per the claim of the institution	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 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:**

Every individual has the right to quality education and learning. The aim of an inclusive education environment is to ensure that all students are treated fairly and get equal opportunities.

At our institute, we foster a culture that understands and embodies the values of diversity and inclusivity, ensuring this is reflected in campus life, in the curriculum, and in the application of knowledge to real-life problems in a global context.

Students from all caste, community & religious backgrounds and different socioeconomic strata are admitted every year. Although the medium for the course teaching is English, students can interact and get their doubts clarified by teachers in vernacular languages such as Hindi & Marathi. Revision sessions for slow learners are conducted as required. Every student is allotted with special mentor to guide them not only through academic, but personal or social issues faced during their term, which assists in their overall development.

Counselling sessions in collaboration with clinical psychologists, to help students cope with psychological issues & maintain their mental wellbeing are arranged by college.

Scholarships and sponsorships from Maharashtra government and other social institutes like TATA group, Leena Poonawalla foundation are made available to students. Sponsorship to needy students are provided by generous sponsors. Our teaching staff also contributes to economically poor students' tuition fees & various awards for excellence achieved by students during their academic term.

Book bank facility is provided at college library wherein textbooks are provided free of charge with nominal refundable deposit.

Elaborate recreational and cultural seasons are celebrated yearly. Students participate in various inter college & intra college sports and cultural events enthusiastically and fetch prizes and awards for the same. Activities and holidays are planned according to the festivals of various communities and religions. Cross Cultural events with international communities are arranged as well through student exchange programs.

Central location of our institute helps us serve the community well. Highly equipped, disable friendly physiotherapy OPD and rehabilitation centre, facilitates the patients easy transit and treatment. We deliver free services to orphanage children, mentally & physically challenged children from special schools. Free consultation and rehabilitation services at Viklang Punarvasan Kendra, for patients with amputation are delivered by our institute.

Free assessment camps are organized for women, children, older people, and marginalized population in community, along with free physiotherapy services, at their doorsteps at various locations in the city by our college.

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for any other relevant information/documents	<a href="#">View Document</a>
Link for supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	<a href="#">View Document</a>

### 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

<b>File Description</b>	<b>Document</b>
Institutional data in prescribed format	<a href="#">View Document</a>
Information about the committee composition number of programmes organized etc in support of the claims	<a href="#">View Document</a>
Details of the monitoring committee of the code of conduct	<a href="#">View Document</a>
Details of Programs on professional ethics and awareness programs	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Web link of the code of conduct	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

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

College celebrates national events with great enthusiasm to commemorate the ideology of nationalism and to pay tribute to our great National Leaders.

**Republic day** is celebrated on 26th January, commemorating the adoption of Indian constitution and spreading the message that India is the largest democratic country in the world. This is a day to remind the students about the constitution of the country and the need to abide by it at all times. **Independence day** is celebrated every year on 15th August, holds tremendous ground in the list of national days, since it reminds every Indian about the dawn of a new beginning. The institution encourages students to remember our national leaders and their sacrifices. Everyone assembles for flag hoisting & later it is followed by a short patriotic program.

**Maharashtra day** is celebrated on 1st of May. Apart from this college celebrates birth anniversaries of Veer Savarkar, Lokmanya Gangadhar Tilak, Guru Mahavir, Chatrapati Shivaji Maharaj.

**World Physiotherapy day** is celebrated on 8th September. Organisation of different camps, in which free evaluation & consultation to different population is done. Activities to create awareness about the profession and prohibition of mal practices in society. Lectures by eminent personalities from the same profession are conducted. Various competitions are conducted for students where they can freely express their ideas.

**Cerebral palsy day** is celebrated on 6th October, idea behind it is to gather people around the world to come together to celebrate and support those living with it. Similarly stroke day is celebrated on 29 October. **World Stroke Day** is an opportunity to raise awareness of stroke and ways in which to reduce burden through better public awareness of the risk factors. To sensitize the population, a skit and panel discussion were arranged by students for common people, making them aware about condition & treatment.

**International Yoga day** is celebrated to bring peace, harmony, happiness and success to every soul in the world. Yoga sessions are conducted by faculty in various departments of our institutes.

**Women's day** is celebrated on 8th March, devoted to celebrating the achievements of women and empowering women. Various camps are arranged in which physical and mental assessment of females along with appropriate treatment is given. **Breast feeding week** is celebrated every year from 1st August to 7th August. This week aims to highlight the huge benefits it can bring to the health and welfare of babies, benefits to maternal health, focusing on good nutrition, poverty reduction and food security.

**World heart day** is celebrated on 29th September, to reduce global mortality from non-communicable diseases. **World Arthritis day** is a global health awareness event organized on 12th October to create awareness about rheumatic diseases, its impact on one's life and educating people about symptoms & preventive measures for early diagnosis and treatment. Celebrated by organising various competitions which will inculcate healthy habits. Lectures by renowned medical professionals and their team to create awareness and also screening program at community level were organized.

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

Other Upload Files	
1	<a href="#">View Document</a>

## 7.2 Best Practices

### 7.2.1

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

**Response:**

#### **BEST PRACTICE - 1**

**TITLE OF PRACTICE: “Free Physiotherapy Services at College Outpatient Department”**

**OBJECTIVES:** 1. To provide treatment to all irrespective of socioeconomic background 2. To support the overall health and well-being of the community by offering preventive and rehabilitative



physiotherapy services.

**CONTEXT:** Our institute has launched a pioneering initiative aimed at equitable distribution of Physiotherapy healthcare to the low socioeconomic strata of the community, in response to the pressing need for accessible healthcare services. Recognizing the significant challenges faced by these patients, both in terms of affordability and accessibility of healthcare services, this initiative seeks to address disparities in healthcare access and improve the quality of life for those in need. Accessing specialized physiotherapy healthcare services, can be prohibitively expensive, leading to delayed or inadequate treatment. Also, lack of awareness about available PT resources poses another problem. This is compounded by the stigma associated with neurological disorders that patients & their family face. Our initiative to provide free physiotherapy OPD treatment to patients from low socioeconomic backgrounds reflects our unwavering commitment to social responsibility, inclusivity, and compassionate care. Through this, we aspire to make a meaningful difference in the lives of those who need it most, ensuring that everyone has the opportunity to achieve their full potential and live with dignity and independence.

**PRACTICE:** Our institute has been associated with distinguished social institutes like Kamayani, Seva Sadan and Ankur Vidya Mandir, all working with children with special needs and requirements. These institutes target different aspects of a child's development, like basic education, essential life skills related to personal and social etiquette, and more importantly earning capacity building through vocational training. Students of these schools come to our physiotherapy Outpatient department, for physical rehabilitation. They receive training for improving balance and gait, correcting posture, and increasing mobility in day-to-day functional activities requiring precision & fine motor control. Debilitating neurological conditions, like stroke/spinal cord injuries, can impact earning capacity. Such individuals are treated free of cost. Amputees, receiving prosthetics from Bharat Vikas Parishad's Viklang Punarvasan Kendra, receive a comprehensive rehabilitation protocol, right from the post amputation to post[1]prosthesis fitting functional training at concessional rates. Marginalized individuals requiring physiotherapy services, from areas surrounding our institute, are treated free of cost.

**EVIDENCE OF SUCCESS:** • Patients records for past 5 years • Appreciation letters from various special schools • Feedback from Patient

**PROBLEMS ENCOUNTERED AND RESOURCES REQUIRED** • Commuting difficulties faced by patients hampers their follow-up of our OPD services.

## **BEST PRACTICE - II**

### **TITLE OF PRACTICE: "Doorstep Physiotherapy Services to Community"**

**OBJECTIVES:** 1. To deliver customized, objective, unbiased treatment to patients of all economic strata. 2. To improve quality of patients' day to day life activities through providing required physiotherapy treatment.

**CONTEXT:** Deccan Education Society was established by illustrious founders with an aim of providing education which will bring transformation in society. Established under the roof of Deccan Education Society, our college bears the torch of serving the community at our best by providing physiotherapy services to community at multiple levels. Seeking healthcare and physiotherapy services is a challenge not only for individuals belonging to lower socioeconomic strata but also for geriatric patients and women, due to financial and logistic issues or unavailability of care givers. If these services are provided

at or near their residential or workplace, will help them attain better quality of life and better compliance to the treatment.

**PRACTICE:** College has MOUs with various social organizations such as International longevity centre (ILC), Seva Arogya Foundation, Society of Community Health Oriented Operational Links (SCHOOL). In association with International longevity centre (ILC), our college organizes health assessment and treatment camps and outreach programs for senior citizens. Based on the assessment & evaluation of their health status, each individual is given a customized set of exercise program as a home based regimen. Follow up on this is taken in the successive camp. Our institute has worked extensively in times of COVID-19 pandemic which was recognised and rewarded by the Indian Association of Physiotherapists. Our students were involved in treating COVID-19 patients admitted at Sassoon General Hospital and Deenanath Mangeshkar Hospital. Post discharge they were further rehabilitated at college OPD and via Telerehabilitation. The college also collaborated with Seva Arogya foundation as they started a Post COVID outpatient departments to facilitate recovery and rehabilitation. Seva Arogya Foundation also runs a program called “Arogya Maitrin” (means “Health Friend”), where women from the community are involved for delivering basic health services to women in their localities. These Health Friends are trained regularly by our community department’s post graduate students, for delivering basic physical exercises to women. We serve at “Shreevatsa” an orphanage run by SOFOSH in the premises of Sassoon General Hospital. Special children from this orphanage requiring physiotherapy treatment for achieving their developmental milestones and attain the age appropriate function are being treated by our faculty and students daily. In association with Society of Community Health Oriented Operational Links (SCHOOL), patients with various ailments are treated at their homes via a cluster community postings by our students.

**EVIDENCE OF SUCCESS:** • Patients records for past 5 years • Appreciation letters from various community locations • Appreciation Letter by Indian Association of Physiotherapy • Feedback from Patients

**PROBLEMS ENCOUNTERED AND RESOURCES REQUIRED:** The common community places where physiotherapy services were provided were small to accommodate a greater number of patients, lacked hygiene

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for any other relevant information	<a href="#">View Document</a>
Link for best practices page in the Institutional web site	<a href="#">View Document</a>

### 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:**

#### *Going Beyond Academic Excellence*

We believe in building “Holistic Personality” of our students to help them grow in all aspects of their life including physical, mental, emotional, social, and spiritual.

Teaching and guidance from distinguished faculty members encourages students to excel in academics with flying colours and reserve ranks in University toppers’ lists.

Profound on field exposure at Fit2Sports, PDFA, WIFA ,Pune zonal sports association,Deccan XI football club, Sudhanshu’s Badminton academy, and serving various sports events at regional, state, national & international levels, makes our students competent enough to treat national and international sports players. Our alumni Mr. Chinmay Bhide and Mr. Ayush Yekhande were the official Physiotherapist for Indian Archery Team and Boxing Team at “Olympic 2020” held at Tokyo, Japan.

Yearly participation of students in sports and cultural events at university, regional, state, national and international levels, fetches them prizes and awards and enhances the sportsmanship spirit and flourishes the arts they cherish. Blossoming their innate talent through cultural and extracurricular activities, competitions along with inculcation of patriotism is a forte of student friendly committees.

Professional and Personal capability building workshops help students to grow in domains of communication, soft skills, analytical thinking, interpersonal relationships, professionalism, and overall personality development.

Active participation of students in multiple committees help develop leadership skills, teamwork, decision making, planning & boosts confidence to present themselves not only at college but at community events, conferences.

In campus availability of professional institutes, gives easy access to students to seek knowledge and support in non-Physiotherapy streams viz. Law, Physics, Psychology, Management, Technology etc. which helps them expand their knowledge base.

Networking of Community department with various social organizations, empowers students to build their social quotient by engaging them in wide array of social endeavours. Our students serve various elements of society, slum children, Divyangjan, orphans, domestic workers, geriatric home patients.

Visits to high-tech facilities such as “BILD & Gait Labs” at Deenanath Mangeshkar Hospital, “3-D printing units of Orthosis and Prosthesis” at Sancheti Institute of Orthopaedics & Rehabilitation,

improves their professional skills.

Global exposure through a “Student exchange program” in collaboration with Augusta University, Georgia, USA, opened International doors for students. Under this program they have visited the specialized skills labs, understood the inpatient and outpatient department systems, documentation processes and process to apply for work at Augusta University as well as other units in USA. We are amongst the very few physiotherapy institute across India, to have such program.

For developing the scientific minds, we nurture students with excellent research infrastructure at campus via “P. C. Shejwalkar Incubation centre” and registered Institutional Ethics Committee guidance.

Mental health of students is taken care by “Manas Centre for Psychological testing & Counselling” and Psychology department of Fergusson College through various stress management workshops and individual counselling. “Emotional Awareness” being created by Smt. Shubhada Sahastrabudde through her sessions.

Prayer session at college help students, slow down on stress and indulge into the spiritual realm.

File Description	Document
Link for any other relevant information	<a href="#">View Document</a>
Link for appropriate web page in the institutional website	<a href="#">View Document</a>

## 8. Physiotherapy Part

### 8.1 Physiotherapy Indicator

#### 8.1.1

The college/institution provides students/interns with physiotherapy exposure for hands-on practical training in the following clinical setups on an ongoing basis:

1. OPD and IPD
2. Surgical and Medical ICUs
3. Plastic Surgery and Burns
4. Transplant Units.
5. Orthopedic /Cardiac / Neuro units

**Response:** A. All of the above

File Description	Document
Year wise OPD and IPD patient statistics of the attached teaching hospital for the last five years	<a href="#">View Document</a>
Video evidence/geotagged pictures of hands on physiotherapy practice in the above setups	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Details of the posting of students / interns in the above units	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Links for additional information	<a href="#">View Document</a>

#### 8.1.2

**Steps/procedures adopted by the college to train students in Clinical Skills and Simulation Laboratories in advanced physiotherapy techniques such as manual therapy, functional electrical stimulation, Biofeedback, etc.**

**Response:**

Training in laboratories is an integral aspect of physiotherapy teaching and the college has labs that are designed according to the guidelines laid by MUHS and Maharashtra State OTPT Council. These laboratories have basic equipment as required for the training of the basic skills and the college ensures a periodic updation of the equipment to provide resources for advanced learning. Laboratory training is especially relevant for the I and II B.P.Th. students who learn basic skills of kinesiotherapy and electrotherapy on models with practical conducted in the respective labs. Similarly, the subjects of

Anatomy and Physiology have a substantial part of syllabus taught in labs. This includes learning on cadavers and bone sets for getting a better understanding of human structure and practical for getting an in-depth knowledge of human function.

In the III B.P.Th. the students are introduced to various assessment and treatment techniques, to be done on models, in Neuroscience, Cardiorespiratory, Community and Musculoskeletal PT.

The students are taught practical in Manual Therapy with the use of specialised adjustable mobilisation bed in the Musculoskeletal Lab. The spine model is used to explain the structure of the vertebral column. The students are introduced to Hand dynamometer, Micro FET3 (for objective strength assessment), Pain algometer, Pressure biofeedback, Posture grid apart from the other special tests. Practical training for teaching exercises to patients for Core exercises, proprioceptive training is taught to the IV B.P.Th. students.

In the Neuroscience PT lab, the III B.P.Th. students are trained for the use of outcome measures routinely used in assessment. The senior students are introduced to advanced equipment like the Mentamove, Functional Electrical Stimulation, Myomed EMG biofeedback to name a few.

The Cardiorespiratory lab and its equipment like Micro RPM, Pulmonary Function Testing, PEFr are routinely used for practical training of students and research purposes. The IV B.P.Th. students, apart from being trained in the use of the above also undergo Basic Life Support training in the Simulation Lab with the use of Little Ann Mannequin.

The students utilise the equipment in the Community PT lab viz. Body composition analyser, skin fold calliper, pelvic inclinometer, for assessments related to obesity. Assessments and research on Balance is routinely conducted by students on the Basic Balance Master.

The college also has the Plantar pressure analysis system and the GaitON software that is routinely used for clinical purposes. The students have undergone a training module for the use of the same.

The shared facility of Simulation Lab at the Subhadra Jindal College of Nursing offers an exposure to Mannequins use for training in CPR and Birthing and foetal development models that can be used for facilitating better understanding of the topics.

Apart from the above, the college routinely conducts workshops for training students in subject related specialised treatment techniques like Motor relearning, Bobath, Mulligan, Taping, Criticare, Antenatal Postnatal care, Aertobics, Pilates etc. which are conducted in the labs.

Thus, the college ensures to adopt steps to train students in Clinical Skills and Simulation Laboratories in advanced physiotherapy techniques.

File Description	Document
Geotagged photographs/videos of the examples/facilities	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>
Links for Student feedback on the effectiveness of the facilities	<a href="#">View Document</a>
Links for Examples of the use of clinical skills and simulation labs in the acquisition and enhancement of skills	<a href="#">View Document</a>

### 8.1.3

**Steps/procedures adopted by the College to expose students to Quality of care and Patient Safety procedures including Falls Prevention, Equipment Safety, utilization of principles of ergonomics, infection prevention and control practices etc.,**

#### **Response:**

Physiotherapy being a field involving direct contact with the patient, it is important to ensure that, quality patient care is provided considering patient safety and comfort. Along with the patient care, therapist care, equipment care too is important. Patient handling considering falls prevention, equipment safety, ergonomic efficiency and infection prevention is an imperative part of student training at the college.

A policy document has been created which helps in guiding the teachers and clinical instructors regarding the above objectives. Each year, students are briefed regarding safety considerations and patient care skills expected from them at the start of their academic term. They are guided regarding the skills like patient counselling, exercise training, positioning, transfers from bed/wheelchair, gait training, balance assessment using posturography and other tests, equipment testing, treatment session, testing and delivery of electrotherapeutic modality etc. The respective specialty teachers teach these skills. Practice sessions are taken in college every year as per the students' academic year to ensure patient safety and efficient handling. Sessions on infection control and prevention are arranged periodically. Guidelines regarding the same are given before each clinical posting and are followed strictly in the respective postings. Care is taken to follow the guidelines provided by policy document to ensure quality training in theoretical and practical manner at college as well as in clinical settings.

Institute arranges sessions and seminars periodically for patient safety, counselling, quality of care, infection prevention and control keeping in mind above objectives. Faculty keeps the above objective in mind and follows appropriate ergonomic care, positioning, preparation of patient and self in terms of falls prevention, healthy communication, patient counselling and appropriate behavior of the therapist. It is always kept in mind that, students would be observing the faculty and seniors in terms of the above behavior hence faculty strives to encourage the best infection prevention and control, ergonomic practice and patient care through their patient handling and teaching.

File Description	Document
Any additional information	<a href="#">View Document</a>
Links for documents/policy and procedures pertaining to quality of care and patient safety practices followed by the teaching institution/hospital	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

**8.1.4**

**Average percentage of full-time teachers who have acquired additional certifications/postgraduate Degrees/Diplomas/Fellowships, in addition to the minimum eligibility requirements from recognized agencies/centers/universities/associations in India or abroad. (e.g.: NDT certificate, various Manual therapy certificate (e.g., Paris, McKenzie, Maitland, Kaltenborg, Cyriax etc.), SI certificate and certification in orthopedics/neurology/women's health/pediatrics/geriatrics/acute care, EMG & Nerve conduction cert, post graduation in Medical Education etc.)**

**Response:** 54.29

8.1.4.1 Number of full time teachers with additional qualifications in the last 5 years

2022-23	2021-22	2020-21	2019-20	2018-19
5	8	7	9	9

File Description	Document
Uploads of Attested e-copies of certificates, postgraduate Degrees, Diplomas or Fellowships	<a href="#">View Document</a>
Upload for list of fulltime teachers with additional qualifications during the last 5 years	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

**Other Upload Files**

1	<a href="#">View Document</a>
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**8.1.5**



**The Institution has introduced objective methods to measure and certify attainment of specific clinical competencies by BPT students/interns as defined in the undergraduate curriculum.**

**Response:**

The college, strictly abides to the **Curriculum** given by **Maharashtra University of Health Sciences, Nashik**. It includes teaching and assessment methods that will help evaluate clinical competencies ranging across all the four years of undergraduate course and two years of postgraduate course.

Overall the curriculum proposed by MUHS and additional strategies planned and executed by the college is towards development of all **cognitive, psychomotor and affective domains**. **Internal assessment** marks which are added upto to the marks scored by the student in final University Examination are taken as an aggregate of the marks scored by the student in the **terminal and preliminary examination** held at the college level. This offers thorough evaluation of the student in almost every 4-5 months. The marksheet designed by the University for the practical examination includes specific marks distribution under above mentioned domains. There are specific 5 marks reserved for the journal, specific to each year. Every year of undergraduate course, **journals** are given to the students to write all the practical topics. These journals are first certified by their assigned mentors, subject experts and then certified by the Principal. This is strictly adhered to and verified before assigning journal marks to the students during their final University examination. These journals need to be checked and verified from the mentors/ subject experts before both terminal and preliminary examination to ensure that the students complete it on time.

III year onwards however, as the students are now involved in patient assessment and treatment in the hospital on regular basis, are evaluated for **case presentations**. After every case presentation, the student is graded by the subject expert who conducts case presentation. This acts as an immediate objective feedback for the students guiding them the areas that they further need to emphasize on. Apart from this, **class case presentations** are also planned so that the entire class can get an insight about that particular case. Apart from this many a times for postgraduate case presentations, **different specialties** pitch in together so that **Holistic approach** of health care is imbibed in the student's right from the beginning. So the case is evaluated together by PGs belonging to specialties of **Musculoskeletal Physiotherapy, Cardio respiratory Physiotherapy, Neurophysiotherapy and Community Based Physiotherapy**, case presentation is then taken by staff members belonging to these different fraternities. PG students also have a log book that they need to maintain regularly. They are graded on the basis of their performance throughout the month of posting. The domains evaluated include physical/ functional diagnosis skills, clinical reasoning ability, plan of management, use of evidence based approach, documentation and so on. This helps provide objectivity to the assessment along with the detailed feedback that goes along with the case presentations.

Along with this there are separate Objective Structured Clinical examination (**OSCE**) and Objective Structured Practical Examination (**OSPE**) are conducted after completion of practical sessions. This helps to grade the students objectively for every single practical and also helps them to understand the intricate details of the topic.

File Description	Document
Relevant Geotagged photographs/Video	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Links for Report on the list and steps adopted by the College to measure attainment of specific competencies by the BPT students/interns	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

**8.1.6**

**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:** A. All of the above

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
e-copies of Certificate/s of Accreditations	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for any additional information	<a href="#">View Document</a>

**8.1.7**

**Steps/procedures adopted by the college to sensitize 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:**

**Physiotherapy** is a healthcare profession, that help promote, maintain, or restore health through patient education, physical intervention, disease prevention, and health promotion.

In addition to clinical practice, other aspects of physical therapist practice include research, education, consultation, and health administration.

Being a profession dealing in patients' healthcare, there are certain authorities regulating clinical practices of physiotherapy.

Our students are made aware about the intricacies of medicolegal issues that can be faced when they start their clinical practice and also during their research field work.

Undergraduate students are sensitized through theory sessions about the Ethics to be followed during the delivery of physiotherapy services to their patients. For Post Graduate students Ethics and Administration workshop is held every year. Masters' students also attend the workshop on "Good Clinical Practices."

These sessions and workshops incorporates information and functioning of various regulating bodies like State Councils, Indian Association of Physiotherapy, International Bodies like WCPT etc.

Students are encouraged to register themselves under the Maharashtra State Council for Occupational Therapy & Physiotherapy, once graduated, which permits them a licence to practice in Maharashtra and likewise in other states through the respective state council registrations.

Students are also made aware about various acts and laws related to their clients' protection such as **The Consumer Protection Act, 1986.**

Our Institutional Ethics Committee endorses/emphasizes the need for patients' consent for acceptance of physiotherapy treatment during the research intervention and also keeps a strict check on the student and staff researchers to protect the rights, safety and well-being of the research participants/patients.

Lecture on Intellectual Property rights enabled our students about patent laws in order to protect their research ideas.

Our institute organized a full day session on Third party Insurance and Professional Indemnity Insurance by Mr. Dharendra Apte for undergraduate and post graduate students. Where he explained about PI insurance providing coverage to medical professionals against their patients' and third party claims.

A session on "Medicolegal Issues in Healthcare Practice" by Mr. Niraj Dingre, a session by Sudeep Kale "Medicolegal Practice and Laws governing Physiotherapy" and "Challenges faced in Physiotherapy Practices" were organized for students and staff.

Our students have researched about the awareness of medicolegal issues amongst Physiotherapy students and through that also sensitized the participants about the same.

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for policy documents regarding relevant laws, insurance policies medical indemnity insurance cover for the clinical faculty	<a href="#">View Document</a>
Link for list of clinical faculty covered by medical indemnity insurance policy by the Institution	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

**8.1.8**

**Steps/procedures adopted by the college to introduce students to healthcare practices that are interdisciplinary, such as clinical psychology, social work, wellness programs, Yoga etc. during their clinical training in the last five years.**

**Response:**

- Interdisciplinary practices are essential for addressing complex and dynamic challenges in higher education as well as in clinical practice.
- Physiotherapy being an integral part of health care system, follows the interdisciplinary approach for patient care and betterment, also for learning process of students.
- Clinical postings at tertiary care centres provides multidisciplinary exposure. Students attend clinical rounds with consultants to plan better management of patients. They have been posted to specialized assessment units such as EMG-NCV labs at Sahyadri hospital. Pediatric early intervention units at DMH and Aundh DEIC provide our students an opportunity to learn about interdisciplinary assessment and treatment of varied Pediatric population.
- Traditional Ayurvedic practices for ailments at Seth Tarachand Hospital provides our students with Interpathy exposure.
- Students get trained for Indian Yog practices regularly and also do conduct yoga sessions for general population at various occasions such as International Yoga Day.
- Postings at Prosthetic and Orthotic centres like Bhartiya Viklang Parishad, Gait Lab visits at Deenanath Mangeshkar Hospital, sensitizes them for other interdisciplinary practices in rehabilitation.
- For improving entrepreneurship, administrative and communication skills, expertized sessions are conducted by staff of Institute of Management Development & Research.
- Community Health Department networks with various organisations across a wide array of social endeavours. Every year our students serve various elements of society viz. slum children, physically and mentally challenged individuals, orphans, domestic workers, hospital patients and senior citizens, with the aim of making education more socially relevant. Students are encouraged to learn through direct involvement with the society.
- Camps at various locations are conducted at least twice a month. Regular physiotherapy facilities are given by students through their clinical postings at various community sites, such as vasti areas in Sutardara, Kothrud region in association with Seva Arogya Foundation.
- Women from low socioeconomic strata admitted at Seva Sutika Kendra for their ante-natal, natal, and post-natal care are assessed and treated by students on regular basis.
- Attachments at various Geriatric care centres (ILC) help us cater to the physical needs of elderly and help them improve their functional ability.
- Students get an opportunity to interact and treat patients with Dementia at Memory clinic at various geriatric homes namely “Madhurbhav” at Marunji and “Rainbow Day Care Centre” at Warje.
- Mentally & physically challenged children from Ankur & Kamayani Schools, and from Shreevatsa-SOFOSH Orphanage are treated by our students during the clinical hours.
- All of this helps us inculcate the sense of social responsibilities towards different elements of society, in our students.
- Wellness programs for community are conducted by our students on various occasions such as International Heart Day, National Safe motherhood day, Breast feeding week, International

Women's Day.

- Wellness of our students is taken care of by the faculty of Psychology department of Fergusson college by conducting sessions and providing guidance on how to deal with psychological issues.
- Intellectual Property Rights & Medicolegal aspect are introduced to our students by faculty of Navalmal Firodiya Law College.
- Ancient alternative treatment therapies are taught through a value-added course "AccutheraPy."

File Description	Document
Any additional information	<a href="#">View Document</a>
Links for documents regarding steps initiated /procedures adopted etc	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

### 8.1.9

**Measures taken by the college to familiarize students to Rehabilitation and Disability practices as per WHO guidelines relevant to community-based rehab (CBR) and rehabilitation in India.**

**Response:**

The college is primarily a healthcare-based unit. As such, its major drive is to treat, educate and empower persons regarding health and health issues, irrespective of disability status.

Women, children, and elderly are major populations availing physiotherapy services through the college. The college aims at empowering all its beneficiaries by providing requisite health education and implementing appropriate, evidence-based rehabilitation protocols.

Health education is provided at multiple levels:

1. Through NGO affiliations,
2. At specialised OPDs and hospitals,
3. Schools
4. Geriatric centres.

The health education programme run in collaboration with Seva Arogya, an NGO affiliate, aims at empowering women of low socioeconomic strata by providing them the means to own responsibility for

their own health. “Arogya Maitrins”, literally meaning “Health Friends”, are identified from the community. Through a training module taught by postgraduate students, these ladies learn basic exercises for specific joints of the body. They are then given charge of a small group of women from their community, with the responsibility to get this group to exercise with them.

Significant days, like World Older Persons Day, Women’s Day, National Safe Motherhood Day, observed by the college encourage students’ participation in the awareness drives and health campaigns intended at disseminating health and health-related information to the elderly, pregnant women, parents, and other individuals. Students take the lead in designing programmes for these drives, showcasing not only their creativity, but also their social responsibility and work ethics. The students also provide quality care to persons who prefer to avail physiotherapy through these programmes, at the various centres the college is associated with.

Visits to Primary and Rural Health Centres aid in the demystification of the health care delivery system. Students are also sensitised to disability through skits, lectures, and postings to a specialised OPD dealing with assessment and measurement of disability. Workshops on bioengineering, and work with an NGO focusing on amputee rehabilitation provide an all-round exposure to the students, enabling them to become confident, capable professionals.

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>
Links for report on the teaching sessions carried out on the relevance and operational features of the facilities/procedures etc	<a href="#">View Document</a>
Links for Report on the exposure to rehab and CBR facilities following WHO guidelines	<a href="#">View Document</a>

#### Other Upload Files

1	<a href="#">View Document</a>
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#### 8.1.10

**College has advanced Equipment / Instrumentation facilities for Evaluation and Treatment for Physiotherapy as follows:**

- 1. Treatment (Low tech and high tech – ranging from paraffin wax/moist heat to low level LASER/combinations of multiple currents/advanced manual techniques etc.)**
- 2. Clinical, functional and behavioral assessments (Uni-dimensional measures to assess pain, balance, coordination and locomotion to scales measuring multidimensional constructs such as activities of daily living, cognition, community living function and gait etc.)**
- 3. Diagnostic/assessment test and tools (Low tech solutions such as Paper and pencil tests/stop watches to high tech solutions such as gait, balance, ergonomic analysis labs)**

**Response:**

The has advanced equipment and instrumentation facilities for assessment, diagnosis & treatment purposes.

The college possess **High Tech Equipment's** like **Balance Master, Myomed 134 EMG-Biofeedback, Mentamove device, Functional electrical stimulation, Algometer, MicroFET, Hand dynamometer, Foot pressure analysis, Stabiliser pressure biofeedback, Bench press, Leg press, Spine unit, Inspiratory muscle training, Micro RPM, PFT apparatus, Cycle ergometer, Elliptical, Treadmill, Multiexerciser, Perineometer, Kegel Weights, Bubble inclinometer, Body Composition Analyser , Pelvic model, LASER, Dynamic ultrasound, Hair aesthesiometer and anatomy software**

The college has various kinesiotherapeutic equipments and electrotherapy modalities for treatment and teaching purpose separately. In electrotherapy modalities we have low frequency current machines like multistimulator, TENS, in medium frequency IFT and in high frequency current Shortwave diathermy & ultrasound. Actinotherapy includes luminous IRR and combo lamp of non-luminous IRR and UVR, superficial thermal modality includes hydrocollator packs unit, paraffin wax bath unit, cryotherapy packs etc.

There are conventional equipments like quadricep table, suspension frame, suspension accessory kit, adjustable adult & child parallel bars, bolsters, rowing machines cum sliding seat, shoulder wheel, shoulder ladder, wrist roller, semi fowler beds, wall bars, mirror frame, mattress, bedside screen, double steps, goniometer 180°, 360°, finger goniometer, vestibular ball, theraband kit, D'orme shoe, weight cuffs- 2kg, 3kg, 5kg, etc.

In addition to this we have other equipment's and tools which comprises of **Manipulation table** used for various manual therapy techniques, **CPM Unit**, cervical-lumbar traction, bolsters, yoga mats, different types of splint, orthosis & prosthesis like custom KAFO, Static Ankle Foot Orthosis, Cock up splint, cervical collar, anterior spinal hyperextension brace, knight & taylor brace, sacro-lumbar corset, SACH, Jaipur foot, above knee prosthesis, below knee prosthesis. To include further, other tools that we use in cardiorespiratory and CBR for teaching, assessment and treatment are, Acapella, automated artificial manual breathing units i.e. Ambu bag, Omron, Flutter, Pulse oximeter, Peak flow meter, Oxygen concentrator, Polar belt, Manikin, Tilt table, **Flexible curve ruler, Skin fold calliper, Vaginal cones, Vestibular ball** etc.

Some of the equipment used for neurological & musculoskeletal disorders in adults, geriatrics or in paediatrics are exercise mats, set of nested stools, Swiss ball, bolster, stepping stone, putt balance, platform swing, toy kit, wavy tactile path, stability trainer theraband, wobble board, mini trampoline, walker, crutch pair, wheelchair.

Furthermore, we also use various scales for clinical, functional assessment as where applicable. **BOT-2** is one of the standardised tests used for fine & gross motor skills. Other scales that are utilized are, Berg's Balance Scale, Functional independent measure, Dynamic Gait Index, Barthel index, SF-36, SPADI, KOOS, WOMAC etc., pain rating scale like visual analog scale, numerating pain rating scale etc.

All electrical machines are checked at regular time intervals and maintained accordingly.

The under-graduates, interns, post-graduates' students are given access to all these equipment & tools based on the type of assessment that they are performing or on the basis of treatment that they are administering. Under the supervision of staff, all students are allowed to use the equipment for academic and research work and the records are maintained.

File Description	Document
Geo-tagged pictures/video evidence of tests/instruments/equipment	<a href="#">View Document</a>
Links for Documents establishing a record of the equipment/instrumentation	<a href="#">View Document</a>

Other Upload Files	
1	<a href="#">View Document</a>
2	<a href="#">View Document</a>
3	<a href="#">View Document</a>



## 5. CONCLUSION

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### **Additional Information :**

The college campus is well maintained and is blessed to have ample of greenery and visiting birds contributing to biodiversity

The college is known not only for its academic excellence but also for its value education training including ethical practice, patriotism, equity and humanity.

The college campus is enriched with greenery and facilities for solar and alternate energy.

As DES is formed by various renowned patriots; institute continues to inculcate patriotism and national integration amongst the students. Besides celebrating Independence day and republic day, Maharashtra din is also celebrated. To celebrate 75th year of independence various events were arranged at college from 9th August till 15th August 2022

The college faculty and students have helped the victims of Kerala floods, western Maharashtra floods, Marathwada droughts and covid pandemic through financial and in kind support

The college has also prepared a video which has copyrights during covid pandemic. The college management has expressed willingness to make its infrastructure and faculty available to university for various faculty development programmes, competitions etc

Due to Covid the academic years ' period has changed . For few batches it ended in July as per regular term whereas for few of the batches it got delayed upto December.

### **Concluding Remarks :**

In Conclusion,

DES Brijal Jindal Colege of Physiotherapy is one of the premier institute in physiotherapy education in Maharashtra that is preferred by students all across.

Less attrition rate and dedication of the faculty has enabled the college conduct multiple activities for students and faculty leading to excellence. The strong management support has been the backbone for the development of the institute. The college boasts upon the excellence in teaching with a commendable number of rank holders and positive perception in the society with students that are also exposed to cultural and sports activities.

In the limited freedom available for curriculum development ,the collge constantly strives hard to conduct add on and value added courses without disturbing the parent university curriculum.

The college is engaged in a large number of extension, collaborative and social responsibilty activities It has incubation centre is on campus and tie up with another incubation centre to promote innovation.

The college has spacious laboratories with huge playgrounds and auditorium to support cocurricular and

extracurricular activities.

Employability skills training, soft skills training, value education sessions are regularly conducted at college for grooming students. Well placed alumni and passing out students getting placed through placement is a matter of pride for the college. The college has established an alumni association under section 8 company which will definitely be more active in coming years.

Faculty development programs and faculty welfare measures are implemented effectively which has resulted in faculty upbreasting themselves with the current knowledge..

Institute provides doorstep physiotherapy services to community and also caters to underprivileged people at OPD free of cost.

Nation building, overall development of the students and shaping them as competent physios as well as responsible patriotic citizens is a distinctive feature of the college.

College also engages in procuring advanced equipments either self finance, through well wishers or through collaboration.