SELF STUDY REPORT FOR ACCREDITATION
CYCLE I (2015)

The National Assessment and Accreditation Council
Bengaluru -5600072
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**SELF-STUDY REPORT**

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# ABBREVIATION

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<tr>
<th>Abbreviation</th>
<th>Full Form</th>
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<tbody>
<tr>
<td>AERB</td>
<td>Atomic Energy Regulatory Board</td>
</tr>
<tr>
<td>AIDS</td>
<td>Acquired Immuno-Deficiency Syndrome</td>
</tr>
<tr>
<td>ANC</td>
<td>Antenatal Care</td>
</tr>
<tr>
<td>ATM</td>
<td>Automated Teller Machine</td>
</tr>
<tr>
<td>B.P.Th</td>
<td>Bachelor Of Physiotherapy</td>
</tr>
<tr>
<td>BLS</td>
<td>Basic Life Support</td>
</tr>
<tr>
<td>C.T.</td>
<td>Computed Tomography</td>
</tr>
<tr>
<td>CBCS</td>
<td>Choice Based Credit System</td>
</tr>
<tr>
<td>CCD</td>
<td>Charged Coupled Device</td>
</tr>
<tr>
<td>CCTV</td>
<td>Closed Circuit Television</td>
</tr>
<tr>
<td>CME</td>
<td>Continuing Medical Education</td>
</tr>
<tr>
<td>COPD</td>
<td>Chronic Obstructive Pulmonary Disease</td>
</tr>
<tr>
<td>CPE</td>
<td>Continuous Physiotherapy Education</td>
</tr>
<tr>
<td>CRT</td>
<td>Cathode Ray Tube</td>
</tr>
<tr>
<td>CSSD</td>
<td>Central Sterile Service Department</td>
</tr>
<tr>
<td>CT</td>
<td>Computerised Tomography</td>
</tr>
<tr>
<td>CTEV</td>
<td>Congenital Talipes Equino Varus</td>
</tr>
<tr>
<td>DELNET</td>
<td>Developing Library Network</td>
</tr>
<tr>
<td>DMER</td>
<td>Directorate Of Medical Education And Research</td>
</tr>
<tr>
<td>EDLI</td>
<td>Employee’s Deposit Linked Insurance</td>
</tr>
<tr>
<td>EMBF</td>
<td>Employee Mutual Benevolent Fund</td>
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<tr>
<td>EMG</td>
<td>Electro Myography</td>
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<tr>
<td>EMR</td>
<td>Electronic Medical Records Systems</td>
</tr>
<tr>
<td>ETP</td>
<td>Effluent Treatment Plant</td>
</tr>
<tr>
<td>FFP</td>
<td>Fresh Frozen Plasma</td>
</tr>
<tr>
<td>GO</td>
<td>Governmental Organization</td>
</tr>
<tr>
<td>H.O.D</td>
<td>Head Of Department</td>
</tr>
<tr>
<td>H.S.C</td>
<td>Higher Secondary Education</td>
</tr>
<tr>
<td>HACCP</td>
<td>Hazard Analysis And Critical Control Points</td>
</tr>
<tr>
<td>HELINET</td>
<td>Health Science Library And Information Network</td>
</tr>
<tr>
<td>HIV</td>
<td>Human Immuno-Deficiency Virus</td>
</tr>
<tr>
<td>HMIS</td>
<td>Hospital Management Information System</td>
</tr>
<tr>
<td>IAP</td>
<td>Indian Association Of Physiotherapy</td>
</tr>
<tr>
<td>ICF</td>
<td>International Classification Of Function</td>
</tr>
<tr>
<td>ICMR</td>
<td>Indian Council Of Medical Research</td>
</tr>
<tr>
<td>ICT</td>
<td>Information And Communication Technology</td>
</tr>
<tr>
<td>ICU</td>
<td>Intensive Care Units</td>
</tr>
<tr>
<td>INLIBNET</td>
<td>Information And Library Network</td>
</tr>
<tr>
<td>INPR</td>
<td>Integrated National Conference On Pulmonary Rehabilitation</td>
</tr>
<tr>
<td>IPD</td>
<td>Indoor Patient Department</td>
</tr>
<tr>
<td>IQAC</td>
<td>Internal Quality Assurance Cell</td>
</tr>
<tr>
<td>IRB</td>
<td>Institution Review Board</td>
</tr>
<tr>
<td>ISBN</td>
<td>International Standard Book Number</td>
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<tr>
<td>IT</td>
<td>Information Technology</td>
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Contd.,
<table>
<thead>
<tr>
<th>Abbreviation</th>
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<tbody>
<tr>
<td>LAC</td>
<td>Library Advisory Committee</td>
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<tr>
<td>LAN</td>
<td>Local Area Network</td>
</tr>
<tr>
<td>LCD</td>
<td>Liquid Crystal Display</td>
</tr>
<tr>
<td>LIC</td>
<td>Life Insurance Corporation</td>
</tr>
<tr>
<td>LIRC</td>
<td>Library And Information Resource Centre</td>
</tr>
<tr>
<td>M.P.T</td>
<td>Masters Of Physiotherapy</td>
</tr>
<tr>
<td>M.R.I</td>
<td>Magnetic Resonance Imaging</td>
</tr>
<tr>
<td>MBA</td>
<td>Masters Of Business Administration</td>
</tr>
<tr>
<td>MET</td>
<td>Medical Education Technology</td>
</tr>
<tr>
<td>MH-CET</td>
<td>Maharashtra Common Entrance Test</td>
</tr>
<tr>
<td>MPCB</td>
<td>Maharashtra Pollution Control Board</td>
</tr>
<tr>
<td>MUHS</td>
<td>Maharashtra University Of Health Sciences</td>
</tr>
<tr>
<td>MWM</td>
<td>Movement With Mobilisation</td>
</tr>
<tr>
<td>N.G.O</td>
<td>Non Governmental Organization</td>
</tr>
<tr>
<td>N.R.I</td>
<td>Non-Resident Indian</td>
</tr>
<tr>
<td>NCV</td>
<td>Nerve Conduction Velocity</td>
</tr>
<tr>
<td>NGO</td>
<td>Non Government Organisation</td>
</tr>
<tr>
<td>NKN</td>
<td>National Knowledge Network</td>
</tr>
<tr>
<td>OBC</td>
<td>Other Backward Class</td>
</tr>
<tr>
<td>OHP</td>
<td>Over Head Projector</td>
</tr>
<tr>
<td>OPAC</td>
<td>Online Public Access Catalogue</td>
</tr>
<tr>
<td>OPD</td>
<td>Out Patient Department</td>
</tr>
<tr>
<td>OT</td>
<td>Operation Theatre</td>
</tr>
<tr>
<td>OT-PT</td>
<td>Occupational Therapy- Physiotherapy</td>
</tr>
<tr>
<td>P.G</td>
<td>Post Graduate</td>
</tr>
<tr>
<td>PACS</td>
<td>Picture Archiving And Communication System</td>
</tr>
<tr>
<td>PBL</td>
<td>Problem Based Learning</td>
</tr>
<tr>
<td>PC</td>
<td>Packed Cells</td>
</tr>
<tr>
<td>PFT</td>
<td>Pulmonary Function Test</td>
</tr>
<tr>
<td>PGP-CET</td>
<td>Post Graduate Physiotherapy- Common Entrance Test</td>
</tr>
<tr>
<td>PHC</td>
<td>PRIMARY HEALTH CENTRE</td>
</tr>
<tr>
<td>PHD</td>
<td>Doctorate Of Philosophy</td>
</tr>
<tr>
<td>PMC</td>
<td>Pune Municipal Corporation</td>
</tr>
<tr>
<td>PNC</td>
<td>Post Natal Care</td>
</tr>
<tr>
<td>PRB</td>
<td>Plasma Reduced Blood</td>
</tr>
<tr>
<td>PSP</td>
<td>Phosphor Storage Plates</td>
</tr>
<tr>
<td>PT</td>
<td>Physiotherapy</td>
</tr>
<tr>
<td>RHTC</td>
<td>Rural Health Training Centre</td>
</tr>
<tr>
<td>ROM</td>
<td>Range Of Motion</td>
</tr>
<tr>
<td>SAT</td>
<td>Student Assisted Teaching</td>
</tr>
<tr>
<td>SC/ ST</td>
<td>Scheduled Caste/ Scheduled Tribe</td>
</tr>
<tr>
<td>SDL</td>
<td>Self Directed Learning</td>
</tr>
<tr>
<td>SEJOP</td>
<td>Sinhgad E-Journal Of Physiotherapy</td>
</tr>
<tr>
<td>SKNCOPT</td>
<td>Smt. Kashibai Navale College Of Physiotherapy</td>
</tr>
<tr>
<td>SKNMC &amp; GH</td>
<td>Smt. Kashibai Navale College of Physiotherapy &amp; General Hospital</td>
</tr>
<tr>
<td>SMS</td>
<td>Short Message Service</td>
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<tr>
<td>STES</td>
<td>Sinhgad Technical Education Society</td>
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<tr>
<td>Abbreviation</td>
<td>Full Form</td>
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<td>--------------</td>
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</tr>
<tr>
<td>STRG</td>
<td>Short Term Research Grants</td>
</tr>
<tr>
<td>TLD</td>
<td>Thermo luminescent Dosimeter</td>
</tr>
<tr>
<td>UG</td>
<td>Undergraduate</td>
</tr>
<tr>
<td>UHTC</td>
<td>Urban Health Training Centre</td>
</tr>
<tr>
<td>UPS</td>
<td>Uninterruptible Power Supply</td>
</tr>
<tr>
<td>URL</td>
<td>Uniform Resource Locator</td>
</tr>
<tr>
<td>WB</td>
<td>Whole Human Blood (WB)</td>
</tr>
<tr>
<td>WHO</td>
<td>World Health Organization</td>
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NAAC Steering Committee

- Dr. Ashokumar Vishwanath Patil – Chairman
- Dr. Nisha Kiran Shinde – Co-ordinator
- Dr. Prajakta Patil – Member
- Dr. Senthil Kumar E. – Member
Pune is popularly known as Oxford of the East and boasts of an excellent network of educational institutes. The city offers tremendous opportunities in training and academics to the students from all over India and abroad. Pune has established outstanding standard across all the faculties and areas of education particularly Engineering, Computer Science, Pharmacy, Management and Medicine. Many successful professional working all over the world have their roots in this famous city. Sinhgad Technical Education Society is one of the popular and highly rated Institutes in the field of education.

Pune also enjoys the advantages like close to Mumbai just 2 ½ hour drive, well connected by Rail and Air, progressive infrastructure, people friendly, rich heritage of Arts, Architecture, Literature, Music and Theatre. Add to this the presence of some National Institute of high repute like National Defence Academy (NDA), National Chemical Laboratory (NCL), Defence Research Development Organization (DRDO), National Institute of Virology (NIV), Serum Institute of India, C-DAC, Film and Television Institute of India and many more are located here including Military and Armament Research in Pune.

Today, Pune has a diverse industrial population. It is one of the most important automobile hub. Pune is also home to large IT companies such as IBM, WIPRO, TCS, Infosys, Accenture, Tech Mahindra, Geometric Ltd., and thousands of small IT companies. Hinjewadi, a small village on the outskirts of Pune has been developed as IT hub employing more than 200,000 people. Pune is also the largest hub in India for German Companies.

Pune is said to be a cultural capital of the state of Maharashtra. It epitomizes Marathi culture which lays emphasis on education, arts and crafts, music and theatre. Pune culture reflects a blend of traditions with modernity, along with hosting classical shows. It has over hundred educational institutes and more than nine deemed universities apart from the Savitribai Phule Pune University (formerly known as University of Pune), which is second largest university in the country.

Student from all over the world studying at the colleges of the University of Pune. Pune has a large student population, and a large number of quality academic and research institutes. As one of the largest cities in India, and a result of its many colleges and universities, Pune is emerging as prominent location for IT, Manufacturing and Education. Pune has the seventh largest metropolitan economy and sixth highest per capita Income in the country.
Considering the importance of Pune, being an educational hub our founder president Prof.M.N.Navale has established College of Physiotherapy in 2007. The efforts are being taken by the STES and SKNCOPT to serve students of different background and abilities, through effective teaching and learning. This includes interactive instructional techniques which engage students in thinking and investigation through the use of interviews, focus group discussions, debates and project presentation so as to make our students competent enough with ethical and moral values.

We offer ourselves for quality inspection by NAAC in order to get accreditation status which will let us serve the concerned stakeholders better. We reiterate our commitment to sustain the quality sustenance and improvement process in education as specified by NAAC, to meet our desired goal.

We are all spruced up for the NAAC visit and are eagerly looking forward to it.

I am grateful to the members of the NAAC steering committee, IQAC and other committees of the college for their commitment, dedication, and consistent support in analyzing, compiling and editing the data wherever necessary to give the report its present shape.

Prof. A. V. Patil
Principal
Smt. Kashibai Navale College of Physiotherapy
Narhe, Pune - 411 041.
Higher Education Institute have significant role in human resource development and capacity building of individuals to cater needs of economy, society and country as a whole thereby contributing to the development of the nation. With the concept of globalization and liberalization of economic activities the need to develop skilled human resource of high calibre with ethical values is the need of the hour.

While the need for professional education was gathering momentum in the early 1990s in India, a visionary Prof. M.N. Navale, established Sinhgad Technical Education Society (STES) to provide high quality professional education. In a short span of time STES has grown from one single Institution over 100 institutes spread over the 10 campuses in and around Pune having about 80,000 students. The velocity with which the society is expanding its activities indicates the quality and high standard of education.

Smt.Kashibai Navale college of Physiotherapy (SKNCOPT), named after the reverent mother of our founder president Prof. M. N. Navale, established in 2007 by Prof. M.N. Navale. SKNCOPT Narhe is spread over a lush green sprawling campus of 27 acres at Ambegaon in the outskirts of Pune in 2006. The institution’s long term road map focuses on being the pre-eminent knowledge, best physiotherapeutic practices and research in the nation.

The state-of-the-art campus of SKNCOPT Narhe, set in picturesque surroundings, is a testimony of its commitment to be a top-of-the-line Physiotherapy college in Pune. Sister concern hospital named Smt. Kashibai Navale Medical College and General hospital is now an 895 bedded hospital with 44 ICU bed, 800 teaching beds, 30 Casualty beds and 4 Haemodialysis beds provides the foundation of patient sources for our students and their constituents.

The competition now stands inevitably transnational; pursuits of excellence and professional survival are driven by rapid technological innovations and global economy. Willingness to change is the essence of present time. Institutional education system in India is being threatened by International HEIs. This scenario necessitates that we adopt and practice modern concepts of governance and performance that will ensure relevance continual progress. In the given context this Institution thought, apart from regulatory mandate, going through NAAC accreditation process is of immense importance because it will provide greater visibility, enhanced stakeholder acceptance and new sense of direction.

It was also perceived that NAAC exercise will help the organization to know its strengths, weaknesses, opportunities and challenges through an informed review that will make way for reforms achievements and continuation of quest for excellence. To realize all that is desired, the SKNCOPT has decided to submit itself for NAAC accreditation. Quest for excellence & quality is inbuilt in our performance. Communication, planning, sense of involvement, team work are essence of our approach since NAAC activity is to give us an opportunity to provide sense of new direction, a comprehensive NAAC plan of action with deadline given before was used to prepare fruitful Self Study Report. To begin with, extensive orientation programs
were conducted for, faculty, students, non teaching staff, alumni and parents. The intention was to communicate the importance of NAAC, what contribution is expected from them and also to enhance the quality consciousness in the campus.

The curriculum followed in SKNCOPT is as per MUHS to which our college is affiliated. For undergraduates the college offers 4 years Bachelor of Physiotherapy degree course (B.P.Th) and 6 months of rotatory internship programme and for postgraduates 3 years Master degree course (M.P.Th). The curriculum is designed with periodic revisions by the MUHS (Nashik).

Teaching, learning and evaluation are always a priority in SKNCOPT. With aim of quality education and student empowerment, the website and prospectus provide information about admission, institutional facilities, vision and mission serving as a guide to transparent admission process of students based on their merit. The institute facilitates category students, women, economically weaker sections, and minority community students to avail various schemes provided by the Maharashtra University of Health Sciences and DMER. The College has well qualified; experienced and efficient faculty to cater students learning needs. The efforts are being taken by the Institute to serve students of different backgrounds and abilities, through effective teaching learning. This includes interactive instructional techniques which engage student in thinking and investigation through the use of interviews, focus group discussions and project presentation. Every year funds are granted to purchase books for the college library and subscribes to various journals and newspapers. The internet facility is provided to the students to encourage e-learning. The faculty adopts innovative approaches to teaching learning by introducing internet, field work, visits to industries, socioeconomic surveys. Personal academic support and psycho social support and guidance service is provided to the students through mentorship program. Feedback is taken from all students using it to monitor/evaluate it. The institute always helps students groom their academic, curricular and personality developmental sphere. This is done successfully by closely monitored programs and schedules which follows the university guidelines and sincere effort of all teachers. The outcome is reflected in the career graph of the Alumni in future.

Research activities are always encouraged in the institution by providing adequate infrastructure and human resource schemes/ projects. The college has received funds from Maharashtra University of Health Sciences for Student Short Term Research Scholarships. Two eminent faculties from outside the country and one faculty from other institute have visited our college as a resource person for the development of scientific temperament.

Extension activities are undertaken by department of community Physiotherapy which is an integral part of Mobile OPD, which screens and treats the patients in the rural areas of Pune district at the door step, which helps in the improvement of quality of life and created awareness among community patients to avail Physiotherapy services. The institute also undertakes Industrial outreach health programs and collaboration for prevention, education, screening and management of health promotions. These extension activities have helped students to emerge as responsible citizens who feel duty bound towards the society.
Excellent Infrastructure and adequate resources are available in the institute which facilitates excellent teaching, learning and research, co-curricular and extracurricular activities. All the class rooms are sufficiently furnished with seating arrangements and audio-visual equipments for the teaching. There are 6 separate class rooms for the UG and PG students so that at given time, all the classes can be engaged. Laboratories are having the sufficient area and are well equipped to give the practical training to all the students in relatively smaller groups to practice sufficiently. There are separate laboratories for PG specialties as per the PG branches. Students are provided with all the basic facilities like separate common rooms for the girls and boys, safe drinking water, clean toilets, parking space for their vehicles. Teachers have the designated areas in the college as per their categories. Hostel facility with proper recreational facilities provides comfortable residency to students. Faculties are provided with quarters as per requirements that have all necessary facilities.

Student support and progression is achieved by mentorship. In our institute every student is assigned to a mentor who will be responsible towards the holistic development of student. For supporting overseas students, Hostel, Mess facilities are available whereas for category students Book bank facilities are also available. For physical fitness, Immunization policy, Yoga program are conducted regularly in the college. The students are motivated to participate in various sports and cultural activities, special leaves are provided and missed lectures are rearranged for them. Costumes are provided by the institute and teachers are accompanied with participants on field. The students are part of Anti Ragging Committee, Women Harassment Redressal Committee, Library Committee, and Students’ Council which is represented by entire student population. For enhancing student’s learning experience, rotatory posting are given at parent hospital to peripheral centres at UHTC, Kondhwa, RHTC, Kusgaon as well as with the associated NGO’s and GO’s. College ensures student support throughout their course and progression in their advanced studies and professional career.

The Institute promote a culture of participative management and leadership by following well coordinated governance, leadership and management procedures. To keep up with its vision and mission by grooming leadership qualities among students and staff, strategies to develop the faculty empowerment, budget etc. The Honourable President and Honourable Secretary are the highest decision making authorities supported by Vice President (Admin.) and Vice President (HR) along with the Principal they ensure the smooth running of the Institute. Various policies are formed to cover academics, examinations, patient care, research, thus reinforcing a culture of excellence. The institute promotes a culture of participative management by forming various committees which includes faculty of all levels and students thereby promoting leadership qualities. Several welfare schemes are available for teaching and non teaching staff such as group insurance, provident fund and free medical treatment in its own hospital.

Innovations and best practices are achieved through environmental consciousness which is enshrined in the mission of the college and tree plantation is the major concern of the management to maintain the pristine purity and beauty of the college to provide a congenial atmosphere for the academic pursuits. The architecture of the college & hospital building is designed in a way that ensures maximum utilization of
natural resources and is not dependent solely on fans and lights. Innovation in patient care is achieved by running various specialty clinics which provide best rehabilitation to the patients. The best practices are Mentorship Program & Physiotherapy Extension Services accessible to the remote areas of the community through mobile OPD so that our services are just not limited to the hospital.

SWOC Analysis of the Institution

STRENGTH
1. The first college to provide UG and PG education with huge exposure of 890 beded hospital
2. Qualified, well-experienced and dedicated teaching faculty and administrative staff
3. Extensive infrastructure of 27 acres with maximum facilities
4. Advanced research laboratories for cardio respiratory Physiotherapy and musculoskeletal Physiotherapy
5. A good number of research activities
6. Number of social welfare and extensive activities

WEAKNESSES
1. Number of seats allotted by University.
2. Lack of sufficient industrial, sport exposure

OPPORTUNITIES
1. Opportunity to provide skill development and employability
2. Scope to introduce new courses and programmes to enhance quality of institution
3. To increase the UG and PG seats
4. To introduce new courses

CHALLENGES
1. Increasing the number of participation of the students in co-curricular and extracurricular activities.
2. Imparting advance training skill in promoting higher job opportunities to the students having rural and poor socio-economical background.
3. To make the self-financing courses more affordable to such students.
4. To overcome the barrier of apathetic response from community for better improvement of Quality of Life.
PROFILE OF THE INSTITUTION
# PROFILE OF THE INSTITUTION

1. Name and Address of the Institution:

<table>
<thead>
<tr>
<th>Designation</th>
<th>Name</th>
<th>Telephone Mobile , Fax Numbers,</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal &amp; Professor:</td>
<td>Dr. Ashokkumar Vishwanath Patil</td>
<td>020-24106136 (O) +91-9850930660 (R) +91-8452844348 (O) 020-24394167 ( F )</td>
<td><a href="mailto:physioashokpatil@rediffmail.com">physioashokpatil@rediffmail.com</a> <a href="mailto:skncopt@yahoo.com">skncopt@yahoo.com</a></td>
</tr>
<tr>
<td>Steering Committee Coordinator:</td>
<td>Dr. Nisha Kiran Shinde</td>
<td>020 24106137 (O) +91-8007784535 (M) 020-24394167 ( F )</td>
<td><a href="mailto:nishakiran63@gmail.com">nishakiran63@gmail.com</a></td>
</tr>
</tbody>
</table>

2. For communication:

3. Status of the Institution:

- Autonomous College: ✔
- Constituent College: ✗
- Affiliated College: ✔
- State University: ✗
- State Private University: ✗
- Central University: ✗
- University under Section 3 of UGC: ✗
### PROFILE OF THE INSTITUTION

(A Deemed to be University)
- Institution of National Importance
- Any other (specify)

4. **Type of University:**

<table>
<thead>
<tr>
<th>Unitary</th>
<th>Affiliating</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>NA</td>
</tr>
</tbody>
</table>

5. **Type of College:**

<table>
<thead>
<tr>
<th>Ayurveda</th>
<th>Dentistry</th>
<th>Homoeopathy</th>
<th>Medicine</th>
<th>Nursing</th>
<th>Pharmacy</th>
<th>Physiotherapy</th>
<th>Unani</th>
<th>Yoga and Naturopathy</th>
<th>Others (specify and provide details)</th>
</tr>
</thead>
<tbody>
<tr>
<td>×</td>
<td>×</td>
<td>×</td>
<td>×</td>
<td>×</td>
<td>×</td>
<td>√</td>
<td>×</td>
<td>×</td>
<td>×</td>
</tr>
</tbody>
</table>
6. Source of funding:

Central Government
State Government
Grant-in-aid

Self-financing
Trust
Corporate

Any other (specify)

7. a. Date of establishment of the institution: 18/08/2006

b. In the case of university, prior to the establishment of the university, was it a/an:

i. Autonomous College
ii. Constituent College
iii. Affiliated College
iv. PG Centre
v. De novo institution
vi. Any other (specify)

NA

8. State the vision and the mission of the institution.

Vision: Smt. Kashibai Navale College of Physiotherapy will be a nationally recognized Centre of Excellence for Physiotherapy Education & will be predominant recourse for the people of the state and through:

• A superior Educational ambience for our students and Faculties.
A Humanistic health service for the patients & their Families.
A supportive regional institution through outstanding healthcare education and research.

**Mission:** To provide a premier hands-on Teaching Centre with realistic excellent training to Create Proficient, Compassionate and empathetic Physiotherapists. The institution has and will continue to build capacities, beliefs and core values of Human care, Healthcare, Knowledge, Teamwork & Volunteerism through its teaching Endeavour’s

**9. a.** Details of UGC recognition / subsequent recognition (if applicable):

<table>
<thead>
<tr>
<th>Under Section</th>
<th>Date, Month and Year (dd/mm/yyyy)</th>
<th>Remarks (If any)</th>
</tr>
</thead>
<tbody>
<tr>
<td>i) 2(f)*</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>ii) 12B*</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>iii) 3*</td>
<td>NA</td>
<td>NA</td>
</tr>
</tbody>
</table>

* Enclose the certificate of recognition, if applicable

**b.** Details of recognition/approval by statutory/regulatory bodies other than UGC (MCI, DCI, PCI, INC, RCI, AYUSH, AICTE, etc.)

<table>
<thead>
<tr>
<th>Under Section/ clause</th>
<th>Day, Month and Year (dd/mm/yy)</th>
<th>Validity</th>
<th>Program/ institution</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>65(4)</strong></td>
<td>19.8.2014</td>
<td>Five Years</td>
<td>B.P.Th.</td>
<td>For 20 seats</td>
</tr>
<tr>
<td><strong>65(4)</strong></td>
<td>30.7.2014</td>
<td>One Year Renewal Applications for continuation along with fees submitted to council.</td>
<td>M.P.Th.</td>
<td>10 seats</td>
</tr>
</tbody>
</table>

(Enclose the Certificate of recognition/approval) **See Annexure 1**

1. Musculoskeletal Physiotherapy
2. Neuro Physiotherapy
3. Cardio respiratory Physiotherapy
4. Community Health and Rehabilitation

10. Has the institution been recognized for its outstanding performance by any national/international agency such as DSIR, DBT, ICMR, UGC-SAP, AYUSH, WHO, UNESCO, etc?

Yes ☐ No ☑
If yes, name of the agency: NA
Date of recognition: NA (dd/mm/yyyy)
Nature of recognition: NA

11. Does the institution have off-campus centres?

Yes ☑ No ☐
If yes, Date of establishment:
- Cardiothoracic Centre: Wanworie – 22 Aug 2013
- Lonavala Centre: 20th Sep 2011
- Kondhwa Centre: 7th Sep 2011
- Date of recognition by relevant statutory body/ies: NA

12. Does the institution have off-shore campuses?

Yes ☐ No ☑
If yes, Date of establishment: NA (dd/mm/yyyy)
Date of recognition by relevant statutory body/ies: NA (dd/mm/yyyy)

13. Location of the campus and area:

<table>
<thead>
<tr>
<th>Campus Area</th>
<th>Location*</th>
<th>Built up area in sq. mts.</th>
</tr>
</thead>
<tbody>
<tr>
<td>i. Main campus</td>
<td>Sr. No.49/1, off Westerly Bypass, Narhe, Pune-41.</td>
<td>27 acres</td>
</tr>
<tr>
<td>ii Other campuses in the country</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>iii Campuses abroad</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>
14. Number of affiliated / constituent institutions in the university

<table>
<thead>
<tr>
<th>Types of institutions</th>
<th>Total</th>
<th>Permanent</th>
<th>Temporary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ayurveda</td>
<td>Not Applicable</td>
<td>Not Applicable</td>
<td>Not Applicable</td>
</tr>
<tr>
<td>Dentistry</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>Homoeopathy</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>Medicine</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>Nursing</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>Pharmacy</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>Physiotherapy</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>Siddha</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>Unani</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>Yoga 4and Naturopathy</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>Others (specify and provide details)</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
</tbody>
</table>

15. Does the University Act provided for conferment of autonomy to its affiliated institutions? If yes, give the number of autonomous colleges under the jurisdiction of the University.

Yes [ ]   No [√]   Number [ ]

16. Furnish the following information:

<table>
<thead>
<tr>
<th>Particulars</th>
<th>Numbers</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Accredited colleges by any professional body/ies</td>
<td>NA</td>
</tr>
<tr>
<td>b. Accredited course / department by any professional body/ies</td>
<td>NA</td>
</tr>
<tr>
<td>c. Affiliated colleges</td>
<td>NA</td>
</tr>
<tr>
<td>d. Autonomous colleges</td>
<td>NA</td>
</tr>
<tr>
<td>e. Colleges with Postgraduate Departments</td>
<td>NA</td>
</tr>
<tr>
<td>f. Colleges with Research Departments</td>
<td>NA</td>
</tr>
<tr>
<td>g. Constituent colleges</td>
<td>NA</td>
</tr>
<tr>
<td>h. University Departments</td>
<td>Undergraduate Postgraduate</td>
</tr>
<tr>
<td>i University recognized Research Institutes/Centres</td>
<td>NA</td>
</tr>
</tbody>
</table>
17. Does the institution conform to the specification of Degrees as enlisted by the UGC?

Yes [√] No [ ]

If the institution uses any other nomenclatures, specify.

18. Academic programs offered and students enrolment: (Enclosed the list of academic program offered and approval/recognition detail issued by the statutory body governing the program)

<table>
<thead>
<tr>
<th>Programs</th>
<th>Numbers of Programs</th>
<th>Number of students enrolled</th>
</tr>
</thead>
<tbody>
<tr>
<td>UG</td>
<td>1</td>
<td>20</td>
</tr>
<tr>
<td>PG</td>
<td>4</td>
<td>6</td>
</tr>
<tr>
<td>DNB</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>M.Phil.</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Ph.D.</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Certificate</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Any other (specify)</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Total</td>
<td>5</td>
<td>26</td>
</tr>
</tbody>
</table>

19. Provide information on the following general facilities (campus wise):

- Auditorium/seminar complex Yes [√] No [ ] with infrastructural facilities
- Sports facilities Yes [√] No [ ]
- Outdoor Yes [√] No [ ]
- Indoor Yes [√] No [ ]

Residential facilities for faculty and non-teaching staff Yes [√] No. [ ]

- Cafeteria Yes [√] No [ ]
- Health centre
  * First aid facility Yes [√] No [ ]
  * Outpatient facility Yes [√] No [ ]
  * Inpatient facility Yes [√] No [ ]
### 20. Working days / teaching days during the past four academic years

<table>
<thead>
<tr>
<th></th>
<th>Working days</th>
<th>Teaching days</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number stipulated by the Regulator Authority</td>
<td>292</td>
<td>296</td>
</tr>
<tr>
<td>Number by the Institution</td>
<td>292</td>
<td>296</td>
</tr>
</tbody>
</table>

(‘Teaching day’ means days on which classes/clinics were held. Examination days are not to be included.)
21. Has the institution been reviewed or audited by any regulatory authority? If so furnish copy of the report and action

Yes.
1. The Maharashtra Council for Occupational therapy and Physiotherapy council undertakes a review every five years
2. The Maharashtra University of Health Sciences also undertakes a review annually.
(Copies of the reports attached) See Annexure 2

22. Number of positions in the institution

<table>
<thead>
<tr>
<th>Positions</th>
<th>Teaching Faculty</th>
<th></th>
<th>Non teaching staff</th>
<th>Teaching Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professor</td>
<td>Associate Professor / Reader</td>
<td>Assistant Professor</td>
<td>Lecturer</td>
<td>Tutor / Clinical Instructor</td>
</tr>
<tr>
<td>Sanctioned by the Government Recruited Yet to recruit</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Sanctioned by the Management /Society or other authorized bodies Recruited Yet to recruit</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Stipulated by the regulatory authority</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Cadre ratio</td>
<td></td>
<td>3</td>
<td>4</td>
<td>8</td>
</tr>
<tr>
<td>Recruited Yet to recruited</td>
<td></td>
<td></td>
<td></td>
<td>-</td>
</tr>
<tr>
<td>Number of person working on contract basis</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

*The cadre ratio as per OTPT Council of Maharashtra is (Professor: Associate Professor / Reader: Lecturer) for one PG unit, i.e. PG Seats*
## 23. Qualification of the teaching staff

<table>
<thead>
<tr>
<th>High Qualification</th>
<th>Professor</th>
<th>Associate Professor / Reader</th>
<th>Assistant Professor</th>
<th>Lecturer</th>
<th>Tutor / Clinical Instructo r</th>
<th>Senior Resident</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>M  F  M  F</td>
<td>M  F  M  F  M  F  M  F  M  F</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Permanent Teacher</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B.P.Th /M.P.Th.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ph.D/D.sc/D.litt/M.D/M.S</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PG (M Pharm./ Pharm D,DNB,M.Sc.,MDS. MPT,MPH,MHA)</td>
<td>2 1 1 3</td>
<td>3 5</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AB/FRCS/FRCP MRCP/MRCS/FDSR CS</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>M.Phil.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>UG BDS/MBBS</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Temporary teacher</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>D.M./M.Ch.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ph.D./D.Sc./D.Litt/M.D./M. S.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PG (M Pharm./ Pharm D,DNB,M.Sc.,MDS. MPT,MPH,MHA)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AB/FRCS/FRCP MRCP/MRCS/FDSR CS</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>M.Phil.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>UG</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Contractual teachers

<table>
<thead>
<tr>
<th>High Qualification</th>
<th>Professor</th>
<th>Associate Professor / Reader</th>
<th>Assistant Professor</th>
<th>Lecturer</th>
<th>Tutor/Clinical Instructor</th>
<th>Senior Resident</th>
</tr>
</thead>
<tbody>
<tr>
<td>D.M/M.Ch.</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>M</td>
</tr>
<tr>
<td>Ph.D/D.sc/D.litt/M.D/M.S.</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>F</td>
</tr>
<tr>
<td>PG (M Pharm./ Pharm D,DNB,M.Sc.,MDS. MPT,MPH,MHA)</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>M</td>
</tr>
<tr>
<td>AB/FRCS/FRCP MRCP/MRCS/FDSRCS</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>F</td>
</tr>
<tr>
<td>M.Phil.</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>M</td>
</tr>
<tr>
<td>UG</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>F</td>
</tr>
</tbody>
</table>

### Part-time teachers

<table>
<thead>
<tr>
<th>High Qualification</th>
<th>Professor</th>
<th>Associate Professor / Reader</th>
<th>Assistant Professor</th>
<th>Lecturer</th>
<th>Tutor/Clinical Instructor</th>
<th>Senior Resident</th>
</tr>
</thead>
<tbody>
<tr>
<td>D.M/M.Ch.</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>M</td>
</tr>
<tr>
<td>Ph.D/D.sc/D.litt/M.D/M.S.</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>F</td>
</tr>
<tr>
<td>PG (M Pharm./ Pharm D,DNB,M.Sc.,MDS. MPT,MPH,MHA)</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>M</td>
</tr>
<tr>
<td>AB/FRCS/FRCP MRCP/MRCS/FDSRCS</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>F</td>
</tr>
<tr>
<td>M.Phil.</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>M</td>
</tr>
<tr>
<td>UG</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>F</td>
</tr>
</tbody>
</table>
24. Emeritus, Adjunct and Visiting Professors.

<table>
<thead>
<tr>
<th></th>
<th>Emeritus</th>
<th>Adjunct</th>
<th>Visiting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number</td>
<td>M</td>
<td>F</td>
<td>M</td>
</tr>
</tbody>
</table>

25. Distinguished Chairs instituted:

<table>
<thead>
<tr>
<th>Department</th>
<th>Chairs</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

26. Hostel

* Boys’ hostel
i. Number of hostel 1
ii. Number of inmates 0
iii. Facilities
- Cot, Mattress, Pillow, Table, Chair, Cupboard/Open rack, fan
- Solar Water, Common mirror, Dust bin
- Two common geysers on each floor.
- Wi-Fi Facility, Common induction plate, two coolers with water purifiers, English and Marathi news papers.
- Common T.V. Room
- Parking Facility

* Girls’ hostel
i. Number of hostel 1
ii. Number of inmates 41
iii. Facilities
- Cot, Mattress, Pillow, Table, Chair, Cupboard/Open
• rack, fan
• Solar Water, Common mirror, Dust bin
• Two common geysers on each floor.
• Wi-Fi Facility, Common induction plate, coolers with water purifiers, English and Marathi newspapers.
• Common T.V. Room
• Parking Facility

* Overseas Student's Hostel

i. Number of hostels -
ii. Number of inmates -
iii. Facilities: All the above mentioned facilities

• Refrigerator
• Television
• Washing Machine
• Kitchen Trolley with Gas Stove

* Hostel for Interns: No Separate Hostel for Interns. They are admitted in the Boys/Girls/NRI Hostel

i. Number of hostels 1
ii. Number of inmates -
iii. Facilities

* PG Hostel: No Separate Hostel for PGs. They are admitted in the Boys/Girls/NRI Hostel

i. Number of hostels -
ii. Number of inmates -
iii. Facilities
27. Students enrolled in the institution during the current academic year, with the following details:

<table>
<thead>
<tr>
<th>Students</th>
<th>UG</th>
<th>PG</th>
<th>Integrated Masters</th>
<th>M.Phil</th>
<th>Ph.D.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>From the state where the institution is located</td>
<td>6</td>
<td>75</td>
<td>0</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>From other state</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NRI students</td>
<td>01</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Foreign students</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Subtotal</td>
<td>6</td>
<td>76</td>
<td>0</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>6</td>
<td>76</td>
<td>0</td>
<td>6</td>
<td></td>
</tr>
</tbody>
</table>

*M-Male  *F-Female

28. Health Professional Education Unit/Cell/Department

- Year of establishment - NIL
- Number of continuing education programs conducted (with duration)
  - *Induction:
  - *Orientation:
  - *Refresher:
  - *Post Graduate:

29. Does the University offer Distance Education Programs (DEP)?

Yes [ ] No [ √ ]

If yes, indicate the number of programs offered
Are they recognized by the Distance Education Council?
30. Is the institute applying for Accreditation or Re-Assessment?

Accreditation ☑  Re-Assessment ☐

Cycle 1 ☐  Cycle ☐  Cycle ☐  Cycle ☐

31. Date of accreditation* (applicable for Cycle 2, Cycle 3, Cycle 4) NA

Cycle 4: …………………… (dd/mm/yyyy), Accreditation outcome/Result
Cycle 3: …………………… (dd/mm/yyyy), Accreditation outcome/Result
Cycle 2: …………………… (dd/mm/yyyy), Accreditation outcome/Result
Cycle 1: …………………… (dd/mm/yyyy), Accreditation outcome/Result

* Enclose copy of accreditation certificate(s) and peer team report(s)

32. Does the university provide the list of accredited institutions under its jurisdiction on its website? Provide details of the number of accredited affiliated / constituent / autonomous colleges under the university.

No

33. Date of establishment of Internal Quality Assurance Cell (IQAC) and dates of submission of Annual Quality Assurance Reports (AQAR).

IQAC - 17/12/2014
AQAR (i)Nil

(dd/mm/yyyy)

34. Any other relevant data, the institution would like to include (not exceeding one page).

Nil
CRITERION – I CURRICULAR ASPECTS
1.1.1 Does the institution have clearly stated Goals and Objectives for its Educational Program?

The college has clearly stated goals and objectives for its educational Programmes.

**Vision:** Smt. Kashibai Navale College of Physiotherapy will be nationally recognized centre of Excellence for Physiotherapy Education & will be predominant resource for the people of the state and through:

- A superior Educational ambience for our students and Faculties.
- A Humanistic health service for the patients and their Families.
- A Supportive regional institution through outstanding healthcare education and research.

**Mission:** To provide premier hands on teaching centre with realistic excellent training to create proficient, Compassionate and empathetic Physiotherapists. The institution has and will continue to build capacities, beliefs and core values of Human Care, Healthcare, Knowledge, Teamwork & Volunteerism through its teaching Endeavour’s.

**Objectives:**
- To conduct the courses leading to Physiotherapy professional qualifications.
- To provide opportunities for continuous professional development.
- To encourage students’ activities aimed at benefitting their character building.
- To improve quality of life of people by providing basic and advanced Physical Therapy care.
- To foster research for advancement of Physiotherapy Knowledge, practice and Community wellbeing.

1.1.2 How are the goals and objectives reflected in the academic programs of the institution?

The academic programmes and curriculum is designed by the Maharashtra University of Health Sciences as per national health and community needs and implemented by the college so as to facilitate overall professional development of the students.

We are providing the students “Hands on training” for evaluation, treatment and healthcare. Evidence based teaching and learning is ensured in theory and clinical practice programmes. The institute also promotes research activities by motivating teachers and students to participate in research extension activities for community and nation building.

The major considerations in objectives addressed by the institution are- Learner centered Physiotherapy healthcare education, Professionalism in education, Patient centered service, Strong community relationship, Community oriented extension services and to serve the underserved. The institutional goals and objectives are
achieved by effective implementation of the academic programs and community health care.

The syllabus is dynamic and is periodically revamped to keep pace with the rapid developments in various fields of Physiotherapy, scientific and technological advancements and to meet the demands of academia and the society.

Academic programmes are a blend of traditional teaching methodology with modern technology integrating value addition modules, catering to personality grooming and effective communication.

Providing comprehensive Physiotherapy services prepares students for general Physiotherapy independent practice after graduation. The quick and effective patient service offered at our institutional level improves time management and enhances patient rapport for students.

Post graduate education in the specialized fields comprises of recent advanced knowledge, training in research methodology and biostatistics, teaching technology training and hands on training in the specialized areas making the post-graduate students into a specialist physiotherapist, a good teacher and competent researchers.

1.1.3 Does the institution follow a systematic process in design, development and revision of the curriculum? If yes give details of the process (Need Assessment, Feedback, etc.)

Yes, the curriculum is designed with periodic revisions by the Maharashtra University of Health Sciences, Nashik and implemented as course deliverables and is supplemented with need based value additions for both PG as well as UG Course

The initiatives of the college for curriculum development process involves curriculum need assessment through feedback from the stakeholders like students, academic peers and alumni (Please refer Annexure 1.3). Different stakeholders give feedbacks on courses, programs, competencies gained by alumni, teaching and evaluation through set of formats designed by the college they are analyzed and areas for redesign are identified.

The design and contents of the syllabus ensures incorporation of newer trends/ skills and is complemented by clinical exposure and training modules. Current trends in the job market are also considered while framing the syllabus.

The existing syllabus for undergraduate programme is implemented since the year 2012. All the Medical and Physiotherapy subject experts from Maharashtra state had been invited for the brainstorming sessions of their respective subjects at Pune and Mumbai and by consensus; a new syllabus has been chalked out. Almost all the teachers of SKNCOPT were actively involved in the organization, as group leaders and as academicians. The next revision at university level will be due by the year
2017. In the academic year 2016-2017 we will be sending our suggestions and additions in the syllabus, evaluation process and the examinations.

Teachers and students are encouraged to undertake research activities under various schemes of MUHS University. The Students have to undertake a research project as a part of their final year Curriculum. Research projects are also mandatory in the Internship where the Internship completion certificate is provided to the student after successful completion and submission of the project to the college.

The MUHS also encourages Research activities in the institution by providing facilities of Short Term Research Grants (STRG) for the students as well as the Teachers. The researcher has to send the proposal of the research project to the University departmental Cell of the Maharashtra University of Health Sciences. The research project is scrutinized by the Reviewers and suggestions are given. The project has to be completed within time frame of 6 months and final report has to be submitted along with the proof of the expenses which are utilized for the project. The Expenses for the project are audited.

The institution is very active in organizing Workshops and conferences on the emerging areas in the field of Physiotherapy. Academic offerings are as per MUHS which are professional in nature which provides adequate opportunities to the students for hands on experience in handling sophisticated equipments.

1.1.4 How does the curriculum design and development meet the following requirements?

Community Needs:

The Institution understands that the profession of Physiotherapy is duty-bound to the people of the country in providing efficient care and their work must benefit the community. Separate OPD’s have been set up to cater to the needs of the community at Rural Health Training Center (RHTC) in Kusgaon, Lonavala and one Urban Health Training Center (UHTC), at Kondhwa, Pune. Community programs have been set up in the form antenatal care classes for women, special visits to the industries for the evaluation of the people at their workplace and appropriate ergonomic advice is given. Mobile OPD also has been set up for screening the community with respect to various Musculoskeletal, Cardiovascular, Respiratory and Neurological Disorders and appropriate treatment according to the nature of the disorder is given to the patient. Various awareness programmes are also undertaken on diabetes and its management, breastfeeding, importance of immunization for the children, importance of exercises for prevention of heart diseases, benefits of exercise for healthy living, menopausal awareness.

Professional skill and Competencies:

The main goals and objectives of Physiotherapy education is to create competent and caring physiotherapists. The curriculum is structured in a manner that first covers the
basic sciences, progresses to preclinical and Para-clinical areas, culminating in extensive clinical training. Throughout the undergraduate training, the teaching-learning programme comprises of a mix of didactic lectures and seminar based theory, hands on focused preclinical training, and problem and case-based clinical mentoring. The students also submit assignments in the form of journals and projects which they undertake in the final year of their course. These studies help them in increasing their analytical skills and competencies. The work and performance is continuously assessed and monitored by the teaching staff. From first year to third year, the students are extensively taught the professional skills on healthy models. In final year they apply these skills on patients under teachers’ supervision. Finally in the internship programme the students are given chance to fine tune their skills and are allowed to evaluate and treat patients by themselves, thereby achieving greater level of professional competence. Moreover, since the six months compulsory rotating internship requires the intern to experience all clinical streams of Physiotherapy, it provides a platform for further enhancing one’s competency in Physiotherapy care. In fact, the internship is structured so as to provide the student maximum experience in the most common patient complaints in the Indian and global contexts, related to orthopaedic disorders like Osteo-Arthritis, Low back pain, Joint replacement surgeries and rehabilitation, Neurological problems like Hemiplegia, Cerebral Palsy, Peripheral Nerve Injuries. Cardio-Respiratory Problems like Chronic Obstructive Pulmonary diseases, Restrictive Lung Diseases, Cardiac ailments and Rehabilitation.

Research in Thrust areas:

One of the objectives of the institute is to inculcate and foster research and to fulfil this objective; the faculties as well as the students are encouraged to take up research projects in upcoming and recent advances in Physiotherapy. As part of the curriculum, students enrolled in the Master of Physiotherapy programme undertake and complete a research project—a dissertation—a partial fulfilment of their Masters Degree. These dissertations are important aspects of current scientific debate and discussion, as well as those that translate to benefit the patients in diagnosis and treatment. Students are encouraged to take up projects which are in synchronization with the emerging trends in the profession, such as Sports Physiotherapy, Physiotherapy in Neuro-Paediatrics, Physiotherapy in Obstetrics and Gynaecology, Physiotherapy in Cardiovascular & Respiratory Conditions. The Undergraduate students are also actively involved in research activities. In Final Year B.P.Th. the students have to compulsorily undertake a research project and submit it before the preliminary examination. In Internship also a research topic is undertaken and completed before the end of internship for the completion of the course. To make learning interesting various innovative techniques are employed. For example the students are subjected to academic quiz competitions wherein the senior students conduct quiz for junior students, seminars, projects and publications at institutional level and intercollegiate level. Feedback about the same is obtained and modifications are made accordingly, within the framework of the guidelines.
Employability:

The curriculum contributes to a comprehensive development of students as professional by teaching communication skills and direct hands on approach on the patients. In hospital setup these skills need to be used from OPD’S to Intensive Care Units(I.C.U) as well as community setups. A constant practice of these skills helps improving the chances of employability in various sectors like academics, industrial, sports, special schools, rehab centers, multispecialty hospitals as well as managing their own private practice.

1.1.5 To what extent does the institution use the guidelines of the regulatory bodies for developing and/or restructuring the curricula? Has the institution been instrumental in leading any curricular reform which has created a national impact?

Institution is affiliated to MUHS and Board of Studies and the Academic Council of the university are responsible in the formation and implementation of the curriculum. MUHS revises its curriculum after every 5 years. Existing syllabus is implemented in 2012. By next year, there will be process to give the suggestions for the changes, reforms in the content, evaluation process and examination patterns. Last process of syllabus revision was done in 2012 at the institute only and our Principal Prof. A.V.Patil was the coordinator for the same. Many reforms were done in the curriculum running at that time. All the teachers of the institute were active subject experts and coordinated the subject experts from the different colleges of Maharashtra. This was the best opportunity for our college to lead to the desired reforms in the curriculum. We could make the contents more transparent by writing the syllabus to the minute level of clarity, objectiveness in terms of lecture hours, adding skill teaching to maximum, students’ evaluation to test their skills in examinations. The pattern of theory examination was redistributed and split for better evaluations of students’ knowledge.

1.1.6 Does the institution interact with industry, research bodies, and the civil society in the curriculum revision process? If so, how has the institution benefitted through interactions with the stakeholders?

W.H.O and the Indian government health bodies’ reports show the changes in health issues reflect of global changes in terms of environmental changes, mechanization, lifestyles and food habits. Due to these changes there is effect on the physical and psychosocial health of the people resulting in changes in mortality and morbidity in Indian population.

This changed scenario makes it necessary to reform the curriculum as per the changing needs in the health services.

Physiotherapists have a greater role in healthcare now than before due to increase in lifestyle diseases leading to more morbidity following with mortality. The curriculum
is reformed in the relative importance to gain more knowledge in lifestyle diseases and better management of the sequelae of these diseases.

1.1.7 How are the global trends in health science education reflected in the curriculum?

Global changes in human healthcare due to W.H.O. guidelines and programmes has made health providers more responsible and disciplined. Health care has become a right of the people rather than a privilege. There are many changes in the outlook due to ethical and legal support in terms of basic healthcare, investigations, drug therapy or any instrumentation in the treatment.

There is great change in the human care with dignity. Quality care in terms of treatment and money and time cost has made the professionals more responsible to follow objective methodology in the treatment, evidence based practice and result oriented management.

To implement this at the UG level, Maharashtra University of Health Sciences has taken the lead to have International Classification of Function (ICF) at the evaluation stage of the persons seeking the healthcare. This is helpful to understand the problems of the people during evaluation and to treat them with the short and long term goals in the management so as to reduce the limitations in activities and restrictions in participation for the patients.

1.1.8 Give details of how the institution facilitates the introduction of new programs of studies in its affiliated colleges.

Not Applicable

1.1.9 Does the institution provide additional skill-oriented programs relevant to regional needs?

Yes, the institute provides additional skill oriented programmes to the students relevant to the regional needs by providing regular services at peripheral centres: RHTC Kusgaon and UHTC Kondhwa, where faculty, Post Graduate students and interns are posted on rotatory basis. Under supervision of faculty they are trained in their clinical aspects at these centres. Mobile OPD services are also provided and students are getting training in these outreach program for treating patients at their doorstep. Students are applying their skills where no sophisticated equipments or the gadgets are available. This increases their ability to give best quality Physiotherapy care in minimum available infrastructure.

Regular camps like Breast feeding, Antenatal Care, Post Natal Care, Immunization are also conducted in these peripheral centres where people are from remote villages and low socio economic conditions. This enhances their skills in focussing over the specific regional needs of the society.
1.1.10 Explain the initiatives of the institution in the following areas:

**Behavioral and Social Science.**

The institute has taken initiatives in behavioural and social science. The college has established a Mentoring system where in the 4 to 5 students are assigned to one teacher. The students approach the mentor for any problem, whether academic or personal. Meetings of mentor and mentee are being conducted regularly to ensure all the difficulties faced by mentee are addressed. For the Undergraduate and Postgraduate students orientation program is conducted in the beginning only. During this programme, the students along with their parents are oriented to the course. This helps in the transition of students from junior to professional college life and also increases the interaction among the students.

Women’s Harassment redressal Committee is established at the institutional level which is meant not only to women staff members, but all the girl students too.

**Medical Ethics / Bio Ethics / Nursing Ethics.**

According to curriculum for Undergraduate level, lectures are conducted on Bio Ethics and Medical Ethics. For postgraduate level also medical ethics and Research ethics are the part of curriculum which is taught in Research Methodology workshop. In outpatient and inpatient departments records of the patients are stored and access to these is monitored. Throughout the treatment and later also, the confidentiality of patient is strictly maintained. All the ethical procedures are followed in the research studies conducted at the college level.

**Practice Management towards curriculum and/or services.**

Practice teaching is an integral part of Physiotherapy education as it is one of the most skills learning professional education. In the curriculum enough care has been taken to provide appropriate time for the skill learning for the students at UG as well as at PG level. This is divided in laboratory practical on classmates and dummies in the first 2 years and later on the patients under strict supervision of the teachers and seniors. This training first is done at the institute level right from the clinical wards to the Intensive Care Units and later in the outdoor fields where students are working as a part of their Clinical training programme.

**Orientation to research**

The institute has formed Institutional Research Committee which is responsible for promoting and monitoring research activities in the institute. For the Undergraduate students and Interns, research projects are mandatory activity of curriculum under MUHS. For final year students, introductory lectures are taken on the Research Methodology by teachers. For the benefit of the Post Graduate students, in collaboration with MUHS the Institutional Research Committee conducts Basic Workshop in Research Methodology and Biostatistics every year. For undergraduate
students Research Grants by MUHS are provided for selected research projects. Teachers are encouraged to do research projects by Institutional Research Committee.

Rehabilitation.

Physiotherapy is prime branch in the physical rehabilitation of the injured/ diseased leading to disability. Physiotherapy students and teachers play the roles as health promoters, preventive health care professionals and to get the person back to normal life or get the disabled person to the maximal level of ability to lead an independent life. Our college is training the students by teaching the skills and providing enough exposure to them to apply the skills under supervision to the patients in institution, outreach programmes as well as in Community Based Rehabilitation programme.

Ancient Scriptural Practices.

Yes, our institute is doing ancient scriptural practices in the form of Yoga. Yoga is a major part of First Year B.P.Th. curriculum and is taught in theory as well as in practical classes by the trained teachers. This knowledge and skill is used in Physiotherapy practice as an adjunct to get the results in making the person maximally mentally and physically fit to his/her age and lifestyle. Moreover for undergraduate students regular yoga sessions are conducted by trained teacher and N.G.O.-Art of Living foundation to improve their mental and physical capacity. This helps emotional, intellectual and personal wellbeing of the students.

Health Economics.

Our institute is managed by Sinhgad Technical Education Society, which is a trust giving the quality healthcare to the people from Pune and from far off places from Maharashtra and Karnataka. These services are of high standards and given totally free of cost. Even the government hospitals are required to be paid some amount if a poor person has to seek for the treatment to these places. In our hospital, not only the treatment or surgery, but all the investigations including M.R.I., C.T. scan are done free of cost. Our patients from RHTC, Lonavala or UHTC, Kondhwa are brought to the Hospital by our own ambulance, treated and then taken back to their homes. Patients get the food from the hospital free of cost which is prepared under the senior dietician advice and as per their medical conditions.

There are still many in our country, who are not covered by health benefits by GO or NGOs and it’s most difficult to undergo the medical treatment where they have to contribute to full or partial amount, the services provided by STES is great relief to them. Patients are attracted to our services not only because of free treatment but also due to the strong trust in the quality of the healthcare delivered by us.

Medico legal issues.

Institute conducts many programmes for the Students in the medico-legal issues by conducting lectures, workshops on bio-ethics and medico-legal aspects as well as in
Communication skills so as to deal the best way with the patients and their stressed up relatives.

No medico legal issue has been raised in our institution till date which reflects upon legal and ethical delivery of patient care.

**Enhancement of quality of services and consumer satisfaction.**

The Regular feedback in oral, written or audio, video format is obtained from the patients. This feedback and suggestions help to improve the services provided to them. Any Patient can easily approach the therapist in case of any suggestion or grievance and to the higher authorities, if the redressal is not done at that level.

**1.1.11 How does the institution ensure that evidence based medicine and clinical practice guidelines are adopted to guide patient care wherever possible?**

Rehabilitation protocols are implemented for patients. The evaluation, medical/surgical diagnosis and physical diagnosis are done as per the recent W.H.O. classification of ICF. Management approaches for the treatment planning are followed by the updated evidence based knowledge and practices as prescribed in the current literature and clinical updates.

**1.1.12 What are the newly introduced value added programs and how are they related to the internship programs?**

The institute conducts many lectures on ethics, medico legal issues, professionalism, national bodies and state council needs and their functioning for all the interns before they start functioning in a relatively lesser supervised areas of the hospital set up. This has helped them to work with more clarity and confidence with the patients and other healthcare workers.

**1.1.13 How does the institution contribute to the development of integrated learning methods and Integrated Health Care Management**

Vertical and horizontal integration of subjects is done between basic sciences and clinical branches which helps the students to acquire a better understanding of the subject. This helps the students in improving their clinical skills and competency which in turns helps them in providing better healthcare to the patients. For example yoga theory and relaxation practical learning is part of first year curriculum and these both the techniques are useful for treatment of stress management and anxiety, various psychiatric & psychosomatic disorders. Strengthening and stretching exercises are the part of 2nd year curriculum which is helpful in Physiotherapy treatment for improving strength and flexibility of muscle in patients with muscle weakness and tightness respectively. This integrated health care management is based on the integrated learning method in the curriculum.
1.1.14 How is compatibility of programs with goals and objectives achieved with particular reference to priority of interface between Public Health, Medical Practice and Medical Education?

All our teaching and treatments programmes are run with the same aims and objectives which are laid down for the institute.

All the teachers constantly update themselves in the subject as well as in teaching technology to deliver the best to our students so that best quality is taken care of. Many skills are taught as per the interest and grasping capabilities of most of them which are beyond the university expectations. Research studies are conducted by the students under the able guidance of teachers.

Students and teachers take part in Intercollegiate and Interuniversity research, sports and cultural competitions. Some teachers are doing their doctorate studies to gain expertise in their field of speciality. Healthcare is the basic right of every individual and the same is offered by us to needy people from near by and far areas. This entire working pattern is benefitting to students for learning and helping teachers to enrich themselves in their areas of expertise and to the people who are getting the best healthcare free of cost.

1.2. Academic Flexibility

1.2.1 Furnish the inventory for the following:

Programs offered on campus

Our college is affiliated to MUHS to conduct the following courses:
- Bachelor of Physiotherapy (B.P.Th.) course at undergraduate level
- Master of Physiotherapy (M.P.Th.) at the postgraduate level

Masters of Physiotherapy is available in 4 specialty subjects mentioned below.
1. Musculoskeletal sciences,
2. Neurosciences
3. Cardio Vascular & Respiratory sciences,
4. Community health sciences

Overseas programs offered on campus

- No

Programs available for colleges/students to choose from:

Maharashtra University of Health sciences does not offer any options for any subject at B.P.Th. (Bachelor of Physiotherapy)

However; four Programs are available for M.P.Th. (Master of Physiotherapy) which student select as per their interest and merits.
1) M.P.Th. in Musculoskeletal sciences
2) M.P.Th. in Neurosciences  
3) M.P.Th. in Cardio Vascular & Respiratory sciences  
4) M.P.Th. in Community health sciences  

1.2.2 Give details on the following provisions with reference to academic flexibility 

a. Core options  
Maharashtra University of Health sciences does not offer any options for any subject at B.P.Th. (Bachelor of Physiotherapy)  
However; four Programs are available for M.P.Th (Master of Physiotherapy) which student select as per their interest and merits.  
1) M.P.Th in Musculoskeletal sciences.  
2) M.P.Th in Neurosciences  
3) M.P.Th in Cardio respiratory sciences  
4) M.P.Th in Community health sciences  
MUHS does not have any option for the elective subject which can be a sub specialty in specialty of a particular master’s degree. The entire syllabus for a particular specialty is same for all the students studying in the university throughout the Maharashtra state.  

b. Elective options:  
No option available by MUHS  

c. Bridge course:  
Bridge courses are not required as the degree courses are running in Maharashtra since 1974 by many universities much prior to the formation of state university in Health Sciences.  

d. Enrichment courses:  
Enrichment courses are frequently conducted at the college and also in collaboration with Smt. Kashibai Navale Medical College for Under Graduate and Post Graduate students in the form of Workshops in a specific basic knowledge, skills or techniques, Continuing Physiotherapy Education (CPE), Conferences, Guest lectures by eminent speakers.  

e. Credit accumulation and transfer facility  
MUHS does not have any provision in this matter.
CRITERION – 1 CURRICULAR ASPECTS

f. Courses offered in modular form

No courses are offered in modular form as MUHS doesn’t run any course in this form.

g. Lateral and vertical mobility within and across programs, courses and disciplines and between higher education institutions

No lateral mobility is allowed for any of the courses of MUHS. Vertical mobility is available for under graduate students in the form of post graduation. Our college is running post graduate courses in all 4 specialties which MUHS is offering. All those, who wish to enrich their knowledge, skills and management techniques, select one of these courses.

h. Twinning programs

MUHS does not offer any twinning program in any of the faculty

i. Dual degree programs

Not allowed by MUHS. The student can register only for one course at a time.

1.2.3 Does the institution have an explicit policy and strategy for attracting students from other states?

As per the admission policy by the Pravesh Niyamtran Samiti, which is the apex body for Maharashtra Government for the rules and regulations for the admission to the Professional institutes, only domicile of the state and who has appeared for the MH-CET (an entrance examination) is eligible to get the admission. (Private) Self financing institutes like ours can admit students under N.R.I. quota of 15% of total seats, where either they have to be dependent on N.R.I. parents or from the state who has appeared for the entrance examination in case there is vacancy.

Due to this policy, even though, there is constant enquiry for the admissions or transfers to the UG or PG courses outside Maharashtra, we are unable to admit them for any of our courses.

Socially and financially backward sections

Statutory reservation as per the government’s policy is followed during the admissions in the institution for Under Graduate and Post Graduate students. Socially and financially backward sections of the society get an opportunity for admission to the college. State government has schemes for these students in the form of reimbursement of the academic fees either in full or partial as per the categories of students. There are few Scholarships available by the state govt. or MUHS for the eligible financially backward classes. Our institution takes great efforts to publicize all these schemes to the students and their parents, help them to find their appropriate eligibility, guide them to collect the required documents from the government agencies, to apply in the required format within the time frame.
International students?

Self financing (Private) institutes like ours can admit students under N.R.I. quota of 15% of total seats, where either they have to be dependent on N.R.I. parents or themselves. They need to pass the equivalent examination to H.S.C.

1.2.4 Does the institution offer self-financing programs? If yes, list them and indicate if policies regarding admission, fee structure, teacher qualification and salary are at par with the aided programs?

Yes, the institution has only self-financing programs as government doesn’t support the college or Sinhgad Institutes.

The admissions in our college are done by Directorate of Medical Education and Research, Maharashtra State Government. As per the admission policy by the Pravesh Niyantar Samiti, which is the apex body for Maharashtra Government for the rules and regulations for the admission to the Professional institutes, only domicile of the state and who has appeared for the MH-CET (an entrance examination) is eligible to get the admission.

Fees structure for our college is decided by Shikshan Shulk Samiti headed by Retired Judge of High Court. Depending upon the accounts and audit of the institute, fees are approved by this Samiti every year for the next academic year.

Qualification & experience of teachers is decided by the State Professional Council and MUHS as per the posts. It is mandatory to have the approval of the State Professional Council as well as MUHS to recognize a teacher in any teaching institute. MUHS has a methodology for the recruitment of teachers in the college which has to be followed by all the institutes. We follow all the rules and regulations prescribed by the MUHS, so the advertise to be published in news papers is approved. Interviews are conducted in the presence of MUHS nominees. Sinhgad Institutes follows the recommendations of Sixth Pay Commission / Govt. of Maharashtra and pays the allowance and salary as per norms to the teaching as well as non teaching staff.

1.2.5 Has the institution adopted the Choice Based Credit System (CBCS) / credit based system? If yes, for how many programs? What efforts have been made by the institution to encourage the introduction of CBCS in its affiliated colleges?

Currently Choice Based Credit System (CBCS) is not introduced in any of the courses by MUHS.

1.2.6 What percentage of programs offered by the institution follow: Annual system, Semester system, Trimester system

All the courses run by the institute, i.e. Bachelors and Masters of Physiotherapy (B.P.Th. and M.P.Th.) are conducted by Annual system as MUHS conducts all the courses in this pattern only. No Semester and Trimester system is applicable.
1.2.7 How does the institution promote multi/inter-disciplinary programs? Name a few programs and comment on their outcome.

There are no teaching programmes in the field of Physiotherapy which are inter-disciplinary. There are few subjects like Orthotics and Prosthetics which require inviting a teacher as visiting faculty. At Post Graduate level, many expert teachers from different medical branches are invited as visiting faculty.

1.2.8 What programs are offered for practicing health professionals for skills training and career advancement?

At the institute, frequent teaching programmes other than the university curriculum are organized for UG and PG students and teachers. They are in the form of Continuing Physiotherapy Education, Conference and Workshops for the clinical skills by trained expert.

**Guest lectures by**
1. Dr. Pavithra Rajan- Talk to the students on ‘Research intent’
2. Dr. Shreya Prasanna- Research applicability
3. Dr.SandeepSubramanium- Recent research in Hemiplegia understanding in evaluation and management
4. Dr. Kedar Mate - Research Methodology

**Workshops on**
1. Basic Life Support.
2. Art of living.
4. Workshop on Research Methodology.
5. Workshop on Sacroiliac Joint Dysfunction

1.3 Curriculum Enrichment

1.3.1 How often is the curriculum of the institution reviewed and upgraded for making it socially relevant and/or skill oriented / knowledge intensive and meeting the emerging needs of students and other stakeholders?

The institute plays a role in curriculum development and revision as it works under the guidelines of MUHS. The faculty members and the Principal provide feedback from time to time to the MUHS regarding the curricular development. The curriculum is updated to meet the emerging trends and the needs of the students and the community for their healthcare.

1.3.2 During the last four years, how many new programmes were introduced at the UG and PG levels? Give details.

Our institute is affiliated to MUHS and we, on our own cannot introduce any teaching programme at the university level.
1.3.3 What are the strategies adopted for the revision of the existing programmes? What percentage of courses underwent a syllabus revision?

The programmes conducted in affiliated colleges of MUHS are revised periodically based on current and emerging concepts in the field of Physiotherapy as per the rules of MUHS. The syllabus has undergone revision in different subjects like Fundamentals of Exercise Therapy which is now named as Fundamentals of Kinesiology and Kinesiotherapy in the first year. In Second year the Subject Exercise Therapy is now divided as Kinesiology and Kinesiotherapy and Separate Examinations are conducted for the same. In Third year the subject Physical Diagnosis and manipulative skills is now named as Functional Diagnosis and Physiotherapeutic Skills as it is more appropriate to represent the subject.

1.3.4 What are the value-added courses offered by the institution and how does the institution ensure that all students have access to them?

The college offers a range of value-added courses which are open to all the students. These programmes are adequately advertised within the college so that all students are made aware of its availability. The schedule of the programmes is displayed on the student’s notice board and circulars are also sent to individual departments for the information. Students are also encouraged by faculty members to enroll / attend / participate in them.

See Annexure 1.1 - List of value added courses.

1.3.5 Has the institution introduced skills development programs in consonance with the national health programmes?

Yes, the college has organized several programmes and/or undertaken initiatives that are in consonance with the national health programs. World Heart Day was celebrated at RHTC, Kusgaon on 29th September 2014. Screening camp was organized for identifying the individuals at risk of cardiovascular diseases, Integrated Teaching Session on Diabetes Mellitus was organized on World Diabetes day, Breast feeding week was celebrated in the month of August 1st to 8th for creating awareness among women about importance of breast feeding, Menopausal Awareness on World Menopause Week, World Physiotherapy day is also celebrated where the students conduct program in the institution about the awareness regarding Physiotherapy.

1.3.6 How does the institution incorporate the aspects of overall personality development addressing physical, mental, emotional and spiritual well being of the student?

Through a mix of value-based education, rendering academic and personal direction and support by faculty members, counseling by qualified personnel and opportunity and support in extra-curricular activities such as sport and cultural spheres, the college contributes to the overall personality development of students. A dedicated counseling cell and student mentor programme has been set up. The orientation
programme is conducted in the beginning of each academic year where the students along with their parents are given a good idea about the Physiotherapy profession, various emerging areas in the profession as well as its scope. The personality development lectures are also arranged for the benefit of the students. Art of living programmes are also conducted for the spiritual wellbeing of the students.

1.3.7 Does the curriculum provide for adequate emphasis on patient safety, confidentiality, rights and education?

Adequate emphasis on patient safety, confidentiality, rights and education is provided by the institution. Lectures are delivered to the Undergraduate and the Post Graduate students on ethics before they come in direct interaction with the patients. The New syllabus which is now being implemented has separate didactic hours for imbibing ethical values in the students. The Lectures are arranged at the commencement of their actual curriculum. Emphasis is always given on teaching appropriate communication skills to the students in the practical sessions. Students are taught to be extremely vigilant when the patient treatment comprises the use of Electrotherapeutic Modalities. The modalities are serviced and repaired at adequate intervals of time for their effective functioning. The patient is always explained about the nature of the treatment before starting the treatment session. The confidentiality about the patients’ diagnosis is maintained and the case records are stored in record section, the access to which is restricted. Patient educational materials in the form of posters, charts are displayed in the clinical areas regarding various Musculoskeletal, Neurological, Cardiovascular problems and those in relation with women’s health and the treatment available. The patient and their relatives can go through the information provided in the posters and the charts which are put up in the patient waiting area of the OPD.

1.3.8 Does the curriculum cover additional value systems?

The curriculum covers additional value topics such as ethics and behavioral science. The institution has a strict anti-ragging policy, Women’s Grievance Cell, Internal assessment Grievance Committee. Mentorship is practiced in the institution for the personal attention of the students. Each student has a Mentor, where one to one meetings are held at regular intervals of time, problems are discussed and appropriate advice is given to the student. See Annexure 1.2:

List of Committees and Members.
- Anti ragging committee
- Women’s Grievance cell
- Institutional general Grievance redressal / disciplinary committee
1.4 Feedback System

1.4.1 Does the institution have a formal mechanism to obtain feedback from students regarding the curriculum and how is it made use of?

Yes, the institution has a mechanism for obtaining formal feedback from the students about the curriculum. The feedback obtained from the students is analyzed by each department at the end of each academic year, the same are then discussed with the H.O.D.s and the Principal of the college and the useful suggestions are then communicated to the university. Teaching Learning methodologies are modified as per the suggestions obtained from the students.

1.4.2 Does the institution elicit feedback on the curriculum from national and international faculty? If yes, specify a few methods such as conducting webinars, workshops, online discussions, etc. and their impact.

Not so far.

1.4.3 Specify the mechanism through which affiliated institutions give feedback on curriculum and the extent to which it is made use of?

In 2011, institute was the centre of the reformation and the outcome was in the formation of a syllabus which is at present being run by the MUHS. The next process of reformation of syllabus will be started by next year and all the teachers will be part of the suggestions and reformation.

1.4.4 Based on feedback, what are the quality sustenance and quality enhancement measures undertaken by the institution in ensuring the effective development of the curricula?

Based on the feedback obtained from all the stakeholders various measure have been taken at the institutional level, such as conducting additional classes and training, betterment of exams, compensatory attendance mechanism, tutorials. The suggestions regarding curriculum revision are communicated to the university.

1.4.5 What mechanisms are adopted by the management of the institution to obtain adequate information and feedback from faculty, students, patients, parents, industry, hospitals, general public, employers, alumni and interns, etc. and review the activities of the institution?

The Feedback is obtained from the students and analyzed by the departments. The feedback from the Head of the institution is obtained by the management in the form of Annual appraisal report. The feedback from the Head of the Departments is obtained by the Principal in the form of Annual appraisal report. Feedback from the teaching and non-teaching staff is obtained by the Head of the Department. Patients’ feedback is obtained after completion of the treatment. Feedback from parents, interns and alumni is also obtained.
CRITERION – II TEACHING LEARNING AND EVALUATION
2.1 Student Enrollment and Profile

2.1.1 How does the college ensure publicity and transparency in the admission process?

Our College is a pioneering institution affiliated to Maharashtra University of Health Sciences serving the purpose of higher education in the rural area of Narhe; Pune of Maharashtra state. The institute has opted for government admission process thereby ensuring that the process is transparent and merit based. The date of conduct of the Common Entrance Examination for UG that is MH-CET and for PG, it is PGP-CET is announced in all newspapers with all details and is also available on their website (www.dmer.org). For NRI/Management seats college has a website (www.sinhgad.edu) in which advertisement given for the same. All the admission process is regulated by a Government authority Pravesh Niyantarana Samiti which will ensure highest level of transparency.

Publicity:

All details of admission procedure are displayed on the website, College notice board.

- The Information Brochure elucidates information about Physiotherapy Course offered for eligibility parameters for UG and PG, rules of admission and process, co-curricular activities and facilities, hostels and allied information and support facilities.
- Updated Admission Information is available on the institute’s website - www.sinhgad.edu
- Admission Counselling Committee provides counselling to candidates interested in seeking admission in the course offered by the College.
- Alumni feedback helps design the strategy for promotion and publicity

Transparency:

The entire admission process is carried out by DMER on behalf of Government of Maharashtra maintaining the transparency and merit.

2.1.2. Explain in detail the process of admission put in place by the Institution. List the criteria for admission eg. Merit, Merit with entrance test, Merit entrance test, Aptitude and interview, common entrance test conducted by state agencies and national agencies, Any other criteria specify.

For both the undergraduate and the postgraduate programs, students are admitted based on the Common Entrance Test conducted by DMER - Govt. of Maharashtra as per merit. All the admission procedures are regulated by Pravesh Niyantarana Samiti. For B.P.Th, admissions, 85% and for M.P.Th, 50% of the candidates are admitted through counselling rounds conducted by DMER according to the rules and regulations of the Government of Maharashtra. The remaining seats are filled through NRI category and Management Quota.
2.1.3 Provide details of admission process in the affiliated Colleges and the University role in monitoring the same.

DMER conducts Entrance Examination MH-CET and based on the results and merit of this examination admissions are done centrally by DMER as per rules and guidelines of Government of Maharashtra and MUHS. All information regarding admission process is available on DMER website.

2.1.4 Is there a mechanism in the institution to review the admission process and student profiles annually? If ‘yes’ what is the outcome of such an effort and how has it contributed to the improvement of the process?

No,

2.1.5 What are the strategies adopted to increase/improve access for following categories.
- SC/ST
- OBC
- Women
- Differently abled
- Economically weaker sections
- Minority community
- Any other

- The institution follows statutory reservation policy of the Government regarding SC/ST/OBC/Differently abled.
- Tuition fees for these category students are paid by government fully or partially depending on category, fulfilling eligibility rules.
- All Scholarships are provided by DMER Government of Maharashtra for students of above categories. MUHS grants Savitribai Phule scholarship specifically for girl’s students from economically weaker section to encourage them. These are the strategies adopted to improve access for the category students for inclusive education.

Number of students admitted in the institution in last four academic years:

<table>
<thead>
<tr>
<th>Categories</th>
<th>Year 2011-12</th>
<th>Year 2012-13</th>
<th>Year 2013-14</th>
<th>Year 2014-15</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Male</td>
<td>Female</td>
<td>Male</td>
<td>Female</td>
</tr>
<tr>
<td>SC</td>
<td>-</td>
<td>02</td>
<td>-</td>
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<tr>
<td>ST</td>
<td>-</td>
<td>-</td>
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<td>-</td>
</tr>
<tr>
<td>OBC</td>
<td>-</td>
<td>02</td>
<td>-</td>
<td>02</td>
</tr>
</tbody>
</table>
The total number of students admitted in the academic year 2011-12 are 16, for the year 2012-13 are 18, for the year 2013-14 are 18. And for the 2014-15 are 20.

2.1.7. Has the university conducted any analyses of the demand ratio for the various programmes of the university departments and affiliated colleges? If so highlight the significant trends explaining the reasons for increase /decrease

- No.

2.1.8. Were any programs discontinued /staggered by the institution in last four years? If yes, specify the reasons.

- No.

2.2 Catering to Student Diversity

2.2.1. Does the institution organize orientation / induction program for freshers’?

If yes, give details such as the duration, issues covered, experts involved and mechanism for using the feedback in subsequent years.

Institution organize orientation / induction program for freshers under graduates and postgraduate students on their first day of joining. In the program Principal Welcomes students and parents, brief introduction of the college campus is given. Teachers are introduced and idea about curriculum is given to students. Parents are informed about working pattern of different committees made for benefit of students. The induction program is organized for the newly admitted 1st year students and their parents to ensure that they feel comfortable in the Sinhgad family. It starts with the Principal’s address to the students and to the parents regarding the course outline, infrastructure, basic etiquettes and scope of the profession.

At the same time students and parents are made aware of the Anti-Ragging policy of the institute. The students are taken on a tour of the campus where they get to know about different facilities on the campus and the college. Parents and students also get an opportunity to visit the exhibition of books which is organized in the campus. This induction program has proven to be a huge success and is always appreciated by students and parents.

**Induction program for Interns:**

The Internship period of the students also starts with an induction program which is conducted over a period of two days most of the students prefer our institute owing to the quality of training and sheer numbers of clinical material available. There is a standard schedule and topics where the interns are given basic guidelines of managing patients with some degree of independence such as emergency care, managing medically compromised patients like HIV, ethical and legal issues etc.

**See Annexure 2.1**
Induction program for Postgraduates:
Similarly the postgraduates also undergo an elaborate/comprehensive orientation program. The students are introduced to importance of scientific temper and development as professionals. They are also trained about biomedical literature search and seminar and journal club presentations. Workshops on research methodology are also conducted for post graduate students.

See Annexure 2.2

2.2.2 Does the institution have a mechanism through which the “differential requirements of the student population” are analyzed after admission and before the commencement of classes? If so, how are the key issues identified and addressed?
No

2.2.3. How does the institution identify and respond to special educational/learning needs of advanced learners?
The Institution takes special interest in identifying and promoting the advanced learners. They are identified through interactive classroom teaching and classroom discussions. Class tests and quiz are organised through which faculties can identify advanced learners. Teachers also provide additional guidance to them. Motivational talks and trainings by resource persons are organised to encourage and strengthen the skills to become effective participants in their own learning process.

Additional work is assigned to them such as taking up a short term research projects under faculty guidance, or present posters at undergraduate conferences like Scientifica organized by regional Pune colleges. Our students and teachers also participate in innovation competition by displaying new instruments in AVISHKAR held by MUHS every year. This helps them improve their academic skills and motivates and prepares them for taking up further higher education.

2.2.4. Does the institution offer bridge / remedial / add-on courses? If yes, how are they structured into the time table? Give details of the courses offered, department-wise/faculty-wise?
• No.

2.2.5 Has the institution conducted any study on the academic growth of students from disadvantaged sections of society, economically disadvantaged, differently-abled, etc.? If yes, what are the main findings?
Institution has mentorship program where each teacher maintain academic record for individual students. Any improvement or deterioration in academic performance is immediately noticed in this institution and accordingly steps are taken. Periodical surprise tests are conducted by respective teachers for theory and practical’s. On that basis counselling and guidance is provided to needy students.

2.2.6 Is there a provision to teach the local language to students from other States/countries?
• No.
2.2.7. What are the institution’s efforts to teach the students moral and ethical values and their citizenship roles?
Induction program is organised at the beginning of the course highlighting on ethical and moral issues. Professional Oath is given at the end of Internship. They are sensitised and process is continued in clinical setup also. At the end of clinical posting the teachers fill assessment form for clinical performance. There is one aspect in which affective domain is assessed in clinical performance sheet during case discussion. In first year of under graduation students are sensitised on these issues. We prepare our students morally and ethically sound so that they become good and responsible citizens of the country. In induction program idea of profession, aims and objective and vision of the Institute, various opportunities in the profession are discussed with students and parents. They are well informed about the anti ragging policy and undertaking about the same is collected from candidates and parents.

2.2.8 Describe details of orientation/ foundation courses which sensitize students to national integration, Constitution of India, art and culture, empathy, women’s empowerment, etc.
Institute organises cultural week every year like PHYSIOFEST which enhances art and culture. For national integrity Independence Day and Republic Day are celebrated. Every year Physiotherapy day is celebrated by students and teachers. Guest lecture on women empowerment is organised by women’s complaint committee. Workshop on Art of Living is conducted by trained personnel in the campus for teachers and students. Students enthusiastically participate in Sinhgad Karandak for sports and cultural activity. Our teachers and students participated in International Pune Marathon which is organised by NGOs.

2.2.9. Has the institution incorporated the principles of Life Style Modifications for students based on Eastern approaches in their day to day activities?
Institution always encourages students to have healthy breakfast and lunch before beginning of college hours everyday. Students are prevented from using elevators and are motivated to use stair cases. The Yoga session twice a week is included in their academic calendar.

2.2.10. Has Yoga / meditation/ any other such techniques been practiced by students regularly as self decision.
Yes, Yoga and Pranayama is a part of our syllabus, lectures and practicals are taken for the students by the qualified teachers twice in a week. The students are practicing yoga at home being it is a part of practical examination. Students practice Surya Namskar also for warm up and cool down. Relaxation techniques are also taught to students to manage stress.

2.2.11 How does the institution attend to the diverse health issues (physical and mental) of students and teachers?
For Physical Health issues our Institution has 890 bedded Hospital with all necessary investigations available twenty four hours. Medical teachers are very supportive and
helping. For mental health, teachers talk to students and parents. After getting their consent students are referred to Clinical Psychologist and then if required refer to Psychiatrist. Gymnasium facility is available for teachers and students in the campus. The institution strives to attend to the diverse health issues (Physical and Mental) of students and teachers in the following ways:

- Presence of a medical officer in the premises.
- Students and teachers have a free access to the facilities and expertise of the SKN Medical College,
- Immunization of students and teachers is carried out in the College premises by medical college in which Physiotherapy College also participates.

2.2.12. Does the institution cater to the needs of groups / individuals requiring special attention by conducting group classes / special individual trainings / focused group discussion / additional training measures etc.?

Yes, the institution does cater to the diverse needs of learners. Institution organises classroom teaching, group discussions, seminars, and presentations to facilitate teaching for group of students. Clinical teaching with hands-on skills is taught to students under supervision in well-equipped laboratory. Individual students have mentorship facility for further guidance. Special counselling sessions are conducted for students having poor performance and less attendance. Group presentations are conducted in small group of three or four students.

2.3 Teaching-Learning Process

2.3.1 How does the institution plan and organize the teaching-learning and evaluation schedules such as:

**Academic calendar:**

At the beginning of each academic session, an academic calendar for the entire year, term wise is prepared in line with that of the University. The Academic Calendar is communicated to the Departments. The Institute has a curricular activities committee which has representations from all the departments of the College. This committee formulates the academic calendar, master plan, posting schedule for clinical departments as well as preclinical / practical schedule. The examination committee also decides the dates for the internal examinations well in advance at the beginning of each academic year. The duration and the number of classes / practical’s / clinics for each subject at each year is decided and accommodated within the teaching plan according to the guidelines given by MUHS

- The head of the department, in consultation with the teachers, allocates topics to the faculties and academic calendar is prepared accordingly.
- The teaching plan prepared and followed by the members of the faculty is examined by the Heads of the respective Departments to ensure that the entire portion of the syllabus is covered in full by the concerned faculty.
- Principal conducts the meeting with all the departments in which the academic calendar is discussed and suggestions are given for corrective measures.
CRITERION – II TEACHING LEARNING AND EVALUATION

- At the end of each term students are assessed internally on the basis of attendance, assignments, departmental seminars and term tests.
- Group discussions, question-answer sessions are conducted regularly.

Master Plan:
As prescribed by the MUHS, the master plan is prepared for the undergraduate and postgraduate program, by the respective departmental faculty.

Teaching plan:
Based on the academic calendar, the respective departments work out the teaching plan. The MUHS has provided curricular guidelines for the entire academic year’s activities. Based on this, individual departments prepare the teaching schedule and plan, which includes the prescribed curriculum. The teaching programme is scheduled taking into consideration the time available and minimum hours and is designed with novel methods which also include outdoor informal sessions. Strategies and modalities take care of student expectations and aspirations. Interactive sessions and outdoor activities are included. See Annexure 2.3

The rotation schedule:
Practical classes for I, II and III years, rotation to Medicine and Surgery Clinics for the III years is based on the master plan followed. The schedule of the Physiotherapy students for clinical rotation for II, III, IV B.P.Th. and the Interns is decided following the guidelines given by the MUHS. The rotations ensure that all the students fulfil the requisite time period in the different specialties with expected prescribed quota of work.

Evaluation Blue-print:
- Examination committee ensures orderly planning and execution of examinations.
- The examination schedule is displayed well ahead of time on notice board.
- Question papers are set and practical examinations are conducted as per MUHS guideline
- The internal assessment parameters and awarded marks are displayed on college notice board.
- Presentations and informal discussion forums assist divergent thinking, listening skills and analytical, logical thinking.
- Project assignments, industrial visits, field visits and excursions are organized to broaden student’s perspective of the subject.
- Students are assessed for clinical performance by evaluation form

2.3.2 Does the institution provides course objectives, outlines and schedules at the commencement of the academic session? If yes, how is the effectiveness of the process ensured?
Yes,
The institution provides course objectives, outlines and schedules at the commencement of the academic session by organising orientation program.
This helps students and parents to get the idea about curriculum as per the MUHS syllabus. Any queries or doubts raised by students are answered. This helps them to get better acquainted to academic schedule throughout year. They are also given a detailed outline and schedule for the theory and practical/clinical components. Performance of the students at the summative assessment is an indicator of the effectiveness.

**University Rank Holder**

Our student Jaspreet kaur Talwar is university topper in year 2011

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Name of the Student</th>
<th>Academic Achievement</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Talwar Jaspreet Kaur Inderjit Singh</td>
<td>1st Rank</td>
<td>2011</td>
</tr>
</tbody>
</table>

See Annexure 2.4

2.3.3 Does the institution face any challenges in completing the curriculum within the speculated time frame and calendar? If yes, elaborate on the challenges encountered and the institutional measures to overcome these.

- No

2.3.4. How is learning made more student-centric? Give a list of participatory learning activities adopted by the faculty that contributes to holistic development and improved student learning, besides facilitating life-long learning and knowledge management.

Teaching and learning is a two way process where there is active participation by students as well. Our Institution follows this principles .The learning environment of the college is student centric. In the classes where the students are of diverse learning abilities, lectures are delivered with the aim that average student will be able to absorb the concept. Learning is made more interactive through activities like group discussions, field survey, field work which while strengthening the knowledge base contributes to skill formation and managerial skills both at personal and interpersonal level.

- Learning focused on the student's needs, abilities, and interests and with the teacher as a facilitator.
- Motivation to organize various co-academic events and competitions.
- Outdoor field visits, excursions add to facilitating wider exposure.
- Students are constantly motivated to participate in seminars/symposia for paper presentations.
- They are encouraged to take up projects and short term research, to instil a scientific temper.
- Problem based learning, small group learning are some of the Innovations carried out by faculty to encourage student participation.
2.3.5 What is the institution's policy on inviting experts / people of eminence to augment teaching-learning activities?

The institution always strives to invite experts, people of eminence as and when possible to deliver talks or conduct programs/workshops. This helps in value addition to knowledge base of both, students and faculty.

Institution gives free hand to invite the experts to take special lectures, seminars and symposium on specialization so as to have more exposure for the benefit of the students and faculty.

2.3.6. Does the institution formally encourage learning by using e-learning resources?

Yes.

- Students are allowed to use MUHS e library.
- E-journals, on line journals are available in the central library.
- The lecture hall in the College is equipped with Internet facilities which are used for displaying online videos and journals to the students during lectures.
- Students are encouraged to use computer, OHP, LCD, Audio-Visuals, and Internet facility for their seminars.
- E-resources, E-books, videos and databases are made available in departmental library.
- Webinars are arranged.

2.3.7. What are the technologies and facilities such as virtual laboratories, e-learning and open educational resources used by the faculty for effective teaching?

- Faculty has access to online resources, such as scientific databases, portals, electronic journals, etc. These resources are utilized by them for effective teaching.
- Provision of internet facility for online access to e-material.
- Sufficient numbers of computers are installed in the library and each department.
- Access to e-journal, digital library subscribed to MUHS, database and virtual learning is available.
- E-journals, on line journals are available in the central library.

2.3.8 Is there any designated group among the faculty to monitor the trends and issues regarding developments in Open Source Community and integrate its benefits in the institution's educational processes?

- No.
2.3.9. What steps has the institution taken to transition from traditional Classrooms into an e-learning environment?

Transition process is ongoing from traditional classrooms into an E-learning environment at our institution. However, as mentioned above in 2.3.6 and 2.3.7, there is encouragement to the judicious use of both types of learning.

2.3.10. Is there a provision for the services of counsellors/mentors for each class or group of students for academic/ personal/ psychosocial guidance? If yes, give details of the process and number of students who benefitted.

Teachers guide the students for academic personal/ psychological issues. Mentors guide in case of any problem and then students, are referred to Clinical Psychologist and if required to the Psychiatrist.

See Annexure2.5

- To track the progress of students, the faculty relies on the record of attendance and marks of internal and external examinations kept in the department.
- Members of Women’s Harassment Committee Cell, Anti-Ragging & Discipline Cell, and Students Council are available to attend and solve the problems of the students.
- There is also a Student’s Grievance Redressal Committee in the institution which addresses all the issues pertaining to the students.

2.3.11 Were any innovative teaching approaches/methods/practices adopted and implemented by the faculty during the last four years? If yes, did they improve learning? What were the methods used to evaluate the impact of such practices? What are the efforts made by the institution in giving the faculty due recognition for innovation in teaching?

Yes, Innovative teaching approaches/methods/practices adopted and Implemented by the faculty during the last four years. These were carried out as part of educational research projects by many faculties.

The faculty uses all the possible teaching methods using the facilities and teaching aids offered by the Institution:
- The class room teaching is carried out as per the syllabus prescribed by the University.
- Other teaching methods include group discussions and seminars.
  - Special classes are held for slow learners and advanced learners.
  - Prioritization of topics in undergraduate curriculum
  - Use of problem based learning
  - Small group learning to increase interest and involvement
- Use of Yoga, Pranayama, Meditation to relieve anxiety amongst learners
- Introducing Structured Oral Examination as formative assessment tool
- The faculty members are encouraged to attend the seminars and conferences.
- Feedback on lectures obtained from students.
La
tersubject related reference books and Videos are purchased for the use of the faculty to enhance their teaching methods for the benefit of the students.

These practices helped our students to build self confidence and perform better in University examinations. Many students secured admission for P.G. specializations. This has helped in creating better physiotherapy professionals.

2.3.12 How does the institution create a culture of instilling and nurturing creativity and scientific temper among the learners?

Students are encouraged to carry out short term research projects and participate in scientific conferences and seminars. They are getting more exposure to the competition held by MUHS like AVISHKAR and Scientifica, TRINITY in which students actively participated in innovation competition. Students are also involved in short term grants approved research projects funded by MUHS. Two students from our college received MUHS grant.

2.3.13 Does the institution consider student projects mandatory in the learning program? If yes, how many how many programs have been made mandatory?

Yes.
The institutions consider student Projects mandatory in the strictest sense during the learning program. As a part of their internship program, it is mandatory for students to carry out short project on patients. Final year B.P.Th students have to conduct community related projects.

Besides, many undergraduate and postgraduate students have taken up research projects under the guidance of faculty according to their subject and interest.

See Annexure 2.6

2.3.14 Does the institution have a well qualified pool of human resource to Meet the requirements of the curriculum? If there is a shortfall, how is it Supplemented?

Yes.
The institute has a well-qualified pool of human resource to meet the requirements of the curriculum. The personal attention and supervision is given to the student for improving clinical teaching. The teachers constantly update their knowledge by participating in seminars, workshops, CME and conferences. E-technologies are widely used by teachers. Eminent people from respective field are invited for guest lectures. Some of the teachers are invited as resource person for CMEs, seminars, workshops.

2.3.15. How are the faculty enabled to prepare computer-aided teaching / Learning materials? What are the facilities available in the institution for such efforts?

All faculties have access to Internet facility. At our institute, most of the faculty members have been formally trained in basics and advanced of Medical Education
Technology, and thus have formally learnt how to prepare computer-aided teaching / learning materials.

2.3.16 Does the institution have a mechanism for the evaluation of teachers by the students / alumni? If yes, how is the evaluation feedback used to improve the quality of the teaching-learning process?

Yes.
The teachers are evaluated by the students using a feedback form at the end of each academic year. The feedback is evaluated by the Principal, and faculty members are informed of their positive and negative feedback in context to academics, punctuality, lecture preparation, interpersonal relationships, extracurricular participation and behaviour with colleagues and students. Feedback is discussed with respective teacher by Principal and teachers are given time limit to improve the weaker aspects.
Interns provide valuable feedback of the College as a whole at the end of Internship. This allows subjective assessment of the College and necessary steps are taken to improve them.

2.3.17 Does the institution use telemedicine facilities for teaching-learning processes? If yes, cite a few instances.
No

2.3.18 Does the institution utilize any of the following innovations in its teaching learning processes?
ICT enabled flexible teaching system.
Students use modern learning tools and World Wide Web to collect learning material. Students are shown educational video clips. All teachers permit students to collect and obtain knowledge from the internet during college hours for getting additional information. Both online journals and E-books are downloaded from the Internet.

Reflective learning
In the Department of Cardio Vascular and Respiratory Physiotherapy the students are encouraged to make mannequin models for study purpose as well as in bioengineering physiotherapy students are taught to make orthoses.

Simulations.
In various Departmental Laboratories, students are trained with the help of Mannequins, volunteers and models. Before applying therapeutic skills on patients, students are made to practise on normal volunteers.

Evidence based medicine
Faculty in the College update themselves regularly using conventional and modern means and apply the same in lectures and clinical teaching. The concept of evidence-based Physiotherapy requires updating oneself with the latest research or literature-based evidence on current trends in the effectiveness of various treatment modalities. The use of varied techniques or equipments for a particular case type is based on evidence. Teaching and clinical practice are taught based on evidences.
**CRITERION – II TEACHING LEARNING AND EVALUATION**

**Problem based learning (PBL)**
The problem-based learning is undertaken by departments. PBL is a style of active learning that includes bed side case discussions, group discussions, project discussions which helps the students develop flexible knowledge, effective problem solving skills, self directed learning and motivation. In theory paper long questions are problem based.

**Student Assisted Teaching (SAT)**
Seminars, case presentations, group discussions, case discussions are allotted to students for which they prepare using their own knowledge under the guidance of teachers which improves their vertical integration.

**Self directed learning and skill development (SDL)**
Skill is developed by working on normal volunteers and on mannequins in the initial period of the course under supervision. This improves their hands on skills and confidence is built-up before the students start working on the patients. Students are taught assessment, evaluation and treatment techniques on normal volunteers and then on patients under supervision by teachers. Seminars are allotted to students under the guidance of teachers.

**Medical Humanities**
Students are introduced about communication skills and ethics at the first year B.P.Th. In second year B.P.Th they are trained to take a detail history of patients with communication skills. From third year onwards, the students are trained for handling the patients. In III BPTh they are taking cases of patients for assessment and evaluation. In final year the students have to assess and treat the patients. These mannerisms and communication skills become a part of their personality and hence enable them to become better Physiotherapist and individuals in society.

**Yoga Therapy techniques.**
Yoga therapy and Pranayama is a part of our curriculum. The lectures and practicals are regularly conducted for first year students. Regular fitness classes are arranged for students with enthusiastic participation from them. Yoga practices are conducted under supervision of trained teachers regularly.

**2.3.19 Does the institution have an Electronic Medical Records facility, teachers by trained and qualified personnel? Is it used for teaching-learning process?**
Yes.
SKNMC&GH has an electronic medical records facility. Our institute is a sister concern of SKNMC&GH and these records are used for teaching learning process. All patients detailed history, evaluation and treatment is stored in computer. At any course of the time this record is available for teaching learning process from medical record department.
2.3.20. Does the institution have well documented procedures for case sheet writing, obtaining informed consent and discharge process of the patients?

Yes, The institution has well documented procedures for case sheet writing, obtaining informed consent and discharge process of the patients. A general consent form is included in the project work and care is taken to ensure that the subject’s (or parents, in case of child patient) signature as informed consent is taken prior to the project work. In all departments, students record the patient’s ‘case history’ which is checked and countersigned by the faculty. The detailed case history, assessment, with the treatment plan and Physiotherapy treatment given at each session are recorded on the case sheet.

In addition, individual departments have their own case sheets.

For example, the following additional documents may be included for the patients reporting to the department of Chest Medicine.

- Case Record for Complete Rehabilitation Plan.
- Protocol for Home Exercise Program.
- Record of six minute walk test or shuttle walk test.

The record of these special field tests is maintained in Chest Medicine ward and copy of which is available in the Department of Cardio Respiratory Physiotherapy.

- ANC PNC class record is maintained by Community Department.
- Special OPDs for spine shoulder and knee are run by Musculoskeletal Physiotherapy
- Specialised CTEV and high risk screening OPDs are run regularly at Paediatric department.

2.3.21 Does the institution produce videos of clinical cases and use them for teaching learning processes?

Yes

All faculties have collection of good clinical case videos which are used for teaching purpose and better understanding of subject.

2.3.22 Does the institution perform medico legal/post-mortem procedures with a view to train the undergraduate and post-graduate students in medico legal procedures?

Not applicable.

2.3.23 Does the institution has drug and poison information and poison Detection centres? How are these used to train students?

Not applicable.
2.3.24 Does the institution have a pharmaco vigilance/Toxicology centre/clinical pharmacy facility/drug information centre/ centre for disease surveillance and control/Prevention through Yoga/Promotion of positive health/Well equipped Psychology laboratory/Naturopathic diagnostic centre,

All Clinical Departments and Laboratories are provided with a clinical and lab safety manual with necessary precautions and instructions. Yoga is a part of our syllabus and classes and practicals are conducted regularly twice in a week.

SKNMC&GH is a sister concern of Physiotherapy college which adheres to strict protocols of disease surveillance and infection control. The college has established policies and procedures for infection control.

2.3.25. Laboratories / Diagnostics

How is the student’s learning process in the laboratories / diagnostics monitored? Provide the laboratory timetable (for the different courses).

Student teachers ratio in the laboratories / diagnostics.

- First B.P.Th, students are supervised by respective teachers for Anatomy and Physiology practical sessions. Documentation of assignment is submitted to the teachers, after successful learning. Yoga is practiced in Yoga lab.
- Second B.P.Th, students work is monitored by the teachers in Kinesiotherapy and Electrotherapy Laboratory.
- Third and fourth B.P.Th, students are divided in batches of three to four for practical sessions in respective laboratories. Practical teaching is done for students by teachers.
- 20 students are supervised by two teachers in laboratory
- Demonstration, supervision and laboratory training of PG students’ is done by the respective teachers posted in that unit.

2.3.26. How many procedures / clinical cases / surgeries are observed, assisted, performed with assistance and carried out independently by students in order to fulfil learning objectives?

- Procedures like Chest X-rays, PFT, Body Plethysmography, Stress test, EMG, NCV investigations are observed by students.
- III BPTh students are posted in Orthopaedics, Surgical, and Gynaecology OTs to observe surgeries. Clinical cases are observed assisted and performed by III and IV year students.

2.3.27 Does the institution provide patients with information on complementary and alternative systems of Medicine?

No

2.3.28. What are the methods used to promote teaching-learning process in the clinical setting?

Various methods are used to promote teaching-learning process in the clinical setting with the optimal teacher student ratio such as....
CRITERION – II TEACHING LEARNING AND EVALUATION

- One-on-one interaction
- Case discussions on patients
- Problem and case based learning
- Hands on skills on models and patients
- Clinical group discussions

2.3.29 Do students maintain log books of their teaching-learning activities?

Yes
Post graduate students maintains log book. PGs present seminars, case discussions, microteaching clinical group discussions.

2.3.30. Is there a structured mechanism for post graduate teaching-learning process?

Yes,
There is a structured mechanism for the PG teaching-learning process; MUHS has clearly given three-year curriculum. PG course is divided in three years and there are guidelines with regards to the synopsis submission, data collection, seminar presentations, case presentations, microteaching in each year. The postgraduate students are expected to prepare several seminars, ‘journal clubs’ (literature critique), a case presentation and submission of dissertation, as a partial requirement for the completion of the masters degree.

2.3.31 Provide the following details about each of the teaching programs:
- Number of didactic lectures – See Annexure 2.7
- Number of students in each batch - See Annexure 2.7
- Number of rotations (Postings) -There are four rotation posting namely
  - Orthopaedics Physiotherapy Department – OPD & IPD
  - Neuro Physiotherapy Department – OPD & IPD
  - Cardio vascular Physiotherapy Department – OPD & IPD &ICU
  - Community Physiotherapy – OPD & IPD

2.4 Teacher Quality:

2.4.1 How does the institution plan and facilitate its faculty to meet the changing requirements of the curriculum.

Enrichment programmes under specific knowledge, skills and methodology are arranged. The teachers are encouraged to attend the specialised training courses. Skill based workshops are organised at institutional level to enrich the knowledge and expertise of the faculty. Special leaves are granted for attending specialised teaching programme. It must also be noted that several faculty members are experts and leaders in their field of specialization. All these factors help facilitate the faculty members to meet the changing requirements of the curriculum.
2.4.2 Does the institution encourage diversity in its faculty recruitment? Provide the following details (department / school-wise).

All recruitments are done as per the norms laid down by the MUHS by giving advertisement in newspapers. Assistant Professors/ Associate Professor are selected on the basis of their merit, research experience and their performance in personal interview by an interview panel, comprising of experienced representatives from the university.

Department wise faculty position:

<table>
<thead>
<tr>
<th>Department</th>
<th>% of faculty from the same institution</th>
<th>% of faculty from other institutions within the State</th>
<th>% of faculty from institutions outside the State</th>
<th>% of faculty from Other Countries</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kinesiology and Physical Diagnosis</td>
<td>0</td>
<td>35</td>
<td>65</td>
<td>Nil</td>
</tr>
<tr>
<td>Electrotherapy &amp; Electrodiagnosis</td>
<td>0</td>
<td>35</td>
<td>65</td>
<td>Nil</td>
</tr>
<tr>
<td>Musculoskeletal Physiotherapy</td>
<td>0</td>
<td>50</td>
<td>50</td>
<td>Nil</td>
</tr>
<tr>
<td>Neuro Physiotherapy</td>
<td>0</td>
<td>50</td>
<td>50</td>
<td>Nil</td>
</tr>
<tr>
<td>Cardio Respiratory</td>
<td>0</td>
<td>25</td>
<td>75</td>
<td>Nil</td>
</tr>
<tr>
<td>Community Health and Rehabilitation</td>
<td>0</td>
<td>30</td>
<td>70</td>
<td>Nil</td>
</tr>
</tbody>
</table>

2.4.3 How does the institution ensure that qualified faculty is appointed for new programs / emerging areas of study? How many faculty members were appointed to teach new programs during the last four years?

Advertisement with consent of MUHS is given in newspapers and on the website. The interviews are taken by panel appointed by Vice Chancellor. Selected candidates are communicated to University for final approval. Only qualified faculty as per norms are appointed.

Institution runs under graduation and post graduation courses in Physiotherapy. However senior University approved teachers obtain recognition as post graduate teachers on the basis of their subject of expertise. No separate appointments of teachers is done for post graduate courses.

2.4.4 How many Emeritus / Adjunct Faculty / Visiting Professors are on the rolls of the institution?

No

2.4.5 What policies/systems are in place to academically recharge and Rejuvenate teachers?

The faculties are encouraged to pursue their PhD. There is a provision for special leave to faculty members who wants to participate and present papers in seminars,
training programmes at State /National level. The Institution deputes teachers to attend refresher and orientation programmes, training programs, conferences, seminars organized by other Institutes, University and research organizations. The Institution also conducts number of seminars, workshops and special lectures for the benefit of its faculty.

The institute supports procurement of research equipments required for carrying out research activities. Instruments like treadmill, PFT, hand held dynamometer, paediatric equipments are obtained.

Following staff members are pursuing the higher study and institute always encourages the faculty for achieving the higher qualification.

- Dr.Nisha Shinde (PT) enrolled PhD under Pravara institute of medical sciences Loni Ahmednagar.
- Dr.Senthil Kumar E (PT) enrolled PhD under Jaipur College of Physiotherapy, Jaipur, Rajasthan.
- Dr.Anushree Narekuli (PT) enrolled PhD Rajkot University, Rajkot.
- Dr.Chandan Kumar (PT) enrolled PhD under Jaipur College of Physiotherapy, Jaipur, Rajasthan.

2.4.6. How many faculty received awards / recognitions for excellence in Teaching at the state, national and international level during the last four Years

One faculty Dr.Shweta Pachpute is awarded second prize in January 2015 in Avishkar held by MUHS.

2.4.7 How many faculties underwent professional development programs during the last four years? (Add any other program if necessary)

Most of the faculty has undergone numerous CPE programmes.
See Annexure: 2.8

2.4.8 How often does the institution organize academic development programs (e.g.: curriculum development, teaching-learning methods, examination reforms, content, knowledge management, etc.) for its faculty aimed at enriching the teaching-learning process?

The Institute regularly organises academic development programmes for its faculty members, aimed at enriching the teaching-learning process like MET
See Annexure – 2.9

2.4.9 Does the institution have a mechanism to retain faculty? What is the annual attrition rate among the faculty?

- Our institute pays all the teachers 6th pay Commission scale. Increments in Salary and allowances are given as per Government of Maharashtra / MUHS rules.
- Encouragement is given by the institute for teachers to be retained for their services in the College.
- Additional increment is given considering experience and qualification.
CRITERION – II TEACHING LEARNING AND EVALUATION

- Residential accommodation is provided in the campus on request.
- The faculty is encouraged to attend advanced learning in the form of short courses, PhD program, conferences/seminars by sanctioning on duty leave.
- The institution does not enforce the retention of faculty at the cost of their own career.

2.4.10 Does the institution have a mechanism to encourage Mobility of faculty between institutions/universities for Teaching/research?
Faculty exchange programs with national and international bodies?
No

2.4.11 Does the institution have well defined career advancement policy for Health Science professionals? If yes, outline the policy.
Yes
The institute has well defined career advancement policy based on the guidelines of MUHS
- Assistant Professor – A faculty member shall have a master’s qualification in Physiotherapy with speciality
- Associate Professor - A faculty member shall be promoted to the post of Associate Professor subject to him/her having 5 years approved teaching experience after the postgraduate qualification or total eight years approved experience with M.P.T. or equivalent.
- Professor – A faculty member shall be promoted to the post of Professor subject to him/her having total 9 years approved teaching experience with PG or total 4 years approved experience as Associate Professor.

In addition, recommendations of Principal based on the annual performance appraisal of each faculty will be taken into consideration prior to promotion. The criteria on the format have been determined by the College’s Management. The performance appraisal includes an assessment of knowledge, responsibilities assigned, time spent on teaching (undergraduate students, graduate students, etc.), clinical load and clinical work undertaken, research and publication. The Head also assesses the faculty’s conduct and character, drive and initiative, organisational capacity, leadership, interpersonal skills, creativity, verbal and written ability, and academic memberships, among others.

Assessment by students (based on student feedback forms) is also taken into consideration prior to promotion.

2.4.12 How does the institution create synergies with other PG institutes for generating required number of specialists and super specialists?
At present the institution does not have any synergy with other PG institutes.

2.4.14 Does the institution conduct capacity building programs/courses in Sub-specialties for its faculty?
Yes.
The College has organised several programmes with a view to enhance knowledge and refine expertise of its faculty. The intention is to facilitate faculty members to
realize their developmental goals while enhancing the abilities that will allow them to achieve measurable and sustainable results.

See Annexure 2.7

2.5 Evaluation process & reforms.

2.5.1 How does the institution ensure that all the stakeholders are aware of the evaluation processes that are in place?

The Institution strictly follows the evaluation process prescribed by MUHS. 1st year B.P.Th and 1st year M P Th. students are briefed about the evaluation processes during the induction programmes. Parents of the students are also invited for these programmes, which ensure that all the stakeholders are aware of these evaluation processes. In case of any change in the evaluation process by University, the same is communicated to the student by the respective class in charge as well as it is displayed on the notice board. Parents are also made aware of examination and evaluation procedure.

2.5.2 What are the important examination reforms implemented by the institution? Cite a few examples which have positively impacted the examination system.

No. However all reforms as per the guidelines of MUHS are being implemented.

2.5.3 What is the average time taken by the University for Declaration of examination results? In case of delay, what measures have been taken to address them? Indicate the mode adopted by the institution for publication of examination results (e.g. website, SMS, email, etc.)

The College is affiliated to MUHS, which conducts the year-end examination and declares the result within approximately six weeks from the end of examinations. Individual and college results are displayed on University website.

2.5.4 How does the institution ensure transparency in the evaluation process?

For all internal assessment examinations, college conducts first term examination in the month of December and January and preliminary examination in the month of April. MUHS has fix pattern for theory as well practical examinations which college follows scrupulously. Paper setting by concern subject teachers is done with utmost confidentiality. Copies of the question paper are made available just before the examination commencement. Sitting arrangement and invigilation are done as per University norms. In practical examination, chit system is adopted to have a fair distribution of the cases or experiments. Students do not disclose their indentity in the theory papers. Assessed answer papers of internal examinations are shown to the students. In case of any discrepancy papers are reassessed by the teachers. Internal Assessment Grievance Redressal Committee is active for redressing all issues related to examinations.
2.5.5 What are the rigorous features introduced by the university to ensure confidentiality in the conduct of the examinations?

Our College scropolously follows strict norms of MUHS to ensure confidentiality in the conduct of theory and practical examinations.

**Theory examinations:**
HOD of the respective department hand overs the question papers in sealed envelope to the invigilator.

**Practical examinations:**
In the Practical Examination, chit method is adopted to have a fair system of distribution of the cases or experiments. Adequate time is allotted for the viva of each student. Spots and case list is prepared by the two examiners appointed and they distribute cases by chit method to avoid bias.

2.5.6 Does the institution have an integrated examination platform for the following processes?

Not applicable. Institute strictly follows guidelines of MUHS.

2.5.7 Has the university / institution introduced any reforms in its evaluation process?

No. We follow directives of MUHS.

2.5.8 At your department level what is the mechanism for redressal of Grievances with reference to examinations? Give details.

<table>
<thead>
<tr>
<th>Type of problem Encountered</th>
<th>Corrective measures adopted</th>
<th>Evaluation of student Satisfaction about Redressal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regarding the syllabus included</td>
<td>Syllabus of the examination is informed to the students &amp; displayed on notice board well in advance for the students to have sufficient preparation time.</td>
<td>Satisfied</td>
</tr>
<tr>
<td>Schedule of Examination</td>
<td>The examination schedule is intimated to the department through the academic calendar. The circulars of internal assessment examinations are displayed on the notice board well in advance for the students to have sufficient preparation time The assessed theory paper answer sheets along with the question paper are shown to the students in the lecture hall by the concerned</td>
<td>Satisfied</td>
</tr>
</tbody>
</table>
Evaluation Process
Any doubts which are observed in the evaluation are brought to the notice of the concerned teachers by the students. If the student is satisfied with the assessment of the answer paper, he/she has to sign in the ‘No objections’ column provided in the answer sheet.

Grievance Committee works to redress the examination related issues. In case of any absenteeism, the committee members take the decision of re-examination depending upon the merit of reason.

2.5.9 Does the institution have a Manual for Examinations and if yes, does it specifically take cognizance of examination malpractices by students, faculty and non-teaching teachers?

No

2.5.10 What efforts have been made by the university to streamline the operations at the Office of the Controller of Examinations? Mention any significant efforts which have improved the process and functioning of the examination division/section.
Not applicable

2.5.11 What are the efforts of the institution in the assessment of educational outcomes of its students? Give examples against the practices indicated below:

Compatibility of education objectives and learning methods with assessment principles, methods and practices:
- Every department has introduced a system of assessing competency through the use of several structured formats. These competency assessment forms address and tests whether department objectives are being satisfied and fulfilled.

Balance between formative and summative assessments
- The two internal assessment Examinations, one at the first term end and other one prior to final annual university examination are conducted as part of the formative assessment, which have 20% weightage in final University exam.

Increasing objectivity in formative assessments
- University has 50% of their theory questions in the form of very short answers and short answers. Even the long questions have suitably split into sub questions to enable better objectivity of the evaluation.

In formative assessments Formative (theory / orals / clinical / practical) internal assessment; choice based credit system; grading / marking
- University has 50% of their theory questions in the format of very short answers and short answers. Even the long questions have suitably split into sub questions to enable better objectivity of the evaluation.
Summative (theory / orals / clinical / practical)
- Each Department is responsible for conducting their concerned batches practical & clinical examinations.
- Theory - Question paper pattern is strictly followed as per guidelines of MUHS. First two questions are based on short essay type and last question is long answer question.

2.5.12 Describe the methods of prevention of malpractice, and mention the Number of cases reported in the department and how are they dealt with?
At the time of admission, orientation programs are arranged for students and their parents. The students are addressed about the rules, principles, DOs & DON’Ts. Therefore such incidences are not reported.

2.6 Student Performance and Learning Outcomes
2.6.1. Has the institution articulated its Graduate attributes? If so, how does it facilitate and monitor its implementation and outcome?

Yes,
The College has clearly stated the learning outcomes in its mission statement. The curriculum and the syllabus of the academic programmes offered in this college are transacted in such a way that it clearly stated the learning outcomes. Each program is designed and to ensure that students develop their knowledge as well as understanding. The learning outcomes are communicated to the students’ right from the beginning of the Academic programmes during the departmental orientation session.

The College has elaborated on what it believes are the qualities and attributes which its graduates must follow towards achieving this. The College has implemented relevant curriculum which embodies the acquisition and integration of knowledge and skills, social awareness, and critical thinking. Our Institute is socially conscious with very high academic priorities. Our Institute offers free Physiotherapy treatment to all the patients. This allows us to fulfil both our objectives of social responsibility and the best academic training to all our under graduate and post graduate students.

Research Methodology is necessary for their synopsis presentation. Moreover this also provides the students a lateral knowledge in research and a logical management plan of the patient treatment.

2.6.2 Does the institution have clearly stated learning outcomes for its academic programs/departments? If yes, give details on how the students and teachers are made aware of these?
The programmes offered in our college have both social and economic relevance. These include field survey, Community extension activities, etc. All the information-
- gathered by these studies is analyzed to make the syllabus more effective and valuable. College organises seminars to create interest of the students on research and development.

Our Institute is affiliated to MUHS and it follows the academic programme formed by the MUHS. All students and teachers of different departments are instructed periodically through circulars.

2.6.3 How are the institution’s teaching-learning and assessment strategies structured to facilitate the achievement of the intended learning outcomes?

- By making teaching- learning and assessment practices student centric, the Institution ensures that the intended learning outcomes are effectively achieved. The College assesses the learning outcomes of students through their performance in continuous assessment and internal examination. Each department assesses the performance of students on a regular basis and takes measures to overcome barriers of learning. It enhances the confidence of students and prepares them to face the final examinations.

- The Institute has sufficient clinical material which, under the proper faculty guidance is optimally utilised by the students to gain skills and experience.

2.6.4 How does the institution ensure that the stated learning outcomes have been achieved?

After each term the respective teacher has a complete report of all the activities of student, i.e. their performance in internal examination, absentees etc. Teachers assess those report and special classes are arranged if required. During these classes, the students are provided assignments and seminars keeping in view their present level of learning.

University examinations are also a way of monitoring the learning outcomes of the students. The College facilitates and monitors the implementation and outcome of the graduate attributes, which includes its learning outcome. The Institution has started following self-assessment strategies like feedback from students of every department in addition to their performance in the University Examination and the results thereof.

High inflow of patient to our Institution has provided our student with abundant clinical material increasing their confidence in dealing with any kind of physical dysfunction.

The total number of patient treated in the year 2011 was 21,377 which increase to 46,583 in the year 2014. Providing totally free of cost treatment and personal monitoring of student by the faculty has resulted in improved patient satisfaction. This has enabled 100% increase of patient flow. Also the performance of the institution in teaching-learning and research over the years corroborates the achievement of stated learning outcomes.
CRITERION III: RESEARCH, CONSULTANCY AND EXTENSION
3.1 Promotion of Research

3.1.1 Is there an Institutional Research Committee which monitors and addresses issues related to research? If yes, what is its composition? Mention a few recommendations which have been implemented and their impact.

Yes. The College has a Research Committee

- Chairperson – Dr. (Col) P. S. Chawla
- Secretary – Dr. Parag Ranade
- Clinician – Dr. Nilima Bhalerao
- Basic Medical Scientist – Dr. Leena Phadke
- Community Representative – Mrs. Sarita Ballal
- Legal Expert – Advoc. Smita Mahendrakar
- Statistician – Ms. Khyati Kalra
- Social Scientist – Mrs Nilima Bendre
- Subject Expert – Dr. Seema Saini, Dr. Anushree Narekuli, Dr. Senthil Kumar E.

The research committee administers:

- Short term and long term plans in mutual consultation with all and devises strategy for implementation.
- Orientation programs on emerging research domains.
- At least one research proposal per department.
- Identification of thrust areas to nurture scientific acumen.
- Design of a Scientific Event Calendar and maintaining documentation of research activities and follow up.

3.1.2 Does the institution have an institutional ethics committee to monitor matters related to the ethics of inclusion of humans and animals in research?

- Yes.

The Institutional ethics committee takes care of the ethical issues regarding the research projects conducted at the institute. This committee has the legal expert, social scientist and community representative along with the subject expert. It ensures the protection of rights, safety and well being of the human subjects involved in research projects. It takes care that II the cardinal principles of research ethics viz. Autonomy, Beneficence, and Justice are followed.
CRITERION III: RESEARCH, CONSULTANCY AND EXTENSION

3.1.3 What is the policy of the university to promote research in its affiliated/constituent College?

SKN College of Physiotherapy is affiliated to the Maharashtra University of Health Sciences. To promote and support research activities of faculty members of its constituent colleges, funding is made available by MUHS.

Short Term Research Grant and Long Term Research Grant are being made available by the University.

- The Short term Research grant is for the undergraduate students of the affiliated institutes. The proposals are invited at the beginning of each academic year. A scrutiny committee selects the best proposals which are received after the approval of institutional ethical committee through proper channel. 50% of the sanctioned amount is given at the start while rest is given at the completion after scrutinizing the progress report. One year duration is allotted for the whole procedure.
- The Long term Research Grant is given to the teachers of the affiliated institutes. The proposals are invited at the beginning of each academic year. A scrutiny committee selects the best proposals which are received after the approval of institutional ethical committee through proper channel. 50% of the sanctioned amount is given at the start while rest is given at the completion after scrutinizing the progress reports which are sent at the stipulated time intervals. Two years of time duration is allotted for the whole procedure.
- In addition the MUHS has its own department of Medical Education and Technology which organizes basic and advanced courses on medical education training and research methodology. It also encourages innovations and research in education technology and grants are disbursed for approved educational research projects.
- MUHS has its journal for publication of educational research papers since the year 2000 namely Education for Health which is a peer-reviewed, MEDLINE-indexed journal.

3.1.4 What are the proactive mechanisms adopted by the institution to facilitate the smooth implementation of research schemes/projects?

- Availability of access to online data bases.
- The students have access to online journals of varied fields such as Medicine, Physiotherapy, at the central library of SKNMC&GH.
- Seed money is in the form of Facilities, Laboratories equipments, material, etc.
3.1.5 How is multidisciplinary / interdisciplinary / transdisciplinary research promoted within the institution?

- One of the goals of this institute is to foster interdisciplinary research participation for advancement of Physiotherapy practice and overall well-being of the community. Interdisciplinary Research achieves quality practice in teaching as well as in service.
- Currently the college is involved in interdisciplinary research with Department of Medicine, Chest Medicine, Orthopaedics, Paediatrics, and Obstetrics & Gynaecology.
- Faculty and students actively participate in inter-departmental collaborations to identify different modalities of treatment for a specific clinical situation and the faculty provides training to foster systematic and ethical clinical approach towards patient care. The faculty under the aegis of the HODs identify priority areas of clinical research in each specialty and encourage research in these areas.

3.1.6 Give details of workshops/ training programs/ sensitization programs conducted by the institution to promote a research culture in the institution?

- The College has conducted a Research methodology Workshop in January 2015 to equip the post graduate students with the knowledge of conducting a research before they start their dissertation.
- The College has organised a sensitization programme by inviting Dr. Kedar Mate (PT) a Ph.D. Candidate, Mc Gill University, Canada, to indulge the faculty and students in the Research activities happening globally. In a similar Programme Dr. Pavithra Rajan enlightened the faculty and staff about newer trends in research.
- The College takes an active initiative in organising and participating in the national level Student research conference ‘SCIENTIFICA’ held by Physiotherapy colleges of Pune Region in collaboration with Maharashtra University of Health Sciences, every year.

3.1.7 How does the institution facilitate researchers of eminence to visit the campus? What is the impact of such efforts on the research activities of the institution?

- The institute provides a platform for interaction of students and faculty with leading consultants and researchers in the field of Physiotherapy as well as allied subjects. Elaborate workshops and conferences are organized by the institute. The resource persons carry out extensive deliberations on trends and directions in practice as well as research. The departments are encouraged to organize such seminars, workshops and conferences.
CRITERION III: RESEARCH, CONSULTANCY AND EXTENSION

- In 2012, the College hosted the ‘Integrated National Pulmonary Rehabilitation’. Renowned resource faculty, from all over the country in various specialties were part of the conference as distinguished national speakers such as Dr. Jaimala Shetye (PT), Dr. S.K. Sharma, Dr. Arun Maiya, Dr. Sandeep Salvi, to name a few.

- Dr. Pavitra Rajan and Dr. Kedar Mate have been called to the institutes to sensitize faculty and students about research trends followed globally. This has led to an impetus in research and publications.

3.1.8 What percentage of the total budget is earmarked for research? Give details of heads of expenditure, financial allocation and actual utilization.

- There is no separate budget for research activities. The president sanctions the amount required for research depending on merit of the proposal.

3.1.9 In its budget, does the university earmark fund for promoting research in its affiliated Colleges? If yes, provide details

Yes, the University does have funds for research activities in the affiliated colleges for short term and long term research grant.

For short term research Rs.25,000/- and for long term research Rs.1,00,000/- is sanctioned after scrutinizing the proposal by the University.

3.1.10 Does the institution encourage research by awarding Postdoctoral Fellowships/Research Associateships? If yes, provide details like number of students registered, funding by the institution and other sources.

- No; Being newly established institute no such fellowships are awarded, however this may be considered in future.

3.1.11 What percentage of faculty have utilized facilities like sabbatical leave for pursuit of higher research in premier institutions within the country and abroad? How does the institution monitor the output of these scholars?

- None

3.1.12 Provide details of national and international conferences organized by the institution highlighting the names of eminent scientists/scholars who participated in these events.

- In 2012, the College hosted the ‘Integrated National Conference on Pulmonary Rehabilitation’. Renowned resource faculty, from all over the country in various specialties were part of the conference as distinguished national speakers such as Dr. Jaimala Shetye (PT), Dr. S.K. Sharma, Dr. Arun Maiya, Dr. Sandeep Salvi, to name a few.
CRITERION III: RESEARCH, CONSULTANCY AND EXTENSION

- The theme was mainly about the current trends and Opportunities in the field of pulmonary rehabilitation.

- In 2013, 2014 and 2015 Institute played an integral role in organising ‘Scientifica’, a student research conference, organized by Physiotherapy Colleges of Pune region in collaboration with MUHS. It provides a platform to undergraduate and post-graduate students to present their research activities. Awards are given to the best papers.

- Each Year, the organising committee of Scientifica, invites Eminent speakers who are known to have contributed in field of Physiotherapy and Medicine with respect to research and Innovation. In 2013, Dr. Sancheti, founder chairman of Sancheti Health Academy was invited. In 2014 Dr. Savita Ravindran, Prof., M.S.Ramaiah College of Physiotherapy, Bangalore was the honorary speaker. She enlightened the gathering about need of research in the field of Physiotherapy. Also she gave a good insight about different Physiotherapy curriculum followed all over the country. In 2015 Dr. Senthif P. Kumar, a leading name in field of research in Physiotherapy, was the guest speaker, who answered all the questions faced by students regarding research.

3.1.13 Mention the initiatives of the institution to facilitate a research culture in the below mentioned areas:

Training in research methodology, research ethics and biostatistics:
- Newly admitted M.P.T. students are orientated to research methodologies through a series of discussion by the Department heads. It is compulsory for all the Post-Graduate students of the department to attend the workshops on Research Methodology and Ethics conducted by SKNCOPT, Pune in collaboration with MUHS, Nashik. All the PG teachers and senior faculty members have completed program in research methodology, ethics and biostatistics under MUHS.

Development of scientific temperament:
- The departments encourage and facilitate their faculty to attend continual professional education programs on research methodologies. The College provides access to scientific literature through online databases to ensure updates on current research advances and stimulate ideas.

- The PG students in the institute are encouraged to take up research projects under the guidance of teachers.

- They are required to compulsorily submit Dissertation as a part of their M.P.T. course completion. The department also encourages PGs to carry out small term research projects for scientific presentations at various national and international Conferences.
CRITERION III: RESEARCH, CONSULTANCY AND EXTENSION

Presence of Institutional Ethics Committee.
- Yes, there is an Institutional Ethical committee for reviewing and approving research proposals in the institute and also oversees ethics related issues in research undertaken in the College.

Promotional avenues for multi-disciplinary, inter-disciplinary research.
- Three faculty members are part of the multidisciplinary research projects.

Instilling a culture of research among undergraduate students.
- All Final year students and interns are involved research activity under the able guidance of Faculty.

3.1.14 Does the institution facilitate R&D for capacity building and analytical skills in product development like diagnostic kits, biomedical products, etc. for the national / international market
- No, the departments provide an environment conducive to research, capacity building and developing analytical skills. Faculty members of the department have undertaken research of excellence as seen in their publications.

Taking leadership role for stem cell research, organ transplantation and harvesting, Biotechnology, Medical Informatics, Genomics, Proteomics, Cellular and Molecular Biology, Nanoscience, etc.
- Being Physiotherapy Institute this is not applicable.

3.1.15 Are students encouraged to conduct any experimental research in Yoga and / or Naturopathy?
- Yes, the students are encouraged conducting experimental research in yoga. As given below:...

<table>
<thead>
<tr>
<th>Student</th>
<th>Research Title</th>
<th>Internship Period</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vora Riddhi</td>
<td>Effects of anulom vilom on ventilatory functions of lungs, blood pressure and pulse rate in normal individuals</td>
<td>Internship 2014-2015</td>
</tr>
<tr>
<td>Joshi Ankita</td>
<td>Effect of yoga on postmenopausal symptoms</td>
<td>Internship 2014-2015</td>
</tr>
<tr>
<td>Godbole Isha</td>
<td>The effects of hath yoga on posture in school going children</td>
<td>Internship 2014-2015</td>
</tr>
<tr>
<td>Godbole Isha</td>
<td>Effect of yogasananas on lumbar spine sagittal range of motion in normal adults - an observational study</td>
<td>Under-graduate project 2013-2014</td>
</tr>
</tbody>
</table>
CRITERION III: RESEARCH, CONSULTANCY AND EXTENSION

3.2 Resource mobilization for Research:

3.2.1 How many departments of the institution have been recognized for their research activities by national / international agencies (ICMR, DST, DBT, WHO, UNESCO, AYUSH, CSIR, AICTE, etc.) and what is the quantum of assistance received? Mention any two significant outcomes or breakthroughs achieved by this recognition.

- Nil, in the year 2014-2015 our Institute got permission to start 4 PG programmes. The departments are not yet recognised for their research activity. However in future we will have strong research activity.

3.2.2 Provide the following details of ongoing research projects of faculty:

<table>
<thead>
<tr>
<th>Year wise</th>
<th>Number</th>
<th>Name of the project</th>
<th>Name of the funding agency</th>
<th>Total grant received</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minor</td>
<td>Nil</td>
<td></td>
<td></td>
<td>Nil</td>
</tr>
</tbody>
</table>

We do have minor projects which are registered for Clinical trial registration but all the projects are funded by STES.

3.2.3 Does the institution have an Intellectual Property Rights (IPR) Cell?

- No, the institute is in the process of constituting Intellectual Property Rights Cell.

3.2.4 Has the institution taken any special efforts to encourage its faculty to file for patents? If so, how many have been registered and accepted?

- No

3.2.5 Does the institution have any projects sponsored by the industry / corporate houses? If yes, give details such as the name of the project, funding agency and grants received.

- Nil

3.2.6 List details of

A. Research projects completed and grants received during the last four years (funded by National/International agencies).

- Nil
CRITERION III: RESEARCH, CONSULTANCY AND EXTENSION

B. Inter-institutional collaborative projects and grants received
- Collaborative research were with SKNMC&GH (Department of Orthopaedics, Chest Medicine, Research& Development, Medicine, Pediatrics and Surgery)
- As such no grants are received, but seed money and facilities are provided by the Sinhgad technical educational Society for research activity.

C. International collaborations
- Nil

3.2.7 What are the financial provisions made in the institution budget for supporting students’ research projects?
- There is no such separate provision but our honourable president encourages students who approach him for research projects morally and financially.

3.3 Research Facilities

3.3.1 What efforts have been made by the institution to improve its infrastructure requirements to facilitate research? What strategies have been evolved to meet the needs of researchers in emerging disciplines?
STES always promotes and encourages infrastructure improvements as per requirements and it is an ongoing process. All departments are well equipped with all the relevant consumables and state of the art equipment to conduct clinical studies. Successful efforts have been made by the departments, through the institution to collaborate with sister concern institute-SKNMC&GH to facilitate research studies. Various interdisciplinary presentations and meetings are conducted to facilitate interdisciplinary and holistic approach towards research. State of the art infrastructure to promote research in various departments is enlisted below:

Department of Cardio Vascular and Respiratory Physiotherapy:
- Equipped with the state of art facilities which includes research based computerized treadmill and pulmonary functional testing equipment. A fully functional Exercise testing Lab is available to carry out various research activities.

Department of Musculoskeletal Physiotherapy:
- Equipped with Iontophoresis Machine, Laser Unit, shortwave diathermy, Interfential therapy, transcutaneous electrical stimulation, Ultraviolet therapy, Infrared therapy, ultrasound therapy and Modern therapeutic gymnasium.
- Specialized evaluation tool such as Hand Dynamometer, Pinch meter & Bubble Inclinometer are available for quantitative research.
CRITERION III: RESEARCH, CONSULTANCY AND EXTENSION

Department of Neuro Physiotherapy:
- Equipped with Electromyography machine, Nerve conduction study Machine, Sensory Integration Kit electrical stimulation therapy and Electroencephalography. A full functional therapeutic exercise lab including tools specified for pediatric, geriatric & various neurological conditions.

Department of Community Physiotherapy:
- Have collaboration with community medicine department SKNMC&GH, which helps in extension of Physiotherapy services to remote & rural areas and also helps in conducting epidemiological research.
- A fully equipped Physiotherapy department is available on RHTC & UHTC
- Additionally fully supportive workstation & Ergonomic Lab with biofeedback device are available for various research activities.

3.3.2 Does the institution have an Advanced Central Research facility? If yes, have the facilities been made available to research scholars? What is the funding allocated to the facility?
- No

3.3.3 Does the institution have a Drug Information Centre to cater to the needs of researchers? If yes, provide details of the facility.
- Not Applicable

3.3.4 Does the department provide any facilities in the form of centres of national and international recognition/repute for research scholars, post-doctoral fellows, research associates, summer fellows of various academies and scientists (national/international).
- No

3.3.5 Does the institution have centres of national and international recognition/repute? Give a brief description of how these facilities are made use of by researchers from other laboratories.
- No, However, the Institution has a good name & reputation among Physiotherapy students & professionals. Institution also has able & capable faculty in addition to infrastructure to support research. The students and faculty members from other institution are welcomed and guided for conducting their research.

3.3.6 Clinical trials and research.
Are all the clinical trials registered with CTRI (Clinical Trials Research of India)?
- Yes
CRITERION III: RESEARCH, CONSULTANCY AND EXTENSION

List a few major clinical trials conducted with their outcomes.

<table>
<thead>
<tr>
<th>S.no</th>
<th>Faculty Name</th>
<th>Project Title</th>
<th>Clinical registry No</th>
<th>Funds/Grants</th>
<th>Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Dr. Kiran Satpute</td>
<td>Efficacy of Hand Behind Back MWM for patients with shoulder pain and restricted ROM: a double blinded randomized controlled trial.</td>
<td>2014/05/04624</td>
<td>Nil</td>
<td>Helped to Treat Peri - arthritis Shoulder patients with more specific therapeutic Skills</td>
</tr>
<tr>
<td>2</td>
<td>Dr. Senthil Kumar E.</td>
<td>Efficacy of Visual feedback exercise on residual volume in Copd patients- A Randomised control trial.</td>
<td>2014/12/8133</td>
<td>Nil</td>
<td>Aided to Use feedback device in COPD patients</td>
</tr>
</tbody>
</table>

3.4 Research Publications and Awards

3.4.1 Does the institution publish any research journal(s)? If yes, indicate the composition of the editorial board, editorial policies and state whether it/they is/are listed in any international database.

Yes, the institution does publish a research journal named Sinhgad e-Journal of Physiotherapy. It is published bi-annually. The Composition of editorial board is given in annexure.

See annexure 3.1

Aims and Scope

Smt. Kashibai Navale college of Physiotherapy (SKNCOPT) is ardent to promote erudite, pragmatic and contemporaneous research in the field of Physiotherapy. Therefore, SKNCOPT has taken an initiative to setup Sinhgad e–Journal of Physiotherapy (SEJOP).

3.4.2 Give details of publications by the faculty and students:

Number of papers published in peer reviewed journals (national / international) by faculty members: Total: 47
1. International: 20
2. National: 27
Books Authored by Faculty: 03
Corpus Index: 0-3.2

Details under Annexure 3.2
CRITERION III: RESEARCH, CONSULTANCY AND EXTENSION

3.4.3 Does the institution publish any reports/compilations/clinical round-ups as a part of clinical research to enrich knowledge, skills and attitudes?

Yes
- College is publishing biannual journal (Sinhgad e-Journal of Physiotherapy) to publish research work of its own faculty as well as faculty from other Colleges.
- Clinical research and other scholarly activities of faculty members are also routinely published in other reputed national and international journals.

3.4.4 Give details of Faculty serving on the editorial boards of national and international journals.

- Prof. A. V. Patil serving as Managing Editor in Sinhgad e-Journal of Physiotherapy.
- Dr. Senthil Kumar E. serving as a member of Editorial board in Asian Journal of Health science and research.

Faculty serving as members of steering committees of national and International conferences recognized by reputed organizations / societies

- Prof. A. V. Patil, Dr. Prajakta Patil & Dr. Senthil Kumar E. served as Secretary and workshop coordinator in Integrated National Pulmonary Conference (INPR 2012).
- Dr. Rahul Bisen, Dr. Kiran Satpute, & Dr. Anushree Narekulli served as organising Committee for Integrated National Pulmonary Conference (INPR 2012).
- Dr. Parag Ranade was member of organising committee for IAP – National Conference 2011 held at Pune.

3.4.5 Provide details for the last four years Research awards received by the faculty and students

- Dr. Shweta Pachpute – Assistant professor Secured second rank in AVISHKAR – State level research platform organised by MUHS Nasik.

- Ms. Desai Hetal Sanjay – student participated in Scientifica 2014 and won First prize in platform presentation (Under graduate Level).

National and international recognition received by the faculty from reputed professional bodies and agencies.

- Nil, we are in the process.

3.4.6 Indicate the average number of post graduate and doctoral scholars guided by each faculty during the last four years.
List of post graduate students guided by each faculty are mentioned in Annexure 3.3.
CRITERION III: RESEARCH, CONSULTANCY AND EXTENSION

3.4.7 What is the official policy of the institution to check malpractices and plagiarism in research? Mention the number of plagiarism cases reported and action taken.

- Policies to check malpractices and plagiarism in research are followed. The editorial team of our scientific journal is using few free types of software like ‘Plagiarism check’ & ‘plagcheck’ to check plagiarism. Good Research Practice is promoted aimed at healthy and ethical practices in academics and research.
- So far, no such cases of malpractices and plagiarism have been reported.

3.4.8 Does the institution promote multi/interdisciplinary research? If yes, how many such research projects have been undertaken and mention the number of departments involved in such endeavours?

Yes
- Three Multidisciplinary projects were undertaken with other department
- There are three departments from SKNCOPT and eight departments from SKNMC & GH involved in Multidisciplinary Research.

3.4.9 Has the university instituted any research awards? If yes, list the awards.

No

3.4.10 What are the incentives given to the faculty and students for receiving state, national and international recognition for research contributions?

- Faculty and students receiving state and national recognition in research and academics are felicitated at the annual programs of the institute in the form of certificate.
- University offers grants for the research projects submitted by students and teachers.

3.4.11 Give details of the postgraduate and research guides of the institution during the last four years.

The Details of the post graduate and research guides are provided as

See Annexure- 3.4

3.5 Consultancy

3.5.1 What are the official policy/rules of the institution for structured consultancy? List a few important consultancies undertaken by the institution during the last four years.

We have tie up with NGO- Hand In Hand and Mahervat (Old age home) and GO- Primary Health Centre, Karla where we offer honorary consultancy for Physiotherapy management.
3.5.2 Does the university have an industry institution partnership cell? If yes, what is its scope?
- No

3.5.3 What is the mode of publicizing the expertise of the institution for consultancy services? Which are the departments from whom consultancy has been sought?
- **Mode** – Guest Lectures, Seminars, and Poster presentation
- **Departments** –
  - Department of Community Physiotherapy
  - Department of Musculoskeletal Physiotherapy
  - Department of Neuro Physiotherapy
  - Department of Cardiovascular Physiotherapy

3.5.4 How does the institution utilize the expertise of its faculty with regard to consultancy services?
Staff members have rendered consultancy in their areas of expertise by guest lectures and Physiotherapy services.

3.5.5 Give details regarding the consultancy services provided by the institution for secondary and tertiary health care centres and medical / dental practitioners.
College has two extension units in Kusgaon and Kondhwa they provide secondary and tertiary health care treatment.

3.5.6 List the broad areas of consultancy services provided by the institution and the revenue generated during the last four years.
Honorary Consultancy Services are provided broadly in area of Physiotherapy Evaluation and Management in the field of Pain, Disability ageing women’s health and Occupational health.

3.6 Extension Activities and Institutional Social Responsibility (ISR)

3.6.1 How does the institution sensitize its faculty and students on its Institutional Social Responsibilities? List the social outreach programs which have created an impact on students' campus experience during the last four years.
- Physiotherapeutic care which the patient requires including out-patient and in-Patient treatment, is given free of charge. In accordance with the principle of...
CRITERION III: RESEARCH, CONSULTANCY AND EXTENSION

Providing free incremental Physiotherapy care, the department of Community Physiotherapy regularly visits the neighbouring designated areas to evaluate and to provide appropriate Physiotherapy care to patients.

- People living in remote areas of district who do not have an access, the access is provided with Mobile OPD to Physiotherapy screening and care, a physiotherapist attends mobile OPD in collaboration with Community Medicine department, SKNMC & GH which screens the Angavadi centres and the villages around the RHTC, Kusgaon.

**IMPACT** - This benefits the community to improve the quality of life with better facilities being given to them at the door step. Also it enhances extension activities of the College giving opportunities to the faculty and the students to explore some rare cases, training the patient in his own environment, overcoming difficulties which the patient faces in real life scenario.

- The impact of this sensitization towards the community has resulted in our students emerging out as socially responsible adults of the society by giving exposure of remote areas.

**3.6.2 How does the institution promote university-neighbourhood network and student engagement, contributing to the holistic development of students and sustained community development?**

The Department of Community Physiotherapy has organised number of camps, in and around RHTC & UHTC of SKNMC & GH. Many patients referred from the camp have reported to the department reflecting the success of these camps. Breast feeding week is celebrated in the month of August 1st to 8th every year for creating awareness among women about importance of breast feeding. This campaign was held at three different locations to mark the occasion of breast feeding week is 5th August at UHTC, Kondhwa; 7th August at immunization OPD, SKNMC & GH and 8th August at RHTC, Kusgaon. Breast feeding campaign was held on 9th July, 2014 to increase awareness especially in low income women by SKNGH. They were explained about the correct position for breast feeding as well as how to take care of themselves and the baby.

- Lecture was conducted on 13th August 2014 for the faculty & Post graduate students of Obstetrics and Gynaecology at the Department of Obstetrics and Gynaecology on “Role of Physiotherapist in Obstetrics’ and Gynaecology”. This lecture was undertaken as an initiative of a promising collaborative service development & improving the standards of patient care.


**CRITERION III: RESEARCH, CONSULTANCY AND EXTENSION**

- World Heart Day was celebrated at RHTC, Kusgaon on 29th September 2014. Screening camp was organized for identifying the individuals at risk of cardiovascular diseases.
- Integrated Teaching Session on Diabetes Mellitus was organized on 14th November 2014. All aspects of diabetes such as problem statement, Clinical Examination, Clinical Features, Treatment and Prevention were discussed. Faculty of Community Physiotherapy also delivered a lecture on “Role of exercise and Yogasanas”.
- Intercollegiate HIV/ AIDS competition was organized by Department of Community Medicine, SKNMC & GH. Students appeared for various round and were selected for Final round on 9th December 2014. Students named Ms. Swara Desai and Ms. Neha Gogate bagged the 1st prize for this event.
- Students are engaged in stress control and meditation sessions conducted by the faculty of the institute. Thus facilitating a holistic approach to life.

3.6.3 How does the institution promote the participation of the students and faculty in extension activities including participation in NSS, NCC, YRC and other National/ International programs?

The College provided services using the Mobile Clinic, in and around RHTC which ensure rendering of extension services in remote areas and students and faculty take benefit of the same.

The College actively participates in National and international programs like:

- World Physiotherapy Day
- World Heart day
- World Menopause week
- World Diabetes day
- World AIDS day

Thereby conducting awareness drives for the society.

3.6.4 Give details of social surveys, research or extension work, if any, undertaken by the institution to ensure social justice and empower the underprivileged and the most vulnerable sections of society?

Following students have undergone various social surveys to identify population who are at risk.

<table>
<thead>
<tr>
<th>S.no</th>
<th>Students Name</th>
<th>Title of the Project</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Akshay Khatavkar</td>
<td>Functional disabilities due to neck pain in MBA Students</td>
</tr>
</tbody>
</table>
Impact: these community surveys have helped the institute to understand the most prevalent problems of the community. This has helped us to plan and deliver the management protocol more efficiently.

3.6.5 Does the institution have a mechanism to track the students' involvement in various social movements / activities that promote citizenship roles?

Yes, the students are encouraged to participate in the social drives.

• 50 members of the college including faculty, all final year students, interns and post graduate students, were the active participants of the medical team for 29th International Pune Marathon, 2014.

• It was a very enriching experience improving our skills for the on field treatment of sports injuries.

• The institute has an Alumni association, which helps to keep the track of the students’ involvements in social activities through the regular meets.
CRITERION III: RESEARCH, CONSULTANCY AND EXTENSION

3.6.6 How does the institution ensure the involvement of the community in its outreach activities and contribute to community development? Give details of the initiatives of the institution that have encouraged community participation in its activities.

- Participated in data collection of Immunization survey from 13-19 September – 2011. Total number of clusters completed almost 20-21 & evaluated 260 to 280 children. Health education and counselling was done to the families of unimmunized and was encouraged to get immunized at UHTC, Kondhwa.
- Conducted a survey along with final year Physiotherapy students on disability from 13–19 September 2011. Total number of disabled cases identified – 12. Further interventions of disabled cases were planned accordingly and implemented.
- During the survey, also encouraged people to participate in Healthy Baby Girl contest which was going to be held at UHTC, Kondhwa on 23rd September 2011.
- Healthy mother Healthy baby campaign (20th June) – conducted by Department of Community Physiotherapy in collaboration with Department of Gynecology and Proteinex.
- International women’s day (8th March 2013) – A street play was presented on the current status of women.
- Benefits of exercise for healthy living (18th February 2013) – At the Urban Health Training Centre, Kondhwa.
- Menopausal Awareness (15th October) – At the Urban Health Training Centre, Kondhwa.
- Menopausal Week (11th – 17th October 2012) – Awareness Camp was conducted at the gynaecological OPD of SKNMC & GH which included a series of gynaecological tests and demonstration of exercises was done for the post menopausal women.
- Breast Feeding Week (1st – 7th August 2012) – Conducted in the obstetrics ward by the Department of Community Physiotherapy in collaboration with the Department of Obstetrics and Gynecology on the topic “Significance of Breast Feeding.”

3.6.7 Give details of awards received by the institution for extension activities and/contributions to social/community development during the last four years.

- So far the college has organised many extension activities willingly on honorary basis, but none of them were competitive in nature.

3.6.8 What intervention strategies have been adopted by the institution to promote the overall development of students from rural/tribal backgrounds?

- Students from rural areas and tribal backgrounds have problems with understanding and speaking English language, this in turn makes it difficult to
grasp the subject content. These students are identified and the concerned mentor advises about the improvement strategies. Other than the language, these students have got inhibitions of public speaking which also is dealt with counselling. Their local language is used to set up a good student-teacher relationship and they are slowly inducted into soft skill programs.

3.6.9 What initiatives have been taken by the institution to promote social-justice and good citizenship amongst its students and teachers? How have such initiatives reached out to the community?

- Every patient coming to the Hospital set-up is treated at par with free of cost treatment. The sense of Equality is spread and imbibed among the students from the grass root level.
- Every patient is treated with the team effort by all the departments working hand in hand for the holistic management. This practise gives an opportunity to the student to learn team work, accountability of each team member, respect about each team member and his distinct role in the team.
- This Holistic practise has earned a good patient load and positives feedbacks from the patients. Also a long term Clientele is maintained which gives a good material for learning, developing clinical skills and research.

3.6.10 How does the institution align itself with the annual themes/programs of WHO/ICMR?

All the programmes aligned with themes of WHO and ICMR are celebrated with SKN Medical College and General Hospital.

3.6.11 What is the role of the institution in the following extension activities?

The extension activities of the College include prevention, screening, detection, management of persons who can be benefitted with Physiotherapy and rehabilitated by cost effective interventions.

**Prevention**

Extension activities of the College involve health education and promotion. Also preventive counselling is being done in the industrial set-up.

**Screening**

The department undertakes screening for all the patients in the rural activities by organizing various screening camps at regular intervals, in rural areas for early detection and intervention.
CRITERION III: RESEARCH, CONSULTANCY AND EXTENSION

Intervention

At the various extension activities, the patients who are identified to have some impairment are given home exercise programme. If the patient needs further intervention he/she is suggested to visit the parent set-up (RHTC, UHTC or Medical College Hospital)

Interventional Physiotherapy treatment modalities are carried out through outreach programs of Mobile OPD

Awareness creation regarding non-communicable diseases cardiovascular diseases, diabetes, cancer, mental health, accident and trauma, etc.

- All patients and their care givers are counselled about the potential health risks and preventive measures to be taken.
- On the occasion of World Heart day & World Diabetes day, Faculty members conducted lectures on Role of Physiotherapy in Cardiovascular diseases and Diabetes respectively

Awareness creation regarding the role of healthy life styles and physical exercise for promotion of health and prevention of diseases.

- Antenatal counselling is given to expectant parents.
- Patients who have addictions are counselled to quit tobacco and alcohol
- Awareness lectures are conducted for role of exercises in prevention of various diseases
- Yoga therapy is encouraged for stress management

Participation in national programs like Family Welfare, Mother and Child Welfare, Population Control, Immunization, HIVAIDS, Blindness control, Malaria, Tuberculosis, School Health, anti tobacco campaigns, oral health care, etc.

The institute participates in several outreach programs with Department of Community Medicine each year to spread awareness amongst the masses about Non-Communicable diseases and Lifestyle enhancement. These are in consonance with national programs related to health promotion.

Promotion of mental health and prevention of substance abuse.

- The College has Department of Community Physiotherapy which in collaboration with Department of Psychiatry, SKNMC & GH, takes initiative to help patients come out of depression.
- These two department work as a team to help patients with alcohol withdrawal syndrome and alcohol dependency syndrome.
CRITERION III: RESEARCH, CONSULTANCY AND EXTENSION

Adoption of population in the geographical area for total health care.

Department of Community Medicine of SKNMC & GH and community Physiotherapy Department, have established health care services at Premnagar, Aundhe, Bhairavnath Nagar of Kusgaon (RHTC) and Kondhwa (UHTC) where the team reach by the mobile vans and basic health services are offered. Those who need hospital treatment are brought to the SKNMC&GH

Research or extension work to reach out to marginalized populations.

The extension work undertaken by the College to the marginalized populations, is already described in 3.6.4. The College has a mobile OPD which takes care of the health needs of people in the remote villages, where most of the people are marginalized

Community outreach health programs for prevention, detection, screening, management of diseases and rehabilitation by cost effective interventions.

Even though all the services are free of cost to the patients, institute tries to utilize the system in most economical way. All the team members plan the visits meticulously so that maximum people are benefitted with least compromise of quality health care in spite of absence of sophisticated equipments in these remote places.

Industrial outreach health programs for prevention, detection, screening, management of occupational health promotion.

- The Community Physiotherapy Department is actively involved in identifying the risk Associated with the Occupational hazards and Continuous posture adopted at worksite.
- The team is advising Physiotherapy Care and ergonomical changes to the staff of Linen Department and Department of Nutrition of SKNMC&GH.
- There are also enquiries from various Industries around Narhe & Ambegaon to improve the Occupational health in their set-up. Community Physiotherapy Department is in the process of identifying the work conditions which can be modified for better efficiency of workers in turn improving productivity of industry.

3.6.12 Do the faculty members participate in community health awareness programs?

- Yes. Faculty members participate in a range of community health awareness programs like on World Heart day and World Diabetes day 2014
- Street Play on the occasion of International Women’s day, 2014.
CRITERION III: RESEARCH, CONSULTANCY AND EXTENSION

3.6.13 How does the institution align itself and participate in National program for prevention and control of diseases?

All the programmes for Prevention and Control of Diseases are conducted with SKNMC & GH, throughout the year.

3.7 Collaborations

3.7.1 How has the institution's collaboration with other agencies impacted the visibility, identity and diversity of campus activities? To what extent has the institution benefitted academically and financially because of collaborations?

Collaboration with other academic institutes, organization has given our students and staff to explore avenues of clinical research and epidemiological research activity. The institute’s collaborations with organizations, schools and orphanages have given our faculty and students a sense of social responsibility towards the society. All these collaborations are done in social sense on no profit no loss basis.

3.7.2 Mention specific examples of how these linkages promote

Curriculum development:

A workshop has been conducted on curriculum development and evaluation. The faculty has put in valuable suggestions to the MUHS for curriculum changes as well as evaluation

Internship:

The interns do have research project as the part of curriculum which have to be submitted at college level. They also participate in research workshops, gaining invaluable pointers to research methodology.

On-the-job training:

External consultants who visit for CPE programmes, workshops etc disseminate their expertise, giving useful on-the- job training to faculty members of the College.

Faculty exchange and development

No

Research

- It is encouraging that the faculty is writing research papers in the field of Physiotherapy.
- Epidemiological research is also being carried out in the schools and communities.
CRITERION III: RESEARCH, CONSULTANCY AND EXTENSION

Publication
Such research has led to Publications as in evidenced in Annexure 3.2

Consultancy
Institute provides free consultation in the field for Physiotherapy treatment to GOs and NGOs. See 3.5

Extension
There are ongoing outreach services by the College for evaluation and treatment of patients in the remote areas. See 3.6

3.7.3 Has the institution signed MoUs or filed patents with institutions of national/international importance/other universities/industries/corporate houses etc.? If yes, how have they enhanced the research and development activities of the institution?
No

3.7.4 Have the institution-industry interactions resulted in the establishment / creation of highly specialized laboratories / facilities?

- May be considered in future.

3.7.5 Give details of the collaborative activities of the institution with the following:

Local bodies/ community:
The College has a variety of collaborative activities with the community through the GOs and NGOs.

State government / Central government /NGOs
State Government- PHC Karla
NGOs- Hand in Hand, Mahervat,

National bodies
Nil

International agencies
Nil

Health Care Industry – Biomedical, Pharmaceutical, Herbal, Clinical Research Organization (CRO)
Nil
CRITERION III: RESEARCH, CONSULTANCY AND EXTENSION

Service sector
The Physiotherapy services are given to the needy at SKNMC & GH Narhe, RHTC, Kusgaon and UHTC Kondhwa.

3.7.6 Give details of the activities of the institution under public-private partnership.

The Maharashtra State Charity Commission recognizes the SKNMC & GH as a charitable institute providing free treatment to one and all sections of the society. In real sense there is no PPP however PHC Karla and SKNMC & GH have mutual understanding and we have offered consultancy free of cost.
CRITERION IV INFRASTRUCTURE AND LEARNING
4.1 Physical Facilities

4.1.1. How does institution plan and ensure adequate availability of physical infrastructure and ensure its optimal utilization.

- Physiotherapy College building has sufficient space for the required infrastructure as per the Maharashtra University of Health Sciences, State professional Council and to meet the college aims and objectives.
- All the class rooms are well furnished with seating arrangements and audio-visual equipments for the teaching. There are 6 separate class rooms for the UG and PG students to engage all the classes at a time.
- Laboratories are having the sufficient area and are well equipped to impart the practical training to all the students in relatively smaller groups to practice efficiently.
- There are separate laboratories for PG specialties as per the branches. For departmental library separate space is provided in the College building.
- Students are provided with all the basic facilities like separate common rooms for the girls and boys, safe drinking water, clean toilets, parking space for their vehicles.
- The Principal and administrative staff have a separate space. Teachers and supporting staff have the designated areas in the college.
- State of the Art Auditorium is available in the campus with seating capacity more than 700.

Available infrastructure is maximally utilized as follows:

- All the facilities are utilized regularly and for maximum possible duration.
- Laboratories are optimally utilized for routine practicals and clinics.
- College library is open from 9.00 am to 8.00 pm and Central library which is a common facility for entire campus is open 24 x 7.
- Separate maintenance staff is available for the campus.
- Clinical teaching areas are in the Hospital premises. There are 4 buildings of the hospital where different general and specialty wards, operation theatres, I.C.U., O.P.D. and clinical laboratories are situated.
- Field training is given to the students at our 2 satellite health centres, where O.P.D.s, reach out programmes are conducted and community based rehabilitation is implemented in villages which are identified for the extension activities of the college.

4.1.2. Does the institution have a policy for creation and enhancement of infrastructure in order to promote a good teaching – learning environment? If yes mention the few recent initiatives.

- Yes, The Management of the Institute is proactive and fulfills the infrastructure requirements of the institute as per norms and enhances the infrastructure as per the need.
The college provides broadband internet access with a speed of 100mbps. The library is fully supported by IT infrastructure. The library has been equipped with the National and International journals; magazines and research reports relating to Physiotherapy subjects. In order to promote good teaching learning environment, some of the recent initiatives are:

- 6 LCD projectors are available within the college. Faculty members use LCD projectors for power point presentation and educational videos to provide good learning environment.
- Internet connection is provided to faculty members and students for promoting the teaching and learning environment.
- Institution provides hostel rooms to all UG, PG students and Quarters for the teachers as per requirement.
- Institute has a noise-free, pollution free and a good climate, conducive for good learning environment.

Students and Teachers are encouraged to use the above technologies in teaching learning process especially during in-house lesson, demonstrations and simulation lesson and practicals. The students are updated through internet surfing related to prescribed topics.

PG course is started recently and well equipped laboratories have been established for the same.

For rehabilitation of the patients, a well equipped O.P.D. is established in the S.K.N. Medical College and Hospital where patients with musculoskeletal, neurological, community and cardio pulmonary conditions are treated.

Students are also exposed to the patients at Urban Health Centre, Kondhwa as well as at Rural Health Centre, Kusgaon.

4.1.3 Has the institution provided all its departments with facilities like office room, common room, and separate rest room for women, students and teachers?

Yes,

The above facilities have been provided wherever it is possible and feasible. Apart from this, each department has separate faculty and H.O.D. rooms. Separate common rooms for under graduate girls and boys as well as for the post graduate students are also available.

- Separate space has been provided for each department.
- There are independent rooms for Professors and Associate Professors.
- Assistant Professors are also provided with rooms.
- Rest rooms are provided for women students and teachers separately.
- Library and reading rooms are available separately for UG, PG students and faculty.
- Separate hall is available for yoga sessions.
4.1.4. How does the institution ensure that the infrastructure facilities are barrier free for providing easy access to college and hospital for the differently-abled persons?

All clinical teaching programmes which are conducted in the Hospital take care to make it barrier free for all the differently-abled. Patients have free access to all parts of hospital either by ramps or the lift facility. Patients can come to Physiotherapy O.P.D. which is situated on ground floor from any wards from the same building by lift or they are brought by the wheelchair/ stretchers from other buildings. The provision of sufficient number of wheelchairs/stretchers and lift facilities are available to meet requirements of differently-abled persons.

4.1.5. What special facilities are available on campus to promote students’ interest in sports and cultural events / activities?

Various facilities for outdoor sports such as football, throw ball, basketball are available. The facilities for indoor sports like carom, chess and table tennis are also available. The institute always encourages the students to participate in sports and cultural events.

The Sinhgad Technical Education Society organizes sport and cultural activities every year like “Sinhgad Karandak” which is an inter-collegiate sports and cultural extravaganza. Maximum participation of students of institute is ensured in the events.

PHYSIO-FEST is conducted in the college every year which includes sports and cultural activities to enhance student and teacher talents.

4.1.6. What measures does institution take to ensure campus safety and security?

The campus has separate security office which looks after campus safety & security to ensure proper regulation of vehicular traffic, safety & fire prevention and also restrict unauthorized entry of persons and vehicles. The campus and college has extensive security machinery and round the clock security personnel and 24 hours surveillance through CCTV camera.

There is a Police Sub Station situated inside the campus.

4.1.7. Facility of animal house

Yes. Hospital has an Animal house.

4.1.8. Provide the following details on the use of laboratories/ museums as learning resources.

- Numbers
- Maintenance and up-gradation
- Descriptive catalogues in museums
- Usage of above by the UG / PG Students

The Institution has a total of 11 teaching laboratories. They are in the department of Anatomy, Physiology, Biochemistry, Microbiology, Kinesiology, Electrotherapy, Musculoskeletal Physiotherapy, Neuro Physiotherapy, Cardio respiratory Physiotherapy, Community Physiotherapy and Bio engineering. All these laboratories
are well equipped with the necessary infrastructure to ensure a continuous and uninhibited learning for UG and PG students.
A museum is maintained by the Anatomy department for the students and staffs are appointed for maintenance and up-gradation of the museum.
Radiology Museum is also available in the hospital which is maintained by the department of Radiology.
Apart from the museums, various departments have displayed posters/charts for patient education and convenience.

4.1.9. Dentistry
Not applicable

4.1.10. Pharmacy
Not applicable

4.1.11. Yoga and Naturopathy
Yoga is a part of First year curriculum. Physiotherapy Teachers are conducting regular yoga lectures and practicals. Yoga therapy (Asanas, Meditation and Pranayama) is used by the physiotherapists as an adjunct to Physiotherapy management of the patients depending upon their physical dysfunction.

4.1.12. Homeopathy
Not applicable

4.1.13. Nursing
Not applicable

4.1.14. Ayurveda
Not applicable

4.1.15. Does the institution have the following facilities? If so, indicate the special features, if any.
- Meditation Hall
- Naturopathy blocks

There is an auditorium/seminar hall which is used for various purposes. Yoga and meditation is practiced in this auditorium. Mats are available for the students and patients and trained teachers are teaching meditation and yoga to the students as well as to other faculty members.

4.1.16. Provide details of sophisticated equipments procured during last four Years.
Physiotherapy laboratories are well equipped. Sophisticated and modern equipments have been installed which are well maintained. Institute is taking all the efforts to procure sophisticated equipments to provide good teaching learning environment and encourage teachers and students to engage themselves in various research activities.
List of the equipments costing more than Rs 50000/- are given below:

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Name of Equipment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Cliniflow Spirometer</td>
</tr>
<tr>
<td>2</td>
<td>Treadmill</td>
</tr>
<tr>
<td>3</td>
<td>Combo of Electrotherapy IFT &amp; Laser</td>
</tr>
</tbody>
</table>

Apart from these various other equipments are also purchased.

4.2 Clinical Learning Resources

4.2.1 Teaching Hospital:
Smt Kashibai Navale College of Physiotherapy and its sister institution Smt. Kashibai Navale Medical College and General Hospital (SKNMC & GH) together comprise the teaching hospital. The Physiotherapy Institute and Hospital are located in the same premises and owned by the same management. The teaching hospital is well equipped with state of art equipment and quality infrastructure, It has got amenities like laundry, kitchen, 24 hours power supply - generator backup, Blood- Bank service, Ambulance, AC plant, Pharmacy services and so on.

Following information is pertaining to the SKN Medical College & General Hospital

Laundry:
The mechanical laundry has 4 washer extractors, 2 steam boilers, 4 driers, 2 calendar machines, 1 air compressor, 2 hydro machines and water softener to provide neat and clean linen and patient uniform to the hospital and clean linen to Medical College. The volume of work is approximately 3000 linen / per day. We have 2 Supervisors, 12 Dhobis and 12 Packers to operate the laundry. The laundry has a separate effluent treatment plant (ETP) to treat the effluent generated from the laundry before it is discharged in to common sewer line.

Kitchen:
The hospital provides to whole and nutritious meals free of cost to the admitted patients. Kitchen is well planned and follows Hazard Analysis and Critical Control Points (HACCP) standards. It is well equipped with machines like automatic dish washing, dough kneading machine, chapatti puffer, cooking range etc.

Central Sterile Service Department (CSSD):
The department is well equipped with horizontal and vertical steam sterilizer, flash autoclave, ETO and instrument washers and ultrasonic cleaners.
CRITERION IV: INFRASTRUCTURE AND LEARNING RESOURCES

Backup Power Supply:
We have 2 power backup diesel generators with capacity of 625 KVA and 500 KVA for Power Backup to the entire Campus. They start automatically within 45 seconds of power failure.

AC Plant:
The centralized air conditioning system in the medical college and hospital, it has a chiller 110 TR – 1no. 55TR- 1no. 34 TR-2 nos, 66 TR – 2nos. AND 45 TR - 2 nos. for Major O.T. ICUs and CT/MRI section.

Manifold Rooms:
We have 910 liter Liquid Oxygen System Plant backup by manual manifold system.

Blood Bank Services:
We have blood bank spread over an area of almost 3500 Square Feet. The blood bank is well equipped and teachers with trained technical manpower is available for blood collection and separation of blood components. 95% of blood collection is voluntary. We organize voluntary blood donation camps in STES campus only. We cater blood to the patients admitted in the hospital only. We separate following components in the blood bank:-

- Whole Human Blood (WB)
- Plasma Reduced Blood (PRB)
- Packed Cells (PC)
- Fresh frozen Plasma (FFP)
- Platelet Concentrate (PLC)

Ambulance Services:
There are four ambulances to transfer the critical patients to Sasoon General Hospital and superspeciality hospitals whenever required and for transfer patients from Rural Health Training Centre and Urban Health Training Centre to this hospital. Ambulances are well equipped to provide medical care to the patients until they reach the hospital. Ambulance service is also given for those needy patients who need to be admitted in our hospital.

Hospital Pharmacy Services:
Hospital Pharmacy works under the direct supervision of Prof. and Head, Department of Pharmacology, who is responsible for the procurement, storage and disbursal of medicines. Quality generic medicines meant for hospital supply are procured through local authorized distributors. In the receipt section of the Pharmacy, drug formulations are physically checked and certified by 5 Pharmacists.
These medicines are issued to:-
All wards and clinical departments including O.T., casualty, ICU’s, Dispensaries for General and Specialty OPD Patients, RHTC (Kusgaon and
CRITERION IV: INFRASTRUCTURE AND LEARNING RESOURCES

Lonavala) and UHTC (Kondhwa). A private pharmacy facility is also available in the campus 24X7

Mortuary:
An air conditioned room with stainless steel storage cabinet, capable of housing four dead bodies available in the hospital mortuary. The dead bodies are kept in the mortuary on request from relatives of the deceased before the body is taken for final rituals. All the medico legal procedures and protocols are strictly followed.

At Smt. Kashibai Navale Medical College and General Hospital campus the following facilities are available:

- 2 ATM centres
- 2 canteens
- Patient waiting areas
- Clean drinking water facilities
- 24 hrs medical shop and
- Free parking for patients’ vehicles and their accompanying family members.
- Security personnel are available in the premises to guide the patients.
- All the treatment facilities are free of cost to all.
- The names of the faculty and field of specialization displayed outside every department and respective OPD’s of the hospital.
- Pictorial representation of various areas of the Hospital displayed along with the directions in regional language for illiterate patient to understand.
- The help desk facility is provided for patient at various places to clear their doubts, queries and to save their time.
- All the clinical departments have developed Standard procedures for all treatment modalities. This ensures that the quality of treatment provided to all the patients would remain uniform.

Give four years statistics of inpatient and outpatient services provided.

Smt. Kashibai Navale College of Physiotherapy

<table>
<thead>
<tr>
<th>YEAR</th>
<th>OPD</th>
<th>IPD</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>15169</td>
<td>6,208</td>
</tr>
<tr>
<td>2012</td>
<td>22187</td>
<td>5,919</td>
</tr>
<tr>
<td>2013</td>
<td>22718</td>
<td>8,604</td>
</tr>
<tr>
<td>2014</td>
<td>32840</td>
<td>13,743</td>
</tr>
<tr>
<td>TOTAL</td>
<td>92914</td>
<td>34,474</td>
</tr>
</tbody>
</table>
4.2.2 What specific features have been included for clinical learning in the outpatient, bedside, community and other clinical teaching sites?

Demonstrations, case discussions, problem based learning, focused group discussions, inter-disciplinary meetings and discussions are carried out before the student starts handling patients. It is ensured that personal attention is given to each student by having an appropriate student - teacher ratio. Mentorship programme is followed for each student to solve their clinical learning problems.

For students and faculties, a number of continuing education programmes are organized which are clinically oriented. Various workshops demonstrating hands on skills are organized to enhance clinical skills of the teachers and the students.

4.3 Library as a Learning Resource

4.3.1 Does the library have an Advisory Committee? Specify the composition of the committee. What significant initiatives have been implemented by the committee to render the library student/user friendly?

Yes, the College Library has an Advisory committee.

The library has 9 members in its Library Advisory Committee (LAC). It is composed of a Chairperson, 5 teaching Faculty as Committee Members, three students as student representatives and Librarian as a member secretary.

<table>
<thead>
<tr>
<th>LIBRARY COMMITTEE</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>CHAIRPERSON</td>
<td>Dr Nisha Shinde</td>
</tr>
<tr>
<td>TEACHERS REPRESENTATIVES</td>
<td>Dr Seema Saini</td>
</tr>
<tr>
<td></td>
<td>Dr Chandan Kumar</td>
</tr>
<tr>
<td></td>
<td>Dr Shweta Pachpute</td>
</tr>
<tr>
<td></td>
<td>Dr Shruti Ghate</td>
</tr>
<tr>
<td></td>
<td>Dr Richa Bisen</td>
</tr>
<tr>
<td>STUDENTS REPRESENTATIVE</td>
<td>Ms. Prachi Sapkal</td>
</tr>
<tr>
<td></td>
<td>Ms Maitree Gala</td>
</tr>
<tr>
<td></td>
<td>Ms Sadaf Nulband</td>
</tr>
<tr>
<td>ASSITT LIBRARIAN</td>
<td>Mr Pravin Shinde</td>
</tr>
</tbody>
</table>
**CRITERION IV: INFRASTRUCTURE AND LEARNING RESOURCES**

**Significant initiatives proposed and implemented by the Advisory Committee.**

- Qualitative and quantitative collection through approving the requisition for books made by the faculty and students.
- Improved facilities and services through use of information and modern communication technology.
- Open access to books, journals and free access to Internet.
- Exhibition of new arrivals for the teaching faculty and students in the beginning of every academic year.
- Devising strategies and planning orientation programmes to improve reading habits and usage of library services for the students.
- Catering valued service to meritorious, physically and economically challenged students.
- Giving access to the library to our alumni, research scholars and teachers of other colleges.
- The Committee is responsible for the procurement of books and journals.

**4.3.2 Provide details of the following:**

Our Library and Information Resource Center (LIRC) is divided into two libraries, Central Library and College Library.

Central library is located in the Medical college campus. The Central Library building consists of total 4 floors measuring 7088 sq mts, out of which two floors are presently utilized that measures 3,544 Square Meters. Central Library is located near Physiotherapy College. The concept of central library helped students and teaching faculty members to access books of different subjects and departments under one roof. The central library functions 24/7, 365 days a year. The concept of 24/7 has helped students to study at their own leisure.

College library is located in Physiotherapy College building on second floor. The College library helped students and teaching faculty members to access books, journals, research projects of different stream of Physiotherapy at one place.

**Total area of the library (in Square Meter)**

The LIRC is divided into two libraries
- College Library measures 195 Square Meters
- Central Library measures 7088 Square Meters

Total seating capacity
- Central Library: 500
- College Library: 40

**Working hours (on working days, on holidays, before examination, during examination, during vacation)**

Working hours of Central Library is from 9.00 A.M. To 9 P.M., Reading rooms open for 24/7, 365 days a year.
## CRITERION IV: INFRASTRUCTURE AND LEARNING RESOURCES

### College Library working hours

<table>
<thead>
<tr>
<th>On Working days</th>
<th>08:30 AM to 08:00 PM</th>
</tr>
</thead>
<tbody>
<tr>
<td>On Holidays</td>
<td>CLOSED (Issuance Of Books)</td>
</tr>
<tr>
<td>Before Examination</td>
<td>08:30 AM to 08:00 PM</td>
</tr>
<tr>
<td>During examination</td>
<td>08:30 AM to 08:00 PM</td>
</tr>
<tr>
<td>During Vacation</td>
<td>09:00 AM to 05:30 PM</td>
</tr>
</tbody>
</table>

Students use Central Library after the College Library working hours. This has enabled students to study without any time restrictions.

### Layout of the library (individual reading carrels, lounge area for browsing and relaxed reading, IT zone for accessing e-resources)

See Annexure 4.1

### Clear and prominent display of floor plan; adequate sign boards; fire alarm; access to differently-abled users and mode of access to collection-

- The Central library has a clear floor plan and the layout is displayed on notice board.
- Fire alarm devices have been installed in the whole Central library building.
- Access to Central library is differently-abled friendly. Central library has an entry point which is situated on ground floor. Differently abled person encourage using ground floor only and all the facility made available to them on ground floor.
- College library has an entry point through stairs which is situated on first floor.
- Mode of access to Central library’s collection is Open Access.
- Subject wise name plates are displayed upon each book case for easy identification of the respective subjects.
- List of subject wise collection of books is made available to the students as and when required. This helps them to know in detail the collection of a particular subject and they become familiar with the various authors and books available for a subject.

### List of library staff with their qualifications

<table>
<thead>
<tr>
<th>Sr.</th>
<th>Name</th>
<th>Post</th>
<th>Qualifications</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Mr Pravin Shinde</td>
<td>Assistant Librarian</td>
<td>M.LIB, M. Phil</td>
</tr>
</tbody>
</table>

### 4.3.3 Give details of the library holdings:

<table>
<thead>
<tr>
<th>Print (books, back volumes, thesis, and journals)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Central Library</strong></td>
</tr>
<tr>
<td>Books</td>
</tr>
<tr>
<td>Title Books</td>
</tr>
</tbody>
</table>
CRITERION IV: INFRASTRUCTURE AND LEARNING RESOURCES

<table>
<thead>
<tr>
<th>Journals</th>
<th>National</th>
<th>76</th>
<th>Total 166</th>
<th>12 titles and 57 copies</th>
<th>27 titles &amp; 225 copies</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>International</td>
<td>90</td>
<td></td>
<td>15 titles &amp; 168 copies</td>
<td></td>
</tr>
<tr>
<td>Back volumes</td>
<td></td>
<td>1203</td>
<td></td>
<td></td>
<td>155</td>
</tr>
</tbody>
</table>

Average number of books added in college library during the last Three years
The number of books added in past three years in central library is 1371 and in college library are 150.

Non Print (Microfiche, AV)
Library has a good collection of CD’s on various topics. The total numbers of CD’s are 88.

Electronic (e-books, e-journals)
- e-Journals : 51 in Central Library
- Assess available through MUHS online library-
  - Lippincott, William & Wilkins Publisher Journals through Ovid Platform (Total 123 Journals)
  - Oxford Group of journals

e-books:

Special collections (e.g., text books, reference books, standards, patents)
Library is having good collection of many costly reference books. At present there are 506 reference books & 304 text books available in college library and 2000 reference books & 9877 text books in central library.

Book bank
Yes, there is Book Bank Scheme from Maharashtra University of Health Sciences (MUHS) Nashik and our college Library is a part of it.

Under this scheme college Library receives grant from MUHS and books are acquired. These books are maintained separately in the library. College Library is member of book bank scheme since 2011. These books are issued to the economically backward students for a period of one year as prescribed in the MUHS guidelines.

Question bank
Yes, Question bank of previous university examinations is available in the LIRC for both BPT and MPT courses. Time to time updated photocopy set of MPT and BPT question banks is circulated to all the concerned departments for reference.
4.3.4 To what extent is ICT deployed in the library? Give details with regard to

Library automation

- Yes, this facility is available in Central Library.
- The Library is fully automated with SLIM21 software and all supporting latest technology.

The following three prominent sections are automated which are the thrust areas for computerization.

Library House Keeping Operations

The technical section is fully computerized which comprises of acquisition, cataloguing, indexing, abstracting, serial control, and stock verification modules.

Circulation Desk

The charging and discharging of documents at circulation desk is also computerized.

Online Public Access Catalogue (OPAC)

The OPAC as a tool facilitates quick search of books with any one of the keywords - author name, title, subject, publication, ISBN etc. – through Online Public Access Catalogue (OPAC). The OPAC has enabled members of the library to get detailed information about the collection, books issued, Journals received till date at their finger tips, which helps in saving their precious time. The browser to be used to access the web OPAC is Internet Explorer. This facility is available in central library.

Total number of computers for general access

- Central Library maintains a very good digital library of 40 computers.
- The college library has 4 computers for general access.

Total number of printers for general access

The Central Library has advanced HP all in one photocopying machine. This machine is connected to the Computers of digital library to facilitate students to take print out at one central place. Print outs are given free of charge to students. In college library HP scanner is available.

Internet band width speed

- **2mbps**
- 10 mbps
- 1 GB

The institute has high speed internet facility; 141 mbps leased line is available for entire campus however, 2 mbps is dedicated to our institute.
Institutional Repository & Content Management System for e-learning
Not applicable

4.3.5 Give details of specialized services provided by the library with regard to

**Manuscripts**
Yes, our Library provides details and citations for the teaching faculty members and students of the college about books, references, and journal articles which helps them to write their manuscripts.

**References**
Yes, the reference queries of the readers and faculty including the students are effectively handled by the Librarian.

- Library also provides teachers, working in other colleges, with the facility of accessing books from the library.
- Besides conventional reference service, dictionaries, encyclopaedias, handbooks, thesis and dissertations, project reports, audio video reference through CDs, cassettes and web based reference are provided.

**Reprography/scanning**
Yes, the reprographic and scanning services provided to the readers. The library has Cannon reprographic machine in central library & HP in college library. The machine is connected to the digital library computers.

**Inter-library Loan Service**
- Yes, Central library have The Membership of Developing Library Network (DELNET).
- The main objective of DELNET (DEVELOPING LIBRARY NETWORK) is to promoting resource sharing among the libraries through the development of a network of libraries. The aim is to collect, store, and disseminate information besides offering computerized services to users, to coordinate efforts for suitable collection development.

**Information Deployment and Notification**
- Information is deployed and notified to the benefit of the students.
- Notice board in library where students and faculty members are made aware of the new additions of book & journal.
- Important circulars are displayed on college notice board for all students and faculty members.

**OPAC**
The Online Public Access Catalogue (OPAC) has been facilitated to the students and faculty.
The search for information is facilitated by the bibliographic description of books entered in the library management package. The central library is having The SLIM 21 software with an inbuilt OPAC.

The SLIM software has an inbuilt OPAC which can be viewed by teaching faculty members and students on the computer available in their departments through URL http://cendlib/w27.html. The OPAC enabled members of the library to get detailed information about the collection, books issued, Journals received till date, which helped in saving their precious time. All the bibliographic details of the books can be viewed through OPAC. The browser to be used to access the web OPAC is Internet Explorer. This facility is available in central library.

**Internet Access**

All the computers in college and central library are having broadband internet access with a speed of 100 mbps. Registered Members can access e-journals, e books through the internet. Facility to download and print online resources is also available.

**Downloads**

- The Internet facility is given to the readers and they are free to download educational materials.
- Library has the subscription of many online databases such as MUHS online database, Wiley online library, Science Direct and Quintessence.
- Significant articles from free e-journals and e-books are downloaded and stacked for readers.

**Printouts**

Yes, all the computers, printers and scanners are used to draw information through Internet.

- Internet browsing facility is available for teaching faculty and students from 8:30 A.M. to 6:30 P.M. Facility to download and print online resources is also available.
- Students can easily give prints from their respective computers to one central printer.
- Print outs are given to students free of cost.

**Reading list/ Bibliography compilation**

- The bibliographic data is compiled for subject-wise books and text books, projects and theses.
- On request, the reading list on specific topic is provided to the users with the help of OPAC.
- The faculty and students can also refer the bibliography by using the OPAC.
- The library always prepares fresh “Library at A Glance” which includes detail lists of books, journals arranged subject wise. Photocopy of the Glance is given on demand.
CRITERION IV: INFRASTRUCTURE AND LEARNING RESOURCES

In-house/remote access to e-resources

• Library is having subscription of many international and national journals. The subscription is in ‘print’ and ‘online’ form.
• The remote access to online journals and INLIBNET's, N-LIST database is given to the faculty.
• In-house access to the said resources is given to the students.
• In house access to e–resources is provided though MUHS online, PubMed, physical therapy, Science Direct & Wiley online library online resources. These facilities are available in central library.

User Orientation

• The Library conducts User Orientation to the students every year.
• The fresher are oriented in the beginning of the academic year towards reading habit, rules and regulations, library resources, infrastructure facilities, time schedule, circulation of books, and assistance rendered by the library staff.
• Students also visit college and central library where general information about the library is being provided to them by the teaching faculty.

Assistance in searching Databases

The Library staff assists the faculty and students in effectively accessing the e-resources.

INFLIBNET/HELINET

Not applicable

4.3.6 Provide details of the annual library budget and the amount spent for purchasing new books and journals.

Annual Library Budget:

Sinhgad Technical Education Society (STES) fully supports the procurements of the library. There is no restriction on the amount to be spent in an academic year. This has helped library to develop a good collection of books and journals. The expenditure of the college for books is Rupees 5, 11,450.00 in the past 6 years.
The details of amount spent on purchasing the books and journals in the past six years are as below:

<table>
<thead>
<tr>
<th>College library</th>
<th>BOOKS</th>
<th>JOURNALS</th>
<th>TOTAL AMOUNT (IN Rs)</th>
</tr>
</thead>
<tbody>
<tr>
<td>YEAR</td>
<td>Amount (In Rs)</td>
<td>YEAR</td>
<td>AMOUNT (IN Rs)</td>
</tr>
<tr>
<td>2009-2010</td>
<td>1,70,608.00</td>
<td>2009</td>
<td>1,70,608.00</td>
</tr>
<tr>
<td>2010-2011</td>
<td>33,855.00</td>
<td>2010</td>
<td>33,855.00</td>
</tr>
<tr>
<td>2011-2012</td>
<td>31,340.00</td>
<td>2011</td>
<td>83,446.00</td>
</tr>
<tr>
<td>2012-2013</td>
<td>53,245.00</td>
<td>2012</td>
<td>88,043.00</td>
</tr>
<tr>
<td>2013-2014</td>
<td>85,026.00</td>
<td>2013</td>
<td>88,043.00</td>
</tr>
<tr>
<td>2014-2015</td>
<td>48,679.00</td>
<td>2014</td>
<td>93,294.00</td>
</tr>
<tr>
<td>TOTAL</td>
<td>4,22,753.00</td>
<td>3,52,826.00</td>
<td>7,75,579.00</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Central library</th>
<th>BOOKS</th>
<th>JOURNALS</th>
<th>TOTAL AMOUNT (IN Rs)</th>
</tr>
</thead>
<tbody>
<tr>
<td>YEAR</td>
<td>Amount (In Rs)</td>
<td>YEAR</td>
<td>AMOUNT (IN Rs)</td>
</tr>
<tr>
<td>2010-2011</td>
<td>17,89,154.00</td>
<td>2010</td>
<td>3,11,5537.00</td>
</tr>
<tr>
<td>2011-2012</td>
<td>2,52,491.00</td>
<td>2011</td>
<td>28,68,078.00</td>
</tr>
<tr>
<td>2012-2013</td>
<td>6,54,018.00</td>
<td>2012</td>
<td>40,84,989.00</td>
</tr>
<tr>
<td>2013-2014</td>
<td>19,57,145.00</td>
<td>2013</td>
<td>15,53,308.00</td>
</tr>
<tr>
<td>2014-2015</td>
<td>9,80,956.00</td>
<td>2014</td>
<td>50,50,285.20</td>
</tr>
<tr>
<td>TOTAL</td>
<td>56,33,764.00</td>
<td>1,66,72,197.20</td>
<td>2,23,05,961.20</td>
</tr>
</tbody>
</table>

4.3.7 What are the strategies used by the library to collect feedback from its users? How is the feedback analyzed and used for the improvement of the library services?

- Yes. The library gets feedback (both formal and informal) from its users.
- The suggestions, complaints (critical comments) and requirements are noted down and accordingly the actions are taken to improve the service and facilities of the library.
- The formal feedback is analysed using the basic statistical tools and the result or the findings of the same are recorded.
- Appropriate action is taken to sustain and improve the quality of library service and facilities.

**Analysis and Improvements in Library Services**

- Upon collecting the feedback, the report is analyzed by the Library Advisory Committee and efforts are taken to fulfill the needs of the readers.
- Physical facilities and new technological services are provided by the management.
CRITERION IV: INFRASTRUCTURE AND LEARNING RESOURCES

- Feedback from the teaching faculty members is also collected and their views are incorporated for enhancing the services of the library.

4.3.8 List the efforts made towards the infrastructural development of the library in the last four years.

- The central library is located in campus with generator backup. The reading room of the Central Library is kept open 24/7.
- Established separate Library and Information Centre building with centralized AC.
- Procurement of new furniture for the Library i.e. open access book racks, circulation desk, reading tables, chairs, desktop etc.
- High speed LAN - Wi-fi Internet connectivity for the Library users.
- In the past four years library has paid more attention to develop a good collection of books.
- Many newly published books of renowned authors and various reference books have been added to library's collection.
- Library has the internet facility through which students can assesses MUHS online, where online versions of various national and international journals is available. This has helped the teaching faculty and students to read the journal articles from their respective departments as all the computers are connected through LAN facility.
- Library has also subscribed the access to various journals like, Age & Ageing, Journal of Sports Science & Medicine, BMJ-Evidence based Mental Health, Journal of Clinical Neuromuscular disease Disability, CBR and Inclusive Development which has helped our students to gain access to subscribed Elsevier journals from the year 1995 till date.
- Library plans in near future to gain access to all the backdated journal volumes.

4.4 IT INFRASTRUCTURE

4.4.1 Does the institute have a comprehensive IT policy with regard to?

Policy: To provide IT facilities, ensure network security, prohibit access to social networks, monitor and manage software asset, manage risk and take care of overall maintenance by engaging technicians for annual service and as and when the need arises. The institution has a comprehensive IT policy which encompasses all above mentioned points. Sinhgad Technical Education Society (STES) deals with IT related infrastructure at society level.

- IT Service Management- Yes
- Information Security- Yes
- Network Security- Yes
- Risk Management- Yes
- Software Asset Management- Yes
- Open Source Resources- Yes
- Green Computing- Yes
IT Service Management
Sinhgad Technical Education Society (STES) concern with IT related infrastructure is constituted at society level.

Information Security
- All teaching faculty and students are provided individual user id and password for internet access.
- Sharing password with each other is prohibited.
- Any deliberate action which damages the information system and or alters its normal performance is a violation of rule and strict action is taken.

Network Security
- The college network is secured by 100 D Fortinet firewall (Fortinet), which provides user authorization for net access.
- Users are provided with user ID and password which is able to identify misuse and helps in secure use of the internet.
- Access to Wi-Fi connectivity is permitted only for legalized activities.
- Anyone found using this facility for antisocial and/or antinational activities has to face legal action as per the law.
- The 100 D Fortinet firewall (Fortinet) prevents the following network risks

Internal threats
- Data loss
- Data deletion
- Internal hacking

External threats
- Worms
- Virus
- Malware

Social engineering threats
- Phishing
- Spam

Risk Management: -
The institutes have 2 internets backup lines which are connected from centralized room; all the data is stored over backup lines.

Software Asset Management
- Any software purchased for research or any other academic purpose remains as institute owned IT facility.
- The college ensures genuine legal software is in use.
CRITERION IV: INFRASTRUCTURE AND LEARNING RESOURCES

Open Source Resources

The institute is using a Microsoft security essential which is an antivirus program under the category of open source resources.

Green Computing

The policy of college on green computing recommends the following:

- The college has the policy to encourage the purchase of LCD monitors rather than Cathode Ray Tube (CRT) monitors.
- The college encourages the use of laptops and internet connection for same provided in each department.
- College has the clear instruction to turn off the computer when not in use for conserving energy.
- The college always tries to reduce paper consumption by taking print out over both sides of page.
- Refilling the cartridges (rather than buying new ones) wherever possible.
- Repairing and upgrading of existing computer instead of purchasing a new device, wherever possible.

4.4.2 How does the institution maintain and update the following services?

- Hospital Management Information System (HMIS):- utilized in SKN Medical College and General Hospital.
- Electronic Medical Records Systems (EMR) KO/: - available in SKN Medical College and General Hospital.
- Digital diagnostic and imaging system including PACS

The digital diagnostic and imaging systems present in the Department of Radiology and allied concerned specialties in the hospital and connected through all the OPD and IPD of hospital are maintained regularly by authorized personnel. The Department of Radiology is completely digitalized. Most of the images are made using imaging modalities like CCD (Charged coupled device) / PSP (Phosphor Storage Plates). These images are immediately processed and transferred via secured network to various work stations which are centrally located in each dept.

Back up of the entire data is done on daily basis. Due to this, inter-departmental consultations are possible as the images are available in all departments. Film processing is not required and images are transferred immediately saving on patient’s time.
4.4.3 Give details of the institution computing facilities i.e. hardware and software

- Number of systems with individual configurations – See annexure 4.2
- Computer student ratio
- Dedicated computing facilities
- LAN facility
- Wi-Fi facility
- Proprietary software
- Number of nodes/computers with internet facility
- Any other (specify)

### IT Infrastructure – Other Information

<table>
<thead>
<tr>
<th>Computing Facilities</th>
<th>Corresponding Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total no. of Computers</td>
<td>27</td>
</tr>
<tr>
<td>Dedicated Computing facility</td>
<td>All computers are connected with internet. Computers for faculty - Desktops - 9</td>
</tr>
<tr>
<td></td>
<td>Computers for students - Desktops - 18</td>
</tr>
<tr>
<td>LAN Facility</td>
<td>Yes</td>
</tr>
<tr>
<td>Computer-student ratio</td>
<td>1:5</td>
</tr>
<tr>
<td>Configuration of computers</td>
<td>Annexure 4.2</td>
</tr>
<tr>
<td>Wi – Fi</td>
<td>Yes</td>
</tr>
<tr>
<td>Proprietary Software</td>
<td>Microsoft window 7, window 8, Microsoft Office, Microsoft security essentials,</td>
</tr>
<tr>
<td>Number of nodes/computers with internet facility</td>
<td>16</td>
</tr>
<tr>
<td>Printers</td>
<td>3</td>
</tr>
<tr>
<td>Scanners</td>
<td>2</td>
</tr>
<tr>
<td>LCD projectors</td>
<td>6</td>
</tr>
<tr>
<td>Digital camera</td>
<td>NIL</td>
</tr>
<tr>
<td>Power Back up</td>
<td>The institute is provided with a back-up facility through two power generators having 500 KVA and 125 KVA respectively to cope up with power interruptions. Power supply is restored immediately. In addition to this computers are backed up by UPS system.</td>
</tr>
</tbody>
</table>

### Computer Details

- Brand: Dell, Acer and HP
- Configuration: Dual core to i5 processor
- Speed: 1.2 GHz to 3.20 GHz
- RAM: 1 GB to 4 GB
IT department of SKNMC & GH look after for the maintenance of computers. All the computers are branded.

**4.4.4 What are the institutional plans and strategies for deploying and upgrading the IT infrastructure and associated facilities?**

There are plans to install a Web Server Setup and a digitalization of library. Institute has started a journal named SINHGAD e- journal of Physiotherapy.

**4.4.5 Give details on access to online teaching and learning resources and other knowledge and information database/package provided to the teaching faculty and students for quality teaching learning and research.**

The College has a number of ICT resources for the use to the teaching faculty and Students for the purpose of teaching and learning.

All class rooms are equipped with boards & LCD projectors. The entire teaching faculty is encouraged to use the facilities available to them in the class rooms. Computer with internet facility help to collect knowledge and information available on the World Wide Web.

Online search and full text journals are provided through MUHS Digital library, GOOGLE SCHOLAR and MEDLINE/ PUBMED. Library has subscribed to online versions of various international journals. This has helped the teaching faculty and students to read the journal articles from their respective departments. Students can access all open access journals from the past from MUHS digital library, Physical Therapy and Various Physical Therapy Journals. This has helped them to gather vast amount of research data at their fingertips.

**4.4.6 What are the new technologies deployed by the institution in student learning and evaluation during the last four years and how do they meet new / future challenges?**

Each department has been assigned a computer so that it can be used for any departmental academic work, surfing or preparation of presentations for lectures. The institution ensures that students and teachers have easy access to all the on-line teaching-learning resources, independent learning, ICT enabled classrooms/ learning spaces.

Some examples are as follows:

- High bandwidth internet connectivity to all departments.
- Wi-Fi connectivity to the entire campus and LAN facility is provided.
- Free internet access to all students and teachers.
- Encouraging the students to develop the habit of reading journals.
CRITERION IV: INFRASTRUCTURE AND LEARNING RESOURCES

4.4.7 What are the IT facilities available to individual teachers for effective teaching and quality research?
For effective teaching internet facility is available for all the faculty for use in teaching-learning activities and research. All the lecture halls have computers and LCD projectors for multimedia presentations. All the departments and administrative office have provided computers with internet connectivity. Each department has got individual computer systems with internet connection for the preparation of teaching learning material.

4.4.8 Give details of ICT-enabled classrooms/ learning spaces available within the institution. How are they utilized for enhancing the quality of teaching and learning?
To enhance the quality of teaching and learning all lecture halls in college are fitted with computers and LCD projectors for displaying power point presentations (PPT). The entire college building is Wi-Fi enabled; which can be utilized by all faculty members for surfing and downloading various educational materials required for learning and teaching purposes during the teaching session.

4.4.9 How are the faculty assisted in preparing computer- aided teaching-learning materials? What are facilities available in the institution for such initiatives?
The Institute gives more emphasis on the importance of computer knowledge and encourages the use of modern technology for preparation of teaching material.

Various faculty members have personal laptop and there is computing systems with internet facility available in all departments which can be utilized in teaching learning activities.

MET (Medical Education Technology) Training programs conducted by MUHS are designed to help faculty to learn and upgrade their knowledge regarding preparation of computer aided teaching learning materials.

4.4.10. Does the institute have annual maintenance contract for the computers and its accessories?
The STES (Sinhgad Technical Education Society) has IT department available throughout the year to maintain the computers and accessories of the institution. The computers and their accessories are maintained by the service personnel on the basis of annual maintenance contract and per call basis respectively.

4.4.11. Does the institute avail of the national knowledge network (NKN) connectivity? If so, what are the services availed of?
NO
CRITERION IV: INFRASTRUCTURE AND LEARNING RESOURCES

4.4.12. Does the institute avail of web services such as Wikipedia, dictionary, and other education enhancing resources? What are its policies in this regard?
Yes, it can be accessed on all the computers of central and college library. all references are utilized using the above web resources are frequently availed.

4.4.13. Provide the details on the provision made in the annual budget for the update, deployment, and maintenance of computers in the institute.
The purchase and upgradation of computer system along with maintenance is a continuous process and the provision for required budget is made by STES. There is no budgetary limit for maintenance and upgradation of computer as and when required necessary amount is release by President.

4.4.14. What plans have been envisioned for the transfer and learning from closed institution information network to open environment?
All the ICT resource of teaching and learning which is in the form of PPT presentation, CDs, animations etc are shared intra and interdepartmentally among the faculties to share knowledge.

4.4.15. Does the institute have a website? How frequently it is updated. Give details.
Yes, it is updated on regular basis as and when required.
www.skncoptphysio.org

4.5 Maintenance of Campus Facilities

4.5.1 Does institution have estate office / designated officer for overseeing the maintenance of buildings, class-rooms and laboratories? If yes, mention a few campus specific initiatives under taken to improve the physical ambience.

Yes, Sinhgad Technical Education Society (STES) has maintenance department in the campus to look after the maintenance of the campus facilities. These departments report to the Dean of SKNMC&GH.
• The committee of the college takes over all the matter related to the maintenance of classrooms and laboratories.
• The broken furniture are mended or replaced by the carpentry unit.
• Communication facilities, laboratory renovations, electrical and plumbing works are carried out by the concerned technicians.
• The equipments are sent to the workshop for service on regular basis.
• Adequate physical facilities are provided on the College campus for facilitating teaching learning process.
• There is optimal use of the facilities available to maintain the quality of academic and other programmes on the campus.
• The STES provides budget as per requirement. During the last 4years the institution has undertaken the following expenses.
Total Expenses in the Last Four Years for Maintenance of College campus

<table>
<thead>
<tr>
<th>Particulars</th>
<th>2010-11</th>
<th>2011-12</th>
<th>2012-13</th>
<th>2013-14</th>
</tr>
</thead>
<tbody>
<tr>
<td>Repairs &amp; Maintenance (Furniture, Computers, Equipment)</td>
<td>27,348.00</td>
<td>8,44,594.00</td>
<td>8,64,085.00</td>
<td>7,47,331.00</td>
</tr>
</tbody>
</table>

The maintenance wing comprises of different sections.
- Electric section
- Civil section
- Carpentry section
- Plumbing Section
- The main function of these sections are to take care of various needs of the institute, when required or to take support of external sources for the issues faced by the institute.
- The responsibilities of these sections are to take care of maintenance and repair works of lights, fans and speakers.
- The computers, LCD and intercom are maintained and repaired by the service personnel on the basis of annual maintenance contract and UPS, printers, air conditioners and generators on per call basis.
- Institute’s support staffs look after the daily maintenance of the classrooms and laboratories.

4.5.2 How are the infrastructure facilities, services and equipments maintained? Give details.
The designated staffs look after the maintenance and repair of equipment and infrastructure facilities.

**Staff appointment for maintenance and repair**

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Designation</th>
<th>No.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Sr. technician- Mechanic</td>
<td>1</td>
</tr>
<tr>
<td>2.</td>
<td>Jr. technician- Electrical</td>
<td>1</td>
</tr>
<tr>
<td>3.</td>
<td>Service engineer</td>
<td>1</td>
</tr>
<tr>
<td>4.</td>
<td>Foreman</td>
<td>1</td>
</tr>
<tr>
<td>5.</td>
<td>Electrician</td>
<td>1</td>
</tr>
<tr>
<td>6.</td>
<td>Motor mechanic</td>
<td>1</td>
</tr>
<tr>
<td>7.</td>
<td>Black smith</td>
<td>1</td>
</tr>
<tr>
<td>8.</td>
<td>Helper</td>
<td>4</td>
</tr>
<tr>
<td>9.</td>
<td>Carpenter</td>
<td>1</td>
</tr>
</tbody>
</table>
CRITERION IV: INFRASTRUCTURE AND LEARNING RESOURCES

In addition to the above personnel the following personnel are appointed by STES and are deputed to the Physiotherapy College as and when required:

- Assistant Civil Engineer.
- Welder.
- Biomedical Engineer.
- Software Engineer.
- Hardware Engineer.

The entire work related to infrastructure and maintenance is supervised and monitored by Project Manager of the society.

4.5.3 Has the institution insured its equipment and buildings?

Yes.

Other Facilities:

Boys and Ladies Hostel with good amenities for students are provided. Hygiene and cleanliness is maintained in all aspects. Other amenities on campus are Mess, Canteen, Security, entertainment and sports, Medical store, Laundry, free treatment for student and teaching faculty, Wi-Fi facility in Hostel, State of Art auditorium, Student Safety Insurance facility, Bank and ATM center, Police station.
CRITERION V: STUDENTS SUPPORT AND PROGRESSION
5.1 Student Mentoring and Support

5.1.1 Does the institution have a system for student support and mentoring? If yes, what are its structural and functional features?

- Yes

Every student is assigned with one mentor from the faculty who will be responsible for academic and personal growth of the student. Every fortnight meetings are arranged to help students in their academics, extracurricular, personal problems, and also to support their health issues. Yearly consolidated report on the overall progress of student is provided by each mentor. These reports are discussed with parents, Principal and students an individual need plan is formed for holistic development of student.

See the Annexure 5.1

5.1.2 Apart from classroom interaction, what are the provisions available for academic mentoring?

Each mentor is dedicated towards the student’s progress and spends valuable time with student apart from classroom interaction. These interactions are placed during working schedule as per mentor’s and mentee’s convenience. During these interactions student’s personal and academic problems are discussed in detail and areas of difficulties are identified. Assignments are given to students by respective mentor in these areas of difficulty and these are checked by mentors.

5.1.3 Does the institution have any personal enhancement and development schemes such as career counselling, soft skills development, career-path-identification, and orientation to well-being for its students? Give details of such schemes.

During clinical postings faculties are rigorously emphasizing on communication with patients, colleagues, teachers and other specialist doctors thus enhancing soft skill development of student. Mentors of each student are looking after the personal development of students. During internship, interns are guided for various career options in Physiotherapy.

5.1.4 Does the institution have facilities for psycho social counselling for students?

- Yes.

Primary counselling is done by individual mentors. During primary counselling mentors are carefully observing, listening and understanding psychological issues of students and providing psycho social counselling for students. If further professional help is required then students are directed to clinical psychologist for further assistance if necessary to psychiatrist.
5.1.5 Does the institution provide assistance to students for obtaining educational loans from banks and other financial institutions?

No direct assistance is provided to students for obtaining educational loans from banks and other financial institutions. However, the guidance is always given to needy parents regarding the formalities to obtain educational loans.

5.1.6 Does the institution publish its updated prospectus and handbook annually? If yes, what are the main issues / activities / information included / provided to students through these documents? Is there a provision for online access?

Institute does not print the prospectus however; Sinhgad Institute has its own website with a dedicated section to our institute. These web pages provide information about vision and mission of institution, information about courses offered, curricular and extracurricular achievements, facility provided by the institution.

5.1.7 Specify the type and number of institution scholarships / freeships given to the students during the last four years. Was financial aid given to them on time? Give details.

Institution does not provide any institutional scholarships / free ships. However, the guidance is given to students about fee reimbursement from Government of Maharashtra, Social Welfare Department, Maharashtra Government also provides scholarships to students from minority status. M.U.H.S. also has schemes for the scholarships. Institute takes efforts for the creating awareness of these schemes among the parents and students. Institute ascertains the eligible candidates, guiding them for collecting the necessary documents. Faculties help them to apply in the prescribed formats within time frame to the concerned authorities.

5.1.8 What percentage of students receives financial assistance from state government, central government and other national agencies?

Financial assistance is given by state government and there is no financial assistance from other national agencies.

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Admitted Students</th>
<th>Scholarship students</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010-11</td>
<td>20</td>
<td>4</td>
<td>20%</td>
</tr>
</tbody>
</table>
5.1.9 Does the institution have an International Student Cell to attract foreign students and cater to their needs?

International student cell is established in Sinhgad Technical Education Society, Pune to attract & guide foreign students.

5.1.10 What types of support services are available for

<table>
<thead>
<tr>
<th>Overseas students</th>
<th>Hostel, mess and other recreation facilities are provided to them. Exclusive ARA (NRI) hostel are made available to students.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physically challenged / differently-abled students</td>
<td>Lift facility is available in parent hospital and 24 hour health facility is being provided</td>
</tr>
<tr>
<td>SC/ST, OBC and economically weaker sections</td>
<td>Book bank facility is available. The Institute gives information of various fee reimbursement schemes of Govt. of Maharashtra.</td>
</tr>
<tr>
<td>Students participating in various competitions/conferences in India and abroad</td>
<td>Special leaves are granted for these students.</td>
</tr>
</tbody>
</table>
5.1.11 Does the institution provides guidance and/or conduct coaching classes for students appearing for competitive examinations (such as USMLE, PLAB, GPAT, NCLEX, CGFNS, IELTS)? If yes, what is the outcome?
No

5.1.12 Mention the policies of the institution for enhancing student participation in sports and extracurricular activities

Students representing the institution in sports and extracurricular activities are allowed for special leave and the missed classes are rearranged for them. Respective mentors also help such students to cope up with loss of studies during events. A sports kit is provided to all the participants representing the college at intercollegiate sports events. Fitness program for the specific sports and the sports injuries are managed by a team of specialized clinicians and physiotherapists. Cultural activities are organized annually by Sinhgad Institutes as an intercollegiate competition. Every year our students take part in these events. The selection of the participants is done at the interclass screening by student’s council. Guidance for their participation process, rehearsals, costumes, support volunteers is done by the students’ council and by teachers. The intercollegiate events at local and state level are organized by many colleges and MUHS. These may be elocution, essay writing, debates, and project presentations, poster competitions or awareness programs for the community. The students are encouraged and guided to take part in most of the events. For outstation competitions and events teacher in charge accompanies the students.

5.1.13 Does the institution have an institutionalized mechanism for students’ placement? What are the services provided to help students identify job opportunities, prepare themselves for interviews, and develop entrepreneurship skills?

At present there is no requirement of such cell. Students are getting employed on their own because of high demand.

At the induction program of the internship, various set ups where physiotherapists are appointed either full time or as a consultant is counselled along with their strengths and weakness. Interns select their own choices as per their interest, needs and opportunities. Interns are informed whenever there are professional vacancies in various hospitals, clinics, fitness centres or NGOs all over Maharashtra. In the second year they already undergo a workshop for communication skills. In the final year of UG course, few lectures are conducted on the managerial skills. Institute tries to invite alumni who are doing post graduate study in India or abroad or self employed for a talk and interaction.

5.1.14 How does the institution provide an enriched academic ambience for advanced learners?

Advanced learners are identified based on their academic performance throughout the year. These learners are provided with additional work like short term research projects and they are guided to participate at various competitions at state and national level.
They are encouraged to present their work in the form of posters or presentations at national conferences and events organized by MUHS; they are also encouraged to participate in debates, quiz, at conferences. Advanced learners are helped to evaluate difficult cases and detailed explanation, recent advances, and reference material is provided to such students. They are also encouraged by faculty to carry out advanced Physiotherapy treatment procedures in critical area, under supervision.

5.1.15 what percentage of students drop-out annually? Has any study been conducted to ascertain the reasons and take remedial measures?

On an average 3% of students drop-outs annually. Though there is no formal study conducted institutional student welfare committee has observed following reasons.

- Due to family maladjustments, few students had problems in psychosocial issues, leading to non coping up to the studies.
- At the induction program, a lecture is arranged for the parents and the students, to stress the need of healthy family relations.
- Few students find it difficult to adjust to the demands of professional course in the initial stage of the course.

5.1.16 Give the number of students selected during campus interviews by different employers (list the employers and the number of companies who visited the campus during the last four years).

Not applicable for health industry

5.1.17 Does the institution have a registered Alumni Association? If yes, what are its activities and contributions to the development of the institution?

- Yes.

Institute Alumni association is established in the year 2014. The Institute Alumni is registered association. Meeting of Alumni was conducted on 31 January 2014 and 25 January 2015. Agenda formation and planning of future activities of alumni were discussed. Feedback on curriculum, teaching learning was obtained from them which are used for betterment of institute’s approach and infrastructure.

5.1.18 List a few prominent alumni of the institution.

Namita Nair, Sulofana Maredia, Priyanka Shirsat - perusing masters at RGUHS, Karnataka.
Akshay khatavkar - perusing masters at D Y Patil University, Pune
Niharika Joshi - pursuing masters at Manipal University
CRITERION V: STUDENTS SUPPORT AND PROGRESSION

5.1.19 In what ways does the institution respond to alumni requirements?

Guidance is given for the interested candidates regarding higher education in India and abroad to select as per their specialty subject or research interest. Faculties offer them the necessary recommendation letters as per their merits and capabilities and fill the reference forms of the concerned Universities.

5.1.20 Does the institution have a student grievance redressal cell? Give details of the nature of grievances reported. How were they redressed?

- Yes.
Student Grievance Redressal Cell has been established in the year 2009. No issues of grievances has been reported in the college till date.

5.1.21 Does the institution promote a gender-sensitive environment by (i) conducting gender related programs (ii) establishing a cell and mechanism to deal with issues related to sexual harassment? Give details.

- Yes
The guest lecture was organized by Women Complaint Committee for all students, faculties and staff on 4/10/2014. Guest speakers were Ms. Shalini Bapat and Ms Mrunal Datar who discussed about protective laws related to women harassment. The Women Complaint Committee has been established in the 2009 which is working as per MUHS guidelines. This committee is responsible for the prevention of sexual harassment of women in any form. No issues of sexual harassment of women student has been reported in the college.

See the Annexure 5.2

5.1.22 Is there an anti-ragging committee? How many instances, if any, have been reported during the last four years and what action has been taken in these cases?

- Yes
An anti-ragging committee is existing as per law. No issues of ragging have been reported in the college till date.

5.1.23 How does the institution elicit the cooperation of all its stakeholders to ensure the overall development of its students?

- The student’s cooperation is elicited by appointing class and subject representative from each class who are encouraged to communicate all the teaching, co-curricular and extra-curricular activities to the concerned faculty member.
- Student council plays an important role in ensuring overall development of student by means of planning and executing various events throughout the year.
Feedback from the stakeholders like students and alumni are contributing to the evaluation of the curriculum, teaching learning program in the college, co and extracurricular activities and the mentoring by the teachers. Student and alumni help us in the value added teaching in terms of the content and the methodologies. Their valuable suggestions regarding the content in the syllabus and the evaluation process helps us to forward these changes in the syllabus formation at the University level, when a syllabus reformation workshop is held.

Suggestions regarding teaching methodologies are given to teachers and individual teachers are asked to introspect and make the necessary improvements, if any, is required.

For the advanced learners, teachers offer to guide for initiating and preparing research projects, conduct the studies and publishing their research work in national and international journals.

Patients’ valuable suggestions help us to serve them better so that our efforts are optimally benefitting to the maximum levels of rehabilitation. All these, ultimately, are making the entire system much more beneficial to our stakeholders to learn the best possible way to transform them into a better person and better professional and our patients to get the best treatment possible so that they can be back to their lives to be a productive person of the society.

5.1.24 How does the institution ensure the participation of women students in intra and inter-institutional sports competitions and cultural activities? Provide details of sports and cultural activities where such efforts were made.

The student population of this college comprises of 95% girl students. Sinhgad Institutes’ organizes its annual fest in the form of SINHGAD KARANDAK which is an inter collegiate competition, many sports and cultural events are organized. All the students are encouraged to participate in the following sports and cultural events:

Cultural:

1. Dance competition
2. Miss Sinhgad
3. Street play

Sports:

1) Athletics
2) Swimming
3) Throw ball
4) Foot ball
5) Cricket
6) Lawn tennis
7) Chess
8) Basketball
9) Table tennis

CRITERION V: STUDENTS SUPPORT AND PROGRESSION
Interested girl students are selected for final participation. Every year students participate and bag few titles in sports and cultural events organized by other colleges in the city. Details of participants and achievements year wise are provided in Annexure. See the Annexure 5.3

5.1.25 Does the institution enhance the student learning experience by providing for rotation from the teaching hospital to the community and district hospital during the internship period?

- Yes

The students and interns have Rotatory clinical postings for the clinical learning at the Medical College Hospital in the campus. The rotational posting in specialty area like Musculoskeletal, Neurology, Cardiovascular and Community Physiotherapy in O.P.D.s as well as Inpatient wards, I.C.U.s enrich their clinical experience. At Urban Heath Training Centre at Kondhwa and Rural Health Training Centre, Kusgaon they work at the O.P.D.s with the different population; either from a slum areas or remote villages. They also go to their communities along with the Mobile Clinics. College has the tie ups with few N.G.O.s like Old Age Home or Special Schools, where students visit to treat and to study the specialized set ups for this differently abled population.

5.1.26 Does the institution has immunization policy for its students and staff?

Yes, Institute has immunization policy. The immunization is undertaken by hospital every year for students, faculties and staff.

5.1.27 Does the institution give thrust on students growth in terms of:


- YES

**Physical development** - Regular yoga classes are conducted for physical fitness. Sports ground and the infrastructure is made available to the students for regular fitness activities. They are encouraged to participate at extra-curricular sports activities.

**Emotional control** - Lectures as well as practical workshops are organized by the clinical psychology and psychiatry teachers on effective communication skills and stress management for second year B.P.Th. students. Such practices are contributing to the emotional, intellectual and personal wellbeing of the students. Student Mentor program has been set up to provide support by faculty members and whenever they feel the necessity for the professional counselling, students are referred to the qualified personnel.
Social dimension – The College contributes to the overall personality development of students by encouraging all students to participate in extracurricular activities. The final year undergraduate, postgraduate students and interns are introduced to socialize at community level via mobile O.P.D. activities and at the partner N.G.O.s at the peripheral centres by increasing their communication, understanding and management of the people and their problems.

Spiritual growth – ‘Art of Living’ programs are also conducted for the spiritual wellbeing of the students.

5.2 Student Progression

5.2.1 What is the student strength of the institution for the current academic year? Analyze the Program-wise data and provide the trends (UG to PG, PG to further studies) for the last four years.

20 students are enrolled every year at Undergraduate course. From this academic year, i.e. 2014-2015, 6 students are enrolled for Postgraduate course. For academic year 2014-15, total strength of student is:

<table>
<thead>
<tr>
<th>YEAR</th>
<th>STRENGTH</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>20</td>
</tr>
<tr>
<td>II</td>
<td>21</td>
</tr>
<tr>
<td>III</td>
<td>19</td>
</tr>
<tr>
<td>IV</td>
<td>19</td>
</tr>
<tr>
<td>I Yr. PG</td>
<td>06</td>
</tr>
<tr>
<td>TOTAL</td>
<td>85</td>
</tr>
</tbody>
</table>

The Students are pursing higher education at national and international universities. No specific trends are observed.

5.2.2 What is the number and percentage of students who appeared/qualified in examinations for Central / State services, Defence, Civil Services, etc.?

Two students appeared public service examination.
5.2.3 Provide category-wise details regarding the number of Post graduate dissertations, Ph.D. and D.Sc. theses submitted/accepted/ rejected in the last four years.

Post Graduation courses have been started from the current academics year (2014-2015) only. Following dissertations were accepted by Institutional Ethics Committee. These are submitted to the M.U.H.S. for the approval of the studies.

<table>
<thead>
<tr>
<th>Category</th>
<th>Number</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Post Graduation in Neurosciences</td>
<td>2</td>
<td>1. Madhura Bhave</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Agnes Robin</td>
</tr>
<tr>
<td>Post Graduation in Cardio respiratory</td>
<td>2</td>
<td>1. Ruchita Bhalerao</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Supriya Bhalekar</td>
</tr>
<tr>
<td>Post Graduation in Community Physiotherapy</td>
<td>2</td>
<td>1. Ankita Chitre</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Priyanka Patil</td>
</tr>
</tbody>
</table>

5.2.4 What is the percentage of graduates under AYUSH programs employed in the following?

* AYUSH departments/Hospitals, * Multinational companies,* Health clubs, * Spas,* Yoga wellness centers,* Yoga studios,* Health clubs,* Own Yoga cubes/studios?

Not Applicable.

5.3 Student Participation and Activities

5.3.1 List the range of sports, cultural and extracurricular activities available to students. Furnish the program calendar and provide details of students' participation.

At the Sinhgad Karandak following sports and cultural activities are available for the students.

Cultural: Dance competition

1. Mr. And Miss. Sinhgad
2. Street play

Sports:

1. Athletics
2. Swimming
3. Throw ball
4. Foot ball
5. Cricket
6. Lawn tennis
7. Chess
8. Basketball
9. Table tennis
10. Volley ball

At the sports meet organized by M.U.H.S. (Krida Mahotsav) following sports events are available for the students.

1. Kabaddi
2. Kho-Kho
3. Volleyball
4. Basketball
5. Athletics

For the PHYSIO FEST of this year, all students were the part of Sports and Cultural events (Sports events are throw ball, chess, athletics and carom and Cultural events are solo dance, solo singing, monoacting, group dance, group singing, and skit) which were organized in the last week of January 2015. See the Annexure 5.4

5.3.2 Give details of the achievements of students in co-curricular, extracurricular and cultural activities at different levels: University / State / Zonal / National / International, etc. during the last four years.

NIL

5.3.3 Does the institution provide incentives for students who participate in national / regional levels in sports and cultural events?

Students representing the institution in sports and extracurricular activities are allowed for special leave and the missed classes are rearranged for them.

5.3.4 How does the institution involve and encourage its students to publish materials like catalogues, wall magazines, college magazine, and other material? List the major publications/ materials brought out by the students during the last four academic sessions.

Faculty guides students for making various wall charts or posters. The students of first year prepared posters on World Physiotherapy Day. Students are encouraged to participate at various intercollegiate quiz competitions like quiz on AIDS awareness and on World TB Day held at medical college. Teachers are encouraging students and interns to prepare manuscript of their scientific work also help them for publishing at various national and international journals. The students from UG and PG are regularly posting their academic and non academic work and views on college -
- bulletin boards, notice boards. College has published journal in the academic year 2014-15 which is providing platform for students to publish their research work. See the Annexure 5.5

5.3.5 Does the institution have a Student Council or any other similar body? Give details on its constitution, activities and funding.

Students’ Council is formed every year as per the guidelines of M.U.H.S. Students are either selected as per the merit and few are elected as per the M.U.H.S, rules and regulations. Teachers are elected among themselves. General Secretary is elected form the students among all the members of the Council. Students’ Council plans cultural and sports calendar for every academic year. Council takes initiative in conducting fresher’s party, farewell program for students, and the budget planning for such activities. Academic activities like Quiz or Poster competitions or Annual Physiotherapy Week are also planned by the Council. The funding for the activities of council is generated by students and faculties. See Annexure 5.6

5.3.6 Give details of various academic and administrative bodies that have student representatives in them. Also provide details of their activities.

Other than College Students’ Council, students representative are present in Anti Ragging committee and Library committee. These Students represent the entire student population. College Student council: this body will work in formulation and implementation of academic and extracurricular events throughout the year. Students in Library committee put forward their requirement of new books, journals, and computers etc. Students in Anti ragging committee creates awareness regarding prohibition of ragging. Their role is to inform about ragging activities, if occurring any, in campus or out of campus to the head of the ragging committee and to the Principal. Students in Women Complaint Committee reports sexual harassment of women in any form, if occurring any, in campus or out of campus to the head of the Women Complaint Committee and to the Principal. See Annexure 5.2 - Women Complaint Committee, 5.6 - Students’ Council, 5.7 - Library committee, 5.8 - Anti ragging committee

Any other information regarding Student Support and Progression which the institution would like to include.

Information regarding the professional up gradation courses organized by different colleges or universities at national level is provided to interns and alumini. Students applying to national and international universities for higher education require support and help while processing their application such as recommendation letters by Principal and faculties which are provided to them as per their academic and extracurricular capabilities during under graduation.
CRITERION VI: GOVERNANCE, LEADERSHIP AND MANAGEMENT
6.1 Institutional Vision and Leadership

6.1.1 State the vision and the mission of the institution

Vision: Smt. Kashibai Navale College of Physiotherapy will be a nationally recognised Centre of Excellence for Physiotherapy Education & will be predominant resource for the people of the state & beyond through:
- A superior educational ambience for our students & faculty
- A humanistic health service for our patients & their families
- A supportive regional institution through outstanding healthcare education & research.

Mission: To provide a premier hands-on Teaching Centre with realistic excellent training to create proficient, compassionate and empathetic Physiotherapists. Objectives:
- To conduct courses leading to Physiotherapy professional qualifications.
- To provide opportunities for continuous professional development.
- To encourage students activities aimed at benefitting their character building.
- To improve quality of life of people by providing basic and advanced physical therapy care.
- To foster research for advancement of Physiotherapy practice and community well being.

6.1.2 Does the mission statement define the institution’s characteristics in terms of addressing the needs of the society, the students it seeks to serve, the institution’s tradition and value orientations, its vision for the future, etc.?

Yes, the mission statement defines the institution’s distinctive characteristics like imparting quality education, providing ample opportunities for professional growth, and developing a good research platform for the students by providing basic as well as advanced Physiotherapy care thereby establishing itself as a centre for providing quality Physiotherapy treatment to the needy patients.

6.1.3 How is the leadership involved in Developing E-governance strategies for the institution?

Multiple strategies are developed in the Institute for smooth and streamlined conduction of different activities. Different policies are formed for covering academics, examinations, patient care, and research activities. Various committees are formed in the College involving teaching and non-teaching staff members as well as students and parents to make improvements in every aspect by interacting with its entire stakeholders. Individual department collects feedback from students every year. By analyzing these feedbacks we can easily make out the various difficulties like curriculum based or syllabus based queries, difficulty in understanding a particular topic etc. All Teachers (mentors) are allotted a group of students as mentees, so that
students can approach their respective mentor to solve whatever difficulties they are facing in the professional and personal lives. Institute communicates with parents regarding their ward’s academic development, his/her attendance and overall improvement via face to face meetings.

Our approach towards the patient is very kind and empathetic. Feedback forms from patients are collected in their language. The motive of this is to make Physiotherapy treatment smooth and convenient for patients and to make it to the highest quality in terms of complete recovery in an optimal time period. Communication between college and the students and their parents and vice versa is done by emails. Enquiries by any admission seeker can be done through our website by sending an electronic message.

Reinforcing a culture of excellence
In the last five years the institute has developed itself by adding new infrastructure used in academics and patient care. The institute encourages research activities for faculty and students by participating in various conferences, seminars and CME programmes in the institute and elsewhere also. The institute regularly conducts professional educational programmes such as Basic Research Methodology, Integrated National Conference on Pulmonary Rehabilitation, Electro-diagnostics Workshop etc. Department of Community Physiotherapy is actively involved in conducting social activities to inculcate the value of social responsibilities in students and teachers.

Identifying organizational needs and striving to fulfil them?
Every year the Institute finds out measures to fulfil the criteria of Maharashtra University of Health Sciences and in other domains related to better teaching learning methods and patient care. Different committees are formed to take the responsibilities of different aspects of the institute. There are over 11 committees in the College to look after the various academic and administrative activities. (for e.g. Students Welfare Committee, Anti Ragging Committee, Committee for monitoring Purchase and Maintenance). After identifying the needs corrective measures are taken to rectify them.

6.1.4 Were any of the top leadership positions of the institution vacant for more than a year? If so, state the reasons.

No

6.1.5 Does the institution ensure that all positions in its various statutory bodies are filled and meetings conducted regularly?

Yes, all positions in its various statutory bodies are filled and meetings are conducted regularly.
6.1.6 Does the institution promote a culture of participative management? If yes, indicate the levels of participative management.

Yes, the institution is constantly promoting a culture of participative management. Faculty members and Students at all levels as well as parents are motivated to be a part of various committees at college level. Students are representing in committees such as students council committee, anti ragging committee and library committee. Parents are also part of anti ragging committee. These committees are involved in making policies and supervise their smooth implementation. Regular meetings of these committees are held.

6.1.7 Give details of the academic and administrative leadership provided by the university to its affiliated Colleges/constituent units and the support and encouragement given to them to become autonomous.

The institute is not autonomous but is affiliated to Maharashtra University of Health Sciences (MUHS), Nashik and recognised by Government of Maharashtra, Maharashtra State OT-PT Council and strictly complies with their administrative and academic directives.

6.1.8 Have any provisions been incorporated/ introduced in the University Act and Statutes to provide for conferment of degrees by autonomous Colleges?

Not Applicable

6.1.9 How does the institution groom leadership at various levels? Give details.

- Staff: are given various responsibilities by the Principal and Heads of various Departments in both academic and administrative areas. They are also members of various academic and administrative committees. These duties help the teaching as well as non teaching staff to develop and inculcate a feeling of responsibility and also to fine tune their leadership qualities.
- Students: College has got the Students’ Council where majority members are students. The General Secretary is elected by the members. This Council is involved in various curricular and extra-curricular activities. All these activities throughout the year encourage all the students to showcase their hidden talent and develop their leadership qualities. Students are also given representation in various committees of the institute.
- Every year, the apex body of Sinhgad Technical Education Society (STES) organises the inter-College sports and cultural competition “Sinhgad Karandak”. Students of SKNCOPT participate in these activities. Apart from these, at college level Cultural, Sports and Team Building activities are organised by the students, which involves faculty and students helping them in developing the team spirit and leadership in everyone.
6.1.10 Has the institution evolved a knowledge management strategy which encompasses the following aspects such as access to Information Technology:

Yes, the institution has access to LAN as well as Wi-Fi connections in each department. This facility helps faculty and students to access the internet during College hours. In addition, the online subscription of various Physiotherapy journals is also available for further inputs.

6.1.11 How are the following values reflected in the functioning of the institution?

Contributing to National development
Most of the Indian population live in the rural areas and are deprived of certain medical facilities and hence have to travel to distant places to reach the cities to seek Physiotherapy treatment. STES has setup a Rural Health Training Centre at Kusgaon and Urban Health Training Centre at Kondhwa as an extension of Department of Community Medicine, SKNMC& GH to make the treatment facilities accessible to them at this Centre where they can be treated with all the modern equipments of Physiotherapy.

Mobile OPD Van
Mobile OPD has been in force to reach to these localities in the remote areas such as Aundhe, Bhairavnath Nagar and Premnagar. Due to this mobile clinic, it has been possible to offer Physiotherapy health services to the smaller and remote areas of community and for conducting outreach Physiotherapy programs including early diagnosis and provision of appropriate treatment.

Awareness Programmes through Street Plays
Street Play is an important concept for any promotion at community level. The institute through the students organises street plays at the hospital, RHTC and UHTC to create awareness and importance of basic healthcare, medical care and highlighting the idea of a regular Physiotherapy and rehabilitation programme and its importance in the community.

N.G.O.s
The institute has got a tie up with an NGO named HAND IN HAND which works for the upliftment of villages in India. Community Physiotherapy Department helps them for health awareness in these communities.

Fostering global competencies among students
The institute imparts Physiotherapy education at par with global standards which develops self-confidence and competence in the students to enable them to compete on the global stage. Some of the students of the institute have migrated abroad for higher education.
Inculcating a sound value system among students
The faculty is involved in mentoring the students on a regular basis to inculcate in them a habit of adhering to a strict code of conduct professionally, socially, and morally and to imbibe all those values which would help them to build a strong strength of character and moral fibre.

Promoting use of technology
Use of technology plays a crucial role in the overall development of the Institute. The institute promotes the advanced use of technology in every aspect like teaching, administrative and treatment to the patients.

Teaching:
Every lecture hall is equipped with facilities like LCD projector and computers which is definitely helpful for the better audio-visual perception of the students during the lecture. All the lectures are prepared with Power point presentations by the teachers with good use of graphics, videos of the evaluations, treatment skills and case examples.

Administrative:
Basic software programmes such as Tally, Microsoft etc are used for the students’ data, attendance, academic records, correspondence records, etc.

Treatment:
All the latest equipments are used for the Physiotherapy treatment. Central sever is established to view radiological investigations of all patients through different portals in all OPDs

Quest for excellence
The institute is putting in all efforts to become a centre of excellence by delivering quality education to its students and quality treatment to its patients. The institute is also helping and encouraging its faculties for developing a good research environment.

6.1.12 Has the institution been indicted / given any adverse reports by National Regulatory bodies? If so, provide details.

No

6.1.13 What are the projected budgetary provisions towards teaching, healthcare services, research, faculty development etc.?

Table 6.1. Budget information (in Lacs) for the previous five years, and current and ensuing fiscal year

Even though there is no budget provision separately for the institute, as and when required the expenses for the purchases or maintenance, the President sanctions the additional budget required for any of the items mentioned in 6.1.13
### CRITERION – VI GOVERNANCE, LEADERSHIP AND MANAGEMENT

<table>
<thead>
<tr>
<th>Head Year</th>
<th>Year</th>
<th>Year</th>
<th>Year</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Income</td>
<td>26.76</td>
<td>41.66</td>
<td>48.86</td>
<td>57.50</td>
</tr>
<tr>
<td>Expenses</td>
<td>77.03</td>
<td>89.95</td>
<td>94.48</td>
<td>116.87</td>
</tr>
</tbody>
</table>

### 6.2 Strategy Development and Deployment

#### 6.2.1 Does the institution have a perspective plan for development? If yes, what aspects of the following are considered in the development of policies and strategies?

Yes. The institution has a perspective plan to development. The institute aims at developing its infrastructure and other resources thereby enabling it to admit more undergraduate and post-graduate students. The Institute is also striving to become a centre of excellence in teaching and imparting quality education and patient care as well as research.

**Vision and mission:** The institute strictly follows all the Statements displayed in its Vision and Mission.

**Teaching and learning:** The institute is engaged in following high standards of teaching and learning which is reflected in the excellent performance of its students in university examinations. Students identify difficult topics, practical’s, case presentations and accordingly extra / revision classes for the same are conducted.

**Research and development:** In the institute, final year, interns and postgraduate students are pursuing research as a part of their training programme. Few faculty members are also engaged in carrying out research projects.

**Community engagement/outreach activities:** The institute is constantly engaged in active participation to promote Physiotherapy to the society. Department of Community Physiotherapy arranges many events for ‘health education in Physiotherapy care as well as treatment’ which are carried out successfully.

**Human resource development and planning:** The institute’s focus is on providing best of services and quality care to the patients and inculcating a high level of confidence in the students. To achieve the same all the students and interns are subdivided into smaller groups ensuring that each one gets optimum exposure in all branches of Medicine and Applied Physiotherapy thus making sure that the students are well equipped to deliver patient care after they pass out.
Industry Interaction:

Physiotherapy is an important branch having a great role in most of the health Sciences branches like Medicine, Orthopedics, Surgery, Gynaecology, and Superspeciality branches like Chest Medicine, Neurology and Neuro-Surgery, Pediatrics, Plastic Surgery and Physical Rehabilitation. Our Clinical Departments work hand in hand with all these branches at in-door as well as on OPD basis. The department of Community Physiotherapy has established tie-ups with various industries and communities which help our students to get acquainted with treatment measures used in various different communities. Industrial Physiotherapy is also an important branch which deals with the physical efficiency of the workers by studying and consulting for the corrective measures at their work place.

6.2.2 Describe the institution’s internal organizational structure (preferably through an organogram) and decision making processes and their effectiveness.
Is there a system for auditing health care quality and patient safety? If yes, describe.

Yes. Patients can directly put forth their compliments, opinions, complaints and grievances to the respective clinical in charge or can directly put in the suggestion box for their redressal, if any. It is ensured that no compromise is made with regards to any aspect of services provided. Complaints received by the patient related to any equipment, treatment is immediately addressed and rectified. Top priority is given to patient care by following aseptic protocols and cleanliness. Utmost care is taken for the best quality of services for the treatment. All the equipments are routinely checked to ensure that they are in good working condition.

How often are these review meetings held with the administrative staff?
Heads of Departments regularly schedule meetings with their staff to identify any lacunae which are addressed on priority basis.

6.2.3 Does the institution conduct regular meetings of its various Authorities and Statutory bodies? Provide details.
Yes. Regular meetings are conducted. Various Departments, Committees, Heads meet the Principal periodically. All support staff is also included in the intra departmental meetings so that remedial decisions can be taken accordingly.

6.2.4 Does the institution have a formal policy to ensure quality? How is it designed, drive, deployed and reviewed?
Regular feedback is taken from students and patients and necessary actions are taken accordingly. However Quality care is ensured by adopting standard operative procedures for patient registration, maintenance of patient records, following of strict infection control protocol. Supervision is done by the senior faculty at all levels to ensure that all laid down norms are adhered to and quality is not compromised.

6.2.5 Does the institution encourage its academic departments to function independently and autonomously and how does it ensure accountability?
Yes. Each Department is autonomous and functions independently. Heads of Departments hold meeting within and between departments to identify any problems related to teaching-learning and patient care. These problems are then solved to ensure that students are passing with good marks. In case a particular teacher is not performing well, the same is reflected in annual appraisals.

6.2.6 during the last four years, have there been any instances of court cases filed by and/or against the institution? What were the critical issues and verdicts of the courts on these issues?
No.
6.2.7 How does the institution ensure that grievances / complaints are promptly attended to and resolved effectively? Is there a mechanism to analyze the nature of grievances for promoting better stakeholder relationship?

All the grievances/complaints raised are immediately attended to and resolved in an effective manner to promote a better institute-stakeholder relationship.

**Patient’s grievances:**
The Principal, Heads Of Departments, and the faculty are approachable for redressal of any grievance

**Students’ grievances:**
General Grievance Redressal Committee and Students Welfare committee is formed to ensure that all grievances of students are addressed and immediate and effective solutions are found. Mentorship Programs have been successfully running in the Institute.

**Parents Grievances:**
Parents approach the teachers for any grievances related to their ward which are taken into account and remedies are suggested and followed.

**Staff Grievances:**
All the teaching and non-teaching staff can approach the respective Head/Principal to put forth their grievance.

6.2.8 Does the institution have a mechanism for analyzing student feedback on institutional performance? If yes, what was the institutional response?

Yes.
The Principal collects feedback forms from students and interns. These are analyzed and steps are taken to improve the institutional performance. All the suggestions and feedback is taken in the right spirit and necessary changes are adopted by the concerned teacher.

6.2.9 Does the institution conduct performance audit of the various departments?

Yes
Heads of departments communicate with the Principal regarding performance in respect to their departments. The Principal then conducts meetings to facilitate improvements in academic as well as healthcare services. This helps in teaching-learning and improved methods of patient care. Performances both at the Department level as well as individual level are reported upon and monitored regularly.

6.2.10 What mechanisms have been evolved by the institution to identify the developmental needs of its affiliated / constituent institutions?

Not applicable
6.2.11 Does the institution and hospital have their own updated websites? If so, is the information regarding faculty and their areas of specialization, days of availability, timings, and consultation charges available on the website?

Yes. The College has its own updated website which provides all the Information about the college, faculty, infrastructure, hospital, patient care.

6.2.12 What are the feedback mechanisms and documentations to evaluate the outcomes of these exercises?

Feedbacks from students/alumni and patients have helped to evaluate and improve the overall functioning and standards of the institution.

6.3 Faculty Empowerment Strategies

6.3.1 What efforts have been made to enhance the professional development of teaching and non-teaching staff? What is the impact of continuing Professional Development Programs in enhancing the competencies of the university faculty?

The College encourages all the faculty members to attend specialty conferences/continuing Physiotherapy education programmes. The institute takes initiative in organising such staff enrichment programmes. As part of requirement for MUHS, all the faculties have attended Basic and Advanced Workshop in Health Sciences Education Technology and also a workshop on Research Methodology.

Overall, such continual training enhances knowledge, facilitates members to keep up with new trends and concepts, which in turn contributes to the larger goals in tune with the Mission and Vision of the College-teaching-learning activities, patient care, and community-oriented research.

6.3.2 What is the outcome of the review of various appraisal methods used by the institution? List the important decisions.

A major appraisal undertaken by the College, annually, pertains to the staff. The appraisal is undertaken on a standard format developed by the College’s Management. If the appraisal of a faculty is deemed as satisfactory, the relevant promotion/increment is accorded. However, in cases where this is not so, a reappraisal may be undertaken after a duration of three to six months, during which period the concerned faculty/staff member is given the opportunity to rectify outstanding issues and make improvements. Appraisals ranked poor and/or outstanding are reviewed again to eliminate bias. This potentially brings in more accountability and a sense of responsibility to ones work and profession.
6.3.3 What are the welfare schemes available for teaching and non-teaching staff? What percentage of staff have benefitted from these schemes in the last four years? Give details.

Several welfare schemes are available to teaching and non-teaching staff of the College:

- **Employees’ group insurance scheme** operated by LIC of India, it is applicable to all College employees appointed on scale. Employees LIC EDLI Scheme in Lieu of Provident Fund Commissioners EDLI scheme: is applicable to all employees contributing towards provident fund.
- Personal accident policy with hospitalization expenses cover: started with New India Assurance Co. Ltd. All employees contributing towards EMBF are covered under this policy.
- Student’s safety insurance policy
- Free medical treatment during and after the College hours is available in Smt. Kashibai Navale Medical College and Hospital, Pune which is under the Sinhgad Technical Education Society. The treatment is available on a wide range of in-patients diagnosis and treatments such as CT & MRI scanning, surgical care, dental, Physiotherapy, intensive care, etc
- Staff is provided College bus transport with reasonable charges.
- The College provides staff quarters within and near the campus.
- The staff is being paid salaries as per the 6th pay commission recommendations with regular DA increments as per state government decisions.
- The staff is allowed 15 casual leaves per year apart from earned leaves and medical leaves as admissible under the STES rules. Apart from the four mentioned welfare schemes, staff and students have the option of availing several recreational/sport facilities exclusive to STES, such as volley ball, football, basket ball and gymnasium.
- In the past four years 100 percent of the staff has benefitted from EMBF.

6.3.4 What are the measures taken by the institution for attracting and retaining eminent faculty?

The work culture per se in the College, with an emphasis on efficiency and ethics, and its innovations and support to new ventures, has been a major factor in attracting highly trained and eminent faculty members. Moreover, its support and encouragement in conference/professional education attendance/participation, and diverse welfare measures extended, help to promote and retain faculty members. The College not only attracts and retains eminent faculty, it also nurtures them by the creation of new departments and specializations. A friendly and healthy atmosphere for research is made available which helps to motivate the staff members in taking up research projects which in turn enhances their higher qualification and serves as an incentive for further professional growth.
6.3.5 Has the institution conducted a gender audit during the last four years?  
If yes, mention a few salient findings.  
Yes the institute has conducted a gender audit for students, faculty and support staff.  
(See Annexure 6.1) The findings suggest that the number of female students is much more than the male students.

6.3.6 Does the institution conduct any gender sensitization programs for its faculty?  
Yes, Speakers from Nari Shakti which is an NGO for the protection of women, had delivered a lecture for awareness about prevention of sexual harassment at the work place. Legal protection measures and the rights of the women at the work place were made known to all the staff and students.

6.3.7 How does the institution train its support staff in better communication skills with patients?  
The Principal and Heads of Department periodically give support staff orientation and guidance on the skill sets and approach required to communicate with patients.

6.3.8 Whether the research interests of teaching faculty are displayed in the respective departments?  
No

6.3.9 Do senior faculty members mentor junior faculty and students?  
Yes. It is a regular practice that senior faculty members guide and mentor junior faculty members related to teaching, research, publications, patient care and administration. Faculty members also regularly mentor the UG and PG students.

6.3.10 Does the institution offer incentives for faculty empowerment?  
Welfare schemes offered to faculty and staff as mentioned in 6.3.3. Incentives in the form of special leaves and sabbatical leave are available as per requirement which will encourage faculty empowerment.

6.4 Financial Management and Resource Mobilization

6.4.1 What is the institutional mechanism available to monitor the effective and efficient use of financial resources?  
The College follows a proper economical system, with adequate resources for recurring expenses (e.g. salary, faculty enrichment, maintenance etc), learning resources (e.g. books, and periodicals- both print and online versions) and developmental purposes (e.g. addition of new equipment and materials). All the purchases and maintenances required periodically are approved by the Principal and these proposals are sent to the College management for further consideration and approval.
The Board of Management is the final decision making authority for expenditure approval. This decision is made in consultation with the Principal to ensure that the requirements stated in the expenditure are given proper justification.

Table 6.2: Budget information (in Lakhs) for the previous five years, and current and ensuing fiscal years

<table>
<thead>
<tr>
<th>Head</th>
<th>Year 2010-11</th>
<th>Year 2011-12</th>
<th>Year 2012-13</th>
<th>Year 2013-14</th>
<th>Year 2014-15</th>
</tr>
</thead>
<tbody>
<tr>
<td>Income</td>
<td>26.76</td>
<td>41.66</td>
<td>48.86</td>
<td>57.50</td>
<td>74.48(unaudited)</td>
</tr>
<tr>
<td>Expenses</td>
<td>77.03</td>
<td>89.95</td>
<td>94.48</td>
<td>116.87</td>
<td>140.41(unaudited)</td>
</tr>
</tbody>
</table>

Even though there is no budget provision separately for the institute, as and when required the expenses for the purchases or maintenance, the President sanctions the additional budget.

6.4.2 Does the institution have a mechanism for internal and external audit? Give details.

Yes. The College ensures an internal and external audit of its accounts. The auditing is undertaken as required by the following provisions of the Societies Registration Act of 1960 (in effect today as the Maharashtra Act), to which the Colleges Management is registered to:

Section 24 of the Act provides for inspection of documents as provided under this section, any person may inspect all the documents belonging to the Society registered under the Act, ensuring transparency and giving little scope for ambiguity in the Societies functioning.

Section 12 on matters concerning finances and accounts, as specified under this section, the Society maintains proper books of accounts in its office with respect to all sums of money received and expended by the Society.

Section 13 provides for submission of the balance sheet and annual list of the governing body before the Registrar of Societies. Income and expenditure account must be audited by a person, who, under section 226of the Companies Act 1956, can act as an Auditor of Companies registered in the state of Maharashtra.

Section 25 of the Act states that the Registrar of Societies may in his/her own motion, or otherwise, hold an enquiry into the working and financial condition of the registered Society. The College Management deputes auditors from Pune for the purpose of auditing the colleges finance related records. A group of external auditors, comprising a team of chartered accountants perform the statutory auditing of the Colleges financial records and books as per guidelines of the Income tax Department.
6.4.3 Are the institution’s accounts audited regularly? Have there been any audit objections, if so, how were they addressed?
Yes the College’s accounts are audited regularly. While the internal auditing is undertaken annually, the external auditing is done quarterly. During the internal financial audit, auditors may raise minor objections related to some of the finance and stock related records, giving an opportunity to the College to address and rectify the same. These measures ensure no further discrepancies in the records that can be objected to by the external auditors.

6.4.4 Provide the audited statement of accounts with details of expenses for academic, research and administrative activities of the last five years.
Table 6.4: Revenue and Income generated (in Lakhs) for five recent financial years.

<table>
<thead>
<tr>
<th>FISCAL YEAR</th>
<th>INCOME</th>
<th>EXPENSES</th>
<th>DEPRECIATION</th>
<th>DEFICIT</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010-2011</td>
<td>Rs.26.76</td>
<td>Rs.73.00</td>
<td>Rs.4.07</td>
<td>Rs.-50.27</td>
</tr>
<tr>
<td>2011-2012</td>
<td>Rs.41.66</td>
<td>Rs.86.87</td>
<td>Rs.3.11</td>
<td>Rs.-48.29</td>
</tr>
<tr>
<td>2012-2013</td>
<td>Rs.50.04</td>
<td>Rs.91.73</td>
<td>Rs.2.80</td>
<td>Rs.-44.49</td>
</tr>
<tr>
<td>2013-2014</td>
<td>Rs.58.89</td>
<td>Rs.112.33</td>
<td>Rs.4.63</td>
<td>Rs.-58.04</td>
</tr>
<tr>
<td>2014-2015</td>
<td>*Rs.74.48</td>
<td>*Rs.140.40</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Unaudited.

6.4.5 Narrate the efforts taken by the institution for resource mobilization.
The college is self-financed. The major source of revenue for the college is through tuition fees. Deficit is made good by the society through its own resources for example Hostel fees from the students, the house rent of staff quarters, fees from the amenities provided, rent and licence fees received from the mess contractors, canteen and juice centre in the Campus.

6.4.6 Is there any provision for the institution to create a corpus fund? If yes, give details.
The Institute does not have clear cut policy to create a corpus fund. The STES is working in the field of education for more than 20 years. It has established a brand name in the field of education. The corporate sector generously donate corpus fund to the society, few to mention Siemens India, Kirloskar Brother, Patel Engineering, Suzlon, R. M. Dhariwal. Individuals also donate towards the corpus.

6.4.7 What are the free / subsidized services provided to the patients in the hospital?
Keeping in mind the philanthropic outlook of the Founder President of the STES, Prof M. N. Navale, the institute provides quality health care to all sections of society, absolutely free of cost.
Table 6.5: The total number of patients attended to during the last five years

<table>
<thead>
<tr>
<th>YEAR</th>
<th>IPD</th>
<th>OPD</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>22234</td>
<td>15169</td>
</tr>
<tr>
<td>2012</td>
<td>24128</td>
<td>22187</td>
</tr>
<tr>
<td>2013</td>
<td>32280</td>
<td>22718</td>
</tr>
<tr>
<td>2014</td>
<td>49718</td>
<td>32840</td>
</tr>
<tr>
<td>TOTAL</td>
<td>1,28,360</td>
<td>92,914</td>
</tr>
</tbody>
</table>

6.4.8 Does the institutions receive fund from philanthropic organizations/individuals towards patient care? If yes, give details.

As described in para 6.4.5, the major source of income for the College is through tuition fees. Any deficits are compensated by the Colleges Management the Sinhgad Technical Education Society - a philanthropic organization, which is headed by Prof. M. N. Navale President - who has superintendence, control and direction over the affairs of the society and its constituent institutes and for taking executive decisions, pertaining to the various educational institutions functioning under the umbrella of STES. The STES gives free health care treatment to all patients.

6.4.9 Do patients from other states/abroad come for treatment, reflecting the unique quality health care provided by the institution?

Yes, other than the far off places of the state, patients come from Karnataka and other neighbouring states due to our institute’s quality health care facilities which are free of cost.

6.5 Internal Quality Assurance System

6.5.1 Does the institution conduct regular academic and administrative audits? If yes, give details.

Yes.

Administrative Audit:

The auditing includes inspecting the financial transactions of the College, the service book of teachers and supporting staff and details of the central store for stock-related records.

Academic Audit: Yes, some aspects of academic activities are periodically reviewed by various committees in order to enhance and improve the quality of academic process in the institution. The academic audit evaluates the passing percentage in the institution.
Strengthening student support services:

Various committees like Anti-Ragging committee, Student Grievance Cell, help in strengthening student support services in the College. Faculty provides counselling on one to one basis and extra classes for poorly performing students.

The institution encourages the teaching staff to attend the basic and advanced training in medical education technology which helps in providing learner centric environment conducive for quality education to the students by introducing innovative teaching-learning methods. Advanced training at national and international level is encouraged. Self appraisal method to evaluate the performance of the faculty in teaching, research and extension programmes is followed. Restructuring of curriculum is recommended to the Board of Studies (MUHS) whenever required.

The institution monitors research activity of the staff and students through the IRB. It encourages students and staff to do research and to attend various workshops

College encourages the faculty members and students to publish more in reputed and indexed journals in order to enhance the quality and quantity of research being conducted.

<table>
<thead>
<tr>
<th>Academic year</th>
<th>Summer/Winter</th>
<th>Students appeared</th>
<th>Pass students</th>
<th>Pass %</th>
<th>Summer/Winter Total</th>
<th>Total Students appeared</th>
<th>Pass %</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009</td>
<td>Summer</td>
<td>15</td>
<td>11</td>
<td>73.73</td>
<td>19</td>
<td>11</td>
<td>57.89</td>
</tr>
<tr>
<td></td>
<td>Winter</td>
<td>4</td>
<td>0</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2010</td>
<td>Summer</td>
<td>34</td>
<td>25</td>
<td>73.53</td>
<td>45</td>
<td>31</td>
<td>68.89</td>
</tr>
<tr>
<td></td>
<td>Winter</td>
<td>11</td>
<td>6</td>
<td>54.55</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2011</td>
<td>Summer</td>
<td>53</td>
<td>38</td>
<td>71.70</td>
<td>67</td>
<td>45</td>
<td>67.16</td>
</tr>
<tr>
<td></td>
<td>Winter</td>
<td>14</td>
<td>7</td>
<td>50.00</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2012</td>
<td>Summer</td>
<td>66</td>
<td>49</td>
<td>74.24</td>
<td>84</td>
<td>58</td>
<td>69.05</td>
</tr>
<tr>
<td></td>
<td>Winter</td>
<td>18</td>
<td>9</td>
<td>50.00</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2013</td>
<td>Summer</td>
<td>72</td>
<td>57</td>
<td>79.17</td>
<td>94</td>
<td>71</td>
<td>75.53</td>
</tr>
<tr>
<td></td>
<td>Winter</td>
<td>22</td>
<td>14</td>
<td>63.64</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2014</td>
<td>Summer</td>
<td>76</td>
<td>64</td>
<td>84.21</td>
<td>95</td>
<td>76</td>
<td>80.00</td>
</tr>
<tr>
<td></td>
<td>Winter</td>
<td>19</td>
<td>12</td>
<td>63.16</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Strengthening student support services:**

Various committees like Anti-Ragging committee, Student Grievance Cell, help in strengthening student support services in the College. Faculty provides counselling on one to one basis and extra classes for poorly performing students.

The institution encourages the teaching staff to attend the basic and advanced training in medical education technology which helps in providing learner centric environment conducive for quality education to the students by introducing innovative teaching-learning methods. Advanced training at national and international level is encouraged. Self appraisal method to evaluate the performance of the faculty in teaching, research and extension programmes is followed. Restructuring of curriculum is recommended to the Board of Studies (MUHS) whenever required.

The institution monitors research activity of the staff and students through the IRB. It encourages students and staff to do research and to attend various workshops.

College encourages the faculty members and students to publish more in reputed and indexed journals in order to enhance the quality and quantity of research being conducted.

**6.5.3 Is there a central unit within the institution to review the teaching learning process in an ongoing manner? Give details of its structure, methodologies of operations and outcome?**

No.
6.5.4 *How has IQAC contributed to institutionalizing quality assurance strategies and processes?*

The IQAC has contributed to the growth of the institution by
1. Organising new workshops,
2. Collecting feedback from the parents of first year students attending parent teacher meetings
3. Maintaining entry registers of lectures taken by all teachers for all the years
4. Monitoring monthly teaching schedule of all teachers.

6.5.5 *How many decisions of the IQAC have been placed before the statutory authorities of the institution for implementation?*

So far four decisions have been placed for implementation.

6.5.6 *Are external members represented in the IQAC? If so, mention the significant contribution made by such members.*

Yes, there is one member from outside the institute. He is the academic director of Sinhgad Technical Education Society and has significantly contributed in helping the sanction from the management for most of the issues.

6.5.7 *Has the IQAC conducted any study on the incremental academic growth of students from disadvantaged sections of society?*

No

6.5.8 *Are there effective mechanisms to conduct regular clinical audit of the teaching hospital? Give details.*

An effective mechanism for conducting clinical audit is underway including establishing of helpdesk, patient feedback, display of complaint and suggestion boxes in prominent places.

6.5.9 *Has the institution or hospital been accredited by any other national/international body?*

No.

6.5.10 *Does the hospital have institutional and individual insurance schemes to cover indemnity claims?*

Yes. Group insurance scheme is provided for all staff. Also, most of the staff members have their personal indemnity insurance schemes.
CRITERION VII: INNOVATION AND BEST PRACTICES
7.1 Environment Consciousness

7.1.1 Does the institution conduct a Green Audit of its campus?

The institution has not appointed any company to do the Green Audit, nevertheless small steps towards maintaining the flora and fauna of the campus is done, as environment consciousness is enshrined in the goal of the college and tree plantation is the concern of the management to maintain the pristine purity and the beauty of the campus to provide a congenial atmosphere for the academic and extracurricular pursuits.

7.1.2 What are the initiatives taken by the institution to make the campus eco-friendly?

Energy conservation

- The architecture of the college & hospital building is designed in a way that ensures maximum utilization of natural resources and is not dependent solely on fans and lights. Students, non-teaching staff and faculty are sensitized about the conservation of energy and this is evident from the fact that these practices are implemented by every individual of the institution ensuring proper utilization of natural resources and switching off the lights and fans before leaving the room. Also, turning off the powered equipments when not in uses, sharing the equipment’s to reduce the load of energy in the office, turning off all the electronic devices at the end of the day or when leaving the room. Classrooms are designed in a manner to allow enough cross ventilation so that the use of electricity can be minimized.
- The student, staff and faculty members are educated about appropriate utilization of water by slowing the flow & turning off the tap after using the water and ensuring that the taps are not leaking. Flush used in the college toilets are manual that allows the flow of water to be controlled hence saving water.
- The institution has taken initiative of creating awareness for using reusable components and making the environment plastic free. This shows the institutions commitment towards energy conservation.

Solar panels

The hostels are installed with solar panel while use of electrical geyser is restricted only to monsoons.

Efforts for carbon neutrality

- In an effort to minimize the effect of carbon in the atmosphere, trees have been planted all across the campus which not only reduces the carbon dioxide, but also helps promote the ecosystem and provides cooling during the summers.
- The College provides the conveyance of buses to faculty members to reduce the use of individual vehicles. Carpooling or share auto system is used by faculty members, staff and students for transport and conveyance. The institution provides quarters to the faculty & staff members which restrict usage of motorized vehicles.
- To reduce the usage of paper, printing is done on both sides. Record maintenance and communications are done through emails and when absolutely necessary, printouts are taken.
Bio-hazardous waste management

- Segregation of the biomedical waste is done at the hospital level on a daily basis. All the waste collected is stored in the central storage room. The hospital has got an authorization letter from the Pune Municipal Corporation and Maharashtra Pollution Control Board for disposal of the biomedical waste through the certified agency.

E-waste management

- E-waste is stored in an exclusively allotted room. Non-working computers, monitors, printers & medical equipments are discarded on a systematic basis. If some parts are useful, which may be utilized for other systems they are kept aside for future use.

- Once the printer cartridges are over they are not replaced by new ones but are refilled, thereby helping in reducing the E-waste.

Recycling plant

- The water recycling plant construction is in progress.
- There is an Effluent Treatment Plant (ETP) in which treatment of the laundry water is done before its exit from the campus to the drainage.

7.1.3 How does the institution ensure that robust infection control and radiation safety measures are effectively implemented on campus?

- Yes the institution ensures robust infection control by following the universal safety precautions in form of regular use of masks, gowns, gloves, shoe covers and hand washing. Related posters of hands washing are displayed on the wall of the OPD, IPD & ICUs wash basins. Hand sanitizer is always used in the Physiotherapy OPD. In the direction of controlling infections in the ICUs and Operation Theatres fumigations are done on a regular basis. Mosquito repellent sprays are being used in the campus from time to time to make sure that the campus is free from mosquitoes and flies.

- The Department of Radiology of SKNMC & GH follows the rules and norms of radiation safety and is conferred the registration by the Atomic Energy Regulatory Board (AERB). Radiation measuring and monitoring instruments like Personnel Monitoring Badges (TLD; assessed by AERB certified Laboratory) and radiation protection accessories like lead aprons, mobile protective barrier/ goggles, neck cap (thyroid shield), gloves etc. are duly available and are effectively utilized by the staff in the working area. Regular radiation monitoring by the use of pocket Radiation Dosimeter is also done at the institute.

7.1.4 Has the institution been audited / accredited by any other agency such as NABL, NABH, etc.?

Not Applicable
7.2 Innovations

7.2.1 Give details of innovations introduced during the last four years which have created a positive impact on the functioning of the institution.

Team work is a critical factor within every workplace. A strong team of faculty is the key element for institute’s smooth and successful working. Building team, like building house, requires starting from the ground up. In our college to cultivate team spirit we organize staff team building events which include games based on trust building, communication skills, soft skills, enhancing leadership qualities etc. These events help in achieving the mission statement of the institution by improving the interpersonal relationships, and rejuvenates faculty by breaking the monotony at work. The group activities on team building are also organized along with students & non teaching staff.

Innovations in Academics and Curriculum:
- Remedial teaching and intensive coaching is offered to students who need extra and special attention.
- Feedback system is available in the form of Academic peer feedback, Student feedback, Parent feedback and Alumni feedback. These feedbacks are collected on a regular basis to assess the quality of education, provision of resources etc. Students’ feedbacks are analyzed and improvement plans are initiated to enhance quality of education. The feedback is discussed and reviewed between teachers and the Principal in a confidential manner. Weak points are analyzed and corrective measures are suggested which is implemented immediately. Feedback is also received through the suggestion boxes placed in college premises.

Innovations in teaching, learning and evaluation process:
- Wi-Fi facility in classrooms, college premises & campus.
- Basic life support hands on workshop for students & faculty are conducted frequently.
- Relay of Webinars for students and faculty
- Year wise rotatory practical exam duties are assigned to all faculties, which in turn reduces the chance of bias in assessing the performance of students and exposes the students to various set of questions.
- Internal academic audit is done at the end of each term to review the teaching content, methodologies & evaluation process.

Innovations in Research, Consultancy and Extension:
- Physiotherapy innovation presentation done by Interns, PG students and faculty at “Scientifica 2015”&“Avishkar”
- Two multidisciplinary researches are going on at present Free of cost Physiotherapy treatment is provided to all OPD and IPD patients of the hospital as well as UHTC, Kondhwa and RHTC, Kusgaon. This is how we reach to underserved patients with the
best quality treatment. Various health awareness programs have been conducted in collaboration with medical college, Primary health centers and NGOs. By serving at the UHTC and RHTC as well as with NGOs in the community, students are sensitized towards need of serving the people for whom, otherwise will be most difficult to avail the health care services. This work experience and management outcomes help them to emerge as responsible social adults along with skilled professionals.

**Innovation in Student Support and Progression**
- The institute has constituted the Institutional general grievance redressal committee to address the grievances of the student. There are no grievance reported till date.
- Counseling & guidance for availing of scholarship from State government/University.

**Innovations in Governance, Leadership and Management**
- Formation of “Students’ Council” for the involvement of students in curricular, co-curricular and extra-curricular activities.
- Intra College cultural, sports & Physiotherapy Innovation events are organized for all the students and faculty of the college and is named as “PHYSIOFEST” which gives platform to explore their hidden talents.
- Students are encouraged to take part in inter collegiate annual events in sports, cultural activities as well as academic oriented competitions organized by STES in the form of Sinhgad Karandak and other colleges in the state.

**Innovation in patient care**
- The Musculoskeletal Physiotherapy O.P.D has allocated days for specialty clinics for spine, shoulder and knee disorders in which detailed assessment, management as per recent advances is provided to all patients.
- Department of Pediatric-NeuroPhysiotherapy is actively involved in screening and treatment of high risk infants and application of ponseti serial casting in CTEV deformities on weekly basis.
- Department of Cardio Respiratory Physiotherapy has special OPDs for Bronchiectasis, COPD & bronchial asthma. The intervention is holistic in nature & includes Pranayama.

**7.3 Best Practices**

**7.3.1 Give details of any two best practices that have contributed to better academic and administrative functioning of the institution.**
- The feedback is collected on a regular basis for quality of treatment, provision of resources etc. from the patients which are analyzed and improvement plans are chalked out to enhance quality of treatment. The College has realized that knowledge accumulation and assimilation are two sides of the coin of higher education. The College encourages the faculty as well as the students to imbibe research culture by presenting research papers in national and international seminars / conferences.
- The drinking water in the campus is being filtered and regular bacteriological test is conducted by the sanitary inspector of housekeeping in collaboration with the Department of Community Medicine.
Best Practices I

1. Title of the Practice:

Providing state of art Physiotherapy services which extend to the grass root level (Community) absolutely free of cost.

2. Objectives of the Practice:

- Provide high quality multi-disciplinary treatment to the patients in the hospital and in peripheral centers (Urban and Rural) free of cost.
- Make Physiotherapy services accessible to the remote areas of the community through Mobile OPD.
- Set a benchmark in the Community Physiotherapy services, without compromising on the quality of services.
- Create Global competitive physiotherapists who will be well equipped with knowledge & skills (theory & practical) to deliver high quality Physiotherapy treatment

3. The context:

- Due to dearth of health care resource in terms of Human Resources, finance, and lack of awareness in our country about Physiotherapy, the treatment remains inaccessible to most sections of the community. People with low socio economic status are usually devoid of latest Physiotherapy services due to the accessibility problem and their inability to afford the cost of treatment. Hence it is the responsibility of every Physiotherapy institution to make the services accessible and affordable to the remote areas of the community as well as in the hospital set up. In this scenario, Smt. Kashibai Navale College of Physiotherapy has taken this step in providing Physiotherapy services absolutely free of cost just not limiting to the patients in hospital but extending these services in the peripheral centers as well in the some remote area of Kusgaon.

4. The practice:

- Quality Care of the patient is the primary motto of the institution. To promote this, complete and comprehensive treatment is provided to the patient under one roof using a multidisciplinary approach where the physiotherapist works as one of the important team members along with doctors from other speciality.
- The hospital does not charge any money for the services provided to the patients and this is evident from the fact that that there is no cash counter within the institution.
- Despite the provision of free treatment, no compromise is made in the quality of the treatment. Smt. Kashibai Navale College of Physiotherapy is committed towards providing Physiotherapy services using a holistic approach and thus catering to the Physiotherapy needs of individual as well as the society at large by also providing free treatment in peripheral centers.
To provide the highest quality of Physiotherapy treatment, the hospital and the peripheral centers are completely equipped with modern machineries. For those patients who do not have accessibility to the hospital or peripheral centers, mobile OPD facility is provided at their doorstep. This strategy not only helped in increasing the number of patients, but also provided advanced training to the students, stimulating their thirst for knowledge and exposing them to variety of cases and various environments which also helped them to learn soft skills necessary in professional practice without compromising on quality of care. Hence, this practice has also helped us in adding quality to the training and education in the institution.

5. Evidence of success:

- The number of patients availing Physiotherapy services has increased over the times (from 37,441 in the year 2011 to 82,558 in 2014). The success of this practice is also evident in the immense good will and positive feedback received from the patients visiting the hospital.

6. Problems encountered and resources required:

- It was challenging to maintain the quality of services in presence of limited resources but the commitment of the faculty members & management has made it possible.

**Best Practice II**

**Title of the Practice**

Student Support and Progression

**Objective**

- To facilitate students in their academic and extracurricular problems
- To provide succor to students who are having health issues
- To regard students personal problems
- To provide welfare measures to the students
- To monitor the progression of students in academics
- To support students in their quest for academic excellence
- To support students for their personality development
- To promote students for higher studies and employment
- To foster holistic development of students

**Context:**

Mentors are critical support in guiding students and this can be imparted through the developing relationship between the guru and the disciple which is based on the genuineness of the teacher, respect, commitment, devotion and obedience of the student which helps to foster their holistic development. This is implemented by the students mentoring and support program. To achieve this students are assigned to a
teacher as a Mentor to help them address their academic & personal issues. While doing this, maintaining an equal number of student teacher ratios was difficult. For students’ progression, eliciting cooperation from all the stakeholders for overall development of the student was one of the challenges faced during designing this program.

In designing this practice for students, deciding the areas of focus and the priorities for student’s progression and their holistic development was a challenging task to perform. In students participation and activities; range of sports, cultural and extracurricular activities needs to be arranged to ensure maximum participation of students in such activities, an academic calendar needs to be furnished. Due to the curriculum and exam patterns, there was difficulty in furnishing such calendar and organizing the events throughout the year.

The Practice:

- In students mentoring and support, mentorship forms are filled by the students in the first year after admission and mentors are assigned to the individual students. Monthly meetings are arranged by the respective mentor and student’s academic, extracurricular and personal problems are discussed, analyzed and solutions are given. The mentor also provides succor to the students who are having health issues. Mentor submits a consolidated report on the overall development of the student at the end of the academic year.

- Individualized meetings are arranged with all first year undergraduate students along with their parents, class teacher, mentor and principal to evaluate student progress, and manage their problems pertaining to academics, extracurricular and health issues for utmost social cultural development of the student. For second, third and final year undergraduate students mark sheets are posted to their parents and requested to meet principal, mentor and the class teacher. For Interns, Intern support form is filled and depending on the interest, they are counseled for gaining employment and higher studies.

- Advanced learners are identified based on their academics, clinical skill performance & co-curricular activities throughout the year. These learners are guided to participate in various competitions at conferences. They are encouraged to present their work in the form of posters or presentations at national conferences and events organized by MUHS; they are also encouraged to participate in debates, quiz at conferences.

- Various types of support services are available for students at the campus like hostel and mess, and to encourage students to engage in physical activities; football, volleyball and basketball courts are available in the campus. We also have student health services; a team of health professionals on campus, including doctors, nurses and counsellor’s committed to overall well-being of a student. The hospital also has an immunization policy for the students.

- For students’ progression, as per their interest, they are encouraged and help is provided for getting employment. Counselling is done to those who are interested in higher studies at National at International Level.
CRITERION VII: INNOVATIONS AND BEST PRACTICES

- Students are encouraged to participate in various sports and cultural activities organized by the institute annually. Students are also motivated to publish their academic and research work on students’ board and in various journals respectively.
- Students are also motivated to participate in social activities to inculcate the social responsibility and good citizenry among its student community.

Evidence of Success:
- Mentorship forms are evaluated by the respective mentors and issues mentioned by students are handled in an empathetic manner by the respective mentors and overall improvement has been seen in student’s personality.
- Overall numbers of students procuring first class have increased in the last five academic years. Numbers of students clearing their university examination in first attempt have increased. Holistic development of a student is the main goal which has been achieved.
- The Institution’s success can also be seen through the achievements of our students in sports and cultural events.
- In case of health emergencies, the students are taken to the hospital and the health issues are addressed immediately. Parents are informed about the condition of students and they are asked to take the further decision according to the doctor’s advice and class teacher’s consultation. The student is asked to join after the overall wellbeing and assistance is provided in the lecture that she/he has missed.
- For interns, meetings are conducted by mentors and they are asked about their future plans; in case of higher studies, they are advised for the entrance examination of different institutions, books to be studied and the observation reveals that the numbers of students opting for higher education in India as well as foreign universities are increasing.
- Advices are also given for gaining employment, depending on the areas of interest and it has been found that students are satisfied working in the specialty they like.
- The evidence of success reveals from the fact that our alumni prefer to join our institute for postgraduate course.

Problems encountered and recourses required

- In implementing this practice, the challenging issues were to schedule the meetings between parents, mentors, students and principal due to the time constraints and distance.
- Conducting meetings with students was delayed by a few days due to academic schedule.
- Compliance to the advices given to students by mentors was difficult to follow up every day. Deciding the areas of a focus for identifying advanced learners was difficult.
- Scheduling meetings with all the alumni members was difficult.Though remedial measures were taken; average of 3% drop out was present.
INPUTS FROM DEPARTMENT

Evaluation

☐ OUTSTANDING

☐ Excellent

☐ Very Good

☐ Average

☐ Below Average
1) Name of the Department: Kinesiotherapy and Physical Diagnosis

2) Year of establishment: 2007

3) Is the Department part of a College/Faculty of the university? Yes, this department is a part of the College.

4) Names of programs offered (UG, PG, Pharm D, Integrated Masters; M.Phil., Ph.D., Integrated Ph.D., Certificate, Diploma, PG Diploma, D.M./M.Ch., Super speciality fellowship, etc.) Undergraduate program for Bachelor of Physiotherapy

5) Interdisciplinary programs and departments involved No

6) Courses in collaboration with other universities, industries, foreign institutions, etc.; NIL

7) Details of programs discontinued, if any, with reasons; No

8) Examination System: Annual/Semester/Trimester/Choice Based Credit System: For Under Graduates, Annual examination is conducted by MUHS. 1st Term end and Preliminary examinations are conducted by the college which comprise as a part of the internal assessment leading to 20% of the total marks of the course.

9) Participation of the department in the courses offered by other departments; Regular class are taken for Department of Musculoskeletal Physiotherapy.

10) Number of teaching posts sanctioned, filled and actual (Professors/Associate Professors/Asst. Professors/others):

<table>
<thead>
<tr>
<th>Post</th>
<th>Sanctioned</th>
<th>Filled</th>
<th>Actual (including CAS &amp; MPS)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professor</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Associate Professor/Reader</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assistant Professor</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>
11) Faculty profile with name, qualification, designation, area of Specialization, experience and research under guidance

<table>
<thead>
<tr>
<th>Name</th>
<th>Qualification</th>
<th>Designation</th>
<th>Specialization</th>
<th>Experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prof. Ashok Patil</td>
<td>M.Sc. Physical Therapy</td>
<td>Professor &amp; Principal</td>
<td>Neurophysiotherapy</td>
<td>35 Years</td>
</tr>
<tr>
<td>Kiran satpute</td>
<td>M.P.Th.</td>
<td>Assist. Prof.</td>
<td>Musculoskeletal physiotherapy</td>
<td>5 years</td>
</tr>
</tbody>
</table>

12) List of senior Visiting Fellows, adjunct faculty, emeritus professors
The college is provided is full time faculty, however it encourages senior faculty for expert opinion in the form of lecture, seminars and practical examination.

13) Percentage of classes taken by temporary faculty– program-wise information
NIL

14) Program-wise Student Teacher Ratio
B.P.Th. – 20 : 2

15) Number of academic support staff (technical) and administrative staff; sanctioned, filled and actual

<table>
<thead>
<tr>
<th>Staff Name</th>
<th>Post</th>
<th>Sanctioned</th>
<th>Filled</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mr Vaibhav Aravind Jamdade</td>
<td>Office Superintendent</td>
<td>1 (common for all Department )</td>
<td>1</td>
</tr>
<tr>
<td>Mrs. Manjusha Sandesh Inamke</td>
<td>Office Clerk</td>
<td>1 (common for all Department )</td>
<td>1</td>
</tr>
<tr>
<td>Mr. Vijay Murlidhar Nanaware</td>
<td>Lab Assistant</td>
<td>2 (common for all Department )</td>
<td>2</td>
</tr>
<tr>
<td>Mr. Vijay Keru Jadhav</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

16) Research thrust areas as recognized by major funding agencies
The funding available for research projects by MUHS is meant for all the departments.

17) Number of faculty with ongoing projects from a) national b) international funding agencies and c) Total grants received. Give the names of the funding agencies, project title and grants received project-wise. NIL

18) Inter-institutional collaborative projects and associated grants received
a) National collaboration b) International collaboration NIL
19) Departmental projects funded by ICMR; DST-FIST; UGC-SAP/CAS, DPE; DBT, ICSSR, AICTE, etc.; total grants received NIL

20) Research facility / centre with NIL

21) Special research laboratories sponsored by / created by industry or corporate bodies NIL

22) Publications:

<table>
<thead>
<tr>
<th>Faculty</th>
<th>No of Publications</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prof. Ashok Patil</td>
<td>02</td>
</tr>
<tr>
<td>Kiran Satpute</td>
<td>01</td>
</tr>
</tbody>
</table>

23) Details of patents and income generated NIL

24) Areas of consultancy and income generated Not Applicable

25) Faculty selected nationally / internationally to visit other laboratories / institutions / industries in India and abroad NIL

26) Faculty serving in
   a) National committees
   b) International committees
   c) Editorial Boards
   d) any other (specify) NIL

27) Faculty recharging strategies (Refresher / orientation programs, workshops, training programs and similar programs).

<table>
<thead>
<tr>
<th>Staff Name</th>
<th>Workshop/ Training Program/Conference</th>
</tr>
</thead>
</table>
| Dr. Kiran Satpute     | ➢ Taping techniques  
                        | ➢ Sacroiliac joint dysfunction                         
                        | ➢ Mobilization of Spine Integrated Approach           
                        | ➢ Upper and lower quarter Mulligan’s concept          
                        | ➢ High Velocity Thrust Techniques, MFR and MET Techniques.  
                        | ➢ Certificate course in Medical Education Technology  
                        | ➢ Fitness- shear perception                          
                        | ➢ Research Methodology - MET MUHS                    |
28) Student projects

- Percentage of students who have taken up in-house projects including inter-departmental projects

Percentage of students who have taken up in-house projects including inter-departmental projects. All the Final Year Students and interns are doing the projects related to field of the Physiotherapy

**Prof. A.V. Patil**

<table>
<thead>
<tr>
<th>Name of the student</th>
<th>Project title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Manasi Padalkar</td>
<td>Prevalence of heel pain in school teachers</td>
</tr>
<tr>
<td>Ankita Chitre</td>
<td>Prevalence of non-traumatic foot pain in female nurses</td>
</tr>
<tr>
<td>Priyanka Patil</td>
<td>Study of Gross motor function measure in spastic diplegic cerebral palsy children</td>
</tr>
<tr>
<td>Amit Kamble</td>
<td>Randomised Control trial on the Efficacy of Proprioceptive Exercises and Balance exercises over conventional physiotherapy exercises</td>
</tr>
<tr>
<td>Madhura Bhave</td>
<td>The efficacy of weight bearing exercises to reduce spasticity of wrist flexors in adult hemiplegies</td>
</tr>
<tr>
<td>Godbole Isha</td>
<td>The Effects Of Hatha Yoga On Posture In School Going Children</td>
</tr>
</tbody>
</table>

**Mr. Kiran Satpute:**

<table>
<thead>
<tr>
<th>Name of the student</th>
<th>Project title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kiran kulkarni</td>
<td>Incidences of sagittal plane knee deformities in over-weight school going children</td>
</tr>
<tr>
<td>Niharika Joshi</td>
<td>Prevalence of cervicogenic headache in patients with neck pain</td>
</tr>
<tr>
<td>Maredia Sulofana</td>
<td>Correlation between ankle range of motion and balance in community dwelling elderly population</td>
</tr>
<tr>
<td>Name</td>
<td>Title</td>
</tr>
<tr>
<td>--------------</td>
<td>----------------------------------------------------------------------</td>
</tr>
<tr>
<td>Pinto Rebecca</td>
<td>Intra rater and inter rater reliability of modified cervical goniometer for measuring cervical rotation AROM</td>
</tr>
<tr>
<td>Deodhar Ankita</td>
<td>Evaluation of hand behind back movement using a bubble goniometer - a reliability study</td>
</tr>
<tr>
<td>Aditi Adnani</td>
<td>Validity of hand behind back movement</td>
</tr>
</tbody>
</table>

29) Awards / recognitions received at the national and international level by Faculty
NIL

30) Seminars/ Conferences/Workshops organized and the source of funding (national / international) with details of outstanding participants, if any.
NOT APPLICABLE

31) Code of ethics for research followed by the departments
All ethical consideration is followed as per Institutional Ethical Committee

32) Student profile program-wise:

**First year**

<table>
<thead>
<tr>
<th>Year</th>
<th>Fundamentals of Exercise Therapy</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Appeared</td>
</tr>
<tr>
<td></td>
<td>June</td>
</tr>
<tr>
<td>2010</td>
<td>0</td>
</tr>
<tr>
<td>2011</td>
<td>1</td>
</tr>
<tr>
<td>2012</td>
<td>0</td>
</tr>
<tr>
<td>2013</td>
<td>3</td>
</tr>
<tr>
<td>2014</td>
<td>1</td>
</tr>
</tbody>
</table>

**Second year**

<table>
<thead>
<tr>
<th>Year</th>
<th>Kinesiotherapy</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Appeared</td>
</tr>
<tr>
<td></td>
<td>June</td>
</tr>
<tr>
<td>2010</td>
<td>4</td>
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<tr>
<td>2011</td>
<td>0</td>
</tr>
<tr>
<td>2012</td>
<td>0</td>
</tr>
<tr>
<td>2013</td>
<td>0</td>
</tr>
<tr>
<td>2014</td>
<td>1</td>
</tr>
</tbody>
</table>
### Diversity of students

Students are from rural as well as urban areas of Maharashtra, different socioeconomic background, different intelligence and different categories.

### How many students have cleared Civil Services and Defense Services examinations, NET, SET, GATE, USMLE, PLAB, GPAT, NCLEX, CGFNS, IELTS and other competitive examinations? Give details category-wise.

Not applicable

### Student progression

This department is working for I and II year students of B.P.TH. course. All students successfully passing the university examination are progressed from first year to second year and then to third year of B.P.TH. course.

### Diversity of staff

It is single faculty department

### Number of faculty who were awarded M.Phil, DM, M Ch, Ph.D., D.Sc. and D.Litt. During the assessment period

NIL

### Present details of departmental infrastructural facilities with regard to Library

Library – Available, 60 books are available at departmental library

Internet facilities for staff and students - Available

Total number of class rooms - Seven, shared

Class rooms with ICT facility and ‘smart’ class rooms One, shared

Students’ laboratories - one

Research laboratories - one

### List of doctoral, post-doctoral students and Research Associates

NIL

### Number of post graduate students getting financial assistance from the University

NIL

### Was any need assessment exercise undertaken before the development of new program(s)? If so, highlight the methodology

NIL
42) Does the department obtain feedback from
   a) Faculty on curriculum as well as teaching-learning-evaluation? If yes, how does the department utilize the feedback?
   It is single faculty department.

   b. Students on staff, curriculum and teaching-learning-evaluation and how does the department utilize the feedback?
   Yes, Students feedback were obtained after every examination regarding the academic challenges, teaching and learning effectiveness and problems faced and necessary modifications for improvement are implemented

   c. Alumni and employers on the programs offered and how does the department utilize the feedback?
   Not Applicable

43) List the distinguished alumni of the department (maximum 10)
   NIL, as it is basic subject of the graduation course

44) Give details of student enrichment programs (special lectures / workshops / Seminar) involving external experts.
   NIL

45) List the teaching methods adopted by the faculty for different programs including clinical teaching.
   Faculty of depart is trained at the Medical Education Technology cell of MUHS, which organises Basic and Advance education workshops round the year.
   Different teaching methods like
   - Various teaching methods like class room teaching, didactic lectures, student’s seminars, problem solving is used for better learning outcome.
   - Class room teaching by using advance methods like LCD and other audio visual aids
   - During classroom teaching teachers are using audio visual teaching aids like PowerPoint, and use of human skeleton for teaching subjects like biomechanics.
   - Hands on practical demonstrations are given on models and human skeleton to improve practical skills.
   - Model charts are prepared and used for better understanding of theory and practical topics.

46) How does the department ensure that program objectives are constantly met and learning outcomes are monitored?
   - Annual meetings are conducted which facilitates interaction among faculties of other departments and curriculum objectives are discussed.
   - Learning outcomes are monitored by all the staff by conducting the mock test at the end of topic also student’s progress is monitored by communicating with respective mentors.
47) Highlight the participation of students and faculty in extension activities. As it is one of the important basic subject department of physiotherapy, the knowledge and skills gained are necessary for the evaluation and treatment management of any person with physical dysfunction in the field of musculoskeletal, neurology, cardiovascular and community physiotherapy.

48) Give details of “beyond syllabus scholarly activities” of the department. Teachers and students are motivated to attend the Seminars, Workshops, Guest Lectures, conducted by other Colleges, and Universities.

49) State whether the program/department is accredited/graded by other agencies? If yes, give details. No

50) Briefly highlight the contributions of the department in generating new knowledge, basic or applied. The department has developed the cost effective device to measure the rotation range of cervical spine.

51) Detail five major Strengths, Weaknesses, Opportunities and Challenges (SWOC) of the department.

**Strengths:**
- Fully qualified & experienced faculty as per MUHS requirements
- Constant faculty up gradation by encouraging them for various national and international workshops, conference and research.
- Strict adherence to teaching schedule
- Well equipped labs
- Excellent communication among interdepartmental faculty and with students

**Weakness:**
- No mechanisms for effective feedback
- Advanced equipments for evaluation and diagnosis in the field of human movement sciences are not available.
- Difficulty in doing the quantitative research studies due to non availability of quantitative analysis equipments.

**Opportunities:**
- Well equipped laboratories for undergraduate programmes,
- Better student’s teachers’ ratio for practical education
- Extended hours of laboratories for students to practice

**Challenges:**
To conduct National and International seminars, workshops and conferences

52) Future plans of the department.
- To have an extended gymnasium for evaluation and fitness programme for normal people as well as for sports person.
- To procure computerised evaluator, diagnostic and training equipments.
DEPARTMENTAL EVALUATION: ELECTROTHERAPY AND ELECTRODIAGNOSIS

1) Name of the Department: Electrotherapy And Electrodiagnosis

2) Year of establishment: 2007

3) Is the Department part of a College/Faculty of the university? Yes, the department is part of the College.

4) Names of programs offered (UG, PG, Pharm D, Integrated Masters; M.Phil., Ph.D., Integrated Ph.D., Certificate, Diploma, PG Diploma, D.M./M.Ch., Super specialty fellowship, etc.)
   Undergraduate program for Bachelor of Physiotherapy (B.P.Th.)

5) Interdisciplinary programs and departments involved
   One of our Faculty, Dr.Richa Bisen is doing interdisciplinary research on “Prevalence and profile including complications of Diabetes Mellitus (DM) and Metabolic Syndrome (Met-S) at SKNMC-GH. This project involves investigators from 10 other departments of the SKNMC.

6) Courses in collaboration with other universities, industries, foreign institutions, etc.: NIL

7) Details of programs discontinued, if any, with reasons: NA

8) Examination System: Annual/Semester/Trimester/Choice Based Credit System;
   Terminal and preliminary examinations are conducted and evaluated by the College. Annual Examination is conducted by MUHS for all years.

9) Participation of the department in the courses offered by other departments; Nil

10) Number of teaching posts sanctioned, filled and actual (Professors/Associate Professors/Asst. Professors/others):

<table>
<thead>
<tr>
<th>Post</th>
<th>Sanctioned</th>
<th>Filled</th>
<th>Actual (including CAS &amp; MPS)</th>
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</thead>
<tbody>
<tr>
<td>Professor</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Associate Professor/Reader</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Assistant Professor</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
</tbody>
</table>
11) Faculty profile with name, qualification, designation, area of specialization, experience and research under guidance

<table>
<thead>
<tr>
<th>Name</th>
<th>Qualification</th>
<th>Designation</th>
<th>Specialisation</th>
<th>No. of Years of Experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Shruti Ghate</td>
<td>M.P.T.</td>
<td>Asstt. Professor</td>
<td>Neurosciences Physiotherapy</td>
<td>1 year 4 Months</td>
</tr>
<tr>
<td>Dr. Richa Bisen</td>
<td>M.P.T.</td>
<td>Asstt. Professor</td>
<td>Musculoskeletal Physiotherapy</td>
<td>1 year 10 months</td>
</tr>
</tbody>
</table>

12) List of senior Visiting Fellows, adjunct faculty, emeritus professors
NIL

13) Percentage of classes taken by temporary faculty– program-wise information
NIL

14) Program-wise Student Teacher Ratio
20:2

15) Number of academic support staff (technical) and administrative staff; sanctioned, filed and actual

<table>
<thead>
<tr>
<th>Staff Name</th>
<th>Post</th>
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<th>Filled</th>
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</thead>
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<tr>
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<td>Office Superintendent</td>
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<td>Mrs. Manjusha Sandesh Inamke</td>
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<td>Mr. Vijay Murlidhar Nanaware</td>
<td>Lab Assistant</td>
<td>2(common for all Department )</td>
<td>2</td>
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<tr>
<td>Mr. Vijay Keru Jadhav</td>
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<td></td>
</tr>
</tbody>
</table>

16) Research thrust areas as recognized by major funding agencies
The funding available for research projects by MUHS is meant for all the departments
17) Number of faculty with ongoing projects from a) national b) international funding agencies and c) Total grants received. Give the names of the funding agencies, project title and grants received project-wise:
NIL

18) Inter-institutional collaborative projects and associated grants received
   a) National collaboration
   b) International collaboration
   NIL

19) Departmental projects funded by ICMR; DST-FIST; UGC-SAP/CAS, DPE; DBT, ICSSR, AICTE, etc.; total grants received.
   NIL

20) Research facility / centre with
   NIL

21) Special research laboratories sponsored by / created by industry or corporate bodies
   NIL

22) Publications:

<table>
<thead>
<tr>
<th>Faculty</th>
<th>No of Publications</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Shruti Ghate</td>
<td>01</td>
</tr>
<tr>
<td>Dr. Richa Bisen</td>
<td>01</td>
</tr>
</tbody>
</table>

23) Details of patents and income generated
   NIL

24) Areas of consultancy and income generated
   Not Applicable

25) Faculty selected nationally / internationally to visit other laboratories/ institutions / industries in India and abroad
   NIL

26) Faculty serving in
   a) National committees
   b) International committees
   c) Editorial Boards
   d) any other (specify)
   NIL
27) Faculty recharging strategies (Refresher / orientation programs, workshops, training programs and similar programs).

**Dr. Shruti Ghaté (Assistant Professor)**

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Details of Conference/workshop</th>
<th>Date</th>
<th>Place</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Scientifica 2015</td>
<td>21-22 Feb. 2015</td>
<td>Pune</td>
</tr>
<tr>
<td>2</td>
<td>Basic Workshop in Health Sciences Education Technology</td>
<td>26-28 Nov 2014</td>
<td>Pune</td>
</tr>
<tr>
<td>3</td>
<td>Evaluation and Management of Sacroiliac Joint Dysfunction</td>
<td>1-2 March 2014</td>
<td>Pune</td>
</tr>
<tr>
<td>4</td>
<td>Kinesio Taping Fundamental and Advanced Course</td>
<td>29-30 June 2013</td>
<td>Pune</td>
</tr>
<tr>
<td>5</td>
<td>Hands On Workshop Integrated Approach In Treatment of Neurologically Impaired Children- A Comprehensive Approach</td>
<td>13-14 October 2012</td>
<td>Dharwad</td>
</tr>
<tr>
<td>6</td>
<td>NDT Hands On Workshop</td>
<td>18-19 June 2011</td>
<td>Dharwad</td>
</tr>
<tr>
<td>7</td>
<td>Certificate Course in Manual Therapy (CMT)</td>
<td>26 Jan-3 Feb. 2011</td>
<td>Dharwad</td>
</tr>
<tr>
<td>8</td>
<td>2nd National Update on Neurophysiotherapy</td>
<td>3-5 Dec 2010</td>
<td>Belgaum</td>
</tr>
<tr>
<td>9</td>
<td>Research Methodology and Internet Tools For Physiotherapists</td>
<td>28 August 2010</td>
<td>Hubli</td>
</tr>
<tr>
<td>10</td>
<td>CME on Vertigo</td>
<td>18 July 2010</td>
<td>Dharwad</td>
</tr>
<tr>
<td>11</td>
<td>Physiotherapeutic Decision Making In Management of Cerebral Palsy</td>
<td>18-19 June 2010</td>
<td>Dharwad</td>
</tr>
<tr>
<td>12</td>
<td>48th Annual Conference of the IAP</td>
<td>22-24 January 2010</td>
<td>Mangalore</td>
</tr>
</tbody>
</table>

**Dr. Richa Bisen (Assistant Professor)**

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Details of Conference/workshop</th>
<th>Date</th>
<th>Place</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Scientifica 2015</td>
<td>21-22 Feb. 2015</td>
<td>Pune</td>
</tr>
<tr>
<td>2</td>
<td>Evaluation and Management of Sacroiliac Joint Dysfunction</td>
<td>1-2 March 2014</td>
<td>Pune</td>
</tr>
<tr>
<td>4</td>
<td>Scientifica 2014</td>
<td></td>
<td>Pune</td>
</tr>
<tr>
<td>5</td>
<td>Basic Workshop in Health Sciences Education Technology</td>
<td>24-26 February 2014</td>
<td>Pune</td>
</tr>
<tr>
<td>6</td>
<td>The MCKENZIE method : An Overview of Mechanical Diagnosis Therapy Of the Spine</td>
<td>6th Jan 2011</td>
<td>Pune</td>
</tr>
</tbody>
</table>
28) **Student projects**

Percentage of students who have taken up in-house projects including inter-departmental projects

<table>
<thead>
<tr>
<th>Name of Student</th>
<th>Guide Name</th>
<th>Title</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mitali Hudlikar</td>
<td>Dr. Shruti Ghate</td>
<td>Factors Affecting Return to Work in Stroke Survivors in Pune</td>
<td>Final Year</td>
</tr>
<tr>
<td>Priya Hajare</td>
<td>Dr. Shruti Ghate</td>
<td>Prevalence Of Musculoskeletal Complaints In Salsa Dancers – A Pune Based Study</td>
<td>Final Year</td>
</tr>
<tr>
<td>Neela Mali</td>
<td>Dr. Shruti Ghate</td>
<td>Comparison of Effectiveness of Kinesiotaping versus Mcconnel Taping on Patellofemoral Pain Syndrome</td>
<td>Intern</td>
</tr>
<tr>
<td>Sanjeevani Sawale</td>
<td>Dr. Richa Bisen</td>
<td>Normative values for Active lumbar range of motion and confounding factors that affects the active lumbar range of motion. A pilot study</td>
<td>Intern</td>
</tr>
<tr>
<td>Prachi Jawkar</td>
<td>Dr. Richa Bisen</td>
<td>Initial effect of taping technique on pain and pain free grip strength</td>
<td>Intern</td>
</tr>
<tr>
<td>Name</td>
<td>Adviser</td>
<td>Title</td>
<td>Year</td>
</tr>
<tr>
<td>-----------------------</td>
<td>------------------</td>
<td>----------------------------------------------------------------------</td>
<td>------------</td>
</tr>
<tr>
<td>Sanjeevani Sawale</td>
<td>Dr. Richa Bisen</td>
<td>Prevalence and factors associated with occupational low back pain among dental interns and dentists</td>
<td>Final year</td>
</tr>
<tr>
<td>Prachi Jawkar</td>
<td>Dr. Richa Bisen</td>
<td>Prevalence of mechanical low back pain in school going students of pre-adolescent age group</td>
<td>Final year</td>
</tr>
<tr>
<td>Rutuja Mulye</td>
<td>Dr. Richa Bisen</td>
<td>Normative Values of Lumbar Range of Motion in school going children. A pilot Study</td>
<td>Final Year</td>
</tr>
</tbody>
</table>

29) Awards / recognitions received at the national and international level by Faculty
NIL

30) Seminars/ Conferences/Workshops organized and the source of funding (national / international) with details of outstanding participants, if any.
Not Applicable

31) Code of ethics for research followed by the departments
All ethical consideration is followed as per Institutional Ethical Committee.

32) Student profile program-wise:

<table>
<thead>
<tr>
<th>Year</th>
<th>Appeared</th>
<th>Passed</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>June</td>
<td>Dec</td>
<td>June</td>
</tr>
<tr>
<td></td>
<td>M  F</td>
<td>M  F</td>
<td>M  F</td>
</tr>
<tr>
<td>2010</td>
<td>0  20</td>
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<td>0  19</td>
</tr>
<tr>
<td>2011</td>
<td>1  20</td>
<td>1  3</td>
<td>0  16</td>
</tr>
<tr>
<td>2012</td>
<td>-  19</td>
<td>0  5</td>
<td>-  14</td>
</tr>
<tr>
<td>2013</td>
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<td>3  18</td>
</tr>
<tr>
<td>2014</td>
<td>0  18</td>
<td>0  2</td>
<td>0  16</td>
</tr>
<tr>
<td>Year</td>
<td>June</td>
<td>Dec</td>
<td>June</td>
</tr>
<tr>
<td>------</td>
<td>------</td>
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<td>------</td>
</tr>
<tr>
<td></td>
<td>M</td>
<td>F</td>
<td>M</td>
</tr>
<tr>
<td>2010</td>
<td>4</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>2011</td>
<td>1</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>2012</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>2013</td>
<td>0</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>2014</td>
<td>1</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

33) Diversity of students
Students are from All over Maharashtra State

34) How many students have cleared Civil Services and Defense Services examinations, NET, SET, GATE, USMLE, PLAB, GPAT, NCLEX, CGFNS, IELTS and other competitive examinations? Give details category-wise.
Not Applicable

35) Student progression
After Successful passing of this departmental subject students progress to III B.P.Th.

36) Diversity of staff
This department has two faculties; both of them had their education in Karnataka State

37) Number of faculty who were awarded M.Phil, DM, M Ch, Ph.D., D.Sc, and D.Litt. During the assessment period
NIL

38) Present details of departmental infrastructural facilities with regard to Library
Internet facilities for staff and students: Available
Total number of class rooms: Seven, Shared
Class rooms with ICT facility and ‘smart’ class rooms: Seven, Shared
Students’ laboratories: One
Research laboratories: One

39) List of doctoral, post-doctoral students and Research Associates
NIL

40) Number of post graduate students getting financial assistance from the University
NIL

41) Was any need assessment exercise undertaken before the development of new program(s)? If so, highlight the methodology
NIL
42) Does the department obtain feedback from
a) Faculty on curriculum as well as teaching-learning-evaluation?
If yes, how does the department utilize the feedback?
MUHS organises Syllabus reformation meetings every 5 years, suggestions are given regarding the content, extent, practical techniques and evaluation techniques in these meetings

b. Students on staff, curriculum and teaching-learning-evaluation and how does the department utilize the feedback?
YES, students feedback were obtained after every examination regarding the academic challenges, teaching and learning effectiveness and problems faced and necessary modifications for improvement are implemented.

c. Alumni and employers on the programs offered and how does the department utilize the feedback?
Feedback is taken from the students at the end of their academic year and also obtained from the Alumni. Reformations in the teaching-learning methods are done as per the feedback obtained.

43) List the distinguished alumni of the department (maximum 10)
It is the I B.P.Th and II B.P.Th subject Department of Graduation course.

44) Give details of student enrichment programs (special lectures / workshops / Seminar) involving external experts.
NIL

45) List the teaching methods adopted by the faculty for different programs including clinical teaching.
Faculties of department are trained at the Medical Education Technology cell of MUHS, which organises Basic and advanced education workshops round the year. Various teaching methods like class room teaching with Power point presentation, didactic lectures, student’s seminars, problem solving is used for better learning outcome. Hands on practical demonstrations are given on models to improve practical skills. Practical sessions are supervised by teaching faculties in small groups to facilitate one to one attention to every student.

46) How does the department ensure that program objectives are constantly met and learning outcomes are monitored?
Annual meetings are conducted which facilitates interaction among teaching faculties of other departments and curriculum objectives are discussed. Learning outcomes are monitored by all the teaching faculties by conducting the mock test at the end of topic also student’s progress are monitored by communicating with respective mentors.

47) Highlight the participation of students and faculty in extension activities.
NIL
48) Give details of “beyond syllabus scholarly activities” of the department.
NIL

49) State whether the program/ department is accredited/ graded by other agencies? If yes, give details.
NO

50) Briefly highlight the contributions of the department in generating new knowledge, basic or applied
NIL

51) Detail five major Strengths, Weaknesses, Opportunities and Challenges (SWOC) of the department.

**Strengths:**
1. Qualified & experienced faculties as per MUHS requirements.
2. Constant faculty upgradation by encouraging them for various national and international workshops, conference and research.
3. Strict adherence to teaching schedule.
4. Well equipped laboratory.
5. Periodic checking of the functioning of equipments done. Repairing of equipments done promptly, in case, there is a malfunction.
6. Excellent communication among interdepartmental faculties and with students.

**Weakness:**
1. Deficiency of computerized Electrotherapeutic diagnostic equipments.
2. Difficulty in doing the quantitative research studies due to non availability of quantitative analysis equipments.

**Opportunities:**
1. Well equipped laboratories for undergraduate programmes.
2. Better student’s teachers ratio for practical education.
3. Regular practice of the skills done under teachers supervision

**Challenges:**
Need of interdisciplinary innovative research projects to fabricate low cost diagnostic equipments.

52) Future plans of the department.
1. Addition of new books in departmental library.
2. Undertaking research projects in the subject by students and faculty
1) Name of the Department: Musculoskeletal Physiotherapy

2) Year of establishment: 2007

3) Is the Department part of a College/Faculty of the university? This department is a part of the College.

4) Names of programs offered (UG, PG, Pharm D, Integrated Masters; M.Phil., Ph.D., Integrated Ph.D., Certificate, Diploma, PG Diploma, D.M./M.Ch., Super specialty fellowship, etc.)
   Undergraduate program for Bachelor of Physiotherapy
   Post Graduate program for Masters of Physiotherapy

5) Interdisciplinary programs and departments involved
   Regular Lectures, Seminars and Case Presentation with all other department of Physiotherapy College for third year, fourth year student.

6) Courses in collaboration with other universities, industries, foreign institutions, etc.: NIL

7) Details of programs discontinued, if any, with reasons: No

8) Examination System: Annual/Semester/Trimester/Choice Based Credit System:
   For Under Graduates, Annual examination is conducted by MUHS.
   1st Term end and Preliminary examinations are conducted by the college which comprise as a part of the internal assessment leading to 20% of the total marks of the course.
   For Post Graduates, after completion of 3 years of course, examinations are conducted by MUHS

9) Participation of the department in the courses offered by other departments:
   Regular class are taken for department of Kinesiology & Physical Diagnosis.

10) Number of teaching posts sanctioned, filled and actual (Professors/Associate Professors/Asst. Professors/others):

<table>
<thead>
<tr>
<th>Post</th>
<th>Sanctioned</th>
<th>Filled</th>
<th>Actual (including CAS &amp; MPS)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professor</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Associate Professor/Reader</td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Assistant Professor</td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>
11) Faculty profile with name, qualification, designation, area of specialization, experience and research under guidance

<table>
<thead>
<tr>
<th>Name</th>
<th>Qualification</th>
<th>Designation</th>
<th>Specialization</th>
<th>Experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>Seema Saini</td>
<td>MPT</td>
<td>Assoc. Prof.</td>
<td>Musculoskeletal Disorders</td>
<td>9 years</td>
</tr>
<tr>
<td>Shweta Pachpute</td>
<td>M.P.Th.</td>
<td>Assit. Prof.</td>
<td>Musculoskeletal physiotherapy</td>
<td>4.6 years</td>
</tr>
</tbody>
</table>

12) List of senior Visiting Fellows, adjunct faculty, emeritus professors
The college is provided is full time faculty, however it encourages senior faculty for expert opinion in the form of lecture, seminars and practical examination.

13) Percentage of classes taken by temporary faculty— program-wise information
NIL

14) Program-wise Student Teacher Ratio
B.P.Th. – 20 : 2
M.P.Th. – 2:1

15) Number of academic support staff (technical) and administrative staff: sanctioned, filled and actual

<table>
<thead>
<tr>
<th>Staff Name</th>
<th>Post</th>
<th>Sanctioned</th>
<th>Filled</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mr Vaibhav Aravind Jamdade</td>
<td>Office Superintendent</td>
<td>1 (common for all Department )</td>
<td>1</td>
</tr>
<tr>
<td>Mrs. Manjusha Sandesh Inamke</td>
<td>Office Clerk</td>
<td>1(common for all Department )</td>
<td>1</td>
</tr>
<tr>
<td>Mr. Vijay Murlidhar Nanaware</td>
<td>Lab Assistant</td>
<td>2(common for all Department )</td>
<td>2</td>
</tr>
<tr>
<td>Mr. Vijay Keru Jadhav</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

16) Research thrust areas as recognized by major funding agencies
The funding available for research projects by MUHS is meant for all the departments.

17) Number of faculty with ongoing projects from a) national b) international funding agencies and c) Total grants received. Give the names of the funding agencies, project title and grants received project-wise.
NIL

18) Inter-institutional collaborative projects and associated grants received
a) National collaboration b) International collaboration
NIL

19) Departmental projects funded by ICMR; DST-FIST; UGC-SAP/CAS, DPE; DBT, ICSSR, AICTE, etc.; total grants received.
NIL

20) Research facility / centre with
NIL

21) Special research laboratories sponsored by / created by industry or corporate bodies
NIL

22) Publications:

<table>
<thead>
<tr>
<th>Faculty</th>
<th>No of Publications</th>
</tr>
</thead>
<tbody>
<tr>
<td>Seema Saini</td>
<td>02</td>
</tr>
</tbody>
</table>

23) Details of patents and income generated
NIL

24) Areas of consultancy and income generated
Not Applicable

25) Faculty selected nationally / internationally to visit other laboratories/ institutions / industries in India and abroad
Routine university examination schedule aids to other university and College laboratories and departments

26) Faculty serving in
a) National committees b) International committees c) Editorial Boards d) any other (specify)
NIL

27) Faculty recharging strategies (Refresher / orientation programs, workshops, training programs and similar programs).

<table>
<thead>
<tr>
<th>Staff Name</th>
<th>Workshop/ Training Program/Conference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Seema Saini</td>
<td>➢ Neurodynamics workshop</td>
</tr>
<tr>
<td></td>
<td>➢ Medical Educational Training</td>
</tr>
<tr>
<td></td>
<td>➢ Research Methodology - MET MUHS</td>
</tr>
<tr>
<td></td>
<td>➢ Workshop on Manual Concepts</td>
</tr>
<tr>
<td></td>
<td>➢ Maitland Workshop</td>
</tr>
<tr>
<td>Dr. Shweta Pachpute</td>
<td>➢ Basic and Advance Medical Educational Training</td>
</tr>
<tr>
<td></td>
<td>➢ Workshop on mulligan</td>
</tr>
<tr>
<td></td>
<td>➢ Workshop on Maitland</td>
</tr>
</tbody>
</table>

28) Student projects
• Percentage of students who have taken up in-house projects including inter-departmental projects
Percentage of students who have taken up in-house projects including inter-departmental projects. All the Final Year Students and interns are doing the projects related to field of the Physiotherapy

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Guide name</th>
<th>Title</th>
</tr>
</thead>
</table>
Ms. Chetna Rajput  Dr. Shweta Pachpute  Comparative study of grip strength assessment in tennis players with and without shoulder pain
Ms. Neha Balkawade  Dr. Shweta Pachpute  Prevalence of stress in mothers of cerebral palsy children

29) Awards / recognitions received at the national and international level by Faculty
Dr Shweta Pachpute has been awarded with second rank for Poster presentation at AVISHKAR MUHS, Nashik.

30) Seminars/ Conferences/Workshops organized and the source of funding (national / international) with details of outstanding participants, if any.
Workshop on assessment and management of SI joint Dysfunction

31) Code of ethics for research followed by the departments
All ethical consideration is followed as per Institutional Ethical Committee

32) Student profile program-wise:

<table>
<thead>
<tr>
<th>Year</th>
<th>Appeared</th>
<th>Passed</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>June</td>
<td>Dec</td>
<td>June</td>
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<td></td>
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<td>M  F</td>
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<tr>
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</tr>
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<td>2012</td>
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<td>3 7</td>
<td>-  -</td>
</tr>
<tr>
<td>2013</td>
<td>1 14</td>
<td>0 2</td>
<td>1 14</td>
</tr>
<tr>
<td>2014</td>
<td>- 17</td>
<td>-  -</td>
<td>17  -</td>
</tr>
</tbody>
</table>

33) Diversity of students

<table>
<thead>
<tr>
<th>Name of the Program</th>
<th>Percentage of Students Within the state</th>
<th>Percentage of Students Outside the state</th>
<th>Percentage of Students outside the country</th>
</tr>
</thead>
<tbody>
<tr>
<td>B.P.TH</td>
<td>100</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>M.P.Th</td>
<td>100</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

34) How many students have cleared Civil Services and Defense Services
examinations, NET, SET, GATE, USMLE, PLAB, GPAT, NCLEX, CGFNS, IELTS and other competitive examinations? Give details category-wise.

Those who are applying to get the admissions in English speaking countries are appearing and clearing IELTS examination.

35) Student progression

<table>
<thead>
<tr>
<th>Student Progression</th>
<th>Enrolled Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>UG to PG</td>
<td></td>
</tr>
<tr>
<td>PG to PhD</td>
<td>Not Applicable</td>
</tr>
<tr>
<td>Employed</td>
<td>Nil</td>
</tr>
</tbody>
</table>

36) Diversity of staff

| Staff from same State    | 50%                  |
| Staff from other State   | 50%                  |
| Staff of same University | 50%                  |
| Staff from other country University | Nil               |

37) Number of faculty who were awarded M.Phil, DM, M Ch, Ph.D., D.Sc. and D.Litt. During the assessment period NIL

38) Present details of departmental infrastructural facilities with regard to Library

- Library Books – 25
- Journal – 23
- Catalogue - 4
- Internet facilities for staff and students Available
- Total number of class rooms Seven, shared
- Class rooms with ICT facility and ‘smart’ class rooms One, shared
- Students’ laboratories one
- Research laboratories one

39) List of doctoral, post-doctoral students and Research Associates NIL

40) Number of post graduate students getting financial assistance from the University.
    NIL

41) Was any need assessment exercise undertaken before the development of new program(s)? If so, highlight the methodology
    NIL

42) Does the department obtain feedback from

   a) Faculty on curriculum as well as teaching-learning-evaluation?

   If yes, how does the department utilize the feedback?

   Yes,

   Feedback forms from faculty on curriculum are taken every 5 yearly
whenever university reforms the syllabus. Periodically, discussions with the students are done regarding Clinical postings and overall academic sessions and required improvements are implemented.

b. Students on staff, curriculum and teaching-learning-evaluation and how does the department utilize the feedback?
Yes, Feedback is taken from the students after each academic year and according to feedback obtained, necessary changes are implemented.

c. Alumni and employers on the programs offered and how does the department utilize the feedback?
Not Applicable

43) List the distinguished alumni of the department (maximum 10)
NIL

44) Give details of student enrichment programs (special lectures / workshops / Seminar) involving external experts.
NIL

45) List the teaching methods adopted by the faculty for different programs including clinical teaching.
Different teaching methods like:
- Class room teaching by using advance methods like LCD and other audio visual aids
- Group discussions to improve interaction and team work.
- Problem based learning is used to make excellent teaching learning process.
- Hands on practical demonstrations are given on models and human skeleton to improve practical skills.

46) How does the department ensure that program objectives are constantly met and learning outcomes are monitored?
- After every topic class tests are conducted in the form of written test or orals and students are evaluated. Based on the performance necessary steps are taken and if necessary tutorials are conducted.
- Mentorship Programme is included as a part of regular monitoring of students where students discuss their professional as well as personal problems with respective teacher. Teachers constantly provide counselling to students to deal with any situation.

47) Highlight the participation of students and faculty in extension activities.
Department is conducting speciality clinics for spine, shoulder and knee. Detailed evaluations of patients are taken by student and Faculty together and a protocol is made according to the need of patients and a regular follow up taken.
Also, students and faculty doing regular visits to rural and urban health centres in collaboration with Community Physiotherapy.
48) Give details of “beyond syllabus scholarly activities” of the department. Teachers and students are motivated to attend the Seminars, Workshops, Guest Lectures, conducted by other Colleges, and Universities.

49) State whether the program/department is accredited/graded by other agencies? If yes, give details.
No

50) Briefly highlight the contributions of the department in generating new knowledge, basic or applied
Faculties in the department are trained in all the techniques of manual therapy and they are practicing effectively on patients and also performing research based on these techniques.

51) Detail five major Strengths, Weaknesses, Opportunities and Challenges (SWOC) of the department.

**Strengths:**
- Well qualified and MUHS approved faculties in the department are engaged in various positions in the college for smooth functioning.
- Faculties are involved in guiding final year students and interns for various research projects
- Proper teaching Schedule according to academic calendar is followed.
- For clinical teaching, large number of patients are available.

**Weakness:**
- Advance diagnostic tools like pelvic inclinometer, scoliometer, manipulation tables are required in the department.
- Faculties need to work more on research and publications

**Opportunities:**
- Well equipped laboratories
- Spacious library
- Better student’s teachers ratio for practical education

**Challenges:**
To conduct National and International seminars, workshops and conferences

52) Future plans of the department.
- To make a well equipped laboratory for the department
- To procure diagnostic tools like pelvic inclinometer, scoliometer and mobilization table.
1) Name of the Department: Neurosciences Physiotherapy

2) Year of establishment: 2007

3) Is the Department part of a College/Faculty of the university?
   Yes it is a part of Smt. Kashibai Navale College of Physiotherapy which is affiliated to Maharashtra University of Health Sciences (MUHS) Nashik.

4) Names of programs offered (UG, PG, Pharm D, Integrated Masters; M.Phil., Ph.D., Integrated Ph.D., Certificate, Diploma, PG Diploma, D.M./M.Ch., Super specialty fellowship, etc.)
   Bachelor of Physiotherapy, B.P.Th (4 and a half years)
   Master of Physiotherapy M.P.Th. (3 years) specialty program in Neurosciences

5) Interdisciplinary programs and departments involved
   All the departments of Smt. Kashibai Navale College of Physiotherapy, Department of Medicine and Department of Pediatrics, Smt. Kashibai Navale Medical College and General Hospital.

6) Courses in collaboration with other universities, industries, foreign institutions, etc.: Not applicable

7) Details of programs discontinued, if any, with reasons: None

8) Examination System: Annual/Semester/Trimester/Choice Based Credit System:
   Two internal examinations are conducted in one academic year – Terminal in the month of December and Preliminary in the month of April. Students have to appear for theory as well as Practical. The University conducts only one exam in May every year. The results of the internal exam are clubbed with the University exam in the ratio of 20:80 and the final result is declared by the university.

9) Participation of the department in the courses offered by other departments: None

10) Number of teaching posts sanctioned, filled and actual (Professors/Associate Professors/Asst. Professors/others):

<table>
<thead>
<tr>
<th>Name of the Faculty with Designation</th>
<th>Sanctioned</th>
<th>Filled</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Parag Ranade Professor</td>
<td>01</td>
<td>01</td>
<td>01</td>
</tr>
<tr>
<td>Dr. Sharmishtha Gadgil Associate Professor</td>
<td>01</td>
<td>01</td>
<td>01</td>
</tr>
<tr>
<td>Dr. Rahul Bisen Assistant Professor</td>
<td>01</td>
<td>01</td>
<td>01</td>
</tr>
</tbody>
</table>
11) Faculty profile with name, qualification, designation, area of specialization, experience and research under guidance

Faculty Profile:

<table>
<thead>
<tr>
<th>Sr. No</th>
<th>Name</th>
<th>Qualification</th>
<th>Designation</th>
<th>Area of specialization</th>
<th>Experience</th>
<th>Research under guidance</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Parag Ranade</td>
<td>MPhT</td>
<td>Professor</td>
<td>Adult Neurology</td>
<td>12 yrs UG &amp; 2 yrs PG</td>
<td>2 UG 1 Intern 1 PG</td>
</tr>
<tr>
<td>2</td>
<td>Sharmishtha Gadgil</td>
<td>MPhT</td>
<td>Associate Professor</td>
<td>Adult Neurology</td>
<td>7 yrs &amp; 6 months</td>
<td>2 UG 1 Intern 1 PG</td>
</tr>
<tr>
<td>3</td>
<td>Rahul Bisen</td>
<td>MPT</td>
<td>Assistant Professor</td>
<td>Pediatric Neurology</td>
<td>4 yrs &amp; 5 months</td>
<td>2 UG 2 Interns</td>
</tr>
</tbody>
</table>

12) List of senior Visiting Fellows, adjunct faculty, emeritus professors

None

13) Percentage of classes taken by temporary faculty—program-wise

No Temporary faculty exists

14) Program-wise Student Teacher Ratio

Under graduation 20:1
Post Graduation 2:1

15) Number of academic support staff (technical) and administrative staff; sanctioned, filled and actual

<table>
<thead>
<tr>
<th>Staff Name</th>
<th>Post</th>
<th>Sanctioned</th>
<th>Filled</th>
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</thead>
<tbody>
<tr>
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<td>Superintendent</td>
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<tr>
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<td>Office Clerk</td>
<td>2 (common for all Department)</td>
<td>2</td>
</tr>
<tr>
<td>Mr. Vijay Keru Jadhay</td>
<td>Lab Assistant</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

16) Research thrust areas as recognized by major funding agencies

None

17) Number of faculty with ongoing projects from a) national b) international funding agencies and c) Total grants received. Give the names of the funding agencies, project title and grants received project-wise.

None

18) Inter-institutional collaborative projects and associated grants received a) National collaboration b) International collaboration

None
19) Departmental projects funded by ICMR; DST-FIST; UGC-SAP/CAS,DPE; DBT, ICSSR, AICTE, etc.; total grants received. None

20) Research facility / centre with
   With Smt. Kashibai Navale Medical College and General Hospital

21) Special research laboratories sponsored by / created by industry or corporate bodies
   None

22) Publications:
   None

23) Details of patents and income generated
   Not applicable

24) Areas of consultancy and income generated
   Not applicable

25) Faculty selected nationally / internationally to visit other laboratories/institutions/industries in India and abroad
   None

26) Faculty serving in
   a) National committees b) International committees c) Editorial Boards d) any other (specify)
   None

27) Faculty recharging strategies (Refresher / orientation programs, workshops, training programs and similar programs).
   Faculty Recharging Strategies
   Dr. Parag Ranade, Professor

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Details of Conference/workshop</th>
<th>Date</th>
<th>Place</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Scientifica 2015</td>
<td>21-22 Feb. 2015</td>
<td>Pune</td>
</tr>
<tr>
<td>2</td>
<td>29th Pune International Marathon (Medical Team)</td>
<td>7th Dec. 2014</td>
<td>Pune</td>
</tr>
<tr>
<td>3</td>
<td>Scientifica 2013</td>
<td>3rd Feb. 2013</td>
<td>Pune</td>
</tr>
<tr>
<td>4</td>
<td>Basic Research Methodology Workshop</td>
<td>4-6 Apr. 2013</td>
<td>Pune</td>
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<tr>
<td>5</td>
<td>50th Annual IAP Conference</td>
<td>9-10 Mar. 2012</td>
<td>Mumbai</td>
</tr>
<tr>
<td>7</td>
<td>49th IAP Annual Conference</td>
<td>7-9 Jan. 2011</td>
<td>Pune</td>
</tr>
<tr>
<td>8</td>
<td>MUHS Advanced MET Workshop</td>
<td>Aug. 2010</td>
<td>Pune</td>
</tr>
<tr>
<td>9</td>
<td>48th Annual IAP Conference</td>
<td>22-24 Jan. 2010</td>
<td>Mangalore</td>
</tr>
<tr>
<td>10</td>
<td>Horizon 2009</td>
<td>14-15 Nov. 2009</td>
<td>Pravaranagar, Loni</td>
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<tr>
<td>11</td>
<td>MUHS Basic MET Workshop</td>
<td>26-29 Jul. 2006</td>
<td>Pune</td>
</tr>
<tr>
<td>Sr. No</td>
<td>Name of Workshop/Conference/Seminar</td>
<td>Date</td>
<td>Place</td>
</tr>
<tr>
<td>-------</td>
<td>------------------------------------</td>
<td>---------------</td>
<td>------------------</td>
</tr>
<tr>
<td>1</td>
<td>Workshop as a resource person on Electrodiagnosis</td>
<td>Feb 2015</td>
<td>SKNMC</td>
</tr>
<tr>
<td>2</td>
<td>Presentation under innovation category at Scientifica 2015</td>
<td>Feb 2015</td>
<td>MIT Pune</td>
</tr>
<tr>
<td>3</td>
<td>Paper presentation at Exercise is medicine: Symposium</td>
<td>Feb 2015</td>
<td>Manipal University</td>
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<tr>
<td>4</td>
<td>Research Methodology Workshop</td>
<td>Sept. 2014</td>
<td>Sinhagad Dental College, Pune</td>
</tr>
<tr>
<td>5</td>
<td>NDTA Adult Certification</td>
<td>Feb 2014</td>
<td>Sancheti Health Academy, Pune</td>
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<tr>
<td>6</td>
<td>Scientifica 2014</td>
<td>Jan 2014</td>
<td>Pune</td>
</tr>
<tr>
<td>7</td>
<td>50th IAP Conference</td>
<td>March 2012</td>
<td>Mumbai</td>
</tr>
<tr>
<td>8</td>
<td>Neurodynamic Solutions</td>
<td>Feb 2011</td>
<td>MGM, Mumbai</td>
</tr>
<tr>
<td>9</td>
<td>Poster Presentation at ICNR</td>
<td>April 2010</td>
<td>Goa</td>
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<tr>
<td>10</td>
<td>Guest Lecture as resource person on Swiss ball a Physiotherapy tool</td>
<td>Feb 2009</td>
<td>MAEER’s COP, Talegaon</td>
</tr>
<tr>
<td>11</td>
<td>MET Workshop</td>
<td>Feb 2009</td>
<td>Pune</td>
</tr>
<tr>
<td>12</td>
<td>42nd Annual Conference of IAP</td>
<td>Feb 2004</td>
<td>Jaipur</td>
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<tr>
<td>13</td>
<td>Evaluation &amp; Management on Sacroiliac joint Dysfunction.</td>
<td>Sept 2004</td>
<td>Lilavati Hospital Mumbai</td>
</tr>
<tr>
<td>14</td>
<td>Evaluation Methodology</td>
<td>2004</td>
<td>LTMMC, Sion Mumbai</td>
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</table>

Dr. Sharmishtha Gadgil (PT), Associate Professor
<table>
<thead>
<tr>
<th>Year</th>
<th>Workshop/ conference</th>
<th>Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015</td>
<td>1. Advanced Workshop in Medical Education Technology By MUHS</td>
<td>11th January to 17th January 2015</td>
</tr>
<tr>
<td></td>
<td>2. Basic Workshop in Research Methodology By MUHS</td>
<td>11th to 13th March</td>
</tr>
<tr>
<td>2014</td>
<td>1. 29th Pune International Marathon</td>
<td>7th December</td>
</tr>
<tr>
<td></td>
<td>2. CME on Management of Upper Limb Problems in Children</td>
<td>14th September 2013</td>
</tr>
<tr>
<td>2012</td>
<td>1. Integrated National Conference On Pulmonary Rehabilitation</td>
<td>13th to 14th October 2012</td>
</tr>
<tr>
<td></td>
<td>1. CME on ‘Vertigo” organized by ENT and Medicine department of Smt Kashibai Navale Medical College</td>
<td>21st March 2011</td>
</tr>
<tr>
<td></td>
<td>4. Basic Teaching Technology Workshop</td>
<td>20th to 22nd December 2011</td>
</tr>
<tr>
<td>2010</td>
<td>1. 48th Annual Conference of Indian Association of Physiotherapist</td>
<td>22nd, 23rd and 24th January 2010</td>
</tr>
<tr>
<td></td>
<td>2. Therapeutic approach in Disability Rehabilitation – Chetana Child Development Centre, Mangalore</td>
<td>5th and 6th March 2010</td>
</tr>
<tr>
<td>Year</td>
<td>Event Description</td>
<td>Date</td>
</tr>
<tr>
<td>------</td>
<td>-----------------------------------------------------------------------------------</td>
<td>------------</td>
</tr>
<tr>
<td>2009</td>
<td>1. National level Workshop on Balance and Vestibular Rehabilitation- Physiotherapy perspective</td>
<td>22nd and 23rd November</td>
</tr>
<tr>
<td></td>
<td>3. CME on Role of Conventional Radiology in Understanding Human Anatomy</td>
<td>28th February</td>
</tr>
</tbody>
</table>

28) Student projects Percentage of students who have taken up in-house projects including inter-departmental projects

Departmental Projects: 100%

All the final year students and the interns have to complete projects and the PG students have to complete dissertation work.

29) Awards / recognitions received at the national and international level by Faculty

None

30) Seminars/ Conferences/Workshops organized and the source of funding (national / international) with details of outstanding participants, if any.

Continuing Medical Education Programme through a workshop on Electro diagnosis was conducted along with Department of Medicine Smt. Kashibai Navale Medical College and General Hospital. The workshop was funded through collecting registration fees from the delegates.

31) Code of ethics for research followed by the departments

proposals are Cleared initially by institutional review board and later by the institutional ethics Committee and strict adherence to the ICMR guidelines is followed.

32) Student profile program-wise:

<table>
<thead>
<tr>
<th>Year</th>
<th>Appeared</th>
<th>Passed</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>June</td>
<td>Dec</td>
<td>June</td>
</tr>
<tr>
<td></td>
<td>M/F</td>
<td>M/F</td>
<td>M/F</td>
</tr>
<tr>
<td>2010</td>
<td>-/-</td>
<td>-/-</td>
<td>-/-</td>
</tr>
<tr>
<td>2011</td>
<td>-/-</td>
<td>-/-</td>
<td>-/-</td>
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<tr>
<td>2012</td>
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<tr>
<td>2013</td>
<td>1/14</td>
<td>0/2</td>
<td>1/14</td>
</tr>
<tr>
<td>2014</td>
<td>-/17</td>
<td>-/-</td>
<td>-/17</td>
</tr>
</tbody>
</table>

33) Diversity of students

<table>
<thead>
<tr>
<th>Name of the Program</th>
<th>Percentage of Students Within the state</th>
<th>Percentage of Students Outside the state</th>
<th>Percentage of Students outside the country</th>
</tr>
</thead>
<tbody>
<tr>
<td>B.P.TH</td>
<td>100</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>M.P.Th</td>
<td>100</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
34) How many students have cleared Civil Services and Defense Services examinations, NET, SET, GATE, USMLE, PLAB, GPAT, NCLEX, CGFNS, IELTS and other competitive examinations? Give details category-wise.
None

35) Student progression
Students enroll as Undergraduates then Masters programme and then PhD. Currently 3 students are enrolled for Post graduate programme in Neurosciences

36) Diversity of staff
Two faculty members are from Universities in Maharashtra and one Faculty is from Karnataka state

37) Number of faculty who were awarded M.Phil, DM, M Ch, Ph.D., D.Sc. and D.Litt. During the assessment period
None

38) Present details of departmental infrastructural facilities with regard to
- Library
  Titles - 18 copies 18
- Internet facilities for staff and students
  Available
- Total number of class rooms
  Four
- Class rooms with ICT facility and ‘smart’ class rooms
  Three
- Students’ laboratories
  Yes,
  Research laboratories Shared with the medical college

39) List of doctoral, post-doctoral students and Research Associates
None at present

40) Number of post graduate students getting financial assistance from the University.
None

41) Was any need assessment exercise undertaken before the development of new program(s)? If so, highlight the methodology
None

42) Does the department obtain feedback from
a) Faculty on curriculum as well as teaching-learning-evaluation?
   If yes, how does the department utilize the feedback?
   Yes, verbal discussions are carried out periodically and necessary modifications for improvement are implemented. The University conducts syllabus reformation workshop every five years in which faculty participates.
b. Students on staff, curriculum and teaching-learning-evaluation and how does the department utilize the feedback?
Yes, feedback is obtained from the students every year regarding faculty and curriculum & the same is used to improve teaching learning & evaluation methods.

c. Alumni and employers on the programs offered and how does the department utilize the feedback?
There are no department wise alumni. All the alumni are common for the whole college Feedback received from all the above stake holders is carefully analyzed and appropriate remedial measures are undertaken on priority basis.

43) List the distinguished alumni of the department (maximum 10)
None till date

44) Give details of student enrichment programs (special lectures / workshops / Seminar) involving external experts.
A hands on workshop on Electro diagnosis was arranged by the department of Neurophysiotherapy in collaboration with department of Medicine SKNMC & GH, on February 27th & 28th, 2015. Dr. Nilima Bhalerao and Dr. Sharmishtha Gadgil were the resource Persons.

45) List the teaching methods adopted by the faculty for different programs including clinical teaching.
Lectures are delivered using all latest Audio visual aides like LCD projectors etc.In clinical set up detailed evaluation of patients and thorough hands on training is imparted to all students about the various treatment techniques. Small group teaching method is frequently followed

46) How does the department ensure that program objectives are constantly met and learning outcomes are monitored?
Regular tests and feedback is taken from the patients as well as students and Teachers are obtained and necessary changes are made to improve quality of patient care and teaching-learning procedures.

47) Highlight the participation of students and faculty in extension activities.
Daily screening of all the patients in the medicine and pediatric wards Faculty members render their specialty services to patients at Urban Health and Treatment center, Kondhwa as well as Rural Health and Treatment center, Kusgaon

48) Give details of “beyond syllabus scholarly activities” of the department.
Participation in the outreach programme and the mobile OPD in the rural areas where patients are unable to come to the treatment centers

49) State whether the program/ department is accredited/ graded by other agencies? If yes, give details.
No
50) Briefly highlight the contributions of the department in generating new knowledge, basic or applied
Faculty members attending any workshops or refreshers courses elsewhere are engaged in transferring the knowledge to other faculty members and students who were unable to attend the same thereby spreading knowledge

51) Detail five major Strengths, Weaknesses, Opportunities and Challenges (SWOC) of the department.

**Strengths:**
- Fully qualified & experienced staff as per requirements
- Regular teaching
- Various teaching aids available
- Rich library available
- Rich clinical exposure to students
- Good feedback about teaching learning from the students.

**Weakness:**
Lack of funds to purchase some equipment

**Opportunities:**
Opportunity for scientific presentation in the National and International conferences.

**Challenges:**
To spread awareness among faculties of other departments about the significance of Physiotherapy and to increase the patient load in specialty areas

52) Future plans of the department.
The department plans to establish itself as an ideal center for neurorehabilitation both for adults as well as pediatric population. This can be achieved by constant up gradation by attending regularly seminars and workshops. The department also plans to conduct interdepartmental educational programmes with various departments of the medical college. The faculty of the department is planning to enroll for PhD Programme to enhance self knowledge and skills and to deliver it to the patients and students.
**DEPARTMENTAL EVALUATION: CARDIOVASCULAR AND RESPIRATORY PHYSIOTHERAPY**

1) **Name of the Department:** Department of Cardiovascular & Respiratory Physiotherapy

2) **Year of establishment:** 2007

3) **Is the Department part of a College/Faculty of the university?**
   - Yes, the Department is part of the college.

4) **Names of programs offered** (UG, PG, Pharm D, Integrated Masters; M.Phil., Ph.D., Integrated Ph.D., Certificate, Diploma, PG Diploma, D.M./M.Ch., Super specialty fellowship, etc.)
   - a) Undergraduate – Bachelor of Physiotherapy (B. P. Th.)
   - b) Post Graduate – Master of Physiotherapy (M. P. Th.) in Cardio Vascular Respiratory Physiotherapy

5) **Interdisciplinary programs and departments involved**
   - a) Induction program with Department of Chest Medicine (SKNMC & General Hospital)
   - b) Regular Lectures, Seminars and Case Presentation with all other departments of our Physiotherapy College for third year, fourth year students and Postgraduate students.

6) **Courses in collaboration with other universities, industries, foreign institutions, etc.:**
   - Nil

7) **Details of programs discontinued, if any, with reasons:**
   - Nil

8) **Examination System:** Annual/Semester/Trimester/Choice Based Credit System;
   - Annual examinations by MUHS, Nashik are conducted for the subjects of Physiotherapy in General Medical & Surgical Conditions / Physiotherapy in Cardiovascular Respiratory Sciences and Physical Diagnosis & Manipulative Skills / Functional Diagnosis & Physiotherapeutic Skills

9) **Participation of the department in the courses offered by other departments:**
   - Regular classes are taken for department of Kinesiology & Physical Diagnosis.
   - Regular classes are taken for Post Graduate students.
10) Number of teaching posts sanctioned, filled and actual (Professors/Associate Professors/Asst. Professors/others):

<table>
<thead>
<tr>
<th>Post</th>
<th>Sanctioned</th>
<th>Filled</th>
<th>Actual (including CAS &amp; MPS)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professor</td>
<td>1</td>
<td>1</td>
<td>-</td>
</tr>
<tr>
<td>Associate Professor/Reader</td>
<td>1</td>
<td>1</td>
<td>-</td>
</tr>
<tr>
<td>Assistant Professor</td>
<td>1</td>
<td>1</td>
<td>-</td>
</tr>
<tr>
<td>Lecturer</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Tutor / Clinical Instructor</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

11) Faculty profile with name, qualification, designation, area of specialization, experience and research under guidance:

<table>
<thead>
<tr>
<th>Name</th>
<th>Qualification</th>
<th>Designation</th>
<th>Specialisation</th>
<th>No. of Years of Experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Nisha Shinde</td>
<td>M.P.Th</td>
<td>Professor</td>
<td>Physiotherapy in Cardiopulmonary</td>
<td>12 Yrs</td>
</tr>
<tr>
<td>Dr. Prajakata Patil</td>
<td>M.Ph.T</td>
<td>Asso. Professor</td>
<td>Cardiovascular &amp; respiratory</td>
<td>9 Yrs</td>
</tr>
<tr>
<td>Dr. Senthil Kumar E.</td>
<td>M.P.T</td>
<td>Assit. Professor</td>
<td>Pulmonary Rehabilitation</td>
<td>5 Yrs 5 Months</td>
</tr>
</tbody>
</table>

12) List of senior Visiting Fellows, adjunct faculty, emeritus professors

S. K. N. Medical College teachers from General Medicine and Chest Medicine departments are involved as adjunct teachers in the Medical aspects of the department subject.

13) Percentage of classes taken by temporary faculty— program-wise information

Nil

14) Program-wise Student Teacher Ratio

- **B.P.Th** – 20 : 3
- **M.P.Th** – 2 : 3
15) Number of academic support staff (technical) and administrative staff; sanctioned, filled and actual

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<th>Filled</th>
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<tr>
<td>Mrs. Manjusha Sandesh Inamke</td>
<td>Office Clerk</td>
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<tr>
<td>Mr. Vijay Murlidhar Nanaware</td>
<td>Lab. Assistant</td>
<td>2 (common for all Department)</td>
<td>2</td>
</tr>
<tr>
<td>Mr. Vijay Keru Jadhav</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

16) Research thrust areas as recognized by major funding agencies
No

17) Number of faculty with ongoing projects from a) national b) international funding agencies and c) Total grants received. Give the names of the funding agencies, project title and grants received project-wise.
Nil

18) Inter-institutional collaborative projects and associated grants received
a) National collaboration b) International collaboration
Nil

19) Departmental projects funded by ICMR; DST-FIST; UGC-SAP/CAS, DPE; DBT, ICSSR, AICTE, etc.; total grants received.
Nil

20) Research facility / centre with
Nil

21) Special research laboratories sponsored by / created by industry or corporate bodies
Nil

22) Publications:

<table>
<thead>
<tr>
<th>Faculty</th>
<th>No. of Publications</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Nisha Shinde</td>
<td>18</td>
</tr>
<tr>
<td>Dr. Senthil Kumar</td>
<td>07</td>
</tr>
<tr>
<td>Dr. Prajakta Patil</td>
<td>02</td>
</tr>
<tr>
<td>Total</td>
<td>29</td>
</tr>
</tbody>
</table>

23) Details of patents and income generated
Nil

24) Areas of consultancy and income generated
Not Applicable
25) Faculty selected nationally / internationally to visit other laboratories/institutions/industries in India and abroad
No

26) Faculty serving in
a) National committees b) International committees c) Editorial Boards

d) any other (specify)

a. National committees/International committees –
   i. Dr.Prajakta Patil & Dr.Senthil Kumar E. Served as Secretary and Workshop Coordinator in Integrated National Pulmonary Conference (INPR 2012).

b. Editorial Boards
   i. Dr.Senthil Kumar E. Serving as a member of Editorial board in Asian Journal of Health Science and Research.
   ii. Dr.Senthil Kumar E. Serving as an Editor in Chief in Sinhgad e journal of Physiotherapy.

c. Any other (specify):
   Nil

27) Faculty recharging strategies (Refresher / orientation programs, workshops, training programs and similar programs).

<table>
<thead>
<tr>
<th>Staff Name</th>
<th>Workshop/Training Program/Conference</th>
</tr>
</thead>
</table>
| Dr.Nisha Shinde | ➢ An Updates on EMG  
➢ Public speaking  
➢ TMJ Updates at CPT Loni  
➢ National Conference NCSPR  
➢ International Conference on women’s health  
➢ Basic Life Support and Advanced Life Support at Loni  
14th Sep.2012  
➢ Nurturing and Maintaining of Holistic Health  
➢ An Introduction to Swedish Massage  
➢ Basic and Advanced Life support  
➢ Medical Educational Training  
➢ Research Methodology – MET MUHS  
➢ Exercise is a Medicine – Manipal University |
| Dr. Prajakta Patil | ➢ Exercise is a Medicine – Manipal University  
➢ Attended IAP Annual Conferences held Pune in 2011  
➢ National level workshop on Problem & project based learning between 7-9 march 2011  
➢ Attended Advanced Teacher’s Training workshop organized by MUHS at Aundh Chest Hospital ESIS building.  
➢ 1st Maharashtra State research Ethics conference on 21st July 2012organised by FERCI  
➢ Basic research methodology workshop organized by MUHS, Nashik held at Aundh Chest Hospital, Pune.  
➢ National conference on pulmonary rehabilitation INPR in 2012at Smt Kashibai Navale college of PT Pune. |
Workshop on ICU & critical care M/M for physiotherapist on 14th sept 2013
Attended research based conference Scientifica organised by MUHS at Pune in 2013 & 2014

Dr. Senthil Kumar E.

Basic and Advanced Life support
Medical Educational Training
Research Methodology – MET MUHS

28) Student projects
• Percentage of students who have taken up in-house projects including inter-departmental projects

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Guide Name</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Undergraduates</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ms. Ankita Joshi</td>
<td>Dr. Nisha Shinde</td>
<td>Effect of Yoga in post menopausal women</td>
</tr>
<tr>
<td>Ms. Vora Riddhi</td>
<td>Dr. Prajakta Patil</td>
<td>Effects Of Anulom Vilom on Ventilatory Functions of Lungs, Blood Pressure And Pulse Rate In Normal Individuals</td>
</tr>
<tr>
<td>Ms. Saifina Momin</td>
<td>Dr. Prajakta Patil</td>
<td>Comparison of RPP in Six minute test and Shuttle walk test in COPD patients.</td>
</tr>
<tr>
<td>Ms. Thakkar Heta</td>
<td>Dr. Senthil Kumar</td>
<td>Static And Dynamic Balance Stability In Subjects With Chronic Low Back Pain – An Observational Study</td>
</tr>
<tr>
<td>Mahendrakar Vaibhavi</td>
<td>Dr. Senthil Kumar</td>
<td>Intra-Rater And Inter-Rater Reliability of Modified Algometry In Normal Individuals</td>
</tr>
<tr>
<td><strong>Post Graduates</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ms. Supriya Balerao</td>
<td>Dr. Prajakta Patil</td>
<td>Effect of Pulmonary rehabilitation on residual volume in COPD patients – A randomized control trial.</td>
</tr>
<tr>
<td>Ms. Ruchita Balerao</td>
<td>Dr. Prajakta Patil</td>
<td>Effect of aerobic training in post menopausal women – A randomised control trial.</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td>07</td>
</tr>
</tbody>
</table>

29) Awards / recognitions received at the national and international level by Faculty
Nil

30) Seminars/ Conferences/Workshops organized and the source of funding (national / international) with details of outstanding participants, if any.
• Basic Life Support - Collaborated with Department of Anaesthesia
SKNMC&GH – Seed money by STES
- Integrated National Pulmonary Rehabilitation – Collaborated with Department of Chest Medicine SKNMC&GH – Seed Money by STES and Delegates Contribution.

31) Code of ethics for research followed by the departments
- Yes, all the Universal precaution are followed as per the Norms
- Strict confidentiality and patient information are maintained as per Institutional ethics for reproach recruitment.

32) Student profile program-wise:

<table>
<thead>
<tr>
<th>General Medical surgical Physiotherapy</th>
<th>Appeared</th>
<th>Passed</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>June</td>
<td>Dec</td>
<td>June</td>
</tr>
<tr>
<td></td>
<td>M</td>
<td>F</td>
<td>M</td>
</tr>
<tr>
<td>M</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2011</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>2012</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>2013</td>
<td>3</td>
<td>7</td>
<td>3</td>
</tr>
<tr>
<td>2014</td>
<td>1</td>
<td>14</td>
<td>0</td>
</tr>
<tr>
<td>2015</td>
<td>18</td>
<td></td>
<td>18</td>
</tr>
</tbody>
</table>

33) Diversity of students

<table>
<thead>
<tr>
<th>Name of the Program</th>
<th>Percentage of Students Within the state</th>
<th>Percentage of Students Outside the state</th>
<th>Percentage of Students outside the country</th>
</tr>
</thead>
<tbody>
<tr>
<td>B.P.TH</td>
<td>100</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>M.P.Th</td>
<td>100</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

34) How many students have cleared Civil Services and Defense Services examinations, NET, SET, GATE, USMLE, PLAB, GPAT, NCLEX, CGFNS,IELTS and other competitive examinations? Give details category-wise:
Those who are applying to get the admissions in English speaking countries are appearing and clearing IELTS examination.

35) Student progression

<table>
<thead>
<tr>
<th>Student Progression</th>
<th>Enrolled Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>UG to PG</td>
<td>Nil</td>
</tr>
<tr>
<td>PG to PhD</td>
<td>Not Applicable</td>
</tr>
<tr>
<td>Employed</td>
<td>25</td>
</tr>
</tbody>
</table>
36) **Diversity of staff**

<table>
<thead>
<tr>
<th>Staff from same State</th>
<th>67.5%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff from other State</td>
<td>32.5%</td>
</tr>
<tr>
<td>Staff of same University</td>
<td>32.5%</td>
</tr>
<tr>
<td>Staff from other country University</td>
<td>Nil</td>
</tr>
</tbody>
</table>

37) **Number of faculty who were awarded M.Phil, DM, M Ch, Ph.D., D.Sc. and D.Litt.** During the assessment period

As per the institutional program schedule, no higher education such as PhD is permitted, but two of our faculty namely

a) Dr. Nisha Shinde (PT) enrolled PhD under Pravara institute of medical sciences Loni Ahmednagar.

b) Dr. Senthil Kumar E (PT) Enrolled PhD under Jaipur College of Physiotherapy, Jaipur, Rajasthan.

38) **Present details of departmental infrastructural facilities with regard to Library**

a. Library  
**Titles -06, Total Books- 06**

b. Internet facilities for faculty and students: **Available**

c. Total number of class rooms: **Seven Shared**

d. Class rooms with ICT facility and ‘smart’ class rooms: **One, Shared**

e. Students’ laboratories: **Two, Shared**

f. Research laboratories: **One**

39) **List of doctoral, post-doctoral students and Research Associates**

Nil

40) **Number of post graduate students getting financial assistance from the University.**

Nil

41) **Was any need assessment exercise undertaken before the development of new program(s)? If so, highlight the methodology**

Nil

42) **Does the department obtain feedback from**

a. Faculty on curriculum as well as teaching-learning-evaluation? If yes, how does the department utilize the feedback?

   **Yes,**

   Discussions with the students carried out periodically regarding Clinical postings and overall academic sessions and necessary modifications for improvement are implemented

b. Students on staff, curriculum and teaching-learning-evaluation and how does the department utilize the feedback?

   Every year feedback is obtained and necessary notifications for improvement are implemented.
c. Alumni and employers on the programs offered and how does the department utilize the feedback?
   No

43) List the distinguished alumni of the department (maximum 10)
   No

44) Give details of student enrichment programs (special lectures / workshops / Seminar) involving external experts.
   Cardio respiratory department always encourages students to register and participate in various National and International Workshops, Seminars in the College as well as outside institutes. Department had organised a course on Basic Life Support, National Conference INPR on Pulmonary Rehabilitation and advanced lectures with practicals on Mechanical Ventilators in ICU in which eminent faculty from the college as well as from outside institutes.

45) List the teaching methods adopted by the faculty for different programs including clinical teaching:
   - Faculty uses advanced Teaching Learning Techniques using internet in the classrooms.
   - Seminars are organised for the students to improve interaction. Hands on practical demonstrations are given on models and mannequins to improve practical skills.
   - Bed side clinical teaching and Case presentations are supervised by the faculties in small groups to facilitate one to one attention to all the students.

46) How does the department ensure that program objectives are constantly met and learning outcomes are monitored?
   - Regular oral feedback from students is taken.
   - Departmental staff meetings are held regularly to ensure the quality assessment of students thereby the objectives are accomplished.

47) Highlight the participation of students and faculty in extension activities. Department conducts extension activities like visits to National Burn Center or village visits in rural areas for awareness activities in collaboration with Community Physiotherapy Department.

48) Give details of “beyond syllabus scholarly activities” of the department.
   - Conducts educational visits for students.
   - Organises awareness camps about Effects of exercises in various cardiac and respiratory conditions.
   - Always encourages students to participate in sports and other extracurricular activities.

49) State whether the program/department is accredited/ graded by other agencies? If yes, give details.
   No
50) Briefly highlight the contributions of the department in generating new knowledge, basic or applied
   - Department encourages students and faculties for innovations like making equipments and instruments.
   - Practical skills are taught to students in ICU and its application by students in specialised set up is supervised by faculties.
   - Basic assessment evaluations and treatment on patients is given by students under faculty guidance in clinical postings.

51) Detail five major Strengths, Weaknesses, Opportunities and Challenges (SWOC) of the department:
   **Strengths:**
   a) Well qualified and experienced teachers as per MUHS guidelines.
   b) Implementation of teaching schedule as per MUHS syllabus
c) Well equipped Laboratory
d) Good number of patients with variety cases for clinical teaching
e) Good academic performance by students

   **Weakness:**
   a) Lack of costly sophisticated equipments
   b) No Cardiovascular Surgery department in our Hospital
c) Higher studies for faculties are not available in the institute.

   **Opportunities:**
   a) Very good clinical job opportunities after internship
   b) Post graduation is widely available in this institute and other colleges
c) Prepares students for National and International presentations.

   **Challenges:**
   a) Increase awareness about the need of speciality among students
   b) Wide exposure to cardiothoracic cases
c) To implement pulmonary and cardiac rehabilitation effectively

52) Future plans of the department:
   - Adding recent updates in departmental laboratory
   - Addition of new books in departmental library
   - Improve quality teaching and interaction with students
   - Adding recent advances in teaching and clinical practise
   - Undertaking clinical projects by faculty
1) Name of the Department: Department of Community Physiotherapy

2) Year of establishment: 2011
Department of PT in Community Physiotherapy was established in year 2011 as per MUHS and Maharashtra Council for OT and PT norms.

3) Is the Department part of a College/Faculty of the university?
Yes, the Department is part of a college.

4) Names of programs offered (UG, PG, Pharm D, Integrated Masters; M.Phil., Ph.D., Integrated Ph.D., Certificate, Diploma, PG Diploma, D.M./M.Ch., Super speciality fellowship, etc.)
Undergraduate – Bachelor of Physiotherapy (B.P.Th)
Post Graduate – Master of Physiotherapy (M.P.Th in Community Medical Sciences)

5) Interdisciplinary programs and departments involved
a) Department of Community Physiotherapy is actively involved in conducting theory and practical session on “Role of yoga for a healthy living” as a part of Internship orientation program conducted by the Department of Preventive and Social Medicine for the MBBS interns.

b) Antenatal camps are conducted once a month at RHTC, Kusgaon in Collaboration with PHC, Karla. The Department of Community Physiotherapy is involved in delivering lecture & Practical demonstrations to the expecting mothers on “Importance, DO’S and DONT’S and Benefits of exercises during Antenatal Period”.

c) Department of Community Physiotherapy has got an active partnership with NGOs: Mahervaat, Hand in Hand, where we are involved as Health Consultants in delivering services in fields of Geriatrics, Health Promotion and Prevention in the remote villages as well as urban needy communities.

d) Department of Community Physiotherapy have two peripheral set ups to deliver High quality Physiotherapy services to the population who have difficulties in accessing the health services from the tertiary health care centres. To achieve this; the speciality experts from various departments of Physiotherapy render their services at Rural Health Training Centre, Kusgaon on a regular basis. This is a definite indication of interdepartmental collaboration for achieving the mission statement of institution.

e) Patients are treated by Holistic Approach at Smt. Kashibai Navale Medical College and General Hospital. To achieve this goal; Department of Community Physiotherapy is one of the important teams involved in delivering Physiotherapy services to the Psychiatric and the Obstetrics and
Gynaecology OPD and IPD patients of the hospital. We are acting as ergonomic consultants in different departments at Smt. Kashibai Navale Medical College and General Hospital.

6) Courses in collaboration with other universities, industries, foreign institutions, etc.: Nil

7) Details of programs discontinued, if any, with reasons: Nil

8) Examination System: Annual/Semester/Trimester/Choice Based Credit System:
   i. Annual (I-IV B.P.Th) by MUHS
   ii. M.P.Th – At the end of third academic year by MUHS
   iii. The Department of Community Physiotherapy conducts two formative exams at the first term end and preliminary examinations which are mandatory as a part of MUHS Examinations for the purpose of internal assessment. The average score of this examination is considered as 20% of the whole evaluation of students whereas, annual University examination marks comprise of 80%.

9) Participation of the department in the courses offered by other departments; Nil

10) Number of teaching posts sanctioned, filled and actual (Professors/Associate Professors/Asst. Professors/others):

<table>
<thead>
<tr>
<th>Post</th>
<th>Sanctioned</th>
<th>Filled</th>
<th>Actual (including CAS &amp; MPS)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professor</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Associate Professor/Reader</td>
<td>1</td>
<td>1</td>
<td>-</td>
</tr>
<tr>
<td>Assistant Professor</td>
<td>1</td>
<td>2</td>
<td>-</td>
</tr>
<tr>
<td>Lecturer</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Tutor/Clinical Instructor</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>
11) Faculty profile with name, qualification, designation, area of specialization, experience and research under guidance

<table>
<thead>
<tr>
<th>Name</th>
<th>Qualification</th>
<th>Designation</th>
<th>Specialisation</th>
<th>No of Years of Experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Chandan Kumar (PT)</td>
<td>M.P.Th</td>
<td>Associate Professor</td>
<td>PT in Neurosciences</td>
<td>8 years</td>
</tr>
<tr>
<td>Dr. Anushree Narekuli (PT)</td>
<td>M.P.T</td>
<td>Associate Professor</td>
<td>Community Physiotherapy</td>
<td>5 Yrs 6 Months</td>
</tr>
<tr>
<td>Dr. Pallavi Wakode (PT)</td>
<td>M.P.T</td>
<td>Assistant Professor</td>
<td>Community Physiotherapy</td>
<td>8 Months</td>
</tr>
</tbody>
</table>

12) List of senior Visiting Fellows, adjunct faculty, emeritus professors
The college has recruited full time faculty members in Department of Community Physiotherapy. However Senior Visiting Faculties are invited from time to time to keep the students updated with the current trends of knowledge in field of Community Physiotherapy.

13) Percentage of classes taken by temporary faculty – program-wise information
Nil

14) Program-wise Student Teacher Ratio
B.P.Th – 20: 3
M.P.Th – 2: 1

15) Number of academic support staff (technical) and administrative staff; Sanctioned, filled and actual

<table>
<thead>
<tr>
<th>Staff Name</th>
<th>Post</th>
<th>Sanctioned</th>
<th>Filled</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mr. Vaibhav Arvind Jamdade</td>
<td>Office Superintendent</td>
<td>1 (common for all Department )</td>
<td>1</td>
</tr>
<tr>
<td>Mrs. Manjusha Sandesh Inamke</td>
<td>Office Clerk</td>
<td>1 (common for all Department )</td>
<td>1</td>
</tr>
<tr>
<td>Mr. Vijay Murlidhar Nanaware</td>
<td>Lab Assistant</td>
<td>2 (common for all Department )</td>
<td>2</td>
</tr>
<tr>
<td>Mr. Vijay Keru Jadhav</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

16) Research thrust areas as recognized by major funding agencies
None
17) Number of faculty with ongoing projects from a) national b) international funding agencies and c) Total grants received. Give the names of the funding agencies, project title and grants received project-wise: Nil

18) Inter-institutional collaborative projects and associated grants received
a) National collaboration b) International collaboration Nil

19) Departmental projects funded by ICMR; DST-FIST; UGC-SAP/CAS, DPE; DBT, ICSSR, AICTE, etc.; total grants received: Nil

20) Research facility / centre with Nil

21) Special research laboratories sponsored by / created by industry or corporate bodies Nil

22) Publications:

<table>
<thead>
<tr>
<th>Faculty</th>
<th>No of Publications</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Chandan Kumar</td>
<td>12</td>
</tr>
<tr>
<td>Dr. Anushree Narekuli</td>
<td>01</td>
</tr>
<tr>
<td>Dr. Pallavi Wakode</td>
<td>-</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>13</strong></td>
</tr>
</tbody>
</table>

Dr. Chandan Kumar (PT)

1. Effectiveness of myofascial release on spasticity and lower extremity function in diplegic cerebral palsy: Randomized Controlled Trial:- Published in International Journal Of Physical Medicine And Rehabilitation 2014.

2. “Comparison between Electrical Stimulation over motor point and TENS over acupuncture point in Reducing Spasticity and Improving Function after Stroke: Randomized Clinical Trial” Published in International Journal Of Physical Medicine And Rehabilitation 2014, Volume 2 • Issue 6 • 1000237.

3. Effectiveness of Mental Practice Combined with Physical Practice in the Treatment of Post Stroke Patients Published In Journal of Novel Physiotherapies 2014, Volume 4 • Issue 3 • 1000216.


7. Effect of Neuromuscular Electrical Stimulation Combined With Cryotherapy on Spasticity And Hand Function In Patients With Spastic Cerebral Palsy-Published in Indian Journal of Physiotherapy and Occupational Therapy, Volume 07 Number 01, January - March 2013.

8. The Effect Of Task Oriented Training On Hand Functions In Stroke Patients- A Randomized Control Trial- Published in Indian Journal of Physiotherapy and Occupational Therapy, Volume 06 Number 03, July - September 2012.

9. Effectiveness of Physiotherapy for the Handwriting Problem of School Going Children –Published in Indian Journal of Physiotherapy and Occupational Therapy, Volume 06 Number 03, July - September 2012.


11. The efficacy of bilateral training on functional Recovery of upper extremity after stroke -Published in Indian Journal of Physiotherapy and Occupational Therapy, Volume 5, Number 2, April-June 2011.

12. Functional Outcome between Ischemic and Hemorrhagic Stroke Patients after In Patient Rehabilitation- Published in Indian Journal of Physiotherapy and Occupational Therapy, Volume 5, Number 2, April-June 2011.

Dr. Anushree Narekuli (PT)
Impact of physical therapy on burden of caregivers of individuals with functional disability” in Disability, CBR and Inclusive Development, Volume 22, No.1, 2011

23) Details of patents and income generated
Nil

24) Areas of consultancy and income generated
Not Applicable

25) Faculty selected nationally / internationally to visit other laboratories/ institutions / industries in India and abroad
Nil

26) Faculty serving in
a) National committees b) International committees c) Editorial Boards d) any other (specify)
Nil
Dr. Chandan Kumar (PT)

Workshops:

- The “Advanced Workshop In Health Science Education Technology” conducted by Institute Of Medical Education Technology & Teacher’s Training, (MUHS) regional center Pune held at, Pune, from 11th to 17th Jan. 2015.
- The “Basic Workshop In Health Science Education Technology” conducted by Institute Of Medical Education Technology & Teacher’s Training, (MUHS) regional center Pune held at, Pune, from 21st to 23rd Oct. 2013.
- The “Basic workshop in Research Methodology” conducted by MET Department, MUHS, held at DEPARTMENT OF AYUSH, MUHS, Nasik from 9th to 11th Oct. 2013.
- The hands on workshop on “Bobath and Adult Hemiplegia” held at MGM’S College Of Physiotherapy, Aurangabad On 27th APRIL 2013.
- Lumbar Spine Assessment and Manual Therapy Techniques held at MMIPR, MM University, Mullana, Ambala on 6th April 2012.
- Cyriax Manipulation Techniques held at PGI, Chandigarh On 3rd & 4th April 2010
- Literature Search Held At Medical Education Unit, MMIMSR, M. M. University, Mullana, Ambala on 22nd & 23rd April 2010.
- “Rehabilitation of Adult Hemiplegia, incorporating holistic approach of Bobath, Devices and Affolter Concepts” by Dr. Roshan M. Vania and Dr Preeti shah held at CMF’ College of Physiotherapy, Pune from 15th Oct to 17th Oct 2005.
- ‘Hip and Knee” The integrated approach (Evaluation and Treatment) held at CMF’s College of Physiotherapy, Pune on 29th April, 2005, course conducted by Dr. Neelam Shah.
- ‘The Spine” with “M Jones Clinical Reasoning and D. Butler’s concepts for Neurodynamics and Chronic Pain” held at CMF’s College of Physiotherapy, Pune, from 25th April to 28th April 2005, course conducted by Dr. Neelam Shah, MPT (Manual and Sports Australia).

Conferences:

- Scientifica 2015, MUHS regional academic and research conference held at MIT campus, Pune on 21st and 22nd February 2015.
- Capital- EM 2011 INDO-US Regional academic conference
<table>
<thead>
<tr>
<th>Event Description</th>
<th>Date/Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>ZEPHYR- 2011 held at MMIP&amp;R, M.M. University, Ambala on 7th And 8th Feb2011.</td>
<td></td>
</tr>
<tr>
<td>First annual conference of IAP- Chandigarh from 13th 14th Nov 2010.</td>
<td></td>
</tr>
<tr>
<td>48th annual conference of the IAP held in 22nd - 24 Jan 2010 in Mangalore, India.</td>
<td></td>
</tr>
<tr>
<td>National Rehabilitation Science Congress 2008 held in 1st and 2nd march 2008 New</td>
<td></td>
</tr>
</tbody>
</table>

### Workshops:

- **1st workshop of Sports Medicine & Emergency Medical Services with 29th Pune International Marathon held on 4th December 2014 at Padmabhushan Dr.K.H.Sancheti Hall, IMA, Pune.**
- **Certificate Course in Yoga conducted jointly by Students’ Health Services Scheme University of Pune & Kaivalyadhama Shreeman Madhava Yoga Mandir Samiti Lonavala from August to October 2013.**
- “Grant Writing Workshop” held on 2nd February 2013 at “Scientifica 2013”.
- Pre & Postnatal Workshop conducted by Dr.Snigdha Mehta (PT) on 15th -16th December, 2012, at Juhu, Mumbai.
- Prenatal & Postpartum Exercise Instruction “held on 8th & 9th December 2012 organized by PhysioNova and conducted by Dr.Elizabeth Noble in Mumbai.
- Workshop on Brian Mulligan’s Concept Mobilizations with Movement, NAGs, SNAGs, and etc. from 6th to 15th January 2012 held in Mumbai.
- Follow-Up Workshop on Brian Mulligan’s Concept Mobilizations with Movement, NAGs, SNAGs, and etc. from 20th to 22nd January 2012 held in Mumbai.
- Faculty Development Program on Research and Data Analysis Using SPSS organized by Department of Physiotherapy, Pad.Dr.D.Y.Patil University, Nerul Navi Mumbai in Collaboration with SPSS South Asia, Bangalore on 18th September 2011.
- Training program in Research Methodology and Statistical Methods at Tata Institute of Social Sciences from March 12th to April 23rd 2011.
- 12th Certificate Course in Medical Education Technology held at Seth G S Medical college & KEM Hospital in September (4th-6th)2010 and March (29th -31st)2011
- Maitland’s Concept Of PERIPHERAL MOBILIZATION AND MANIPULATION & VERTEBRAL JOINT
MOBILIZATION AND MANIPULATION WITH CLINICAL REASONING conducted by Dr. Kiran Challagundala (PT) from 25th-27th March 2011

- Post graduate program on MECHANICAL DIAGNOSIS AND THERAPY (MCKENZIE) Part B. held at Mumbai on January 2011 Organized by the MCKENZIE INSTITUTE INTERNATIONAL.
- Upper and lower quarter course on Clinical Neurodynamics conducted by NEURODYNAMIC SOLUTIONS (NDS) from 3rd-6th December 2010.
- Post graduate program on MECHANICAL DIAGNOSIS AND THERAPY (MCKENZIE) Part A held at Mumbai on November 2010 Organized by the MCKENZIE INSTITUTE INTERNATIONAL.
- Evaluation and Management of SACRO-ILIAC DYSFUNCTIONS conducted by Dr. Sandhya Waingankar (PT) on 21st & 22nd August 2010 at Mumbai.
- Workshop on CPCR Workshop with hands on training held on 8th February 2010 at. DR. D. Y Patil Medical College and Hospital, Nerul, Navi Mumbai.
- Sensory Integration Workshop conducted by Dr. Urmila Kamat on 6th February 2010 at Department of Physiotherapy, Pad. Dr. D. Y. Patil University, Nerul Navi Mumbai.
- Hands on Workshop on Muscle Energy Technique for Physiotherapist from 26th to 27th November 2009 at National Institute of Rehabilitation Training and Research.
- Vestibular Dysfunction Scope for Physiotherapy Practice on 19th September at A. D’SILVA School, Dadar, Mumbai.
- Manuscript Writing for Scientific Publication conducted by Faculty Members of Department of physiotherapy MCOAHS on 12th March 2009.
- CME programme, Cerebral Palsy Update-2008 held at IMA Hall, Kozhikode on 12th October 2008.
- Workshops at Department of Physiotherapy, Manipal College Of Allied Health Sciences (MCOAHS)
- National Workshop on Work Related Dysfunction Assessment and Rehabilitation on 22nd & 23rd December 2007
- Workshop on Aerobics conducted by KMC Department Of Physical Education, Manipal on 29th August 2007
- Workshop on Stroke Rehabilitation Physiotherapy Perspective on March 30th, 31st & April 1st, 2007.
- “Orthotic unit for design and fabrication of splints”
Conferences:

- The First National Level Physiotherapy Post Graduate Conference organized by JSS Medical College Mysore, Karnataka on 17th & 18th August 2013.
- Scientifica 2013, a research conference for Physiotherapy Students, held on 3rd February 2013 organized by Maharashtra University of Health Sciences (MUHS), Nashik.
- “National Conference on Physiotherapy Health 2012” held on 1st & 2nd October 2012, organized by Department of Physiotherapy, Pad.Dr.D.Y.Patil University, Nerul Navi Mumbai.
- Presented poster at 48th Annual Conference of Indian Association of Physiotherapy (IAP) 2010 from 22nd to 24th January 2010 held at Dr.T.M.A.Pai International CONVENTION Centre, Mangalore, Karnataka.
- Presented poster titled “Adherence with ergonomic principles among dental professionals” at the International Conference on Ergonomics-2008 in Bangalore at Garden City College organized by RECOUP from 19th-21st September 2008.
- Presented paper “Awareness of Disability Remedies among Healthcare Professionals and Persons with Disabilities: A questionnaire based survey” at Conference on Disability and Disaster’ at Shantha Memorial Rehabilitation Centre, Bhubaneswar, in association with Ministry of Social Justice and Empowerment, New Delhi from 28th to 29th January 2008.

Training programs:

2. Training at BIRRD Trust Hospital, Tirupati (19-11-2007 to 1-12-2007)

Orientation program:

- Resource person for Orientation Workshop For Interns from 23rd-25th August 2011
- Resource person for Orientation Workshop For Interns from 7th-9th March 2011
- Resource person for Orientation Workshop For Interns from 21st-23rd July 2010

Camps:

Camps attended with Department of Physiotherapy, MCOAHS, Manipal

- Community Health Screening And Dysfunction Survey on 11th January 2009
- Health Screening And Public Awareness Camp at Udyavar
- Health Screening And Public Awareness Camp held at
T.M.A.Pai Hospital, Udupi ON 12th & 13th December 2008

- Geriatric camp conducted in association with Milagres Church, Kallianpur on 1st October 2008.

**Workshops:**

- 1st Workshop of Sports Medicine & Emergency Medical Services with 29th Pune International Marathon held on 4th December 2014 at Padmabhushan Dr.K.H.Sancheti Hall, IMA, Pune. Attended workshop on “Research Methodology” held by Sancheti College of Physiotherapy.
- The “Basic Workshop In Health Science Education Technology” conducted by Institute Of Medical Education Technology & Teacher’s Training (MUHS) held at Sancheti College of Physiotherapy 26th to 28th November 2014.
- Attended workshop on “Antenatal and Postnatal Care” work by Dr. Snigdha Mehta 20th – 21st September 2014
- Attended workshop on developing a Worksite Wellness Program organized by Dr. TMA Pai endowment chair in Exercise Science and Health Promotion, SOAHS 25th Sep 2013.
- Attended A Clinical Update in Medical Imaging held at Manipal on 24th February 2013 organized by Department of Medical Imaging & Technology, Manipal.

**Conferences:**

- Scientifica 2015, MUHS regional academic and research conference held at MIT campus, Pune on 21st and 22nd February 2015.
- Attended Pune Physiotherapy Conference organized by Noble Hospital Physiotherapy Department on 14 September 2014.
- Attended 1st National Post Graduate Physiotherapy Conference organized by JSS College of physiotherapy Mysore, Karnataka & Won 1st Prize in Poster Presentation titled “Work after Stroke- Survivors Perspective and Experience” 17th- 18th August 2013.
- Attended Public Health Conference in Pune in 2013 organized by Pune University. 11th -12th February 2013 & Presented Poster on topic titled “Catch Them Young - Health Related Fitness among Children with and without disability”
- Attended Annual Conference of Geriatric in 2012 in Mangalore, Karnataka. 8th – 9th September 2012.
- Two days seminar of research called SCIENTIFICA organized by Sancheti institute of orthopedics and rehabilitation, Pune, Maharashtra February 2010.
- Attended 48th conference of Indian Association of Physiotherapy at 22nd to 24th January 2010 held at Dr.T.M.A.Pai International CONVENTION Centre, Mangalore, Karnataka.

28) Student projects
Percentage of students who have taken up in-house projects including inter-departmental projects

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Guide Name</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduates</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ms. Kavita Ichake (Intern 2014-15)</td>
<td>Dr. Chandan Kumar (PT)</td>
<td>Effectiveness Of Core Muscle Strengthening On Balance, Mobility And Fear Of Fall In Older Adults</td>
</tr>
<tr>
<td>Mr. Saurabh Awchar (Final Year B.P.Th. 2014-15)</td>
<td>Dr. Chandan Kumar (PT)</td>
<td>Prevalence &amp; Factors Associated With Occupational Low Back Pain Amongst Hospital Workers</td>
</tr>
<tr>
<td>Ms. Vishakha Kadam (Final Year 2014-15)</td>
<td>Dr. Chandan Kumar (PT)</td>
<td>Prevalence Of Non Proficient Handwriting Grade 1 – Grade 4</td>
</tr>
<tr>
<td>Ms. Madhura Joshi (Final Year B.P.Th. 2014-15)</td>
<td>Dr. Anushree Narekuli (PT)</td>
<td>Assessment Of Transverse Abdominis Muscle Among Physiotherapy Students</td>
</tr>
<tr>
<td>Ms. Anagha Akare (Final Year B.P.Th. 2014-15)</td>
<td>Dr. Anushree Narekuli (PT)</td>
<td>Significant Risk Factors For Prediction Of Varicose Veins</td>
</tr>
<tr>
<td>Ms. Nancy Patel (Final Year B.P.Th. 2013-14)</td>
<td>Dr. Anushree Narekuli (PT)</td>
<td>Proportion Of Hysterectomy Resulted From Genital Prolapse –A Hospital Based Cohort Study</td>
</tr>
</tbody>
</table>
### Efficacy Of Myofascial Release Versus Massage In Trapezitis

### Proportion Of Work Related Musculoskeletal Complaints’ In Nursing Staff Of SKNMC & GH-A Survey

### Correlating The Daily Activities And Quality Of Life In Geriatric Population

### Effect Of Exercises On Changes In Cervical And Shoulder Postural Angle Post Delivery - A Pilot Study

### The Effect Of Remediation Program On Children With DCD

### Effectiveness Of Manual Material Handling Technique On LPG Cylinder Carriers At Risk Of WRMSDs

<table>
<thead>
<tr>
<th>Year</th>
<th>Community Appear</th>
<th>Community Passed</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>June</td>
<td>Dec</td>
<td>June</td>
</tr>
<tr>
<td>M</td>
<td>F</td>
<td>M</td>
<td>F</td>
</tr>
<tr>
<td>2010</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>2011</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>2012</td>
<td>3</td>
<td>7</td>
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</tr>
<tr>
<td>2013</td>
<td>1</td>
<td>14</td>
<td>0</td>
</tr>
<tr>
<td>2014</td>
<td>-</td>
<td>17</td>
<td>-</td>
</tr>
</tbody>
</table>

### Awards / recognitions received at the national and international level by Faculty

None

### Seminars/ Conferences/Workshops organized and the source of funding (national / international) with details of outstanding participants, if any.

Nil

### Code of ethics for research followed by the departments

Department of community physiotherapy follow all norms of conduct which are ethical and acceptable under the professional code of ethics which include Honesty, Objectivity, Integrity, Carefulness, Openness, Respect for Intellectual Property, Confidentiality, Responsible Mentoring, Respect for colleagues, Social Responsibility, Non-discrimination, Competence, Legality & Human Subjects Protection

### Student profile program-wise:

<table>
<thead>
<tr>
<th>Year</th>
<th>June</th>
<th>Dec</th>
<th>June</th>
<th>Dec</th>
<th>June</th>
<th>Dec</th>
</tr>
</thead>
<tbody>
<tr>
<td>M</td>
<td>F</td>
<td>M</td>
<td>F</td>
<td>M</td>
<td>F</td>
<td>M</td>
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<tr>
<td>2010</td>
<td>-</td>
<td>-</td>
<td>-</td>
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<td>-</td>
<td>-</td>
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<tr>
<td>2011</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>2012</td>
<td>3</td>
<td>7</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>2013</td>
<td>1</td>
<td>14</td>
<td>0</td>
<td>2</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>2014</td>
<td>-</td>
<td>17</td>
<td>-</td>
<td>-</td>
<td>100</td>
<td>100</td>
</tr>
</tbody>
</table>
33) **Diversity of students**

<table>
<thead>
<tr>
<th>Name of the Program</th>
<th>Percentage of Students Within the state</th>
<th>Percentage of Students Outside the state</th>
<th>Percentage of Students outside the country</th>
</tr>
</thead>
<tbody>
<tr>
<td>B.P.TH</td>
<td>100</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>M.P.Th</td>
<td>100</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

34) **How many students have cleared Civil Services and Defense Services Examinations, NET, SET, GATE, USMLE, PLAB, GPAT, NCLEX, CGFNS, IELTS and other competitive examinations? Give details category-wise.**

- Five students from Smt. Kashibai Navale College of Physiotherapy had appeared for the English Language proficiency Exam and the passing percentage was 100%.
- One student who cleared the proficiency exam has got the placement in Canada while other two are in the process of admission.
- One student gave defence service examination and cleared it with flying colours.
- Four students appeared for the GRE and have cleared it.

35) **Student progression**

<table>
<thead>
<tr>
<th>Student Progression</th>
<th>Enrolled Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>UG to PG</td>
<td></td>
</tr>
<tr>
<td>Same Institute</td>
<td>3</td>
</tr>
<tr>
<td>Same university other institute</td>
<td>NIL</td>
</tr>
<tr>
<td>Other university</td>
<td>8</td>
</tr>
<tr>
<td>PG to PhD</td>
<td>Not Applicable</td>
</tr>
<tr>
<td>Employed</td>
<td></td>
</tr>
<tr>
<td>Campus selection</td>
<td>Nil</td>
</tr>
<tr>
<td>Other than campus recruitment</td>
<td>100%</td>
</tr>
</tbody>
</table>

36) **Diversity of staff**

| Staff from same State          | 67.5%                |
| Staff from other State         | 32.5%                |
| Staff of same University       | 32.5%                |
| Staff from other country University | Nil              |

37) **Number of faculty who were awarded M.Phil, DM, M Ch, Ph.D., D.Sc, and D.Litt. During the assessment period**

For the Health Sciences Faculty, except PhD no other qualifications are required. 2 faculties have registered for PhD.
38) Present details of departmental infrastructural facilities with regard to Library
a. Library: Titles -41, Total Books - 91
b. Internet facilities for staff and students: Available
c. Total number of class rooms: Seven Shared
d. Class rooms with ICT facility and ‘smart’ class rooms: Four, Shared
e. Students’ laboratories: Three, Shared
f. Research laboratories: One

39) List of doctoral, post-doctoral students and Research Associates
Nil

40) Number of post graduate students getting financial assistance from the University
Nil

41) Was any need assessment exercise undertaken before the development of new program(s)? If so, highlight the methodology
Nil

42) Does the department obtain feedback from
a) Faculty on curriculum as well as teaching-learning-evaluation?
Yes, how does the department utilize the feedback?
Yes, we have regular brainstorming sessions among the faculty members on teaching learning methods & evaluation process at the end of each term. The suggestion are noted and implementation of these suggestions are made in the following term and a feedback is obtained on the effectiveness of the changes made; however we are not involved directly in planning the curriculum as we are affiliated to the Maharashtra University of Health Sciences. But every 5 years the curriculum reformation happens and last year we were actively involved in curriculum reformation in the subject which is now called as community physiotherapy. All the feedbacks obtained are verbal.

b. Students on staff, curriculum and teaching-learning-evaluation and how does the department utilize the feedback?
Yes, Feedback is obtained from the students about the faculty at the end of the academic year. The information obtained is discussed with the respective faculty during their appraisal which happens at the end of the academic year. As mentioned earlier the institution is affiliated to the Maharashtra University of Health Sciences and is directly not involved in curriculum reformation. Feedback on teaching learning methods and evaluation is obtained from the students at the end of each term to understand if every student is able to understand the topic and if the teaching learning method is appropriate for the topic taught. Evaluation of the knowledge on the subject is done by different methods depending on the topic covered by respective teachers. Two Formative examinations are conducted by the institution which is mandatory according to MUHS. Feedback on evaluation methods at the end of the topics is obtained from the students and implementation of these suggestions are done for the next
batch, also changes in the evaluation process is done in the next term for topics which require similar evaluation method.

c. Alumni and employers on the programs offered and how does the department utilize the feedback?
None

43) List the distinguished alumni of the department (maximum 10)
1. Dr. Sheetal Aurangabadkar (PT) – Faculty
2. Dr. Nikita Sarangi (PT) - Faculty
3. Namita Nair (PT)
4. Niharika Joshi (PT)
5. Jaspreet Kaur Talwar (PT)

44) Give details of student enrichment programs (special lectures / workshops / Seminar) involving external experts.
Department encourages students and staffs for conducting research in the field of community PT. Field visits are also arranged for the students’ so that they get a better understanding about the subject. On-site training helps the students learn how to treat a patient at their workplace which is important in case of Industrial Therapy. Case scenarios teaching helps the students enhance their clinical reasoning skills which is very important in health care profession.

45) List the teaching methods adopted by the faculty for different programs including clinical teaching.
All the faculty members in the department have completed basic course in Medical Educational Technology. The teaching methods adopted are based on the topics taught. Some of the methods used are blackboard method (lectures), small group teaching, case based learning, e-learning, scenario based learning, symposium, seminars, demonstrations, field visits and onsite learning.

46) How does the department ensure that program objectives are constantly met and learning outcomes are monitored?
We ensure the outcomes of learning are met by several ways. To mention a few, Maharashtra University of Health Sciences has enlisted the learning objectives that the student is expected to know at the end of the course for each subject. Keeping these learning objectives in mind the theory and practical examination are conducted also ensuring that all the domains of learning are considered during this process. Apart from this regular oral feedback is obtained from the students. Departmental faculty meetings are conducted once in 6 months to ensure the objectives of the program are met without compromising on the quality of teaching. Regular assessments of students are done by case based learning and brain storming sessions to monitor whether the objectives are accomplished.

47) Highlight the participation of students and faculty in extension activities.
The faculty and students are actively involved in extension activities like
Street play’s to create awareness on empowering women, Health awareness camps in the villages, being one of the team members during International Pune Marathon.

48) Give details of “beyond syllabus scholarly activities” of the department.
Department of Community PT is conducting educational visits for students. Organising awareness camps in various villages and encouraging students to participate in sports and other extracurricular activities.

49) State whether the program/ department is accredited/ graded by other agencies? If yes, give details.
No

50) Briefly highlight the contributions of the department in generating new knowledge, basic or applied
Department encourages students and staffs for conducting research in the field of Community PT. Field visits are also arranged for the students’ so that they get a better understanding about the subject. On-site training helps the students learn how to treat a patient at their workplace which is important in case of industrial therapy. Case scenarios teaching helps the students enhance their clinical reasoning skills which are very important skills required in Health Care Profession.

51) Detail five major Strengths, Weaknesses, Opportunities and Challenges (SWOC) of the department.
**Strengths:**
1. Well equipped laboratory
2. Two peripheral Physiotherapy centres and Facility of Mobile OPD available to reach the underserved
3. Collaboration with various agencies such as Pune International Marathon NGOs and Old age home which helps students inculcate social responsibility apart from the academic learning that they achieve.
4. Enriched academic experience is provided by educational visits at Paraplegic Rehabilitation centre, National Burn Centre, Special Schools & Industrial Training at Linen Department.
5. Qualified teachers in various specialities to keep the students updated about knowledge and recent advances in the field

**Weakness:**
1. Lack of costly sophisticated equipments
2. Lack of good quality research in the field of Community at National Level

**Opportunities:**
1. Ample of career opportunities after completion of professional course
2. Undertaking and conducting research in the field of community
3. For post graduation, speciality of community Physiotherapy is available in most of the institutes with elective as Occupational Health and Geriatrics
4. After completion of graduation, students can work in various clinical set up, Sports field, Various organization catering to medical services as well
as various NGO’s
5. After completion of Post graduation, students can work as a consultant, academician, they also can work with various GO’s and NGO’s and various organized and unorganized industrial set up.

Challenges:
1. Increase awareness about the need of speciality among students
2. Utilization of resources in terms of Finances and Human resources
3. To utilize Transportation Facilities for educational visits and field visits
4. Increase awareness regarding the important role of Community Physiotherapist in the field of Promotion, Prevention and Treatment of Differently Abled as well as for the Healthy Population among professionals, GOs and NGOs

52) Future plans of the department.
1. Organising seminars/ conferences/workshops to enhance the quality of learning in the field of community physiotherapy
2. Research thrust areas will be identified and research in these areas will be conducted
3. Upgrading the Department of Community PT with Various Resources which would help it to be a self sustained Department in the next 5 years
4. To make cost effective patents in the field of community physiotherapy
5. Having an well equipped departmental library with recent advances
Annexure – I Declaration by the Institution

Ref.: SKNCOPT/Admin/2015/\textsuperscript{A5}  
Date: 28.04.2015

Declaration by the Head of the Institution

I certify that the data included in this Self Study Report (SSR) are true to the best of my knowledge.

This SSR is prepared by the institution after internal discussions, and no part thereof has been outsourced.

I am aware that the Peer team will validate the information provided in this SSR during the peer team visit.

Date: 28/04/2015
Place: Pune

Dr. A. V. Patil
Principal
Annexure – II Intimation Letter by the Institution

Ref: SKNCOPT/Admin/2015/33  
Date: 28.04.2015

To,
Dr. Ginesh Hegde,  
Assistant Adviser,  
National Assessment &  
Accreditation Council,  
P.O.Box No. 1075, Opp NLSIU  
Nagathihalli, Bangalore- 5600072.

Subject: Intimation regarding uploading of SSR/RAR on website.

Dear Sir,

We hereby intimate that SSR/RAR is uploading on website as per following details.

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Particulars</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Name of the Institution &amp; address</td>
<td>Smt. Kashibai Navale College of Physiotherapy, Sr.No 49/1 Westerly Off Bypass Narhe Pune - 411041</td>
</tr>
<tr>
<td>2</td>
<td>Head of the Institute</td>
<td>Dr. Ashokkumar V. Patil (PT)</td>
</tr>
<tr>
<td>3</td>
<td>Contact Mobile No.</td>
<td>9850930660</td>
</tr>
<tr>
<td>4</td>
<td>Co-ordinator</td>
<td>Dr. Nisha K. Shinde (PT)</td>
</tr>
<tr>
<td>5</td>
<td>Contact Mobile No.</td>
<td>8807784535</td>
</tr>
<tr>
<td>6</td>
<td>Track ID of NAAC</td>
<td>MHCOGN22754</td>
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<tr>
<td>7</td>
<td>Accreditation Cycle</td>
<td>Cycle I</td>
</tr>
<tr>
<td>8</td>
<td>a. Website</td>
<td><a href="http://www.skncoptphysio.org">www.skncoptphysio.org</a></td>
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<td>b. Web link showing SSR</td>
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</tr>
<tr>
<td>9</td>
<td>Date of uploading SSR (SSR accepted after one month of uploading only)</td>
<td>28.04.2015</td>
</tr>
<tr>
<td>10</td>
<td>UGC Status &amp; XII plan development grant copy submitted to NAAC:</td>
<td></td>
</tr>
</tbody>
</table>
| 11      | Probable date of NAAC Peer Team Visit: (After 60 days of SSR submission & before 180 days) | • 14th, 15th, 16th October, 2015  
• 19th, 20th, 21st October, 2015  
• 28th, 29th, 30th October, 2015 |
| 12      | Nearest Airport for the Peer Team to arrive: and distance from the College/place of stay | Pune Airport Lonhegion  
27 Kms |

With regards,

Dr. A. V. Patil (PT)  
Principal,  
SKNCOPT, Narhe, Pune-41.

Principal  
Smt. Kashibai Navale  
College of Physiotherapy  
Narhe, Pune - 411 041.
Annexure – III Certificate of Compliance

Certificate of Compliance

This is certify that Smt. Kashibai Navale College of Physiotherapy, Narhe, Pune-41 fulfills all norms

1. Stipulated by the affiliating University.
2. Regulatory Council of Maharashtra OT/PT
3. The affiliation and recognition is valid as on 28.04.2015
4. In case the affiliation / recognition is withdrawn by the authority concerned the same will be informed to NAAC immediately.

In case the affiliation / recognition conditional, then a details enclosure with regard to compliance of conditions by the institution will be sent.

It is noted that NAAC’s accreditation, if granted, shall stand cancelled automatically, once the institution loses its University affiliation or Recognition by the Regulatory Council, as the case may be.

In case the undertaking submitted by the institution is found to be false then the accreditation given by NAAC is liable to be withdrawn. It is also agreeable that the undertaking given to NAAC will be displayed on the college website.

Prof. A.V. Patil
Principal
Smt. Kashibai Navale College of Physiotherapy
Narhe, Pune - 411 041.

Date: 28.04.2015
Annexure – IV Recognition Letter (Under Graduate)

MHARASHTRA UNIVERSITY OF HEALTH SCIENCES, NASHIJK
(An ISO 9001:2008 Certified University)

No. MUHS/E-6(UG)/1210001/3.3.3/2014

Date: 13/06/2014

Dr. Kashinath D. Garkal
Ph.D.
Registrar

To,
The Principal
Smt. Kashibai Navale College of Physiotherapy,
Off. Westerly Bypass, Narhe,
Pune-411 041

Subject: Continuation / Extension of Affiliation letter for Academic Year 2014-2015

Sir/Madam,

1. As per the provision under Section 65 (4) of Maharashtra University of Health Sciences Act, 1996, I am directed to communicate the decision of the Academic Council, taken in its meeting held on 21/06/2014. The Academic Council has unanimously resolved vide its resolution Nos. 08/2014 to grant Continuation of affiliation to the Physiotherapy course of your college for the academic year 2014-15, subject to following conditions:
   (a) The intake capacity shall be 20
   (b) Grant of permission from Central Govt./ Central Council and / State Government, (as applicable.)
   (c) Fulfillment of following deficiencies and submission of its compliance report within Three Months:

   (i) Teaching Staff:

<table>
<thead>
<tr>
<th>Year</th>
<th>Principal cum Professor</th>
<th>Professor</th>
<th>Asso. Prof.</th>
<th>Asst. Prof. / Lecturer</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>R</td>
<td>E</td>
<td>D</td>
<td>R</td>
</tr>
<tr>
<td>First to</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Final year</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
</tbody>
</table>

R. indicates no. of required teaching staff as per University norms.
E. indicates no. of existing approved teaching staff
D. indicates no. of deficit teaching staff as per University norms.

Smt. Kashibai Navale College of Physiotherapy

Inward No. 65

Date: 21/06/2014

Sign: M.K.

25"
2. Uploading of eligible data within three months from the date of admission of first year students.
3. Adequate facilities regarding Hostel and Library to be provided to the students.
4. You are requested to comply with the above mentioned deficiencies within a stipulated time without fail and submit compliance report.
5. Kindly note the above and do the needful.

Thanking you,

Yours faithfully,

Registrar

Copy to:
1. The Secretary, Medical Education & Drugs Department, Mantralaya, Mumbai.
2. The Director, Directorate of Medical Education & Research, Mumbai.
3. The Secretary, Praveash Niyantan Samiti, Mumbai.
4. The Competent Authority, AMUPMDC, Mumbai.
5. The Controller of Examinations, M.U.H.S., Nashik.
Annexure – IV Recognition Letter (Under Graduate)
Annexure – IV Recognition Letter (Under Graduate)

5. The undersigned, Director, Smt. Kashibai Navale College of Physiotherapy, hereby declare that the said institution is conducting the Undergraduate course in Physiotherapy under the University of Pune.

6. On the basis of the above statement, the said college is hereby recognized to conduct the Undergraduate course in Physiotherapy.

7. The undersigned is hereby authorized to issue the recognition letter in the name of the above college.

8. The undersigned is hereby authorized to issue the recognition letter in the name of the above college.

9. The undersigned is hereby authorized to issue the recognition letter in the name of the above college.

10. The undersigned is hereby authorized to issue the recognition letter in the name of the above college.

Sunakshetra, 30th March 2020

[Signature]

Director, Smt. Kashibai Navale College of Physiotherapy

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Annexure – IV Recognition Letter (Post Graduate)

Mahrashtra University of Health Sciences, Nashik

No. MUHS / PB / PG / M.P.T. 773 / 2014

Date: 30 / 07 / 2014

To,
The Principal,
Singhad Technical Education Society's
Smt. Kashibai Navale College of Physiotherapy,
S. No. 48 / 1, Off Westerly By Pass, Nashik,
Dist. Pune – 411 041

Sub:- Grant of first time affiliation to Start New Post Graduate (M.P.Th.) Courses from the Academic Year 2014-15.

Sir,

As per the provision of section 65 (4) of Maharashtra University of Health Sciences Act, 1998, I am directed to inform you that, on the basis of rights conferred on Hon’ble V.C. by the Academic Council Resolution No. 27(1)2013 in its meeting held on 09/05/2013 and Local inquiry Committee report, the Hon’ble Vice Chancellor is pleased to grant of first time affiliation to start Post Graduate (M.P.Th.) Courses in following four subjects as per intake capacity shown against it at your Institute viz. Singhad Technical Education Society's Smt. Kashibai Navale College of Physiotherapy, Pune (Maharashtra) from the Academic Year 2014-15.

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Subject(s)</th>
<th>Intake Capacity</th>
</tr>
</thead>
<tbody>
<tr>
<td>01</td>
<td>Musculoskeletal Sciences</td>
<td>02</td>
</tr>
<tr>
<td>02</td>
<td>Neurosciences</td>
<td>04</td>
</tr>
<tr>
<td>03</td>
<td>Cardiovascular and Respiratory Sciences</td>
<td>02</td>
</tr>
<tr>
<td>04</td>
<td>Community Medical Sciences</td>
<td>02</td>
</tr>
</tbody>
</table>

However, the permission is subject to the following conditions:-

1) Rules and Regulations made by the Govt. and the University, as amended from time to time, will be binding on the College.

2) The College / Institute should obtain approval / recognition for UG / PG teachers (as applicable) from Maharashtra University of Health Sciences, Nashik.

4) This permission to start above mentioned PG courses/courses is valid for A.Y. 2014-15 only.

3) The next batch of students shall not be admitted unless continuation of affiliation of MUHS, is obtained by college / Institute.

The Secretary, Medical Education & Drugs Department, Mumbai.
2. The Director, Medical Education & Research, Mumbai.
3. The President, Pravin R. Nijarnik, Bandra (E), Mumbai – 400 001.
4. The Chairman, Maharashtra State Council for Occupational Therapy & Physiotherapy, Mumbai.
5. The Hon’ble Vice Chancellor, MUHS, Nashik.
6. The Pro Vice Chancellor, MUHS, Nashik.
7. The Registrar, MUHS, Nashik.
8. The Controller of Examinations, MUHS, Nashik.
9. The Finance and Accounts Officer, MUHS, Nashik.
10. The Director, MUHS, Nashik.
11. The Principal, MUHS, Nashik.
12. The Numerical Section, MUHS, Nashik.
13. The Physical Education Section, MUHS, Nashik.
14. The General Administration Section, MUHS, Nashik.
15. The Extension Cell, MUHS, Nashik.
16. The University Examination Cell, MUHS, Nashik.

Smt. Kashibai Navale College of Physiotherapy

Date: 30 / 07 / 2014

Sign: President

Planning Board

Reg"
Annexure – IV Recognition Letter (Post Graduate)

Smt. Kashibai Navale college of Physiotherapy

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Annexure – IV Recognition Letter (Post Graduate)
To,
Smt.Kashibai Navale College of Physiotherapy
Off. Westerly Bypass Road,
Narhe Ambegaon
Pune 411041

Sub.: Recognition/Continuation of Recognition of Your Physiotherapy/Occupational Therapy College for the financial year 2015 that is (30 March 2015)

Ref.: Council inspection dated 20.11.2010 UG

Sir,

With reference to the above mentioned subject your college is recognised by the council subject to the fulfillment of the following deficiencies within the period of six months.

The compliance report may be submitted within the given period.

Dr. A.K. Zade
Registrar
(Maharastra State OT/PT Council)

Smt. Kashibai Navale College of Physiotherapy

[Signature]

[Stamp]