SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

SANCHETI INSTITUTE FOR ORTHOPAEDICS AND REHABILITATION COLLEGE OF PHYSIOTHERAPY

SANCHETI HEALTHCARE ACADEMY, 11/12, THUBE PARK, SHIVAJINAGAR, PUNE - 411005, MAHARASHTRA
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Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Sancheti Institute for Orthopaedics and Rehabilitation (SIOR), a **NABH-accredited** hospital, was established by Dr Kantilal H Sancheti in 1965 under the Hastimal Sancheti Memorial Trust to provide the best quality of Orthopaedic care for patients in Pune city. Dr Sancheti's determination and service to the community across Maharashtra were recognized by the government of India by bestowing to him the prestigious **Padmashree** in 1991, **Padmabhushan** in 2003, and **Padmavibhushan** in 2012. Dr Sancheti is a PhD in Orthopaedics and also a recipient of the **Dr BC Roy Award** in 2016 and **D.Litt** in 2013. Sancheti Institute for Orthopaedics and Rehabilitation College of Physiotherapy (SIORCOP), was established in 1995 as the second **private and unaided stand-alone Physiotherapy college** in Maharashtra with an intake of 50 for providing world-class Physiotherapy education to all the masses and classes of the society. It is situated in the heart of the Metropolitan Pune city in Shivaji Nagar, 1.5 km from Pune railway station and central bus stand, 0.5 km from Shivajinagar railway station and bus stand, and within a km radius of the central post office, Bank of Maharashtra head office and other requisites. The newly under-construction 3 lines of Pune Metro have their central terminus close to SIOR as well, adding to the good connectivity.

SIORCOP started as a diploma program in Physiotherapy at Pune University and gradually, with the introduction of a bridge course, was converted to a degree in 1997. In 1998, it was shifted under the newly established state health university, the Maharashtra University of Health Sciences, Nashik, to which it remains affiliated to date. From being a small 10000 sqft area on the 4th and 5th floor of SIOR, it was shifted to its new 20,000 sq.ft premises in the Sancheti Healthcare Academy (SHA) at the nearby Thube Park in 2011.SIORCOP a recognized college by the Maharashtra State Council for Occupational Therapy and Physiotherapy for an annual intake of **60 seats in BPTh, 32 seats in MPT, and 3 seats in PhD Physiotherapy** is guided and facilitated by 19 teaching and 11 non-teaching staff.

Vision

The Vision of SIORCOP is **"To be a leading institution in the field of Physiotherapy education and research, developing competent and compassionate professionals serving the society at large."** The results of the BPTh program are an average of **95%** while for MPT is **97%** for the previous 5 years. In the MUHS exams of 2021-2022, four students from SIORCOP have obtained **University ranks** while 7 students are **subject toppers** in the University exams. Past students from SIORCOP are well-settled worldwide with numerous achievements by many of our alumni. Extreme emphasis is given to value development, ethical guidelines, and personality development during graduation, especially in the clinical domains to ensure that the patient is always the center of care. SIORCOP takes pride in the development of **Physio TV**, a unique initiative of generating quality, open access to Physiotherapy education and development channel with a worldwide reach. We are also proud of the institutional social responsibility activities conducted in the form of **Physiotherapy camps, awareness and screening drives, educational initiatives** to the general masses, and residential programs around the institute as well as in rural areas. SIORCOP also organizes a **unique research-based conference for Physiotherapy students** named "Scientifica" from 2008 with the sole objective of promoting research and professional development in an inquisitive, entertaining, and acceptable manner. To date, more than 5000 students and faculties from India and abroad have participated in Scientifica.

The institute has a support policy for research wherein students are f**unded for research and innovation** aspects as well as supported for publication as well. Research meetings are conducted weekly by the Research Advisory Committee (RAC) in the presence of the Chairman and the research officer to guide UG and PG students toward ethical and optimal quality research and publication.

The students are graded on their competencies based on objective feedback using the OSPE for the first and second years and OSCE for the third and final years and the post-graduates.

The **Rotaract Club of SHA** (RCSHA) is an example of our students being leaders, running a club for serving society at large.

Mission

Our mission is:

1. To nurture young minds by imparting quality education.

2. To promote research and innovation to develop better outcomes towards healthcare delivery.

3. To develop skills and inspire excellence through ethical practices.

The academic calendar is based on the academic guidelines of MUHS. Emphasis is given to developing graduate attributes in the students by **connecting theoretical teaching to clinical applications**. OSPE and OSCE are used in the practical and clinical set-up respectively to ensure sequential guidelines which help the learner attain decision-making skills in the real world. Clinical postings are given in private as well as public sector hospitals, including **primary health centers, old age homes, and industries** to give a multi-level understanding of patient healthcare from preventive, and promotive to restorative levels. The students are given **mid-term assessments (UG) and terminal and preliminary exams (PG) which are added to the university guidelines** to prepare them and understand the **potential, progressive and profound learners** to guide and support them through the **Sancheti College Academic Level Enhancement (SCALE) and mentorship programs.** Students have also been active participants in indoor and outdoor sports events and social forums at university, state, and national levels events.

From amongst the faculties, one senior teacher is a **Ph.D. holder** and guide for the Ph.D. program under MUHS while **50% of the teachers are pursuing Ph.D**. Institute **supports research and innovation** by providing **incentives and support** to faculties and students for research as well as for publications of articles in high-quality peer-reviewed journals. Teachers of SIORCOP have been a part of the **University syllabus reformation committee** in 2012 as well as 2023 and have provided insights towards the development of content and competencies as per the NEP 2020 guidelines.

Routine **feedback** is conducted from the students and other stakeholders regarding the curriculum and action is taken as per the feedback.

Our students excelling in various competitions (inter and intra-college) in academic and non-academic domains describe the steps we follow towards achieving our vision and mission. The various types of experiential learning provided to our students inspire them towards becoming skilled, empathetic, and competent physiotherapists.

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1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- Excellent in academic education in the last 27 years: Stringent education standards.

- Attached with Sancheti Hospital, ranked as second best Orthopaedics hospital in India.

- Easy accessibility, central location with good connectivity, including the Metro lines development in the vicinity.

- Availability of all essential services within 1 KM area, including a post office, banks, police, court, hotels, hostels, healthcare facilities, and other necessities

- Higher educational standards with affiliation to state health University MUHS.

- Incremental progress in the educational vertical with the initiation of a diploma in Physiotherapy program in 1995 progressing to the degree in 1997, post-graduate programs in 2003, and PhD in 2014.

- Infrastructural availability: AC classrooms with AV facility, conducive learning environment, and learning resources.

- Supportive Management and administration with a participative approach

- Empowerment to departments and committees for growth and development prospects.

- Various quality and innovative institutional initiatives for patient care like Knee Club, Spine Club, Shoulder Club, Creative Art Therapy Awards, Scientifica, PhysioInspira, etc.

- The organization of numerous camps and CSR activities including outreach programs that offer service to society as well as provide unique learning experiences to the learners.

- National and International spread of the Alumni offers diverse opportunities and experiences to present students.

- Routine visits to numerous faculties of International reputation offer students an opportunity to interact with them and understand global standards in Physiotherapy education.

- Rotaract Club SHA and student empowerment and Leadership.

- Registered Alumni Association.

- HSET cell since 2012.

Institutional Weakness

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- **Challenges of Representation in University:** More than 70 Physiotherapy colleges and 400 colleges affiliated with MUHS challenge representation in university administrative and academic bodies.

- **Challenges in Research and Funding:** Challenges in getting research funding from government agencies being a stand-alone private Physiotherapy institute.

- Lack of wider representation in educational aspects, e.g. presence of medical, engineering, pharmacy colleges, etc.

- **Pan-India representation in admissions:** Admission is governed by state DMER and CET cell which inhibits pan-India representation of students and even international students from seeking admissions in MUHS.

- **Lack of Collaborations:** Challenges in International collaborations with universities being a stand-alone private Physiotherapy institute.

- Lack of Inter-faculty/ Inter-pathy approach:

Institutional Opportunity

1. **Academic:**

- Scope of growth in clinical and academic areas including value-added courses and development of multi-specialty hospital/ PT department.

- Development of research labs and Innovation hub with collaborative projects and obtaining research grants and funding.

- Development of International associations for faculty and student exchange.

- Strengthening the Alumni Network for Overseas Associations

- Development of more verticals for strengthening and development of the institute.

2. **Administrative:**

- Development with local area adoption, Collaboration with NGOs, awareness camps, and programs.

3. **Infrastructural:**

- Campus development: including landscaping, auditorium with higher capacity, sports complex, grounds for sports and recreation, Rain water harvesting, etc

Institutional Challenge

- Procurement of space for augmentation and development as real estate costs are escalating in the central region of the city and the college vicinity.

- Availability of senior faculties in selective specialties.

- Motivation to recent PGs to take academics, especially in above mentioned specialties.

- Obtaining grants from government agencies like ICMR, and DST.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Curricular Aspects:

- Sancheti Institute for Orthopaedics and Rehabilitation College of Physiotherapy (SIORCOP) is affiliated with Maharashtra University of Health Sciences (MUHS), Nashik, and follows the curriculum prescribed by it.

- SIORCOP offers 7 programs with 78 courses in Physiotherapy

- The Institute has implemented various interdepartmental & interdisciplinary courses in all the programs wherever the university has made the provision.

- On the basis of the curricular document by MUHS, the institute has laid down the program and course outcomes focusing on desired graduate attributes.

- Curriculum planning and implementation is a closed-loop, robust protocol involving:

a) Formulation of Academic Calendar

b) Syllabus distribution & blueprinting

c) SLO & Various TL methods

d) Summative & Formative Assessment

e) Feedback

f) Planning of the next Academic year on the basis of feedback and audit reports

- All Programs provide hands-on research opportunities for all learners to enhance research skills and generate new knowledge with a core idea of developing futuristic healthcare, meeting the national and global demands

- The curriculum is enriched by incorporating fieldwork, research projects, community settings, and industry interfaces.

- Our students attend various global standard workshops and courses organized in-house and otherwise. It gives them an edge over other professionals in the future by enhancing their credentials.

- Skill-oriented courses with high technical and scientific content in the discipline facilitate employability.

- Socially relevant academic initiatives have integrated outreach components and humanitarian considerations.

- Value-based education expands the learning experience beyond the syllabus facilitating overall personality development and the development of professional ethics.

- Feedback about the curriculum is taken from all stakeholders and analyzed and sent to the university for its utilization in curriculum development

Teaching-learning and Evaluation

Teaching - Learning and Evaluation:

- Currently, SIORCOP has 251 undergraduate students and 60 postgraduate students: 17 in Musculoskeletal physiotherapy, 13 in Neurophysiotherapy, 12 in Cardiovascular and Respiratory PT, 12 in Community PT, and 6 in Sports PT.

- The admission procedure is very transparent and the institute strictly follows the rules and regulations laid by the Directorate of Medical Education and Research (DMER) & Admissions Regulatory Authority (ARA) of the state of Maharashtra.

- The average percentage of admissions in various programs is 96.69% during the last five years.

- The average percentage of full-time teachers is 96.84% and SIORCOP has a high staff retention rate.

- The student-Teacher ratio is 17:1

- The average teaching experience of faculty is 8.61 years, and 50% of faculties are pursuing their Ph.D.

- To tackle the diverse learning needs and educational adaptations in order to develop learners' potential, SIORCOP has a Sancheti College Academic Level Enhancement (SCALE) Programme catering from

the potential to the profound learner.

- Student-centric methods are used for enhancing learning experiences which include Patient-centric, Integrated – Interdisciplinary learning, Problem-Based learning, Case-based learning, Evidence-based learning, Project-based learning, and role plays. Clinical Skill Labs are extensively used by students. The students are encouraged to attend conferences and present papers.

- Besides classroom and clinical facilities, creativity, analytical skills, and innovation are developed among the students.

- Teachers regularly use ICT-enabled tools. Most of the teachers have completed their MS-CIT course and are trained for e-content development and delivery.

- The mentor-Mentee ratio is 1:17.The mentee meet their mentors at least twice every month to discuss their difficulties related to the academic and extracurricular domains.

- Institute has a well-conditioned mechanism of continuous internal assessment and follows all the procedures issued by MUHS. Institute adheres to the academic calendar for scheduling the exams. The institute also has a transparent grievance committee where the students can apply if they have any grievances regarding to the exams.

- Two of our faculties have received Lifetime Achievement awards from prestigious bodies.

- SIORCOP has an average passing percentage of outgoing UG of 93% and PG of 92%.

Research, Innovations and Extension

- SIORCOP has developed and adopted an extensive Research Promotion Policy.

- It has a Research Advisory Committee (RAC) and an Institutional Ethics Committee which is approved by the DCGI.

- The RAC conducts various workshops, seminars, and guest lectures on Research Methodology, Good Clinical /Laboratory Practices, Intellectual Property Rights, and writing Proposals for Research grants. In addition, SIORCOP has been organizing and conducting a National Level Physiotherapy students research conference since 2008-"Scientifica". It provides a research platform to students and professionals pan India.

- 60% of the teaching faculties are approved PG guides by MUHS.

- During the last 5 years, 82 research papers in peer-reviewed journals and 3 book chapters have been published.

- Students are sensitized towards research from earlier years of graduation and encouraged to explore innovative ideas through guidance and support like short-term research grants.

- A large percentage of students voluntarily participate in various extension and outreach activities demonstrating their moral and social fiber. 75 extension and outreach activities were carried out during the last five years. Extension activities were planned with a commitment to environmental sustainability, health and hygiene awareness, and social responsibility. We regularly conduct free health camps for Warkaris and for devotees visiting Ganpati pandals.

- Our students and faculties have been part of the health support team for various prestigious national and international events like the Pune International Marathons, Khelo India, Special Olympics, and World School Badminton Championship.

- We commemorate various international health days with relevant activities to spread disease-related awareness.

- SIORCOP has 48 functional MoUs with Institutions/ Industries in India for academic, clinical training/internship, project work, student/faculty exchange, and collaborative research programs.

- Our senior faculties have received prestigious awards like Lifetime Achievement Awards and various recognitions.

Infrastructure and Learning Resources

- SIORCOP has good infrastructure and physical facilities as per norms of MUHS & OTPT councils for the delivery of quality education, health care, and health research.

- All the classrooms are ICT enabled and have access to Wi-Fi.

- Hands-on teaching-learning is conducted for all UG and PG students in well-equipped laboratories

- The institute provides facilities for sports and cultural activities of students.

- SIORCOP being centrally located has banking, postal, transportation, etc. facility within a radius of one kilometer.

- With SIOR as a parent hospital and various government and private attachments, SIORCOP has ample clinical material for the training of the students.

- The average yearly count of IPD patients is 26,947 and OPD patients are 52,247

- The institute has various collaborations with rural and urban health centers which provide great community-based learning opportunities to students

- Bus facility is available for the students and staff.

- SIORCOP has all the basic equipment as per the norms given by the statutory regulating authority. In addition, it has various advanced equipment for training students, research, and patient treatment.

- The institute has a library with books, journals, a question bank, and an e-library as per the norms given by statutory regulating authorities with a considerable amount of utility. E-resources are accessible through the university (MUHS) website.

- The college premises are differently-abled friendly.

- Institute has standard operating procedures for maintaining physical and academic support facilities.

Student Support and Progression

- SIORCOP always supports and monitors student's progress throughout their period of learning and even later in collaboration with the vibrant alumni association, which is a registered body.

- Education is right to all and we at SIORCOP encourage our students to benefit them through various scholarships to aid them financially.

- Multiple schemes have been implemented for the students through the years working towards their holistic and empathetic development. Institute implements capability enhancement and soft skill development schemes to inculcate graduate attributes.

- Institute has a functional and transparent mechanism for the redressal of issues related to ragging, grievances of the students, and prevention of sexual harassment.

- Our students pursue higher education in recognized national and international institutes by successfully appearing for qualifying examinations like PGP-CET, NEET, TOEFL, and IELTS. With excellent academic GPAs, our students receive great placement opportunities.

- Institute has its Alumni Association (AASCOPP) which is a registered body and functions as a bridge between the institute and its alumni for support and development. Our alumni have contributed to institutional development and student education through lectures, webinars, and mentoring.

- Students are encouraged to participate in quizzes, research, sports, and cultural activities. Student councils are vibrant bodies for each constituent unit. Each year the general secretary is selected.

- Apart from curricular achievement, our students have a considerable amount of achievements in sports and cultural events, both nationally and internationally.

Governance, Leadership and Management

- SIORCOP has a well-defined Vision and Mission statement. All its academic and non-academic strategies are aligned with these statements.

- The institute has a strategic plan developed by the college council with specific objectives in consonance with Vision and Mission statement.

- The institute adopts decentralized and participative management. This is evident from the constitution of the various committees and the involvement of student representatives in most committees. The organogram is highly structured and follows a participatory approach toward the functioning.

- The performance appraisal system (KRA) for the teaching and the non-teaching staff is a structured format that is transparent and is performed routinely to ensure timely increment and welfare.

- The professional development programs for the teaching and non-teaching staff organized by the institute are an integral part of the Human Resource System.

- The institute has implemented E-governance in key areas of operation including finance, human resources, and patient care, and MUHS has its E–governance in operation for examination, admission, and student welfare like scholarships.

- For faculty and staff, welfare measures like FDP, Medical facility, PF, Maternity Leave, and Special leave is been provided. Research Promotion Policy and Publication guidance policies are developed and adopted also to support the staff in research and innovation.

- 44% of teachers have been provided with financial support to attend conferences/workshops and towards membership fees of professional bodies in the past 5 years.

- The Internal Quality Assurance Cell (IQAC) is instrumental in the development and maintenance of quality in all domains. The feedback mechanism is highly robust and takes care of timely checks on activities and infrastructure from the perspectives of all stakeholders.

Institutional Values and Best Practices

- SIORCOP has a conducive environment for gender equity. 11 gender sensitization pregame has been organized.

- The Institute follows standard guidelines for the management of solid waste, liquid waste, bio-medical waste, and E-waste.

- The institute has a disabled-friendly barrier-free environment.

- The institute takes all the efforts for an inclusive environment for students & staff like the celebration of various festivals.

- SIORCOP has several best practices, two are mentioned below:-

    1. Scientifica- 'Think Scientific. Think Research..'

    2. Institutional Social Responsibilities (ISR)

Institutional Distinctiveness

- PhysioTV is a unique initiative started by Sancheti Institute in view of providing quality education through an open forum.

Physiotherapy Part

- The institution provides students/interns with physiotherapy exposure for hands-on practical training in OPD and IPD, Surgical and Medical ICUs, Plastic Surgery and burns, Transplant Units, and Orthopaedic /Cardiac / Neuro units.

- The college trains students in Clinical Skills and Simulation Laboratories in advanced physiotherapy techniques such as manual therapy, functional electrical stimulation, neurotherapeutic approaches, BLS, etc.

- All the teachers have acquired additional certifications in various domains – manual therapy, neuro approaches, etc

- The College conducts various courses, seminars, and demonstrations in clinics about Quality of care and Patient Safety procedures including Falls Prevention, Equipment Safety, utilization of principles of ergonomics, infection prevention, and control practices, and medico-legal aspects.

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

- SIORCOP conducts numerous community service activities in socially impactful regions for the betterment of the general public as well as for inculcating a sense of social responsibility in its students. These Institutional Social responsibilities (ISR) activities have become part of our best practices.

- The teaching hospital (SIOR) is NABH Accredited in 2022

- The college organizes various visits and on-field training sessions to familiarise students with Rehabilitation and Disability practices as per WHO guidelines.

- The college has various advanced equipment for research, treatment, and teaching like Balance Master, Body Weight Support Trainer, Virtual Reality and hand station, etc.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	SANCHETI INSTITUTE FOR ORTHOPAEDICS AND REHABILITATION COLLEGE OF PHYSIOTHERAPY
Address	Sancheti Healthcare Academy, 11/12, Thube Park, Shivajinagar, Pune - 411005, Maharashtra
City	Pune
State	Maharashtra
Pin	411005
Website	www.sha.edu.in/sicop/

Contacts for Communication					
Designation	**Name**	**Telephone with STD Code**	**Mobile**	**Fax**	**Email**
Principal	Apurv Prabhakar Shimpi	020-25539393	8888893945	020-2553949 4	sancheticop@sha.edu.in
IQAC / CIQA coordinator	Radha Rameshchandra Bhattad	020-28999996	9860542511	020-2553949 4	scopnaac@gmail.com

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

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution

If it is a recognized minroity institution	No

Establishment Details

Date of establishment of the college	01-01-1995

University to which the college is affiliated/ or which governs the college (if it is a constituent college)

State	University name	Document
Maharashtra	Maharashtra University of Health Sciences	View Document

Details of UGC recognition

Under Section	Date	View Document
2f of UGC		
12B of UGC		

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

Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
OT PT	View Document	01-08-2021	60	Duration and Validity of the basic graduation program considered for reference

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

Location and Area of Campus				
Campus Type	**Address**	**Location***	**Campus Area in Acres**	**Built up Area in sq.mts.**
Main campus area	Sancheti Healthcare Academy, 11/12, Thube Park, Shivajinagar, Pune - 411005, Maharashtra	Urban	1	1865

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	**Name of Programme/Course**	**Duration in Months**	**Entry Qualification**	**Medium of Instruction**	**Sanctioned Strength**	**No.of Students Admitted**
UG	BPT,Physiotherapy,	54	NEET exams after 10+2 (HSC) or equivalent	English	60	60
PG	MPT,Musculoskeletal Physiotherapy,Musculoskeletal Physiotherapy	24	CET exams after BPT	English	8	8
PG	MPT,Neurophysiotherapy, Neurophysiotherapy	24	CET exams after BPT	English	9	6
PG	MPT,Comm	24	CET exams	English	6	6

	unity Physiot herapy,Com munity Physiotherap y		after BPT			
PG	MPT,Cardio Vascular And Respiratory P hysiotherapy, Cardio Vascular and Respiratory Physiotherap y	24	CET exams after BPT	English	6	6
PG	MPT,Sports Physiotherap y,Sports Physiotherap y	24	CET exams after BPT	English	3	3
Doctoral (Ph.D)	PhD or DPhil ,Physiotherap y,	36	PET exams after MPT	English	3	3

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				**Associate Professor**				**Assistant Professor**			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	5				6				8			
Recruited	1	4	0	5	3	2	0	5	2	6	0	8
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	5				6				8			
Recruited	1	4	0	5	3	2	0	5	2	6	0	8
Yet to Recruit	0				0				0			
	Lecturer				**Tutor / Clinical Instructor**				**Senior Resident**			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				11
Recruited	5	6	0	11
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

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

Qualification Details of the Teaching Staff

Permanent Teachers									
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	1	0	0	0	0	0	0	0	1
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	1	0	1	1	0	1	0	0	4
UG	0	0	0	0	0	0	0	0	0	0

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

Temporary Teachers									
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	1	2	0	2	1	0	1	6	0	13
UG	0	0	0	0	0	0	0	0	0	0

Highest Qualification	**Lecturer**			**Tutor / Clinical Instructor**			**Senior Resident**		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

Part Time Teachers									
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

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

Details of Visting/Guest Faculties				
Number of Visiting/Guest Faculty engaged with the college?	**Male**	**Female**	**Others**	**Total**
	10	13	0	23
Number of Emeritus Professor engaged with the college?	**Male**	**Female**	**Others**	**Total**
	0	0	0	0
Number of Adjunct Professor engaged with the college?	**Male**	**Female**	**Others**	**Total**
	0	0	0	0

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	10	0	0	0	10
	Female	50	0	0	0	50
	Others	0	0	0	0	0
PG	Male	2	0	0	0	2
	Female	27	0	0	0	27
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0

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

Category		Year 1	Year 2	Year 3	Year 4
SC	Male	2	2	2	1
	Female	3	3	5	4
	Others	0	0	0	0
ST	Male	1	1	1	0
	Female	2	1	2	3
	Others	0	0	0	0
OBC	Male	2	0	2	2
	Female	6	9	8	6
	Others	0	0	0	0
General	Male	6	1	7	6
	Female	54	62	46	60
	Others	0	0	0	0
Others	Male	1	2	2	2
	Female	12	7	17	2
	Others	0	0	0	0
Total		89	88	92	86

General Facilities

Campus Type: Sancheti Healthcare Academy, 11/12, Thube Park, Shivajinagar, Pune - 411005, Maharashtra

Facility	Status
• Auditorium/seminar complex with infrastructural facilities	**Yes**
• **Sports facilities**	
* Outdoor	**Yes**
* Indoor	**Yes**
• Residential facilities for faculty and non-teaching staff	**No**

• Cafeteria	**Yes**
• **Health Centre**	
* First aid facility	**Yes**
* Outpatient facility	**Yes**
* Inpatient facility	**Yes**
* Ambulance facility	**Yes**
* Emergency care facility	**Yes**
• **Health centre staff**	
* Qualified Doctor (Full time)	**35**
* Qualified Doctor (Part time)	**22**
* Qualified Nurse (Full time)	**141**
* Qualified Nurse (Part time)	**0**
• Facilities like banking, post office, book shops, etc.	**Yes**
• Transport facilities to cater to the needs of the students and staff	**Yes**
• Facilities for persons with disabilities	**Yes**
• Animal house	**No**
• Power house	**Yes**
• Fire safety measures	**Yes**
• Waste management facility, particularly bio-hazardous waste	**Yes**
• Potable water and water treatment	**Yes**
• Renewable / Alternative sources of energy	**Yes**
• Any other facility	**Central AC cooling facility for the entire building CCTV monitoring facility**

Hostel Details		
Hostel Type	**No Of Hostels**	**No Of Inmates**
* Boys' hostel	0	0
* Girls's hostel	1	0
* Overseas students hostel	0	0
* Hostel for interns	0	0
* PG Hostel	0	0

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	The institute envisages a versatile educational experience focusing on proficiency and life skills/ holistic personal growth of the students both. Systematic curricular planning and implementation by curricular committees involve the identification of expertise and affinity of individual teachers from various departments of the college followed by the delivery of a particular course by teachers from various departments ensuring content enrichment. Other disciplines like orthotics and prosthetics, nutrition, ethics, and psychology carry representation in the curriculum giving graduates an edge and enhances in holistic learning. Various short courses or lectures on personality development, administration, leadership, financial independence, nutrition, etc ensure that beyond-the-book learning for the students is taken up by masters in those disciplines. The amalgamation of humanities and technology with patient care had been explored by our students through various research projects opening up more new avenues in physiotherapy treatment options. The institute plans to encourage and support such collaborative projects through financial aid. A value-adding course on Dance Movement Therapy was conducted via virtual mode during the peak of the COVID-19 pandemic sensitizing students on how art forms can be combined with therapy effectively.
2. Academic bank of credits (ABC):	Although the existing curriculum pattern does not allow entry-exits midway through the course, the institute plans to provide academic flexibility through multiple credit-based elective courses acting either as

	add-ons or as enrichment to the curriculum. Apart from the above plans, all the faculties work on a detailed lesson plan for their allotted topics including specific learning objectives, suitable pedagogical methods, plan for formative assessment which may act as a preliminary exercise for course/ elective designing. SIORCOP is affiliated with MUHS Nashik. The results of all the university-level exams from first to final BPTh are displayed on the university website, wherein students, at any location, can access their results with their unique seat number. This also allows flexibility for the learners' access to their performance at their convenience. The registration and completion certificates for the research methodology workshop and the Health Sciences Education Technology workshops are online on the University portal with ease of access for the organizers and the participants. University also allows for ATKT for students with up to two subjects failing in order to continue their academic process. During the internal assessment process for the university exams, the higher marks of the previous and latest exams are considered allowing learners to maintain their academic credits.
3. Skill development:	The competency-based syllabus is yet to be implemented for the physiotherapy discipline under MUHS, but institutional curricular committees attempt to map the desired graduate attributes to various didactic and clinical competencies. Dedicated hands-on training sessions for all undergraduate and postgraduate courses are conducted for skill acquisition. Unit tests and clinical case evaluation scores provide a means for formative assessment checking on necessary skill acquisition. The institute also invites world-class faculties to conduct skill-based workshops encouraging students to enhance their psychomotor aspects, build global competencies, and increase employability. Empathy, compassion, and ethics are crucial for every physiotherapist: For every responsible citizen. These values are embedded in our curriculum implementation: Not just through lectures but also through role modeling by seniors, teachers, and alumni.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	Most of the faculties at the institute are multilingual with proficiency in English as well as Marathi and Hindi. This enables them to interact in their preferred

	language with the students which ensures a better understanding of the concepts, builds a teacher-student bond, and creates a feeling of inclusiveness for the students. Initiatives like language clubs by the institute guide students towards basic proficiency in English as well as local language speaking, reading, and writing. The mentorship program conducted depicts the traditional guru-disciple bonding ensuring that learning happens in a conducive and safe environment. Also, students are taught to emphasize respecting the traditional beliefs of the patients, including traditional beliefs and cultural approaches to patients during their treatment.
5. Focus on Outcome based education (OBE):	Competency and objectives mapping implemented at the institute is the first step towards outcome-based education. Periodic formative assessments used also top up the journey toward OBE. The teachers are required to submit their Specific Learning Objectives (SLOs) post-syllabus allocation, including TL methods and process of evaluation. This ensures compliance with an OBE. Also, the objectives of clinical teaching and clinical visits with outcomes are prepared to ensure optimal utilization of the exposure.
6. Distance education/online education:	Curricular format and professional requirements do not allow distance education but curricular enrichment through webinars, PhysioTV initiatives, etc are implemented via online mode. We also plan to provide elective courses via a blended curriculum method. The institute frequently conducts Online Alumni Engagement programs by various alumni who are placed nationally and internationally. This ensures the firm establishment of bonds as well as provides present learners with various career opportunities. Also, numerous webinars are conducted online via the Zoom platform for professional upliftment. During the COVID-19 pandemic, the research competition, Scientifica was conducted online in 2021 and 2022 to reach international levels. Students also participated in online camps for Multiple Sclerosis and COVID patients to provide Physiotherapy consultations to them,

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	The student council and welfare committee of SIORCOP has taken the lead in establishing electoral literacy amongst the students. Voting is the fundamental duty of every citizen of our country and the committee emphasis the importance of voting and democratic practice among the students.
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	The General Secretary of the college functions as the students' coordinator and along with the committee coordinator and chairperson, is active in establishing a voters awareness campaign in the college. The student members of the council also assist the General Secretary in implementation of the voting awareness.
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.	National Voters Day was celebrated on 25th January 2022 by the student council and welfare committee by organizing a lecture series for undergraduate and graduate students of the college. The speech was delivered by the Principal on Indian independence and the formation of the constitution along with the importance of voting while the coordinator of the student council guided the students through the process of enrollment for voters ID and the democratic participative approach. A voters pledge was administered to the students wherein they pledged to practice their fundamental right to vote. The institute also permits and encourages the students to vote in their respective constituencies by giving them an off, especially for students from out of the city.
4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.	The college intends to organize debate/ extempore and essay writing competitions on sensitive topics to increase the contribution and participation of students in the electoral process. Additionally, the implementation of 'Yuva Matadata Mohotsav' is underway with events that are catchy and appealing to the present generation to create awareness of democratic participation and electoral processes.
5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.	All the current students above the age of 18 are enrolled as voters and practice their fundamental duty.

Extended Profile

1 Students

1.1

Number of students year-wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
311	314	311	300	293
File Description			**Document**	
Institutional data in prescribed format(Data templ			[View Document](#)	

1.2

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

2021-22	2020-21	2019-20	2018-19	2017-18
87	91	78	82	79
File Description			**Document**	
Institutional data in prescribed format(Data templ			[View Document](#)	

1.3

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

2021-22	2020-21	2019-20	2018-19	2017-18
89	88	92	86	81
File Description			**Document**	
Institutional data in prescribed format(Data templ			[View Document](#)	

2 Teachers

2.1

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

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

File Description	Document
Institutional data in prescribed format(Data templ	[View Document](#)

2.2

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

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

File Description	Document
Institutional data in prescribed format(Data templ	[View Document](#)

3 Institution

3.1

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

2021-22	2020-21	2019-20	2018-19	2017-18
167.48	163.15	168.55	250.40	137.38

File Description	Document
Institutional data in prescribed format(Data templ	[View Document](#)

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1

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

Response:

The curriculum is the heart of any program driving education. Maharashtra University of Health Sciences has designed a curriculum consisting of **cognitive, psychomotor, and affective requirements**; course-wise objectives and contents for bachelor, master, and Ph.D. programs which are run at Sancheti Institute for Orthopaedics and Rehabilitation College of Physiotherapy. Abiding by the curricular framework, we have formulated desired graduate attributes, program outcomes, and course outcomes for streamlined and well-planned curriculum delivery. Our institute follows a systematic protocol to make **learning a holistic and enriching experience for students**.

At the commencement of every academic year, the academic training committees prepare an **academic calendar and syllabus blueprint** detailing syllabus allocation; course-wise competencies; learning goals, and weightage for each topic. Each teacher formulates **specific learning objectives** for each topic and appropriate teaching-learning methods with assistance from the Health Science Education Technology cell of the institute. Various pedagogical methods are implemented to enhance analytical thinking, student engagement, and student-centered learning. The interdepartmental approach is exercised wherever possible to ensure content enrichment and integration into the curriculum. The academic training committee audits the entire process and outcomes biannually keeping a check on quality, appropriateness, and timeline for teaching. This process is flexible and transparent with students having a say in its implementation through their representation in an academic committee.

The curriculum offers **early clinical exposure** (from the second year). The college offers diverse clinical exposure to learners in acute to chronic care settings under the supervision of expert faculties with preformulated clinical objectives for each clinical area. **Participation in healthcare camps, educational visits, and community postings** offered by the institute **helps build empathy and community commitment.** Summative Evaluation of the students is done through internal assessment exams as per MUHS. Additionally, formative assessment of students is done through MCQ-based midterm and class tests or skill enhancement strategies like DOPS, and OSCEs. **Competitions on case presentation skills, group projects, quizzes, roleplays,** etc. not only challenge higher cognitive and psychomotor domains but also make learning and assessment enjoyable.

Early research sensitization, encouragement, and thorough guidance from the conception of the idea till publication have always been an advantage point for the institute. A **value-added course** is offered for introduction to research methodology in the second year.

Institute offers multiple lectures and courses for **academic and personality development** adding versatility to the curriculum and emphasizing the **holistic development of the students. Leadership**

skills and administration opportunities are offered to students through representation on college committees, leading student councils, and extension activities. A formal course on administration is conducted every year. Various global standard workshops and courses are conducted by the institute giving students an opportunity to **fortify their skillsets and enhance employability.**

At the end of each academic year, feedback is taken from students, teachers, and parents to have suggestions for understanding shortcomings of the process, improvising, and making the curricular implementation process more robust.

File Description	Document
Any additional information	[View Document](#)
Link for Minutes of the meeting of the college curriculum committee	[View Document](#)

1.1.2

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

Response: 5.44

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

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

File Description	Document
Provide scanned copy of nomination letter such BoS and Academic Council From University/ Autonomous college	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Link for details of participation of teachers in various bodies	[View Document](#)

1.2 Academic Flexibility

1.2.1

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

Response: 13.08

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

Response: 51

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

Response: 390

File Description	Document
Minutes of relevant Academic Council/BoS meetings	[View Document](#)
List of Interdisciplinary /interdepartmental courses /training across all the the programmes offered by the University during the last 5 years	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Institutional data in prescribed format	[View Document](#)

1.2.2

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

Response: 34.73

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

2021-22	2020-21	2019-20	2018-19	2017-18
108	79	181	95	70

File Description	Document
Institutional data in prescribed format	[View Document](#)
Details of the students enrolled in subject-related Certificate/Diploma/Add-on courses	[View Document](#)
Any additional information	[View Document](#)

1.3 Curriculum Enrichment

1.3.1

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

Response:

Social responsibility- as a health care professional and as an element of the society we live in is a 'must have' attribute. Empathy, ethics, and equality are virtues of a good physiotherapist which are inculcated in the curriculum. Cross cutting issues like ethical practices, gender equity with emphasis on woman's health, health for all etc are integrated in the curriculum delivery through classroom sessions, extramural activities like debates, poster making competitions, essay writing etc and actual on field participation opportunities to the students in extension drives.

The roots of **ethical healthcare practice** are in sound knowledge and application of principles of ethics in clinical practice, research, and everyday life which is taught as a **module in undergraduate and postgraduate curricula** and emphasised through examples, role plays and role modelling by teachers. Students are expected and appreciated for ethical behaviour in classrooms, clinics, and the community. In an attempt of making an ethical and responsible physiotherapist, we uniquely organise two events- **A white coat presenting ceremony with a recital and understanding of the Hippocrates Oath** at the entry to the undergraduate program and a professional **oath-taking ceremony at the completion internship**. **Women and their social status** in India are discussed in the course of **Community Physiotherapy**. Students are sensitized towards disparity between rights of equality, dignity, and freedom from discrimination to Indian women and few of the actual gory societal happenings like female infanticide; physical and sexual abuse; trafficking,

etc. Hence respect towards women- in thoughts and in actions- is emphasised as a value from an early age. Apart from these; thought-provoking activities like **essay and face painting competitions on Women empowerment** in India and panel discussions on gender equity help students develop a perspective.

The existing undergraduate curriculum expects a student to assess physical impairments and limitations in activities as well as **environmental factors** encouraging or inhibiting an individual from participating in healthy behaviour. This enables them to understand health from **social and environmental standpoints** too.

The **extension activities** committee organises awareness drives and physiotherapy camps to reach out to the needy and wealthy, child to elderly making providing them healthcare and fitness programs. Students are encouraged to participate in these events under the supervision of specialty teachers ensuring knowledge, skill and value building. Students are taken to **educational visits** to special schools, old age homes, and primary health centres in rural areas to have exposure towards healthcare needs and delivery in semi-urban and rural areas. This exposure helps in **empathy and compassion building** towards all

elements of the society and making students better healthcare providers, good human beings, and responsible citizens of India.

Environmental ethics and responsibility towards the preservation of it is inculcated by lots of field projects like plantation drive every year, the '**One student- one tree**' program, and sensitization lectures like responsible use of plastic and its appropriate disposal. During clinical orientations, students are formally educated about biomedical waste management.

File Description	Document
Link for any other relevant information	[View Document](#)
Link for list of courses with their descriptions	[View Document](#)

1.3.2

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

Response: 7

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

Response: 7

File Description	Document
List of-value added courses	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Brochure or any other document related to value-added course/s	[View Document](#)
Any additional information	[View Document](#)

1.3.3

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

Response: 40.51

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

2021-22	2020-21	2019-20	2018-19	2017-18
137	58	158	109	155

File Description	Document
Institutional data in prescribed format	[View Document](#)
Attendance copy of the students enrolled for the course	[View Document](#)
Any additional information	[View Document](#)

1.3.4

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

Response: 37.94

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

Response: 118

File Description	Document
Scanned copy of filed visit report with list of students duly attested by the Head of the institution to be provided	[View Document](#)
Institutional data in prescribed fomat	[View Document](#)
Community posting certificate should be duly certified by the Head of the institution	[View Document](#)

1.4 Feedback System

1.4.1

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

1. **Students**
2. **Teachers**
3. **Employers**
4. **Alumni**

5. Professionals

Response: A. All of the above

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

1.4.2

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

Response: B. Feedback collected, analysed and action has been taken

File Description	Document
Stakeholder feedback report	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Action taken report of the Institution on feedback report as minuted by the Governing Council, Syndicate, Board of Management	[View Document](#)

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

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

Average percentage of seats filled against seats reserved for various categories as per applicable reservation policy during the last five years

Response: 33.47

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

2021-22	2020-21	2019-20	2018-19	2017-18
16	16	20	16	14

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

2021-22	2020-21	2019-20	2018-19	2017-18
49	49	49	49	49

File Description	Document
Institutional data in prescribed forma	[View Document](#)
Final admission list published by the HEI	[View Document](#)
Copy of letter issued by state govt. or and Central Government (which-ever applicable) Indicating the reserved categories to be considered as per the GO rule (translated in English)	[View Document](#)
Any additional information	[View Document](#)

2.1.2

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

Response: 96.69

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

2021-22	2020-21	2019-20	2018-19	2017-18
89	88	92	86	81

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

2021-22	2020-21	2019-20	2018-19	2017-18
92	92	95	89	83

File Description	Document
Institutional data in prescribed format	[View Document](#)

2.1.3

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

Response: 0.72

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

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

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

2.2 Catering to Student Diversity

2.2.1

The Institution assesses the learning levels of the students, after admission and organises special Programmes for advanced learners and slow performers

The Institution:

1. **Follows measurable criteria to identify slow performers**
2. **Follows measurable criteria to identify advanced learners**
3. **Organizes special programmes for slow performers**
4. **Follows protocol to measure student achievement**

Response: A. All of the above

File Description	Document
Institutional data in prescribed format	[View Document](#)
Criteria to identify slow performers and advanced learners and assessment methodology	[View Document](#)
Consolidated report of special programs for advanced learners and slow learners duly attested by the Head of the Institution	[View Document](#)
Any other information	[View Document](#)

2.2.2

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

Response: 17.28

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

2.2.3

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

Response:

Sancheti Institute for Orthopaedics and Rehabilitation College of Physiotherapy has its student council. In the council, Students from each year of UG and PG programs are elected as per the guidelines laid by the University. The General Secretary (GS) is elected from Final BPTh amongst the elected members. The council organizes different activities for students throughout the years to bring out their innate talents.

Extramural activities:

The institute believes in nurturing the talent of students and has always encouraged the students to participate in extramural activities. The institute organizes debates, essay writing competitions, poster making, a cultural week, and a sports week. These events are planned and executed by the students under the guidance of teachers. The Institute also has a debate club which allows the students to showcase their views and thoughts in the best way possible.

Leadership:

Institute has a student council where a final year student is appointed as general secretary and from each course two students are elected by class students as their reprehensive. This gives them responsibility as a leader and decision-makers. From every class, representatives are selected for various college committees which encourages a participative approach and builds leadership skills.

The Debate club is run by the students which teaches them to take the responsibility of organizing and running the club smoothly and efficiently as a leader. The Students Council also organizes 'Hogathon', a food fest where students team up and prepare food and sell it. This teaches them finance management, independence, and team spirit.

National days and festivals are celebrated. Competitions like painting, debate, essay, and poster making are held for national day celebrations. The institute also organizes 'Scientifica' which is a platform for young researchers and innovative minds. 'Scientifica' also has an enjoyable segment for students called Student Forum. Academic quizzes and fun games like Mad Ad, and critical analysis of research papers are some of the events done for boosting academic performance.

Institute Magazine:

Sancalp is a yearly magazine that provides a platform for different arts and talents of the students as well as the teachers. Students can give their poems or can share their experiences in the magazine.

Sports:

The institute encourages and supports the students involved in cultural, sports, and other events at the university, zonal, national, and international levels. Students are given medals and certificates of appreciation and achievements in different competitions to encourage and acknowledge their participation.

Community work:

The mentorship committee also arranges camps for fitness level testing at various Ganpati mandals during the Ganpati festival. This helps them in building communication skills and humanity and a sense of responsibility towards the community. Also, the institute organises visits to old age homes for extending community work.

Social Responsibility:

The institute also encourages students to take part in various activities organized by MUHS like organ donation, Independence Day Essay (Azadi ka Amrut Mahotsav) camp/ taking part in competitions. This helps in the development of a competitive spirit, leadership skills, team effort, and aptitude enhancement.

File Description	Document
Link for any other relevant information	[View Document](#)
Link for Appropriate documentary evidence	[View Document](#)

2.3 Teaching- Learning Process

2.3.1

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

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

Response:

Institute has adopted different teaching-learning methods to enhance students' active participation in learning by organizing camps, field visits, and case-based learning in the clinic and on the field.

Experiential learning:

The training consists of practical applications and patient-centric learning experiences through *live case presentations, history taking, physical examination, and evidence-based discussions on diagnosis and management during clinical postings*. Students are posted at various clinical postings to get exposure to multiple cases in Orthopedics, Medical, surgical, Cardiovascular, Respiratory, Gynecology, and Obstetrics units, including multiple ICUs, and Neurosurgery units in the hospitals.

Several community visits are being conducted regularly to places like Primary Healthcare Centers, Geriatric homes, Welfare centers for differently-abled Persons (Wanowrie, Pune) for children with disability, and the All India Institute of physical medicine and Rehabilitation (AIIPMR), Mumbai.

Integrated/ Interdisciplinary learning:

Topics are identified with inputs from subject experts and blueprinting of the integrated teaching is done.

e.g., Vertical teaching is done for Interstitial Lung Disease involving 1st to final BPTh and MPT.

Horizontal Interdisciplinary -Topics such as Geriatrics in Community Physiotherapy, Physiotherapy management in Diabetes, Amputation, and Spinal cord injury for Final year BPTh students.

Postgraduate student seminars are also conducted using an interdisciplinary approach. E.g., exercise physiology seminars by both sports and cardiorespiratory dept. Hand injury rehabilitation by musculoskeletal and neuro physiotherapy dept.

Participatory learning:

Students participate in various camps and field visits organized by the Institute. Regular features include group discussions, clinical meetings, ward rounds, seminars, quizzes, case discussions, community

outreach activities, and health camps.

Problem-based learning:

Case scenarios are provided to students. Students are expected to analyze the case study and identify impairments and plan management. Such sessions involving active student participation in the form of open discussions are conducted once a week to encourage problem-solving capabilities in students

Learning in the Humanities:

Students from all academic years are encouraged to participate in various health camps. They are sensitized on gender equity, stress management, human rights, and health awareness through community visits.

Fitness assessment camps for Old age homes are organized where learners are trained for value-based education

Self-directed learning:

Institute provides a conducive environment with a well-equipped library, and availability of access to Internet sources to encourage self-learning.

Project-Based Learning:

Students write small and short-term research projects under expert faculties and are encouraged to present their work. Scientifica is organized annually by SIORCOP to promote research culture.

Evidence-Based learning is given priority, especially for postgraduate students. Regular Journal Club activity is conducted per specialty every week. The activity begins with a case presentation and an open patient management discussion. Journal articles related to the case are then critically analyzed and their content is incorporated into patient treatment.

Roleplay:

It is an effective method to teach and learn the clinical concepts which help to promote active learning, critical thinking, and communication skills. Doctor Patient relationships, informed consent, and breaking bad news are taught through role play

File Description	Document
Link for learning environment facilities with geotagging	[View Document](#)

2.3.2

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

The Institution:

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

Response: B. Any three of the above

File Description	Document
Report on training programmes in Clinical skill lab/simulator Centre	[View Document](#)
Proof of Establishment of Clinical Skill Laboratories	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Geotagged Photos of the Clinical Skills Laboratory	[View Document](#)
Details of training programs conducted and details of participants.	[View Document](#)
Any other relevant information	[View Document](#)

2.3.3

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

Response:

The Institute follows ICT-enabled teaching in addition to traditional classroom education. Subsequent efforts are taken by the institute to provide an e-learning atmosphere in the classroom. Each classroom is

equipped with a projector, CPU/laptop.

The use of Online E-resources makes T/L enriched and interesting for learners. Teachers in physiotherapy are well-versed in applying appropriate information technology in their teaching. Faculty members are technology savvy in IT at their personal level as most of the faculties have completed their MS-CIT course.

Also, faculties are trained through the health science in education Technology units and in making their own slides for PowerPoint presentations in all courses. In addition to the chalk-and-talk method of teaching, the faculty members are using IT-enabled learning tools such as PPT, Video clippings, Audio systems, and online sources, to expose the students to advanced knowledge and practical learning. All Classrooms and seminar halls are ICT-enabled. Wi-Fi and broadband internet facilities are available.

During presentations, teachers utilize appropriate links to show live videos of demonstrations and procedures. Recording of video lectures is made available to students for the long term. Learning and future referencing. Classroom teaching demonstrations and lectures are available on Physio TV which is the YouTube Channel of the institute and is open to all. (Physio TV classroom). The ZOOM platform is used to conduct online classes/meetings/webinars/workshops with students. The Institution has an ICT system which is a boon in the teaching-learning process. Students and faculty benefit from short-term programs of various reputed institutes like attending webinars or arranging online webinars with other external faculties.

Midterm exams are conducted through Google form which is easier for assessment and helps in minimizing time. A Specialised computer laboratory with an internet connection has been provided to promote independent learning. The Institute has 10 computers in the Library. Students use computers available in the library for the percent advances related to Cases, research, and evidence-based practice and to enhance their knowledge.

Statistical packages are available in the e-library for teachers, students, and research scholars for data analysis. All PG students undergo short training in biostatistics during their induction program soon after admission. Institute also has access to online journals for the upgradation of knowledge. The institute also encourages the use of the digital library of MUHS.

A teacher can increase their domain of knowledge with the help of e-journals, e-magazines, and e-library which can be achieved only through the use of ICT. Teachers can also participate in discussions and conferences with experts on the subject to improve their knowledge and skills through audio and video conferencing.

Teachers and students use MS Excel for data collection, analysis, documentation, and presentation. It is especially important in teaching students the importance of data collection and representation in the form of — Bar graphs, pie charts, histograms, etc.

File Description	Document
File for list of teachers using ICT-enabled tools (including LMS)	View Document
File for details of ICT-enabled tools used for teaching and learning	View Document
Link for any other relevant information	View Document

2.3.4

Student :Mentor Ratio (preceding academic year)

Response: 18.29

2.3.4.1 Total number of mentors in the preceding academic year

Response: 17

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

2.3.5

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

Response:

Creativity:

SIORCOP provides an environment to promote creativity, analytical skills, and innovation among students. Several competitions are held throughout the year as part of awareness campaigns. Students take part in **poster-making** to showcase their artistic creativity. Poster-making competitions are organized for social causes and awareness like organ donation, and gender equality, etc. Every year members of the Student Council come together and publish the **college magazine SANCALP (Resolution)**. Through this magazine, all students are given a platform to express their creative skills in the form of poetry, photography skills, artwork, etc. The magazine is a cherished product of the Institute and holds proof of a variety of hidden student talents.

Another such event is **Physio-Inspira**, which is a student-initiated inter-college cultural event organized every year. Students showcased their artistic skills through **sketching, paper-quilling, origami, and face painting**. Our students made **models and charts** on various physiotherapy topics which helps in better Teaching Learning. Students also participate in essay and poster competitions arranged in the institute. In **essay competitions**, they are given the liberty to express themselves in Hindi/ Marathi apart from English so that the language barrier did not restrict their freedom of expression of their creativity. The posters are later kept on display for students and faculty to view.

Analytical skills:

The **quiz competition** included general knowledge and current affairs among other topics. The s**cavenger hunt** also was organized. The institute also has a **debate club** that organizes debates on different topics. It promotes analysis of problems and innovative thinking and expresses their views. Analytical skills are nurtured in the classroom environment using **case-based learning** examples/ case scenarios for final year BPTh. Such sessions involving active student participation are conducted once a week to encourage analytical skills and problem-solving capabilities in students and thereby guide them in planning patient management.

The institute organized **Clinoquiom**, A platform for students to present cases and improve their skills in clinical reasoning, diagnosis, and treatment. Our students take part in competitions organized by **Nanal competition**, which is a national-level inter-medical college competition organized by Rashtriya Shikshan Mandal. That includes Case Taking, Poster making, Essay writing, and Extempore topic Presentation.

Innovation:

SICOP has always encouraged innovation amongst its students under the guidance of teachers. our student Mr. Shubhankar Mahapure developed an innovative cost-effective, portable device called the **'ISO-DYNO'** to measure isokinetic knee strength and use it for strengthening purposes. Ms. Shivani Reddy designed a Calibration of a **sensory stimulator tool** to elicit normal sensations of peripheral diabetic neuropathy in 2020-21 while Ms. Yashashree Agashe did a study on the Validity and reliability of a **Digital goniometer** in Knee ROM in the year 2021-22.

Scientifica is a National level research conference primarily for physiotherapy students organized by Sancheti Institute College of Physiotherapy. It encourages the conduction of innovative research by students and gives them a platform to showcase their findings.

File Description	Document
Link for appropriate documentary evidence	[View Document](#)

2.4 Teacher Profile and Quality

2.4.1

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

Response: 96.84

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

2.4.2

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

Response: 5.44

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

2021-22	2020-21	2019-20	2018-19	2017-18
01	01	01	01	01

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

2.4.3

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

Response: 8.61

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

Response: 155

File Description	Document
Institutional data in prescribed format	[View Document](#)
Consolidated Experience certificate duly certified by the Head of the insitution	[View Document](#)

2.4.4

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

Response: 66.2

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

2021-22	2020-21	2019-20	2018-19	2017-18
15	16	11	09	10

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

2.4.5

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

Response: 3.16

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

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

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

2.5 Evaluation Process and Reforms

2.5.1

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

Response:

Academic Calendar:

The calendar is prepared prior to the commencement of the new academic year. At the beginning of each year, an orientation program is conducted for students and their parents/ guardians.

Internal Examination:

A month before the commencement of the Terminal and Prelim examination, the exam timetable and syllabus are prepared and displayed on the college notice board by the Exam committee and students are informed about the same on their WhatsApp group which is also displayed on the notice board. The syllabus for the concerned exam is conveyed to the students and paper setter one month prior to the examination.

Examination procedure:

Paper setters are appointed as per specialty subjects and are provided with question paper templates as per MUHS. Papers are moderated by senior teachers of that subject. The Exam committee ensures the timely submission of Question papers through email (Examination committee). Four days before the examination the question papers are printed securely and locked in the cupboard. Instructions for the examination are circulated to students through WhatsApp groups. The Examination Committee appoints invigilators and central supervisors for the smooth conduction of all examinations. The center supervisor takes care of the timeline of paper and physical checking of students. The invigilators are briefed about their duties. The flying squad appointed by the principal visits the examination site. In case of any malpractice by the students, an inquiry is conducted and immediate action is taken by the

examination committee. The examination committee appoints two theory and practical examiners for each subject to avoid teacher-based bias. Teachers are instructed to correct the papers and submit marks to the exam committee, which forwards it to the respective class coordinators for preparation of the final result sheet within fifteen days of exams. The results are displayed in the respective classrooms. The students verify their performance and exam paper-related doubts are clarified.

Practical exams are conducted using OCPE:

OSPE is prepared for Kinesiotherapy and electrotherapy exams for 1st and 2nd BPTh and shared with students for sensitization to the same. Classrooms have been installed with CCTVs for robust conduction of examinations, Students also receive and are allowed to give overall feedback regarding theory & practical exam performance and conduction. Students verify their marks and are required to acknowledge the same on their papers as well.

Clinical Case Evaluation:

UG and PG are assessed in the clinic by their supervisors while posted in OPD, wards and their performance is also marked.

Students are given marks for their case presentation in the journal/ log book.

After exams are conducted, students are given the opportunity to submit grievances to the 'Exam related grievance committee' for Redressal.

After Terminal and Preliminary Examinations, class coordinators calculate Internal Assessment (IA) as per MUHS instructions. IA is then checked by each student. The same is approved by the Internal Assessment Committee. The final IA sheet is prepared. Once the final IA is checked by students, it is sent to MUHS within the stipulated time period.

File Description	Document
Link for dates of conduct of internal assessment examinations	View Document
Link for academic calendar	View Document
Link for any other relevant information	View Document

2.5.2

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

Response:

The college has a well-organized mechanism for the Redressal of examination-related grievances. The students can approach the Teachers, College Examination Officer, and Principal to redress the examination-related grievance as per the requirement and jurisdiction of the grievance.

At the Institute level:

An examination committee, composed of a senior teacher as chairperson and coordinator is appointed. Other teaching staff as members, are constituted to handle the issues regarding the evaluation process.

Internal examination - Question papers are set by the subject teachers as appointed by the exam committee, moderated by the head of the departments of that particular subject or one of the senior faculty. The college has a mechanism to deal with internal examination-related grievances. First of all, the college tries that there should not be any grievances regarding internal examinations. During internal Examinations, if any student finds a discrepancy in the question, e.g. data given in the question is insufficient or options are repeated, out-of-syllabus questions students may report it as an invalid question. The Exam Committee at the college takes action and resolves the grievance.

The teacher distributes evaluated answer papers to students, and any clarifications or grievances are addressed by the teacher. The internal marks are displayed on the notice board. If any discrepancy like mistakes in mark allocation, correction is noticed by the students, the concerned teacher will resolve the discrepancy, and the necessary corrections will be made. If students find the answer is not corrected they can approach the evaluator and it is resolved.

Parents are informed about their ward's performance during PTA meetings. Students are counseled by the faculty mentor, and remedial classes are conducted for students who have failed the examinations.

Retests for the internal examination are conducted for Students who remain absent for exams due to genuine reasons after submitting a medical certificate/document and giving the reason for absenteeism in writing to HOI and Exam committee.

University-related grievances are dealt with as per university guidelines. After the results are announced, the students are reminded about options to resolve grievances. These include a request for photocopies of answer sheets. The last date for application to the university is displayed on the notice board.

Students who approach with queries are facilitated to apply for university-regulated methods. As soon as the photocopies are received the students are informed. Mentors/ subject teachers discuss the answers with the students and parents and counsel them on doing better and point out areas of challenges.

Unfair means:

Any student caught cheating/using unfair means during the exams is immediately reported and the paper is marked as 'unfair means used'. The copy material is confiscated and the answer sheet is withdrawn. The complaint is noted and an unfair means procedure is done The student is then allowed to continue writing the exam. Action, in this case, is dealt with as per the Maharashtra Prevention of Malpractice at Examination Act of 1982 and Ordinance 01/2014 for the conduct of examinations and prevention of unfair means by MUHS.

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

2.5.3

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

Response:

Reform at the Institute level:

The institute has a reform process in place for Continuous Internal Evaluation. In 2021 students requested to keep a day gap between each theory paper for the terminal and prelim exams. The Examination committee found it to be a valid suggestion and the reform was made from the 2021 examination onwards.

Examination Reform of University:

Before 2015 under MUHS postgraduate course was for 3 yrs. In 2016 the course was reformed to 2 yrs. Exams were held at the end of 1st yr and 2nd yr. In 2019 resolution was passed to hold the exam at the end of 2yrs.

Examination procedure at Institute:

Paper setters are appointed as per specialty subjects and are provided with question paper templates as per MUHS. Papers are moderated by senior teachers of that subject. The Exam Committee ensures the timely submission of Question papers through the Examination Committee email. Four days before the

examination the question papers are xeroxed and are locked in the cupboard.

Instructions for the examination are circulated to students through WhatsApp groups. The Examination Committee appoints invigilators and central supervisors for the smooth conduction of examinations. The center supervisor takes care of – the timeline of paper, and physical checking of students. The flying squad appointed by the principal visits the examination site. In case of any malpractice by the students, an inquiry is set and immediate action is taken by the examination grievance committee. The examination committee appoints two theory and practical examiners for each subject to avoid teacher bias. Within fifteen days of exams, papers are corrected and marks are submitted to respective class coordinators who prepare the final result sheet. The result is then displayed in each classroom. The students are shown their own answer papers and questions are discussed.

After the terminal exam, prelim exam, and final exam of MUHS, feedback is taken from teachers to improve teaching-learning methods to enhance student performance.

Answer papers and practical exam marks are discussed with students and their doubts are clarified. Students are asked to check their total marks and sign the answer papers.

Internal assessment marks are calculated. Each student has their individual file where all their papers are filed. IA marks are shown to students. IA Marks are entered in MUHS software and are counter-signed by students, the HOD of that subject, and the Principal.

For practical OSPE is used and students are assessed on-site by their respective posting teachers while posted in clinics (OPD, wards) they are graded and marks are given for their case presentation in a journal for UG students and in a Logbook for PG students. This gives them feedback on their clinical performance. This encourages self-analysis and guides the student on ways to improve their performance continually.

Midterm exams are done online using Google form

File Description	Document
Link for any other relevant information	[View Document](#)
Link for Information on examination reforms	[View Document](#)

2.5.4

The Institution provides opportunities to students for midcourse improvement of performance through specific interventions

Opportunities provided to students for midcourse improvement of performance through:

1. **Timely administration of CIE**
2. **On time assessment and feedback**
3. **Makeup assignments/tests**

4.Remedial teaching/support

Response: B. Any 3 of the above

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

2.6 Student Performance and Learning Outcomes

2.6.1

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

Response:

Learning outcomes:

As per MUHS, program-specific and generic healthcare professional outcomes have been defined. They are for all three domains of teaching-learning cognitive, psychomotor, and affective. The Institution has clearly stated POs and COs for all its academic programs department-wise according to the MUHS syllabus which is uploaded on the institute website. They are instrumental in achieving the vision, mission, and strategic objectives of the institute.

The Course Outcomes are followed as per the guidelines from MUHS. The curriculum is implemented to ensure that the desired outcomes are achieved according to the defined outcomes, teaching-learning methodologies are designed where teachers plan their Specific Learning Objectives and Methodology of teaching at the beginning of the Year.

The graduate's successful completion includes competency-based learning and training, which are reflected through examination results. Assessment methodology/ tools are

decided keeping in mind the parameters/ learning outcomes to be measured and due emphasis during delivery of programs as prescribed in the course curriculum.

Graduate Attributes:

To achieve this the Physiotherapy Graduate should be able to fulfill the roles:

1. Physiotherapy Professional:

• Who would be able to assess, plan, implement, modify, and discharge with a safe and ethical professional judgment

• Who would be competent to promote the health of the community at the primordial, primary and secondary, and tertiary level

• Be competent to practice preventive, curative, restorative, and rehabilitative physiotherapy;

• Have clinical decision-making ability to evaluate functioning and disability, capacity and performance;

• Be able to rationalize different therapeutic approaches to improve functioning and quality of life.

• Be competent to discharge one's responsibility in an ethical and just manner in a variety of healthcare settings

• A professional with integrity responsibility, accountability, and the ability to reflect and able to manage professional and ethical conflicts

• Be able to appreciate the psychosocial and cultural factors affecting health

2. A Researcher with the ability to conduct scientific inquiry, appraise literature and apply evidence to Physiotherapy practice with a patient-centric approach and shared decision-making.

3. A communicator with effective verbal, and nonverbal skills and documentary skills to improve patient communication, communication with family, Interprofessional communication, and Inter-personal communication in a sensitive and respectful manner

4. A Leader who would work effectively and responsibly in health care team collaboratively to maximize health outcomes and acquire basic managerial skills to manage healthcare resources

5. A health advocate for health promotion, Prevention of disease, and improving quality of life through improving capacity and functioning, early recognition of risks, and contributing to the Health care team with a holistic approach to meet national needs.

6. A Reflector and lifelong learner able to keep abreast of knowledge and skills and reflect on learned techniques, address existing gaps in knowledge and skills, integrate evidence-based practice

Competency: Competency includes the understanding of knowledge, clinical skills, interpersonal skills,

problem-solving, clinical judgment, and technical skills. Competencies are inculcated in the learners by facilitating their understanding of the topic, and its applications in the real world, and applying their skills in its management.

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

2.6.2

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

Response: 91.24

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

2021-22	2020-21	2019-20	2018-19	2017-18
87	91	78	82	79

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

2021-22	2020-21	2019-20	2018-19	2017-18
90	95	89	88	87

File Description	Document
Trend analysis for the last five years in graphical form	[View Document](#)
Reports from Controller of Exam (COE) office/ Registrar evaluation mentioning the relevant details and the result analysis performed by the institution duly attested by the Head of the Institution	[View Document](#)
List of Programmes and the number of students passed and appeared in the final year examination each year for the last five years.	[View Document](#)
Institutional data in prescribed format	[View Document](#)

2.6.3

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

Response:

The institution has 3 programs -BPTh, MPT, and Ph.D. As per MUHS, program-specific and generic healthcare professional outcomes have been defined. They are for all three domains of teaching-learning, i.e., cognitive, psychomotor, and affective

- Students and teachers are provided with an academic calendar, wherein a plan for implementation of the entire curriculum is specified, providing all learning objectives and outcomes at various levels.

- The Institution has clearly stated POs and COs for all its academic programs department-wise according to the MUHS syllabus which is uploaded on the institute's website. They are instrumental in achieving the vision, mission, and strategic objectives of the institute.

- The Course Outcomes are followed as per the guidelines from MUHS. The curriculum is implemented to ensure that the desired outcomes are achieved according to the defined outcomes, teaching-learning methodologies are designed where teachers plan their Specific Learning Objectives and Methodology of teaching at the beginning of the Year. Emphasis is also given to interactive and participatory learning.

- The graduate's successful completion includes competency-based learning and training, which are reflected through examination results. Assessment methodology/ tools are decided keeping in mind the parameters/ learning outcomes to be measured and due emphasis during delivery of programs as prescribed in course curriculum.

- Induction and orientation programs are conducted for the newly enrolled students at the beginning of each academic session.

- Exposure to community and external services is achieved through clinical postings

- The Course Outcomes are formulated to make students competent with respect to all domains of learning (Cognitive, Affective, and Psychomotor domains). Their assessment is done in the formative domain at the department level and summative at the university level.

- Formative assessment methods include internal examinations, preliminary examinations which consist of written (MCQs, SAQs, & LAQs), and practical examinations.

- PG students are initiated into scientific research through compulsory dissertations related to their respective fields of expertise under the guidance of their guides/ teachers. Also, various projects in areas of interest are undertaken by UG students.

- The passing out graduates, besides professional knowledge and skills, are groomed to play leadership roles in the community, not only in the health sector but also in social issues such as environmental protection, disaster management, and sensitizing people at large on their right to health. During the COVID pandemic, our students were posted in COVID wards and ICUs.

- Postgraduate students (MPT) are encouraged to do professional practice with evidence-based practice. They are also trained for research, administration, and management in physiotherapy.

- PGs are given an opportunity to undergraduate teaching and also play an instrumental role in mentoring the undergraduate students in their grooming and professional development.

File Description	Document
Link for programme-specific learning outcomes	[View Document](#)
Link for any other relevant information	[View Document](#)

2.6.4

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

Response:

The institute follows a process of meetings with the parents of the students. A formal meeting with the parents along with the students is organized during the induction program. A parent-teacher association (PTA) is a committee that comprises the Head of the Institute, class coordinators of both summer and winter batches, and two elected parent representatives from each class of the students of the institute. The elected parent representative will be the link between the parents and the college.

The PTA of Sancheti Institute for Orthopaedics and Rehabilitation College of Physiotherapy is

established with the aim of improving communication and fostering a bond between college management, teachers with parents of the students seeking education at our institute. Apart from these physical meetings, a WhatsApp group is created between the class coordinator and parent representative, and students in each year where informal discussions are undertaken. PTA also strives to give the opportunity to parents- important stakeholders in the institute- to be part of the planning and execution of decisions taken for student welfare.

Student's performance is discussed in PTA and parents of students who are in remedial classes are informed about the same.

Procedure/Functioning:

The General body meeting is held thrice in a year for each batch of parents (Summer & Winter). The date and time are announced at least 7 days prior.

a) Beginning of the new academic year:

There is an Address by the head of the Institute and PTA chairperson and then the class coordinator and parents are informed about last year's proceedings.

In collaboration with the UG academic committee & PG academic committee, parents are informed about the rules and regulations of the institute, discipline, dress code, competencies expected from students, academic plan, attendance criteria, and examination pattern. The academic calendar is displayed and explained. Students and parents are oriented to all the clinical postings that the students will be attending.

Formal feedback about the institute and its academic work is taken from all the parents.

b) After terminal result:

A PTA meeting is conducted to inform parents about student performance in terminal examinations and attendance in the first term of the academic year. Inputs and feedback regarding functioning and strategies for the development of the student's performance are noted.

c) After Prelims result:

PTA meeting is conducted to inform parents about student performance in prelims examination, Internal Assessment marks, and attendance of the entire academic year.

If there are any defaulters for attendance, parents are informed as it may affect academic performance and students may not be eligible for the university exams as per the university guidelines.

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

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response: 3.11

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1

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

Response: 58.7

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

2021-22	2020-21	2019-20	2018-19	2017-18
10	11	12	11	10

File Description	Document
List of full time teacher during the last five years.	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Copies of Guideship letters or authorization of research guide provide by the university	[View Document](#)

3.1.2

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

Response: 3.22

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

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

File Description	Document
Institutional data in prescribed format	[View Document](#)
Fellowship award letter / grant letter from the funding agency	[View Document](#)
E-copies of the award letters of the teachers	[View Document](#)

3.1.3

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

Response: 11

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

2021-22	2020-21	2019-20	2018-19	2017-18
1	4	1	3	2

File Description	Document
Institutional data in prescribed format	[View Document](#)
E-copies of the grant award letters for research projects sponsored by Government, industries and non-government sources such as industries, corporate houses etc	[View Document](#)

3.2 Innovation Ecosystem

3.2.1

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

Response:

Sancheti Institute for Orthopaedics and Rehabilitation College of Physiotherapy (SIORCOP) provides a conducive environment for the promotion of Innovation and Incubation. All the required facilities and guidance is provided to the students to facilitate the translation of knowledge for the betterment of society. The students are encouraged to take up projects apart from their regular syllabus. They are allotted guides to discuss their projects. The projects are then discussed by the Institute's research

committee which are then submitted to the IEC for approval. Each project is scrutinized at these 3 levels and IEC gives final approval.

SIORCOP takes the following steps to facilitate research ideas and transfer knowledge among young minds:

- The Institute has a Research Coordinator, who helps in supervising all the research projects in the Institute. She collects regular updates from synopsis preparation, IEC approval, MUHS approval, and CTRI registration to data collection and analysis. She is also involved with the Guides in the submission of the final draft of the Dissertation along with manuscript submission to appropriate indexed journals. The students and teachers are encouraged to do GCP certification.

- There is a facility for payment of publication fees on acceptance of the articles in various journals. The Institute offers financial support in the form of payment of any publication fees for articles that are accepted in Indexed journals.

- The college has weekly Research Meetings with experts in the field viz. Dr. Parag Sancheti and Dr. Ashok Shyam (research officer), whose inputs and guidance are valuable for the projects. Dr. Parag Sancheti, who is also the Chairman of the Institute, is highly invested in improving research and has provided the entire infrastructure to facilitate the process.

- SIORCOP organizes an annual National level students' conference, "Scientifica" to educate young minds about research and inculcate the practice of research in them. With a motto of 'Think Scientific, Think Research', Scientifica receives research and innovation papers from across Maharashtra and also from across neighboring states. Following the COVID-19 Pandemic, Scientifica was organized through an online platform on March 21 and subsequently in March 2022 and received an appreciable response. Both conferences had distinguished speakers of international reputation and also high-quality scientific research and innovation paper presentations. The Scientifica 2023 is scheduled to be a Hybrid event on 11-12 March.

- The college regularly invited faculties from various fields as a part of the faculty and student development program e.g. talks from Venture Center, Pune.

The college also has advanced equipment and an updated library for research. We have recently added books of the latest editions along with journal subscriptions along with a computer lab having Wi-Fi. E.g., micro FET 3, combo, LASER. The college has also recently procured a licensed version 26 of the SPSS software, which has greatly enabled the statistical analysis of all the research projects undertaken by the staff and students alike. Due to the facilities available students get short-term research grants for their innovative ideas.

File Description	Document
Link for details of the facilities and innovations made	[View Document](#)

3.2.2

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

Response: 22

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

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

File Description	Document
Report of the workshops/seminars with photos	[View Document](#)
Institutional data in prescribed format	[View Document](#)

3.3 Research Publications and Awards

3.3.1

The Institution ensures implementation of its stated Code of Ethics for research.

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

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

Response: B. Any 3 of the above

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

3.3.2

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

Response: 12.36

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

Response: 136

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

Response: 11

File Description	Document
PhD/ DM/ M Ch/ PG Degree Award letters of students (with guide's name mentioned)	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document

3.3.3

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

Response: 8.91

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

3.3.4

Average number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedingsindexed in UGC-CARE list on the UGC website/Scopus/Web of Science/PubMed/ during the last five years

Response: 0.11

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

3.4 Extension Activities

3.4.1

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

Response: 57

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

2021-22	2020-21	2019-20	2018-19	2017-18
15	6	12	13	11

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

3.4.2

Average percentage of students participating in extension and outreach activities during the last five years

Response: 42.41

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

2021-22	2020-21	2019-20	2018-19	2017-18
120	95	185	198	52

File Description	Document
Institutional data in prescribed forma	[View Document](#)
Detailed program report for each extension and outreach program should be made available, with specific mention of number of students and collaborating agency participated and amount generated Photographs or any supporting document in relevance	[View Document](#)

3.4.3

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

Response:

The Sancheti Institute for Orthopedics & Rehabilitation College of Physiotherapy (SIORCOP) boasts of an experienced faculty who have received distinctions, and awards along with being well-recognized in their respective specialties. Dr. Vivek Kulkarni (past Principal) and Dr. Nilima Bedekar (Professor and Vice-Principal) have both been honored with the **'Lifetime Achievement Award'** and **'Oration Award'** by NARCOOD (Nagpur Association of Rehabilitation of Children & Adults with Orthopaedic and Other Disabilities) in the year of 2019 and 2021 respectively. The Rotary Club of Pune Horizon has presented a **'Letter of Appreciation'** to Dr. Raziya Nagarwala, Prof. & Head of the Cardiovascular and Respiratory PT Department for her selfless service and support for various health promotion activities like blood donation drives, health check-ups drive. Dr. Apurv Shimpi (Professor & Principal) has recently been awarded the **Indian Association of Physiotherapists (IAP) Oration Award** and has been given recognition and letters of appreciation for the various Extension activities conducted by the Institute.

Our Institute was also recognized for community services for the underprivileged with the **'Global Healthcare Champions'** award at the World Health and Wellness Congress meet in Mumbai (2021). The Institute organized a free Senior Citizens Fitness and Balance Screening camp (September 2021) and received an appreciation letter from the Mont Vert Pristine Co-operative Housing Society. The Zilla Parishad Bholagir Prathmik Shala, Mann Taluka in Hinjewadi, Pune also appreciated the Menstrual Health and Hygiene Awareness Camp held for female students from Class 6th to 8th in December 2021 We have conducted online as well as offline free camps and activities in collaboration with the Multiple Sclerosis Society of India (MSSI) who have appreciated the Institute for its continued support for the patients of Multiple Sclerosis (2020, 2021, and 2022). The Free Health and Fitness Camps conducted in various Ganpati Pandals in Pune during the Ganesh Chaturthi festival have been well-appreciated by the various Trusts and the people who visited the Camps. Our Institute has also been appreciated for regularly holding Free Health Camps in the Hindu Aashaad month for the 'warkaris' who visit Pune on foot with the 'Palkis' of Sant Tukaram and Sant Dnyaneshwar on their way to Pandharpur.

Our Institute has been regularly providing support to the International Pune Marathon every year by appointing physiotherapists as a part of the medical team of the marathon. The institute also regularly takes ergonomics lectures in different industry set-ups to educate the community about proper ergonomic posture while working. These programs have been acknowledged by the industries with letters of appreciation to the Institute.

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

3.4.4

Institutional social responsibility activities in the neighborhood community in terms of education, environmental issues like Swachh Bharath, health and hygiene awareness, delivery of free/ subsidized health care and socio economic development issues carried out by the students and

staff, including the amount of expenditure incurred during the last five years

Response:

Sancheti Institute for Orthopaedics and Rehabilitation College of Physiotherapy (SIORCOP) has tried to nurture and develop social responsibility as an engrained value system and has engaged in many extension and community outreach activities in the past 5 years. Our students are regularly posted in Janseva Old Age Home (for 1 week), to gain insight into the issues faced by the elderly along with providing rehabilitation services which have been very well-appreciated. We also have had **Industrial visits** arranged along with the Final year BPTh and MPT students to Mahindra Motors Vehicles Limited (MMVL) and ThyssenKrupp Industries India (TKII) in 2018-19 where talks on preventive measures, ergonomics along with work-based evaluation were done.

Yoga, our traditional form of exercise and wellness, is celebrated as **'International Yoga Day'** since 21st June 2015. SICOP has initiated various yoga-related activities since 2020; Video and Essay Competitions on Yoga (2020); Online Webinars (2021) during the COVID-19 lockdown; the **21-day habit-building Surya Namaskar Challenge** (from 1st-21st June 2022) and a Surya namaskar relay competition which received a tremendous response from students (119) and faculty (14) alike who have also noticed the positive benefits on their health.

Our Institute is also committed to environmental sustainability and joined the **'Green Initiative'** of MUHS (2022) of "1 student 1 tree" with our Extension and Green Audit Committee collaborating for organizing 2 activities on 21st June and 8th July 2022, with a total participation of 225 students and 19 faculty. The planting of trees also improved the sensitivity amongst students and faculty to maintain the trees around the Institute and their residential areas as well. Also, the students or faculty are encouraged to use public transport or cycle to college.

Road traffic accidents have been increasing steadily in Pune. Thus, the need for improving **awareness of traffic safety rules and wearing a helmet** was highlighted by students by organizing street plays and talks arranged in collaboration with the Pune traffic Police and Pune Orthopaedic Society for 2 consecutive years in 2018 and 2019. We have also initiated the **'No Helmet- No Parking'** rule in our Institute's parking lot for 2 -wheelers.

Taking the initiative of spreading awareness of fitness and hygiene, SIORCOP Faculty and students also organized **Fitness awareness for children** housed in Bholagir Prathmik Vidyalaya Orphanage (March 2020). **Menstrual health and hygiene awareness** was arranged at Zilla Parishad School, Mann (December 2021), wherein Final Year BPTh and MPT students helped sensitize the school female students about tackling various menstrual issues. A similar Menstrual health and hygiene camp was held in Girme Municipality School, Pune In association with Rotaract Club of Pune Horizon. SICOP also held a Camp for Physical Fitness at Nirmal Seva Mahila Vrudhrashram (Aug'2022), Undri, Pune in association with Rotaract Club of Pune Horizon.

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

3.5 Collaboration

3.5.1

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

Response: 9.2

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

2021-22	2020-21	2019-20	2018-19	2017-18
12	15	9	6	4

File Description	Document
Institutional data in prescribed format	[View Document](#)
Documentary evidence/agreement in support of collaboration	[View Document](#)
Certified copies of collaboration documents and exchange visits	[View Document](#)
Any other Information	[View Document](#)

3.5.2

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

Response: 30

3.5.2.1 Number of functional MoUs/linkages with Institutions/ industries in India and abroad for academic, clinical training / internship, on-the job training, project work, student / faculty exchange, collaborative research programmes etc. for the last five years

Response: 30

File Description	Document
Institutional data in prescribed format	[View Document](#)
E-copies of the MoU's with institution/ industry/ corporate house, Indicating the start date and completion date	[View Document](#)
Any additional information	[View Document](#)

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

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

Response:

SIORCOP caters to students of Undergraduate, Postgraduate, and Ph.D. programs in Physiotherapy. The college has a **20,000 sq. ft, four-floor building in Shivajinagar, Pune** with adequate **classrooms for each academic year, separate laboratories for Electrotherapy, Kinesiotherapy, and Clinical Skills/ fitness** equipped with educational equipment. Equipment is issued from departmental stocks or a college museum for teaching-learning purposes. Each Physiotherapy specialty has a dedicated space for the conduction of departmental teaching-learning activities, namely Neuro, Cardiovascular and Respiratory, Community, Musculoskeletal, and Sports Physiotherapy where Post-graduate students' seminars, case presentations, and journal club activities are conducted.

The institute's **classrooms are ICT enabled**, with **projectors and viewing screens** available. **In-built HDMI cables** allow for high-quality audio and visual display of e-learning content. Classrooms also have whiteboards for teaching-learning purposes. Six **laptops** are available for the conduction of lectures, seminars, meetings, etc. Four undergraduate batch classrooms have connected **CPUs allowing for ease in lecture conduction** along with alternate means of **book projector and overhead projector** as well. 'Scientifica', a research conference conducted by the institute was successfully conducted online in 2021 and 2022 using **teleconferencing facilities in the discussion room**, for the conduction of sessions and paper presentations. The **institute's own Zoom account** was used for this purpose which is also used during online workshops and extension activities. ICT equipment such as **web cameras and audiovisual recording facilities are used to generate e-content** for PhysioTV, which is the institute's e-resource platform open to the general public. **Tele-rehabilitation is provided for patient care and research** which gives our postgraduates a different learning experience.

Clinical learning occurs not just at Sancheti Institute for Orthopedics and Rehabilitation (SIOR) but also at other hospitals and clinical set-ups around the institute. These include **private and government set-ups** such as Sassoon General Hospital, Kamala Nehru Hospital, Rajiv Gandhi Hospital, Aloha Lifestyle Reversal Studio, Ram Mangal Heart Foundation, INLAKS and Budhrani Hospital, Balewadi Sports Center. Such exposure provides varied learning opportunities to our students. **SIOR is equipped with advanced equipment such as a balance master, hand function training station, robotic hand, etc.** keeping them updated about recent developments in the field. **Intensive Care Units (ICU)** including medical, trauma, neonatal, and pediatric ICU, along with **general medicine, surgery, and burns** cases are evaluated and treated. Students receive exposure to **antenatal, postnatal care settings, out-patient, and in-patient care of musculoskeletal, neurological, cardiovascular, and respiratory patients**. Our students are posted at various clinical areas in rotation ensuring adequate clinical exposure to all, for a better learning experience. The institute has **collaboration with Bharati Vidyapeeth's Medical College, Pune** where the first BPTh students receive **facilities for practical exposure to human anatomy and physiology subjects**. Community-based learning opportunities are provided at **Primary Health Centers at Maan and Kamshet.** SIORCOP has also collaborated with **Janseva Old Age Home**

through which students travel to remote areas around Pune through a mobile care unit to provide physiotherapy services to the community. At SIORCOP we strive to provide the best teaching-learning resources to our students for an enriching learning experience.

File Description	Document
Link for list of available teaching-learning facilities such as Classrooms, Laboratories, ICT enabled facilities including Teleconference facilities etc., mentioned above.	[View Document](#)
Link for geotagged photographs	[View Document](#)
Link for any other relevant information	[View Document](#)

4.1.2

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

Response:

Extra-curricular and recreational activities have always been encouraged at SIORCOP. We ensure that along with academics our students receive the **best possible opportunities to excel in sports and showcase their talents in cultural activities**, which are organized and conducted regularly throughout the year by the Students' Council and Welfare Committee (SCWC). Students as well as teaching faculty actively participate in these events conducted year-round.

Sports facilities at the institute including various **indoor sports** equipment such as carrom, chess, scrabble, table tennis, and foosball are available for recreational use. Students can issue the game equipment after college hours and return it to their respective in-charge after use. Other sports materials such as cricket accessories, badminton set, tennis balls, footballs, basketballs, and volleyball are also available for students to utilize. A **fully equipped gymnasium** with treadmills, bicycles, and various weight training equipment is available on campus in the guest-house building for health fitness, and recreational purposes for the students and faculties. Every year **sports week** is conducted where intra-college competitions are conducted after college hours. The institute provides funds for **outsourcing sports grounds** for outdoor sports as per requirement.

A **mini auditorium** of 167 square meter area is present on the sixth floor of the Hospital premises with a maximal seating capacity of 130, which is utilized for academic as well as cultural activities. The SCWC works hard throughout the year to organize our **annual cultural event followed by the Traditional Day**. All students and teachers celebrate these fests together by showcasing their talents. The event includes the presentation of the annual report and is concluded with a prize distribution ceremony in which students are rewarded for their contributions and performances both academic and extra-curricular. **Speakers and microphones** are provided for such events.

SIORCOP promotes the celebration of all festivals for a sense of **inclusiveness for students of all religions and backgrounds**. Garba night is organized at the parking area or on the terrace where students celebrate Navratri and dance. Each year a Treasure Hunt is organized where teachers and students participate to look for clues hidden all over the campus and solve them to be led to a prize. One of the first events of the academic year organized by SCWC is the 'Debate Competition'. Volunteers from each undergraduate and postgraduate batch along with teacher volunteers form teams and have healthy discussions on common social concerns, medical or otherwise. Art Inspira is one more such event that showcases our students' artistic skills ranging from poster making, face painting, model making, meme-making, photography, etc. This is a part of Physio Inspira which is an inter-college cultural competition held annually. Several other such events as essay competitions and poster making, singing and instrumental competition, open-mic, open monologue, stand-up comedy, and poetry recitations are also conducted. The institute also has its magazine, Sancalp with new issues being released every year at the annual Socials. Sancalp provides a platform to showcase our student's talents and inspire other students as well.

File Description	Document
Link for list of available sports and cultural facilities	[View Document](#)
Link for geotagged photographs	[View Document](#)
Link for any other relevant information	[View Document](#)

4.1.3

Availability and adequacy of general campus facilities and overall ambience

Response:

The uniqueness of the Sancheti Institute for Orthopaedics and Rehabilitation College of Physiotherapy campus is its scattered yet well-connected distribution. **The college building, hospital, guest house, and hostel building** form a part of it. Its **prime location in the heart of Pune city** allows an ease of access. All the utilities such as the t**rain station, bus stand, local post office, and bank are within a kilometer radius of the institute. The hospital has a 24-hour casualty,pharmacy and bank ATM facilityopen for all.**

The college building is located in **Thube Park, Shivajinagar, and was inaugurated in April 2011.** It has been designed to surround a magnificent Banyan tree that overlooks a temple. The institute has **four stories, a basement, and an open terrace and is equipped with double soundproofing and central air-conditioning.** An adequate **parking area is available for faculty and students**. The college premises are **disabled-friendly with a ramp facility. Lift is also available** allowing access to all levels. Every floor has a W/C facility, separate for males and females with 24-hour running water. The premises is under constant **CCTV surveillance and has 24-hour security guards available.**

Students and faculty have access to the canteen facility available at the college. **The 'Sancheti Cafeteria,'** is a rooftop, shaded space. It comprises a kitchen and a large well-ventilated seating area

with a capacity to accommodate approximately 200 at a given time. The kitchen prepares freshly cooked meals throughout the day and provides food at subsidized rates. Services are open to all visiting the institute, who can avail of them between 8 am to 7 pm. College authorities conduct annual inspections for sanitation checks to ensure the quality and safety of the food being provided. A **pantry on the 1st floor houses a mini refrigerator and microwave** available for faculty. **Water purifiers provide clean drinking water and are located on each floor of the premises.**

The institute attempts to create a **green environment in its campus area**. We follow a strict **'No Plastic Zone'** rule all around the campus. Several trees are located around the college providing a green canopy. Students participate in activities to promote sustainable living at the institute. A solar panel is installed which provides power to the guest house with an inverter while the college building has a backup generator in case of power cuts. SIOR has a **biomedical waste management system in place** and a functioning **sewage treatment plant (STP)**. The new hospital building, currently under construction, is planned to emerge as a 'smart, green, hi-tech' hospital promoting sustainable living.

The institute has a **hostel facility** that is currently under reconstruction. The upcoming hostel is located at Patil estate, Shivajinagar, Pune within walking distance from the institute. The institute's **guest house** is also within walking distance from the college and is located in Thube Park available for visiting faculty. It has a **fully functional gymnasium with exercise equipment** used by our staff, and students both for recreational and for research purposes.

File Description	Document
Link for photographs/ Geotagging of Campus facilities	[View Document](#)
Link for any other relevant information	[View Document](#)

4.1.4

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

Response: 10.42

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

2021-22	2020-21	2019-20	2018-19	2017-18
20.07	2.58	10.25	72.92	4.59

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

4.2 Clinical, Equipment and Laboratory Learning Resources

4.2.1

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

Response:

Sancheti Institute for Orthopaedics and Rehabilitation College of Physiotherapy is a stand-alone institute where clinical teaching-learning occurs not just at Sancheti Institute for Orthopedics and Rehabilitation (SIOR) but also at other hospitals and clinical set-ups around the institute. **Intensive Care Units (ICUs) including medical, trauma, neonatal, and paediatric ICUs have mechanical ventilators, cardiac monitors, portable suction machines, and movable hospital beds**. Bedside teaching also is conducted in **general medicine, surgery, and burns wards** where cases are evaluated and treated. Students receive exposure to **antenatal, postnatal care settings, out-patient, and in-patient care of musculoskeletal, neurological, cardiovascular, and respiratory** patients. The attached Sports Center is equipped with **sports training gym equipment**.

SIOR physiotherapy OPD provides a rich teaching-learning zone with exposure to basic and advanced electrotherapeutic and exercise therapy equipment. It is well equipped with **advanced equipment such as a balance master, hand function training station, robotic hand, virtual reality trainer, hyper ice massage gun, gait-training harness with treadmill**, etc. keeping them updated about recent developments in the field. These **equipment are accessible for research purposes** and are being used by postgraduate students for their dissertations. All the modalities and equipment in the college and hospital premises are **as per the MSR laid down by the University and the SRA**.

The Community Physiotherapy Department makes use of equipment such as skin-fold **callipers (manual and digital), body composition analyzer, pelvic floor muscle model**, and more for their teaching sessions. Community-based learning opportunities are provided at **Primary Health Centers.** SIORCOP has collaborated with **Janseva Foundations Old Age Home** through which students travel to remote areas around Pune through a **mobile care unit** to provide physiotherapy services to the community. **Paediatric neuro-physiotherapy treatment, early intervention, and neuro OPD clinic services are available in the postings where vestibular balls, wedges, bolsters, and pediatric walkers along with**

interactive games and toys providing sensory stimulation are available for play therapy.

The Electrotherapy laboratory is well equipped with **multi stimulators, infra-red and ultraviolet air-cooled lamps, luminous infra-red lamps, paraffin wax baths, TENS machines, ultrasound machines, interferential therapy, shortwave diathermy, hydro collator packs**, etc. Various types of electrodes such as **Carbon-rubber, metal, point electrodes and those used for SWD** are also available. The lab also has a particular area dedicated to the **'electro-museum'** which has various circuit components on display for students to learn in detail about how various electrotherapeutic modalities function. Our Kinesiotherapy lab and Functional Diagnosis and Clinical Skills lab consist of plinths, and suspension frames with suspension therapy apparatus. Types of equipment for strengthening such as dumbbells, weight-cuffs, De-Lorme boots, springs, kettle weights, and resistance bands are available. Walking aids such as parallel bars with a mirror, walkers, rollator frames, and crutches such as axillary, gutter, elbow, etc are used to teach gait training. A Tilt table and several wedges are used for hands-on training in bronchial hygiene. Cycle ergometer, treadmill, pedal knee cycle, and ankle exerciser are among several other equipment available at the institute for teaching-learning purposes.

File Description	Document
Link for the list of facilities available for patient care, teaching-learning and research	[View Document](#)
Link for the facilities as per the stipulations of the respective Regulatory Bodies with Geotagging	[View Document](#)
Link for any other relevant information	[View Document](#)

4.2.2

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

Response: 79194.8

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

2021-22	2020-21	2019-20	2018-19	2017-18
73074	52845	36435	44828	54055

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

2021-22	2020-21	2019-20	2018-19	2017-18
35217	33098	15270	24384	26768

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

4.2.3

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

Response: 305

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

2021-22	2020-21	2019-20	2018-19	2017-18
251	256	252	249	234

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

2021-22	2020-21	2019-20	2018-19	2017-18
60	58	56	51	58

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

4.2.4

Availability of infrastructure for community based learning

Institution has:

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

Response: B. Any three of the above

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

4.3 Library as a Learning Resource

4.3.1

Library is automated using Integrated Library Management System (ILMS)

Response:

At Sancheti Institute for Orthopaedics and Rehabilitation College of Physiotherapy, an automated Library Management System is in use. 'Cloud9 Edu' is a cloud based Enterprise Resource Planning (ERP) with Library Management System included. This can be accessed from desktop browser, mobile browser and smart mobile application. It is supported by Android as well as IOS platforms. It is a division of Cloud9 Technologies offering a vast range of services in the educational domain. The Cloud9 software enables managing the whole library workflow through an easy-to-use, simple and interactive user-interface. By using this software, our librarian can handle basic to complicated functions like collection of books, keeping track of all the books in circulation, identifying defaulters, collecting and keeping documentation of fines collected, details of late return of library resources, etc. Users can instantly get information on any book available in the library as well. Privacy can be maintained, and users' records are stored safely.

The Cloud9 ERP Library module has the following features:

- **Add new books-** New text books, Reference books, Journals etc. purchased by the college can be added with Title, Author Name, Edition, Book ISBN No, Subject, Cost, No of Copies etc. into the system which forms a comprehensive catalogue
- **Book stock: -** Displays the total number of books available in Library
- **Issued book list: -** The total number of books issued to students and teachers at a given point of time can be listed
- **Book circulation Report**- Circulation report of a specific book mentioning the number of times the book has been issued in a specified duration can be tracked. This helps identify most used books which guides procurement needs.
- **Reserved book list**- This enlists the textbooks that have been reserved by the teachers or students in advance using the mobile app or through login Id.
- **Student library card -** Barcoded library identity card for student and teacher can be generated using this Cloud-9 ERP
- **SMS alert**- SMS alert will be sent automatically to those who fail to return books on time
- **Book list**- A list of books currently available in the library for issue can be viewed. It can be accessed from the web browser or mobile app.
- **IR Barcode-** The software automatically generates new infra-red barcodes which can be assigned to newly purchased books and used for making entries in software regarding issue and return of books/ journals etc.
- **Frequency of book use-** The software can identify how many times a particular user has issued library resources. The institute recently has started using this data to identify the recipient of the 'Bibliophile award' - indicating most utility of library resources. The award is presented to the winner each year at the Annual Socials program.
- **Search -** The software allows searching for resources using a book accession number and reserve

it.

File Description	Document
Link for geotagged photographs of library facilities	[View Document](#)
Link for any other relevant information	[View Document](#)

4.3.2

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

Response:

The library at Sancheti Institute for Orthopaedics and Rehabilitation College of Physiotherapy, Pune is a rich source of knowledge with **more than 2000 books available in hard copy and numerous e-resources**. The library caters to the needs of physiotherapy undergraduate and postgraduate students by providing **1550 textbooks and 601 reference books** as prescribed by the course syllabus provided by MUHS. Those books which are in circulation more frequently are available in greater quantity as per student requirements. Our institute has always encouraged the development of inclination towards research in its students. The library has treasured the research manuscripts of each student who has studied in this college right from the first batch. There are **910 manuscripts from the year 1997 till date available for reference along with 266 theses.** One of the specialties of our library resources is a collection of **rare books with year of edition from the 1930s to 1980s.** These are single copies of editions that are currently out of print.

The library provides students access to information from 31 national and international hardbound journals. 23 undergraduate physiotherapy books have been procured and reserved for use under the **'Book Bank Scheme' which was started by MUHS in 2019-20.** Students from SC/ST/DT/NT category who have applied for the scheme are provided books free of cost for use during their duration of study. At the beginning of each academic year, physiotherapy specialty departments provide a requisition for new books. This is processed by the librarian and new books are procured as per priority and student requirement. **MUHS website also provides access (including remote access) to various e-resources** such as Knimbus, Omnicuris, Shodhganga, SWAYAM PRABHA, Open Source Digital Library, National Digital Library, Education for Health-Journal and MUHS Health Sciences Review.

Our library is located on the second floor of the institute premises with a welcoming ambience. The lobby has a librarian's desk and a rack for students to keep their belongings. The library notice board displays library related notices. The reading room is a quiet area with a seating capacity of 80 where students and faculty can spend time reading various library resources. All library resources are stored in a secluded area with several cupboards and racks for storage of books, journals, manuscripts, rare books and other knowledge sources which are accessible only to the librarian.

Our library provides numerous books covering various subjects as part of textbooks or reference books as per university syllabus along with gratis and competitive examination guidance books. There are **87 Anatomy, 70 Physiology, 25 Biochemistry, 34 Biomechanics, 13 Rehabilitation, 156 Exercise therapy and 36 Electrotherapy books** which are subjects forming the foundations of physiotherapy knowledge. The library also houses **13 Microbiology, 27 Pathology, 23 Pharmacology, 9 Yoga, 26 Psychology and 6 Nutrition books. Speciality wise books comprise of 51 Community physiotherapy, 89 Cardiology, 134 Neurology and Neuro physiotherapy, 18 Hand physiotherapy, 244 Orthopaedics, 17 Occupational therapy, 34 Sports physiotherapy, 38 Gynaecology, 141 Medicine, 26 Paediatrics, 40 Surgery and 24 books on Research Methodology.**

File Description	Document
Link for geotagged photographs of library ambiance	[View Document](#)
Link for any other relevant information	[View Document](#)
Link for data on acquisition of books / journals /Manuscripts / ancient books etc., in the library.	[View Document](#)

4.3.3

Does the Institution have an e-Library with membership / registration for the following:

1. e – journals / e-books consortia

2. E-Shodh Sindhu

3. Shodhganga

 4. SWAYAM

5. Discipline-specific Databases

Response: C. Any three of the above

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

4.3.4

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

Response: 2.87

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

2021-22	2020-21	2019-20	2018-19	2017-18
6.15	2.58	3.71	1.31	0.59

File Description	Document
Provide consolidated extract of expenditure for purchase of books and journals during the last five years duly attested by Chartered Accountant and Head of the institution	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Audit statement highlighting the expenditure for purchase of books and journal library resources	[View Document](#)
Any additional information	[View Document](#)

4.3.5

In-person and remote access usage of library and the learner sessions/library usage programmes organized for the teachers and students

Response:

The library at Sancheti Institute for Orthopaedics and Rehabilitataion College of Physiotherapy, Pune is home to an enriched source of knowledge. **Located on the second floor** of the institute's premises it allows easy in-person access to students and faculty. Our librarian, Mr. Giramkar, and assistant librarian, Ms. Zarekar are available during the **library working hours i.e. 9 am to 9 pm** at the library desk to facilitate the process of accessing various knowledge resources that the library offers. They are well-versed in information about library data and provide prompt retrieval of required material.

All students receive a 'Library Membership Card' after joining the institute. Students and faculty members can issue books/ journals or access e-resources during the library's working hours. When a student/faculty issues library material, their details are documented on a card which remains in the custody of the librarian till it is returned. **This information is also logged into the Library Cloud-9 Software.** The institute recently initiated **a 'Bibliophile' award for the student who has maximally utilized library resources.** Library data logs allow identification of this awardee who is presented with it during the annual college prize distribution ceremony.

Our Reading Room provides a peaceful study environment for the students and is available for use beyond college hours. This duration is further increased when students go on for exam preparation leave. Signages about the appropriate code of conduct are displayed. When using the Reading Room, the user must enter their information such as name, year of study, and time of entering and leaving in a register placed just outside below the library notice board.

The **Computer Lab located within the library** is used similarly with user details documented in a separate register. Users have access to various online resources and reading materials including the online issues of subscribed journals. They can also **access the e-resources including the online books (official versions), videos of practical demos, PhysioTV talks, and Question Banks** which are segregated in academic year-wise folders. The library currently does not provide remote access usage to its stakeholders.

The Library Committee constantly works towards improving library services. As several rules and procedures must be followed diligently by students, the committee conducts the **'Library Learners Program' for newly admitted students**. This year the session was conducted for First year BPTh on 7th April 2022 and for First year MPT students on 12th April 2022. The program includes an introduction to the librarian, members of the library committee, orientation to library infrastructure such as the Reading Room and Computer Lab, Library Code of Conduct, use of Library Membership Card, Digital Library, and book issue procedure. Students are also informed about **fines and compensation in case of damage or loss of library resources.** We encourage our students and faculty to inculcate the habit of effectively utilizing quality time productively in the library to upgrade themselves and gain knowledge of the physiotherapy field. At Sancheti, the library is the heart of our educational institute where we work to strengthen it.

File Description	Document
Link for any other relevant information	[View Document](#)
Link for details of library usage by teachers and students	[View Document](#)
Link for details of learner sessions / Library user programmes organized	[View Document](#)

4.3.6

E-content resources used by teachers:

1. NMEICT / NPTEL

2. other MOOCs platforms

3.SWAYAM

4. Institutional LMS

5. e-PG-Pathshala

Response: Any Two of the above

File Description	Document
Institutional data in prescribed format	[View Document](#)
Links to additional information	[View Document](#)
Give links e_content repository used by the teachers	[View Document](#)

4.4 IT Infrastructure

4.4.1

Percentage of classrooms, seminar halls and demonstration rooms linked with internet /Wi-Fi-enabled ICT facilities (data for the preceding academic year)

Response: 100

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

Response: 6

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

Response: 6

File Description	Document
Institutional data in prescribed format	[View Document](#)
Geo-tagged photos	[View Document](#)
Consolidated list duly certified by the Head of the institution.	[View Document](#)
Any additional information	[View Document](#)

4.4.2

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

Response:

Sancheti Institute for Orthopaedics and Rehabilitation College of Physiotherapy is equipped with IT

facilities to enhance student's learning process. **The institute's library has a Computer Lab with ten computers available for students and faculty**. All computers have **access to the internet leased line** which allows the users to easily access various e-learning materials such as e-journals and e-books available online. There are **six laptops available at the front desk which can be issued for lecture conduction or study purpose.**

All classrooms of the institute are ICT enabled, and well equipped with an LCD projector and viewing screen. A total of **12 projectors are available for teaching-learning** purposes. **HDMI cables have been installed** which can connect a device to the projector for a high-definition learning experience. Teaching-learning sessions frequently **involve playing educational videos with audio in the classroom. All classrooms have access to LAN. A Wifi facility is also available with two access points** in the premises. Access to the Wifi is currently restricted only to faculty. However it is made available to students as and when necessary, such as during the 'Research Methodology Workshop'. All postgraduate students are provided access to college Wifi as per need of the session, for a limited period to learn about the use of research analysis software through practical application.

The IT Department has installed **QuickHeal, an antivirus application** in all systems used. Seqrite Endpoint Security Solutions under QuickHeal provides protection of our software systems from viruses thereby protecting important data. All websites being accessed through computers in the institute are filtered. The IT Department closely monitors information accessed by students using **Sonicwall, a Firewall system that prevents access to websites with inappropriate or dangerous content.** The IT staff frequently updates its software systems as per requirement, which is a part of their preventive maintenance.

IT facilities are also available for the preparation of teaching-learning e-content for students. **During COVID times when teaching learning was conducted online, the institute made provisions for headphones, speakers, and web cameras.** This allowed for the effective delivery of teaching-learning content even during the lockdown period. Apart from the computer lab, **13 systems are in place at the institute for use by faculty for academic and administrative work purposes**. The Institute has an **IT Department**, situated on the 5th floor of the hospital which handles the procurement, maintenance, repair, etc. of all IT hardware and software used at Sancheti Institute College of Physiotherapy. A **regular three-monthly preventive maintenance schedule** helps to regularly identify issues and provide solutions for the same. Dysfunction of existing IT infrastructure or the need to acquire new material is communicated through the institute's Infrastructure and Maintenance Committee to IT personnel, via email or phone who then processes the request further. This committee also has student representative members from each batch of BPTh and MPT. Timely feedback is taken from students regarding the need to upgrade/ replace IT facilities and steps are taken to achieve the best standards for continuing e-resource-based learning for our students.

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

4.4.3

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

Response: ?1 GBPS

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

4.5 Maintenance of Campus Infrastructure

4.5.1

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

Response: 12.99

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

2021-22	2020-21	2019-20	2018-19	2017-18
33.96	21.90	14.31	20.71	19.88

File Description	Document
Provide extract of expenditure incurred on maintenance o f physical facilities and academic support facilities duly certified by Chartered Accountant and the Head of the institution	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Any additional information	[View Document](#)

4.5.2

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

Response:

Sancheti Institute College of Physiotherapy, Pune has an Infrastructure and Maintenance Committee and Library Committee which work in collaboration with various departments such as Maintenance, Biomedical, Housekeeping etc. to maintain and utilize physical, academic and support facilities. These committees have teachers as well as student members from whom regular feedback is invited for timely redressal of infrastructure associated concerns. They look after documentation of the utility of physical facilities as well as academic support facilities and ensure safe use, timely checking of working status of equipment and decision making in terms of its repair/ transfer/ disposal. The utility of classrooms and laboratories is documented in the **'Classroom and Lab Utility Register'** maintained annually.

The committee conducts **monthly meetings where students discuss their concerns regarding equipment dysfunction, building or IT infrastructure etc.** which are then communicated with the respective departments with assistance from non-teaching staff. **Complaints regarding repairs and upkeep are shared with the Maintenance Department through their software.** At the end of the year a **complaint-resolution report is generated**. Maintenance rounds are conducted once a month in which building architectural damages are noted and reported similarly. In case of emergency repairs, complaints can be communicated directly via phone.

Regular 6 monthly equipment checking is conducted by the committee prior to the beginning of university examinations. Any equipment found to be faulty at college or at clinical posting area is then **repaired by the Biomedical Department.** Equipment which is issued by students for research purpose is documented separately. Students fill out a **Research Equipment Request form** specifying the duration of use and countersigned by the student and research guide. The equipment in-charge issues the material after thorough check. The same procedure is followed on return of the equipment. Regular follow up is taken through a social media group for research equipment related communication. An **IN-OUT register is maintained at the institute as well as at all clinical areas.** When any material is shifted to or from respective area, details of the same are noted along with signatures of the who transfers

it and who receives it. If permanent transfer of equipment is required, the **Equipment Transfer form** is filled in by the respective Head of Department which is then processed by the committee.

The Infrastructure Committee in collaboration with the IT Department located at SIOR regularly conducts **faculty development programs i.e. ICT enabling sessions** to ensure our faculty are well versed with all ICT available at the institute. As and when changes in ICT related procedures are done, update sessions are held. Similar **ICT orientation is also conducted for students in their first year of admission to ensure safe use of college equipment** and to orient students about procedures to be followed in case of ICT failure and simple solutions to common issues faced. The **IT Department conducts three monthly preventive maintenance** in which IT facilities are checked for requirement of repairs. The **library utility is maintained in separate registers for reading room and computer lab.**

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

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

Response: 18.22

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

2021-22	2020-21	2019-20	2018-19	2017-18
77	39	95	64	6

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

5.1.2

Capability enhancement and development schemes employed by the Institution for students:

1. Soft skill development

2. Language and communication skill development

3. Yoga and wellness

4. Analytical skill development

5. Human value development

6. Personality and professional development

7. Employability skill development

Response: C. Any three of the above

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

5.1.3

Average percentage of students provided training and guidance for competitive examinations and career counseling offered by the Institution during the last five years

Response: 28.36

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

2021-22	2020-21	2019-20	2018-19	2017-18
91	96	84	87	76

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

5.1.4

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

Response:

The International Student Cell of SICOP provides opportunities for exposure and experience in Indian colleges and hospitals to students moving in from foreign varsities for Global Health experience. The friendly atmosphere on our campus makes it easy for International Students to settle fast into a homogenous and cosmopolitan culture. The Cell is taken care of by Staff and Students Welfare affairs.

Objectives:

- To support desirous students of overseas universities through the online process of application for short-term training and observerships in our hospitals and laboratories.
- To offer optimal support to these students for visa processing, pay tuition fees, and complete the police verification process (Registration with Foreign Registration Office: FRO).
- To provide support through mentorship, language support, accommodations, food, local transport, and community participation in health care through our well-structured outreach services.
- To promote our indigenous students' interest in visiting outside universities for short-term training programs in health science institutions and hospitals.

Salient features:

- The central accessibility of the college gives an edge for students to select SIORCOP, Pune
- With renowned faculties across various streams of physiotherapy, we top the priority lists of students.
- An internationally recognized hospital setup, helps us to achieve a high-grade treatment service and clinical exposure.

The Process:

- The Student Welfare Cell coordinates activities pertaining to International Students for their to and fro movement and coordinates with the respective constituent institutes.
- The students & Alumni members abroad will be and have been instrumental in extending information to their over-sea peers.
- The Teaching, Non-Teaching staff will play a key role in helping the International students in completing their admission process
- Then the student members of the cell will help them with the process of Police- Verification
- Once verification is done, the members will then guide them for their stay and some local – sightseeing
- These students then will be diverted towards language club for ease of communication in the local language
- The cell will also help the students in celebrating the festivities and helping them bond with the culture of the land
- The cell along with the Alumni Association of the Institute shall provide data on Alumni residing in the land from where the students belong to develop a cultural symphony

Members Allocation:

The Chairperson of the cell is overall in charge of the International Student Cell of the college appointed by the HOI.

The office of the Chairperson, International Student Cell simplifies the interaction of students and faculty, and trains them for:

• International working protocols and procedures

• Recent advances in medical and healthcare requirements

• Development of clinical research and advancement of the students

Student Members shall be appointed on a voluntary basis and students with any additional certifications in international languages shall be given priorities

Student members shall:

• Help the students with the process of police verification

• Help them to understand the transportation of the city to ease the commute

• Help them with the local housing facilities and help them celebrate different festivities for improving cultural bond

File Description	Document
Link for international student cell	[View Document](#)

5.1.5

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

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

Response: All of the above

File Description	Document
Minutes of the meetings of student Grievance Redressal Committee and Anti-Ragging Committee/Cell	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Circular/web-link/ committee report justifying the objective of the metric	[View Document](#)
Link for Additional Information	[View Document](#)

5.2 Student Progression

5.2.1

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

Response: 100

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

2021-22	2020-21	2019-20	2018-19	2017-18
4	30	28	17	9

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

2021-22	2020-21	2019-20	2018-19	2017-18
4	30	28	17	9

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

5.2.2

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

Response: 53.15

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

2021-22	2020-21	2019-20	2018-19	2017-18
31	52	31	48	59

File Description	Document
Institutional data in prescribed format	View Document
In case of self-employed professional services registration with MCI and documents for registered clinical Practitioner should be provided	View Document

5.2.3

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

Response: 40.23

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

Response: 35

File Description	Document
Supporting data for students/alumni as per data template	View Document
Institutional data in prescribed format	View Document

5.3 Student Participation and Activities

5.3.1

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

Response: 4

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

2021-22	2020-21	2019-20	2018-19	2017-18
3	0	0	0	1

File Description	Document
Institutional data in prescribed format	[View Document](#)
Duly certified e-copies of award letters and certificates	[View Document](#)

5.3.2

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

Response:

The Students' Council with reference to MUHS ordinance No.07/2010 on the constitution of the university student's council and students' council of affiliated colleges. The act has a number of innovative sections for the betterment of students, teachers & colleges. There shall be a University Students' Council and a College Students' Council for each affiliated college to look after the welfare of the students and to promote and coordinate the extra-curricular activities of different student associations for better corporate life. It is specifically noted in the act that the Councils shall not engage in political activities.

Students have a valuable contribution to make to the betterment of their college and their involvement in the operation of the college is itself a valuable part of the education process for the students. It aims at enabling them to face problems that hinder their academic success or the academic process, with the end of qualifying them professionally at the national and regional levels. Aligning with their objectives Student Council over a period of time has conducted a number of activities

The events vary from Debate, Art Week, Essay Writing, and Sports Day cultural events. These events

help our students to develop themselves holistically. It also helps to incorporate student participation in the wellness and upgradation of the institution in all perspectives. Students are encouraged to be part of administrative & academic bodies and thus enabling them to be empowered with **planning, leadership skills, accountability nature and learn the importance of being a resourceful individual** while working in teams. Events like Photography, Video competitions help us to make our student's information technologically competent.

File Description	Document
Any additional information	[View Document](#)
Link for any other relevant information	[View Document](#)
Link for reports on the student council activities	[View Document](#)

5.3.3

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

Response: 21.2

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

2021-22	2020-21	2019-20	2018-19	2017-18
18	18	16	31	23

File Description	Document
Report of the events with photographs or Copy of circular/ brochure indicating such kind of activities	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Any additional information	[View Document](#)
Link for Additional Information	[View Document](#)

5.4 Alumni Engagement

5.4.1

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

Response:

The alumnus of the Alumni Association of Sancheti College of Physiotherapy, Pune (AASCOPP) is a registered entity to date & it is fully functional. The alumni association has a formal constitution and hierarchy. Annual meetings are held with available members and an annual calendar is prepared in line with the academic calendar.

The nomination/ elections of the alumni council are decided in the annual meeting that is held every year.

The main foci of the alumni association fall under the following

- Resource enrichment,

- Curriculum enrichment,

- Employment opportunities,

- Public Perception and Advocacy

- Professional identity creation

The alumni association is committed to fostering a spirit of loyalty and promoting the general welfare of the college by strengthening and empowering the students of the college by assisting them in career planning, placements, and transitions. Moreover, alumni have generously donated resources and volunteered time towards infrastructure and process up-gradation in the college.

Notable improvements have been through the integration of webinars through Zoom under the Alumni Engagement Program.

Felicitation of distinguished alumni is done as AASCOPP Awards and their achievements are highlighted for inspiration to the current students.

Several alumni volunteers have delivered lectures on current research and emerging trends in the field of physiotherapy as part of continuing medical education.

The alumni have also contributed to the college by monetary funding of equipment and donations of books and other paraphernalia.

Alumni entrepreneurs in various cities have been very supportive during the conduct of various events. For ease of management, a few core members of the alumni association are employed with the Sancheti Institute for Orthopaedics and Rehabilitation College of Physiotherapy, Pune. Distinguished alumni have made a mark for themselves and the college by acting as advocates for the college.

File Description	Document
Any additional information	[View Document](#)
Link for frequency of meetings of Alumni Association with minutes	[View Document](#)
Link for audited statement of accounts of the Alumni Association	[View Document](#)
Link for quantum of financial contribution	[View Document](#)
Link for details of Alumni Association activities	[View Document](#)

5.4.2

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

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

Response: D. Any two of the above

File Description	Document
Institutional data in prescribed format	[View Document](#)
Certified statement of the contributions by the head of the Institution	[View Document](#)
Annual audited statements of accounts. Extract of Audited statements of highlighting Alumni Association contribution duly certified by the Chartered Accountant and Head of the Institutions	[View Document](#)
Link for Additional Information	[View Document](#)

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

The Sancheti Institute for Orthopaedics and Rehabilitation College of Physiotherapy, Pune aims at providing quality and global standard of holistic education in Physiotherapy with the vision and mission as follows:

Vision

Sancheti Institute envisions to be a leading institution in the field of physiotherapy education and research, developing competent and compassionate professionals serving the society at large.

Mission

The mission of SIORCOP is:

1. To nurture young minds by imparting quality education.

2. To promote research and innovation to develop better outcomes towards healthcare delivery.

3. To develop skills and inspire excellence through ethical practices.

The institute aims to cultivate leadership, integrity, social, moral, and ethical values in students, staff, and alumni towards the betterment of the profession and better quality of life for the patients. We thrive to carve and nurture the most skillful and highly trained physiotherapist who are globally competent in cognitive, affective, and psychomotor domains so as to impart quality education, hands-on skill, and, research and evidence-based learning to serve the various needs of physiotherapy in rehabilitation of person with disabilities, health promotion and well-being. The objectives of the Institute are the following:

OBJECTIVES.

- To provide quality & high-standard education in Physiotherapy.

- To develop Physiotherapists well versed with abilities & confidence to treat & research all dimensions of Physiotherapeutic knowledge.

- The college has a decentralized form of administration with division into various departments

including academics, clinical and administrative.

In pursuing our mission, we, the Faculty, Staff, and Students of Sancheti Institute College of Physiotherapy, are guided by a shared collection of values:

- Teaching and Learning based on research advances, student-centered and free exchange of ideas in a supportive and safe environment.

- Innovative activities that encompass the full diversity of academic disciplines

- The cultivation of character, integrity, honesty, compassion, fairness, respect, and ethical behavior in all members of our Institute

- A commitment to service and leadership for the good of the public

- A continued reflection and evaluation to ensure that our strengths as a community always benefit those we serve.

The stakeholder's participation in various vital committees and the timely feedback taken from all stakeholders is the key to goal accomplishment with self-introspection and analysis.

The numerous awards won by the college, the orthopedic specialty hospital, including our past and present principal, and our senior teachers under the guidance of our founder President Padma Vibhushan Dr. KH Sancheti sir is a validation to constantly working towards the upliftment of quality and standards and excellence in the field of healthcare and education.

The University toppers of this institute is a proof of outcome-based teaching-learning practiced in the institute. The University toppers of the institute are our pride and the greatest reward we can ever achieve. Both our UG as well as PG programs are well-structured and the fact that this 25 plus years old institute is one of the best institutes in the state, affiliated with Maharashtra University of Health Sciences, Nashik.

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

6.1.2

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

Response:

SIORCOP believes in operative leadership which can be perceived in the working of the Institute. The governing of the Institute is according to the norms of the Maharashtra University of Health Sciences, Nashik, and the Maharashtra State Occupational Therapy and Physiotherapy Council.

Decentralization in the working of the institute can be seen in various, administrative, Academic, and Extramural activities. The College has various Committees as proposed by the Management Committee on 3rd July 2019, which have Chairpersons, Coordinators, Teacher Members, and Student members to represent their cadre – which depicts the envelopment of all the Stakeholders.

Administrative duties are devolved including class Coordination, Clinical Coordination, and Research Coordination can also be seen – which is spread throughout the organogram.

https://sha.edu.in/wp-content/uploads/2023/04/Organogram-Latest.jpg

Every class coordinator is further assisted by a co-coordinator for assisted and smooth functioning of the UG program. This also ensures that the quality and standards of academic and administrative responsibility of teachers are not compromised in the absence of any class coordinator.

The record for the Attendance of Class lectures, Practical sessions, and clinical posting is maintained with the Class representatives, elected during the Orientation, for each course of the Program Year.

The Rotaract Club of Sancheti Healthcare Academy (RCSHA) is a classical example of the participatory approach and decentralization towards leadership. The students of SIORCOP have come together and under the banner of the Rotary Club, they have framed the RCSHA which works in collaboration with SIORCOP for various community services and activities.

The feedback mechanism from parents and students and the action taken plan also ensure that all the stakeholders have equal participation towards the growth of the institute thereby ensuring a participatory approach.

The various committees working towards the vision and mission goals are a classical example of decentralization with accountability. The various committees report to the HoI with an annual report thereby ensuring outcomes are achieved ensuring decentralization and a participatory approach. Effective leadership is seen between and within departments, both vertically and horizontally. Thereby achieving academic, administrative, and holistic development goals.

Committees ensuring academic objectives: UG academic training, PG academic training, Ph.D., Research, Exams, and Internal Assessment, PTA, HSET

Committees ensuring administrative objectives: Student council, Library, Hostel, Maintenance and Infrastructure, Museum, Grievance redressal, Website

Committees ensuring co-academic objectives/ social responsibilities: Extension Activities, POSH, Anti-

ragging,

The student members and support ensure acceptance of the smooth functioning embracing code of conduct in total. The college events led by the Final BPTh students are a classical example of effective leadership in real-life scenarios. The batches, year by year have proved to be an ideal example of self-driven leadership and management of teamwork.

The student members and support ensure acceptance of the smooth functioning embracing code of conduct in total. The college events led by the student council are a classical example of effective leadership in real scenarios. The batches, year by year have proved to be an ideal example of self-driven leadership and management of teamwork.

File Description	Document
Any additional information	[View Document](#)
Link for relevant information / documents	[View Document](#)
Link for additional information	[View Document](#)

6.2 Strategy Development and Deployment

6.2.1

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

Response:

The organizational structure and strategic plan we follow are unique in their own way. Our Institute has various Committees, which have Chairpersons, Coordinators, Teacher Members, and Student members to represent their cadre – which depicts the **envelopment of all the Stakeholders** for serving the objective of each committee. All the committees have their own standard operating procedures, which are monitored and periodically approved by the principal. Any change in the constitution is duly amended occasionally in the SOP draft.

Administrative duties are divided into various domains such as Class Coordination, Clinical Posting Coordination, and Research Coordination can also be seen – which is spread throughout the Institutional Organogram.

The Academic and Administrative model followed at the institution is robust and unique in its own ways as it ensures a **smooth, bidirectional, and decentralized mode of work** pattern. This consists of various committees which have a chairperson, a coordinator, and members to work together harmoniously to achieve the vision and mission of the institute. Many committees also consist of certain student members which ensures a **student-centric approach** toward the growth of the institute. The academic cum

administrative committees are the UG Academic Training, PG Academic Training, Research Committee, Health Science Education (HSET) cell, and the PTA committee. These committees ensure the smooth functioning of the various academic programs of the institute and also the **upgradation of students and staff** and therefore **ensuring holistic development thereby creating competent physiotherapists.** The mentorship committee assists to strike a **work-life balance** among the students and assists and strengthens them to cope with real-life situations under the able guidance of their mentors.

The guidelines and standard operating procedures laid by the committees decide the direction to work towards. The student council and welfare committee works towards the all-around development of the students and not just academic development. It encourages and also provides avenues for the students to showcase and sharpen their hobbies and talent and also empowers students for better **teamwork and leadership skills**. The various initiatives taken by the Maharashtra University of Health Sciences (MUHS) for student growth and development are encouraged by this committee for maximum student participation.

The extension activity committee guides the students to take the initiative to give back to the community in whatever best they can, academic as well as non-academic. The committee has taken many initiatives to create awareness programs on health, lifestyle, cleanliness, and other lifestyle and social factors.

The PTA committee holds three PTAs in a year strategically to first sensitize the parents about new rules and regulations, second to inform them regarding progress in the terminal exams and attendance, and third to inform them regarding their internal assessment and attendance lacunas. This ensures timely communication and **partnership between parents and teachers** to guide their children effectively.

The review of the previous year during all strategic plan meetings by the college council is the hallmark of working toward our vision and mission.

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

6.2.2

Implementation of e-governance in areas of operation

1. **Academic Planning and Development**
2. **Administration**

3. **Finance and Accounts**
4. **Student Admission and Support**
5. **Examination**

Response: A. All of the above

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

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

The institution has a staff welfare policy that covers several domains like **financial assistance, medical support, professional growth, and development**. The institute is always striving towards professional growth and development of the teaching and non-teaching staff of the institute and in the process, various welfare measures are taken care of. The following model shows the various welfare measures domains for the teaching and the non-teaching staff of SIORCOP:

I) **For the Professional growth and development** of the teaching staff, various forms of **funding** is been granted from the management. The policy document for the same ensures that every department is been allotted an amount for departmental staff professional upgradation thereby ensuring departmental growth and development too. The fund can be utilized for **skill enhancement** like workshops, knowledge enhancement like attending conferences, and research upgradation like the presentation of scientific papers in various National and International platforms/conferences. Additionally, if a teaching staff co-ordinates workshops, he/she also gets a 10% of the profit obtained (if any) in that workshop. The teachers are additionally funded for international fellowships (merit-based & experience based).

II) **Medical:** The staff of SIORCOP has a facility to opt for the Vidal Mediclaim facility under which a

nominal amount is been deducted every month and have entire family covered under the same. Around 100 plus hospitals all over India are under this Mediclaim scheme, therefore the staff and the family can avail of it anywhere all over India. Additionally, any medical facility at Sancheti Institute of Orthopedics and Rehabilitation can be obtained with a 30 percent discounted bill.

III) **Financial support and Special leaves:** Workshop/Conference financial support is provided to teaching staff (upto 5000INR), for those who have completed 3 yrs of experience.As a part of additional support, special leaves for Ph.D. pursuing candidates are being given (15 days/year). A travel allowance for overseas fellowship can also be sanctioned on the basis of experience and merit.

IV) **Maternity leave** benefit of six months is provided to female staff for two children and a **paternity leave** benefit of 15 days is provided to male staff for two children. Apart from that, full support in terms of work redistribution to assist the pregnant working employee is been done so that she can work in a more comfortable environment.

Similar financial and professional welfare provisions are also available for the non-teaching staff. The non-teaching staff has earned leaves, medical benefits, and other welfare policies too.

They have a 30% discount on medical services at the Sancheti Institute of Orthopedics and Rehabilitation. The non-teaching staff can also avail of one month's advance salary with prior application in case of family or medical emergency or any other emergency need. The non-teaching staff also can avail of maternity leave benefit of 3 months till two children.

The non-teaching staff is additionally supported with children's fee support, home facility support, and provident fund support.

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

6.3.2

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

Response: 44.04

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

2021-22	2020-21	2019-20	2018-19	2017-18
13	12	14	1	1

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

6.3.3

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

(Continuing education programmes, entrepreneurship development programmes, Professional skill development programmes, Training programmes for administrative staff etc.,)

Response: 4.4

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

2021-22	2020-21	2019-20	2018-19	2017-18
08	03	05	04	02

File Description	Document
Institutional data in prescribed format	[View Document](#)
Detailed program report for each program should be made available Reports of the Human Resource Development Centres (UGC ASC or other relevant centres)	[View Document](#)
Copy of circular/ brochure/report of training program self conducted program may also be considered	[View Document](#)
Link for Additional Information	[View Document](#)

6.3.4

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

Response: 68.6

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

2021-22	2020-21	2019-20	2018-19	2017-18
17	7	17	16	6

File Description	Document
Institutional data in prescribed format	[View Document](#)
E-copy of the certificate of the program attended by teacher	[View Document](#)

6.3.5

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

Response:

The institute follows a robust and transparent performance appraisal system in which the management, the HOI, and an external auditor are a part of the decision-making process. Key research areas (KRAs) are considered for Performance appraisal systems for both teaching as well as non-teaching staff. Each

component has been specifically designed to cover the entire performance of the staff.

The performance appraisal system is conducted bi-annually, ensuring performance review under key result areas of each faculty (teaching & non-teaching). The feedback obtained from the HODs, the log books updated, and the committee documents are verified for the same.

The appraisal system consists of various sections under the domains of **academic, administrative, professional upgradation, and committee work domains**. The unique aspect of the appraisal proforma is, it also emphasizes and insists on **community services** and social value building and nurturing of the students in the form of camps organized/attended/ any initiative taken for a sustainable environment.

The clinical teaching and case discussion numbers done by an individual teacher, not just enhance the KRA score but also ensure time spent by a teacher in clinics thereby ensuring the transfer of skills and knowledge from the teacher to the UG and PG students. The academic administrative responsibilities as a class coordinator, and committee chairperson/coordinator ensures a balance between academic and administrative domains. To ensure research and conference presentations, the institute provides a publication fee as welfare measures as well as counts the number of conference presentations done in a year as well as publications in Pubmed indexed/ SCOPUS indexed/ Web of Science indexed journals.

The Institutional enhancement-'invited faculty' very prestigious category as it deals with the number of workshops/lectures conducted elsewhere. The committee and criterion document update being part of the KRA ensures timely review and progress of work and functioning as efficiently as expected. This also ensures the standards and quality expected by NAAC with respect to documentation standards of each and every academic and non-academic entity. Self-growth and progress are also made a part of the KRA system, thereby ensuring that institute and self-growth happen hand in hand. Any fellowship, Ph.D., and any other certificate course hold importance. Staff undergoing SWAYAM courses are also acknowledged in the appraisal system. Arranging for Alumni Engagement, Faculty development programs, and conducting webinars or lectures in community awareness not only enhances the institute's standard but also ensures holistic staff development. Also, feedback received from stakeholders like students and HODs is given importance in the KRA to ensure a 360-degree review of the performance of faculties.

The appraisal for non-teaching staff is qualitative as well as quantitative and is quite effective and elaborate. The qualitative parameters include job knowledge and skills, productivity, attitude, punctuality, discipline, dependability, teamwork, and disciplinary actions or awards received. The quantitative parameters include their key result areas and administration work responsibilities. The number of years of experience also is considered.

File Description	Document
Any additional information	[View Document](#)
Link for performance Appraisal System	[View Document](#)
Link for any other relevant information	[View Document](#)

6.4 Financial Management and Resource Mobilization

6.4.1

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

Response:

1. The Budget of the Trust for the upcoming financial year is deliberated and approved in the Meeting of Trustees at least 1 month prior to the beginning of the financial year. The same is also presented to the Authorities Governing Charitable Trusts. A separate budget for the physiotherapy college is also prepared and submitted to authorities governing fees for courses.

2. Operational performance and cash flow position are discussed at the quarterly meeting of the Trustees. Executive Director and Managing Trustee are empowered to take policy decisions in respect of Investing surplus funds, withdrawing surplus invested, and Capital Expenditure.

3. Fund mobilization policy is framed with the following objective:

 a. to address rapidly changing needs of academic, healthcare, and other activities undertaken by the Trust

b. to ensure optimum utilization of resources

c. to prevent misuse of assets

d. to achieve the long-term goals of the organization

4. Following measures are taken to ensure the optimum utilization of funds:

 a. Control on utilization of funds – Funds are strictly used for the purpose of their intended use. In other words, Funds raised for long-term purposes (e.g. Corpus donations) are strictly used for capital expenditure, and funds raised for the short term (e.g. Student fees, Patient collection, etc.) are used for recurring expenses (e.g. Salaries, repairs, electricity, etc.)

b. Presence of Strong Internal Control System – Management believes that having a robust internal control system can save costs. SOPs are in place for all important functions.

c. Escalation & Ratification – Management approval is taken in all major deviations in important decisions.

d. Statutory Compliance – Compliance with applicable statutes is given the highest priority. The same ensures that the trust does not incur additional costs such as interest, penalties, etc.

5. Internal Controls over Institutes Operations:

a. Income

i. Fees from students are generally received at the beginning of the academic year. In case a student is

allowed to pay fees in installments, Institute's administrative office keeps track of the same and ensures collection on time.

ii. In order to generate additional income, fees so collected are invested in short and mid Term Deposits with Bank. Expenditure for the entire year is incurred out of the maturity proceeds of these deposits.

iii. Funded Research projects are undertaken in a separate unit of the trust

b. Expenditure

i. Salaries and visiting faculties are paid as per terms of appointment, other recurring expenses such as electricity, taxes, fees, etc. are processed on internal verification.

ii. Capital expenditure is incurred with prior approval of the management and on assessment of necessity and compliance with documents

iii. Certain expenditures in common utility to multiple units are planned in such a way that appropriate cost is shared by respective units

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

6.4.2

Institution conducts internal and external financial audits regularly

Response:

1. Institute operates as a unit of Hastimal Sancheti Memorial Trust. The trust is registered as a charitable trust with the office of the charity commissioner and income tax department. The Trust is subject to various audits such as :

a. Statutory Audit under Public Trust Act

b. Audit under section 12A of the Income-tax Act

These audits are undertaken by independent firms of chartered accountants and audit reports prescribed under the statute are submitted to appropriate authorities on a yearly basis.

2. Apart from the above, the Trust has appointed an independent firm of Chartered Accountants to

undertake an internal audit of the trust.

3. Compliance with applicable legislation is given high priority at the Trust and to ensure this in addition to external auditors the Trust has appointed a full-time Chartered Accountant to conduct in-house internal Audit. The dedicated resource is responsible for the thorough verification of accounts and reporting deficiencies to the management on a real-time basis.

4. Mechanism for settling audit objections

a. Auditors discuss their concerns/ observations with respective department personnel. The concerns are addressed by the respective department in charge.

b. The matters not resolved at the above level are deliberated within the team and external consultants, if needed, and corrective action/ course of action is decided.

c. Auditors share draft reports and respective departments revert with response and target compliance dates

d. Auditors have periodic meetings with Management wherein they present important observations.

5. Apart from the above Trust is subject to inspections by the Office of Charity Commissioner, GST, PF, PT, and Income Tax authorities and no major non-compliance has been reported in any of these inspections.

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

6.4.3

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

Response: 9

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

2021-22	2020-21	2019-20	2018-19	2017-18
7	2	0	0	0

File Description	Document
Institutional data in prescribed format	View Document
Copy of letter indicating the grants/funds received by respective agency as stated in metric	View Document

6.5 Internal Quality Assurance System

6.5.1

Instituion has a streamlined Internal Quality Assurance Mechanism

Response:

The IQAC of Sancheti Institute for Orthopedics and rehabilitation college of Physiotherapy was established in the year 2019. The objective for framing the committee was to prepare for the MUHS Impact assessment audit ensuring quality and standards in the academic and administrative functioning of the college.

The committee consists of teacher members, admin members, industry experts, alumni members, parent members, and student members. Since there is a representation of all the stakeholders, inputs for quality enhancement is been obtained from all perspectives. The structure of the IQAC is such that the feedback obtained from stakeholders is been verified and consulted with the respective member representative and further action is been taken. The management council is also part of the decision making time to time.

The IQAC holds meetings to plan quality enhancement initiatives under the domains of academic as well as administrative growth. The curriculum enrichment, clinical objectives of all postings, visit objectives for the students, planning academic enhancement programs for the potential and proficient learners, faculty development through teaching-learning methods enhancement, increased number of Institutional social responsibility (ISR) initiatives, ICT enabling initiatives, Alumni engagement programs, staff welfare, and support enhancement, inclusiveness in student-initiated activities are some of the quality initiatives which are done in the past few years. The IQAC ensured that Covid-19 pandemic-related protocols are maintained yet the quality initiatives are been taken care of, citing a few examples: e-resource through Physio TV, online camps are undertaken in 2020-21, Scientifica (student research conference) going global in 2021 & 2022 ensuring more reach and global knowledge exposure to the student delegates.

The Internal Quality Assurance cell/committee is the core of the advancement made in academics as well as administration with the goals of quality enhancement and sustenance. The academic audits conducted by the curriculum committee is been closely monitored and reported to IQAC from time to time. This committee also encourages and monitors student involvement in all the extra-curricular activities of the college to develop leadership and team building, few examples are the Yoga Day event led by the students of Second BPTh, the Annual socials event led by Final BPTh and the student council, etc.

The stakeholder feedback conducted, including the Student satisfaction survey and reported to the college council is also an initiative by the IQAC to improve functioning. The work done by the criterion in charge and the committee chairperson and coordinators is also been closely monitored.

The Alumni engagement program under the IQAC initiative (one talk/month) since August 2021 has been an initiative that not only is engaging the alumni but also provides academic as well as mentoring guidance to our current students on a regular basis. The alumni who are in India as well as abroad conduct sessions online/offline based on feasibility and the students watch them live on campus.

The IQAC in a nutshell is the core committee that is evolving by each year and empowering students, faculty, and all the other stakeholders towards quality enhancement of the institute.

File Description	Document
Any additional informaton	[View Document](#)
Link for the structure and mechanism for Internal Quality Assurance	[View Document](#)
Link for minutes of the IQAC meetings	[View Document](#)

Other Upload Files	
1	[View Document](#)

6.5.2

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

Response: 68.01

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

2021-22	2020-21	2019-20	2018-19	2017-18
18	18	16	11	0

File Description	Document
List of teachers who attended programmes/workshops/seminars specific to quality improvement year-wise during the last five years	View Document
Institutional data in prescribed format	View Document
Details of programmes/workshops/seminars specific to quality improvement attended by teachers year-wise during the last five years	View Document
Certificate of completion/participation in programs/ workshops/seminars specific to quality improvement	View Document
Any additional information	View Document

6.5.3

The Institution adopts several Quality Assurance initiatives

The Institution has implemented the following QA initiatives :

1. Regular meeting of Internal Quality Assurance Cell (IQAC)

2. Feedback from stakeholder collected, analysed and report submitted to college management for improvements

3. Organization of workshops, seminars, orientation on quality initiatives for teachers and administrative staff.

4. Preparation of documents for accreditation bodies (NAAC, NBA, ISO, NIRF etc.,)

Response: B. Any three of the above

File Description	Document
Report of the workshops, seminars and orientation program	[View Document](#)
Report of the feedback from the stakeholders duly attested by the Board of Management	[View Document](#)
Minutes of the meetings of IQAC	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Annual report of the College	[View Document](#)

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

Response: 16

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

2021-22	2020-21	2019-20	2018-19	2017-18
3	2	8	2	1

File Description	Document
Report gender equity sensitization programmes	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Geotagged photographs of the events	[View Document](#)
Copy of circular/brochure/ Report of the program	[View Document](#)

7.1.2

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

Response:

Gender equality is an international commitment and is recognized as a prime Sustainable Development Goal. Schools and colleges play a major role in this regard because students spend large amounts of time engaged with peers in such settings. Creating positive social norms in educational institutions that value girls and their rights is important to improve the well-being of girls and achieve long-term and sustainable social change. Sancheti Institute for Orthopaedics and Rehabilitation College of Physiotherapy is a co-educational institute wherein a high percentage of the population is females. Hence numerous gender equity and sensitization activities are initiated in the institute:

1. A separate committee called the **Prevention of Sexual Harassment (POSH) committee** exclusively functions in the college to cater to the needs of the staff and students and their safety. The committee conducts programs on women's empowerment and gender equality. Ragging and sexual harassment are strictly prohibited and are reinforced in the induction program. Self-defense training has been organized by the committee in view of making the students capable

enough to defend themselves in drastic situations.

2. Apart from the above-mentioned facilities, the institution makes sure that the students are given psychological and moral support by giving them **Mentorship sessions**. Each faculty is assigned a mentee and mentorship sessions are arranged every week for the students. Apart from these scheduled sessions, the students can contact their mentor as per their convenience.

3. Sanitary pads and antispasmodic medicine are made available for the students along with a provision of a common room and restroom for students to provide privacy. The college ensures that there is equal opportunity of representation for both boys and girls in all the clubs and committees functioning in the college. The provision of a daycare center can be considered with increasing demands/ suggestions from the employees.

4. **CCTVs** have been installed throughout the campus of the institute to monitor the movement of each person entering and leaving the premises. This has enabled us to ensure that no untoward incidents have been reported throughout the campus, both during and after working hours.

5. 24x7 **Security** is provided at the Institute. Students can contact the security personnel at any time through the landline connected to the college.

6. The college does not impose a uniform and students have the choice to wear decent formal clothes as per their cultural background and sexual orientation.

7. Equal opportunities are provided to both male and female students in every aspect

The staff and the students are actively engaged in educating and acquiring knowledge on various social and health-related issues for improving awareness in society, including:

1. Menstrual Hygiene talk

2. Self-defense activities

3. Online camp on 'Bone Health in Women'

The Institute recognizes 22nd June as "Gender equality day" and 19th November as 'International Men's Day celebration' wherein various gender equality-related activities and events are organized (Essays, elocution, guest lectures, etc)

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

7.1.3

The Institution has facilities for alternate sources of energy and energy conservation devices

1. Solar energy

2. Wheeling to the Grid

3. Sensor based energy conservation

4. Biogas plant

5. Use of LED bulbs/ power efficient equipment

Response: C. Any three of the above

File Description	Document
Institutional data in prescribed format	[View Document](#)
Installation receipts	[View Document](#)
Geo tagged photos	[View Document](#)
Facilities for alternate sources of energy and energy conservation measures	[View Document](#)
Any additional information	[View Document](#)

7.1.4

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

- **Solid waste management**

- **Liquid waste management**

- **Biomedical waste management**

- **E-waste management**

- **Waste recycling system**

- **Hazardous chemicals and radioactive waste management**

Response:

Bio-medical waste management:

The Institute and the Hospital have signed an agreement with PASSCO Environmental Solutions under Pune Municipal Corporation for the proper segregation and disposal of biomedical waste. The institution is fully aware of the ill effects of not managing the bio-hazardous waste which can result in polluting the environment and in turn having an adverse effect on the overall health of living beings which include humans, animals, and plant life.

To ensure proper disposal of the bio-medical waste, as per biomedical waste management rules 2016 and Maharashtra Pollution Control Board (MPCB) norms, proper segregation, and disposal of the waste is carried out. Proper care is taken to handle the waste as per MPCB norms to ensure there is no contamination. Training workshops are conducted at all levels for the students and staff to create awareness towards the same.

There is a minimal accumulation of biomedical waste from the institution, in the form of tissues, gauze pieces, and conduction gel (aqua sonic gel), used by the demonstration labs. All this waste is collected and sent to the hospital by the housekeeping staff of the hospital to be disposed of through PASSCO as per policy.

E-waste management:

The E-waste generated in the institution is collected on a centralized basis and outsourced for recycling and disposal to authorized recyclers. Efforts are also being made to reduce the usage of instruments containing mercury and lead like the conventional sphygmomanometers are being replaced by digital sphygmomanometers thus taking small steps towards switching to cleaner and safer technologies.

Solid waste and Liquid waste:

The Solid waste from the institute is collected and sent to the hospital by the dustman of the hospital to be disposed of through the 'Swach Plus agency' as per policy. Swachh Bharat Abhiyan is a country-wide campaign initiated by the Government of India in 2014 to improve solid waste management. Under this campaign, the Government of India has instructed everyone to segregate waste into wet and dry waste. This ensures proper disposal of biodegradable waste.

The liquid waste is collected and sent for processing to the Sewage Treatment Plant present on the

campus. This ensures that there is proper disposal of liquid waste and that water usage is also kept in check. Also, prior treatment of wastewater helps in reducing pollution of water bodies in the vicinity where this wastewater is further processed.

Waste-water Recycling System

The wastewater Recycling system present in the Institute collects wastewater generated from domestic water such as toilets, lavatories, occasional septage from localized septic tanks, homogenized wastewater from the canteen/kitchen, and its floor washing. It is then processed in the bioreactor which is then converted to a thick mass. The treated water is then automatically pumped out as per the end application requirement.

Hazardous chemicals and radioactive waste management:

Not applicable to the institution as hazardous chemicals and radioactive waste is not generated or used by the institution.

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

7.1.5

Water conservation facilities available in the Institution:

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

Response: Any Two of the above

File Description	Document
Institutional data in prescribed format	[View Document](#)
Installation or maintenance reports of Water conservation facilities available in the Institution	[View Document](#)
Geo tagged photos of the facilities as the claim of the institution	[View Document](#)
Link for additional information	[View Document](#)

7.1.6

Green campus initiatives of the Institution include

1. Restricted entry of automobiles

2. Battery-powered vehicles

3. Pedestrian-friendly pathways

4. Ban on use of plastics

5. Landscaping with trees and plants

Response: C. Any three of the above

File Description	Document
Institutional data in prescribed format	[View Document](#)
Geotagged photos / videos of the facilities if available	[View Document](#)
Link for additional information	[View Document](#)

7.1.7

The Institution has disabled-friendly, barrier-free environment

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

20-06-2024 11:45:07

Response: C. Any three of the above

File Description	Document
Institutional data in prescribed format	[View Document](#)
Geo tagged photos of the facilities as per the claim of the institution	[View Document](#)
Link for additional information	[View Document](#)

7.1.8

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

Response:

India being a secular country, has different religions and cultures that make this country unique. At our institute, we celebrate the uniqueness of each of these religions and cultures in different ways. Starting from the time of admission process in UG and PG courses, students from all over the country are given an equal opportunity to be admitted to the institute irrespective of caste, religion, or region. The staff appointed at various posts in the institute undergo a meticulous interview process which helps to eliminate discrimination with respect to religion, caste, or creed and is selected as per the University norms purely on the basis of their performance in the same. Currently, the Institute employs two teachers from the Muslim community and the rest of the staff from the Hindu community.

The institute organizes the celebration of various festivals like Ganesh Chaturthi, Navratri, and Christmas. During the month of Ramzan, the followers are provided with a different prayer room. All the festivals are celebrated with the same zeal and enthusiasm. Also during Ganesh Chaturthi, a healthcare camp is organized with the help of Ganesh Mandal, and the students are encouraged to participate in the same.

The institution utilizes the Sancheti Institute for Orthopaedics and Rehabilitation Hospital to provide clinical exposure to its students. Along with this private hospital, the institute also provides clinical postings to various government hospitals like Sassoon General Hospital, Kamla Nehru Hospital, and Rajeev Gandhi Hospital. This provides the students with an opportunity to provide equal treatment to all the patients irrespective of their religion or socio-economic status. The institute is tied with many government and non-government organizations for its outreach activities. As a part of this program, the institute along with the hospital organizes various urban and rural camps. The transportation for all the outreach camps is provided by the institute

The unique and accessible location of the institute makes it easier to organize various postings in the nearby primary healthcare centers and geriatric homes. As part of the rural outreach programs, the institute organizes health checkup camps at Satara and Wai which gives students the opportunity to

interact with different people belonging to various religions and socio-economic status. Hence, the students acquire the ability to treat the patients with empathy and respect irrespective of their socio-economic background.

Sancheti Institute is a highly reputed institute in Pune and nearby cities which makes the outreach programs to be conducted easier.

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

7.1.9

Code of conduct handbook exists for students, teachers and academic and administrative staff including the Dean / Principal /Officials and support staff.

1. The Code of conduct is displayed on the website

2. There is a committee to monitor adherence to the code of conduct

3. Institution organizes professional ethics programmes for students, teachers and   the academic and administrative staff

4. Annual awareness programmes on the code of conduct are organized

Response: B. Any three of the above

File Description	Document
Institutional data in prescribed format	[View Document](#)
Information about the committee composition number of programmes organized etc in support of the claims	[View Document](#)
Details of the monitoring committee of the code of conduct	[View Document](#)
Details of Programs on professional ethics and awareness programs	[View Document](#)
Any other relevant information	[View Document](#)
Web link of the code of conduct	[View Document](#)

7.1.10

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

Response:

Sancheti Institute for Orthopaedics and Rehabilitation College of Physiotherapy enthusiastically celebrates all the national and international commemorative days. Independence Day and Republic Day are the most important national festivals for any Indian. The Institute organizes essay writing and poster-making competitions every year for the students to instill the value of patriotism and respect for all the martyrs who participated in the freedom struggle.

Teacher's Day is celebrated on the 5th of September every year in memory of Dr. S. Radhakrishnan. The student council organizes a program filled with fun games and entertainment for the teachers. Teachers are given tokens of appreciation by the students. Along with this, National Voters Day is also celebrated in the institute. On this day, the students are made aware of their voting rights and the importance of voting in every election. A lecture is also organized to help the students with the voter's ID card registration.

World Physiotherapy Day is celebrated on 8th September every year. The programs arranged are in line with each year's theme which is decided by the World Physiotherapy Council. These programs include awareness camps, fitness camps for the geriatric population, poster-making, and flash mobs.

The quote 'Health is Wealth' has been rightly coined. International Yoga Day which is celebrated on 21st June every year is celebrated enthusiastically in the Institute. Various programs are organized and prizes are distributed among the winners. Stroke and Spinal Cord Injury is amongst the most common neurological injuries that occur. Awareness regarding risk factors, prevention, and management is important when it comes to our profession. Hence, the Institute actively engages in celebrating 'World Stroke Day' and 'Spinal Cord Injury Awareness Day' each year. The Institute arranges awareness camps or free assessment camps for the people in the community.

Cerebral palsy is the leading cause of disability amongst the pediatric population. It is imperative to have accurate knowledge of the disease. To spread this awareness, the Institute celebrates 'World Cerebral Palsy Day' every year on 6th October. The program is organized in accordance with the theme that has been announced by the World Organisation.

Apart from the national and international commemorative days, the Institute encourages the celebration of regional festivals like Ganesh Chaturthi and Navratri. On the occasion of the Navratri festival, the student council organizes a Garba night dance for all students to celebrate it.

Following are other commemorative days that are celebrated-

1. World Cerebral Palsy Day (6th October)

2. World Heart Day (29th September)

3. World Stroke Day (29th October)

4. World Mental Health Day (10th October)

5. World COPD Day (16th November)

The Institute is actively engaged in celebrating these days. It strives in increasing the number of commemorative days to be celebrated every year with a view to engaging the students and active participation in the organization of the programs

File Description	Document
Link for additional information	[View Document](#)

7.2 Best Practices

7.2.1

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

Response:

BEST PRACTICE 1

TITLE OF THE PRACTICE: "Scientifica"

Motto: 'Think Scientific. Think Research.'

OBJECTIVES OF THE PRACTICE

- To indulge students in a research and innovation environment

- To provide a platform for exhibiting skills of research and innovations presentations

CONTEXT

This research-based practice was started to provide students with a platform to showcase their unique research and innovations. In addition to this, various keynote lectures and panel discussions have been organized taking into consideration the recent advances in the field of physiotherapy.

THE PRACTICE

Germinating the seed of research in young minds was the aim of starting Scientifica. In these past 13 years, this research conference has harbored over 1000+ paper presentations and multiple keynote lectures. In the year of the pandemic, a virtual conference was held taking into consideration the safety of the participants.

Scientifica started out as a local platform for our budding researchers in 2008 which went on to become an internationally recognized event. Eminent physiotherapists and professionals from all over the globe are invited and participate as keynote speakers and panelists in this annual event. Sponsorships are secured from various companies and Physiotherapy equipment manufacturers which provides participants with opportunities to understand the latest therapy trends.

Exclusive competitive student forum segments are organized for undergraduates as well as postgraduates as individual and team events showcasing their talents and skills in Physiotherapy research and professional values.

EVIDENCE OF SUCCESS

Scientifica has been organized for more than a decade and has seen a gradual and exponential rise in the number of participants and scientific paper presenters, with the preceding year registering over 600 participants. More than 1000 scientific presentations and innovation segments show the rising popularity of this student-centric research event.

Also, the number of sponsorships has increased considerably with brands like Vissco Flamingo and pharmaceutical companies, being a major part.

PROBLEMS ENCOUNTERED AND RESOURCES REQUIRED

Identifying the conference venue to accommodate the rising number of participants had been challenging as our auditorium accommodates a maximum of 130 participants. Also, identification of a cost-effective venue has been a challenge on numerous occasions, being a student conference. Considering the large number of abstracts received and time constraints, concurrent sessions need to be arranged for the papers and the scientific sessions. The COVID-19 challenge was overcome by making an online presence and reaching out to participants across borders which was a remarkable achievement.

BEST PRACTICE 2

TITLE OF THE PRACTICE

Institutional Social Responsibilities (ISR)

OBJECTIVES OF THE PRACTICE

- To provide holistic professional development and produce competent health professionals

- To undertake innovations, extramural studies, extension programs, and outreach activities

- To encourage the participation of students and teachers in community welfare and development activities

- To encourage and ensure projects on social issues and develop soft skills pertaining to ethical considerations and communication skills

- To provide guidelines for service-learning which provides a strong sense of civic responsibility, accompanied by a better understanding of self, one's own resources, the links between individual and community

- To develop leadership and teamwork skills and become more attuned to working amongst a population of varying ethnicity and socio-economic status

CONTEXT

Through ISR in the form of extension and outreach programs, the students are sensitized toward social issues and responsibilities by being involved with the community. In this program, the focus is on the Extension educators acting as leaders, and co-leaders, in service-learning activities provided by students. The learners are encouraged to participate in an organized service activity that meets community needs. The reciprocity element of service learning emphasizes the importance of all parties involved being

viewed simultaneously as learners and as teachers.

THE PRACTICE

The ISR activity has been a driving force in organizing and executing camps and outreach programs for learners. Keeping in mind the objectives, the facilitators strive to organize as many programs in the year as possible. What started as a way to provide students with exposure to societal problems, has now become an institutional best practice. At the beginning of every academic year, a master plan is submitted by every department and executed accordingly. Regular clinical postings at PHCs are planned for the Master's students and Interns. Learners participate in the outreach programs organized by the Hospital as well. The reports, along with geotagged photos are submitted to the extension activity committee post-completion of the ISR activity. ISR activities are conducted to match the theme as proposed by competent authorities and have also incorporated the mentorship activities by the organization of a free assessment camp during the Ganesh festival. Assessment was done of all the devotees and were advised basic home exercise programs to encourage fitness and health. Social value-building activities like tree plantations and nurturing are also encouraged as part of the ISR activities which builds a sense of care and responsibility among students.

EVIDENCE OF SUCCESS

With each year, the number of ISR activities has increased. With an increase in participation in such activities, students are taking an active initiation toward social commitments. The students have started a Rotaract Club of Sancheti Healthcare Academy to be self-sustained and committed towards further social aspects. Currently, annually approximately 20 ISR activities are organized and conducted successfully.

PROBLEMS ENCOUNTERED AND RESOURCES REQUIRED

Organizing the ISR activity takes proper planning and execution. Making a plan at the beginning helped the committee plan the activities in advance, especially the ones that require prior permission from government officials. The extension activity committee makes it a point to acquire permission letters from the hospitals as well prior to conducting any activity on their premises. During the tree plantation drive, permission letters from the forest department were also acquired. The expense report has to be made prior to the activity and sanctioned by the Institutional accounts department.

File Description	Document
Link for best practices page in the Institutional web site	[View Document](#)
Link for any other relevant information	[View Document](#)

7.3 Institutional Distinctiveness

7.3.1

Portray the performance of the Institution in one area distinctive to its priority and thrust within 500 words

Response:

PhysioTV is a unique initiative started by Sancheti Hospital and Sancheti Institute for Orthopedics and Rehabilitation College of Physiotherapy, in association with Indian Orthopaedic and Physiotherapy research group in view of **providing quality education through an open forum**. It is easily accessible to everyone throughout the world. This venture gives students the opportunity to revisit the topics that have been taught in previous years with just one click. Along with these, various eminent speakers from all over the world are invited to speak on varied topics.

PhysioTV was started with the following objectives:

- To provide a platform for **sharing knowledge globally**

- To provide a platform for **easy access to education to all Physiotherapy students and professionals without barriers of financial considerations.**

- To create an **open platform for specialists and educators** to share their work and expertise across professional domains.

On the occasion of World Physiotherapy Day on 8th September 2020, PhysioTV was launched with the aim of providing an open platform for the cultivation and inculcation of knowledge and skills and is easily accessible to people all over the world. The ideology behind launching PhysioTV was to not only provide a platform for academic sessions but also create an environment where regular sessions on various topics could be held.

The channel started out as a means of organizing virtual sessions during the pandemic especially related to COVID and the role of physiotherapy in rehabilitation. As the channel gained popularity, more talks were recorded and uploaded on a weekly basis. The talks range from basic anatomy to recent advances in physiotherapy which empowers the learner in choosing from a wide variety. Recently, a new segment was introduced called "Road less traveled" which depicts the journey of successful Physiotherapists. The speakers talk about the struggles they faced not just professionally but also personally and how they overcame the obstacles.

Apart from this, the Sancheti alumni who went above and beyond in the field of physiotherapy are invited to impart knowledge about the various innovations and recent advancements in the field. Through this channel, the students can then get in touch with eminent physiotherapists all over the world seeking their help as and when required.

Every year the Institute organizes a research conference with invited talks which are then uploaded to PhysioTV under 'Scientifica Archives' for easy access post-conference. The link for the recorded sessions is also broadcasted on WhatsApp groups which are made for the participants. PhysioTV has gained immense popularity amongst students for easy and open access to a large network of lectures. To

date, more than 200 sessions have been launched by PhysioTV with more than 10000 views. In the near future, the Institute is looking forward to increasing the number of subscribers for the channel. It also aims at increasing the reach of the channel by improving the type of content that is uploaded specifically focusing on multidisciplinary topics of discussion.

File Description	Document
Link for appropriate web page in the institutional website	View Document
Link for any other relevant information	View Document

8.Physiotherapy Part

8.1 Physiotherapy Indicator

8.1.1

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

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

Response: C. Any 3 of the above

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

8.1.2

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

Response:

Sancheti College of Physiotherapy is a 27-year-old Physiotherapy teaching institute that believes in providing the best in knowledge and skills to its learners to make them skilled professionals who recognize and respect human values. The institute ensures that **skills are internalized by the learners for clinical application** but high respect is also given to the client's ethnicity, cultural requirements, and values. Hence the concept of experiential learning as proposed by Klob is valued in clinical teaching.

In order to gain the best clinical skills and values, a lot of emphasis is given not only to the performance of techniques but also to their applicability considering the affective domains. Teachers involved in

teaching clinical skills such as manual therapy, FES, and biofeedback demonstrate these concepts and techniques on models or standardized patients to inculcate an ethical code of conduct whilst administering the skills. An adequate number of instruments and planned repetitive sessions ensure optimal internalization of acquired techniques in order for clinical applicability. A very high emphasis is also given to the **optimal handling of the instruments and the equipment**. Procurement of standard equipment, their regular servicing, and appropriate functioning are very well emphasized. Learners practice specialized techniques like functional electrical stimulation, balance master, virtual reality, neuromuscular electrical stimulation, surface EMG and biofeedback on calibrated instruments on models to gain insight into the various processes and techniques of application.

Manual therapy techniques are emphasized on adjustable plinths (couches) with face cuts in order to obtain maximum comfort for the clients. The learners learn to apply forces on force sensors of micro FET-3 to understand the number of forces required to obtain a specific grade of glide. These skills and forces are practiced on SPs and utmost care is taken to prevent any bruising or damage to the skin of these SPs which is done under the supervision of expert teachers to understand the optimal procedures. Also, role plays are used in forming a clinical setting in order to simulate exposure to the real environment of a pain clinic as well as enhance the ability to manage a client experiencing real pain. This ensures **optimal fidelity of the learning experiences**.

Simulations for skilled procedures like CPR, endotracheal intubation, and suctioning are practiced on mannequins to enable the learners to understand **optimal skills in a safe zone** without any discomfort to the models/ patients. Pre-inflated pressure biofeedback units are used under the mannequins to help the learners understand the number of exertional forces being applied to the processes. Such practices are important for the excellent development of psychomotor skills in learners within a safe and conducive learning environment. These also help in reducing the levels of anxiety of the learners and build up their levels of confidence to achieve better and retain learning.

File Description	Document
Geotagged photographs/videos of the examples/facilities	View Document
Links for Student feedback on the effectiveness of the facilities	View Document
Links for Examples of the use of clinical skills and simulation labs in the acquisition and enhancement of skills	View Document

8.1.3

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

Response:

Sancheti Institute for Orthopaedics and Rehabilitation College of Physiotherapy recently celebrated its Silver jubilee celebrations and in all these years the institution has focused on the development of **Competent, Confident, Concerned, Compassionate, and Globally reverent professionals**. The institute is attached to various renowned hospitals – Sancheti Institute for Orthopaedics and Rehabilitation, Sassoon General Hospital (Govt of Maharashtra), Kamla Nehru Hospital and Rajiv Gandhi Hospital (both of Pune Municipal Corporation), Rammangal Hospital (Private), Maan Satellite center and Kamshet Primary Health Centre (both of Pune Zilla Parishad).

Health professionals play a central and critical role in improving access and quality health care and patients are the center of the healthcare profession. All the six domains of Healthcare Quality, as put forth by the Institute of Medicine (IMO) – **Safe, Effective, Patient Centred, Timely, Efficient, and Equitable** are well inculcated in the students. Implementing ergonomic principles prevents Musculoskeletal Disorders, improves productivity and quality, and creates better safety. Fall prevention must be balanced with other priorities for the patients. It is one of many activities needed to protect patients from harm.

Policy and procedure pertaining to the quality of care and patient safety, Equipment safety, Infection prevention, and control are formulated and well followed. Training of the students for the same is done by using various measures like Seminars, Laboratory Demonstrations, Value added courses, and an Indigenous Clinical Orientation program.

Laboratory Demonstration - Measures for equipment safety are displayed in the lab, and efficient use of ergonomic principles during treatment techniques and transfers is demonstrated. Also, fall prevention measures and patient safety measures are exhibited. Fall prevention must be balanced with other priorities for the patient. Fall prevention is a variety of actions to help reduce the number of falls. Fall prevention measures - one-to-one care, assessing fall risk, communication of fall risk, use of body support measures, use of anti-skid mats, making recommendations and training patients in the safe use of assistive devices or adaptive equipment, and balancing strategies are all practically taught. Manual and electronic documentation, infection prevention and control, etc are covered through value-added courses.

Course on quality in patient care and indroduction to hospital administration is conducted for graduates and post graduates . where they are given situational learning and exposed to policy and procedure for Quality of care, Patient safety, Equipment safety, Infection prevention, and control, Biomedical waste management, Bedside manners, Hospital information, Manual and electronic documentation, First aid, etc. This course provides experiential learning and interactive longitudinal teaching in an authentic environment.

The parent hospital Sancheti Institute for Orthopaedics and Rehabilitation is NABH accredited and has robust policy and procedures pertaining to quality of care and patient safety practices.And strict monitoring of the quality of care and patient safety, Equipment safety, Infection prevention, and control is done during the clinical posting of the students.

File Description	Document
Any additional information	[View Document](#)
Links for documents/policy and procedures pertaining to quality of care and patient safety practices followed by the teaching institution/hospital	[View Document](#)

8.1.4

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

Response: 67.89

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

2021-22	2020-21	2019-20	2018-19	2017-18
16	18	18	4	7

File Description	Document
Uploads of Attested e-copies of certificates, postgraduate Degrees, Diplomas or Fellowships	[View Document](#)
Upload for list of fulltime teachers with additional qualifications during the last 5 years	[View Document](#)
Institutional data in prescribed format	[View Document](#)

8.1.5

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

Response:

Physiotherapy is a branch of modern medicine and a Physiotherapist is expected to examine, assess, physically diagnose, plan, and execute the treatment for a client incorporating cognitive, psychomotor, and affective skills. Attainment of these skills requires the development and acquisition of competencies

by the BPT student.

During their clinical postings, the third and final BPT students evaluate, plan and deliver physiotherapy treatment to the patients under various subjects like Functional diagnosis and Physiotherapeutic skills (12 cases), Musculoskeletal PT, Neuro PT, Cardiovascular and Respiratory PT (8 cases each) and Community PT (5 cases). These evaluations (termed as cases) are presented and discussed with the clinical supervisors, who assess the student and grade them on a scale of 0-20 for every case based on the attainment of the skills mentioned. This scale evaluates them on factors like taking a concise and specific history of the patient, demonstrating empathy on sensitive issues of the patient, consideration of addictions and their impact on the patient, a proper evaluation of the function and structure which has been impaired, the level of participation of the patient in various activities, consideration of environmental influences in the functioning of the patient and a detailed treatment goal which is objective and categorized in maximum, moderate and minimum protection phases, including the return to function phase.

In the pre-clinical phase, students are evaluated for their skills acquisition based on an Objective Structured Practical Evaluation (OSPE) tool. This tool (checklist) enlists each crucial step in the performance of a skill activity and encompasses all three domains as per Miller pyramid classification and is also based on the level of acquisition of the competency from the knows to the does domain. This checklist also lays down an automatic response towards the exhibition of character and values by the student while considering a patient and ensures that they do not miss any important step in patient care.

This objective method has helped understand the level of understanding of each student as well as quantify which component of what case needs to be built upon by them and thus attain the respective competency.

File Description	Document
Relevant Geotagged photographs/Video	[View Document](#)
Links for Report on the list and steps adopted by the College to measure attainment of specific competencies by the BPT students/interns	[View Document](#)

8.1.6

Is the teaching hospital / clinical laboratory accredited by any National Accrediting Agency?

    1. **NABH Accreditation of the teaching hospital**
    2. **NABL Accreditation of the laboratories**
    3. **ISO Certification of the departments / divisions**
    4. **Other Recognized Accreditation / Certifications**

Response: C. Any two of the above

File Description	Document
Institutional data in prescribed format	[View Document](#)
e-copies of Certificate/s of Accreditations	[View Document](#)

8.1.7

Steps/procedures adopted by the college to sensitize students to contemporary medico-legal practices and third-party payers/insurance mechanisms, indemnity insurance protection etc. relevant to the clinician/provider as well as the patient/recipient.

Response:

Provision of the knowledge of medico-legal aspects and indemnity is extremely crucial to the student from the medical field due to the rising number of cases on doctors, increased dependency on diagnostic investigations, and somewhat challenged levels of clinical skills of the practitioners. Also, there is a rising awareness about insurance and its provisions across clinical specialties, including Physiotherapy.

Students of Sancheti Institute for Orthopaedics and Rehabilitation College of Physiotherapy are given awareness sessions on doctor-patient relationships and communication skills in the sessions on ethics and professional skills. They are guided and strongly motivated toward the aspects of a fair and ethical line of practice during their clinical teaching sessions. Also, students are sensitized towards the aspects of the consumer protection act (COPRA) and towards the rights of them and their clients as well. This is in accordance with the ethical guidelines and norms laid down by the World Confederation of Physical Therapists (WCPT) and the Indian Association of Physiotherapists (IAP).

The practice of Physiotherapy in terms of hospital-based practice; its own clinical setup as well as domiciliary services are gradually being covered by various insurance policies, especially corporate insurance covers. Students are also sensitized towards the knowledge of various insurance coverage for the patients and also on the aspects of documentation, billing, and certification of conditions to their clients towards insurance coverage by companies and by TPAs. This enables them to learn of an appropriate 3-tier healthcare system and the role of the private and government bodies towards provisions of healthcare to the public. Students are also sensitized towards various schemes for patients of various clinical ailments like Ayushman Bharat, Aam Aadmi Bima Yojana, ESIC scheme, Rastriya Vayoshree Yojana, Matrutva Suraksha Yojana, Atal Pension Yojana, swasthya suraksha yojana and such other schemes which are promoted by the government of India towards the benefit and wellbeing of the society at large.

The process of indemnity insurance has been recently introduced to physiotherapists and students are sensitized towards prevention and protection towards any lawsuits or sues by their clients. Students, especially postgraduate residents are offered a protective indemnity whilst in patient care at the hospital. All the clinical and academic staff are also encouraged towards having their indemnity towards patient care. This ensures protection against any claims of negligence and associated issues to the therapists.

Although Sancheti College of Physiotherapy believes in promoting the highest standards in client healthcare, it also believes that unforeseen events and litigations are also possible outcomes in today's changing healthcare standards. Also with the changing times, the types of patients, their demands, and

payment capacities are also changing, and hence supplementing the aspects of medico-legal functions, insurance claims, and coverage and indemnity insurance is the need of the hour and should be encouraged within all the practitioners and the patients.

File Description	Document
Link for policy documents regarding relevant laws, insurance policies medical indemnity insurance cover for the clinical faculty	[View Document](#)
Link for list of clinical faculty covered by medical indemnity insurance policy by the Institution	[View Document](#)

8.1.8

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

Response:

Physiotherapy is a holistic treatment procedure encompassing multiple therapeutic aspects that integrate the clients' physical, social, attitudinal, and functional betterment. Hence application and integration of therapies are very important.

A Physiotherapy graduate is exposed to the clinical domains from the second BPT itself. The syllabus has the subjects of clinical psychology in the second year and social medicine in the third year which teaches the students to have a better understanding and application of these branches in patient care. The patient (client), is not a home for a disease but rather is an individual who is functioning as a productive part of society and needs to be integrated and accepted back as a functional and needed aspect in society after a disease or disability. Hence exposure to these subjects helps the learners understand the needs and requisites of the patient to be integrated back into the community.

It is the responsibility of every healthcare provider to be involved in preventive healthcare, i.e. ensuring that people are not even at risk of developing problems. Considering this factor, involvement in yoga and other wellness programs is very important in Physiotherapy education. The BPT students in their first year learn about yoga and its application including discipline, asana, pranayama, and dhyana for the betterment of the clients. Also, they are trained regarding other wellness and health programs including the prescription of community health programs, and specific protection required for the prevention of injuries (e.g. wearing of seatbelts and helmets and vaccination drives) which ensures that the general population stays healthy and does not develop any disease and disability.

To create awareness among the students and the general public, SIORCOP has organized numerous awareness drives on road safety, trauma prevention, Yoga Day celebration, Surya Namaskar rallies, walkathon for arthritis awareness and prevention by being involved in an active lifestyle, etc.

File Description	Document
Links for documents regarding steps initiated /procedures adopted etc	**View Document**

8.1.9

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

Response:

WHO has proposed the concept of Community-based rehabilitation to ensure equal participation of Persons with disabilities (PWDs) into the mainstream to make them a productive and accepted part of society. Physiotherapists are healthcare professionals who play an instrumental role in the functional diagnosis, treatment, and rehabilitation of PWDs and also are the team members involved in the community integration of these people.

Community Physiotherapy is an integral part of Physiotherapy education wherein students from the Third and Final BPTh are given education in community-based rehabilitation. Sancheti Institute for Orthopaedics and Rehabilitation College of Physiotherapy (SIORCOP) has its own community PT department which caters to giving experiential learning to undergraduate and postgraduate physiotherapy students by providing all three domains of education. SIORCOP has an MoU with the primary health centers of Pune Zilla Parishad (ZP) wherein the students are given exposure to the needs of the rural communities in terms of their rehab requirements. Students are sensitized in their third year toward the need for longitudinal care of the population in terms of their impairments. This is primarily with the objective of integrating persons with disabilities (PWDs) into the mainstream of society to make them an integral and accepted part of society. Students are also sensitized towards the calculation of the disability of the PWDs in order to make PWDs aware and empower them with their rights as per the constitution of India. Final year students learn the concept of CBR, along with an integrated team approach, to prioritize the needs of the PWDs and help them sustain their livelihood with respect and dignity. Students are also sensitized to create awareness within the general public toward acceptance and equal opportunities for PWDs.

SIORCOP has a master's program in community PT wherein postgraduate students are specializing in the concepts of community-based rehabilitation. Evidence-based physiotherapy practices are used to study and apply CBR from an Indian and a global perspective. Students conduct community-based surveys and micro projects for the betterment of PWDs. Also, PWDs are given counseling and guidance on disability certification, their legal rights, and various government policies for their betterment. Also, support group activities are conducted once a month to enable PWDs to share their experiences and to be cohesive towards each other's needs. This also creates an empathy-based attitude within the students who are trained to become competency-based practitioners and focus not only on the acute health needs of the patients but also emphasize a bio-psycho-social based model towards the functional and acceptable integration of the PWDs onto the mainstream of society.

File Description	Document
Links for report on the teaching sessions carried out on the relevance and operational features of the facilities/procedures etc	[View Document](#)
Links for Report on the exposure to rehab and CBR facilities following WHO guidelines	[View Document](#)

8.1.10

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

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

Response:

As quoted by Mahatma Gandhi " A correct diagnosis is three-fourths the remedy" Thus evaluation and re-evaluation are crucial steps to formulating a correct functional diagnosis and planning physiotherapy treatment. The next most important step following evaluation is treatment planning and delivery. So as health professionals, if we look at quality care steps we have to evaluate, diagnose, treat, re-evaluate if required modify treatment. And For delivering this authentic and quality care at Sancheti Institute for Orthopaedics and Rehabilitation College of Physiotherapy we have highly skilled staff and their skills are complimented by some basic/ low-tech equipment like paper, pencils, stopwatches, cones, obstacles, stethoscopes, sphygmomanometers, measuring tape, chair, stools, stander to advance/ high tech equipment like pressure pain threshold meter, LASER, Kin Bog Virtual training device, Gea master, body support treadmill, VOR, Hand evaluation and treatment table, Dynamometer, PFT, flutter, manual therapy couch, etc.

Orientation about the various facilities is made available in the orientation program, and special skill demo sessions/ practical sessions are organized for operating and administering such instrumentation.

Evaluation of patient outcomes can be objectively and formally measured using outcome measures, instruments, etc. Hence use of reliable and valid measures for every patient seen in clinical practice is mandatory to ascertain if true and clinically meaningful changes in patient status had occurred. We ensure our students and staff use reliable and valid outcome measures like the Visual analog scale, numerical pain rating scale, Glasgow coma scale, Berg Balance scale, Mini-mental state examination scale, Modified Ashworth scale, Falls efficacy scale, Barthel index, Functional impairment scale, dynamic gait index, etc. A list of such outcome measures is given to students and discussion about the same is taken with them in the format of lecture, seminar, group discussion, skill demonstration, and case discussions on when to administer, how to administer, and their psychometric properties, interpretation,

etc. also a print of such outcome measures is available at various clinical postings.

File Description	Document
Geo-tagged pictures/video evidence of tests/instruments/equipment	View Document
Links for Documents establishing a record of the equipment/instrumentation	View Document

5. CONCLUSION

Additional Information :

SIORCOP is managed under the able leadership of Mrs Manisha Sanghavi, eldest daughter of Dr KH Sancheti and a post-graduate in science, administration and marketing as the Chairperson of SHA and Dr Parag K Sancheti, who is PhD in Orthopaedics and currently the President of Asia Pacific Knee Society as the Chairman of SIOR. The **high qualifications and recognitions of the management** depict a **culture of education, professionalism and dedication to professional development**. Sancheti Institute for Orthopaedics and Rehabilitation College of Physiotherapy has won social recognition and awards like the Education Excellence Award 2018 by Brands Academy and The Global Healthcare Champions Award at the 5th WorldHealth and Wellness Congress 2021.

The HoI has a master's in Community Physiotherapy with more than 19 years of teaching experience at SIORCOP and is also the Chairperson of the Indian Association of Physiotherapists Research Committee, West Zone for 2020-23. He is also the recipient of the Innovation Award 2020 by Nehru Science Centre, Mumbai under the Ministry of Culture, GoI, the IAP Oration award for 2023 and also has recently been invited as a TEDx speaker. The past HoI and one of the current professors have been the recipient of the prestigious NARCOOD Lifetime achievement award by the Nagpur Association for the Rehabilitation of Children and Adults with Orthopaedics and Other Disabilities for their professional and social commitments. Although the HoI is male, the Chairperson and all the four professors and HoDs of various clinical departments are females. **The proportion of females is more among the other staff members as well exhibiting gender equity** as observed in the Physiotherapy profession wherein almost 85% of the students are females. SIORCOP observes a strict policy on the **prevention of ragging and sexual harassment** at the workplace and all the students are well-oriented to this policy. Being part of a NABH-accredited hospital, equal emphasis is given to patient care, infection control, and hygiene.

Concluding Remarks :

SIORCOP has a well-defined system of functioning as depicted in its organogram which shows a **participative approach** within all the faculties. There are 22 committees functional in the college with a chairperson, coordinator, and members from teaching, non-teaching staff, and student representatives also which inculcated a participative and leadership approach among the students as well. Every committee has its autonomy in the implementation of various systems which is monitored by the IQAC and the College Council.

The student council is responsible for conducting various extracurricular events under the guidance of the general secretary who is elected from among them. SIORCOP also has a unique student division of the Rotaract club, Rotaract Club of SHA, which is involved in numerous character-building and character-shaping activities by working towards the betterment of the society and environment. To promote leadership and development amongst the students, the student body has established the Debate Society of Sancheti Institute (DSSI) which conducts periodical debates and discussions of academic and social value.

The teachers exhibit a participative approach to numerous student-organized events like the annual cultural fest, wherein teachers also put up a dance for the students and in the sports events as well. The mentorship program also is a source of **bonding between the teachers and students** to understand the best of the learning and developmental requirements of the learners. Celebration of various commemorative and festive days ensures

value-building and commitment to society and the nation.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification

1.2.1	Percentage of inter-disciplinary / inter-departmental courses /training across all the Programmes offered by the College during the last five years
	
	   1.2.1.1. Number of inter-disciplinary /inter-departmental courses /training offered during the last five years
	     Answer before DVV Verification : 239
	     Answer after DVV Verification: 51
	   1.2.1.2. Number of courses offered by the institution across all programs during the last five years
	     Answer before DVV Verification : 390
	     Answer after DVV Verification: 390
	
	   Remark : As per supporting documents

1.3.2	Number of value-added courses offered during the last five years that impart transferable and life skills.
	
	   1.3.2.1. Number of value-added courses offered during the last five years that impart transferable and life skills.
	     Answer before DVV Verification : 15
	     Answer after DVV Verification: 7

1.3.4	Percentage of students undertaking field visits/Clinical / industry internships/research projects/industry visits/community postings (data for the preceding academic year)
	
	   1.3.4.1. Number of students undertaking field visits, clinical, industry internships,research projects,industry visits,community postings
	     Answer before DVV Verification : 118
	     Answer after DVV Verification: 118

1.4.1	Mechanism is in place to obtain structured feedback on curricula/syllabi from various stakeholders.Structured feedback received from:
	
	   1. Students
	   2. Teachers
	   3. Employers
	   4. Alumni
	   5. Professionals
	
	   Answer before DVV Verification : A. All of the above
	   Answer After DVV Verification: A. All of the above

1.4.2	Feedback on curricula and syllabi obtained from stakeholders is processed in terms of: Answer before DVV Verification : A. Feedback collected, analysed and action taken on feedback besides such documents made available on the institutional website

	Answer After DVV Verification: B. Feedback collected, analysed and action has been taken Remark : As per the supporting documents
2.1.1	Due consideration is given to equity and inclusiveness by providing reservation of seats to all categories during the admission process. Average percentage of seats filled against seats reserved for various categories as per applicable reservation policy during the last five years 2.1.1.1. Number of students admitted from the reserved categories as per GOI or State Government norms year-wise during last five years Answer before DVV Verification: 	2021-22	2020-21	2019-20	2018-19	2017-18
---	---	---	---	---
29	25	39	20	17 | Answer After DVV Verification : | 2021-22	2020-21	2019-20	2018-19	2017-18
---	---	---	---	---
16	16	20	16	14 | 2.1.1.2. Number of seats earmarked for reserved categories as per GOI or State Govt. norms year-wise during the last five years Answer before DVV Verification: | 2021-22	2020-21	2019-20	2018-19	2017-18
---	---	---	---	---
30	27	39	21	18 | Answer After DVV Verification : | 2021-22	2020-21	2019-20	2018-19	2017-18
---	---	---	---	---
49	49	49	49	49	
2.1.2	Average percentage of seats filled in for the various programmes as against the approved intake 2.1.2.1. Number of seats filled-in for various programmes offered by the College as against the approved intake during the last five years: Answer before DVV Verification: 	2021-22	2020-21	2019-20	2018-19	2017-18
---	---	---	---	---	 2.1.2.2. Number of approved seats for the same programme in that year Answer before DVV Verification: 	2021-22	2020-21	2019-20	2018-19	2017-18
---	---	---	---	---
92	92	95	89	83	 Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
92	92	95	89	83

2.2.1	The Institution assesses the learning levels of the students, after admission and organises special Programmes for advanced learners and slow performers

The Institution:

1. Follows measurable criteria to identify slow performers
2. Follows measurable criteria to identify advanced learners
3. Organizes special programmes for slow performers
4. Follows protocol to measure student achievement

Answer before DVV Verification : A. All of the above
Answer After DVV Verification: A. All of the above

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

The Institution:

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

Answer before DVV Verification : B. Any three of the above
Answer After DVV Verification: B. Any three of the above

2.3.4	Student :Mentor Ratio (preceding academic year)

2.3.4.1. Total number of mentors in the preceding academic year
Answer before DVV Verification : 18
Answer after DVV Verification: 17

Remark : As per the supporting documents

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

2.4.5.1. Number of fulltime teachers who received awards and recognitions for excellence in

teaching and student mentoring, scholarships, professional achievements and academic leadership at State, National, International levels from Government / Government-recognized agencies / registered professional associations / *academies* during the last five years

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
1	2	4	0	1

Answer After DVV Verification :

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

2.5.4	The Institution provides opportunities to students for midcourse improvement of performance through specific interventions
	Opportunities provided to students for midcourse improvement of performance through: 1. Timely administration of CIE 2. On time assessment and feedback 3. Makeup assignments/tests 4. Remedial teaching/support Answer before DVV Verification : A. All of the above Answer After DVV Verification: B. Any 3 of the above Remark : As per supporting documents
3.1.2	Average Percentage of teachers awarded national /international fellowships / financial support for advanced studies/collaborative research and participation in conferences during the last five years 3.1.2.1. Number of teachers awarded national/ international fellowship / Financial support for advanced studies/collaborative research and conference participation in Indian and Overseas Institutions year-wise during the last five years

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
3	0	4	3	2

Answer After DVV Verification :

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

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

	1. There is an Institutional ethics committee which oversees the implementation of all research projects 2. All the projects including student project work are subjected to the Institutional ethics committee clearance 3. The Institution has plagiarism check software based on the Institutional policy 4. Norms and guidelines for research ethics and publication guidelines are followed Answer before DVV Verification : B. Any 3 of the above Answer After DVV Verification: B. Any 3 of the above

3.3.2	Average number of Ph.D/ DM/ M Ch/ PG Degree in the respective disciplines received per recognized PG teacher of the Institution during the last five years.
	
	   3.3.2.1. Number of Ph.D.s /DM/M Ch/PG degrees in the respective disciplines received per recognized PG teachers of the Institution during the last five years.
	      Answer before DVV Verification : 136 3.3.2.2. Number of PG teachers recognized as guides by the Regulatory Bodies / Universities during the last five years.
	      Answer before DVV Verification : 54
	      Answer after DVV Verification: 11

3.4.1	Total number of extension and outreach activities carried out in collaboration with National and International agencies, Industry, community, Government and Non-Government organizations engaging NSS / NCC / Red Cross / YRC / Institutional clubs etc. during the last five years.
	
	   3.4.1.1. Number of extension and outreach activities carried out in collaboration with National and International agencies, Industry, community, Government and Non-Government organizations engaging NSS/NCC/Red Cross/YRC/Institutional clubs etc. during the last five years.
	      Answer before DVV Verification:
	<table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>25</td><td>6</td><td>17</td><td>13</td><td>14</td></tr></table>
	      Answer After DVV Verification :
	<table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>15</td><td>6</td><td>12</td><td>13</td><td>11</td></tr></table>

3.4.2	Average percentage of students participating in extension and outreach activities during the last five years
	
	   3.4.2.1. Number of students participating in extension and outreach activities year-wise during last five years
	      Answer before DVV Verification:
	<table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>270</td><td>95</td><td>244</td><td>243</td><td>54</td></tr></table>
	      Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
120	95	185	198	52

3.5.2	Total number of Functional MoUs/linkages with Institutions/ Industries in India and abroad for academic, clinical training / internship, on-the job training, project work, student / faculty exchange, collaborative research programmes etc. for last five years
	
	   3.5.2.1. Number of functional MoUs/linkages with Institutions/ industries in India and abroad for academic, clinical training / internship, on-the job training, project work, student / faculty exchange, collaborative research programmes etc. for the last five years
	      Answer before DVV Verification : 48
	      Answer after DVV Verification: 30

4.2.4	Availability of infrastructure for community based learning
	
	Institution has:
	
	  1. Attached Satellite Primary Health Center/s
	  2. Attached Rural Health Center/s other than College teaching hospital available for training of students
	  3. Residential facility for students / trainees at the above peripheral health centers / hospitals
	  4. Mobile clinical service facilities to reach remote rural locations
	
	      Answer before DVV Verification : A. All of the above
	      Answer After DVV Verification: B. Any three of the above

4.3.3	Does the Institution have an e-Library with membership / registration for the following:
	
	1. e – journals / e-books consortia
	
	2. E-Shodh Sindhu
	
	3. Shodhganga
	
	 4. SWAYAM
	
	5. Discipline-specific Databases
	
	      Answer before DVV Verification : B. Any four of the above
	      Answer After DVV Verification: C. Any three of the above

4.3.6	E-content resources used by teachers: 1. NMEICT / NPTEL 2. other MOOCs platforms 3.SWAYAM

	4. Institutional LMS
	5. e-PG-Pathshala
	Answer before DVV Verification : Any Two of the above Answer After DVV Verification: Any Two of the above
4.4.1	Percentage of classrooms, seminar halls and demonstration rooms linked with internet /Wi-Fi-enabled ICT facilities (data for the preceding academic year) 4.4.1.1. Number of classrooms, seminar halls and demonstration rooms linked with internet /Wi-Fi enabled ICT facilities Answer before DVV Verification : 6 Answer after DVV Verification: 6 4.4.1.2. Total number of classrooms, seminar halls and demonstration room in the institution Answer before DVV Verification : 6 Answer after DVV Verification: 6
4.5.1	Average Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, as a percentage during the last five years 4.5.1.1. Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component year-wise during the last five years (INR in lakhs) Answer before DVV Verification: 	2021-22	2020-21	2019-20	2018-19	2017-18
---	---	---	---	---
100.81	83.96	68.22	91.60	58.33 | Answer After DVV Verification : | 2021-22	2020-21	2019-20	2018-19	2017-18
---	---	---	---	---
33.96	21.90	14.31	20.71	19.88	 Remark : Updating values considering only repair and maintenance
5.1.2	Capability enhancement and development schemes employed by the Institution for students: 1. Soft skill development 2. Language and communication skill development 3. Yoga and wellness 4. Analytical skill development 5. Human value development 6. Personality and professional development

	7. Employability skill development Answer before DVV Verification : A. All of the above Answer After DVV Verification: C. Any three of the above
5.3.1	Number of awards/medals for outstanding performance in sports/cultural activities at State/Regional (zonal)/ National / International levels (award for a team event should be counted as one) during the last five years. 5.3.1.1. Number of awards/medals for outstanding performance in sports/cultural activities at State/Regional (zonal)/National / International levels (award for a team event should be counted as one) year-wise during the last five years . Answer before DVV Verification: 	2021-22	2020-21	2019-20	2018-19	2017-18
---	---	---	---	---
6	3	5	0	1 | Answer After DVV Verification : | 2021-22	2020-21	2019-20	2018-19	2017-18
---	---	---	---	---
3	0	0	0	1	
5.4.2	Provide the areas of contribution by the Alumni Association / chapters during the last five years 1. Financial / kind 2. Donation of books /Journals/ volumes 3. Students placement 4. Student exchanges 5. Institutional endowments Answer before DVV Verification : B. Any four of the above Answer After DVV Verification: D. Any two of the above
6.3.3	Average number of professional development / administrative training programmes organized by the Institution for teaching and non- teaching staff during the last five years (Continuing education programmes, entrepreneurship development programmes, Professional skill development programmes, Training programmes for administrative staff etc.,) 6.3.3.1. Total number of professional development / administrative training programmes organized by the Institution for teaching and non-teaching staff year-wise during the last five years Answer before DVV Verification: 	2021-22	2020-21	2019-20	2018-19	2017-18
---	---	---	---	---
15	4	7	10	7 | Answer After DVV Verification : | 2021-22	2020-21	2019-20	2018-19	2017-18
---	---	---	---	---	

08	03	05	04	02

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
18	18	16	16	0

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
18	18	16	11	0

6.5.3	The Institution adopts several Quality Assurance initiatives

The Institution has implemented the following QA initiatives :

1. Regular meeting of Internal Quality Assurance Cell (IQAC)

2. Feedback from stakeholder collected, analysed and report submitted to college management for improvements

3. Organization of workshops, seminars, orientation on quality initiatives for teachers and administrative staff.

4. Preparation of documents for accreditation bodies (NAAC, NBA, ISO, NIRF etc.,)

Answer before DVV Verification : A. All of the above
Answer After DVV Verification: B. Any three of the above

7.1.3	The Institution has facilities for alternate sources of energy and energy conservation devices

1. Solar energy

2. Wheeling to the Grid

3. Sensor based energy conservation

4. Biogas plant

5. Use of LED bulbs/ power efficient equipment

	Answer before DVV Verification : B. Any four of the above Answer After DVV Verification: C. Any three of the above
7.1.5	Water conservation facilities available in the Institution: 1. Rain water harvesting 2. Borewell /Open well recharge 3. Construction of tanks and bunds 4. Waste water recycling 5. Maintenance of water bodies and distribution system in the campus Answer before DVV Verification : Any Four of the above Answer After DVV Verification: Any Two of the above
7.1.7	The Institution has disabled-friendly, barrier-free environment 1. Built environment with ramps/lifts for easy access to classrooms 2. Divyangjan friendly washrooms 3. Signage including tactile path, lights, display boards and signposts 4. Assistive technology and facilities for Divyangjan accessible website, screen-reading software, mechanized equipment 5. Provision for enquiry and information: Human assistance, reader, scribe, soft copies of reading material, screen reading Answer before DVV Verification : A. All of the above Answer After DVV Verification: C. Any three of the above
7.1.9	Code of conduct handbook exists for students, teachers and academic and administrative staff including the Dean / Principal /Officials and support staff. 1. The Code of conduct is displayed on the website 2. There is a committee to monitor adherence to the code of conduct 3. Institution organizes professional ethics programmes for students, teachers and the academic and administrative staff 4. Annual awareness programmes on the code of conduct are organized Answer before DVV Verification : A. All of the above Answer After DVV Verification: B. Any three of the above
8.1.1	The college/institution provides students/interns with physiotherapy exposure for hands-on practical training in the following clinical setups on an ongoing basis: 1. OPD and IPD 2. Surgical and Medical ICUs 3. Plastic Surgery and Burns 4. Transplant Units. 5. Orthopedic /Cardiac / Neuro units

	Answer before DVV Verification : B. Any 4 of the above
	Answer After DVV Verification: C. Any 3 of the above
8.1.4	Average percentage of full-time teachers who have acquired additional certifications/postgraduate Degrees/Diplomas/Fellowships, in addition to the minimum eligibility requirements from recognized agencies/centers/universities/associations in India or abroad. (e.g.: NDT certificate, various Manual therapy certificate (e.g., Paris, McKenzie, Maitland, Kaltenborg, Cyriax etc.), SI certificate and certification in orthopedics/neurology/women's health/pediatrics/geriatrics/acute care, EMG & Nerve conduction cert, post graduation in Medical Education etc.)

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
16	18	18	4	7

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
16	18	18	4	7

8.1.6	Is the teaching hospital / clinical laboratory accredited by any National Accrediting Agency? 1. NABH Accreditation of the teaching hospital 2. NABL Accreditation of the laboratories 3. ISO Certification of the departments / divisions 4. Other Recognized Accreditation / Certifications Answer before DVV Verification : C. Any two of the above Answer After DVV Verification: C. Any two of the above

2. Extended Profile Deviations

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
167.48	163.16	169.55	250.40	137.30

Answer After DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
167.48	163.15	168.55	250.40	137.38