SELF STUDY REPORT

FOR

1ˢᵗ CYCLE OF ACCREDITATION

JSS COLLEGE OF PHYSIOTHERAPY

JSS COLLEGE OF PHYSIOTHERAPY M G ROAD
570004
jssphysiotherapy.edu.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

October 2019

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

JSS College of Physiotherapy was established in 1999 with a goal to create competent physiotherapists having contemporary knowledge & innovative skills to promote rehabilitation, health & fitness. Initially, the college commenced with an intake of 25 students and three faculty members under the aegis of Rajiv Gandhi University of Health Sciences. The intake was increased to 40 in the year 2005 and 60 in the year 2015. Post graduate course (MPT) was started in 2007 with an intake of 5 students

The college has grown in leaps and bounds and now offers BPT with an intake of 60, and Master of Physiotherapy with an intake of 10. The college employs 14 full-time core faculty members and part-time faculty in 23 affiliated subjects. These part-time faculty members are drawn from our sister institutions that come under the JSS group of educational institutions' banner.

Initially housed in a wing of the JSS Hospital, the college moved into its own premises with an area of 2845.05 square metres, in November 2015. With the increase in physical infrastructure, the college has been taking giant strides in its academic and co-curricular activities. The college boasts of well-equipped laboratories for each of the core subjects with optimum facilities which are a unique feature in our discipline.

The college has an active outreach programme and is deeply committed to improving health education and awareness of disability-related issues. Several pioneering initiatives like evaluation tool development, training material and public education material have been developed, compiled and modified by students and faculty of the college. the interdisciplinary rehabilitation centre functionally under the college is unique in this area.

Academic excellence and research have been taken up on a priority basis and these policies have reaped rich results with our students bagging ranks at the university level and prizes for research at various conferences. In our pursuit of overall student development, we conduct dedicated to professional and soft skills training in addition to interdisciplinary engagement.

Vision

JSS College of physiotherapy is "**committed to provide quality education at the Under Graduate and Post Graduate levels with emphasis on practicing the profession with dignity and compassion in keeping with global excellence standards and human values**".

In keeping with the vision of the parent institution, our college aims to achieve evidence-based education that is current and relevant to India. Human values and social responsibility are integral aspects of education and hence our vision to educate responsible compassionate individuals. health care priorities and global excellence standards have been considered while envisioning the scope of our college.

The strategic plan of the college has been designed keeping the vision in mind. The curriculum delivery and additional programs are planned in keeping with he vision. These include societal engagement particularly in disability prevention and advocacy. An example is the access audit our students perform in public spaces around Mysore. Notable achievements in this area include the increase in accessibility provided by the Mysore

Zoo and a privately owned aquarium subsequent to our visit and recommendations. Another notable activity that we perform is the use of evidence-based guidelines in everyday clinical practice and teaching.

The research profile of the college boasts several external grants from national and international sources and a steady number of awards won at conferences by students and faculty.

Mission

The mission statement of our institution is as follows:

To inculcate professional competence through education.

To define current needs to promote research.
To nurture relationships to foster development with societal engagement.

To encourage future leaders with a commitment to accountable patient care.

Efforts to achieve these are made by implementing evidence-based practices, critical thinking and appraisals. Focus on global excellence standards in patient care, academics and research are implemented through the development of guidelines and adherence to standardized methods of evaluation and patient care. Students are exposed to ethical and value-based education through postings in various community areas and through field visits and camps conducted at various parts of the district.

The college has a decentralized form of administration with division into various departments including academics, supportive, clinical and administrative. Every staff member has the ability to express an opinion and implement innovations in their areas. Thus participative management is practiced. An example is the housekeeping roster which is managed by the support staff, sharing of responsibilities by administrative staff, etc. The patient care area is supervised by a hospital coordinator who has the autonomy to bring about changes as and when necessary.

Student leadership is reflected in their exercise of autonomy in planning and implementing various activities and in their participation in committees. A focus of this is to create young leaders.

The alumni council takes initiatives in garnering information about current global advances and helps to organize events both physical and through webinars.

We are a forerunner in the field of physiotherapy education in India in implementing standardized assessment methods for student learning by implementing a practical skills manual and a competency-based checklist system in clinical practice.

These are some of the successful efforts implemented for consistent excellence. These efforts have borne fruit as evidenced by alumni feedback and the progression of our students towards employment and higher education.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

The college was established as the first physiotherapy college in the tri-state region comprising of Karnataka, Kerala and Tamil Nadu. Being part of the larger JSS family comprising of over 300 educational institutions, inclusivity and social responsibility are major foci of our activities. Over the past five years, we have evolved an elaborate system of administration in all spheres including academics, administration, clinical services, and research. These systems include clear policies in line with the vision of the college and a set of standard operating procedures that are subjected to review from time to time as the college grows. Currently, we are in the third revision. The affiliation to a large multi-specialty hospital with complete autonomy in patient access, planning and management is a strength that we can boast of. The faculty are young and dynamic and focussed to current clinical practices and eager to develop professionally. This is strategically balanced with the presence of senior faculty with wide and varying experience who are able to garner the skills of the younger set to create a strong and dynamic team.

The continuous support given in terms of academic, research and faculty development assistance by sister institutions especially the medical, dental and engineering colleges and the ability to share infrastructure across these institutions is another major strength.

The strong governance policies of the parent organization ensure an efficient and transparent administration coupled with autonomy in various areas of administration. The availability of a dedicated campus and building at stone's throw from the hospital is another strength.

The presence of a comprehensive rehabilitation centre operationally under the college but with administrative support from the hospital is a facility that only a handful of colleges in India can boast of. This centre provides unfettered access to interdisciplinary care and teamwork besides research.

Another strength is the presence of a dedicated library with adequate facilities including anti-plagiarism software and research aids including access to online library resources.

Institutional Weakness

The Institute is situated in an older restructured building, there is little scope for structural changes. Moreover being part of the hospital complex situated in a busy part of the city, certain facilities like sports grounds cannot be provided in the campus. Therefore facilities have to be provided at a distance. Being a college with a single faculty and limited students' scope for interclass competitions and other such events is limited. Being affiliated to the state medical university, scope for curricular changes and improvement is limited. Although we have had consistent representation in the board of studies from several years, suggestions for up-gradation of the syllabus that we have consistently given have not been implemented due to the policies of the university. Although we have implemented significant reforms in curriculum delivery, much of these reforms are being accepted by students who tend to be focussed on clearing examinations. Although newer educational and assessment methods have bene incorporated by us the university examinations follow traditional patterns. Hence there is little impact of curricular reforms in results.

Research is a major focus of our college. However, our ability to attract grants has met with limited success partly due to the fact that we are a small college with a fairly recent research track record. Physiotherapy education does not require faculty members to have a doctorate. Moreover, our college is not a recognised Ph.D. centre by the affiliating university. Hence the ability of our faculty to upgrade to doctorates has been

hampered. However recently several have registered under JSS Academy of Higher Education and Research (JSSAHER), Mysore.

Institutional Opportunity

JSS College of Physiotherapy is part of the larger JSS institutions catering to diverse disciplines such as medical sciences, engineering sciences, and humanities. This is a major source of collaborations and interdisciplinary exchanges. These have resulted in meaningful collaborations in services, academics, and research and more significantly in community engagement. Some examples are the interdisciplinary courses that are conducted seamlessly. The parent organization has a close relationship with the government and non-governmental agencies in this part of the state. These relationships offer a variety of opportunities in terms of field visits, community engagements, clinical postings, etc.

Ours is the oldest physiotherapy college in this area comprising parts of Kerala, Tamilnadu, and Karnataka. This position has been successful in attracting a large number of students from various colleges in Kerala for clinical postings and internships. This fact has assisted in improving public perception of our college as evidenced by ratings of our college on informal social media sites. Moreover, this position has afforded us opportunities to serve as consultants in various sports teams and other institutions in Mysore city. These activities have afforded greater exposure to our students.

The near-total autonomy afforded us in the hospital gives us the ability to access a wide variety of patients for clinical teaching, patient care, and research. This is also a major reason that we are included in all hospital activities like special clinics in our expert areas. These include geriatrics clinics, high-risk clinics, home care, nephrology, cardiac rehabilitation and complete referral to orthopedics, neurology, and cardiothoracic wards and ICUs.

The consistent appointment of our faculty as Board of Studies (BoS) to the Rajiv Gandhi University of Health Sciences (RGUHS), has given us the opportunity to influence physiotherapy education in Karnataka.

Institutional Challenge

The major challenge facing our college is staff turnover. As physiotherapy is becoming more popular, newer colleges are springing up regularly. This is one of the reasons for staff turnover. Due to this a significant amount of time and effort is spent on training and mentoring newer faculty members. Efforts are being made to retain staff by offering higher education possibilities and other incentives. The lack of a central regulatory body for physiotherapy limits the earning potential and specialist job opportunities for graduates. Moreover, unscrupulous operators practice the profession without adequate knowledge of education. This results in lower salaries and public perception of the profession that is at odds with the actual scope. The position that we have as the only college of physiotherapy in Mysore for the past several years has afforded various opportunities but has also limited the ability of our students to compete and measure themselves against other graduates. This is now minimized with the opening of another college in the city.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Significant emphasis is placed on multiple methods of curriculum delivery adhering to global best practices. Physiotherapy being a skill-based profession, the lesson plan is complement by a practical manual and a competency assessment manual named SCALB. The integration of knowledge, skills and practice are thus emphasized through didactic and self-paced knowledge acquisition, practical classes and competency-based clinical education. The appointment of our faculty to Rajiv Gandhi University of Health Sciences(RGUHS) committees including BOS and curriculum committee ensures that our best practices are shared with the other institutions of the university.

We ensure a faculty strength over the stipulation by the university including subsidiary subject teachers. All core faculty are specialists in their areas and update their skills regularly as required for annual performance appraisal.

The programs include interdisciplinary courses like ethics, evidence-based practice, and basic and clinical sciences. We offer regular courses in upcoming and recent advances in the field of physiotherapy. Students have the ability to opt for these courses which are beyond the scope of the syllabus. Some such courses are current understanding of pain (conducted twice in the last five years) and dynamic taping (conducted once in the last five years).

A special focus is given on subjects such as bioethics in research, ethics, academics, patient care, and first aid & CPR, Constitution of India and allied therapies.Students undergo value-added courses in core subject and generic areas

Community and outreach programs are the strength of our college. We have linkages with governmental and non-governmental agencies through which students can avail of additional knowledge. These linkages include the leprosy mission in Naini UP, Sarva Shikha Abhiyan in Mysore district and several schools for special people in Mysore city, geriatric and high-risk clinics of the hospital

Our curriculum and processes are constantly reviewed and upgraded. This is done by result and placement analysis and structured feedback obtained from stakeholders. Students give feedback after the first internal exam and at the end of each academic year. Likewise, feedback from parents is obtained at the end of the first term. Likewise feedback is obtained from alumni for updating of curriculum delivery.

Teaching-learning and Evaluation

The students are admitted as prescribed by Rajiv Gandhi University of health sciences with 20% of the candidates admitted under government and 80 % directly. The profile of the students shows a wide mix with several states being represented.

Slow and advanced learners are identified at the first internal assessment exam through a tested and validated method. Measures are undertaken by ensuring adequate student-teacher ratio, teaching-learning process with state of the science facilities like infrastructure, ICT enabled tools and a multi-specialty 1800 bedded NABH accredited hospital.

The various methods of teaching-learning strategies adopted by the institution are lecture, group discussion, demonstration, Problem Based Learning, practical sessions in clinical skills laboratories and projects, and

community-based learning methods.

Practical knowledge and skills are acquired by the students through demonstrations and self-directed practice sessions in the skill lab and through clinical teaching, ward rounds, bedside clinic, case presentation, case studies, case conferences, and health education.

Essential lectures are recorded and these are available tot eh students for self-directed learning in the library. Likewise, practical skills are recorded and are available for self tutorials through LED televisions in all labs. A sophisticated LCS system is present for the recording of specific lectures.

Assignments are scrutinized through plagiarism detection software and a learning management system is used by the majority of faculty. Faculty and students are motivated to attend seminars, conferences, workshops held within and outside the institution. Guest speakers are invited for lectures on themes related to health days, anti-ragging policies, women empowerment, and orientation programs.

The students are involved in organizing workshops, seminars, symposia, etc. Periodically informal feedbacks from the employers are sought by the head of the institution regarding the performance of the graduates. Annual Performance Appraisal of faculty is done systematically and necessary strategies are taken to improve the teaching-learning system.

Students' performance is communicated to the parents via Parent-Teacher Meeting (PTM) and the college website. Moreover, informal meetings with parents are facilitated when the need arises.

A competency-based clinical education system that we follow is unique in physiotherapy education in India.

Research, Innovations and Extension

One senior teacher is a Ph.D. guide and is an accomplished researcher who has obtained recognition in terms of financial assistance for conference presentations and for various workshops as a resource person. The college has been the recipient of several research grants from DHR, NCERT, RGUHS, and IASP.

The various laboratories in the college have the additional function of being an innovation center. Various evaluation tools and treatment tools have been developed as a result. Conducting research workshops is a regular feature of our college and we have conducted at least once per year in the last 5 years.

The publication profile of the college is noteworthy with a maximum author H index of 11. Several young faculty have presented and won awards at various national conferences and published their research in Indian journals.

The dedicated institutional research cell has codified research procedures including code of ethics and systems. The university mandates 4 postgraduate guides and we have had these numbers consistently.in order to inculcate research ethos in young faculty, they are inducted as co-guides for final year and postgraduate research work.

We have an active NSS cell that conducts programs in line with national priorities every year. In keeping with the priorities of our parent organization, we conduct a variety of outreach programs including camps, surveys,

awareness rallies, etc.

Functional MoU exists with JSSAHER, JSS Ayurveda Medical College and Hospital, and a language institute. Through these MoU and non-formal linkages, we have improved our research, clinical reach, and other academic and social activities.

The key communities identified by the College for extension activities include the neighbouring villages and urban slums in and around Mysore. The communities are identified by exploratory visits by a few concerned faculty members and students recognized by the College. The identified communities are formally visited by the National Service Scheme (NSS) co-coordinators and students and also by the department of PMR.

Regular disability surveys using geographical information systems and sharing of this data with the national accessibility website is an activity that has won a student the best paper award at a national conference.

Infrastructure and Learning Resources

The institution has the required *infrastructure* and promotes the active participation of the students in social, cultural and leisure activities. All lecture halls are ICT enabled. The attached 1800 bedded hospital ensures excellent clinical teaching. Learning in the community is achieved through the JSS network and in association with government institutions. The college boasts state-of-the-art equipment including some that have been made through research and innovation in our center, indoor, outdoor sporting facilities and a gymnasium and two Auditoria.

Hostel for girls, canteen, ATM, bank and post office are within a stone's throw of the campus. The institute has a backup source of electricity by a generator, solar connectivity, water purifier, and disabled-friendly facilities.

The physiotherapy department of about 8400 sq feet with separate departments like gait evaluation, pediatrics, electro, neuro with seminar hall facilities for clinical conferences and attached to PMR for which is 14,892.58 sq feet with various equipment for clinical learning for the undergraduate and postgraduate students is a noteworthy asset.

The library is well stocked and fulfills the needs of core subjects. Additional library facilities are accessible through medical college and hospital libraries. A computer-based library management system has been incorporated recently. The library also has clinical material, patient education material, audio narratives, photos, disability narratives, videos, audios, rare books etc in addition to traditional resources. The digital library has open access to important databases of RGUHS like HELINET from 2008, LAERD, Discipline-specific Databases, Mendeley, drill bit, Science direct, clinical keys, SWAYAM.

With the increasing demand for internet access, computers and an evolving standard of education from the year 2006 to 2018, the digital library has been upgraded with computers and other supporting equipment.

The institute has well-established policies for maintenance like housekeeping, lab usage, library usage, sports policy with dedicated staff who maintain, repair, document utilization, periodically. The library and laboratory timings are flexible from 8 am to 8 pm for students to avail of the facilities.

Transportation facilities are available for community postings and classes in medical colleges. The dedicated building restructured recently including access at standards shows the commitment to inclusivity.

Student Support and Progression

Students are being benefited by government and non-government scholarships where the students are informed through the buddy system and SMS's in student groups and institutional benefits individually.

The institution has employed capability enhancement and development schemes by means of soft skills, and language coaching classes as add on programs, Fitness promotion sessions and case conferences and academic society activities are other special programs.

Interns have a formal induction on the 1st day of internship where they are informed of various opportunities for post-graduation, entrance exams, and job placement opportunities, along with alumni contacts for further reference.

International student's cell facilitates sessions by alumni and others working abroad via webinars. Several interaction programs have been organized including webinars from Sweden, New Zealand and personal sessions by professionals working in the USA, UK.

The institution has active committees for student grievances, prevention of sexual harassment and ragging, where the student can submit a grievance by online and offline methods. All students and guardians submit the signed anti-ragging affidavit and register on the national anti-ragging website.

Many of our alumni have cleared license exams in foreign countries, state-level entrance exams and government entrance exams for the post of a physiotherapist. The library maintains sample question papers and website information.

The alumni of the college are active in guiding the outgoing students for placement and establishing their own private clinics. Moreover, alumni run clinics in the city provide opportunities for student volunteers and interns.

The institution has an active Student Council which, working in partnership with college leadership, staff and teachers participate in all important committees. Student's council has a codified constitution, conducts elections and regular meetings

The institution conducts cultural and sports events regularly where the students' talents and interests are showcased. Talented students are motivated to attend state/national level competitions and alumni association has provided financial assistance.

Alumni association apart from the various above activities contributes in various ways by donation of books, workshops infrastructure, etc. Alumni have also started an award for the best outgoing student through an endowment fund.

Governance, Leadership and Management

The institution has an effective vision and mission that are reflected in our academic and administrative governance. Division of administration into various departments including academics, supportive, clinical and administrative bring about decentralization for effective functioning. Student leadership is reflected in their exercise of autonomy in planning and implementing various activities and in their participation in committees.

The institution has a structured organogram which highlights decentralized and participatory management. The JSS Mahavidyapeetha(JSSMVP), governing council and RGUHS form the top of the hierarchy. Systematic administrative powers are delegated to various levels with a uniform set of rules and practices. The college functions effectively through regular meetings of various committees.

The strategic plan of the college sets out to realize its objectives by 2025 in a step by step process with performance indicators and measurable goals. Strategic plans are effectively deployed with specific goals and objectives to ensure accountable governance.

Finance is managed with e-governance using Tally ERP 9 from 2016 onwards. The institution has measures for teaching and non-teaching staff that include welfare benefits of contributory provident fund, gratuity, ESI and other insurance schemes, health benefits at the JSS hospital at no or subsidized costs. Leave regulations are as per the government regulations. Above all housing society supports the staff through financial assistance for house construction.

Staff is eligible for special casual leave for professional development activities. Moreover, the permanent staff is eligible for financial support to attend conferences/workshops. The institution also supports the faculty and staff development through organizing professional development / administrative training programs and encouraging participation in online courses for teaching and non-teaching staff.

Staff up-gradation is based on Annual Confidential Report, designed by a participatory method including management and institution and consists of self-appraisal, student evaluation, and supervisor assessment. The institution follows the guidelines of JSSMVP in mobilizing funds; the optimal use of the funds is ensured through regular audits.

The Internal Quality Assurance Cell oversees the processes of the college from time to time and carries out assessments through audits in academic, administrative and clinical sectors. A comprehensive policy and procedure manual act as the guiding document.

Institutional Values and Best Practices

The institution has been organizing gender sensitivity programs since 2015-16 to prevent discrimination of its women representatives. It is emphasized during the programme that any sort of insensitivity towards women is strictly dealt with. This has resulted in no untoward incident being reported since the inception of the college.

In its endeavor to promote a green policy, conservation of energy and resources by utilizing solar energy, replacing tube lights and bulbs with LED bulbs and a reminder to switch off devices when not in use are practiced.

The disposal of all the waste of the institution, which includes solid waste and liquid waste is outsourced to a licensed Consultant. Hospital waste is segregated as per guidelines and disposed of as per hospital policy. The e-waste is collected separately and disposed-off as per guidelines.

Borewell within the premises, from which water is stored in an overhead tank to supply the premises and the wastewater from the RO water purifier is used for cleaning purposes.

Other initiatives include

- The restricted entry of vehicles
- The campus is surrounded by trees which are landscaped
- Banning of plastics.

The institution is disabled friendly and barrier-free as there are

- Ramps/ lift for ease of access into the campus
- Washrooms are disabled friendly
- Signboards display speed limit,
- Assistive devices are available for the persons with disability and the battery-operated vehicle is available

The institution has designed all its activities keeping in mind national diversity. Admission of students and staff appointments are open to all, irrespective of their region, caste, and language, and is based on merit. Hence, the institution has students and staff from different parts of the country and culture.

To promote national identity and pride in being Indian, all national programs like Independence Day and the Republic Day, as well as the cultural day are celebrated with active participation from students and staff. The institution celebrates National Integration Day, with equal representation from staff and students from different parts of the country.

Inclusivity, social responsibility and a clear and documented systems for all activities are other notable points.

Physiotherapy Part

The institution provides students and interns exposure for practical clinical skills in a variety of units. The college has 7 clinical skills laboratories in each core area. Each lab is equipped with all necessary instruments, an LCD TV with recorded clinical skills stored in it and therapeutic furniture.

Quality of care is an important aspect of patient care and we pay special attention to documentation and clinical reasoning. The institute collects feedback from patients to improve service. To ensure patient's safety measures like the dress, use of gait belt, infection control, and ergonomics are part of the code of conduct.

To measure clinical competencies the institute has introduced a competency evaluation system from 2014(SCALB) from 3rd year to interns which consists of specific required competencies in each area.

To sensitize the students to medico-legal aspects, classes are conducted during induction and as part of ethics classes. Informed consent is obtained when patients are recruited for examination, case presentation/ research. The other initiatives are the use of clinical pathways, weekly case conferences, on-site discussion, family counseling and formal family training and stringent incident reporting.

The institute has introduced an interdisciplinary unit catering to rehabilitation. Students are exposed to interdisciplinary evaluation, goals setting, devising a plan of care and work with patients without boundaries. Home evaluation, therapeutic recreation, and therapeutic outings are conducted periodically wherein functional skills are trained and evaluated in a pragmatic context. Community postings are integrated with SSA, evaluation of children for fitness in mainstream schools, senior homes where students are introduced as a part of inclusive education.

The institution follows the world health organization (WHO) guidelines for disability prevention and management and the CBR matrix from screening in NICUs till reintegration into society. Tailored exercise, education programs, camps including liaising with the employer, providing reasonable accommodation, consultation for architectural modification, acquisition of appropriate assistive aids including wheelchair etc are practiced routinely. The Institution did an accessibility audit, the **Disability advocacy** has resulted in Mysore zoo and aquarium building to modify to disabled-friendly. similarly, the axis bank has made provision for employees in wheelchairs.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	JSS COLLEGE OF PHYSIOTHERAPY
Address	JSS College of Physiotherapy M G Road
City	Mysuru
State	Karnataka
Pin	570004
Website	jssphysiotherapy.edu.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Kavitha Raja	0821-2548234	9686677220	0821-2335556	jsscpt@jssonline.org
IQAC / CIQA coordinator	Vijay Samuel Raj V	0821-2335061	8123732414	0821-2548218	iqac_jsscpt@jssonline.org

Status of the Institution	
Institution Status	Self Financing and Constituent
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	29-08-1999

University to which the college is affiliated/ or which governs the college (if it is a constituent college)		
State	**University name**	**Document**
Karnataka	Rajiv Gandhi University of Health Sciences	[View Document](#)

Details of UGC recognition		
Under Section	**Date**	**View Document**
2f of UGC	25-08-2011	[View Document](#)
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**
No contents				

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	JSS College of Physiotherapy M G Road	Urban	0.73	1360

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,Under Graduate	54	PUC	English	60	57
PG	MPT,Post Graduate	24	BPT	English	10	10

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				2				3				5
Recruited	0	2	0	2	0	3	0	3	5	0	0	5
Yet to Recruit				0				0				0
Sanctioned by the Management/Society or Other Authorized Bodies				2				3				5
Recruited	0	2	0	2	0	3	0	3	5	0	0	5
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				4				0				0
Recruited	2	2	0	4	0	0	0	0	0	0	0	0
Yet to Recruit				0				0				0
Sanctioned by the Management/Society or Other Authorized Bodies				8				0				0
Recruited	4	4	0	8	0	0	0	0	0	0	0	0
Yet to Recruit				0				0				0

20-01-2021 09:33:52

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				13
Recruited	5	8	0	13
Yet to Recruit				0

Technical Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				2
Recruited	1	1	0	2
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				2
Recruited	1	1	0	2
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.	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	0	3	0	5	0	0	9

Highest Qualification	**Lecturer**			**Tutor / Clinical Instructor**			**Senior Resident**		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt.	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	4	4	0	0	0	0	0	0	0	8

Temporary Teachers									
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt.	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

Highest Qualification	**Lecturer**			**Tutor / Clinical Instructor**			**Senior Resident**		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt.	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

Part Time Teachers									
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	1	0	0	0	0	0	0	1	0	2
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	2	0	0	3	0	0	3	7	0	15

Highest Qualification	**Lecturer**			**Tutor / Clinical Instructor**			**Senior Resident**		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt.	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	3	2	0	3	1	0	0	0	0	9

Details of Visting/Guest Faculties				
Number of Visiting/Guest Faculty engaged with the college?	**Male**	**Female**	**Others**	**Total**
	6	0	0	6
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**
	2	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	33	52	1	1	87
	Female	92	60	3	0	155
	Others	0	0	0	0	0
PG	Male	2	3	0	1	6
	Female	8	6	0	0	14
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years						
Programme		Year 1	Year 2	Year 3	Year 4	
SC	Male	0	1	0	0	
	Female	0	0	1	1	
	Others	0	0	0	0	
ST	Male	1	0	0	0	
	Female	0	0	0	0	
	Others	0	0	0	0	
OBC	Male	3	11	14	6	
	Female	9	15	14	14	
	Others	0	0	0	0	
General	Male	22	14	16	17	
	Female	32	30	23	26	
	Others	0	0	0	0	
Others	Male	0	0	0	0	
	Female	0	0	0	0	
	Others	0	0	0	0	
Total		67	71	68	64	

General Facilities	
Campus Type: JSS College of Physiotherapy M G Road	
Facility	**Status**
• Auditorium/seminar complex with infrastructural facilities	**Yes**
• **Sports facilities**	
* Outdoor	**Yes**
* Indoor	**Yes**
• Residential facilities for faculty and non-teaching staff	**Yes**
• Cafeteria	**Yes**
• **Health Centre**	
* First aid facility	**Yes**
* Outpatient facility	**Yes**
* Inpatient facility	**Yes**
* Ambulance facility	**Yes**
* Emergency care facility	**Yes**
• **Health centre staff**	
* Qualified Doctor (Full time)	**1**
* Qualified Doctor (Part time)	**0**
* Qualified Nurse (Full time)	**3**
* 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	**JSS College of Physiotherapy is attached with JSS Super specialty Hospital and JSS Physical Medicine and Rehabilitation center. The college and associated facilities are" locomotor disability friendly"**

Hostel Details		
Hostel Type	**No Of Hostels**	**No Of Inmates**
* Boys' hostel	0	0
* Girls's hostel	1	92
* Overseas students hostel	0	0
* Hostel for interns	0	0
* PG Hostel	0	0

Extended Profile

1 Students

1.1

Number of students year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
243	198	176	144	133

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

2017-18	2016-17	2015-16	2014-15	2013-14
32	31	42	33	27

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.

2017-18	2016-17	2015-16	2014-15	2013-14
71	69	64	47	44

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

2017-18	2016-17	2015-16	2014-15	2013-14
14	14	14	12	12

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

2017-18	2016-17	2015-16	2014-15	2013-14
14	14	14	12	12

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)

2017-18	2016-17	2015-16	2014-15	2013-14
39.14	46.03	29.72	20.43	20.05

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:

Curriculum Planning & Delivery:

The University syllabus is divided into consecutive modules for logical flow. Topics in each module are segregated into a type of delivery

- Didactic
- Practical
- Self-learning etc.

these are listed in the lesson plan with the learning objective, recommended textbook with page numbers, suggested references, and a list of assignments at the end of each topic. These are taught either concurrently or hierarchically based on the relationship between topics. **Lessons Plans (LP)** are given to students at the beginning of each year. **Unit Plans (UP)** are displayed at the beginning of each month.

Topics that require practical skills are taught as follows:

- Demonstration by the faculty to the students and PG supervisors.
- Practice by the student is done by seeing the video capturing which is done during the practical demonstration by the concerned staff.
- Each student is expected to practice the skill on a pre-determined number of peers under the supervision of designated Post Graduate (PG) supervisors
- Students carry a practical manual which is checked off once the skill has been acquired.

To encourage skill acquisition, laboratories are available for students to practice out of college hours. We have a collection of audio and visual aids like radiographs, lab reports, patient documentation, patient narratives to inculcate empathy and compassion among students.

To encourage self-learning behavior the librarian tutors students on learning skills. The library is open for 12 hours and several programs have been initiated to encourage students to use the library. Selected topics are allocated for problem-based learning sessions.

To situate physiotherapy in the real world, we have a collection of selected movies that is expected to make students understand their role in management of people with locomotor disability.

Each subject has two dedicated teachers. Specific topics in the syllabi are given to other faculty of their area of expertise in the concerned subject. Eg: Neurophysiology topics are taken by faculty from department of Neurology Physiotherapy, even if the course is musculoskeletal physiotherapy.

Clinical rotations are planned after the completion of theory and practical modules. Each student gets two rotations in each posting. For postgraduates, all modules run concurrently with emphasis on translation skills. During each academic year, feedback is collected from teachers and students and reviewed and alterations are implemented. Alterations to Lesson Plan are documented in an on-going process and these are discussed and incorporated the following year.

Students attend daily teaching rounds and weekly case conferences during their clinical rotation periods. Documentation done by students is subjected to review and feedback is given. **Students have a competency manual (SCALB)** to assess their acquisition of clinical skills.

Evaluation:

There are minimum of three sessional examinations held each year. The average of the best two examination marks, marks awarded to assignments, academic presentation, conference attendance, team roles, and citizenship roles are considered for internal examination marks.

Thus the entire process of curriculum delivery and evaluation is through a **comprehensive lesson plan (focus on cognitive domain)** complemented by a **practical manual (psychomotor), application on patients(affective)**.

JSS COLLEGE OF PHYSIOTHERAPY, MYSURU

Curriculum Planning, Delivery & Evaluation
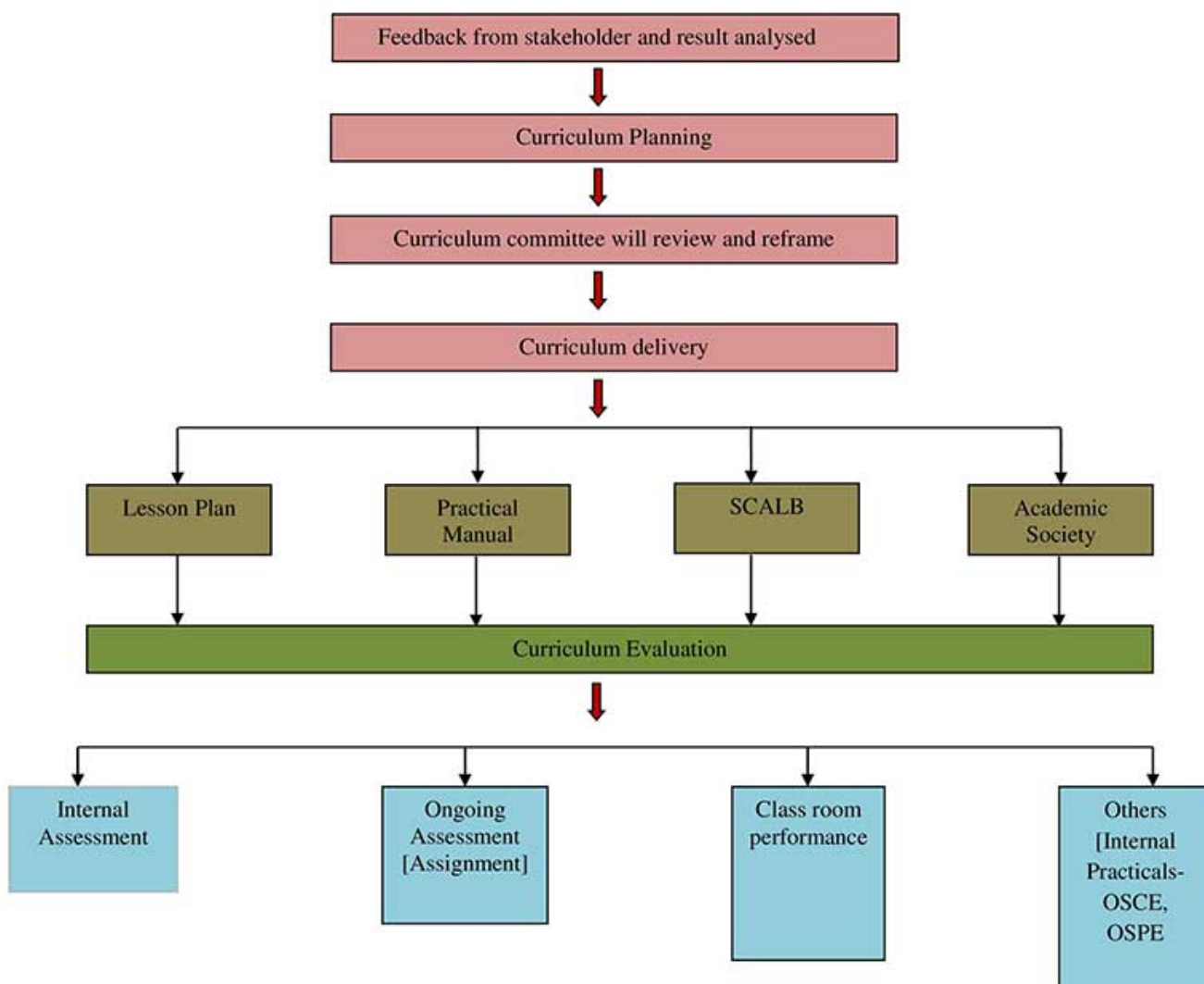
Feedback from stakeholder and result analysed

↓

Curriculum Planning

↓

Curriculum committee will review and reframe

↓

Curriculum delivery

↓

| Lesson Plan | Practical Manual | SCALB | Academic Society |

Curriculum Evaluation

↓

| Internal Assessment | Ongoing Assessment [Assignment] | Class room performance | Others [Internal Practicals-OSCE, OSPE] |

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: 6.23

1.1.2.1 Number of teachers of the Institution participating in BoS/Academic Council of universities year-

wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
0	1	0	1	1

File Description	Document
Provide scanned copy of nomination letter such BoS and Academic Council From University/ Autonomous college	[View Document]
Institutional data in prescribed format	[View Document]
Any additional information	[View Document]
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: 63.64

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

Response: 18

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

Response: 45

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]
Any additional information	[View Document]

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

Response: 6.8

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

2017-18	2016-17	2015-16	2014-15	2013-14
59	23	01	0	0

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

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:

In keeping with graduate attributes and generic outcomes of health care professionals, empathy, confidentiality, patient autonomy, human rights, and citizenship roles are emphasized in the college. Many of these lessons are imparted through experiential learning through our strong systems and procedures

Ethics, is one of the subjects which is incorporated in the syllabus which emphasizes the students to follow the ethical principles of inpatient care as per the rules and regulations of the Indian Association of Physiotherapy, ICMR and guidelines of bioethics viz: autonomy, beneficence, non-maleficence and distributive justice. Various ways are incorporated to achieve these learning outcomes. These include a subscription to the Indian journal of medical ethics, several books on ethics int eh library and formal classes. Moreover, everyday policies and procedures which emphasize human values and bioethics are successful in imparting these values to students.

Fourth-year BPT students and second-year from 2017and first year MPT students learn these subjects. The syllabus focuses on bioethics in research, academics, patient care, and first aid & CPR, the Constitution of India and allied therapies.

Method of instructions given to the students is through discussion, independent reading, case studies and

required practice like presentation before an institutional ethical committee of all research protocols, informed consent for videos, exams, etc. For assessment, the SCALB has ethical aspects as required competencies for the students.

Citizenship lessons are imparted through strong policies focusing on the sustainability of the environment by a "**use less paper**" policy, celebration of national days with essay competitions debates on current events and the like.

In keeping with the greying of India and the challenges faced by the aging population, we have a special emphasis on this population in our clinical practice. We have Geriatric clinics in which our students are posted. Our Geriatric clinic works with special emphasis on comprehensive health care for older persons to focus on old age issues such as risks of falls, to improve strength, balance, and coordination. **As an initial evaluation, we use the Tinetti Performance Oriented Mobility Assessment (Tinetti POMA) and Timed Up and Go (TUG) test, to assess the risks of falls.** Based on the interpretation of scores suitable exercise intervention will be implemented. Finally, the documentation will be done in referral card and registered in the Geriatric Clinic register in the Out-Patient Physiotherapy department. **Home care teams are involved in fall prevention and senior fitness programs to decrease the morbidities associated with aging and promote a dignified and healthy senior population.**

Childhood health and early intervention are other areas of focus in this context, we are the part of the high-risk clinics every Monday which focuses mainly on early identification and early intervention of high-risk infants. Moreover, our students are posted in the district early intervention center where they are actively involved in early detection and intervention of high-risk infants and they also get an experiential understanding of families' struggles with children with special needs. This is fruitful in inculcating a sense of empathy and human values in our students.

JSS COLLEGE OF PHYSIOTHERAPY, MYSURU

INSTITUTION INTEGRATION ON CROSS – CUTTING ISSUES
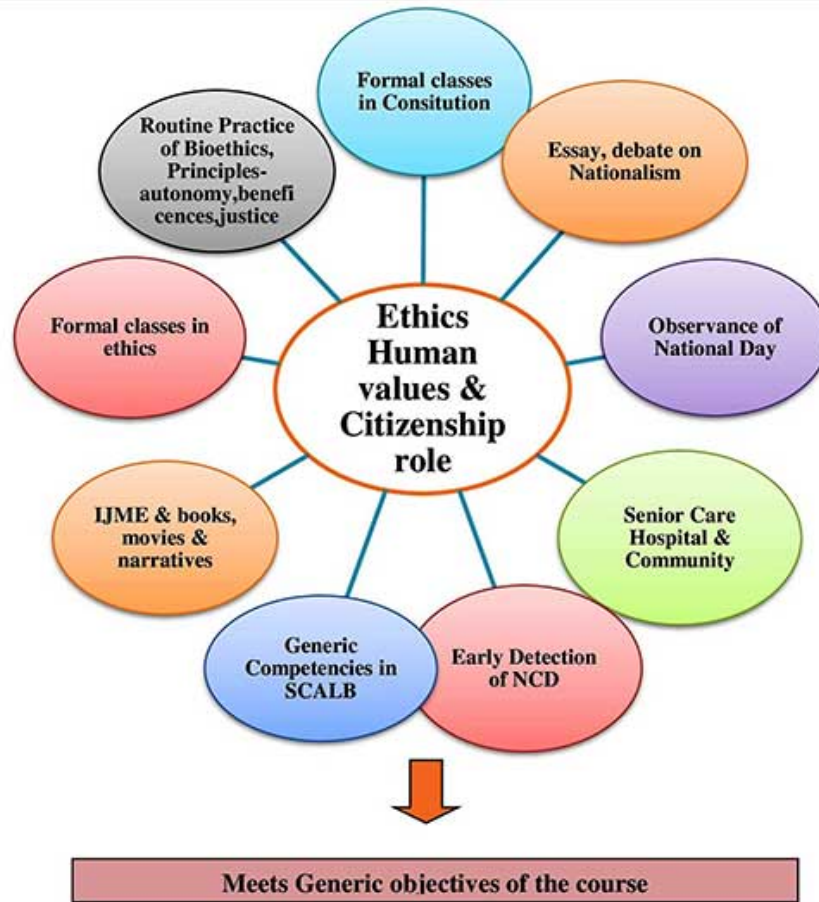
File Description	Document
Link for list of courses with their descriptions	[View Document]

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

Response: 4

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

Response: 4

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: 20.64

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

2017-18	2016-17	2015-16	2014-15	2013-14
163	65	0	0	0

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: 47.78

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

Response: 129

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]
Links to scanned copy of completion certificate of field visits/Clinical / industry internships/research projects/industry visits/community postings from the organization where internship was completed	[View Document]

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]
Link for additional information	[View Document]

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

Response: E. Feedback not collected

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](#)
Link for additional information	[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: 91

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

2017-18	2016-17	2015-16	2014-15	2013-14
11	06	4	3	06

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

2017-18	2016-17	2015-16	2014-15	2013-14
14	14	14	10	10

File Description	Document
Annual Report/ BOM report/ Admission report duly certified by the Head of the Institution.	[View 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](#)
Admission extract submitted to the state OBC, SC and ST cell every year.	[View Document](#)
Link for Any other relevant informatio	[View Document](#)

Other Upload Files	
1	[View Document](#)

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

Response: 93.71

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:

2017-18	2016-17	2015-16	2014-15	2013-14
71	69	64	47	44

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

2017-18	2016-17	2015-16	2014-15	2013-14
71	70	70	50	50

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

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

Response: 48.33

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

2017-18	2016-17	2015-16	2014-15	2013-14
34	40	24	26	18

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
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 low performers The Institution:

    1.Follows measurable criteria to identify low performers
    2.Follows measurable criteria to identify advanced learners
    3.Organizes special programmes for low 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

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

Response: 17:1

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:

The Institute and student council have started numerous activities to facilitate the talents of students in the institution. The institution facilitates extracurricular activities along with the curriculum. **Sports week, cultural week and academic week** are some of the initiatives by the institute and the college council to encourage students' active participation. The events are conducted for a week with interclass competitions held with various activities, aiming to bring out the talents. Annual sports day and cultural events are conducted every year, students are given autonomy to plan, organize and execute all events. Students who perform well in both sports and culture are encouraged to participate in inter-college tournaments at zonal, state and university events.

The institution has started a **nature club** where students are encouraged to participate in various outreach and environmental preservation activities. The students' council takes initiatives, identifies students and encourages them to participate in those activities. The college extends support for the students who are involved in the cultural, sports and other areas.

Folk games were recently introduced with the initiatives taken by the college students and staff. Students are encouraged as an individual and as a group to showcase their skills and talents. The institute has a unique Aptitude Enhancement Program(AEP) wherein the mental aptitude of students are challenged by the means of innovative and creative games which ultimately lead to an enhanced aptitude in physiotherapy

Students are also involved in participating in programmes in association with the local societies and village groups to bring in cultural exchange. The identification of skills and talents starts from the freshers day and is followed as a continuing process throughout their college stay through regular programs within the class, interclass and intercollegiate events. National day celebrations are held in the college and are integrated with sister concerned institutions. Republic day parade to showcase the different culture is held to build national integration. National, regional festivals are celebrated as an event, students and staff actively participate to bring out their talents. The cultural week is held with various activities and competitions, some of the events are

- debate,
- essay writing,
- quiz,

- tabletop cooking,
- Mehandi,
- hairstyle competitions.

Competitions are held for national days with specific themes like current events, constitutional factors. During academic week similar programmes are conducted with a focus on health care priorities and patient care ethics.

Leaders among students' are developed in each area and they are encouraged in turn to create leaders through mentoring; The college magazine is another student-led activity as also the student journal an online journal created by students to showcase their research. Souveniers, students' articles, online students journal are managed by students, they decide on the issue release and solicit articles from others, act as associate editors, send articles for review, and perform other administrative tasks

2.2.3: Sustenance of innate talent /aptitude of individual students
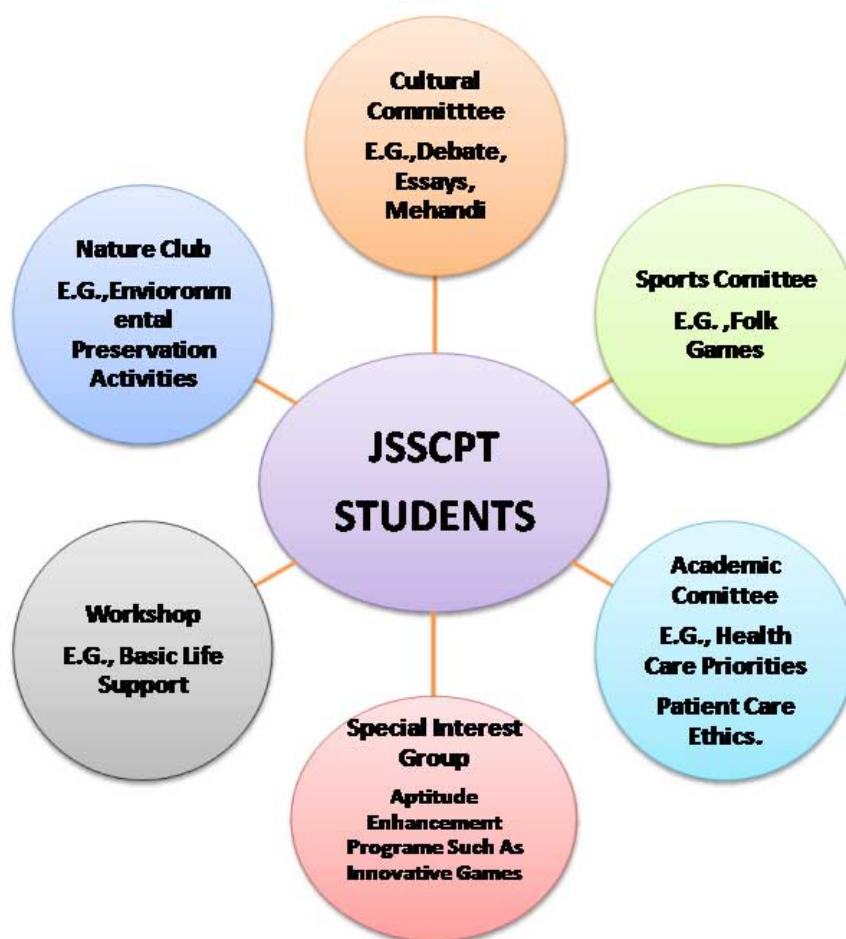
File Description	Document
Link for Appropriate documentary evidence	View Document
Link for any other relevant information	View Document

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:

Experiential learning

First and second-year students have observational postings in the hospital and rehabilitation centre to sensitise them on their role in health and disability. Fourth-year students and postgraduates conduct disability surveys identify community-level workers and train them in rehabilitation strategies. Students participate in skits, street plays and rallies to spread awareness.

Staff and students are posted in Sarva Shiksha Abhiyan (SSA), rendering community physiotherapy service. Community-Based Rehabilitation (CBR) postings help students to gain experience under specific socio-economic reasons. Eg. One of our focus is to understand the interaction of disability with poverty.

Postgraduate students and final year students perform home re-entry evaluation for patients in rehabilitation, decide on venues for therapeutic outing and organize them safely and ethically

Integrated/interdisciplinary learning:

Integrated learning takes place as a part of the academic presentations; the students are given the opportunity to present the topic, which is integrated with other subjects vertically and horizontally. The clinical learning and practice are made as an interdisciplinary event. The faculty and students take part in case/rounds discussion along with other specialties. Physical Medicine and Rehabilitation case conference is held every week, interdisciplinary staffs come together for a discussion and implementation, case conference embraces a platform for mutual discussion and learning.

Participative learning

Student projects are a part of the curriculum. Students are guided to find topics of their interest. They are guided to find an answerable research question and complete the process of research. Students are assigned relevant topics to create videos of practical skills; this helps them to understand the need for accuracy in performing techniques and procedures. Institute actively participates in Jathra festival every year, conducted inSuttur, which is situated in the rural area of Mysuru, students and staff are posted to extend service to the rural population. Physiotherapy education booklets which are developed by the institute are distributed in the jathra. The booklet is framed by the participation of faculty and students. Based on the need and literacy, education materials are developed by students in local languages.

Problem-solving

Problem-based learning is integrated into all four years of the curriculum. We follow 3 steps in this process. Practical classes. Small group discussions and. Self-directed learning is incorporated in all years of UG and PG lesson plan. The clinical practice guidelines (CPG) and clinical reasoning forms are the patient-centric problem-solving approach. Interns and postgraduates are scheduled weekly with Evidence-based practice(EBP) and Journal Club(JC) presentations, are aimed at effective problem solving

Learning in the Humanities: Faculty and students are exposed to persons with disabilities. They evaluate and plan treatment at the institution level and at the community. Home visits and living area audit is carried out to understand the needs of the community, this enables an effective learning process

Project-based learning- Community Based Rehabilitation projects are undertaken by the institute, the students participate in the evaluation and intervention including education and school fitness. Final year and MPT students undertake projects/ thesis in their area of interest.

2.3.1 Student-centric methods are used for enhancing learning experiences
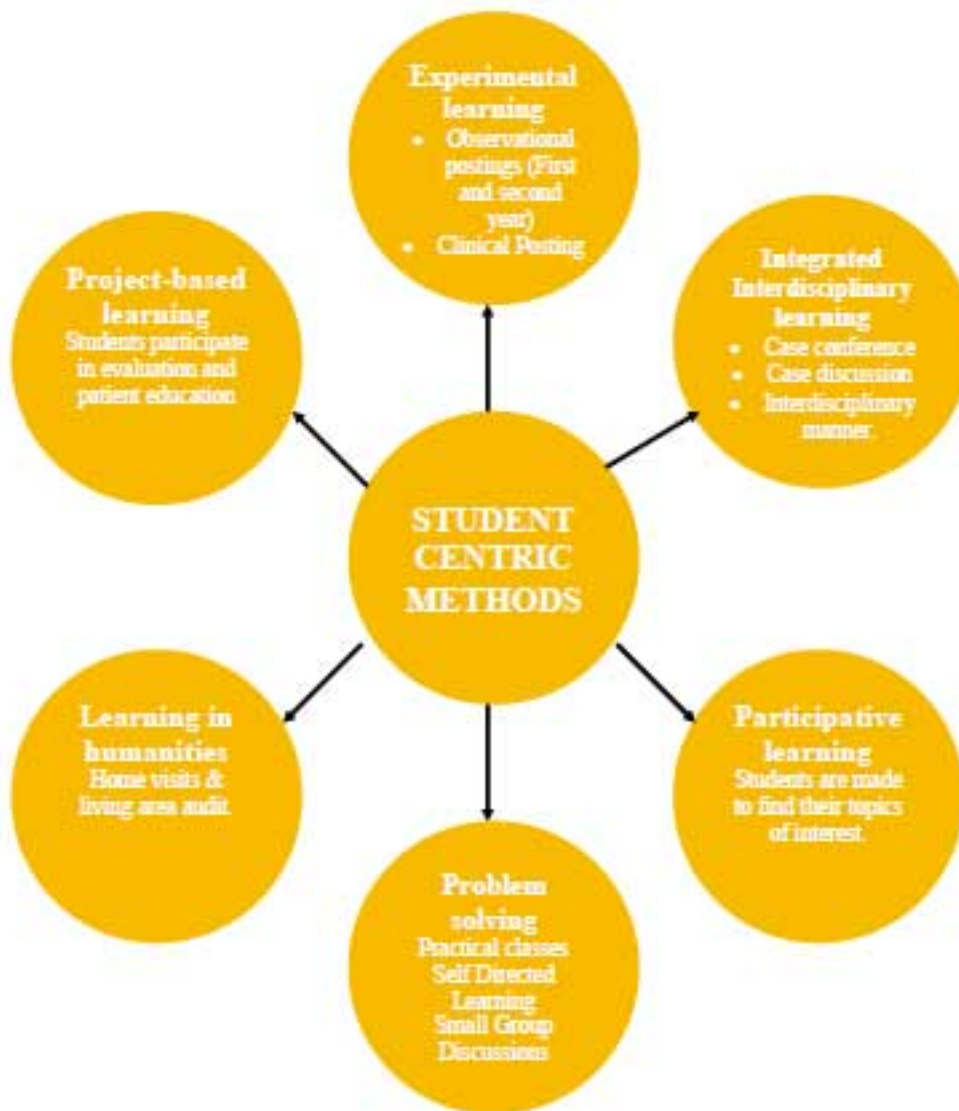
File Description	Document
Link for learning environment facilities with geotagging	View Document
Link for any other relevant information	View Document

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

1. **Has Basic Clinical Skills / Simulation Training Models and Trainers for skills in the relevant disciplines.**
2. **Has advanced simulators for simulation-based training**

3. **Has structured programs for training and assessment of students in Clinical Skills Lab / Simulation based learning.**
4. **Conducts training programs for the faculty in the use of clinical skills lab and simulation methods of teaching-learning**

Response: A. All of the above

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

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

Response:

The institution has a **lecture capturing system (LCS)** room and **6 ICT enabled classrooms**, every classroom has been provided with a camera and audio recorder where the staff can record their lectures and important lectures captured are documented accordingly in the digital library. A dedicated area in the library maintains all the documents; the students and staff can access audio and video resources.

The assignments and study materials are made available to the students through **Google classrooms**. The codes are provided to the students where they access and submit their assignments. Training to use the computers is provided to the students from the first year onwards. Recently the institute has acquired drillbit software, where manuscripts and assignments are checked for plagiarism.

Moodle platform is used for the learning management system(LMS) by the faculty and students of the institution. The digital content developed by the faculty is shared with the students for beyond classroom learning.

The digital library section has weblinks to provide student additional information regarding the subjects, books, research, clinical keys, and other information. The RGUHS has granted access to online research journal subscription through Helinet, which is accessible for the students and teachers, where they can access to 250 journals and articles, books, manuscripts, and another research-oriented database.

The interlibrary facility is available through **DELNET**, this helps in effective learning and teaching process. **E-journal and e-books** are accessible through the digital library. Leard's statistics, **R-manual** is available for learning and teaching at the library. Access to Mendeley and SPSS software is provided to the teachers, for UG and PG projects and individual research, which is available in the college library. The powerpoint presentation bank is made available at the library, students and staff can access this with permission. Audio-video learning to develop skills is achieved through digital smart TV installed at all labs, which is used as a part of the effective teaching and learning process.

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

2.3.4 Student :Mentor Ratio (preceding academic year)

Response: 17:1

2.3.4.1 Total number of mentors in the preceding academic year

Response: 14

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:

Physiotherapy is a highly skill-based profession. Many of our outcomes and management methods are subjective and hence techniques and skills must be perfected before being applied to patients. To achieve this we have developed a compendium of practical skills.

The teaching-learning process involves nurturing the cognitive and physical abilities of the student. The process is carefully planned and implemented in phases to create effective learning among the students. Developing knowledge is delivered through didactic, seminars and assignments; these are planned every year through unit plans and lesson plan. The skill component is addressed through practical sessions, using case scenarios to instill reasoning, demonstrations, and practice, which are monitored and documented through the practical manual. Once the practical skill is learned, The translation of knowledge and skill takes place in the clinics through patient assessment and treatment planning. Application to the patient requires reasoning, knowledge and problem-solving abilities; this aspect of affective functioning is

captured by the Student Competency Assessment Log Book (SCALB) which is a required set of skills at each year of BPT and MPT. Postgraduates and interns critically appraise the literature to identify the practical application. Some of the noted creativity by the students are

- Protocols are tested
- Translation of questionnaires,
- Making tools for India.

The innovations among students are nurtured through organizing academic week activities, presentations, and model making presentations. Research and evidence-based practice(EBP) is emphasized which are achieved through Journal club, EBP presentations, and case conferences.

Interns and postgraduates keep a portfolio of selected patients that they work with. This gives a snapshot of their skills at evaluating and managing patients with a spectrum of patients.

Labs and classrooms have internet connectivity, students and staff use resources to make classes more interactive. To improve learning outcomes we have introduced a number of topics for integration at each year and across years. Students are encouraged to use, develop and review the patient's handout and written home exercise program. Creativity among students in academic skills are enhanced by involving students in audio-video recording activities, one of such activity is clinical skills recorded by our students. Active participation of students in national and observational events (eg International day of persons with disabilities, World health day, etc.,) are marked with active participation, poster creation, awareness skits, street plays, and speech competitions. Autonomy is exercised to the student's council, under the guidance of faculty to organize events; they are guided accordingly to achieve the best.

File Description	Document
Link for any other relevant information	[View 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: 122.62

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](#)
Links for 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: 6.23

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.

2017-18	2016-17	2015-16	2014-15	2013-14
1	1	1	1	1

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: 10

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

Response: 170

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: 96.13

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

2017-18	2016-17	2015-16	2014-15	2013-14
14	14	14	12	12

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: 18.01

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

2017-18	2016-17	2015-16	2014-15	2013-14
3	3	3	1	2

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:

The academic calendar is formed prior to the commencement of the session. The academic calendar of RGUHS is used as a guide and the modules are divided as theory, practical and clinical. Formal internal assessment (IA) exam dates are scheduled in the academic calendar. Lesson plan, unit plan, and time table also reflect other activities like

- academic presentations,
- seminars,
- assignments, and
- problem-based learning (PBL).

Students are given the syllabus in detail with clear learning objectives planned through the lesson plan at the beginning of the year in a formal induction program. Any unforeseen circumstances that interfere with the adherence to the academic calendar are notified well in advance to students, through circular /google classroom / WhatsApp. The academic calendar is planned with dates of events of examinations, which are laid down by the curriculum committee comprising of all coordinators in academics.

2.5.1 Continuous Internal evaluation

ACADEMIC CALENDAR
- Internal Assessment
- Problem Based Learning

SYLLABUS
- Lesson Plan
- Unit Plan

SEMINARS & ASSIGNMENTS
- Google Class Room
- Whatsapp
- Through Circular

INTERNAL EXAMS
- Continous Internaal exams is carried out with complete transparency based on institutional policy
- Theory and practicals are followed based on university exams
- IE will be on rotation to expose students to different styles of examiners. if the differenceces will be of 15 % concences will be employed.

The institution has a **continuous internal evaluation (CIE) system** incorporating continuous and formative assessment for deciding marks on internal evaluation. This is carried out to ensure a complete understanding of each topic by the students and so they are conducted regularly to keep up with the syllabus prescribed by the university. The CIE planning is done in the lesson plans which are planned at the end of each module through seminars, assignments, and questions. The lesson plan is given to every student, which gives transparency to the contents and the process. The questions given are mapped with

course outcomes. The theory and practical questions will be confined to the unit completed at that term. The structured question papers are approved by respective heads of the department. The exams are conducted as per the guidelines prescribed by the university. They are monitored by invigilators who maintain the code and conduct of the examination halls. All students are given a similar examination atmosphere and conditions

The process of continuous internal assessment is carried out with complete transparency and is done as per the guidelines laid down in the institutional policy. **Evaluation** is done both in theory and practical examinations following the same pattern as university exams. Examiners for IA will be on rotation to expose students to different styles of examiners and thus prepare them for university exams. Theory papers will be marked by both examiners and the average taken. Where there is a difference of greater than 15%, consensus will be employed. The method of calculation of IA marks for the submission to university is laid down in the policy.

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:

Question papers for internal examination are set by subject teachers, scrutinized by the head of respective departments and answer keys submitted prior to examination.

As per our policy, every internal exam paper, in theory, is corrected blindly by two evaluators. Any paper with a difference of 15% or more in marks awarded between valuators is considered for a third valuation. The third valuator is normally considered as a senior faculty member. All evaluators are instructed to follow the answer key strictly. Internal assessment marks are displayed within 2 weeks of examination in case of core subjects. The expected answers as per key are discussed with the student at which time the students have the opportunity to self evaluate their answer papers. The evaluated papers are distributed to the students by the teachers; they discuss the entire length of the question paper and their subsequent correct answers. This helps the student understand their mistakes and note down the correction. Thus the students are allowed to assess their own work and any modifications to the marks required due to oversight are rectified. The assessment remains impartial and open to inspection by students. The students are given feedback about their performance and suggestions are given for their improvement. Moreover, the answer papers are made available with the librarian for the students to analyze/scrutinize as needed. The students who have grievances related to IA exams, performance in answer scripts, re-totaling are addressed during the paper showing sessions, and they are accordingly resolved at the same time.   Students who have

concerns about the answers/ marks awarded are free to discuss these with the valuators and if responses are not acceptable to them they may approach the grievance cell.

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 as of now. 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.

The grievances related to university exams and results are directly addressed to RGUHS, a formal process prescribed by the university is followed, the institution guides and facilitates the procedure

2.5.2 Mechanisms to deal with internal examination related grievances

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:

Examination procedures: Internal Evaluation:

Initially, the examinations were a single evaluation with paper and pencil. In 2015, the institute introduced two evaluation systems and with mark slips for transparency and accuracy in the evaluation process. The institute adheres to the policy and procedures in evaluation; the faculty evaluates a paper in a blinded fashion. The valuations are carried out as first and second, and the average is taken, if it exceeds the limits of 15%, the third valuation is carried out. This ensures that the student gets a fair evaluation.

Since 2016, continuing assessments was introduced as follows. Evaluation of seminars and assignments is done through google classroom and by physical means. Formal methods include evaluating the students learning the process through Internal Examination (IA), conducted thrice in a year. The internal assessment marks include various components, where the students' overall performance on academic and co-curricular activities are taken into consideration. This includes IA(50%), assignments (25%), academic presentations(10%), conference attendance(5%), team roles(5%), and citizenship roles(5%). Since 2017 the marks are entered in the MS Excel, which is reflected with other marks allotted. The marks are communicated and calculated by integrating IT.

Processes integrating IT:

University: The university is completely IT integrated; the institute adheres to the procedures and rules laid down by the RGUHS. Evaluation procedures of the university are IT enabled this includes evaluation methods, data entry, and announcements of results. Notifications of examinations and results are communicated through IT-enabled circulars. These circulars and results are accessible to all students.

Internal Evaluation: The evaluation process is updated to "mark entry sheet" from paper and pencil method. The marks entry sheet contains 1st, 2nd, and 3rd evaluators slip, which are taken out after each valuation. This system enables a uniform and non-biased method of evaluation including the first, second and third evaluation. The institute also has adopted to utilize the google classroom in the evaluation of assignments. The seminars and presentations are evaluated through evaluation forms, which are effectively used in the postgraduate courses. Turnitin is used since 2015 for evaluation by selected staff.

Continuous internal assessment system &Competency-based assessment / Workplace-based
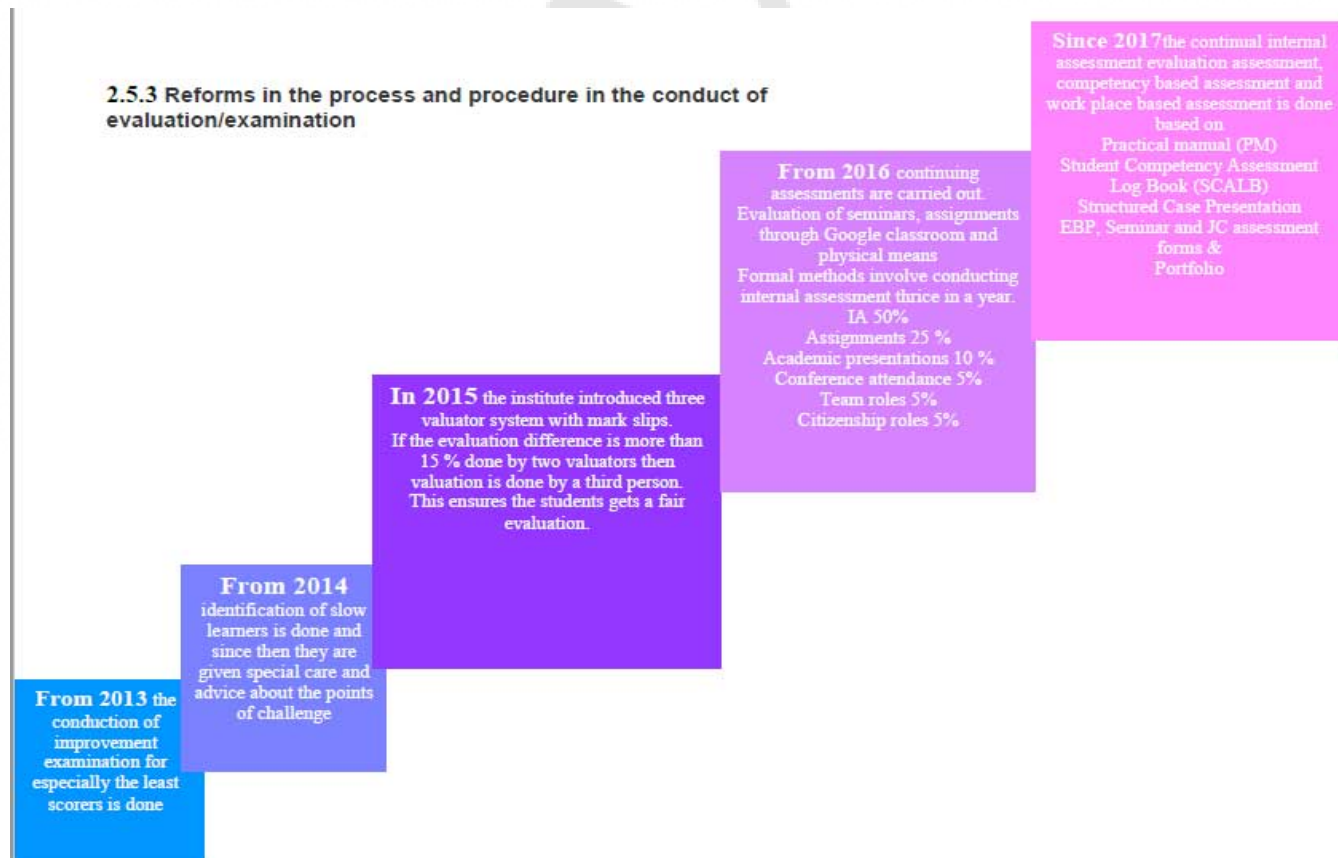
assessment /OSCE/OSPE

The institution has competency-based learning, the practical manual and SCALB books are provided to students at their clinical postings, the teacher in that area evaluates the students based on individual assessment. The books are listed with necessary competencies. Every year they are reviewed in light of literature and current health priorities. Based on the review, many items are removed, added and formated in successive SCALB editions.

OSPE/OSCE methods of assessment are incorporated in the internal assessment exams since 2017 in subjects like musculoskeletal and sports physiotherapy (PT), cardiorespiratory PT and CBR. The workplace-based assessment is carried out through regular interaction and recorded through logbooks and SCALB. Academic and clinical audit is carried out to assess the process.

Other continuous internal assessments adopted by the Institute are

- The Practical Manual (PM)
- Students Competency Assessment Log Book(SCALB)
- Structured case presentation
- EBP, seminar and JC assessment forms and
- Portfolio

2.5.3 Reforms in the process and procedure in the conduct of evaluation/examination

From 2013 the conduction of improvement examination for especially the least scorers is done

From 2014 identification of slow learners is done and since then they are given special care and advice about the points of challenge

In 2015 the institute introduced three valuator system with mark slips. If the evaluation difference is more than 15 % done by two valuators then valuation is done by a third person. This ensures the students gets a fair evaluation.

From 2016 continuing assessments are carried out. Evaluation of seminars, assignments through Google classroom and physical means. Formal methods involve conducting internal assessment thrice in a year. IA 50% Assignments 25 % Academic presentations 10 % Conference attendance 5% Team roles 5% Citizenship roles 5%

Since 2017 the continual internal assessment evaluation assessment, competency based assessment and work place based assessment is done based on Practical manual (PM) Student Competency Assessment Log Book (SCALB) Structured Case Presentation EBP, Seminar and JC assessment forms & Portfolio

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

Other Upload Files	
1	[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: A. All of the above

File Description	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](#)
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](#)
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:

The institution has two main programs (BPT and MPT) offered to students. The graduate attributes are articulated in line with global standards. Using these as the framework, and the stated outcomes of the affiliating university, program-specific and generic health care professional outcomes have been defined. These are prominently displayed in the college and in the handbooks given to students and on the website.

Based on the above guiding statements, course and module wise learning outcomes are articulated. These are available in the lesson plans and practical manuals which are available in the library in hard copy and on the website in soft form. Moreover, every topic has a stated learning outcome as does every practical skill. These are comprehensive and together meets the attributes expected of a graduate and post-graduate physiotherapist.

The learning outcomes include knowledge, skills, attitudes; values and translation to patient care as extracted from the vision statement of RGUHS. The university prescribed learning outcomes for each subject specifically which are available on the university website and in the handbooks given to each student. The institute ensures and demonstrates a quality education in line with the vision and objectives. The graduate's successful completion includes competency-based learning and training, which are reflected through examination results, logbook/manual and evaluation of clinical skills. The students are ensured that they are capable of gaining knowledge and confidence in developing skills, through well-planned learning objectives at each level of the course. The evaluation of the learning outcomes is through formal and informal methods, which occurs on a regular basis. The institute has MoU signed with the institutions; this ensures a wide arena for knowledge acquisition. The exposure to community and external services are achieved through postings and integration with the organization.

The learning outcomes are clearly laid down in the lesson plan, practical manual and SCALB. The handbook for UG, PG, and interns gives stated instructions and outcomes. The details and contents are available in the dedicated website and are accessible to students and staff. The teachers and students are inducted and oriented through a formal program on teaching-learning and evaluation methods with the laid down outcomes.

The disciplinary knowledge acquisitions are emphasized throughout the course and are mandated through rules and regulations and the confidence gained through the students' council.

The graduate attributes reflect disciplinary knowledge and understanding, generic skills, including global competencies; these are reflected through the results, placements in India and abroad. The students and staff are identified by the reflection of institutions' strengths and achievements.

Course Outcomes: The result analyses are carried out at the end of the course. The analysis is carried out each year, reviewed and suitable measures are taken through staff meetings and governing council meetings. Mapping of alumni in terms of progression to higher education and employment is an important aspect of the outcome.

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: 86.75

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

2017-18	2016-17	2015-16	2014-15	2013-14
32	33	37	31	29

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

2017-18	2016-17	2015-16	2014-15	2013-14
37	36	39	35	36

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 institute takes sustainable initiatives in reforming the learning outcome-based curriculum framework which is delivered through lesson plan (LP), Practical manual (PM) and SCALB. The institute has taken initiatives in upgrading and updating the curriculum delivery methods by regular reviews and modification.

In order to meet the attributes expected of a physiotherapist in the current public health scenario and in

keeping with global standards, we have taken several innovative steps to prepare our students to be competent and competitive**. One of our noteworthy innovations is a competency-based curriculum and assessment which is unique in physiotherapy education in India. These competencies are inclusive of generic skills like communication, ethics, respect, empathy, and specific one's likeability to undertake several discipline-specific skills like body weight supported treadmill training, standard assessments for specific conditions and skills of professional development like critical reading and appraisal of published research in order to cull and assimilate evidence into everyday practice.**

In order to foster life long learning habits, a significant amount of the curriculum (about 15-20%) is earmarked for self-directed e-learning. Students are guided through self-learning methods through library orientation and the extensive resources available in and through our library. A large part of these resources is online resources including our library e-repository.

In an effort to curb the practice of plagiarism rampant in higher education and to teach students to articulate clearly and effectively, we have incorporated plagiarism detection software for assessment of assignments and student delivered work. critical thinking is essential for healthcare professionals. To foster this we have several project-based modules where students work individually or in small groups to articulate, explore and answer questions. This also hones their research skills. **One notable output of this has been a comprehensive orthopedic evaluation reasoning form that has developed by third-year BPT students. This is freely available on our website. Another visible output is the number of awards and research projects won by our undergraduate and postgraduate students at conferences and through RGUHS research seed money programs.**

Knowledge acquisition, skill acquisition, and translation practice are aimed to provide a complete learning process. Apart from this Journal Club (JC), evidence-based practice (EBP) presentations; self-directed learning (SDL) becomes an integral part of the curriculum. The curriculum reformation has helped students to foster professionalism with better standards in in-patient care. Skills-based teaching and assessing methods are used to enhance confidence and quality of care. Core competencies are emphasized during clinical training. Advanced methods of the teaching-learning process are adopted with lecture capturing system (LCS), Google classroom (GCR) and digital library. The faculty actively participate in the framing of the lesson, senior faculty are appointed as members at university for curriculum revision. Clinical reasoning skills are adopted in the teaching and learning process, which are evaluated through case presentations, case conferences, and practical examinations. All these methods of evaluation services to fulfill the stated course outcome to make the student competent in practicing and treat the patient effectively.

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. A formal meeting with the parents along with the students is organized during the induction program. The parent-teacher meetings are conducted after every internal assessment. Apart from these physical meetings, a WhatsApp group is created between the class coordinator and parents and students in each year and informal discussions are undertaken. Class coordinators bring positive suggestions to the notice of the college during monthly staff meetings. This enables a platform to discuss the students' improvements and formal feedback is obtained from the parents. **The feedback is analyzed and in consort with teacher observations in class, mentor reports, and internal assessment marks, students are identified who need additional work. these may include advanced work or remedial measures. Suitable measures are planned and implemented**. Remedial measures are carried out after each evaluation process, which is obtained from the internal assessment, mentor feedback, class teacher and coordinator reports. Informal communication with mentoring is facilitated as a consistent measure to support and encourage students.

Remedial classes for the students in specific subjects are organized. The programs are planned and organized by the respective class coordinators time to time according to the need, some of them are

- Library hours with specific learning outcome
- Self-directed learning methods through assignments
- Remedial classes based on feedback
- Additional classes as per the need of the students/class.
- Peer discussions

The library group discussion room and the e repository including a ppt bank and recorded lectures are used as resources for these activities. Moreover, the elaborate lesson plan with specific books and page numbers suggested for each topic facilitate independent study.

Senior mentors, fellows, and research scholars are solicited to volunteer time to perform the above activities. In certain cases faculty volunteer to conduct remedial classes. First-year students who may have difficulty in understanding how to answer a university paper are given adequate practice for time management and organization by repeated attempts at solving previous year papers. The first-year coordinator oversees these sessions and gives relevant feedback to the training.

Those students who undergo these additional learning sessions are observed and monitored through the rest of the year and intervention in accorded as and when deemed necessary. Progress is discussed every month during class coordinator meetings and information is given to parents.

Additional assessment is conducted through seminars, assignments and written examinations. These results analyzed and discussed with the respective students/class, the mentor identifies needs and inculcates students to overcome hurdles. The outcome is analyzed through the internal assessment.

A formal analysis of results is undertaken and discussed during governing council meetings. Suggestions from members are taken up and acted upon. One such intervention has resulted in significant improvement**. An example of this activity is as described: in 2015-16 feedback indicated that students had difficulty in following pharmacology classes. As per the suggestions obtained in the governing council meeting, the department of pharmacology was approached to conduct revision classes. They acquiesced and the results were significantly positive**.

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
Link for any other relevant information	View Document

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response: 0.97

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: 6.17

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

2017-18	2016-17	2015-16	2014-15	2013-14
1	1	1	1	1

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

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: 12.07

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

2017-18	2016-17	2015-16	2014-15	2013-14
02	02	01	02	01

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: 6

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

2017-18	2016-17	2015-16	2014-15	2013-14
2	2	1	1	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](#)
Any additional information	[View Document](#)

Other Upload Files	
1	[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:

The institution has innovated in the areas of academics, research and clinical practice with the available resources for an affiliated independent physiotherapy college. The institution established the institutional research committee (IRC) which has brought visible outputs in innovations and has developed a research culture among the faculty and students of the institution. The innovations In clinical practice include evolving the clinical pathways which are used for patient care by making interventions given to patient uniform at any given point of time.

Academics

For students who are posted in clinics, the college has come out with SCALB (Student competency assessment log book) as a document that will integrate their knowledge and learning to the clinical practice. As it is a unique way of documentation the efforts are being made from the college to get the

copyright for the same. In hospital patients who are fit for discharge after treatment are given education material to ensure that there is a carryover effect and maintenance of the benefits of the treatment which they took.

The department of rehabilitation has published a training manual to CBR (Community Based Rehabilitation) workers which are used to train the community workers/ ASHA workers to cater to the needs of patients who are residing in the community and who have difficulty to access the service in mainstream hospitals. The workers were taught how to train people with disabilities and their caretakers. This has been published and is available for purchase on Amazon.

As part research requirements for some of the research studies' translation of English tools to local language (Kannada/Malayalam), validation of the new tools were done with permission from the original author. The postgraduate students have devised and validated new tools as part of their project work have found out that tools that they have made have a strong need locally and are needed to be used in future studies. Outputs include assessment battery for children with developmental coordination disorders, in-hand manipulation skills assessment tool, Jebson hand function tool -India, comprehensive rehabilitation outcome measurement scale to name a few. Efforts are on to copyright these tools.

Due to these initiatives from the college one of the students, Ms. Sulofinia Mearedia has won First Prize in the 54th Annual Conference of the IAP held in Shirdi, for the title "Use of Geographic Information System in mapping people with disability in Mysore city". Our college had put up a stall to showcase and seek research collaboration in the 57th annual IAP conference held in Bangalore.

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: 21

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

2017-18	2016-17	2015-16	2014-15	2013-14
02	06	02	05	06

File Description	Document
Report of the workshops/seminars with photos	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Any additional information	[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: A. All of the above

File Description	Document
Share the code of ethics of research clearly stating the claims of the institution duly signed by the Head of the Institution	[View Document](#)
Institutional data in prescribed forma	[View Document](#)
Any additional information	[View Document](#)

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

Response: 4.57

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: 31

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

Response: 7

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: 2.04

File Description	Document
Institutional data in prescribed forma	[View Document](#)
Any additional information	[View Document](#)

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

Response: 0.06

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: 30

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.

2017-18	2016-17	2015-16	2014-15	2013-14
01	01	01	01	00

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: 74.52

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

2017-18	2016-17	2015-16	2014-15	2013-14
200	100	160	140	21

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:

JSS College of Physiotherapy has been actively participating in many extension activities as a part of its outreach community program. It has been recognized for its activities by reputed non-governmental and governmental organizations for many years.

JSS Mahavidyapeetha and Suttur Jathra Mathsova Samithi's organizes yearly Jathra program in Suttur , wherein JSS College of physiotherapy has taken initiative in putting up a cubicle where educational material is displayed of common conditions treated by physiotherapists, also the students and staff will do take initiative in doing screening of fall in elderly, obesity identification and other risk factor identification of lifestyle diseases. The Jathra committee has recognized this service and awarded an appreciation certificate for the same.

JSS College of physiotherapy is engaged in conducting GIS surveys of disabilities in rural communities. Each year a village is selected for the survey and students from final year UG, PG and staff will participate in it. For doing such activity a student named Ms. Sulofina Meridia was awarded by IAP (Indian Association Of Physiotherapy), for first prize in scientific paper presentation, held at Shirdi for the title "Use of GIS in Mapping people with disability in Mysore city, Karnataka"

In the year 2015-16 JSS Dental College and Hospital Awarded Dr. Kavitha Raja for contributing as a guest speaker and delivering a lecture titled " oro-motor concerns in children with special needs: problem-solving for therapeutic positioning". For people with special needs assistive technology plays an important role in managing their Activity of daily living, Dr. Kavitha raja also got a certificate of recognition for participating as a reviewer in the peer review process for assistive technology: The official journal of RESNA.

As a saying goes 'Today's children are tomorrow's future' the college CBR unit conducts fitness evaluation of the school children's to screen and identify the children's. Appreciating this program the school has given a letter of appreciation to the college. Also on the occasion of world yoga day, 21.06.17 staff, students of the college supported MCC (Mysore City Corporation) and JSS Mahaviyapeetha to achieve a feat of a maximum number of participants doing YOGA - Guinness world record official participant. JSS College of Physiotherapy had received a Certificate of appreciation from the "Talk to us" training center for taking the initiative to make its students confident leaders.

File Description	Document
Link for list of awards for extension activities in the last 5 year	[View Document](#)
Link for e-copies of the award letters	[View Document](#)
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:

The institution regularly engages in activities that sensitize the social responsibilities of faculty and students.

Activities include

1. Context: the reasons for disability as per **the WHO ICF framework** are multiple.

Objective: to **sensitize students to the concepts of various causes of disability**

Activity: Since 2013 we have conducted disability surveys in villages of Mysore district. The students conduct house to house surveys and compile reports of disabling conditions both medical and social.

Following the Chennai floods when it became apparent that locating people with special needs during disasters is essential, we started using GIS applications, which maps persons with different disabilities in different colors, in the surveys. This initiative has been completed in four villages.

Outcome: one of the Post Graduate students won the best paper award at the IAP conference in 2016.

2. Context: the health profile of India is mixed with poverty-related and lifestyle diseases. Many are preventable if detected early. Some dysfunctions like developmental coordination disorder can have an impact on a person's lifelong functioning.

Objective: to sensitize students to the preventive aspects of lifestyle diseases

Activity: Since 2013 we have collaborated with various school authorities to conduct school health and fitness programs. Initially, we worked with JSS schools since 2016 we have extended these services to govt. schools. Students of our college adopt a school and evaluate all children in the selected classes for fitness. The data is analyzed and children are divided into high performers, average and poor performers, and the teachers and parents are informed.

Outcome: paper submitted to the International Journal of Health and Allied Sciences

3. Context: As part of RashtriyaBalaSwathyaKaryakram, Physiotherapists work with a multidisciplinary team. Students and one faculty visit DEIC every Monday and assist the clinical therapist in evaluating, treatment planning and intervention of pediatric cases.

Objective: To make students understand the level of prevention.

Activity since: 2016

Outcome: Student of JSS CPT itself was appointed as a clinical therapist at DEIC and was awarded by DEIC as the best employer for the same.

4. Access audit

Activity: Since 2015, students have been conducting access audits of public buildings in Mysore city. Reports are filed with Municipal Corporation.

Outcome: Some of the organization like Mysore zoo took up the suggestion given and made their premises disabled-friendly.

5. IDPD (International Day for Persons with Disability)

Context: Under international day for persons with disability

Activity: since 2015 the college is encouraging its students to participate and involve the persons with special needs son the day, through which the community is sensitized by the needs of PWD and showing the empirical way to deal with them. All these are done through street play, a scenario of enacting like PWD and experiencing it.

Outcome: visible change in behavior of students towards residents of hostel for differently-abled and patients of PMR center

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: 1.4

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

2017-18	2016-17	2015-16	2014-15	2013-14
1	2	0	1	3

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](#)

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: 25

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: 14

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](#)

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

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

Response:

The college has **far more** than adequate infrastructural facilities mandated by the affiliating university(Rajiv Gandhi University of Health Sciences). We conduct two programs

- BPT and
- MPT

We have designated classrooms for each of the four years of BPT and two years of MPT. The various departments in the college are

1. Basic sciences,
2. Musculoskeletal & Sports Physiotherapy,
3. Cardiopulmonary Physiotherapy,
4. Pediatrics
5. Neurological Sciences and rehabilitation

We have eight clinical skills laboratories, besides the use of clinical facilities for teaching after hours.

1. Exercise therapy,
2. Electrotherapy,
3. Gait and biomechanics,
4. Musculoskeletal
5. Neurological and pediatrics,
6. Work hardening,
7. Functional training,
8. Cardiopulmonary

These clinical facilities include a large core department and the facilities of the comprehensive rehabilitation center. The gait laboratory has a walkway that simulates the uneven terrain that most people in India must navigate on a daily basis. This is a unique feature not replicated anywhere else to our knowledge.

The campus is entirely internet enables with the connection in every classroom and laboratory. Every laboratory is enabled with a large LCD TV on which videos of practical skills are played to ensure that students can learn by repetition. Every lecture hall is enabled with LCD projectors, lecture capture technology (webcam and microphone) and audio facilities. The college also boasts of a seminar room to seat 150 and a smaller one in the hospital for clinical presentations which seat 30 members.

We have state of the art laboratories with all required equipment as stipulated by the university and many that are a result of our own research and innovation.

The attached 1800 bedded super specialty hospital where physiotherapists have complete autonomy by way of blanket referral in core departments and need-based referral in other departments ensures that students have enviable opportunities to learn clinical skills. In an interdisciplinary manner. The comprehensive rehabilitation center which has an inpatient capacity of 24 and a vibrant outpatient department is operationally under the department of physiotherapy, a unique feature.

Another opportunity of learning experientially the concept of disablement in all its myriad ways is achieved through the department of rehabilitation which works under two wings viz the institutional rehabilitation achieved as mentioned above and community programs. Patients who are in the rehabilitation center undergo interdisciplinary care in which students are exposed to instilling in them the sense of teamwork and the role of a physiotherapist in the team. Moreover, every patient is taken on therapeutic outings of which students are a part so as to sensitize them to disability issues.

In order to expose students to newer methods of learning we have installed low tech lecture recording systems in all undergraduate classrooms and a state of the art system in one room. Audiovisual facilities are provided through a dedicated AV room in the library which has a rich collection of material from radiographs, lab reports, patient narratives, and recorded lectures besides a smartboard. The research and innovation wing facilitates students' skills by providing guidance and infrastructure.   Various visible outcomes have been achieved.

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

The institute aims to produce physically fit and mentally robust physiotherapists and citizens. Indoor recreation facilities were established in the year 2016 and have been upgraded several times since. Currently, we have adequate infrastructure of 38 feet *21 feet area for indoor games like chess, carom, pool table, table tennis, 10 feet *10 feet area storeroom for all equipment and 15 feet *14 feet area office. Essential outdoor sports facilities have been provided within the campus where we have Kabaddi, Kho kho, Throw ball, volleyball, and tennikoit courts. Moreover, through our MoU with JSS Academy of Higher education and research, we have the ability to use their facilities as well. For encouraging students to have active participation in physical activities; institute organizes various events and fitness classes. We have started with yoga classes in MoU(Memorandum of understanding) with JSS Ayurveda college. The institute provides a well-equipped gym in PMR (physical medicine and rehabilitation) with the availability

of exercise cycle, treadmill, dumbbells and other equipment. A four station multi-gym is part of the rehabilitation centre. This facility is available to students out of clinical hours and students use it regularly. A dedicated Physical education instructor has been appointed by the institution.

SPORTS

INDOOR
- Chess
- Carom
- Pool table
- Table tennis

OUTDOOR
- Kabadhi
- Kho Kho
- Throw ball
- Volley ball
- Tennicoit

To cater to students with differing tastes, passion and skills cultural activities are promoted. The table tennis and pool tables are placed in individual rooms in the recreation area which has adequate light and space. The recreation centre is house in a separate building giving student's unrestricted access without disturbance to college activities. The institute also has adapted recreational area for students with special needs which include modified carom, chess, bocce ball, badminton, basketball courts.

The college has access to two auditoria

1. **Sri Rajendra Centenary Auditorium** in the JSS Hospital of about 530 seat which is well equipped with all modern facilities like Centralized Air conditioning, Public address system, LCD(liquid crystal display) Projector, Internet facility
2. **Sri Dr Rajendra Bhavana** with 250 seats of 4000sq feet area.

Moreover, the college has a **large lobby** on each of the two floors and spacious corridors which are used by students to showcase their talents in rangoli, lamp decoration and vertical gardening. The quadrangle of the college has space and ambience for various activities which students utilize for Christmas celebrations and other festivals. The campus is secluded and the area around it is suitable for many recreational and cultural activities including fitness testing and promotion.

JSS Mahavidaypeetha, our parent organization has regular **yoga classes** and our students have free access to them. We utilize our seminar hall for yoga classes after hours under the tutelage of our physical

education director who is a yoga teacher. Students have a separate room for meditation housed in the indoor recreation centre as well as access to a room which is used for a meeting of the student council with a seating capacity of 25.

File Description	Document
Link for any other relevant information	View Document
Link for list of available sports and cultural facilities	View Document
Link for geotagged photographs	View Document

4.1.3 Availability and adequacy of general campus facilities and overall ambience

Response:

Our college is situated on a shared campus but in a dedicated building. The campus is situated close to the city centre and various facilities are available within a radius of one km. These include a post office, various banks, and other urban facilities. Within the campus, we have access to an ATM maintained by SBI, a cafeteria (besides a full-fledged hospital canteen) and safe and well-lit roads and parking facilities including designated disabled vehicle parking. The college is using solar power generated within the campus. A borewell within the campus has been in operation since over a decade.

The college is situated in a campus which boasts a large number of foliage including old-growth trees, saplings and decorative plants. The garden is maintained by the horticulture division of JSS Mahavidyapeetha. Additionally, the quadrangle is home to a garden and disabled accessible sporting facilities. The college situated on the first and second floors of the building has access through ramps and two lifts. The ramp and lifts are situated at a distance from the main entrance and wheelchairs and an electric buggy are available on request to transport persons who may have difficulty with negotiating stairs.

Clear and responsible signage is present within the campus at wheelchair level following universal design standards. Built ramps at two areas within the main floor make navigation effortless. This is complemented with portable ramps for all areas with steps including classroom podia, and a lab. The second floor which houses the library and various labs is accessible through lift and ramps. The college has designated disabled-friendly toilets for men and women on the first (main) floor, besides elaborate wheelchair-accessible facilities on the ground floor.

 The ground floor of the college which houses the rehabilitation centre and has a trained doctor and nurse in attendance at all times serves as the first aid centre for our college. For other health care needs the hospital is within 200 m of the college with ambulance availability. Code announcements to the hospital can be made from the rehabilitation centre through a direct intercom connection. The rehabilitation centre has access to crash cart and BCLS trained staff.

Separate drinking water facilities are provided in the recreation centre, library and college. The wastewater from the reverse osmosis plant is used for housekeeping purposes. All classrooms are provided with mosquito mesh on the windows and audiovisual aids. Due to increasing man-animal conflict involving

monkeys in this area, we have provided a net over the building to keep monkeys at bay.

A dedicated girls hostel with accommodation for 110 residents is available less than half a km from the college. The hostel has access to solar power, internet, recreation room, outdoor recreation, sanitary napkin destroyer, fridge and microwave. Moreover, students have access to laundry services through an outsourced vendor. We have a bus seating 40 used for transportation for outreach and classes in other institutions. Restricted access to vehicles and pedestrian walkway ensures safety and decreases pollution.

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: 28.8

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

2017-18	2016-17	2015-16	2014-15	2013-14
23.40068	17.26348	8.38603	2.25853	1.49332

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

4.2 Clinical, Equipment and Laboratory Learning Resources

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

Response:

Our college is attached to an **1800 bedded super-specialty teaching hospital** that is within the same campus. The hospital is **NABH accredited** and a physiotherapy department is an autonomous unit within it. The physiotherapy department of about **8400 sq feet boasts one of the largest departments** by area which has separate sections for pediatrics, orthopedics, neurology, cardiopulmonary and a gait laboratory. Besides this, there are individual cubicles, staffrooms, and a seminar room.

The department is complemented by a satellite department in the orthopedics ward and another in the cardiology department. Besides this, the rehabilitation center comprising an area of 14,892.58 sq feet with an interdisciplinary management philosophy is situated on the ground floor of the college building.

We have separate patient care services including inpatient and outpatient orthopedics, neurology, neurosurgery, pediatrics, ObG, cardiopulmonary, general medicine and surgery including burns, plastic surgery, transplant units and rehabilitation departments divided into institutional and community services. Early intervention services are undertaken in the NICU using evidence-based methods, high-risk clinics – Belaku, district early intervention center and school health programs. Students are posted through all of these areas with separate objectives, and competencies described for each area.

HOSPITAL FACILITIES
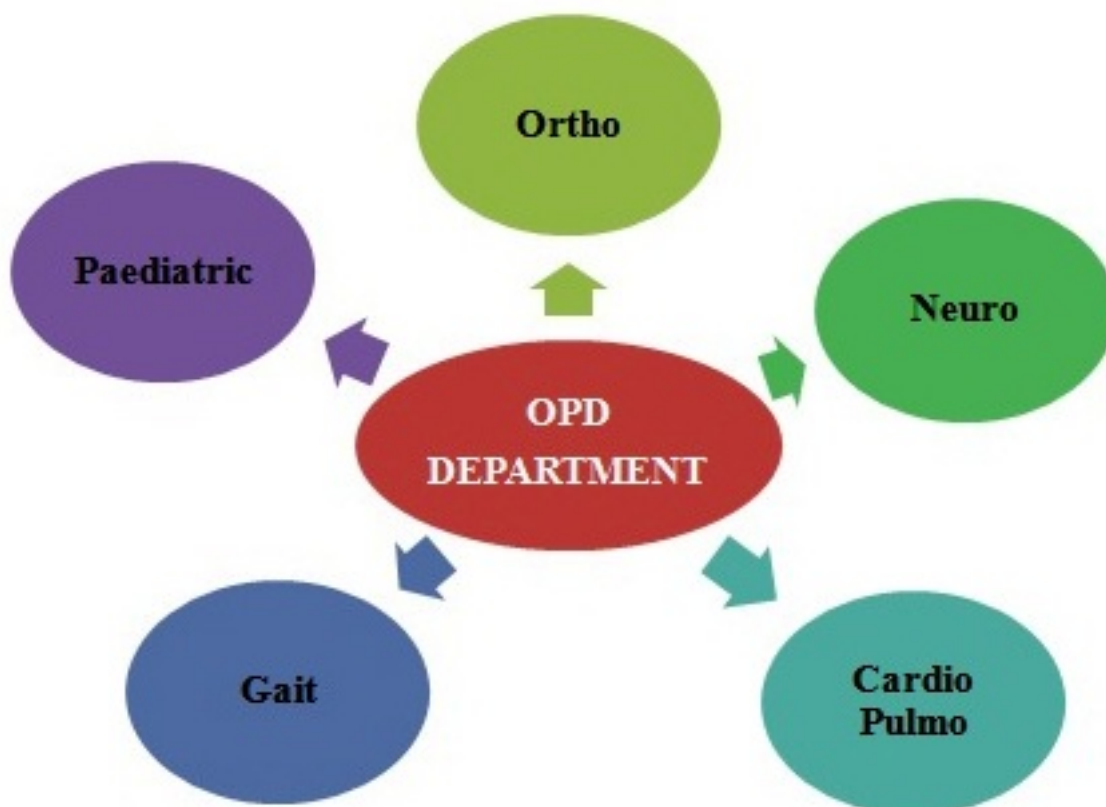
The department and college together have an enviable collection of evaluation and treatment equipment and instruments. All college equipment is available for use in the hospital as well. Some of the facilities include a gait and biomechanics laboratory where we use cameras and Kinovea software for objective analysis, a work hardening unit, a balance laboratory and basic sciences laboratories. We have a PFT and

NCV/EMG instrumentation which I sued in the department. We also have various treadmills including ones for exercise testing, a custom made one of a kind pediatric treadmill and a treadmill customized for wheelchair treadmill training besides a bodyweight supported system. Access to many motorized tilt tables, manual therapy couches, all essential electrotherapy equipment, and wheelchair customized multi-gym are other additions.

Community training is achieved through a vast network of special schools, mainstream schools, senior centers and a tribal health center with residential facilities. Ergonomic experience is imparted through collaboration with industries/ offices and sports training through collaboration with the government-run sports center and Mysore University. These facilities allow us to be able to provide postgraduate programs in all core areas of physiotherapy.

With complete access to several ICUs, orthopedics inpatient, neurology, and neurosurgery, we are able to provide evidence-based and accessible physiotherapy care in all areas. Our services cover the entire gamut of the CBR matrix from early detection to job placement and empowerment. Our services are provided every day of the week for 12 hours with on-call services for ICU patients. Recently we have started home care services for older adults identified as requiring services from the weekly geriatric clinic where all patients are screened for fall risk and fitness. We are associated with the stroke clinic, pain clinic, and dialysis services as well.

Teaching Hospital, Teaching -learning and Laboratory facilities
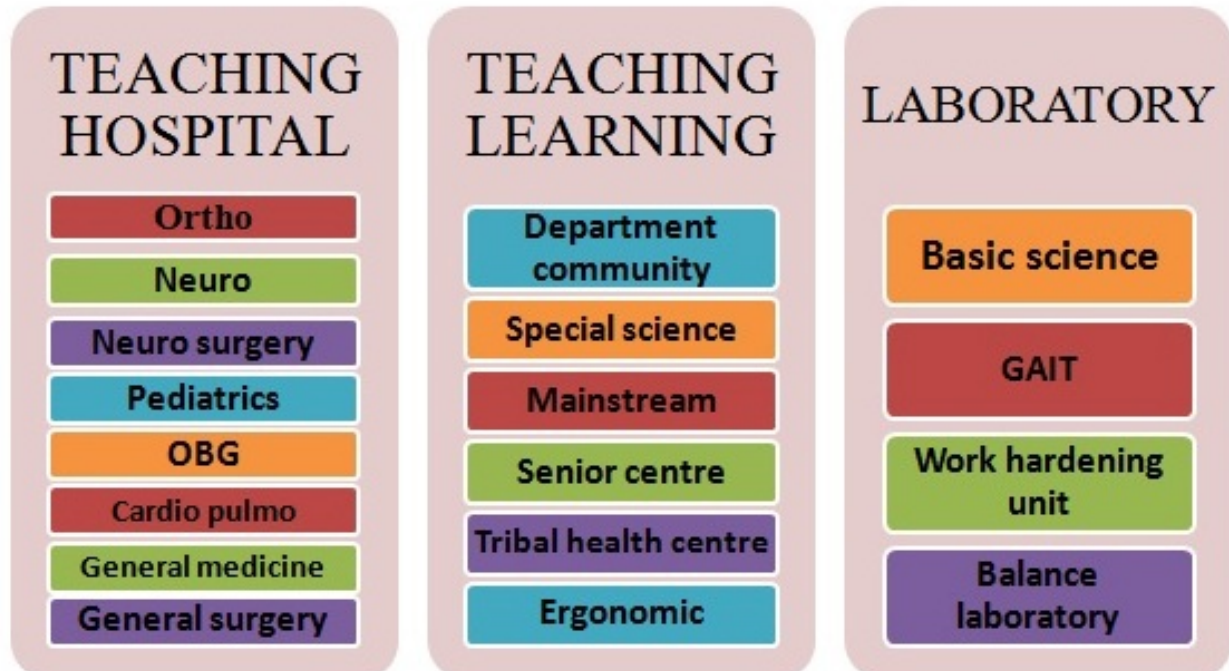
TEACHING HOSPITAL
- Ortho
- Neuro
- Neuro surgery
- Pediatrics
- OBG
- Cardio pulmo
- General medicine
- General surgery

TEACHING LEARNING
- Department community
- Special science
- Mainstream
- Senior centre
- Tribal health centre
- Ergonomic

LABORATORY
- Basic science
- GAIT
- Work hardening unit
- Balance laboratory

File Description	Document
Link for any other relevant information	[View Document](#)
Link for the facilities as per the stipulations of the respective Regulatory Bodies with Geotagging	[View Document](#)
Link for the list of facilities available for patient care, teaching-learning and research	[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: 23852.8

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

2017-18	2016-17	2015-16	2014-15	2013-14
8384	6166	5394	4346	2160

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

2017-18	2016-17	2015-16	2014-15	2013-14
20690	24627	20786	17238	9473

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

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

Response: 1

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.

2017-18	2016-17	2015-16	2014-15	2013-14
231	218	178	133	139

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.

2017-18	2016-17	2015-16	2014-15	2013-14
18	17	17	14	14

File Description	Document
Details of the Laboratories, Animal House & Herbal Garden	[View 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](#)
Detailed report of activities and list of students benefitted due to exposure to learning resource	[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](#)
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](#)

4.3 Library as a Learning Resource

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

Response:

All functions from 1999-2017 were done manually by the librarian in a systematic way by maintaining handwritten records. **Integrated library system** (ILS) is a computer-based system which was started from the year 2016 with **Easy Lib Software (ELS)** Pvt Ltd as a resource planning system for the library to manage internal and external resources. It was incorporated and utilized to track items orders made, bills paid, and patrons who have borrowed. The nature of automation is partial. The ELS comprises a relational database, software to interact with that database, and two graphical user interfaces (one for patrons, one for staff). Features included are:

- Acquisitions (ordering, receiving, and invoicing materials)
- Cataloging (classifying and indexing materials)
- Circulation –to track the lending and receiving materials and books to students so that availability of book can be checked)
- Serials (tracking magazine, journals, and newspaper holdings)
- The OPAC (public interface for users)
- Registration
- Reports
- Digital library

Each patron and item has a unique ID in the database that allows the ELS to track its activity.

To track library utilization which was previously done manually, a biometric attendance system was incorporated in 2017. This allows a method of recording library visits and duration of utilization. Resources utilization is tracked using easy lib software. The use of online resources is tracked through relevant sites.

INTEGRATED LIBRARY SYSTEM

Acquis itions

Digital library

The OPAC

Reports

Easy Lib Software

Serials

Regist ration

Cataloging

Circulation

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 college has a well-equipped library with Reference Section, Journal Section, Reading Hall, Digital Library and AV room. Based on the recommendation by regulatory body RGUHS the library should have a total 1000 number of books, 600-700 core subjects book, 300 allied subjects book, and 2 international journals. Our library has 2255 textbooks, 750 reference books, 8 Indian journals, 2 international journals, 205 e-books, 165 CDs for students references, documentation samples, patient education material for the learning process.

The students also have access to

*   Audio narratives

- CBR barriers photos
- Disability narratives
- Kinovea videos
- Posture videos,
- Lab reports
- X-rays
- Audios
- Rare books
- Movies.

The ratio of the student to the textbook is 8. Library also has a unique collection of 65 rare books and monographs.

The library has access to several online resources like ProQuest , clinical keys, Laerd statistics tutorial, SPS software, pain e-journal, Physiopedia, national digital library, etc. The college has MoU with JSS University where students can assess **Medical College Library** which has 29,450 books, 126 international journals, 118 foreign journals, E-journal where clinical keys are used as data-based learning and 6500 books in Hospital library.

Unique initiatives include a student journal which is a half-yearly online journal moderated by students. The library hosts an e-repository of projects, dissertations, and other research and academic activities of students. Students submit their clinical portfolios at the end of term and the best ones are archived in the repository. All publications from faculty and students of the college are showcased in the library.

The general section boasts a large number of periodicals in various languages and 4 newspapers. Moreover, there is a substantial collection of related and general books including language resources, historical narratives, legal books, computer tutorials and books on national identity.

College magazines of our college and others are displayed so as to encourage creative talent in students. Photographs are archived in the library as well. Old journals are kept as bound volumes. Books that are in high demand are stocked with multiple copies as decided after analysis of student feedback at the beginning of each year.

The separate audio-visual room has 6 devices with headphones so that students can use facilities without disturbance.

Various clinical and teaching material developed by our college are displayed as special reports. These include training manuals for community workers, research reports of measures that we have developed, user manuals and the like. We have several first edition books that are not in circulation anymore but are seminal works in the respective areas. Bold displays of online resources on the website and physically help to bring about awareness in students. The library is open 7 days a week for 12 hours and can be used by all students and faculty.

The library boasts a collection of presentations that are archived under **"ppt bank"**, besides several recorded class lectures. These resources allow students to catch up if they have missed a class. Displays of current practice guidelines evidence-based material is another feature.

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

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

Response: 1.41

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)

2017-18	2016-17	2015-16	2014-15	2013-14
2.03	2.38	0.57	00	0.79

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

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

Response:

The library is open from 8 am to 8 pm on all the working days and from 10 am to 5 pm on Sundays. The digital library has open access and remote access to HELINET from 2008, SPSS, Laerd statistics from 2017-18 and other e-resources.

Annual learner sessions and library usage programs are organized separately for the staff as well as students on SPSS statistics software, Mendeley reference manager, helinet search engine, drillBit plagiarism detection software. Many innovative programs were initiated like the library stars program where the students who used the library the most had their names displayed on a board in the general section; library sections color coding of books to ensure appropriate replacement of books and a fresher initiation into the use of library including the digital library. There is a bookcase dedicated to the display of new arrivals. This is also intimated through notice boards. Books not available in our library are sourced through interlibrary loans from sister institutions. Through our **DELNET** subscription, resources are obtained from libraries in India when these are not available locally.

All current practice guidelines and Cochrane reviews are displayed from time to time. The aim of this is to make the institute updated on recent advances and evidence-based practice and to increase the research output. A separate biometric system is placed in the library to keep a count of the number of persons visiting the library each day and the duration of usage.

As per the records, the total number of teachers and students who have regularly used the library per day over the last year is 156. Remote access is available through the helinet subscription of the affiliating university.

Clinical keys are available in all hospital computers remotely. The JSSCPT library repository is available through our website for students and staff remotely. A student has the ability to reserve books that they wish to have if they are issued to someone else. Reference books are not issued except on a case by case basis. Short sections can be photocopied based on a requisition without violating copyright laws. A

photocopier is available in the library.

Efforts are made to procure essential articles through the library budget if required for research. Students are made aware of online learning sites like Swayam, NDL, Physiopedia, stroke engine, ACSM and the like which they can access from anywhere. Subscription-based software which we have is available for students to use remotely. These include drillbit and Laerd and **STOPS** course which is an initiative through our association with La Trobe University.

Likewise, courses developed by our own faculty are also made available through the website. These are available remotely. A site in the library showcases evidence developed by our college. These are also available remotely. These include questionnaires developed, translated, case presentations and short projects. With both in-person and remote facilities available, the library fulfills student needs and has far more resources than required by the university.
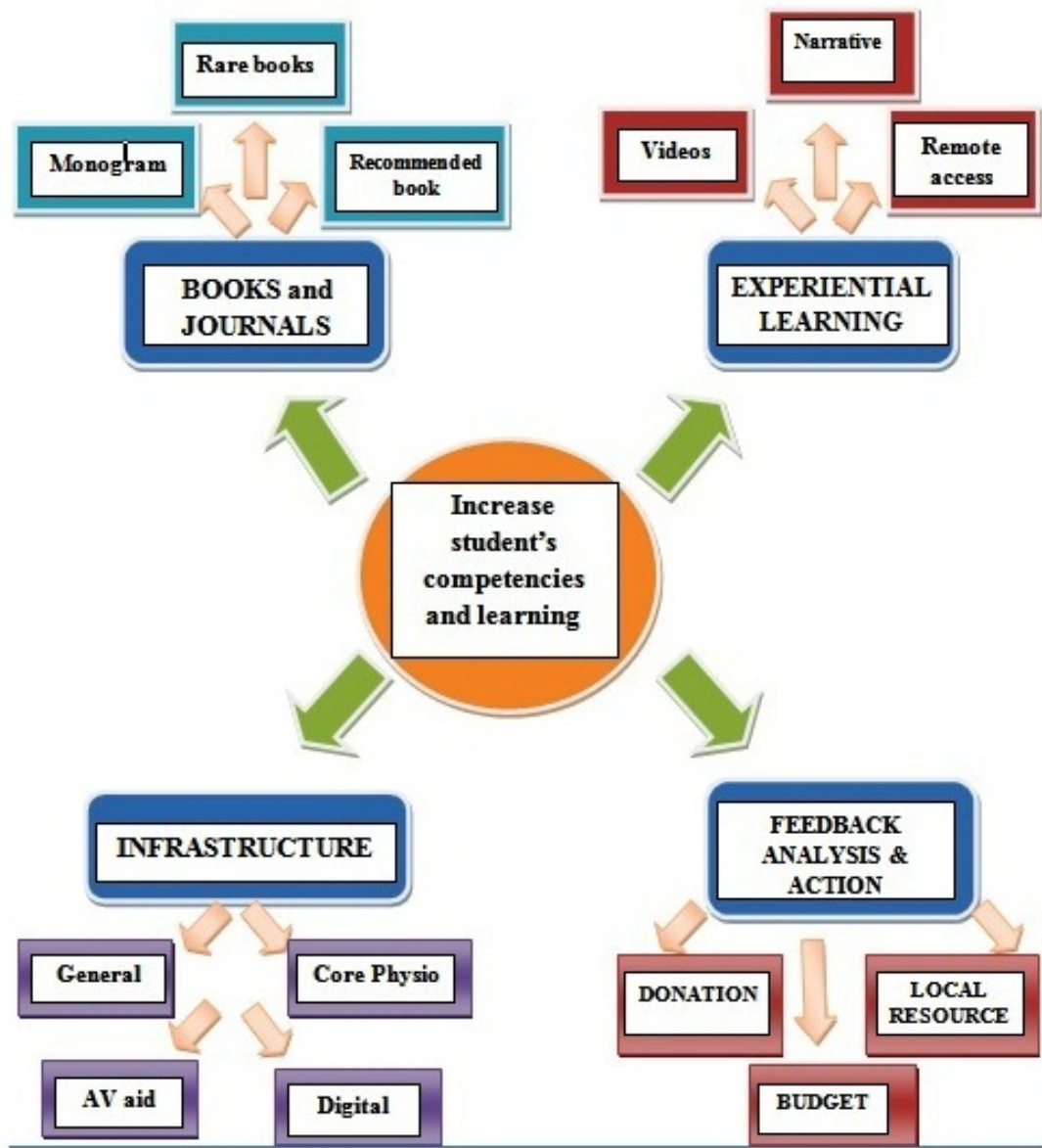
File Description	Document
Link for details of library usage by teachers and students	[View Document](#)
Link for details of learner sessions / Library user programmes organized	[View Document](#)
Link for any other relevant information	[View Document](#)

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

Response: Any Three of the above

File Description	Document
Institutional data in prescribed format	[View Document](#)
Any 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: 93.75

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

Response: 15

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

Response: 16

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

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

Wi-Fi

Response:

With increasing demand for internet ,computers and evolving educational needs in our campus from year 2006 to 2018, the digital library had 6 computers in 2006 to 2013 and upgraded to 12 in 2015 and to 18 till date and with additional one printer, scanner and photocopy machine to library .The college has 13 computers for research, office, classrooms and record room. The college had modem type 1(Business 700 plan) in 2008 and was update in 2013 to LAN of 10 mbps and to 50mbps till date . The students and staff have jio wifi flexibility to use Internet in whole campus. The college has given the facility as user access consumption of internet in the computer allotted for faculties and students in digital library.

2008 to 2013 Student package-business 700 yojana 6 computers in library 2013 to 2015 LAN ,wifi 10 mbps 12 computers in library and campus 2015 to 2017 LAN ,wifi 20mbps 18 computers in library and campus

Every classroom has a dedicated personal computer and LCD projector. Moreover there are computers specifically for audio visual needs and LCD televisions in all laboratories. Every room has internet connectivity through LAN network. To ensure uninterrupted service the college subscribes to three different plans so that the college has internet facilities even with the vagaries of the weather of other disturbances.

Every year budgetary provision is made for updating computer facilities and there has been an incremental increase in facilities. In 2015 the college ventured into low technology lecture capturing equipment for all undergraduate lecture halls. With the success of this venture, we invested in a state of the art LCS system in 2018.

Conducting webinars through the use of zoom software has been a continuous activity since 2016. This allows students to have interactive sessions with teachers from other institutions and even nations. We have had professors from Sweden and New Zealand take classes for our students through this medium. So far this has been achieved through personal subscription and we intend to extend this to institutional subscription in the future.

Currently we undertake a large part of learning through Google classrooms as all students have access to internet and computers. This has decreased the use of paper and increased transparency.

Our website has been upgraded since 2013 and now is interactive with easy to use links for student learning available on the website itself. Other IT initiative s have been updating the operating system from windows 7 to windows 10. Likewise accounting software is updated as necessary.

A copier, printer and scanner are available in the library for use by students as per need. Additionally these facilities are available in the research office as well which students can avail of. Moreover for safety, the campus is covered by CCTV coverage. The hospital department and rehabilitation centre have adequate number of computers for documentation and research for students and staff. Attendance in the hospital postings is taken through the means of biometrics to ensure transparency.

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

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

Response: 50 MBPS-250 MBPS

File Description	Document
Institutional data in prescribed format	View Document
Details of available bandwidth of internet connection in the Institution	View Document
Bills for any one month of the last completed academic year indicating internet connection plan, speed and bandwidth	View Document
Any other relevant information	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: 4.38

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)

2017-18	2016-17	2015-16	2014-15	2013-14
1.74847	1.63873	2.50906	0.089	0.22104

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

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:

The first policy manual was developed participatory manner in 2014. This had various sections including academic, administrative and clinical. As facilities increased the policies have been updated and revised several times.

A well organized and systematic policy and procedure manual with specific and various sections is our pride. Each policy is described as a guideline with relevant procedures listed under each. Each procedure is described under scope, objective, procedure, responsible person, accountable person, exceptions. Non conformity with policy is taken seriously. All administrative policies and procedures are described in Kannada and English to enable clear understanding. Policies and procedures are updated with participation from stakeholders. These initiatives have yielded fruitful returns in decreasing the amount spent on repairs and maintenance of various items. All equipment are calibrated as per guidelines. Annual maintenance contract is maintained on necessary equipment in the college and hospital department.

Each day the housekeeping staff sign off on a log in each room and thus any breakage or other damage is brought to the notice of administrative staff in a timely fashion. This is complemented by facility rounds conducted by the clerk in charge of general affairs every month where she notes down needs for repair and maintenance and ensures that they are done. Budgetary provision is made annually to ensure appropriate and adequate maintenance of facilities.

All stock items are verified every quarter and subjected to internal audit annually. Laboratory item usage is recorded in a maintenance and usage register to ensure timely maintenance especially of items like bulbs and battery cells. The physical education department performs quarterly audits against the stock to replace consumable items and repair and replace others items so that facilities are never compromised.

The institute has a library policy to maintain books including binding and repair of damaged books, binding of periodicals of the previous year, restocking of popular books and increasing copies as per demand. The digital library is maintained through strict procedures. These include updating of virus software, daily deletion of downloaded material from computers used by students, disablement of USB drives in computers used by students and updating of software. All computers and projectors are connected through an uninterrupted power supply to ensure longevity and prevent damage due to power surges. To prevent damage to sensor sin projector by misuse by students, all classroom equipment ifs managed by the lab assistants.

Regular vacuuming of equipment help to prevent dust accumulation. The central laboratory office and the general affairs clerk take responsibility to oversee the procedures concerning these matters. Monthly meetings of non-teaching staff are conducted and all issues are voiced here and remedial action planned and implemented. The IQAC members take specific responsibility for sections and monitor adherence to policy.

Prior to every academic year, audits are done to ensure that we are ready for the following year in all aspects from classrooms to library and laboratories. All non working and non-salvageable items are condemned as per condemnation policy. This is done through licensed agencies responsibly.

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

Criterion 5 - Student Support and Progression

5.1 Student Support

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

Response: 5.06

5.1.1.1 Number of students benefited by scholarships /free ships / fee-waivers by Government / Non-Governmental agencies / Institution during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
12	09	11	8	4

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

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: E. None 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]()
Any additional information	[View Document]()

Other Upload Files	
1	[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: 11.84

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

2017-18	2016-17	2015-16	2014-15	2013-14
32	21	21	19	21

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](#)

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

Response:

In 2013 we decided that it was necessary to understand external trends in order to enrich our curriculum delivery. A nascent international cell was created. Initially, the efforts were focused to invite physiotherapists working overseas to come as guest lecturers. This reaped benefits and we had a sports physiotherapist working in the UAE (Prasobh Gopalakrishnan) come for 2 consecutive years in 2013 and2014 to take workshops for our postgraduate students.

This was complemented in the following years with the visits from Dr. Ramakrishnan Mani of Otago University, NZ and Dr. Ashokan Arumugam then working in the University of Umea Sweden. In 2015 we had a workshop conducted by Dr. Ton Schreuder of the Netherlands in Hand splinting. Following these initiatives, we decided to solicit students from abroad for short term and formal training. These efforts were successful through the admission for MPT of Mohammed Munir from Libya, Benjamin Fink from Vienna (Austria), AlenaSteinbacherfrom Austria and Ujjwal from Nepal.

Short term training in the form of the internship was sought by two students from the University of Vienna- Benjamin Fink and Alena Steinbacher in 2016 and 2017 respectively. Through the efforts of the

international cell, the collaboration between JSS Academy of higher education and research and La Trobe University was tapped and we had several productive interactions culminating in a weeklong visit by students and program head from the school of physiotherapy of the university. The students from Australia had the opportunity to observe a variety of management methods that are unavailable to them and they and our students were able to understand cultural differences in patient presentations and expectations.

As a result of these programs, one of our students received a coveted and prestigious scholarship from the University of Otago and is presently pursuing his masters under Dr.Mani. Two research projects were initiated between La Trobe and JSSCPT. One is completed and one is underway. A collaborative Ph.D. is on the anvil with La Trobe.

The international cell also facilitated research exchanges. Notable in this was the request and subsequent award of a tool developed by Dr.Kavitha Raja and colleagues for evaluating hand function to researchers from South Africa, Norway, and Indonesia.

Other international exchanges include several requests from physiotherapists abroad for articles published by Jackson Joseph and Dr. Kavitha Raja on curricular innovations.

In short, the international cell has facilitated meaningful and rich exchanges in clinical, academic and research areas.

Year Number of students from other countries Number of NRI students Other Activities 2013-14 NIL NIL 2014-15 Mohammed Muneer NIL 2015-16 NIL NIL Benjamin Fink – Internship 2016-17 NIL Tenzing Palden Alena Steinbacher– Internship Annelize Malan – Research Purpose 2017-18 T Nambi Ethendra NIL Putri Dirgantara – Research Purpose (instrument in hand manipulation) Sognnes, Margunn - Research Purpose 2018-19 Ujjwal Nikita Sunil Donna Charia Sneha Tommy Harikrishnan Ranganathan - Research Purpose Md.Rashid –Research study Mr.Scott Bednarz – Practicing STOPS

File Description	Document
Any additional information	[View 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

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: 71.43

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 ..

2017-18	2016-17	2015-16	2014-15	2013-14
4	4	1	1	0

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

2017-18	2016-17	2015-16	2014-15	2013-14
7	4	1	1	0

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: 43.93

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

2017-18	2016-17	2015-16	2014-15	2013-14
28	08	13	14	08

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: 25

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

Response: 8

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

5.3 Student Participation and Activities

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

Response: 18

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 .

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	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 student council is a formal body with its constitution, hierarchy and its own office. At the beginning of each academic year, it is elected by free and fair elections under the moderation of a faculty representative.Representation is ensured form all classes including postgraduates. Primarily the council prepares an annual activities calendar that is submitted to the faculty. Faculty ensures that the calendar does not clash with the academic calendar and the calendar is finalized. Following this the council representatives for each activity plan and coordinate respective activities. This involves the decision of guests, participant rules, booking of the auditorium, financial management, enforcement of discipline and empathetic conduct of the programme, submission of reports and accounts. A regular programme that come under the purview of the council includes national holidays, regional festivals, national integration day and competitions associated with sports and cultural weeks.

Additionally,the student council actively participates in other college activities essentially as carriers of student suggestions and as the student face like graduation day, fresher's day, workshops and conferences and other activities moderated by faculty. Every committee of the college has student council members as representatives. These include the grievance committee, cultural committee, sports, academic, library, and curriculum. The role of the council in these committees is to put forth student requirements, suggestions and dissatisfaction to better improve processes of the college.

It is due to the leadership of the student council that we have upgraded many of our infrastructure facilities including sports, classrooms and internal evaluation methods. The council plays an important role in maintaining discipline by acting as counselors and guides in traffic, empathy, preservation of college property, and punctuality. Due mostly to these efforts we have no instances of defacement of property, graffiti or the like.

The student council is a student-centered organization that values participatory decision making.The members act a liaison between the students and the faculty for improving student's amenities. Important outcomes have been setting up a boy's common room, water dispenser in the library, meditation room and consistent increase in sports and recreational facilities. As the center of college community life, the council

complements the academic experience through an extensive variety of cultural, educational, recreational, social activities and sports programs. These programs provide the opportunity to balance course work and free time as cooperative factors in education.

The student council plays an important role in the initiation of freshers into college culture by conducting various activities for welcoming freshers, workshops as ice breakers and peer counseling. Student council members also accept responsibilities for volunteering time to assist with remedial classes to assist poor performers and act as a liaison to bring their issues to the notice of mentors and faculty. Peer counseling responsibilities undertaken by members of the student council have reaped rich benefits in decreasing student attrition, poor performance, campus misdemeanor to name a few. Student council members liaise with alumni and identify opportunities for professional upliftment including webinars,workshops internship opportunities and higher education.

File Description	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: 12.8

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

2017-18	2016-17	2015-16	2014-15	2013-14
04	04	04	03	02

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

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:

"**JSS Physiotherapy Alumni Association"**

The alumnus of JSSCPT is **not a registered entity** to date though it is fully functional since 2014. 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 in the month of May. Monthly meetings to discuss various curricular and co-curricular activities that can be taken up by the alumni are held on the first Saturday of every month through the WhatsApp group.

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 foster a spirit of loyalty and to promote 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.

At the end of each academic year, alumni's opinion is solicited for any changes required in teaching and learning. Several such suggestions have been incorporated. **Notable improvements have been through the integration of webinars through zoom and student volunteer ships in local clinics.**

Felicitation of distinguished alumni is done on graduation day 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. Sports sponsorship for the travel and stay of elite athletes of the college is aided by alumni. Philanthropy towards academically weak students who cannot afford the financial needs for their further studies has benefitted three students in the past 4 years.

Under alumni initiative, the college has conducted two landmark events- the fifteenth and twentieth year anniversaries. Members from various parts of India attended these functions. Alumni entrepreneurs in Mysore city have been very supportive during the conduct of world physiotherapy day, during guest visits and for patient referrals. For ease of management, a few core members of the alumni association are employed with JSS hospital. Distinguished alumni have made a mark for themselves and the college by acting as advocates for the college.

Alumni Association Activities

Curriculum Enrichment - It is done by taking frequent feedbacks, lectures, webinars etc.

Public Perception & Advocacy - Every year Externs come from kerala as they go through various departmental postings.

Resource Enrichment - Every exicting batch donates books, speakers, furniture etc. which is required to the institution.

Alumni Association

Professional Identity Creation - Alumni of college volunteers themself for higher education in various parts of the country and in different countries

Employment Opportunities - Alumni inform students regarding vacancies, competative exams, etc. in various places

File Description	Document
Link for quantum of financial contribution	View Document
Link for frequency of meetings of Alumni Association with minutes	View Document
Link for details of Alumni Association activities	View Document
Link for Additional Information	View Document
Link for audited statement of accounts of the Alumni Association	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
Any additional information	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

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 college operates under the administrative wing of JSS MVP with considerable autonomy to frame policies and undertakes administrative policies within the framework of the parent organization.

The vision statement of JSS College of physiotherapy is "**committed to provide quality education at the Under Graduate and Post Graduate levels with an emphasis on practicing the profession with dignity and compassion in keeping with global excellence standards and human values**".

The **mission statement** of our institution is as follows:

- To inculcate professional competence through education.
- To define current needs to promote research.
- To nurture relationships to foster development with societal engagement.
- To encourage future leaders with a commitment to accountable patient care.

Efforts to achieve these are made by implementing evidence-based practices, critical thinking and appraisals. Focus to global excellence standards in patient care, academics and research are implemented through guidelines and advancements in standardized equipment's. Students are exposed to ethical and value-based education through postings in various community areas. It is also carried out in theory modules followed by practical modules followed by clinical modules which drive students towards the global excellence, the international engagement cell committee of the college frequently outlooks the global strategies in education and helps in implementing those into the current educational practices of the college based on their benefits to the students. Each department and head of the departments also conduct a regular monthly meeting to improve the quality of teaching methodology.

The college has a decentralized form of administration with division into various departments including academics, supportive, clinical and administrative. Every staff member has the ability to express an opinion and implement innovations in their areas. Thus participative management is practiced. An example is the housekeeping roster which is managed by the support staff, sharing of responsibilities by administrative staff, etc. The patient care area is supervised by a hospital coordinator who has the autonomy to bring about changes as and when necessary at a given point of time.

Student leadership is reflected in their exercise of autonomy in planning and implementing various activities and in their participation in committees. A focus of this is to create young leaders. The alumni council takes initiatives in garnering information about current global advances and help to organize events both physical and through Webinars.

We are a forerunner in the field of physiotherapy education in India in implementing standardized assessment methods for student learning by implementing practical skills manual and a competency-based checklist system in clinical practice.

These are some of the successful efforts implemented for consistent excellence. These efforts have borne fruit as evidenced by alumni feedback.

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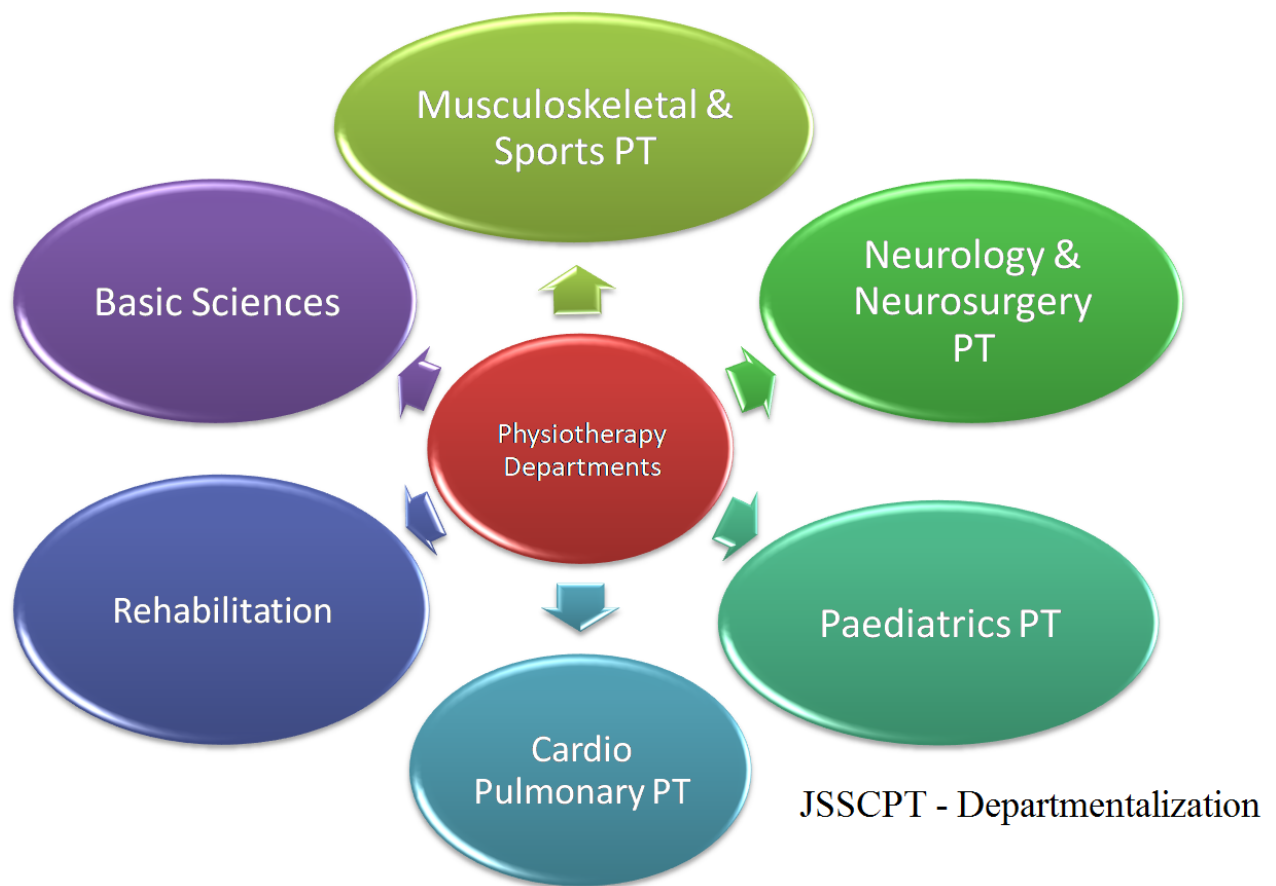
File Description	Document
Any additional information	View Document
Link for Vision and Mission documents approved by the College bodies	View Document
Link for additional information	View Document
Link for achievements which led to Institutional excellence	View Document

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

Response:

JSS College of Physiotherapy has an effective leadership which is reflected in our institutional practices. The Governing council and RGUHS are the regulating authorities. As evident from the Organogram decentralization is practiced in all areas of

- Academic

- Administrative,
- Library and physical education.

Of which academic is provided with various departmental sectors such as

- Basic sciences
- Cardiopulmonary
- Musculoskeletal and Sports Physiotherapy,
- Neurosciences and
- Pediatrics

Monthly meetings are conducted on a regular basis at the end of each month to discuss the resolutions and action taken on the agenda of the last meeting and to plan for the consecutive month. Prior to the monthly meeting, coordinators meeting and the department meeting is conducted. With the inputs and the suggestions from the staff members and the coordinators, the monthly meeting is proceeded to plan for the effective delivery of the consecutive month. The meeting has been recorded and the minutes prepared is circulated among all the staff. The minutes of the meeting is documented, thus providing a strong base for decentralization. **IQAC meetings** are held at regular intervals to improve the quality assurance and maintenance of the institution. Non-teaching staff meetings are held regularly. **Cultural and sports committees** in which students actively participate and co-ordinate to showcase their talents. Library meetings are held annually to improve library resources and databases.

Academic activities are supervised by the respective coordinators through the meetings held by the UG coordinator prior to the monthly meetings. Administrative activities are looked after by the members of IQAC and by the administration committee. Clinical activities are overseen by the respective heads of various departments thereby ensuring that the quality of patient care along with delivery and transmission of clinical skill to the students. Research activities are undertaken by the Institutional Research Committee(IRC) which works efficiently to improve the research output of students as well as the staff members. Which consist of a chairperson, secretary, and members who will look into all the innovative ideas and helps in transforming them to evidence-based research.

Outcomes: Due to these efforts, there has been a consistent increase in research output, university rank holders, awards and recognition.

Departmentalization

Context: The college of physiotherapy has dual functions of academics and patient care in the hospital. Prior to 2014, the college functioned as a single unit with the principal as the head who is responsible for both academics and patient care.

Objective: To improve efficiency in functioning, learning outcomes, administration, and patient care.

Process: The college, as well as the hospital, is divided into various departments and the respective academic faculty is posted in the hospital in 3 months of the rotational basis for delivering bedside teaching with the emphasis of recent advancement in patient care and effective clinical handling for the students. With this, the students have also engaged in clinical case conferences, case presentations and regular camps which improves the quality care of the department.

Outcomes: Improvement in patient care outcomes, increased patient flow, improvement in patient feedback.

JSS College of Physiotherapy-Decentralization and Participative management

```
                    ┌─────────────────────┐
                    │   Decentralization  │
                    └─────────────────────┘
                              │
                              ▼
                    ┌─────────────────────┐
                    │  Departments=   10  │
                    └─────────────────────┘
                              │
              ┌───────────────┴───────────────┐
              ▼                               ▼
    ┌──────────────────┐          ┌──────────────────────┐
    │   Academic= 6    │          │   Administrative= 4  │
    └──────────────────┘          └──────────────────────┘
              │                               │
              ▼                               ▼
```

Academic	Administrative
1. Basic sciences 2. Musculoskeletal & sports PT 3. Cardiopulmonary PT 4. Neurology and Neurosurgery PT 5. Rehabilitation 6. Paediatrics	1. Office 2. Library 3. Laboratory 4. Housekeeping

- Lesson plan
- Method of curriculum delivery
- Patient care
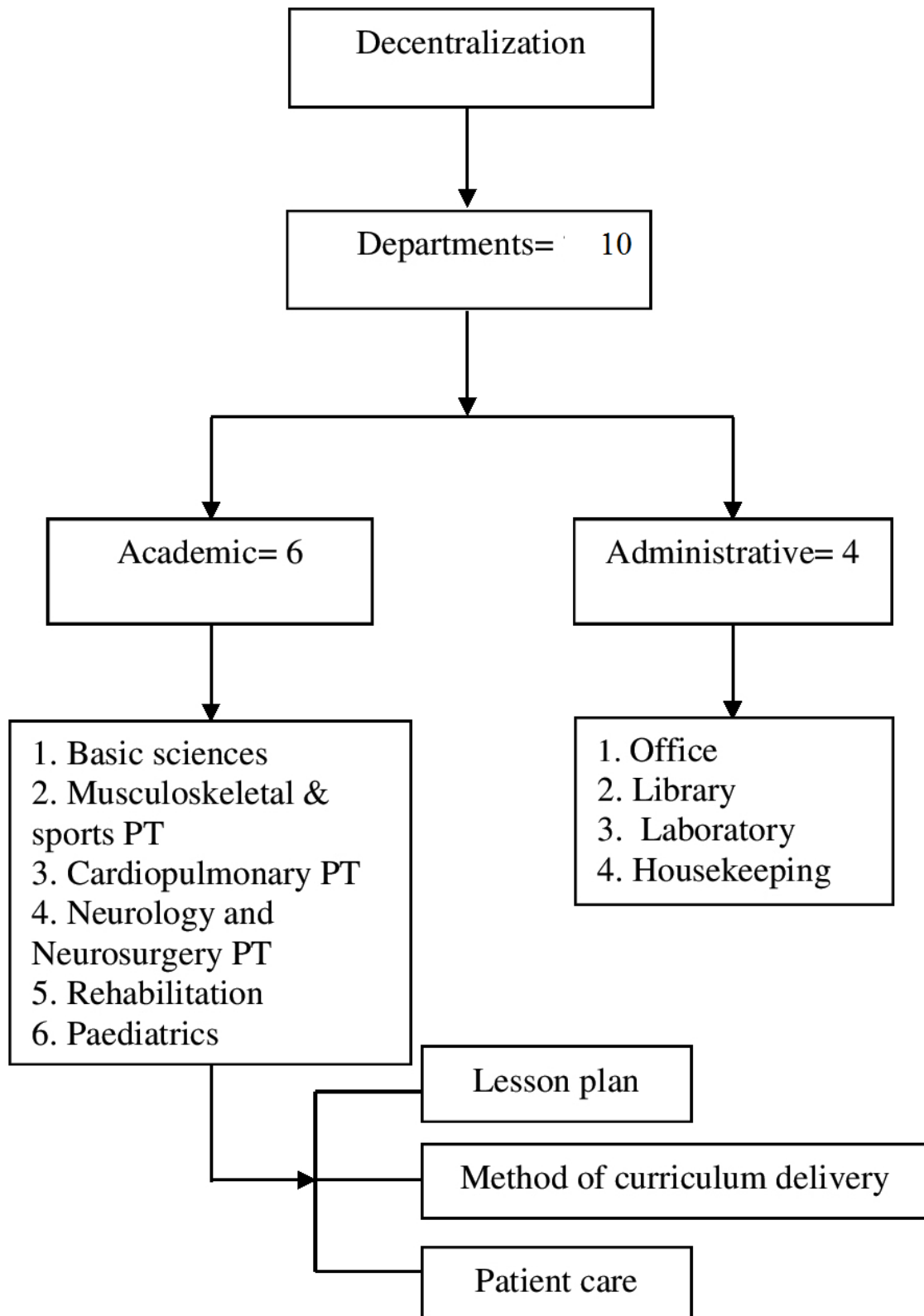
File Description	Document
Link for relevant information / documents	[View Document](#)
Link for additional information	[View Document](#)

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 statutory bodies of the college are

- Rajiv Gandhi University of health sciences(RGUHS),Karnataka
- University Grants Commission(UGC)

The committees of the college indulge in the overall performance enhancement and quality assurance. The committees are chaired by senior staff and include specific faculty as members and students' representatives. The committees are

- Internal quality assurance cell
- Library committee
- Curriculum committee
- Internal research committee
- Faculty development program committee
- Red cross
- Community programs
- National service scheme
- Grievance committee
- Cultural committee
- Sports committee
- Clinical committee
- International engagements committee
- Alumni committee

We strictly comply with the regulations as reflected in the lesson plan. A strategic plan was formally articulated in the year 2017 to guide and evaluate the progress of the college. The strategic plan of the college sets out to realize its objectives by 2025 in a step by step process with performance indicators and measurable goals.

The college started as a small extension unit and now is housed in its own building. The major milestones are :

- Commencement of PG course from 2005
- Increased intake in UG from 2015
- Moved into own building from 2015

- First international research grant in 2015
- Improved library facilities from 2016
- First research grant from GOI in 2016

The following proposed strategies have been achieved in our institution

- Enhancement of curriculum delivery in an integrated manner has been achieved through the lesson plan and SCALB
- Embracing new technologies, innovative learning models and intellectual inquiry through ICT provision achieved through LMS and LCS
- Nurturing, aligning and raising the performance of research activities through grants and publications
- Good governance, increase in policy advocacy and internalization through La Trobe and Zoom classes are our masterstrokes.

These are our vision for 2020 which we have accomplished

- Enhance curriculum delivery in an integrated manner
- 100% comfort level of all staff and students with ICT
- Minimum of 10 publications per department per year and three ongoing research projects in the department in line with national health priority
- Self-sufficient in infrastructure and staffing requirements
- Being the partner of choice in the Mysore city area for disability-related activities

One of the emerging health care concerns in our country and globally is poor fitness among school children. This has negative effects on health in their later years. We initiated a school level fitness testing and education of the teachers in government and government-aided schools in Mysore city. This program is ongoing and is now in its 4th year. So far we have completed the evaluation of five (5) schools (435 children). The program is well received and we have been able to identify 65 children at risk of ill health. Moreover, we have received a grant from other activities in this area including support of services at District early intervention center (DEIC), Mysore. Our postgraduate students are posted in DEIC and help to provide evaluation and intervention sessions to the children registered under the program. The assessment of these initiatives is through feedback received from the stakeholders, our alumni's employment statistics, looking at various other universities, and current trends

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

6.2.2 Implementation of e-governance in areas of operation

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

Response: E. Any one 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](#)

6.3 Faculty Empowerment Strategies

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

Response:

The institution has effective welfare measures for teaching and non-teaching staff which provide them with medical care, financial supports, leave benefits and other form concessions. The List of existing welfare measures for teaching and non-teaching staff are as follows:

1. All teaching and non-teaching staff have extended welfare benefits of contributory **Provident Fund** where the teaching and non-teaching staff are included with tax benefits, lifelong pension, insurance benefits', premature withdrawal options and higher returns, **Gratuity** provides statutory benefits for the employee who have served the institution for at least 5 years, **ESI** delivers medical, sickness and disablement benefits for the non-teaching staffs and other insurance schemes as may be applicable in accordance with law .
2. The staff also have extended health benefits at the JSS hospital at no or **subsidized costs** which implies to the employee and their family members.
3. **Probationary Staff:** In the first two years of employment the staff member is eligible for two days of casual leave per month which may be carried over to the next calendar years. Additionally, they are eligible for 2 days of restricted holidays on designated days each calendar year.
4. **Compensatory leave** such as extra clinical duty, duty done on holidays, will fetch compensatory time off for the staff member commensurate with the number of actual hours worked.
5. Confirmed staff: After a staff member is confirmed, he/she is eligible for a **casual leave** of 15 days and **earned leaves** of 30days which they can avail on 1-month prior notification.
6. **Special leave**: All staff is entitled to a total of 12 days of special leave each calendar year for

attending conference, workshops and any other certified courses which in turn enables staffs to develop their skill and knowledge.

7. Considering the **women health benefits**, the female staffs of the institution are aided with 6 months of maternity leave.

8. **Housing society for employees**: JSS Mahavidyapeetha Employees Housing Society provides sites and financial assistance for construction of houses to Mahavidyapeetha employees. It has developed about 181 acres of land and has distributed 661 sites to its employees. It has future plan to acquire more land and provide sites to its remaining members.

9. Based on the availability, the staffs can also avail the **staff quarters,** near the hospital campus which provides stay for the employee along with family at an affordable cost. The quarters' is provided with security and all modern facilities.

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

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

Response: 72.28

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

2017-18	2016-17	2015-16	2014-15	2013-14
14	10	12	8	11

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

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: 8.8

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

2017-18	2016-17	2015-16	2014-15	2013-14
7	6	6	5	5

File Description	Document
Institutional data in prescribed format	[View Document](#)
Copy of circular/ brochure/report of training program self conducted program may also be considered	[View Document](#)
Any 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: 51.15

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

2017-18	2016-17	2015-16	2014-15	2013-14
8	8	5	2	6

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

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

Response:

The Performance Appraisal System for teaching and non-teaching staff is based on the Annual Confidential Report form, designed by the management which was updated by the institution. For teaching faculty, self-appraisal forms consist of a set of questions and grading through which the faculty evaluates self. It has components of skill and knowledge, general remarks, which is graded by the Head of the Department as well as the Head of the institution and the filled-in form. Along with this, there is also self-assessment, self-appraisal, student feedback and peer evaluation which are taken into consideration. For non-teaching faculty, appraisal form will consist of personal information, other aspects like punctuality, participation, accountability, etc. based on which grading is done by the head of the institution and is sent to the management at the end of each year for consideration of increment and promotion. The promotions and increments to the faculty are sanctioned based on the fulfillment of required criteria.

The feedback is analyzed and the report is given to the respective faculty. The responsibilities and leaderships are given to the faculty based on the area of expertise which is obtained through the appraisal tool, student and peer feedback.

JSSCPT - Method of Annual appraisal system
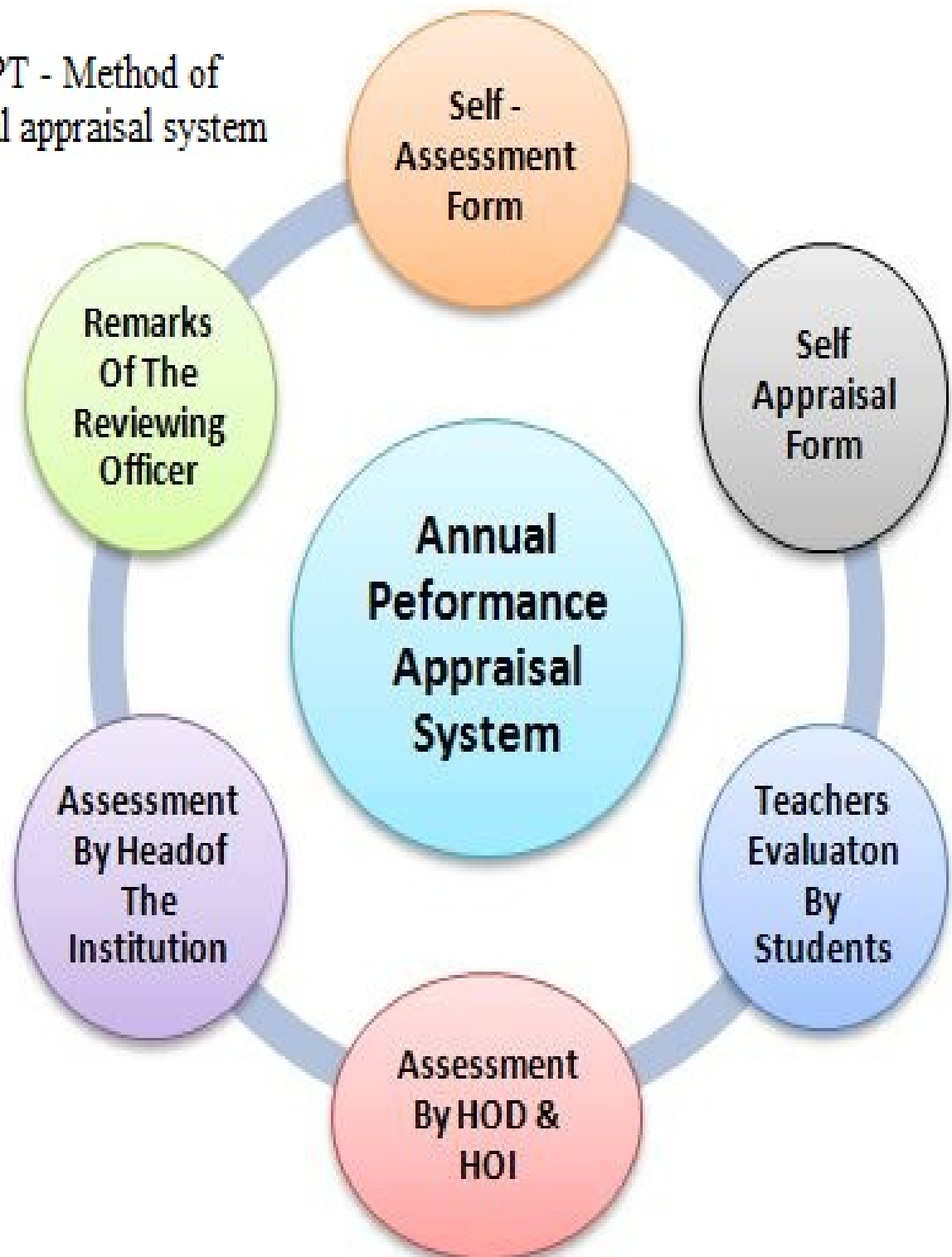
Self - Assessment Form

Self Appraisal Form

Remarks Of The Reviewing Officer

Annual Peformance Appraisal System

Assessment By Head of The Institution

Teachers Evaluaton By Students

Assessment By HOD & HOI

File Description	Document
Link for any other relevant information	View Document
Link for performance Appraisal System	View Document

6.4 Financial Management and Resource Mobilization

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

Response:

The institution uses strategies which are as mandated by the governing committee.

The institution is supported financially by the JSSMVP, which has the standards of practices in mobilizing funds from the philanthropists; also the optimal use of the funds is mandated by the finance committee of JSSMVP which suggests budget and sanctions based on the needs. This utilization of resources is carried over as per the resource mobilization policy of JSS Mahavidhyapeetha which includes identifying potential funding sources, soliciting pledges, depositing the funds and finally recording the transactions. We also adhere to the guidelines of JSSMVP and all the transactions are audited.

INSTITUTIONAL STRATEGIES FOR MOBILIZATION OF FUNDS & OPTIMAL UTILIZATION OF RESOURCES

Additionally, the possibilities of research grants are analyzed, which is carried out through,

- Whenever the grants are available the IRC is constantly updating and encouraged to apply for the project grant proposal.
- Alumni council facilitates a donation to the institution in the form of books and equipment.
- Additional revenue generation by conducting workshops and training programs (PG CON3, pre-conference workshop) and in coordinating with external agencies in providing services.

- The optimal utilization of the resources available viz energy-saving procedures, reduction in paper usage policy and water conservation procedures.
- Annual maintenance is checked through audit carried out by the respective administrative in-charges and the feedback is obtained for improvements in the infrastructure, updating of equipment's, etc. Apart from this periodic stock checks has been done at regular intervals to reduce the expense on breakage and replacements of resources.
- Sharing of the resources like campus, bus, auditorium between the sister colleges.

The funds are effectively utilized in improving the standards of education and structural requirement of the institution.

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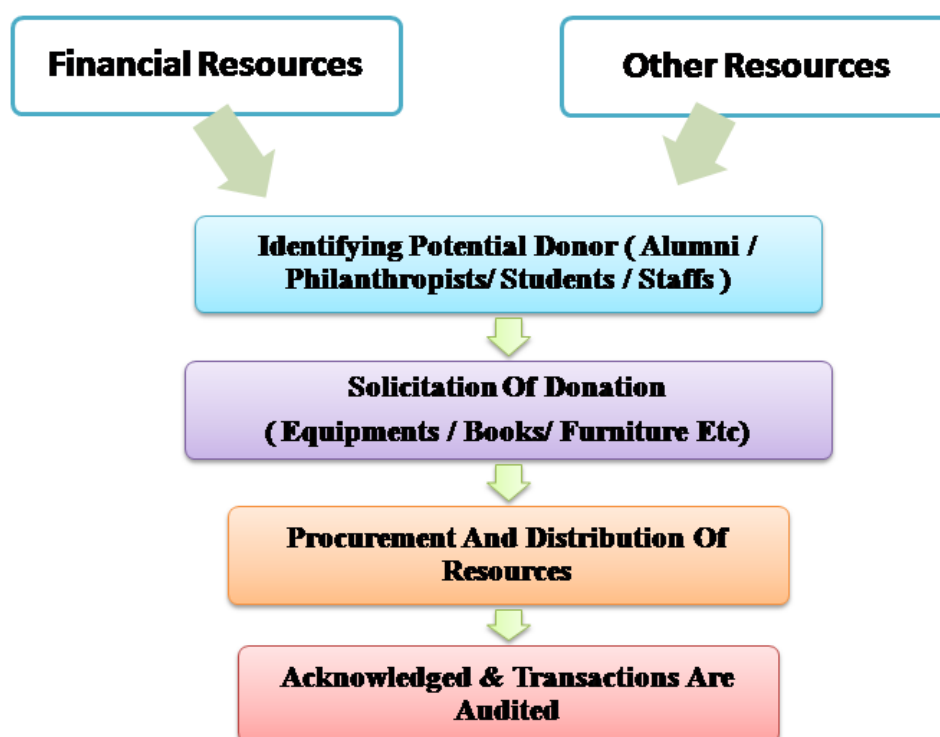
File Description	Document
Link for resource mobilization policy document duly approved by College Council/other administrative bodies	View Document
Link for procedures for optimal resource utilization	View Document

6.4.2 Institution conducts internal and external financial audits regularly

Response:

Various internal and external financial audits carried out during the last five years with the mechanism for settling audit objections. The institution conducts regular internal and external financial audits to maintain financial prudence.

To provide audit compliance and to promote accountability the institute follows the rules framed by the management in financial auditing. The internal auditing is carried out by the auditors from the JSSMVP and to have better governance it is also audited by the external auditors annually.

The mechanism of settling the audit happens when the internal auditors audit the financial statements, accounts, and records in accordance with the institution periodically and send the objections which are sorted out and the justifications are given and are sent to finance department through DME and if it is satisfactory the audit is settled. These final statements are audited by the external auditors, which are then approved with an audited income and expenditure statement which takes place annually.

File Description	Document
Any additional information	View 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: 6.1

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

2017-18	2016-17	2015-16	2014-15	2013-14
0.4400	0	0	0	1.73500

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 main purpose of the IQAC is to maintain the systems as per policy and any changes or deviations are brought to the notice and by consensus, either policy is modified or concurrent action is taken.

Goal: To oversee the quality processes of the college from time to time and to enforce the high-quality processes in the academic, clinical and administrative activities of JSS College of Physiotherapy.

Scope: Academic audit: Academic activities include but are not restricted to develop, correct and maintain lesson plan, Unit plan, and practical manual.

- **Clinical audit**: Clinical activities include but are not restricted to enforce, develop and update clinical practice guidelines, student competencies, and documentation.
- **Administration audit**: Administrative activities included but are not restricted to finance, budget formation, admission, student and faculty development programs, safety and security measures, indents, stock maintenance, and documentation.

By the consonant activity of the IQAC, healthier changes have been observed in academic, administrative and clinical sector.

Lab exhibitions and Internal assessments have been done to upgrade the quality and standard in the academic sector. And the smart TV's installation in each departmental lab was an initiative of IQAC which helps to enhance clinical skills.

TITLE: INFRASTRUCTURE MAINTENANCE

Context: We have moved into our new premises in Nov 2015. The new premises have a significantly larger area and facilities than the previous premises. For optimum management, the quality cell identified the need for training

Process: Housekeeping staff is trained in infection control and hygiene precautions. A clear cleaning schedule has been developed. Regular reporting and daily rounds to monitor cleaning activities as per schedule are done. Regular maintenance report and remedial measures are carried out.

The quality cell coordinator performs the process audit at regular intervals.

All repairs and service needs are noted in a register. The clerk in charge of establishment ensures that necessary work is completed within the period allotted.

Outcome: Decrease in the number of complaints

Title: GREEN INITIATIVE

Context: There was a significant amount of paper used for duplicate copies and circulars

Initiative: Non-teaching and teaching staff and students have been trained to decrease the use of paper. Circulars, staff salary slips, and daybook are generated as e-copies. Printing is done on both sides of the paper. Old circulars are reused for printing. The paper audit is in a place where paper usage must be justified. Disciplinary action is taken for negligence.

Title: Document retrievals

Context: Lot of difficulties was encountered while retrieving previously existing files.

Initiative: To enable easy access to the documents, we have come up with the filing system. The files are divided into 4 main domains. They are Office (O), Records(R), Archives (A) and Library (L). The office series files consist of files that are kept in the office. Records series files consist of files kept in record rooms. Archives series files consist of files that are kept in archives and Library series files consist of files pertaining to library affairs.

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

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

Response: 80.02

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

2017-18	2016-17	2015-16	2014-15	2013-14
11	12	15	11	15

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](#)

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: C.Any two 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: 5

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

2017-18	2016-17	2015-16	2014-15	2013-14
1	1	1	1	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](#)
Extract of Annual report	[View Document](#)

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

Response:

GENDER EQUITY ACTION PLAN

The institution has been organizing gender equity programs since 2015 in order to sensitize the staff and students with the issue of gender equality and to prevent discrimination and harassment of the female staff as well as students. It has taken several initiatives towards gender sensitivity. CCTVs have been installed throughout the campus of the institute to monitor the movements of each person entering and leaving the premises. This has enabled that no untoward incidents have been reported throughout the campus, both during and after working hours.

Security personnel is employed on the campus throughout the day, as the institution is open from 8 am to 8 pm. Separate common rooms for boys and girls, with separate restrooms, provide privacy. Ragging and sexual harassment are strongly prohibited and this is reinforced in the induction and repeatedly thereafter. Clear policies as per UGC guidelines exist for violators.

The institution has made provision for multiple laboratories, where provision for practice for boys and girls separately is made and privacy is maintained through curtains. Separate male and female faculty supervise

the students during practice. The entire teaching and nonteaching staff, as well as students, are part of the gender sensitization program. It is emphasized during the programme that any sort of insensitivity towards women is strictly dealt with. This gives a strong message to everyone that even a trivial incident will be taken up seriously. This has resulted in no untoward incident being reported since the inception of the college.

7.1.2. GENDER EQUITY ACTION PLAN
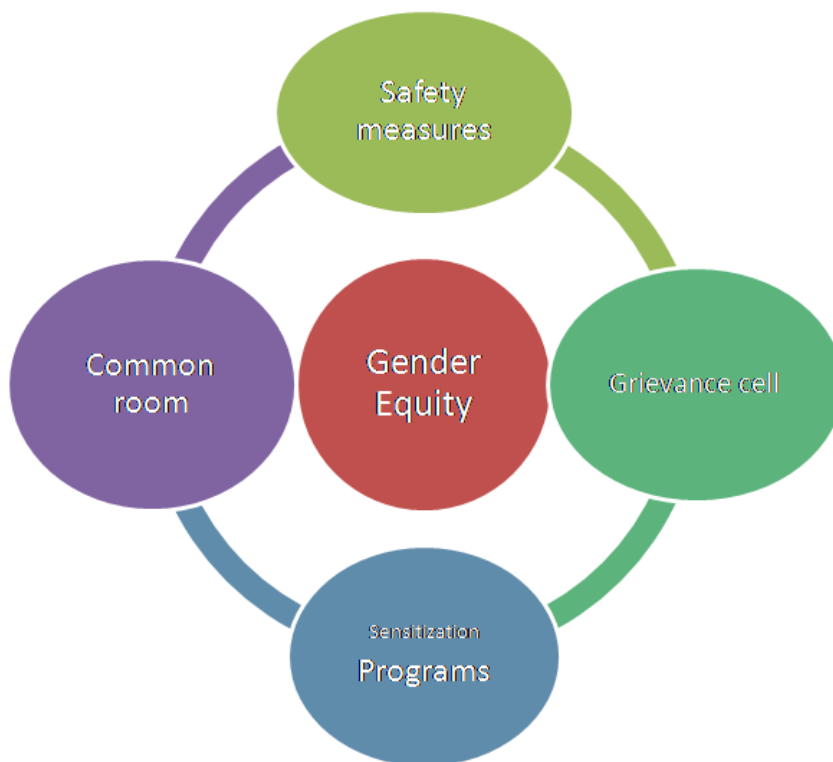
File Description	Document
Any additional information	View Document
Annual gender sensitization action plan	View Document
Specific facilities provided for women in terms of a. Safety and security b. Counselling c. Common Rooms d. Day care centre for young children	View Document
Link for any other relevant information	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: E. any one of the above

File Description	Document
Institutional data in prescribed format	View Document
Installation receipts	View Document
Geo tagged photos	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:

The JSS College of Physiotherapy shares its campus with the sister institutions of Nursing and Speech and Hearing, as well as the JSS Hospital. There is a Memorandum of understanding between the JSS Hospital and Shree Consultants, Mysore for the disposal of all the waste of the institution, as per the guidelines of the Pollution Control Board. Hence, all the degradable and non-degradable solid, liquid and biomedical waste of all the institutions of the institutions are commonly collected by the JSS Hospital, treated and disposed at No. 25, Varuna village, Mysore taluk and district as per the guidelines.

Solid waste: the janitors of the institution clean all the classrooms, labs and conference hall and library daily and place all the solid waste in one large dustbin. This is collected by the dustman of the JSS hospital daily.

Liquid waste: the janitors of the institution are responsible to clean all the liquid waste, mainly any spillage, apart from cleaning and washing the washrooms and common rooms daily.

Biomedical waste: there is minimal accumulation of biomedical waste from the institution, in the form of tissues and conduction (aqua sonic gel), used by the demonstration labs. All these waste are collected and sent to the JSS hospital by the dustman of the hospital to be disposed-off through Shree Consultants as per policy.

E-waste management: the e-waste is collected through a box kept separately and disposed-off by the same consultants as per the guidelines of the Central Pollution Control Board.

Waste recycling system: it is the responsibility of Shree Consultants to recycle the waste collected from the allied health institutions as well as the JSS hospital, to recycle as per the guidelines of the Central

Pollution Control Board. The Institution adheres to the policy laid down by the institution and hospital

Hazardous chemicals and radioactive waste management: Not applicable to the institution as hazardous chemicals and radioactive waste not generated by the institution.

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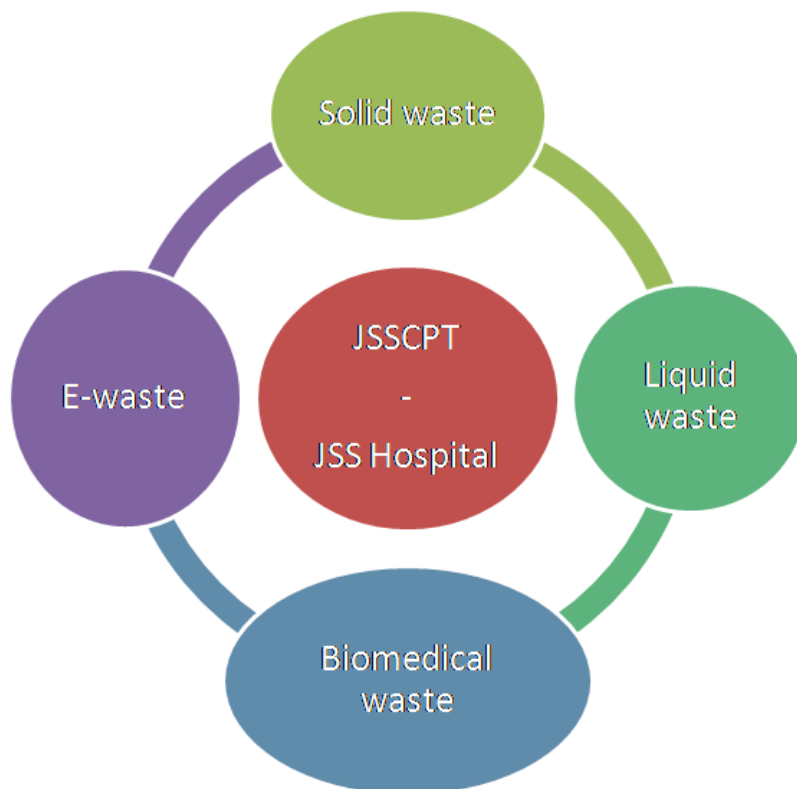
File Description	Document
Link for any other relevant information	View Document
Link for relevant documents like agreements/MoUs with Government and other approved agencies	View Document
Link for geotagged photographs of the facilities	View Document

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](#)
Geo tagged photo Code of conduct or visitor instruction displayed in the institution	[View Document](#)
Any additional information	[View Document](#)

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

Response: A. All of the above

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

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

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

Response: D. Any two of the above

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

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

Response:

The institution has designed all its activities keeping in mind the diverse nature of the country. Admission is open to the UG and PG program to students from any part of the country, irrespective of their region, caste, and language, and is based on merit. Similarly, the appointment to staff is given based on their performance in the interview, and irrespective of their caste, language or culture. Hence, the institution has students and staff from different parts of the country and culture.

There is a provision for fee concession to students from the poor socio-economic background, provided by the management, and those having difficulty in paying fees on time are given the option of paying fees installments, with prior approval of the administration.

It is mandatory for the PGs and final year students, as part of the special camp activity of NSS, to stay for a week in a village nearby in order to provide community awareness programs and outreach services to the rural population. The students from different regional background voluntarily attend the camp and this gives them an opportunity to show the unity in diversity, apart from familiarizing with the rural community.

The institution utilizes the JSS hospital for its clinical exposure to students. The hospital is tied up with many government and non-government organizations for its outreach community activities. As part of this endeavor, the hospital is continuously engaged in camps in rural outreach areas. The JSS College of Physiotherapy takes initiative in sending the staff and students for such activities as it not only gives hands-on exposure to the students but also makes a contribution to the community. The institution also takes an active part in the Annual Suttur Jathra by displaying informative and educative posters in local language for the benefit of the community. It also carries out a simple screening of the rural population for the identification of common disorders requiring physiotherapy intervention.

The institution is situated in the heart of the Mysore city. It has its own transport facility for its outreach activities to the community postings of students. This gives the advantage of exposing the students to the different communities set up like- industrial visits, senior fitness centers, special schools, enabling them to get direct exposure to the community settings; learning by integrating theory into practice is enabled by this.

Being the first and only physiotherapy college for more than two decades in Mysore, most of the private

practitioners are alumni. A strong bond with them to provide student internships and employment to graduates is possible due to this. JSS is an old institution with a strong presence in this area. Our community programs are successful because of this history.

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: A. All of the above

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

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

Response:

The JSS College of Physiotherapy takes the initiative in celebrating September 5th of every year as Teachers' Day, as it marks the birthday of S.Radhakrishnan, which is being celebrated since 1962. The idea of celebrating Teachers' Day took root in many countries during the 19th century; in most cases, they celebrate a local educator or an important milestone in education.

On this day, the staff and students come to the college like any other day, but the student council organizes entertainment programs and thanks all the teachers for their roles played in imparting education to the year

long. Competitions and fun games are a part of the celebration, which eases the stress on the teachers. Tokens of appreciation are handed over to all the teachers by the students.

All national programs like Independence Day and the Republic Day, as well as the cultural day, are celebrated with active participation from students and staff of different regions.

The institution celebrates regional festivals like Onam, Eid Milad, Christmas, and Kannada Rajyothsava, combined as National Integration Day, with equal representation from staff and students from different parts of the country.

The college also organizes World Physiotherapy Day on 8th September each year by conducting a walkathon and fitness evaluation of the general public, in prime locations of Mysore city. Special focus is given on lifestyle diseases and the risk of falls in the elderly. Handouts of relevant information are given to the persons.

On December 3rd every year, the college organizes the International Day of Persons with Disabilities by conducting an awareness talk to the students as well as persons with disabilities and their caretakers. Persons with disabilities who have made a mark in the society by contributing to the cause of overcoming disability and leading an independent life are called as resource persons and sensitize the students and staff to issues of access, inclusion and social empowerment.

File Description	Document
Any additional information	View 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:

Title of the Practices:

Title 1: *Competency-based education towards improving the employability of physiotherapy graduates*

Objective: To make the students apply theory learnt into clinical practice.

The Context

The major task faced in integrating was in modifying the syllabus of RGUHS into linking modules in the lesson plan. Additions were incorporated through stakeholder feedback on essential knowledge in the current healthcare climate.

The next difficulty was whether to schedule practical and clinical postings to students at the beginning of the year itself, in between or after completing theory and practical classes.

The Practice

Once the curriculum was designed, implementation was made as a trial for the first month, in the year 2015-16. Review meetings were held at the end of the first month, and the end of the year, drawbacks noted, rectified and implemented for the next year.

It was concluded that practical classes of the demonstration by the faculty would be soon after the theory. Separate supervised practicals under the guidance of PGs were scheduled as separate practical classes.

The entire classroom teaching and practical classes were completed by 4 months, followed by clinical postings in order to attain a clear link between knowledge, skills, and practice (cognitive, psychomotor and affective domains).

Evidence of Success

The integration of theory into practice is being followed for the last three years. This schedule is also put up on the college website for the benefit of the faculty as well as students of all the RGUHS affiliated colleges. Following this implementation and suggestions given in the meeting of Principals held in the University, three of the faculties of the college are members of the Curriculum Development Committee of the University.

The answers given by the students during the University practical examination have impressed the external examiners who come to the college. Results analysis shows better outcomes.

Another significant improvement seen by students is the feedback given by them on the changes that they themselves felt after following this system. The performance of students in competitive exams has also shown a significant improvement. One of the students has been selected to do Masters in Research in Physiotherapy at the prestigious University of Otago, New Zealand.

Problems encountered:

There was initial resistance from the staff as well as the students in following this new system and it took efforts and time for them to get adjusted to the new method. However, continuous training was held in order to ensure that this was followed by everyone. Additionally, zoom based training from Indians working abroad was conducted, where they emphasized the global standards of practice and their advantages.

Notes: Enquiries are received from time to time form other colleges regarding our systems and a few have implemented the same framework in Karnataka.

Title 2: *Treatment pathway cards - to ensure uniform standards of patient care*

Objectives: To follow uniform minimum standards of care in administering treatment for patients referred for physiotherapy.

The Context: after the Standard Operating Procedure for treatment of patients was made, uniform treatment for all patients with a particular problem by the physiotherapists was not attained and there was variation in the treatment of the same patient from day to day by different therapists. Moreover, various therapists had differing methods of managing cases.

Therefore, it was decided to design clinical pathway cards, based on practice guidelines This was incorporated into the OPD cards/ IP case sheets of patients.

There was initial confusion when this was implemented, as the therapists had varying levels of education and clinical exposure but after the initial resistance, it was accepted.

The Practice: to sort out the confusion occurring during patient care, common minimum standards of care, as per the clinical pathway designed, had to be followed. This was designed in the form of treatment cards, where the treating therapist had to follow the essential treatment. Any additional treatment given other than this had to be written in separate columns in the card. This would enable to carry out the same treatment throughout the course for each patient, ensuring consistency of care. As everyone was familiar with the usage of these cards, different cards for different conditions, with separate color coding were made. The minimum standards of treatment for each condition were met and written/ indicated in the treatment cards. This enabled whoever was treating a particular patient aware of what treatment was given the previous session and following the same became easier.

Evidence of Success: The number of complaints from patients became less and there was uniformity in the treatment of patients. There was also the appreciation from the external examiners who came for university practical exams.

Problems Encountered and Resources required: there was initial confusion when implementation began, as it was not clear - what all to be followed during treatment, and what can be optionally administered. It took a couple of months for everyone to be familiar with this option, after which adherence to this unique option improved.

Resources required included a literature review to identify current practice guidelines. These are available through clinical keys in all computers in the hospital.

In order to follow the evidence-based practice in in-patient care, where recent evidence will give information on what is the best line of treatment, its safety issues, for which updating knowledge becomes essential.

To ensure that this is followed, weekly case conferences and case presentations in all the areas of specialization available in the clinical set up is held. It is here that one can come to know whether the pathway is followed efficiently or not, and if any problems are there, that can be sorted out including a review of the cards.

Notes (Optional): the insurance providers in the hospital have now accepted these as easy communication and now mandate that these cards be available for reimbursement. Some cards were discontinued after the initial period as they were deemed insufficient documentation. Several have been reviewed and updated to ensure current knowledge.

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:

Instilling global best practices in academics, administration, clinical & service sectors: The policy is adherence to global best practices, that's reflected in all its activities.

Curriculum planning and delivery are reviewed annually and are competency-based, which is unique in physiotherapy education in India.

The evidence-informed practice has been established as essential both in terms of ethical practice and desirable outcomes. This is reflected in academics as well as patient care. The college has been working diligently towards practicing the best current research evidence in relation to patient choices and available resources.

This has resulted in better performance of the students in the **University** examination, as reported by the external practical examiners. There is appreciation from the examiners on the system of curriculum delivery followed in the college, and some of them have even requested and taken the guidelines of the method of teaching adopted in the college. Some of the colleges have requested and posted final year and interns of their college for 3 months of compulsory rotatory internship postings.

The numbers of students and staff who have participated as **resource persons/ presentations** have significantly gone up from the past 5 years as a result of these initiatives. Their presentations have been widely appreciated in winning awards consistently. Another significant innovation by the students is the creation of the student e-journal, initiation by the students themselves. A good number of **publications/ articles** are contributed to this journal. The college uses Drill bit anti-plagiarism **software** to ensure that studies done by students and staff are free of plagiarism.

In the area of clinical patient care, the college has taken initiative in creating **Standard Operating Procedures** so that uniformity in treatment is possible, irrespective of whoever is treating. To ensure consistent and evidence-informed care, the college has formulated various strategies; Institution has devised a number of clinical pathways for commonly encountered dysfunctions both at an In-patient and Out-patient level. These are updated periodically and form the basis of effective and standard patient care. The pathways also serve the purpose of effective and quick documentation.

Another way that we are promoting evidence-informed care is by weekly **case conferences**. All students, faculty, and staff in the area attend and discuss all patients seen that week. These have been effective in

improving our patient care evidenced by patient feedback and increased patient flow. Another indicator has been feedback received from students from other institutes who opt to complete their internship at our department.

As part of its **outreach programs**, emerging public issues in health care like diabetes, hypertension, dementia, Parkinsonism and other thrust areas are addressed and awareness camps and rallies are organized.

Most of the correspondence is done through electronic means. **Documents** are saved as soft copies in properly labeled folders in the office as well as in the records section. The records are easily retrievable as they are coded and numbered appropriately. Administration of the college is decentralized so that each faculty, as well as the department, has autonomy in its functioning

File Description	Document
Link for appropriate web page in the institutional website	<u>View Document</u>
Link for any other relevant information	<u>View Document</u>

8.Physiotherapy Part

8.1 Physiotherapy Indicator

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

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

Response: A. All of the above

File Description	Document
Year wise OPD and IPD patient statistics of the attached teaching hospital for the last five years	[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:

There are seven clinical skills laboratories which support teaching in-depth skills to students. The labs are accessible during the college hours in which the students have full liberty to use them for practice. Recordings of skills are available for self-directed learning through dedicated LCD TV sets in all labs

Exercise therapy lab

The lab consists of three treatment couches, suspension table, shoulder wheel, medicine ball, Swiss ball, weights, parallel bars with a wall mirror, different goniometers, body fat analyzer, stadiometer, skinfold caliper, etc. Firstly, the teaching faculty of the particular subject explains and demonstrates the procedure of treatment followed by postgraduates will supervise further and the students will practice individually. The documentation of the work held in the labs is done through practical lab manual which each student is to have mandatorily. Repetition maximum (RM) testing is taught in the PMR(physical medicine and

rehabilitation) gym.

Electrotherapy Lab

Electrotherapy has interferential therapy(IFT), Ultrasound, TENS(transcutaneous electrical nerve stimulation), Laser, ultraviolet radiation therapy (UVR), short wave diathermy(SWD), Infrared rays, Cryotherapy, Wax therapy, etc. All the electrical modalities are to be tested for any breakdown or fresh complaints. Routine maintenance including electrical safety and calibration of machines is done. The procedure is divided into three phases

- Phase 1 Preparation of the patient
- Phase2 Preparation of the machine
- Phase 3 Procedure

To ensure translation of skills, patient scenarios are given in the last term for reasoning and skill acquisition

Biomechanics lab

Biomechanics lab has joint models, human skeletal model, and models of osteology for the students to practice and understands the human biomechanics. Posture evaluation is taught using posture grid and plumb line and also through Kinovea software.Gait is taught using 2D gait analysis and Kinovea software is used regularly. The lab has 3 HD cameras and tripods and gait evaluation is done in the hospital gait lab which has adequate space and lighting.

Orthopedic skills lab has posture grid, manual therapy couch, treadmill and treatment couches. Instruments include pressure biofeedback unit, Semmes Weinstein monofilament, volumeter, in-hand manipulation test, specialized goniometers including bubble inclinometer, Vernier calipers, etc. Treatment instruments include body blade, trampoline, etc. Students are demonstrated specific orthopedic examination and treatment methods which they then practice using recordings/postgraduate(PG) supervision and standard textbooks. The same procedure is followed in the cardio lab which has infra-red skin thermometer, Doppler pulse measurement device, pulse-oximeter, pulmonary function test(PFT), mannequin. Exercise testing is done in the testing treadmill available in the clinical area.

The procedure of demonstration, PG supervised sessions and self-directed learning using recording and textbooks is followed in neuro, pediatric and community-based rehabilitation(CBR)labs as well. Neuro has a nerve conduction study(NCV), a clinical test of sensory interaction in balance(CTSIB), Swiss ball, etc. The pediatric lab has a life-size doll for demonstration, obstetrics, and gynecology(OBG)has perineometer and community-based rehabilitation (CBR) lab has splinting equipment, work hardening station and functional training equipment including assistive devices and adapted equipment. The work hardening station is located in the PMR

File Description	Document
Geotagged photographs/videos of the examples/facilities	[View Document](#)
Any additional information	[View Document](#)
Links for Examples of the use of clinical skills and simulation labs in the acquisition and enhancement of skills	[View Document](#)
Links for Student feedback on the effectiveness of the facilities	[View Document](#)
Link for Additional Information	[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:

Quality of care is one of the vital components in a hospital and patient care. Our institution is delivering these services where individuals are provided desired health outcomes and along with this emphasis is given to achieve effective patient-centered health care and to fulfill this, the patients are given a feedback form about the therapist treatment based on which, the approach is tailored and patient education is modified accordingly. Safety precautions of the patient is considered of utmost importance and few of such specific precautions include the dress code (non-slippery footwear like sport shoes,footwear with backstraps etc.) of the therapist and use of safety equipment like **gait belt** which is an assistive device used to stabilize the trunk by the therapist in order to have an **efficient control of safe transfer of patient from bed to wheelchair**, sitting to standing, and also to assist while walking. An induction session is being conducted for the health care professionals and the students regarding safety measures periodically.

To ensure patient safety, clinical skills are practiced in the college prior to application on patients. Hence theory and practical modules are conducted prior to clinical postings.

Practical skill acquisition is being assessed through practical manuals. Third and fourth-year students were instructed to assess the patient, based on their respective subject's theory and practical explanations, where the examination is focused to develop a treatment plan following practical guidelines, objective findings and reasoning the treatment strategy considering the recent evidence which helps the student in organizing an efficient rehabilitation program. They attend clinical Case Conferences weekly to introduce themselves to a wide range of patient care practices.

 Infection control is the key element in health care and the health professionals are familiarized about prevention and control, the importance of hand hygiene and appropriate protections which include vaccinations and use of disposable gloves and masks. Posters are displayed regarding hand washing, ergonomic guidelines in the department.

Students are also educated regarding the ergonomics while treating the patients, ergonomic charts

are provided as posters in the hospital and the workplaces.

Equipment safety will be taken care of by doing timely maintenance and routine calibration by the institution. All the equipment will be audited from time to time to make sure it is happening properly. One of the competencies assessed in the Student Competency Assessment Log Book(SCALB) is, the attention given to patient safety. The SCALB consists of a clear picture of the dress to be worn while handling patients, also gives instructions on what instruments to be carried while treating the patient. The use **of Bobath sleeve in the acute stage of stroke is one such approach towards patient safety and quality care.** To ensure this there is dedicated clinical staff available, who are assigned for providing regular timely physio services in ICUs. **Another enhancement to achieve quality health care is through the timely update of the clinical protocols and the pathways to keep abreast with recent advances in the practice.**

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](#)
Link for Additional Information	[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: 40.6

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

2017-18	2016-17	2015-16	2014-15	2013-14
5	5	4	5	5

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:

We have instituted a competency evaluation system from 2014. SCALB- Student Competency Assessment Log Book lists the core competencies expected of a physiotherapist.

The SCALB is given to the students from the third academic year. This book is revised and updated annually. The SCALB consists of

- **Guidelines for usage**
- **Certification of clinical competency for each year.**
- **Rules for dress code**
- **Rules for clinical instruments to be carried.**
- **Clinical competency for undergraduate**

Eight core roles are to be fulfilled by each student and intern. These are generic competencies of a physiotherapist.

Role 1- Expert

Role 2- Communicator

Role 3- Collaborator

Role 4- Manager

Role 5- Advocate

Role 6-Scholarly practitioner

Role 7- Professional

Role 8- Educator

Specific competencies are listed thereafter. The first part has two sections as per the subjects in the third year. Each section lists the specific competencies required in the specialty area. The initial competencies

are individual parts and the later ones are translational in natures which are intended to promote reasoning and problem-solving competencies.

The individual sections include

- **Cardiopulmonary physiotherapy**: It has a chart review of the different diagnostic test, subjective assessment, inspection or observation, chest assessment, mobilization (Independent; with supervision/assistance), analysis and planning and treatment techniques)
- **Obstetrics and Gynecology**: It has an antenatal program, postnatal complications, postnatal program, postnatal ergonomic advice and critical analysis in baby care in different cultures.
- **Orthopedic physiotherapy:** it has documentation, history taking, evaluation of pain, posture, gait evaluation, evaluation of mobility and strength, etc, management of trauma and musculoskeletal and sports specific dysfunctions, documentation and ethics.
- **Neurological rehabilitation** includes ICU monitor interpretation, positioning and appropriate ICU care of cases like stroke, spinal cord injury and head injury. Management techniques like cognitive training, tone management, mirror therapy, CIMT, strength training, endurance training, and use of appropriate adaptive devices, caregiver education and transfer techniques, etc.
- **Pediatric physiotherapy** includes GMA, GMFM, OGA, functional and gait training, etc. CBR competencies include history taking in ICF framework, home evaluation and identification of needs in priority, disability evaluation, PPI, administration of treatment techniques, use of equipment, caregiver training, development of educational material and documentation.

There is a separate section for evidence-based practice in the intern section. Each section should be completed by the student when they are posted in their respective posting, a signature from the respective clinical supervisor should be taken and only after which the student can change his/her posting. The clinical supervisor has to read each competency and correlate it to the content by using the guidelines for marking. If the student doesn't fill the competency for which a valid justification should be written in the comment section.

File Description	Document
Relevant Geotagged photographs/Video	[View Document](#)
Any additional information	[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](#)
Link for Additional Information	[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: E. None of the above

File Description	Document
Institutional data in prescribed format	[View Document](#)
e-copies of Certificate/s of Accreditations	[View Document](#)
Any additional information	[View Document](#)
Link for any additional information	[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:

The steps/procedure adopted by the college to sensitize students to

- Contemporary medico-legal practices
- Consumer protection act
- Indemnity insurance, and
- Therapist liability issues,
- Patient safety

All the above are done through **ethics class**. Ethics are taught to the students in the ethics administration and teaching methods subject. It is a subsidiary subject (in the final year until 2015, the second year from 2016). All **patient interaction** is preceded by an **informed consent** in the out-patient department (OPD). A written signed informed consent (ICF) is obtained when patients are approached for participation in the examination, case presentation/ research. In case of any adverse event however minor, incident reporting is undertaken. This is mandatory in college, hospital and community interactions. We also orient students and the staff regarding medico-legal and ethical components of practice during induction annually and during all new appointments of staff. Other initiatives include the use of clinical pathways to ensure minimum standards of consistent care, weekly case conferences to proactively correct poor practices, a clear plan of care for each patient for a better understanding of treatment to the patient and patient's attender.

We conduct a **family conference in PMR** and **formal family training**. All therapists are covered under the indemnity insurance coverage of the hospital. Students don't document in the patient files but write down notes in their individual notebooks. Student treats patients under the direct supervision of Staff, Clinical staff, Postgraduates.

Prior to treating the patient, the therapist gives a clear and complete education to the patient and caretaker about the condition through pamphlets, videos. The cost of treatment is explained to the patient and caretaker in detail and orientation or, guidance is given to them to different health schemes provided by the hospital. Modern assistive technology and best alternate sources in relation to patients community set up and financial ability are assessed, funds are initiated and modifications are tailored.

The second-year undergraduates' students are posted for observational posting as a part of the curriculum

with a specific objective which improves their skill, confidence, and standard of learning. Whenever a staff or therapist violates any rules of hospital or feels disrespected by a fellow co-worker a grievance report is filed.
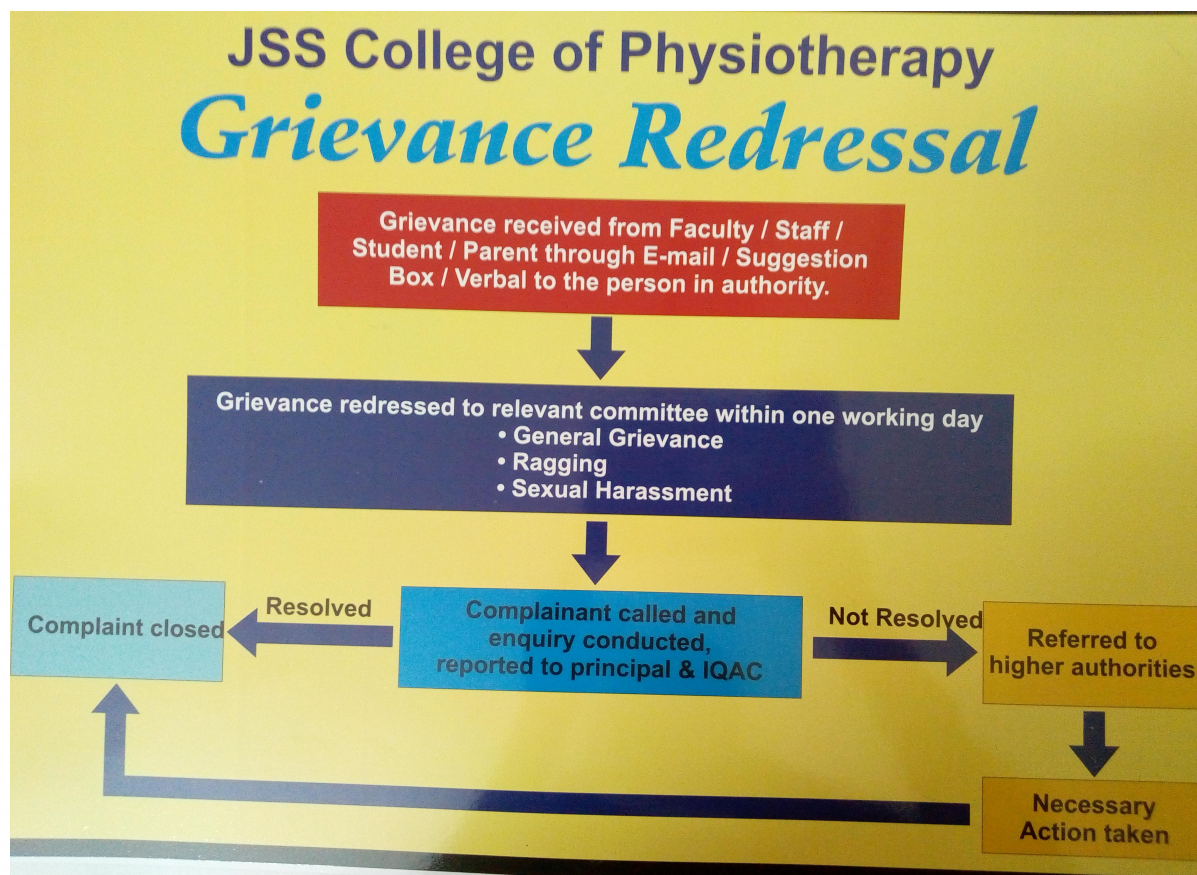
File Description	Document
Any additional information	[View Document](#)
Link for policy documents regarding relevant laws, insurance policies medical indemnity insurance cover for the clinical faculty	[View Document](#)
Link for Additional Information	[View Document](#)
Link for list of clinical faculty 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:

Prior to 2016 rehabilitation of specific patients was undertaken in a multidisciplinary fashion in the hospital. In 2016, an interdisciplinary unit was set up by JSSU under the leadership of the head of the

department (HOD), Department of physiotherapy. This department is committed to interdisciplinary rehabilitation and has dedicated

- Physical therapist (PT),
- Occupational therapist (OT),
- Clinical psychologist,
- Speech-language pathologist (SLP),
- Physician,
- Rehabilitation nurses.
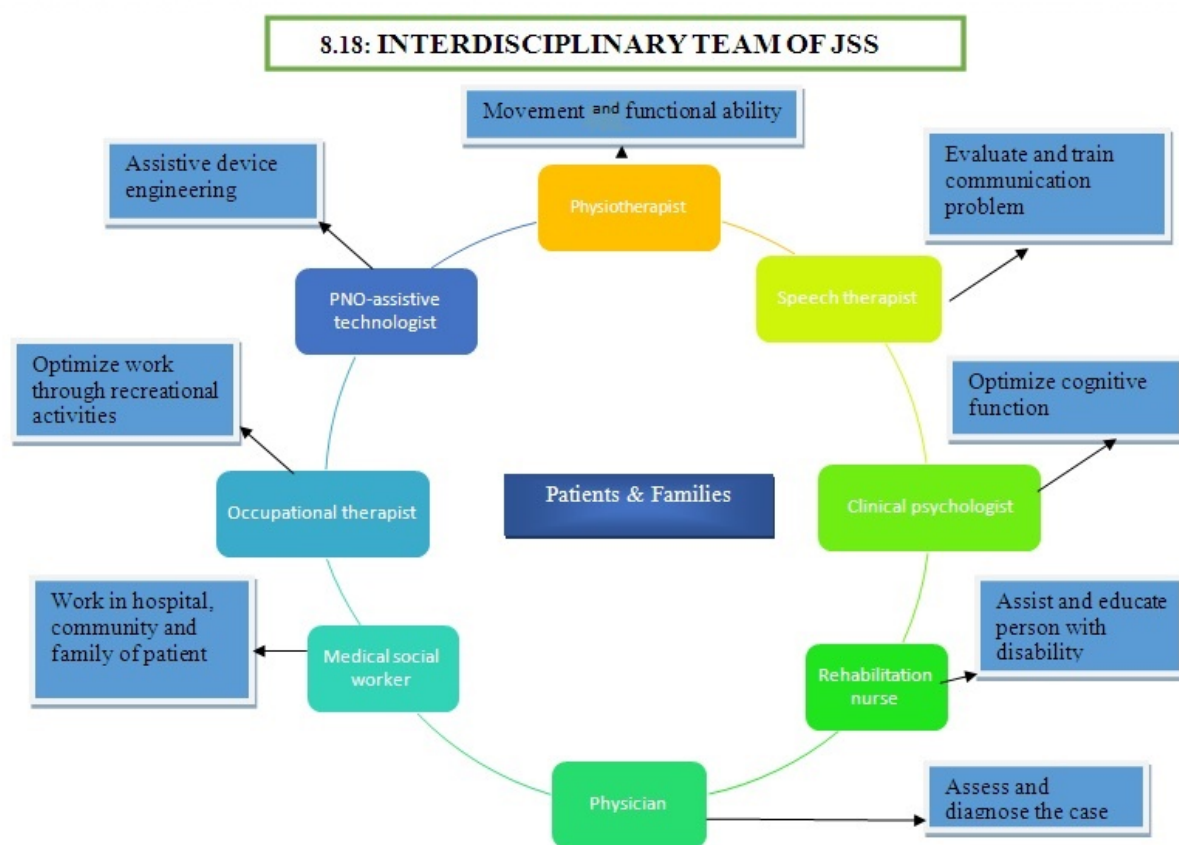
Students are posted in this department from the fourth year onwards and take part in interdisciplinary evaluation, goals setting, devising a plan of care and work with patients without boundaries. A unique aspect of this department is the weekly conference where every patient is discussed in a team approach. Home evaluation and therapeutic outings are conducted periodically with the participation of all staff and students posted in the dept. Therapeutic recreation is a scheduled session wherein functional skills are trained and evaluated in a pragmatic context.

Community postings are integrated with the social worker and specifically, the **Sarva Shiksha Abhiyan (SSA)** postings introduce students to the aspect of inclusive education. Moreover, evaluation of children for fitness in the mainstream schools sensitizes students on the role of a physiotherapist in the primordial prevention of non-communicable diseases. Moreover, the setting of physiotherapy within a mainstream physical education curriculum is an excellent source of interdisciplinary learning.

The community-based rehabilitation (CBR) practical skills and Student Competency   Assessment Log Book (SCALB) competencies described in 8.5.5 consist of interdisciplinary management of people with special needs. The syllabus prescribed by the university has a subject called allied therapies in the third year. Classes for this subject are conducted by

- Occupational therapist (OT),
- Speech-language pathologist (SLP),
- Medico-socio worker (MSW), and
- Nurse for this subject.

Yoga is included in the syllabus in all years. These classes are taken by yoga specialists. The bachelor of physiotherapy (BPT) IV curriculum includes topics on social work, vocational rehab. These topics are covered by relevant professionals. Students are exposed to the polytechnic for the differently-abled which also has a sheltered workshop on its premises.

Since 2015 physiotherapy services in the **JSS Ayurveda Hospital** are being undertaken by our college. In this setting, students learn to integrate the science of physiotherapy with the philosophy of Ayurveda.

8.18: MEASURES TAKEN TO INTRODUCE STUDENTS TO INTER DISCIPLINARY HEATH CARE PRACTICE
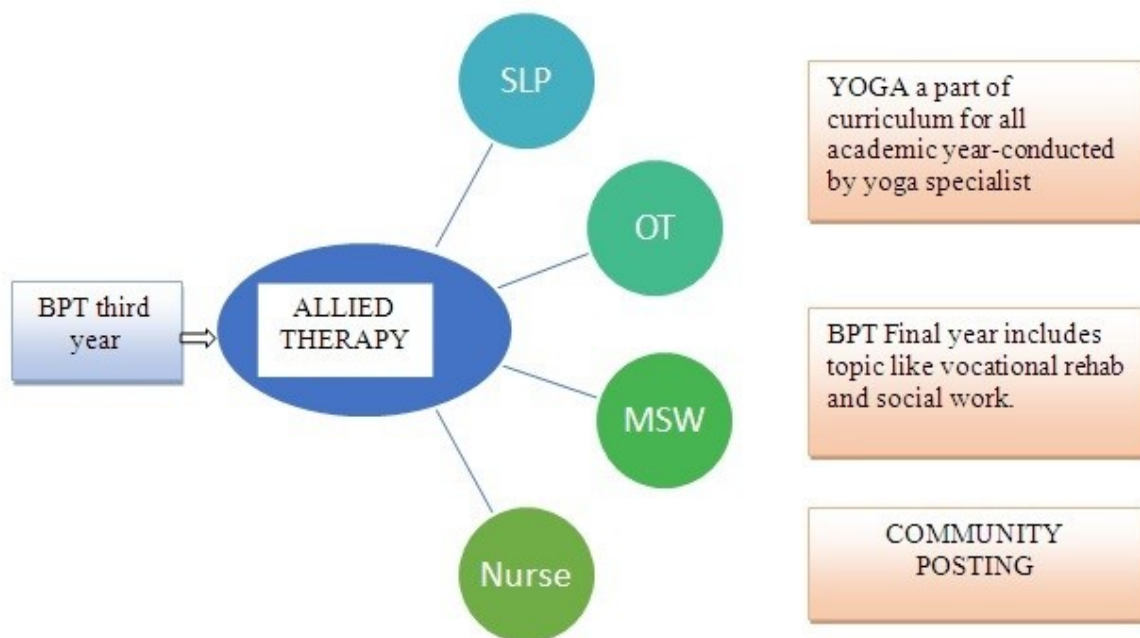
File Description	Document
Any additional information	[View Document](#)
Link for Additional Information	[View Document](#)
Links for documents regarding steps initiated /procedures adopted etc	[View Document](#)

Other Upload Files	
1	[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:

The institution follows the world health organization (WHO) guidelines for disability and the community-based rehabilitation (CBR) matrix. Under the health arm of the matrix, screening is done in neonatal-intensive care units (NICUs) in order to initiate early detection and intervention. Infants are also screened in the high-risk clinic. If an infant is identified who is a potential candidate for rehabilitation, he/ she will be referred to the Physiotherapy out-patient department (OPD) for the management. This, in turn, is a major step towards preventing disability. For the promotion of health and disability, we give the community education through Sarva Shiksha Abhiyan (SSA) disability camps and National Service Scheme (NSS) health awareness camps. Medical care is been given through a multidisciplinary approach.

Rehabilitation services are provided in the Physical medicine rehabilitation center to treat people with disabilities. According to the patients' needs, we prescribe tailor-made assistive devices for patients with disability. Under the education arm, we recommend education for people with a disability according to the age with tailored exercise and education programs. We conduct camps for public education. Under the livelihood arm, patients who complete their rehabilitation in physical medicine and rehabilitation (PMR) are assisted to return to college/ work. we undertake all supportive actions including liaising with the employer, providing reasonable accommodation, consultation for architectural modification, acquisition of appropriate assistive aids including wheelchair, etc. Under the social arm, we conduct therapeutic outings from physical medicine and rehabilitation (PMR) to places in Mysore. This is meant to sensitize the public about disability rights and also give the public works department (PWD) confidence. As a result of this initiative, the Mysore zoo administration has built disabled-friendly toilets, axis bank has made provision for employees in wheelchairs. With the help of a medical social worker, we help people with disabilities for self-employment and skill development; we encourage them to join self-help groups as a part of rehabilitation towards fulfilling the empowerment arm. We conduct programs on the inpatient department (IDPD) aimed at the advocacy of the public works department (PWD).

MEASURES TAKEN BY COLLEGE TO INTRODUCE STUDENTS TO CBR

This flowchart shows the measures taken by to college to familiarize students to rehabilitation and disability practice as per WHO guideline relevant to Community based rehab in India. This chart shows the component of CBR matrix and what are the steps taken by the college to achieve each component.

CBR MATRIX

HEALTH	EDUCATION	LIVELIHOOD	SOCIAL	EMPOWERMENT
Screening done at NICU and high risk clinic. Screening including physical fitness and fall risk done at geriatric clinic which includes rehabilitation from hospital to community reintegration.	Community education and training of family member (public education) School health including inclusion, management of children with special needs, _	Provide information regarding services available Assistance with re-employment/ employment within reasonable accommodation/ vocational training	Periodical Therapeutic outing and recreational activities for advocacy of PWD	Introduce them to Disabled benefits card, funds, self help group

File Description	Document
Any additional information	View 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

Other Upload Files	
1	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:

The college has all the Equipment and Instrumentation which are needed for evaluation and treatment for physiotherapy. There are 7 labs which are well equipped with models and equipment.

BIOMECHANICS LAB Skeleton(skull and vertebrae) Joint Models Shoulder-2 Elbow-1 Hand-1 Hip-2 Knee-2 Spine-1 Functional movable spine model-1 Ankle joints-2 Vertebral column -1 Goniometer Postural analysis gird with the plumb line (frontal) Bubble inclinometer EXERCISE THERAPY LAB Multimeter Goniometer Hand Dynamometer Parallel bar with mirror Finger ladder Shoulder wheel Swiss ball Springs list=15 Dumbbells=18 Foam roller=20 Skater Weight plates Medicine ball Kettlebell Walking aids Overhead pulley Barbell Stadiometer Crepe Bandage Suspension apparatus Soft inch tape Therabands Traction table with bed Pulley Weighing scale EXERCISE THERAPY LAB Multimeter Goniometer Hand Dynamometer Parallel bar with mirror Finger ladder Shoulder wheel Swiss ball Springs list=15 Dumbbells=18 Foam roller=20 Skater Weight plates Medicine ball Kettlebell Walking aids Overhead pulley Barbell Stadiometer Crepe Bandage Suspension apparatus Soft inch tape Therabands Traction table with bed Pulley Weighing scale ELECTROTHERAPY THERAPY LAB Interferential Therapy and accessories Infra-red therapy Sterilizer Short wave diathermy Ultrasound Electrical muscle stimulator TENS pocket machine New Transcutaneous electrical nerve stimulator machine Tray Wax therapy Cryotherapy ORTHOPEDICS LAB Postural analysis gird with a plumb line (frontal) Gait training mirror(GTM) Electronic hand dynamometer hand dynamometer Pressure bio-feedback Treadmill Balance board Trampoline CARDIOPULMONARY LAB Sphygmomanometer Body composition analyzer Cones Skin-fold caliper Vernier caliper Doppler 500 F with adapter probe Polar hard rate monitor Pulse oximeter Teaching stethoscope Nebulizer Venture filter Oro-pharyngeal airway Endo tracheal tube Volume incentive spirometry Flow incentive spirometer Mannequin Pulmonary function test Flutter Pulmo Pek-peak flow meter Acapella Inspiratory muscle trainer Pelvic muscle trainer NEURO LAB Gait training mirror(GTM) Tunic fork B128 Mirror box Dolls-small Lifesize dolls-big FES functional electrical stimulator with 1 pair of blue and green leads with 2 adhesive electrodes Webcam ARAD box Wooden block Red cricket ball Pegboard Foam cushion-Clinical test of sensory interaction in balance Nerve conduction velocity machine ABCD kit (MABC) movement assessment battery for children kit CBR LAB Pedo meter Web camera Foot drop splint (AFO) Adult-1,ped-1 Tynor thumb splint Wooden hand cone Wheelchair Blood pressure apparatus Infra-red thermometer Harris mat Handmade aids to the activity of daily living Weight jacket Baseline evaluation instruments Slide board Splinting apparatus Equipment AVAILABLE IN PMR Theraband Weight cuff Wheelchair BP apparatus SPO2 Probe Treadmill with body weight support Treatment couch Static Cycle Work hardening station Walker Assistive devices Tilt table Multigym Swiss ball Shoulder and hand CPM Pediatric treadmill Parallel bar with mirror Re-education board Pressotherapy Electrical stimulator Scooting board

The students are given access to all these equipment based on the type of assessment that they are performing or on the basis of treatment that they are administering. Standard operating procedures (SOP) are available for all equipments / instruments which helps them to understand the operating mechanism of the devices. Under the supervision of staff, clinical staff, postgraduates the students are allowed to use the equipment.

Detail of Equipments : http://jssphysiotherapy.edu.in/home/naac_8_1_10

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

Other Upload Files	
1	View Document
2	View Document
3	View Document

5. CONCLUSION

Additional Information :

JSS College of Physiotherapy has undertaken quality initiatives from the past 5 years. These have been grounded in the analysis of feedback, public perception and growth of the profession globally. The early initiatives have borne fruit in being the foundation for strong policies and procedures.

Our core strength is research-based practice in patient care and in academics. This is borne out by conference and published papers on the impact of educational and patient care interventions. The college has utilized the immense opportunities afforded by its situational strengths and strong governance by scaling newer heights annually.

Our students and faculty win research awards consistently and have made a name in the national physiotherapy arena for strong and ethical research. Social responsibility is taken seriously through a number of activities every year.

The college is administered through participative management with representation from students, non-teaching and teaching staff. This has worked in empowering and building leaders.

Concluding Remarks :

JSS College which started as a small institution in 1999 has through its vision and leadership grown to be a respected name nationally. Our processes are strong, evidence-based and rooted in transparent policies and procedures. These processes include all activities from academics to research and community involvement. Our clinical pathways for common dysfunctions have been appreciated by various authorities including NABH inspectors. We have surpassed goals as per our strategic plan and aim to be the leader in physiotherapy education in the next 5 years. Major research projects include those from the international association for the study of pain, NCERT, DHR, and RGUHS. We have several masters theses which have been published as monographs. Our faculty are consistently invited as speakers and trainers in workshops and seminars. We utilize our strengths and opportunities to the fullest by a strong system of introspection, process audits, and training. One such endeavor was a mock inspection that we conducted in 2017 for NAAC accreditation. This laid the groundwork for us to build ever-stronger systems and this exercise has paid off.

Over the past 5 years, JSS College of Physiotherapy has made a name for itself nationally as an institution of repute in physiotherapy. Under a strong administrative system, the college has grown exponentially and has risen from strength to strength. A clear roadmap gives us direction for the future.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification
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) 1.1.2.1. Number of teachers of the Institution participating in BoS/Academic Council of universities year-wise during the last five years Answer before DVV Verification: 	2017-18	2016-17	2015-16	2014-15	2013-14
---	---	---	---	---
1	1	1	1	1 | Answer After DVV Verification : | 2017-18	2016-17	2015-16	2014-15	2013-14
---	---	---	---	---
0	1	0	1	1	
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 : 21 Answer after DVV Verification: 18 1.2.1.2. Number of courses offered by the institution across all programs during the last five years Answer before DVV Verification : 33 Answer after DVV Verification: 45
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 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 Answer before DVV Verification: 	2017-18	2016-17	2015-16	2014-15	2013-14
---	---	---	---	---
59	23	01	0	0 | Answer After DVV Verification : | 2017-18	2016-17	2015-16	2014-15	2013-14
---	---	---	---	---
59	23	01	0	0	
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 : 4 Answer after DVV Verification: 4
1.3.3	Average percentage of students enrolled in the value-added courses during the last five years 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 Answer before DVV Verification: 	2017-18	2016-17	2015-16	2014-15	2013-14
---	---	---	---	---
163	65	9	8	6 | Answer After DVV Verification : | 2017-18	2016-17	2015-16	2014-15	2013-14
---	---	---	---	---
163	65	0	0	0	 Remark : As per the HEI statement in the response dialogue box and the data attached with the Metric in response.
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 : 129 Answer after DVV Verification: 129
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: E. Feedback not collected Remark : As per the HEI statement in the response dialogue box and the data attached with the Metric in response. The feedback taken is not on curriculum/syllabi. Hence Action taken report does not arise.
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:

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
5	5	4	3	4

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
11	06	4	3	06

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:

2017-18	2016-17	2015-16	2014-15	2013-14
5	5	5	4	4

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
14	14	14	10	10

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:

2017-18	2016-17	2015-16	2014-15	2013-14
71	68	64	46	44

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
71	69	64	47	44

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14

2.4.4	Average percentage of teachers trained for development and delivery of e-content / e-courses during the last 5 years 2.4.4.1. Number of teachers trained for development and delivery of e-contents / e-courses year-

wise during the last five years.

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
17	17	17	14	13

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
14	14	14	12	12

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:

2017-18	2016-17	2015-16	2014-15	2013-14
4	4	3	4	6

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
3	3	3	1	2

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:

2017-18	2016-17	2015-16	2014-15	2013-14
2	4	1	2	1

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
02	02	01	02	01

	Remark : As per the HEI statement in the response dialogue box and the data attached with the Metric. Teacher attending/receiving more than 01 national/ international fellowship / Financial support for advanced studies/collaborative research and conference participation in Indian and Overseas Institutions in a year is counted 01. Eg Kavita Raja only once in 2016-17.
3.1.3	Total number of research projects/clinical trials funded by government, industries and non-governmental agencies during the last five years

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
2	2	0	1	1

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
2	2	1	1	2

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

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
2	6	2	5	6

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
02	06	02	05	06

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 : 32
Answer after DVV Verification: 31
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 : 7

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:

2017-18	2016-17	2015-16	2014-15	2013-14
7	5	8	5	5

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
01	01	01	01	00

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: {TABLE1} Answer After DVV Verification : {TABLE2} Remark : As per the HEI input in 1.1 there are only 176 students on rolls in 2015-16. The number of students participating in extension and outreach activities in this year hence cannot be more than the number of students on rolls.

Table for 3.4.2 — Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
223	175	185	147	21

Table for 3.4.2 — Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
200	100	160	140	21

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 : 25 Answer after DVV Verification: 14 Remark : As per the HEI statement in the response dialogue box and the data attached with the Metric. MoU's with sister concerns and less than 01 year are not considered.

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
2.35488	2.37583	0.89787	.32500	1.11771

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
2.03	2.38	0.57	00	0.79

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:

2017-18	2016-17	2015-16	2014-15	2013-14
1.74847	1.63873	2.50906	0.8877	0.22104

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
1.74847	1.63873	2.50906	0.089	0.22104

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
14	10	13	09	04

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
12	09	11	8	4

Remark : The HEI has not provided any data As per the HEI statement in the response dialogue

	box and the data attached with the Metric in response. The HEI has not provided any details. The HEI statement "The reconciled data for the five years is being re-submitted. Kindly Reconsider. Pl Note: the Data is submitted in the prescribed format excel format, with the supporting document inserted in the excel sheet. The HEI did not provide any details with the SSR
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 : B. Any five of the above Answer After DVV Verification: E. None of the above
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 5.1.3.1. Number of students benefitted by guidance for competitive examinations and career counseling offered by the Institution in a year Answer before DVV Verification: <table><tr><td>2017-18</td><td>2016-17</td><td>2015-16</td><td>2014-15</td><td>2013-14</td></tr><tr><td>32</td><td>21</td><td>21</td><td>19</td><td>21</td></tr></table> Answer After DVV Verification : <table><tr><td>2017-18</td><td>2016-17</td><td>2015-16</td><td>2014-15</td><td>2013-14</td></tr><tr><td>32</td><td>21</td><td>21</td><td>19</td><td>21</td></tr></table>
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.,) 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 ..

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
4	4	1	1	0

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
4	4	1	1	0

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14

5.2.3	Percentage of the batch of graduated students of the preceding year, who have progressed to higher education 5.2.3.1. Number of last batch of graduated students who have progressed to higher education Answer before DVV Verification : 11 Answer after DVV Verification: 8
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: TABLE1 Answer After DVV Verification : TABLE2 Remark : The HEI has claimed WAKO Federation awards. This is a Pvt organization and not at national level. The sport is not on AIU list.
5.3.3	Average number of sports and cultural activities/competitions organised by the Institution during the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
13	4	0	0	1

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
13	13	13	15	10

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
04	04	04	03	02

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
6.2.2	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 Answer before DVV Verification : D. Any two of the above Answer After DVV Verification: E. Any one of the above
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 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 Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
17	10	15	8	9

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
14	10	12	8	11

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:

2017-18	2016-17	2015-16	2014-15	2013-14
11	8	6	7	12

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
7	6	6	5	5

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.. 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 Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
12	11	7	6	6

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
8	8	5	2	6

6.4.3	Funds / Grants received from government/non-government bodies, individuals, philanthropists during the last five years (not covered in Criterion III) 6.4.3.1. Total Grants received from government/non-government bodies, individuals, philanthropists year-wise during the last five years (INR in lakhs) Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
1.18461	0.74461	0.74461	0.74461	2.67961

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
0.4400	0	0	0	1.73500

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: C.Any two of the above Remark : As per the HEI statement in the response dialogue box and the data attached with the Metric in response.
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 : C. Any three of the above Answer After DVV Verification: E. any one 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 Remark : Only rain water harvesting and borewell considered.
7.1.7	The Institution has disabled-friendly, barrier-free environment 1. Built environment with ramps/lifts for easy access to classrooms 2. Disabled-friendly washrooms 3. Signage including tactile path, lights, display boards and signposts 4. Assistive technology and facilities for persons with disabilities (*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: D. Any two of the above Remark : The bath room shown has no bar for the physically challenged divyangjan. Ramp and signage (limited) consiedered.
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: 	2017-18	2016-17	2015-16	2014-15	2013-14
---	---	---	---	---
8	8	6	5	6 | Answer After DVV Verification : | 2017-18	2016-17	2015-16	2014-15	2013-14
---	---	---	---	---
5	5	4	5	5	
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 : B. Any three of the above Answer After DVV Verification: E. None of the above

	Remark : As per the HEI statement in the response dialogue box and the data attached with the Metric.

2.Extended Profile Deviations

ID	Extended Questions
1.1	Number of students year-wise during the last five years Answer before DVV Verification: 	2017-18	2016-17	2015-16	2014-15	2013-14
---	---	---	---	---
249	235	195	147	153 | Answer After DVV Verification: | 2017-18	2016-17	2015-16	2014-15	2013-14
---	---	---	---	---
243	198	176	144	133	
1.2	Number of outgoing / final year students year-wise during the last five years Answer before DVV Verification: 	2017-18	2016-17	2015-16	2014-15	2013-14
---	---	---	---	---
32	33	37	31	29 | Answer After DVV Verification: | 2017-18	2016-17	2015-16	2014-15	2013-14
---	---	---	---	---
32	31	42	33	27	
1.3	Number of first year Students admitted year-wise in last five years. Answer before DVV Verification: 	2017-18	2016-17	2015-16	2014-15	2013-14
---	---	---	---	---
71	68	64	46	44 | Answer After DVV Verification: | 2017-18	2016-17	2015-16	2014-15	2013-14
---	---	---	---	---
71	69	64	47	44	
2.1	Number of full time teachers year-wise during the last five years Answer before DVV Verification: 	2017-18	2016-17	2015-16	2014-15	2013-14
---	---	---	---	---
17	18	17	15	14	

	Answer After DVV Verification:				
	2017-18	2016-17	2015-16	2014-15	2013-14
	14	14	14	12	12

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
39.14329	46.03216	29.72319	20.43114	20.05194

Answer After DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
39.14	46.03	29.72	20.43	20.05