SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

MAHATMA GANDHI MISSION'S INSTITUTE OF PHYSIOTHERAPY

MGM INSTITUTE OF PHYSIOTHERAPY, N-6, CIDCO, CHHATRAPATI SAMBHAJINAGAR (AURANGABAD), 431003, MAHARASHTRA 431003
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Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

MAHATMA GANDHI MISSION

On October 2nd, 1982, few visionaries came together to start a Rural Healthcare Centre in Nanded, a small town of Maharashtra. Inspired by Gandhian values of selfless service to the humanity, their mission was to serve the most marginalized sections of the society. They had a dream to create a self-reliant and sustainable society where holistic education and affordable healthcare services are available to all.

To achieve this mission on a larger scale, Mahatma Gandhi Mission Trust was established on December 20th, 1982 under the visionary leadership of Shri Kamal Kishore Kadam, M-Tech - IIT Powai and former Education Minister of Maharashtra. The founding members of the MGM trust were academicians, engineers, doctors, and scientists, who hold Gandhian ideologies in high regard. Today the trust has expanded its horizon to six campuses across India located in Nanded, Chh. Sambhajinagar, Gandheli, Navi Mumbai,Parbhani, and Noida.

Over four decades, MGM trust has created a niche in the realms of education sector by establishing world-class 70+ educational institutions in the disciplines of Medical,Dental,Physiotherapy,Nursing, Engineering,Management,Architecture,Bioinformatics,Biotechnology,Journalism,Agriculture,Food Technology,Pharmacy,Legal Studies,Fine Arts,Performing Arts,Hotel Management, Polytechnic, and 06 top-notch schools.

MGM has also established two prestigious universities - MGM Institute of Health Sciences at Navi Mumbai (Deemed to be University) which is accredited by NAAC with A++ grade and MGM University (State Private University) at Chh. Sambhajinagar. The MGM New Bombay Hospital in Navi Mumbai has been reaccredited by Joint Commission International.

Apart from its educational & health care endeavors, MGM is rendering its commitment to promote Indian arts, culture, tradition, and health in unique initiatives. These include MGM Khadi and Paithani Research Centre,MAHAGAMI Dance Gurukul,MGM Krishi Vigyan Kendra, MGM Sports Club,Smt. Rukminidevi Autism Foundation,MGM Arogyam & Yoga Centre and Dr. APJ Abdul Kalam Astrospace & Science Centre.

MGM Institute of Physiotherapy was established in 2006 by Mahatma Gandhi Mission Trust in Aurangabad. The institute offers BPTh, MPTh and Ph.D. programs in Physiotherapy.

Few accolades:

- 13 university ranks in MUHS
- Two state level ranks in PGPCET
- India & Asia Book of Records
- 10,000+ patients treated in tribal region at Gadchiroli
- Diversity Initiative Award from APTA

Vision

MGM Institute of Physiotherapy aims to be a top ranking centre of Excellence in Health Science Education, Health Care and Health Research.

Mission

- Student graduating from the Institute will have the required skills to deliver the quality health care to all sections of the society with compassion and benevolence, without prejudice or discrimination at an affordable cost.

- As a Research Centre, it shall focus on finding better, safer and affordable ways of diagnosing, treating and preventing diseases. In doing so, it will maintain highest ethical standards.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- A highly regarded and widely recognized educational organization with significant level of social repute and esteem.
- Dedicated, knowledgeable, skilled full-time faculty with high retention rate. More than 90% of the faculty members are Ph.D holders & Ph.D scholars
- Attached with accredited institute / hospital: NAAC A++ accredited MGM Medical College and NABH & NABL accredited 1180 bedded MGM Medical College & Hospital in the same campus
- Consistent MUHS university ranks & State level top ranks in PGP-CET exam by the students
- Hosted five academic conventions on diverse topics – MGM Physiocon, Five-days of National level webinar series during COVID-19 pandemic period, MGM Pain Conference, International Virtual Learning Sports Physiotherapy series, and MGM NEP 2020 conference
- Extensive community outreach activities
- Gandhian principles and practices are inbuilt in campus ethos

Institutional Weakness

- Limitations associated with affiliated college – curriculum design & implementation
- Lack of student diversity due to centralized counseling and govt. of Maharashtra admission rules

- Inadequacy in receiving Government funded research projects.
- Book chapter publication is comparatively less in spite of highly qualified staff

Institutional Opportunity

- Availability of a technical university – MGM University in the same campus. This can be a scope for multidisciplinary & inter disciplinary education and research as per NEP 2020
- Participation in multicentre research studies
- Scope for international collaborations
- Establishing advanced labs & centers – Gait Lab and Centre of Excellence in Stroke Rehabilitation

Institutional Challenge

- Limited academic flexibility being an MUHS affiliated institute
- Efforts for obtaining extra mural funds from government agencies
- Attracting students from other states and other countries for a diverse learning cohort.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The institution follows the syllabus framed by the Maharashtra University of Health Sciences (MUHS), with limited scope for curriculum design and development due to its affiliating status. To ensure effective curriculum planning and delivery, the college has constituted a curriculum committee. The development and execution of the curriculum involve meticulous planning to achieve educational goals.

The academic calendar is prepared before the commencement of the academic year. The orientation programs are conducted annually for each professional year, providing students with academic calendar, course curriculum, exam dates, daily timetable, along with MUHS exam regulations. The curriculum committee ensures strict adherence to the academic calendar prepared at the start of the academic year. The course syllabus enriched with inter-department and interdisciplinary courses which is meticulously divided by topic, teacher, and term. Subject in-charges prepare Monthly Lesson Plans (MLPs) in advance, ideally before the month begins, detailing topics and assigned teachers according to the timetable.

At the end of the month, subject in-charges submit MLP feedback to the curriculum committee, detailing delivered lectures/practical’s and reasons for any missed sessions. This MLP feedback provides a robust, transparent mechanism to ensure seamless curriculum delivery, making the institute unique.

The curriculum is enriched through extensive clinical postings, laboratory trainings / practices, research projects, community postings, outreach activities and industry interfaces.

Multifaceted value-added and add-on courses supplement students' learning beyond the curriculum, enhancing their preparedness to become competent physiotherapy clinical practitioners. The institute has offered 36 value-added courses and 26 add-on courses in the last five years to enrich the students learning experience. The institution sensitizes students to various issues, including gender, environmental awareness, human values,

health determinants, right to health issues, social issues, demographic changes, and professional ethics. During the COVID-19 pandemic lockdown period, blended and virtual learning through ICT-enabled tools was adapted by the institute.

The institution has developed a robust system to collect timely feedback from students and other stakeholders on teaching, curriculum planning, and implementation. This system includes an inbuilt review mechanism to analyze the feedback and take appropriate action.

Teaching-learning and Evaluation

MGMIOP has 362 UG & PG students and 03 Ph.D scholars enrolled in the current academic year. Out of total, 85% are female. The Student-Faculty ratio is 16: 1

The institute strictly follows the norms set by competent authority for admission process. Due considerations are given to equity and inclusiveness by providing reservation of seats to all categories. 92% of seats earmarked for the reservation categories were filled in the last five years. The institute's programs are highly sought after, with more than 95% of seats being filled during the last five year period, indicating the strength of institute.

The institution evaluates student’s academic performances after the terminal examination and organizes special programmes for slow performers and advanced learners. Student Centric Methods are emphasized to enhance the learning experiences of the students which includes experiential learning; learning beyond the classrooms,Integrated learning,Participatory learning,Problem Based learning,Case based learning,Self-Directed Learning,Evidence learning,Project based learning and Learning in Humanities.

ICT-enabled teaching-learning is in place. All faculty members were trained exclusively to develop and deliver e-contents and e-courses. E-contents developed by faculty members are made accessible through the institutional LMS & website.

Average teaching experience of faculty is 8.44 years with high retention rate. Mentor-mentee system is in place with mentee : mentor ratio of 18: 1. Printed mentor-mentee hand book (copyrighted log book) is used to document mentee issues and track the progress of issues resolved at their level.

Institute provides comprehensive training in Basic Life Support through state-of-the-art simulation lab attached with MGM Medical College.

Institute adheres to academic calendar. It follows a transparent and continuous interval evaluation system conducted by examination cell with well defined SOP’s. According to MUHS, terminal and preliminary exams are conducted in an academic year.

The institute adheres to course outcomes and programme outcomes of MUHS. Each course has specific course outcomes (COs); aligned with Bloom's Taxonomy. These COs are directly linked to corresponding POs, ensuring that educational goals are achieved across all domains. The institute has defined its own graduate attributes considering local and global professional needs. Parent-Teacher Meeting is held which facilitates interaction between parents and teachers.

Research, Innovations and Extension

MGMIOP has executed a comprehensive Research Promotion Policy under the guidance of Institutional Research Committee. MGMIOP has appointed a Research Adjunct Faculty who is among the world top 2% Scientists List-2023 compiled by Stanford-University and published by Elsevier. MGMIOP has conducted 45 workshops on Research-Methodology, GCP, IPR and Research Grant proposal writing in the last five years. The Institutional Ethics Committee-(MGM ECRH) is DGCI approved. Institution has published 59 research papers in indexed journals, obtained 74 copyrights and 05 patents.

The institute offers financial support for advance studies, collaborative research, participations in conferences, IPR & research publications to faculty members. A senior faculty from MGMIOP underwent postdoctoral fellowship in Urodynamics at University Medical Center-Utrecht Netherlands with scholarship grant of 5000USD from Pfizer. She is also certified in Pelvic Health Physical Therapy Training from APTA, USA with grant of 625USD. Travel Fellowship Award was granted to another faculty member for International Motor Development Research Consortium held in Belgium.

Few of the significant awards received by the faculty include Diversity Initiative Award from APTA Pelvic-Health, Best Scientist Award from AIIMS-New Delhi, Social-Excellence Award from AIIMS-New Delhi, and Scroll of Appreciation Award(Professional advocacy) at ICPT-Mumbai. The institute also received recognitions like-Maharashtra State COVID warrior appreciation Citation award by IAP, Spirit of Service award by Rotary club-Aurangabad and Missionaries of Charity Appreciation for community outreach activities.

The institute has collaborated with Innovation Incubation Research Center-(IIRC) at MGM University- to explore innovative research projects. It has 46 functional MoUs and 55 strategic linkages with prestigious organizations and industries. These partnerships facilitate collaborative activities in clinical expertise, research, and community extension, actively involving more than 95% of students. Total 216 Community extension activities targeting education, health and hygiene awareness, environmental issues and socioeconomic development issues were conducted by the institute.

The students and faculty members rendered their services in Public Health camps organized by Department of Public Health-Government of Maharashtra for health promotion & Health Literacy in local community. The institute collaborates with SEARCH (Society for Education, Action and Research in Community Health)-Gadchiroli for research and to provide physiotherapy services to rural and tribal population.

Infrastructure and Learning Resources

MGMIOP is situated on a lush 43.5 acre campus in ChhatrapatiSambhajinagar, Maharashtra. The campus boasts excellent infrastructure and facilities meeting MUHS standards for education, physiotherapy, and research, supported by efficient systems and procedures for maintaining physical and academic support

The classrooms, labs, seminar halls, library, and departments are well-furnished, well-ventilated, and equipped with essential amenities to support academic activities including advanced ICT infrastructure, like Wi-Fi/LAN, computers, LCD projectors, and sound systems.

The campus has two modern, fully air-conditioned venues with LED screens for conferences and academic events: Dyotan Hall, which accommodates 350 people, and Rukhmini Auditorium, with a seating capacity of 852. Additionally, ChintanGaah, an open-air arena and knowledge hub at the heart of the MGM campus,

provides an ideal environment for academic and scholarly activities.

The institute is associated with the NMC-recognized, NAAC A++ accredited MGM Medical College on campus, offering comprehensive pre-clinical, para-clinical, and clinical education. It includes a Central Research Laboratory, Medical Simulation and Skill Lab, Animal House, and Herbal Garden. The campus also houses an 1180-bed NABH and NABL accredited teaching hospital. MGMIOP features one of Marathwada's largest physiotherapy OPD facilities, with six advanced OPDs for patient care and student training, and has MoUs with five Primary Health Centres for community-based training

The library offers extensive print and digital resources, managed with ERP library management software. It holds 3,118 books, subscribes to 5 print journals, and provides access to over 10,000 online journals through databases such as MUHS digital library, KNIMBUS, DELNET, Uptodate, Clinical Key, and Proquest.

MGMIOP has a dedicated 1 GBPS leased line broadband internet service from BSNL. The campus offers extensive amenities, including hostels, staff quarters, dining facilities, Saraswat Cooperative Bank, Priyadarshini Garden & Nursery, an FM radio station, solar panels, sewage treatment, rainwater harvesting, water purification, a yoga center, daycare, CCTV surveillance, security, and transport services.

The institute offers top-tier sports facilities in Maharashtra, featuring a MGM sports club and stadium. Amenities include three Olympic-sized swimming pools, two gymnasiums, badminton courts, a cricket stadium, football ground, basketball and volleyball courts, table tennis, and a rifle shooting academy.

Student Support and Progression

Student support and progression are central to our institutional vision and mission, recognizing students as the primary stakeholders and beneficiaries. They receive various forms of support, including government scholarships, academic, administrative, professional, and personal assistance. 161 students received various government scholarships.

The institute has launched two distinctive student initiatives – DISHA, student support program and DRUSHTI, alumni support program. DISHA includes programs providing career guidance & counseling, professional development workshops, soft skills training, seminars on opportunities to study and work abroad, talk on human values, and imparting ethical principles.

The MGM PGP CET training course, under DISHA is flagship initiative for undergraduates. Ms. Vibhuti Tiwari achieved the state-level first rank, Ms. Rashi Borundiya secured state-level second rank in the PGPCET Examination conducted by the State CET Cell, Government of Maharashtra. Graduation ceremony is organized every year for the graduates.

Students from MGMIOP have consistently achieved top ranks in university exams. Ms. Bhargavi Unhale secured third place in the university exams for the third year BPTh. Ms. Gauri Joshi earned Gold Medals from MUHS securing the first rank in both the II and III year BPT exams.

Student councils are active entities in the institute, with posts for general secretary, cultural secretary, sports secretary, gender champion (male & female) are elected annually. Students participate in various committees, including IQAC, Anti-Ragging, grievance redressal cell and take part in organizing sports and cultural event which provide them to develop their leadership skills. The NSS unit recognized under MUHS comprises of 40

students, and they engage in outreach activities. The student grievances are resolved timely in the institute.

Students are encouraged to participate in quizzes, research, sports, and cultural activities. The creativity of the students are nurtured through many of the activities like poster making competition, best out of waste competition, face painting competition, sculpture making competition, reels making competition, and debates. As a professional institute, most graduates prefer self-employment and 95.25% of students are employed.

The DRUSHTI has a registered alumni body MGMIOPAA (MGM Institute of Physiotherapy Alumni Association) with 184 alumni members which organizes professional alumni talks and academic events.

Governance, Leadership and Management

MGMIOP has a clearly stated Vision and Mission statement, guiding all its activities to align with these principles. A perspective plan with specific, time-bound objectives has been developed in accordance with the Vision and Mission statement. The institute practices decentralized and participative management. Recruitment, performance appraisal, and professional development programs are integral components of the Human Resource management.

MGMIOP has constituted 33 college Committees for effective execution of tasks and assigned responsibilities. Few of the committees like college council, IQAC, Anti-Ragging, Grievance redressal committee, ICC, NSS, student welfare, library and hostel committee have student representation.

E-governance is facilitated through a comprehensive IT policy using advanced software and platforms in daily operations, including Apex (HMS), JUNO Campus (institutional Learning Management Software), SVA (Website), ERP (Library), iVMS (CCTV), NEUROSTIM (EMG & Biofeedback), EPICOLLECT 5 (Demographic survey) and the MUHS Portal.

IQAC was established in 2019 and it operates proactively across multiple dimensions with to ensure quality enhancement and sustenance based on needs. It also strives for continual improvement based on feedback from stakeholders.

Welfare measures for faculty include EPF, gratuity, advance salaries, financial support for conference participation, maternity and paternity leaves, special leaves for Vipassana Meditation, transport facilities, campus accommodation, and recreational and creche facilities. Policy documents for service rules, resource mobilization and utilization, research promotion, e-governance, welfare measures, and maintenance have been developed and adopted. Programs like conflict management workshop, peace building exercises, scientific perspective of yoga for mind & body wellness, stress management sessions, and mindfulness meditation are organized for teaching and non-teaching staff members.

All the faculty members update the recent trends in their professional domain by participating in the Professional Development Programs and the institute provides them with the registration fees of such programs and special leaves are granted for the same. Regular trainings are conducted to non-teaching staff to cope up with administrative loads and efficient documentation process.

The institution's income and expenditure undergo regular internal and external audits. A performance appraisal system has been developed and is utilized to provide incentives to deserving individuals.

Institutional Values and Best Practices

MGMIOP promotes an inclusive environment with a strong commitment to gender equity, comprising 85% females. The institute celebrates Women’s Day and Girl Child day on a large scale, reflecting its dedication to gender diversity.

To ensure women's safety, campus is equipped with CCTV surveillance,well-lit pathways and outdoor spaces,female security personnel, three-arm turnstile control access and barbed wire-fencing in hostels. Dedicated girls' common room along with an Internal Complaints Committee works to maintain secure environment for females.

MGMIOP adheres to guidelines for solid, liquid, bio-medical, and e-waste management. Institute has installed a wastewater treatment project that recycles 600,000L of sewage water daily, used for gardening and landscaping. The campus hosts over 2,000 trees. Despite urbanization, the campus maintains better air quality than surrounding urban areas of chh.sambhajinagar. The physiotherapy block is provided with added benefit of alternative sources of energy through solar panel unit. Quality audits on environment and energy are conducted. MGM campus are designed to be disabled-friendly and barrier-free. In 2018, MGM campus in Aurangabad was commended by Times of India and Economic Times Group for environmental preservation efforts.

Learnings from Centres of Excellence

- Anandwan - Warora(Founded by Padma Vibhushan Mr.BabaAmte, Magsaysay Award winner)
- SEARCH Foundation – Gadchiroli(founded by Padmashri Dr. AbhayBang&Acclaimed by Govt of India & WHO for their HomeBasedNeonatalCare)
- Amar Seva Sangam – Tenkasi, Tamilnadu(founded by Padmashri Shri.Ramakrishnan & Zero Project 2023 awardee at United Nations Office in Austria)
- DARE project - Tata Trust, Munnar - Kerala(Project run by Tata committed to creation of sustainable livelihoods for differently-abled people from rural tea plantation estates in Munnar.
- Patoda village, Chh.Sambhajinagr(Model village & NirmalGraam award by GovtofIndia)
- Hiware Bazar village, Ahmednagar(Ideal Village award by GovernmentofMaharashtra)
- Padukone- Dravid Centre for Sports Excellence, Bengaluru(India's finest integrated multi-sport complex with top-notch facilities matching international standards)

Best Practice:

1. Insightful learnings from MGMIOP Ability Awards: Recognizing the indomitable spirit of differently-abled individuals
2. MGM Awareness Marathon: Non-stop marathons to raise awareness about child abuse prevention.This event holds records in the India Book and Asia Book of Records

Institutional Distinctiveness :

1. GIFT-YOUTH (Gandhi’s Inspiration for Transforming – YOUTH) is one of the institute's distinctive efforts

Physiotherapy Part

- The MGM Institute of Physiotherapy (MGMIOP) in Chh. Sambhajinagar offers a comprehensive and advanced learning environment through its 5 departmental labs, 4 core labs, and 7 specialty outpatient departments (OPDs). These facilities provide students with extensive hands-on training ensuring a 1:5 student-patient ratio in both outpatient and inpatient settings.
- The clinical skill lab and simulation labs offers a safe and controlled setting where students can practice clinical skills before applying them in real clinical contexts.
- MGMIOP emphasizes the implementation of evidence-based guidelines in clinical practice, equipping students with the latest research and best practices for patient management. Standard Operating Procedures (SOPs) for instruments and treatment procedures have been developed.
- The infrastructure at MGMIOP is designed to prioritize patient safety, with disability-friendly features such as grab bars, wall railings, and anti-skid flooring, as well as safe patient handling protocols. Infection prevention and control measures are stringent, including hand hygiene guidelines and thorough sterilization procedures during the use of electrodes.
- All faculty members have completed additional certification courses in manual therapy, industrial health, and other health-related fields, further enhancing the quality of education. The final-year BPTh students and interns undergo rigorous training to master clinical competency skills, which are assessed through Objective Structured Clinical Examinations (OSCE). These examinations involve objective assessments to ensure students are well-prepared to deliver safe and effective patient care.
- The institute's association with NABH and NABL-accredited MGM Hospital adds to the quality of clinical exposure for students. Additionally, MGMIOP addresses contemporary medico-legal issues through guest lectures and education, ensuring that students are aware of potential challenges in clinical practice and research.
- Community-based teaching and learning are integral to the B.P.Th and MPT programs, in line with WHO guidelines and the Community-Based Rehabilitation (CBR) matrix. The college is equipped with advanced equipment and instrumentation for physiotherapy, ranging from low to high-tech treatment and diagnostic tools. Students also benefit from out posting opportunities at prestigious institutions like SEARCH in Gadchiroli, Amarseva Sangam, Dravid Padukone Centre, Prathiba Prabhakar Pulmonary Rehab, and Sports Authority of India.
- The institute introduces students to health care practices that are inter-disciplinary through horizontal and vertical teaching.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	Mahatma Gandhi Mission's Institute of Physiotherapy
Address	MGM INSTITUTE OF PHYSIOTHERAPY, N-6, CIDCO, CHHATRAPATI SAMBHAJINAGAR (Aurangabad), 431003, MAHARASHTRA
City	Aurangabad
State	Maharashtra
Pin	431003
Website	www.mgmiop.edu.in

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

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minroity institution	No

Establishment Details	
Date of establishment of the college	08-06-2006

University to which the college is affiliated/ or which governs the college (if it is a constituent college)		
State	**University name**	**Document**
Maharashtra	Maharashtra University of Health Sciences	View Document

Details of UGC recognition		
Under Section	**Date**	**View Document**
2f of UGC		
12B of UGC		

Details of recognition / approval by statutory / regulatory bodies other than UGC (MCI, DCI, PCI, INC, RCI, AYUSH, AICTE etc.)				
Statutory Regulatory Authority	**Recognition/Approval details Institution/Department programme**	**Day,Month and year(dd-mm-yyyy)**	**Validity in months**	**Remarks**
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	MGM INSTITUTE OF PHYSIOTHERAPY, N-6, CIDCO, CHHATRAPATI SAMBHAJINAGAR (Aurangabad), 431003, MAHARASHTRA	Urban	43.5	4711.1

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	**Name of Programme/Course**	**Duration in Months**	**Entry Qualification**	**Medium of Instruction**	**Sanctioned Strength**	**No.of Students Admitted**
UG	BPT,Physiotherapy,	54	HSC and NEET	English	60	60
PG	MPT,Physiotherapy,Cardiovasular and Respiratory Physiotherapy	24	BPTh and PGPCET	English	6	6
PG	MPT,Physiotherapy,Neuro Physiotherapy	24	BPTh and PGPCET	English	3	3
PG	MPT,Physiotherapy,Musculoskeletal Physiotherapy	24	BPTh and PGPCET	English	9	9
PG	MPT,Physiotherapy,Community Physiotherapy	24	BPTh and PGPCET	English	3	3
PG	MPT,Physiotherapy,Sports Physiotherapy	24	BPTh and PGPCET	English	3	3
Doctoral (Ph.D)	PhD or DPhil ,Physiotherapy,	48	MPT and PET	English	3	3

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				**Associate Professor**				**Assistant Professor**			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	5				6				8			
Recruited	5	0	0	5	4	2	0	6	2	6	0	8
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	5				7				8			
Recruited	5	0	0	5	5	2	0	7	2	6	0	8
Yet to Recruit	0				0				0			
	Lecturer				**Tutor / Clinical Instructor**				**Senior Resident**			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				11
Recruited	3	8	0	11
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				20
Recruited	7	13	0	20
Yet to Recruit				0

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

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	3	0	0	0	1	0	0	0	0	4
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	2	0	0	5	1	0	2	6	0	16
UG	0	0	0	0	0	0	0	0	0	0
Highest Qualification	**Lecturer**			**Tutor / Clinical Instructor**			**Senior Resident**			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

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

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

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	49	0	0	0	49
	Female	260	0	0	0	260
	Others	0	0	0	0	0
PG	Male	5	0	0	0	5
	Female	48	0	0	0	48
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	0	0	0	0	0
	Female	3	0	0	0	3
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Category		**Year 1**	**Year 2**	**Year 3**	**Year 4**
SC	Male	4	1	2	1
	Female	10	7	8	8
	Others	0	0	0	0
ST	Male	0	1	0	0
	Female	1	1	0	0
	Others	0	0	0	0
OBC	Male	3	3	3	2
	Female	9	18	20	14
	Others	0	0	0	0
General	Male	2	2	3	3
	Female	29	28	21	29
	Others	0	0	0	0
Others	Male	4	4	4	4
	Female	25	19	20	18
	Others	0	0	0	0
Total		87	84	81	79

General Facilities	
Campus Type: MGM INSTITUTE OF PHYSIOTHERAPY, N-6, CIDCO, CHHATRAPATI SAMBHAJINAGAR (Aurangabad), 431003, MAHARASHTRA	
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)	**301**
* Qualified Doctor (Part time)	**0**
* Qualified Nurse (Full time)	**828**
* 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	**Yes**
• 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	**NA**

Hostel Details		
Hostel Type	**No Of Hostels**	**No Of Inmates**
* Boys’ hostel	1	20
* Girls's hostel	2	180
* Overseas students hostel	0	0
* Hostel for interns	1	19
* PG Hostel	1	21

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	• The institute envisions offering a comprehensive educational experience that emphasizes proficiency, life skills, and the holistic development of students. • A multidisciplinary and interdisciplinary approach to education is highly feasible at the institute due to the presence of institutions from various disciplines on the same campus. • The curriculum committee, which systematically plans and implements the curriculum by identifying the expertise and interests of individual teachers from various departments, can ensure that each faculty member's potential is utilized as a resource, in alignment with NEP guidelines. • The institute is considering the integration of elements from fields such as sports, medicine, nutrition, and psychology to enhance patient care and treatment outcomes. • Collaborative projects, interdisciplinary research, and cross-departmental workshops by the institute shall create a holistic learning environment. Value-based topics, such as bioethics and humanitarian principles can be encouraged to be incorporated into the teaching process, especially as students gather case histories and perform clinical procedures. • Industry-academia collaborations can further strengthen entrepreneurship, creativity, and innovation. • The proposed NEP 2020 topics, including community engagement, service, and environmental education can be addressed and further strengthened through student participation in outreach and extension activities. • Interdisciplinary courses or seminars involving faculty from different disciplines in the same campus can be offered to provide students with a well-rounded perspective.

2. Academic bank of credits (ABC):	• The affiliating university, MUHS, issued a circular on 31/07/2023 to all affiliated institutes, referring the UGC Circular D.O.No.F.1-50/2021 (ABC/NAD) dated 31/02/2023, instructing them to update student details on the university website and generate ABC IDs. • In compliance with MUHS and UGC directives, the institute registered all the graduate and post-graduate students on the ABC website. The clerical staffs assisted with the ABC registration process when students visit the college office to fill out their exam forms.
3. Skill development:	• Institution has made great efforts in providing adequate skill to empower students. The sophisticated physiotherapy departments and attached MGM Medical College & Teaching hospital provide a perfect learning centres to acquire the competencies to become a competent physiotherapist. • The institution has made significant efforts to equip and empower students with the necessary skills. The advanced physiotherapy departments, along with the attached MGM Medical College & Teaching Hospital, offer ideal learning environments for students to develop the competencies needed to become skilled and competent physiotherapists. • The institute integrates additional skills and competencies through value-added courses. • Recognizing the importance of soft skills and communication in professional practice, the institute offers add-on courses to enhance students' abilities in these areas.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	• The vision and mission statement of the institute reflect the significance of Indian knowledge system and essence of our culture in the teaching along with the knowledge of curriculum. • The institution in terms to integrate the global ideologies of peace, harmony and sustainable development which is able to core foundation and belief of Indian value system. • The institute is trying to level best to promote Indian culture through Social gathering and Cultural programs organized for teaching and non-teaching staff. • Health awareness and home exercise information brochures for rural and tribal populations are distributed through leaflets and pamphlets in regional languages to ensure the message reaches the grassroots level. • The scope for teaching in regional languages is limited, as the medium of instruction in physiotherapy education across the country is

	English. Most faculty members at the institute are multilingual, fluent in English, Marathi, and Hindi. This allows them to communicate with students in their preferred language, fostering a better understanding of concepts, strengthening the teacher-student bond, and creating a sense of inclusiveness for the students. Students are posted across diverse cultural settings across India. They are taught to emphasize respecting the traditional beliefs of the patients, including traditional beliefs and cultural approaches to patients during their treatment.
5. Focus on Outcome based education (OBE):	The institute's teaching-learning process is carefully aligned with its stated learning outcomes, covering the cognitive, psychomotor, and affective domains. Clinical teaching and visits are planned with specific objectives and outcomes to maximize the learning experience. Final-year BPTh students and interns undergo intensive training to develop clinical competency skills, which are evaluated through Objective Structured Clinical Examinations (OSCE). These exams provide objective assessments, ensuring students are thoroughly prepared to deliver safe and effective patient care. Program outcomes are aligned with graduate attributes, and a well-structured set of course outcomes is designed to help students achieve the necessary competencies, skills, and knowledge in each subject, all of which are mapped to the program outcomes.
6. Distance education/online education:	The blended and online learning system developed during the COVID-19 pandemic has created new opportunities for self-directed and remote learning. The institute has hosted 27 regional / national & international academic events using digital platforms, leveraging the power of online technology. These events include the COVID Lockdown National Webinar Series, the International Virtual Learning Sports Physiotherapy Series, webinar on EBP for Low Back Pain, the MGM Pain Conference 2021 (online), the International Webinar on The Enabling Inclusion Model, a webinar on Astrocise for Astronauts, Injury Prevention in Athletes, International Day of Older Persons, a panel discussion on Arthritis Day, a health awareness webinar on Osteoporosis, World Bioethics Day 2020, a webinar on Knee Pain, a Diabetes Awareness online session, a Synopsis Writing online workshop, virtual program on International Day of Sports for

	Development and Peace, an online guest lecture on Scapular Dysfunction, a webinar on Autism Awareness Day, Insights into Industrial Therapy webinar, a webinar on Advances in PNF, Breast Cancer Awareness session, an online Teaching Skills Development Program, a webinar on Alzheimer's, a webinar on Spinal Cord Injury, webinars on Career Guidance, a National Webinar on IPR, and an online session on the Art of Solving PG Question Papers. The institute regularly hosts online MGM Institute of Physiotherapy Alumni Association special lectures. The faculty members and students were adequately trained to embrace online digital technologies.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Yes, MGM Institute of Physiotherapy has established an Electoral Literacy Club (ELC) as part of its commitment to fostering democratic values and promoting voter awareness among students.
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	The ELC at MGM Institute of Physiotherapy has appointed both a student coordinator and a coordinating faculty member to ensure the smooth functioning of the club. The ELC is fully operational and inclusive, representing a diverse group of students from various backgrounds, ensuring that all voices are heard in the club's activities.
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.	The ELC has undertaken several innovative initiatives, including: • Organizing voter registration drives on campus, encouraging students and staff to register as voters. • Conducting voter awareness campaigns focusing on ethical voting and the importance of participating in elections. • Promoting electoral participation among MGM students.
4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in	The college has undertaken various socially relevant projects related to electoral issues, including: • Research projects and surveys aimed at understanding voter behavior and barriers to electoral participation. • Awareness drives and content

electoral processes, etc.	creation focused on the importance of voting. • Publications and presentations that highlight the role of youth in advancing democratic values and their active participation in the electoral process.
5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.	• The ELC actively tracks the number of students above 18 years who are not yet enrolled as voters. The club has implemented mechanisms to encourage and facilitate voter registration, including collaboration with the district election office to set up registration booths on campus. • Regular awareness sessions are held to educate students on the importance of registering and participating in the electoral process. The college has institutionalized these efforts, ensuring that voter registration is a continuous and integral part of the student induction process.

Extended Profile

1 Students

1.1

Number of students year-wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
365	335	313	257	210

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

2022-23	2021-22	2020-21	2019-20	2018-19
51	52	45	25	25

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.

2022-23	2021-22	2020-21	2019-20	2018-19
87	84	81	79	70

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

2022-23	2021-22	2020-21	2019-20	2018-19
22	19	17	18	14

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

2022-23	2021-22	2020-21	2019-20	2018-19
22	19	17	18	14

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)

2022-23	2021-22	2020-21	2019-20	2018-19
275.79	89.36	99.52	67.92	59.19

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:

PLANNING:

Adherence to Affiliating University: MGM Institute of Physiotherapy is affiliated to Maharashtra University of Health Sciences (MUHS), Nashik and follows its prescribed curriculum. Therefore, there is limited scope to revise the curriculum. However, institute has enriched curriculum through 26 Add-on & 36 Value-added Courses.

College Curriculum Committee:

- The standard operative procedures for academic calendar, time table, monthly lesson plan and feedback is prepared.
- Allocates teaching hours to faculty members as per MUHS's curriculum.
- Solicits feedback from previous stakeholders & suggestions received from faculty who are members of other university academic boards to identify necessary changes in the delivery mode.

Academic Calendar Development:

- Curriculum Committee Prepares & develop comprehensive Academic Calender
- Includes the entire year's schedule, such as commencement and end dates, vacations, holidays, and internal exams & tentative University Examinations

Objective Establishment:

- The program coordinator for both undergraduate(BPTh) and postgraduate(MPT) programs discuss objectives with class and subject incharges to structure the curriculum for the academic year.

Responsibility Assignment:

- Curriculum hours are distributed, and responsibilities are assigned to concern incharges.
- The time table committee prepares the timetable and the subject incharges prepares the monthly lesson plans.
- Finalized plans are disseminated to all staff members during a staff meeting & communicated to students well in advance.

DELIVERY:

Pedagogical Approaches:

- Curriculum is delivered through didactic lectures and practicals including various innovative teaching learning methods such as Intregrated teaching, problem based learning, self directed learning etc. & clinical training which includes clinical case demonstrations, case-based learning, clinical postings, and internships under faculty guidance.
- ICT enabled lecture halls & labs enables effective delivery of the curriculum through innovative modalities to large groups and small groups.
- Heads of Departments organize monthly events such as workshops, seminars, certification programs, extension activities, outreach activities according to curriculum needs.
- Students are encouraged to participate in workshops, conferences, CME to keep updated with the recent advances.

Class Incharges:

- Faculties are assigned as class incharges for each batch.
- Responsible for scheduling the academic calendar and timetable according to allotted hours.

Lesson Plan Execution:

- Lectures delivered by faculty members adhere to the structured monthly lesson plans prepared by subject incharges.
- Curriculum committee also ensure the proper delivery of structured monthly lesson plan through Monthly lesson plan feedback and topic completion.

Integrated Curriculum:

- Implementation of curriculum integration through various horizontal and vertical teaching methods.

EVALUATION:

Internal Exams:

- Continous Evaluation is done through class test, seminars & assignments etc.
- Terminal and preliminary internal exams are conducted before the university exams.
- Results of internal exams are analyzed to identify slow performers and advanced learners. Slow performers are motivated through remedial classes and advance learners are further motivated to participation in various competitions and research projects

Stakeholder Feedback:

- Feedback on the curriculum is gathered from all stakeholders, analyzed, and compiled into a report. This report, along with recommendations are conveyed to the university.

File Description	Document
Any additional information	View Document
Link for Minutes of the meeting of the college curriculum committee	View Document
Link for any other relevant information	View Document

Other Upload Files	
1	View Document
2	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: 0

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

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

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
Link for additional information	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: 100

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

Response: 321

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

Response: 331

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
Link for 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: 90.23

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

2022-23	2021-22	2020-21	2019-20	2018-19
243	334	263	269	202

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

1.3 Curriculum Enrichment

1.3.1

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

Response:

The institute targets and emphasises several key areas to equip students with the qualifications, skills, and strong moral, social & ethical values needed to become proficient professionals. The institute integrated cross cutting issues through curriculum, college initiatives/activities & online courses.

Gender

- The curriculum covers gender-related topics, including reproductive anatomy, musculoskeletal differences, and other physiological variations.
- The ICC cell organizes gender-related events like Savitribai Phule Jayanti and International Women's Day, IQAC initiates a child abuse awareness campaign.
- Students are encouraged to take online courses on gender, sexual and reproductive health, and endocrine system differences.

Environment and Sustainability

- The Community Health course covers environmental health issues, sustainable practices for community health, and how physiotherapists can help promote environmental sustainability
- The NSS supports safety, environmental, and sustainability efforts, including Swachh Bharat, World Environment Day, and tree planting drives
- Students are encouraged to take online courses in Global Health Environmental Management and Environmental Management for Human Resources in Health

Human Values

- The Ethics and Professionalism course covers human values such as empathy, respect, integrity, and making ethical decisions.

- The college hosted blood donation camps and International Day of Nonviolence events, while IQAC initiatives included ability awards, interfaith prayers, and peace-focused workshops and VAC. Guest lectures by by eminant speakers offered valuable insights on human values.
- Students are encouraged to take online courses such as the Social and Behaviour Change (SBC) Program Monitoring.

Health Determinants

- The Community Health course covers general concepts and determinants of health and disease, the impact of socio-economic and cultural environments, environmental hygiene, and epidemiology.
- IQAC conducted add on & Value added courses on health and Nutrition
- Students are encouraged to take online courses in nutrition, healthcare quality, early childhood development, and recommended courses on HIV transmission, newborn survival, social behavior change, and yoga for self-health.

Right to Health

- The Community Medicine curriculum covers national public health administration and provides special care for patients with strokes, elderly patients, and other vulnerable groups.
- Students are encouraged to take online courses in Population, Health, and Environment, Knowledge Management in Global Health Programs, Social Media for Health and Development, and Governance and Health.

Demographic Issues

- Lectures are conducted on demography and the epidemiology of socio-economic and cultural issues.
- Training for interns and postgraduate residents on conducting demographic surveys using the Epi Collect app was held at Ellora.
- Students are encouraged to take online courses on Demographic and Health Services.

Professional Ethics-students are taught professional ethics throughout all years of their studies.

- In the first year, they learn about professional practice and ethics, the concept of morality and ethics, and professionalism including dress codes.
- The second year covers the ethical code of conduct and the physiotherapist-patient relationship.
- In the third year, students focus on inter-professional communication and ethics in clinical practice.
- The final year includes topics on law and regulation, ethics in research, and ethics in teaching.
- Oath-taking ceremony conducted on graduation day for Graduates.

File Description	Document
Link for list of courses with their descriptions	View Document
Link for any other relevant information	View Document

1.3.2

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

Response: 31

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

Response: 31

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
Links for additional information	View Document

1.3.3

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

Response: 84.33

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

2022-23	2021-22	2020-21	2019-20	2018-19
286	297	232	229	192

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
Link for 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: 100

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

Response: 316

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
Any additional information	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
Link for additional information	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
Any additional information	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: B. Feedback collected, analysed and action has been taken

File Description	Document
Stakeholder feedback report	View Document
Institutional data in prescribed format	View Document
Any additional information	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

Other Upload Files	
1	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: 95.43

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

2022-23	2021-22	2020-21	2019-20	2018-19
30	28	26	34	16

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

2022-23	2021-22	2020-21	2019-20	2018-19
30	28	26	35	20

File Description	Document
Institutional data in prescribed forma	View Document
Final admission list published by the HEI	View Document
Copy of letter issued by state govt. or and Central Government (which-ever applicable) Indicating the reserved categories to be considered as per the GO rule (translated in English)	View Document
Any additional information	View Document
Annual Report/ BOM report/ Admission report duly certified by the Head of the Institution.	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

2.1.2

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

Response: 96.74

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

2022-23	2021-22	2020-21	2019-20	2018-19
87	84	81	79	70

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

2022-23	2021-22	2020-21	2019-20	2018-19
87	84	84	81	78

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
Any other relevant information	View Document

2.1.3

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

Response: 0

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

2022-23	2021-22	2020-21	2019-20	2018-19
00	00	00	00	00

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

2.2 Catering to Student Diversity

2.2.1

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

The Institution:

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

Response: C. Any two of the above

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

2.2.2

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

Response: 16.59

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

Other Upload Files	
1	View Document

2.2.3

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

Response:

The institute believes that education extends far beyond the classroom to nurture the innate talent and aptitude of the students. The institute unlocks the full potential of all students by offering a variety of activities beyond the classroom in a wide range of extramural activities.

Scientific Temperament:

- Students are provided with opportunities and guidance to present their research projects, papers and posters at various national and state level conferences to enhance their research cognitive abilities.

Clinical experiences through Collaborations:

- MOUs and linkages with reputed organizations / institutes across India offer students a platform to master the clinical competencies from diverse healthcare settings, thereby enhancing their physiotherapeutic skills.

Extension Activities :

- To instill a sense of social and civic responsibility, institute encourages students to engage in extension activities and community service. NSS volunteers actively participate in activities such as tree plantation drives, environmental clean-ups, and environmental sensitization programs.
- Institute collaborates with prestigious local NGO's for grooming the students beyond the classroom to instill civic sense.
- Several awareness and social campaigns like awarathon street plays on prevention of child abuse, COVID awareness video, SDG campaigns are conducted in collaboration with government agencies.

Activities of Student Council :

- Student council organizes annual sports and cultural meet, fresher's party, and annual gathering.
- Student council actively involved in organizing institutional events like Graduation Ceremony, Awarathon, Ability Awards, workshops, seminars, and conferences which helps them to learn the spirit of team work and leadership qualities. The student's takes lead in organizing annual sports meet in the institute. Students also participate in state/national level tournaments and matches like MGM Olympics, MUHS KridaMahaostav.
- The annual cultural program in MGM gathering includes drama, music, and dance, providing students with avenues to express artistically.
- One of our student performed Bharathanatyam at Kartavya Path in the Republic Day Parade.

Students Club:

- Photography, Arts (Pottery & Khadi) and Music clubs are in place to groom the students artistically in their creative endeavors under the expertise of professionals.

Celebration of Days:

- National days such as Independence Day,Republic Day, and Gandhi Jayanti are celebrated with specific themes aimed at inculcating the spirit of patriotism and ethical values.
- Days dedicated to social causes like Anti-tobacco day,Disability Day,Hand washing day,Mental Health Day,Cancer day,Hypertension Day,Arthritis Day,MGM Awarathon and AIDS day witness student-led street plays and flash mobs to raise awareness.
- Days like Physiotherapy Day,Women's Day,and Day of Older Persons are commemorated by the theme. International Yoga Day is observed to promote self-awareness and holistic wellbeing encompassing physical, mental, and spiritual dimensions.

Campus Facilities :

- The institute has one of the largest sports and fitness facilities in the Marathwada region including sports pavilion, Olympic size swimming pool, rifle shooting academy for the students with an exclusive MGM Sports club. An active co-learning space; Chintan Gaah in the heart of the campus provides a perfect co-learning environment to the students.

By offering a diverse range of extramural activities and beyond-the-classroom initiatives, we aim to empower students to become well-rounded individuals who make meaningful contributions to society.

File Description	Document
Link for any other relevant information	View Document
Link for Appropriate documentary evidence	View Document

2.3 Teaching- Learning Process

2.3.1

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

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

Response:

Experiential Learning:

- Curriculum integrates didactic lectures with practical sessions.
- Clinical immersion to refine communication skills in real-world settings.
- BPTh students learn the practical skills experientially in the clinical postings at physiotherapy Outpatient Departments, Inpatient Departments, and Intensive Care Units under expert faculty.
- Skills enhancement through industrial visits, field trips to model villages, and community visits to institutes like:
    - Anandwan - Maharogi Sewa Samiti, Warora (Founded by Padma Vibhushan Mr.Baba Amte, Ramon Magsaysay Award winner)
    - Patoda Model Village (Winner of Niram Graam award and Carbon Neutral Vishesh Panchayat Puraskar award by Govt of India)

    - SEARCH Foundation – Gadchiroli (founded by Padmashri Dr. Abhay Bang & Acclaimed by Govt of India & WHO for their home based neonatal care)
    - Amar Seva Sangam – Tenkasi, Tamilnadu (founded by Padmashri Shri. Ramakrishnan & Zero Project 2023 awardee at United Nations Office in Vienna, Austria)
    - Tata Trust, Munnar - Kerala
    - Prathiba Prabhakar Pulmonary Rehab Centre, Mumbai
    - Sports Authority of India, Aurangabad
- Students are posted in state-level / national level sports tournaments through SAI to learn on-field physiotherapy practice which supplements theoretical learning.

Integrated/Interdisciplinary Learning:

- Encouragement of interdisciplinary learning and approaches in teaching.
- Horizontal and Vertical Integrated teaching programs of pre-clinical, para-clinical, and clinical subjects, along with physiotherapy subjects.
- Conferences conducted to incorporate interdisciplinary learning.

Participatory Learning:

- Active engagement in scientific events on and off-campus, showcasing clinical skills, theoretical knowledge, and eloquence.
- Participation in curricular, co-curricular, and extra-curricular activities to foster employability skills.
- Activities include jigsaw learning, group projects, panel discussions, debates, and other academic competitions

Problem-Solving Methodologies:

- Engagement in problem-solving methodologies through clinical case scenarios.
- Diagnosing and planning patient treatment during clinical postings.
- Use of case-based scenarios to diagnose and chart appropriate treatment strategies

Self-Directed Learning:

- Students take the initiative to identify their learning needs, set goals, find learning resources on their own, and evaluate their own progress
- Faculty members mentor them in this SDL to set goals
- Facilitators supervise as students create and implement lesson plans, followed by assessments.
- Seminars and micro-teaching prepare the students towards self-directed learning

Patient-Centric and Evidence-Based Learning:

- Postgraduate students deliberate on recent evidence in journal club discussions.
- Emphasis on patient-centric care by adhering to ethical principles and guidelines.
- Obtaining informed consent, delivering evidence-based treatment options, and treating patients with utmost care.

Learning in Humanities:

- Participation in medical and physiotherapy camps to develop social skills, communication, empathy, and emotional intelligence.
- Peace and non-violence courses from the Department of Gandhian Studies.
- NSS unit engages students in social and humanitarian activities, supporting special needy communities (AIDS) and addressing issues like elderly abuse and stroke caretaker counselling.
- Students actively participate in social campaigns through AWARATHON skits

Project-Based Learning:

- Undergraduate students undertake individual and group projects under the guidance of faculty members.

Role Play:

- Promotion of students to participate in street plays, skits, and flash mobs conveying social messages.
- Awarathon skits to raise awareness on child abuse prevention, global handwashing, physiotherapy, and health days.
- Activities foster affective learning and assess interpersonal and communication skills, alongside cognitive knowledge.

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
Any other relevant information	View Document
Link for additional information	View Document

2.3.3

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

Response:

Various ICT-enabled tools are integrated with traditional teaching methods in the institute to make learning more productive in the institute.

Types of ICT Tools used by faculty members :

- **Informative tools**: Utilizing digital libraries, educational websites and online databases to provide students with wide range information and learning materials. These include high speed internet facilities, e-library, JUNO Campus - institutional LMS, online databases
- **Constructive Tools**: Utilization of PowerPoint presentations, Microsoft Word and Excel, SWAYAM, NPTEL, MOOC platforms and the development of e-content.
- **Communicating Tools**: Institutional Email, institutional website, official YouTube channel and institutional LMS
- **Collaborating Tools** – Smart boards, LCD projectors, collar mics with speakers, and physiotherapy department embracing recent technologies like Virtual Reality. During COVID -19, the institute adapted online teaching through Microsoft Teams and Zoom platforms to ensure teaching-learning process.

Digital Teaching:

- The institute has over head LCD projectors in classrooms, desktop computers, LAN connectivity, Bluetooth connected public addressal system and collar mics for large group teaching.

- Dedicated smart classroom / seminar hall for small group teaching features with AV aids, and LCD projector.
- An exclusive centre- Dyotan Hall features with LED display, wifi internet connectivity, high resolution camera for video recordings and live relay of the events. Dyotan Hall provides the platform for digital class room facility for virtual classes facilitating remote learning and collaborations.

E-Library / E –Resources :

- Our library utilizes the JUNO library management software for effective administration. Faculty and students have remote access to numerous e-resources like EBSCO, DELNET,Uptodate, Clinical Key, Proquest and the National Digital Library.
- The library also offers a variety of e-books, e-journals through MUHS Digital library - KNIMBUS.
- Faculty members utilize SWAYAM, NPTEL, and other online MOOC platforms to stay updated with current knowledge and to develop their skills further.

Institutional LMS:

- JUNOCAMPUS institutional Learning Management Software is used extensively for faculty and students for academic scheduler, learning outcomes, online attendance management, and academic schedule management.

Workshops on ICT-Enabled Teaching and Learning:

- All faculty members are trained to use the available ICT facilities.
- Small group sessions among the faculty are organized to facilitate exchange of ideas and development of high-quality e-learning contents
- Ten programs on ICT have been conducted exclusively for the faculty members in the past five years to enable ICT in teaching-learning.

E-Content Development:

- Faculty members are encouraged to develop e-content in the form of lectures and demonstrations. e-contents made by them are available in the institutional LMS & website. PPT's of lectures are also made available in the LMS.
- Dedicated state-of-the-art media lab available for development of e-contents.

Technological Innovations:

- The institute embraces advanced technology in its teaching-learning activity. The few initiatives are Virtual Reality in neuro physiotherapy department, EPICOLLECT 5 app in Community Physiotherapy department, Balance master, and Spinal mouse in musculoskeletal physiotherapy department, EMG & NCV in sports physiotherapy department, and Body fat analyzer in cardiorespiratory physiotherapy department.

Other ICT-Enabled Tools:

- All departments are equipped with desktops featuring updated software, projectors and 1GBPS internet connection.

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: 19.21

2.3.4.1 Total number of mentors in the preceding academic year

Response: 19

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
Any other relevant information	View Document
Link for any other information	View Document

2.3.5

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

Response:

The institute promotes creativity, critical thinking, innovation, analytical and problem-solving skills among its students through the departmental organized events.

- Most of the events organized in the institute are directed to kindle the creativity and innate talents of the students.

Creativity :

- The institution grants students a level of freedom by allowing them to lead presentations through pedagogical methods, panel discussions, seminars, and peer-group discussions in a creative manner.
- Thematic presentations on specific commemorative days are encouraged to inspire students to think creatively and propose unique ideas.
- Students are motivated to put their best efforts into developing innovative approaches to promote patient education during camps and rallies focused on social and demographic issues.
- These initiatives include activities such as skits, flash mobs, poster-making, tag line contests, and the creation of slogans and banners.
- During the COVID pandemic, students produced COVID-19 health education videos highlighting the COVID-19 protocol which was forwarded to the common public through whatsapp contacts, groups and social media platforms.
- The college publishes an annual souvenir at the end of each academic year, highlighting the student activities and achievements. Students are involved as editorial members in the annual souvenir, where they contribute to its editing and design as a creativity.

Analytical & Clinical Skills :

- The students learn clinical skills through bed side teaching, hands-on training in the 1180-bedded teaching hospital and workshops organized in the institute.
- Case-Based Discussions: Presenting real-time patient scenarios encourages students to think critically, analyze complex situations, and devise innovative solutions.
- Students are encouraged to engage in research projects, enabling analytical skills and the ability to explore new ideas.
- Projects that require students to solve real-world problems or develop new products encourages innovation and practical application of theoretical knowledge in Incubation Centres in JNEC – MGM University campus.
- Journal clubs helps the students to critically appraising published literature and comparing it with contemporary evidence sharpens analytical skills and encourages students to stay updated with the latest advancements.
- Clinical simulations provide hands-on experience, encouraging students to innovate and think critically about patient care.

Innovation :

- Students are encouraged to create innovative ideas, exhibit display models pertaining to their topic or specialty. These models are displayed among the students and common public for awareness.
- The institute has appointed an adjunct research faculty exclusive for Research. Research methodology workshops and guest lectures have been delivered by the adjunct faculty in the

context of contemporary research.

- Apart from these initiatives, webinar on patent drafting and filing in Indian context, webinar on Exercise for Astronauts, Webinar on Physiopreneuer are organized by the institute.
- Initiatives like learning beyond textbooks by screening of educational movies and documentaries, book reviewing adds a significant value to the teaching-learning process of the institute.

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: 100

File Description	Document
Sanction letters indicating number of posts (including Management sanctioned posts) by competent authority (in English/translated in English)	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document
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: 19.65

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

2022-23	2021-22	2020-21	2019-20	2018-19
5	4	4	3	2

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
Any additional information	View Document
Link for additional information	View Document

2.4.3

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

Response: 8.44

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

Response: 185.75

File Description	Document
Institutional data in prescribed format	View Document
Consolidated Experience certificate duly certified by the Head of the insitution	View Document
Any additional information	View Document
Link for additional information	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: 88.44

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

2022-23	2021-22	2020-21	2019-20	2018-19
21	17	15	15	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
Any additional information	View Document
Web-link to the contents delivered by the faculty hosted in the HEI's website	View Document
Link for additional information	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: 6.15

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

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

File Description	Document
Institutional data in prescribed format	View Document
e-Copies of award letters (scanned or soft copy) for achievements	View Document
Any additional information	View Document
Link to additional information	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 Institute has an examination cell headed by a senior faculty member assisted by a member of faculty to ensure the conduct of CIE in a seamless manner.

- Class in charges of respective year ensure adherence to the academic calendar in alignment with MUHS timelines related to examinations.
- The academic calendar outlines important academic activities, including internal and tentative schedule of the university exams.
- The calendar is shared with all stakeholders at the beginning the academic year and posted in the college notice board.

Internal Examination :

Two internal exams are conducted in an academic year – Terminal & prelims. A month before the Terminal and Prelim exams begin, the exam cell posts the exam timetable on the college notice board and class WhatsApp group to ensure the students have adequate time to prepare for the exams.

Paper Setting : Paper setters are appointed based on their subject expertise by the exam cell and provided with question paper templates according to MUHS guidelines. They submit the question papers to the exam cell in a sealed envelope fifteen days before the exam. These question papers are securely stored in the exam cell cupboard.

Printing : The question papers from the sealed envelope are photocopied thirty minutes before the commencement of the exam using a high-speed photocopier in the office.

Invigilation: The Examination Cell assigns invigilators to ensure the smooth conduct of all exams. Invigilators are briefed on their responsibilities, including documenting the exam forms. The exam cell coordinator monitors the timeline for the papers, and invigilators ensure that students do not bring electronic gadgets into the exam hall. The exam venues are equipped with CCTV surveillance cameras. The principal monitors the exam process live on the office desktop screen to ensure transparency. In cases of student malpractice, an inquiry is conducted, and immediate action is taken by the examination cell.

Evaluation: The answer booklets are securely stored in the exam cell cupboards, with the keys held by the exam cell in charge. Teachers are instructed to evaluate the answer booklets only in the board room, and unevaluated answer sheets are not allowed to be taken out of the board room. Teachers complete the evaluation within 15 days after the internal exam.

Declaration of results: The evaluated answer sheets are shown to students by the subject in-charges.

Students with grievances regarding the evaluation can approach the subject in charge or the relevant faculty member for clarification. The faculty member resolves grievances promptly.

The subject in charge submits the internal assessment marks to the respective class coordinators for the preparation of the final result sheet. The class in charge prepares the consolidated results and forwards to the exam cell coordinator.

After the Terminal and Preliminary Examinations, class coordinators calculate the Internal Assessment (IA) according to MUHS guidelines. Each student reviews their IA, and it is then approved by the Exam Cell. The final IA sheet is prepared, signed by the students, and submitted to MUHS within the designated timeframe.

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

2.5.2

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

Response:

The Institutional Grievance Redressal Mechanism for Continuous Internal Assessment is transparent, efficient, and operates within a set timeframe which is headed by an experienced faculty member.

The results of Terminal & Preliminary examinations (Continuous Internal Examinations - CIE) are posted on the notice board of college for one week, with exam paper records maintained by the exam cell. The results statement of marks is signed by the students next to their names and marks, and this is duly endorsed by the Head of the Department.

Grievance Redressal Mechanism for CIE:

Students have two ways for voicing their grievances related to examinations. They are encouraged to approach the subject in charge in the respective departments for issues related to re-evaluation and re-verification.

The subject in charge resolves these grievances promptly. If a student remains dissatisfied, the issue is escalated to the head of the department. The head of the department resolves the grievances amicably. Grievances related to syllabus coverage or difficulty level are also directed to the head of the department.

If a student fails to appear for the CIE and if he / she have a legitimate reason, the student can request for a reexamination to the examination cell. The examination cell discusses the request and considering

the authenticity of the reasons, the decision is made regarding the reexamination. The decision is then communicated to the student with the Principal's approval.

The mentorship program provides an additional channel for unresolved grievances, where mentors play a key role in resolving issues pragmatically. Students can also appeal directly to the Principal regarding any grievance related to the CIE.

During orientation programs, which are held at the start of each year, parents and students are given detailed information regarding examinations, including internal and university examination patterns. During parent-teacher meetings, parents can express concerns about their child’s performance.

Grievance Redressal Mechanism for University Examination:

The institute handles grievances related to university examinations in accordance with MUHS guidelines. The university allows students to request photocopies of answer books through the institution within seven days after results are declared. If there are discrepancies, such as totaling errors, students can submit an application along with a copy of the answer book to the university within seven days of declaration of results. The exam cell helps candidates who want to apply for photocopy of the answer books and re-totaling to the university in accordance with MUHS policies. There is no provision of reassessment /reevaluation.

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:

As an affiliated institute under MUHS, MGMIOP strictly follows the examination patterns and norms laid down by the university. University examinations are conducted by MUHS through their structured and standard operating procedures.

- End-to-End Automation of the university examination procedure has been achieved by integrating information technologies (IT) in the examination and evaluation procedure.
- The university has a dynamic webpage - www.examlearning.co.in for ensuring smooth workflow process of the exams.

Below are the details of the integration:

- Online exam form submission & Online generation of hall tickets
- Online Entry of Internal Assessment marks
- Online Practical marks submission for External/University Exam (BPTh & MPT)
- Online Synopsis and Dissertation submission (MPT)
- Online Synopsis and Dissertation evaluation and approval (MPT)
- Online University Paper setting (BPTh and MPT)
- Online Barcode scanning of Theory Answer book of External/ University exam(BPTh & MPT)
- Digital evaluation of university exam papers in CAP (Central Assessment Program) centres
- Online marks entry from CAP centers
- Publishing university exam results online

Continuous Internal Assessment Examination Procedures

- The institute conducts two Internal Assessment exams (Terminal & Preliminary) every academic year.
- The syllabus covered in the first term is included in the terminal exam, which takes place around mid-term of the academic year. The entire syllabus is included in prelim exam.
- The examination cell of the institute holds the complete responsibility for conducts the IA exam in the college. The exam cell is led by a senior faculty member who offers his experience and expertise to ensure the examinations run smoothly.
- The tentative schedule for internal assessment exams is included in the academic calendar each year, allowing students and faculty members to prepare accordingly.
- The IA papers are evaluated within 30 days of the examination, and the results are announced thereafter.
- The papers are securely stored in the exam cell's lockers. Teachers must conduct the evaluation within the exam cell, and unevaluated answer scripts are not permitted outside of its custody.
- The Examination Cell ensures a strict adherence to the exam timetable and timely conduct of IA examination

Work Place Based Assessment:

- During their 6-month internship program, interns undergo workplace-based assessments. They are assigned to various clinical postings on a rotating basis, and at the end of each posting, the Head of the Department evaluates each intern using a structured evaluation form. Few exams like Personal Proficiency Exam, Mind Benders, Objective Structured Practical Exam and Extended Matching Questions are practiced in the institute.
- Additionally, 1st and 2nd BPTh students are required to maintain a journal, while 3rd and 4th BPTh students have a journal logbook for their continuous evaluation of clinical cases.
- Master of Physiotherapy (MPT) students are also required to maintain a college logbook and submit a progress report every six months to the University to ensure continuous evaluation.

File Description	Document
Link for Information on examination reforms	View Document
Link for any other relevant information	View Document

Other Upload Files	
1	View Document
2	View Document
3	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
Re-test and Answer sheets	View Document
Policy document of the options claimed by the institution duly signed by the Head of the Institution	View Document
Policy document of midcourse improvement of performance of students	View Document
List of opportunities provided for the students for midcourse improvement of performance in the examinations	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Links for additional information	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 program-specific learning outcome and course learning outcomes covers the three domains of teaching learning : cognitive, psychomotor, and affective.

- The institution has clearly defined Program Outcomes (POs) and Course Outcomes (COs) for all its academic programs in alignment with the MUHS syllabus. These are conveyed to students during the orientation program and are made available on the official institutional website. The BPTh & MPT course diary also includes the learning outcomes and graduate attributes.
- The Course Outcomes are developed following MUHS guidelines. The curriculum is designed to ensure the attainment of these outcomes, with teaching-learning methodologies crafted accordingly. At the start of each academic year, teachers plan their Specific Learning Objectives and teaching methodologies to align with the desired outcomes.
- Learning outcomes are evaluated across Cognitive, Psychomotor, and Affective skills. During practicals, case presentations, or treatment sessions, students observe, comprehend, recognize, apply, and recall knowledge, aiding in the assessment of cognitive skills.
- Affective skills are assessed during seminar and journal presentations, where students acquire knowledge and respond through Q&A sessions or feedback forms. In practical or clinical sessions, students observe treatment techniques and methods, then apply them on patients or models, demonstrating psychomotor skills.
- Learning outcomes are regularly assessed through internal exams. Curriculum feedback from students, teachers are collected, analyzed and appropriate actions are taken through curriclum commitee.
- The Subject knowledge in the prescribed course is assessed by Terminal & Preliminary Examination, Periodic test, Preparatory Examination, and University Final Examination.
- The Clinical Competence & Skills is assessed by Case Presentations, Clinical log books, Practical Examination with modules for assessing practical skills, viva voce, and communication skills.
- The Research competencies are evaluated by submission of a research project before completion of internship for BPTh students and submission of dissertation before final examination for MPT students.
- The ethical practice is evaluated by clinical bed side assessments and case presentations.

The Graduate attributes for the BPTh course include:

1. Competent Professional
2. Effective Communicator
3. Critical thinker and problem -solver
4. Inquisitive Researcher
5. Lifelong Learner
6. Team player
7. Digitally advanced & proficient
8. Dynamic Leader

9. Global Citizen

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: 83.09

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

2022-23	2021-22	2020-21	2019-20	2018-19
30	61	42	39	17

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

2022-23	2021-22	2020-21	2019-20	2018-19
34	65	45	45	23

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
Any additional information	View Document
Links for additional information	View Document
Link for the annual report of examination results as placed before BoM/ Syndicate/ Governing Council for the last five years.	View Document

2.6.3

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

Response:

The institute has a distinct and well-aligned teaching, learning and assessment process to achieve the intended goal of imparting necessary knowledge, skills, and competencies outlined in the learning outcomes. These learning outcomes are integral to the formulation of the program outcomes (PO). The POs ensure comprehensive coverage of the cognitive, psychomotor, and affective domains, aiming to produce well-rounded, competent professionals.

Each academic program consists of multiple courses, and each course has specific course outcomes (COs) that are aligned with Bloom's Taxonomy. These COs are directly linked to the corresponding POs, ensuring that educational goals are achieved across all areas. The achievement of these outcomes is systematically assessed by calculating a weighted average for each PO.

The desired learning outcomes are accomplished through the following process:

Teaching Methods:

- The institute focuses on delivering holistic teaching methods. It employs various teaching methods with special focus on digital technologies to impart knowledge and facilitate learning among students.

- The institute ensures timely completion of course syllabus within the month. This enables the students to plan their academic schedules.

Curriculum Design:

- MUHS curriculum is designed in such a manner that aligns with learning outcomes. The contents of the curriculum, teaching pedagogy are cohesively framed so that the students achieve the intended learning outcomes at the end of the course.

Faculty Development:

- The institute offers various faculty development opportunities to help staff align their teaching methods, update their professional knowledge, and ensure that activities and assessments effectively match the learning outcomes.

Assessment :

- As per the guidelines from MUHS, the institution employs two formative assessments, the Preliminary examination and Terminal Examination, throughout the course duration to gauge students' comprehension of the subject matter and their learning progress.
- The final university examination provides a comprehensive evaluation of students' attainment of the stated learning outcomes.
- The exams include both theoretical and practical components; the theory exams consist of descriptive questions, while the practical exams evaluate students' knowledge, clinical skills, attitude, and communication abilities. The syllabus for these internal assessments is meticulously designed to encompass all course outcomes (COs).
- The cumulative internal assessment marks make up 20% of the overall metric for course outcome (CO) achievement, with the year-end university examinations contributing the remaining 80%. Once the course is completed, the results are analyzed to assess the extent of CO attainment in relation to the mapped program-specific learning outcomes.

Mentoring & Continuous improvement:

- The institution offers a personalized mentoring program facilitated by faculty members, which is available to all students. This mentorship initiative is designed to support students in their academic journey and promptly address any challenges they may encounter.

By focusing on all the above dynamic parameters in an iterative process, the institute aligns the teaching, learning, and assessment processes with the stated learning outcomes which are a dynamic and. All these enhances the quality of education and help students achieve their academic goals successfully.

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 conducts parents-teachers meeting regularly to enhance communication between the parents and institute providing a platform to discuss the student's academic progress, strengths, and areas for improvement.

Periodicity:

- The PTM for parents of first-year B.P.Th students are usually conducted at the start of the academic year. The second PTM for the first year BPTh students are held after the results declaration of terminal examinations.
- The PTM for second, third and final year BPTh students are conducted once annually after the results declaration of terminal examinations.
- Apart from the annual PTM, parents are free to visit the institute at any given time point to discuss matters of concern regarding their ward with either the concerned class-coordinator, subject in charge or Principal.
- Additional meetings are held under special circumstances when/where the ward is unable to maintain a sufficient attendance record, those with below average performance in the internal examinations or those who have failed the University examinations.

Agendas & Measures undertaken:

- During these parents -teachers meetings, parents receive details of the acadmic calendar including teaching schedules, holidays, vacations and examination schedules.
- The class coordinators of each of the batches put forth three common agendas of the meeting pertaining to the disciplinary matters, marks obtained in the terminal examination, and attendance percentage of each student.
- If under any circumstances the performance of the student is not as per the requirement remedial classes are arranged for the same which will be intimated to the parents in the PTM.
- A one-on-one discussion with the class coordinators & subject in charges take place to understand the students draw back and individualised solutions are provided ranging from parental counselling, professional psychological counselling, assignments, additional focus on a particular topic/subject & encouraging parents to have a positive attitude towards their ward.
- The parents are well informed on a priority basis regarding all the curricular and extra-curricular activities including sports and cultural gathering. Parents are requested to encourage their ward to participate in as many as such events including those of the National service scheme unit& extension activities.

- The grievances & feedback from the parents are taken into consideration. Their suggestions are discussed in the college committees and suitable actions are taken at institute level.

Outcomes :

- The PTM has bridged the gap between faculty, students and parents for betterment of the student's performance.
- Students have managed to successfully complete their BPT & MPT courses.
- Students have outdone themselves in curricular as well as extra-curricular domains.
- The remedial classes have helped the student to perform well in their examinations and be eligible for the University examinations.
- Few of the students received university gold medals, passed with distinctions and first class with involvement of parents in the academic progress.

File Description	Document
Link for proceedings of parent –teachers meetings held during the last 5 years	View Document
Link for follow up reports on the action taken and outcome analysis.	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: 3.76

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: 51.11

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

2022-23	2021-22	2020-21	2019-20	2018-19
12	11	9	8	6

File Description	Document
List of full time teacher during the last five years.	View Document
Institutional data in prescribed format	View Document
Copies of Guideship letters or authorization of research guide provide by the university	View Document
Any additional information	View Document
Link for Additional Information	View Document

3.1.2

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

Response: 0

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

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

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
Any additional information	View Document
Link for Additional Information	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: 1

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

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

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
Link for funding agencies websites	View Document
Link for Additional Information	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:

Preamble:

The MGM Institute of Physiotherapy is committed to foster a culture of innovation, creativity, and entrepreneurship, empowering students, faculty, and staff for developing novel solutions that transform the field of physiotherapy and improve human health and well-being.

Infrastructure facilities like NABH Hospital, NABL Accredited Lab, registered Institutional Ethical Committee, Board of Research Studies, 02 PhD Guides & 10 PG teachers support the growth and development of an innovation ecosystem fostering collaboration, creativity, and entrepreneurship.

Collaboration with IIRC: MGM Institute of Physiotherapy collaborates with the Innovation Incubation and Research Center-(IIRC) to establish a robust innovation ecosystem.

- ***Infrastructure:*** Equipped with Stratasys J850 Digital Anatomy 3D Printing Technology (1st in Maharashtra, 3rd in India), 1Gbps internet, advanced prototyping equipment, and collaborative workspaces.
- ***Access:*** 24/7 availability ensures that students and faculty can work on their projects without time constraints.
- ***Support:*** Provides mentorship and resources necessary for innovative projects.

Notable Innovative Projects:

- ***Low-Cost Digital Pressure Sensor Muscle Dynamometer***: Initiated in January 2022, aims to develop an affordable and accurate tool for assessing and training muscle strength without a computer. Recognized with 3rd Best Innovation Award from the Vice-Chancellor of Maharashtra University of Health Sciences (MUHS) for this innovation.
- ***VR-Enhanced Traditional Indian Folk Games:*** Started on January 30, 2023, integrates virtual reality with traditional Indian games to aid individuals with neuro-developmental disabilities. This project, in collaboration with the IIRC (Department of Computer Science Engineering), is submitted for an ICMR grant.
- ***MGM Physio HEP (Home Exercise Program) App:*** Developed in collaboration with the IIRC (Department of Information & Communication Technology), provides tailored physiotherapy exercises and monitoring, facilitating better patient care and engagement. Beneficial for patients from distant locations.

Collaborations with Renowned Institutions:

- Partners include SEARCH in Gadchiroli, Amar Seva Sangam in Tamil Nadu, Prathibha Prabhakar Pulmonary Rehab Center in Mumbai, Dravid Paudukone Centre for Excellence in Bangalore, and Venture Center in Pune.
- These collaborations enable cutting-edge research, access to advanced facilities, and publication in reputed journals. Resulted in total 59 research publications in indexed journals & 05 Patents.
- Provides information and assistance in applying for funding and grants from various government bodies, private organizations, and international agencies.

Mentorship and Training:

- Regular workshops and training sessions on entrepreneurship, intellectual property rights, and product development conducted by Venture Center, an Entrepreneurship Development Centre in Pune.
- These sessions equip participants with necessary skills to navigate the innovation landscape effectively.
- Resulted in 74 copyrights

Summary:

- MGM Institute of Physiotherapy's strategic initiatives and collaborations have created a dynamic and supportive environment for innovation.
- Drives the institution's mission to achieve excellence in health science education, research, and community service.

File Description	Document
Link for details of the facilities and innovations made	View Document
Link for any other relevant information	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: 43

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

2022-23	2021-22	2020-21	2019-20	2018-19
14	9	9	6	5

File Description	Document
Report of the workshops/seminars with photos	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Link for 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: B. Any 3 of the above

File Description	Document
Share the code of ethics of research clearly stating the claims of the institution duly signed by the Head of the Institution	View Document
Institutional data in prescribed forma	View Document
Any additional information	View Document
Link for 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: 3.67

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: 55

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

Response: 15

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
Link for 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: 0.83

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

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
Link for 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: 170

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

2022-23	2021-22	2020-21	2019-20	2018-19
53	55	24	21	17

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
Any additional informatio	View Document
Link for Additional Information	View Document

3.4.2

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

Response: 81.69

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

2022-23	2021-22	2020-21	2019-20	2018-19
250	264	283	210	187

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
Any additional information	View Document
Link for additional information	View Document

3.4.3

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

Response:

The MGM Institute of Physiotherapy has garnered considerable acclaim for its exceptional extension and outreach activities since its inception and has been recognized with 44 awards.

National Record Recognition:

- MGM IOP holds a National Record Certificate from Best of India Records and India Book of Records for the non-stop longest torch relay marathon, covering a distance of 210 km from MGM Campus to MUHS, Nashik, to raise awareness and prevent child abuse.

Certificates of Recognition :

- MGM IOP has received 8 certificates of recognition from SEARCH for delivering physiotherapy services to rural and tribal populations, along with health camps in Gadchiroli District, Maharashtra.
- Abhijay Auto Parts, Chh. Sambhajinagar, recognized MGMIOP for Industrial Therapy outreach program, which provided ergonomic assessment and physiotherapy services to workers.
- "Get Going - Women for Fun, Fitness & Health" recognized the institute for providing physiotherapists for the Mrs. Foodrite Get Going Marathon and supporting the event as a medical partner.
- The institute has received recognition letters from the Jalna Half Marathon for providing excellent physiotherapy facilities.

Certificates of Appreciation :

- Bhagwan Baba Balikashram appreciated for conducting activities on health and hygiene awareness, such as coordination games, aerobic fitness sessions, physical assessment programs, menstrual hygiene education sessions, and hand washing educational activities since September 2018.
- The Department of Geriatric Medicine, Government Medical College, acknowledged MGM IOP for providing exemplary geriatric physiotherapy services to OPD, IPD, and community outreach camps.
- An appreciation letter was received for sports physiotherapy services provided to players of Aurangabad Champion Krida Mandal and Aurangabad District Taekwondo Association during various district-level basketball and taekwondo competitions.
- A letter of appreciation was also provided for physiotherapy services (extension activity) to the West Zone Inter-University Basketball (Men) Tournament, All India Inter-University Wrestling (Women) Tournament at Dr. Babasaheb Ambedkar Marathwada University, State-Level Inter-School Fencing Competition, and Badminton Competition at the District Sports Office.
- The institute received an appreciation letter for conducting ergonomic and fitness sessions for members of the Aurangabad District Cyclist Association.

- The Sports Authority of India (SAI), Aurangabad, appreciated the quality physiotherapy services provided for rehabilitation and recovery to National Centre of Excellence (NCOE) athletes at the Centre of Excellence, chh.sambhajinagar.
- The regular community outreach services provided at Missionaries of Charity Mother Teresa Ashram and Snehsawali Care Centre, Chh. Sambhajinagar, were significantly appreciated.
- Yashwantrao Chavan Centre, District Centre, chh.sambhajinagar, appreciated the contribution of MGM IOP for organizing social work activities such as the "In Search of a Happy Life" program, awareness of the Maintenance and Welfare of Parents and Senior Citizens, an awareness program for senior citizens, Independence Day Youth Torch Rally, assistance programs, legal advice, free advice for women dealing with family issues, and a panel discussion on the National Youth Policy for students.

Year	2022-23	2021-22	2020-21	2019-20	2018-19
No of awards/recognitions	21	10	2	4	7

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:

MGM Institute of Physiotherapy follows a mission of providing healthcare education and services to all sections of the society. The institution focuses on enhancing all domains of learning for students, indicating a well-rounded educational philosophy. To foster community involvement, students are being trained in social responsibilities through extension and outreach activities. These initiatives aim to raise awareness and educate the local community, focusing on the underprivileged and those with special healthcare needs.

Education:

- Faculty and students actively educate the society on health and hygiene through creative performances such as skits, plays, and flash mobs.
- Rallies, marches, slogan competitions, poster-making competitions, and signature campaigns are

organized during events like National Pollution Control Day, National Nutrition Day, International Older Adults Day, Hand Washing Awareness Day, World Heart Day, Constitution Day, and Independence Day.

- Commemorative day campaigns are used to highlight various health and social issues, engaging the community through interactive and educational activities.
- Patient education series: Promoting physical activity and improving general mobility at Government Medical College (GMC) - Aurangabad.
- Cervical cancer awareness program at GMC.
- Patient educations talk on Cardiac rehabilitation, ANC and PNC.
- Patient health education series- talk on stroke and heart attack

Environmental Issues:

- Swachha-Bharat Summer Internship Program was conducted at Gandheli village for 15 days.
- Tree plantation drives in collaboration with NGOs to promote environmental sustainability.
- Implementation of One Student One Tree initiative.
- Conducted Swachh-Bharat Mission- cleanliness campaign including promotion of environmental awareness at Soneri Mahel.
- Collaborated with NGO ECO SATVA for a kham river reservation program
- On the occasion of World environment day, logo competition, oath taken event conducted on the theme “Beat Plastic Pollution”.

Health and Hygiene Awareness:

- Regular health promotion and literacy camps at old age homes, schools focusing on the importance of exercise and rehabilitation.
- Use of innovative posters, placards, and educational videos crafted by students to effectively educate the community during these camps.
- Awareness programs on hand washing and personal hygiene practices to the school children.
- Health talk on importance of diet and nutrition for school children
- Conducted Health, Environment and Social index survey at Ellora village.

Socioeconomic Development Issues:

- Programs designed to support vulnerable groups in society, providing access to health education, healthcare, social services, and economic opportunities.
- Capacity building and empowerment initiatives aimed at making vulnerable groups more self-reliant and independent.
- Strategies to ensure the inclusion and support of vulnerable groups in socioeconomic development efforts.
- Initiated MGM Awarathon- A nonstop torch relay by the students and faculties to create awareness about the prevention of child abuse.
- Initiated ability award to recognize the abilities of differently-abled peoples to motivate the society at large.

File Description	Document
Any additional information	View Document
Link for details of Institutional social responsibility activities in the neighbourhood community during the last 5 years	View Document
Link for any other relevant information	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: 5.8

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

2022-23	2021-22	2020-21	2019-20	2018-19
19	10	0	0	0

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

3.5.2

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

Response: 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: 25	
File Description	**Document**
Institutional data in prescribed format	View Document
E-copies of the MoU's with institution/ industry/ corporate house, Indicating the start date and completion date	View Document
Any additional information	View Document
Link for additional information	View Document

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

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

Response:

MGMIOP, on a 43.5-acre campus in Chh. Sambhajinagar, features state-of-the-art infrastructure across 50,476 sq. ft. It offers UG (BPTh), PG (MPT), and PhD programs adhering to MUHS and OTPT Council standards, emphasizing rigorous academics, research, and clinical exposure

- **Didactic teaching-learning facilities**
  - Classrooms: MGMIOP has 4 classrooms, each accommodating 100 students, and 4 lecture halls at MGM MCHA with seating capacity for 200 students. These spaces are equipped with ICT facilities including LCD projectors, LCD screens, high-speed internet, smart boards, interactive projectors, flexible seating, and an inclusive design
  - Seminar Hall: Advanced ICT-enabled seminar hall for MPT teaching and research discussions.
  - Library: MGM IOP features a state-of-the-art library with a rich collection of books, online databases, and journals. The well-lit reading rooms at MGM IOP and MGM MCHA accommodate 100 and 200 students, respectively
  - Auditorium: The state-of-the-art Rukmini Auditorium and Dyotan Hall, with 852 and 350 seats respectively, offer advanced ICT facilities and live streaming for guest lectures, seminars, conferences, and workshops.

- **Laboratory teaching- learning facilities**
  - MGMIOP:
    - Core Labs:
      - Kinesiotherapy & Physical Diagnosis Lab: For 1st and 2nd BPTh, well equipped to teach physical impairment assessment and therapeutic exercises
      - Electrotherapy and Electrodiagnosis Lab: For 1st and 2nd BPTh, equipped with electrotherapy modalities for pain management, muscle re-education, and tissue repair
    - Departmental Labs: 6 labs for MPT students in musculoskeletal physiotherapy, neurophysiotherapy, cardiovascular & respiratory physiotherapy, sports physiotherapy, community physiotherapy and paediatric physiotherapy
    - Specialized Labs:
      - Clinical Skills Lab/Yoga Lab: For 3rd and 4th BPTh , equipped with facilities for holistic care and rehabilitation
      - Exercise Physiology & Fitness Lab: For 3rd & 4th year BPTh , focusing on exercise physiology and fitness testing.
  - MGMMCH:
    - Labs and museum: The facilities include an Anatomy Lab and Museum for

cadaveric exploration, two Physiology Labs for body function experiments, one Biochemistry Lab for biomolecular analysis and a Microbiology Lab for microbiology experiments
    - Skill Development Cell: Training of Basic Life Support (BLS), Advanced Trauma Life Support (ATLS), Paediatric Advanced Life Support (PALS), and Advanced Cardiovascular Life Support (ACLS) is provided using mannequins and advanced simulators.
- **Clinical and research teaching-learning facilities**
    - Inpatient rehabilitation training: The 1180-bed NABH-accredited teaching MGM Hospital provides students with training through diverse patient experiences in inpatient rehabilitation, including the ICU and in patient wards
    - Outpatient rehabilitation training: At MGM Physiotherapy Rehabilitation and Fitness Centre, students apply theoretical knowledge with a diverse patient load in a well-equipped unit featuring seven outpatient departments
    - Community rehabilitation training: Students train in community rehabilitation, gaining insight into disability across different contexts, including primary and rural health centres, disability centres, geriatric homes, and industries through various partnerships.
    - Research training: MGMIOP students receive advanced research training at the Innovation Incubation and Research Centre and practical preclinical experience in the Animal Lab (as per CPCSEA).
    - EMG Lab: Equipped for advanced muscle function and neuromuscular activity analysis.
    - AYUSH-related practices: Students explore AYUSH practices at Arogyam Naturopathy Ayurveda & Yoga Centre and a herbal garden.

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

4.1.2

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

Response:

Despite the demanding academic schedules of our physiotherapy program, we value the importance of physical and cultural activities for holistic development. MGMIOP is committed to providing facilities and opportunities for co-curricular and extracurricular activities, promoting a well-rounded educational experience. Our institution supports participation in sports and cultural activities to foster moral values,

personality development, intellectual skills, leadership, and sportsmanship among students and staff. MGMIOP maintains high standards and integrity in organizing various sports and cultural activities.

- **SPORTS FACILTIES:** MGMIOP offers a variety of sports facilities, both indoor outdoor and gymnasium.
    - The indoor amenities include carom, chess, table tennis, snooker and judo. In addition, there is fully functional gymnasium with full time trainer.
    - Outdoor facilities feature an Olympic-sized swimming pool complex, wooden badminton court, cricket stadium, rifle shooting range, MGM Golf Club, clay synthetic and lawn tennis court, football field, basketball court, kho-kho ground, kabaddi ground, volleyball court, and fencing court.
    - Gymnasium: The MGM campus features a state-of-the-art gymnasium equipped with modern amenities, available to both faculty and students. To enhance your fitness journey, personal trainers are on hand to provide tailored guidance and support, ensuring that you achieve your health and wellness goals efficiently and safely.
- **CULTURAL FACILTIES**
    - Auditoriums: There are 2 auditoriums (Rukmini with capacity of 852 and Dyotan with 350) with state of art audio visual system, LED displays, par lights, focus lights spot lights
    - Mahagami Gurukul: Priemere Dance-Gurukul that imparts training in Kathak and Odissi dance forms based on this ancient Guru-shishya tradition
- **WELLNES & YOGA CENTRE:**
    - AAKAR: Is a pragmatic initiative by the institute aimed at instilling ancient Indian values and ethos in students and faculty alike. This program emphasizes the importance of holistic development, drawing from the rich cultural heritage and wisdom of India. Through various activities, workshops, and seminars, Aakar seeks to nurture a deep sense of respect for traditions while fostering a modern outlook, preparing individuals to lead with integrity and a strong moral foundation
    - Yoga center: With a capacity for 50-100 participants per batch, provides students with expert training in yoga practices that enhance physical, mental, and spiritual well-being.
    - Aarogyam: A comprehensive AYUSH and Naturopathy facility is being developed at the Aurangabad campus, spanning 4,402 sq. feet. This center will offer a range of traditional healing practices and natural therapies, promoting holistic health and well-being for our students and faculties.
    - MGM Trust hosts an annual Hurda Party for all staff as a recreational event at gandheli campus.

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

4.1.3

Availability and adequacy of general campus facilities and overall ambience

Response:

MGMIOP offers a supportive environment with beautiful landscapes, operating from a dedicated building on campus in the heart of city. Notable facilities include:

- **Hostels and residential accommodations**: The institute has three girls' hostels (Ganga: 414, Baa: 315, Indrayani: 208) and one boys' hostel (Bapu: 300). These hostels feature TV and recreational halls, study halls, R.O. water, CCTV, pest control, 24/7 security, solar systems, WI-Fi, and a mess facility.
- **Medical facilities**:1180-beded, NABH accredited, NABL accredited labs, MGM hospital provides outpatient department, inpatient department, intensive care units, emergency services, a pharmacy and free 24/7 treatment for all institute stakeholders.
- **Wellness and fitness centers**: At MGMIOP, we prioritize the holistic wellness of our students and staff, for this we have gym, the Aarogyam Naturopathy Ayurveda and Yoga Center, athletic tracks, and playgrounds etc.
- **SALT**: A multi-cuisine restaurant, bakery, and accommodation facility for guests and visitors to our institute.
- **Financial Service**: Bank (Urban Cooperative Bank), ATMs, and post office facilities are available in campus to meet the financial and postal needs of staff and students.
- **Accessible campus facilities**: The campus features well-maintained roads, well lit pathways,24/7 security guards, CCTV coverage, clear signage, ample parking, wheelchair-accessible facilities, and disabled-friendly toilets, ensuring safety and inclusivity
- **Drinking water**: Water dispensers are strategically placed across the campus, providing a continuous and dependable supply of RO drinking water 24/7.
- **Sewage treatment plant (STP)**: STP and ETP plants are installed for recycling of waste water with 6 lakh litre water treatment capacity /day.
- **Water purification plant**: Chlorination is done by fully automatic chlorine dosing system installed in main pump house. All drinking water outlets are equipped with RO system.
- **Diversified energy source**: The Institute has achieved energy efficiency through the installation of solar panels, generating electricity, fulfilling about 25% of its needs. Additionally, a backup generator is in place.
- **Rain water harvesting**: The campus manages 700 mm annual rainfall with a system for 100 mm peak rainfall, using trenches, drains, and percolation wells. Harvested water irrigates the campus and enriches lakes, earning presidential recognition.
- **Toilets**: Disable-friendly toilets are available throughout the institute and campus
- **Fire safety:** The campus has a comprehensive fire detection, hydrant, and extinguisher system in place. Fire extinguishers undergo regular maintenance and are checked routinely, with a Code Red 5555 system adopted for emergencies
- **Security and housekeeping services:** The campus is safe and secured under 24 hours CCTV surveillance, with well-trained security staff ensuring round-the-clock security for residents, along with a dedicated housekeeping team to maintain the cleanliness of the campus.
- **Dining and Refreshment Services:** Canteen and cafeteria facilities are available in the campus

- **Yashwant Graphics:** Graphics centre with facility of design, photocopying, digital printing, scanning, binding and finishing etc are available in the campus.
- **Khadi center:** production, promotion, or education related to Khadi textiles is available in the campus.
- **Green Campus:** We have lush green campus with 30% area having green belts and open spaces, with around 1,500 trees planted and STP treated water used to maintain green belt development

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: 4.44

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0.7	1.4	11.51

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
Any additional information	View Document
Link for additional information	View Document

4.2 Clinical, Equipment and Laboratory Learning Resources

4.2.1

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

Response:

We offer a clinical teaching and learning facility furnished with the necessary infrastructure and equipment for training students in both inpatient and outpatient physiotherapy rehabilitation, as well as practical laboratory resources

- **Clinical Teaching**
    - Outpatient physiotherapy training: Our students receive outpatient physiotherapy training at the MGM Physiotherapy Rehabilitation and Fitness Centre a leading facility in Marathwada. Specializing in musculoskeletal, sports, cardiorespiratory, neuro, paediatric and community physiotherapy this centre offers extensive training opportunities. The outpatient department features advanced evaluation and treatment equipment, including the Balance Master, Functional Electrical Stimulator treadmill, and active-passive trainer. It also offers computerized treadmills, bicycle ergometers, body composition analysers, elliptical, mini bikes, cycle ergometers, sensory function assessment kits, bubble inclinometers, CROM devices, digital protractors, Mulligan belts, Matrix Rhythm Therapy units, manual therapy tables, pressure algometers, pressure biofeedback stabilizers, and spinal mice with computer programs (IDIAG M360).
    - Inpatient physiotherapy training: Students receive extensive clinical training in inpatient rehabilitation at MGM Medical Hospital in Chh. Sambhajinagar, accredited by NABH and NABL, with 1,180 bed and 110 ICUs including transplant center and a wide range of broad specialties and super specialities. The hospital features advanced diagnostic labs and provides comprehensive physiotherapy training, with students working under physiotherapists in a need-based referral system
- **Laboratory teaching**
    - MGMIOP
        - Core labs:
            - Kinesiotherapy & Physical Diagnosis Lab: As per MUHS stipulation, the lab is equipped with essential tools for physiotherapy assessment and treatment of movement disorders, offering students hands-on experience to enhance their skills in patient diagnosis and treatment through exercise
            - Electrotherapy lab: The lab includes facilities for diagnosis and therapy, such as ultrasound units, interferential machines, TENS units, and laser devices, providing students with hands-on experience to enhance their skills in electrotherapy and electrodiagnosis
        - Departmental labs: For MPT students, there are 6 dedicated departmental labs: musculoskeletal, neuro, paediatric, cardiovascular & respiratory, sports, community physiotherapy each lab is equipped to provide targeted learning in PT in musculoskeletal, PT in neuroscience (adult & paediatrics), PT in cardiovascular and respiratory conditions, PT in sports and PT in community.
        - Others:
            - Clinical Skills/Yoga Lab: Equipped with tools for holistic physiotherapy care and yoga training, the lab allows students to develop comprehensive

clinical and therapeutic skills

- Exercise Fitness & Functional Diagnosis Lab : The lab features equipment for evaluating physical fitness and functional performance, providing students with hands-on experience in exercise testing and performance enhancement.
- EMG Lab: Advanced tools available for training analysing muscle function and neuromuscular activity.

- MGMMCH
  - Anatomy Lab and museum: Feature cadavers, specimens, models, extensive collection of bone set, and anatomical charts showcasing various anatomical variations and pathologies.
  - Physiology lab: Equipped with all necessary tools and apparatus for comprehensive teaching and experimentation in physiology.
  - Biochemistry lab: Equipped with instrumentation and tools, analysis of biomolecules such as proteins, lipids, carbohydrates, and nucleic acids
  - Microbiology lab: Supports a wide range of microbiological studies, including bacteriology, virology, mycology, and parasitology

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

4.2.2

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

Response: 59340

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

2022-23	2021-22	2020-21	2019-20	2018-19
29902	26998	19730	38027	30593

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

2022-23	2021-22	2020-21	2019-20	2018-19
31362	28395	24960	35290	31443

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
Any additional information	View Document
Link to hospital records / Hospital Management Information System	View Document
Link for additional information	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: 294.8

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

2022-23	2021-22	2020-21	2019-20	2018-19
309	285	262	221	191

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

2022-23	2021-22	2020-21	2019-20	2018-19
52	49	50	36	19

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

4.2.4

Availability of infrastructure for community based learning

Institution has:

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

Response: B. Any three of the above

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

4.3 Library as a Learning Resource

4.3.1

Library is automated using Integrated Library Management System (ILMS)

Response:

- **The MGMIOP Library:** The library at MGMIOP has undergone a significant transformation with the implementation of automation processes, greatly improving efficiency and accessibility. Originally utilizing the integrated library management system (ILMS) Libman from 1st March 2012 to 31st October 2021, we transitioned to the more advanced JUNO CAMPUS ERP system on 12th August 12, 2021, achieving full automation by 1st November, 2021. Following are the key features of our automated library system:
    - Catalog Management: Streamlines the organization and retrieval of library materials by employing classification and indexing, managing metadata, providing robust search capabilities, and automating the cataloguing of new acquisitions.
    - Circulation Management: Enhances the borrowing and returning process by sending automated notifications for due dates, overdue notices, and reservation alerts via email. It ensures real-time updates to item circulation status, providing accurate availability information.
    - User Management: Effectively administers library member profiles by facilitating simple registration and issuing of library cards with barcodes, including online registration capabilities. It maintains comprehensive member profiles, encompassing contact details, borrowing history, and fines. It regulates user access levels, guaranteeing that only authorized individuals can access particular resources or execute specific actions. Additionally, it monitors fines and fees
    - Serial Management: Efficiently manages and monitors serial publications, including

subscriptions to journals and other periodicals, with features such as renewal and expiration alerts. It automates the check-in process for new issues, ensuring accurate tracking of serials. Additionally, it oversees binding and preservation activities, monitors stock levels, and aids in forecasting demand for serials.
    - Online Public Access Catalog (OPAC): Offers an intuitive interface for users, displaying real-time availability information for books, including current check-out status and due dates. Additionally, it enables users to reserve items that are currently checked out.
    - Reporting & Analysis: Generates comprehensive reports, including daily logs of books issued and returned, as well as accession register reports, faculty and student foot fall in the library
    - Integration Capabilities: Facilitates seamless connections with various systems such as library networks, academic systems, digital repositories, and third-party services.
    - Interlibrary Loan Management: Eases the process of borrowing and lending materials between libraries by aiding in request handling and tracking borrowed items
- **The central library**: The central library at MGM Medical College is fully automated with KOHA, an integrated library management system. It offers cost-effectiveness, security, and compliance with global open standards, including MARC-21. The system supports unlimited data and users, is entirely web-based, and is easy to learn, use, and administer.

This comprehensive automation at both the libraries enhances the efficiency, accessibility, and overall management of our library services, providing an improved experience for all users.

File Description	Document
Link for any other relevant information	View Document
Link for geotagged photographs of library facilities	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:

MGMIOP has an institute-level library and access to the Central Library of MGM Medical College, both offering extensive print and digital resources, accessible in person and remotely

- **Institutional Library (MGMIOP Library):** MGMIOP's library offers a diverse range of resources aligned with MUHS guidelines, supporting academic and research needs. Acquisitions are based on faculty input and committee reviews.
    - Printed resources:
        - Books: The MGMIOP library houses 3,627 books, including 2,694 textbooks, 349 reference books, 75 other books, and 509 dissertations (UG=431, PG=78), along

with 1,272 titles. Faculty can borrow books for a month, undergraduates for a week, and postgraduates for two weeks, with extended borrowing through the Book-Bank section for up to a year.
        - Journals: Our library subscribes to 102 print journals, including 5 national and 97 international, with back issues available since 2006. Subscriptions are renewed annually per MUHS guidelines and departmental needs.
        - Newspapers: Serves as a key resource for historical research, current events, and societal trends
        - Question banks: Compilations of exam questions from MUHS and internal examinations serve as essential study aids for students.
    - Electronic and media resources
        - Developing Library Network (DELNET):
            - Union Catalogues and databases: MGMIOP's DELNET subscription provides access to union catalogues and databases, including over 4 crore records: 4,01,18,276 books, 1,12,507 periodicals, 11,24,250 articles, 1,48,995 theses and dissertations, 70,670 CD-ROMs, 6,000 video recordings, and 1,025 sound recordings.
            - Knowledge gain portal: 1.6 crore full-text e-books, e-journals, e-articles, and institutional repository content.
            - Vision Portal (Video lectures): >23458 video lectures
            - Language learning portal
            - ConCour Portal: >4800 multidisciplinary online courses
            - Interlibrary loan facilities
            - GranthSanjeevini & Rare Book Society of India (digitized rare books, manuscripts, maps, photos)
        - MGM IOP digital library blog: A comprehensive digital resource hub provides MGMIOP students and faculty with access to a wide range of printed and electronic library materials.
- **Central Library:** The central library has 31,205 books, including 13,777 textbooks, 10,231 reference books, 55 ancient books, and 786 manuscripts. MGMIOP's MOUs with MGM Medical College and Hospital's library provide access to digital resources such as EBSCOhost, ProQuest Health and Medical Complete, Clinical Key, and UpToDate Anywhere, offering e-journals, e-books, articles, periodicals, conference proceedings, and clinical guidelines
- **Knimbus Digital Library:** MGMIOP has subscription to Knimbus Digital Library, offering 2,874 e-books, 5,965 e-journals, and 17 case studies in medical and health sciences.

MGMIOP library resources						
Yearly book addition	**22-23**	**21-22**	**20-21**	**19-20**	**18-19**	**Library Holdings (Last 5 Years)**
Textbooks	114	167	253	119	406	1059
Reference books	10	17	22	61	57	167
Manuscripts	77	98	43	16	22	256
MGM Medical College Central Library						

Textbooks	85	16	293	498	238	1130
Reference books	205	20	99	140	112	576
Manuscripts	57	36	56	41	46	236

File Description	Document
Link for any other relevant information	View Document
Link for data on acquisition of books / journals /Manuscripts / ancient books etc., in the library.	View Document
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: B. Any four of the above

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

4.3.4

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

Response: 7.22

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

2022-23	2021-22	2020-21	2019-20	2018-19
5.62	5.01	8.80	9.38	7.31

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
Any additional information	View Document
Links for additional information	View Document

4.3.5

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

Response:

MGMIOP features a state of art library within the institute and has access to the central library at MGM Medical College, both of which are crucial hubs for knowledge and research.

- **In-Person Access:** The library offers comprehensive in-person access to students, faculty, and staff, operating from 8:00 AM to 8:00 PM on weekdays and 10:00 AM to 4:00 PM on weekends. Upon joining the institute, all students and staff are issued a 'Library Membership Card.' When library materials are borrowed, the details are recorded on a card with a barcode, which can be renewed at the library. Faculty members can borrow books for a month, undergraduates for a week, and postgraduates for two weeks from the circulation section. Books from the Book-Bank section can be borrowed for a year. The physical library houses a vast collection of textbooks, reference books, journals, and periodicals relevant to physiotherapy and medical education. The library also provides study spaces, computer workstations, and quiet zones to support focused learning and research. During the 2022-2023 academic year, there were 16,580 recorded instances

of in-person access, with students and faculty making full use of the library facilities. Additionally, the library features a well-lit reading room for undergraduates, postgraduates, and faculty, equipped with modern resources, including a wide range of books, journals, digital materials, comfortable study areas, an e-library, and access to online databases, creating an ideal environment for study and research.

- **Remote Access:** The library offers an ERP OPAC system, allowing students to easily check the availability of physical resources, such as books and journals. This system enhances accessibility and convenience, ensuring that users can quickly locate and reserve materials as needed. To support remote learners, the library also provides an e-library service, granting access to a vast collection of multidisciplinary e-books, e-journals, databases, dissertations/theses, and multimedia resources through its digital blog. So far, the blog has attracted 1,763 page views. Furthermore, the library grants remote access to various online databases, including EBSCOhost, ProQuest, UpToDate, and DELNET, which are available to all undergraduate and postgraduate students, as well as faculty members. These databases are invaluable for research and learning, offering access to peer-reviewed journals, academic articles, and up-to-date information across various disciplines. DELNET, in particular, facilitates inter-library loans and provides access to a wide network of libraries, further expanding the range of available resources. These online databases empower students and faculty with essential tools for conducting thorough research, staying current in their fields, and supporting their academic and professional growth.
- **Library usage program:** At the beginning of the academic year, students receive training on how to effectively use the library's resources. In addition to this initial orientation, ongoing training sessions are conducted throughout the year to familiarize students with various online databases. These sessions ensure that students can fully utilize both the physical and digital resources available to support their academic success.

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 Four 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
Links to additional information	View Document

4.4 IT Infrastructure

4.4.1

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

Response: 100

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

Response: 8

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

Response: 8

File Description	Document
Institutional data in prescribed format	View Document
Geo-tagged photos	View Document
Consolidated list duly certified by the Head of the institution.	View Document
Any additional information	View Document
Links to additional information	View Document

Other Upload Files	
1	View Document

4.4.2

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

Response:

MGMIOP recognizes the pivotal role of technology in enhancing teaching, learning, administration, and research activities. As part of our commitment to providing a conducive learning environment, we make substantial investments in technology integration, ensuring that our students and faculty have access to state-of-the-art IT facilities and resources.

- **LAN/ Wi Fi Connectivity:** The institute utilizes a BSNL internet connection with a 1 Gbps leased line plan, secured by a Fortinet firewall.
- **Internet Connectivity:** The institute's internet connectivity is facilitated by 5 routers strategically distributed throughout MGMIOP, ensuring robust and widespread high network coverage.
- **Computers:** A total of 43 computers are available. All desktops are connected to the LAN and equipped with the latest software and hardware. Outdated machines are periodically condemned and replaced with new ones
- **Security:**
    - Firewall: The Fortinet Firewall 200E has been renewed with Unified Threat Protection (UTP), providing 24/7 Forti support along with application control, intrusion prevention system (IPS), advanced malware protection (AMP), web filtering, and antispam services.
    - Antivirus: Quick Heal Antivirus offers Secrete EPS Cloud Advanced with a 3-year subscription. This solution provides robust protection through cloud-based management, real-time threat monitoring, advanced malware protection, and updates, ensuring continuous and up-to-date defence for the network.
- **Projector and smart boards: T**he Institute has 10 Panasonic projectors in all classrooms and a one android based smart board in seminar hall
- **Surveillance:** The institute is equipped with 32 CCTV cameras covering the entire premises and an NVR device from Hikvision for comprehensive surveillance.
- **Website:** MGMIOP’s official website, http://www.mgmiop.edu.in, is hosted by HostGator, ensuring secure and reliable access for visitors seeking updates and real time information about the institute.
- **Software:**
    - The Apex enterprise is a Hospital Information System (HIS) with 21 Clinical Information Systems (CIS) which integrates key functionalities for managing patient information, clinical workflows, and hospital operations, ensuring efficient care delivery and compliance with healthcare standards.
    - Juno Campus ERP System: MGMIOP has implemented the Juno Campus ERP System to streamline and enhance its educational processes. This system unifies key modules such as the Student Information System (SIS), Learning Management System (LMS), Human Resources (HR), Integrated Library Management, Finance, and Admissions. By integrating these functions into a single platform, the ERP facilitates efficient management of student data, academic records, faculty information, and financial transactions, thereby improving operational efficiency and enriching the educational experience for both students and staff.
- **Printer:** The administrative section, accounts section, and library are all equipped with scanning

and printing facilities. There are 5 printers available for high-definition printing.

- **Barcode scanner:** MGMIOP's Juno Campus ERP System includes two barcode scanners in the Integrated Library Management module to streamline the issuance and return of books, ensuring accurate records and efficient inventory management.
- **Technical Support:** Technical support for IT, software and hardware related issues are provided bythe IT department. The institute has designated IT team for day-to-day maintenance and upgradation.

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

4.4.3

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

Response: ?1 GBPS

File Description	Document
Institutional data in prescribed format	View Document
Details of available bandwidth of internet connection in the Institution	View Document
Bills for any one month of the last completed academic year indicating internet connection plan, speed and bandwidth	View Document
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: 11.7

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

2022-23	2021-22	2020-21	2019-20	2018-19
14.68	7.67	30.62	8.53	0.76

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

4.5.2

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

Response:

The MGM Institute of Physiotherapy (MGMIOP) has proactively established a dedicated maintenance committee to ensure the efficient upkeep of its infrastructure. A comprehensive Standard Operating Procedure (SOP) has been meticulously developed to guide the maintenance of both physical and academic support facilities, ensuring they meet the highest standards. The committee, led by a Chairperson, is responsible for overseeing the management and utilization of these facilities.

- **Housekeeping facilities:** A dedicated housekeeping team, managed under a contract with BVG, ensures a clean and safe environment is maintained. The team performs daily cleaning tasks, including dusting, vacuuming, and sanitizing common areas, restrooms, and high-traffic zones, twice a day or as needed. Additionally, a thorough cleaning of hard-to-reach areas, such as corners and vents, is conducted monthly. Daily audits are carried out to ensure that cleaning standards are consistently upheld.
- **Furniture facilities:** A dedicated team is present to conduct a furniture audit annually or as needed to ensure optimal functionality and appearance. They perform servicing, including repairs and adjustments, to maintain the furniture in excellent condition.
- **Electronics and IT facilities:** A dedicated team is present to manage electronic and IT facilities, ensuring their optimal functionality and performance. Routine servicing, including cleaning, troubleshooting, software updates, hardware replacements, and calibration, is carried out as needed. Regular audits, conducted every six months, assess the condition and efficiency of electronic and IT equipment, ensuring they are well-maintained and operating at their best. The team promptly addresses any issues to minimize disruption and ensure consistent reliability of all systems.
- **Instrument servicing:** Instrument servicing includes maintaining, repairing, and calibrating

laboratory equipment to ensure its accuracy and efficiency. This involves cleaning, inspecting for wear and tear, replacing parts, and performing regular calibration to uphold measurement precision. The lab in charge conducts audit every six months or as needed to assess the performance and reliability of the instruments. Furthermore, lab in charges submit periodic reports on repair and maintenance needs to the Head of the Institution. The optimal functioning of all campus equipment is ensured through annual maintenance contracts (AMCs) managed by the biomedical department and engineers.

- **Plumbing facilities:** Regular inspection and maintenance of water supply, drainage, and sewage systems. It covers tasks such as fixing leaks, repairing or replacing pipes, faucets, and fixtures, and ensuring the proper functioning of drainage systems.

The Maintenance Committee meets three times a year to discuss and plan infrastructure maintenance. During these meetings, members review audit reports, evaluate the condition of various facilities, prioritize repairs, and allocate resources for upcoming events. The committee also assesses feedback from staff and stakeholders, to ensure that the infrastructural facilities are functioning optimally and oversee the timely maintenance of campus facilities

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: 40.67

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

2022-23	2021-22	2020-21	2019-20	2018-19
162	141	120	104	80

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: A. All of the above

File Description	Document
Institutional data in prescribed format	View Document
Detailed report of the Capacity enhancement programs and other skill development schemes	View Document
Link to Institutional website	View Document
Link for additional information	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: 84.79

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

2022-23	2021-22	2020-21	2019-20	2018-19
281	280	311	189	190

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
Any additional information	View Document
Link for institutional website. Web link to particular program or scheme mentioned in the metric	View Document
Link for additional information	View Document

5.1.4

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

Response:

The international student cell at our institution was established in 2019 to provide comprehensive assistance to international students from the time of their admission until the conclusion of their studies. Our institution adheres to the guidelines set by the State CET cell, which is governed by the Government of Maharashtra, for the admission of international students through the NRI quota.

OBJECTIVES

- Facilitate the smooth integration of international students into the institute by providing comprehensive support services and organizing orientation programs, while ensuring their academic, social, and cultural needs are met.
- To enhance the academic and professional experience of international students in the field of physiotherapy through academic enrichment, networking, collaboration, and global engagement.

Admission Process

- Provide guidance on a range of services, including hostel accommodations, admission procedures,and banking.
- Guide international students through the visa application process and provide support in obtaining and renewing student visas.

Orientation

- Organize orientation sessions for newly admitted international students to familiarize them with the campus, facilities, and academic culture.

Campus Life

- Facilitate the smooth integration of international students into the institute by providing comprehensive support services in academic, social, and cultural needs are met.
- Act as a point of contact between international students and various departments within the institute.
- Provide a platform for academic discourse, knowledge sharing, and professional development.
- Create opportunities for networking, collaboration, and partnerships among international students, faculty members, and professionals in the field of physiotherapy.
- Promote global engagement and awareness by addressing current global issues and sharing diverse perspectives in the field of physiotherapy.
- Provide a platform for international students to voice concerns or grievances and ensure timely resolution.
- Promote cultural exchange and inclusivity by organizing events, workshops, and activities that celebrate diversity.
- Collect feedback from international students regarding their experience at the institute and use it

to improve services and programs.

File Description	Document
Any additional information	View Document
Link for international student cell	View Document
Link for Any other relevant information	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
Any additional information	View Document
Link for Additional Information	View Document

5.2 Student Progression

5.2.1

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

Response: 67.16

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

2022-23	2021-22	2020-21	2019-20	2018-19
25	15	20	10	20

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

2022-23	2021-22	2020-21	2019-20	2018-19
41	23	25	18	27

File Description	Document
Scanned copy of pass Certificates of the examination	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Link for Additional Information	View Document

5.2.2

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

Response: 96.41

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

2022-23	2021-22	2020-21	2019-20	2018-19
50	52	45	23	23

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
Any additional information	View Document
Annual reports of Placement Cell	View Document
Link for Additional Information	View Document

5.2.3

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

Response: 49.02

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

Response: 25

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
Any additional information	View Document
Link for Additional Information	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: 10

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

2022-23	2021-22	2020-21	2019-20	2018-19
02	04	00	04	00

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Duly certified e-copies of award letters and certificates	View Document
Link for Additional Information	View Document

Other Upload Files	
1	View Document
2	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 of the institute is constituted as per the MUHS guidelines. It consists of chairperson (Principal), General Secretary, Sports Secretary, Cultural Secretary, faculty and student representative.
Objectives:
- Include student council and student representation in academic and administrative bodies and committees.
- Foster student engagement and collaboration.
- Enhance effective communication between students and the institution's decision-making process.

Presence of a Student Council and Its Activities related to student welfare

Facilitating Smooth Transitions for New Students:
- Participated in the BPTh and MPT Induction Programs.
- Helped new students become familiar with academic and institutional resources and acquainted with the campus environment and facilities.

Facilitating Career Counselling and Placement
- Organising career counselling sessions and workshops.
- Arranges campus placement drives and job fairs.
- Provides guidance on resume building and interview preparation.

Cultural Engagement and Vibrant Campus Life:
- Promoted student participation in the Annual Cultural Event.

- Organized cultural performances and competitions.
- Fostered a vibrant and inclusive campus culture.

Encouraging Physical Fitness and Sportsmanship:

- Organized indoor and outdoor sports events.
- Encouraged student participation in sports at district, state, national, and international levels and promoting physical fitness.

Interfaith Prayer Event:

- Students actively engaged in the Interfaith Prayer event, demonstrating their commitment to fostering a diverse and inclusive community.

Community Engagement and Social Responsibility:

- Planned and executed various community service events through National Service Scheme (NSS) activities.

Promoting Holistic Wellness:

- Organized activities on the Scientific Perspective of Yoga for Mind-Body and holistic wellness for students.

Ability award ceremony:

The ability award Initiative fostered student welfare by motivating students towards excellence and inclusivity,recognizing and celebrating the achievements of specially-abled persons.

Academic Engagement and Research Opportunities:

- Organizing the Orientation of UG Research Projects and informing students about academic processes and research opportunities fostered a culture of academic inquiry and engagement.

MGM AWARATHON Initiative:

- The MGM AWARATHON Initiative, a nonstop torch relay, empowered students to actively engage in social advocacy, fostering a sense of responsibility and leadership.
- Provided a platform for student welfare by promoting physical fitness, teamwork, and awareness of critical social issues such as child abuse prevention.

Sudent Club: Arts,Music, Photography & Electoral Literacy Clubs groom the students.

Student Representation in Academic & Administrative Bodies/Committees

Academic Committees:

- Feedback Committee: Collects and analyzes student feedback to improve academic programs.
- Career Counselling and Placement Cell: Activity Planning.
- Library Committee: Provide suggestion to improve services.
- Institutional Innovation Council (IIC): Provide inputs to bring abrast innovations.
- National Service Scheme (NSS): Encourages student participation in community service activities.

Administrative Committees:

- Internal Quality Assurance Cell (IQAC): Participates in IQAC initiated activities.
- Anti-Ragging Committee: Conduct activities to prevent ragging and ensure zero tolerance towards ragging in campus.
- Internal Complaints (Anti-Sexual Harassment) Committee: Participates in gender sensitization activities to ensure safe campus environment.
- Grievance Redressal Committee: Addresses student grievances promplty.
- Hostel Committee: Contribute to maintaining safety and security,help new students acclimate to the hostel environment, providing guidance and support.

File Description	Document
Any additional information	View Document
Link for any other relevant information	View Document
Link for reports on the student council activities	View Document

5.3.3

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

Response: 4.6

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

2022-23	2021-22	2020-21	2019-20	2018-19
6	6	2	5	4

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

5.4 Alumni Engagement

5.4.1

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

Response:

Registration and Structure

- The Alumni Association at MGM Institute of Physiotherapy is formally registered under the authority with registration number MAHA.37/2022.
- The association includes all former undergraduate and postgraduate students since the institution's inception, fostering a strong and active network among the alumni community.

- The governing body of the association is composed of a president, vice president, secretary, treasurer, and various other members, who are all dedicated to the growth and development of the college.

Membership and Meetings

- The association has a robust membership base, with alumni actively participating in the institution's various initiatives.
- Annual meetings are held by the association where members engage in discussions and collaborate to develop an action plan for the upcoming year.

Alumni Contributions to Education and Career Development

- The alumni are considered significant stakeholders and have contributed extensively to initiatives that enhance the quality of education and support career development for current students.
- A comprehensive alumni database is maintained, facilitating reconnections among former students. The MGM IOP Alumni Committee also operates a Alumni Network with batch representatives for effective communication.

Observership Programs

- Alumni actively conduct observership programs under the ‘DISHA: Institutional Support Program’ initiative, which allow current students to gain hands-on experience and exposure to advanced procedures and practice management.

Book Donation and Library Support

- A yearly book donation drive is organized by the alumni to enrich the college library and support underprivileged students by providing them with Book on Loans.
- The institute maintains a dedicated bank of books, contributed by alumni, which is available to students on a rotating basis according to their needs.

Participation in Scientific and Cultural Events

- Alumni frequently participate in scientific events at the college, offering lectures and hands-on demonstrations on current topics, thereby enhancing the learning experience for students.
- They also play an active role in cultural and social events organized by the college. Alumni are invited to the annual graduation ceremony, where they lead the outgoing student batch, showcasing their leadership skills.
- In addition, alumni often serve as judges for the college's annual festival, providing evaluations and feedback on various performances.

Career Guidance and Exam Preparation

- The association organizes several career guidance programs each year, where alumni offer valuable advice to students on career opportunities both in India and abroad.
- Alumni share "Tips and Tricks" for competitive exams, helping students prepare effectively for their future professional development.

Overall Contributions

- The contributions of the alumni are manifold, including book donations, career counseling lectures, participation in the DISHA programme and academic feedbacks. These efforts significantly impact the growth and success of current students at the institute.

File Description	Document
Any additional information	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 quantum of financial contribution	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: B. Any four 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
Link for Additional Information	View Document

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

Vision: To be a leading center of excellence in health science education, healthcare, and research.

Mission: To provide high-quality education, foster innovative research, and deliver exceptional healthcare services. The institution aims to produce competent healthcare professionals equipped to meet global challenges in health sciences.

Nature of Governance: The governance of MGM Institute of Physiotherapy is characterized by a participatory and decentralized approach. The governance at MGM Institute of Physiotherapy exemplifies through stakeholder participation in decision-making and inclusive policy formulation.

Stakeholders' Participation in Decision-Making Bodies:

- All institutional committees comprise of faculty members, students, alumni, and administrative staff. They play a crucial role in decision-making processes.
- Key committees and their activities include:

Academic Committees

- ***College Council Committee***: Ensures effective communication and coordination among different departments, discusses academic and administrative policies, new programs, and student issues.
- ***College Curriculum Committee***: Meticulous planning of curriculum and monitoring of its delivery and evaluation.
- ***Exam Cell Committee***: Oversees the conduct of examinations and ensures the integrity and fairness of the evaluation process.
- ***IQAC*:** Works on three principles – Initiation, Enhancement & Sustenance of initiatives.

Administrative Committees

- ***Admission Committee:*** Manages the admission process to ensure transparency and fairness.
- ***Anti-Ragging Committee***: Implements measures to prevent ragging and strives to maintain zero tolerance to ragging in the campus.
- ***Grievance Redressal Committee***: Addresses complaints from students and staff to maintain a harmonious environment.
- ***Internal Complaints Committee***: Promotes gender equality, conducts various programs on gender sensitization and addresses issues related to gender discrimination.

Perspective plans:

Strategic Goals	Action Plan
Academic Excellence	1. Develop and implement interdisciplinary courses 2. Create MOOC courses to promote self-learning
Research and Innovation	1. Establish a stroke rehabilitation research lab 2. Collaborative research projects with national and international institutions. 3. Secure research grants from ICMR, MUHS, DST
Community Engagement	1. To establish an MGM industrial wellness clinic (Industrial therapy & ergonomics). 2. To publish the annual community outreach impact report of MGMIOP
Infrastructure Development	1. Establish a simulation lab 2. Establish dedicated MGMIOP community health centers in rural areas.
Faculty and Student Development	1. Faculty exchange program at the national/international level 2. Establishing a writing centre to assist faculty and students in preparing manuscripts for publication.

Academic Excellence:

1. 13 university ranks
2. Two state level PGPCET rank holders
3. 59 publications, 74 copyrights & 05 published patents
4. Diversity Initiative Award from APTA, Best Scientist award & Social Excellence award from AIIMS, New Delhi
5. Two international & one national level conferences

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:

Effective leadership in an educational institution, such as the one depicted in the provided organogram, is crucial for fostering an environment that encourages academic excellence, innovation, and holistic development. This leadership is reflected in various institutional practices, including decentralization and participatory management, which are essential for ensuring smooth operations, transparency, and collective decision-making.

Decentralization

The decentralization approach is evident in the organogram through the clear division of roles and responsibilities among different departments and administrative units.

Organogram

Organogram of institute performs all the activities under the visionary and dynamic leadership of Local Management committee. There is a clear delineation of duties through compartmentalization of responsibilities to college council, departments, and college committees.

College Council: The College Council, positioned directly under the Governing Body and Principal plays a crucial role in participatory management. This council ensures that decisions made at the top reflect the collective input of the entire institution.

Departmental Structure: Each department is led by a Professor and Head, supported by faculty. This ensures autonomous functioning of the department.

College Committees: The institute has statutory and non-statutory committees / cell lead by senior faculty members providing their administrative and leadership expertise for smooth functioning of the institute. These committees are driven by structured SOP for its efficient operations. Students are included as members in the college committees ensuring their voices are heard and their needs addressed.

Outcome of the decentralized and participative management:

College Council/IQAC as Decision-Making Authority

- Decentralization and participative management empowers College Council and IQAC as pivotal decision-making bodies. This structure led to standardized systems across institution, fostering consistency in processes and enhancing institutional efficiency.
- The Council and IQAC have spearheaded quality initiatives, such as NAAC orientation sessions, NABH workshops, and ICMR grant writing training, all aimed at enhancing the institution's academic and research capabilities. These efforts have also contributed to achieving significant milestones, including records in both Asia and India books of records, underscoring the institution's commitment to excellence.

Department Achievements

- Participative approach at department level has been instrumental in executing 216 extension and outreach activities, reflecting the institution's strong community engagement.
- Departments play a crucial role in planning and executing academic activities, resulted in 13 students securing university ranks & two students' securing state level top ranks in PGPCET exam.
- Faculty and students actively participated in research, presenting numerous papers at various conferences. The collective efforts of departments have also led to numerous awards and recognitions for faculty members, highlighting their professional excellence.

Committee Contributions

Student Welfare Committee

- Student Welfare Committee's initiatives, such as DISHA and DHURSHTI, have provided platforms for student development and community service.
- The committee also coordinates PGPCET training program and career guidance sessions.

Institutional Research Committee

- Decentralization model has empowered the Institutional Research Committee to organize 45 research workshops, contributing to 59 publications, 74 copyrights, and 5 patents.

Curriculum Committee

- Curriculum Committee introduced 36 value-added and 26 add-on courses.

Library Committee

- Library Committee's decision to extend library hours from 4:30 PM to 6:00 PM demonstrates commitment to supporting students' academic needs

File Description	Document
Any additional information	View Document
Link for relevant information / documents	View Document
Link for additional information	View Document

6.2 Strategy Development and Deployment

6.2.1

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

Response:

- A well-defined functional hierarchy in an organization ensures smooth and systematic daily operations, distributes responsibilities, enables the implementation of new ideas, and ultimately supports effective progress towards the institution's goals and objectives.
- A successful organizational structure clearly defines each member's roles and ensures proper reporting and auditing. Our decentralized structure distributes decision-making power across various levels, making the college workflow adaptable and ensuring that almost every employee feels highly valued.

Rules, Norms, and Guidelines:

- All committees are constituted as per the regulatory guidelines.
- Institute has developed policies and Standard Operating Procedure (SOP’s) for each and every committee.
- The SOPs outline the working plan, meeting frequency, action report processes, and operational norms.
- All committees conduct regular meeting as per the SOP’s and strives to contribute to the institutional development in all the areas.

Organizational Structure of Statutory and non-statutory Committees:

The institute has constituted **33 Statutory and non-statutory Committees.**

The institutional statutory committees include;

- College Council Committee
- Internal Quality Assurance Cell (IQAC)
- Anti Ragging Committee
- Internal Complaints Committee
- Grievance Redressal Committee
- SC/ST Cell
- OBC Cell
- Minority Cell

Non statutory Committees include:

- Curriculum Committee
- Exam Cell Committee
- Library Committee
- Feedback Committee
- Time Table Committee
- Institutional Research Committee
- Research Advisory Committee
- BORS
- MGM ECRHS
- Admission Committee
- Finance and Expense Monitoring Committee
- Purchase Committee
- Hostel Committee

- Infrastructure Maintenance Committee
- Staff Welfare Committee
- Code of conduct Monitoring Committee
- Appraisal Committee
- Alumni Committee
- Career Counselling and Placement Cell
- International Student Cell
- Parents -Teachers' Association Committee
- Student welfare Committee
- Website And Social Media Communication Committee
- NSS Committee
- NBH Committee

Strategic Plan effectively deployed:

- The strategic plan is founded on a comprehensive approach that integrates various aspects of institutional growth and development.
- This approach ensures that all efforts are interconnected, promoting a cohesive and sustainable path toward achieving the institute's goals.
- ***The plan is structured around six core areas***: academic excellence, research and innovation, community engagement, infrastructure development, faculty & student development and best practices. The plan is deployed through the committees and institute website.

Each area is addressed with specific objectives, strategies, and action plans to ensure targeted and measurable progress.

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

6.2.2

Implementation of e-governance in areas of operation

1. **Academic Planning and Development**

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

Response: B. Any four of the above

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

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

The welfare of its employees has always come foremost at the institution. In order to achieve this, the institution has put regulations in place to extend welfare benefits to the staff members.

The Institution has effective welfare measures for teaching and non-teaching staff, which are stated below.

1. Medical and Health Benefits

- The management provides 100 percent concession on medical treatment at attached teaching hospital to all staff and 20 % concession to the family members of the staff.
- Physiotherapy treatment to the entire Physiotherapy staff is free of Cost.
- During COVID-19 Pandemic, provision for 14 days Quarantine leave in case of Positive RTPCR report of a faculty.
- Arogyam - Yoga and Naturopathy center are there within campus.

2. Leave and Quarantine Policies

- Special leaves are availed by faculty members for presentation of papers and research work and advanced studies.
- Maternity and Paternity leave is given for a period of 6 months and 15 days respectively.
- The staff is allowed to avail eight days of casual leaves per year apart from earned leaves, medical leaves and winter/summer vacations.

3. Financial Benefits

- Provision of Provident fund & Gratuity
- Incentive for faculty for research publication/ Copy right / patent/ book or chapter published as per the institute policy.
- Instant availability of loan facility to employee through the MGM Society.
- Annual increment is provided every year.
- Advance Salary facility is provided from institute to staff whenever necessary.
- Concession ranging from 25 to 50 % in the tuition fee is given to wards of staff, for the school education to higher education in the campus.

4. Professional Development and Recognition

- Regular faculty development programs were organized.
- Resources provided for inventions and innovation in the form of collaboration with Innovation Incubation and Research Center (IIRC) lab, MGM University.
- Certificate of excellence is given to the respective department.
- Appreciation of the staff achievements at common platforms.

5. Recreational and Cultural Activities

- Extracurricular activities and events for family members on Religious festivals, e.g., Diwali and Secret Santa gifts on Christmas among the staff.
- Sports events/ MGM Olympic, Cultural events on Foundation Day/ Annual day celebration.
- Staff Birthday (Cake cutting), get-together/ outing & Recreational activities organized by the Staff welfare committee.
- Staff has the option of availing recreational, gymnasium & sport facilities within the campus.
- Traditional dance class is provided through Sangeet academy “MAHAGAMI” within campus.
- Annual Hurda Party celebration (a celebration of the harvest season of tender jowar) every year at MGM, Gandheli campus.

6. Support

- “We care” facility is available to children of all employees to manage work life balance.
- Common uniforms to non-teaching staff.
- Advanced library facility with huge collection of reference books, national, international journal, and online journal facility.
- State of the art Yoga, Naturopathy & Khadi facility available within the campus.

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

6.3.2

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

Response: 78.63

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

2022-23	2021-22	2020-21	2019-20	2018-19
10	16	17	14	12

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

6.3.3

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

(Continuing education programmes, entrepreneurship development programmes, Professional

skill development programmes, Training programmes for administrative staff etc.,)

Response: 14.6

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

2022-23	2021-22	2020-21	2019-20	2018-19
19	18	15	14	07

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

6.3.4

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

Response: 21.98

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

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

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
Any additional information	View Document
Link of AQARs for the last five years	View Document
Link to additional information	View Document

6.3.5

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

Response:

The Performance Appraisal System at MGMIOP is designed systematically to assess and enhance the performance of both teaching and non-teaching staff, aligning their contributions with institutional goals and fostering professional development.

Performance Appraisal Process:

Teaching staff

1. Self-Appraisal:

Submission: Staff members submit a self-appraisal form through the ERP system, detailing their achievements and contributions over the academic year, enclosed with relevant documentary evidence to support their claims.

Parameters for Teaching Staff: Includes teaching hours completion, activities for slow and advanced learners, innovative teaching methods, and mentor-mentee records. Professional development is assessed through awards, recognitions, MOOC courses, workshops, and conferences. Research, innovation, and extension are evaluated based on publications, intellectual property, collaborative research, conference participation, and book publications. Administrative responsibilities, general tasks, and clinical and institutional contributions are also considered.

2. Presentation:

At the end of the academic year, the faculty present their accomplishments and contributions to performance review committee. This presentation is an opportunity for faculty to highlight their

achievements and receive feedback from peers and evaluators.

3. Performance Ratings

1. **Calibration:** Self-assessments and appraisal scores are submitted to the HOD for review. Final scores are reviewed by the Appraisal Committee, with appeals handled by the Principal .

4. Ratings: Employees are rated as Outstanding (A+), Very Good (A), Good (B+), Average (B), or Below Average (C).

5. Performance Review Committee

1. **Teaching Staff:** Principal, Administrative Officer, HR
2. **Non-Teaching Class II:** Principal, Administrative Officer, HR
3. **Non-Teaching Class III and IV:** Principal, Administrative Officer, Concerned HOD/Supervisor, HR

Non-Teaching Staff

Non-teaching staff follow a similar performance appraisal system, focusing on parameters relevant to their roles such as administrative efficiency, support functions, and contribution to institutional goals. They undergo self-appraisal and evaluation processes, and are recognized for exceptional performance through a tailored incentive structure.

The appraisal system benefits:

- ***Encourages Self-Reflection*:** The self-appraisal process allows staff to reflect on their achievements and identify areas for improvement.
- ***Recognition of Achievements:*** Opportunity to showcase their accomplishments, which can lead to recognition and rewards for their contributions.
- ***Performance based incentives:*** The incentives are given based on the performance including promotions.
- ***Professional Development:*** Encourages staff to engage in lifelong learning.
- ***Enhanced Accountability:*** Accountable for their performance throughout the academic year, leading to increased responsibility and ownership of their roles.
- ***Motivation and Improvement:*** Receiving constructive feedback from peers and evaluators can motivate staff to improve their performance.
- ***Alignment with Institutional Goals:*** The appraisal system aligns individual performance with the institute's goals, ensuring that staff contributions support the overall mission and objectives of the institution.

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

Other Upload Files	
1	View Document
2	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 Mahatma Gandhi Mission (MGM) Trust, operating as a self-financing institution, relies primarily on tuition fees for its income. To ensure efficient fund allocation and usage, the Trust follows a structured resource mobilization policy, which includes comprehensive budgeting, approval processes, and stringent procedures for optimal resource utilization.

1. Budgeting and Financial Planning

Annual Budget Preparation:

- Heads of all units submit detailed financial requirements, including ongoing and new expenditures related to staff, infrastructure, equipment, and other operational needs.
- This information is compiled to create a comprehensive annual budget.

Budget Review:

- Expected cash inflows from various sources (e.g., student fees, government grants, consultancy, alumni funding) are compared against anticipated outflows (e.g., operational costs, capital expenditures).
- Deficits are addressed by exploring options such as increasing inflows, reducing outflows, or obtaining external funding.

2. Approval and Implementation

Finalization and Approval:

- The Finance Committee (FC) reviews the budget, explores funding options (e.g., bank loans, sponsorships), and submits recommendations to the Board of Management (BOM) for final

approval.

Monitoring and Control:

- The implementation of the budget is monitored by unit heads, finance officers, and the Vice-Chairman.
- Quarterly meetings of the FC review progress and address deviations, with major corrective actions requiring BOM approval.

3. Procedures for Optimal Resource Utilization

Budgetary Oversight:

- Regular comparison of actual expenditures against budgetary provisions is conducted.
- Variations are analyzed, and explanations are sought from relevant heads to ensure financial discipline.

Procurement Procedures:

- A Central Purchase Department (CPD) manages all procurements across campuses, reducing redundancy and saving time and costs.

- For significant purchases, tendering (including public tenders for large amounts) is mandatory.
- For regular consumables, annual tenders establish approved rates and vendors, streamlining procurement processes.

Approval and Efficiency:

- Large purchases require prior approval from higher authorities.
- Regular consumable purchases follow pre-approved rates and vendors to avoid unnecessary delays and ensure cost-effectiveness.

- Implementing a purchase policy that mandates justifications and approvals before procurement helps minimize unnecessary expenditures.

4. Resource Sharing and Optimization:

Facility Utilization:

- Shared use of research labs, classrooms, and sports facilities across units maximizes resource use and reduces redundancy.

Travel and Accommodation:

- Air travel is restricted to necessary cases (e.g., post-graduate examiners), and the campus guest house is utilized for accommodating external examiners, reducing accommodation costs.

5. Operational Efficiency:

Video Conferencing:

- To cut down on travel and associated costs, 80% of meetings are conducted via video conferencing, saving man-hours and enhancing staff availability for their primary responsibilities.

Monitoring:

- Travel expenses and other operational costs are closely monitored.
- Only justified and approved expenses are allowed, and old items are either disposed of or sold through buy-back arrangements after proper condemnation.

Overall, the Mahatma Gandhi Mission Trust employs a systematic approach to mobilize resources and optimize their utilization. By centralizing procurement, adhering to stringent budgeting processes, and implementing cost-saving measures, the institution ensures effective management of its financial and operational resources.

File Description	Document
Any additional information	View 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
Link for any other relevant information	View Document

Other Upload Files	
1	View Document

6.4.2

Institution conducts internal and external financial audits regularly

Response:

Internal Audit: Conducted by a Chartered Accountant firm Mr.Abhijit Chavan & Associates, Chh.Sambhajinagar.

Key focus areas included:

- **Internal Controls**: Evaluated whether existing controls were satisfactory and identified areas for improvement or the need for new controls.
- **Book of Accounts:** Verified the maintenance of accurate and timely financial records and the use of appropriate accounting software.

- **Financial Reporting:** Examined the system of financial reporting to ensure accurate claims for reimbursement.
- **Transaction Audits:** These audits examined all relevant vouchers of receipts and expenditures.
- **Compliance Audits:** Focused on verifying that expenditures were legally sanctioned and authorized by competent authorities. These audits reviewed documents to ensure funds were used as intended.

External Audit: Conducted by external Audit Agency (Chartered Accountant Firm, Mr. Ashok Patil & Associates, Chh.Sambhajinagr.)

Key focus areas included:

- **Expenditure Compliance:** Checked if expenditures adhered to guidelines and established procedures.
- **Procurement Diligence:** Evaluated the procurement process for goods and services.
- **Budget Utilization:** Verified that funds were used within budgetary provisions and for their intended purposes.
- **Internal Controls:** Assessed the strength of internal controls and compliance with statutory requirements.
- **Approval and Payment Processes:** Reviewed systems for approving and processing payments to ensure they were robust.
- **Record Maintenance:** Ensured proper maintenance and security of financial records.
- **Follow-up on Previous Audits:** Checked if discrepancies and suggestions from previous audits were addressed.

Mechanism for Settling Audit Objections:

- **Serious Audit Observations:** Reported to the Finance Committee, which then recommended actions to the management. Corrective measures were implemented based on these recommendations.
- **Minor Errors and Omissions:** Immediately rectified by the concerned departments. Precautionary steps were taken to prevent recurrence.
- **Regular Follow-ups:** Both internal and external audit teams regularly followed up on previous audit reports to ensure compliance and implementation of suggestions.
- **Finance Committee Review:** Annually, the Finance Committee reviewed audited financial statements and budget estimates, providing recommendations to the Board of Management for approval.

Through these robust internal and external audit mechanisms, MGM Trust has ensured the effective and efficient use of financial resources, maintaining transparency and accountability in its financial operations.

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
Link for any other relevant information	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: 0

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

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

File Description	Document
Provide the budget extract of audited statement towards Grants received from nongovernment bodies, individuals, philanthropist duly certified by Chartered Accountant and the head of the institution	View 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
Annual statements of accounts	View Document

6.5 Internal Quality Assurance System

6.5.1

Instituion has a streamlined Internal Quality Assurance Mechanism

Response:

- Being the first cycle, it is not mandatory on the part of the institute to establish IQAC as per the

guidelines of NAAC. However the institute has established IQAC in order to maintain quality in the institute.

- IQAC was established in 2019 according to the guidelines of NAAC. IQAC focuses on quality enhancement initiatives and quality sustenance measures.
- IQAC has played a crucial role in improving the quality across different functional areas of the institute, as outlined in the seven categories of the NAAC manual.
- IQAC is composed faculty members from various cadres, representatives from administrative staff, management, students, alumni, and distinguished academicians.
- This diverse structure facilitates multidimensional approach and perspectives towards quality enhancement.

The IQAC serves to:

- Set and maintain quality standards and benchmarks for various academic and administrative activities.
- Sensitizing quality parameters to all the stakeholders.
- Ensure systematic organization and documentation of quality improvement programs, workshops, and seminars.
- Prepare necessary documentation for accreditation bodies.
- Gather, analyze, and compile feedback from all stakeholders for suggestions and improvements.
- Developed SOP's to ensure consistent and standardized operations.
- Conduct academic and administrative audits.
- Regularly evaluate strengths, weaknesses, opportunities, and challenges for strategic planning.

The core activities & few notable outcomes of the IQAC are as follows:

Academics :

- To ensure effective curriculum planning and delivery, the IQAC guides the curriculum committee for meticulous planning to achieve educational goals.
- 36 value-added and 26 add-on courses to enhance students' learning experiences.
- Special efforts are taken to guide slow performers and advanced learners
- Academic and administrative audits are conducted regularly
- Much emphasis on student-centric learning with focus on nine student-centric methods
- University ranks, distinctions & PGP CET merit ranks by students of MGMIOP
- Students & Faculty exchange programs to offer diverse learning experience
- Ten ICT training session for faculty members to develop e-contents

Research & Extension Activities:

- Eminent physiotherapy researcher who has been included in the World's Top scientists 2023 list compiled by Stanford University and published by Elsevier in Physiotherapy has been appointed as a Research Adjunct Faculty in the institute
- Facilitated collaboration with Innovation Incubation and Research Center-(IIRC) of MGM University to establish a robust innovation ecosystem. IIRC is Equipped with Stratasys J850 Digital Anatomy & 3D Printing Technology (1st in Maharashtra, 3rd in India)
- 45 academic sessions on innovation, research, IPR and entrepreneurship
- 59 research papers, 74 copyrights, and published 5 patents

- 46 functional MoUs and 55 linkages in place with prestigious organizations / institutions
- Community outreach visits to the following places to ensure students learn true essence of compassion from distinguished personalities and renowned organizations across India
    - Anandwan - Warora (Founded by Padma Vibhushan Mr.Baba Amte, Ramon Magsaysay Award winner)
    - SEARCH Foundation – Gadchiroli (founded by Padmashri Dr. Abhay Bang & Acclaimed by Govt of India & WHO for their Home Based Neonatal Care)
    - Amar Seva Sangam – Tenkasi, Tamilnadu (founded by Padmashri Shri. Ramakrishnan & Zero Project 2023 awardee at United Nations Office in Austria)
    - DARE project - Tata Trust, Munnar - Kerala (Project run by Tata committed to creation of sustainable livelihoods for differently-abled children and young adults from remote and rural tea plantation estates in Munnar.
    - Prathiba Prabhakar Pulmonary Rehab Centre, Mumbai
    - Sports Authority of India, chh.sambhajinagr
    - Patoda village, chh.sambhajinagr (Model village & Nirmal Graam award by Govt of India)
    - Hiware Bazar village, Ahmednagar (Ideal Village award by Government of Maharashtra)
    - Padukone- Dravid Centre for Sports Excellence, Bengaluru (India's finest integrated multi-sport complex with top-notch facilities matching international standards)

Student Welfare:

- Two distinctive initiatives under IQAC – DISHA, institutional support program and DRUSHTI, alumni support program.
- Student Council, Students clubs, MGM PGP CET training course
- DRUSHTI - Registered alumni body MGMIOPAA (MGM Institute of Physiotherapy Alumni Association)
- Student Grievances are addressed promptly & Ragging free campus

Administration:

- Decentralized administration for enhanced decision making and improved accountability
- Proactive and participatory management
- Effective faculty & staff welfare measures
- Financial aid & administrative support for faculty members to attend professional development programs
- National Conference on National Education Policy, MGM Pain Conference 2021, International Virtual Learning Sports Physiotherapy Series, COVID Lockdown National Webinar Series, PHYSIOCON 2019 – Physiotherapy International Conference
- E-governance is facilitated through a comprehensive IT policy using softwares in daily operations
- Statuary committees has student representatives
- Notable Best Practices are implemented which includes MGMIOP ability awards for the special people and MGM Awarathon (Awareness Marathon) for prevention of child abuse.
- The GIFT –YOUTH (Gandhi’s Inspiration For Transforming – Youth) initiative stands out as one of the institute distinctive efforts to shape the students with strong moral compass and compassionate mindset to be an agent of change in the world.

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

Other Upload Files	
1	View Document

6.5.2

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

Response: 97.91

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

2022-23	2021-22	2020-21	2019-20	2018-19
21	19	16	18	14

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
Link for Additional Information	View Document

6.5.3

The Institution adopts several Quality Assurance initiatives

The Institution has implemented the following QA initiatives :

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

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

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

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

Response: B. Any three of the above

File Description	Document
Report of the workshops, seminars and orientation program	View Document
Report of the feedback from the stakeholders duly attested by the Board of Management	View Document
Minutes of the meetings of IQAC	View Document
Institutional data in prescribed format	View Document
AQAR submitted to NAAC and other applicable certification from accreditation bodies	View Document
Any additional information	View Document
Annual report of the College	View Document
Link for Additional Information	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: 42

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

2022-23	2021-22	2020-21	2019-20	2018-19
14	14	07	01	06

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
Copy of circular/brochure/ Report of the program	View Document
Any additional information	View Document
Link for additional information	View Document

7.1.2

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

Response:

Gender Equity & Sensitization Programmes in Curricular & Co-Curricular Activities

- Various **Quotes and essay writing** competitions are organised, and participation is encouraged to raise awareness amongst students & staff regarding the achievements of empowered women. **"Savitribai Phule Jayanti"** who played a vital role in improving womens rights is an example of one such event.
- The institute also aims at raising **awareness** on certain sensitive matters such as "Prevention of **Child Abuse**" and "Empowering kids: Understanding Safe/Unsafe Touch", through organizing

“MGM AWARATHON” (longest torch-relay marathon to prevent & raise awareness against Child Abuse).

- Community Awareness programmes on **“Menstrual Hygiene”**, **“Ante-natal & Post-natal Care services/awareness** ”**&“Women’s Safety”** trough out-reach activities & flashmobs are conducted regularly.
- **International Women’s Day** is celebrated diligently every year to honour, respect & empower all the females of different stages of life.
- Periodic **Mentor-Mentee programs**/meeting are organised on every 2nd Wednesday of the month to ensure that the students feel cared-for, acknowledged and valued for their efforts. The Mentors are also guided to acknowledge & respond to certain gender-related issues sensitively.
- The institute provides**equal opportunities** to both the genders and defies inequality especially during participation in curricular, co-curricular & extracurricular endeavours of the students/faculty.
- Periodic elections of **Gender Champions** (Female & Male) ensures safe & equal opportunities to all the students in participation & organisation of various events.

Specific facilities provided for women on campus:

- **Safety & Security:**The entire Campus including institute, hospital,canteen and hostel premises are under 24x7 CCTV surveillance with well-lit corridors as a safety initiative. The access/central monitor of which is at principal’s & Administrative officers’ cabin.
- Female Security & Wardens along with male security are present 24x7at the entire campus and especially at hostel for hostel inhabitants’ safety. Three arm turnstile control access with barbed wire fencing is available in the girls hostel for additional security.
- The institute especially its **Anti-ragging committee**, **Internal Complaints Committee**and**grievance redressal cell**have zero tolerance policy towards any form of sexual harassment.
- Presence of **female faculty observer** during the conduct of viva-voce is mandatory as per MUHS. The institute also makes sure that a **female faculty member** serves as a **representative** in each of the core/statutory committee of the college.
- **Counselling:** The institute organises counselling sessions for students & faculties by professionals. A Mentor-Mentee program is also set in motion to help students discuss any personal/professional concerns encountered during the course period.
- **Common Room:**Common Rooms & Hostels exist especially for Girl students & senior residents along with a few recreational, drinking water facilities. Separate Washrooms (with Sanitary vending machine in the girl’s washroom) exists.
- **Day Care Centre for Young Children:** “We Care” day care facility exists and is effectively functioning at its full capacity within the campus to help women employees achieve a fair work-life balance.
- A paid **maternity leave** (6 months) &**paternity leave** (15 days) is made available.
- **One long break/ two short breaks** for feeding is encouraged until the child turns 15 months.
- Separate **feeding room** for patients/staff in the paediatric OPD.

File Description	Document
Any additional information	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
Annual gender sensitization action plan	View Document

7.1.3

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

1. Solar energy

2. Wheeling to the Grid

3. Sensor based energy conservation

4. Biogas plant

5. Use of LED bulbs/ power efficient equipment

Response: B. Any four of the above

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

7.1.4

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

- **Solid waste management**

- **Liquid waste management**
- **Biomedical waste management**
- **E-waste management**
- **Waste recycling system**
- **Hazardous chemicals and radioactive waste management**

Response:

Bio-Medical Waste Management

- MGM Institute of Physiotherapy has developed a Standard Operating Procedure (SOP) for the effective management of biomedical waste, with a focus on segregating the waste at its source.
- MGM Institute of Physiotherapy, prioritizes effective bio-medical waste management adheres to Maharashtra Pollution Control Board (MPCB) guidelines and Bio-Medical Waste Management Rules, 2016.
- MGM Medical College & Hospital, Chh. Sambhajinagar is a member of a common Biomedical Waste facility (Registration No WGP/BMW/AMC/03/2017).
- Authorization to operate a facility for collection, segregation, and transport of biomedical waste.
- Hospital's Combined Consent and BMW Authorization (CCA) valid until 31-12-2028.
- Associated with MGM hospital, a leading healthcare organization serving Marathwada region since January 1990, with 1180 beds.
- Employs comprehensive segregation method with color-coded non-chlorinated plastic bags and a bar-coding system for traceability.
- Waste categories: Yellow, Red, White, and Blue, each with specific disposal protocols.

Solid Waste Management

- Adheres strictly to Solid Waste Management Rules, 2016.
- Meticulous collection and segregation procedures.
- Biodegradable waste separated from non-biodegradable waste for efficient processing.
- Biodegradable waste undergoes composting in a dedicated compost plant.
- Resulting compost used to enhance greenery within campus premises.
- Non-biodegradable waste handed over to the local Municipal Corporation for safe disposal through approved channels.

Liquid Waste Management

- Efficient management of liquid waste is paramount.
- Sewage Treatment Plants (STPs) with a capacity of 600 cubic meters per day (600m^3/day).
- Advanced treatment processes ensure treated water meets stringent quality standards.
- Approximately 11952 and 11720 m^3 of sewage inlet and outlet water flow.
- Treated water reused for gardening and sanitation (cleaning) purposes.
- Sustainable approach conserves water resources and contributes to environmental conservation.

E-Waste Management

- Implements robust procedures for the management of electronic waste (e-waste) in line with E-Waste Management Rules, 2016.
- Segregates and disposes of electronic equipment and devices reaching the end of their lifecycle through authorized channels.
- Handles e-waste items such as computers, servers, printers, batteries, and more with utmost care.
- Strategic partnerships with authorized e-waste recyclers for responsible disposal.
- Contributes to sustainable management of electronic waste.

Hazardous Chemicals and Radioactive Waste Management

- All hazardous chemicals and radioactive waste are processed through the STP/ETP plant, where waste products are separated, and the purified water is used for gardening on campus.

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

7.1.6

Green campus initiatives of the Institution include

1. Restricted entry of automobiles

2. Battery-powered vehicles

3. Pedestrian-friendly pathways

4. Ban on use of plastics

5. Landscaping with trees and plants

Response: 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
Link for additional information	View Document

7.1.7

The Institution has disabled-friendly, barrier-free environment

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

Response: A. All 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
Link for additional information	View Document

7.1.8

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

Response:

MGM Institute of Physiotherapy, under the aegis of Mahatma Gandhi Mission, strives to provide an inclusive environment fostering towards various diversities.

Inclusive Environment

- Strives to provide a tolerant and harmonious environment.
- Promotes inclusivity among students of diverse backgrounds.

Cultural Diversity

- Celebrates annual gatherings and welcomes freshers.
- Provides opportunities for interaction and mingling with each other overcoming their diverse cultural background of caste, creed, religion, faith and age.
- Themes promote various cultures of different states and countries.

Annual Sports Event

- Promotes healthy competition among students.
- Fosters camaraderie transcending cultural backgrounds.

Communal Harmony

- Conducts interfaith prayers which refers to individuals of various religions coming together in solidarity and rendering prayers of every religion making sure that all are given equal importance.
- Conducting value added course on peace and non-violence.
- Regularly organizes events based on International Day of Peace.
- Hosts workshops on peace and conflict resolution.

Language Proficiency

- Conducts an annual “English Language Proficiency Program”.
- Conducting programs like essay competition, debate competition on communication skills to eliminate linguistic barriers.

Uniform Policy

- Enforces a uniform to promote unity and eliminate socio-economic differences.
- Each batch has its own jerseys to enhance team spirit and bonding.

Human Rights

- Committed to upholding the dignity and rights of all students.
- Operates a robust Anti-Ragging Cell to ensure student safety.

Social Responsibility & Human Values

- Engages students in regular donation drives.
- Initiatives include blood, organ, book, toy donations, and splint distribution camps.

Community Service

- Provides extension activities under the NSS.
- Offers mobile physiotherapy van services.
- Organizes free camps for financial support and cleanliness drives.
- Signed MoUs with organizations like SEARCH (Gadchiroli), Amarseva sangam, and schools to provide community services.
- Collaborates with primary health care units in and around Chh. Sambhajinagar.

Location Advantage

- MGM Institute of physiotherapy situated in an accessible location serving a variety of populations.
- Provides community services through awareness, assessment, and treatment camps for tribal, rural, and urban populations.

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

7.1.9

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

1. The Code of conduct is displayed on the website

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

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

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

Response: B. Any three of the above

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

7.1.10

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

Response:

MGM Institute of Physiotherapy (MGMIOP) recognizes the significance of diversity within its student body and staff. In appreciation of multicultural environment, the institute acknowledges and celebrates important international, national days, festivals, and religious holidays. This practice fosters a sense of inclusion and respect for the various cultural and religious backgrounds.

National Festivals		
2018-2023	**Events**	**Celebration**
	Independence Day	Flag hosting, march pasts, and "Har GharTiranga Campaign"
	Republic Day	Flag Hosting and March pastwith chair aerobics & aerobic dance
	Gandhi Jayanti	Awareness rallies & quiz competition
National Days		
2018-2023	**Handloom Day**	Field visits for vocational training
	National Nutritional Week	Analysed mid-day-meals at school, awareness camp, fun-fair
	National Youth Day	Group discussions
	National Girl Child Day	Awareness rally, self-defence class, guest lecture, poster competition
	Constitution Day	Preamble recitation
	National Pollution Control Day	Radio talk-“Bhopal Gas Tragedy”MGMRadio
	National Energy Conservation Day	Demonstration session on Solar-Energy
	National Science Day	Quiz & e-poster competition
	National Children Mental Health Awareness Day	Awareness & Assessment Camp
	Teachers’ Day	Fun activities
	National Safety Week	Ergonomic & safety Awareness program
Religious Festivals		
2018-2023	**Diwali**	Decorating campus, rangoli-art
	Christmas	Secret Santa
	Eid	Lunch Party
International Days		
2018-2023	**World Arthritis Day**	Free Camps,Radio-Talk,Panel Discussion,Guest Lecture,Awareness program
	International Day of Sports	Fitness Assessment Camp
	World Physiotherapy Day	Panel Discussion,Awareness Rally

	,Skit,Free-Camp,flash-mob,poster & rangoli competition
World Cerebral Palsy Day	Talent-hunt,Debate & Quiz competition,Webinar,screening-camp
World Stroke Day	Assessment,Splint-distribution Camp
World Disability Day	Splint-distribution camp,model-making competition,activities for special-children,screening-camp
Parkinson awareness day	Awareness Video
Autism awareness day	Musical-skit, e-poster& poster competition
World Heart Day	Guest lectures,awareness talks,cyclathon,camp,flash mob,health camp and awareness video
World COPD Day	Guest Lecture-Dr. Ashish Deshmukh “Diagnostic criteria in COPD”
World Obesity Day	Assessment Camp-Cardiac Health,endurance check-up
World Diabetes Day	Physiotherapy camps,skits,aerobic sessions,chalk-a-thon
International Day of Older person	Guest Lecture,Games for elderly
Osteoporosis day	Guest lecture,fun activities,poster competition
World bioethics day	Debate,skit,poster competition,book review,movie screening, Value-added-course
World Cancer Day	Inauguration of CAN REHAB
International Women’s Day	Felicitation programs,panel discussion,ANC-PNC educational talk,skit,workshop
World Environment Day	Tree plantation drive,best-out-of-waste,treasure hunt,logo-creation competition
International Yoga Day	Yoga,meditation program
Alzheimer’s day	Webinar,awareness talk
World Mental Health Day	Flash mobs,awareness campaigns
Down syndrome Day	Guest lecture,radio talk
Global Handwashing Day	Skits,drawing,handwashing steps&reels competition
World Hypertension Day	Awareness-Screening camps
Breastfeeding Week	Guest lecture,Health-awareness session,survey
NSS Photography Day	Photography competition
Spinal Cord Injury Day	Guest Lectures- Dr.NishadKassim,

		"Cot-to-Community Approach", Dr.ChandrashekarGaike-"Surgeries & Rehab in SCI"
	World Patient Safety Day	Guest Lecture-"Polypharmacy" by Dr.Ayushi Jain
	International Day of Peace	Peace walk
	Contraception Awareness Program	Awareness session
	NSS World Heart Day	Screening camp,cycl-a-thon
	Cardiac Rehab Awareness Program	Workshop
	World TB Day	Awareness camp
	World Health Day	Art competitions
	Cervical Cancer Awareness Week	Poster presentations, awareness talk
	International Day Against Drug Abuse and Illicit Trafficking	Prevalence-Survey at Warud-Kazi
	World Chartered Accountants Day	Wellness program

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 Practice 01 : Insightful Learnings from MGM Institute of Physiotherapy Ability Awards

Objective of the practice:

1. To recognize differently-abled people who are overcoming challenges
2. To celebrate the achievements of these heroes in our community and inspire our students with their resilient spirit
3. To offer students extra learning opportunities through the experiences of remarkable individuals

The Context:

Physiotherapy profession deals with disabled individuals by offering them rehabilitation to ensure those individuals achieve functional independence. Most of the physiotherapy treatment limit themselves to therapy and never look beyond the careers and success of disabled individuals. MGMIOP Ability Award was constituted with the background context of recognizing the abilities of disabled individuals. Most importantly, students who hear the stories of these special people can share them with their patients to uplift their morale and boost the confidence.

The Practice :

MGM IOP Ability Award is an annual event organized by the institute. The award committee accepts nominations for the same. The nominations are carefully curated for the merits, influences and impact of the nominees in the community. The event will be organized in MGM campus. The MGMIOP Ability Award trophy resembles a spark of fire portraying the indomitable spirit of the award recipients, an official award citation & a KHADI shawl. A cash reward of Rs.20,000/- is included for the award recipients. The students attentively listen to the award recipient's inspiring life story, captivated by the challenges they faced due to their medical condition and their confident mindset in overcoming the disability.This practice is first-of-its-kind among any physiotherapy colleges in Maharashtra, aiming to bring inspiring people to students to drive a change in their mindset.

Award Recipients

- 2020 - Mr.Jahed Riyaj Shah, Regional editor, Punya Nagari news media, Aurangabad (Orthopedically handicapped due to polio) and Mr.Nikesh Madare, Teacher, Government School, Jalna (First 100% visually impaired Ph.D scholar in Marathawada region).
- 2021 - Smt.Kiran Kanojia, India’s first women blade runner & para- athlete
- 2022 - Mr.Sai Kaustuv Dasgupta, Wheelchair warrior of India. (90% locomotor impaired due to Osteogenesis Imperfecta)
- 2023 - Shri.Sankara Raman Srinivasan, Indian Disability Activist and Secretary – Amar Seva Sangam, Tenkasi – Tamilnadu (Muscular dystrophy)

Evidence of Success :

The students and participants gave excellent feedbacks regarding the practice; mentioning the event was inspiring and deeply impactful, providing valuable insights into the challenges and triumphs of the special individuals. Many expressed that the event highlighted the importance of inclusion and the capabilities of those with disabilities. The speeches and stories shared by the award recipients were particularly moving and left a lasting impression on the attendees. The award recipients also thanked MGMIOP profusely for organizing this kind of events in an educational institution. Ability Award event was a significant success, leaving a profound impact on students and attendees.

Problems encountered:

1. Selecting the award recipient from the short-listed candidates by award committee, as each of the short-listed nominations possessed similar credibility and accomplishments.
2. Finding suitable hotel accommodation in the city for motorized wheel-chair bound award recipient with minimal-architectural barrier

Resources required:

1. Award sponsorship for this event from a corporate sector, so that the event can be organized in a bigger scale.

Title of the Practice 02: MGM AWARATHON - Longest torch relay marathons to create awareness on child abuse prevention

Objective of the practice:

- **Raise awareness** by educating the public about types, signs, long-term effects of child abuse and help lines to report child abuse
- **Engage the public** by making them understand their role in preventing child abuse
- **Promote Healthy Family Dynamics** through parental education, positive-parenting-techniques, and encourage effective communication to reduce the risk of child abuse
- **Advocate for policy** by informing the community about various child protection laws, POCSO act and existing legislation
- **Promote Safe Environments** by educating people in public & community to recognize signs of abuse

The Context:

- According to **NCRB report** - 2023, there has been a 26% increase in crimes against children, with **Maharashtra** ranking second in child abuse cases.
- Preventing child abuse starts with raising awareness in the community to recognize the signs of abuse, establishing support systems, and reporting of abuse.
- The stigma and taboo surrounding abuse deter victims from reporting due to fear of social rejection.
- This sparked the initiative of MGM AWARATHON by MGMIOP, aimed at raising awareness at the grassroots level through the longest torch relay marathon, involving the MGM community.

The Practice :

- **MGM AWARATHON-2022**, in collaboration with MUHS-Nashik, was a 27-hour, 210 km non-stop torch relay marathon from Aurangabad to Nashik. A total of **79 students and faculty members** from MGMIOP participated in the run, alongside school children. Along the route, students performed skits in various locations to raise awareness about preventing child abuse.
- **MGM AWARATHON-2023**, themed "**Running Miles, Spreading Smiles**," in collaboration with the Commissionerate of Women & Child Development, Pune, was a 29-hour, 246 km run from Chh. Sambhajinagar to Pune. Over 100 people from MGMIOP participated, joined by school students, police officers, NGOs, and villagers from various communities along the route. A pre-AWARATHON campaign was initiated to raise awareness among students at 15 schools in Chh. Sambhajinagar, where MGMIOP students performed skits to raise awareness about the causes of child abuse and how to prevent it.

Evidence of Success :

- MGM Awarathon became a huge success joined by on-lookers and passers-by to support the

initiative

- Received **BEST OF INDIA RECORD award** for longest-torch-relay-marathon (2022)
- Received **BEST OF INDIA RECORD award (2023)** for “Largest number of school students in the audience for child abuse prevention awareness”
- Received **ASIA BOOK OF RECORDS award** for longest-torch-relay-marathon **(2023)**
- Raised awareness amongst **50,000+ PUBLIC AUDIENCES**
- Raised awareness amongst **15,000+ SCHOOL CHILDREN** through skit at schools
- One-of-a-kind initiative to achieve global recognition
- Appreciated by various government authorities for the initiatives

Problems encountered:

- Continuing the torch-relay at night was challenging due to lack of streetlamps which was overcome using battery-operated lights & headlights of the vehicle.
- Heavy traffic on certain routes created delays. Coordination with local traffic authorities and the strategic use of escort vehicles helped in managing the traffic.

File Description	Document
Any additional information	View Document
Link for any other relevant information	View Document
Link for best practices page in the Institutional web site	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:

The institute has emerged as a beacon of holistic education, deeply rooted in the values of Mahatma Gandhi. The institution's distinctive performance in the area of youth empowerment through the "Gandhi’s Inspiration For Transforming – YOUTH (GIFT-YOUTH)" initiative is particularly commendable.

Value-based Education

At the heart of GIFT-YOUTH is a commitment to value-based education through the department of Gandhian Studies in MGM, an area where the institute excels.

The students are exposed to the principles of truth, non-violence, and compassion, which were central to Gandhian philosophy. The institute instills moral and ethical development of its students through

- VAC on Peace & Non-Violence and Youth Empowerment
- Conflict management workshops
- International Conference on Gandhi Today: A quest for sustainable communities organized by MGM – Aurangabad
- Interactive sessions with Gandhian followers and though-leaders

This prepares students to face real-world challenges with a strong moral compass.

Community Service and Social Responsibility

The institute has made significant stride in integrating community service into the fabric of student life. Under the GIFT-YOUTH initiative, students actively to participate in various community activities:

- Rural & Tribal postings in SEARCH, Gadchiroli under the mentorship of Gandhian follower – Padmashri Dr.Abhay Bang
- Missionaries of Charity, Aurangabad
- NSS activities
- Free heath camps in association with government agencies
- Alliance with local NGO's Prayas Youth Foundation for planting trees to create miyawaki forest and Aurangabad Ploggers for cleanliness drive in the city

These efforts instill students with a sense of empathy and social responsibility.

Promotion of Peace and Non-violence

In a world increasingly fraught with conflict, MGM Aurangabad's commitment to promoting peace and non-violence stands out. The GIFT-YOUTH initiative includes various programs aimed to promote a culture of peace among students.

- Inter-faith prayer meetings at Chitan Gaah
- Peace walk
- Charaka Spinning
- Celebration of International Day of Peace
- International speakers in Gandhi Jayanti Celebrations

These efforts have enriched the students' perspectives and contribute to a more harmonious campus environment.

Sustainability and Self-reliance

Mahatma's principles of sustainability, self-reliance, and living in harmony with nature have been concretely advanced by the visionaries of the MGM trust within the campus. Few of the initiatives in MGM campus are:

- Unitary campus with college, hospital, hostel, sports and recreation facilities

- MGM solar energy and rain water harvesting projects
- Use of recycled water for maintaining greenery and micro-climatic conditions on campus
- Lush green and serene campus with lower PM10 levels than urban areas
- MGM Arogyam & Naturopathy centre
- Mahagami Dance Gurukul
- MGM Khadi and Paithani Research Centre
- MGM dairy, agriculture & horticulture farms supplying major food and raw materials to college and hostel canteen
- Kala Dirgha Arts Gallery
- Dr. APJ Abdul Kalam Astrospace & Science Centre
- MGM Community Radio
- MGM Nucleus – Pottery and Ceramic Studio
- The Salt Hotel
- Inculcating the values of SDG through Republic day parade SDG tableau, students visit to Model villages – Patoda (Best Model village by GoI) to learn SDG's in model villages

This GIFT-YOUTH concept aligns with the institution's priority and thrust towards nurturing responsible, socially-conscious leaders of tomorrow.

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

8.Physiotherapy Part

8.1 Physiotherapy Indicator

8.1.1

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

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

Response: B. Any 4 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:

Clinical skills laboratories at MGMIOP provide an essential educational environment for both undergraduate and postgraduate physiotherapy students. These labs offer a safe and controlled setting where students can practice clinical skills before applying them in real clinical contexts. Training in these labs follows didactic sessions in the classroom, ensuring a seamless transition from theory to practice.

Training Process:

- **Didactic Sessions:** Learning begins with classroom sessions where foundational knowledge is

imparted.

- **Facilitator Demonstrations:** Facilitators perform pre-demonstrations of techniques. Learners closely observe these demonstrations to understand the procedures.
- **Supervised Practice:** Students practice the demonstrated techniques under supervision. This step-by-step guided practice ensures they develop the required skills.

Labs :

1. *Anatomy and Physiology Labs*: Anatomy specimen, dissection halls, and lab focuses on foundational knowledge for first-year students, facilitated by medical teaching faculty.

2. *Kinesiotherapy Lab*: Goniometers, BP devices, and suspension systems focuses on movement assessment and improvement, progressing from fundamental skills to advanced techniques.

3. *Electrotherapy Lab*: Diathermy machines, TENS units, and IFT machines focuses on pain management and rehabilitation, with supervised practice and experiments on nerve conduction and pain threshold.

4. *Community Physiotherapy Lab*: Portable treatment tables and basic tools focus on community health techniques, overseen by faculty.

5. *Cardiovascular & Respiratory Physiotherapy Lab*: Spirometers, pulse oximeters, and nebulizers focus on cardiovascular and respiratory function improvement, monitored through practical exams and case presentations.

6. *Musculoskeletal Physiotherapy Lab*: Ultrasound machines, electrical stimulation devices, and traction units focus on treating musculoskeletal disorders with manual therapy and exercises.

7. *Neurophysiotherapy Lab*: Balance boards and functional electrical stimulation units focus on neurorehabilitation techniques, along with EMG biofeedback.

8. *Sports Physiotherapy Lab*: Plyometric equipment and focus on sports injury prevention and rehabilitation, with performance assessments.

9. *Clinical Skill Lab*: Simulated patients and procedural trainers focus on clinical skill mastery in a simulated environment, using scenario-based evaluations. All manual therapy techniques, such as Maitland, Mulligan, Kaltenborn, neural mobilization, and neurodevelopmental techniques,etc are taught to the students.

10. *Fitness Lab*: Treadmills, stationary bikes, and resistance machines focus on fitness assessment and exercise prescription, with progress tracking.

11. *Simulation Lab*: Available through an MoU, providing realistic training with mannequins and procedural equipment for BLS and advanced physiotherapy techniques, used by both undergraduate and postgraduate students for hands-on experience in a risk-free setting.

12. *Advanced Physiotherapy Equipment*: Students are exposed to advanced equipment such as the spinal mouse, active-passive trainer, bike rehab, body fat analyzer, elliptical trainer, etc.

Top of Form

Bottom of Form

Monitoring Mechanisms:

- **Supervision**: Each lab session is supervised by experienced faculty, who provide immediate feedback and guidance.
- **Practical Assessments**: Regular practical exams test students' proficiency in advanced techniques, evaluating both knowledge and hands-on skills.
- **Feedback System**: Continuous feedback during and after lab sessions helps students identify areas for improvement.
- **Peer Reviews**: Students participate in peer reviews to evaluate and learn from each other's techniques.
- **Simulation Assessments**: In the simulation lab, students are assessed on their ability to handle realistic clinical scenarios, enhancing both clinical skills and decision-making abilities.

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

Curriculum Integration:

- The institute is dedicated to provide comprehensive education in quality care and patient safety. This commitment is embedded in the curriculum and practical training, ensuring students are proficient in safety practices, including falls prevention, equipment safety, ergonomics, and infection control.

Implementation of Evidence-Based Guidelines:

- The institute has developed and implemented evidence-based guidelines in clinical practice for patient management. These guidelines are integral to clinical training, ensuring that students deliver care with the latest research and best practices, thereby enhancing the quality and safety of patient management.

Standard Operating Procedures (SOPs):

- The institute has developed SOPs for instrument and commonly used treatment procedures, some of which are copyrighted.

Faculty Certification in Good Clinical Practice:

- Faculty members are certified in Good Clinical Practice (GCP) standards, ensuring that student training adheres to the highest ethical and professional standards in clinical care.

Continuous Training and Practical Exposure:

- Students and faculty engage in continuous training through events, workshops, simulations to stay updated with healthcare quality and patient safety standards.

Specialized Courses and Webinars:

- **Falls Prevention:** The college offers specialized courses on falls prevention, particularly through an add-on course focused on geriatric assessment. This course emphasizes strategies to prevent falls, especially in older adults.
- **Ergonomics:**Ergonomics is integrated into the curriculum, with certified ergonomic specialists as faculty.

Practical Training:

- Field Visits: Students visit old age homes to understand and apply falls prevention strategies. Industrial visits further expose them to ergonomic practices in real-world settings.
- Hands-on Practice: Practical training includes the correct use of wheelchairs and safe patient transfer techniques, preparing students for clinical responsibilities.

Equipment Safety Practices:

- Equipment Safety Register: A detailed register documents regular checks, maintenance, and repairs, ensuring all equipment is safe and functional.
- Safety Audits: Regular audits by experts assess equipment performance, identify hazards, and ensure compliance with safety standards.

Infrastructure for Patient Safety:

- **Disability-Friendly Features:** Grab bars, wall railings, and anti-skid flooring are installed in key areas to prevent falls and ensure a safe environment.

- **Safe Patient Handling:** The infrastructure is designed to support safe patient handling, minimizing the risk of injuries to both patients and healthcare workers.

Infection Prevention and Control:

- The college has implemented stringent infection prevention and control policies. These include guidelines on:
  - **Hand Hygiene:** Emphasizing the importance of regular and proper handwashing techniques to prevent the spread of infections.
  - **Use of Personal Protective Equipment (PPE):** Training students on the appropriate use of PPE to protect themselves and patients from infection risks.
  - **Sterilization Procedures:** Ensuring that all instruments and equipment are properly sterilized before use.
  - **Compliance with NABH Standards:** The college follows the guidelines of the National Accreditation Board for Hospitals & Healthcare Providers (NABH) to ensure that its infection control practices meet national standards for safety and quality.

Continuous Improvement:

- The college continuously evaluates and updates its safety protocols and practices to align with the latest standards and best practices in healthcare.

File Description	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: 98.18

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

2022-23	2021-22	2020-21	2019-20	2018-19
20	19	17	18	14

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
Any additional information	View Document
Link for Additional Information	View Document

Other Upload Files	
1	View Document

8.1.5

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

Response:

- Physiotherapy is a branch of modern medicine, and the physiotherapy graduates are expected to learn necessary physiotherapy and clinical skills to examine, assess, diagnose, plan, and deliver treatment to the patients using cognitive, psychomotor, and affective skills.
- The students learn the clinical competencies through laboratory practical demonstrations followed by supervised structured clinical postings.

Pre-clinical phase :

- Clinical Competencies in 1st year BPTh includes learning clinical evaluation of basic physiological parameters, testing of electrotherapeutic modalities, and learn the basic exercise therapy movements.
- Clinical competencies in 2nd year include mastering the physiotherapeutic techniques of kinesiotherapy and electrotherapy in practical labs.
- All these clinical competency skills are measured by practical sessions in terminal, preliminary examination followed by practical's in university examination. This includes a long case assessing the psychomotor and affective skills and two short cases assessing the cognitive and psychomotor skills.
- Apart from these students; practical journals are evaluated to measure the clinical competencies.

Clinical phase:

- During the 3rd year of BPTh program the students assess and evaluate the patients using specific

scales and ICF domains related to the dysfunction.

- The university exam of third year includes assessment of a patient long case to examine the skill of history taking, skill of objective diagnostic procedure and ICF documentation.
- Two short cases under the domain of mobilization technique, neurophysio therapetic skills, electrodiagnostic tests and practical journals are also examined to ensure the students learn the clinical skill competencies.
- The 4th year of BPTh program is focused on learning to apply the physiotherapeutic techniques on the patients.
- During their clinical postings, the final-year BPTh students evaluate, plan, and deliver physiotherapy treatments under various subjects.
- These case evaluations are presented and discussed with clinical supervisors, who assess and grade the students. The university practical examination includes assessment of a patient long case and two short cases apart from assessment of journal documentation.

Internship :

- During their internship, students are expected to treat patients independently without direct supervision. They are required to report any patient-specific issues to the department head.
- Clinical work is evaluated at the end of each posting by 360 deg evaluation score sheet, and feedback is provided to the students.

Clinical Competency Training & Assessment :

- The institute ensures that students in final year of BPTh program & interns master the clinical competency skills.
- These skills are assessed by Objective Structured Clinical Examination (OSCE) at college level. These structured examinations are designed by the faculty members to assess competence in a comprehensive, consistent, and objective manner.
- The exam consists of a series of stations, each focusing on a different clinical task or scenario. Each station is time-limited to 15 minutes.
- Some stations use standardized patients (actors trained to present clinical scenarios consistently). Examiners assess students using standardized checklists or rating scales.
- This clinical competency ensures that students are skilled, knowledgeable, and capable of delivering safe and effective patient care.

File Description	Document
Relevant Geotagged photographs/Video	View Document
Any additional information	View Document
Link for 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

8.1.6

Is the teaching hospital / clinical laboratory accredited by any National Accrediting Agency?

1. **NABH Accreditation of the teaching hospital**
2. **NABL Accreditation of the laboratories**
3. **ISO Certification of the departments / divisions**
4. **Other Recognized Accreditation / Certifications**

Response: A. All of the above

File Description	Document
Institutional data in prescribed format	View Document
e-copies of Certificate/s of Accreditations	View Document

8.1.7

Steps/procedures adopted by the college to sensitize students to contemporary medico-legal practices and third-party payers/insurance mechanisms, indemnity insurance protection etc. relevant to the clinician/provider as well as the patient/recipient.

Response:

Integration of Medico-Legal Practices into Curriculum:

- The college incorporates the subject "Professional Practice and Ethics" into the undergraduate physiotherapy curriculum.
- This subject is taught through class lectures spread across the four-year program, covering essential topics such as duty, accountability, ethics, and management issues relevant to physical therapists.

Focus on Contemporary Medico-Legal Issues:

- The college educates students about contemporary medico-legal concerns that may arise during their clinical practice and research activities. Guest lectures are conducted to sensitize the medico legal issues.
- Master's students and faculty members are encouraged to participate in workshops on "Good Clinical Practices," World Bioethics Day events, and other similar initiatives to enhance their understanding of professional ethics and medico-legal practices.

Clinical Training and Bedside Manner:

- During clinical training, students receive practical instruction on essential medico-legal aspects from clinical staff across various departments. This training includes teaching bedside manners, recognizing contraindications, understanding red flags in physiotherapy, and the importance of legal documentation.

- Students learn about the significance of obtaining informed consent from patients, especially when a treatment plan might be altered or discontinued. They are trained to communicate effectively with patients to avoid legal complications and to protect both the patient and the practitioner.

Awareness of Legal Documentation and Patient Rights:

- The college emphasizes the importance of proper legal documentation in clinical practice. Students are made aware of the legal responsibilities associated with patient care, including the risks of neglect in physiotherapy treatments, which can lead to patient impairment or other legal issues.
- The college notice board serves as a resource for students, providing information on the NABH & Code of Conduct Monitoring Committee. This helps students understand the regulatory frameworks governing their practice and the rights of patients, including the right to switch therapists or treatment plans when necessary.

Promotion of Bioethics and Professional Conduct:

- IQAC has consistently observed World Bioethics Day. Activities such as poster presentations, group discussions, and documentary screenings are organized to engage students in discussions about bioethics and professional conduct.

Comprehensive Employee Health Benefits:

- While the college prioritizes student education on medico-legal practices, it also ensures that its employees are protected. The management provides comprehensive health benefits to all employees, including 100% coverage for physician consultations, diagnostic tests, surgical treatments, and physiotherapy services.
- Additionally, employees receive a 20% discount on Dental, Ayurvedic, and Pharmacy services. This comprehensive care package, though not specifically indemnity insurance, reflects the college's commitment to the well-being of its staff.

Preparation for Third-Party Payers and Insurance Mechanisms:

- Students are sensitized to the role of third-party payers and insurance mechanisms in the healthcare system. This includes understanding how indemnity insurance protects both the therapist and the patient, and how to navigate the complexities of insurance claims and reimbursements.
- By integrating this knowledge into the curriculum and clinical training, the college ensures that students are well-prepared to handle the financial and legal aspects of their future practice, safeguarding both themselves and their patients.

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 list of clinical faculty covered by medical indemnity insurance policy by the Institution	View Document
Link for Additional Information	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:

Integration of Clinical Psychology:

- The institute incorporates Clinical Psychology into the second-year curriculum, providing students with 50 hours of training.
- This training focuses on understanding the psychological aspects of patient care, preparing students to offer holistic treatment.
- From the third year onwards, students participate in interdisciplinary teams, working together to review patients, set goals, plan care, and directly interact with patients across various healthcare disciplines.
- The department organizes home visits, therapeutic outings, and recreation sessions involving staff and students, ensuring hands-on training and skill evaluation.

Social Work and Community Engagement:

- The institute emphasizes social responsibility through community placements and social work initiatives.
- Programs like Awarathon, a continuous torch relay covering over 246 kilometers, raise awareness about child abuse, while the Ability Awards recognize and honor disabled individuals for their societal contributions.
- Students actively engage in National Service Scheme (NSS) activities, visiting schools, orphanages, and old age homes, where they conduct fitness checks to prevent non-communicable diseases and organize health camps for the elderly.
- The institute leads donation drives for clothes, stationery, blood, organs, and toys for orphanages, demonstrating a strong commitment to community welfare.
- Students participate in initiatives like Swachh Bharat Abhiyan, tree plantations, and cleanliness drives, while also raising awareness about women’s safety, interfaith harmony, and other social

causes.
- The institute provides physiotherapy services to tribal populations and organizes free legal counseling for women, furthering its dedication to societal well-being.

Health and Wellness Programs:

- The institute actively celebrates various health-related commemorative days, such as World Health Day, World Stroke Day, and Cerebral Palsy (CP) Day, through numerous awareness activities.
- Activities include diabetic surveys, health camps, menstrual health programs, gender equity initiatives, free physiotherapy camps, and public rallies.
- The institute organizes sprint competitions, awareness talks, exercise sessions for women and the elderly, and provides physiotherapy services during various sports events.
- The institute observes Global Hand washing Day, hosts radio talks on World Stroke Day, and conducts health camps, autism skits, and ergonomics training sessions.
- The institute also arranges hygiene sessions, poster competitions, and multidisciplinary health camps, supplemented by guest lectures, industrial visits, and online courses to prepare students for diverse professional challenges.

Incorporation of Yoga:

- Yoga is a vital part of the BPTh curriculum, especially within the first-year course.
- Experienced yoga faculty provide students with a deep understanding of yoga's role in physical therapy.
- The institute celebrates International Yoga Day annually, reinforcing the importance of yoga in promoting holistic health and wellness within the academic community.

File Description	Document
Any additional information	View Document
Links for documents regarding steps initiated /procedures adopted etc	View Document
Link for Additional Information	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:

At the MGM IOP, we focus on aligning our curriculum with WHO guidelines, with a strong emphasis on disability practices, rehabilitation, and community-based rehabilitation (CBR) tailored to the Indian context. This approach ensures that students receive a well-rounded education in rehabilitation and disability care, enhanced by practical experience to solidify their knowledge. Students are trained in the CBR matrix, which comprises following five key components, equipping them to deliver comprehensive rehabilitation service.

- **Health:**The student training component focuses on physiotherapy strategies aimed at enhancing health outcomes, providing students with the skills to deliver tailored services that meet community needs.
    - Health Promotion: Students are trained to empower individuals and communities to take charge of their health
    - Disease Prevention: Training includes training on various preventive interventions (primordial, primary, secondary and tertiary)
    - Medical Care: Emphasis is placed on training for early diagnosis and treatment to ensure effective care.
    - Rehabilitation Care: Students learn to develop and implement rehabilitation programs that support recovery and foster independence.
    - Assistive Devices: Training includes the selection, user education, and environmental adaptation of assistive devices to improve the quality of life for individuals with disabilities
- **Education:** We provide specialized training for our students in the education component of the CBR matrix to ensure they can effectively support inclusive and equitable education for individuals with disabilities. Students are trained for
    - Inclusive Education: To adapt physiotherapy techniques to support inclusive classroom settings.
    - Special Education: To create individualized physiotherapy plans for students with complex disabilities.
    - Early Intervention: Early intervention for children with developmental delays.
    - Lifelong Learning: Students are educated on supporting skill-building and vocational training throughout an individual’s life
- **Livelihood:** Students are trained to develop and implement strategies that enhance economic self-sufficiency and employment opportunities for individuals with disabilities. The training focuses on skills development, vocational training, and job placement, helping students create tailored programs that address the specific needs of individuals.
- **Social :** The students are trained to promote social inclusion and community participation for individuals with disabilities. The training emphasizes creating and implementing programs that foster integration and reduce social barriers. Students learn to develop initiatives that encourage community engagement, support social interactions, and address stigma and discrimination. They also focus on working with community organizations to build supportive environments that enhance the social well-being and inclusion of individuals with disabilities.
- **Empowerment** : Students are trained to enhance the autonomy and self-advocacy of individuals with disabilities. The training focuses on developing programs and strategies that enable disabled individuals to assert their rights, make informed decisions, and access necessary resources and support. Students gain skills in advocacy and leadership, working to build confidence and self-reliance among disabled individuals, thereby promoting their full integration and empowerment in society.

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
Link for Additional Information	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:

8.1.10 College has advancedEquipment/ Instrumentation facilities for the evaluation and treatment for the physiotherapy as follows:

Response:

A.TREATMENT(Low tech to high tech)

Electrotherapy Instrument

- Multi Stimulator: Used for muscle stimulation and pain relief.
- Transcutaneous Electrical Nerve Stimulation (TENS): Helps manage chronic pain
- Interferential Current Therapy: Utilized for pain relief and muscle stimulation.
- Short Wave Diathermy: Provides deep tissue heating for pain relief and muscle relaxation.
- Ultrasound Therapy: Used for promoting tissue healing and reducing inflammation.
- Non-luminous and Luminous Infrared Lamps: Used for superficial heating
- Ultraviolet Therapy Lamps: For the healing process.
- Whirlpool Unit: Offers hydrotherapy for joint and muscle rehabilitation.

- Hydrocollator Pack Unit: Provides moist heat therapy to relax muscles
- Contrast Bath Unit: Used for alternating hot and cold water baths to stimulate circulation.
- Paraffin Wax Bath Unit: Provides deep heat therapy for joint pain relief

Kinesio Therapeutic Equipment

- TheraBand, Thera Tubes: Used for resistance training and rehabilitation exercises.
- Weight Cuffs, Dumbbells: For strength training and muscle conditioning.
- Pulleys, Springs: Facilitates controlled resistance exercises for muscle rehabilitation.
- Stability Trainer, Wobble Board: Enhances balance and coordination.
- Suspension Therapy Unit: Used for body-weight supported exercises.
- Medicine Ball: Employed in functional strength training and rehabilitation.
- Staircase, Parallel Bars: Assists in gait training and lower limb rehabilitation.
- Treadmill with Bodyweight Support System: Used for gait training and cardiovascular conditioning.
- Static Bicycle, Rowing Machine, Cross-Trainer, Elliptical: Provide cardiovascular and endurance training.
- Swiss Ball, BOSU Ball: Used for stability and core strengthening exercises.

Advanced Equipment

- TECAR Therapy: Utilizes capacitive and resistive energy transfer for pain management and tissue healing.
- LASER Therapy: Applied for pain relief, reducing inflammation, and promoting tissue repair.
- Matrix Rhythm Unit: Used for rhythmical massage therapy.
- Long Wave Diathermy: Used for deep tissue heating and pain management.
- Functional Electrical Stimulation (FES): Helps in muscle activation and rehabilitation.
- Active Passive Trainer: Provides both active and passive movement exercises.
- Combination therapy: Provides the for-pain relief and muscle strengthening
- Portable Suction Machine: Used for respiratory therapy.
- Flutter, Inspiratory Muscle Trainer: Helps in respiratory muscle training..
- Rehab Functional Station: Comprehensive unit for various rehabilitation exercises.
- Multigym Unit: Offers a wide range of resistance exercises.

B.CLINICAL, FUNCTIONAL AND BEHAVIOURAL ASSESSMENTS

- Hand Exercise Unit with Hydraulic Hand Dynamometers: Measures hand strength and function.
- Scoliosis Evaluation Kit: Assesses spinal curvature.
- Pressure Algometry: Measures pain threshold and sensitivity.
- Body Fat Analyser: Measures body composition for health and fitness assessments.
- Peak Flow Meter: Measures lung function.
- Shuttle Walk Test Software: Assists in evaluating cardiorespiratory fitness.
- CROM device: Measure the cervical Range of motion(CROM)

C.DIAGNOSTIC/ASSESSMENT TEST AND TOOL

- Spinal Mouse with Computer Programme: Assesses spinal posture and alignment.
- Balance Master: Evaluates balance and stability.

- Manual Therapy table: Provides a platform for various manual therapy techniques.
- EMG machine: Used for assessing and recording the electrical activity of muscles to aid in diagnosing neuromuscular disorders.

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 :

MGM Institute of Physiotherapy – Chh. Sambhajinagar strongly believes that holistic education extends beyond the confines of classrooms and the campus. Apart from providing quality education in the campus, the institute has made special efforts to place students across India at renowned centers of excellence under the guidance of distinguished personalities, where they can learn professional skills and valuable life lessons.

Few of the notable associations are:

- 35-day residential postings at SEARCH Gadchiroli under the mentorship of Padmashri Dr. Abhay Bang and Padmashri Dr. Rani Bang. Till date, 22 batch of students have successfully completed this program at SEARCH.
- 30-day residential postings at Amar Seva Sangam, Tenkasi, Tamil Nadu, under the mentorship of Padmashri Mr. Ramakrishnan, to learn village-based rehabilitation and community-based rehabilitation.
- 30-day postings at the Padukone-Dravid Center for Sports Excellence in Bengaluru, one of India’s largest and finest sports training facilities with international standards.
- 30-day postings at Prathiba Prabhakar Rehabilitation Center in Mumbai, known as one of the best pulmonary rehab centers in Maharashtra.
- Visits to model villages and centers, including Baba Amte’s Anandwan, Patoda Model Village, Hivre Bazar Adarsh Model Village, and Tata Trust in Munnar.

The ultimate goal of the visionaries of MGMIOP is to impart professional education integrated with strong values, aiming to cultivate future change-makers and leaders. All academic initiatives are designed to instill holistic values and ethos in students. These efforts ensure that students receive the best real-life education from exemplary role models, shaping them into outstanding graduates who can serve as true ambassadors of Mahatma Gandhi and MGMIOP.

Concluding Remarks :

MGM Institute of Physiotherapy is committed to providing student centric and competency-driven education, ensuring that students are well-equipped with the necessary skills and knowledge. A significant majority of our research publications are featured in prestigious Scopus and PubMed-indexed journals, highlighting the institute's focus on high-quality research.

Our dedication to community service across India is evident through numerous extension and outreach activities, which have garnered awards and recognitions, including entries in the Asia and India Book of Records. Initiatives such as DISHA and DHRUSTI showcase the significant contributions of our students to societal well-being.

The vast and vibrant campus of Mahatma Gandhi Mission pulsates with youthful energy and exuberance, offering students the chance to engage with peers from other disciplines and providing an ideal environment for both learning and personal growth amidst a vibrant setting.

The institute's robust governance and leadership are characterized by decentralization and participative management, fostering a collaborative environment. The holistic development of students is further enriched through various extracurricular activities, including pottery training, photography, dance, and music academies, all within the campus.

Moreover, the inculcation of Gandhian philosophy underscores our commitment to value-based education, ensuring that our students not only excel academically but also embody ethical and moral values.
Overall, MGM Institute of Physiotherapy stands as a beacon of excellence in education, research, community service, and holistic student development.

6.ANNEXURE

1.Metrics Level Deviations

<table>
<tr><th>Metric ID</th><th>Sub Questions and Answers before and after DVV Verification</th></tr>
<tr><td>1.1.2</td><td>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:
<table>
<tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr>
<tr><td>8</td><td>8</td><td>8</td><td>4</td><td>2</td></tr>
</table>
Answer After DVV Verification :
<table>
<tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr>
<tr><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td></tr>
</table>
Remark : DVV has considered the given input as HEI has not provided appropriate documents.</td></tr>
<tr><td>1.2.2</td><td>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:
<table>
<tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr>
<tr><td>339</td><td>314</td><td>232</td><td>241</td><td>188</td></tr>
</table>
Answer After DVV Verification :
<table>
<tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr>
<tr><td>243</td><td>334</td><td>263</td><td>269</td><td>202</td></tr>
</table>
Remark : DVV has considered the given input as per the supporting documents provided by HEI.</td></tr>
<tr><td>1.3.2</td><td>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 : 36
Answer after DVV Verification: 31</td></tr>
</table>

	Remark : DVV has considered the given input as per the supporting documents provided by HEI.
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 : 316 Answer after DVV Verification: 0 Remark : DVV has considered the input as "0" as certificate by HEI itself cannot be accepted as per SOP.
1.4.2	Feedback on curricula and syllabi obtained from stakeholders is processed in terms of: Answer before DVV Verification : A. Feedback collected, analysed and action taken on feedback besides such documents made available on the institutional website Answer After DVV Verification: B. Feedback collected, analysed and action has been taken Remark : DVV has considered the given input as per the supporting documents provided by HEI.
2.2.1	The Institution assesses the learning levels of the students, after admission and organises special Programmes for advanced learners and slow performers The Institution: 1. Follows measurable criteria to identify slow performers 2. Follows measurable criteria to identify advanced learners 3. Organizes special programmes for slow performers 4. Follows protocol to measure student achievement Answer before DVV Verification : A. All of the above Answer After DVV Verification: C. Any two of the above Remark : DVV has considered the given input as per the supporting documents provided by HEI.
2.3.4	Student :Mentor Ratio (preceding academic year) 2.3.4.1. Total number of mentors in the preceding academic year Answer before DVV Verification : 20 Answer after DVV Verification: 19 Remark : DVV has considered the given input as per supporting documents provided by HEI.
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:

2022-23	2021-22	2020-21	2019-20	2018-19
22	19	17	18	14

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
21	17	15	15	12

Remark : DVV has considered the given input as per the supporting document provided by HEI.

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:

2022-23	2021-22	2020-21	2019-20	2018-19
21	19	13	18	12

Answer After DVV Verification :

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

Remark : DVV has considered the given input as per the supporting document provided by HEI.

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:

2022-23	2021-22	2020-21	2019-20	2018-19
20	18	17	14	13

Answer After DVV Verification :

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

Remark : DVV has considered the given input as per the supporting documents provided by HEI.

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:

2022-23	2021-22	2020-21	2019-20	2018-19
25	2	3	2	3

Answer After DVV Verification :

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

Remark : DVV has considered the given input as per the supporting document provided by HEI.

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:

2022-23	2021-22	2020-21	2019-20	2018-19
14	10	9	6	6

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
14	9	9	6	5

Remark : DVV has considered the given input as per the supporting document provided by HEI.

3.3.1

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

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

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

Answer before DVV Verification : A. All of the above
Answer After DVV Verification: B. Any 3 of the above

Remark : DVV has considered the given input as per the supporting documents provided by HEI.

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 : 54
Answer after DVV Verification: 0

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 : 15
Answer after DVV Verification: 15

Remark : DVV has considered the given input as per the supporting document provided by HEI.

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:

2022-23	2021-22	2020-21	2019-20	2018-19
71	61	36	25	23

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
53	55	24	21	17

Remark : DVV has excluded the celebration days.

3.5.1

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
19	10	7	1	2

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
19	10	0	0	0

Remark : DVV has considered the given input as per the supporting documents provided by HEI.

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 : 46

Answer after DVV Verification: 25

Remark : DVV has considered the given input as per the supporting documents provided by HEI.

4.1.4

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
177.43	0	0.7	1.4	11.51

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0.7	1.4	11.51

Remark : DVV has considered the given input as per the supporting documents provided by HEI.

4.2.4

Availability of infrastructure for community based learning

Institution has:

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

Answer before DVV Verification : A. All of the above
Answer After DVV Verification: B. Any three of the above
Remark : DVV has considered the given input as per the supporting documents provided by HEI.

4.3.3

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

1. e – journals / e-books consortia

2. E-Shodh Sindhu

3. Shodhganga

4. SWAYAM

5. Discipline-specific Databases

Answer before DVV Verification : A. All of the above
Answer After DVV Verification: B. Any four of the above
Remark : DVV has considered the given input as per the supporting documents provided by HEI.

4.4.1

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

4.4.1.1. Number of classrooms, seminar halls and demonstration rooms linked with internet /Wi-Fi enabled ICT facilities
Answer before DVV Verification : 9
Answer after DVV Verification: 8
4.4.1.2. Total number of classrooms, seminar halls and demonstration room in the institution
Answer before DVV Verification : 9
Answer after DVV Verification: 8

Remark : DVV has considered the given input as per the supporting documents provided by HEI.

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:

2022-23	2021-22	2020-21	2019-20	2018-19
98.35	89.36	98.82	60.96	43.05

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
14.68	7.67	30.62	8.53	0.76

Remark : DVV has considered the given input as per the supporting documents provided by HEI.

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

Answer before DVV Verification : All of the above
Answer After DVV Verification: Any 2 of the above
Remark : DVV has considered the given input as per the supporting documents provided by HEI.

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:

2022-23	2021-22	2020-21	2019-20	2018-19
06	09	00	07	10

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
02	04	00	04	00

Remark : DVV has considered the given input as per the supporting documents provided by HEI.

5.3.3

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

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:

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

11	13	04	11	06

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
6	6	2	5	4

Remark : DVV has considered the given input as per the supporting documents provided by HEI.

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 : A. All of the above
Answer After DVV Verification: B. Any four of the above
Remark : DVV has considered the given input as per the supporting documents provided by HEI.

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 : A. All of the above
Answer After DVV Verification: B. Any four of the above
Remark : DVV has considered the given input as per the supporting documents provided by HEI.

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:

2022-23	2021-22	2020-21	2019-20	2018-19
20	17	17	14	12

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
10	16	17	14	12

Remark : DVV has excluded the teachers provided with financial support of Rs. 2000 and more.

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:

2022-23	2021-22	2020-21	2019-20	2018-19
22	19	17	18	14

Answer After DVV Verification :

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

Remark : DVV has considered the teachers participated in FDP having duration of 5 days and more

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:

2022-23	2021-22	2020-21	2019-20	2018-19
86.36	57.86	40.43	44.44	18.70

Answer After DVV Verification :

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

Remark : DVV has considered the input as "0" as HEI has not provided the appropriate documents.

6.5.3

The Institution adopts several Quality Assurance initiatives

The Institution has implemented the following QA initiatives :

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

	2. Feedback from stakeholder collected, analysed and report submitted to college management for improvements 3. Organization of workshops, seminars, orientation on quality initiatives for teachers and administrative staff. 4. Preparation of documents for accreditation bodies (NAAC, NBA, ISO, NIRF etc.,) Answer before DVV Verification : A. All of the above Answer After DVV Verification: B. Any three of the above Remark : DVV has considered the given input as per the supporting documents provided by HEI.
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 : A. All of the above Answer After DVV Verification: B. Any four of the above Remark : DVV has considered the given input as per the supporting documents provided by HEI.
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 : All of the above Answer After DVV Verification: Any Four of the above Remark : DVV has considered the given input as per the supporting documents provided by HEI.
7.1.9	Code of conduct handbook exists for students, teachers and academic and administrative staff including the Dean / Principal /Officials and support staff. 1. The Code of conduct is displayed on the website 2. There is a committee to monitor adherence to the code of conduct

	3. Institution organizes professional ethics programmes for students, teachers and the academic and administrative staff 4. Annual awareness programmes on the code of conduct are organized Answer before DVV Verification : A. All of the above Answer After DVV Verification: B. Any three of the above Remark : DVV has considered the given input as per the supporting documents provided by HEI.
8.1.1	The college/institution provides students/interns with physiotherapy exposure for hands-on practical training in the following clinical setups on an ongoing basis: 1. OPD and IPD 2. Surgical and Medical ICUs 3. Plastic Surgery and Burns 4. Transplant Units. 5. Orthopedic /Cardiac / Neuro units Answer before DVV Verification : A. All of the above Answer After DVV Verification: B. Any 4 of the above Remark : DVV has considered the given input as per the supporting documents provided by HEI.
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:

2022-23	2021-22	2020-21	2019-20	2018-19
22	19	17	18	14

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
20	19	17	18	14

Remark : DVV has considered the given input as per the supporting documents provided by HEI.

2.Extended Profile Deviations

Extended Profile Deviations
No Deviations