



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

I.T.S INSTITUTE OF HEALTH AND ALLIED SCIENCES

DELHI-MEERUT ROAD, ASALAT NAGAR, MURADNAGAR, GHAZIABAD,
201206

ihas.its.edu.in

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Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

January 2020

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

- I.T.S The Education Group under the aegis of Durga Charitable Society was established in the year 1995, with the prime objective of providing quality education and health facilities to the vast majority of the population in the Delhi NCR region. It continues to build on its trusted reputation as a premier group of institutions and is presently imparting its objectives of education and health at four different campuses located at Ghaziabad and Greater Noida. Around 8000 students are presently pursuing a career of high repute which would eventually shape the destiny of “Emerging India”, in the areas of Management, Information Technology, Dentistry, Engineering, Physiotherapy, Pharmacy, and Biotechnology.

I.T.S Institute of Health & Allied Sciences (formerly I.T.S Paramedical College), Murad Nagar was added to the wings of I.T.S The Education Group in the year 2003 with the main objective to provide quality health care related courses and become a center of academic excellence in the Delhi NCR region.

“I.T.S Institute of Health & Allied Sciences aims at not only imparting the student with the knowledge and skills to practice various professions efficiently and effectively but also exercise empathy and a caring attitude while maintaining high ethical standards. We offer educational programs with a plethora of innovative concepts, for creating a host of talented professionals“.

About Us

- I.T.S Institute of Health & Allied Sciences (formerly I.T.S Paramedical College) was established in 2003 with two courses – B.Sc. Biotechnology and M.Sc. Biotechnology affiliated to C.C.S University, Meerut. In the year 2005, the institute started the B.P.T (Bachelor of Physiotherapy) course. M.P.T course in four specializations was started in the year 2010.
- Situated in a Lush Green Campus of 5 acres and adjacent to I.T.S Dental College campus- a NAAC “A” Grade institution.
- Adjacent to I.T.S Surya Hospital- the teaching hospital of the institution.
- Proximity to I.T.S Hospital and I.T.S Dental College offer unique advantages to the institution.
- A dedicated health science institution having Physiotherapy and Biotechnology departments.

Vision

To be a Premier Institution in the Area of Health & Allied Sciences providing Quality Education.

Mission

- 1. To excel in the field of education in Health & Allied Sciences.**
- 2. To transform individuals to become specialists in Health & Allied sciences and responsible citizens of**

society through quality teaching and learning.

3. To improve the culture of the practical application of Science in laboratories.
4. To strengthen interaction with Industry for ways and means to meet their expectations from the education sector.
5. To provide better opportunities for training and placements of students.
6. To provide skilled professionals to meet future social, cultural and technological challenges.
7. To inculcate the spirit of ethical, responsible and quality research in students.
8. To make an effective contribution to society through the application of Health care & Allied sciences.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

1. Quality of teaching and student discipline.
2. Excellent Infrastructure to meet existing and future requirements.
3. Adequate financial resources and proactive management.
4. Highly qualified and experienced faculty.
5. Placements in reputed companies and hospitals.

Institutional Weakness

1. Students mostly from rural backgrounds with inadequate communication skills in English.

Institutional Opportunity

1. Establishment as a University recognized research center in the department of Physiotherapy & Biotechnology.
2. Expanding collaborations with National / International Universities.

Institutional Challenge

1. To procure external funding for research projects.
2. To produce globally competent professionals.
3. To introduce short term courses in emerging areas.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

A total student strength of 576 with two Undergraduate programs and two post-graduate programs. Undergraduate programs are B.Sc. Biotechnology of three years duration and B.P.T (Bachelor of Physiotherapy) which is of four and a half years duration. The B.P.T course has University examinations each year for 4 years, followed by 6 months of the internship period.

All the programs are affiliated to Chaudhary Charan Singh University, Meerut. The program curriculum and guidelines are formulated by the affiliating University. A total of 76 courses are taught in these programs. However, in order to provide enhanced learning and skills, the institution conducts several workshops in the form of value-added courses.

Besides this, we conduct Add-on courses English and Computer classes are held though it is not a University Exam Subject. This is done considering the fact that most of the students admitted to the institution come from the rural belt.

The nature of Physiotherapy and Biotechnology courses are by themselves inter-disciplinary. Physiotherapy has 13 inter-disciplinary subjects from the medical sciences and humanities. The biotechnology syllabus has statistical methods as an interdisciplinary subject.

Teaching-learning and Evaluation

A teaching and research-oriented organization with a faculty strength of 28. There are 17 faculty members in the physiotherapy department and 11 faculty members in the biotechnology department. The faculty is highly experienced and drawn for various specializations of each field.

Many of the faculty members are serving the institution for more than 10 years. They have received awards at various national platforms for their contribution to education.

The Institute has consistently produced University Toppers & Gold Medalists since its Inception in 2005. Our students top the University ranks in B.P.T, B.Sc. Biotechnology, M.Sc. Biotechnology and M.P.T. The institution has a tradition of recruiting the University Toppers from amongst the pass-out students as faculty members. This has enabled us to maintain the standards of education as well as retain good talent within the campus.

Students are admitted to all programs through the Online Admission Registration System conducted by the affiliating University in which the student has to register himself/herself. A merit list is declared by the University based upon the percentage of 10+2 marks. All students are admitted to the institution strictly on the basis of the merit list.

The University has not set any reservation of seats for programs conducted by the institution or self-financing colleges. The institute takes due care of low performers as well as advanced learners by setting distinct targets for them to achieve. Besides this, a mentorship program is followed which allows interaction regarding issues faced by students making the atmosphere congenial for the students' growth and development.

The institute has made all efforts to provide the best in class education through clinical skills labs, live video sessions, online resources, and practical hands-on experiments.

Examinations are conducted by University on a yearly or semester basis as per the program. Examination Centre for theory exams is in other institutions. Practical exams are held in Objective Structured format within the Institution by external University examiners. Evaluation of answer sheets is centralized at the university level.

Research, Innovations and Extension

- Faculty are pioneers in their own fields with many of them as Ph. D guides for reputed Universities.
- 34 research publications by the faculty in National and International peer-reviewed journals in the past five years.
- Each department organizes several National/ International conferences, seminars, workshops annually.
- Memorandum of Understanding (MoU) with K-Taping Academy Germany for conducting courses.
- MoU with 10 reputed hospitals or rehabilitation centers for Clinical Posting and Internship of students. Linkages with more than 40 hospitals.
- 598 physiotherapy camps organized in neighboring villages, societies, schools, etc., in last five years as an extension activity. Appreciation received from all sections of the society including Nagar Nigam, Gram Panchayat, District Administration, NGOs, etc for Institutional Social Responsibility Initiatives.
- Research projects in collaboration with Qi-Spine Clinics, Mumbai at their centers across India.
- Faculty has published research papers in journals that are indexed in Scopus, Web of Science, Pubmed.

Infrastructure and Learning Resources

- 17 state of the art laboratories for extensive practical training of students.
- ICT enabled campus with 50 Mbps high-speed internet and wi-fi connectivity.
- Personal email ID to all students, faculty and non-teaching staff members for better communication.
- Hostels provided with all modern amenities and 24-hour electricity.

Student Support and Progression

- Students are University Toppers and University Gold Medalists every year.
- Over 30% of total students studying in the college are under state-government sponsored scholarship scheme/fee waivers/college-sponsored scholarship.
- Inclusive education to all students belonging to the underprivileged sections of the society.
- Campus placements arranged for pass-outs in the companies, hospitals, KPOs and other health care sectors.

Governance, Leadership and Management

Very supportive and ethical practices adopted by the management.

The management is actively involved in the activities of the college by interactions with the heads of each

department.

Institutional Values and Best Practices

- The Female to Male student ratio is 2.4:1
- Green initiatives like installation of solar water heating and electricity panels, rainwater harvesting, sewage treatment plants are well established.
- Energy conscious organization with a unique system of electricity warden to prevent wastage of electricity.

- Best Practice 1 “Practical Training & Development of the Students”.

Best Practice-2 “Mentorship Program of Students”

Physiotherapy Part

- The institution provides students/interns with physiotherapy exposure for hands-on practical training on an ongoing basis in several Hospitals, Clinical Setup in OPDs and IPDs, Surgical and Medical ICUs, Orthopedic /Cardiac / Neuro units.
- State of the art physiotherapy O.P.D facility and Labs with EMG, Laser Therapy, Combination Therapy, Biofeedback Machine.
- Highly experienced physiotherapy faculty with additional certifications in many advanced physiotherapy techniques.
- Institute has Clinical Skill Training Lab for extensive training of physiotherapy students.
- The Attached 100 bedded Teaching Hospital is NABH Accredited.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	I.T.S INSTITUTE OF HEALTH AND ALLIED SCIENCES
Address	DELHI-MEERUT ROAD, ASALAT NAGAR, MURADNAGAR, GHAZIABAD,
City	Ghaziabad
State	Uttar pradesh
Pin	201206
Website	ihas.its.edu.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	C S RAM	01232-260765	8447753528	-	ihas@its.edu.in
Associate Professor	M. THANGARA J	-	9999611009	-	mthangaraj@its.edu.in

Status of the Institution	
Institution Status	Self Financing
Institution Fund Source	Society

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	
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Date of establishment of the college	01-01-2003			
University to which the college is affiliated/ or which governs the college (if it is a constituent college)				
State	University name	Document		
Uttar pradesh	Choudhary Charan Singh University	View Document		
Details of UGC recognition				
Under Section	Date	View Document		
2f of UGC	31-08-2018	View Document		
12B of UGC				
Details of recognition / approval by statutory / regulatory bodies other than UGC (MCI, DCI, PCI, INC, RCI, AYUSH, AICTE etc.)				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
No contents				

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

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	DELHI-MEERUT ROAD, ASALAT NAGAR, MURADNAGAR, GHAZIABAD,	Rural	5	6917.66

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	BSc,Biotechnology	36	INTERMEDIATE WITH PCB OR PCM OR AGRICULTURE	English	360	151
UG	BPT,Physiotherapy	54	INTERMEDIATE WITH PCB	English	300	277
PG	MSc,Biotechnology	24	B.SC.	English	120	68
PG	MPT,Physiotherapy	24	B.P.T	English	80	80

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	3				5				20			
Recruited	3	0	0	3	2	3	0	5	7	13	0	20
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	3				5				20			
Recruited	3	0	0	3	2	3	0	5	7	13	0	20
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				1				0			
Recruited	0	0	0	0	1	0	0	1	0	0	0	0
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				13
Recruited	8	5	0	13
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				13
Recruited	8	5	0	13
Yet to Recruit				0

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

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	2	0	0	1	2	0	3	1	0	9
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	1	0	0	1	1	0	4	12	0	19
Highest Qualification	Lecturer			Tutor / Clinical Instructor			Senior Resident			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0

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

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

Details of Visting/Guest Faculties				
Number of Visiting/Guest Faculty engaged with the college?	Male	Female	Others	Total
	8	5	0	13
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	74	27	0	0	101
	Female	275	52	0	0	327
	Others	0	0	0	0	0
PG	Male	26	13	0	1	40
	Female	84	24	0	0	108
	Others	0	0	0	0	0

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

Programme		Year 1	Year 2	Year 3	Year 4
SC	Male	2	3	2	0
	Female	6	19	11	3
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
OBC	Male	8	13	6	3
	Female	32	41	27	11
	Others	0	0	0	0
General	Male	22	24	20	9
	Female	81	79	36	22
	Others	0	0	0	0
Others	Male	9	10	2	2
	Female	5	7	7	4
	Others	0	0	0	0
Total		165	196	111	54

General Facilities	
Campus Type: DELHI-MEERUT ROAD, ASALAT NAGAR, MURADNAGAR, GHAZIABAD,	
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)	11
* Qualified Doctor (Part time)	4
* Qualified Nurse (Full time)	11
* 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
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Hostel Details		
Hostel Type	No Of Hostels	No Of Inmates
* Boys' hostel	1	4
* Girls's hostel	1	34
* Overseas students hostel	0	0
* Hostel for interns	0	0
* PG Hostel	0	0

3. Extended Profile

3.1 Students

Number of students year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
596	624	588	584	493
File Description		Document		
Institutional data in prescribed format(Data templ		View Document		

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

2018-19	2017-18	2016-17	2015-16	2014-15
180	212	165	158	91
File Description		Document		
Institutional data in prescribed format(Data templ		View Document		

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

2018-19	2017-18	2016-17	2015-16	2014-15
201	209	187	220	187
File Description		Document		
Institutional data in prescribed format(Data templ		View Document		

3.2 Teachers

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

2018-19	2017-18	2016-17	2015-16	2014-15
32	37	35	36	28
File Description		Document		
Institutional data in prescribed format(Data templ		View Document		

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

2018-19	2017-18	2016-17	2015-16	2014-15
32	37	35	36	28
File Description		Document		
Institutional data in prescribed format(Data templ		View Document		

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

2018-19	2017-18	2016-17	2015-16	2014-15
194.88387	175.94152	161.79284	168.24661	157.71470
File Description		Document		
Institutional data in prescribed format(Data templ		View Document		

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

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

Response:

The college is affiliated to the Chaudhary Charan Singh University, Meerut and governed by the guidelines of the U.P State Medical Faculty and Indian Association of Physiotherapy.

Curriculum Planning:

The institutional goals and objectives are reflected in the academic programs of the institution through the curriculum. The subjects in the curriculum and the relative distribution of theory and practicum set the tone towards educating the student for achieving the goals.

Curriculum Development:

The institution follows the prescribed course curriculum of the affiliating University as revised from time to time. BPT & B. Sc (Biotech) course curriculum was reviewed and upgraded in 2011 by the University making it more socially relevant, skill-oriented, knowledge-intensive and meeting the emerging needs of students and other stakeholders.

Curriculum Delivery:

Our institution ensures that all the topics in the subjects prescribed are taught thoroughly and effectively. Besides the curriculum, many other emerging and current topics are also taught which orient the students towards the industry. Emphasis is also laid on the acquisition of practical skills and procedural knowledge for which extra hours are allotted.

The curriculum framed by the University is adapted to meet the following requirements:

Community Needs:

The respective curricula include subjects such as Community Medicine, Agriculture Biotechnology, Rehabilitation Therapy, etc which address the needs of the community.

Communication Skills & Competencies

Communication Skills & Competencies are developed by teaching subjects such as English & Computers. Emphasis is laid on teaching and communicating in English.

Research in Thrust/ Emerging areas

The curriculum in respective courses includes topics such as Intellectual Property Rights, Research Methodology, Nanotechnology, Genetic Engineering, and students pursue research projects in the areas mentioned above.

Innovation

The curricula in respective courses promote the student towards innovation through research findings from their projects. (e.g. Vibration Therapy, Molecular Biology, etc.)

Employability

The curricula in respective courses include practical training, live projects in industry & hospitals which promotes employability.

Undergraduate and Postgraduates students of Physiotherapy are regularly posted in reputed hospitals of the Delhi-NCR region to gain clinical exposure under the guidance of the clinicians.

The institution consistently gives its timely suggestions to the University, on the revision of the curriculum as per the need of hour (Example: Suggestions for the inclusion of Yoga as specialized clinical subjects to be taught in BPT curriculum).

Curriculum Evaluation:

Feedback is obtained regarding the curriculum from students, faculty, industry and parents and suggestions if any are conveyed to the University.

File Description	Document
Link for Minutes of the meeting of the college curriculum committee	View Document
Link for any other relevant information	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: 3.5

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

2018-19	2017-18	2016-17	2015-16	2014-15
3	3	0	0	0

File Description	Document
Institutional data in prescribed format	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: 22.37	
1.2.1.1 Number of inter-disciplinary /inter-departmental courses /training offered during the last five years	
Response: 17	
1.2.1.2 Number of courses offered by the institution across all programs during the last five years	
Response: 76	
File Description	Document
Institutional data in prescribed format	View Document
Institutional data in prescribed format	View Document

1.2.2 Average percentage of students enrolled in subject-related Certificate/ Diploma / Add-on courses as against the total number of students during the last five years											
Response: 20.59											
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											
<table border="1"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>100</td> <td>100</td> <td>140</td> <td>152</td> <td>100</td> </tr> </tbody> </table>		2018-19	2017-18	2016-17	2015-16	2014-15	100	100	140	152	100
2018-19	2017-18	2016-17	2015-16	2014-15							
100	100	140	152	100							
File Description	Document										
Institutional data in prescribed format	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:

Our institution is sensitive towards the integration of these issues. There are several courses in which these issues are addressed extensively.

Human Values:

Inculcation of moral and ethical values is done through subjects Ethics in B.P.T Ist year. Regular events have been conducted on International Women's Day, National Voter Day, Basant Panchami, etc. to make the students aware of citizenship roles. Our Chairman Dr. R.P.Chadha publishes and distributes various print materials to promote moral and ethical values in students. Some of his prominent publications are "Wisdom Nuggets", "Shikhar ki Aur", "Choti si Baat" etc. Besides leaflets with inspirational words are also distributed like "Maa Baap ko Bhulna Nahi", "Mein Aur Mere Pita". These are freely available and displayed on the campus at prominent places.

The institution conducts workshops on Meditation and Relaxation by prominent spiritual organizations to give spiritual inputs to the students and faculty.

Health Determinants:

Community Medicine is a part of the BPT 3rd Year Curriculum in which all the health determinants like Mortality rate, Morbidity rate, etc are taught exhaustively. Besides this Millenium Development Goals as described by the UN are also stressed upon.

Right to Health:

The institute advocates the Right to Health as promoted by the Central and State governments. The affiliated I.T.S Surya Hospital runs the PM Swasthaya Yogana in which BPL cardholders are entitled to free treatment. Physiotherapy Services are also provided free along with other medical treatments. Thus the students are well acquainted with the provisions of such schemes for the underprivileged.

Emerging Demographic Issues:

Our institute is situated in a rural belt with low literacy rates. The educated people of this area are also not aware of physiotherapy. The institute has endeavored to spread awareness about physiotherapy services by conducting rural camps on every Sunday & Tuesday. One faculty member along with 2 interns regularly arrange and conduct these camps. The final year students are also given an opportunity for these postings as a part of their curriculum.

Professional Ethics

MPT IInd year curriculum has a subject including Ethics & Medico-Legal aspects in which the students are appraised of these issues in a didactical manner. Students are taught about the Professional Code of Conduct, Ethical Principles in Medical Practice, Delhi Council of Physiotherapy & Occupational Therapy Act., Consumer Protection Act, etc.

BPT students are also groomed in professional ethics through clinical postings and a rigorous internship program.

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: 2

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

Response: 2

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
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: 7.85

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

2018-19	2017-18	2016-17	2015-16	2014-15
60	59	59	56	59

File Description	Document
Institutional data in prescribed format	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: 98.61

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

Response: 568

File Description	Document
Institutional data in prescribed format	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

E. Any 1 of the above

D. Any 2 of the above

C. Any 3 of the above

B. Any 4 of the above

Response: A. All of the above

File Description	Document
Institutional data in prescribed format	View Document
Link for additional information	View Document

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

E. Feedback not collected

D. Feedback collected

C. Feedback collected and analysed

B. Feedback collected, analysed and action has been taken

Response: A. Feedback collected, analysed and action taken on feedback besides such documents made available on the institutional website

File Description	Document
Institutional data in prescribed format	View Document
Link for additional information	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Due consideration is given to equity and inclusiveness by providing reservation of seats to all categories during the admission process. Average percentage of seats filled against seats reserved for various categories as per applicable reservation policy during the last five years

Response: 100

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

2018-19	2017-18	2016-17	2015-16	2014-15
74	88	80	91	74

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

2018-19	2017-18	2016-17	2015-16	2014-15
74	88	80	91	74

File Description

Document

Institutional data in prescribed format

[View Document](#)

Link for Any other relevant information

[View Document](#)

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

Response: 71.71

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

2018-19	2017-18	2016-17	2015-16	2014-15
201	209	187	220	187

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

2018-19	2017-18	2016-17	2015-16	2014-15
280	280	280	280	280

File Description	Document
Institutional data in prescribed format	View Document

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

Response: 25.42

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

2018-19	2017-18	2016-17	2015-16	2014-15
36	82	44	48	46

File Description	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 low performers The Institution:

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

E. None of the above

D. Any one of the above

C. Any two of the above

B. Any three of the above

Response: A. All of the above

File Description	Document
Institutional data in prescribed format	View Document
Link for any relevant information	View Document

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

Response: 18.63

File Description	Document
Institutional data in prescribed format (data Templates)	View Document

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

Response:

Students are encouraged to develop their innate talent and aptitude on various academic and cultural platforms.

Grooming Leadership:

The class representatives of each batch are chosen based upon their leadership qualities. The representatives are changed periodically to give other students also a chance. The majority of students in the college are girls. The female students are encouraged to participate equally in sports & cultural events. Special sports events are organized only for female students like Kho-Kho, Throwball, Tug of War, Athletics, Indoor Games. Cultural events witness huge participation and the girls take leadership roles in these events.

Extra-curricular activities

The students actively participate and organize the following extracurricular activities under the guidance of faculty members:

Month	Event
August	Orientation Programs
September	Freshers Party
	Teachers Day Celebration
	World Physiotherapy Day

	Mata ki Chowki
October	Diwali Celebration Navtarang Fest at I.T.S- Mohan Nagar. World Stroke Day World Cerebral Palsy Day
November	Celebrity Night
December	Inter-College Fest Education Tours
January	Industrial Visits
February	National Voters Day
March	Education Tours Inter-College Sports Meet
April	International Women's Day National Level Conferences Biotechnix DNA Day Earth Day Farewell Party
File Description	Document
Link for Appropriate documentary evidence	View Document
Link for any other relevant information	View Document

2.3 Teaching- Learning Process

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

- **Experiential learning**
- **Integrated/interdisciplinary learning**
- **Participatory learning**
- **Problem solving methodologies**
- **Self-directed learning**
- **Patient-centric and Evidence-Based Learning**

- **Learning in the Humanities**
- **Project-based learning**
- **Role play**

Response:

The faculty members improvise on the traditional teaching methods to enhance the learning experiences of students. More specifically the following methods are adopted

- **Experiential learning:** Emphasis is laid on each student performing practical experiments properly as prescribed. The student is guided in every stage of the experiment. He/She is allowed to wait and ponder over the results which provide experiential learning.
- **Integrated/interdisciplinary learning:** A lot of subjects in physiotherapy and biotechnology programs are interdisciplinary. The students understand the importance of the inter-disciplinary subjects thereby eliciting interest in it. For example, statistics is taught to physiotherapy students so as to evoke an interest in the analysis of treatment results.
- **Participatory learning:** For subjects like exercise therapy students themselves become models and participate in various exercise programs to learning by doing it themselves.
- **Problem-solving methodologies:** Students are provided problems or physiotherapy cases say in ortho, neuro, cardio, and sports and they have to arrive at a diagnosis. This technique of teaching is employed regularly to improve analytical capabilities.
- **Self-directed learning:** The teacher inspires the students for self-directed learning and skill development e.g practical assignments are given to students wherein students learn through self-directed learning. The various assignments, seminars, and case discussions are designed in a manner so as to enhance the learning process.
- **Patient-centric and Evidence-Based Learning** is practiced in clinics. Patients are the pivot around which to all learning experiences revolve BPT 3rd year onwards. Each student is provided one patient to be treated independently. Faculty outline the following expectations: the number of patients the student should see, the time to spend with each patient, the parts of the physical examination to perform, the content and pattern of the written case note and case presentation, how to review the medical record efficiently and when and how to consult the faculty. BPT Interns maintain logbooks of cases examined in the OPD. Logbooks are reviewed by the clinical tutors periodically and form a basis for their evaluation. To instill evidence-based practice the students are first taught theoretical aspects of research methodology in BPT 3rd year and thereafter they are assigned to search for research references on various topics of physiotherapy techniques. BPT 4th year onwards students are once again oriented in clinics on evidence-based practice and made to search for articles for every physiotherapy regime they are planning to undertake for patient's treatment.
- **Learning in the Humanities:** we teach the importance of humanities in medical treatment through subjects like Psychology, Ethics, and Management & Administration.
- **Project-based learning:** All MPT and MSc. students undertake projects in their chosen domain thereby enhancing the real-world understanding subjects.
- **Roleplay:** is encouraged in the classrooms and clinics by creating mock case discussions where students assume the role of physiotherapist, patients and their attendants. Teachers ask the students to explain physiotherapy exercises to these mock attendants.

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

E. None of the above

D. Any one of the above

C. Any two of the above

B. Any three of the above

Response: A. All of the above

File Description	Document
Institutional data in prescribed format	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:

ICT Enabled Classrooms

All our classrooms have got a wi-fi internet facility and LCD projectors where our faculty teaches through PowerPoint presentations. Besides these latest videos of medical cases are shown for enhanced learning. Students are provided wi-fi facilities on their mobile phones to access online resources. All students can communicate with the faculty through batch-wise Whatsapp groups. Faculty provide class notes in the form of PowerPoint presentations on Whatsapp groups after the lecture.

IT Lab

An Information Technology Lab is exclusively available for physiotherapy and biotechnology students. During computer classes student: computer ratio is maintained at 1:1 so that each student can practice on one computer exclusively. For teaching subjects such as Bio-informatics, teachers provide access to Online Software and Databanks available such as NCBI, UPGMA, PHYLIP. Statistical Analysis is practiced through SPSS Software.

E-Modules

Teachers also utilize the e-PGpathshala platform developed by the National Mission for Information Communication & Technology, Govt. of India for teaching various modules in biotechnology. Teachers in the physiotherapy department use Youtube to show videos of several exercises and procedures.

Institute Website

A directory of useful websites for e-learning is available on the institution's website. All students are provided with one college assigned email ID.

Online Journals

The Institute subscribes to a proprietary K-Hub online journal platform that gives access to 498 online journals, e-books. Students can access online journals using the K-Hub platform using their email IDs. The Institute also hosts a Digital Library from which books can easily be accessed within the campus since the campus is Wi-Fi enabled.

Clinical Videos

The faculty also team up with students in producing videos of interesting clinical cases/ techniques of physiotherapy and these videos are uploaded on the institution's digital library so that students can view them whenever needed.

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: 18.63

2.3.4.1 Total number of mentors in the preceding academic year

Response: 32

File Description	Document
Institutional data in prescribed format	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:

Innovation

The teachers guide the students to innovate in the field through various research projects. Some of the notable areas where innovations were done by students under the guidance of teachers in their researches include (1) Using Play therapy as an important tool in improving mental functions and reducing stress levels in the elderly population. (2) Using Locally available PVC mats to improve balance and sensory functions in the elderly. (4) Using music therapy in improving various physiological responses in patients after Cardiac By-pass Surgery. (5) Using Vibration therapy in reducing muscle spasticity in stroke patients.

Creativity

The institution organizes seminars, conferences, workshops, poster and model presentations. It observes days such as Water Day, Earth Day, Science Quiz, World Environment Day, World Physiotherapy Day, DNA Day, National Science Day, Conferences such as PHYSIOCON help instill scientific temper in students.

The Students also show their creativity by participating in the All-India Essay Writing Competition which is held in association with UN Information Centre & Shri Ram Chandra Mission. The institution also organizes an inter-school festival known as BIONIX every year, whereby the cultural creativity of students is nurtured through numerous events such as Singing, Dancing, Face painting, Rangoli making, etc.

Analytical Skills

Bioinformatics Lab & Computer Classes are arranged for students to develop their analytical skills. The institution facilitates its students to undertake projects in the industry for capacity building and analytical skills in product development. The institution has conducted research projects in the field of Biotechnology, Genomics, Proteomics, Cellular & Molecular Biology, Nanoscience, and students are groomed through these projects.

File Description	Document
Link for appropriate documentary evidence	View Document
Link for any other relevant information	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
Institutional data in prescribed format	View Document
Links for additional information	View Document

2.4.2 Average percentage of fulltime teachers with Ph.D./D.Sc./ D.Lit./DM/M Ch/DNB in super specialities /other PG degrees (like MD/ MS/ MDS etc.,) in Health Sciences (like MD/ MS/ MDS etc.,) for recognition as Ph.D guides as per the eligibility criteria stipulated by the Regulatory Councils /Affiliating Universities.	
Response: 6.64	

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.

2018-19	2017-18	2016-17	2015-16	2014-15
3	2	2	2	02

File Description	Document
Institutional data in prescribed format	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: 7.46	

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

Response: 238.8

File Description	Document
Institutional data in prescribed format	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: 98.19

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

2018-19	2017-18	2016-17	2015-16	2014-15
32	36	35	35	27

File Description	Document
Institutional data in prescribed format	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: 2.35

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

2018-19	2017-18	2016-17	2015-16	2014-15
2	1	0	1	0

File Description	Document
Institutional data in prescribed format	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:

Academic calendar

The academic calendar for the Physiotherapy and Biotechnology courses is prepared on the basis of the circulars given by C.C.S University Meerut. The dates for commencement of the session are decided by the University. The Principal and class coordinators prepare the academic calendar prior to the commencement of every academic session. The academic calendar includes the dates of various events in the college, internal examinations, tentative dates of University examinations, vacations, etc.

The academic calendar for the BPT and BSc Biotechnology 1st year students is prepared separately as their session commences after the admissions through the online admission portal of C.C.S University. For 2nd year, 3rd year, and 4th-year students the session is commenced earlier.

Continuous Internal Evaluation is performed as per guidelines set by the University. The University ordinances clearly lay down the evaluation criteria & process. The institution follows the University ordinances for the evaluation processes. All the stakeholders i.e students, faculty, parents are made aware of the evaluation process. Two Internal Examinations are held in one academic year or one in each semester (in case of M.Sc. Biotechnology).

The evaluated answer sheets of internal exams are shown to the students for their knowledge and improvement. Besides these internal exams, the teachers in each subject periodically conduct class tests to evaluate the learning acquired by students. The marks of all class tests are shown to the students and their performance critically examined. The teachers also provide inputs regarding the areas of improvement, method of writing for University examinations, scoring techniques, etc.

The institution has a robust process for conducting internal examinations. A rigorous seating arrangement is followed in the exam hall. The institution's staff on examination duty is very prompt in addressing any grievances arising during or after exams.

The institution conducts special improvement exams for students who do not perform well in the sessional exams. This helps the students to prepare well for the University exams and it has resulted in better performances in University exams.

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

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

Response:

The examination system of the University is very transparent. The Institute's students do not sit for theory examination within the same institution i.e their theory examination center is always some other institution.

Students caught using Unfair Means (UFM) as dealt with strictly. The mechanism of redressal of grievances related to examinations is clearly laid down by the University. It includes procedures to be adopted in cases of malpractice by students.

C.C.S University, Meerut declares the results of B.P.T, B.Sc. M.P.T, M.Sc. within 2 months of the last practical exams. The examination results are declared on the website by C.C.S University, Meerut.

The mechanism to deal with examination related grievances:

Redressal of grievances related to the evaluation of answer sheets is dealt with by the Controller of Examinations of C.C.S University Meerut.

A candidate can apply for Scrutiny which enables him/her to have a look at his/her answer books and apply for re-evaluation on the following conditions:

The student can file an RTI for a look at his/her answer sheet and if any mistake is discovered i.e. if any answer is not corrected by an evaluator thereafter apply for re-evaluation of the answer sheet.

Applications forms for re-evaluation are available in the Chaudhary Charan Singh University and the student can apply within 30 days of the date on which the result is declared by the university, the candidate must fill their forms for re-totaling. Re-totaling will be done only to see that marks awarded for various answers have been correctly added and that all the answers have been assessed by the evaluator.

As a result of the rechecking of answer book(s), the original evaluator is called for a re-evaluation and then the examination controller/university shall rectify the result.

The University provides the opportunity of revaluation for the students to re-evaluate their marks.

Penalty for Use of Unfair Means (UFM)-There is a University Unfair Means evaluation Committee that takes cognizance of examination malpractices by students.

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:

The rigorous features introduced by the University to ensure confidentiality in the conduct of the examinations are as follows

- 1.Barcoding of answer sheets.
- 2.Centralized evaluation of answer sheets.
- 3.OMR sheets for filling the marks.
- 4.The computerized system of entry of marks without manual handling.
- 5.CCTV cameras are required in the exam hall and the link of the camera is to be given to the University registrar.

No Self Examination Centre for students in the entire University.

Hence college does not conduct the University theory examination of its own students.

The payment of examination fee is done by the students directly online through a University web portal specially made for this purpose. While filling the exam forms the registration number given by the University at the time of admission is asked to be filled. Admit cards for examinations are also generated online.

Hence significant improvements have been made by using processes integrating information technology

Similarly for Internal assessment, there are many improvements that have been made. Some significant efforts which have improved the process are that the internal assessment marks can be uploaded online by colleges and sent to the University.

Internal assessment examinations have also been made very rigorous and significant improvements in the manner of conducting the examinations have taken place. In several clinical subjects, practical examinations are held in the Objective Structured Clinical Examination format where the student is asked a

set of clinical questions or asked to perform a practical demonstration at different stations. Similarly, Objective Structured Practical Examinations have been introduced in practicals requiring laboratory practicals.

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

E. None of the above

D. Any 1 of the above

C. Any 2 of the above

B. Any 3 of the above

Response: A. All of the above

File Description	Document
Institutional data in prescribed format	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 C.C.S University or UP State Medical Faculty has not stated any specific learning outcomes or graduate attributes. However, the Institute has adopted the Graduate Attributes of B.P.T Graduate as stated by the Indian Association of Physiotherapists which are as follows:

Graduate Attributes of BPT & MPT Candidates:

On completion of the course of study and have successfully passed all examinations and completed a rotational internship, the candidate would be able

- To be able to select strategies for cure & care; adopt restorative & rehabilitative measures for maximum possible independence of a client at home, workplace & in the community.
- To achieve a satisfactory level of efficiency in the selection and application of an exercise therapy technique and electrotherapy modality suitable for a condition.
- To develop communication skills for the purpose of transfer of suitable technique to be used creatively at various states of treatment, compatible with the psychological status of the beneficiary.
- To promote health in general in Geriatrics, Women's health, Industrial Therapy as well as a competitive level, such as sports, keeping in mind National health policies.
- To practice professional autonomy & ethical principles with referral as well as first contact clients in conformity with ethical code for Physiotherapists.

MPT candidates will be able to perform specialized treatment based on evidence.

Learning Outcomes of BPT & MPT programs as adopted by the institution are as follows:

The students will undergo theoretical and practical study as stipulated in the syllabus and be able to:

- To detect & evaluate anatomical, pathophysiological and psychosomatic impairments resulting in physical dysfunction in various age groups, occupations & arrive at an appropriate diagnosis.
- To understand the rationale and basic investigative approach to medical diseases & surgical interventions; & accordingly plan & implement specific Physiotherapy measures effectively.

The Graduate Attributes of B.Sc (Biotechnology) & MSc. (Biotechnology) as adopted by our institution, are as follows:

- The program aims to provide in-depth study and diverse applications in the key areas of biotechnology, including molecular biology, bioinformatics, industrial biotechnology, plant biotechnology, animal biotechnology, microbial biotechnology, immunology, agricultural biotechnology.
- **MSc. Biotechnology graduates** should be able to work on products and processes that reflect the interdisciplinary nature of science, keep abreast of regulations and enterprises in the biotechnology field.

Learning Outcomes of B.Sc (Biotechnology) & M.Sc. (Biotechnology) Students graduating from the B.Sc. (Biotechnology) & M.Sc. (Biotechnology) the program will be able to:

1. Recognize and explain intracellular macromolecular structure & function, organization, and regulation in prokaryotic and eukaryotic cells.
2. Evaluate and explain examples of biotechnology-based methods employed in disciplines such as agriculture, medicine, forensics, etc.
3. Demonstrate the ability to recognize biochemical and molecular biology methods for the analysis of protein and nucleic acid structure and function.

4. Recognize and describe the various methods used in biotechnology applications.
5. **M.Sc Biotechnology students** should be able to demonstrate proficiency at preparing laboratory stock solutions, performing calculations used in biotechnology-based preparations, and implementing laboratory safety protocol.
6. **M.Sc Biotechnology students** should additionally be able to evaluate and recognize the options available for a career in the field of biotechnology

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 any other relevant information	View Document
Link for methods of the assessment of learning outcomes and graduate attributes	View Document

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

Response: 98.43

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

2018-19	2017-18	2016-17	2015-16	2014-15
178	212	165	158	93

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

2018-19	2017-18	2016-17	2015-16	2014-15
181	213	168	160	95

File Description	Document
Institutional data in prescribed format	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 institution follows integrated learning methods for teaching and learning by adopting several approaches which have helped to achieve the stated learning outcomes. some of these are as follows:

Vertical Integration of courses

Subjects in the higher classes are closely related to subjects in the lower classes in BPT & B.Sc. Biotech programs are examples of vertical integration to achieve the stated learning outcomes.

Horizontal integration of courses

Similarly for horizontal Integration of subjects the teaching of similar topics is done within the same year e.g Biomechanics & Exercise Therapy topics are interrelated and learning of Exercise Therapy is facilitated by an understanding of Biomechanics. Hence the teaching of biomechanics precedes the teaching exercise therapy for many topics.

Clinical or practical application of subjects is taught along with theoretical aspects

In BPT 3rd & 4th year, all subjects are taught along with their clinical application. Students are taught to prepare and to maintain case sheets which include patient demographic data, chief complaints, subjective examination, objective examination, recording of Range of Motion, Muscle strength, deformities, gait, functional status, investigation details, management plan, recording of daily progress, discharge plan, etc. The case sheets are reviewed by the clinical tutors. Periodic assessment of clinical acumen is done on a regular basis by senior faculty members. Students have to present a case study/clinical case during which extensive discussions are held on the case history, diagnosis, and treatment plan.

Besides B.Sc Biotech students are taught the practical application of all subjects along with theoretical concepts.

Providing a holistic view through the Integration of different disciplines

Subjects in B.Sc Biotechnology are taught in the manner by which the student understands the small part each subject plays in the understanding of the whole domain. All learning programs are adapted to impart Student-centric learning. The classroom teaching is made more illustrative and interactive with the help of

computer-based learning and by employing study models. We invite experts or visiting faculty members of eminence on a regular basis to augment teaching-learning activities. The visiting faculty are subject experts from the various fields who share their knowledge in subject-specific areas. This enables the student to understand the part each subject plays in the whole.

Regular monitoring of the process is ensured by a mechanism called Academic Daily Report which is submitted by the faculty. It contains the subjects & topics taught in theory & practical by concerned faculty. It also includes the duration of the class, the strength of students in the class, absentees, etc.

Assessment processes are aligned

The assessment process of the institution is also aligned to achieve the stated learning outcome. Every teacher is appraised of the learning outcomes and he/she plays his/her part in improving the learning of students. All class tests and internal examinations are conducted in order to test the ability of students according to the overall accomplishment of theoretical and practical knowledge required for the field.

File Description	Document
Link for any other relevant information	View Document
Link for programme-specific learning outcomes	View Document

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

Response:

Regular interaction with parents is maintained through the following measures

1. Monthly attendance reports of all students are sent to the parents every month which informs the parent about the number of classes delivered in each subject, the number of classes attended by the student, percentage of attendance to date, etc.
2. The faculty telephonically calls the parents and informs them about the behavior and attendance of students, the general progress of the ward in the class, etc.
3. All students have to get written applications signed by their parents in case of long leaves, outstation education tours, etc.
4. Parents are called for personal meetings whenever there are acts of indiscipline or for issues that require the consent of parents.
5. Parents are invited to attend functions in the college such as Mata ki Chowki. During these informal occasions also, the parents interact with faculty members and understand the progress of their wards, understand college rules and regulations, etc.

Besides these interactions there several remedial measures that have been taken by the institution to tackle the lack of interest in a student. Some of these measures are

1. Based on the 10+2 percentage weak students are identified after admission. Most of these students are from Hindi-medium schools and face problems in understanding textbooks which are in English. In the classroom teachers provide them special attention by explaining concepts in Hindi and even translating the difficult English words to Hindi.
2. Further attention and remediation of their problems are done through our Mentorship program.
3. Tutorial classes are held separately for slow learners in which topics taught during the day are revised and their doubts cleared individually. A similar mechanism is followed for students who have communication problems due to difficulty in understanding subjects in the English language.
4. Potential slow learners for academic reasons are detected by monitoring performance in-class tests, internal assessments, and clinical postings.
5. Any student having difficulty in subjects is given remedial teaching and repeat tests.
6. Students who fail in a year are counseled for continuity.
7. Potential students with psychological reasons are detected in advance and counseled.
8. Drop-outs are encouraged to re-join.

On the contrary advanced learners are provided extra study material and textbooks by the faculty. They are also encouraged to take part in knowledge-intensive activities like quiz competitions, debates, group discussions, etc. An enhanced academic ambiance for advanced learners is provided by extending library timings, access to e-books, wi-fi facility.

The outcome analysis of these measures has been very encouraging. Many students have improved their performance. Parents have become partners in the student's progress. Parents have realized that the goals of the institution and theirs are one and the same i.e the success of the student. Many parents have started proactively inquiring about their ward's performance on a regular basis. Some of the parents visit the college for a surprise check on their ward. Overall, all remedial measures undertaken have yielded a strong relationship with the community of parents.

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: 94

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: 38.1

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

2018-19	2017-18	2016-17	2015-16	2014-15
14	15	12	12	11

File Description

Document

Institutional data in prescribed format

[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: 18.41

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

2018-19	2017-18	2016-17	2015-16	2014-15
9	10	5	3	4

File Description

Document

Institutional data in prescribed format

[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: 7

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

2018-19	2017-18	2016-17	2015-16	2014-15
7	0	0	0	0

File Description	Document
Institutional data in prescribed format	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:

Yes the institution has created an ecosystem for innovation within the campus. Department of Biotechnology has developed several innovative techniques for tissue culture which can be utilized in agriculture. The process of development of incubation centre is underway. Department of Physiotherapy has developed several new methods of treatment which are unparalleled in the industry. We are planning to setup a workshop for developing artificial aids and appliances which will be provided to the poor and disabled population coming from nearby villages. In this way we are planning to transfer the knowledge and experience of our distinguish faculty member.

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: 88

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

2018-19	2017-18	2016-17	2015-16	2014-15
20	23	16	17	12

File Description	Document
Institutional data in prescribed format	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

E. None of the above

D. Any 1 of the above

C. Any 2 of the above

B. Any 3 of the above

Response: A. All of the above

File Description	Document
Institutional data in prescribed forma	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: 4.13

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: 264

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

Response: 64

File Description	Document
Institutional data in prescribed format	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

File Description	Document
Institutional data in prescribed forma	View Document
Web-link provided by institution in the template which redirects to the journal webpage published in UGC notified list	View Document
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 proceedings indexed in UGC-CARE list on the UGC website/Scopus/Web of Science/PubMed/ during the last five years

Response: 0

File Description	Document
Institutional data in prescribed format	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: 598

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.

2018-19	2017-18	2016-17	2015-16	2014-15
75	94	132	131	166

File Description	Document
Institutional data in prescribed format	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: 14.46

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

2018-19	2017-18	2016-17	2015-16	2014-15
99	78	80	78	80

File Description	Document
Institutional data in prescribed forma	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 Institue regularly conducts weekly physiotherapy camps in the neighborhood community, villages, civil societies, schools, etc. Camps are conducted twice or thrice in a week including Sundays. These camps are conducted in association with I.T.S Centre for Dental Studies. This is yeoman service that the institute has been rendering to the community since its inception 15 years ago.

List of social outreach programs

The College- runs various innovative outreach programs for the rural masses:

- 1.Establishment of Satellite Center through Community academic partnership**
- 2.Rural health services program using mobile physiotherapy van.**
- 3.Physiotherapy Screening Camps in Schools, Government offices, Industries.**
- 4.Physical Health Education and Motivation Programs**
- 5.School Physical health programs**
- 6.Special group services for prison inmates, police personnel, institutionalized elderly, blind, deaf & dumb, etc.**
- 7.Participation in Health Rallies**
- 8.Observation of important health days**
- 9.Transportation services for camp patients.**

The faculty along with students are dedicated to this purpose from within the teaching and clinical faculty of the college. Students from BPT Interns by rotation are posted to go along with faculty in camps. The dedication of the faculty and students can be gauged from the fact that they help in this cause even on Sundays (which is otherwise a holiday for others). A mobile van has been dedicated to this cause by the college management.

Awards

Today, the Institute has earned recognition as an institution of repute from the Extension Service Program which contributes to the improvement in the health of individuals and populations in the region. We have received numerous letters of appreciation for community development. Institute has received more than 50 awards or letters of recognition for this benevolence. Faculty are also felicitated on numerous occasions by the hosts. The institute also receives award and recognition letters from village pradhans, government authorities, district administration, office bearers of civil societies, private companies, schools, etc. Our efforts have been appreciated by Newspapers such as Amar Ujala which gives excellent coverage of these camps.

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:

I.T.S Institute of Health & Allied Sciences sensitizes its faculty and students on Institutional Social Responsibility by making them actively participate in the objective. All faculty and students are informed of the various initiatives taken by the college in the accomplishment of this noble cause. In accordance with the vision of the college, the Extension Service Program contributes to the improvement in the health of individuals and populations and the advancement of health sciences in the region.

It is the dream of our Hon'ble Chairman to provide health services to the people in & around Muradnagar, a historic town located on the outskirts of Ghaziabad. A lot of other institutions from various disciplines, schools, industries are close to the institute. The institution is doing enviable and exemplary work in community-oriented physiotherapy care to bring assistance and physical health care to the doorsteps of the rural, poor and disadvantaged population. Villages and peripheral urban areas are adopted for academic training and overall development. Students study various social and physical health determinants affecting the families, identify the problem, physical health-seeking behavior and help to find a solution to their social and health problems. This endeavor helps students to understand the local population & meet their needs. The social worker along with students regularly visits villages and undertakes various activities such as physical health education and motivation, maintenance of physical health, dietary counseling, promote the ill effects of over-eating, inactivity and sedentary lifestyle. They do door to door visits and enquire about the physical health problem.

College is committed to devoting human resources and equipments in the field of health. It also works on preventive aspects by focusing on creating awareness in the community about their health problems and empowers them to take up health issues and find solutions. The strategies involve developing the human resources of the community and the grass-root workers operating in the community, organizing and mobilizing the community to deal with its own problems related to health.

The institute has two mobile health units. Facilities in the vehicles belonging to the hospital, dental & physiotherapy college are pooled. Using the mobile health units, the institute regularly organizes physical health camps at far-flung villages and small townships. These camps are primarily aimed at educating and making the masses aware of the importance of physical health and also offer treatment facilities at their doorsteps especially for rural communities. All these services are done free of charge.

The institute works extensively in collaboration with village heads, local NGOs, teachers, gram panchayats, industrialists, social workers, and voluntary agencies and this encourages community participation in its activities. As an extension service, the college has started buses to pick up patients and drops them back to their village. Facility is free and available to all patients.

File Description	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: 37

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

2018-19	2017-18	2016-17	2015-16	2014-15
43	45	27	22	48

File Description	Document
Institutional data in prescribed format	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: 23

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: 23

File Description	Document
Institutional data in prescribed format	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:

The institution plans physical infrastructure requirements in accordance with the stipulations of several regulatory authorities and also keeping in view the future expansion. The infrastructure provided is based on the needs as well as the potential for growth in various areas of health sciences and beyond. The college has a policy for the creation and enhancement of infrastructure in order to promote a good teaching-learning environment.

Classrooms

All the classrooms in the institution are ICT enabled having LCD projector and Internet connectivity so that the faculty can teach through the use of Powerpoint Presentations.

Laboratories

17 laboratories to provide subject wise extensive training to students.

Physiotherapy department laboratories/clinics

1. **Exercise Therapy**
2. **Electrotherapy Lab**
3. **Biomechanics Lab**
4. **Orthopedic Physiotherapy Clinic**
5. **Neuro Physiotherapy Clinic**
6. **Research Lab**
7. **Fitness Centre**

Biotechnology Department Laboratories

1. **Biochemistry & Molecular Biology Lab**
2. **Chemistry Lab**
3. **Animal Biotechnology & Immunology Lab**
4. **Microbiology & Medical Biotechnology Lab**
5. **Bioinformatics Lab**
6. **Cytogenetics & Molecular Genetics Lab**
7. **Central Instrumentation Lab**
8. **Environmental Biotechnology Lab**
9. **Plant Tissue Culture Lab**
10. **Research Lab.**

Library

A state of the art library with 4998 books & 498 research journals.

Computing Equipment

The college has a combined set of hardware, software & network facilities which is frequently updated to ensure accuracy and to include the latest technology. The entire campus is Wi-fi enabled. There are 85 computers in total for students, faculty, and staff with 60 computers dedicated to the IT Lab. The broadband facility is 50 MBps.

Equipment

The Institute has the latest equipment in the clinics and laboratories. New equipment is added regularly aimed at providing students exposure to concepts in the field and clinical practice as well. Mannequin is available in the Cardio-Physiotherapy Dept. to teach Cardio-Pulmonary Resuscitation through Simulation.

Other facilities

The institution has provided separate rooms for faculty, office rooms, and common rooms. Separate restrooms for women students and staff are available.

The following facilities have been provided for Sports activities

1. Large Playground for Cricket.
2. Playground for Football.
3. Volleyball court.
4. Badminton courts.
5. Basketball court.
6. Activity hall for Indoor Games like Table Tennis, Chess, Carrom.
7. A well-equipped fitness center with Male & Female Trainers.
8. Hostels have been provided with adequate sports equipment.

The following facilities have been provided for Conference/Seminars/Cultural Activities

1. Main Auditorium with a capacity for 600 persons.
2. Mini-Auditorium with a capacity of 160 persons.
3. Activity Hall with a capacity for 300 persons.
4. Lawns for Exhibitions/Stalls.
5. Gallery for Posters, Rangoli competitions.

Disabled Friendly Environment

The institute ensures barrier-free infrastructure for the disabled persons by providing s wide doorways and corridors and wheelchair facilities. The hospital has been provided with a ramp as well as a lift facility. The Physiotherapy OPD is located on the ground floor, where barrier-free access is available for patients coming from the Main Gate.

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:

Academic curriculum is planned in such a way that along with academic calendar year, sports and cultural events are also included. Students are encouraged to actively participate in various inter and intra college events. Note worthy events conducted in the college for promotion of cultural activities include INTER COLLEGE FEST, DHWANI, HOSTEL DAY Celebrations, Fresher's event for BPT first year batch and farewell events for BPT outgoing batch. Apart from this, the students are constantly motivated to participate in events conducted by other colleges at National level. Examples include Participation of college team in Conferences and Culturals hosted by All India Institute of Medical Sciences and other different colleges in Delhi NCR.

Outdoor sports facilities available in the campus are: Courts for Volleyball, Basketball, Cricket, Throw-ball, Football. Indoor sports available in the college are: Badminton, Carom, Chess, Table Tennis facility.

Infrastructure for Co-curricular facilities: One main auditorium, Two mini auditoriums for cultural events and a fully equipped gymnasium.

Indoor sports complex has been planned and approved by competent authority and the work is in progress. As on date the all brick work related construction is over and at the laying of roof is in progress.

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:

General Campus facilities include

Residential facilities

Girls, & Boys Hostels with all the basic amenities including round the clock water supply and power back, mess, bedding, lodging, furniture and 24X7 Wi-Fi. Provision of AC rooms is made, and western food style is served.

Medical Facilities

Medical facilities and emergency assistance are provided from I.T.S Surya Hospital to meet needs of hostel residents.

Signages

The pictorial representations are displayed accordingly. To effectively reinforce this practice, posters are displayed at various locations, educational films running on LCD's and appropriate literature distributed amongst patients and their attendants.

Greenery

All efforts are made to maintain a green and eco-friendly campus. The institute has conducted tree plantation drives in the past to contribute significantly towards environmental protection. The campus has plenty of trees and plants of both medicinal and herbal significance. New varieties of saplings are planted on regular basis. It not only compliments the beauty of the campus, but assures a pollution free, green and eco-friendly environment. Energy conservation modalities are put in action to minimize carbon foot prints generated by the institute. The authorities ensure that college activities should not blatantly harm the environment thus conserving its integrity.

Energy Conservation & Alternate sources of energy

As a part of CSR (Corporate Social Responsibility) initiative, the I.T.S-IHAS has put Energy Conservation Notices (Save Electricity Save Environment) near the every switch board in the institute as a gentle reminder to prevent unnecessary electricity usage.

- o Energy conservation by way of using LEDs and CFLs is practiced.
- o Use of Solar Panels and solar heaters is implemented.
- o Use of Air-conditioning units with Star-rating complying with industry standards is practiced at the institute. Optimizing the use of air-conditioners by regulated temperature settings is a standard procedure

followed during summer season.

Solar panels installed on rooftop harnesses solar energy to generate electricity for lighting purpose at various places across the institutional campus. Also, priority is given upon using solar energy to provide hot water in both girls and boys hostels. There are a total of 168 Solar panels on rooftop of I.T.S-IHAS, generating 44 KW of electricity. Thus, a total of 130 KW of electricity is generated which is distributed evenly via control panel room.

Water harvesting system

Campus has 3 rain water harvesting systems which use rain water after filtration through grit to recharge the water table and encourage use of renewable sources of energy.

RO Plant

In order to provide potable water for drinking purposes RO plant has been installed on the roof top of the institute building which filters the water coming from the storage tanks. The filtration capacity of the RO plant is 250liters per hour which is sufficient for providing good drinking water. Regular checks and services are done to maintain this facility.

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: 9.62

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

2018-19	2017-18	2016-17	2015-16	2014-15
4.38	8.12	20.26	26.74	20.26

File Description	Document
Institutional data in prescribed format	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:

According to norms of the IAP, a 100 bedded Surya hospital is integrally attached with the college, as part of teaching hospital facility. The Hospital was established in the year 2003. It is located inside the campus being an integral part of the institute. The Hospital is wholly owned by the college management and renders supportive function to allied health institutes of the campus premises. It is accredited by NABH (National Accreditation Board of Hospitals). It is also ISO certified by Bureau of India standard (IS/ISO 9001:2008). There are total of 100 beds in hospital which provide quality indoor patient care in prominent specialty treatment. There are 9 major specialty services. There is 1 super specialty service in the hospital. The number of ICU beds are ICU- 6, ICCU – 6, PICU – 4, NICU – 5. There are 3 state of the art operation theaters in the hospital. There are 3 diagnostic service departments in the hospital. The institute campus is equipped with in house Laundry, Kitchen services. There is round the clock power back up supply and in campus 24 hour pharmacy store. The college has blood bank service in association with Rotary Blood Bank, Ghaziabad U.P. The college has dedicated ambulance service for emergency cases and patient transport. The Hospital provides medicines at highly competitive rates at its own pharmacy counter for indoor and outdoor patients. The institute follows Toxicology guidelines laid down by All India Institute of Medical Sciences, New Delhi. Any untoward incidents of adverse drug reactions are reported to Lady Harding Medical College, New Delhi and Pharmacovigilance cell board Meerut. There are 3 body chambers in cold storage facility of hospital for teaching and training purposes. Free and subsidized treatments are displayed at prominent places in the hospital in easy to understand format for better understanding of patients.

BPT 3rd year students attend the in-patient teaching classes encompassing, General Medicine and General Surgery postings. Apart from this, the interns attend in-patient teaching during postings of 6 months in the institute.

Post graduate students from the Department of Physiotherapy attend in-patient teaching on patients admitted in recovery wards after a surgery, as part of their inherent curriculum. Post graduate students from the Department of Physiotherapy also attend in-patient teaching on patients admitted in recovery wards, after treatments rendered in General Hospitals, Tertiary Hospitals and Specialist Centres for clinical training purposes.

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

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

Response: 36363.4

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

2018-19	2017-18	2016-17	2015-16	2014-15
29676	32600	27688	41372	40721

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

2018-19	2017-18	2016-17	2015-16	2014-15
1440	1971	1440	2703	2206

File Description	Document
Institutional data in prescribed format	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: 577.2

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.

2018-19	2017-18	2016-17	2015-16	2014-15
433	488	472	490	412

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.

2018-19	2017-18	2016-17	2015-16	2014-15
163	137	115	95	81

File Description	Document
Institutional data in prescribed format	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

E. None of the above

D. Any one of the above

C. Any two of the above

B. Any three of the above

Response: D. Any one of the above

File Description	Document
Institutional prescribed format	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:

Library automation:

The library is fully automated. The library has a software ALICE which works on Windows. It is a fully automated software for library use. It manages various routine operations such as acquiring, cataloguing, generation of serials and books circulation making these processes fully automated. This software allows for searching of books easily, by author name, year of publication, title, area or subject. It also shows the arrangement of books in the shelf. The software can be operated by the user through a touch screen terminal which is specially installed for this purpose.

The institution's library and information services centre has a DELNET membership. It is utilized as a tool for obtaining online resources from other libraries spread all over the country. A journals package system called as K-HuB is available for all students and faculty who can access online journals and other e-books through the interface made available by K-hub.

Information Deployment and Notification:

OPACS: The Library ensures access of library material through the availability of the ?Online Publication Access Cataloge (OPAC) system. Users can search their respective documents through Author, Title, Accession number, Subjects and Publishers etc. Access is also ensured through display of new acquisitions in the library's recent releases, display shelf, with exhibition of notices on the library announcement board. The OPAC system has an option to view the new arrivals in library. The faculties are notified via e-mail and sent out circulars department wise to spread news of new arrivals. The senior faculty members are requested to submit reviews of latest acquisitions for procurement of multiple copies so that students can make best use of the facility.

In-house/remote access to e-resources: In-house access is available to e-resources within the campus. Users can access the resources through Digital Library.

User Orientation: The users are oriented about the type of resources and database available in the library at the time of admission. Users of the library are also educated on using the OPAC System, accessing online journals and information, journal search. Additionally, they are also assisted in manual access of print issues of journals and books. All users are updated about the new arrivals, new issues and titles regularly. Other information services such as Current Awareness Services (CAS) and Selective Dissemination of Information (SDI) are provided by the library to its users.

Assistance in searching Databases: The users of library are assisted in using the OPAC System, accessing online journals and information, journal search.

Digital Library

In keeping pace with the age of digitalization a new “**Digital Library**” has been created on the internal computer servers of the institution through which the students can read and refer valuable books, journals and magazines. This facility is extensively used by the students for learning at the click of a button.

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:

Details of the Library

Total No of Volumes - 4988

Total No of Titles - 848

Total Reference Volumes - 613

Physiotherapy

Total No of Volumes - 1918

Total No of Titles - 460

Total Reference Volumes - 220

UG

Total Volume of B.P.T : 1493

Total Title of B.P.T : 270

PG

Total Volume of M.P.T. : 205

Total Title of M.P.T. : 190

Biotechnology

Total No of Volumes - 3070

Total No of Titles - 388

Total Reference Volumes - 393

UG

Total Volume of B. Sc. : 2032

Total Title of B.Sc. : 376

PG

Total Volume of M.Sc. : 645

Total Title M.Sc. : 172

Total No. of Journals - 499(30 National, 469 International Online through K-Hub)

Total No. of Back Volumes - 26(14 International, 12 National)

Total No. of CD's - 199(Physiotherapy-148, Biotechnology-36, Event-15)

Total No of Thesis - 853(M.P.T-219, M.Sc. 634)

Total No. of Project Reports - 98(B.P.T. 98)

Total No. of Magazines - 07

Total No. of Newspapers - 07

Manuscripts: The institution provides manuscript assistance with help of experienced faculty members who are also part of the college journal committee. The support is extended to all faculty members, post graduate and under graduate students in terms of Manuscript compilation, Grammar assistance, Plagiarism check and Bibliographic assistance.

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

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

E. Any one of the above

D. Any two of the above

C. Any three of the above

B. Any four of the above

Response: A. All of the above

File Description	Document
Institutional data in prescribed sormat	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: 0.84

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)

2018-19	2017-18	2016-17	2015-16	2014-15
1.88	1.06	.51	.34	.40

File Description	Document
Institutional data in prescribed format	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:

The Institute's library maintains a register for all in-person users. On an average 20 users visit the library everyday. Due to the ease of access of online resources a majority of the students resort to online access. All students and faculty members can access library resources by logging onto the campus Wi-Fi System.

They can login using their college email IDs and confidential passwords.

The Institute's Library is proactive in informing about any new service which gets added to the library. The library staff informs to all faculty and students about new books or journal arrivals, information about related college events coming in newspapers i.e press releases,

The Library also periodically conducts sessions regarding usage of library services. It also informs of library services through email.

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

None of the above

Any One of the above

Any Two of the above

Any Three of the above

Response: Any Four of the above

File Description	Document
Institutional data in prescribed format	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: 16

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

Response: 16

File Description	Document
Institutional data in prescribed format	View Document
Links to additional information	View Document

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

Response:

College is wi-fi enabled so that the students and faculty of the college can access online journals and other learning resources anywhere inside the campus from their laptops. The students are free to access & download any educational material from the internet. Besides this, the classroom presentations & study material are also emailed to the students for reading at home. We provide access to online journals through our servers. Online access to the DELNET facility is also available. The physiotherapy OPD of the institution has installed an Electronic Medical Record software to record and maintain the O.P.D patient details.

College frequently upgrades IT Infrastructure in the following ways

1. Providing the latest high-speed computing systems in Labs.
2. Increasing the bandwidth of Internet connectivity in a phased manner as per requirement.
3. Providing a Wi-fi facility in the hostels.
4. Laying of the high-speed fibre-optic network within the campus.

Details of the institution's computing facilities i.e., hardware and software.

Number of systems with individual configurations- 87

Computer-student ratio- 1:1

Dedicated computing facilities- Yes

LAN facility- Yes

Wi-Fi facility- Yes (50 Mbps)

Proprietary software- Yes

Servers-2

Patient Electronic Record Management System: The physiotherapy OPD of the institution has installed an Electronic Medical Record software to record and maintain the O.P.D patient details.

ICT Enabled Class Rooms

The institution has created special ICT enabled classrooms that have Internet connectivity so that the faculty can teach through the use of Powerpoint Presentations. The faculty also shows online videos of interesting topics. Online submission of assignments, Question banks, Declaration of examination schedule, etc has been initiated to enhance the student learning and evaluation process. Faculty members have been provided with computing systems connected to high-speed internet. The computers are periodically upgraded to enable the teachers for effective teaching and quality research. All faculty serving in the institution are well versed in computer operations. They prepare and deliver lectures through computers and LCD projectors. Besides this, the faculty can freely take CDs for the storage of digital copies of the learning material.

Computers for Special Equipment

A computer attached to **EMG- NCV Machine** which is used in diagnosing typical neurological cases.

A computer attached to **Computerized Spirometry Device** (for Teaching and Diagnostic purposes), facilitates recording and evaluation of lung volumes especially in patients suffering from Chronic Obstructive Pulmonary Diseases.

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)

?1 GBPS

500 MBPS - 1 GBPS

50 MBPS-250 MBPS

250 MBPS-500 MBPS**Response:** 50 MBPS-250 MBPS

File Description	Document
Institutional data in prescribed format	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:** 37.62

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

2018-19	2017-18	2016-17	2015-16	2014-15
44.9	49.53	56.35	76.13	89.6

File Description	Document
Institutional data in prescribed format	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 maintenance cell consists of the following members -: Sr.Manager Maintenance, Maintenance officer, Maintenance supervisor, and technicians.

- **Online Complaint raised by individuals or departments in a prescribed format after the approval of Principal is forwarded to the maintenance dept.**
- **The maintenance dept receive the complaint and endorse it. They get issues/equipment checked by a technician for rectification of the fault.**
- **If the technician is unable to resolve the issue the concerned manufacturer/supplier is called for repair. The quotation is taken from service engineer for repair and got approved from the college authority and the equipment is got repaired. The repair is endorsed in the complaint register.**

- Pending complaints are raised at the end of the month by the Manager of the Maintenance dept. and the same is put up to Management for perusal.

Preventive maintenance is carried out by giving the AMC of equipment, service of the equipment is also done periodically by college technicians/mechanical engineers/ electricians. The institution has designated the following staff for overseeing the maintenance

S.No.	Name of Administrative Staff	Area
1.	Mr.Subhash Chand	Manager (Entire Campus Buildings & facilities)
2.	Mr. Akash	Supervisor (O.P.D Equipments)
3.	APO Office	Classrooms & Laboratories

Some of the initiatives undertaken to improve the physical ambiance are listed as:

- A complete Piped Natural Gas (PNG) system has been installed for providing piped gas to the laboratories.
- Solar Panels have been installed covering the maximum area of the building rooftop. The electricity generated from it is stored and later supplied to the hostels.
- Rainwater harvesting system has been constructed in the lawn adjacent to the building to store rainwater and use it for gardening.
- For the convenience of hostelers, all toilets of Girls Hostel block have been renovated and also refurbished.

The institution has taken insurance for all its equipment and buildings through National Insurance Co. Ltd. Govt. of India.

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: 30.15

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

2018-19	2017-18	2016-17	2015-16	2014-15
226	260	175	121	102

File Description

Document

Institutional data in prescribed format

[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

E. None of the above

D. Any one of the above

C. Any three of the above

B. Any five of the above

Response: A. All of the above

File Description

Document

Institutional data in prescribed format

[View Document](#)

Link for additional information

[View Document](#)

Link to Institutional website

[View Document](#)

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

Response: 27.77

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

2018-19	2017-18	2016-17	2015-16	2014-15
180	212	165	162	93

File Description	Document
Institutional data in prescribed format	View Document

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

Response:

The Institute has one international student at present. Several students from Nepal have studied from our institute in the past. They have returned to their home country and are doing very well in their career. The college is in constant touch with all students who have gone abroad. Passout from our college have pursued higher education from countries such as Australia, Canada. Many of our students have gone abroad for jobs in countries such as USA, Canada, Saudi Arabia, UAE etc. These students provide us valuable information about the current scenario of the profession in other countries.

File Description	Document
Link for international student cell	View Document

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

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

None of the above

Any 1 of the above

Any 2 of the above

Any 3 of the above

Response: All of the above

File Description	Document
Institutional data in prescribed format	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: 30

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 ..

2018-19	2017-18	2016-17	2015-16	2014-15
1	1	0	1	0

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

2018-19	2017-18	2016-17	2015-16	2014-15
2	2	0	2	0

File Description	Document
Institutional data in prescribed format	View Document

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

Response: 44.21

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

2018-19	2017-18	2016-17	2015-16	2014-15
112	84	52	50	51

File Description	Document
Institutional data in prescribed format	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: 0.35

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

Response: 63

File Description	Document
Institutional data in prescribed format	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: 8

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 .

2018-19	2017-18	2016-17	2015-16	2014-15
2	2	3	0	1

File Description	Document
Institutional data in prescribed format	View Document
Link for Additional Information	View Document

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

Response:

The Students Council of I.T.S Institute of Health & Allied Sciences has representatives from both the departments. The Student Council consists of Batch coordinators from each batch. Members of the Student Council have representation in Anti-Ragging Committee, Hostel Mess Committee, Sports Committee, Cultural Committee, Student Welfare & Grievance Redressal Committee.

The Student Council actively participates and efficiently organizes the student's programs like Freshers' Party, Farewell Party, etc. With the active involvement of Student council various cultural and sports events are held such as I.T.S Inter College Cultural Fest, Sports Meet "JOSH" etc. The batch coordinators are primarily appointed for organizing these events and ensuring these events are conducted in a smooth and coordinated manner. Many events have been organized successfully by the Student's Council in the past.

File Description	Document
Link for reports on the student council activities	View Document

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

Response: 5.8

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

2018-19	2017-18	2016-17	2015-16	2014-15
4	6	7	6	6

File Description	Document
Institutional data in prescribed format	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 activities with the support of the college during the last five years.

Response:

The institution at present does not have a registered Alumni Association; however, the college has facilitated the formation of department wise Alumni Whatsapp Group pages which helps in the interaction of the Alumni among themselves and also with the college. The respective department Alumni have conducted Alumni Meets once in 3 years as per the availability of Alumni. The Alumni contribute to the development of the institution through sharing of experiences gained in the industry with their juniors, provide information about current job opportunities, give references for job placement, and facilitate industrial visits.

The institution considers its Alumni as an integral part of the institution's student population. The institution facilitates the Alumni in getting certificates and mark sheets issued from the University, getting verification of documents from the University. It also promptly replies to queries from employers regarding credential verification, transcript requests, etc.

Consequential to a strong association with the Alumni many of them have come back to enroll for Masters Programs at our institution.

S.No	Alumni Name	Place of Work
1	Dr. Nishank Verma	PGI Chandigarh
2	Dr. Sumanta Ghosh	Zimmer BioMed, Germany
3	Dr.Sandeep Singh	Fortis Escorts Delhi
4	Swati Bhardwaj	United Health Insurance Noida
5	Varun Kumar Luthra	Stellar, Noida
6	Dr. Minakshi Negi	Uttarakhand State Cricket Association
7	Dr. Vijay Mudgal	Karnataka Premier League
8	Dr. Preeti Aggarwal	Hospital Manager, AIIMS New Delhi
9	Dr. Brij Mohan Munjal	Owner -Neuro Rehab Centre, Jaipur
10	Mr. Krishan Kumar Chaudhary	Village Development Officer, Hapur

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

E. Any one of the above

D. Any two of the above

C. Any three of the above

B. Any four of the above

Response: B. Any four of the above

File Description	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 & Mission of the Institution

VISION

To be a Premier Institution in the Area of Health & Allied Sciences providing Quality Education.

MISSION

- 1. To excel in the field of education in Health & Allied Sciences.**
- 2. To transform individuals to become specialists in Health & Allied sciences and responsible citizens of society by quality teaching and learning.**
- 3. To improve culture of practical application of Science in laboratories.**
- 4. To strengthen interaction with Industry for ways and means to meet their expectations from education sector.**
- 5. To provide better opportunities for training and placements of students.**
- 6. To provide skilled professionals to meet future social, cultural and technological challenges.**
- 7. To inculcate spirit of ethical, responsible and quality research in students.**
- 8. To make effective contribution to the society through application of Health care & Allied sciences.**

Managing Committee ensures that the vision and mission of the institute are reflected in the administrative and academic functions

The Managing Committee formulates the rules and regulations for the faculty, staff and students.

The Internal Quality Assurance cell – IQAC monitors the internal quality through the comprehensive

feedback mechanism for continuous improvement of the curriculum, teaching-learning process, evaluation, research, and financial management and student support-services.

The Academic audit of the college by the external academic peers – external examiners help to know the strength and weaknesses of the system.

Internal and external financial audit of the college by the auditors insures the checks and balances in the financial transactions.

The college maintains effective internal co-ordination and monitoring mechanism with various departments and committees formed by the college for curricular, co-curricular and extra-curricular activities.

File Description	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:

The leadership of the institution regularly interacts with all stakeholders through direct meetings such as meeting students, parents, meeting faculty members, and administrative staff. This enables the management to obtain feedback from all stakeholders and adapt to the decision-making process.

The institution grooms leadership at various levels by the allocation of responsibilities like appointing Conveners, Sports In-charge, Website Incharge, etc.

Decentralized and participatory management:

The institutional administration is participatory in nature and decentralized. Departments of the Institution are autonomous in terms of their academic and administrative functioning. Therefore each department is in a position to convey its opinion and shape the decision-making process. Consequently, the quality of education in our institution is enhanced. The Principal and the senior faculty are involved in decision making at various levels. The Institution is always open to discussion with the teaching and non-teaching staff which, in turn, encourages the involvement of the staff for the improvement of effectiveness and efficiency of the institutional process.

The administration of the institution is vastly decentralized. Our institution has a unique system of administration wherein the duties of the day-to-day workings of the institution is distributed among each

department with overall administrative control of the Principal. In addition, specific functions have been decentralized through the formation of various committees headed by a Convener. The Conveners hold regular meetings with members of the committee and proceedings are reviewed by the Principal. Departments of the Institution are autonomous in terms of their academic and administrative functioning. Therefore each department is in a position to convey its opinion and shape the decision-making process. Consequently, the quality of education in our institution is enhanced.

Regular meetings are conducted with the academic and non-academic staff by the Principal. The suggestions and opinions of the staff members are considered. Various works are imparted to the faculty such as timetable, teaching plans, lesson plans, course material which is reviewed by the Principal. In addition to the academic responsibility, fulltime teaching staff also takes up administrative work and are on the functional committees that cover all aspects of the governance of the college.

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

6.2 Strategy Development and Deployment

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

Response:

Well Defined Organizational Structure

The Management meets the teaching & non-teaching staff on a regular basis to address various issues with regard to Administrative, Academic and other important policy matters. However, Director/Principals are available daily and easily accessible for ensuring smooth running of the academic, administrative and the clinical activities. The institution conducts regular meetings of its various authorities and statutory bodies. The governing body of the institution meets twice in a year. The Chairman & Secretary attend the office twice a week. They conduct meetings with all the respective heads of the departments on a regular basis and obtain feedback regarding the functioning of academic and administrative units of the institution.

The institute promotes a culture of participative management. The institution has constituted various committees headed by senior faculty members including:

1. Curriculum Committee
2. IQAC Committee
3. Student Welfare & Grievance Redressal Cell
4. Research Committee
5. Women Empowerment Committee
6. Disciplinary & Anti-ragging Committee.

Institutional Strategic Plan

The college has framed strategies which enhance the quality under the following heads

Teaching & Learning:

The college has framed a teaching policy that will enhance the teaching and learning quality.

- The rules and regulations set by the UGC and C.C.S University Meerut are to be strictly followed for student's admission.
- Group discussions, field studies, debates, seminars, study tours, etc. be adopted for a proper understanding of the subjects.
- The faculties are given full permission to enrich their knowledge through seminars, courses, etc.
- Encourage faculty to implement methodologies of active learning, Project Based Learning, Flipped Classroom
- Encourage faculty for the creation and use of digital content.

Research and Development

- Promote and sustain research culture, freedom to publish results of research, consultancy, healthy participation in extension programmes,
- Develop laboratories equipped with latest Instruments and high specification systems to promote research.
- Encourage to increase the no. of publications in reputed journals.

Community engagement:

Encourage various activities for community development. Organizes programs to educate and create awareness among the rural masses about physiotherapy services.

Human Resource Planning and Management

- Organize need-based workshops for teaching and nonteaching staff members
- Depute faculty and staff for development programs
- Create awareness on various policies and trends related to education
- Groom leadership qualities and communication skills

Industry-Institute Interaction

- Establish close industry interaction for giving industry exposure to students and faculty members.
- Start certificate courses on niche areas in cooperation with the industry.
- Augment the extensive clinical posting and summer training network.
- Invite industry experts for curriculum development for making it more industry-relevant
- Organize student and faculty visits to industries.

Internationalization

- Increase the no. of international tie-ups.
- Promote student & faculty exchange programs.

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

E. Any one of the above

D. Any two of the above

C. Any three of the above

B. Any four of the above

Response: A. All of the above

File Description	Document
Institutional data in prescribed format	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 management has put in place a number of welfare measures for faculty and staff. These

include:

1. **Provident fund** is made available to staff and faculty as per Employees Provident Fund and Miscellaneous Provisions Act (1952).
2. **Employee state insurance scheme** (ESIC Act 1948) is adopted by the institution for the welfare of the staff and faculty.
3. **Free/Subsidized Health Care:** Free/subsidized consultation, examination, investigation, and treatment are available for staff and faculty, under the 'I.T.S. Health Care' system.
4. **Free Out-patient consultation** is also available at the Surya hospital for the staff and their families.
5. **Insurance against death and injury from accidents** – Staff and faculty are insured against death and injury due to accidents.
6. **Financial concession** for admission of children/spouses of faculty and staff to any undergraduate and postgraduate programs run by the management.
7. **Financial support** to faculty for attending conferences and Continuing Professional Programs.
8. **Accommodation to staff and faculty is provided within the campus.**
9. **An incentive scheme for the marriage of staff** or his/her immediate relative also exists in the institution.
10. **The management also provides a Children education scheme** for the staff. The tuition fee of a maximum of two children of non-teaching staff with a monthly salary of less than Rs 20,000/- is reimbursed up to Rs 750/- per month per child till 12th standard only.
11. **Leave Travel concessions (LTC)** are provided to both teaching and non-teaching staff after completion of 5, 10 and 15 years of service. Those who have completed 5yrs are given Rs 10,000 along with 3 days leave and those who have completed 10yrs or 15yrs are given Rs 30,000 along with 5 days leave.

Non-teaching staff who have completed 3 yrs of service and whose salary is less than Rs 15,000/- are given financial support for their marriage as well as their family members.

1. **All staff members who are not under ESIC coverage are entitled to the medical and accidental policy.**
2. **Maternity leave** is given as per the rules and regulations of the institute.
3. **Campus facilities** like Residence, Gym, Yoga, and Recreation are readily made available for the faculty staying in the campus.
4. **Faculty and student excursions** are also arranged frequently.

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

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

Response: 53.91

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

2018-19	2017-18	2016-17	2015-16	2014-15
25	19	10	17	18

File Description**Document**

Institutional data in prescribed format

[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: 6.2

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

2018-19	2017-18	2016-17	2015-16	2014-15
8	8	5	5	5

File Description**Document**

Institutional data in prescribed format

[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: 58.29

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

2018-19	2017-18	2016-17	2015-16	2014-15
32	19	10	17	18

File Description	Document
Institutional data in prescribed format	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 institution has a well-established method of appraisal. The appraisal procedure is staged as follows

1. Self Appraisal: The faculty expresses his/her own performance, Key Result Areas, faculty initiatives, etc.
2. Appraisal by HOD/Principal on the performance of the faculty.
3. Appraisal by Management.

The performance of faculty & staff of I.T.S Paramedical College is found satisfactory. The increments are released depending upon the performance of faculty & staff, and in some cases, additional increments are given for better performance. Promotions are also considered on the basis of appraisal.

Foremost among the strategies and implementation plans to recruit and retain members of faculty and staff is the creation and provision of sound and efficient work culture and environment as well as incentive-based academic progression.

Faculty are provided autonomy in the work they undertake. The institution also ensures punctuality through biometric signatures. Also, staff & faculty are made aware that the education they provide must be student-centric. To facilitate this, the faculty is provided with updated teaching aids. Also, the institution exposes faculty to training programs each year. The institution also organizes a teacher's training programs, from time to time wherein all faculties are deputed to obtain insights into the latest concepts & methodologies in teaching. The institute also organizes continuing updating and education workshops as a part of faculty training.

Faculty are encouraged to undertake research present them in scientific forums (many scientific papers have been presented by faculty in National & International forums), lectures on their expertise (many have been delivered in the preceding 4 years) and published in peer-reviewed journals.

Faculty is given yearly increments based on their research & clinical efforts in addition to promotions.

These ensure the optimized contribution of the staff & faculty to the overall development & progression of the institution. It is therefore unsurprising that since the founding of the institution 15 years ago some senior faculty continue to serve the college, many serving faculty have been employed for a period ranging between 5-10 years.

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

6.4 Financial Management and Resource Mobilization

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

Response:

The institution is a self- financed organization in which the major financial resource is the student's fees coming from various sources. The institution makes all efforts to mobilize fees from students. The institution monitors the effective and efficient use of financial resources through budgets and internal audits. It has appointed a chartered accountant, who on a regular basis conducts the internal audit of all the transactions. The annual budget is prepared for the purpose of implementing infrastructural development and teaching-learning processes. Regular monitoring is done in order to know the deviations and to take corrective measures. All income and expenditure of the college are efficiently monitored by The Managing Committee in coordination with the Principal and Vice-Chairman.

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

6.4.2 Institution conducts internal and external financial audits regularly

Response:

The Institute has its own internal audit system and has appointed a chartered accountant, who on a regular basis conducts the internal audit of all the transactions. The external audit is conducted by statutory auditors M/s. D.C Garg and Company, Ghaziabad and they conduct the audit twice a year.

M/s. D.C Garg and Company, Ghaziabad conducts the official scrutiny of accounts by going through routine college fee collections, bank payments and receipts, cash payments, and receipts, undertake verification of bills and payment vouchers. Auditors submit their report to finance committee of the institute. All the recommendation, suggested by the authors in their report, is taken care of by the finance committee. The last audit was done in April 2019. The objections, if any, are rectified and corrective action taken to ensure that the corrections are addressed in subsequent audits.

An audited statement of accounts for the financial year 2015-16, 2016-17 and 2017-18, 2018-2019 is available.

File Description	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)

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

File Description	Document
Institutional data in prescribed format	View Document
Link for Additional Information	View Document

6.5 Internal Quality Assurance System

6.5.1 Institution has a streamlined Internal Quality Assurance Mechanism

Response:

INTERNAL QUALITY ASSURANCE CELL

IQAC acts as the central unit which reviews the administrative and academic functioning of the institute.

Structure: The Internal Quality Assurance Cell will comprise of the Cell Convenor/Co-ordinator, Heads of each department, and two faculty members from each department and the Principal. The Secretary Managing Committee of I.T.S-IHAS is the external member. The coordinator informs and motivates all faculty members to implement management practices which bring about an overall improvement in the academic and administrative functioning of the college. The Convenor of the cell collects information from the departments regarding the progress of academic and extracurricular activities.

Methodologies of Operation

IQAC monitors the academic & administrative functions of the college through its members.

Academic monitoring includes

Reviewing of teaching plans by each faculty,

Feedback on the status of syllabus covered,

Review of teaching methodologies adopted by faculty.

Review of study material/ notes prepared by the faculty.

Obtaining student feedback on teaching.

Remediation of any problems encountered by the students.

Faculty development through counseling and refresher programs.

Facilitation of research projects conducted by students & faculty.

Administrative monitoring includes

Monitoring of fee collection

Monitoring of repair and maintenance of Lab equipment.

Monitoring OPD & patient satisfaction.

The IQAC proposes policies and documents for improving the Quality of Systems & Processes in the Institution.

All the proposals at the academic level are discussed by the Academic Coordinators with the Principal. The Principal takes these proposals to the Secretary and the Vice-Chairman who subsequently discuss it in meetings.

At the administrative levels, the requirements and proposals are discussed between the APO and the college Principal who then forward it to higher authorities.

The Coordinators for Student support services look after Sports, Cultural and extracurricular activities and report any requirement to the IQAC.

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

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

Response: 9.09

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

2018-19	2017-18	2016-17	2015-16	2014-15
7	4	1	1	2

File Description	Document
Institutional data in prescribed format	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.,)

E. None of the above

D. Any one of the above

C. Any two of the above

B. Any three of the above

Response: A. All of the above	
File Description	Document
Institutional data in prescribed format	View Document
Link for Additional Information	View Document

NAAC

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: 6

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

2018-19	2017-18	2016-17	2015-16	2014-15
2	1	1	1	1

File Description	Document
Institutional data in prescribed format	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

The college has conducted the gender audit in the year 2015-16, 2016-17, 2017-18, and 2018-19. The details of which are uploaded on the All India survey on Higher education (AISHE) college website.

Gender Audit

The salient features of the gender audit conducted are as follows:

The overall female student to male student ratio is 2.4:1 . At the undergraduate level it is 2.33:1 where as at the postgraduate level it is 3.18:1. in the year 2018-19.

Gender Sensitization Action Plan

The I.T.S-IHAS has zero tolerance towards any form of gender-based discrimination, exploitation and harassment. Consequently, the college has constituted Women's cell to prevent sexual or physical harassment to female students and faculty. The women's cell regularly monitors and prevents any misdeeds in the campus. Any complaint is promptly looked into and discussed with the Head of the Institution to initiate punitive measures against the culprit.

The institution conducts gender sensitization programs for faculty. Women empowerment is encouraged by celebrating Women's day. The staff, during meetings, is made aware of gender equality and issues related to them. They are made aware of the right of personal dignity and security. Female staff, both teaching and non-teaching, is educated to address any of their problem at work place to the Grievance cell and Women cell. However, no such cases have been reported till date.

The institute promotes and encourages equal rights for the female staff, with inclusion of an Active Women Cell. **Women's Day Celebrations** with the entire female faculty on 8th March is celebrated every year. For all kinds of physical health issues, the institute has an in campus 100 bedded Surya Hospital with doctors available round the clock. The OTs are fully equipped to handle emergencies, trauma etc. Every year, **Hepatitis Vaccination program?** is conducted for students and staff members of the institute. Cervical cancer and breast cancer awareness program is also conducted for the female staff regularly. The institution is keen on educating the community against female foeticide and has taken effective measures in women empowerment as well.

The college has separate gymnasium for males and females.

Student Counselors include:

Mrs. Rachna Kakkar(Mob. No. 9891371139)

Counselling

The Institute has made adequate arrangements for counseling of students and faculty members. Regular counselors is available for all kinds of issues related to psychological stress or gender related issues.

Counselors include:

Mrs. Rachna Kakkar (Student Counsellor) is available on Mondays & Wednesdays between 1.00pm to 4.00pm (Mob. No. 9891371139).

Common Rooms

Common rooms are available for female students, faculty and staff members if they are not feeling well. They can rest in this rooms till their health condition recovers.

Day care centre for young children

Most of the female faculty of the the Institute are married and have children. The Insitute makes adequate provisions for care of their children whenever requested.

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

7.1.3 The Institution has facilities for alternate sources of energy and energy conservation devices 1. Solar energy 2. Wheeling to the Grid 3. Sensor based energy conservation 4. Biogas plant 5. Use of LED bulbs/ power efficient equipment
E. any one of the above

D. Any two of the above

C. Any three of the above

B. Any four of the above

Response: C. Any three of the above

File Description	Document
Institutional data in prescribed format	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:

The Institution has its Green Policy which emphasizes on the following to be strictly followed

i). Maintenance of clean, green and smart campus.

ii) The Institution has always promoted the concept of conservation of energy. All faculty and staff have been advised to conserve electricity.

iii) Waste segregation and planned disposal of waste through authorized agencies only

iv) Bio- hazardous waste management: The Institution ensures proper disposal of Bio-hazardous waste through contract with an agency called Synergy Waste management Private Ltd. (approved by U.P. State Pollution Control Board)

v) E-Waste Management: The institution dispose off E-waste like computers, monitors etc by either giving to any needy staff member or by selling it to a recycling agent.

vi) Effluent treatment and recycling plant.

This campus is provided with 02 STP systems with the capacity of 50 KLD drain system. Whole water of the campus is sent to STP plant tanks through the internal drainage system and the treated water is used for lawn, play ground areas and plantation in the campus. An operator is deployed to operate the STP systems

vii). No Smoking campuses

viii). Energy conservation strategies –Hostels of the Institutions have Solar panels installed for the heating water. 142 solar water heating collectors with the capacity of 100 Liters each have been installed in the campus to provide the hot water to the students

ix). Plastic-free campuses

x). Conservation of water resources - Rainwater harvesting and wastewater treatment

xi). Reducing paper communication The Institution actively organizes Swachh Bharat Abhiyan and creates awareness and consciousness amongst students. The Institution also has included a subject Environmental Sciences in all courses as stipulated by C.C.S University and organizes Environment Day and Water Day. The Institution believes in preserving traditional medicine and has established medicinal plants garden and promotes eco-friendly cultivation practices by organizing medicinal plants exhibition.

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

7.1.5 Water conservation facilities available in the Institution:

1. Rain water harvesting
2. Borewell /Open well recharge
3. Construction of tanks and bunds
4. Waste water recycling

5.Maintenance of water bodies and distribution system in the campus**Any one of the above****Any Two of the above****Any Three of the above****Any Four of the above****Response:** All of the above

File Description	Document
Institutional data in prescribed format	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

E. any one of the above**D. Any two of the above****C. Any three of the above****B. Any four of the above****Response:** A. All of the above

File Description	Document
Institutional data in prescribed format	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. Disabled-friendly washrooms**
- 3. Signage including tactile path, lights, display boards and signposts**
- 4. Assistive technology and facilities for persons with disabilities (*Divyangjan*) accessible website, screen-reading software, mechanized equipment**
- 5. Provision for enquiry and information: Human assistance, reader, scribe, soft copies of reading material, screen reading**

E. any one of the above

D. Any two of the above

C. Any three of the above

B. Any four of the above

Response: B. Any four of the above

File Description	Document
Institutional data in prescribed format	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:

Inclusive Environment

Tolerance and Harmony towards Cultural & Regional factors

I.T.S-IHAS has a commendable Community-Social network with overarching presence in rural regions for social welfare and mass outreach. Due to its prime location on arterial National Highway 58 connecting Delhi NCR with majority of Western Uttar Pradesh State the Institute stands as the lighthouse for education in this part of the country. Our community network spreads across over 150 villages in the surroundings. The majority of the student pool of the Institute is drawn from these areas and as such tolerance and harmony are woven into the very fabric of the Institute.

Linguistic factors

Students taking admission in the Institute are primarily from the Hindi speaking heartland of Uttar Pradesh. Many of the entrants come from Hindi medium schools. Since all the courses in the Institute are in English Medium, the Institute has understood this issue and makes all efforts to resolve it. Special English classes are provided for the students. Teachers have modified their teaching methodology by adopting the use of bilingual language whenever needed. Since the University Examinations are all in English, emphasis is laid on improving the understanding of students in English as a medium of teaching, writing and communication.

Socio-economic & other diversities**Students**

The parents of most of the students enrolled in the Institute are from the farming background. Around 25% of students avail Government Social Welfare department scholarships because they come from a poor socio-economic conditions. The institute motivates them to apply if they are eligible and facilitates the students in completing their application process.

Patients

Social and regional factors in the adjoining areas also pose a typical barrier for physiotherapy services. Low economic background of patients reporting to the institute thus encourage us in elevating the level of resources required for treatments. The institute conducts camps in rural areas regularly on every Tuesday and Sunday and provides a dedicated faculty for this purpose. Besides special camps are also held for the aged, school children, government departments, resident welfare associations etc. These measures have placed us in a pivotal role in terms of providing community service in Ghaziabad.

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

7.1.9 Code of conduct handbook exists for students, teachers and academic and administrative staff including the Dean / Principal /Officials and support staff. 1. The Code of conduct is displayed on the website 2. There is a committee to monitor adherence to the code of conduct 3. Institution organizes professional ethics programmes for students, teachers and the academic and administrative staff 4. Annual awareness programmes on the code of conduct are organized

E. None of the above

D. Any one of the above

C. Any two of the above

B. Any three of the above

Response: A. All of the above

File Description	Document
Institutional data in prescribed format	View Document
Information about the committee composition number of programmes organized etc in support of the claims	View Document
Web link of the code of conduct	View Document
Link for additional information	View Document

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

Response:

The institute celebrates the following National/ International commemorative days:

WORLD ENVIRONMENT PROTECTION DAY 2018

World Environment Protection Day is celebrated every year on **26th November** to create global awareness of the need to take positive action to protect the environment. Students and Faculty members of ITS-IHAS, Muradnagar, celebrate WORLD ENVIRONMENT PROTECTION DAY with a lot of zeal every year. Students present posters, nukkad natak to emphasize the importance of environment. Faculty, Staff and students took pledge for environmental protection, environmental awareness, and a sense of responsibility towards the environment and nature. Rally was organized to raise awareness among the general public about environmental issues, to encourage people from different societies and communities to actively participate in the celebration and become active agents in developing environmental safety measures and to encourage people to join the campaign to make the world a better place by making their nearby surroundings safe and clean for a safer, cleaner, and more prosperous future. We also created awareness for disposal of waste in a proper way. Separate colored dustbins were kept for waste disposal. People were advised to dispose wet wastes in green colored dustbins and dry wastes in blue colored dustbins. Sapling Plantation Drive is undertaken. 20 Saplings of fruit bearing trees like Jamun , Bel , Gauva were planted around the playground. The students were also appraised of the importance of planting trees and the nature of these plants. In a nut shell they presented that ‘the life is safe if environment is safe’ and it is the duty of every human being to safeguard the environment.

WORLD OZONE DAY-2018

I.T.S-IHAS, Ghaziabad, celebrated the World Ozone Day on 16.09.2018 to emphasize the importance of ozone for life on planet earth. This event started with lamp lighting and sarswati pooja . In the very beginning of this programme the Principal told about the history of World Ozone Day. He emphasized the importance of plants for the safeguarding planet earth. Students presented seminars on ozone, its origin, nature and importance. Nukkad natak was the highlight of the event presented by students. All the faculty members were present to grace the event. **International Day for the Preservation of the Ozone Layer** is

an annual event that commemorates the date of the signing of the Montreal Protocol in 1987.

National Voter's Day

The National Voters' Day is celebrated every year in India on 25th January every year to mark the foundation day of Election Commission of India (ECI). The significance of this day is to encourage youngsters, who have reached the age of 18 to participate in the electoral process, by enrolling or registering themselves in electoral rolls and to exercise their franchise. I.T.S-IHAS Muradnagar celebrates National Voter's Day 25th Jan every year.. Students rally is organized in nearby town of Modinagar in which schools and colleges participate. The rally is inaugurated by SDM, Modinagar. Many competitions including solo singing, group singing, essay writing, poster making, nukkad natak are organized. Our Students got First Prize in Nukkad Natak competition in 2017.

File Description	Document
Link for additional information	View Document

7.2 Best Practices

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

Response:

Best Practice 1

1. Title of the Practice

“Practical Training & Development of the Students”.

2. Objectives of the Practice

- **To transform individuals to become specialists in health & allied sciences.**
- **To educate about the practical application of science in improvement of products, processes and patients.**
- **To create avenues for training and placement of students.**
- **To inculcate professional skills in students.**
- **To make students industry ready and practical exposure towards research.**

3. The Context

Students who join professional courses like B.P.T/ Biotech have to be motivated to continue in the same field. By providing extensive practical training the students understand the profession better and stay in the profession.

4. The Practice

Our institution has made all efforts to attract students towards these practical based courses by providing state of the art infrastructure and expertise. We have more than 10 Laboratories for practical training of students.

5. Evidence of Success

- a. Increase in number of admissions in undergraduate and post graduate courses in health & life sciences.
- b. Our graduates get placed in reputed organizations even before they complete internship.

6. Problems Encountered and Resources Required

- a. Highly sophisticated equipments like NMR, GC-MS, Mass Spectrophotometer etc are available at Reputed companies only.
- b. Due to the rural location of our college the students face difficulties in getting public transport for reaching the sites of clinical posting or practical training.

7. Notes

Our institution's practice of providing excellent quality of practical exposure has been an inspiration for colleges in the neighborhood and many of the methods employed by us have been adopted by other institutes.

Best Practice-2

1. Title of the Practice

“Mentorship Program of Students”

2. Objectives of the Practice

1. To help build a framework of support for mentees
2. To facilitate career and personality development planning
3. To give mentees time for reflection, challenge pre-conceived ideas, opportunity to build networks

3. The Context

Students often form “mentor type” relationships without there being a formal scheme in place,

and these valuable relationships should be encouraged and supported. Informal mentoring can and does work for some people, but equally, it can present problems for both parties involved. Informal mentoring is dependent on the right people finding each other at the right time. Access to a managed scheme will give this opportunity to all, not just the lucky few.

4. The Practice

To address these issues the institution has developed a mentoring program which supports and guides each student through a journey called “college”.

The mentoring programme is self-driven, requires the students to take responsibility and ownership for their learning and development. The implementation of this mentoring programme demonstrates the College’s commitment to the development of students, by providing them with support during the important early period of their education within the institution. Each student is allotted a faculty member who acts as a mentor (usually a teacher who teaches him/her). The mentor acts as a facilitator, guide, role model and challenger. The faculty is trained and appraised of the process involved beforehand. The faculty member discusses with each student under his/her care regarding academic and personal problems. The Mentee Form is used as a basis for this one-to-one discussion and to assess immediate needs. Issues reported by the student are recorded in the Mentorship Form. The reasonable needs of the mentee are brought to the notice of the Principal of the college. The Principal tries to resolve the needs immediately if possible.

The mentee also promises to improve his/her academic and co-curricular performance during the mentoring discussions. The review of progress against the objectives agreed in the mentoring discussions is periodically undertaken. There is also a provision of feedback regarding the overall system of teaching.

5. Evidence of Success

The purpose of the Mentoring Program was to elicit genuine grievances from the students related to academics or personal issues. The success of the Mentorship program is reflected from the response it has received from the students. The students are now sharing their problems freely with the mentor. Many preconceived notions about the college, faculty and fellow students have been changed. The students have become more academically oriented. Some of their issues like provision of notes in specific subjects, increase in library timings, no. of books issued, provision for changing rooms etc. have been solved. The mentors have also counseled the students for improved learning with strategies like Time Management, Regular attendance, preparation of own notes, scheduling of routine etc. Student came out with specific problems like inability to understand English. This finding prompted the institution to adopt a system of English classes for weak students. A few students had also reported psycho-social problems due to personal or family issues and such students have been referred to the Psycho-social counselor for counseling. The remarkable improvement in the perception of the students about themselves, about the college and the faculty is a mark of success of the mentoring program.

6. Problems Encountered and Resources Required

Initially many faculty members were reluctant to participate in the mentorship program as they thought that it would hamper their teaching schedules. Likewise many students thought of it as a

waste of time. But as the mentoring program started showing positive results in terms of improved attitude towards studies, active participation of students in college initiatives the whole system got in place very well. Fortunately the resources required to implement the suggestions like availability of more books from the library, increasing library timing were addressed by the management immediately.

7. Notes

The mentoring program is not only a very powerful personality development tool, but also a mechanism to gauge the success of college functions from the student's viewpoint. We recommend all educational institutions to adopt such mechanisms to groom the students so that they can excel in academics as well as extra-curricular activities.

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

7.3 Institutional Distinctiveness

7.3.1 Portray the performance of the Institution in one area distinctive to its priority and thrust within 500 words

Response:

The priority and thrust area of the Institute is to provide students with an opportunity for learning and professional training which stands apart from other institutes. We ensure that students study rigorously and punctually. With the invasive spread of social media especially in the lives of young generation it has become very difficult for institutions to groom students in the right direction. The ultimate goal of every institute is to create better and worthy citizens for the country. It is our foremost endeavour that students study in a disciplined and enabling environment. The teaching and learning atmosphere in our institute enables students to equip themselves with life long skills and practical knowledge.

Physiotherapy and Biotechnology professions have witnessed a dearth of quality professionals. The institute is proud to state that it not only provides quality training within the institute but also has established an extensive network of sites for providing industry exposure to the students. The students are trained on a regular basis in more than 40 sites across the physiotherapy and biotechnology industry. Since its inception the faculty and staff of our institute have strived hard to produce industry ready professionals and maintain the standards of teaching. We take pride when our students get placed in reputed hospitals or scientific organizations every year. The success of an institute lies in its product. Today our students are one of the most sought after ones. Hospitals and companies eagerly wait for our passouts. This speaks for their calibre and skills. Furthermore the remuneration they are offered are best in the industry.

Our Alumni is a strong network of professionals who share their feedback with the alma mater. It has helped

the Institute to develop leaps and bounds. We have constantly upgraded our facilities based upon the feedback and this has enabled the institute to reach the pinnacle. Besides giving feedback the alumni also share a strong bond with the faculty members.

The institute also feels proud in the fact that many faculty members are serving the institution for more than a decade. We have some of the finest teachers in the industry associated with us since inception. A stable and experienced faculty has helped us to build an enviable reputation and made our institute the one of the most sought after one for Physiotherapy and Biotechnology courses in this part of country.

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

Criterion 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

E. One or none of the above

D. Any 2 of the above

C. Any 3 of the above

B. Any 4 of the above

Response: A. All of the above

File Description	Document
Institutional data in prescribed format	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:

The institute has established Clinical Skills Training Lab in accordance with the training requirements of students. All trainings are imparted by the faculty members and during practice sessions students practice under the direct supervision of the faculty who take keen interest in the practice. The faculty ensures that each and every students imbibes the basic required clinical skills in physiotherapy which shall help them in their clinical practice in future. Students from BPT 2nd year onwards are trained in clinical skills labs. Training is imparted for subjects like Biomechanics, Physiotherapy in Orthopaedic etc with the help of models of different joints of the human body. For training in the subject of Rehabilitation Therapy we use prosthetic and orthotic models specially procured for this purpose. The students of BPT 2nd year are trained in the Pre-Clinical Electrotherapy lab where they practice electrical stimulation of motor points of nerves using live models or partners. Similarly for practicing exercise therapy techniques the students are assigned training partners or fellow students and the required equipments for practice. BPT 3rd year students practice on all electrotherapy equipments which are kept exclusively for pre-clinical training in the electrotherapy lab. BPT 4th year students are trained on simulation through the use Manikin for Basic Life

Support Training. Besides these labs the students are encouraged to use clinical videos from the institute's website for simulation of the actual clinical practice settings and clinical conditions for which physiotherapy treatment is utilized.

Monitoring of students is done by taking feedback from BPT Interns since they have completed the above mentioned trainings in previous years. Feedback is taken for the clinical skills interns have acquired during the entire course of BPT.

File Description	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:

The institute has adopted various steps or procedures ensure that students have imbibed these values during patient care.

Quality of Care

The institute has a Quality of care policy which is followed in letter and spirit. The students and faculty discuss this policy regularly and are encouraged to provide useful inputs for improvement in this policy.

Patient Safety Procedures

The institute ensures patient safety in all procedures especially while he/she is undergoing physiotherapy treatment. All the electrical connections of electrotherapy modalities are checked before use and also checked regularly for any wear and tear. Every patient is advised not to sleep during the treatment sessions to avoid burns and similar damages. Every patient is advised not to touch any modality/wires/electrodes during the treatment sessions.

Fall Prevention

Ample light is provided in the OPD for clear visibility.

Low height plinths are installed in the Neuro O.P.D for the ease of neurological patients.

Furniture is checked regularly for any damage or protruding nails etc

Anti-slip mats, low height plinths, use of walking aids are regularly used to prevent falls.

Every therapist working in Neuro O.P.D is made aware of the risk of fall and works vigilantly to prevent the same.

Area near paraffin wax tub is cleaned daily to avoid fall as it spillage of wax from the wax tub makes the floor slippery.

A stepper is installed with high height plinths to help patient step up and down the plinth.

Hand rails and grab bars are provided near stairs and in the washrooms.

Western toilet seats are provided with grab bars.

Stoppers are provided at every door and window to avoid sudden closure of doors or windows.

Equipment Safety

All equipments are checked regularly for proper functioning and cleaned regularly.

UPS connection is provided for safety of major equipments.

All electrodes are cleaned daily.

Ultrasonic head is cleaned with sanitized cotton before and after every use.

All the electrical connections of electrotherapy modalities are checked before use for any wear and tear.

Timely servicing of modalities is done.

Faults are reported immediately and the machine or part is removed from use until repaired or replaced.

Utilization of Principles of Ergonomics

The entire Institute's furniture is designed as per ergonomic principles. The desks in the classrooms, shelves in faculty room, tables in office area, computer lab furniture, OPD furniture etc is specially designed to make it convenient for the user. Regular advise is taken from architects for improvement in designs.

Infection prevention and control practices

The students are trained as a part of the curriculum and also during the internship on adoption of infection prevention and control practices. Flex boards have been displayed at prominent places in

the teaching hospital for educating the hospital staff as well as patients on these aspects. Students are trained in proper hand washing techniques and use of gloves and face mask while treating patients in the ICU as well as Neuro Physiotherapy OPD.

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: 49.09

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

2018-19	2017-18	2016-17	2015-16	2014-15
32	17	9	15	9

File Description	Document
Institutional data in prescribed format	View Document
Link for Additional Information	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:

The institute measures and certifies the attainment of adequate competency of physiotherapy students through a systematic process of evaluation. The students are required to fill the self-administered Clinical Skills Evaluation form. The clinical skills evaluation form objectively lists the various competencies required. It tests competencies in different subjects of physiotherapy and thus provides a holistic overview of the skill set of the student. The results of this evaluation helps the

faculty members to objectively identify the lacunae or problem areas of students. It helps them in modifying their teaching practices so as to address these inadequacies.

The University practical exams are also held using the OSPE format. The student has to go through a structured format of evaluation at different stations. A set of practical examiners ask for practical questions and demonstrations at each station. This practice ensures the in-depth measurement of competencies of physiotherapy clinical skills. The students are provided positive inputs on their performance and are encouraged to comply with the format in case of difficulty.

File Description	Document
Links for Report on the list and steps adopted by the College to measure attainment of specific competencies by the BPT students/interns	View Document
Link for Additional Information	View Document

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

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

E. None of the above

D. Any one of the above

C. Any two of the above

B. Any three of the above

Response: B. Any three of the above

File Description	Document
Institutional data in prescribed format	View Document
Link for any additional information	View Document

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

Response:

Physiotherapy Ethics is a part of the curriculum of BPT 1st year as well as MPT 2nd year. The College sensitizes students to contemporary medico-legal practices through formal lectures on these topics. MPT 2nd year students are taught about various laws and councils governing their practice such as the Clinical Establishment Act., Delhi Council of Physiotherapy & Occupational Therapy Act, Consumer Protection Act. Etc.

I.T.S Surya Hospital has on panel several third-party payers/insurance companies that provide insurance cover to patients admitted to the hospital. Since the students are posted in the hospital for clinical exposure they interact regularly with the nursing and administrative staff in the hospital and learn about these aspects.

File Description	Document
Link for policy documents regarding relevant laws, insurance policies medical indemnity insurance cover for the clinical faculty	View Document
Link for list of clinical faculty covered by medical indemnity insurance policy by the Institution	View Document
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:

The institute has integrated interdisciplinary healthcare practices as a part of the curriculum for students. Clinical Psychology is a full paper in BPT 1st Year and is taught by eminent faculty members. The institute organizes camps in rural areas and students accompanied by faculty members take part in this noble cause on a regular basis. Students of BPT 4th year and Interns are posted in rural camps as a part of their Clinical postings. Thus the students are exposed to the field of social work as a part of the curriculum. Various wellness programs are organized in the college campus which exposes the students to a holistic view of healthcare. International Yoga Day is celebrated every year in which students from the entire campus take part with great enthusiasm. Preparation for International Yoga Day celebration starts a few days earlier in which the students actively practice Yoga asanas so that they can be fit on the occasion. Institute also arranges workshops on Meditation and Relaxation which provides the students with a perspective of the spiritual dimension of life and beyond.

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

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

Response:

The students are familiarized with Rehabilitation and Disability practices as per WHO guidelines relevant to community-based rehabilitation through their subject of Community Medicine in BPT 3rd year and Rehabilitation Therapy in BPT 4th year. Besides this BPT Interns are posted along with faculty in rural camps where they acquire the first-hand experience of community-based rehabilitation.

File Description	Document
Link for 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

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

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

Response:

The Institute boasts of outstanding facilities in its Physiotherapy OPD. We have fully equipped Ortho-Physiotherapy and Neuro-Physiotherapy OPDs.

The Institute has a wide range of Physiotherapy equipment starting from low tech equipment like

Paraffin Wax Bath/ moist heat, Dual Frequency Ultrasound, Pulsed SWD, Low-Level Laser Therapy, Combination Therapy, Vacuum Therapy.etc

Several diagnostic types of equipment are available in the OPD such as EMG-NCV, Biofeedback, Inclinometer, Hand Evaluation Kit, Hand Dynamometer which provide quality data parameters to be recorded for diagnosis and research. Besides these several Functional Scales are regularly used in Neuro Physiotherapy OPD which assess the Uni-dimensional and Multi-dimensional aspects such as ADL, Gait, & Cognition.

File Description	Document
Links for Documents establishing a record of the equipment/instrumentation	View Document

5. CONCLUSION

Additional Information :

In addition to the facilities of the college, the students have access to laboratories and facilities of I.TS Dental College which is on the same campus. Such laboratories include

Anatomy Museum

Physiology Lab

Pathology Lab

Microbiology Lab

Biochemistry & Pharmacology Lab

Advanced Research Lab with state of the art facilities like PCR, ELISA Reader, Immuno Assay where students from our college do research.

Animal House is available at I.T.S College of Pharmacy for doing animal-based researches.

Concluding Remarks :

A total student strength of 576 with two Undergraduate programs and two post-graduate programs. The programs are B.P.T, M.P.T, B.Sc. (Biotechnology), M.Sc. (Biotechnology). All the programs are affiliated to Chaudhary Charan Singh University, Meerut.

The Female to Male student ratio is 2.4:1

A teaching and research-oriented organization with a faculty strength of 28.

The faculty is highly experienced and drawn for various specializations of each field. Many of the faculty members are serving the institution for more than 10 years.

The Institute has consistently produced University Toppers & Gold Medalists since its Inception in 2005.

Students are admitted to all programs through the Online Admission Registration System conducted by the affiliating University.

State of the art physiotherapy O.P.D facility and Labs with EMG, Laser Therapy, Combination Therapy, Biofeedback Machine.

34 research publications by the faculty in National and International peer-reviewed journals in the past five

years.

Each department organizes several National/ International conferences, seminars, workshops annually.

Memorandum of Understanding (MoU) with K-Taping Academy Germany for conducting courses.

MoU with 10 reputed hospitals or rehabilitation centers for Clinical Posting and Internship of students. Linkages with more than 40 hospitals.

598 physiotherapy camps organized in neighboring villages, societies, schools, etc., in the last five years as an extension activity. Appreciation received from all sections of the society including Nagar Nigam, Gram Panchayat, District Administration, NGOs, etc for Institutional Social Responsibility Initiatives.

State of the art laboratories for extensive practical training of students.

ICT enabled campus with 50 Mbps high-speed internet and wi-fi connectivity.

Over 30% of the total students studying in the college are under the state government-sponsored scholarship scheme/fee waivers/college-sponsored scholarship.

Top management actively involved in the day to day activities of the college by direct interactions with the heads of each department.

Green initiatives like installation of solar water heating panels, rainwater harvesting, sewage treatment plants are well established.