

FEEDBACK ANALYSIS REPORT OF STAKEHOLDERS (2022-23)





REPORT OF TEACHERS FEEDBACK ANALYSIS ON CURRICULUM

(2022-2023)



Principal

Seal and Signature

PROFESSOR & PRINCIPAL ASHOK & RITA PATEL INSTITUTE OF PHYSIOTHERAPY CHARUSAT CAMPUS, CHANGA AT. CHANGA - 388 421 TA. PFTLAD. DIST. ANAND. (GULARAT)





A.Y : 2022 to 2023

Ashok & Rita Patel Institute of Physiotherapy, a constitute of Charotar Science and Technology undertook a survey on whether or not curriculum is producing intended result and meeting the objective that it has set forth for the physiotherapy program

The feedback was collected from 18 Teachers of Ashok & Rita Patel Institute of Physiotherapy

Feedback Analysis

5-Excellent, 4- Very Good, 3- Good, 2- Satisfactory, 1-Need Improvement

QUESTIONS	QUESTIONS	5	4	3	2	1
1	Content of syllabus	44.44	33.33	22.22	0.00	0.00
2	Relevance of syllabus to industry/research requirements	27.78	50.00	16.67	5.56	0.00
3	Course outcomes are well defined	66.67	11.11	22.22	0.00	0.00
4	Sufficient reading materials and digital resources provided	44.44	33.33	16.67	5.56	0.00
5	Incorporation of advanced topics	11.11	55.56	16.67	16.67	0.00
6	Pedagogy proposed has a desired balance between theory and practical	44.44	44.44	5.56	5.56	0.00
7	Assessment methods are fair, measuring the outcomes	44.44	33.33	16.67	0.00	5.56
8	Project component in the course, (if applicable)	22.22	33.33	11.11	0.00	0.00
9	Industrial training/ practical exposure in the course, (if applicable)	27.78	33.33	11.11	0.00	5.56









Conclusion

- Teachers are satisfied with the curriculum followed at Ashok & Rita Patel Institute of Physiotherapy.
- It has been suggested that curriculum can be made in line with Outcome based Education (OBE)s
- It has been suggested that Health Promotion & Fitness (University Elective) Course should be taken offline.
- It has been suggested that the Cardio Respiratory assessment should be included in 6th Sem as right now it is included in 7th Sem.



Ashok & Rita Patel Institute of Physiotherapy



REPORT OF TEACHERS FEEDBACK

ANALYSIS ON CURRICULUM

(2022-2023)



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Seal and Signature

PROFESSOR & PRINCIPAL ASHOK & RITA PATEL INSTITUTE OF PHYSIOTHERAPY CHARUSAT CAMPUS, CHANGA AT. CHANGA - 388 421 TA. PETLAD, DIST. ANAND (GUJARAT)





Ashok & Rita Patel Institute of Physiotherapy

A.Y : 2022 to 2023

Ashok & Rita Patel Institute of Physiotherapy, a constitute of Charotar Science and Technology undertook a survey on whether or not curriculum is producing intended result and meeting the objective that it has set forth for the physiotherapy program

The feedback was collected from 16 Teachers of Ashok & Rita Patel Institute of Physiotherapy

Feedback Analysis

5-Excellent, 4- Very Good, 3- Good, 2- Satisfactory, 1- Poor

QUESTIONS	QUESTIONS	5	4	3	2	1
1	Content of syllabus	25.00	12.50	43.75	6.25	12.50
	Relevance of syllabus to industry/research					
2	requirements	31.25	25.00	31.25	6.25	6.25
3	Course outcomes are well defined	25.00	50.00	25.00	0.00	0.00
	Sufficient reading materials and digital resources					
4	provided	37.50	25.00	31.25	0.00	6.25
5	Incorporation of advanced topics	25.00	31.25	37.50	0.00	6.25
6	Pedagogy proposed	18.75	43.75	31.25	6.25	0.00
7	Have a desired balance between theory and practical	18.75	25.00	43.75	0.00	0.00
8	Assessment methods are fair, measuring the outcomes	25.00	37.50	37.50	0.00	0.00
9	Project component in the course, (if applicable)	6.25	43.75	6.25	0.00	0.00
10	Industrial training/ practical exposure in the course, (if applicable)	18.75	43.75	12.50	0.00	12.50







Ashok & Rita Patel Institute of Physiotherapy

Conclusion

- Teachers suggested to integrate problem based learning in curriculum
- Teachers believed that courses syllabus are vast for the students to study during per semesters and need to be revised for certain courses like Clinical Neurology & Neurosurgery, Human Physiology II, Clinical Obstretrics, Gynaecology & Paediatrics.
- The Syllabus need to be revised for Physiotherapy in Sports, Clinical Orthopedics & Information & Communication Technology in Physiotherapy.
- The OBE Syllabus has been revised within a short duration so the focus on content revision was lacking.





REPORT OF STUDENT EXIT SURVEY FEEDBACK ANALYSIS

(2022-2023)



Principal

Seal and Signature

PROFESSOR & PRINCIPAL ASHOK & RITA FATEL INSTITUTE OF PHYSIOTHERAPY CHARUSAT CAMPUS, CHANGA

TA. PETLAD, DIST. ANAND (GUJARAT)





A.Y : 2022 to 2023

Ashok & Rita Patel Institute of Physiotherapy, a constitute of Charotar Science and Technology undertook a End Semester Student Feedback for the overall improvement of the system.

The End Semester Student Feedback was collected from 68 students of Ashok & Rita Patel Institute of Physiotherapy.

Feedback Analysis

5-Excellent, 4- Very Good, 3- Good, 2- Average, 1- Below Average

QUESTIONS CURRICULAR ASPECTS	Excellent	Very Good	Good	Average	Below Average
Curriculum developed and implemented has relevance to local, national, regional and global development needs.	47.06	38.24	10.29	4.41	0.00
Curriculum was broad enough to prepare you for career of choice.	39.71	38.24	22.06	0.00	0.00
Curriculum integrates crosscutting issues relevant to processional ethics, gender, human values, environment and sustainability.	41.18	38.24	16.18	4.41	0.00
The learning was supplemented by co-curricular activities such as course work outside the curriculum, project work, internships, workshops, conference, symposia etc.	45.59	38.24	14.71	1.47	0.00





TEACHING-LEARNING AND EVALUATION					
Audiovisual learning resources provided by teachers facilitated you to improve learning.	0.00	85.29	8.82	5.88	0.00
Reading material and other learning resources provided by teachers facilitated you to improve learning.	48.53	22.06	23.53	5.88	0.00
Hands-on practice in laboratories and project work facilitated in overall development, inculcating skills and time management.	42.65	33.82	20.59	2.94	0.00
Academic activities facilitate you to improve experiential learning, participative learning and problem-solving methodology.	45.59	33.82	14.71	5.88	0.00
Evaluation pattern (Unit Test, Assignment, and Presentation) made you capable of analyzing your strength & weakness, and empowered you to use resources effectively.	44.12	50.00	0.00	5.88	0.00
The overall experience would help you to engage in independent and life-long learning in the broadest context of technological change.	51.47	30.88	13.24	4.41	0.00
RESEARCH AND EXTENSION ACTIVITIES					
Institution has an eco-system to promote research and other initiatives for creationand transfer of knowledge.	57.35	25.00	14.71	2.94	0.00
Institution has adequate facility to carry out research.	52.94	26.47	19.12	1.47	0.00
Workshops/seminars on research methodology Intellectual Property Rights (IPR), entrepreneurship, skill development are organized regularly.	50.00	25.00	20.59	4.41	0.00
Activities with social relevance (NCC/ NSS/ CHRF/ CHARUSAT Rural Education etc.) are conducted regularly.	50.00	30.88	14.71	4.41	0.00
INFRASTRUCTURE AND LEARNING RESOURCES					
The institute has adequate facilities for Teaching – learning viz. audiovisual amenities, classrooms, laboratories.	52.94	29.41	16.18	1.47	0.00





The institute has adequate facilities for Cultural activities, yoga, games (Indoor and outdoor),	,				
sports and gymnasium	51.47	32.35	13.24	2.94	0.00
The institute has adequate LAN, WiFi and Internet Facility	54.41	32.35	8.82	4.41	0.00
The institute has adequate and hygienic canteen and food facilities.	58.82	26.47	14.71	0.00	0.00
Campus Ambience (Greenery, Environment friendly eco system, usage of solar lights, saving of electivity, production of electricity, working space) is pleasant.	57.35	26.47	13.24	2.94	0.00
Adequate learning resources are available in library.	55.88	27.94	16.18	0.00	0.00
		_	_		
STUDENT SUPPORT AND PROGRESSION					
Active student council exists and students are					
development and student welfare.	52.94	29.41	16.18	1.47	0.00
Institution timely resolves the grievances including sexual harassment and ragging cases.	51.47	32.35	13.24	2.94	0.00
Counseling helped in assessing learning level of students, leading to customized attention to needy students.	54.41	32.35	8.82	4.41	0.00
Institution encourages and provides support to participate in national and international events.	58.82	26.47	14.71	0.00	0.00
Capacity development and skills enhancement activities are organized regularly.	57.35	30.88	10.29	1.47	0.00
Adequate support is provided by Career Development and Placement Cell (CDPC).	52.94	29.41	13.24	4.41	0.00
GOVERNANCE AND LEADERSHIP					
The effective and transparent leadership is reflected in various institutional policies/	10.50				
practices.	48.53	33.82	17.65	0.00	0.00
Opportunity" for all.	50.00	30.88	19.12	0.00	0.00
Institute felicitates achievement of students through various modes.	52.94	26.47	17.65	1.47	1.47





CURRICULAR ASPECTS

0.00 5.00 10.00 15.00 20.00 25.00 30.00 35.00 40.00 45.00 50.00

Curriculum developed and implemented has relevance to local, national, regional and globaldevelopment needs.

Curriculum was broad enough to prepare you for career of choice.

Curriculum integrates crosscutting issues relevant to processional ethics, gender, human values, environment and sustainability.

The learning was supplemented by co-curricular activities such as course work outside the curriculum, project work, internships, workshops, conference, symposia etc.



EXCELLENT VERY GOOD GOOD AVERAGE BELOW AVERAGE

TEACHING - LEARNING AND EVALUATION

0.00 10.00 20.00 30.00 40.00 50.00 60.00 70.00 80.00 90.00









and Placement Cell (CDPC).



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AVERAGE BELOW AVERAGE







Conclusion

- Students are satisfied with the overall curriculum at Ashok & Rita Patel Institute of Physiotherapy.
- Students suggested
- \checkmark to provide hands on materials for practical's.
- \checkmark to have more educational visits should be conducted.
- \checkmark to improve the wifi connectivity
- ✓ requirement of Physical Activity sessions per week.



Ashok & Rita Patel Institute of Physiotherapy



REPORT OF STUDENT EXIT SURVEY /

FEEDBACK ANALYSIS

(2022-2023)



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Seal and Signature

PROFESSOR & PRINCIPAL ASHOK & RITA PATEL INSTITUTE OF PHYSIOTHERAPY CHARUSAT CAMPUS, CHANGA AT. CHANGA - 388 421 TA. PETLAD, DIST. ANAND (GUJARAT)





A.Y : 2022 to 2023

Ashok & Rita Patel Institute of Physiotherapy, a constitute of Charotar Science and Technology undertook a student exit survey/feedback for the overall improvement of the system.

The student exit survey/feedback was collected from 50 students of Ashok & Rita Patel Institute of Physiotherapy.

	Excell	Very	Cond		Below	Tetal
QUESTIONS			Good	Average	Average	Total
Curriculum developed and implemented has relevance to local, national, regional and globaldevelopment needs.	26.00	44.00	30.00	0.00	0.00	100
Curriculum was broad enough to prepare you for career of choice.	30.00	36.00	32.00	2.00	0.00	100
Curriculum integrates crosscutting issues relevant to processional ethics, gender, human values, environment and sustainability.	28.00	52.00	16.00	4.00	0.00	100
The learning was supplemented by co-curricular activities such as course work outside the curriculum, project work, internships, workshops, conference, symposia etc.	46.00	26.00	26.00	0.00	2.00	100
TEACHING-LEARNIN	G AND E	ALUATIO)N	1		
Audiovisual learning resources provided by teachers facilitated you to improve learning.	0.00	46.00	54.00	0.00	0.00	100
Reading material and other learning resources provided by teachers facilitated you to improve learning.	28.00	30.00	36.00	6.00	0.00	100





Ashok & Rita Patel Institute of Physiotherapy

Hands-on practice in laboratories and project work facilitated in overall development, inculcating skills and time management.	20.00	30.00	48.00	2.00	0.00	100
Academic activities facilitate you to improve experiential learning, participative learning and problem-solving methodology.	26.00	40.00	30.00	4.00	0.00	100
Evaluation pattern (Unit Test, Assignment, and Presentation) made you capable of analyzing your strength & weakness, and empowered you	28.00	60.00	0.00	12.00	0.00	100
to use resources effectively.	28.00	60.00	0.00	12.00	0.00	100
The overall experience would help you to engage in independent and life-long learning in the broadest context of technological change.	26.00	36.00	30.00	6.00	2.00	100
RESEARCH AND EX	TENSION	ACTIVITI	ES			6
Institution has an eco-system to promote research and other initiatives for creationand transfer of	28.00	46.00	24.00	0.00	2.00	100
Institution has adequate facility to carry out research.	32.00	36.00	30.00	2.00	0.00	100
Workshops/seminars on research methodology, Intellectual Property Rights (IPR), entrepreneurship,	32.00	50.00	14.00	4.00	0.00	100
Activities with social relevance (NCC/ NSS/ CHRF/ CHARUSAT Rural Education etc.) are conducted regularly.	30.00	44.00	18.00	8.00	0.00	100
INFRASTRUCTURE AND	LEARNIN	IG RESOL	IRCES			
The institute has adequate facilities for Teaching – learning viz. audiovisual amenities, classrooms, laboratories	38.00	34.00	26.00	2.00	0.00	100
The institute has adequate facilities for Cultural activities, yoga, games (Indoor and outdoor), sports	50.00	54.00	20.00	2.00	0.00	100
and gymnasium	48.00	30.00	16.00	4.00	2.00	100
The institute has adequate LAN, WiFi and Internet Facility	12.00	12.00	14.00	36.00	26.00	100
The institute has adequate and hygienic canteen and food facilities.	32.00	30.00	28.00	10.00	0.00	100





Ashok & Rita Patel Institute of Physiotherapy

Campus Ambience (Greenery, Environment friendly eco system, usage of solar lights, saving of electivity, production of electricity, working space) is pleasant. Adequate learning resources are available in library.	60.00 38.00	30.00 44.00	8.00 18.00	2.00	0.00	100 100
STUDENT SUPPORT	AND PR	OGRESSIC	N			
Active student council exists and students are involved in activities for institutional development and student welfare.	28.00	34.00	28.00	10.00	0.00	100
Institution timely resolves the grievances including sexual harassment and ragging cases.	66.00	28.00	4.00	2.00	0.00	100
Counseling helped in assessing learning level of students, leading to customized attention to needy students.	32.00	44.00	20.00	4.00	0.00	100
Institution encourages and provides support to participate in national and international events.	48.00	40.00	8.00	2.00	2.00	100
Capacity development and skills enhancement activities are organized regularly.	36.00	42.00	16.00	6.00	0.00	100
Adequate support is provided by Career Development and Placement Cell (CDPC).	22.00	42.00	16.00	20.00	0.00	100
GOVERNANCE A	ND LEAD	ERSHIP				
The effective and transparent leadership is reflected in various institutional policies/ practices.	24.00	34.00	36.00	6.00	0.00	100
Management of Institution follows "Equal Opportunity" for all.	20.00	24.00	42.00	12.00	2.00	100
Institute felicitates achievement of students through various modes.	30.00	44.00	20.00	4.00	2.00	100

















STUDENT SUPPORT AND PROGRESSION 0.00 10.00 20.00 30.00 40.00 50.00 60.00 70.00 Active student council exists and students are involved in activities for institutional development and student... Institution timely resolves the grievances including sexual harassment and ragging cases. Counseling helped in assessing learning level of students, leading to customized attention to needy students. Institution encourages and provides support to participate in national and international events. Capacity development and skills enhancement activities are organized regularly. Adequate support is provided by Career Development and Placement Cell (CDPC). EXCELLENT VERY GOOD GOOD AVERAGE BELOW AVERAGE **GOVERNANCE AND LEADERSHIP** 0.00 5.00 10.00 15.00 20.00 25.00 30.00 35.00 40.00 45.00 50.00 The effective and transparent leadership is reflected in various institutional policies/ practices. Management of Institution follows "Equal Opportunity" for all. Institute felicitates achievement of students through various modes. EXCELLENT EVERY GOOD GOOD AVERAGE BELOW AVERAGE





Conclusion

- Students are satisfied with the overall curriculum at Ashok & Rita Patel Institute of Physiotherapy.
- Students suggested to improve the wifi connectivity as it hampers the internet based learning and assignment given during lectures
- Students suggested the need of the auditorium especially for conducting seminars, workshops and guest lectures.





REPORT OF EMPLOYERS FEEDBACK

ANALYSIS ON CURRICULUM

(2022-2023)



Seal and Signature

PROFESSOR & PRINCIPAL ASHOK & RITA PATEL INSTITUTE OF PHYSIOTHERAPY CHARUSAT CAMPUS, CHANGA AT. CHANGA - 388 421 TA. PETLAD, DIST. ANAND (GUJARAT)







A.Y : 2022 to 2023

Ashok & Rita Patel Institute of Physiotherapy, a constitute of Charotar Science and Technology undertook a survey on whether or not curriculum is producing intended result and meeting the objective that it has set forth for the physiotherapy program

The feedback was collected from 01 Employer of Ashok & Rita Patel Institute of Physiotherapy.

Conclusion

• Employer was satisfied with the curriculum followed at Ashok & Rita Patel Institute of Physiotherapy.



Charotar University of Science and Technology

Faculty of Medical Sciences



CHARUSAT Ashok & Rita Patel Institute of Physiotherapy

EMPLOYERS FEEDBACK ON CURRICULUM (2022-2023)

1 response

Publish analytics

NAME

1 response

DAMOR PRAVINKUMAR NAVALSINH

DESIGNATION

1 response

Doctor(Pt)

ORGANIZATION

1 response

Ashirwad physiotherapy clinic .morva hadaf

EMAIL

1 response

damorpravin008@gmail.com

PHONE

1 response

84692 58609









Google Forms







REPORT OF ALUMNI FEEDBACK ANALYSIS ON CURRICULUM

(2022-2023)





PROFESSOR & PRINCIPAL ASHOK & RITA PATEL INSTITUTE OF PHYSIOTHERAPY CHARUSAT CAMPUS, CHANGA AT. CHANGA - 388 421 TA. PETLAD, DIST. ANAND (GUJARAT)





A.Y : 2022 to 2023

Ashok & Rita Patel Institute of Physiotherapy, a constitute of CharotarScience and Technology undertook a survey on whether or not curriculum is producing intended result and meeting the objective that it has set forth for the physiotherapy program

The feedback was collected from 13 Alumnus of Ashok & Rita Patel Institute of Physiotherapy

Feedback Analysis

5-Excellent, 4- Very Good, 3- Good, 2- Satisfactory, 1-Need Improvement

SR.NO	QUESTIONS	5	4	3	2	1
1	The curriculum was:	69.23	23.08	7.69	0.00	0.00
2	The relevance of the degree obtained with respect to your current job/position	69.23	30.77	0.00	0.00	0.00
3	taken a similar Program at other universities, you feel that your Programis:	76.92	15.38	7.69	0.00	0.00
4	Did you participate in any of the extracurricular activities of the	23.08	23.08	53.85	0.00	0.00
	Rate the Curriculum					
5	Learning value (in terms of skills, concepts, knowledge, analytical abilities, or broadening perspectives)	30.77	69.23	0.00	0.00	0.00
6	Applicability/relevance to real life	38.46	61.54	0.00	0.00	0.00
7	Extent and depth of content	30.77	53.85	15.38	0.00	0.00
8	Extent of coverage	30.77	53.85	15.38	0.00	0.00
9	Relevance/learning value of	30.77	61.54	0.00	0.00	0.00











Ashok & Rita Patel Institute of Physiotherapy

Conclusion

- Alumnus are satisfied with the curriculum followed at Ashok & Rita Patel Institute of Physiotherapy.
- It has been suggested that extent of coverage of the curriculum should include more of rare conditions.





REPORT OF ALUMNI FEEDBACK ANALYSIS

ON CURRICULUM

(2022-2023)



Principal

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PROFESSOR & PRINCIPAL ASHOK & RITA PATEL INSTITUTE OF PHYSIOTHERAPY CHARUSAT CAMPUS, CHANGA AT. CHANGA - 388 421 TA. PETLAD, DIST. ANAND (GUJARAT)





Ashok & Rita Patel Institute of Physiotherapy, a constitute of Charotar Science and Technology undertook a survey on whether or not curriculum is producing intended result and meeting the objective that it has set forth for the physiotherapy program

The feedback was collected from 19 Alumnus of Ashok & Rita Patel Institute of Physiotherapy

Feedback Analysis

5-Excellent, 4- Very Good, 3- Good, 2- Satisfactory, 1- Poor

SR.NO	R.NO QUESTIONS	RESPONSES			
		YES	NO		
1	Do you feel proud as CHARUSAT Alumni?	100.00	0.00		
2	Have you registered with the Alumni Association of CHARUSAT ?	68.42	31.58		
3	Are you willing to represent the University as its Brand Ambassador?	68.42	31.58		
4	Will you recommend CHARUSAT to your peers/friends and relatives?	100.00	0.00		
5	Was your time at University intellectually enriching?	100.00	0.00		
6	Does the university adequately address the problems of the students?	100.00	0.00		
7	Do the Curriculum and teaching - learning process at the university provides you with the technical expertise necessary for your career description?	100.00	0.00		
8	Are the training , placements and other student support activities satisfactory at the University?	100.00	0.00		


Charotar University of Science and Technology Faculty of Medical Sciences



Ashok & Rita Patel Institute of Physiotherapy

9	Are sufficient input from alumni included in CHARUSAT's developmental goals?	100.00	0.00			
10	Was your holistic development ensured by participation in various extracurricular and co-curricular activities?	100.00	0.00			
11	The relevance of tcurriculum and syllabus in line with recent trends is:	57.89	42.11			
12	The relevance of the degree obtained with respect to your current job/position is:	68.42	31.58			
13	When you meet students, who have taken a similar Program at other universities, you feel that your Program is:	84.21	15.79			
14	Rate the Curriculum	5	4	3	2	1
а	Learning value (in terms of skills, concepts, knowledge, analytical abilities, or broadening perspectives)	68.42	31.58	0.00	0.00	0.00
b	Applicability/relevance to real life situations	68.42	31.58	0.00	0.00	0.00
c	Extent and depth of content	68.42	31.58	0.00	0.00	0.00
d	Extent of coverage	73.68	26.32	0.00	0.00	0.00
e	Relevance/learning value of project/training	78.95	21.05	0.00	0.00	0.00





Conclusion

- Alumnus are satisfied with the curriculum followed at Ashok & Rita Patel Institute of Physiotherapy.
- Alumnus suggested to add other elective courses that help for abroad licensing Examination



FEEDBACK ACTION TAKEN REPORT OF STAKEHOLDERS (2022-23)



Charotar University of Science and Technology Faculty of Medical Sciences Ashok & Rita Patel Institute of Physiotherapy



ACTION TAKEN BASED ON THE FEEDBACK

OF CURRICULUM

(2022-2023)



Principal

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PROFESSOR & PRINCIPAL ASHOK & RITA PATEL INSTITUTE OF PHYSIOTHERAPY CHARUSAT CAMPUS, CHANGA AT. CHANGA - 388 421 TA. PETLAD, DIST. ANAND (GUJARAT)



Charotar University of Science and Technology Faculty of Medical Sciences Ashok & Rita Patel Institute of Physiotherapy



ACTION TAKEN BASED ON THE FEEDBACK OF CURRICULUM

(2022 - 2023)



FEEDBACK – ACADEMICS PEERS AND FACULTIES SUGGESTED THE FOLLOWING

- To have Problem based learning and Participatory learning in pedagogy for improving Program Outcomes.
- The Curriculum can be made in be in line with OBE





ACTION TAKEN:

- For improving Program Outcomes the student-centric, innovative learning activities or best practices are adopted for which a Guide for implementing and a Guide for writing report on these student-centric, innovative learning activities or best practices are developed and a plan has been developed to implement these in the PG curriculum for the upcoming year.
- The process to make Curriculum in line with OBE has been initiated from this year.



Principal Seal and Signature

PROFESSOR & PRINCIPAL ASHOK & RITA PATEL INSTITUTE OF PHYSIOTHERAPY CHARUSAT CAMPUS, CHANGA AT. CHANGA - 388 421 TA. PETLAD, DIST. ANAND (GUJARAT)

Minutes of 16th Meeting of Board of Studies (BOS)

Date: 5th March, 2022 - Saturday

Time: 2.00 pm

Venue: Conference Room, ARIP, CHARUSAT

The 16th meeting of the Board of Studies of Ashok & Rita Patel Institute of Physiotherapy (ARIP) (a constituent institute of CHARUSAT) was held as per schedule.

Following members remained present/ absent at meeting:

Sr.No	Members Name	Designation	Present/Absent
1	Dr. Neeta Vyas (P.T.) Ph.D. Director, Ahmedabad Institute of Medical Sciences, Ahmedabad	Member	Present
2	Dr. Mahendra Gandhi Orthopaedic Surgeon, Santrama Physiotherapy Center, Nadiad.	Member	Absent due to pre occupancy
3	Dr. Nilima Patel (P.T.) Ph.D. Director, Parul Institute of Physiotherapy, Parul University, Vadodara	Member	Present
4	Dr. Annamalai (P.T.) HOD, Department of Physiotherapy, Apollo Hospital, Gandhinagar	Member	Absent due to pre occupancy
5	Dr. Harihara Prakash (P.T.) Ph.D. Principal,K.M. Patel Institute of Physiotherapy, Karamsad.	Member	Present
6	Dr. Prakash V (P.T.) Ph.D. Associate Prof., ARIP	Member	Present
7	Dr. Dhruv Dave (P.T.) Ph.D. Associate Prof., ARIP	Member	Present
3	Dr. Vidhi Thakar (P.T.) Asst. Prof., ARIP	Member	Present
	Dr. Surbala Devi (P.T.) Asst. Prof, ARIP	Member	Present
0	Dr. Mansi Soni (P.T.) Asst. Prof., ARIP	Member	Present

11	Dr. M Balaganapathy (P.T.) Ph.D. Professor & Principal, ARIP	Member Secretary	Present	
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Agendas, Proceedings & Resolutions:-

The proceedings, discussions and resolutions are as below:

Item 16.22.01:

Ø For Information & Discussion: To approve the minutes of 15th Joint Meeting of BOS.

Proceeding 16.22.01:

Ø Dr M Balaganapathy has informed the members that minutes of 15th Joint Meeting of BOS has been circulated on 2nd September, 2021 and no remarks have been received so to consider to approve the minutes of the meeting.

Resolution 16.22.01:

Ø The Board members approved the minutes of 15th Joint Meeting of BOS.

Item 16.22.02:

Ø For Information & Discussion: To analyse the question papers of winter exams of BPT program (A.Y.: 2020-21) & MPT Program (A.Y.: 2020-21).

Proceeding 16.22.02:

Ø Dr. M Balaganapathy has put forward the question papers of winter examination. He also has informed the members that the exams were taken via offline mode. The questions were more of case scenario and clinical scenario based in theory and practical examinations.

Resolution 16.22.02:

Ø The members were satisfied with the quality of question papers.

Item 16.22.03:

Ø For Information & Discussion: To analyse the results of winter exams of BPT program (A.Y.: 2020-21) & MPT Program (A.Y.: 2020-21).

Proceeding 16.22.03:

Ø Dr. Dhruv Dave explained about the results of BPT with passing percentage of 88.64, 91.23, 88.31 and 95.52 for semesters 2, 4, 6 and 8 respectively.

 \varnothing He also has mentioned about the results of first semester MPT with passing of 100 % for branches of cardiopulmonary sciences, musculoskeletal sciences, neurological sciences, paediatrics and rehabilitation respectively.

 \emptyset He also has mentioned about the results of third semester MPT with passing of 100 % for branches of cardiopulmonary sciences, musculoskeletal sciences, neurological sciences, paediatrics and rehabilitation respectively.

Resolution 16.22.03:

Ø The members were satisfied with the results of BPT and MPT.

Item 16.22.04:

Ø For Information & Discussion: To map OBE parameters like Course Outcomes and Programme Outcomes with result and action taken report.

Proceeding 16.22.04:

 \emptyset Dr. Dhruv Dave has presented achievement of each Programme Outcome with result and suggested action for the same.

 \emptyset Dr. Harihara Prakash has mentioned for communication one may need to take into consideration verbal as well as non-verbal communication. He also has mentioned to have tutorials to improvise the communication skills of the students.

 \emptyset Dr. V Prakash has mentioned to map only physiotherapy related courses with programme outcomes.

Ø Dr. Nilima Patel suggested to have problem based learning and participatory learning to be incorporated in pedagogy for improving programme outcomes like 'Diagnosis and Plan of Care', 'Evidence Based Practice'.

Ø Dr. Neeta Vyas has emphasized for horizontal integration to achieve programme outcomes like 'Team Member', 'Ethical and Legal Standards' and 'Professional responsibilities and Commitment'.

Resolution 16.22.04:

 \emptyset The Board members were satisfied with the efforts being put forward by various faculties of ARIP.

Item 16.22.05:

Ø For Information & Discussion: To prepare the panel of examiner for Summer Examination (A.Y.:2021-22).

Proceeding 16.22.05:

 \emptyset Dr. M Balaganapathy has put forward the panel of examiners for upcoming summer examination.

Resolution 16.22.05:

Ø The members approved the panel of examiners for upcoming summer examination.

Item 16.22.06:

Ø For Information & Discussion: To analyse the feedback on curriculum from various stake holders including student exit survey, employer feedback, alumni feedback, academic peer feedback & action taken report.

Proceeding Jt. 14.21.06:

Ø Dr. Vidhi Thakar has presented the feedback of various stake holders. The employers suggested to improve the clinical skills of the students. Alumni have given feedback to include few courses so as to overcome the demands of foreign credentials agencies like FCCPT, CAPR etc... Students in their exit survey suggested to have more sessions on entrepreneurship, intellectual property rights etc...

Ø Dr. Nilima Patel and Dr. Harihara Prakash have suggested to reduce the content of the courses which are not important and try to give more weightage to the physiotherapy related courses.

 \emptyset Dr. Neeta Vyas has emphasized to help students for their transcript in foreign countries by incorporating bridge courses.

Resolution Jt. 14.21.06:

The members were satisfied with the feedback from the stakeholders.

Item 16.22.07:

Ø For Information & Discussion: Any other matter with the permission of Chairman.

Proceeding Jt. 14.21.07:

Ø Dr. M Balaganapathy has informed the members that university has got "A" grade in NAAC with 3.19 out of 4 and also about the centre of excellence.

Resolution Jt. 14.21.07:

The members have congratulated team ARIP and team CHARUSAT for the same.

The meeting ended with a vote of thanks to all members of Board of Studies.

Dr. Balaganapathy P.T., Ph.D.

Member Secretary

Date: 17.03.2022

PROFESSOR & PRINCIPAL ASHOK & RITA PATEL INSTITUTE OF PHYSIOTHERAPY CHARUSAT CAMPUS, CHANGA AT. CHANGA - 388 421 TA. PETLAD, DIST. ANAND (GUJARAT)



Minutes of 15th Meeting of Board of Studies (BOS)

Date: 19th August, 2021 - Thrusday

Time: 3.00 pm

Venue: Conference Room, ARIP, CHARUSAT

The 15th meeting of the Board of Studies for BPT, MPT and PhD of Ashok & Rita Patel Institute of Physiotherapy (ARIP) (a constituent institute of CHARUSAT) was held as per schedule.

Following members remained present/ absent at meeting:

Sr. No	Members Name	Designation	Present/Absent	
1	Dr. Neeta Vyas (P.T.) Ph.D. Director, Ahmedabad Institute of Medical Sciences, Ahmedabad	Member	Present	
2	Dr. Mahenra Gandhi Orthopaedic Surgeon, Santrama Physiotherapy Center, Nadiad.	Member	Absent due to pre occupancy	
3	Dr. Nilima Patel (P.T.) Ph.D. Director, Parul Institute of Physiotherapy, Parul University, Vadodara	Member	Present	
4	Dr. Annamalai (P.T.) HOD, Department of Physiotherapy, Apollo Hospital, Gandhinagar	Member	Present	
5	Dr. Harihara Prakash (P.T.) Ph.D. Principal, K.M. Patel Institute of Physiotherapy, Karamsad.	Member	Present	
6	Dr. Prakash V (P.T.) Ph.D. Associate Prof., ARIP	Member	Present	
7	Dr. Dhruv Dave (P.T.) Ph.D. Associate Prof., ARIP	Member	Present	
8	Dr. Vidhi Thakar (P.T.) Asst. Prof., ARIP	Member	Present	
9	Dr. Surbala Devi (P.T.) Asst. Prof, ARIP	Member	Present	

10	Dr. Mansi Soni (P.T.) Asst. Prof., ARIP	Member	Present
11	Dr. M Balaganapathy (P.T.) Ph.D. Professor & Principal, ARIP	Member Secretary	Present

Agendas, Proceedings & Resolutions:-

The proceedings, discussions and resolutions are as below:

Dr. Balaganapathy welcomed all the members of Board of studies.

Item 15.21.01:

Ø For Information & Discussion: The minutes of 14th BOS has been circulated on 15th March, 2021.

Proceeding 15.21.01:

Ø As no comments have been received by 22nd March, 2021 from any members, the minutes of 14th BOS were considered as final.

Resolution 15.21.01:

Ø The minutes of 14th BOS have been approved by members

Item 15.21.02:

Ø For Information & Discussion: To discuss & approve the foundation courses for BPT program from A.Y.: 2021-22.

Proceeding 15.21.02:

Ø Dr. M Balaganapathy has briefed the board members about foundation courses to be introduced for BPT students. Dr Dhruv Dave gave inputs about content of foundation courses with pedagogy to be used to make the foundation courses interesting for BPT students. Dr. K M Annamalai requested to check the credentials one may get after studying foundation courses, which may help students to go to foreign countries for higher studies. Dr. Neeta Vyas and Dr. Nilima Patel have appreciated the efforts put forward by CHARUSAT management to start foundation courses.

Resolution 15.21.02:

Ø The Board members approved the foundation courses for BPT program from A.Y.: 2021-22.

Item 15.21.03:

Ø For Information & Discussion: To discuss & approve courses for PhD program.

Proceeding 15.21.03:

Ø Dr. M Balaganapathy has explained to the board members about UGC guidelines to have courses like Academic Writing, Quantitative Techniques, Research Methodology, Research And Publication Ethics offered from university for first year PhD scholars. He also has mentioned that two domain specific courses will be introduced for first year PhD scholars namely Introduction to systematic review, Fundamentals of Measurement in Health Research.

 \emptyset Dr. V Prakash has explained about supervisor specific courses offered from specific PhD supervisor. He has introduced Theoretical Domains Framework for Behaviour Change as a supervisor specific course for the scholars who will get admitted under him.

 \emptyset Dr. Dhruv Dave has introduced Diabetes Management as supervisor specific course for the scholars who will get admitted under him.

Ø Dr. Harihara Prakash and Dr. K M Annamalai have advised to reframe the term of Diabetes Management to Management of Non-communicable diseases. Dr Dhruv Dave has informed about his area of research focusing on Type 2 Diabetes Mellitus and the reason for keeping the name of the course as Diabetes Management.

Resolution 15.21.03:

 \emptyset The members approved the domain specific courses and supervisor specific course for PhD.

Item 15.21.04:

Ø For Information & Discussion: To discuss & approve the online course on literature review.

Proceeding 15.21.04:

 \emptyset Dr. V Prakash has introduced the importance of literature review at BPT, MPT and PhD level. He has mentioned about the pedagogy of the course with its contents. The course will be conducted online with assignment submission.

Ø Dr. Neeta Vyas said about the need of the hour for the course.

Resolution 15.21.04:

Ø The members approved the online course on literature review.

Item 15.21.05:

 \emptyset For Information & Discussion: To discuss & approve the certificate course on oncology physiotherapy.

Proceeding 15.21.05:

 \emptyset Dr. Dhruv Dave has explained about the content as well as clinical training for oncology physiotherapy.

Ø Dr. K M Annamalai has objected to use the terminology of "certificate course on oncology physiotherapy". He has given the terminology "fellowship program in oncology rehabilitation" to be used. Dr. Neeta Vyas has advised to have manual lymphatic drainage as a part of hands on workshop for the course.

Resolution 15.21.05:

Ø The Board members approved the course with newer terminology "fellowship program in oncology rehabilitation".

Item 15.21.06:

Ø For Information & Discussion: To analyze the question papers of summer examinations of BPT program (A.Y.: 2019-20) & MPT Program (A.Y.:2020-21)

Proceeding 15.21.06:

Ø Dr. Balaganapathy has explained about the PEXA software procured by university to conduct online examination during the pandemic. The practical examination and OSCE were taken on Microsoft Teams for MPT and on zoom for BPT programmes.

Resolution 15.21.06:

 \emptyset The members were satisfied with the efforts being put forward by the institute for taking examination on online mode in timely manner.

Item 15.21.07:

Ø For Information & Discussion: To analyze the results of summer examination of BPT program (A.Y.: 2019-20) & MPT Program (A.Y.:2020-21)

Proceeding 15.21.07:

Ø Dr. M Balaganapathy presented the result of summer examination of BPT and MPT program.

Resolution 15.21.07:

Ø The members were satisfied for progress of the students and institute at BPT and MPT levels.

Item 15.21.08:

Ø For Information & Discussion: Any other item with permission of Chairman.

Proceeding 15.21.08:

Ø Dr. Vidhi Thakar has presented various formats going to be used for getting the feedback from various stakeholders like students, parents, academicians, experts from industry, recruiters, alumni. She has also mentioned about feedback of question paper also need to be analyzed by academic peers for maintaining the quality of questions.

 \emptyset Dr. Dhruv Dave has presented outcome based education with mentioning of needs identified mapping with courses, their outcomes, program outcomes and graduate attributes.

Ø Dr. Harihara Prakash has pointed out to keep anonymity of feedback from students.

Ø Dr. M. Balaganapathy told about the new physiotherapy center going to be established in collaboration with Kelavani Mandal, Mahudha.

Ø Dr. M Balaganapathy also mentioned about 3rd rank of ARIP in GSIRF ranking with 4 stars.

 \emptyset Dr. M Balaganapathy has mentioned about the duties performed by faculties and students for COVID -19 patients at CHRF.

Resolution 15.21.08:

 \emptyset The members were satisfied for implementation of feedback mechanism as well as outcome based education (OBE). The members were happy with the progress of the institute and achievement.

The meeting ended with a vote of thanks to all members of Board of Studies.

Dr. Balaganapathy (P.T.), Ph.D. Member Secretary

Date: 02.09.2021

PROFESSOR & PRINCIPAL ASHOK & RITA PATEL INSTITUTE OF PHYSIOTHERAPY CHARUSAT CAMPUS, CHANGA AT. CHANGA - 388 421 TA. PETLAD, DIST. ANAND (GUJARAT)



ANNEXURE I

Guide for implementing student-centric, innovative learning activities or best practices

The teacher's fundamental task is to get students to engage in learning activities that are likely to result in achieving [the intended learning] outcomes. As teachers, we need to be clear that what the student does is actually more important that what the teacher does. (Schuell, 1986, p.429)

Adult teaching: Key points for teaching adults

- Learning with action is an effective method and a fun way to train.
- Since adults tend to take the approach of "What's in it for me?" (WIIFM), you need to
 explain the individual benefits up front. Learning activities should guide learners to
 approved resources to analyze, synthesize, and make right choices from a rich depository
 use the Internet wisely.
- It is important that each learning activity we choose is **meaningful**, and ensures student development and advancement. Activities should build on previous activities and avoid being repetitive, they should enable students to engage with and develop their skills, knowledge and understandings in different ways. Meaningful activities engage students in active, constructive, intentional, authentic, and cooperative ways.

The five-step approach is a standard model for structuring formal learning

- Rationale. Explain why participants should learn this content (information/knowledge) or skill and how it applies to real-life situations.
- *Objectives*. State what learners will be able to do upon completion.
- Activities. Identify interesting things for them to do to attain objectives.
- *Evaluation*. Check whether participants have learned; ask key questions, quiz them, give criterion reference tests.
- *Feedback.* Request input from the learners to correct, confirm, and re-enforce your instruction.

Learning activities

Useful learning activities are ones where the student is able to take what they have learnt from engaging with the activity and use it in another context, or for another purpose. For example, students are able to directly apply the skills or knowledge they acquired to an assessment task, or to the next activity in your syllabus. The activity types provided below are by no means an exhaustive list, but will help you in thinking through how best to design and deliver high impact learning experiences for your students in your unit.

Case-based Learning

A well-constructed case will help learners to understand the important elements of the problem/situation so that they are better prepared for similar situations in the future. Case studies can help learners develop critical thinking skills in assessing the information provided and in identifying logic flaws or false assumptions. Working through the case study will help learners build discipline/context-specific vocabulary/terminology, and an understanding of the relationships between elements presented in the case study. When a case study is done as a group project, learners may develop improved communication and collaboration skills Cases may be used to assess student learning after instruction or as a practice exercise to prepare learners for a more authentic application of the skills and knowledge gained by working on the case.

Project-based learning

Project-based learning is similar to problem-based learning in that the learning activities are organized around achieving a shared goal (project). Within a project-based approach learners are usually provided with specifications for a desired end product (build a model, develop a research protocol, etc.) and the learning process is more oriented to following correct procedures. While working on a project, learners are likely to encounter several "problems" that generate "teachable moments". Teachers are more likely to be instructors and coaches (rather than tutors) who provide expert guidance, feedback and suggestions for "better" ways to achieve the final product. The teaching (modeling, scaffolding, questioning, etc.) is provided according to learner need and within the context of the project. Similar to case-based instruction learners are able to add an experience to their memory that will serve them in future situations.

Interactivity (with Others) Focus

Activities that involve student interaction with content can include listening to and/or watching a live or recorded talk, engaging with a written or visual text, engaging with multimedia, or a combination of these. Typically, students are more likely to retain information presented in these ways if they are asked to interact with the material in some way, which is why it is useful to ask or invite questions, or include another activity type after every 5 or 15 minute 'chunk' of information. Activities that focus on or include interaction with others can support student development of a range of learning outcomes, inclusive of declarative and functioning knowledge. All of these examples could be used in either online or on campus environments.

Example: Facilitated synchronous discussion

A set of questions are provided to students for consideration prior to a scheduled session. In small groups of 10-20, the teacher facilitates student sharing of responses to the questions, and building upon those responses. Further questions for consideration might be introduced during the session, aimed at furthering the thinking and analysis generated from the discussion. Facilitating the sharing of responses is most effective when done skillfully. Therefore, it is likely that familiarizing yourself with literature about this will enhance the learning of your students.

Example: Jigsaw collaborative information sharing

A cohesive set of information is separated into 4 or 5 smaller parts. For example, a written article separated by its paragraphs, a report separated by each section, a video separated into shorter clips. Students are organised into small groups, and each one is provided with one of the smaller parts of information. Students work together to understand the information they are provided with. They also discuss and rehearse how to share this knowledge with others who do not have the information. Then, new groups are formed, each being made up of a single student from each of the original groups. In these new groups, each 'expert' student shares their knowledge with the rest of the group who may ask questions to clarify meaning.

The teacher may then pose questions for the groups to answer, ask groups to complete a task that demonstrates their understanding, provide their own summary, or take questions from the groups to help solidify understandings.

Example: Group Assignments

Students are organised into smaller groups of three or four for the entire semester, a week, a fortnight... Each group has an assigned task, and each member an assigned role. (The

organisation of groups and assignment of roles can be managed by either the teacher or the students.) Discussion boards are provided for each of the assigned roles (e.g., project manager, schedule and records manager, presentation manager, researcher) so that these students can share ideas and check understandings with one another to then take back to their group). Opportunities are provided for each group to share their product with the rest of the class, through, for example, an in-class presentation (using web conferencing for online presentation), or a peer-assessment activity (facilitated online or in-class) where each group assesses one another's work using a rubric.

Critical Thinking

Activities that provide students with opportunities to think about or use knowledge and information in new and different ways will support their development of critical thinking skills - one of the main selling points of a university education. Often critical thinking activities can follow on from other learning activities, after students have received feedback from the initial activity.

Example: Response to an assigned text

Students are initially asked to identify the key ideas in an assigned text (written, audio, video), and share their understanding with a sub-set of the class (e.g., during an on campus (or online) 'tutorial', or on a discussion board). To extend this to a critical thinking activity, once the initial discussion on the content of the text is completed, students are then asked to critique the text based on a provided set of criteria. The criteria could focus on the validity of the assertions made, and their relevance and applicability to other topics covered in the unit and specified situations and scenarios. The critiques could be presented and discussed orally, or initially posted to a discussion board for further analysis and use in subsequent learning activities.

Problem Solving

Presenting students with a problem, scenario, case, challenge or design issue, which they are then asked to resolve, address, meet, or deal with provides students with a visible and clear reason for learning. If, in order to solve the problem, they are required to have knowledge, understandings and skills, that they don't currently have, they are likely to be motivated to gain them. The scale and extent of the problem, and the amount of scaffolding provided by you, the teacher, will need careful consideration and reference to the learning outcomes of the unit, module and/or session.

You may find John Savery's (2006) article <u>Overview of Problem-based Learning</u>: <u>Definitions</u> and <u>Distinctions</u> a valuable and useful read

Example: Class Solution and Consequence

During a live lecture or tutorial, the teacher presents a scenario, and seeks responses from the class about possible approaches/responses to it. After collecting the responses (made verbally and recorded by the teacher, or sent using an audience response system such as MyLO surveys, clickers, or Lecture tools (which are currently in use across UTAS)), the teacher then asks for verbal responses about what the consequences might be for a selected answer. This continues as each of the main responses are analysed and the consequences considered.

Using effective questioning and discussion facilitation skills will enhance this sort of learning activity.

Example: Case Study

Students, either individually or in groups, are provided with information about a person or organization, or are assigned a role that is relevant to the case of the assigned person or organization. The students must then analyse the case, and make recommendations to stakeholder(s), propose a solution, or present a design or plan related to the case. What students are asked to do in relation to the case will depend on the discipline in which they are studying, and the unit's intended learning outcomes.

Example: Simulation

Students are provided with a scenario, and they then interact with people and/or machines who respond to their choices and actions as if in real life. After the simulation has ended, the student reflects on the consequences of their choices and actions, often in response to questions from their classmates or teacher(s).

Reflection

Reflection is an activity that supports the development of students' meta-cognition, that is, their understanding of how they think, learn, and understand. The process of reflection starts with the student thinking about what they already know and have experienced in relation to the topic being explored/learnt. This is followed by analysis of why the student thinks about the topic in the way they do, and what assumptions, attitudes and beliefs they have about, and bring to learning about the topic.

Example: Self-Assessment

After students have completed a learning activity or assessment task, provide them with a set of criteria to use to assess the quality of their work. Ask students to write down a comment about the quality of their work (process or product). Then, ask students to think about why they achieved that level of quality, and whether they could do something differently in the future to achieve a different/higher level of quality. Students may be asked to make a record of this reflection.

Example: Prior Understanding

Towards the start of a new topic or module, present to students the name of the topic, and/or some key words of relevance to the new module. Ask students to reflect on what they currently think about this topic, how they feel about it, and why this might be the case. Ask students to predict what they will learn about, how they feel about that, and how they expect to feel about the experience of learning about it.

This can be useful to go back to towards the end of the module or topic, to ask students to reflect on if and how their feelings and understandings have changed.

References

- 1. <u>https://www.teaching-learning.utas.edu.au/learning-activities-and-delivery-</u> modes/planning-learning-activities/examples-of-learning-activities
- Schuell, T. J. (1986). Cognitive conceptions of learning. *Review of Educational Research*, 56, 411-436.

Guide for writing report on student-centric innovative learning activities

- 1. Title of Activity
- 2. Rationale: Explain why this activity is relevant for students to learn this content (information/knowledge) or skill and how it applies to real-life situations.
- 3. *Objectives:* State what learners will be able to do upon completion of the activity.
- 4. *Activities:* Write a brief description of the activity or teaching-learning methods used with Geo tagged pictures and any other supporting materials e.g. videos, screenshots
- 5. *Evaluation:* Demonstrate evidence of outcome/ success. Describe the evaluation method used testing whether students have learned and attained the objectives set.
- 6. *Feedback:* Request input from the learners to correct, confirm, and reinforce your instruction and report it.

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Useful learning activities are ones where the student is able to take what they have learnt from engaging with the activity and use it in another context, or for another purpose. For example, students are able to directly apply the skills or knowledge they acquired to an assessment task, or to the next activity in your syllabus. The activity types provided below are by no means an exhaustive list, but will help you in thinking through how best to design and deliver high impact learning experiences for your students in your unit.

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References

- 1. <u>https://www.teaching-learning.utas.edu.au/learning-activities-and-delivery-</u> modes/planning-learning-activities/examples-of-learning-activities
- Schuell, T. J. (1986). Cognitive conceptions of learning. *Review of Educational Research*, 56, 411-436.

Faculty	Department	Activity domain	Title of student-centric activities, innovative or best practice	Planned month & Year
Surbala	Paediatric Physiotherapy	Clinical Education	Multidisciplinary health care camp - in collaboration with Ummeed CP Care- LIPOID Foundation	July, September and November 2022
Surbala	Paediatric Physiotherapy	Teaching and learning process	BLS and PALS - Workshop	September 2022
Surbala	Paediatric Physiotherapy	Clinical Education	Basic NICU Procedure - Workshop	April 2023
Surbala	Paediatric Physiotherapy	Clinical Education	NDT and Sensory Integration - Workshop	February 2023
Hemal	MS	Clinical Education	Gait assessment, analysis and manegement (CPD)	July 2022 - June 2023
Hemal	MS	Teaching and learning process	Normative values in research and clinical practice	July 2022 - June 2023
Hemal	MS	Evaluation / Exams	Clinical Cases discussion and skills demostration	July 2022 - June 2023
Prakash	NS	Clinical Education	Skill enhancement in Neurophysiotherapy (Workshop)	July 2022
Prakash	NS	Teaching and learning process	A refresher coure on Neurophysiology	August 2022
Prakash	NS	Teaching and learning process	Facial paralysis rehabilitation: Update (Continuing professional development course)	September 2022
Prakash	NS	Teaching and learning process	Neurophysiotherapy League- NPTL	October 2022
Ratan	MS	Clinical Education	Skill enhancement in Musculoskeletal Physiotherapy (Workshop)	July - August 2022
Ratan	MS	Teaching and learning process	Use of ICF in clinical practice	August - September 2022
Dhruv	Rehabilitation	Teaching and learning process	Awareness Talks	January 2023
Dhruv	Rehabilitation	Teaching and learning process	Role Play - Team Members	August 2022
Dhruv	Rehabilitation	Clinical Education	Patient Education	October 2022
Dhruv	Rehabilitation	Clinical Education	Working with NGO	March 2023
Sweni	MS	Teaching and learning process	High value care in low back pain management (CPD)	September 2022
Vidhi	CS	Clinical Education	Skill enhancement workshop in Cardiopulmonary Physiotherapy	March 2023
Vidhi	CS	Teaching and learning process	Continuous professional development course on Cardiac rehabilitation	August 2022
Megha	CS	Clinical Education	Skill enhancement workshop in Cardiopulmonary Physiotherapy	April 2023
Mitva	MS	Evaluation / Exams	Structured practical exam criteria	September 2022
		Teaching and learning process	Experiential learning in patient management	July-2022
Mansi	NS	Clinical Education	Role play - Differential diagnosis	July 2022
	Electro diagnosis	Clinical Education	Basics of Electrodiagnosis - workshop	August 2022
Sumam	NS /PA	Teaching and learning process	Model making on adaptive equipments in cerebral palsy	October 2022
		Clinical Education	Parent education materials for cerebral palsy	October 2022

ANNEXURE II

SUBJECT ALLOCATED TO FORM CURRICULUM IN LINE WITH OBE

Team Coordinator	Mansi	Prakash	Vidhi	Surbala	Dhruv
Team Member 1	Ratan	Sweni	Megha	Sumam	Heta
Team Member 2	Hemal	Hemali	Priyanka	Vaibhavi	Pallavi
Team Member 3	Mitva	Aditi	Vedika	Chandni	Krishna
Team Member 4	Shreya	Dollar		Dixa	
		PY103, PT153,			PT351, PT352,
	PT131, PT151,	PT154, PT155,	PT251, PT252, PT253,	PT256, PT257,	PT353, PT354,
RPT Courses of:	PT152, BC102,	PT156, PT173,	PT254, PT255,	PT258, PT259,	PT355, PT371,
DF I Courses of.	PT171, PT172	PT174	PT191.01	PT260, PT192.01	PT372
	PT356, PT357,	PT360, PT373,	PT452, PT453, PT454,	PT472, PT455,	PT457, PT459,
	PT358, PT359	PT374, PT451	PT471	PT456, PT458	PT473, PT474
		PT911.01,			
		PT762.01,			
	PT797, PT903.01,	PT916.01,	PT774.01, PT931.01,	PT777, PT798,	PT919.01,
MPT Courses of:2nd and 3rd semester:	PT904.01	PT912.01	PT927.01, PT975	PT935.01, PT936.01	PT920.01
				PT870, Dissertation	
				(Part I), Dissertation	
Common MPTCourses	PT794, PT875	PT793, PT963.01	PT867	Part (II)	PT966, PT796.01
MPT: Clinical Education I,II,III & IV	for MS	for NS	for CS	for PA	for RE
No. of Courses:	19	22	19	21	19

ANNEXURE II

SCHEDULE FOR PRESENTATION FOR REVISED CURRICULUM IN LINE WITH OBE

Date	Time	Team Coordinator	Team Members	Facilitators
	10.00 am to 11.00 am	Surbala	Sumam, Vaibhavi, Chandni, Dixa	Prakash, Mansi
	11.00 am to 12.00 noon	Vidhi	Megha, Priyanka	Prakash, Surbala
08.10.2022, Saturday	12.00 noon to 01.00 pm		Heta, Mitva, Pallavi, Vedika, Shreya	Prakash, Mansi
	02.00 pm to 03.00 pm	Dhruv	Krishna	Vidhi, Surbala
	03.00 pm to 04.00 pm	Mansi	Ratan, Hemal, Mitva, Shreya	Dhruv, Vidhi
10.10.2022, Monday	02.30 pm to 03.30 pm	Prakash	Sweni, Hemali, Aditi, Dollar	Dhruv, Mansi



Charotar University of Science and Technology Faculty of Medical Sciences Ashok & Rita Patel Institute of Physiotherapy



ACTION TAKEN BASED ON THE FEEDBACK

OF CURRICULUM

(2022-2023)

Seal and Signature

PROFESSOR & PRINCIPAL ASHOK & RITA PATEL INSTITUTE OF PHYSIOTHERAPY CHARUSAT CAMPUS, CHANGA AT. CHANGA - 388 421 TA. PETLAD, DIST. ANAND (GUJARAT)





FEEDBACK - ACADEMICS PEERS AND FACULTIES SUGGESTED THE FOLLOWING

- To implement OBE for various courses of BPT and MPT.
- University elective should be taught via offline mode.
- Suggestion were there to have more industrial tour.

Principal

Seal and Signature

PROFESSOR & PRINCIPAL ASHOK & RITA PATEL INSTITUTE OF PHYSIOTHERAPY CHARUSAT CAMPUS, CHANGA AT. CHANGA - 368 421 TA. PETLAD, DIST. ANAND (GUJARAT)



Charotar University of Science and Technology

Faculty of Medical Sciences



Ashok & Rita Patel Institute of Physiotherapy

ACTION TAKEN:

- The various courses of BPT and MPT (MS, NS, CS, PA, RE) are revised for OBE implementation
- University elective lectures are conducted via offline mode
- Various Industrial Tour had been arranged for the BPT as well as MPT students for the following subjects
 - ✓ Under Entrepreneur in Physiotherapy & CDPC cell an Industrial tour was arranged for 8th semester student at Mission Health Multispecialty Physiotherapy at Ahmedabad- Coordinated by Dr. Hemal Patel & Dr. Priyanka Singh
 - ✓ Under Physical & Functional Diagnosis an Industrial tour was arranged for 6th semester student at Bidada Rehabilitation centre- Coordinated by Dr. Sweni Shah & Dr. Hemali Patel
 - ✓ An Industrial tour was arranged for MPT-NS and MPT-MS 3rd Semester Students at Muni Seva Ashram, Vadodara- Coordinated by Dr. Prakash & Dr. Sweni Shah
 - ✓ An Industrial tour was arranged for MPT PA 1st and 3rd Semester students at Umeed Cerebral Palsy Centre, Karjan- Coordinated by Dr. Surbala ,Dr. Vaibhavi Amin and Dr. Chandani Parikh
 - ✓ An Industrial tour was arranged for MPT RE 1st and 3rd Semester at Vulcan Industrial Engineering Co. Pvt Ltd, Kasor.-Coordinated by Dr. Dhruv and Dr. Pallavi



Seal and Signature

ASHOK & RITA PATEL INSTITUTE OF PHYSIOTHERAPY CHARUSAT CAMPUS, CHANGA AT. CHANGA - 388 421 TA. PETLAD, DIST. ANAND (GUJARAT)

Date: 26th September 2022 - Monday Time: 2.00 pm Venue: Conference Room, ARIP, CHARUSAT

The 17th meeting of the Board of Studies for BPT of Ashok & Rita Patel Institute of Physiotherapy (ARIP) (a constituent institute of CHARUSAT) was held as per schedule. Following members remained present/ absent at meeting:

Sr. No	Members Name	Designation	Present/Absent
1	Dr. Neeta Vyas (P.T.) Ph.D. Director, Ahmedabad Institute of Medical Sciences, Ahmedabad	Member	Present
2	Dr. Mahendra Gandhi Orthopaedic Surgeon, Santrama Physiotherapy Center, Nadiad.	Member	Present
3	Dr. Nilima Patel (P.T.) Ph.D. Director, Parul Institute of Physiotherapy, Parul University, Vadodara	Member	Present
4	Dr. K M Annamalai (P.T.) HOD, Department of Physiotherapy, Apollo Hospital, Gandhinagar	Member	Absent due to pre occupancy
5	Dr. Harihara Prakash (P.T.) Ph.D. Principal, K.M. Patel Institute of Physiotherapy, Karamsad.	Member	Absent due to pre occupancy
6	Dr. Prakash V (P.T.) Ph.D. Associate Prof., ARIP	Member	Present
7	Dr. Dhruv Dave (P.T.) Ph.D. Associate Prof., ARIP	Member	Present
8	Dr. Vidhi Thakar (P.T.) Asst. Prof., ARIP	Member	Present
9	Dr. Surbala Devi (P.T.) Asst. Prof, ARIP	Member	Present
10	Dr. Mansi Soni (P.T.) Asst. Prof., ARIP	Member	Present
11	Dr. Shreerang Trivedi (P.T.) Owner, Shreerang Fitness Studio	Member	Present
12	Dr. Vandana Rathod (P.T.) Assistant Professor, SPB College of Physiotherapy, Surat	Member	Present
13	Dr. Aayushi Amin (P.T.) 1 st Year MPT Student, ARIP	Member	Present
14	Dr. M Balaganapathy (P.T.) Ph.D. Professor & Principal, ARIP	Member Secretary	Present
15	Mr. Yatin Talati Assistant Registrar, CHARUSAT	Special Invitee	Present

Agendas, Proceedings & Resolutions: -

The proceedings, discussions and resolutions are as below:

Item 17.22.01:

For Information & Discussion: To approve the minutes of 16th Joint Meeting of BOS Proceeding 17.22.01:

Dr M Balaganapathy has informed the members that minutes of 16th Joint Meeting of BOS has been circulated on 16th March, 2022 and no remarks have been received so to consider to approve the minutes of the meeting.

Resolution 17.22.01:

> The Board members approved the minutes of 16^{th} Meeting of BOS.

Item 17.22.02:

For Information & Discussion: To analyze the action taken on the items of 16th Meeting of Board of Studies

Proceeding 17.22.02:

- Dr. Dhruv Dave has informed the board members that participatory learning and problem based learning has been incorporated in BPT and MPT program. He also has mentioned that for improving verbal and non-verbal communication, the efforts have been put forward by Department of Humanities and Social Sciences for BPT and MPT students.
- Dr. M. Balaganapathy has informed the board members that faculty members are working to implement outcome based education and the similar will be put forward in the upcoming board of studies meeting. The same will consider to reduce the content of less important courses and more weightage be given to the physiotherapy related courses.

Resolution 17.22.02:

> The members were satisfied with the action taken on the items.

Item 17.22.03:

For Information & Discussion: To analyze the question papers of summer exams of odd semesters of BPT program (A.Y.: 2021-22) & even semesters of MPT Program (A.Y.: 2021-22).

Proceeding 17.22.03:

- > Dr. M Balaganapathy has put forward the question papers of winter examination.
- Dr. Neeta Vyas has suggested that the questions should be more of case scenario and clinical scenario based in theory and practical examinations.
- Dr. Prakash V has put points to have questions that need to be less from remembering and understanding and more from analyzing and evaluating parts of the course.
- Dr. L Surbaladevi has suggested to appoint those examiners who take particular course for drawing up of the question paper.

Resolution 17.22.03:

> The members were satisfied with the quality of question papers.

Item 17.22.04:

For Information &Discussion: To analyze the results of summer exams of odd semester of BPT program (A.Y.: 2021-22) & even semesters of MPT Program (A.Y.: 2021-22).

Proceeding 17.22.04:

- Dr. Dhruv Dave explained about the results of BPT with passing percentage of 65.33, 79.55, 83.93 and 94.81 for semesters 1, 3, 5 and 7 respectively.
- Dr. Prakash V mentioned about the results of second semester MPT with passing percentage of 100, 100, 100, 50 and 100 for branches of cardiopulmonary sciences, musculoskeletal sciences, neurological sciences, paediatrics and rehabilitation

respectively. He also has mentioned about the results of fourth semester MPT with passing percentage of 100, 100, 100, 100 and 100 for branches of cardiopulmonary sciences, musculoskeletal sciences, neurological sciences, paediatrics and rehabilitation respectively.

Resolution 17.22.04:

> The members were satisfied with the results of BPT and MPT.

Item 17.22.05:

For Information & Discussion: To review and recommend introduction of innovative pedagogy enhancing the learning experience of students.

Proceeding 17.22.05:

Dr. Prakash V mentioned that faculties throughout the semester have used various means of pedagogy to have experiential learning, participatory learning and case based learning. The students have enjoyed and their active participation has motivated the faculty members to use these new pedagogies for teaching learning methodology.

Resolution 17.22.05:

> The members were satisfied with the different pedagogies used by the faculty members.

Item 17.22.06:

For Information & Discussion: To review placement and admission statistics and suggest actions for improvement.

Proceeding 17.22.06:

- Dr. Dhruv Dave put forward the placement data as in charge of career development and placement cell. He mentioned that from BPT batch of 2017, 64 have got the job, 17 have chosen higher education with total 81 students. He also mentioned that from MPT batch of 2020, 17 have got the job, 1 has gone for higher education and 2 have been entrepreneur.
- Dr. Nilima Patel has mentioned that preventive and promotive healthcare needs to be emphasized for placement.
- > Dr. Shreerang Trivedi has suggested to put efforts to convert patients into clients.
- Dr. M. Balaganapathy has given the admission statistics. He informed board members that 45 applications have been received for MPT admission and 21 have got admission in 2022 Batch. He has also mentioned that 93 applications have been received for management quota of BPT admission and admission process is going on for 2022 batch.

Resolution 17.22.06:

> The members were satisfied with the placement and admission statistics.

Item 17.22.07:

For Information & Discussion: To review implementation of Outcome Based Education(OBE) parameters like mapping course outcomes & program outcomes.

Proceeding 17.22.07:

Dr. M Balaganapathy has mentioned that five faculties have been trained for OBE and the trained faculties are training the remaining teachers. OBE in full fledge version would be implemented for BPT and MPT program in the upcoming academic year 2023-24. He also has said that the faculties are preparing each of the course.

Resolution 17.22.07:

> The members will look forward to implement OBE in full fledge in the time to come.

Item 17.22.08:

For Information & Discussion: To analyze the feedback on curriculum from various stake holders including student exit survey, employer feedback, alumni feedback, academic peer feedback & action taken report.

Proceeding 17.22.08:

Dr. Vidhi Thakar has mentioned about the feedback from various stake holders where 13 alumni, 9 examiners, 18 academicians, 68 students have participated. The
suggestions were to implement OBE for various courses of BPT and MPT. MCQs need to be reduced for MPT examination was one of the feedback from examiners. University elective should be taught via offline mode as the feedback from academicians. Assessments should be part of Physical & Functional Diagnosis in 6th semester BPT so that treatment and plan of care should be emphasized in 7th & 8th semester BPT courses.

Dr. Aayushi Amin has mentioned to have more industrial tour and emphasized the importance of think – pair – share & care from peers and seniors.

Resolution 17.22.08:

The members were satisfied with the feedback of various stakeholders and suggested to accommodate same in the upcoming syllabus revision.

Item 17.22.09:

For Information & Discussion: To prepare the panel of examiner for Winter Examination (A.Y.:2022-23).

Proceeding 17.22.09:

Dr. M Balaganapathy has put forward the list of panel of examiners for winter examination. (A.Y.: 2022-23)

Resolution 17.22.09:

> The members have approved the panel of examiners.

Item 17.22.10:

> Any other item with permission of Chairman

Proceeding 17.22.09:

Dr. M Balaganapathy has informed the members that university has got "A+" grade in 2nd cycle of NAAC with 3.19 out of 4.

Resolution 17.22.10:

> The members have congratulated team ARIP for the same.

The meeting ended with a vote of thanks to all members of Board of Studies.

Dr. Balaganapathy PT, Ph.D. Member Secretary Date: 30.09.2022



Date: 5th March, 2021 - Saturday Time: 2.00 pm Venue: Conference Room, ARIP, CHARUSAT

The 16th meeting of the Board of Studies of Ashok & Rita Patel Institute of Physiotherapy (ARIP) (a constituent institute of CHARUSAT) was held as per schedule. Following members remained present/ absent at meeting:

Sr. No	Members Name	Designation	Present/Absent
1	Dr. Neeta Vyas (P.T.) Ph.D. Director, Ahmedabad Institute of Medical Sciences, Ahmedabad	Member	Present
2	Dr. Mahendra Gandhi Orthopaedic Surgeon, Santrama Physiotherapy Center, Nadiad.	Member	Absent due to pre occupancy
3	Dr. Nilima Patel (P.T.) Ph.D. Director, Parul Institute of Physiotherapy, Parul University, Vadodara	Member	Present
4	Dr. Annamalai (P.T.) HOD, Department of Physiotherapy, Apollo Hospital, Gandhinagar	Member	Absent due to pre occupancy
5	Dr. Harihara Prakash (P.T.) Ph.D. Principal, K.M. Patel Institute of Physiotherapy, Karamsad.	Member	Present
6	Dr. Prakash V (P.T.) Ph.D. Associate Prof., ARIP	Member	Present
7	Dr. Dhruv Dave (P.T.) Ph.D. Associate Prof., ARIP	Member	Present
8	Dr. Vidhi Thakar (P.T.) Asst. Prof., ARIP	Member	Present
9	Dr. Surbala Devi (P.T.) Asst. Prof, ARIP	Member	Present
10	Dr. Mansi Soni (P.T.) Asst. Prof., ARIP	Member	Present
11	Dr. M Balaganapathy (P.T.) Ph.D. Professor & Principal, ARIP	Member Secretary	Present

Agendas, Proceedings & Resolutions:-

The proceedings, discussions and resolutions are as below:

Item 16.22.01:

➢ For Information & Discussion: To approve the minutes of 15th Joint Meeting of BOS.

Proceeding 16.22.01:

Dr M Balaganapathy has informed the members that minutes of 15th Joint Meeting of BOS has been circulated on 2nd September, 2021 and no remarks have been received so to consider to approve the minutes of the meeting.

Resolution 16.22.01:

> The Board members approved the minutes of 15th Joint Meeting of BOS.

Item 16.22.02:

For Information & Discussion: To analyse the question papers of winter exams of BPT program (A.Y.: 2020-21) & MPT Program (A.Y.: 2020-21).

Proceeding 16.22.02:

Dr. M Balaganapathy has put forward the question papers of winter examination. He also has informed the members that the exams were taken via offline mode. The questions were more of case scenario and clinical scenario based in theory and practical examinations.

Resolution 16.22.02:

> The members were satisfied with the quality of question papers.

Item 16.22.03:

For Information & Discussion: To analyse the results of winter exams of BPT program (A.Y.: 2020-21) & MPT Program (A.Y.: 2020-21).

Proceeding 16.22.03:

- Dr. Dhruv Dave explained about the results of BPT with passing percentage of 88.64, 91.23, 88.31 and 95.52 for semesters 2, 4, 6 and 8 respectively.
- He also has mentioned about the results of first semester MPT with passing of 100 % for branches of cardiopulmonary sciences, musculoskeletal sciences, neurological sciences, paediatrics and rehabilitation respectively.
- He also has mentioned about the results of third semester MPT with passing of 100 % for branches of cardiopulmonary sciences, musculoskeletal sciences, neurological sciences, paediatrics and rehabilitation respectively.

Resolution 16.22.03:

> The members were satisfied with the results of BPT and MPT.

Item 16.22.04:

For Information & Discussion: To map OBE parameters like Course Outcomes and Programme Outcomes with result and action taken report.

Proceeding 16.22.04:

- Dr. Dhruv Dave has presented achievement of each Programme Outcome with result and suggested action for the same.
- Dr. Harihara Prakash has mentioned for communication one may need to take into consideration verbal as well as non-verbal communication. He also has mentioned to have tutorials to improvise the communication skills of the students.
- Dr. V Prakash has mentioned to map only physiotherapy related courses with programme outcomes.
- Dr. Nilima Patel suggested to have problem based learning and participatory learning to be incorporated in pedagogy for improving programme outcomes like 'Diagnosis and Plan of Care', 'Evidence Based Practice'.
- Dr. Neeta Vyas has emphasized for horizontal integration to achieve programme outcomes like 'Team Member', 'Ethical and Legal Standards' and 'Professional responsibilities and Commitment'.

Resolution 16.22.04:

The Board members were satisfied with the efforts being put forward by various faculties of ARIP.

Item 16.22.05:

For Information & Discussion: To prepare the panel of examiner for Summer Examination (A.Y.:2021-22).

Proceeding 16.22.05:

Dr. M Balaganapathy has put forward the panel of examiners for upcoming summer examination.

Resolution 16.22.05:

> The members approved the panel of examiners for upcoming summer examination.

Item 16.22.06:

For Information & Discussion: To analyse the feedback on curriculum from various stake holders including student exit survey, employer feedback, alumni feedback, academic peer feedback & action taken report.

Proceeding Jt. 14.21.06:

- Dr. Vidhi Thakar has presented the feedback of various stake holders. The employers suggested to improve the clinical skills of the students. Alumni have given feedback to include few courses so as to overcome the demands of foreign credentials agencies like FCCPT, CAPR etc... Students in their exit survey suggested to have more sessions on entrepreneurship, intellectual property rights etc...
- Dr. Nilima Patel and Dr. Harihara Prakash have suggested to reduce the content of the courses which are not important and try to give more weightage to the physiotherapy related courses.

Dr. Neeta Vyas has emphasized to help students for their transcript in foreign countries by incorporating bridge courses.

Resolution Jt. 14.21.06:

The members were satisfied with the feedback from the stakeholders.

Item 16.22.07:

> For Information & Discussion: Any other matter with the permission of Chairman.

Proceeding Jt. 14.21.07:

Dr. M Balaganapathy has informed the members that university has got "A" grade in NAAC with 3.19 out of 4 and also about the centre of excellence.

Resolution Jt. 14.21.07:

The members have congratulated team ARIP and team CHARUSAT for the same.

The meeting ended with a vote of thanks to all members of Board of Studies.

Dr. Balaganapathy P.T., Ph.D. Member Secretary Date: 17.03.2021





Faculty of Medical Sciences

Ashok & Rita Patel Institute of Physiotherapy(ARIP)

Bachelor of Physiotherapy (BPT)

ACADEMIC REGULATIONS & SYLLABUS DETAILS

AY 2023-24



Ashok & Rita Patel Institute of Physiotherapy

CHAROTAR UNIVERSITY OF SCIENCE & TECHNOLOGY

FACULTY OF MEDICAL SCIENCES

ASHOK & RITA PATEL INSTITUTE OF PHYSIOTHERAPY

B.P.T. PROGRAMME

COURSE REGULATIONS

1. OBJECTIVES:

The Graduate of Physiotherapy programme:

- Possess knowledge of basic courses like Human Anatomy, Human Physiology, Exercise therapy and Electrotherapy along with basic medical subjects which will lay them foundation for practice of Physiotherapy.
- > Develop various skills & techniques of physiotherapy to treat various medical & surgical conditions.
- > Acquires attitude to practice moral and ethical values.
- > Develops interests for care of the individual and provide physiotherapy services to the community.
- Demonstrates skills in practicing physiotherapy, teaching, management, research guidance and counselling.

2. ELIGIBILITY FOR ADMISSION:

Eligibility of a candidate for admission to Bachelor of Physiotherapy programme will be according to the regulations for admission decided by Government of Gujarat from time to time.

3. DURATION OF THE COURSE:

The duration of Bachelor of Physiotherapy programme shall be of four academic years (8 semesters) and six months of compulsory rotatory internship.

4. MEDIUM OF INSTRUCTION:

English shall be the medium of instruction for all the courses of study and for the examinations.

5. ATTENDANCE:

A candidate is required to attend atleast 80% of the total classes conducted in a semester in each course prescribed for that semester, separately in theory, practical and clinical practice.

6. COURSES OF STUDY:

The courses of B.P.T. programme of Four and half years are given in ANNEXURE I.

7. COURSE EVALUATION:

7.1 The performance of every student in each course for university examination will be evaluated as follows:

7.1.1 Internal evaluation by the course faculty member(s) based on continous assessment, for 30% of the marks for the course;

7.1.2 Final examination by the university through written paper or practical examination or oral examination by the student of combination of any two or more of these, for 70% of the marks of the course.

7.2 Internal evaluation:

7.2.1 The internal assessment is done based on continous evaluation method. Every semester, there will be two internal examinations for theory and practical. For the award of internal marks in theory and practical, the average of the two tests shall be considered along with other components like attendance, presentations, assignments and journal submission.

7.3 University (External) Examination:

7.3.1 Every student has to score minimum 40 % of marks to pass in the final University Examination of 70 % marks in theory and practical examination.

7.4 Aggregate:

7.4.1 Every student has to have an aggregate score of 50 % marks to pass in the final University Examination of both the internal and external evaluation of 100 % marks in theory and practical examination and the grade will be awarded based on the aggregate marks.

8. GRADING:

8.1 The total of the internal evaluation marks and final University examination marks in each course will be converted to a letter grade on a ten-point scale as per the following scheme:

Range of	Marks	≥80	≥75	≥70	≥65	≥60	≥55	≥50	<50
(%)			<80	<75	<70	<65	<60	<55	
Letter Grade		AA	AB	BB	BC	CC	CD	DD	FF
Grade Point		10	9	8	7	6	5	4	0

8.2 The student's performance in any semester will be assessed by the Semester Grade Point Average (SGPA). Similarly, his performance at the end of two or more consecutive semesters will be denoted by the Cumulative Grade Point Average (CGPA).

The SGPA and CGPA are defined as follows:

(i) SGPA = $\sum C_i G_i / \sum C_i$ where C_i is the number of credits of course i

 G_i is the Grade Point for the course i and i = 1

to n, n = number of courses in the semester

(ii) CGPA = $\sum C_i G_i / \sum C_i$ where C_i is the number of credits of course i

G_i is the Grade Point for the course i

and i = 1 to n, n = number of courses of all semesters up to which CGPA is computed.

- (iii) No student will be allowed to move further if CGPA is less than 3 at the end of every academic year.
- (iv) A student will not be allowed to move to third year if he/she has not cleared all the courses of first year.



Faculty of Medical Sciences

Ashok & Rita Patel Institute of Physiotherapy(ARIP)

Master of Physiotherapy (MPT)

(Cardiopulmonary Sciences)

ACADEMIC REGULATIONS & SYLLABUS DETAILS

AY 2023 -24



Ashok & Rita Patel Institute of Physiotherapy

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CHAROTAR UNIVERSITY OF SCIENCE & TECHNOLOGY FACULTY OF MEDICAL SCIENCES ASHOK & RITA PATEL INSTITUTE OF PHYSIOTHERAPY M.P.T. PROGRAM

COURSE REGULATIONS

1. OBJECTIVES:

The Post Graduate of Physiotherapy program:

- Integrate knowledge of basic sciences and physiotherapy in order to modify treatment approaches that reflect the breadth and scope of physiotherapy practice.
- Integrate the use of basic principles of research in critical analysis of concepts and findings generated by self and others.
- > Practice in an ethical and legal manner that values the professionalism.
- Prepare leaders in the multifaceted roles of clinicians, educators, researchers, and administrators in individual, group, and community contexts model.
- Facilitate commitment to independent thinking and lifelong learning and realization of the intrinsic rewards of these attributes.
- Design a plan of care that synthesizes best available evidence and patient preferences, implementing safe and effective psychomotor interventions, and determining the efficacy of patient outcomes.
- > Develops interests for care of the individual and provide physiotherapy services to the community.

2. ELIGIBILITY FOR ADMISSION:

Eligibility of a candidate for admission to Master of Physiotherapy program will be according to the regulations for admission decided by CHARUSAT norms from time to time.

3. DURATION OF THE COURSE:

The duration of Master of Physiotherapy program shall be of two academic years (4 semesters).

4. MEDIUM OF INSTRUCTION:

English shall be the medium of instruction for all the courses of study and for the examinations.

5. ATTENDANCE:

A candidate is required to attend at least 80% of the total classes conducted in a semester in each course prescribed for that semester, separately in theory, practical and clinical practice.

6. COURSES OF STUDY:

The courses of M.P.T. program of two years are given in ANNEXURE I.

7. COURSE EVALUATION:

7.1 The performance of every student in each course for university examination will be evaluated as follows:

7.1.1 Internal evaluation by the course faculty member(s) based on continuous assessment, for 30% of the marks for the course;

7.1.2 Final examination by the university through written paper or practical examination or oral examination by the student of combination of any two or more of these, for 70% of the marks of the course.

7.2 Internal evaluation:

7.2.1 The internal assessment is done based on continuous evaluation method. Every semester, there will be two internal examinations for theory and practical. For the award of internal marks in theory and practical, the average of the two tests shall be considered along with other components like attendance, case presentations, microteaching, journal clubs and assignments.

7.3 University (External) Examination:

7.3.1 Every student has to score minimum 40 % of marks in theory and practical examination separately to pass in the final University Examination.

7.4 Aggregate:

7.4.1 Every student has to have an aggregate score of 50 % of marks of both in theory and practical examination separately to pass in the final University Examination and the grade will be awarded based on the aggregate marks.

8. GRADING:

8.1 The total of the internal evaluation marks and final University examination marks in each course will be converted to a letter grade on a ten-point scale as per the following scheme:

Range of Marks	≥80	≥75	≥70	≥65	≥60	≥55	≥50	<50
(%)		<80	<75	<70	<65	<60	<55	
Letter Grade	AA	AB	BB	BC	CC	CD	DD	FF
Grade Point	10	9	8	7	6	5	4	0

8.2 The student's performance in any semester will be assessed by the Semester Grade Point Average (SGPA). Similarly, his performance at the end of two or more consecutive semesters will be denoted by the Cumulative Grade Point Average (CGPA).

The SGPA and CGPA are defined as follows:

(i) SGPA = $\sum C_i G_i / \sum C_i$ where C_i is the number of credits of course i G_i is the Grade Point for the course i and i =

1 to n, n = number of courses in the semester

(ii) CGPA = $\sum C_i G_i / \sum C_i$ where C_i is the number of credits of course i

G_i is the Grade Point for the course i

and i = 1 to n, n = number of courses of all semesters up to which CGPA is computed.

- (iii) No student will be allowed to move further if CGPA is less than 3 at the end of first year.
- (iv) In addition to above, the student has to complete the required formalities as per the regulatory bodies.

9. Awards of Degree:

9.1 Every student of the program who fulfills the following criteria will be eligible for the awardof the degree:

9.1.1 He/She should have earned at least minimum required credits as prescribed in course structure,

9.1.2 He/She should have cleared all internal and external evaluation components in every course,

- 9.1.3 He/She should have secured a minimum CGPA of 5.0 at the end of the program,
- 9.1.4 He/She should have completed the dissertation.
- 9.2 The student who fails to satisfy minimum requirement of CGPA will be allowed to improve the grades in the final semester so as to secure a minimum CGPA for award of degree. Only latest grade will be considered.

10. Award of Class:

The class awarded to a student in the program is decided by the final CGPA as per the following scheme:

Distinction: $10.0 \ge CGPA \ge 7.5$ First class: $7.5 > CGPA \ge 6.0$ Second Class: $6.0 > CGPA \ge 5.0$ Pass class: $5.0 > CGPA \ge 4.5$

11. Transcript:

The transcript issued to the student at the time of leaving the University will contain a consolidated record of all the courses taken, credits earned, grades obtained, SGPA,CGPA, class obtained, etc.

CHOICE BASED CREDIT SYSTEM

With the aim of incorporating the various guidelines initiated by the University Grants Commission (UGC) to bring equality, efficiency and excellence in the Higher Education System, Choice Based Credit System (CBCS) has been adopted. CBCS offers wide range of choices to students in all semesters to choose the courses based on their aptitude and career objectives. It accelerates the teaching-learning process and provides flexibility to students to opt for the courses of their choice and / or undergo additional courses to strengthen their Knowledge, Skills and Attitude.

1. CBCS – Conceptual Definitions / Key Terms (Terminologies)

Types of Courses: The Program Structure consist of 3 types of courses: Foundation courses, Core courses, Elective courses.

1.1. Foundation Course

These courses are offered by the institute in order to prepare students for studying courses to be offered at higher levels.

1.2. Core Courses

A Course which shall compulsorily be studied by a candidate to complete the requirements of a degree / diploma in a said program of study is defined as a core course. Following core courses are incorporated in CBCS structure:

A. University Core courses (UC):

University core courses are compulsory courses which are offered across university and must be completed in order to meet the requirements of program. Environmental science will be a compulsory University core for all Undergraduate Program.

B. Program Core courses (PC):

Program core courses are compulsory courses offered by respective program owners, which must be completed in order to meet the requirements of program.

1.3. Elective Courses

Generally, a course which can be chosen from a pool of courses and which may be very specific or specialized or advanced or supportive to the discipline of study or which provides an extended scope or which enables an exposure to some other discipline / domain or nurtures the candidate's proficiency / skill is called an elective course. Following elective courses are incorporated in CBCS structure:

A. University Elective Courses (UE):

The pool of elective courses offered across all faculties / program. As a general guideline, Program should incorporate 2 University Electives of 2 credits each (total 4 credits).

B. Program Elective Courses (PE):

The program specific pool of elective courses offered by respective program.

1.4. Medium of Instruction

The Medium of Instruction will be English.

Ashok & Rita Patel Institute of Physiotherapy

Vision

To become a leading institute in evidence based education and research by preparing physiotherapists having proficiency and ethical values

Mission

To create physiotherapists with contemporary knowledge, entrepreneurial skills and ethical values to serve society

Program Outcomes: Physiotherapy

PO1 Communication: Demonstrate effective communication and interpersonal skills, which are adapted to meet the needs of diverse individuals and groups

PO2 Diagnosis and plan of care: Develop physiotherapy diagnoses and an individualized plan of care for the management and prevention of movement dysfunction

PO3 Evidence based practice: Apply principles of critical thinking and clinical reasoning to evidence-based physiotherapy practice.

PO4 Teaching and learning principles: Apply learning and teaching principles in educational, clinical and community settings

PO5 Team Member: Participate as an effective intra- and inter-professional team member

PO6 Ethical and legal standards: Adhere to safe, ethical and legal standards of current practice (as identified by professional organizations, central and state law and accrediting bodies)

PO7 Professional Responsibility and commitment: Develop responsibility and commitment to the profession and society through life-long learning and involvement in activities beyond job responsibilities

ANNEXURE I

Charotar University of Science and Technology, Gujarat

Faculty of Medical Sciences Ashok & Rita Patel Institute of Physiotherapy

Program Educational Objectives (PEOs)

- 1. Provide high quality physiotherapy care following ethical standards for patients to attain a better quality of life.
- 2. Communicate effectively to develop trust and rapport with patients, caregivers and other health professionals.

Course Structure of UG in Physiotherapy

Course Code: PT455

Course Title: Physiotherapy in Neurological Conditions

UG Physiotherapy Programme	Semester
Bachelor of Physiotherapy	Eight

I RATIONALE

Physiotherapists are required to manage patients diagnosed with various neurological conditions. Patients with neurological conditions experience movement dysfunctions resulting in participation restrictions in daily life activities. This curriculum course structure is developed such that the student would adopt a patient-centered and evidence based approach to examine, prevent and manage movement dysfunctions and functional limitations of patients with neurological conditions.

II COMPETENCY

The basic purpose of this course is to help the student to acquire the following competency which is a **macro-level industry-oriented task** for this course:

• Provide high value interventions to improve outcomes meaningful to patients with neurological conditions.

III COURSE OUTCOMES (COs)

Each of the following course outcomes (COs) are the **meso-level industry-oriented sub-tasks** of the above-referred competency. Each CO is an <u>integrated performance</u> of the cognitive domain outcomes, practical outcomes and social skills. The industry expects the students to display them individually and collectively:

- 1) **Demonstrate** professional behaviour and respectful communication with patients in all clinical activities
- 2) **Determine** appropriate tests, measures, and outcome measures to utilize for a physiotherapy examination based on patient presentation, environmental and personal

factors, and best supportive evidence.

- 3) **Interpret and prioritize** examination results identifying contextual, environmental, and personal factors
- 4) **Formulate** realistic and acceptable therapeutic goals that are patient centered, and implement a safe and effective treatment plan with short and long-term goals
- 5) **Explain** the principles of exercise prescription and the rationale for selecting specific exercises for the purposes of improving patient centered outcomes
- 6) **Provide and prioritize** skilled intervention based on contextual, environmental, and personal factors of patients with neurological conditions.

IV TEACHING AND EXAMINATION SCHEME

Teaching Scheme		Total Credits	Examination Scheme (Anna 2021)						
(In Hours)		(L+T+P)	Theory Marks		Theory Marks		Practic	al Marks	Total Marks
L	Т	Р	С	ESE	PA	ESE	PA	200	
3	0	4	7	70	30	70	30	200	

Legends: L-Lecture; T – Tutorial/Teacher Guided Theory Practice; P - Practical; C – Credit, ESE - End Semester Examination; PA - Progressive Assessment

(*): Under the **Theory PA**, out of 40 marks, **20 marks** are for **micro-project assessment** to facilitate integration of COs and the remaining 20 marks is the average of 2 tests to be taken during the semester for the assessment of the cognitive domain UOs required for the attainment of the COs.

V SUGGESTED PRACTICAL OUTCOMES/ EXERCISES

The following practical outcomes (PrOs) predominantly related to the Psychomotor Domain are related to the industry-oriented COs and the competency. The acquisition of these PrOs to the **relevant level of Dave's Psychomotor Domain taxonomy** by the students through the **practicum** will facilitate in integrating them with other LOs in order to display the COs to ultimately attain the industry-required competency.

S. No.	CO No.	Practical Outcomes (Practicum) (PrOs in Psychomotor Domain)	Approx. Hrs. required
1	1	Conduct a focused patient interview	4
2	1	Communicate information about disease, expected prognosis and various	
		actions (e.g., changes in life style, environmental adaptations) patients should take to effectively self-manage their condition	2
3	2	Select appropriate tests, scales and outcome measures that have sound psychometric properties for a given patient with neurological conditions	12
4	3	Examine sensory-motor system, integumentary system, cognitive system, functional status and fall risk of patients with neurological conditions	12
5	3	Measure motor development of children with neurological conditions	3
6	3	Interpret scores obtained from various scales, tests and outcome measures commonly used in various neurological conditions	5
7	4	Determine SMART goals for a given patient with a neurological condition	2
8	5	Design and demonstrate high value treatment for improving functional status, reducing fall risk (Self-care, mobility and community activities) for a given patient with a neurological condition	15

S. No.	CO No.	Practical Outcomes (Practicum) (PrOs in Psychomotor Domain)	Approx. Hrs. required
9	5	Design and demonstrate interventions for a palliative care program for patients with terminal illness due to neurological conditions (end stage Parkinson's disease, Myopathy, Multiple sclerosis, Amyotrophic lateral sclerosis)	15
10	5	Design and demonstrate treatment strategies for preventing immediate, early and late complications following various neurological conditions	2
		Total	64

VI MAJOR EQUIPMENT/ INSTRUMENTS/SOFTWARES REQUIRED

S. No.	Equipment Name with Broad Specifications	PrO No.
1	Kinovea Software	2,3
2	Video editing software	1,2,4

VII AFFECTIVE DOMAIN OUTCOMES (ADOs)

The following Affective Domain Outcomes (ADOs) are not specific to any of the above listed PrOs, but they are embedded in many PrOs. Hence, the acquisition of the ADOs takes place gradually in the student when s/he performs the series of practical exercises and other T-L strategies throughout the semesters.

- 1) <u>Follow</u> safe practices.
- 2) <u>Deliver patient-centered care</u>.
- 3) <u>Function</u> as a team member.
- 4) <u>Develop</u> empathy for patients.
- 5) <u>Follow</u> ethics.

The level of achievement of the ADOs according to **Krathwohl's 'Affective Domain Taxonomy'** should gradually increase as planned below:

- a) 'Responding Level' in 1st year
- b) 'Valuing Level' in 2nd year
- c) 'Organising Level' in 3rd year
- d) 'Characterising Level' in 4th year.

VIII UNDERPINNING THEORY COMPONENTS

The following topics are to be learned by the students and assessed by the teachers in order to develop the **'Apply**' and above level sample **Cognitive Domain** learning outcomes denoted by unit outcomes (UOs) related to **Revised Bloom's Taxonomy** (RBT) given below for achieving the related COs to be integrated to perform the identified competency. More UOs could be added.

Unit No. &	Unit Outcomes (UOs) in Cognitive Domain	Topics and Sub-topics
Title	(to develop COs and related PrOs required by	
	industry)	
Unit – I	CO 1. Demonstrate professional behaviour and	
Review of	respectful communication with patients in all	1.1 Briefly outline the
neuro anatomy	clinical activities	anatomy of the
neur o unatomy	PrO 1. Conduct a focused patient interview	following features of
	PrO 2. Communicate information about	the nervous system:
	disease, expected prognosis and	Cerebral cortex.
	various actions (e.g., changes in life	cerebellum, basal
	style, environmental adaptations)	ganglia and brain
	patients should take to effectively self-	stem, spinal Cord,
	manage their condition	blood supply of
	1a. Describe key features cerebral cortex,	brain and spinal cord,
	cerebellum and basal ganglia involved in	Cranial nerves and
	motor control	Cerebro Spinal Fluid.
	1b. Differentiate external and internal features	_
	of spinal cord	
	1c. Describe cranial nerves in terms of its	
	location and connections	
	1d. Describe cerebro spinal fluid in terms of its	
	function and circulation	
Unit– II	CO 1. Demonstrate professional behaviour and	
Review of	respectful communication with patients in all	
neuro	clinical activities	
physiology	PrO 1. Conduct a focused patient interview	
	PrO 2. Communicate information about	2.1 Briefly outline the
	disease, expected prognosis and	physiology of the
	various actions (e.g., changes in life	following features of
	style, environmental adaptations)	the nervous system:
	patients should take to effectively self-	Cerebral cortex,
	manage their condition	cerebellum, basal
	2a. Describe key features cerebral cortex,	ganglia, brain stem
	cerebellum and basal ganglia involved in	and spinal cord.
	The Differentiate functions of external and	2.2 Control of movement.
	20. Differentiate functions of external and	
	2c. Identify functions of central nervous	
	system in contributing to movement control	
	system in contributing to movement control	
Unit_III	CO 1. Demonstrate professional behaviour and	
History of	respectful communication with patients in all	
neuro	clinical activities	
physiotherapy	PrO 1. Conduct a focused patient interview	
	PrO2. Communicate information about	
	disease, expected prognosis and various	3.1 Origin and history of
	actions (e.g., changes in life style,	Neuro physiotherapy
	environmental adaptations) patients	as a specialty.
	should take to effectively self-manage	3.2 Pioneers of neuro
	their condition	physiotherapy and

Unit No. &	Unit Outcomes (UOs) in Cognitive Domain	Topics and Sub-topics
Title	(to develop COs and related PrOs required by	
	industry)	
	3a. Describe origin and history of Neuro	their contributions to
	physiotherapy as a specialty	the developments in
	3b. Identify the pioneers of neuro	the field of neuro
	physiotherapy and their contributions to the	physiotherapy.
	developments in the field of neuro	
	physiotherapy.	
Unit-IV	CO 2. Determine appropriate tests, measures,	
Principles of	and outcome measures to utilize for a	
examination	physiotherapy examination based on	
	patient presentation, environmental and	
	personal factors, and best supportive	
	evidence.	
	CO3. Interpret and prioritize examination	4.1 Art of history taking
	results identifying contextual,	and patient
	environmental, and personal factors	communication.
	PrO 1. Conduct a focused patient interview	4.2 Standardized
	PrO2. Communicate information about	examination tools
	disease, expected prognosis and various	commonly used in
	actions (e.g., changes in file style,	patients with
	should take to affectively self manage	dissbility
	should take to effectively self-manage	4.3 Screening for
	PrO3 Select appropriate tests, scales and	4.5 Screening for
	outcome measures that have sound	Glasgow Coma
	psychometric properties for a given	Scale Cognitive
	patient with neurological conditions	status: Mini Mental
	PrO4 Examine sensory-motor system	State Examination
	integumentary system, cognitive	4.4 Sensory motor
	system, functional status and fall risk of	functions: Fugl-
	patients with neurological conditions	Meyer Scale, NIH
	PrO5. Measure motor development of children	Stroke scale
	with neurological conditions	4.5 Motor development:
	PrO6. Interpret scores obtained from various	Gross Motor
	scales, tests and outcome measures	Function Measure
	commonly used in various neurological	(GMFM), Gross
	conditions	Motors Classification
	4a. Choose an appropriate test or outcome	System (GMFCS),
	measure given patient.	Alberta Infant Motor
	4b. Screen for_cognitive dysfunctions	Scale.
	4c. Evaluate the sensori-motor system of a	4.6 Muscle strength:
	given patient with neurological condition.	Manual Muscle
	4d. Conduct an examination of motor	Testing, motricity
	development and mobility functions of	index,
	children with neurological conditions	Dynamometry.
	4e. Evaluate balance, gait and functional status	4. / Muscle tone:
	of a given patient with neurological	Ashworth Scale,
	condition	I ardieu Scale,
		Pendulum Test, H

Unit No. &	Unit Outcomes (UOs) in Cognitive Domain	Topics and Sub-topics
Title	(to develop COs and related PrOs required by	
	industry)	
		reflex.
		4.8 Balance: Berg
		Balance Scale,
		Performance oriented
		Mobility Assessment.
		timed up and go test.
		4.9 Gait: Observational
		gait Analysis.
		Dynamic Gait Index.
		4.10 Functional status:
		Barthel Index.
		Functional
		Independence
		Measure, frenchay
		activities index and
		stroke impact scale,
		modified Rankin
		scale
Unit – V	CO 5. Explain the principles of exercise	
Principles of	prescription and the rationale for	
treatment	selecting specific exercises for the	
	purposes of improving patient centered	
	outcomes	
	CO6. Provide and prioritize skilled	
	intervention based on contextual,	
	environmental, and personal factors of	5.1 Motor Control:
	patients with neurological conditions.	What is motor
	PrO 7. Determine SMART goals for a given	control?
	patient with a neurological condition	Overview of
	PrO8. Design and demonstrate high value	Motor control
	treatment for improving functional	theories: Reflex -
	status, reducing fall risk (Self-care,	Hierarchical
	mobility and community activities) for a	theory and
	given patient with a neurological	Dynamic systems
	condition	theory.
	PrO9. Design and demonstrate interventions	5.2 Motor
	for a painative care program for patients	What is mater
	and iting (and stage Darkingen's	what is motor
	disease Myopathy Multiple selerosis	Overview of
	A myotrophic lateral sclerosis)	theories of motor
	PrO10 Design and demonstrate treatment	development.
	strategies for preventing immediate	Neuro
	early and late complications following	maturational
	various neurological conditions	theory and
	5a Interpret key assumptions of motor control	Dynamic systems
	learning and development theories.	theory.

Unit No. &	Unit Outcomes (UOs) in Cognitive Domain	Topics and Sub-topics		
Title	(to develop COs and related PrOs required by			
	industry)			
	5b. Apply ICF models of disability for	5.3 Motor Learning:		
	managing a patient with disability.	What is motor		
	5c. Differentiate between various theories of	learning?		
	motor control, learning and development	Overview of		
		Motor learning		
		theories:		
		Adam's closed		
		loop theory and		
		Schmidt's open		
		loop theory.		
		Feedback and		
		practice.		
		5.4 Models of		
		disability.		
		Overview of		
		WHO's		
		WHO's International		
		International Classification of		
		Functioning		
		(ICF) model of		
		health and disease		
		(disability)		
		Clinical		
		implications of		
		ICF model in		
		planning		
		examination.		
		evaluation and		
		intervention		
		strategy for		
		patients with		
		neurological		
		disability.		
Unit – VI	CO 5. Explain the principles of exercise			
Approaches in	prescription and the rationale for	6.1 Explain the history.		
neuro-	selecting specific exercises for the	principles of		
physiotherapy	purposes of improving patient centered	treatment, techniques,		
1 5 1 1 1 1 1 1 5	outcomes	and clinical		
	CO6. Provide and prioritize skilled	effectiveness with		
	intervention based on contextual,	research support of the		
	environmental, and personal factors of	following approaches:		
	patients with neurological conditions.	Bobath's approach		
	PrO 7. Determine SMART goals for a given	(NDT), Rood's		
	patient with a neurological condition	Approach,		
	PrO8. Design and demonstrate high value	Proprioceptive		
	treatment for improving functional	Neuromuscular		
	status, reducing fall risk (Self-care.	Facilitation (PNF).		
	mobility and community activities) for a	Brunnstorm's		

Unit No. &	Unit Outcomes (UOs) in Cognitive Domain	Topics and Sub-topics
Title	(to develop COs and related PrOs required by	
	industry)	
	given patient with a neurological	approach, Motor
	condition	Relearning Program,
	PrO9. Design and demonstrate interventions	Task oriented and
	for a palliative care program for patients	functional activity
	with terminal illness due to neurological	base approach
	conditions (end stage Parkinson's	
	disease, Myopathy, Multiple sclerosis,	
	Amyotrophic lateral sclerosis)	
	PrO10. Design and demonstrate treatment	
	strategies for preventing immediate,	
	various neurological conditions	
	6a Interpret key assumptions underlying	
	various neuro physiotherapy approaches	
	6b. Apply principles of evidence-based	
	practice in evaluating various neuro	
	physiotherapy approaches.	
	6c. Differentiate key theoretical differences	
	between various neuro physiotherapy	
	approaches	
Unit – VII	CO 5. Explain the principles of exercise	Application of
Management	prescription and the rationale for	previously learned
of adult	selecting specific exercises for the	knowledge of
Conditions	purposes of improving patient centered	principles of
Conditions	CO6 Provide and prioritize skilled	treatment approaches
	intervention based on contextual	and models of
	environmental, and personal factors of	disability into the
	patients with neurological conditions.	management of
	PrO 7. Determine SMART goals for a given	following conditions:
	patient with a neurological condition	7.1 Stroke: Acute care
	PrO8. Design and demonstrate high value	including prevention
	treatment for improving functional	and management of
	status, reducing fall risk (Self-care,	complications,
	mobility and community activities) for a	Strength and
	given patient with a neurological	endurance training,
	condition	management of
	for a palliative agra program for patients	in sit to stand
	with terminal illness due to neurological	malking upper limb
	conditions (end stage Parkinson's	functions self-care
	disease Myonathy Multiple sclerosis	domestic life and
	Amyotrophic lateral sclerosis)	social participation
	PrO10. Design and demonstrate treatment	7.2 Spinal cord iniury:
	strategies for preventing immediate.	Acute care,
	early and late complications following	Management of
	various neurological conditions	complications

Unit No. &	Unit Outcomes (UOs) in Cognitive Domain	Topics and Sub-topics
Title	(to develop COs and related PrOs required by	
	industry)	
Unit No. & Title	 Unit Outcomes (UOs) in Cognitive Domain (to develop COs and related PrOs required by industry) 7a. Apply principles of treatment in managing patients with stroke. 7b. Apply principles of treatment in managing patients with spinal cord injury. 7c. Apply principles of treatment in managing patients with traumatic brain injury 7d. Apply principles of treatment in managing patients with Parkinson's disease 7e. Apply principles of treatment in managing patients with Multiple sclerosis 7f. Apply principles of treatment in managing patients with Cerebellar Ataxia 7g. Apply principles of treatment in managing patients with motor neuron disease 7h. Apply principles of treatment in managing patients with motor neuron disease 7h. Apply principles of treatment in managing patients with peripheral nerve injury 7j. Apply principles of treatment in managing patients with peripheral nerve injury 7j. Apply principles of treatment in managing patients with Benign paroxysmal positional vertigo 	Topics and Sub-topics(Orthostatic hypotension, Autonomic Dysreflexia, Decubitus ulcer contractures etc.,), Ambulation and transfer training, activities of daily living management, wheelchair and orthosis prescription7.3 Traumatic brain injury: Coma stimulation program, Prevention and management of complications, Functional Training, Cognitive training7.4 Parkinson's disease: Strength, flexibility and endurance training, Locomotion training Fall prevention, Relaxation Exercises, Use of External cues in the management of spasticity, pain and fatigue, Balance and coordination training, Functional training, Cognitive training,
		Management of Spasticity, pain and fatigue, Balance and coordination training, Functional training, Cognitive training. 7.6 Cerebellar Ataxia: Management of Ataxia, Balance and
		Coordination training, Functional training 7.7 Motor Neuron Disease: Management of Spasticity, contracture and pain, Strength and

Unit No. &	Unit Outcomes (UOs) in Cognitive Domain	Topics and Sub-topics
Title	(to develop COs and related PrOs required by	
	industry)	
		endurance training,
		Functional Training.
		7.8 Myopathy: Endurance
		Training, Transfer and
		Ambulation Training,
		Functional Training,
		Hydrotherapy,
		Orthosis and Wheel
		chair prescription.
		7.9 Peripheral Neuropatny
		(including mono and
		poly neuropauty
		conditions involving
		limb and cranial
		nerves: Prevention and
		management of
		complications).
		Muscle Reeducation.
		Strength training,
		Sensory training,
		Prescription
		of orthosis, Functional
		training.
		7.10 Benign
		Paroxysmal Positional
		Vertigo (BPPV):
		Vestibular
		Rehabilitation: Epley
		maneuver, Semont
		maneuver, Brand-
		Daroff exercises,
		balance training.
Unit – VIII	CO 5. Explain the principles of exercise	Application of
Management	prescription and the rationale for	previously learned
of paediatric	selecting specific exercises for the	Knowledge of
Conditions	purposes of improving patient centered	principles of examination and
Conunous	COG Provide and prioritize skilled	treatment approaches
	intervention based on contextual	and models of
	environmental, and personal factors of	disability into the
	patients with neurological conditions.	management of
	PrO 7. Determine SMART goals for a given	following conditions:
	patient with a neurological condition	8.1 Cerebral Palsy: Early
	PrO8. Design and demonstrate high value	intervention,
	treatment for improving functional	Functional training,
	status, reducing fall risk (Self-care,	Parental education,
	mobility and community activities) for a	Strength training,

Unit No. &	Unit Outcomes (UOs) in Cognitive Domain	Topics and Sub-topics
Title	(to develop COs and related PrOs required by	
	industry)	
	given patient with a neurological	physical fitness
	condition	training.
	PrO9. Design and demonstrate interventions	8.2 Down Syndrome:
	for a palliative care program for patients	Early intervention,
	with terminal illness due to neurological	Functional training,
	conditions (end stage Parkinson's	Parental education,
	disease, Myopathy, Multiple sclerosis,	Strength training,
	Amyotrophic lateral sclerosis)	physical fitness
	PrO10. Design and demonstrate treatment	training.
	strategies for preventing immediate,	8.3 Children with
	early and late complications following	Multiple Disabilities:
	various neurological conditions	Early intervention,
	8a. Apply principles of treatment in managing	Parental education
	patients with cerebral palsy.	Functional training,
	8b. Apply principles of treatment in managing	prescription of
	children with multiple disabilities	assistive devices, self-
	8c. Apply principles of treatment in managing	care activity training.
	patients with brachial plexus injuries	8.4 Brachial Plexus
	8d. Apply principles of treatment in managing	Injuries: Prevention
	patients with spina bifida	and management of
	8e. Apply principles of treatment in managing	complications,
	patients with down syndrome	Strength training,
		Sensory training,
		Prescription of
		orthosis, Functional
		training.
		8.5 Spina Bifida:
		Prevention and
		management of
		complications,
		Ambulation and
		transfer training,
		Wheel chair and
		orthosis prescription,
		Parental Education,
		Functional training.

IX TABLE OF SPECIFICATIONS (TOS) FOR QUESTION PAPER DESIGN

Unit	Unit Title	Teaching		Distribution of Theory Marks					
No.		Hours	R	U	Α	An	Е	С	Total
			Leve	Leve	Leve	Leve	Leve	Leve	Mark
			1	1	l	l	1	1	S
Ι	Review of neuro	02	1	1	1	1	0	0	04
	anatomy	02	1	1	1	1	0	U	04
II	Review of neuro	02	0	2	2	0	0	0	04
	physiology	02	0	2	2	0	0	0	04

Unit	Unit Title	Teaching		Dis	tributio	n of Th	neory M	arks	
No.		Hours	R Leve l	U Leve l	A Leve l	An Leve l	E Leve l	C Leve l	Total Mark s
III	History of neuro physiotherapy	02	0	2	0	0	0	0	02
IV	Principles of examination	05	0	2	3	2	3	0	10
V	Principles of treatment	10	0	2	2	4	4	0	12
VI	Approaches in neuro physiotherapy	08	0	2	2	3	1	0	8
VII	Management of adult neurological conditions	25	0	2	2	3	6	2	15
VIII	Management of paediatric neurological Conditions	10	0	2	2	3	6	2	15
	Total	64	1	15	14	16	20	4	70

Legends: R= Remember; U= Understand; A= Apply; An= Analyse; E= Evaluate; C= Create; (Revised Bloom's taxonomy).

Note: This TOS shall be treated as a general guideline for students and teachers for distribution of marks. The actual distribution of marks in the question paper may vary slightly to fulfil the MiLOs.

X MICRO-PROJECTS

Only one micro-project is planned to be undertaken by a student that needs to be assigned to him/her in the beginning of the semester. The student ought to submit the micro-project by the end of the semester to develop the industry-oriented COs. In the first four semesters, the micro-projects are group-based. However, in the seventh and eight semesters, it should be preferably be **individually** undertaken to build up the skill and confidence in every student to become problem solver so that s/he contributes to the projects of the industry. In special situations where groups have to be formed for micro-projects, the number of students in the group should **not exceed three.**

The micro-project could be industry application based, internet-based, workshop-based, laboratory-based or field-based. Each micro-project should encompass two or more COs which are in fact, an integration of PrOs, UOs and ADOs. Each student will have to maintain dated work diary consisting of individual contribution in the project work and give a seminar presentation of it before submission. The total duration of the micro-project should not be less than **15 (fifteen) student engagement hours** during the course.

A suggestive list of micro-projects **for a minimum Learning effort of 15 hours per semester** are given here. Similar micro-projects could be added by the concerned faculty of the course:

- 1) **Literature review:** Conduct a narrative review of current evidence on effectiveness of an intervention or psychometric property of a measurement tool commonly used in the management of patients with neurological conditions.
- 2) **Application of ICF:** Prepare a case study to illustrate the application of the International Classification of Functioning, Disability in the management of patients with neurological conditions.

3) **Evidence based case study:** Prepare case study that demonstrate application of findings of a recent Cochrane systematic review that provides evidence for recommendations relevant to physiotherapist clinical decision making.

XI SPECIAL INSTRUCTIONAL STRATEGIES (if any)

These are sample strategies, which the teacher can use to accelerate the attainment of the various types of learning outcomes in this course:

- a) Massive open online courses (MOOCs) may be used to teach various topics/sub topics.
- b) **'L' in item No. 4** does not mean only the traditional lecture method, but different types of teaching methods and media that are to be employed to develop the outcomes.
- c) About **15-20% of the topics/sub-topics** which are relatively simpler or descriptive in nature that can be understood without the teacher assistance are to be given to the students for **self-directed learning**, but to be progressively assessed for their integration into the COs.
- d) With respect to **section No.12**, teachers need to ensure by creating opportunities and provisions for **co-curricular activities.**

XII SUGGESTED STUDENT ACTIVITIES

Other than the classroom and laboratory learning, following are the suggested student-related **co-curricular** activities which can be undertaken to accelerate the attainment of the various outcomes in this course: Students should conduct following activities in group and prepare reports of about 5 pages for each activity, also collect/record physical evidences for their (student's) portfolio which will be useful for their placement interviews:

- a) Conduct a library survey and write a review of a commonly referred book in neurophysiotherapy.
- b) Prepare a report on history of neurophysiotherapy.

Unit No. & Title	Week No.	Unit Outcomes (UOs) in Cognitive Domain (to develop COs and related PrOs required by industry)	Teaching method	Teaching media
Unit – I Review of neuro anatomy Unit– II Review of neuro physiolog y	1	 PrO 3. Conduct a focused patient interview PrO 4. Communicate information about disease, expected prognosis and various actions (e.g., changes in life style, environmental adaptations) patients should take to effectively self-manage their condition 1e. Describe key features cerebral cortex, cerebellum and basal ganglia involved in motor control 	Lecture with media	PPTs, black board
Unit– III History of neuro	2	1f. Differentiate external and internal features of spinal cord1g. Describe cranial nerves in terms of its location and connections	Lecture With media	PPTs, black board

XIII COURSE PLAN

nhygiotho		Describe corobro spinal fluid in terms of its		
physiothe		function and circulation		
гару		function and circulation		
Unit-IV Principle s of examinat ion		PrO 1. Conduct a focused patient interview		
Unit – V Principle s of treatmen t	3	PrO 2. Communicate information about disease, expected prognosis and various actions (e.g., changes in life style, environmental adaptations) patients should take to effectively self-manage their condition 2a. Describe key features cerebral cortex, cerebellum and basal ganglia involved in motor control	Lecture with media Tutorial and	PPTs, black board
	4	2b. Differentiate functions of external and internal features of spinal cord2c. Identify functions of central nervous system in contributing to movement control	Lecture with media, and Demonstratio n	Real samples of relays, PPTs, Videos
Unit – VI Approac hes in neuro- physiothe rapy	5	PrO 1. Conduct a focused patient interview PrO2. Communicate information about disease, expected prognosis and various actions (e.g., changes in life style, environmental adaptations) patients should take to effectively self-manage their condition 3a. Describe origin and history of Neuro physiotherapy as a specialty	Lecture with media, Tutorial	PPTs
	6	3b. Identify the pioneers of neuro physiotherapy and their contributions to the developments in the field of neuro physiotherapy.	Lecture with media	PPTs
	7	PrO 1. Conduct a focused patient interview PrO2. Communicate information about disease, expected prognosis and various actions (e.g., changes in life style, environmental adaptations) patients should take to effectively self-manage their condition PrO3. Select appropriate tests, scales and outcome measures that have sound psychometric properties for a given patient with neurological conditions	Lecture with media, Field visit	PPTs, Video

	1			
		PrO4. Examine sensory-motor system,		
		integumentary system, cognitive system,		
		functional status and fall risk of patients with		
		neurological conditions		
		PrO5. Measure motor development of children		
		with neurological conditions		
		PrO6. Interpret scores obtained from various		
		scales, tests and outcome measures commonly		
		used in various neurological conditions		
		4a. Choose an appropriate test or outcome		
		measure given patient.		
		4b. Screen for cognitive dysfunctions		
		4c. Evaluate the sensori-motor system of a	Group	PPTs
		given patient with neurological condition.	discussion,	
Unit –		4d. Conduct an examination of motor	role play,	
VII	0	development and mobility functions of	Lecture	
Manage	8	children with neurological conditions		
ment of		4e. Evaluate balance, gait and functional status		
adult		of a given patient with neurological		
neurologi		condition		
cal				
Conditio		PrO 7. Determine SMART goals for a given		
ns		patient with a neurological condition		
		PrO8. Design and demonstrate high value		
		treatment for improving functional		
		status, reducing fall risk (Self-care.		
		mobility and community activities) for a	Group	PPTs black
		given patient with a neurological	discussion	board
		condition	role play	courd
		PrO9 Design and demonstrate interventions	Lecture	
		for a palliative care program for patients	Lecture	
	9	with terminal illness due to neurological		
		conditions (end stage Parkinson's		
		disease Myonathy Multiple sclerosis		
		Amyotrophic lateral sclerosis)		
		PrO10 Design and demonstrate treatment		
		strategies for preventing immediate		
		early and late complications following		
		various neurological conditions		
		5a Interpret key assumptions of motor		
		control learning and development		
		theories		
		5b Apply ICF models of disability for		
		managing a natient with disability	Group	PPTs black
		5c Differentiate between various theories	discussion	board
	10	of motor control learning and	role play	Jourd
		development	Lecture	
		development	Lecture	
		PrO 7. Determine SMART goals for a given		

		 PrO8. Design and demonstrate high value treatment for improving functional status, reducing fall risk (Self-care, mobility and community activities) for a given patient with a neurological condition PrO9. Design and demonstrate interventions for a palliative care program for patients with terminal illness due to neurological conditions (end stage Parkinson's disease, Myopathy, Multiple sclerosis, Amyotrophic lateral sclerosis) PrO10. Design and demonstrate treatment strategies for preventing immediate, early and late complications following various neurological conditions 6a. Interpret key assumptions underlying various neuro physiotherapy approaches. 	Group discussion, role play, Lecture	PPTs, black board
	12	6b. Apply principles of evidence-based practice in evaluating various neuro physiotherapy approaches.6c. Differentiate key theoretical differences between various neuro physiotherapy approaches	Lecture with media, role paly, case discussion	PPTs, black board
Unit – VIII Manage ment of paediatri c neurologi cal Conditio ns	13	 PrO 7. Determine SMART goals for a given patient with a neurological condition PrO8. Design and demonstrate high value treatment for improving functional status, reducing fall risk (Self-care, mobility and community activities) for a given patient with a neurological condition PrO9. Design and demonstrate interventions for a palliative care program for patients with terminal illness due to neurological conditions (end stage Parkinson's disease, Myopathy, Multiple sclerosis, Amyotrophic lateral sclerosis) PrO10. Design and demonstrate treatment strategies for preventing immediate, early and late complications following various neurological conditions 7a. Apply principles of treatment in managing patients with stroke. 7b. Apply principles of treatment in managing patients with spinal cord injury. 7c. Apply principles of treatment in managing patients with traumatic brain injury 	Lecture with media, role paly, case discussion	PPTs, black board

14	 7d. Apply principles of treatment in managing patients with Parkinson's disease 7e. Apply principles of treatment in managing patients with Multiple sclerosis 7f. Apply principles of treatment in managing patients with Cerebellar Ataxia 7g. Apply principles of treatment in managing patients with motor neuron disease 7h. Apply principles of treatment in managing patients with motor neuron disease 7h. Apply principles of treatment in managing patients with principles of treatment in managing patients with myopathy 7i. Apply principles of treatment in managing patients with peripheral nerve injury 7j. Apply principles of treatment in managing patients with Benign paroxysmal positional vertigo 	Lecture with media, role paly, case discussion	PPTs, black board
15	 PrO 7. Determine SMART goals for a given patient with a neurological condition PrO8. Design and demonstrate high value treatment for improving functional status, reducing fall risk (Self-care, mobility and community activities) for a given patient with a neurological condition PrO9. Design and demonstrate interventions for a palliative care program for patients with terminal illness due to neurological conditions (end stage Parkinson's disease, Myopathy, Multiple sclerosis, Amyotrophic lateral sclerosis) PrO10. Design and demonstrate treatment strategies for preventing immediate, early and late complications following various neurological conditions 8a. Apply principles of treatment in managing patients with cerebral palsy. 8b. Apply principles of treatment in managing children with multiple disabilities 	Lecture with media, role paly, case discussion	PPTs, black board
16	 8c. Apply principles of treatment in managing patients with brachial plexus injuries 8d. Apply principles of treatment in managing patients with spina bifida 8e. Apply principles of treatment in managing patients with down syndrome 	Lecture with media, role paly, case discussion	PPTs, black board

XIV SUGGESTED LEARNING RESOURCES

S. No.	Title of Book	Author	Publication including ISBN
1	Physical	Susan B. O'Sullivan	F.A. Davis 0803694644
	Rehabilitation	and Thomas J.	
		Schmitz	
2	Neurological	Janet H. Carr and	Butterworth-Heinemann 9780750609715
	rehabilitation:	Roberta B. Shepherd	
	optimizing motor		
	performance		
3	Physical therapy for	Suzann K. Campbell,	Elsevier Health Sciences 9780323290944
	children	Robert J. Palisano,	
		Darl W. Vander	
		Linden	
4	Movement Science:	Janet H. Carr and	Aspen Publishers 9780871898630
	Foundations for	Roberta B. Shepherd	
	physical therapy in		
	rehabilitation		
5	Motor Control:	Anne Shumway-	Williams & Wilkins 9780683077575
	Theory and practical	Cook, Marjorie H.	
	applications	Woollacott	

XV SOFTWARE/LEARNING WEBSITES

- 1. Shirley Ryan Ability Lab <u>https://www.sralab.org/</u>
- 2. Kinovea <u>https://www.kinovea.org/</u>

XVI PO-COMPETENCY-CO MAPPING

Cours e Code	Competency and COs	PO 1 Comm unicati on	PO 2 Diagn osis and plan of care	PO 3 Evide nce based practic e	PO 4 Teachi ng and learnin g princi ple	PO 5 Team Memb er	PO 6 Ethica l and legal standa rd	PO 7 Profes sional Respo nsibilit y and commi tment	PSO1	PSO2	PSO3
PT455	Semester VI										
455	Competency Provide high value interventions to improve outcomes meaningful to patients with neurological conditions	1	-	2	-	-	-	-			
455.1	Demonstrate professional behaviour and respectful communication with patients in all clinical activities	3	-	-	-	-	-	-			
455.2	2) Determine appropriate tests, measures, and outcome measures to utilize for a	-	2	2	-	-	-	-			

		ĩ									
		PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PSO1	PSO2	PSO3
Cours	Competency	Comm	Diagn	Evide	Teachi	Team	Ethica	Profes			
e Code	and	unicati	osis	nce	ng and	Memb	l and	sional			
	COs	on	and	based	learnin	er	legal	Respo			
			plan	practic	g		standa	nsibilit			
			of care	e	princi		rd	y and			
					ple			commi			
								tment			
	physiotherapy										
	examination based on										
	patient presentation,										
	environmental and										
	personal factors, and										
	best supportive										
	evidence.										
	Interpret and prioritize										
455.3	examination results		•	2							
	identifying contextual,	-	2	2	-	-	-	-			
	environmental, and										
	Formulate realistic										
455.4	and accentable										
	therapeutic goals that										
	are natient centered										
	and	-	_	3	2	-	-	-			
	implement a safe and			_							
	effective treatment										
	plan with short and										
	long-term goals										
455.5	Explain the principles										
	of exercise										
	prescription and the										
	rationale for selecting	-	-	1	3	2	1	-			
	specific exercises for			-	-	_	-				
	the purposes of										
	improving patient										
	Dravida and prioriti										
455.6	skilled intervention										
	based on contextual										
	environmental and										
	personal factors of	-	-	-	1	-	2	-			
	patients with										
	neurological										
	conditions.										

XVII NAMES OF RESOURCE PERSONS

- a) Dr Prakash V PhD
- b) Dr L Surbala (PT)
- c) Dr Mansi Soni (PT)



Charotar University of Science and Technology Faculty of Medical Sciences Ashok & Rita Patel Institute of Physiotherapy



ANNEXURE II

INDUSTRIAL VISITS



Under Physical & Functional Diagnosis an Industrial tour was arranged for 6th semester student at Bidada Rehabilitation centre- Coordinated by Dr. Sweni Shah & Dr. Hemali Patel

Principal

Seal and Signature

PROFESSOR & PRINCIPAL ASHOK & RITA PATEL INSTITUTE OF PHYS!OTHERAP" CHARUSAT CAMPUS, CHANGA AT. CHANGA - 388 421 TA. PETLAD, DIST. ANAND (GUJARAT)



An Industrial tour was arranged for MPT – PA 1st and 3rd Semester students at Umeed Cerebral Palsy Centre, Karjan- Coordinated by Dr. Surbala ,Dr. Vaibhavi Amin and Dr. Chandani Parikh



Principal

Seal and Signature

PROFESSOR & PRINCIPAL ASHOK & RITA PATEL INSTITUTE OF PHYSIOTHERAP CHARUSAT CAMPUS, CHANGA AT. CHANGA - 388 421 TA. PETLAD, DIST. ANAND (GUJARAT)



Charotar University of Science and Technology Faculty of Medical Sciences Ashok & Rita Patel Institute of Physiotherapy





Under Entrepreneur in Physiotherapy & CDPC cell an Industrial tour was arranged for 8th semester student at Mission Health Multispecialty Physiotherapy at Ahmedabad- Coordinated by Dr. Hemal Patel & Dr. Priyanka Singh



Seal and Signature

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