



Yearly Status Report - 2018-2019

Part A

Data of the Institution

1. Name of the Institution		NANDHA COLLEGE OF PHYSIOTHERAPY
Name of the head of the Institution		Prof. V. Manivannan
Designation		Principal
Does the Institution function from own campus		Yes
Phone no/Alternate Phone no.		04294221405
Mobile no.		7373712299
Registered Email		nandhaphysio@gmail.com
Alternate Email		manivannanphysio@gmail.com
Address		Koorapalayam Privu, Pitchandampalayam Post
City/Town		Erode
State/UT		Tamil Nadu
Pincode		638052

2. Institutional Status					
Affiliated / Constituent		Affiliated			
Type of Institution		Co-education			
Location		Rural			
Financial Status		Self financed			
Name of the IQAC co-ordinator/Director		Prof. V.Vijayaraj			
Phone no/Alternate Phone no.		04294221405			
Mobile no.		9843544904			
Registered Email		principal@nandhaphysio.org			
Alternate Email		logumpt@gmail.com			
3. Website Address					
Web-link of the AQAR: (Previous Academic Year)		https://nandhaphysio.org/wp-content/uploads/2023/12/2017-18-1.pdf			
4. Whether Academic Calendar prepared during the year		Yes			
if yes,whether it is uploaded in the institutional website: Weblink :		https://nandhaphysio.org/wp-content/uploads/2024/02/Acadamic-calendar-18-19.pdf			
5. Accrediation Details					
Cycle	Grade	CGPA	Year of Accrediation	Validity	
				Period From	Period To
1	A	3.07	2015	14-Sep-2015	13-Sep-2020
6. Date of Establishment of IQAC			24-Jan-2014		
7. Internal Quality Assurance System					
Quality initiatives by IQAC during the year for promoting quality culture					
Item /Title of the quality initiative by IQAC	Date & Duration		Number of participants/ beneficiaries		

Addition of ethics module in regular teaching	10-Dec-2018 1	38
Skill Development workshop for students to improve their hands on skills for patient treatment	15-Mar-2019 2	45

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8. Provide the list of funds by Central/ State Government- UGC/CSIR/DST/DBT/ICMR/TEQIP/World Bank/CPE of UGC etc.

Institution/Department/ Faculty	Scheme	Funding Agency	Year of award with duration	Amount
nil	nil	nil	2019 0	0

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9. Whether composition of IQAC as per latest NAAC guidelines:

Yes

Upload latest notification of formation of IQAC

[View Link](#)

10. Number of IQAC meetings held during the year :

2

The minutes of IQAC meeting and compliances to the decisions have been uploaded on the institutional website

Yes

Upload the minutes of meeting and action taken report

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11. Whether IQAC received funding from any of the funding agency to support its activities during the year?

No

12. Significant contributions made by IQAC during the current year(maximum five bullets)

1) Initiation on student centered learning. 2) Parent faculty relationship to be improved by frequent contact and update on academic performance of the student. 3) Community based programs were encouraged like free physiotherapy camps on rural areas. 4) Celebration of international health days like heart day, stroke day, club day. 5) Usage of online quiz apps like khahoot for much interactive teaching.

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13. Plan of action chalked out by the IQAC in the beginning of the academic year towards Quality Enhancement and outcome achieved by the end of the academic year

Plan of Action	Achievements/Outcomes
Academic audit	Monitor the academic activities such as result analysis, syllabus completion, performance of students.
Proctor	All the students were monitored individually for their academic and personal growth. Every 20 students were allotted under one proctor.
Parent - faculty relationship	Parent faculty meeting were conducted for enhancing academic performance and discipline of students.
Faculty development programme	Seminars on educational research writing, teaching skills etc were conducted.
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14. Whether AQAR was placed before statutory body ?

Yes

Name of Statutory Body	Meeting Date
Governing body	10-Apr-2018

15. Whether NAAC/or any other accredited body(s) visited IQAC or interacted with it to assess the functioning ?

No

16. Whether institutional data submitted to AISHE:

Yes

Year of Submission

2019

Date of Submission

30-Jan-2019

17. Does the Institution have Management Information System ?

Yes

If yes, give a brief description and a list of modules currently operational (maximum 500 words)

Management information system is in place in the institute in following formats 1. College maintain the information about students their daily time table attendance examination schedules leave records of students. Teachers need to enter the details of attendance of students in a particular

class or practical schedule and a monthly or yearly record is available for analysis. 2. Library Software Partial automation of library services is available in the form of information of books, issue and return details, due date of Return, fine imposed on an individual student and a composite report of fine. 3. Feedback from the stakeholder's Early feedback from students about the Institution and individual teachers is obtained online through Google forms and the analysis is stored in Google drive .Similarly feedback from employers is also obtained through the use of Google forms. We are in the process of obtaining parents' feedback through the online mode as well. 4. Account section utilizes the commonly used software Tally E for the record of financial transactions of students teaching staff and non teaching staff. 5. Standard operating procedures for all the modalities used in laboratories and outpatient department were followed.

Part B

CRITERION I – CURRICULAR ASPECTS

1.1 – Curriculum Planning and Implementation

1.1.1 – Institution has the mechanism for well planned curriculum delivery and documentation. Explain in 500 words

The structured and effective implementation of the curriculum involves several key components, which are listed below: IQAC Meetings: Regular meetings involving IQAC members to discuss academic matters and review progress. PAD and DAC meetings: Periodical PAD meeting is conducted to discuss about how the program outcome has to be met and whether the actions taken to meet the POs are sufficient enough to achieve the desired goal. DAC meeting is held to analyse the reports submitted by the PAD members, and to check initiate the measures needed to provide much efficient teaching learning process thereby moving towards the ultimate goal. Orientation Programme: Conducting orientation programs to familiarize students with the institution's mission, vision, infrastructure, and rules. The students tend to have a brief outline on why they are here, what they will learn from here and how to become a successful and productive health care professional. Academic Calendar: Preparation of a detailed calendar providing important dates, holidays, and examination schedules is done and submitted before the start of the academic year and is circulated priorly to have a clean and clear plan of what has to be done in accordance to the academic year. With reference to the academic calendar, three sessional examinations and two model examinations are conducted every academic year. Lesson Plan: Faculty members prepare detailed lesson plans covering learning objectives, teaching methods, summarization of topics, and evaluation methods. The lesson plan is periodically monitored and reviewed by the department head and the Principal. Course Files: Maintenance of course files containing the course syllabus, course materials, Sessional examination

question papers, model examination question papers, university question papers, university results and analysis Academic Files: Documentation of individual timetables, teaching plans, attendance records, number of assignments, and evaluation records is maintained. Regular Monitoring and Review: Heads of departments and the principal monitor the effectiveness of the implementation regularly and provide necessary suggestions when needed. Communication with parents: To discuss the student's progress, parents teachers meetings were conducted on regular basis. Additional Activities: Organizing seminars, workshops, and guest lectures to supplement the curriculum and enhance learning. By incorporating these measures, the institution ensures a structured and effective implementation of the curriculum, promoting student success and academic excellence.

1.1.2 – Certificate/ Diploma Courses introduced during the academic year

Certificate	Diploma Courses	Dates of Introduction	Duration	Focus on employ ability/entrepreneurship	Skill Development
Stretches	0	22/03/2019	8	This helps the participants to engage in real-world scenarios which helps them to learn and analyze diverse challenges.	This Course offers a dynamic and interactive learning experience, combining theoretical knowledge with practical application which is effective in fostering skill development

1.2 – Academic Flexibility

1.2.1 – New programmes/courses introduced during the academic year

Programme/Course	Programme Specialization	Dates of Introduction
BPT	PHYSIOTHERAPY	Nil
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1.2.2 – Programmes in which Choice Based Credit System (CBCS)/Elective course system implemented at the affiliated Colleges (if applicable) during the academic year.

Name of programmes adopting CBCS	Programme Specialization	Date of implementation of CBCS/Elective Course System
BPT	PHYSIOTHERAPY	Nil

1.2.3 – Students enrolled in Certificate/ Diploma Courses introduced during the year

	Certificate	Diploma Course
Number of Students	96	0

1.3 – Curriculum Enrichment

1.3.1 – Value-added courses imparting transferable and life skills offered during the year

Value Added Courses	Date of Introduction	Number of Students Enrolled
Basic Life Support (BLS) Advanced Cardiac Life Support (ACLS)	12/04/2019	48
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1.3.2 – Field Projects / Internships under taken during the year

Project/Programme Title	Programme Specialization	No. of students enrolled for Field Projects / Internships
BPT	Internship	41
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1.4 – Feedback System

1.4.1 – Whether structured feedback received from all the stakeholders.

Students	Yes
Teachers	Yes
Employers	Yes
Alumni	Yes
Parents	Yes

1.4.2 – How the feedback obtained is being analyzed and utilized for overall development of the institution? (maximum 500 words)

Feedback Obtained
<p>The institution has implemented a comprehensive feedback system involving various stakeholders to ensure effective institutional management and continuous improvement. Here is an overview of the feedback collection and management process: Levels of Feedback: Feedback is collected at both departmental and college levels. Stakeholders Involved: Feedback is obtained from current students, alumni, faculty, parents, and employers. Feedback Collection Methods: Feedback is collected through various means such as meetings, surveys, alumni meets, and online forms. Feedback Analysis: The collected feedback is discussed and analyzed in departmental meetings and by the academic council led by the principal. Areas of Analysis: Feedback is analyzed concerning academic performance, infrastructure utilization, faculty sufficiency, syllabus design, and institutional management. Action Plans: Corrective measures and enhancements are determined based on the feedback analysis to ensure the smooth operation of the administration and to enhance institutional performance. Alumni Engagement: Alumni meets are conducted annually to gather valuable feedback and suggestions, and alumni feedback is also obtained through visits and online forms. Alumni feedback is reviewed in academic council meetings for analysis and incorporation into the curriculum. Continuous Improvement: Feedback from various stakeholders is continuously reviewed and analyzed to identify problems, discuss corrective measures, and incorporate suggestions into the curriculum to ensure continuous improvement. Overall, the institutions feedback system plays a crucial role in ensuring transparency, communication, and continuous enhancement of the educational experience for all stakeholders involved.</p>

CRITERION II – TEACHING- LEARNING AND EVALUATION

2.1 – Student Enrolment and Profile

2.1.1 – Demand Ratio during the year

Name of the Programme	Programme Specialization	Number of seats available	Number of Application received	Students Enrolled
BPT	Physiotherapy	100	115	63
MPT	Ortho,Neuro, Cardio-Respiratory, Sports medicine	10	11	10

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2.2 – Catering to Student Diversity

2.2.1 – Student - Full time teacher ratio (current year data)

Year	Number of students enrolled in the institution (UG)	Number of students enrolled in the institution (PG)	Number of fulltime teachers available in the institution teaching only UG courses	Number of fulltime teachers available in the institution teaching only PG courses	Number of teachers teaching both UG and PG courses
2018	63	100	15	20	35

2.3 – Teaching - Learning Process

2.3.1 – Percentage of teachers using ICT for effective teaching with Learning Management Systems (LMS), E-learning resources etc. (current year data)

Number of Teachers on Roll	Number of teachers using ICT (LMS, e-Resources)	ICT Tools and resources available	Number of ICT enabled Classrooms	Number of smart classrooms	E-resources and techniques used
35	35	6	6	6	1

[View File of ICT Tools and resources](#)

[View File of E-resources and techniques used](#)

2.3.2 – Students mentoring system available in the institution? Give details. (maximum 500 words)

Mentorship Programs: In Nandha college of physiotherapy we have formal mentorship programs where experienced faculty members, staff, or even senior students act as mentors to guide and support newer students. Mentorship programs will be formal, with predefined structures and guidelines, or informal, with a more flexible and spontaneous approach. In order to develop an healthy relationship ,helping and guiding them .

Mentorship programs can be valuable for personal and professional development, fostering a supportive community, and building lasting connections between individuals within an organization or community. We develop a thoughtful and intentional process for matching mentors with our students and factors such as career goals, interests, and personality traits to facilitate meaningful connections we discussed .we Encourage regular one-on-one meetings between mentors and students. These meetings provide opportunities for goal-setting, progress updates, and addressing any challenges. Our institution Recognize and celebrate achievements and milestones within the mentorship program. This can include acknowledging successful mentor-mentee pairs, showcasing individual accomplishments, and fostering a positive program culture. Regularly evaluate the mentorship programs effectiveness and gather feedback from participants. Use this information to make necessary adjustments and improvements for future iterations of our program. Facilitate the development of SMART (Specific, Measurable, Achievable, Relevant, Time-Bound) goals for mentees. This helps provide a clear direction for their development and allows mentors to track progress. we use online platforms or portals to facilitate mentor-mentee communication. These platforms may include features such as chat, discussion forums, or scheduling tools to make it easier for mentors and mentees to connect. At the beginning of each academic year, institutions often conduct orientation sessions to introduce new students to the mentorship program, explaining how it works and how they can benefit from it. Mentors and mentees typically have regular meetings to discuss academic progress, career goals, and any challenges the mentee may be facing. These meetings can be in person or conducted virtually or college have feedback mechanisms in place to assess the effectiveness of the mentorship program and make improvements as needed.

Number of students enrolled in the institution	Number of fulltime teachers	Mentor : Mentee Ratio
63	35	1:2

2.4 – Teacher Profile and Quality

2.4.1 – Number of full time teachers appointed during the year

No. of sanctioned positions	No. of filled positions	Vacant positions	Positions filled during the current year	No. of faculty with Ph.D
37	37	0	37	37

2.4.2 – Honours and recognition received by teachers (received awards, recognition, fellowships at State, National, International level from Government, recognised bodies during the year)

Year of Award	Name of full time teachers receiving awards from state level, national level, international level	Designation	Name of the award, fellowship, received from Government or recognized bodies
2019	C.K.Muralidharan C.K.Muralidharan V.Manivannan V.Vijayaraj	Associate Professor	IAP -women cell Best teacher award 2019 Indian association of physiotherapists -distinguished academicians award Best teacher award-state level IAP -women cell Best teacher award 2019
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2.5 – Evaluation Process and Reforms

2.5.1 – Number of days from the date of semester-end/ year- end examination till the declaration of results during the year

Programme Name	Programme Code	Semester/ year	Last date of the last semester-end/ year-end examination	Date of declaration of results of semester-end/ year- end examination
BPT	74	year	19/08/2019	22/10/2019
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2.5.2 – Reforms initiated on Continuous Internal Evaluation(CIE) system at the institutional level (250 words)

We introduce a variety of assessment methods beyond traditional exams, such as projects, presentations, case studies, group assignments, and practical assessments. This allows for a more comprehensive evaluation of students skills and knowledge. We increased the emphasis on formative assessments, which are assessments conducted during the learning process to provide feedback for improvement. This can include quizzes, class discussions, and regular feedback sessions. We incorporate technology for assessment purposes, such as online quizzes, e-poster and papers, electronic submission of assignments. This can make the assessment process more efficient and align with the use of technology in modern education. We concentrate towards a competency-based assessment model, focusing on the development of specific skills and competencies relevant to the field of study. This approach ensures that assessments are aligned with learning outcomes. Establish a system for providing timely and constructive feedback to students. Regular feedback enables students to understand their

strengths and areas for improvement, facilitating continuous learning. e Provide training and professional development opportunities for educators to enhance their assessment practices. This may include workshops on effective feedback, assessment design, and the use of technology in assessments. Implement mechanisms for monitoring the quality of assessments and ensuring consistency in evaluation. This may involve periodic reviews, internal audits, and external assessments. encouraging students to apply theoretical knowledge to practical scenarios relevant to their future careers Provide flexibility in assessment timing to accommodate diverse learning styles and the needs of individual students. This may involve staggered deadlines or alternative assessment schedules. We have Implemented these reforms requires collaboration among administrators, faculty, and students. By fostering a culture of continuous improvement and innovation, our college created a robust Continuous Internal Evaluation system that aligns with the goals of providing meaningful and equitable assessments. .

2.5.3 – Academic calendar prepared and adhered for conduct of Examination and other related matters (250 words)

We Start the planning process well in advance, preferably before the start of the academic year. Consider input from faculty, administrative staff, and relevant academic committees. We clearly define and divide the academic year into terms or semesters. Establish the start and end dates for each term, taking into account any holidays or break. We determine the dates for major examinations, including sessional exams, model exams and final exams. Ensure that the exam schedule allows sufficient time for preparation, review, and grading. we collaborate with faculty members to identify specific dates for class tests, quizzes, and other formative assessments. This coordination helps avoid conflicts and ensures a balanced workload for students. we take into account public holidays, religious observances, and any other breaks in the Nandha Physiotherapy calendar. Adjust the exam schedule accordingly to accommodate these non-instructional days. Communicate the finalized academic calendar to all stakeholders, including students, faculty, and administrative staff. Then publish Nandha academic calendar on the Nandha physiotherapy website and distribute hard copies if necessary. we coordinate with faculty, management to schedule examination venues. Ensure that there are adequate and appropriate spaces available for the number of students taking each exam. Set deadlines for faculty to finalize and submit exam papers. This ensures that exams are ready well in advance and allows for any necessary reviews or adjustments. Plan for the logistics of exam administration, including the distribution and collection of exam papers, invigilation, and any special accommodations for students with disabilities.

2.6 – Student Performance and Learning Outcomes

2.6.1 – Program outcomes, program specific outcomes and course outcomes for all programs offered by the institution are stated and displayed in website of the institution (to provide the weblink)

<https://nandhaphysio.org/wp-content/uploads/2024/02/BPT-PROGRAMME.pdf>

2.6.2 – Pass percentage of students

Programme Code	Programme Name	Programme Specialization	Number of students appeared in the final year examination	Number of students passed in final year examination	Pass Percentage
74	BPT	Physiotherapy	39	39	100

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2.7 – Student Satisfaction Survey

2.7.1 – Student Satisfaction Survey (SSS) on overall institutional performance (Institution may design the questionnaire) (results and details be provided as weblink)

<https://nandhaphysio.org/wp-content/uploads/2024/02/SSS.pdf>

CRITERION III – RESEARCH, INNOVATIONS AND EXTENSION

3.1 – Resource Mobilization for Research

3.1.1 – Research funds sanctioned and received from various agencies, industry and other organisations

Nature of the Project	Duration	Name of the funding agency	Total grant sanctioned	Amount received during the year
Total	0	0	0	0
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3.2 – Innovation Ecosystem

3.2.1 – Workshops/Seminars Conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices during the year

Title of workshop/seminar	Name of the Dept.	Date
Functional sports Taping	Sports	14/06/2018
Campus placement	Placement cell	21/06/2018
Blood screening camp	RRC	04/09/2018
World Suicidal Prevention Day	RRC	27/09/2018
Workshop	Neuro	06/10/2018
World Arthritis and Osteoporosis Day	Ortho	12/10/2018
Campus Interview (RECOUP, SPARRC)	Placement cell	17/10/2018
Blood Donation camp	RRC	17/10/2018
Leo club Inauguration	YRC	18/10/2018
World Stroke Day Rally	Neuro	29/10/2018
RRC Inauguration	RRC	21/11/2018
CME - Research Methodology	Neuro	22/01/2019
BLS, ACLS	Cardio	04/03/2019
Womens Day Celebration with FDP Women wing	WDC	13/03/2019
Stretches	Sports	01/04/2019
Campus Interview V Excel	Placement cell	18/05/2019

3.2.2 – Awards for Innovation won by Institution/Teachers/Research scholars/Students during the year

Title of the innovation	Name of Awardee	Awarding Agency	Date of award	Category
0	0	0	01/06/2018	0
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3.2.3 – No. of Incubation centre created, start-ups incubated on campus during the year

Incubation Center	Name	Sponsored By	Name of the Start-up	Nature of Start-up	Date of Commencement
NIL	NIL	NIL	0	0	01/06/2018
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3.3 – Research Publications and Awards

3.3.1 – Incentive to the teachers who receive recognition/awards

State	National	International
0	0	0

3.3.2 – Ph. Ds awarded during the year (applicable for PG College, Research Center)

Name of the Department	Number of PhD's Awarded
0	0

3.3.3 – Research Publications in the Journals notified on UGC website during the year

Type	Department	Number of Publication	Average Impact Factor (if any)
National	Orthopaedics	0	0
International	Orthopaedics	0	0
National	Neurology	0	0
International	Neurology	0	0
National	Cardiology	0	0
International	Cardiology	0	0
National	Sports	0	0
International	Sports	0	0
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3.3.4 – Books and Chapters in edited Volumes / Books published, and papers in National/International Conference Proceedings per Teacher during the year

Department	Number of Publication
Neurology	0
Cardiology	0
Sports	0
Orthopaedics	0
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3.3.5 – Bibliometrics of the publications during the last Academic year based on average citation index in Scopus/ Web of Science or PubMed/ Indian Citation Index

Title of the Paper	Name of Author	Title of journal	Year of publication	Citation Index	Institutional affiliation as mentioned in the publication	Number of citations excluding self citation
NIL	NIL	NIL	2018	0	NA	0
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3.3.6 – h-Index of the Institutional Publications during the year. (based on Scopus/ Web of science)

Title of the	Name of	Title of journal	Year of	h-index	Number of	Institutional
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Paper	Author		publication		citations excluding self citation	affiliation as mentioned in the publication
NIL	NIL	NIL	2018	0	0	0
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3.3.7 – Faculty participation in Seminars/Conferences and Symposia during the year :

Number of Faculty	International	National	State	Local
Attended/Seminars/Workshops	0	0	2	4
Presented papers	0	0	0	0
Resource persons	0	0	0	0
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3.4 – Extension Activities

3.4.1 – Number of extension and outreach programmes conducted in collaboration with industry, community and Non- Government Organisations through NSS/NCC/Red cross/Youth Red Cross (YRC) etc., during the year

Title of the activities	Organising unit/agency/ collaborating agency	Number of teachers participated in such activities	Number of students participated in such activities
Blood screening camp	RRC	2	15
Blood Donation camp	RRC	3	20
LEO club Inauguration	YRC	2	14
RRC Inauguration	RRC	2	18
TB Awareness Rally	RRC	3	25
Street play for TB Day	RRC	5	40
Tree Plantation	RRC	1	7
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3.4.2 – Awards and recognition received for extension activities from Government and other recognized bodies during the year

Name of the activity	Award/Recognition	Awarding Bodies	Number of students Benefited
NIL	NIL	NA	0
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3.4.3 – Students participating in extension activities with Government Organisations, Non-Government Organisations and programmes such as Swachh Bharat, Aids Awareness, Gender Issue, etc. during the year

Name of the scheme	Organising unit/Agency/collaborating agency	Name of the activity	Number of teachers participated in such activities	Number of students participated in such activities
NA	NIL	NIL	0	0

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3.5 – Collaborations

3.5.1 – Number of Collaborative activities for research, faculty exchange, student exchange during the year

Nature of activity	Participant	Source of financial support	Duration
NIL	0	NIL	0

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3.5.2 – Linkages with institutions/industries for internship, on-the- job training, project work, sharing of research facilities etc. during the year

Nature of linkage	Title of the linkage	Name of the partnering institution/ industry /research lab with contact details	Duration From	Duration To	Participant
NIL	NIL	NIL	01/06/2018	01/06/2018	0

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3.5.3 – MoUs signed with institutions of national, international importance, other universities, industries, corporate houses etc. during the year

Organisation	Date of MoU signed	Purpose/Activities	Number of students/teachers participated under MoUs
NIL	01/06/2018	NA	0

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CRITERION IV – INFRASTRUCTURE AND LEARNING RESOURCES

4.1 – Physical Facilities

4.1.1 – Budget allocation, excluding salary for infrastructure augmentation during the year

Budget allocated for infrastructure augmentation	Budget utilized for infrastructure development
13	12.65

4.1.2 – Details of augmentation in infrastructure facilities during the year

Facilities	Existing or Newly Added
Campus Area	Newly Added
Seminar Halls	Newly Added
Laboratories	Newly Added
Classrooms with LCD facilities	Newly Added
Seminar halls with ICT facilities	Newly Added
Video Centre	Newly Added
Value of the equipment purchased during the year (rs. in lakhs)	Newly Added
Number of important equipments purchased (Greater than 1-0 lakh) during the current year	Newly Added

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4.2 – Library as a Learning Resource

4.2.1 – Library is automated {Integrated Library Management System (ILMS)}

Name of the ILMS software	Nature of automation (fully or partially)	Version	Year of automation
Delnet	Fully	7.4.2	2006

4.2.2 – Library Services

Library Service Type	Existing		Newly Added		Total	
Text Books	4402	115000	150	108250	4552	223250
Reference Books	25	45000	20	55000	45	100000
e-Books	8	5000	20	6000	28	11000
Journals	20	35000	25	40000	45	75000
e-Journals	30	20000	45	26000	75	46000
Digital Database	1	13750	1	13750	2	27500
CD & Video	50	5000	80	6000	130	11000
Library Automation	1	25000	1	25000	2	50000

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4.2.3 – E-content developed by teachers such as: e-PG- Pathshala, CEC (under e-PG- Pathshala CEC (Under Graduate) SWAYAM other MOOCs platform NPTEL/NMEICT/any other Government initiatives & institutional (Learning Management System (LMS) etc

Name of the Teacher	Name of the Module	Platform on which module is developed	Date of launching e-content
NIL	NIL	NIL	Nil

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4.3 – IT Infrastructure

4.3.1 – Technology Upgradation (overall)

Type	Total Computers	Computer Lab	Internet	Browsing centers	Computer Centers	Office	Departments	Available Bandwidth (MBPS/ GBPS)	Others
Existing	50	1	1	1	1	1	10	250	0
Added	0	0	0	0	0	1	0	0	0
Total	50	1	1	1	1	2	10	250	0

4.3.2 – Bandwidth available of internet connection in the Institution (Leased line)

250 MBPS/ GBPS

4.3.3 – Facility for e-content

Name of the e-content development facility	Provide the link of the videos and media centre and recording facility
e - journals DELNET	http://delnet.nic.in

4.4 – Maintenance of Campus Infrastructure

4.4.1 – Expenditure incurred on maintenance of physical facilities and academic support facilities, excluding salary component, during the year

Assigned Budget on academic facilities	Expenditure incurred on maintenance of academic facilities	Assigned budget on physical facilities	Expenditure incurred on maintenance of physical facilities
20.5	19.73	15	12.65

4.4.2 – Procedures and policies for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc. (maximum 500 words) (information to be available in institutional Website, provide link)

For maintenance of equipment and computer-related complaints, a well-established system is present. All the complaints from various departments are resolved through a process. To look after the resolution of complaints, the maintenance committee was formed, which includes representatives from all departments and teaching representatives. The committee ensures proper maintenance of physical property and facilities on campus, ordinary preventive maintenance, long-range plans for repairs and replacement of equipment, and regular reviews of the conditions of infrastructure and other facilities. Maintenance complaints are forwarded by users to the head of department and, through the principal, to the administrative officer. The administrative officer forwards the complaints to the respective departments based on the nature and type of department. Respective departments assess the complaints and resolve them at the local level, or if they are not reparable, they are forwarded to agencies outside. For electrotherapy equipment, a yearly AMC is signed with a private agency that looks after maintenance of that equipment. For sending the complaints, printed complaints books are used so that details of repair and maintenance can be maintained. If the repair, maintenance, or construction cost exceeds Rs. 3000 and is less than Rs. 1,00,000 (one lac), then, with the recommendation of the chairman for approval. If equipment or an instrument is under warranty or has an AMC or CMC, then maintenance work will be done by giving a service call to the agency. If out of warranty / Guaranty or no AMC / CMC then department will ensure the budget provision from accounts department for the said maintenance work. Utilizing physical, academic, and support facilities: Laboratories are set as per the guidelines and requirements of the affiliating university. For the utilization of laboratories, the time tables are set such that there is no overlapping of practical or demonstrations. The schedule of laboratory usage is displayed at the entrance of each lab. Students should wear their aprons compulsorily and have their own clinical examination kit (hammer, goniometer, inch tape, stethoscope, etc. Students are instructed to follow the ethical rules of Standard Operating Procedure format (SOP) before handling the electrotherapy modality. For the utilization of equipment in the laboratory, the log books are maintained for the issue and return of the equipment. The library, which is very well ventilated and illuminated even in case of power cuts. The book reading section is separated from the journal reading section and the newspaper reading section. The sports complex is designed keeping in mind the national and international competition for students. Students and staff utilize this facility for competitions and training. Computers with high-speed broad-band internet facilities are available to the faculty members in their staff rooms to prepare computer-aided teaching materials. E-content is utilized by each student and faculty to get study materials from E-books, E-journals, and

DELNET. The college has set up four smart classrooms with 100 capacities and two class rooms with 20 capacities. and is in the process of converting every class room to a smart class room.

<https://nandhaphysio.org>

CRITERION V – STUDENT SUPPORT AND PROGRESSION

5.1 – Student Support

5.1.1 – Scholarships and Financial Support

	Name/Title of the scheme	Number of students	Amount in Rupees
Financial Support from institution	nil	0	0
Financial Support from Other Sources			
a) National	SCST, FG Schoralship	97	2243000
b) International	nil	0	0

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5.1.2 – Number of capability enhancement and development schemes such as Soft skill development, Remedial coaching, Language lab, Bridge courses, Yoga, Meditation, Personal Counselling and Mentoring etc.,

Name of the capability enhancement scheme	Date of implemetation	Number of students enrolled	Agencies involved
Soft skills development	06/06/2018	60	Sivarama Krishnan, Head, Training Cell- 9965526397
Language Lab	05/07/2018	255	Kurinchi Associates, Erode- 9842899711
Yoga and wellness	09/11/2018	60	Vethathiri maharishi institute for Spiritual and intutional Education, Aliyar-044-24571153
Analytical skill development	04/03/2019	45	V. Chukkiriya trust-7200022077
Human value development	03/01/2019	10	RRC Human Value development and AIDS control Board- 9842796982
Personality and professional development	08/02/2019	90	LEO club Personality and Professional Development site-9842769922
Employability skills development	10/12/2018	45	Prabhu, Head, Placement cell, Nandha Educational Trust- 9842589896

Remedical Coaching	17/08/2018	45	Synergy Physiocare ,Chennai-9176109262
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5.1.3 – Students benefited by guidance for competitive examinations and career counselling offered by the institution during the year

Year	Name of the scheme	Number of benefited students for competitive examination	Number of benefited students by career counseling activities	Number of students who have passed in the comp. exam	Number of students placed
2018	TOEFL, HR Trainng, Banking Exam	35	20	15	0
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5.1.4 – Institutional mechanism for transparency, timely redressal of student grievances, Prevention of sexual harassment and ragging cases during the year

Total grievances received	Number of grievances redressed	Avg. number of days for grievance redressal
0	0	7

5.2 – Student Progression

5.2.1 – Details of campus placement during the year

On campus			Off campus		
Name of organizations visited	Number of students participated	Number of students placed	Name of organizations visited	Number of students participated	Number of students placed
V Excel, 04242266068, RECOUP Bangalore-08041214224	20	15	nil	0	0
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5.2.2 – Student progression to higher education in percentage during the year

Year	Number of students enrolling into higher education	Programme graduated from	Department graduated from	Name of institution joined	Name of programme admitted to
2018	2	BPT	physiotherapy	Nandha College of Physiotherapy	MPT
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5.2.3 – Students qualifying in state/ national/ international level examinations during the year (eg:NET/SET/SLET/GATE/GMAT/CAT/GRE/TOFEL/Civil Services/State Government Services)

Items	Number of students selected/ qualifying
Any Other	2
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5.2.4 – Sports and cultural activities / competitions organised at the institution level during the year

Activity	Level	Number of Participants
Physiogala	Intracollege meet	260
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5.3 – Student Participation and Activities

5.3.1 – Number of awards/medals for outstanding performance in sports/cultural activities at national/international level (award for a team event should be counted as one)

Year	Name of the award/medal	National/ Internaional	Number of awards for Sports	Number of awards for Cultural	Student ID number	Name of the student
2018	CCP Colachel	National	4	2	Nil	Mohammed Faizil, Hariharan, Neethu, Devika Gopal, Steeve Austin, Dhivya Bha rathi.M.L,
2019	KG Nexus	National	5	3	Nil	Mohammed Faizil, Hariharan, Neethu, Devika Gopal, Steeve Austin, Dhivya Bha rathi.M.L, Kaviyalakh mi, Adrin, Yuvaraj, Akilan
2018	Theracon 18	National	Nil	4	Nil	Neethu, Devika gopal, Steeve Austin, Saldhana Adrin,

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5.3.2 – Activity of Student Council & representation of students on academic & administrative bodies/committees of the institution (maximum 500 words)

Student council is to promote student welfare and support the educational process to advance the students academic and personal abilities. it looks after the welfare of students with support of management and faculty members and avoid the obstruction that may come in the path of a students learning process. This committee complies with the policies set by the college in order to facilitate a positive academic environment to the students and help them to proceed in their career without difficulty. The committee regularly gets together to explore ways of improving the student experience at our campus and

to address any difficulties faced by students. Meetings are also organized with student representatives to collect student feedback and take corrective measures.

5.4 – Alumni Engagement

5.4.1 – Whether the institution has registered Alumni Association?

Yes

The Institute has a registered Alumni Association for building strong bond between alumni and present student's. The alumni give support to the student's through interaction, financial funding, guidance and placement. The mission of the alumni association is to foster a mutually beneficial relationship between the Institute and its alumni. Objectives of the Alumni association: • To encourage and promote close relations between the Institution and its alumni and among the alumni themselves • To promote and encourage friendly relations between all members of the alumni body, an interest in the affairs and well-being of the Institution. • To initiate and develop programs for the benefit of the alumni. • To provide and disseminate information regarding their Alma Matter, its graduates, Faculties and student's, to the alumni. • To assist and supporting the efforts of the Institution in obtaining funds for development To serve as a forum through which alumni may support and advance the pursuit of academic excellence at the institutions

5.4.2 – No. of enrolled Alumni:

780

5.4.3 – Alumni contribution during the year (in Rupees) :

48000

5.4.4 – Meetings/activities organized by Alumni Association :

Motivational Carrer guidance Carrer development

CRITERION VI – GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 – Institutional Vision and Leadership

6.1.1 – Mention two practices of decentralization and participative management during the last year (maximum 500 words)

1.TO DEVELOP THE NEXT GENERATION OF LEADERS 2.ACHIEVE MORE TRANSPARENCIES IN THE EXECUTION OF POLICIES AND PROCEDURES The institution believes in a participative approach at all levels to ensure the vision mission of the college are realized through its goals and objectives with a clear delegation of power

6.1.2 – Does the institution have a Management Information System (MIS)?

Yes

6.2 – Strategy Development and Deployment

6.2.1 – Quality improvement strategies adopted by the institution for each of the following (with in 100 words each):

Strategy Type	Details
Curriculum Development	The faculty are trained in curriculum design and development.
Teaching and Learning	we conduct regular faculty development program.
Examination and Evaluation	regular conduct of internal

	examinations, practicals, viva and the publication of results to students and parents
Research and Development	The faculties are insisted to research and publish their projects post graduate students projects are planned for publications
Library, ICT and Physical Infrastructure / Instrumentation	The library is maintained with more than 3000 books and computer and internet facilities.
Human Resource Management	The institution has the centre for professional excellence regularly conducts faculty programs.
Industry Interaction / Collaboration	The institution has MOUs with the hospitals for the clinical training for the students. also we send internship training with the MOU hospitals
Admission of Students	The institution places the students through website portal and online applications.

6.2.2 – Implementation of e-governance in areas of operations:

E-governance area	Details
Student Admission and Support	student admission is done through online portal. information and prospectus is made available at the portal for easy access and decision making.
Examination	The generation of hall ticket and the publication of results are done by the online portal and forwarded to the students and parents whatsapp group
Planning and Development	Enhance the quality and equity of the learning experience of students. provide strong administrative and good governance arrangement
Administration	Good governance with leadership are key to growth and success of an organisation
Finance and Accounts	The institution had adopted softwares which have brought in easy of handling the budget under various heads of accounts

6.3 – Faculty Empowerment Strategies

6.3.1 – Teachers provided with financial support to attend conferences / workshops and towards membership fee of professional bodies during the year

Year	Name of Teacher	Name of conference/ workshop attended for which financial support provided	Name of the professional body for which membership fee is provided	Amount of support
2018	v.manivannan	Physiotroops	Christian	1000

		18	college of physiotherapy	
2018	v.vijayaraj	Physiotroops 18	Christian college of physiotherapy	1000
2018	v.vijayaraj	THERACON 18	VINAYAKA MISSION COLLEGE OF PHYSIOTHERAPY	2500
2018	A.SABIYA	THERACON 18	VINAYAKA MISSION COLLEGE OF PHYSIOTHERAPY	2500
2018	M.Janani	THERACON18	VINAYAKA MISSION COLLEGE OF PHYSIOTHERAPY	2500
2019	V.MANIVANNAN	NCP	NCP	1000
2019	R.SARAVANA KUMAR	NCP	NCP	1000
2019	V.VIJAYARAJ	NCP	NCP	1000
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6.3.2 – Number of professional development / administrative training programmes organized by the College for teaching and non teaching staff during the year

Year	Title of the professional development programme organised for teaching staff	Title of the administrative training programme organised for non-teaching staff	From date	To Date	Number of participants (Teaching staff)	Number of participants (non-teaching staff)
2018	NDT	COMMUNICATIVE SKILL TRAINING	06/10/2018	06/10/2018	5	5
2018	FUNCTIONAL SPORTS TAPPING	DESTRESS	13/07/2018	14/07/2018	5	5
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6.3.3 – No. of teachers attending professional development programmes, viz., Orientation Programme, Refresher Course, Short Term Course, Faculty Development Programmes during the year

Title of the professional development programme	Number of teachers who attended	From Date	To date	Duration
NDT	5	06/10/2018	06/10/2018	8
FUNCTIONAL SPORTS TAPPING	5	13/07/2018	14/07/2018	8
COMPLETE	5	20/03/2018	22/03/2018	8

SHOULDER COURSE			
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6.3.4 – Faculty and Staff recruitment (no. for permanent recruitment):

Teaching		Non-teaching	
Permanent	Full Time	Permanent	Full Time
40	40	23	23

6.3.5 – Welfare schemes for

Teaching	Non-teaching	Students
09	03	05

6.4 – Financial Management and Resource Mobilization

6.4.1 – Institution conducts internal and external financial audits regularly (with in 100 words each)

To maintain financial prudence and ensure good accounting practises and to provide a proper platform for better governance internal audit is carried out.

6.4.2 – Funds / Grants received from management, non-government bodies, individuals, philanthropies during the year(not covered in Criterion III)

Name of the non government funding agencies /individuals	Funds/ Grnats received in Rs.	Purpose
NIL	0	NIL
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6.4.3 – Total corpus fund generated

0

6.5 – Internal Quality Assurance System

6.5.1 – Whether Academic and Administrative Audit (AAA) has been done?

Audit Type	External		Internal	
	Yes/No	Agency	Yes/No	Authority
Academic	Yes	IQAC	Yes	IQAC
Administrative	No	Nill	Yes	Nill

6.5.2 – Activities and support from the Parent – Teacher Association (at least three)

1.Regular meetings 2.special meeting with parents ,who have academic,discipline issues 3special meeting for sloe learners.

6.5.3 – Development programmes for support staff (at least three)

1.Professional development programme 2.Personal development programme
3.communicative skill training

6.5.4 – Post Accreditation initiative(s) (mention at least three)

1.separate budget for the department 2.Infrastructure and Resource use
3.Student support and progression

6.5.5 – Internal Quality Assurance System Details

a) Submission of Data for AISHE portal	Yes
b)Participation in NIRF	No

c)ISO certification	No
d)NBA or any other quality audit	No

6.5.6 – Number of Quality Initiatives undertaken during the year

Year	Name of quality initiative by IQAC	Date of conducting IQAC	Duration From	Duration To	Number of participants
2018	Addition of ethics module in regular teaching	10/12/2018	10/12/2019	10/12/2019	38
2019	Skill development workshop for students to improve their hands on skills for patient treatment	15/03/2019	15/03/2019	16/03/2019	45

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CRITERION VII – INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 – Institutional Values and Social Responsibilities

7.1.1 – Gender Equity (Number of gender equity promotion programmes organized by the institution during the year)

Title of the programme	Period from	Period To	Number of Participants	
			Female	Male
The persistent gender inequality - a global challenge	31/08/2018	31/08/2018	118	100
Does God favour a gender?	16/02/2019	16/02/2019	100	78

7.1.2 – Environmental Consciousness and Sustainability/Alternate Energy initiatives such as:

Percentage of power requirement of the University met by the renewable energy sources

Our Institution has facilities for alternate sources of energy and energy conservation devices to meet out and support certain percentage of power requirement 1. Solar energy 2. Wheeling to the Grid 3. Sensor based energy conservation 4. Biogas plant 5. Use of LED bulbs/ power efficient equipment

7.1.3 – Differently abled (Divyangjan) friendliness

Item facilities	Yes/No	Number of beneficiaries
Physical facilities	Yes	1
Provision for lift	No	0
Ramp/Rails	Yes	1

Braille Software/facilities	No	0
Rest Rooms	Yes	5
Rest Rooms	Yes	5
Scribes for examination	No	0
Special skill development for differently abled students	Yes	1

7.1.4 – Inclusion and Situatedness

Year	Number of initiatives to address locational advantages and disadvantages	Number of initiatives taken to engage with and contribute to local community	Date	Duration	Name of initiative	Issues addressed	Number of participating students and staff
2018	1	1	24/08/2018	1	Geriatric Assessment and Intervention camp at senguttaipalayam	Many were diagnosed with abnormalities and comorbidities and further treatment advised	25
2018	1	1	13/12/2018	1	Muscular dystrophy awareness assessment for middle school children	Abnormalities were found and Correction exercise were taught to them	30
2019	1	1	02/03/2019	1	special school children camp	Treatment protocol and disability prevention done	28

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7.1.5 – Human Values and Professional Ethics Code of conduct (handbooks) for various stakeholders

Title	Date of publication	Follow up(max 100 words)
Code of conduct Handbook	02/07/2018	Meetings are conducted regularly and monitoring committee is framed

7.1.6 – Activities conducted for promotion of universal Values and Ethics

Activity	Duration From	Duration To	Number of participants
Ethical dilemmas and Best practices in leadership	06/10/2018	06/10/2018	200
Art exhibition on Ethical values	15/02/2019	15/02/2019	170
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7.1.7 – Initiatives taken by the institution to make the campus eco-friendly (at least five)

Restricted entry of automobiles
Battery powered vehicles
Pedestrian friendly pathways
ban on the use of plastics
Landscaping with trees and plants

7.2 – Best Practices

7.2.1 – Describe at least two institutional best practices

BEST PRACTICE I Evidence based practice and research Title: Evidence based practice and research utilization in the clinical areas Objectives: The objectives of evidence-based practice and research are multifaceted, aiming to enhance the quality, efficacy, and applicability of healthcare interventions. Firstly, it seeks to systematically integrate the best available evidence from research with clinical expertise and patient preferences to inform decision-making in healthcare delivery. This involves fostering a culture of critical appraisal and continuous learning among healthcare professionals to ensure the most effective and up-to-date practices are employed. Secondly, evidence-based practice and research strive to identify gaps in current knowledge and prioritize areas for further investigation through rigorous research methodologies. By generating new evidence, it contributes to the advancement of medical science and improves outcomes for individuals and populations. Additionally, it promotes transparency and accountability within the healthcare system by advocating for the use of evidence to guide policies and resource allocation. Ultimately, the overarching goal is to optimize patient care by ensuring that interventions are both scientifically sound and tailored to individual patient needs and preferences. The Context: In the realm of physiotherapy, evidence-based practice and research are pivotal for delivering optimal patient care and advancing the profession. Physiotherapy, as a discipline, emphasizes the use of evidence to guide clinical decision-making and interventions aimed at restoring function, alleviating pain, and improving quality of life for patients across various conditions and settings. By grounding practice in the best available evidence from research, physiotherapists can ensure the effectiveness and safety of their treatments while tailoring them to individual patient needs. This approach not only enhances the credibility and professionalism of physiotherapy but also fosters a culture of continuous learning and improvement within the field. Furthermore, research in physiotherapy plays a crucial role in expanding the evidence base, identifying innovative treatment approaches, and addressing unanswered questions or gaps in current knowledge. Ultimately, the integration of evidence-based practice and research in physiotherapy contributes to better patient outcomes, informed decision-making, and the overall advancement of the profession. The Practice: In the domain of evidence-based practice and research, physiotherapists adhere to a systematic approach that integrates the

best available evidence from research, clinical expertise, and patient values and preferences. This involves critically appraising and applying research findings to inform clinical decision-making and treatment planning.

Physiotherapists consistently evaluate the quality and relevance of research studies, considering factors such as study design, sample size, and statistical significance, to ensure the validity and applicability of the evidence to their practice. Moreover, they engage in ongoing professional development to stay abreast of advancements in research methodologies and evidence-based interventions. By incorporating evidence-based practice into their daily routines, physiotherapists uphold the highest standards of patient care, continually striving to optimize outcomes and promote patient well-being.

Through a commitment to evidence-based practice and research, physiotherapists contribute to the advancement of the profession and the enhancement of healthcare delivery. Evidence of success for evidence-based practice and research in physiotherapy is multifaceted. Firstly, improved patient outcomes serve as a tangible indicator of success, with interventions informed by robust evidence demonstrating enhanced effectiveness in alleviating pain, restoring function, and improving overall quality of life for patients. Reduced healthcare costs and resource utilization further signify success, as evidence-based practice minimizes unnecessary interventions and promotes efficient use of healthcare resources. Additionally, increased professional credibility and recognition within the healthcare community reflect the impact of evidence-based practice, as physiotherapists are regarded as informed, competent practitioners who prioritize patient well-being. Moreover, the continual expansion and refinement of the evidence base through research contribute to the evolution and advancement of physiotherapy as a profession, ensuring that practice remains current, effective, and aligned with the latest scientific knowledge. Overall, the integration of evidence-based practice and research results in tangible benefits for both patients and the profession, affirming its success and importance in physiotherapy.

BEST PRACTICE II
Promotion of scientific temper among the staff and the students. Objectives: The objectives for promoting scientific temper among 100 to 200 students are to cultivate a culture of critical thinking, curiosity, and evidence-based reasoning. Firstly, the aim is to encourage students to question, analyze, and evaluate information using scientific methods, fostering a mindset of inquiry and skepticism. Secondly, the objective is to instill a deep appreciation for the scientific method, emphasizing its role in uncovering truths about the natural world and addressing societal challenges. Thirdly, the goal involves providing opportunities for hands-on experimentation and exploration, allowing students to develop practical skills and a deeper understanding of scientific principles. Additionally, the objective includes promoting collaboration and communication skills, enabling students to engage in meaningful discourse and exchange ideas within the scientific community. Ultimately, the overarching objective is to empower students to become lifelong learners and critical thinkers who apply scientific reasoning to make informed decisions and contribute positively to society. The Context: Promoting scientific temper among staff and students entails fostering an environment where curiosity, critical thinking, and evidence-based reasoning are valued and encouraged. This context emphasizes the importance of integrating scientific principles into teaching methodologies, curriculum development, and everyday practices within educational institutions. By promoting scientific temper, institutions aim to instill a mindset of inquiry, skepticism, and openness to new ideas among both staff and students. This involves providing opportunities for hands-on learning, engaging in research activities, and facilitating discussions on contemporary scientific issues. Moreover, promoting scientific temper fosters a culture of collaboration and interdisciplinary learning, where staff and students from diverse backgrounds come together to explore and address complex

challenges using scientific methods. Ultimately, the context of promoting scientific temper among staff and students serves to nurture a community of lifelong learners who are equipped with the skills and knowledge to critically evaluate information, solve problems, and contribute to scientific advancement and societal development. The practice: The practice for promoting scientific temper among students and staff involves integrating inquiry-based learning, critical thinking exercises, and evidence-based discussions into the educational framework. This includes designing curriculum that encourages hands-on experimentation, problem-solving, and exploration of scientific concepts. Staff members serve as role models by demonstrating curiosity, skepticism, and a commitment to evidence-based reasoning in their teaching and research activities. Additionally, fostering a culture of open dialogue and collaboration allows students and staff to engage in constructive discourse, share ideas, and challenge misconceptions. Providing access to resources such as laboratories, research opportunities, and scientific literature further reinforces the practice of promoting scientific temper. Through these efforts, students and staff develop the skills, attitudes, and knowledge necessary to approach problems with a scientific mindset, make informed decisions, and contribute meaningfully to the advancement of knowledge and society.. Evidence of success: Evidence of success for promoting scientific temper among students and staff can be observed through various indicators. Firstly, increased engagement and enthusiasm in scientific inquiry and learning activities signify success, with students demonstrating a heightened curiosity and eagerness to explore scientific concepts. Secondly, improved critical thinking skills and the ability to evaluate information using scientific methods serve as tangible evidence of success, as both students and staff demonstrate a greater capacity for discerning facts from misconceptions. Additionally, enhanced collaboration and interdisciplinary interactions among students and staff reflect the cultivation of a scientific community where ideas are exchanged, challenged, and refined. Moreover, the application of scientific principles and evidence-based reasoning in problem-solving and decision-making processes indicates success, as individuals demonstrate a deeper understanding of scientific concepts and their real-world applications. Ultimately, the sustained integration of scientific temper into the educational environment leads to a culture of lifelong learning, innovation, and contribution to scientific advancement and societal progress. Problem encountered: One common problem encountered in promoting scientific temper among students and staff is the prevalence of entrenched beliefs or misconceptions that may resist scientific reasoning. Some individuals may hold onto preconceived notions or ideologies that contradict established scientific principles, making it challenging to encourage open-mindedness and critical thinking. Additionally, limited access to resources, such as laboratory facilities or up-to-date scientific literature, can hinder the practical application of scientific inquiry and experimentation. Moreover, the pressure to conform to standardized testing or curriculum requirements may prioritize rote memorization over deep understanding and critical analysis, undermining efforts to foster a genuine appreciation for scientific inquiry. Furthermore, the complexity of scientific concepts and terminology can pose barriers to engagement and comprehension, particularly for individuals with diverse educational backgrounds or limited exposure to science. Addressing these challenges requires dedicated efforts to promote a culture of curiosity, skepticism, and evidence-based reasoning through targeted educational interventions, resource allocation, and support for professional development among students and staff.

Upload details of two best practices successfully implemented by the institution as per NAAC format in your institution website, provide the link

https://drive.google.com/file/d/1y28DVr5GB-UDGZ4uovImqTGBiT6koD6B/view?usp=drive_link

7.3 – Institutional Distinctiveness

7.3.1 – Provide the details of the performance of the institution in one area distinctive to its vision, priority and thrust in not more than 500 words

The Distinctiveness of our college is also reflected in its academic programs and offerings. From specialized majors to interdisciplinary courses, the curriculum is designed to cater to the intellectual curiosity of the students. The emphasis on research, practical experiences, and global perspectives may contribute to setting your college apart in the realm of academia. The integration of cutting-edge technology, Hospital partnerships, or a focus on sustainability might be defining features that distinguish the educational experience. Beyond academics, the campus environment and student life play a pivotal role in defining the distinctiveness of our college. Is it a close-knit community where collaboration thrives, or does it foster individuality and independence The extracurricular activities, clubs, and organizations on campus contribute to the vibrant tapestry of student life. These elements create a unique social fabric that shapes the overall college experience and leaves a lasting impact on the personal and professional development of students. Moreover, the faculty and staff contribute significantly to the distinctiveness of our college. The expertise, passion, and mentorship they bring to the table enrich the learning environment. Faculty research, publications, and Hospital connections contribute not only to the academic reputation of the institution but also expose students to real-world applications of their knowledge. In embracing diversity and fostering an inclusive environment, our college distinguish itself as a hub for global perspectives and cultural exchange. This cultural richness enhances the educational experience, preparing students to navigate an interconnected world with sensitivity and open-mindedness. In conclusion, the distinctiveness of our college is a multifaceted tapestry woven from its history, values, academic programs, campus culture, and the contributions of its community. Its a unique blend of tradition and innovation, shaping not only the educational journey of its students but also leaving an indelible mark on the larger landscape of higher education. Understanding and celebrating these distinctive elements are crucial for both current and prospective members of the college community, fostering a sense of pride and connection to the institutions identity

Provide the weblink of the institution

https://drive.google.com/file/d/1Ex6CXW79ZBwH-i5z6N3hnVIyUMEKaF7G/view?usp=drive_link

8.Future Plans of Actions for Next Academic Year

1. National Collaboration in the areas of research students exchange
2. Addition of Value-added course for PG Students.
3. Conduction of state level research conference
4. Establishment of outpatient department for better patient care
5. Development of collaboration in the areas of service for refined clinical exposure to the UG internship students.