



K.R. MANGALAM UNIVERSITY
THE COMPLETE WORLD OF EDUCATION



SCHOOL OF PHYSIOTHERAPY & REHABILITATION SCIENCES

Academic Session 2026-27

SCHOOL HANDBOOK



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1. About the School

The School of Physiotherapy and Rehabilitation Sciences (SPRS) was established in 2023 at K.R. Mangalam University. SPRS currently offers undergraduate programme - Bachelor of Physiotherapy (BPT) and aims to create a skilled workforce of rehabilitation professionals to fulfil the healthcare needs of the society. The school focuses on clinical training, evidence-based practice and ethical values.

The field of physiotherapy has been evolving and has seen an increased demand for a skilled workforce in the past few years, especially during and after the pandemic. The focus of health and fitness has led to an increased awareness and realisation of the need for holistic health alternatives and involvement in fitness pursuits. This has led to vacancies in the healthcare sector in hospitals, clinics, fitness centres and rehabilitation centres for qualified and skilled physiotherapists. At the School of Physiotherapy and Rehabilitation Sciences, we are committed to bridging this gap and providing our students with new-age skills to earn a livelihood while catering to the needs of society. The focus is not only on the acquisition of medical knowledge and techniques, but also on soft skills like empathy and compassion.

The BPT programme is regulated by the Haryana State Council for Physiotherapy (HSCP) and the curriculum and regulations of the HSCP are followed. The educational standards set by the regulatory body are further complemented by the implementation of Outcome Based Evaluation methods, like the Objective Structure Practical Examination (OSPE) format for practical examinations.

SPRS prioritises clinical training, evidence-based practice, and ethical values. The BPT programme is designed to enhance clinical and diagnostic skills, foster research-oriented practices, and promote the learning of life skills essential for developing ethical, empathetic, and skilled physiotherapy professionals.

2. Vision and Mission

2.1 University Vision and Mission

Vision

K.R. Mangalam University aspires to become an internationally recognized institution of higher learning through excellence in inter-disciplinary education, research, and innovation, preparing socially responsible life-long learners contributing to nation building.

Mission

- Foster employability and entrepreneurship through futuristic curriculum and progressive pedagogy with cutting-edge technology
- Instill notion of lifelong learning through stimulating research, Outcomes-based education, and innovative thinking
- Integrate global needs and expectations through collaborative programs with premier universities, research centers, industries, and professional bodies.
- Enhance leadership qualities among the youth having understanding of ethical values and environmental realities

2.2 School Vision and Mission

Vision

To be a premier institution reputed nationally for excellence in physiotherapy and rehabilitation education.

Mission

The mission of the School of Physiotherapy and Rehabilitation Sciences is to:

- Impart practical and hands-on learning that is evidence based.
- Focus on novel areas of research in physiotherapy, rehabilitation and interdisciplinary domains.
- Create a learning experience integrating advanced methods, techniques and technology in the field of physiotherapy and rehabilitation.
- Inculcate holistic education and entrepreneurial skills among students

3. Message from the Vice Chancellor



As we embark on this new academic session, the commitment of K.R. Mangalam University to excellence in healthcare education remains stronger and more defined than ever. The global healthcare landscape is undergoing a massive paradigm shift. Today, physiotherapy and rehabilitation are no longer viewed merely as post-operative or post-injury recovery measures; they are recognized as foundational pillars of preventive healthcare, long-term wellness, and enhanced quality of life. The field is evolving rapidly, driven by advanced holistic recovery

models, digital health integrations, specialized sports medicine, and evidence-based rehabilitation practices.

At K.R. Mangalam University, we recognise that preparing you for this dynamic industry requires more than just standard textbook knowledge. Our core mission is to nurture compassionate innovators, critical thinkers, and highly skilled clinicians who are fully equipped to lead this healthcare transformation. We aim to cultivate an environment where scientific curiosity meets human empathy, ensuring that your clinical decisions are always guided by both technical expertise and deep compassion for the patient.

This handbook has been meticulously designed to serve as an orientation towards the School of Physiotherapy and Rehabilitation Sciences. The journey to becoming an exceptional healthcare professional is demanding. It requires discipline, continuous learning, and resilience. Embrace every practical session, community health camp, and clinical challenge not just as a requirement, but as an invaluable opportunity to master your craft, build your confidence, and truly understand the profound impact you can have on human lives. Let us work together this year to push the boundaries of rehabilitation sciences, raise the standards of patient care, and make a lasting contribution to society.

I wish each of you a deeply rewarding, intellectually stimulating, and impactful academic journey ahead.

Prof. Anil K. Saini

Vice Chancellor

K. R. Mangalam University

Message from the School Coordinator, SPRS



Welcome to the School of Physiotherapy and Rehabilitation Sciences, K.R. Mangalam University. Over the years, we have developed a robust system defined by academic excellence, clinical advancement, research contributions, and meaningful community engagement—made possible through the collective dedication of our faculty, staff, students, and stakeholders.

Our commitment to quality education has remained unwavering as we continued to strengthen innovative teaching practices, structured clinical training programmes, experiential learning opportunities, and technology-integrated pedagogy. These initiatives have significantly enhanced student engagement, practical competence, and clinical reasoning skills, ensuring that our graduates are well-prepared to meet the evolving demands of modern healthcare.

This year we are adopting the Competency-based curriculum enriched with a wide range of experiential learning activities including workshops, alumni interactions, field visits, conferences, sports rehabilitation assignments, and expert sessions. Clinical excellence is the cornerstone of our academic philosophy. Through well-structured clinical postings and training programmes, students receive exposure across diverse healthcare settings such as multispecialty hospitals, pediatric rehabilitation centres, sports academies, gait and motion laboratories, and specialized spinal injury centres. These experiences enable them to understand contemporary rehabilitation practices including motion analysis, hydrotherapy, virtual reality rehabilitation, and sports physiotherapy.

Students joining the healthcare field also need to be rooted in a commitment to social responsibility. At SPRS, community engagement remains a continuous endeavour, enhancing a student's multidisciplinary experience, while extending the benefits of physiotherapy services to underserved communities.

As we look toward the future, we remain steadfast in our mission to nurture competent, compassionate, and ethically grounded physiotherapy professionals who are equipped with advanced knowledge, clinical expertise, and a strong sense of service to society.

With Warm Regards

Dr. Mamta Shankar (PT)

School Coordinator, SPRS.

4. School Boards and Committees

4.1 BOARD OF STUDIES

The Board of Studies for the School of Physiotherapy and Rehabilitation Sciences has the following members:

1. Dr. Mamta Shankar (PT)	School Coordinator, School of Physiotherapy and Rehabilitation Sciences, K. R. Mangalam University.
2. Prof. Dr. Shishir Nigam (PT)	Professor, SPRS
3. Prof. Dr. Sumit Kalra	Professor, SPRS
4. Dr. Barnali Bhattacharjee (PT)	Associate Professor, SPRS
5. Dr. Shazia Mattu (PT)	Associate Professor, SPRS
6. Dr. Ankita Samuel (PT)	Assistant Professor, SPRS
7. Dr. Shweta Kumar (PT)	Assistant Professor, SPRS
8. Prof. (Dr.) Pooja Anand	Dean, Faculty of Physiotherapy, SGT University, Gurugram.
9. Dr. Manoj DM (PT)	Director, PhysioActive, Gurugram.

4.2 RESEARCH MONITORING COMMITTEE

The Research Monitoring Committee for SPRS is composed of the following members:

1. Prof. (Dr.) Sumit Kalra (PT)	Professor, SPRS
2. Prof. (Dr.) Shishir Nigam (PT)	Professor, SPRS
3. Dr. Barnali Bhattacharjee (PT)	Associate Professor, SPRS
4. Dr. Shweta Kumar (PT)	Assistant Professor, SPRS

4.3 INDUSTRY SKILL MAPPING COMMITTEE

1. Dr. Barnali Bhattacharjee (PT)	Associate Professor, SPRS
2. Dr. Shazia Mattu (PT)	Associate Professor, SPRS
3. Dr. Shivani Tomar	Director, Ahamyo Care

4.4 SCHOOL ACADEMIC CO-ORDINATION: ROLES AND RESPONSIBILITIES

Responsibility	Faculty Member
1. School Coordinator	Dr. Mamta Shankar (PT)
2. Programme Coordinator	Prof. (Dr.) Sumit Kalra
3. Training and Placement Coordinator	Dr. Shweta Kumar (PT)
4. Timetable Coordinator	Dr. Ankita Samuel (PT)
5. Examination Coordinator	Dr. Barnali Bhattacharjee (PT)
6. LMS Coordinator	Dr. Barnali Bhattacharjee (PT)
7. Library Coordinator	Dr. Deepak Kumar (PT)
8. Class Teacher-BPT First Year	Dr. Kangana Juneja Kansal (PT)
9. Class Teacher-BPT Second Year	Dr. Pious Divya (PT)
10. Class Teacher-BPT Third Year	Dr. Shazia Mattu (PT)
11. Class Teacher-BPT Fourth Year	Dr. Kanika (PT)

5 Faculty and Staff:

S.No.	Name	Qualifications/ Specialisation	Designation
1.	Dr. Mamta Shankar (PT)	PhD Scholar M.P.T Sports	School Coordinator
2.	Prof. (Dr.) Sumit Kalra	PhD, M.P.T.Orthopedics	Professor
3.	Prof. Shishir Nigam (PT)	M.P.T Sports	Professor
4.	Dr. Barnali Bhattacharjee (PT)	PhD Scholar, M.P.T Cardiopulmonary	Associate Professor
5.	Dr. Shazia Mattu (PT)	PhD Scholar, M.P.T Neurology	Associate Professor
6.	Dr. Kanika	PhD, M.P.T Neurology	Associate Professor
7.	Dr. Ankita Samuel (PT)	PhD Scholar, M.P.T Cardiopulmonary	Assistant Professor-Senior Scale
8.	Dr. Shweta Kumar (PT)	PhD Scholar, M.P.T Musculoskeletal	Assistant Professor-Senior Scale
9.	Dr. Aatika Waheed (PT)	PhD Scholar, M.P.T Neurology	Assistant Professor
10.	Dr. Mansi Dewan (PT)	M.P.T- Musculoskeletal	Assistant Professor
11.	Dr. Kangana Juneja Kansal (PT)	M.P.T- Musculoskeletal	Assistant Professor
12.	Dr. Deepak Kumar (PT)	M.P.T- Sports	Assistant Professor
13.	Dr. Pious Divya (PT)	M.P.T- Musculoskeletal	Assistant Professor
14.	Dr. Shalender (PT)	M.P.T Neurology	Demonstrator
15.	Dr. Aarti (PT)	M.P.T- Cardiopulmonary	Demonstrator
16.	Dr. Hemant Kumar (PT)	B.P.T	Demonstrator
17.	Dr. Aanchal Sharma (PT)	B.P.T	Demonstrator
18.	Mr. Aadil Khan	MIS Executive	Office Assistant

6 School Infrastructure

The School of Physiotherapy and Rehabilitation Sciences has the following well equipped laboratories within the campus for practical training.

Room No.	Lab
B-301	Biomechanics and Kinesiology Lab
B-302	Electrotherapy Lab
B-303	Anatomy Lab
B-304	Exercise Therapy Lab
B-305	Exercise Tolerance and Fitness Lab
B-306	Functional Diagnostic Lab
A-002	Physiotherapy OPD



B303: Anatomy Lab



B306: Functional Diagnostic Lab



B305: Exercise Tolerance and Fitness Lab



B302 Electrotherapy Lab



B304 Exercise Therapy Lab



B301: Biomechanics and Kinesiology Lab

7 Best Practices:

Title of the Practice: Entrepreneurship Training at Physiotherapy OPD

Goal: To train the students of BPT in aspects of physiotherapy entrepreneurship

The Context: The OPD is traditionally viewed as a centre for training in clinical skills. At SPRS, students are additionally trained in different aspects of entrepreneurship like marketing, revenue generation, revenue sharing, etc.

The Practice: Students are posted in the Physiotherapy OPD on a rotatory basis. They are trained in the following aspects:

- Revenue Generation: It is an often-overlooked skill, to be able to ask for fees from patients, and is not a part of the curriculum. It is only through real-world practice that the students are able to competently and professionally deal with the financial aspects of physiotherapy practice.
- Marketing: Students are engaged in health camps and marketing activities in neighbouring areas, to develop marketing skills.
- Patient Satisfaction/ Feedback: During physiotherapy practicals, a student focuses on the necessary techniques indicated for a particular condition; however, in a clinic/ hospital setting, patient comfort, preferences and their feedback cannot be ignored. These aspects are stressed on in the OPD so that students are oriented towards the importance of word-of-mouth marketing.
- Budgeting: Students are exposed to the costs associated with running a physiotherapy clinic- from laundry to repairs, consumables to printed materials; the different costs associated with running a successful business and being able to anticipate expenses is a part of the training.

Evidence of Success:

Short term: The success of the training is reflected in the ability of the student to independently manage clinical settings and patient treatments. This is documented through feedback from the hospitals and clinics where the students are posted.

Long term: In the long term, the success of the practice would be gauged by the entrepreneurial endeavours of the students.

Best Practice: II

Title of the Practice: Community Connect- Case study series exploring health issues amongst rural women of Haryana

Recognizing the urgent need for community-level intervention, the School of Physiotherapy and Rehabilitation Sciences, K. R. Mangalam University conducts a series of case studies involving students as well as faculty members, to improve awareness, provide access to healthcare and to identify the challenges responsible for missed or delayed diagnosis.

The Practice: The study adopts a community-based awareness and assessment approach. Structured questionnaires, interactive discussions, and awareness activities are used to collect data. Information related to demographic characteristics, symptoms, risk factors, family history, screening practices, and healthcare behaviour is obtained.

Health education sessions are regularly conducted to educate participants about:

- Early warning signs and symptoms of breast cancer
- Menstrual hygiene
- First aid and CPR
- Hysterectomy and other procedures
- Need for regular clinical examination and timely medical consultation

Evidence of Success: The case study series successfully identified significant gaps in awareness among rural women in Haryana. Findings revealed that many participants lacked adequate knowledge regarding breast self-examination, warning signs, and available screening methods. Several women were unaware of basic healthcare services and facilities available to them through various government schemes. The students involved in the studies also benefited from an awareness of social consciousness, ground realities and healthcare gaps.

8 School Education Philosophy:

The School Education philosophy aligns with the University's philosophy:

- **Learn to Earn a Living:**

At KRMU we believe in equipping students with the skills, knowledge, and qualifications necessary to succeed in the job market and achieve financial stability. All the programmes are tailored to meet industry demands, preparing students to enter specific careers and contributing to economic development. At SPRS, we focus on skills that are essential for building a career- diagnostic skills, therapeutic skills and communication skills, as well as those skills which ensure that a student is successful in their chosen career- soft skills, entrepreneurship skills, etc. Throughout their training and mentorship, the goal is to identify and maximise each student's potential, encouraging them to network with peer groups and professionals during clinical postings or attending workshops for upskilling.

- **Learn to Live:**

The University believes in learners' holistic development, fostering critical thinking, creativity, emotional intelligence, and a deeper understanding of the world. Our aim is to nurture well-rounded individuals who can contribute meaningfully to society, lead fulfilling lives, and engage with the complexities of the human experience. The experiential learning calendar, developed every semester, includes social outreach programmes where the students can interact with villagers from the neighbouring communities, participate in health camps and learn to develop empathy and compassion.

9 Educational Pedagogy (Inside and outside Classrooms):

A structured learning experience (SLE) is crucial for effective education as it provides a clear and organized framework for acquiring knowledge and skills. By following a well-defined curriculum, teaching-learning methods and assessment strategies, learners can build on prior knowledge systematically, ensuring that foundational concepts are understood before moving on to more complex topics. This approach not only enhances comprehension but also fosters critical thinking by allowing learners to connect ideas and apply them in various contexts. Moreover, a structured learning experience helps in setting clear goals and benchmarks, enabling both educators and students to track progress and make necessary adjustments. Ultimately, it creates a conducive environment for sustained intellectual growth, encouraging learners to achieve

their full potential. At K.R. Mangalam University SLE is designed as rigorous activities that are integrated into the curriculum and provide students with opportunities for learning in two parts:

- **Inside classroom:** The focus inside the classroom is on cognitive domain, with emphasis being placed on foundational concepts, medical knowledge and physiotherapy modalities. A student centric learning approach is used, with experiential learning- learning-by-doing, being at the forefront of the teaching learning process.
- **Outside classroom:** Physiotherapy is a hands-on profession, with an emphasis on patient communication and empathy. To inculcate these skills, outside classroom activities like health camps, clinical training, Physiotherapy OPD postings and simulated case-based practical are integrated into the learning experience.

10 Evaluation:

- **Competency Based Curriculum:** The curriculum follows the competency-based model for teaching-learning and training in medical streams. Evaluation is based on objective, structured assessments, aligning with outcomes and graduate attributes. Formative and summative assessments, OSPE, OSCE and DOPS are used for comprehensive evaluation of student learning,
- **Feedback and Continuous Improvement Mechanisms:** Teaching-learning is driven by outcomes. Assessment strategies and andragogy are aligned to course outcomes. Every CO is assessed using multiple components. The attainment of COs is calculated for every course to know the gaps between the desired and actual outcomes. These gaps are analysed to understand where the student lags in terms of learning levels. Thereafter each student's learning levels are ascertained, if found below desirable level, and intervention strategy is affected in the following academic year to make necessary corrections. To cater to the diverse learning needs of its student body, K.R. Mangalam University employs a comprehensive assessment framework to identify both slow and advanced learners. Students' learning levels are continually assessed based on their performance at various stages. Through periodic evaluations and the utilization of modern management systems, the institution adeptly tracks students' performance across various courses, allowing for targeted interventions and support mechanisms.
- **Academic Integrity and Ethics:** A strong emphasis is placed on academic integrity and ethics, fostering a culture of honesty and responsibility among students. Clear guidelines are established to educate students about the importance of plagiarism prevention, proper citation practices, and ethical sourcing in their work. Regular sessions for case studies foster better understanding of real-world scenarios. Faculty members serve as role models, promoting transparency and accountability in their interactions and evaluations.

11. Collaborations

For the clinical training, internship, placements, on-field exposure, guest lectures and research guidance, collaborations with hospitals, sports organisations and speciality clinics are necessary to enhance the learning of the students. KRMU has the following functional MOUs for the students of SPRS:

1. C. K. Birla Hospital, Gurugram
2. Sarvodaya Hospital, Faridabad
3. PhysioExperts Clinic, Gurugram
4. Ektaa Hospital, Sohna Road
5. Pushkar Healthcare
6. Sunil Boxing Sports Academy, Gurugram
7. Asian Hospital, Faridabad
8. Ahamyo Care Chain of Clinics
9. Target Walk
10. Cogniable

12. Bachelor of Physiotherapy Programme

12.1 Programme Overview

Physiotherapy practice spans the continuum from health promotion to prevention to rehabilitation for individuals and populations throughout the lifespan. Physiotherapists diagnose movement dysfunctions based on skillful examination and evaluation regardless of the cause or etiology and provide skilled therapeutic intervention to foster improvement in physical functioning thereby maximising overall quality of life.

Bachelor of Physiotherapy is a 5 year professional degree programme that includes diverse courses that are designed to develop and enhance clinical and diagnostic skills, nurture research-oriented practices and promote learning of life skills that are essential for the development of ethical, empathetic and skilled physiotherapy professionals.

12.2 Programme Educational Objectives (PEO) of BPT

These are deferred outcomes measured a few years after completion of the programme, where the graduates of this program will become:

PEO-1: Skilled physiotherapists who will apply and practice professional principles of physiotherapy in private practice, hospitals, government and non-government organizations, academia, research institutes, or corporate settings.

PEO-2: Ethical healthcare practitioners who will place the welfare of the patient as the first priority and will exhibit professional and personal code of conduct in keeping with the dignity of the profession.

PEO-3: Leaders capable of handling multi-disciplinary healthcare workforce with a strong work ethic, discipline, a positive attitude and a growth mindset.

PEO-4: Lifelong learners with an ongoing professional development through lifelong learning activities, contributing to the advancement of the field by creating, absorbing, and adopting new knowledge and tools.

PEO-5: Socially conscious citizens, who contribute towards social growth, service to the community and national interests

12.3 Programme Outcomes (PO) of BPT

As an independent practitioner, entry level Physiotherapy graduate will be able to

- i. Demonstrate competencies to provide quality care to the individuals and populations to optimize their movement, function, and quality of life.
- ii. Demonstrate competency to examine, assess, evaluate, treat and prescribe physiotherapeutic management of various disease, disorders and trauma conditions.
- iii. Promote health and implement strategies informed by best available research evidence to prevent and minimize impairments, activity limitations and participation restrictions caused due to various disorders.
- iv. Demonstrate the commitment to provide ethical care through high standards of professional
- v. Demonstrate abilities to communicate effectively to augment therapeutic and professional relationships.
- vi. Demonstrate competency to prescribe and comprehend various diagnostic imaging, electrophysiological, hematological and bio- chemistry investigations for proper diagnosis, treatment or referral to other healthcare professionals
- vii. Demonstrate competencies to integrate best available research evidence into clinical decision making and practice

- viii. Exhibit commitment towards continuous learning and scholarly activities.
- ix. Demonstrate abilities to work effectively with Healthcare team in providing patient centered care.
- x. Demonstrate abilities to manage self, time, resources and priorities to ensure safe, effective, and sustainable services.
- xi. Demonstrate competencies in quality assurance relevant to Physiotherapy practice.

The programme outcomes have been mapped with competencies as under:

Table 1: Programme Outcomes of BPT

Programme Outcome (PO)	Attribute	Competency
PO1	Quality Care	Demonstrate competencies to provide quality care to the individuals and populations to optimize their movement, function, and quality of life.
PO2	Clinical Competency	Demonstrate competency to examine, assess, evaluate, treat and prescribe physiotherapeutic management of various disease, disorders and trauma conditions.
PO3	Health Promotion	Promote health and implement strategies informed by best available research evidence to prevent and minimize impairments, activity limitations and participation restrictions caused due to various disorders.
PO4	Professional Ethics	Demonstrate the commitment to provide ethical care through high standards of professional practice.
PO5	Effective Communication	Demonstrate abilities to communicate effectively to augment therapeutic and professional relationships.
PO6	Diagnostic Proficiency	Demonstrate competency to prescribe and comprehend various diagnostic imaging, electrophysiological, hematological and bio-chemistry investigations for proper diagnosis, treatment or referral to other healthcare professionals.
PO7	Evidence-Based Practice	Demonstrate competencies to integrate best available research evidence into clinical decision making and practice.
PO8	Lifelong Learning	Exhibit commitment towards continuous learning and scholarly activities.
PO9	Teamwork	Demonstrate abilities to work effectively with the healthcare team in providing patient-centered care.
PO10	Self-Management	Demonstrate abilities to manage self, time, resources and priorities to ensure safe, effective, and sustainable services.
PO11	Quality Assurance	Demonstrate competencies in quality assurance relevant to Physiotherapy practice.

12.4 Programme Specific Outcomes (PSO) of BPT

PSO1. Understanding the principles and practices of physiotherapy and related domains.

PSO2. Applying the knowledge and techniques of physiotherapy for diagnosis and treatment.

PSO3. Analysing patient condition and context to determine plan of care.

PSO4. Evaluating patient outcomes in terms of holistic care, clinical productivity and patient satisfaction.

PSO5. Formulating personalised management protocols based on updated research and technological advancements in the field.

12.5 Learning Objectives

At the completion of this programme, the student should be -

- i. Able to acquire the cognitive, affective and psychomotor skills deemed essential for completion of this program and to perform as a competent physiotherapist who will be able to examine, evaluate, diagnose, plan, execute and document Physiotherapy treatment independently or along with the multidisciplinary team.
- ii. Evaluate patients for impairments and functional limitations and able to execute all routine physiotherapeutic procedures as per the evaluation.
- iii. Able to operate and maintain Physiotherapy equipment used in treatment of patient, Physiotherapy treatment planning (both electrotherapy and exercise therapy) & procedures independently.
- iv. Able to provide patient education about promotion of health, prevention of disease and disorders and various physiotherapeutic interventions to the patient and care givers.
- v. Able to demonstrate all competencies to achieve the program outcomes.

12.6 Duration

12.6.1 BPT is a 5-year regular & full time degree programme. The 5 years include 4 academic years for study and 1 year of compulsory rotatory internship.

12.6.2 Maximum Duration: Candidates should complete the Bachelor of Physiotherapy degree programme within a period of ten years from the date of joining the programme.

Readmission after break of study and discharge from the programme would be as per NCAHP norms.

12.7 Medium of Instruction

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

12.8 Attendance Policy

A candidate has to secure minimum-

- 75% attendance in theory subjects.
- 85% in Skills training (practical) for qualifying to appear for the final examination.

12.9 Career Options

Physiotherapy is delivered in a variety of settings which allow it to achieve its purpose. Prevention, health promotion, treatment/intervention, habilitation and rehabilitation take place in multiple settings that may include, but are not confined to, the following:

- Community based rehabilitation facilities/ programs
- Community health settings including primary health care centers, individual homes, and field settings
- Education and research centers
- Fitness clubs, health clubs, gymnasia and wellness centre
- Hospices
- Hospitals
- Nursing homes
- Occupational health centers
- Out-patient clinics
- Physiotherapist private offices,
- practices, clinics
- Prisons
- Public settings (e.g., shopping malls) for health promotion
- Rehabilitation centres and residential homes
- Schools, including pre-schools and special schools
- Senior citizen centres
- Sports centres/clubs
- Workplaces/companies/corporate settings
- Integrated medical centres
- Women's health centres

13 Clinical Training, Internship and Placement

Clinical Training is an integral part of the BPT curriculum. The students undergo rotatory clinical training in hospitals and KRMU Physiotherapy OPD from third year onwards. This is integrated into the weekly timetable. The Clinical Training follows a structured format, with competency assessment, case discussions and case records/ log books for evaluation.

Internship in BPT is regulated by the council and follows the norms as prescribed, for a duration of 1 year. Students of SPRS have completed their internship from prestigious hospitals like Medanta, Max, Fortis, Artemis, Asian Hospital, Civil Hospital, Paras Hospital, etc.

NAME OF THE STUDENT	BATCH	INTERNSHIP
MITALI	BPT-2021	PGI ROHTAK
JANVI	BPT-2021	ARTEMIS HOSPITAL, GURUGRAM
MANISH	BPT-2021	FORTIS HOSPITAL, SHALIMAR BAGH DELHI
GULJEET KAUR	BPT-2021	FORTIS HOSPITAL, GURUGRAM
ARIHANT PANDEY	BPT-2021	MAX HOSPITAL, GURUGRAM
EISHIKA RAJ BLOREYA	BPT-2021	ASIAN HOSPITAL, FARIDABAD
MEENAL SHARMA	BPT-2021	SARVODAYA HOSPITAL, FARIDABAD
RICHA KUMARI	BPT-2021	MEDANTA HOSPITAL, GURUGRAM
BHARTI	BPT-2021	AARVY HOSPITAL, GURUGRAM
SHAMBHAVI KUMARI	BPT-2021	CIVIL HOSPITAL, GURUGRAM
MD RAHI RAZA	BPT-2021	MAX HOSPITAL, GURUGRAM
SURUCHI SHREYA	BPT-2021	MAX HOSPITAL, GURUGRAM

RAJPUT AKASH RAJARAM	BPT-2021	NARAYANA HOSPITAL, GURUGRAM
MANISHA KUMARI	BPT-2021	FORTIS HOSPITAL, GURUGRAM
YAVNIKA BARARIA	BPT-2021	GOVERNMENT DOON MEDICAL COLLEGE HOSPITAL, DEHRADUN, UTTARAKHAND
DRISHTI SHARMA	BPT-2021	FORTIS HOSPITAL, SHALIMAR BAGH DELHI
RIYA RAWAT	BPT-2021	MANIPAL HOSPITAL, DELHI
ANSHIKA	BPT-2021	ASIAN HOSPITAL, FARIDABAD
MANVI SINGH	BPT-2021	MAX HOSPITAL, DELHI
NEETU SWAMI	BPT-2021	MEDANTA HOSPITAL, GURUGRAM
RAJJI SHRIVASTAV	BPT-2021	FORTIS HOSPITAL, SHALIMAR BAGH DELHI

The Career Development Centre at KRMU guides the students towards career progression in terms of placement, entrepreneurship or higher education. Regular mentoring sessions, CV writing workshops, job fairs and counselling sessions are conducted to assist the students.

14. School Calendar

ANNUAL ACADEMIC CALENDAR

SESSION 2026-2027 (July 2026 - June 2027)

S. No	Details	Date
1.	Commencement of classes (Senior Batches)	03 rd August,26 (Monday)
2.	Independence Day	15 th August,26 (Saturday)
3.	Orientation of Freshers (Start of academic session for freshers)	22 nd August,26 (Saturday)
4.	Deeksharambh: Student Induction Programme (Freshers' Batch)	
5.	Raksha Bandhan	28 th August,26 (Friday)
6.	Commencement of regular classes (Freshers' Batch)	31 st August,26 (Monday)
7.	Janmashtami	4 th September,26 (Friday)
8.	Registration for Clubs and Societies (Freshers' Batch)	10 th -12 th September,26 (Thursday- Saturday)
9.	Mahatma Gandhi Jayanti	02 nd October,26 (Friday)
10.	Dussehra	20 th October,26 (Tuesday)
11.	Parent Teacher Meeting/ Open House	24 th October,26 (Saturday)
12.	IDEAS	27 th -28 th October,26 (Tuesday-Wednesday)
13.	Warning to students for shortage of attendance-I	30 st October,26 (Friday)
14.	Diwali	8 th November,26 (Sunday)
15.	Govardhan Puja	9 th November,26 (Monday)
16.	Bhai Duj	11 th November,26 (Wednesday)
17.	Convocation	21 st November,26 (Saturday)
18.	Guru Nanak Jayanti	24 th November,26 (Tuesday)
19.	CIE/ Internal I/ Re-appear Examination	14 th -24 th December,26 (Monday-Thursday)
20.	Christmas	25 th December,26 (Friday)

21.	Winter Break (Students)	25th December,26- 10th January,27 (Friday-Sunday)
22.	Answer Sheet Evaluation	26th December,26-31st December,26 (Saturday-Thursday)
23.	Last date of fee submission	31st December,26 (Thursday)
24.	Commencement of Classes after Winter Break	11 th January,27 (Monday)
25.	Republic Day	26 th January,27 (Tuesday)
26.	Make-up/ Special Re-Appeal Examination	February,27
27.	Inter University Fest	26 th -27 th February,27 (Friday-Saturday)
28.	Warning to students for shortage of attendance-II	01 st March,27 (Monday)
29.	Mahashivratri	6 th March,27 (Saturday)
30.	Preliminary/ Internal II Examination	08 th -13 th March,27 (Monday-Saturday)
31.	Id-ul-Fitr	10 th March,27 (Wednesday)
32.	Parent Teacher Meeting	19 th March,27 (Friday)
33.	Holi	22 nd March,27 (Monday)
34.	Good Friday	26 th March,27 (Friday)
35.	Ambedkar Jayanti	14 th April,27 (Wednesday)
36.	Ram Navami	15 th April,27 (Thursday)
37.	Mahavir Jayanti	19 th April,27 (Monday)
38.	Announcement of eligibility list for Professional/ External Examination	30 th April ,27 (Friday)
39.	Practical Examination/ Clinical Competency Assessment	06 th -12 th May,27 (Thursday-Wednesday)
40.	Last Day of Teaching	12 th May,27 (Wednesday)
41.	Professional/ External Examination for all batches	13 th -29 th May,27 (Thursday-Saturday)
42.	Result Declaration	18 th June,27 (Friday)

15. Testimonials

As an alumni of 2020 batch, my time at K.R. Mangalam University has been genuinely life-changing. My career path was greatly influenced by the helpful professors, well-organized curriculum, and real-world experience gained from clinical placements. The education fostered confidence, critical thinking, and communication abilities, which equipped me to handle obstacles in the healthcare industry. Peer learning, extracurricular activities, and the lively campus atmosphere all contributed to my academic and personal development. I wanted to become a sports physiotherapist, and KRMU gave me the exposure and training I required to embark on this goal. I am appreciative of KRMU for providing me with a solid foundation and helping me pursue a rewarding career.

-ROOSTUM CHAUDHARY

BPT BATCH 2020

As a second-year BPT student, Priyanshi Chaddha, I have had an enriching and memorable learning experience through the field visits organized by the School of Physiotherapy and Rehabilitation Sciences, K.R. Mangalam University. These visits to hospitals, rehabilitation centers, sports clinics, and community health setups have played a crucial role in bridging the gap between classroom learning and real-world clinical practice.

One of the most impactful experiences was at the Serensa Healthcare, where I actively assisted in gait training sessions for stroke patients. Observing their gradual functional improvements and recovery was truly motivating and reinforced the importance of patient-centered rehabilitation.

These hands-on exposures significantly improved my clinical skills, particularly in patient interaction, treatment planning, and therapeutic interventions. Moreover, interacting with experienced physiotherapists and healthcare professionals provided valuable insights into professional ethics, teamwork, and clinical decision-making. Overall, these field visits have been instrumental in shaping my confidence, competence, and passion for physiotherapy, for which I am deeply grateful.

-PRIYANSHI CHADDHA

BPT BATCH 2024



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