



**K.R. MANGALAM UNIVERSITY**  
THE COMPLETE WORLD OF EDUCATION

**SCHOOL OF PHYSIOTHERAPY AND  
REHABILITATION SCIENCES  
(SPRS)**

**School Handbook**

**AY 2024-25**

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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 program- 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.

### **1. 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

## **2. Messages**

### **Message from the Vice Chancellor, KRMU**

*“There are no secrets to success. It is the result of preparation, hard work, resilience & learning from failure.”*

I express profound happiness in welcoming every student at K.R. Mangalam University. I appreciate your choice of K.R. Mangalam University (KRMU) as a catalyst & vehicle for your successful career and happy life. We are glad to assure you that you are at one of the most employability & entrepreneurship-focused universities located in one of the most happening cities in the world. You will be blessed with great real-world learning experience in every field of knowledge and will have plenty of opportunities to interact and learn from the best practitioners of the profession in your area of interest.

We at KRMU take immense pride in our teaching-learning processes which are curated to develop each student holistically. Our well-designed learning experience comprising both inside the classroom and outside the classroom promises a learning experience focused on holistic development encompassing the three domains of learning: Cognitive, Affective & Psychomotor.

You will be welcomed with a whole new experience of learning the first day you join KRMU by having the complete learning journey of your chosen program in the form of a "Structured Learning Pathway" which depicts every event, activity and experience in detail. This will assure you a well-defined approach to learning.

I am sure your learning and staying with us will be highly exciting and productive, which will immensely contribute to your life in the future. Together, we will overcome all hurdles in your holistic development. Wish you all the best and great learning with us. "The best investment by far is to develop yourself by spending time every day sharpening your axe so that you become a lubricant, not seawater, to your life and career. Individual development results from what one thinks and does.

**Prof. Raghuvir Singh**  
**Vice-Chancellor,**  
**K. R. Mangalam University**

### **Message from the Dean, SPRS**

Physiotherapy is more than a profession- it is a service and a passion to improve the quality of life of a patient. It is with this philosophy that I envision the students of SPRS at K. R. Mangalam University to contribute towards society. Physiotherapy has expanded in its scope tremendously over the years and is now an integral part of the healthcare industry.

Spanning from prevention to treatment to rehabilitation, physiotherapists have a role to play in every stage of life. The pandemic has also contributed to the realization of the importance of health and physical fitness among people, and the need for a skilled workforce of healthcare professionals has been further augmented. At SPRS, we are committed to ensuring that students are not only equipped with the requisite knowledge and skills required for the profession, but also maximise their potentials to be future leaders.

The innovative pedagogical techniques used in the School of Physiotherapy and Rehabilitation Sciences have already set a benchmark in physiotherapy education in the region, with appreciation from external experts, examiners, industry partners and academic luminaries. With a special focus on skill-based, hands-on training and exposure to state-of-the-art technology and research throughout their journey, students are ready for the future. On the other hand, with health camps, rural case studies and collaborations with NGOs, they are also rooted towards their community and appreciate their role in society as compassionate, ethical professionals.

I wish all the students embarking on their journey as healthcare professionals to imbibe the core values of compassion, ethics and social responsibility which are hallmarks of this noble profession.

With Warm Regards

**Dr. Mamta Shakar (PT)**  
**School Coordinator, SPRS.**

### **3. 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) | Chairperson (School Co-ordinator, SPRS)                          |
| 2. Dr. Pooja Anand        | External Expert (Dean, Faculty of Physiotherapy, SGT University) |
| 3. Dr. Uday Yadav         | External Expert (Director- Rehab Hub, President- IAP Haryana)    |

4. Dr. Barnali Bhattacharjee (PT) Internal Member (Associate Professor, SPRS)
5. Dr. Sadhana Mukhi (PT) Internal Member (Assistant Professor, SPRS)

#### **4.2 SCHOOL ACADEMIC REVIEW COMMITTEE**

The School Academic Review Committee for SPRS is composed of the following members:

1. Dr. Mamta Shankar (PT) School Co-ordinator, SPRS
2. Dr. Barnali Bhattacharjee (PT) Associate Professor, SPRS
3. Dr. Shazia Mattu (PT) Associate Professor, SPRS
4. Dr. Shweta Kumar (PT) Assistant Professor, SPRS
5. Dr. Ankita Samuel (PT) Assistant Professor, SPRS

#### **4.3 SCHOOL ACADEMIC CO-ORDINATION: ROLES AND RESPONSIBILITIES**

<b>Responsibility</b>	<b>Faculty Member</b>
School Coordinator	Dr. Mamta Shankar (PT)
Programme Coordinator	Dr. Barnali Bhattacharjee (PT)
Training and Placement Coordinator	Dr. Shweta Kumar (PT)
Timetable Coordinator	Dr. Ankita Samuel (PT)
Examination Coordinator	Dr. Barnali Bhattacharjee (PT)

#### **5 Faculty and Staff:**

- Dr. Mamta Shankar PhD Scholar M.P.T Sports, B.P.T  
(School Coordinator)
- Dr. Shishir Nigam M.P.T Sports, B.P.T  
(Professor)
- Dr. Barnali Bhattacharjee PhD Scholar, M.P.T Cardiopulmonary, B.P.T  
(Associate Professor)
- Dr. Shazia Mattu PhD Scholar, M.P.T Neurology, B.P.T  
(Associate Professor)
- Dr. Ankita Samue PhD Scholar, M.P.T Cardiopulmonary, B.P.T  
(Assistant Professor)
- Dr. Shweta Kuma PhD Scholar, M.P.T Musculoskeletal, B.P.T  
(Assistant Professor)
- Dr. Aatika Waheed PhD Scholar, M.P.T Neurology, B.P.T  
(Assistant Professor)

- Dr. Mansi Dewan M.P.T- Musculoskeletal, B.P.T  
(Assistant Professor)
- Dr. Kangana Juneja M.P.T- Musculoskeletal, B.P.T  
( Assistant Professor)
- Dr. Deepak Kuma M.P.T- Sports, B.P.T  
(Assistant Professor)
- Dr. Rajeev Kumar Sin M.P.T- Neurology, B.P.T  
(Assistant Professor)
- Dr. Pious Divya M.P.T- Musculoskeletal, B.P.T  
Assistant Professor
- Dr. Yukt PhD Scholar, M.P.T Neurology, B.P.T  
(Demonstrator)
- Dr. Komal Dhul M.P.T- Musculoskeletal, B.P.T  
(Demonstrator)
- Dr. Epshita Kakot M.P.T- Musculoskeletal, B.P.T  
(Demonstrator)
- Dr. Hemant Daga B.P.T  
(Demonstrator)
- 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: Case study series on health of rural women in Haryana**

**Goal:** Social connect with the community through understanding and addressing the healthcare challenges faced by rural women in Haryana, by documenting case studies that highlight specific health issues, barriers, and outcomes in rural communities.

**Context:** Rural women in Haryana face health challenges influenced by socio-economic, cultural, and geographical factors. Limited access to healthcare facilities, traditional beliefs, and gender-based disparities compound these challenges. This series aims to capture the lived experiences and health status of rural women, shedding light on critical issues such as maternal health, reproductive health, nutrition, and chronic illness management.

**The Practice:** This practice involves identifying and documenting individual case studies from rural communities, focusing on women's health challenges, care-seeking behaviors, and the impact of healthcare interventions. Students under the supervision of faculty members gather information through interviews, focus groups, and health assessments. The findings are used to raise awareness within communities and among healthcare providers. The following topics for case studies have been covered:

1. Analysis of Quality of Life after hysterectomy in rural women of selected villages of Sohna district, Haryana- a case series.
2. Prevalence of urinary incontinence among healthy females of rural Haryana.

**Evidence of Success:** Community engagement has had a two-fold success; the community is more welcoming of healthcare initiatives and interventions, and the students have received

invaluable exposure to the ground realities of health challenges faced by rural women in the region. The data has been published and would be used for further assessment of regional issues for leading a concerted change

## **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:

- **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. By instilling these values, the school prepares students to uphold high ethical standards in their professional careers, emphasizing the critical role that integrity plays in journalism and mass communication
- **Objective Structure Practical Evaluation:** The assessments for practicals (internal as well as external) are conducted on the OSPE format, ensuring competency development, transparency and objectivity in evaluation.

## 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 Academy, Gurugram

## 12. Bachelor of Physiotherapy Programme

### 12.1 Program Overview

The Bachelor of Physiotherapy programme 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.

		<u>First Year BPT</u>					
Sr .	Cours e Code	Course Title	Teaching hrs./Week	Credits	Theory Marks	Practical Marks	Total Mark

No			L-T-P	Credits (Sem)	Credits (Annual)	External	Internal	External	Internal	s
1	BPT 101 BPT 101P	Anatomy (Theory & Practical)	5-0-2	6	12	80	20	80	20	200
2	BPT 102 BPT 102P	Physiology (Theory & Practical)	4-0-2	5	10	80	20	80	20	200
3	BPT 103	Biochemistry (Theory)	2-0-0	2	4	80	20	-	-	100
4	BPT104 BPT 104P	Electrotherapy-I (Theory & Practical)	6-0-4	8	16	80	20	80	20	200
5	BPT 105 BPT 105P	Exercise therapy –I (Theory & Practical)	6-0-4	8	16	80	20	80	20	200
6	BPT 106	Environmental Studies	1-0-0	1	2	Internal Exam (Grading System) (100 Marks)				
		<b>Total</b>	36	<b>30</b>	<b>60</b>	<b>60</b>	<b>100</b>	<b>240</b>	<b>80</b>	<b>900</b>

2 <sup>ND</sup> Year BPT										
Sr No.	Course Code	Course Title	Teaching hrs./ Week	Credits		Theory Marks		Practical Marks		Total Marks
			L-T-P	Credits (Sem)	Credits (Annual)	External	Internal	External	Internal	
1	BPT 201	Pathology and Microbiology	2+2-0-0	4	8	80	20	-	-	100
2	BPT 202	Pharmacology	2-0-0	2	4	80	20			100
3	BPT 203 BPT 203P	Electrotherapy-II (Theory & Practical)	4-0-4	6	12	80	20	80	20	200
4	BPT204 BPT 204P	Exercise therapy-II (Theory & Practical)	4-0-4	6	12	80	20	80	20	200
5	BPT 205 BPT 205P	Biomechanics (Theory & Practical)	4-0-4	6	12	80	20	80	20	200
6	BPT 206	Sociology & Psychology	2+2-0-0	4	8	80	20			100
7	BPT 207P	Computer Application	0-0-2	1	2			80	20	100



		<b>Total</b>	36	29	58	480	120	320	80	1000
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3 <sup>rd</sup> Year BPT										
Sr No.	Course Code	Course Title	Teaching hrs./Week	Credits		Theory Marks		Practical Marks		Total Marks
			L-T-P	Credits	Credits (Annual)	External	Internal	External	Internal	
1	BPT 301 BPT 301P	General Medicine (Theory & Practical)	2-0-2	6		80	20	80	20	200
2	BPT 302 BPT 302P	General Surgery (Theory & Practical)	2-0-2	6		80	20	80	20	200
3	BPT 303 BPT 303P	Orthopedics (Theory & Practical)	2-0-2	6		80	20	80	20	200
4	BPT304 BPT 304P	Physiotherapy in Cardio Respiratory Conditions (Theory & Practical)	4-0-4	12		80	20	80	20	200
5	BPT 305 BPT 305P	Physiotherapy in Orthopedic and Sports Conditions (Theory & Practical)	4-0-4	12		80	20	80	20	200
7	BPT 306P	Clinical Training	0-0-8	8						
		<b>Total</b>	36	50		400	100	400	100	1000

4 <sup>th</sup> Year BPT										
Sr No.	Course Code	Course Title	Teaching hrs./Week	Credits		Theory Marks		Practical Marks		Total Marks
			L-T-P	Credits	Credits (Annual)	External	Internal	External	Internal	
1	BPT 401 BPT 401P	<a href="#">Neurology</a> (Theory & Practical)	3-0-2	4	8	80	20	80	20	200

2	BPT 402	OBS & Gynae, ENT, Ophthalmology	1-0-0	1	2	80	20	-	-	100
3	BPT 403 BPT 403P	Physiotherapy in Neurology (Theory & Practical)	4-0-4	6	12	80	20	80	20	200
4	BPT 404 BPT 404P	Physiotherapy in General Medical and Surgical Conditio ns (Theory & Practical)	4-0-2	5	10	80	20	80	20	200
5	BPT 405 BPT 405P	Rationale of Rehabilitation (Theory & Practical)	2-0-2	3	6	80	20	80	20	200
6	BPT 406	Physiotherapy Ethics and Law	2-0-0	2	4	40	10			50
7	BPT 407	Research Methodology and Biostatistics	3-0-0	3	6	80	20			100
8	BPT 408P	Clinical Training	0-0-8	4	8					
		<b>Total</b>	37	28	56	520	130	320	80	1050

**Total Credits: 224**

### 12.2 Duration

B.P.T is a 4½ years regular & fulltime degree programme. The 4½ years includes 4 academic years for study and 6 months (minimum 1150 hours) of compulsory rotatory internship.

### 12.3 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
- Education and research centers
- Community health settings including primary health care centers, individual homes, and field settings
- Fitness clubs, health clubs, gymnasias 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

#### **12.4 Programme Educational Objectives (PEO)**

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

#### **12.5 Programme Outcomes (PO)**

PO1: Integrate concepts from the biological, physical, behavioural, and clinical sciences into physical therapy services.

PO2: Exhibit professional conduct and behaviours that are consistent with the legal and ethical practice of physical therapy.

PO3: Demonstrate compassion, caring, integrity, and respect for differences, values, and preferences in all interactions with patients/clients, family members, health care providers, students, other consumers, and payers.

PO4: Demonstrate culturally sensitive verbal, nonverbal, and written communications that are effective, accurate, and timely.

PO5: Collect and critically evaluate data and published literature to apply in the delivery of care, practice management, and to examine the theoretical and scientific basis for physical therapy.

PO6: Screen patients/clients to determine if they are candidates for physical therapy services or if a referral to, or consultation with, another health care professional or agency is warranted.

PO7: Complete a patient/client examination/ re-examination and evaluate and interpret the examination data to determine a physical therapy diagnosis and prognosis.

PO8: Employ critical thinking, self-reflection, and evidence-based practice to make clinical decisions about physical therapy services.

PO9: Collaborate with patients/clients, caregivers, and other health care providers to develop and implement an evidence-based plan of care that coordinates human and financial resources.

PO10: Provide services and information related to health promotion, fitness, wellness, health risks, and disease prevention within the scope of physical therapy practice.

PO11: Advocate for patient/client and profession.

PO12: Provide consultative services and education to patients/clients, caregivers, health care workers, and the public using culturally sensitive methods that are adapted to the learning needs, content, and context.

PO13: Employ effective leadership skills in the context of supervising, delegating, and mentoring within the profession.

### **Programme Specific Outcomes (PSO)**

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.

## **12.6 Graduation Requirements**

A candidate is eligible for award of degree only after passing all the courses and after submission of internship completion certificate. The total credits required for award of degree are 224.

### 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 6 months. Students of SPRS have completed their internship from prestigious hospitals like Medanta, Max, Asian Hospital, Civil Hospital, Paras Hospital, etc.



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

### SCHOOL OF PHYSIOTHERAPY AND REHABILITATION SCIENCES

#### ACADEMIC CALENDAR

#### SESSION 2024-2025 (AUG 2024-JUNE 2025)

S.No	Details	Date
1	Last date of fee submission (senior batches)	30th June, 2024 (Sunday)
2	Muharram	17th July, 24 (Wednesday)
3	Faculty Development Programme	22 <sup>nd</sup> - 27 <sup>th</sup> July, 24 (Monday- Saturday)
4	Student Registration on ERP for all programmes	30 <sup>th</sup> July, 24 (Tuesday)
5	Commencement of classes (senior batches)	12 <sup>th</sup> August, 24 (Monday)
6	Independence Day	15 <sup>th</sup> August, 24 (Thursday)
7	Rakshabandhan	19 <sup>th</sup> August, 24 (Monday)
8	Orientation of Freshers	24 <sup>th</sup> August, 24 (Saturday)
9	Deeksharambh: Student Induction Programme (Freshers' Batch)	27 <sup>th</sup> -31 <sup>st</sup> August, 24 (Tuesday-Saturday)
10	Janmashtami	26 <sup>th</sup> August, 24 (Monday)
11	Commencement of regular classes (Freshers' Batch)	02 <sup>nd</sup> September, 24 (Tuesday)
12	Registration for Clubs and Societies (Freshers' Batch)	11 <sup>th</sup> -13 <sup>th</sup> September (Wednesday- Friday)
13	Class Representative Meeting with Dean Academics	16 <sup>th</sup> -27 <sup>th</sup> September, 24 (Monday-Friday)
14	Issue of First Warning to students for shortage of attendance	26 <sup>th</sup> September, 24 (Thursday)
15	Mahatama Gandhi Jayanti	2 <sup>nd</sup> October, 24 (Wednesday)
16	Dussehra	12 <sup>th</sup> October, 24 (Saturday)
17	Re-appear Examination	14 <sup>th</sup> -18 <sup>th</sup> October, 24 (Monday-Friday)
18	Parent Teacher Meeting	18 <sup>th</sup> October, 24 (Friday)
19	Diwali	31 <sup>st</sup> October, 24 (Thursday)
20	Govardhan Puja	2 <sup>nd</sup> November (Saturday)
21	Bhai Duj	3 <sup>rd</sup> November (Sunday)

22	Class Representative Meeting with Dean Academics	11 <sup>th</sup> -14 <sup>th</sup> November, 24 (Monday-Thursday)
23	Guru Nanak Jayanti	15 <sup>th</sup> November, 24 (Friday)
24	Inter-University Fest	21 <sup>st</sup> -23 <sup>rd</sup> November, 24 (Thursday-Saturday)
25	Issue of Second Warning to students for shortage of attendance	02 <sup>nd</sup> December, 24 (Monday)
26	TEDx Event	05 <sup>th</sup> December, 24 (Thursday)
27	Continuous Internal Examination (Practical)	06 <sup>th</sup> -09 <sup>th</sup> December, 24 (Friday-Monday)
28	Continuous Internal Examination	10 <sup>th</sup> -24 <sup>th</sup> December, 24 (Tuesday-Tuesday)
29	Christmas	25 <sup>th</sup> December, 24 (Wednesday)
30	Winter Break (Students)	25 <sup>th</sup> December, 24- 08 <sup>th</sup> January, 25 (Wednesday-Wednesday)
31	Last date of fee submission	31 <sup>st</sup> December, 24 (Tuesday)
32	Commencement of Classes	09 <sup>th</sup> January, 25 (Thursday)
33	Republic Day	26 <sup>th</sup> January, 25 (Sunday)
34	Class Representative Meeting with Dean Academics	03 <sup>rd</sup> -07 <sup>th</sup> February, 25 (Monday-Friday)
35	Mahashivratri	26 <sup>th</sup> February, 25 (Wednesday)
36	University level conference	27 <sup>th</sup> -28 <sup>th</sup> February, 25 (Thursday-Friday)
37	Issue of Third Warning to students for shortage of attendance	28 <sup>th</sup> February, 25 (Friday)
38	Holi	14 <sup>th</sup> March, 25 (Friday)
39	Parent Teacher Meeting	22 <sup>nd</sup> March, 25 (Saturday)
40	Id-ul-Fitr	31 <sup>st</sup> March, 25 (Monday)
41	Preliminary Examinations	03 <sup>rd</sup> - 11 <sup>th</sup> April, 25 (Wednesday- Friday)
42	Ramnavmi	06 <sup>th</sup> April, 25 (Sunday)
43	Mahavir Jayanti	10 <sup>th</sup> April, 25 (Thursday)
44	Ambedkar Jayanti	14 <sup>th</sup> April, 25 (Monday)
45	Good Friday	18 <sup>th</sup> April, 25 (Friday)
46	Class Representative Meeting with Dean Academics	21 <sup>st</sup> -25 <sup>th</sup> April, 25 (Monday-Friday)
47	Issue of Final Warning to students for shortage of	02 <sup>nd</sup> May, 25 (Friday)

	attendance	
48	Last Day of Teaching	09 <sup>th</sup> May, 25 (Friday)
49	Practical Exams/Presentation/Field Visits/Project Work	12 <sup>th</sup> – 14 <sup>th</sup> May, 25 (Monday-Wednesday)
50	Final Professional Examinations	15 <sup>th</sup> May - 29 <sup>th</sup> May, 25 (Thursday-Thursday)

## 15. Testimonials

My journey of BPT was one of my most treasured experiences of my life. The most valuable aspect was the clinical exposure where we got to improve our hands on skills. My transformation from a student to a therapist has been quite incredible. I am proud to say that my education at KR Mangalam University laid a strong foundation for my professional career. I am now working in a well-known rehabilitation center, where I get to apply the knowledge and skills I acquired during my studies. The university not only shaped me into a skilled physiotherapist but also instilled a sense of empathy and commitment to patient care that guides me every day.

I am forever grateful to KR Mangalam University for shaping my career and look forward to staying connected with the university community in the future."

**Dharna**

**BPT BATCH-2019**

We were taken for an educational visit to Physio Experts physiotherapy clinic. Our visit to the clinic was an invaluable experience. Stepping into a real-world clinical setting brought our theoretical knowledge to life. We observed experienced physiotherapists skillfully assessing and treating patients with various conditions. Witnessing the therapeutic process firsthand solidified our understanding of the patient-therapist relationship and the importance of effective communication. The clinic's state-of-the-art equipment and facilities provided a glimpse into the technological advancements in physiotherapy. Overall, the visit was an eye-opener, inspiring us to be well-prepared and compassionate future physiotherapists.

**Abhishek Gupta**

**BPT-2022 Batch**