



Ibn-e-Sina University
Mirpurkhas

Muhammad Institute Of Physiotherapy and Rehabilitation Sciences



SELF ASSESSMENT REPORT **DPT PROGRAM**

**BASED ON PREE STANDARDS
BY HEC (PSG-23) POLICY**

BY PROGRAM TEAM:

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Index

Section 1

Detail	Page
Brief description of institution	2-3
Executive summary of SAR	3-4
Mission and Athos statement of Doctor of Physiotherapy (DPT)	4-5
Achievement of MIPRS in academic Year 2024--2025	5-6

Section 2

Executive summary of previous implementation plan execution and results	6-8
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Section 3

Standard 1:	Programme mission, objectives and outcomes	9-16
Standard 2:	Curriculum design and organization	17-18
Standard 3:	Subjects-specific facilities	31-32
Standard 4:	Students advising and Counseling	32-33
Standard 5:	Teaching faculty/staff	33-34
Standard 6:	Institutional policies and process control	34-35
Standard 7:	Institutional support and facilities	35-36
Standard 8:	Institutional general requirements	36-37

Section 4

Annex	Page
Annex 1. DPT curriculum	
Annex-2 student support cell report	
Annex-3 DPT research Guidelines	

SELF ASSESSMENT REPORT (SAR)

As per Standards of PSG-2023 PREE

Academic year 2024-2025

Executive Summary

Self-Assessment Report (SAR) is an effective tool in measuring and monitoring the outcome of a program. This is employed in Degree Awarding Institutes of Pakistan to identify strengths and weaknesses of the degree programs. The tool is primarily dependent on surveys that are conducted at the end of the session. These surveys include the Faculty 's survey, the Course survey, the Employer's survey and the Gradating Students' survey.

This SAR concerns the Muhammad Institute of Physiotherapy of Rehabilitation Sciences that executes Doctor of Physical Therapy (DPT) programs. The report concerns the undergraduate program during the semester Fall 2024. The report includes the surveys and relevant information as well as the strengths and weaknesses of the programs as identified through surveys.

Program Team:

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Program Selected

Ibn-Sina-University has selected the **Doctor of Physical Therapy (DPT)** as first model program for Self-Assessment Report (SAR) for the year 2024-25 under the directives of HEC.

The program has got inbuilt mechanism for the revision of syllabi, has competent faculty and adequate infrastructure. New and modern tools have been introduced in the program to conduct research and quality teaching.

Program Evaluation

The program is being evaluated based on 8 standards as given in the on PREE standards Higher Education Commission (HEC).

Key Findings

1. Need Minutes of meeting with all stakeholder for formulation of Mission and approval
2. Faculty need to involved more in research and attend research conferences
3. Program development plan need to updated as per new guidelines
4. Need a Evidence of balance of theory and practice
5. Curriculum map is deficit

6. Degree plan is deficit
7. Subject specific lab equipment's are required for Manual Therapy Lab, electrotherapy lab
8. Subject specific labs student's feedback is required
9. Credit transfer policy is required
10. Marketing strategy is required
11. Progression and certification policy is deficit
12. Library capacity need to update
13. Need to add more subject specific books
14. Access of research journals
15. Needs rules and regulation for DPT program

Section-1

1. Introduction To Muhammad Institute Of Physiotherapy and Rehabilitation Sciences:

Muhammad Institute of physiotherapy and Rehabilitation Science offering the Doctor of Physiotherapy five (05) years program since 2021 with one-year mandatory House Job.

This Institute is committed to deliver knowledge by producing young Physiotherapy graduates whose practitioner services will be available for effective improvement of health. Our mission is to improve the physical well-being and quality of life of people by training physical therapists. We aim to empower graduates from the Physical Therapy Program with didactic knowledge, clinical skills, and translational abilities to bring prevailing best practice into the clinic.

The intent of the Program in Physical Therapy is to prepare students with the clinical, professional, and research skills to become capable primary practitioners and to bring new knowledge into practice that best serves the rehabilitation needs of each patient as an individual.



MISSION (MIRPS)

Nurturing students' potential by providing them highest quality education in the field of Physiotherapy and Rehabilitation Sciences thereby producing individuals with strong values, compassion, inclusiveness, leadership and professionalism, emphasizing community engagement particularly with marginalized segments of rural population, encouraging students to become empathetic and socially responsible professionals by training them in the best evidence- based practice, capable of contributing to advancements through research and innovation

Ethos Statement of MIPRS

(Muhammad Institute of Physiotherapy and Rehabilitation Sciences)

Rooted in its mission to **nurture potential and instill compassion**, the Muhammad Institute of Physiotherapy and Rehabilitation Sciences (MIPRS) thrives as a beacon of **inclusive, community-focused education**. Upholding the values of **empathy, professionalism, strong ethics, community engagement, social responsibility, evidence-based practice, leadership, and inclusiveness**, the institute opens its doors to students from **all cultural and social backgrounds**, ensuring **equal opportunity and dignity in healthcare education**.

MIPRS not only delivers **technical and academic excellence** in Physiotherapy and Rehabilitation Sciences but also prepares students **holistically across cognitive, psychomotor, and affective domains**. Through a variety of **co-curricular and extra-curricular activities**—such as **welcome parties, cultural festivals, student-led functions, and leadership opportunities**—we **cultivate leadership and teamwork qualities** in our students. By participating in **community outreach and medical camps in interior Sindh**, students develop a **strong sense of social responsibility** and ethical service.

Moreover, the institute is guided by the robust academic structure of **Ibn.e.Sina University, Mirpurkhas (ISUM)**, which follows a **vertically integrated modular system** supported by **five foundational pillars**:

1. **“Survive”** – a three-pronged academic model of **weekly tests, assignments, and post-test discussions**;
2. **“RLSE”** (Running Lives by Sharing Experiences) – a weekly **mentorship program** nurturing emotional and academic resilience;
3. **“MCS”** – daily **Mobile Clinics by Students**, enhancing clinical exposure and community service;
4. **“LBAS”** – **Learner-Based Annual Symposia** promoting research and scientific discourse;
5. **“GSAT/CPC”** – the annual **Gastroenterology Symposium**, contributing to specialty learning and interdisciplinary growth. Clinico-Path Conference weekly by students 3rd year to Final year DPT.

Thanks to these structured pillars, MIPRS students remain at par with international standards, thriving academically and clinically while gaining real-world, hands-on experience. Through OPD postings, ward rotations, evidence-based assignments, decision-based learning classes, and student-led presentations, we reinforce critical thinking, inclusivity, and clinical confidence.

Our ethos reflects a firm belief in education as a transformative force. We prepare students to serve society with dignity, cultural sensitivity, and purpose. Insha'Allah, our graduates will not only excel professionally but also carry forward the mission of national service, many of whom are already engaged in rural healthcare, thus strengthening our healthcare system from the grassroots.

MIPRS stands as a proud academic entity under ISUM, dedicated to building a future where diversity is honored, values are lived, and each student emerges with the heart, skills, and spirit to uplift humanity

3. Muhammad Institute of Physiotherapy and Rehabilitation Sciences (MIPRS) Achievements Report (Academic Year 2024–2025) Under Ibn-e-Sina University

Category	Achievements
Official Recognition	Recognized by the Allied Health Professional Council. AHPC
International Collaboration	A delegation from the European Union NGO Organization visited MIPRS and met faculty to evaluate and support the approval of more Allied Health Certificate programs under Ibn-e-Sina University.
Departmental Presence	MIPRS successfully launched its official webpage under Ibn-e-Sina University for public access and communication.
Independent Examination System	Conducted independent professional examinations without affiliation to any other university.
Program Review & Curriculum Development	Conducted thorough review and redesign of the DPT curriculum , aligning it with current healthcare and educational standards.
Assessment Program Development	Developed a complete assessment framework including theory and clinical evaluations.
Faculty Development Programs	Conducted multiple workshops on:
	– Enhancing BCQs
	– Table of Specifications
	– Classroom Management
	– Mentoring Sessions
	– Types of Learning Methods
These sessions improved academic quality and teaching methodologies.	
Annual Medical Symposium	Successfully organized a Medical Symposium , showcasing student and faculty research and clinical discussions.
Case-Based Learning Presentations	Conducted 60+ case-based presentations to help students develop presentation and diagnostic skills.
Clinical Pathology Conference	Arranged a Clinical Pathology Conference in which every individual student from 3rd to final year actively participated.
Subject-Wise Academic Presentations	Students delivered presentations on key subjects including Kinesiology, Anatomy, and Research .
Awareness Workshops	Organized public and academic awareness sessions on topics related to Physiotherapy and Rehabilitation .
Co-Curricular Activities	Encouraged learning through interactive and reflective sessions , supporting student engagement.
Extra-Curricular Events	Hosted several events to support student well-being and bonding:
	– Welcome Party
	– Musical Night
	– Qawali Night
	– Games Week
	– Annual Function

Section-2

Past Report Implementation Plan with its progress for Doctor of Physiotherapy (DPT) Under Ibn-e-Sina University, Mirpurkhas

Executive Summary

The implementation plan for the Doctor of Physiotherapy (DPT) Program at the Muhammad Institute of Physiotherapy and Rehabilitation Sciences (MIPRS) under Ibn-e-Sina University, Mirpurkhas, for the academic year 2024–2025 was a comprehensive effort aimed at uplifting academic infrastructure, enhancing faculty qualifications, integrating digital learning tools, and aligning institutional objectives with national educational standards. The plan reflected a collaborative approach involving the Academic Council, Procurement and HR departments, IT services, and the administrative support of Muhammad Foundation.

One of the first major accomplishments was the successful integration of the university's strategic vision into departmental objectives. The Academic Council held meetings to ensure that the goals of the DPT program were closely aligned with the overarching mission of Ibn-e-Sina University. Alongside this, significant upgrades were made in laboratory facilities and computer labs. Modern equipment was procured to support both pre-clinical and clinical learning, helping to raise the standard of education for physiotherapy students. In addition, specialized clinical skills labs were established, and outdated instruments in anatomy, physiology, and pathology labs were replaced, allowing for improved hands-on experience in line with current professional requirements.

To support administrative efficiency, a dedicated office space was allocated for departmental operations. Moreover, the admissions process was digitalized with the development of an automated admission software system. This system helped streamline application tracking, student data management, and enrollment procedures. Another key milestone was the revision of recruitment policies to prioritize the hiring of faculty members holding advanced qualifications such as MS, MPhil, and PhDs, ensuring that the academic environment is led by experts in their fields.

As part of the university's digital transformation, a campus-wide Learning Management System (LMS) was implemented, enabling students and faculty to access educational materials, submit assignments, and engage in virtual learning experiences. Furthermore, efforts were initiated to regularly update the institution's facilities in compliance with the Higher Education Commission (HEC) guidelines, particularly in maintaining an appropriate student-teacher ratio. While all planned objectives were successfully initiated or achieved during the year, it is crucial to recognize that these developments still require ongoing improvement and refinement. The laboratory facilities, for example, must undergo routine maintenance and continuous modernization. Similarly, although the LMS has been launched, faculty and students require further training and content development to fully utilize its capabilities. The newly hired faculty, despite meeting qualification benchmarks, would benefit from continued professional development programs to enhance their pedagogical skills. The infrastructure must also be periodically reviewed and expanded to accommodate growing student needs and remain in line with HEC's evolving standards.

In summary, the implementation plan served as a robust framework for the academic, technological, and operational development of the DPT program at MIPRS. The department has taken confident strides in building a foundation for long-term success. However, to preserve and elevate these accomplishments, consistent focus on quality enhancement and strategic planning is essential. The achievements of 2024–2025 mark a commendable chapter in the institute's growth, but the journey toward educational

excellence is an ongoing process that demands further investment and proactive improvement in all areas

Section-3

8- STANDARDS BASED ON PREE (PSG-2023)

Standard-1

PROGRAM MISSION, OBJECTIVES AND OUTCOMES

Each program must have a mission, measurable objectives and expected outcomes for graduates. Outcomes include competency and tasks graduates are expected to perform after completing the program. A strategic plan must be in place to achieve the program objectives. The extent to which these objectives are achieved through continuous assessment and improvements must be demonstrated

Standard 1-1: The program must have documented measurable objectives that support faculty / college and institution mission statements.

a. Document institution, college and program mission statements

MISSION (ISU)

Nurturing students' potential by providing them highest quality education thereby producing individuals with strong values, compassion, inclusiveness, leadership and professionalism, emphasizing community engagement particularly with marginalized segments of rural population, encouraging students to become empathetic, and socially responsible professionals by training them in the best evidence- based practice, capable of contributing to advancements through research and innovation.

VISION (ISU)

To be an internationally recognized institution, famous for its ethical work, emphasizing the importance of integrity, honesty and moral principles, highlighting the University 's commitment to serving the community and producing unbiased and empathetic educated people who are inclusive and have leadership skills, encouraging them to engage in research, critical thinking, innovation and evidence-based best practices.

VISION (MIRPS)

To be an internationally recognized Physiotherapy and Rehabilitation Sciences Education institution, famous for its ethical work, emphasizing the importance of integrity, honesty and moral principles, highlighting the University's commitment to serving the community and producing unbiased and empathetic educated people, encouraging them to engage in research, critical thinking, innovation and evidence- based best practices.

MISSION (MIRPS)

Nurturing students' potential by providing them highest quality education in the field of Physiotherapy and Rehabilitation Sciences thereby producing individuals with strong values, compassion, Inclusiveness, Leadership and professionalism, emphasizing community engagement particularly with marginalized segments of rural population, encouraging students to become empathetic and socially

responsible professionals by training them in the best evidence- based practice, capable of contributing to advancements through research and innovation.

b. Program OBJECTIVES

GRADUATES OF THE DOCTOR OF PHYSICAL THERAPY PROGRAM SHALL:

1. Demonstrate in-depth knowledge of the basic and clinical sciences relevant to physical therapy, both in their fundamental context and in their application to the discipline of physical therapy.
2. Understand, correlate and apply theoretical foundations of knowledge to the practice of physical therapy; evaluate and clarify new or evolving theory relevant to physical therapy.
3. Demonstrate the behaviors of the scholarly clinician by developing and utilizing the process of critical thinking and inquiry, particularly focused on the improvement of the practice of physical therapy and the delivery of health care.
4. Engage in reflective practice through sound clinical decision making, critical self-assessment and commitment to lifelong learning.
5. Demonstrate mastery of entry level professional clinical skills. Provision of these services is based on the best available evidence and includes physical therapy examination, evaluation, diagnosis, prognosis, intervention, prevention activities, wellness initiatives and appropriate health care utilization.
6. Prepared to influence the development of human health care regulations and policies that are consistent with the needs of the patient and of the society.
7. Demonstrate leadership, management, and communication skills to effectively participate in physical therapy practice and the health care team.
8. Incorporate and demonstrate positive attitudes and behaviors to all persons.
9. Demonstrate the professional and social skills to adapt to changing health care environments to effectively provide physical therapy care.

c. Program Objective Assessment

S#	Objectives	How measured	When measured	Improvement identified	Improvement made
1.	Demonstrate in-depth knowledge of the basic and clinical sciences relevant to physical therapy, both in their fundamental context and in their application to the discipline of physical therapy.	Class tests Sessional exams Ospe/ Vivas terminal examinations Clinical exams	Weekly After 3 months At the end of semester	Marks / GPA / grades	CGPA

2.	Understand, correlate and apply theoretical foundations of knowledge to the practice of physical therapy; evaluate and clarify new or evolving theory relevant to physical therapy.	Clinical rotations during supervised clinical practice to assigned wards.	Weekly measured	Hands on performance	Practice and handling repeatedly.
3.	Demonstrate the behaviors of the scholarly clinician by developing and utilizing the process of critical thinking and inquiry, particularly focused on the improvement of the practice of physical therapy and the delivery of health care	Through research, Evidence based Scenario	Weekly measured	Marks / GPA / grades	Through Practice
4.	Engage in reflective practice through sound clinical decision making, critical self assessment and commitment to lifelong learning	Supervised clinical practice	Weekly measured	MOCK tests	Practice and handling repeatedly.
5.	Demonstrate mastery of entry level professional clinical skills. Provision of these services is	Supervised clinical practice/ OSCE	At the end of semester	Marks / GPA / grades	Practice and handling repeatedly.
	based on the best available evidence and includes physical therapy examination, evaluation, diagnosis, prognosis, intervention, prevention activities, wellness initiatives and appropriate health care utilization.				

6.	Prepared to influence the development of human health care regulations and policies that are consistent with the needs of the patient and of the society.	Supervised clinical practice	At the end of semester	Marks / GPA / grades	Practice and handling repeatedly.
7.	Demonstrate leadership, management, and communication skills to effectively participate in physical therapy practice and the health care team	Administrative/ committee work. (welfare, blood donation, ethical , arts and craft, literary, debating, dramatic, hiking, sports committee etc)	Throughout semester	Smooth and time efficient functioning of the respective event.	Repeatedly
8.	Incorporate and demonstrate positive attitudes and behaviors to all persons.	Organization of various events.	Throughout semester	Smooth and time efficient functioning of the respective event.	Repeatedly
9.	Demonstrate the professional and social skills to adapt to changing health care environments to effectively provide physical therapy care.	Physical therapy management techniques including manual and therapeutics skills.	Throughout semester	Hands on patients	Practice and handling repeatedly

d. Alignment of Program Objectives with Program & University Mission Statements

Program objectives intend to impart not only clinical and diagnostic skills but moral and ethical information as well. This is done through planned set of activities during the execution of the DPT program. These activities include overall curriculum composition and its delivery, practical work and projects performed at required stages.

e. Main Elements of Strategic Plan

The main elements as discussed above, of a strategic plan for the selected course are as under:

- a. Curriculum Composition
- b. Practical work and projects
- c. Research Activities

f. Curriculum Composition

DPT program comprises of core courses as per university requirements. It has 64 core courses with 6 credit hours' research thesis. Curriculum is divided into different segments that builds student 's base through basic set of courses and imparts advance knowledge by using advance courses. List of courses is available in section 3.3.1.

g. Practical Work and Projects

Practical work and projects are planned at desired stages during the program execution to enhance the working skills of the students. Clinical setting in MMCH Mirpurkhas is available for students to practice the clinical work during the whole program.

- h. **Research Work** At the end of their program, students are required to submit a final project that demonstrates their analysis, designing, solution building, implementation and report writing skills, in the form of designed project and its technical report.

STANDARD 1-2:

The program must have documented outcomes for graduating students. It must be demonstrated that the outcomes support the program objectives and that graduating students are capable of performing these outcomes Competencies (student outcomes)

By the completion of the program the graduate will be able to:

a. Program Outcomes

Under Graduates of the Doctor of Physical Therapy Programme will:

1. Demonstrate in-depth knowledge of the basic and clinical sciences relevant to physical therapy, both in their fundamental context and in their application to the discipline of physical therapy.
2. Understand, correlate and apply theoretical foundations of knowledge to the practice of
3. Physical therapy; evaluate and clarify new or evolving theory relevant to physical therapy.
4. Demonstrate the behaviors of the scholarly clinician by developing and utilizing the process of critical thinking and inquiry.
5. Engage in reflective practice through sound clinical decision making, critical selfassessment and commitment to lifelong learning.
6. Prepared to influence the development of human health care regulations and policies that are consistent with the needs of the patient and of the society.
7. Demonstrate leadership, management, and communication skills to effectively participate in Physical therapy practice and the health care team.
8. Incorporate and demonstrate positive attitudes and behaviors to all persons.
9. Demonstrate the professional and social skills to adapt to changing health care environments to effectively provide physical therapy care.

Following table shows the link between program objectives and program outcomes:

Program Objectives	Program Outcomes								
	1	2	3	4	5	6	7	8	9
1	X	X	X						
2		X	X	X					
3		X		X	X	X	X	X	
4		X		X					X
5				X					
6				X				X	
7		X			X				
8					X	X	X	X	
9	X	X							X

Table 2: Outcomes versus Objectives

b. Program Level Learning Outcomes

1. Determine the physical therapy needs of a patient or client through examination and evaluation
2. Develop and implement a plan of care to meet the individuals physical therapy needs
3. Demonstrate understanding of the foundational sciences as they relate to physical therapy practice
4. Communicate appropriately and effectively with patients and families, colleagues and the public
5. Adhere to safe, ethical and legal practice
6. Apply sound administrative principles to the management of physical therapy

7. Apply basic educational strategies of teaching within the scope of physical therapy
8. Implement and integrate research methods adherent to the standards of evidence based practice
9. Participate in health and wellness community based initiatives across the lifespan
10. Accept that being a professional is a continuing process and assume responsibility for professional and personal growth and development

Standard 1-3:

The results of programs assessment and the extent to which they are used to improve the program must be documented. Edith's program needs to be assessed by the Academic Council for its requiring improvement.

a. Program Strength

- Academic calendar is adhering to and examinations schedule prepared at the beginning of the year.
- Curriculum Design, development and organization are based upon set, well defined and approved criteria by HEC
- Properly scheduled Examinations and classes.
- Number of Courses along with their titles and credit hours for each year, course contents for degree program are fully planned
- Transparent admission, registration and recruiting policy
- Curriculum is accredited by HEC
- Keeping in view ISLAMIC VALUES inculcating state of the —ART EDUCATIONII most of the students specifically girl 's students would prefer to join this institution.
- Guidance/ Advisory process for students

b. Program Weaknesses

- Lack of practical work
- Lack of emphasis on extra-curricular activities
- lack powerful and expanded international library with online access to medical journals

c. Faculty Development

- Indigenous Plans for faculty development
- Practical skills should be enhanced
- Research facilities and funds
- Balance of teaching workload and research activities
- University Increments after the accomplishment of higher degree of education (PHD).
- International opportunities for courses/ certification

Standard 1-4

The department must assess its overall performance periodically using quantifiable measures.

Following is the data as per requirements listed in standard 1-4 main section:

a. Enrolled Students in last three years

- Total students enrolled in last four years are 182.

b. Student Faculty Ratio

- DPT program has **15:1** student faculty ratio.

c. Average GPA per Semester

- The average GPA is 3.5

d. Average Completion Time

The DPT program has average completion time of 5 years consisting of 10 semesters.

e. Student Course Evaluation Survey

Students of DPT have graded the courses against the course structure, teaching methodology, learning objectives and outcomes and practical implementation of theory. QEC staff conducted the course evaluation to ensure unbiased feedback. The results showed that average score of DPT course evaluation is 83% as graded by students. Following is the list of DPT courses that are being evaluated by the students along with graded scores in percentage.

STANDERD-2

CURRICULUM DESIGN & ORGANIZATION

- a) Course Title: Doctor of Physiotherapy
- b) Credit Hour:174
- c) Degree Plan: Five-year degree Program with one-year House Job
- d) Course and Curriculum **Annexure-A**
- e) Details are available at caption "D"

Standard 2-1:

The curriculum must be consistent and supports the programs documented objectives

All the under graduate subjects are consistent with program documented objective

Sr #	Courses/ Group of courses	OBJECTIVES								
		1	2	3	4	5	6	7	8	9
1.	Anatomy	X								
2.	Physiology	X								
3.	Kinesiology	X								
4.	Biochemistry	X								

5.	Biomechanics & Ergonomics-I	X								
6.	Medical Physics,	X								
7.	Exercise Physiology,	X								
8.	Pharmacology,	X								
9.	Pathology	X								
10.	Therapeutic Exercises & Techniques	X								X
11.	Physical Agents & Electrotherapy	X								

12.	Community Medicine & Rehabilitation,	X							X	
13.	Medicine-I,	X								
14.	Surgery-I,	X								
15.	Radiology & Diagnostic Imaging	X								
16.	English							X		
17.	Islamic Studies/ Ethics						X		X	
18.	Sociology						X			
19.	Health & Wellness					X	X			
20.	Therapeutic Exercises & Techniques		X							X
21.	Behavioral Sciences (Psychology & Ethics)	X							X	
22.	Health Education and Teaching Methodology				X	X	X	X	X	
23.	Evidence Based Practice			X	X	X		X		
24.	Scientific Inquiry & Research Methodology			X		X				
25.	Clinical Decision Making & Differential Diagnosis					X				
26.	Prosthetics & Orthotics			X						
27.	Professional Practice				X	X	X	X	X	
28.	Emergency Procedures & Primary Care in Physical Therapy, Neurological Physical Therapy, Musculoskeletal Physical Therapy, Cardiopulmonary Physical Therapy, Manual Therapy, Integumentary Physical Therapy, Gynecology & Obstetrics Physical Therapy, Pediatric Physical Therapy, Gerontology &		X							X
	Geriatric Physical Therapy, Sports Physical Therapy									

29.	Supervised Clinical Practice-I, Supervised Clinical Practice-II, Supervised Clinical Practice-III, Supervised Clinical Practice-IV, Supervised Clinical Practice-V, Supervised Clinical Practice-VI							X		X
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Standard 2-2

Theoretical backgrounds, problem analysis and solution design must be stressed within the program's core material.

As this is the under graduate program all the subjects are stressed with problem analysis and solution design.

Elements	Courses
Basic Sciences	Anatomy, Physiology, Kinesiology, Medical Physics, Biomechanics & Ergonomics-I, Biochemistry I, Exercise Physiology , Molecular Biology & Genetics, Pathology & Microbiology I, Pharmacology & Therapeutics I, Physical Agents & Electrotherapy I, Biostatistics I, Behavioral Sciences Medicine I, Surgery I, , Professional Practice .
Clinical Sciences	Health & Wellness, Therapeutic Exercises & Techniques, Community Medicine & Rehabilitation, Radiology & Diagnostic Imaging, Evidence Based Practice, Scientific Inquiry & Research Methodology, And Clinical Decision Making & Differential Diagnosis.
	Supervised Clinical Practice I, Supervised Clinical Practice II, Supervised Clinical Practice III, Supervised Clinical Practice IV, Supervised Clinical Practice V, Musculoskeletal Physical Therapy,
	Neurological Physical Therapy, Emergency Procedures & Primary Care In Physical Therapy, Cardiopulmonary Physical Therapy, Prosthetics & Orthotics, Manual Therapy, Integumentary Physical Therapy, Obstetrics & Gynecological Physical Therapy, Pediatric Physical Therapy, Gerontology & Geriatric Physical Therapy, Sports Physical Therapy, Research Project.

Curriculum Breakdown

Course Code Description:

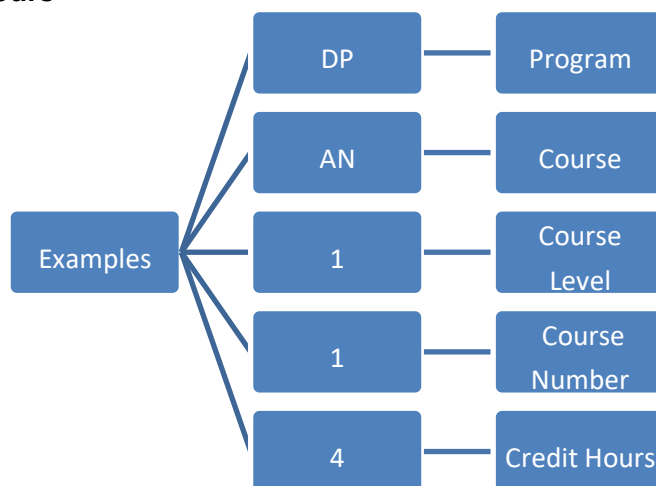
1st Three Alphabets → Program

2nd two Alphabets → Course

1st digit → Course Level

2nd digit → Course Number

3rd digit → Credit Hours



Course Number: Same subject and multiple courses, e.g; EBP-1, EBP-2 etc.

Detail Contents:

Break down of Semesters with subject codes & credit hours

SCHEME OF STUDIES FOR 5 YEARS

DOCTOR OF PHYSICAL THERAPY (DPT) PROGRAM

SEMESTER/YEAR	Course Code	NAME OF SUBJECT	CREDITS HRS
FIRST PROFESSIONAL YEAR			
FIRST	DPAN114	ANATOMY –I	4(3-1)
	DPPH113	PHYSIOLOGY-I	3(2-1)
	DPKI113	KINESIOLOGY-I	3(2-1)
	DPEN113	ENGLISH-I	3(3-0)
	DPPS112	PAKISTAN STUDIES	2(2-0)
	DPCO113	INTRODUCTION TO COMPUTER	3(2-1)
	TOTAL		18

SECOND	DPAN124	ANATOMY –II	4(3-1)
	DPPH123	PHYSIOLOGY-II	3(2-1)
	DPKI123	KINESIOLOGY-II	3(2-1)

	DPEN123	ENGLISH-II(Communication Skills)	3(3-0)
	DPIS112	ISLAMIC STUDIES / ETHICS	2(2-0)
	DPSO112	SOCIOLOGY	2(2-0)
	TOTAL		17
SECOND PROFESSIONAL YEAR			
THIRD	DPRN233	ENGLISH-III(Technical Writing & Presentation Skills)	3(3-0)
	DPMP213	MEDICAL PHYSICS	3(2-1)
	DPAN233	ANATOMY –III	3(2-1)
	DPPH233	PHYSIOLOGY-III	3(2-1)
	DPBE213	BIOMECHANICS & ERGONOMICS-I	3(3-0)
	DPBC212	BIOCHEMISTRY I	2(2-0)
		TOTAL	
FOURTH	DPAN243	ANATOMY –IV(Neuro Anatomy)	3(2-1)
	DPBE223	BIOMECHANICS & ERGONOMICS-II	3(2-1)
	DPHW212	HEALTH & WELLNESS	2(2-0)
	DPBC223	BIOCHEMISTRY II	3(2-1)
	DPEP243	EXERCISE PHYSIOLOGY	3(2-1)
	DPMB212	MOLECULAR BIOLOGY & GENETICS	2(2-0)
		TOTAL	
THIRD PROFESSIONAL YEAR			
FIFTH	DPPM312	PATHOLOGY & MICROBIOLOGY I	2(2-0)
	DPPR312	PHARMACOLOGY & THERAPEUTICS I	2(2-0)
	DPPE313	PHYSICAL AGENTS & ELECTROTHERAPY –I	3(2-1)
	DPTE313	THERAPEUTIC EXERCISES & TECHNIQUES I	3(2-1)
	DPBI313	BIOSTATISTICS I	3(3-0)
	DPBS312	BEHAVIORAL SCIENCES (PSYCHOLOGY & ETHICS)	2(2-0)
	DPPC313	SUPERVISED CLINICAL PRACTICE I	3(0-3)
		TOTAL	
SIXTH	DPPM323	PATHOLOGY & MICROBIOLOGY II	3(2-1)
	DPPR322	PHARMACOLOGY & THERAPEUTICS II	2(2-0)
	DPPE323	PHYSICAL AGENTS & ELECTROTHERAPY –II	3(2-1)
	DPBI313	BIOSTATISTICS II (university optional)	3(3-0)

	DPCM313	COMMUNITY MEDICINE & REHABILITATION	3(3-0)
	DPCP323	SUPERVISED CLINICAL PRACTICE II	3(0-3)
	TOTAL		17
FOURTH PROFESSIONAL YEAR			
SEVENTH	DPME413	MEDICINE I	3(3-0)
	DPSU413	SURGERY I	3(3-0)
	DPRD413	RADIOLOGY & DIAGNOSTIC IMAGINING -	3(2-1)
	DPMU414	MUSCULOSKELETAL PHYSICAL THERAPY	3(2-1)
	DPSE413	EVIDENCE BASED PRACTICE	3(2-1)
	DPCP432	SUPERVISED CLINICAL PRACTICE III	3(0-3)
	TOTAL		18
EIGHT	DOME423	MEDICINE II	3(3-0)
	DPSU423	SURGERY II	3(3-0)
	DPNE414	NEUROLOGICAL PHYSICAL THERAPY	3(2-1)
	DPSI413	SCIENTIFIC INQUIRY & RESEARCH METHODOLOGY	3(2-1)
	DPEP413	EMERGENCY PROCEDURES & PRIMARY CARE IN PHYSICAL THERAPY	3(2-1)
	DPCP442	SUPERVISED CLINICAL PRACTICE IV	3(0-3)
	TOTAL		18
FIFTH PROFESSIONAL YEAR			
NINTH	DPCA513	CARDIOPULMONARY PHYSICAL THERAPY	3(2-1)
	DPMT513	PROSTHETICS & ORTHOTICS	2(2-0)
	DPCD513	CLINICAL DECISION MAKING & DIFFERENTIAL DIAGNOSIS	3(3-0)
	DPMT513	MANUAL THERAPY	3(2-1)
	DPPP512	PROFESSIONAL PRACTICE (LAWS , ETHICS, ADMINISTRATION)	2(2-0)
	DPIN512	INTEGUMENTRY PHYSICAL THERAPY	2(2-0)

	DPCP552	SUPERVISED CLINICAL PRACTICE V	3(0-3)
	TOTAL		18
TENTH	DPGO512	OBSTETRICS & GYNAECOLOGICAL PHYSICAL THERAPY	2(2-0)
	DPPA512	PAEDIATRIC PHYSICAL THERAPY	2(2-0)
	DPGE512	GERONTOLOGY & GERIATRIC PHYSICAL THERAPY	2(2-0)
	DPSP512	SPORTS PHYSICAL THERAPY	2(2-0)
	DPCP562	SUPERVISED CLINICAL PRACTICE VI	4(0-4)
	DPRP516	RESEARCH PROJECT	6
	TOTAL		18
	TOTAL CREDITS		174

FOURTH	NAME OF SUBJECTS	
The Objective Is For Students To Acquire Knowledge Required To Prepare For Clinical Reasoning And Core Techniques For Clinical Postings		
BASIC SUBJECTS	ANATOMY-IV	3(2+1)
	EXERCISE PHYSIOLOGY	3(3+0)
	BIOCHEMISTRY AND GENETICS II	2(2+0)
CORE SUBJECTS	BIO MECH. & ERGONOMICS-II	3(2+1)
	MEDICAL PHYSICS	3(2+1)
	BEHAVIORAL SCIENCE	3(3+0)
		17

THIRD PROFESSIONAL YEAR		
SEMESTER	NAME OF SUBJECT	*CREDITS
FIFTH		
THE OBJECTIVE FOR STUDENTS IS TO ACQUIRE PARA CLINICAL KNOWLEDGE AND TECHNIQUES ON OBSERVATORY CLINICAL POSTINGS		
BASIC SUBJECTS	PATHOLOGY & MICROBIOLOGY I	2(2+0)
	PHARMACOLOGY & THERAPEUTIC-I	3(3+0)
CORE SUBJECTS	PHYSICAL AGENTS & ELECTROTHERAPY I	3(2+1)
	THERAPEUTIC EXERCISE	3(2+1)
SUPPORTIVE SUBJECTS	SOCIOLOGY	2(2+0)
	HEALTH PROMOTION & WELLNESS	2(2+0)
	CLINICAL PRACTICE-I	3(0+3)
		18
The Objective For Students Is To Acquire Para clinical Knowledge And Techniques On Observatory Clinical Postings		
SIXTH		
BASIC SUBJECTS	PATHOLOGY & MICROBIOLOGY II	3(2+1)
	PHARMACOLOGY & THERAPEUTICS-II	2(2+0)
CORE SUBJECTS	PHYSICAL AGENTS & ELECTROTHERAPY –II	3(2+1)
SUPPORTIVE SUBJECTS	TEACHING METHODOLOGY AND COMMUNITY MEDICINE	3(3+0)
	MANUAL THERAPY	3(2+1)
	CLINICAL PRACTICE II	3(0+3)
		17

FOURTH PROFESSIONAL YEAR		
SEMESTER	NAME OF SUBJECT	*CREDITS
THE OBJECTIVE IS TO ACQUIRE CLINICAL SUBJECTS KNOWLEDGE WITH CORE SUBJECTS SKILLS AND		

TO IMPLEMENT IN PRACTICAL CLINICAL POSTINGS		
SEVENTH		
BASIC SUBJECTS	MEDICINE I	3(3+0)
	SURGERY I	3(3+0)
	RADIOLOGY & DIAGNOSTIC IMAGING	3(2+1)
CORE SUBJECTS	MUSCULOSKELETAL PHYSICAL THERAPY	3(2+1)
SUPPORTIVE SUBJECTS		
	COMMUNITY BASED REHABILITATION	2(2+0)
	CLINICAL PRACTICE-III	3(0+3)

		17
THE OBJECTIVE IS TO ACQUIRE CLINICAL SUBJECTS KNOWLEDGE WITH CORE SUBJECTS SKILLS, ADMINISTRATIVE SKILLS AND TO IMPLEMENT IN PRACTICAL CLINICAL POSTINGS		
EIGHTTH		
BASIC SUBJECTS	MEDICINE II	3(3+0)
	SURGERY II	3(3+0)
CORE SUBJECTS	NEUROLOGICAL PHYSICAL THERAPY	3(2+1)
	ORTHOTICS & PROSTHETICS	2(2+0)
SUPPORTIVE SUBJECTS	EVIDENCE BASED PRACTICE	3(2+1)
	CLINICAL PRACTICE-IV	3(0+3)
		17

FIFTH PROFESSIONAL YEAR		
SEMESTER	NAME OF SUBJECT	*CREDITS
THE OBJECTIVE FOR STUDENTS IS TO ACQUIRE CORE KNOWLEDGE AND SKILLS REQUIRED FOR COMPLETE ASSESSMENT AND MANAGEMENT OF PATIENT CLINICAL OPD, IPD AND WARDS AND TO PREPARE FOR RESEARCH DESRTATION.		
NINTH		
CORE SUBJECTS	PRIMARY CARE & EMERGENCY PROCEDURES IN PHYSICAL THERAPY	2(2+0)
	CARDIOPULMONARY PHYSICAL THERAPY	3(2+1)
	CLINICAL DECISION MAKING & DIFFERENTIAL DIAGNOSIS	3(3+0)
	INTEGUMENTRY PHYSICAL THERAPY METHODOLOGY	2(2+0)
SUPPORTIVE SUBJECTS	SCIENTIFIC INQUIRY	3(2+1)
	PROFESSIONAL PRACTICE	2(2+0)
	CLINICAL PRACTICE-V	3(0+3)
		18
TENTH		
THE OBJECTIVE FOR STUDENTS IS TO ACQUIRE CORE CLINICAL KNOWLEDGE AND TO APPLY IN ASSESSMENT, MANAGEMENT OF PATIENTS, AND TO SUBMIT DISSERTATION		
CORE SUBJECTS	OBSTETRICS & GYNECOLOGICAL PHYSICAL THERAPY	2(2+0)
	PAEDIATRIC PHYSICAL THERAPY	2(2+0)
	GERIATRIC & GERONTOLOGY PHYSICAL THERAPY	2(2+0)

	SPORTS PHYSICAL THERAPY	2(2+0)
	CLINICAL PRACTICE-VI	4(0+4)
	PROJECT/DISSERTATION	6
		18
	TOTAL CREDITS	175

Standard 2-2:

Theoretical background, problems analysis and solution design must be stressed within the programs core material

Element s	Cours es
Theoretical Background	40
Problem Analysis	08
Solution Design	01

Standard 2-3:

The curriculum must satisfy the core requirements for the programs, as specified by the respective accreditation body. Examples of such requirements are given in Table A.1, Credit Hours 174 are for the DPT Course(HEC minimum requirement of Credit Hours is 174)

Kinesiology I	DPKI113
Kinesiology II	DPKI123
Exercise Physiology	DPEP243
Biomechanics & Ergonomics-I	DPBE213
Biomechanics & Ergonomics-II	DPBE223
Medical Physics	DMPP213
Therapeutic Exercises & Techniques	DPTE313
Physical Agents & Electrotherapy-I	DPPE313
Physical Agents & Electrotherapy-II	DPPE323
Health & Wellness	DPHW212
Community Medicine & Rehabilitation	DPCM313
Musculoskeletal Physical Therapy	DPMU414
Evidence Based Practice	DPEB413
Supervised Clinical Practice-III	DPCP432
Neurological Physical Therapy	DPNE414
Scientific Inquiry & Research Methodology	DPSI413
Emergency Procedures & Primary Care in Physical Therapy	DPEP413
Cardiopulmonary Physical Therapy	DPCA513
Gynecology & Obstetrics Physical Therapy	DPGO512
Paediatric Physical Therapy	DPPA512
Gerontology & Geriatric Physical Therapy	DPGE512
Sports Physical Therapy	DPSP512
Manual Therapy	DPMT513
Clinical Decision Making & Differential Diagnosis	DPCD513

Prosthetics & Orthotics	DPPO513
Professional Practice	DPPP512
Integumentary Physical Therapy	DPIN512
Supervised Clinical Practice-III	DPCP432
Supervised Clinical Practice-IV	DPCP442
Supervised Clinical Practice-V	DPCP552
Research Project	DPRP516

Standard 2-4:

The curriculum must satisfy the major requirements for the program as specified by HEC, the respective accreditation body / councils. HEC is the accrediting body for physiotherapy programs until a council is formed.

Anatomy I	DPAN114
Anatomy II	DPAN124
Anatomy III	DPAN233
Anatomy IV	DPAN243
Physiology-I	DPPH113
Physiology-II	DPPH123
Physiology-III	DPPH233
Biochemistry-I	DPBG212
Biochemistry-II	DPBG223
Pharmacology-I	DPPR312
Pharmacology-II	DPPR322
Pathology & Microbiology-I	DPPM312
Pathology & Microbiology-II	DPPM323
Behavioral Sciences (Psychology & Ethics)	DPBS312
Medicine-I	DPME413
Medicine-II	DOME423
Surgery-I	DPSU413
Surgery-II	DPSU423
Radiology & Diagnostic Imaging	DPRD413

Standard 2-5:

The curriculum must satisfy general education, arts and professional and other discipline requirements for the program, as specified by the respective accreditation body / council.

Subject	Course Number
English I	DPEN113
English II	DPEN123
English III	DPRN233
Sociology	DPSO112
Intro to computer	DPCO113
Islamic Studies/ Ethics	DPPS112

Standard 2-6:

Information technology component of the curriculum must be integrated throughout the program

The following Subjects contain Medical Informatics in a program are given below.

Subject	Credit Hours
EVIDENCE BASED PRACTICE	3(2-1)
INTRODUCTION TO COMPUTER	3(2-1)
RESEARCH PROJECT	6

Standard 2-7:

Oral and written communication skills of the student must be developed and applied in the program. The program is equipped with 3 credit hours i.e 3(3+0) in each first and second and third semester total of 9 credits in DPT of English.

Below mentioned are the courses that help students in enhancing their oral and written communication skills.

- English I, II, III
- Health Education and Teaching Methodology.
- Supervised Clinical practices V, VI, VII, VIII, IX and X.

These are applied as; Project making, letter and application writing, portfolio making, creative writing, resume and CV writing, Patient case documentation, SOAP notes Documentation, Physical therapy techniques, implementation and documentation, better communication skills with the patients and their attendants

2.8 conduct feedback surveys each semester for each course from students and faculty

Identified Problem	Root Cause	Corrective Measures
Lack of Engagement	Teaching methods are not interactive or student-centered	- Adopt active learning strategies (e.g., group work, discussions)
		- Use multimedia tools and real-life examples to connect lessons to student interests
		- Provide clear learning objectives and relevance of topics
Low Student Participation	Students feel unmotivated or lack confidence	- Encourage open dialogue and make the classroom a safe space for expression
		- Implement peer-led activities and student presentations
		- Offer positive reinforcement and recognition for participation

Identified Problem	Root Cause	Corrective Measures
	Lack of student choice or voice	- Involve students in planning certain aspects of lessons or projects
		- Use surveys or feedback forms to understand student preferences and needs
	One-way teaching with little interaction	- Use questioning techniques to promote thinking and responses
		- Incorporate think-pair-share and interactive tech tools

Standard-3

SUBJECT SPECIFIC –FACILITIES

Standard 3-1:

Subject specific Laboratory manuals / documentation / instructions for experiments must be available and readily accessible to faculty and students

Medical Physics Lab and Kinesiology is settled at Institute of Physiotherapy to deliver knowledge to students regarding functions of equipment and their handling. Laboratory In-charge is the custodian of all the manuals and instructions concerning his laboratory. Its copies are also available with the Program Coordinator to be used by the faculty and students. These manuals and instructions are issued to desired entity through a defined process and proper record is maintained. The laboratory in-charge keeps the manuals and instructions in laboratory for immediate access to students and faculty members during the laboratory work

Standard-4

STUDENT ADVISING AND COUNSELLING

Standard 4-1:

Courses must be offered with sufficient frequency and number for students to complete the program in a timely manner

- All courses are constant and mandatory in DPT program and admissions are offered every year
- There are no Electives Course in DPT.
- All courses are taught in university premises

Standard 4-2:

Courses in the major area of study must be structured to ensure effective interaction between students, Faculty and Teaching Assistants

There are courses taught by several teachers at a time proper class coordinators are designated for each class for student interaction and their queries, director office affair is also present at MIPRS. Academic coordinators are assigned to look after academic activity.

Standard 4-3:

Guidance on how to complete the program must be available to all students and access to academic advising must be available to make course decisions and career choices

Program is being executed / completed as per planned academic schedule, students being notified regarding course outline.

Academic coordinator and class coordinators are assigned to ensure all academic activities smoothly.

Standard 4-4:

Students advising and support report about various program requirements and as whole

Students support cell in MIPRS was established in 2022 its annual report is attached in [annex-2](#)

Standard-5

TEACHING FACULTY/STAFF

5.1 Complete a table indicating programme areas and number of teaching staff and each area

Faculty of MIPRS

S.NO	NAME	DISGNATION	Teaching subjects
1	Dr. Ramzana Chang PT	Assistant Professor & Principal MIPRS	Kinesiology , Neurological Rehabilitation, Scientific inquiry and Research
2	Dr. Zoha Patoli PT	Assistant Professor & vise Principal MIPRS	Therapeutic exercise, manual therapy ,Integumentary Physiotherapy
3.	Dr. Vivika PT	Lecture	Musculoskeletal Physiotherapy , Clinical decision making
4	Dr. Shumaila PT	Lecture	Electrotherapy ,Anatomy
5	Dr. Asad Kaka PT	Lecturer	Biomechanics , Emergency care
6.	Dr. Bakhtawar PT	Demonstrator	Physiology , health and wellness
7	Dr. Zeeshan PT	Demonstrator	Kinesiology , human growth and Development
8	Dr. Saba Gul	Demonstrator	Clinical practice , professional practice
8	Urooba Fatima	Lecturer	English , sociology
9	Sadia Ursani	Lecturer	Computer science , biostatistics
10	Paras	Lecturer	Pakistan study, sociology

5.2 There must be enough full time Faculty who are committed to the program to provide adequate coverage of the program areas / courses with continuity and stability. The interests and qualifications of all faculty members must be sufficient to teach all courses, plan, modify and update courses and curricula. All faculty members must have a level of competence that would normally be obtained through graduate work in the discipline.

There are ten (10) full time faculty members and 03 (two) Assistant professor 02 professor appointed for on contract, the faculty members of this Institute are determined, committed and competent and providing their services to cover the program with continuity, stability and diligently. Qualification of all faculty members is sufficient to teach undergraduate program, there is one IN rolled phd at (Muhammad Institute of physiotherapy and Rehabilitation Science Mirpurkhas) There are no specialties at (Muhammad Institute of physiotherapy and Rehabilitation Science

5.3 All faculty members must remain current in the discipline and sufficient time must be provided for scholarly activities and professional development. Also, effective programs for faculty development must be in place

Full time Faculty Members are engaged in their academic activities due to high ratio of subjects at DPT program; therefore, they have scarcity of time to manage scholarly activities and professional development.

There is no any faculty development program which is being offered at Institute and University level. Such type of policy / evaluation system regarding faculty program needs to be formed.

Standard-6

INSTITUTIONAL POLICIES AND PROCESS CONTROL

6.1 This process must be periodically evaluated to ensure that it is meeting its objectives.

This process should be made more transparent by constituting counter and audit committee which evaluate the process of admission

6.2 describe the programme admission criteria at institutional level or department level

Criteria for admission 60 % Pre- medical, Test and Interview. Candidate / (s) select on merit as per reserved / allocation of seats for open merit. This criteria being evaluated by Admission Committee and evaluation results are used to improve the process

6.3 The process by which students are registered in the program and monitoring of students' progress to ensure timely completion of the program must be documented. This process must be periodically evaluated to ensure that it is meeting its objectives

After seeking the admission all selected candidates are enrolled by Inspectorate of Colleges and assign enrollment number, students' academic progress being monitored through Internal Evaluation Examination and Class test and this verifies through Institute of Physiotherapy, thereafter, candidate visit to Controller of Examination and apply to collect his / her Degree Certificate.

6.4 The process that ensures that graduates have completed the requirement of the program must be based on standards, effective and clearly documented procedures. This process must be periodically evaluated to ensure that it is meeting its objectives

DPT program have a final assessment exam to assess the achieved outcome which is mandatory for all students to appear in. the procedure is evaluated at end of degree program.

6.5 The process of recruiting and retaining highly qualified faculty members must be in place and clearly documented. Also processes and procedures for faculty evaluation, promotion must be consistent with institution mission statement. These processes must be periodically evaluated to ensure that it is meeting with its objectives

The process of recruitment for contract employees is by making the selection committee involving HR department. Interview was scheduled and summary sent for approval to honorable Director Admin/HR (**Muhammad Institute of physiotherapy and Rehabilitation Science Mirpurkhas**) .

6.5 The process and procedures used to ensure that teaching and delivery of course material to the students emphasizes active learning and that course learning outcomes are met. The process must be periodically evaluated to ensure that it is meeting its objectives

Teacher / (s) deliver lectures, provide out lines of relevant subjects, refer/ suggest Books, and website for effective learning and this process evaluate at end of semester.

Academic coordinator ensures completion of course and learning objective to be met accordingly.

Student progress

6.6 The process that ensures that graduates have completed the requirement of the program must be based on standards, effective and clearly documented procedures. This process must be periodically evaluated to ensure that it is meeting its objectives

DPT program have a final assessment exam to assess the achieved outcome which is mandatory for all students to appear in. the procedure is evaluated at end of degree program

Standard-7

INSTITUTIONAL SUPPORT AND FACILITIES

7.1 Describe how your program meets this standard. If it does not explain the main causes and plans to rectify the situation

We still don't have purpose-built building, shortage of faculty staff offices and deficient laboratory space with inadequate equipment and non-availability of baby's daycare facility. These problems are great hurdles in achieving the ideal standards. The new building will rectify most of the infrastructure deficiencies.

7.2 Describe the level of adequacy of secretarial support, technical staff and office equipment

Our staff and faculty is up to date as per requirements.

7.3 There must be an adequate number of high-quality graduate students, research assistants and Ph.D. students.

No student in DPT is passed out yet

7.4 Financial resources must be provided to acquire and maintain Library holdings, laboratories and computing facilities.

- **Describe the resources available for the library**

The college library has only 50 seating capacity with limited number of text and reference books.

- **Describe the resources available for laboratories.**

Presently, our kinesiology and medical physics laboratories barely fulfill criterion for 50 students. There is deficiency of various laboratory equipment's in Manual therapy, electrotherapy, cardiopulmonary therapy lab, in many departments which need rectification as per HEC criteria.

- **Describe the resources available for computing facilities.**

We have only 20 computers with very poor networking no lab So adequate IT networking and computing facilities should be provided throughout MIPRS. A proper modern well equipped digital IT laboratory should be provided.

7.5 Class-rooms must be adequately equipped and offices must be adequate to enable faculty to carry out their responsibilities.

Classrooms having (4) sound system and one (2) classroom is below average and they need to be developed.

Faculty office is comparatively small for 10 faculty members with computers and internet facility; research journals are not available to update required knowledge for faculty.

Standard-8

INSTIUTIONAL GENERAL REQUIRMENTS

Currently we don't have any post graduate student or masters or Phd programme but in DPT we have 6 credit hours research thesis guidelines are attached in [Anne](#)

