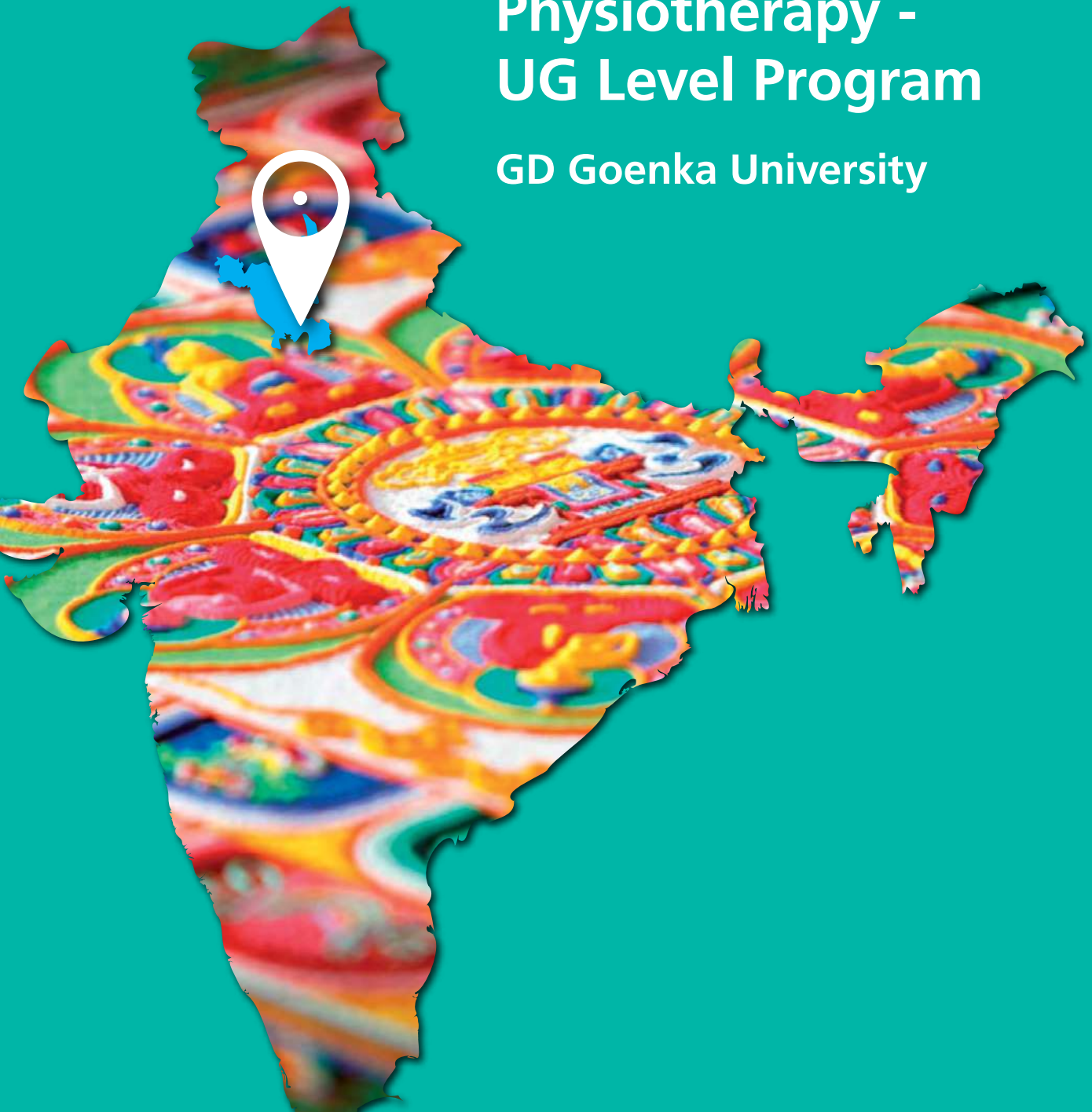


# Tuning

India

**Degree Programme  
Bachelor of  
Physiotherapy -  
UG Level Program**

**GD Goenka University**



**Degree Programme Bachelor of Physiotherapy- UG Level Program. GD  
Goenka University**

The degree programme deals with the length, level and definition of the programme in terms of competences and learning outcomes; it also analyses the methodologies for developing the appropriate strategy of teaching, learning and assessing those competences as well as setting up the internal systems for assuring programme quality.

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Apartado 1 - 48080 Bilbao  
e-mail: publicaciones@deusto.es

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# Name and level of the programme

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## Bachelor of Physiotherapy- UG Level Programme

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The Bachelor in Physiotherapy is four and half years undergraduate programme for students possessing higher secondary (10+2) with 50% pass marks in physics, chemistry and biology and attained a minimum age of seventeen years. Graduate of this programme constitutes an essential part of the healthcare and community welfare delivery system in assessing, planning and implementing rehabilitative programs to improve or restore optimal functions and quality of life in individuals with loss and disorders of movement. Graduates of this programme can further hone their skills and abilities regarding the treatment and restoration of people by pursuing two years Masters of Physiotherapy (MPT) programme with specialization of their interest.

## The social need for the programme

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The quality of physiotherapeutic services has improved tremendously in the last few decades due to the paramount advances in technology, thus creating fresh challenges in the field of physiotherapy. Physiotherapists can be confronted with a wide range of ethical and regulatory issues in today's ever-changing practice environments. While achieving best practice standards, physical therapists may need to compromise what is best for patients due to fiscally driven rules, regulations, and limited benefits. Scenarios may surface where ethical issues and associated dilemmas become paramount between what is versus what should be.

Ideally, Physical therapists must comply with the laws and regulations governing the ethical practice of physical therapy under any circumstances. Inculcation of such ethical principles depends largely on the nature of education, training and appropriate orientation towards community health of all categories of health personnel, and their capacity to function as an integrated team. Accordingly, the revised curriculum has been structured in a way such that motivates the budding physiotherapists to follow ethical practices in their quest to provide best care for patients.

## **Future fields, sectors of employment/ occupation of graduates**

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The curriculum has a very clear description of future sectors of employment or further study possibilities for the students. It mentions that graduates of BPT program generally work as physiotherapists, helping a range of patients with physical difficulties to improve their health and quality of life. Such opportunities are available in hospitals, physiotherapy practices, sports clinics, football clubs, special schools and nursing homes. One can get experience within the voluntary sector, for example with the British Red Cross, St John Ambulance service and various healthcare charities. The inclusion clinical observership in curriculum ensures the precise understanding about job roles of physical therapists in diverse healthcare setups. Graduates of this programme can opt for self-entrepreneurial opportunities in the form of physical therapy clinics. Graduates can also pursue higher studies in Physiotherapy such as MPT and Ph.D.

## 4

# Description of the degree profile of the new programme or a revised programme in terms of generic and subject-specific competences. Definition of competences and formulation of learning outcomes at programme level

Competence	Generic or Subject-Specific?	Definition of the competence – how is it understood in your programme?	Programme-Level Learning Outcomes (minimum 1 - maximum 3 per competence)
1. Apply ethical and humanitarian principles that influence health care	Generic	Using a patient/family-centered approach and best evidence, each student will organize and implement the preventive, investigative and management plans; and will offer appropriate follow-up services.	1.1. Identify instances in which human values are integral to the practice of professional medicine  1.2. Demonstrate problem solving skills as regards to resolution of human values dilemmas presented to them
2. Communicate compassionately with patients and care givers	Generic	The student will learn how to communicate with patients/clients, care-givers, other health professionals and other members of the community effectively and appropriately.	1.1. Use effective communication skills to gather data and share information including attentive listening, open-ended inquiry, empathy and clarification to ensure understanding  1.2. Describe the concept of disease versus wellness  1.3. Discuss methods of comforting and counseling terminally ill patients (dying well)

## 7

Competence	Generic or Subject-Specific?	Definition of the competence – how is it understood in your programme?	Programme-Level Learning Outcomes (minimum 1 - maximum 3 per competence)
3. Adhere to ethical principles	Generic	Students will understand core concepts of clinical ethics and law as practicing physiotherapist	1.1. Recognize the need to make health care resources available to patients fairly, equitably and without bias, discrimination or undue influence. 1.2. Demonstrate an understanding and application of basic legal concepts to the practice of physiotherapy.
4. Be socially responsible and humane	Generic	The students will recognize the need to judiciously manage resources and to acknowledge their social accountability	1.1. Demonstrate knowledge of the determinants of health at local, regional and national levels and respond to the population needs. 1.2. Identify vulnerable populations/ situations in healthcare
5. Respect patient autonomy	Generic	The student should take due care of patient's autonomy and empathy	1.1. Educate the patient about the clinical condition clearly 1.2. Decide the treatment plan with due consent of the patient
6. Practice Professionalism	Subject Specific	The student will execute professionalism to reflect in his/her thought and action to ensure safe, effective and expected delivery of physiotherapeutic healthcare.	1.1. Demonstrate distinctive, meritorious and high quality practice that leads to excellence and depicts commitment to competence, standards, ethical principles and values, within the legal boundaries of practice 1.2. Demonstrate empathy and have a human approach towards patients & respect their sensibilities.
7. Maintain confidentiality and privacy of patients	Subject Specific	Graduate will keep utmost confidentiality and privacy of patients.	1.1. Graduates will respect the rights and dignity of clients 1.2. Graduates will not disclose the clinical conditions of the patients.
8. Thinking and Planning Abilities	Subject Specific	Graduate will be cognizant and responsive to the health care needs of the community and possess a commitment to develop innovative solutions for patient compliance	1.1. Plan treatment logically keeping in view of the clinical condition of the patient. 1.2. Demonstrate problem solving skills as regards to resolution of human values dilemmas presented to them



## Link of the Competences with the Agreed Meta-Profile

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Largely programme graduate profile are in close agreement with proposed meta-profile. Course content is addressing almost all of the competences as per metaprofiles except the adherence to the ethical/humanitarian principles with principles. Accordingly, a course pertaining to ethical and humanitarian practices in healthcare is introduced in the BPT curriculum to bridge the gap in identified in the Meta profile.

Despite the technological advancement in physiotherapeutic treatments healthcare is still lacking proper ethical practices. Being a part of noble profession, physical therapist should follow ethical and humanitarian principles regardless of age, gender, race, nationality, religion, ethnic origin, creed, colour, sexual orientation, disability, health status or politics etc. A more comprehensive ethics teaching curriculum will surely inculcate the desired values in the budding healthcare professionals for their future work environments.

## 6

# Structure of the programme: courses/papers with their learning outcomes and learning, teaching and assessment strategies

Year	Academic Year (Annual Scheme)	Course Code	Course	Course/Paper Learning Outcomes	Learning and teaching activities related to each course/paper learning outcome	Assessment activities related to each course/paper learning outcome
<b>FIRST YEAR</b>						
1	12 Months	PT01	Anatomy	<ol style="list-style-type: none"> <li>1. Identify and locate all the structures of the body and mark the topography of the living anatomy.</li> <li>2. Identify the organs and tissues under the microscope.</li> <li>3. To be able to analyse the development of human body as a whole from conception till birth and interpret the clinical correlation for the same.</li> <li>4. To be able to identify the exact muscle attachment with respect to origin, insertion, nerve supply and action.</li> <li>5. Students shall be able to comprehend the functions of the organs and systems in the body and thus interpret the anatomical basis of disease processes.</li> </ol>	Lecture, Real and animated demonstration, Discussions	Unit Test, assignment, Mid/End Term Examination
1	12 Months	PT02	Physiology	<ol style="list-style-type: none"> <li>1. Students will be able to perform the tests or techniques to evaluate the functions of organ systems</li> <li>2. Students will be able to derive, analyse, interpret the test results, to differentiate the normal and abnormal test values</li> <li>3. Students will be able to present the facts in a precise manner regarding knowledge and skill acquired</li> </ol>	Lecture, Real and animated demonstration, Discussions	Unit Test, assignment, Mid/End Term Examination

STRUCTURE OF THE PROGRAMME

Year	Academic Year (Annual Scheme)	Course Code	Course	Course/Paper Learning Outcomes	Learning and teaching activities related to each course/paper learning outcome	Assessment activities related to each course/paper learning outcome
1	12 Months	PT03	Biochemistry	<ol style="list-style-type: none"> <li>1. Student will be aware of basic concepts of biochemical reactions, different energy sources and their requirement in human body.</li> <li>2. Students will be able to deliver knowledge regarding biomolecules, their role in life processes and their metabolism.</li> <li>3. Students will learn about various disorders due to metabolism of carbohydrates, proteins, lipids, amino acids and nucleic acids.</li> <li>4. Students will have knowledge about normal as well as abnormal physiological balance reactions and their various disorders.</li> </ol>	Lecture, Real and animated demonstration, Discussions	Unit Test, assignment, Mid/End Term Examination
1	12 Months	PT04	Electrotherapy-I	<ol style="list-style-type: none"> <li>1. students will be able to Analyse the processes associated with electrotherapy treatments relevant to the dermal clinician</li> <li>2. students will be able to Design, perform and manage electrotherapy treatments safely and effectively where appropriate;</li> <li>3. Integrate electrical theory in relation to electrotherapy procedures in dermal therapy;</li> <li>4. Investigate how electrotherapy procedures are related to the nervous system, fluid, electrolyte and acid base balance</li> <li>5. Formulate how electrotherapy procedures are related to and can assist wound healing processes;</li> <li>6. Assess the applications of other modalities e.g. Low Level Laser in conjunction with electrotherapy;</li> <li>7. Evaluate the efficacy of electrotherapy for use in dermal practice</li> </ol>	Lecture, Ppt's Discussions, Lecture, Real and animated demonstration, Discussions	Unit Test, assignment, Mid/End Term Examination
1	12 Months	PT05	Exercise therapy -I	<ol style="list-style-type: none"> <li>1. To be able to understand the basic techniques used and their benefits as per individual and group exercise programme.</li> <li>2. To be able to deliver the excellence in performing various tests for diagnosis and examination.</li> <li>3. Students will be able to use his /her knowledge gained during study and will apply while dealing with various conditions to minimize the side effects of faulty handling.</li> <li>4. To be able to design individual exercise regimen and apply to yield maximum advantage of it.</li> </ol>	Lecture, Ppt's Discussions, Lecture, Real and animated demonstration, Discussions	Unit Test, assignment, Mid/End Term Examination

Year	Academic Year (Annual Scheme)	Course Code	Course	Course/Paper Learning Outcomes	Learning and teaching activities related to each course/paper learning outcome	Assessment activities related to each course/paper learning outcome
<b>SECOND YEAR</b>						
2	12 months	PT06	Pathology	<ol style="list-style-type: none"> <li>1. Demonstrate an understanding of essential basic pathological processes including cell death and injury, inflammation, thrombosis and neoplasia</li> <li>2. Acquire the ability to relate these essential basic pathological processes to the pathogenesis of common and important diseases.</li> <li>3. Demonstrate an understanding of the predisposing factors, causes, pathogenesis, morphology and potential complications of such diseases.</li> <li>4. Correlate clinical features with the causes and mechanisms of disease.</li> <li>5. Demonstrate an understanding of how knowledge of pathological processes can be utilised in the investigation, management and prevention of disease.</li> <li>6. Use the terminology for the field of pathology correctly and contextually.</li> <li>7. Acquire, read, interpret and synthesis information from a wide variety of sources in a planned and timely manner.</li> <li>8. Acknowledge and reference sources of information appropriately.</li> <li>9. Work in groups and individually in the pursuit of scientific knowledge.</li> </ol>	Lecture, Real and animated demonstration, Discussions	Unit Test, assignment, Mid/End Term Examination
2	12 months	PT07	Microbiology	<ol style="list-style-type: none"> <li>1. Students will be able to understand basic characteristics of medically important microorganisms.</li> <li>2. Students will be gain knowledge about diseases caused by microorganisms, their pathogenesis and prophylaxis.</li> <li>3. Students will be able to explain immune response shown by the human body to protect itself from different infections.</li> <li>4. Students will be well aware of basic sterilization techniques used in microbiology.</li> </ol>	Lecture, Real and animated demonstration, Discussions	Unit Test, assignment, Mid/End Term Examination

STRUCTURE OF THE PROGRAMME

Year	Academic Year (Annual Scheme)	Course Code	Course	Course/Paper Learning Outcomes	Learning and teaching activities related to each course/paper learning outcome	Assessment activities related to each course/paper learning outcome
2	12 months	PT08	Pharmacology	<ol style="list-style-type: none"> <li>1. Describe the pharmacology of drugs acting on central nervous system.</li> <li>2. Employ the basic principles of cell injury and adaptations and pathophysiology of common diseases and its treatment</li> <li>3. Describe the pharmacology of drugs acting on peripheral nervous system</li> <li>4. Employ drugs used in management of pain.</li> </ol>	Lecture, Real and animated demonstration, Discussions	Unit Test, assignment, Mid/End Term Examination
2	12 months	PT09	Electrotherapy-II	<ol style="list-style-type: none"> <li>1. students will be able to Analyse the processes associated with electrotherapy treatments relevant to the dermal clinician</li> <li>2. students will be able to Design, perform and manage electrotherapy treatments safely and effectively where appropriate;</li> <li>3. Integrate electrical theory in relation to electrotherapy procedures in dermal therapy;</li> <li>4. Investigate how electrotherapy procedures are related to the nervous system, fluid, electrolyte and acid base balance</li> <li>5. Formulate how electrotherapy procedures are related to and can assist wound healing processes;</li> <li>6. Assess the applications of other modalities e.g. Low Level Laser in conjunction with electrotherapy;</li> <li>7. Evaluate the efficacy of electrotherapy for use in dermal practice</li> </ol>	Lecture, Ppt's Discussions, Lecture, Real and animated demonstration, Discussions	Unit Test, assignment, Mid/End Term Examination
2	12 months	PT10	Exercise therapy-II	<ol style="list-style-type: none"> <li>1. To be able to understand the basic techniques used and their benefits as per individual and group exercise programme.</li> <li>2. To be able to deliver the excellence in performing various tests for diagnosis and examination.</li> <li>3. Students will be able to use his /her knowledge gained during study and will apply while dealing with various conditions to minimize the side effects of faulty handling.</li> <li>4. To be able to design individual exercise regimen and apply to yield maximum advantage of it.</li> </ol>	Lecture, Ppt's Discussions, Lecture, Real and animated demonstration, Discussions	Unit Test, assignment, Mid/End Term Examination

STRUCTURE OF THE PROGRAMME

Year	Academic Year (Annual Scheme)	Course Code	Course	Course/Paper Learning Outcomes	Learning and teaching activities related to each course/paper learning outcome	Assessment activities related to each course/paper learning outcome
2	12 months	PT11	Biomechanics	<ol style="list-style-type: none"> <li>1. Students will have the knowledge of basic needs of learning the various forces acting during the Human locomotion and to understand the different techniques to evaluate and treat the disorders of musculoskeletal system.</li> <li>2. Students will be able to gain knowledge of Functional movements in synergy to other joints that will provide the stability and the mobility components to each joint and will help in achieving the faster recovery after immobilization or any post effects of the injury.</li> <li>3. Students will be able to deliver their learning by understanding different kinetics and kinematics positions of individual joint to prevent the injuries</li> <li>4. Students will have a clear idea about the use of assistive devices and other resources to correct the malalignments and to understand the movement analysis.</li> <li>5. Students will learn more of the Energy requirements that would vary with aging</li> </ol>	Lecture, Ppt's Discussions, Lecture, Real and animated demonstration, Discussions	Unit Test, assignment, Mid/End Term Examination
2		PT12	Sociology & Psychology	<ol style="list-style-type: none"> <li>1. Students will demonstrate knowledge of how to use theory to conceptualize a sociological problem.</li> <li>2. Students will develop the knowledge, skills, and attitudes necessary to be engaged members of the community.</li> <li>3. Students will possess analytical skills in areas such as policy analysis, administration/management, communication, quantitative analysis and problem solving.</li> <li>1. student will be able to understand the Importance of Psychology in personal and professional life.</li> <li>2. Student will be able to know the biological and psychological basis of Human Behavior</li> <li>3. Student will be able to understand the Cognitive and Affective behavior</li> <li>4. Student will be able to develop an understanding of self and others</li> <li>5. Student will be able to identify psychological needs of patients.</li> </ol>	lecture,ppt's, discussions	Unit Test, assignment, Mid/End Term Examination

STRUCTURE OF THE PROGRAMME

Year	Academic Year (Annual Scheme)	Course Code	Course	Course/Paper Learning Outcomes	Learning and teaching activities related to each course/paper learning outcome	Assessment activities related to each course/paper learning outcome
<b>THIRD YEAR</b>						
3	12 months	PT13	General Medicine	<ol style="list-style-type: none"> <li>1. student use theoretical knowledge to plan physiotherapy management for various medical conditions.</li> <li>2. students will be able to identify the various diseases symptoms and differentiate among them for further assessment.</li> <li>3. student will comprehend interdisciplinary role and responsibilities for better and early recovery of patients.</li> </ol>	Lecture, Real and animated demonstration, Discussions	Unit Test, assignment, Mid/End Term Examination
3	12 months	PT14	General Surgery	<ol style="list-style-type: none"> <li>1. student use theoretical knowledge to plan physiotherapy management for various medical conditions.</li> <li>2. students will be able to identify the various diseases symptoms and differentiate among them for further assessment.</li> <li>3. student will comprehend interdisciplinary role and responsibilities for better and early recovery of patients.</li> </ol>	Lecture, Real and animated demonstration, Discussions	
3	12 months	PT15	Orthopedics	<ol style="list-style-type: none"> <li>1. Student will be able to interpret diagnosis and develop goals of rehabilitation for various physiotherapy conditions</li> <li>2. Student will be able to apply various therapeutic techniques for management of various physiotherapy conditions</li> <li>3. Students will be able to give clinical bedside presentation</li> <li>4. Student will be able to discuss the orthopaedic deformities</li> <li>5. Student will be able to interpret the pre and post-operative cases of various orthopaedic surgeries.</li> </ol>	Lecture, Real and animated demonstration, Discussions	
3	12 months	PT16	Physiotherapy in Cardiorespiratory	<ol style="list-style-type: none"> <li>1. Students will be able to demonstrate an understanding of Cardio-thoracic conditions causing disability and their management.</li> <li>2. Students will be able to plan and evaluate management for particular conditions based on pathology.</li> </ol>	Lecture, Ppt's Discussions, Lecture, Real and animated demonstration, Discussions	Unit Test, assignment, Mid/End Term Examination

STRUCTURE OF THE PROGRAMME

Year	Academic Year (Annual Scheme)	Course Code	Course	Course/Paper Learning Outcomes	Learning and teaching activities related to each course/paper learning outcome	Assessment activities related to each course/paper learning outcome
3	12 months	PT17	Physiotherapy in Orthopedic Conditions	<ol style="list-style-type: none"> <li>1. Student will be able to relate the concept of fracture and its physiotherapeutic management.</li> <li>2. Student will be able to interpret the role of physiotherapy in soft tissue injuries, degenerative, rheumatic, infectious and various spinal diseases.</li> <li>3. Student will be able to correlate the radiological findings with clinical findings in orthopaedic disorders</li> <li>4. Student will be able to discuss the physiotherapeutic management in orthopaedic deformities and sports injuries.</li> <li>5. Student will be able to interpret the rehabilitation protocols for pre and post-operative cases of various orthopaedic surgeries.</li> </ol>	Lecture, Ppt's Discussions, Lecture, Real and animated demonstration, Discussions	Unit Test, assignment, Mid/End Term Examination
3	12 months	PT18	Computer Application	<ol style="list-style-type: none"> <li>1. analyse, discuss and reflect on the information and communication needs in the health care and describe common sources of information.</li> <li>2. Describe the structure, functionality and use of computer applications within medical education or public health.</li> </ol>		Unit Test, assignment, Mid/End Term Examination
<b>FOURTH YEAR</b>						
4	12 months	PT19	Neurology	<ol style="list-style-type: none"> <li>1. Student will be able to gain knowledge regarding evaluation and assessment of various Neurological Conditions and Diagnostic Procedures like C.T. Scan, MRI and Radiography.</li> <li>2. Student will be able to gain knowledge regarding Etiology, Pathology, Clinical features and management of various Neurological Conditions, their Differential Diagnosis and Functional Disabilities caused by them</li> <li>3. Student will be able to Develop ability to render comprehensive care to patients with Preoperative disorders as well as postoperative .</li> </ol>	Lecture, Real and animated demonstration, Discussions	Unit Test, assignment, Mid/End Term Examination



STRUCTURE OF THE PROGRAMME

Year	Academic Year (Annual Scheme)	Course Code	Course	Course/Paper Learning Outcomes	Learning and teaching activities related to each course/paper learning outcome	Assessment activities related to each course/paper learning outcome
4	12 months	PT20	Pediatrics	<ol style="list-style-type: none"> <li>1. student use theoretical knowledge to plan physiotherapy management for various medical conditions.</li> <li>2. students will be able to identify the various diseases symptoms and differentiate among them for further assessment.</li> <li>3. student will comprehend interdisciplinary role and responsibilities for better and early recovery of patients.</li> </ol>	Lecture, Real and animated demonstration, Discussions	Unit Test, assignment, Mid/End Term Examination
4	12 months	PT21	Geriatrics	<ol style="list-style-type: none"> <li>3. Student will select strategies for cure, care and prevention, adopt restorative and rehabilitative measures for maximum possible functional independence of a patient at home, work and in community</li> <li>4. Students will be able to deliver acquired knowledge of various conditions where physiotherapy plays a vital role in the rehabilitation (psychiatry, dermatology, geriatric and ENT conditions).</li> </ol>	Lecture, Real and animated demonstration, Discussions	Unit Test, assignment, Mid/End Term Examination
4	12 months	PT22	OBS & GYNE,	<p>PLO1. Demonstrate understanding of the diagnosis and management of common general surgical diseases</p> <p>PLO2. Demonstrate understanding of when operative versus nonoperative therapy is indicated.</p> <p>PLO3. Demonstrate understanding of the risks and benefits of various surgical procedures.</p> <p>PLO4. Obtain an accurate history and perform an accurate physical examination of the surgical patient.</p> <p>PLO5. Demonstrate the preoperative and postoperative evaluation of the surgical patient.</p> <p>PLO6. Demonstrate the evaluation of the acute surgical patient</p> <p>PLO7. Demonstrate understanding of fluid resuscitation of the surgical patient as well as how to write accurate fluid orders.</p> <p>PLO8. Demonstrate the development of differential diagnoses for surgical presentations.</p>	Lecture, Real and animated demonstration, Discussions	Unit Test, assignment, Mid/End Term Examination

Year	Academic Year (Annual Scheme)	Course Code	Course	Course/Paper Learning Outcomes	Learning and teaching activities related to each course/paper learning outcome	Assessment activities related to each course/paper learning outcome
4	12 months	PT23	Physiotherapy in Neurology	<ol style="list-style-type: none"> <li>1. Student will be able to gain knowledge regarding evaluation and assessment of various Neurological Conditions and Diagnostic Procedures like C.T. Scan, MRI and Radiography.</li> <li>2. Student will be able to gain knowledge regarding Etiology, Pathology, Clinical features and management of various Neurological Conditions, their Differential Diagnosis and Functional Disabilities caused by them</li> <li>3. Student will be able to understand the Goals of Pharmacological and Surgical Interventions used in various Neurological Conditions in which Physiotherapy will be an important component of overall treatment</li> <li>4. Student will be able to Know the Historical Development and trends of Psychiatry</li> <li>5. Student will be able to understand the concepts of Normal and Abnormal Human Behavior.</li> <li>6. Student will be able to understand the Elementary Theories and Psychodynamics of Abnormal Behavior</li> <li>7. Student will be able to understand the course, Symptomatology, Investigation, Complications, Management with various Therapeutic Modalities of common Psychiatric Conditions.</li> <li>8. Student will be able to Develop ability to render comprehensive care to patients with various Psychiatric conditions and Deviant Behavior.</li> </ol>	Lecture, Ppt's Discussions, Lecture, Real and animated demonstration, Discussions	Unit Test, assignment, Mid/End Term Examination
4	12 months	PT24	Physiotherapy in General Medical and Surgical Conditions	<ol style="list-style-type: none"> <li>1. Students will be able to deliver clinical knowledge in assessing and planning physiotherapy interventions for various general, medical and surgical conditions.</li> <li>2. Students will be acquainted with assessment and evaluation skills for identifying and analyzing emergency diseases.</li> <li>3. Students learn to assess and reassess emergency drug indication and contraindication, care in ICU' and appropriate interventions to the patient.</li> </ol>	Lecture, Ppt's Discussions, Lecture, Real and animated demonstration, Discussions	Unit Test, assignment, Mid/End Term Examination

STRUCTURE OF THE PROGRAMME

Year	Academic Year (Annual Scheme)	Course Code	Course	Course/Paper Learning Outcomes	Learning and teaching activities related to each course/paper learning outcome	Assessment activities related to each course/paper learning outcome
4	12 months	PT25	Rationale of Rehabilitation	<ol style="list-style-type: none"> <li>1. Students will be able to demonstrate an understanding of the difference between the medical and social model of disability</li> <li>2. Students will be able to explain the principles of Community based rehabilitation</li> <li>3. Students will be able to evaluate the work place of the individual regardless of the impairment</li> <li>4. Students will be able to recognise issues concerning CBR and to develop strategies to help the disability situation through the CBR programme</li> </ol>	Lecture, Ppt's Discussions, Lecture, Real and animated demonstration, Discussions	Unit Test, assignment, Mid/End Term Examination
4	12 months	PT26	Physiotherapy Ethics	<ol style="list-style-type: none"> <li>1. Students will comprehend and deliver the gained value of physiotherapy rules and regulations while practicing in hospital/healthcare organizations.</li> <li>2. To be able to deliver the excellence in improving the quality of patient care by identifying, analyzing, and attempting to resolve the ethical problems that arise in practice.</li> </ol>	Lecture, Ppt's Discussion	Unit Test, assignment, Mid/End Term Examination
4	12 months	PT27	Research Methodology and Biostatistics	<ol style="list-style-type: none"> <li>1. Student will be able to interpret the steps of research proposal</li> <li>2. Student will be able to assess the different kinds of research designs and methodology in terms of their appropriateness, transparency and quality.</li> <li>3. Student will be able to choose appropriate quantitative or qualitative method to collect data.</li> <li>4. Student will be able to acquire skills to review literature, formulate problems, research writing and publishing.</li> <li>5. Student will be able to apply advanced knowledge in statistics to experimental and applied research.</li> </ol>	Lecture, Ppt's Discussion	Unit Test, assignment, Mid/End Term Examination
<b>FIFTH YEAR</b>		<b>6 MONTHS CLINICAL INTERNSHIP, NO ACADEMIC TEACHING</b>				

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## **Total length of the programme (in semesters, months and weeks)**

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The total length of BPT programme is 9 semesters, 46 months and 184 Weeks.

PROGRAM - BACHELOR OF PHYSIOTHERAPY (B.P.T.)

Year	Academic Year (Annual Scheme)	Course Code	Course	Students' Workload, hours			Total Students' Workload (F+G+H), hours	ECTS Credits (I / 30)
				Contact hours (Guided Learning, face to face activities, lectures, labs, tutorials, etc)	Independent work (self-learning, non face-to-face activities, revision, homework, etc)	Others: Continuous Assessment (Test, Quiz, Final Exam)		
<b>YEAR 1</b>								
1	12 Months	PT01	Anatomy	320	200	15	535	18
1		PT02	Physiology	280	200	10	490	16
1		PT03	Biochemistry	120	50	5	175	6
1		PT04	Electrotherapy-I	200	200	10	410	14
1		PT05	Exercise therapy -I	200	200	10	410	14
<b>YEAR 2</b>								
2	12 months	PT06	Pathology	60	50	5	115	4
2		PT07	Microbiology	60	50	5	115	4
2		PT08	Pharmacology	80	50	5	135	5
2		PT09	Electrotherapy-II	200	200	10	410	14
2		PT10	Exercise therapy-II	200	200	10	410	14
2		PT11	Biomechanics	120	50	5	175	6
2		PT12	Sociology & Psychology	200	50	10	260	9
<b>YEAR 3</b>								
3	12 months	PT13	General Medicine	200	150	10	360	12
3		PT14	General Surgery	200	150	10	360	12
3		PT15	Orthopedics	200	200	10	410	14
3		PT16	Physiotherapy in Cardiorespiratory	200	200	10	410	14
3		PT17	Physiotherapy in Orthopedic Conditions	300	200	15	515	17
3		PT18	Computer Application	80	50	5	135	5
<b>YEAR 4</b>								
4	12 months	PT19	Neurology	120	100	5	225	8
4		PT20	Pediatrics	40	50	5	95	3
4		PT21	Geriatrics	40	50	5	95	3
4		PT22	OBS & GYNE,	40	50	5	95	3
4		PT23	Physiotherapy in Neurology	300	200	15	515	17
4		PT24	Physiotherapy in General Medical and Surgical Conditions	240	200	10	450	15
4		PT25	Rationale of Rehabilitation	120	50	5	175	6
4		PT26	Physiotherapy Ethics	80	50	5	135	5
4		PT27	Research Methodology and Biostatistics	120	50	5	175	6

TOTAL LENGTH OF THE PROGRAMME (IN SEMESTERS, MONTHS AND WEEKS)

21

## Overall consistency of the programme

The course content of the revised BPT programme is designed in such a way that it truly address one or more learning outcomes. The learning outcomes are either directly or indirectly measured to assess the attainment/progression of the same. For the significant attainment of the learning outcomes, diverse teaching learning approaches are followed.

Overall consistency of programme (mapping course/paper Learning Outcomes against the Programme Level Learning Outcomes) is demonstrated in the **attached excel sheet**.

## Internal Quality Control/Enhancement

The quality assurance framework is based on peer review that recognize the shared responsibility for the continuous evaluation of BPT curriculum involving a constructive dialogue between academic staff, students, Industry and other stakeholders. Based on feedback from various stakeholders, academic staff committee evaluate and recommend the same to Board of Studies (BOS) and Academic Council for final approval. Quality processes are clearly communicated to staff and students with good practice being identified and promoted to aid quality enhancement. The delivery of new amendments is continuously monitored to achieve the desired outcomes. Faculty members ensures the learning outcome based delivery of unit /course content in the entire BPT Programme which is validated by concerned head of the department.

## Other Relevant Aspects

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There is no specific council for regulating BPT curriculum. The present curriculum largely follow model curriculum proposed by Ministry of Health and Family Welfare Allied Health Section 2017.



# Example of Students' Learning Guide

## Programme - Bachelor of Physiotherapy (B.P.T.)

### Students' Learning Guide

#### I. Introduction to the Subject-Anatomy

##### 1.1. *Lecturer's contact details*

Dr. Richa Mahajan

##### 1.2. *Contribution to the degree profile*

The study of anatomy will include identification of all gross anatomical structures. Particulars emphasis will be placed on description of bones, joints, muscles, the brain, cardio pulmonary and nervous system, as these are related to the application of physiotherapy and occupational therapy in patients

##### 1.3. *Competences to be developed*

Specific Competences

###### 1. Thinking and Planning Abilities

Generic Competences

NA

## II. Student Work Plan

### 2.1. Distribution of activities and workload

Competence	Contents	Activities-Resources-Documentation	Estimated work time		Completion and/or submission deadlines
			Contact hours	Independent work	
Generic competence 1	<b>NA</b>	<b>NA</b>			
Generic competence 2	<b>NA</b>	<b>NA</b>			
Specific competence 1	Cell, tissues, systems - cardio-vascular system, lymphatic, respiratory, digestive, genitourinary nervous, endocrine, bone, joints, muscles, cranial nerves:	Lecture, Real and animated demonstration, Discussions	320	200	
<b>Total</b>			(i.e. no more than 1/3)	(i.e. up to 2/3)	

### 2.2. Summary

Type of activities	Contact hours	Independent work	Total
Theoretical learning	<b>200</b>	<b>75</b>	<b>275</b>
Practical activities and assessment	<b>120</b>	<b>125</b>	<b>245</b>
<b>Total</b>	<b>320</b>	<b>200</b>	<b>520</b>

### III. Assessment System Annual

#### 3.1. Table of assessment

Competence	Assessment technique	Grade
<b>Generic competence 1</b>	<b>NA</b>	
<b>Generic competence 2</b>	<b>NA</b>	
<b>Specific competence 1</b> • Thinking and Planning Abilities  <b>Learning Outcomes</b> 1. Identify and locate all the structures of the body and mark the topography of the living anatomy. 2. Identify the organs and tissues under the microscope. 3. To be able to analyse the development of human body as a whole from conception till birth and interpret the clinical correlation for the same. 4. To be able to identify the exact muscle attachment with respect to origin, insertion, nerve supply and action. 5. Students shall be able to comprehend the functions of the organs and systems in the body and thus interpret the anatomical basis of disease processes.	Unit Test, Mid/End Term Examination, Quiz	200 MARKS

#### 3.2. Observations of assessment

There will be Internal/ Preliminary exam (compulsory) before University exam. Internal evaluation is based on continuous assessment, for 20% of the marks of the subject. There will be University examination through written paper and /or practical examination for 80% of the marks of the subject at the end of every Academic year.

#### 3.3. Summary of assessment

Competence	Continuous assessment	Final assessment	Total
Generic competence 1	<b>NA</b>		
Generic competence 2	<b>NA</b>		
Specific competence 1	<b>40</b>	<b>160</b>	<b>200</b>
<b>Total</b>	<b>20%</b>	<b>80%</b>	<b>100%</b>

# Programme - Bachelor of Physiotherapy (B.P.T.)

## Students' Learning Guide

### I. Introduction to the Subject-Physiology

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#### 1.1. *Lecturer's contact details*

Dr. Anand Kumar Singh

#### 1.2. *Contribution to the degree profile*

The course is designed to assist the students to acquire knowledge of the normal human Physiology of various body systems and understand the alteration in physiology in disease and practice of Physiotherapy as applicable for each systemic disorder.

#### 1.3. *Competences to be developed*

Specific Competences

##### 1. Thinking and Planning Abilities

Generic Competences

NA

## II. Student Work Plan

### 2.1. Distribution of activities and workload

Competence	Contents	Activities-Resources-Documentation	Estimated work time		Completion and/or submission deadlines
			Contact hours	Independent work	
Generic competence 1	<b>NA</b>	<b>NA</b>			
Generic competence 2	<b>NA</b>	<b>NA</b>			
Specific competence 1	Cell, tissues, Membranes and glands, muscle, nerve, blood, nervous system, cardio-respiratory system, cranial, spinal nerves, excretory system, endocrine system, reproduction and applied physiology.	Lecture, Real and animated demonstration, Discussions	280	200	
<b>Total</b>			(i.e. no more than 1/3)	(i.e. up to 2/3)	

### 2.2. Summary

Type of activities	Contact hours	Independent work	Total
Theoretical learning	<b>200</b>	<b>75</b>	<b>275</b>
Practical activities and assessment	<b>80</b>	<b>125</b>	<b>205</b>
<b>Total</b>	<b>280</b>	<b>200</b>	<b>480</b>

### III. Assessment System Annual

#### 3.1. Table of assessment

Competence	Assessment technique	Grade
<b>Generic competence 1</b>	<b>NA</b>	
<b>Generic competence 2</b>	<b>NA</b>	
<b>Specific competence 1</b> • Thinking and Planning Abilities  <b>Learning Outcomes</b> 6. Students will be able to perform the tests or techniques to evaluate the functions of organ systems 7. Students will be able to derive, analyse, interpret the test results, to differentiate the normal and abnormal test values. 8. Students will be able to present the facts in a precise manner regarding knowledge and skill acquired.	Unit Test, Mid/End Term Examination, Quiz	200 MARKS

#### 3.2. Observations of assessment

There will be Internal/ Preliminary exam (compulsory) before University exam. Internal evaluation is based on continuous assessment, for 20% of the marks of the subject. There will be University examination through written paper and /or practical examination for 80% of the marks of the subject at the end of every Academic year.

#### 3.3. Summary of assessment

Competence	Continuous assessment	Final assessment	Total
Generic competence 1	<b>NA</b>		
Generic competence 2	<b>NA</b>		
Specific competence 1	<b>40</b>	<b>160</b>	<b>200</b>
<b>Total</b>	<b>20%</b>	<b>80%</b>	<b>100%</b>

# Programme - Bachelor of Physiotherapy (B.P.T.)

## Students' Learning Guide

### I. Introduction to the Subject-Biochemistry

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#### 1.1. *Lecturer's contact details*

Dr. Neha Chandel

#### 1.2. *Contribution to the degree profile*

In this course the student will learn the structure, function and metabolism of various enzymes.

#### 1.3. *Competences to be developed*

Specific Competences

##### 1. Thinking and Planning Abilities

Generic Competences

NA

## II. Student Work Plan

### 2.1. Distribution of activities and workload

Competence	Contents	Activities-Resources-Documentation	Estimated work time		Completion and/or submission deadlines
			Contact hours	Independent work	
Generic competence 1	<b>NA</b>	<b>NA</b>			
Generic competence 2	<b>NA</b>	<b>NA</b>			
Specific competence 1	Carbohydrate, lipid, protein, nucleic acid, enzyme, vitamin, tissues	Lecture, Real and animated demonstration, Discussions	120	50	
<b>Total</b>			(i.e. no more than 1/3)	(i.e. up to 2/3)	

### 2.2. Summary

Type of activities	Contact hours	Independent work	Total
Theoretical learning	<b>80</b>	<b>30</b>	<b>110</b>
Practical activities and assessment	<b>40</b>	<b>20</b>	<b>60</b>
<b>Total</b>	<b>120</b>	<b>50</b>	<b>170</b>



### III. Assessment System Annual

#### 3.1. Table of assessment

Competence	Assessment technique	Grade
<b>Generic competence 1</b>	<b>NA</b>	
<b>Generic competence 2</b>	<b>NA</b>	
<b>Specific competence 1</b> • Thinking and Planning Abilities <b>Learning Outcomes</b> 9. Student will be aware of basic concepts of biochemical reactions, different energy sources and their requirement in human body. 10. Students will be able to deliver knowledge regarding biomolecules, their role in life processes and their metabolism. 11. Students will learn about various disorders due to metabolism of carbohydrates, proteins, lipids, amino acids and nucleic acids. 12. Students will have knowledge about normal as well as abnormal physiological balance reactions and their various disorders.	Unit Test, Mid/End Term Examination, Quiz	100 MARKS

#### 3.2. Observations of assessment

There will be Internal/ Preliminary exam (compulsory) before University exam. Internal evaluation is based on continuous assessment, for 20% of the marks of the subject. There will be University examination through written paper and /or practical examination for 80% of the marks of the subject at the end of every Academic year.

#### 3.3. Summary of assessment

Competence	Continuous assessment	Final assessment	Total
Generic competence 1	<b>NA</b>		
Generic competence 2	<b>NA</b>		
Specific competence 1	<b>20</b>	<b>80</b>	<b>100</b>
<b>Total</b>	<b>20%</b>	<b>80%</b>	<b>100%</b>

# Programme - Bachelor of Physiotherapy (B.P.T.)

## Students' Learning Guide

### I. Introduction to the Subject-Electrotherapy-I

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#### 1.1. *Lecturer's contact details*

Dr. Zaheed Akhtar

#### 1.2. *Contribution to the degree profile*

In this course the student will learn the principles, technique, and effects of electrotherapy as a therapeutic modality in the restoration of physical function.

#### 1.3. *Competences to be developed*

Specific Competences

##### 1. Thinking and Planning Abilities

Generic Competences

1. Apply ethical and humanitarian principles that influence health care
2. Communicate compassionately with patients and care givers

## II. Student Work Plan

### 2.1. Distribution of activities and workload

Competence	Contents	Activities-Resources-Documentation	Estimated work time		Completion and/or submission deadlines
			Contact hours	Independent work	
Generic competence 1	Apply ethical and humanitarian principles that influence health care	Lecture, Real and animated demonstration, Discussions			
Generic competence 2	Communicate compassionately with patients and care givers	Lecture, Real and animated demonstration, Discussions	35	35	
Specific competence 1	Biophysics, high/low/medium frequency currents, superficial and deep heating modalities	Lecture, Real and animated demonstration, Discussions	120	120	
<b>Total</b>			(i.e. no more than 1/3)	(i.e. up to 2/3)	

### 2.2. Summary

Type of activities	Contact hours	Independent work	Total
Theoretical learning	<b>130</b>	<b>70</b>	<b>200</b>
Practical activities and assessment	<b>70</b>	<b>130</b>	<b>200</b>
<b>Total</b>	<b>200</b>	<b>200</b>	<b>400</b>

### III. Assessment System Annual

#### 3.1. Table of assessment

Competence	Assessment technique	Grade
<p><b>Generic competence 1</b></p> <ul style="list-style-type: none"> <li>Apply ethical and humanitarian principles that influence health care</li> </ul> <p><b>Learning Outcomes</b></p> <ul style="list-style-type: none"> <li>LO2. Students will be able to Design, perform and manage electrotherapy treatments safely and effectively where appropriate.</li> </ul>	Unit Test, Mid/End Term Examination, Quiz	35 marks
<p><b>Generic competence 2</b></p> <ul style="list-style-type: none"> <li>Communicate compassionately with patients and care givers</li> </ul> <p><b>Learning Outcomes</b></p> <ul style="list-style-type: none"> <li>LO5. Formulate how electrotherapy procedures are related to and can assist wound healing processes</li> </ul>	Unit Test, Mid/End Term Examination, Quiz	35 marks
<p><b>Specific competence 1</b></p> <ul style="list-style-type: none"> <li>Thinking and Planning Abilities</li> </ul> <p><b>Learning Outcomes</b></p> <p>13. Students will be able to Analyse the processes associated with electrotherapy treatments relevant to the dermal clinician</p> <p>14. Students will be able to Design, perform and manage electrotherapy treatments safely and effectively where appropriate.</p> <p>15. Integrate electrical theory in relation to electrotherapy procedures in dermal therapy.</p> <p>16. Investigate how electrotherapy procedures are related to the nervous system, fluid, electrolyte and acid base balance</p> <p>17. Formulate how electrotherapy procedures are related to and can assist wound healing processes</p> <p>18. Assess the applications of other modalities e.g. Low Level Laser in conjunction with electrotherapy</p> <p>19. Evaluate the efficacy of electrotherapy for use in dermal practice</p>	Unit Test, Mid/End Term Examination, Quiz	130 MARKS

#### 3.2. Observations of assessment

There will be Internal/ Preliminary exam (compulsory) before University exam. Internal evaluation is based on continuous assessment, for 20% of the marks of the subject. There will be University examination through written paper and /or practical examination for 80% of the marks of the subject at the end of every Academic year.

### 3.3. Summary of assessment

Competence	Continuous assessment	Final assessment	Total
Generic competence 1	10	30	40
Generic competence 2	10	30	40
Specific competence 1	20	100	120
<b>Total</b>	<b>20%</b>	<b>80%</b>	<b>100%</b>

# Programme - Bachelor of Physiotherapy (B.P.T.)

## Students' Learning Guide

### I. Introduction to the Subject-Exercise Therapy-I

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#### 1.1. *Lecturer's contact details*

Dr. Tabish Fahim

#### 1.2. *Contribution to the degree profile*

In this course the student will learn the principles, technique and effects of exercise as a therapeutic modality in the restoration of physical function.

#### 1.3. *Competences to be developed*

Specific Competences

##### 1. Thinking and Planning Abilities

Generic Competences

1. Apply ethical and humanitarian principles that influence health care
2. Communicate compassionately with patients and care givers

## II. Student Work Plan

### 2.1. Distribution of activities and workload

Competence	Contents	Activities-Resources-Documentation	Estimated work time		Completion and/or submission deadlines
			Contact hours	Independent work	
Generic competence 1	Apply ethical and humanitarian principles that influence health care	Lecture, Real and animated demonstration, Discussions	35	35	
Generic competence 2	Communicate compassionately with patients and care givers	Lecture, Real and animated demonstration, Discussions	35	35	
Specific competence 1	Basic mechanics, fundamental principles of exercise therapy, testing techniques like MMT and goniometry, exercise modalities, motor learning, therapeutic massage, relaxation,	Lecture, Real and animated demonstration, Discussions	120	120	
<b>Total</b>			(i.e. no more than 1/3)	(i.e. up to 2/3)	

### 2.2. Summary

Type of activities	Contact hours	Independent work	Total
Theoretical learning	<b>130</b>	<b>70</b>	<b>200</b>
Practical activities and assessment	<b>70</b>	<b>130</b>	<b>200</b>
<b>Total</b>	<b>200</b>	<b>200</b>	<b>400</b>

### III. Assessment System Annual

#### 3.1. Table of assessment

Competence	Assessment technique	Grade
<b>Generic competence 1</b> <ul style="list-style-type: none"> <li>Apply ethical and humanitarian principles that influence health care</li> </ul> <b>Learning Outcomes</b> 20.LO1. To be able to deliver the excellence in performing various tests for diagnosis and examination.	Unit Test, Mid/End Term Examination, Quiz	35 marks
<b>Generic competence 2</b> <ul style="list-style-type: none"> <li>Communicate compassionately with patients and care givers</li> </ul> <b>Learning Outcomes</b> <ul style="list-style-type: none"> <li>LO3.Students will be able to use his /her knowledge gained during study and will apply while dealing with various conditions to minimize the side effects of faulty handling.</li> </ul>	Unit Test, Mid/End Term Examination, Quiz	35 marks
<b>Specific competence 1</b> <ul style="list-style-type: none"> <li>Thinking and Planning Abilities</li> </ul> <b>Learning Outcomes</b> <ol style="list-style-type: none"> <li>To be able to understand the basic techniques used and their benefits as per individual and group exercise programme.</li> <li>To be able to deliver the excellence in performing various tests for diagnosis and examination.</li> <li>Students will be able to use his /her knowledge gained during study and will apply while dealing with various conditions to minimize the side effects of faulty handling.</li> <li>To be able to design individual exercise regimen and apply to yield maximum advantage of it.</li> </ol>	Unit Test, Mid/End Term Examination, Quiz	130 MARKS

#### 3.2. Observations of assessment

There will be Internal/ Preliminary exam (compulsory) before University exam. Internal evaluation is based on continuous assessment, for 20% of the marks of the subject. There will be University examination through written paper and /or practical examination for 80% of the marks of the subject at the end of every Academic year.

#### 3.3. Summary of assessment

Competence	Continuous assessment	Final assessment	Total
Generic competence 1	10	30	40
Generic competence 2	10	30	40
Specific competence 1	20	100	120
<b>Total</b>	<b>20%</b>	<b>80%</b>	<b>100%</b>



# Programme - Bachelor of Physiotherapy (B.P.T.)

## Students' Learning Guide

### I. Introduction to the Subject-Pathology

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#### 1.1. *Lecturer's contact details*

Dr. Richa Mahajan

#### 1.2. *Contribution to the degree profile*

This course follows the basic follows the basic courses in anatomy and physiology, and compliments the course in general medicine and surgery being taught concurrently. Particular effort is made in this course to avoid burdening the student with any detail pertaining to diagnosis which will not contribute to their understanding of the limitations imposed by pathology on the functioning of the individual.

#### 1.3. *Competences to be developed*

Specific Competences

##### 1. Thinking and Planning Abilities

Generic Competences

NA

## II. Student Work Plan

### 2.1. Distribution of activities and workload

Competence	Contents	Activities-Resources-Documentation	Estimated work time		Completion and/or submission deadlines
			Contact hours	Independent work	
Generic competence 1	<b>NA</b>				
Generic competence 2	<b>NA</b>				
Specific competence 1	Cell injury, inflammation, repair, immuno-pathology, diseases of various systems of body.	Lecture, Real and animated demonstration, Discussions	60	50	
<b>Total</b>			(i.e. no more than 1/3)	(i.e. up to 2/3)	

### 2.2. Summary

Type of activities	Contact hours	Independent work	Total
Theoretical learning	<b>40</b>	<b>20</b>	<b>60</b>
Practical activities and assessment	<b>20</b>	<b>30</b>	<b>50</b>
<b>Total</b>	<b>60</b>	<b>50</b>	<b>110</b>

### III. Assessment System Annual

#### 3.1. Table of assessment

Competence	Assessment technique	Grade
<b>Generic competence 1</b>	<b>NA</b>	
<b>Generic competence 2</b>	<b>NA</b>	
<b>Specific competence 1</b> <ul style="list-style-type: none"> <li>Thinking and Planning Abilities</li> </ul> <b>Learning Outcomes</b> <ol style="list-style-type: none"> <li>Demonstrate an understanding of essential basic pathological processes including cell death and injury, inflammation, thrombosis and neoplasia</li> <li>Acquire the ability to relate these essential basic pathological processes to the pathogenesis of common and important diseases.</li> <li>Demonstrate an understanding of the predisposing factors, causes, pathogenesis, morphology and potential complications of such diseases.</li> <li>Correlate clinical features with the causes and mechanisms of disease.</li> <li>Demonstrate an understanding of how knowledge of pathological processes can be utilised in the investigation, management and prevention of disease</li> <li>Use the terminology for the field of pathology correctly and contextually.</li> <li>Acquire, read, interpret and synthesis information from a wide variety of sources in a planned and timely manner.</li> <li>Acknowledge and reference sources of information appropriately.</li> <li>Work in groups and individually in the pursuit of scientific knowledge.</li> </ol>	Unit Test, Mid/End Term Examination, Quiz	50 MARKS

#### 3.2. Observations of assessment

There will be Internal/ Preliminary exam (compulsory) before University exam. Internal evaluation is based on continuous assessment, for 20% of the marks of the subject. There will be University examination through written paper and /or practical examination for 80% of the marks of the subject at the end of every Academic year.

#### 3.3. Summary of assessment

Competence	Continuous assessment	Final assessment	Total
Generic competence 1	<b>NA</b>		
Generic competence 2	<b>NA</b>		
Specific competence 1	<b>10</b>	<b>40</b>	<b>60</b>
<b>Total</b>	<b>20%</b>	<b>80%</b>	<b>100%</b>

# Programme - Bachelor of Physiotherapy (B.P.T.)

## Students' Learning Guide

### I. Introduction to the Subject-Microbiology

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#### 1.1. *Lecturer's contact details*

Dr. Richa Mahajan

#### 1.2. *Contribution to the degree profile*

The study of microbiology will include study of microscopic organisms: bacteria, viruses, archaea, fungi and protozoa. A microbiologist studies the physiological, biochemical and genetic aspects of microorganisms. Student will have education regarding the properties of microorganisms and their impact on the human body and the diseases caused by different types of bacteria and viruses.

#### 1.3. *Competences to be developed*

Specific Competences

##### 1. Thinking and Planning Abilities

Generic Competences

NA

## II. Student Work Plan

### 2.1. Distribution of activities and workload

Competence	Contents	Activities-Resources-Documentation	Estimated work time		Completion and/or submission deadlines
			Contact hours	Independent work	
Generic competence 1	<b>NA</b>				
Generic competence 2	<b>NA</b>				
Specific competence 1	Morphology, physiology, identification of various micro-organisms.	Lecture, Real and animated demonstration, Discussions	60	50	
<b>Total</b>			(i.e. no more than 1/3)	(i.e. up to 2/3)	

### 2.2. Summary

Type of activities	Contact hours	Independent work	Total
Theoretical learning	<b>40</b>	<b>20</b>	<b>60</b>
Practical activities and assessment	<b>20</b>	<b>30</b>	<b>50</b>
<b>Total</b>	<b>60</b>	<b>50</b>	<b>110</b>

### III. Assessment System Annual

#### 3.1. Table of assessment

Competence	Assessment technique	Grade
<b>Generic competence 1</b>	<b>NA</b>	
<b>Generic competence 2</b>	<b>NA</b>	
<b>Specific competence 1</b> <ul style="list-style-type: none"> <li>Thinking and Planning Abilities</li> </ul> <b>Learning Outcomes</b> 21. Identify and locate all the structures of the body and mark the topography of the living anatomy. 22. Identify the organs and tissues under the microscope. 23. To be able to analyse the development of human body as a whole from conception till birth and interpret the clinical correlation for the same. 24. To be able to identify the exact muscle attachment with respect to origin, insertion, nerve supply and action. 25. Students shall be able to comprehend the functions of the organs and systems in the body and thus interpret the anatomical basis of disease processes.	Unit Test, Mid/End Term Examination, Quiz	50 MARKS

#### 3.2. Observations of assessment

There will be Internal/ Preliminary exam (compulsory) before University exam. Internal evaluation is based on continuous assessment, for 20% of the marks of the subject. There will be University examination through written paper and /or practical examination for 80% of the marks of the subject at the end of every Academic year.

#### 3.3. Summary of assessment

Competence	Continuous assessment	Final assessment	Total
Generic competence 1	<b>NA</b>		
Generic competence 2	<b>NA</b>		
Specific competence 1	<b>10</b>	<b>40</b>	<b>50</b>
<b>Total</b>	<b>20%</b>	<b>80%</b>	<b>100%</b>

# Programme - Bachelor of Physiotherapy (B.P.T.)

## Students' Learning Guide

### I. Introduction to the Subject-Pharmacology

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#### 1.1. *Lecturer's contact details*

Dr. Richa Mahajan

#### 1.2. *Contribution to the degree profile*

Pharmacology is an integral component in a physical therapist professional education as physical therapists play an important role in improving medication safety by being cognizant of the medications a patient is taking and monitoring for medication effects with an emphasis on physical functioning and determining if medications are adversely affecting physical functioning. Physical therapists (PT) encounter many adults that take five or more medications and knowing of the medications and their effects – both intended and undesired allow PT's the opportunity to improve patient safety, reduce the risk of adverse drug events and improve therapist practice. Many medications that appear to be safe are potentially inappropriate for the geriatric population and use of the Beers Criteria including non-steroidal anti-inflammatories that increase the risk of gastro-intestinal bleeding and worsen heart failure. Other medications increase the risk of myopathy and tendinopathy which must be taken into account when designing safe and effective care plans.

#### 1.3. *Competences to be developed*

Specific Competences

##### 1. Thinking and Planning Abilities

Generic Competences

NA

## II. Student Work Plan

### 2.1. Distribution of activities and workload

Competence	Contents	Activities-Resources-Documentation	Estimated work time		Completion and/or submission deadlines
			Contact hours	Independent work	
Generic competence 1	<b>NA</b>				
Generic competence 2	<b>NA</b>				
Specific competence 1	General pharmacology, Autonomic Nervous system, peripheral nervous system & autocoid, Central nervous system, endocrine, GIT, chemotherapy, CVS, blood	Lecture, Real and animated demonstration, Discussions	80	50	
<b>Total</b>			(i.e. no more than 1/3)	(i.e. up to 2/3)	

### 2.2. Summary

Type of activities	Contact hours	Independent work	Total
Theoretical learning	<b>50</b>	<b>20</b>	<b>70</b>
Practical activities and assessment	<b>30</b>	<b>30</b>	<b>60</b>
<b>Total</b>	<b>80</b>	<b>50</b>	<b>130</b>



### III. Assessment System Annual

#### 3.1. Table of assessment

Competence	Assessment technique	Grade
<b>Generic competence 1</b>	<b>NA</b>	
<b>Generic competence 2</b>	<b>NA</b>	
<b>Specific competence 1</b> <ul style="list-style-type: none"> <li>Thinking and Planning Abilities</li> </ul> <b>Learning Outcomes</b> <p>26. Describe the pharmacology of drugs acting on central nervous system.</p> <p>27. Employ the basic principles of cell injury and adaptations and pathophysiology of common diseases and its treatment</p> <p>28. Describe the pharmacology of drugs acting on peripheral nervous system</p> <p>29. Employ drugs used in management of pain.</p>	Unit Test, Mid/End Term Examination, Quiz	100 MARKS

#### 3.2. Observations of assessment

There will be Internal/ Preliminary exam (compulsory) before University exam. Internal evaluation is based on continuous assessment, for 20% of the marks of the subject. There will be University examination through written paper and /or practical examination for 80% of the marks of the subject at the end of every Academic year.

#### 3.3. Summary of assessment

Competence	Continuous assessment	Final assessment	Total
Generic competence 1	<b>NA</b>		
Generic competence 2	<b>NA</b>		
Specific competence 1	<b>20</b>	<b>80</b>	<b>100</b>
<b>Total</b>	<b>20%</b>	<b>80%</b>	<b>100%</b>

# Programme - Bachelor of Physiotherapy (B.P.T.)

## Students' Learning Guide

### I. Introduction to the Subject-Electrotherapy-I

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#### 1.1. *Lecturer's contact details*

Dr. Richa Mahajan

#### 1.2. *Contribution to the degree profile*

In this course the student will learn the principles, technique, and effects of electrotherapy as a therapeutic modality in the restoration of physical function. Students will be able to demonstrate the use of electrotherapy modalities applying the principles of electrotherapy with proper techniques, choice of dosage parameters and safety precautions.

#### 1.3. *Competences to be developed*

Specific Competences

##### 1. Thinking and Planning Abilities

Generic Competences

1. Apply ethical and humanitarian principles that influence health care
2. Communicate compassionately with patients and care givers

## II. Student Work Plan

### 2.1. Distribution of activities and workload

Competence	Contents	Activities-Resources-Documentation	Estimated work time		Completion and/or submission deadlines
			Contact hours	Independent work	
Generic competence 1	Apply ethical and humanitarian principles that influence health care	Lecture, Real and animated demonstration, Discussions	35	35	
Generic competence 2	Communicate compassionately with patients and care givers	Lecture, Real and animated demonstration, Discussions	35	35	
Specific competence 1	Electro-diagnosis, EMG biofeedback, actinotherapy, high/ low/ medium frequency currents	Lecture, Real and animated demonstration, Discussions	120	120	
<b>Total</b>			(i.e. no more than 1/3)	(i.e. up to 2/3)	

### 2.2. Summary

Type of activities	Contact hours	Independent work	Total
Theoretical learning	<b>130</b>	<b>70</b>	<b>200</b>
Practical activities and assessment	<b>70</b>	<b>130</b>	<b>200</b>
<b>Total</b>	<b>200</b>	<b>200</b>	<b>400</b>

### III. Assessment System Annual

#### 3.1. Table of assessment

Competence	Assessment technique	Grade
<b>Generic competence 1</b> <ul style="list-style-type: none"> <li>Apply ethical and humanitarian principles that influence health care</li> </ul> <b>Learning Outcomes</b> <ul style="list-style-type: none"> <li>LO2. Students will be able to Design, perform and manage electrotherapy treatments safely and effectively where appropriate.</li> </ul>	Unit Test, Mid/End Term Examination, Quiz	35 marks
<b>Generic competence 2</b> <ul style="list-style-type: none"> <li>Communicate compassionately with patients and care givers</li> </ul> <b>Learning Outcomes</b> <ul style="list-style-type: none"> <li>LO5. Formulate how electrotherapy procedures are related to and can assist wound healing processes</li> </ul>	Unit Test, Mid/End Term Examination, Quiz	35 marks
<b>Specific competence 1</b> <ul style="list-style-type: none"> <li>Thinking and Planning Abilities</li> </ul> <b>Learning Outcomes</b> <p>30. Students will be able to Analyse the processes associated with electrotherapy treatments relevant to the dermal clinician</p> <p>31. Students will be able to Design, perform and manage electrotherapy treatments safely and effectively where appropriate.</p> <p>32. Integrate electrical theory in relation to electrotherapy procedures in dermal therapy.</p> <p>33. Investigate how electrotherapy procedures are related to the nervous system, fluid, electrolyte and acid base balance</p> <p>34. Formulate how electrotherapy procedures are related to and can assist wound healing processes</p> <p>35. Assess the applications of other modalities e.g. Low Level Laser in conjunction with electrotherapy</p> <p>36. Evaluate the efficacy of electrotherapy for use in dermal practice</p>	Unit Test, Mid/End Term Examination, Quiz	130 MARKS

#### 3.2. Observations of assessment

There will be Internal/ Preliminary exam (compulsory) before University exam. Internal evaluation is based on continuous assessment, for 20% of the marks of the subject. There will be University examination through written paper and /or practical examination for 80% of the marks of the subject at the end of every Academic year.

#### 3.3. Summary of assessment

Competence	Continuous assessment	Final assessment	Total
Generic competence 1	10	30	40
Generic competence 2	10	30	40
Specific competence 1	20	100	120
<b>Total</b>	<b>20%</b>	<b>80%</b>	<b>100%</b>

# Programme - Bachelor of Physiotherapy (B.P.T.)

## Students' Learning Guide

### I. Introduction to the Subject-Exercise Therapy-II

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#### 1.1. *Lecturer's contact details*

Dr. Richa Mahajan

#### 1.2. *Contribution to the degree profile*

In this course the student will learn the principles, technique and effects of exercise as a therapeutic modality in the restoration of physical function. The student will be able to evaluate and apply judiciously the different methods of exercise therapy techniques on the patients.

#### 1.3. *Competences to be developed*

Specific Competences

##### 1. Thinking and Planning Abilities

Generic Competences

1. Apply ethical and humanitarian principles that influence health care
2. Communicate compassionately with patients and care givers

## II. Student Work Plan

### 2.1. Distribution of activities and workload

Competence	Contents	Activities-Resources-Documentation	Estimated work time		Completion and/or submission deadlines
			Contact hours	Independent work	
Generic competence 1	Apply ethical and humanitarian principles that influence health care	Lecture, Real and animated demonstration, Discussions	35	35	
Generic competence 2	Communicate compassionately with patients and care givers	Lecture, Real and animated demonstration, Discussions	35	35	
Specific competence 1	Balance, coordination, posture, gait, hydrotherapy, manual therapy.	Lecture, Real and animated demonstration, Discussions	120	120	
<b>Total</b>			(i.e. no more than 1/3)	(i.e. up to 2/3)	

### 2.2. Summary

Type of activities	Contact hours	Independent work	Total
Theoretical learning	<b>130</b>	<b>70</b>	<b>200</b>
Practical activities and assessment	<b>70</b>	<b>130</b>	<b>200</b>
<b>Total</b>	<b>200</b>	<b>200</b>	<b>400</b>

### III. Assessment System Annual

#### 3.1. Table of assessment

Competence	Assessment technique	Grade
<b>Generic competence 1</b> <ul style="list-style-type: none"> <li>Apply ethical and humanitarian principles that influence health care</li> </ul> <b>Learning Outcomes</b> 37.LO1. To be able to deliver the excellence in performing various tests for diagnosis and examination.	Unit Test, Mid/End Term Examination, Quiz	35 marks
<b>Generic competence 2</b> <ul style="list-style-type: none"> <li>Communicate compassionately with patients and care givers</li> </ul> <b>Learning Outcomes</b> <ul style="list-style-type: none"> <li>LO3.Students will be able to use his /her knowledge gained during study and will apply while dealing with various conditions to minimize the side effects of faulty handling.</li> </ul>	Unit Test, Mid/End Term Examination, Quiz	35 marks
<b>Specific competence 1</b> <ul style="list-style-type: none"> <li>Thinking and Planning Abilities</li> </ul> <b>Learning Outcomes</b> <ol style="list-style-type: none"> <li>To be able to understand the basic techniques used and their benefits as per individual and group exercise programme.</li> <li>To be able to deliver the excellence in performing various tests for diagnosis and examination.</li> <li>Students will be able to use his /her knowledge gained during study and will apply while dealing with various conditions to minimize the side effects of faulty handling.</li> <li>To be able to design individual exercise regimen and apply to yield maximum advantage of it.</li> </ol>	Unit Test, Mid/End Term Examination, Quiz	130 MARKS

#### 3.2. Observations of assessment

There will be Internal/ Preliminary exam (compulsory) before University exam. Internal evaluation is based on continuous assessment, for 20% of the marks of the subject. There will be University examination through written paper and /or practical examination for 80% of the marks of the subject at the end of every Academic year.

#### 3.3. Summary of assessment

Competence	Continuous assessment	Final assessment	Total
Generic competence 1	10	30	40
Generic competence 2	10	30	40
Specific competence 1	20	100	120
<b>Total</b>	<b>20%</b>	<b>80%</b>	<b>100%</b>

# Programme - Bachelor of Physiotherapy (B.P.T.)

## Students' Learning Guide

### I. Introduction to the Subject-Biomechanics

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#### 1.1. *Lecturer's contact details*

Dr. Richa Mahajan

#### 1.2. *Contribution to the degree profile*

This Course Supplements the Knowledge of anatomy and enables the student to have a better understanding of the principles of biomechanics and their application in musculoskeletal and dysfunction. Biomechanics involves the study of basic concepts of human movement, and application of various biomechanical principles in the evaluation and treatment of disorders of musculoskeletal system. Students are taught to understand the various quantitative and qualitative methods of movement. Mechanical principles of various treatment methods are studied. Study of posture and gait are also included.

#### 1.3. *Competences to be developed*

Specific Competences

##### 1. Thinking and Planning Abilities

Generic Competences

NA



## II. Student Work Plan

### 2.1. Distribution of activities and workload

Competence	Contents	Activities-Resources-Documentation	Estimated work time		Completion and/or submission deadlines
			Contact hours	Independent work	
Generic competence 1	<b>NA</b>				
Generic competence 2	<b>NA</b>				
Specific competence 1	Mechanics, joint structure and function, muscle structure and function, vertebral column, peripheral joint complex.	Lecture, Real and animated demonstration, Discussions	120	120	
<b>Total</b>			(i.e. no more than 1/3)	(i.e. up to 2/3)	

### 2.2. Summary

Type of activities	Contact hours	Independent work	Total
Theoretical learning	<b>80</b>	<b>20</b>	<b>100</b>
Practical activities and assessment	<b>40</b>	<b>30</b>	<b>70</b>
<b>Total</b>	<b>120</b>	<b>50</b>	<b>170</b>

### III. Assessment System Annual

#### 3.1. Table of assessment

Competence	Assessment technique	Grade
<b>Generic competence 1</b>	<b>NA</b>	
<b>Generic competence 2</b>	<b>NA</b>	
<b>Specific competence 1</b> <ul style="list-style-type: none"> <li>Thinking and Planning Abilities</li> </ul> <b>Learning Outcomes</b> <p>38. Students will have the knowledge of basic needs of learning the various forces acting during the Human locomotion and to understand the different techniques to evaluate and treat the disorders of musculoskeletal system.</p> <p>39. Students will be able to gain knowledge of Functional movements in synergy to other joints that will provide the stability and the mobility components to each joint and will help in achieving the faster recovery after immobilization or any post effects of the injury.</p> <p>40. Students will be able to deliver their learning by understanding different kinetics and kinematics positions of individual joint to prevent the injuries</p> <p>41. Students will have a clear idea about the use of assistive devices and other resources to correct the malalignments and to understand the movement analysis.</p> <p>42. Students will learn more of the Energy requirements that would vary with aging</p>	Unit Test, Mid/End Term Examination, Quiz	200 MARKS

#### 3.2. Observations of assessment

There will be Internal/ Preliminary exam (compulsory) before University exam. Internal evaluation is based on continuous assessment, for 20% of the marks of the subject. There will be University examination through written paper and /or practical examination for 80% of the marks of the subject at the end of every Academic year.

#### 3.3. Summary of assessment

Competence	Continuous assessment	Final assessment	Total
Generic competence 1	<b>NA</b>		
Generic competence 2	<b>NA</b>		
Specific competence 1	<b>40</b>	<b>160</b>	<b>200</b>
<b>Total</b>	<b>20%</b>	<b>80%</b>	<b>100%</b>

# Programme - Bachelor of Physiotherapy (B.P.T.)

## Students' Learning Guide

### I. Introduction to the Subject-Sociology and Psychology

#### 1.1. *Lecturer's contact details*

Dr. Richa Mahajan

#### 1.2. *Contribution to the degree profile*

Study of sociology and psychology will provide the understanding of the behaviour of people in society. Student will get to understand the science of psychology and a glimpse into the methods used in the study of Human behaviour. It will help in understanding the fundamental processes underlying human behavior such as biological foundations of behaviour, processes underlying sensation, perception, cognition, memory, learning, motivation, emotion, individual differences, intelligence, personality and states of consciousness. This will help in applying the principles of sociology and psychology in day-to-day life for a better understanding of themselves and others.

#### 1.3. *Competences to be developed*

Specific Competences

##### 1. Thinking and Planning Abilities

Generic Competences

NA

## II. Student Work Plan

### 2.1. Distribution of activities and workload

Competence	Contents	Activities-Resources-Documentation	Estimated work time		Completion and/or submission deadlines
			Contact hours	Independent work	
Generic competence 1	<b>NA</b>				
Generic competence 2	<b>NA</b>				
Specific competence 1	Sociology & health, socialisation, social group, family, community, culture, caste, social change, social control, social problems of disabled, Heredity and Environment, Development and growth behavior, intelligence, motivation, emotion, personality, learning, thinking etc.	Lecture, Real and animated demonstration, Discussions	200	50	
<b>Total</b>			(i.e. no more than 1/3)	(i.e. up to 2/3)	

### 2.2. Summary

Type of activities	Contact hours	Independent work	Total
Theoretical learning	<b>130</b>	<b>20</b>	<b>150</b>
Practical activities and assessment	<b>70</b>	<b>30</b>	<b>100</b>
<b>Total</b>	<b>200</b>	<b>50</b>	<b>250</b>

### III. Assessment System Annual

#### 3.1. Table of assessment

Competence	Assessment technique	Grade
<b>Generic competence 1</b>	<b>NA</b>	
<b>Generic competence 2</b>	<b>NA</b>	
<b>Specific competence 1</b> <ul style="list-style-type: none"> <li>Thinking and Planning Abilities</li> </ul> <b>Learning Outcomes</b> <ol style="list-style-type: none"> <li>Students will demonstrate knowledge of how to use theory to conceptualize a sociological problem.</li> <li>Students will develop the knowledge, skills, and attitudes necessary to be engaged members of the community.</li> <li>Students will possess analytical skills in areas such as policy analysis, administration/management, communication, quantitative analysis and problem solving.</li> <li>student will be able to understand the Importance of Psychology in personal and professional life.</li> <li>Student will be able to know the biological and psychological basis of Human Behavior</li> <li>Student will be able to understand the Cognitive and Affective behavior</li> <li>Student will be able to develop an understanding of self and others</li> <li>Student will be able to identify psychological needs of patients.</li> </ol>	Unit Test, Mid/End Term Examination, Quiz	100 MARKS

#### 3.2. Observations of assessment

There will be Internal/ Preliminary exam (compulsory) before University exam. Internal evaluation is based on continuous assessment, for 20% of the marks of the subject. There will be University examination through written paper and /or practical examination for 80 % of the marks of the subject at the end of every Academic year.

#### 3.3. Summary of assessment

Competence	Continuous assessment	Final assessment	Total
Generic competence 1	<b>NA</b>		
Generic competence 2	<b>NA</b>		
Specific competence 1	<b>20</b>	<b>80</b>	<b>100</b>
<b>Total</b>	<b>20%</b>	<b>80%</b>	<b>100%</b>

# Programme - Bachelor of Physiotherapy (B.P.T.)

## Students' Learning Guide

### I. Introduction to the Subject-General Medicine

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#### 1.1. *Lecturer's contact details*

Dr. Zaheed Akhtar

#### 1.2. *Contribution to the degree profile*

This course introduces the student to various etiology and pathology of the disease condition, what the patient's symptoms and the resultant functional disability along with general understanding of the diseases that therapists would encounter in their practice.

#### 1.3. *Competences to be developed*

Specific Competences

##### 1. Thinking and Planning Abilities

Generic Competences

NA

## II. Student Work Plan

### 2.1. Distribution of activities and workload

Competence	Contents	Activities-Resources-Documentation	Estimated work time		Completion and/or submission deadlines
			Contact hours	Independent work	
Generic competence 1	<b>NA</b>				
Generic competence 2	<b>NA</b>				
Specific competence 1	Infection diseases, metabolic and deficiency diseases, CVS, Hematology, GI system, Diseases of kidney, Endocrinology, dermatology, psychiatry.	Lecture, Real and animated demonstration, Discussions	200	150	
<b>Total</b>			200	150	

### 2.2. Summary

Type of activities	Contact hours	Independent work	Total
Theoretical learning	<b>125</b>	<b>55</b>	<b>180</b>
Practical activities and assessment	<b>75</b>	<b>95</b>	<b>170</b>
<b>Total</b>	<b>200</b>	<b>150</b>	<b>350</b>

### III. Assessment System Annual

#### 3.1. Table of assessment

Competence	Assessment technique	Grade
<b>Generic competence 1</b>	<b>NA</b>	
<b>Generic competence 2</b>	<b>NA</b>	
<b>Specific competence 1</b> <ul style="list-style-type: none"> <li>Thinking and Planning Abilities</li> </ul> <b>Learning Outcomes</b> <ol style="list-style-type: none"> <li>Student use theoretical knowledge to plan physiotherapy management for various medical conditions.</li> <li>Students will be able to identify the various diseases symptoms and differentiate among them for further assessment.</li> <li>Student will comprehend interdisciplinary role and responsibilities for better and early recovery of patients.</li> </ol>	Unit Test, Mid/End Term Examination, Quiz	100 MARKS

#### 3.2. Observations of assessment

There will be Internal/ Preliminary exam (compulsory) before University exam. Internal evaluation is based on continuous assessment, for 20% of the marks of the subject. There will be University examination through written paper and /or practical examination for 80% of the marks of the subject at the end of every Academic year.

#### 3.3. Summary of assessment

Competence	Continuous assessment	Final assessment	Total
Generic competence 1	<b>NA</b>		
Generic competence 2	<b>NA</b>		
Specific competence 1	<b>20</b>	<b>80</b>	<b>100</b>
<b>Total</b>	<b>20%</b>	<b>80%</b>	<b>100%</b>



# Programme - Bachelor of Physiotherapy (B.P.T.)

## Students' Learning Guide

### I. Introduction to the Subject-General Surgery

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#### 1.1. *Lecturer's contact details*

Dr. Zaheed Akhtar

#### 1.2. *Contribution to the degree profile*

Following the basic science the basic science course, this course introduces the student to the general principles of surgery, common surgical procedures, pre and post operative management along with the complications.

#### 1.3. *Competences to be developed*

Specific Competences

##### 1. Thinking and Planning Abilities

Generic Competences

NA

## II. Student Work Plan

### 2.1. Distribution of activities and workload

Competence	Contents	Activities-Resources-Documentation	Estimated work time		Completion and/or submission deadlines
			Contact hours	Independent work	
Generic competence 1	<b>NA</b>		35	25	
Generic competence 2	<b>NA</b>		35	25	
Specific competence 1	Describe different events accompanying in general anesthesia, principles of procedures, blood transfusion, body response to surgeries, anesthesia and blood transfusion, Different types of anesthesia, complication and their management, Cardiothoracic surgery, neurosurgery, abdominal surgery, burn and plastic surgery.	Lecture, Real and animated demonstration, Discussions	200	150	
<b>Total</b>			200	150	

### 2.2. Summary

Type of activities	Contact hours	Independent work	Total
Theoretical learning	<b>125</b>	<b>55</b>	<b>180</b>
Practical activities and assessment	<b>75</b>	<b>95</b>	<b>170</b>
<b>Total</b>	<b>200</b>	<b>150</b>	<b>350</b>

### III. Assessment System Annual

#### 3.1. Table of assessment

Competence	Assessment technique	Grade
<b>Generic competence 1</b>	<b>NA</b>	
<b>Generic competence 2</b>	<b>NA</b>	
<b>Specific competence 1</b> <ul style="list-style-type: none"> <li>• Thinking and Planning Abilities</li> </ul> <b>Learning Outcomes</b> <ol style="list-style-type: none"> <li>1. Demonstrate understanding of the diagnosis and management of common general surgical diseases</li> <li>2. Demonstrate understanding of the risks and benefits of various surgical procedures.</li> <li>3. Demonstrate basic principles of surgical technique such as gowning and gloving, suturing, dressing changes, central line placement, chest tube placement, nasogastric tube placement, and Foley catheter placement.</li> <li>4. Demonstrate effective communication with the surgical team, attendings, residents, physician assistants, nurse practitioners, nurses, ancillary</li> </ol>	Unit Test, Mid/End Term Examination, Quiz	100 MARKS

#### 3.2. Observations of assessment

There will be Internal/ Preliminary exam (compulsory) before University exam. Internal evaluation is based on continuous assessment, for 20% of the marks of the subject. There will be University examination through written paper and /or practical examination for 80% of the marks of the subject at the end of every Academic year.

#### 3.3. Summary of assessment

Competence	Continuous assessment	Final assessment	Total
Generic competence 1	<b>NA</b>		
Generic competence 2	<b>NA</b>		
Specific competence 1	<b>20</b>	<b>80</b>	<b>100</b>
<b>Total</b>	<b>20%</b>	<b>80%</b>	<b>100%</b>

# Programme - Bachelor of Physiotherapy (B.P.T.)

## Students' Learning Guide

### I. Introduction to the Subject-Orthopedics

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#### 1.1. *Lecturer's contact details*

Dr. Zaheed Akhtar

#### 1.2. *Contribution to the degree profile*

Following the basic science the basic science course, this course introduces the student to the orthopedic conditions which commonly cause disability. Particular effort is made in this course to avoid burdening the student with any detail pertaining to diagnosis which will not contribute to their understanding of the limitation imposed by orthopedic pathology on the functioning of the individual.

#### 1.3. *Competences to be developed*

Specific Competences

##### 1. Thinking and Planning Abilities

Generic Competences

1. Apply ethical and humanitarian principles that influence health care
2. Communicate compassionately with patients and care givers

## II. Student Work Plan

### 2.1. Distribution of activities and workload

Competence	Contents	Activities-Resources-Documentation	Estimated work time		Completion and/or submission deadlines
			Contact hours	Independent work	
Generic competence 1	Apply ethical and humanitarian principles that influence health care	Lecture, Real and animated demonstration, Discussions	35	25	
Generic competence 2	Communicate compassionately	Lecture, Real and animated demonstration, Discussions	35	35	
Specific competence 1	Traumatology, Infective and inflammatory conditions, deformities, degenerative and metabolic disorders, bone tumor and amputations, corrective procedures.	Lecture, Real and animated demonstration, Discussions	130	130	
<b>Total</b>			200	200	

### 2.2. Summary

Type of activities	Contact hours	Independent work	Total
Theoretical learning	<b>130</b>	<b>70</b>	<b>200</b>
Practical activities and assessment	<b>70</b>	<b>130</b>	<b>200</b>
<b>Total</b>	<b>200</b>	<b>200</b>	<b>400</b>

### III. Assessment System Annual

#### 3.1. Table of assessment

Competence	Assessment technique	Grade
<b>Generic competence 1</b> Apply ethical and humanitarian principles that influence health care <b>Learning Outcomes</b> <ul style="list-style-type: none"> <li>LO2. Students will be acquainted with assessment and evaluation skills for identifying and analyzing emergency diseases.</li> </ul>	Unit Test, Mid/End Term Examination, Quiz	35 marks
<b>Generic competence 2</b> Communicate compassionately with patients and care givers- <b>Learning Outcomes</b> <ul style="list-style-type: none"> <li>LO1. Students will be able to deliver clinical knowledge in assessing and planning physiotherapy interventions for various general, medical and surgical conditions.</li> </ul>	Unit Test, Mid/End Term Examination, Quiz	35 marks
<b>Specific competence 1</b> <ul style="list-style-type: none"> <li>Thinking and Planning Abilities</li> </ul> <b>Learning Outcomes</b> <ol style="list-style-type: none"> <li>Student will be able to interpret diagnosis and develop goals of rehabilitation for various physiotherapy conditions</li> <li>Student will be able to apply various therapeutic techniques for management of various physiotherapy conditions</li> <li>Student will be able to discuss the orthopedic deformities</li> <li>Student will be able to interpret the pre and post-operative cases of various orthopedic surgeries.</li> </ol>	Unit Test, Mid/End Term Examination, Quiz	130 MARKS

#### 3.2. Observations of assessment

There will be Internal/ Preliminary exam (compulsory) before University exam. Internal evaluation is based on continuous assessment, for 20% of the marks of the subject. There will be University examination through written paper and /or practical examination for 80% of the marks of the subject at the end of every Academic year.

#### 3.3. Summary of assessment

Competence	Continuous assessment	Final assessment	Total
Generic competence 1	10	30	40
Generic competence 2	10	30	40
Specific competence 1	20	100	120
<b>Total</b>	<b>20%</b>	<b>80%</b>	<b>100%</b>

# Programme - Bachelor of Physiotherapy (B.P.T.)

## Students' Learning Guide

### I. Introduction to the Subject-Physiotherapy in Cardiorespiratory

#### 1.1. *Lecturer's contact details*

Dr. Zaheed Akhtar

#### 1.2. *Contribution to the degree profile*

This course serves to integrate the knowledge gained by the students in Clinical Cardiorespiratory conditions with the skills gained in exercise therapy, electrotherapy and massage, thus enabling them to apply these in clinical situations of dysfunction due to cardiorespiratory pathology.

#### 1.3. *Competences to be developed*

Specific Competences

##### 1. Thinking and Planning Abilities

Generic Competences

1. Apply ethical and humanitarian principles that influence health care
2. Communicate compassionately with patients and care givers

## II. Student Work Plan

### 2.1. Distribution of activities and workload

Competence	Contents	Activities-Resources-Documentation	Estimated work time		Completion and/or submission deadlines
			Contact hours	Independent work	
Generic competence 1	Apply ethical and humanitarian principles that influence health care	Lecture, Real and animated demonstration, Discussions	35	35	
Generic competence 2	Communicate compassionately with patients and care givers	Lecture, Real and animated demonstration, Discussions	35	35	
Specific competence 1	Review of anatomy and physiology of the cardiovascular and pulmonary system. Review of the Pathological and principles of management by physiotherapy Knowledge of various investigative procedures, Physical assessment (invasive & non-invasive) used in the Diagnosis of 'various cardiovascular disorders. Review of pathological changes, Clinical presentation, Principle of physiotherapy management. Review of pathological changes and principle of pre and post-operative management by physiotherapy	Lecture, Real and animated demonstration, Discussions	130	130	
<b>Total</b>			200	200	

### 2.2. Summary

Type of activities	Contact hours	Independent work	Total
Theoretical learning	<b>130</b>	<b>70</b>	<b>200</b>
Practical activities and assessment	<b>70</b>	<b>130</b>	<b>200</b>
<b>Total</b>	<b>200</b>	<b>200</b>	<b>400</b>



### III. Assessment System Annual

#### 3.1. Table of assessment

Competence	Assessment technique	Grade
<b>Generic competence 1</b> Apply ethical and humanitarian principles that influence health care <b>Learning Outcomes</b> <ul style="list-style-type: none"> <li>LO2. Students will be acquainted with assessment and evaluation skills for identifying and analyzing emergency diseases.</li> </ul>	Unit Test, Mid/End Term Examination, Quiz	35 marks
<b>Generic competence 2</b> Communicate compassionately with patients and care givers <b>Learning Outcomes</b> <ul style="list-style-type: none"> <li>LO1. Students will be able to deliver clinical knowledge in assessing and planning physiotherapy interventions for various general, medical and surgical conditions.</li> </ul>	Unit Test, Mid/End Term Examination, Quiz	35 marks
<b>Specific competence 1</b> <ul style="list-style-type: none"> <li>Thinking and Planning Abilities</li> </ul> <b>Learning Outcomes</b> <ol style="list-style-type: none"> <li>Students will be able to deliver clinical knowledge in assessing and planning physiotherapy interventions for various general, medical and surgical conditions.</li> <li>Students will be acquainted with assessment and evaluation skills for identifying and analyzing emergency diseases.</li> <li>Students learn to assess and reassess emergency drug indication and contraindication, care in ICU' and appropriate interventions to the patient.</li> </ol>	Unit Test, Mid/End Term Examination, Quiz	130 MARKS

#### 3.2. Observations of assessment

There will be Internal/ Preliminary exam (compulsory) before University exam. Internal evaluation is based on continuous assessment, for 20% of the marks of the subject. There will be University examination through written paper and /or practical examination for 80% of the marks of the subject at the end of every Academic year.

#### 3.3. Summary of assessment

Competence	Continuous assessment	Final assessment	Total
Generic competence 1	10	30	40
Generic competence 2	10	30	40
Specific competence 1	20	100	120
<b>Total</b>	<b>20%</b>	<b>80%</b>	<b>100%</b>

# Programme - Bachelor of Physiotherapy (B.P.T.)

## Students' Learning Guide

### I. Introduction to the Subject-Physiotherapy in Orthopedic

#### 1.1. *Lecturer's contact details*

Dr. Zaheed Akhtar

#### 1.2. *Contribution to the degree profile*

Following the basic science the basic science course, this course introduces the student to the orthopedic conditions which commonly cause disability. Particular effort is made in this course to avoid burdening the student with any detail pertaining to diagnosis which will not contribute to their understanding of the limitation imposed by orthopedic pathology on the functioning of the individual.

#### 1.3. *Competences to be developed*

Specific Competences

##### 1. Thinking and Planning Abilities

Generic Competences

1. Apply ethical and humanitarian principles that influence health care
2. Communicate compassionately with patients and care givers

## II. Student Work Plan

### 2.1. Distribution of activities and workload

Competence	Contents	Activities-Resources-Documentation	Estimated work time		Completion and/or submission deadlines
			Contact hours	Independent work	
Generic competence 1	Apply ethical and humanitarian principles that influence health care	Lecture, Real and animated demonstration, Discussions	50	35	
Generic competence 2	Communicate compassionately	Lecture, Real and animated demonstration, Discussions	50	35	
Specific competence 1	Traumatology, soft tissue injuries, surgical procedures, deformities, Degenerative and infective conditions, arthritis and allied conditions.	Lecture, Real and animated demonstration, Discussions	200	130	
<b>Total</b>			300	200	

### 2.2. Summary

Type of activities	Contact hours	Independent work	Total
Theoretical learning	<b>200</b>	<b>75</b>	<b>275</b>
Practical activities and assessment	<b>100</b>	<b>125</b>	<b>225</b>
<b>Total</b>	<b>300</b>	<b>200</b>	<b>500</b>

### III. Assessment System Annual

#### 3.1. Table of assessment

Competence	Assessment technique	Grade
<b>Generic competence 1</b> Apply ethical and humanitarian principles that influence health care <b>Learning Outcomes</b> <ul style="list-style-type: none"> <li>LO2. Students will be acquainted with assessment and evaluation skills for identifying and analyzing emergency diseases.</li> </ul>	Unit Test, Mid/End Term Examination, Quiz	35 marks
<b>Generic competence 2</b> Communicate compassionately with patients and care givers- <b>Learning Outcomes</b> <ul style="list-style-type: none"> <li>LO1. Students will be able to deliver clinical knowledge in assessing and planning physiotherapy interventions for various general, medical and surgical conditions.</li> </ul>	Unit Test, Mid/End Term Examination, Quiz	35 marks
<b>Specific competence 1</b> <ul style="list-style-type: none"> <li>Thinking and Planning Abilities</li> </ul> <b>Learning Outcomes</b> <ol style="list-style-type: none"> <li>students will be able to deliver the excellence in performing assessment based skills to execute the accurate diagnosis</li> <li>Student will be able to interpret diagnosis and develop goals of rehabilitation for various physiotherapy conditions</li> <li>Students will be able to give bedside presentations and case discussion.</li> </ol>	Unit Test, Mid/End Term Examination, Quiz	130 MARKS

#### 3.2. Observations of assessment

There will be Internal/ Preliminary exam (compulsory) before University exam. Internal evaluation is based on continuous assessment, for 20% of the marks of the subject. There will be University examination through written paper and /or practical examination for 80% of the marks of the subject at the end of every Academic year.

#### 3.3. Summary of assessment

Competence	Continuous assessment	Final assessment	Total
Generic competence 1	10	30	40
Generic competence 2	10	30	40
Specific competence 1	20	100	120
<b>Total</b>	<b>20%</b>	<b>80%</b>	<b>100%</b>

# Programme - Bachelor of Physiotherapy (B.P.T.)

## Students' Learning Guide

### I. Introduction to the Subject-Computer Application

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#### 1.1. *Lecturer's contact details*

Dr. Zaheed Akhtar

#### 1.2. *Contribution to the degree profile*

This course introduces the student to Describe the structure, functionality and use of computer applications within medical education or public health.

#### 1.3. *Competences to be developed*

Specific Competences

##### 1. Thinking and Planning Abilities

Generic Competences

NA

## II. Student Work Plan

### 2.1. Distribution of activities and workload

Competence	Contents	Activities-Resources-Documentation	Estimated work time		Completion and/or submission deadlines
			Contact hours	Independent work	
Generic competence 1	<b>NA</b>				
Specific competence 1		Lecture, Real and animated demonstration, Discussions	80	50	
<b>Total</b>			80	50	

### 2.2. Summary

Type of activities	Contact hours	Independent work	Total
Theoretical learning	<b>50</b>	<b>20</b>	<b>70</b>
Practical activities and assessment	<b>30</b>	<b>30</b>	<b>60</b>
<b>Total</b>	<b>80</b>	<b>50</b>	<b>130</b>

### III. Assessment System Annual

#### 3.1. Table of assessment

Competence	Assessment technique	Grade
<b>Generic competence 1</b> <b>Learning Outcomes</b>	<b>NA</b>	
<b>Specific competence 1</b> • Thinking and Planning Abilities <b>Learning Outcomes</b> L.O.1: Analyze, discuss and reflect on the information and communication needs in the health care and describe common sources of information. L.O.2: Describe the structure, functionality and use of computer applications within medical education or public health.	Unit Test, Mid/End Term Examination, Quiz	100 MARKS

#### 3.2. Observations of assessment

There will be Internal/ Preliminary exam (compulsory) before University exam. Internal evaluation is based on continuous assessment, for 20% of the marks of the subject. There will be University examination through written paper and /or practical examination for 80% of the marks of the subject at the end of every Academic year.

#### 3.3. Summary of assessment

Competence	Continuous assessment	Final assessment	Total
Generic competence 1	<b>NA</b>	<b>NA</b>	
Specific competence 1	<b>20</b>	<b>80</b>	<b>100</b>
<b>Total</b>	<b>20%</b>	<b>80%</b>	<b>100%</b>

# Programme - Bachelor of Physiotherapy (B.P.T.)

## Students' Learning Guide

### I. Introduction to the Subject-Neurology

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#### 1.1. *Lecturer's contact details*

Dr. Zaheed Akhtar

#### 1.2. *Contribution to the degree profile*

Following the basic science and clinical science course, this course introduces the student to the neurological conditions which commonly cause disability. Particular effort is made in this course to avoid burdening the student with any detail pertaining to diagnosis which will not contribute to their understanding of the limitations imposed by neurological pathology on the functioning of the individual.

#### 1.3. *Competences to be developed*

Specific Competences

##### 1. Thinking and Planning Abilities

Generic Competences



## II. Student Work Plan

### 2.1. Distribution of activities and workload

Competence	Contents	Activities-Resources-Documentation	Estimated work time		Completion and/or submission deadlines
			Contact hours	Independent work	
Generic competence 1	Apply ethical and humanitarian principles that influence health care	Lecture, Real and animated demonstration, Discussions	20	15	
Generic competence 2	Communicate compassionately with patients and care givers	Lecture, Real and animated demonstration, Discussions	20	15	
Specific competence 1	General, Gynecology and Obstetrics and ENT, Wounds, Burns & Plastic Surgery, Pediatrics, Geriatrics, Sports physiotherapy, Skin & Psychiatric disorders.	Lecture, Real and animated demonstration, Discussions	80	70	
<b>Total</b>			120	100	

### 2.2. Summary

Type of activities	Contact hours	Independent work	Total
Theoretical learning	<b>80</b>	<b>30</b>	<b>110</b>
Practical activities and assessment	<b>40</b>	<b>70</b>	<b>110</b>
<b>Total</b>	<b>120</b>	<b>100</b>	<b>220</b>

### III. Assessment System Annual

#### 3.1. Table of assessment

Competence	Assessment technique	Grade
<b>Generic competence 1</b> Apply ethical and humanitarian principles that influence health care <b>Learning Outcomes</b> <ul style="list-style-type: none"> <li>LO2. Student will be able to gain knowledge regarding Etiology, Pathology, Clinical features and management of various Neurological Conditions, their Differential diagnosis and Functional Disabilities caused by them.</li> </ul>	Unit Test, Mid/End Term Examination, Quiz	35 marks
<b>Generic competence 2</b> Communicate compassionately with patients and care givers <b>Learning Outcomes</b> <ul style="list-style-type: none"> <li>LO3. Student will be able to Develop ability to render comprehensive care to patients with Preoperative disorders as well as postoperative.</li> </ul>	Unit Test, Mid/End Term Examination, Quiz	35 marks
<b>Specific competence 1</b> <ul style="list-style-type: none"> <li>Thinking and Planning Abilities</li> </ul> <b>Learning Outcomes</b> <ol style="list-style-type: none"> <li>Student will be able to gain knowledge regarding evaluation and assessment of various Neurological Conditions and Diagnostic Procedures like C.T. Scan, MRI and Radiography.</li> <li>Student will be able to gain knowledge regarding Etiology, Pathology, Clinical features and management of various Neurological Conditions, their Differential diagnosis and Functional Disabilities caused by them.</li> <li>Student will be able to Develop ability to render comprehensive care to patients with Preoperative disorders as well as postoperative.</li> </ol>	Unit Test, Mid/End Term Examination, Quiz	130 MARKS

#### 3.2. Observations of assessment

There will be Internal/ Preliminary exam (compulsory) before University exam. Internal evaluation is based on continuous assessment, for 20% of the marks of the subject. There will be University examination through written paper and /or practical examination for 80% of the marks of the subject at the end of every Academic year.

#### 3.3. Summary of assessment

Competence	Continuous assessment	Final assessment	Total
Generic competence 1	10	30	40
Generic competence 2	10	30	40
Specific competence 1	20	100	120
<b>Total</b>	<b>20%</b>	<b>80%</b>	<b>100%</b>

# Programme - Bachelor of Physiotherapy (B.P.T.)

## Students' Learning Guide

### I. Introduction to the Subject-Pediatrics

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#### 1.1. *Lecturer's contact details*

Dr. Zaheed Akhtar

#### 1.2. *Contribution to the degree profile*

This course introduces the student to the paediatrics conditions which commonly cause disability. Particular effort is made in this course to avoid burdening the student with any detail pertaining to diagnosis which will not contribute to their understanding of the limitations imposed by paediatric pathology on the functioning of the individual.

#### 1.3. *Competences to be developed*

Specific Competences

##### 1. Thinking and Planning Abilities

Generic Competences

NA

## II. Student Work Plan

### 2.1. Distribution of activities and workload

Competence	Contents	Activities-Resources-Documentation	Estimated work time		Completion and/or submission deadlines
			Contact hours	Independent work	
Generic competence 1	<b>NA</b>				
Specific competence 1	Introduction, growth and development, congenital deformities, club foot, flat foot, knock knees, bowlegs, spina bifida, scoliosis, CDH, CP, Rickets, Scurvy, Anemia, Muscular dystrophy, Down's syndrome, epilepsy, TB, Asthma, CDH, Rh Fever, Diarrhea, Pneumonia, Nephritic syndrome.	Lecture, Real and animated demonstration, Discussions	40	50	
<b>Total</b>			40	50	

### 2.2. Summary

Type of activities	Contact hours	Independent work	Total
Theoretical learning	<b>25</b>	<b>20</b>	<b>45</b>
Practical activities and assessment	<b>15</b>	<b>30</b>	<b>45</b>
<b>Total</b>	<b>40</b>	<b>50</b>	<b>90</b>

### III. Assessment System Annual

#### 3.1. Table of assessment

Competence	Assessment technique	Grade
<b>Generic competence 1</b> <b>Learning Outcomes</b>	<b>NA</b>	
<b>Specific competence 1</b> • Thinking and Planning Abilities <b>Learning Outcomes</b> L.O.1: student use theoretical knowledge to plan physiotherapy management for various medical conditions. L.O.2: students will be able to identify the various diseases symptoms and differentiate among them for further assessment. L.O.3: student will comprehend interdisciplinary role and responsibilities for better and early recovery of patients.	Unit Test, Mid/End Term Examination, Quiz	50 MARKS

#### 3.2. Observations of assessment

There will be Internal/ Preliminary exam (compulsory) before University exam. Internal evaluation is based on continuous assessment, for 20% of the marks of the subject. There will be University examination through written paper and /or practical examination for 80% of the marks of the subject at the end of every Academic year.

#### 3.3. Summary of assessment

Competence	Continuous assessment	Final assessment	Total
Generic competence 1	<b>NA</b>		
Specific competence 1	<b>10</b>	<b>40</b>	<b>50</b>
<b>Total</b>	<b>20%</b>	<b>80%</b>	<b>100%</b>

# Programme - Bachelor of Physiotherapy (B.P.T.)

## Students' Learning Guide

### I. Introduction to the Subject-Geriatrics

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#### 1.1. *Lecturer's contact details*

Dr. Zaheed Akhtar

#### 1.2. *Contribution to the degree profile*

This course introduces the student to the geriatric conditions which commonly cause disability. Particular effort is made in this course to avoid burdening the student with any detail pertaining to diagnosis which will not contribute to their understanding of the limitations imposed by geriatric pathology on the functioning of the individual.

#### 1.3. *Competences to be developed*

Specific Competences

##### 1. Thinking and Planning Abilities

Generic Competences

NA

## II. Student Work Plan

### 2.1. Distribution of activities and workload

Competence	Contents	Activities-Resources-Documentation	Estimated work time		Completion and/or submission deadlines
			Contact hours	Independent work	
Generic competence 1	<b>NA</b>				
Specific competence 1	Ageing process, active lifestyle, falls, urine and fecal incontinence, stroke management, bed sore management, delirium, dementia, depression, parkinsonism, copd, IHD, CCF, RA, OA, Osteoporosis, DM, MMSE, Geriatric depression scale, Barstool ADL.	Lecture, Real and animated demonstration, Discussions	40	50	
<b>Total</b>			40	50	

### 2.2. Summary

Type of activities	Contact hours	Independent work	Total
Theoretical learning	<b>25</b>	<b>20</b>	<b>45</b>
Practical activities and assessment	<b>15</b>	<b>30</b>	<b>45</b>
<b>Total</b>	<b>40</b>	<b>50</b>	<b>90</b>

### III. Assessment System Annual

#### 3.1. Table of assessment

Competence	Assessment technique	Grade
<b>Generic competence 1</b> <b>Learning Outcomes</b>	<b>NA</b>	
<b>Specific competence 1</b> • Thinking and Planning Abilities <b>Learning Outcomes</b> L.O.1: Student use theoretical knowledge to plan physiotherapy management for various medical conditions. L.O.2: Students will be able to identify the various diseases symptoms and differentiate among them for further assessment. L.O.3: Student will comprehend interdisciplinary role and responsibilities for better and early recovery of patients.	Unit Test, Mid/End Term Examination, Quiz	50 MARKS

#### 3.2. Observations of assessment

There will be Internal/ Preliminary exam (compulsory) before University exam. Internal evaluation is based on continuous assessment, for 20% of the marks of the subject. There will be University examination through written paper and /or practical examination for 80% of the marks of the subject at the end of every Academic year.

#### 3.3. Summary of assessment

Competence	Continuous assessment	Final assessment	Total
Generic competence 1	<b>NA</b>		
Specific competence 1	<b>10</b>	<b>40</b>	
<b>Total</b>	<b>20%</b>	<b>80%</b>	<b>100%</b>



# Programme - Bachelor of Physiotherapy (B.P.T.)

## Students' Learning Guide

### I. Introduction to the Subject-OBS, GYNE, ENT, Ophthalmology

#### 1.1. *Lecturer's contact details*

Dr. Zaheed Akhtar

#### 1.2. *Contribution to the degree profile*

This course introduces the student to the conditions related to Obstetrics, Gynaecology, ENT and Ophthalmology which commonly cause disability. Particular effort is made in this course to avoid burdening the student with any detail pertaining to diagnosis which will not contribute to their understanding of the limitations imposed by related pathology on the functioning of the individual.

#### 1.3. *Competences to be developed*

Specific Competences

##### 1. Thinking and Planning Abilities

Generic Competences

NA

## II. Student Work Plan

### 2.1. Distribution of activities and workload

Competence	Contents	Activities-Resources-Documentation	Estimated work time		Completion and/or submission deadlines
			Contact hours	Independent work	
Generic competence 1	<b>NA</b>				
Specific competence 1	Anatomy of female reproductive system, physiology and complications of pregnancy, common gynecological problems and role of Physiotherapy, common obstetrics and gynecological operations, Rhinitis, sinusitis, otitis media, otosclerosis, mastoidectomy, eye examination.	Lecture, Real and animated demonstration, Discussions	40	50	
<b>Total</b>			40	50	

### 2.2. Summary

Type of activities	Contact hours	Independent work	Total
Theoretical learning	<b>25</b>	<b>20</b>	<b>45</b>
Practical activities and assessment	<b>15</b>	<b>30</b>	<b>45</b>
<b>Total</b>	<b>40</b>	<b>50</b>	<b>90</b>

### III. Assessment System Annual

#### 3.1. Table of assessment

Competence	Assessment technique	Grade
<b>Generic competence 1</b> <b>Learning Outcomes</b>	<b>NA</b>	
<b>Specific competence 1</b> • Thinking and Planning Abilities <b>Learning Outcomes</b> LO1. Demonstrate understanding of the diagnosis and management of common general surgical diseases LO3. Demonstrate understanding of the risks and benefits of various surgical procedures. LO6. Demonstrate the evaluation of the acute surgical patient	Unit Test, Mid/End Term Examination, Quiz	100 MARKS

#### 3.2. Observations of assessment

There will be Internal/ Preliminary exam (compulsory) before University exam. Internal evaluation is based on continuous assessment, for 20% of the marks of the subject. There will be University examination through written paper and /or practical examination for 80% of the marks of the subject at the end of every Academic year.

#### 3.3. Summary of assessment

Competence	Continuous assessment	Final assessment	Total
Generic competence 1	<b>NA</b>		
Specific competence 1	<b>20</b>	<b>80</b>	<b>100</b>
<b>Total</b>	<b>20%</b>	<b>80%</b>	<b>100%</b>

# Programme - Bachelor of Physiotherapy (B.P.T.)

## Students' Learning Guide

### I. Introduction to the Subject-Physiotherapy in Neurology

#### 1.1. *Lecturer's contact details*

Dr. Zaheed Akhtar

#### 1.2. *Contribution to the degree profile*

This course serves to integrate the knowledge gained by the students in Clinical Neurology, with the skills gained in exercise therapy, electrotherapy and massage, thus enabling them to apply these in clinical situations of dysfunction due to pathology in the nervous system.

#### 1.3. *Competences to be developed*

Specific Competences

##### 1. Thinking and Planning Abilities

Generic Competences

1. Apply ethical and humanitarian principles that influence health care
2. Communicate compassionately with patients and care givers

## II. Student Work Plan

### 2.1. Distribution of activities and workload

Competence	Contents	Activities-Resources-Documentation	Estimated work time		Completion and/or submission deadlines
			Contact hours	Independent work	
Generic competence 1	Apply ethical and humanitarian principles that influence health care	Lecture, Real and animated demonstration, Discussions	40	35	
Generic competence 2	Communicate compassionately with patients and care givers	Lecture, Real and animated demonstration, Discussions	40	35	
Specific competence 1	Review of clinical neuro anatomy and neuro physiology, principle of assessment and principle of treatment, CP, Peripheral nerve lesion, NM diseases, Basal ganglia disorders, Spinal cord lesion, Hemiplegia, Cerebellar lesion, Polio, MS, balance and vestibular disorders, Neurosurgery.	Lecture, Real and animated demonstration, Discussions	160	130	
<b>Total</b>			240	200	

### 2.2. Summary

Type of activities	Contact hours	Independent work	Total
Theoretical learning	<b>160</b>	<b>70</b>	<b>230</b>
Practical activities and assessment	<b>80</b>	<b>130</b>	<b>210</b>
<b>Total</b>	<b>240</b>	<b>200</b>	<b>440</b>

### III. Assessment System Annual

#### 3.1. Table of assessment

Competence	Assessment technique	Grade
<b>Generic competence 1</b> Apply ethical and humanitarian principles that influence health care <b>Learning Outcomes</b> <ul style="list-style-type: none"> <li>LO2: Student will be able to gain knowledge regarding Etiology, Pathology, Clinical features and management of various Neurological Conditions, their Differential Diagnosis and Functional Disabilities caused by them</li> </ul>	Unit Test, Mid/End Term Examination, Quiz	35 marks
<b>Generic competence 2</b> Communicate compassionately with patients and care givers <b>Learning Outcomes</b> <ul style="list-style-type: none"> <li>LO3: Student will be able to understand the Goals of Pharmacological and Surgical Interventions used in various Neurological Conditions in which Physiotherapy will be an important component of overall treatment</li> </ul>	Unit Test, Mid/End Term Examination, Quiz	35 marks
<b>Specific competence 1</b> <ul style="list-style-type: none"> <li>Thinking and Planning Abilities</li> </ul> <b>Learning Outcomes</b> LO1: Student will be able to gain knowledge regarding evaluation and assessment of various Neurological Conditions and Diagnostic Procedures like C.T. Scan, MRI and Radiography. LO2: Student will be able to gain knowledge regarding Etiology, Pathology, Clinical features and management of various Neurological Conditions, their Differential Diagnosis and Functional Disabilities caused by them LO3: Student will be able to understand the Goals of Pharmacological and Surgical Interventions used in various Neurological Conditions in which Physiotherapy will be an important component of overall treatment	Unit Test, Mid/End Term Examination, Quiz	130 MARKS

#### 3.2. Observations of assessment

There will be Internal/ Preliminary exam (compulsory) before University exam. Internal evaluation is based on continuous assessment, for 20% of the marks of the subject. There will be University examination through written paper and /or practical examination for 80% of the marks of the subject at the end of every Academic year.

#### 3.3. Summary of assessment

Competence	Continuous assessment	Final assessment	Total
Generic competence 1	10	30	40
Generic competence 2	10	30	40
Specific competence 1	20	100	120
<b>Total</b>	<b>20%</b>	<b>80%</b>	<b>100%</b>

# Programme - Bachelor of Physiotherapy (B.P.T.)

## Students' Learning Guide

### I. Introduction to the Subject-Physiotherapy in General Medical and Surgical Conditions

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#### 1.1. *Lecturer's contact details*

Dr. Zaheed Akhtar

#### 1.2. *Contribution to the degree profile*

This course introduces the student to gain knowledge regarding evaluation and assessment of various medical and surgical Conditions.

#### 1.3. *Competences to be developed*

Specific Competences

##### 1. Thinking and Planning Abilities

Generic Competences

1. Apply ethical and humanitarian principles that influence health care
2. Communicate compassionately with patients and care givers

## II. Student Work Plan

### 2.1. Distribution of activities and workload

Competence	Contents	Activities-Resources-Documentation	Estimated work time		Completion and/or submission deadlines
			Contact hours	Independent work	
Generic competence 1	Apply ethical and humanitarian principles that influence health care	Lecture, Real and animated demonstration, Discussions	50	35	
Generic competence 2	Communicate compassionately with patients and care givers	Lecture, Real and animated demonstration, Discussions	200	130	
Specific competence 1	General, Gynecology and Obstetrics and ENT, Wounds, Burns & Plastic Surgery, Pediatrics, Geriatrics, Sports physiotherapy, Skin & Psychiatric disorders.	Lecture, Real and animated demonstration, Discussions	200	130	
<b>Total</b>			300	200	

### 2.2. Summary

Type of activities	Contact hours	Independent work	Total
Theoretical learning	<b>200</b>	<b>70</b>	<b>270</b>
Practical activities and assessment	<b>100</b>	<b>130</b>	<b>230</b>
<b>Total</b>	<b>300</b>	<b>200</b>	<b>500</b>



### III. Assessment System Annual

#### 3.1. Table of assessment

Competence	Assessment technique	Grade
<b>Generic competence 1</b> Apply ethical and humanitarian principles that influence health care <b>Learning Outcomes</b> <ul style="list-style-type: none"> <li>LO1: student will be able to demonstrate technique of evaluation and assessment to execute the treatment conditions for various conditions.</li> </ul>	Unit Test, Mid/End Term Examination, Quiz	35 marks
<b>Generic competence 2</b> Communicate compassionately with patients and care givers <b>Learning Outcomes</b> <ul style="list-style-type: none"> <li>LO2: Students will be able to present case history , differential diagnosis and goals of management.</li> </ul>	Unit Test, Mid/End Term Examination, Quiz	35 marks
<b>Specific competence 1</b> <ul style="list-style-type: none"> <li>Thinking and Planning Abilities</li> </ul> <b>Learning Outcomes</b> LO1: student will be able to demonstrate technique of evaluation and assessment to execute the treatment conditions for various conditions. LO2: Students will be able to present case history , differential diagnosis and goals of management. LO3: Students will be able to compare the effectiveness of pre-physiotherapy and post-physiotherapy role and importance in rehabilitation.	Unit Test, Mid/End Term Examination, Quiz	130 MARKS

#### 3.2. Observations of assessment

There will be Internal/ Preliminary exam (compulsory) before University exam. Internal evaluation is based on continuous assessment, for 20% of the marks of the subject. There will be University examination through written paper and /or practical examination for 80% of the marks of the subject at the end of every Academic year.

#### 3.3. Summary of assessment

Competence	Continuous assessment	Final assessment	Total
Generic competence 1	10	30	40
Generic competence 2	10	30	40
Specific competence 1	20	100	120
<b>Total</b>	<b>20%</b>	<b>80%</b>	<b>100%</b>

# Programme - Bachelor of Physiotherapy (B.P.T.)

## Students' Learning Guide

### I. Introduction to the Subject-Rationale of Rehabilitation

#### 1.1. *Lecturer's contact details*

Dr. Zaheed Akhtar

#### 1.2. *Contribution to the degree profile*

Following the basic sciences and clinical science course, this course will enable the students to understand their role in the management of disability within the rehabilitation team.

#### 1.3. *Competences to be developed*

Specific Competences

##### 1. Thinking and Planning Abilities

Generic Competences

## II. Student Work Plan

### 2.1. Distribution of activities and workload

Competence	Contents	Activities-Resources-Documentation	Estimated work time		Completion and/or submission deadlines
			Contact hours	Independent work	
Generic competence 1	<b>NA</b>				
Generic competence 2	<b>NA</b>				
Specific competence 1	Introduction to disability and rehabilitation, Phases of disability process, Disability prevention and rehabilitation principles, CBR, Reservation and legislations for rehab services for disabled.	Lecture, Real and animated demonstration, Discussions	120	50	
<b>Total</b>			120	50	

### 2.2. Summary

Type of activities	Contact hours	Independent work	Total
Theoretical learning	<b>80</b>	<b>20</b>	<b>100</b>
Practical activities and assessment	<b>40</b>	<b>30</b>	<b>70</b>
<b>Total</b>	<b>120</b>	<b>59</b>	<b>170</b>

### III. Assessment System Annual

#### 3.1. Table of assessment

Competence	Assessment technique	Grade
<b>Generic competence 1</b> <b>Learning Outcomes NA</b>		
<b>Specific competence 1</b> <ul style="list-style-type: none"> <li>Thinking and Planning Abilities</li> </ul> <b>Learning Outcomes</b> LO1: Students will be able to demonstrate an understanding of the difference between the medical and social model of disability LO2: Students will be able to explain the principles of Community based rehabilitation LO3: Students will be able to evaluate the work place of the individual regardless of the impairment LO4: Students will be able to recognize issues concerning CBR and to develop strategies to help the disability situation through the CBR programme.	Unit Test, Mid/End Term Examination, Quiz	100 MARKS

#### 3.2. Observations of assessment

There will be Internal/ Preliminary exam (compulsory) before University exam. Internal evaluation is based on continuous assessment, for 20% of the marks of the subject. There will be University examination through written paper and /or practical examination for 80% of the marks of the subject at the end of every Academic year.

#### 3.3. Summary of assessment

Competence	Continuous assessment	Final assessment	Total
Generic competence 1	<b>NA</b>		
Specific competence 1	<b>20</b>	<b>80</b>	<b>100</b>
<b>Total</b>	<b>20%</b>	<b>80%</b>	<b>100%</b>

# Programme - Bachelor of Physiotherapy (B.P.T.)

## Students' Learning Guide

### I. Introduction to the Subject-Physiotherapy Ethics and Law

#### 1.1. *Lecturer's contact details*

Dr. Zaheed Akhtar

#### 1.2. *Contribution to the degree profile*

This course introduces the student to comprehend and deliver the gained value of physiotherapy rules and regulations while practicing in hospital/healthcare organizations.

#### 1.3. *Competences to be developed*

Specific Competences

1. Practice Professionalism

Generic Competences

1. Apply ethical and humanitarian principles that influence health care
2. Communicate compassionately with patients and care givers
3. Adhere to ethical principles
4. Be socially responsible and humane
5. Respect patient autonomy

## II. Student Work Plan

### 2.1. Distribution of activities and workload

Competence	Contents	Activities-Resources-Documentation	Estimated work time		Completion and/or submission deadlines
			Contact hours	Independent work	
Generic competence 1	Apply ethical and humanitarian principles that influence health care	Lecture, Real and animated demonstration, Discussions	6	4	
Generic competence 2	Communicate compassionately	Lecture, Real and animated demonstration, Discussions	6	4	
Generic competence 3	Adhere to ethical principles	Lecture, Real and animated demonstration, Discussions	6	4	
Generic competence 4	Be socially responsible and humane	Lecture, Real and animated demonstration, Discussions	6	4	
Generic competence 5	Respect patient autonomy	Lecture, Real and animated demonstration, Discussions	4	4	
Specific competence 1	Respect patient autonomy	History of physiotherapy, Philosophy and Philosophical statements, Major Ethical principles applied to moral issue in health care, Rules of professional conduct, Scope of practice, Relationships with patients, Relationships with medical colleagues, Relationships between professional with carrier, Relationships with in the profession, Confidentiality and responsibility, Personnel and professional standard, Professional and government licensing, Accreditation and Education standards, Laws and legal concepts.	50	30	
<b>Total</b>			80	50	

### 2.2. Summary

Type of activities	Contact hours	Independent work	Total
Theoretical learning	50	20	70
Practical activities and assessment	30	39	60
<b>Total</b>	80	50	130

### III. Assessment System Annual

#### 3.1. Table of assessment

Competence	Assessment technique	Grade
<p><b>Generic competence 1</b> Apply ethical and humanitarian principles that influence health care</p> <p><b>Learning Outcomes</b> L.O.1: Students will comprehend and deliver the gained value of physiotherapy rules and regulations while practicing in hospital/healthcare organizations.</p>	Unit Test, Mid/End Term Examination, Quiz	4 marks
<p><b>Generic competence 2</b> Communicate compassionately with patients and care givers</p> <p><b>Learning Outcomes</b> L.O.2: To be able to deliver the excellence in improving the quality of patient care by identifying, analyzing, and attempting to resolve the ethical problems that arise in practice.</p>	Unit Test, Mid/End Term Examination, Quiz	4 marks
<p><b>Generic competence 3</b> Adhere to ethical principles</p> <p><b>Learning Outcomes</b> L.O.1: Students will comprehend and deliver the gained value of physiotherapy rules and regulations while practicing in hospital/healthcare organizations.</p>	Unit Test, Mid/End Term Examination, Quiz	4 marks
<p><b>Generic competence 4</b> Be socially responsible and humane</p> <p><b>Learning Outcomes</b> L.O.1: Students will comprehend and deliver the gained value of physiotherapy rules and regulations while practicing in hospital/healthcare organizations.</p>	Unit Test, Mid/End Term Examination, Quiz	4 marks
<p><b>Generic competence 5</b> Respect patient autonomy</p> <p><b>Learning Outcomes</b> L.O.1: Students will comprehend and deliver the gained value of physiotherapy rules and regulations while practicing in hospital/healthcare organizations.</p>	Unit Test, Mid/End Term Examination, Quiz	4 marks
<p><b>Specific competence 1</b></p> <ul style="list-style-type: none"> <li>Thinking and Planning Abilities</li> </ul> <p><b>Learning Outcomes</b></p> <ol style="list-style-type: none"> <li>Students will comprehend and deliver the gained value of physiotherapy rules and regulations while practicing in hospital/healthcare organizations.</li> <li>To be able to deliver the excellence in improving the quality of patient care by identifying, analyzing, and attempting to resolve the ethical problems that arise in practice.</li> </ol>	Unit Test, Mid/End Term Examination, Quiz	30 MARKS

### 3.2. Observations of assessment

There will be Internal/ Preliminary exam (compulsory) before University exam. Internal evaluation is based on continuous assessment, for 20% of the marks of the subject. There will be University examination through written paper and /or practical examination for 80% of the marks of the subject at the end of every Academic year.

### 3.3. Summary of assessment

Competence	Continuous assessment	Final assessment	Total
Generic competence 1	1	3	4
Generic competence 2	1	3	4
Generic competence 3	1	3	4
Generic competence 4	1	3	4
Generic competence 5	1	3	4
Specific competence 1	5	25	30
<b>Total</b>	<b>20%</b>	<b>80%</b>	<b>100%</b>



# Programme - Bachelor of Physiotherapy (B.P.T.)

## Students' Learning Guide

### I. Introduction to the Subject-Research Methodology and Biostatistics

#### 1.1. *Lecturer's contact details*

Dr. Zaheed Akhtar

#### 1.2. *Contribution to the degree profile*

This course introduces the student to different kinds of research designs and methodology in terms of their appropriateness, transparency and quality and will be able to apply advanced knowledge in statistics to experimental and applied research.

#### 1.3. *Competences to be developed*

Specific Competences

##### 1. Thinking and Planning Abilities

Generic Competences

## II. Student Work Plan

### 2.1. Distribution of activities and workload

Competence	Contents	Activities-Resources-Documentation	Estimated work time		Completion and/or submission deadlines
			Contact hours	Independent work	
Generic competence 1	<b>NA</b>				
Generic competence 2	<b>NA</b>				
Specific competence 1	Introduction & importance of research in Clinical practice, scientific approach, characteristics, purpose and limitations of research, Ethical issues in research, elements of informed consent, research question, research design, Questionnaires, surveys and sampling, reliability, validity and biostatistics.	Lecture, Real and animated demonstration, Discussions	120	50	
<b>Total</b>			120	50	

### 2.2. Summary

Type of activities	Contact hours	Independent work	Total
Theoretical learning	<b>80</b>	<b>20</b>	<b>100</b>
Practical activities and assessment	<b>40</b>	<b>39</b>	<b>70</b>
<b>Total</b>	<b>120</b>	<b>50</b>	<b>170</b>

### III. Assessment System Annual

#### 3.1. Table of assessment

Competence	Assessment technique	Grade
<b>Generic competence 1</b> <b>Learning Outcomes</b>		
<b>Specific competence 1</b> • Thinking and Planning Abilities <b>Learning Outcomes</b> 1. Student will be able to to interpret the steps of research proposal. 2. Student will be able to assess the different kinds of research designs and methodology in terms of their appropriateness, transparency and quality. 3. Student will be able to choose appropriate quantitative or qualitative method to collect data. 4. Student will be able to acquire skills to review literature, formulate problems, research writing and publishing. 5. Student will be able to apply advanced knowledge in statistics to experimental and applied research.	Unit Test, Mid/End Term Examination, Quiz	100 MARKS

#### 3.2. Observations of assessment

There will be Internal/ Preliminary exam (compulsory) before University exam. Internal evaluation is based on continuous assessment, for 20% of the marks of the subject. There will be University examination through written paper and /or practical examination for 80% of the marks of the subject at the end of every Academic year.

#### 3.3. Summary of assessment

Competence	Continuous assessment	Final assessment	Total
Generic competence 1	3	15	18
Generic competence 2	3	15	18
Specific competence 1	14	50	64
<b>Total</b>	<b>20%</b>	<b>80%</b>	<b>100%</b>

