



# KLE COLLEGE OF PHYSIOTHERAPY KLE ACADEMY OF HIGHER EDUCATION AND RESEARCH

(Formerly Known as KLE University)

(Deemed to be University Established U/s 3 of the UGC Act. 1956)

Accredited "A" grade by NAAC (3<sup>rd</sup> Cycle) Placed in category a by MoE (Gol) Prerana Residential PU College  
Campus, Near Kundgol Cross, Kotagondhunshi, Hubballi-580028 (At. Post :Adargunchi)

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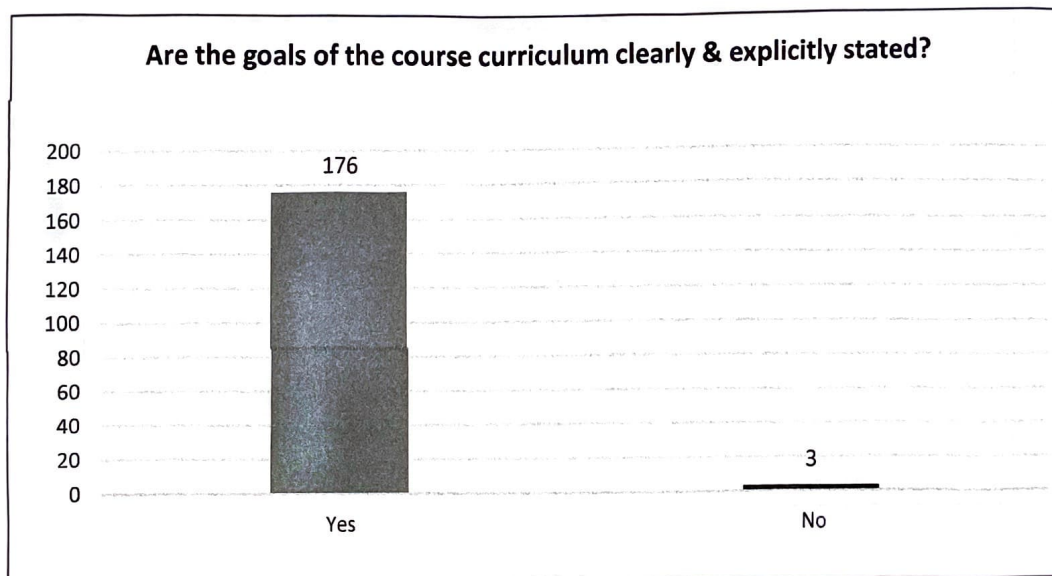
Ref : No: KCPT/2758/25-26

Date: 02.03.2026

## STUDENT FEEDBACK ANALYSIS

**Question 1:** Are the goals of the course curriculum clearly & explicitly stated?

Yes	No
176	3



**Report:** Majority of students (98.32%) affirmed that the goals of the course curriculum are clearly and explicitly stated, while only 1.68% expressed a negative response. This indicates excellent clarity and transparency in curriculum objectives.



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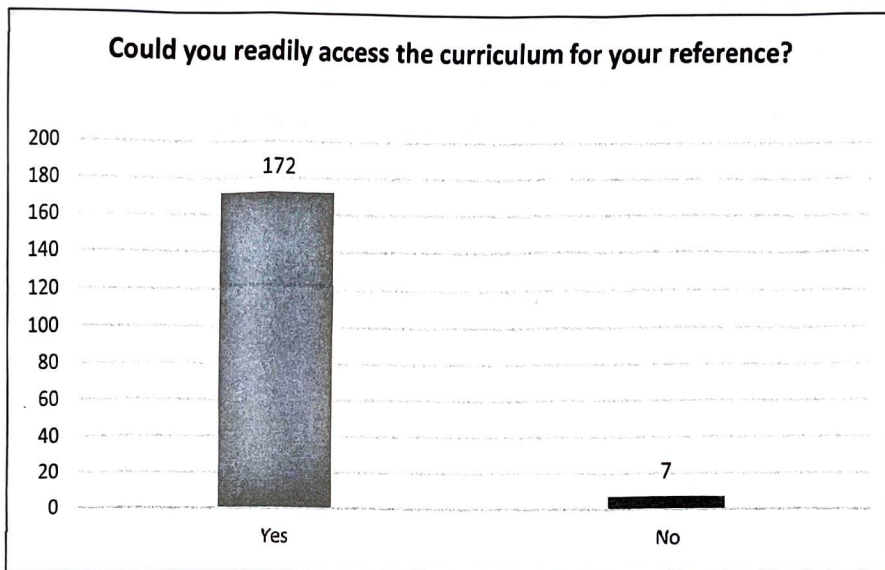
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**Question 2:** Could you readily access the curriculum for your reference?

Yes	No
172	7



**Report:** Most students (96.09%) reported that they could readily access the curriculum for reference. A very small proportion (3.91%) faced difficulty, suggesting that curriculum accessibility is largely effective with minimal scope for improvement.



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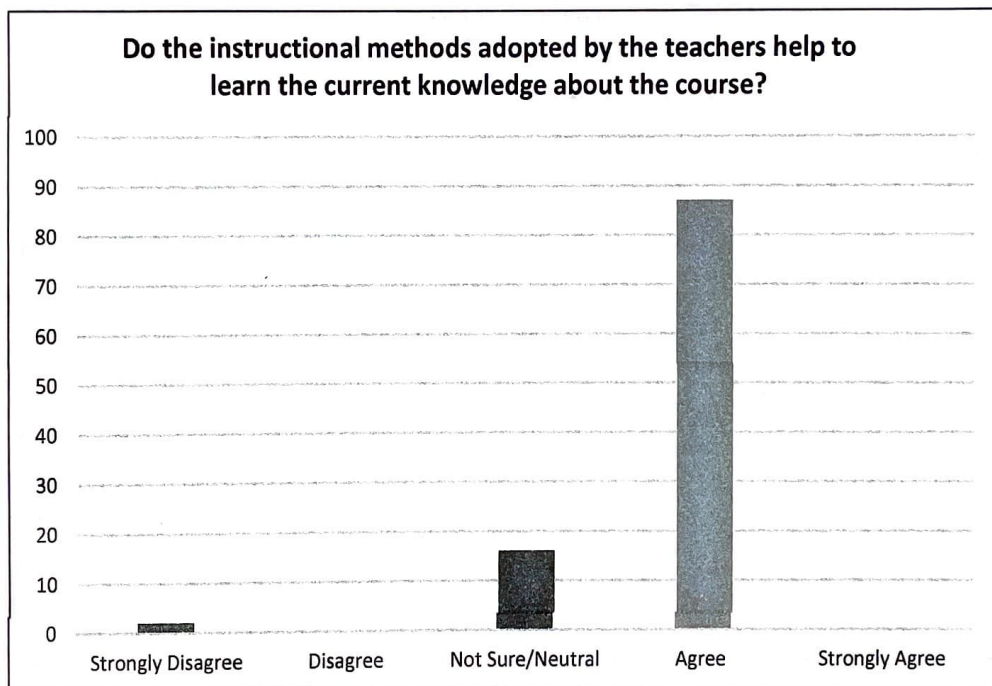
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**Question 3:** Do the instructional methods adopted by the teacher's help to learn the current knowledge about the course?

Strongly Disagree	Disagree	Not Sure/Neutral	Agree	Strongly Agree
2	0	16	87	74



**Report:** A significant majority of students perceived instructional methods positively, with 41.34% strongly agreeing and 48.60% agreeing that teaching methods helped them acquire current knowledge. Only 8.94% were neutral and 1.12% strongly disagreed, reflecting the overall effectiveness of instructional strategies.



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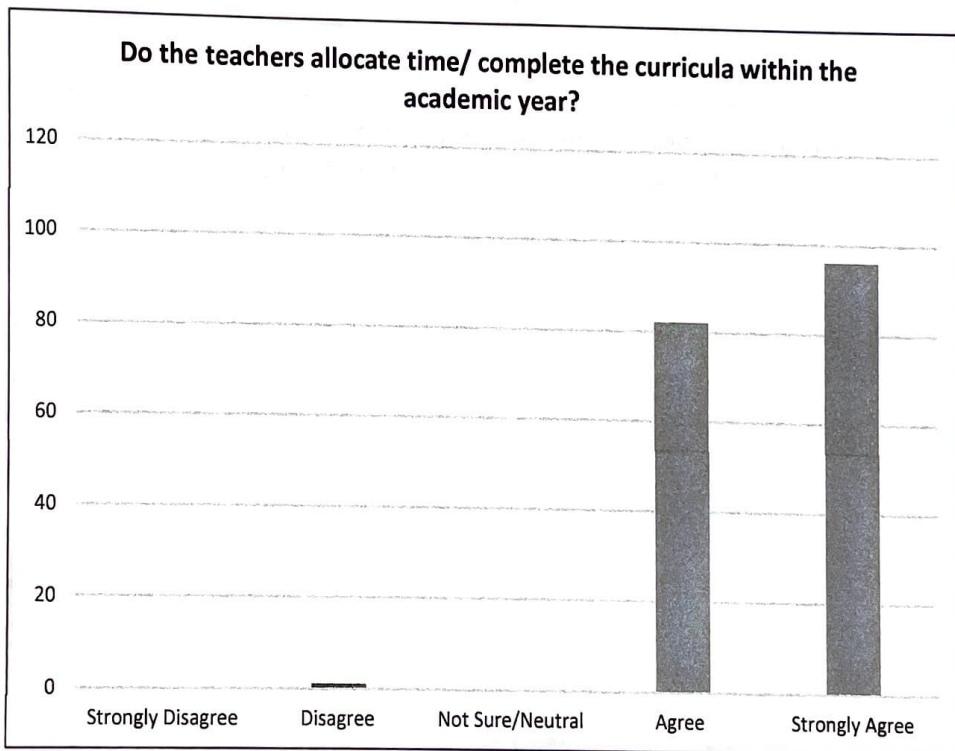
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**Question 4:** Do the teachers allocate time/ complete the curricula within the academic year?

Strongly Disagree	Disagree	Not Sure/Neutral	Agree	Strongly Agree
1	1	15	82	80



**Report:** Most students expressed satisfaction with curriculum completion timelines, with 44.69% strongly agreeing and 45.81% agreeing. Only 1.12% reported disagreement, while 8.38% remained neutral, indicating efficient academic planning and time management.



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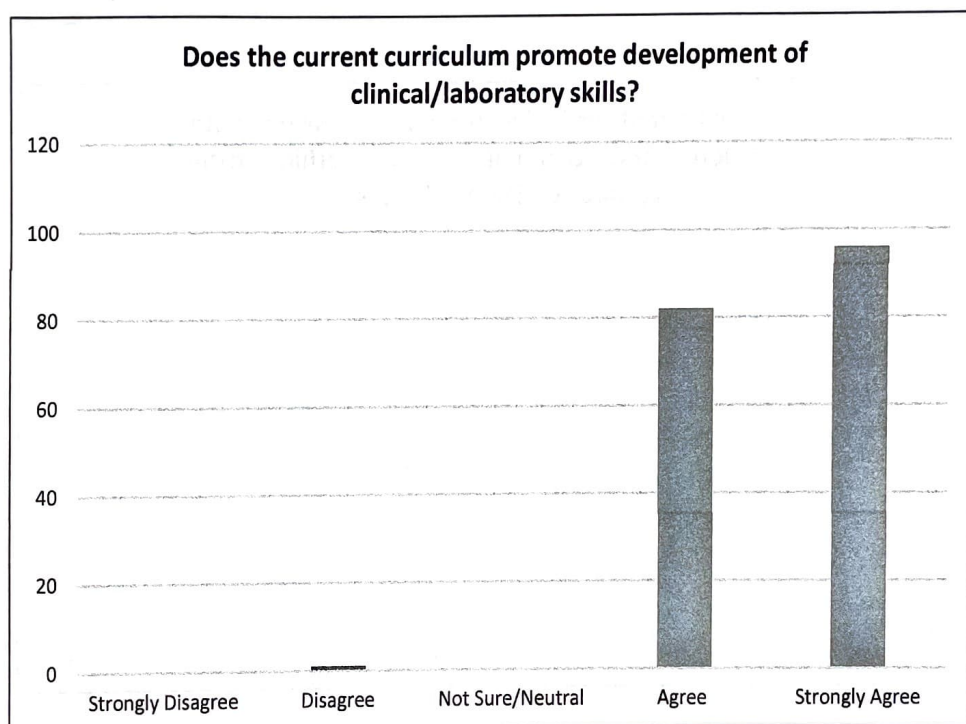
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**Question 5:** Does the current curriculum promote development of clinical/laboratory skills?

Strongly Disagree	Disagree	Not Sure/Neutral	Agree	Strongly Agree
0	2	11	90	76



**Report:** A strong majority of students acknowledged the role of the curriculum in skill development, with 42.46% strongly agreeing and 50.28% agreeing. Minimal disagreement (1.12%) was observed, highlighting the curriculum's effectiveness in fostering practical competencies.



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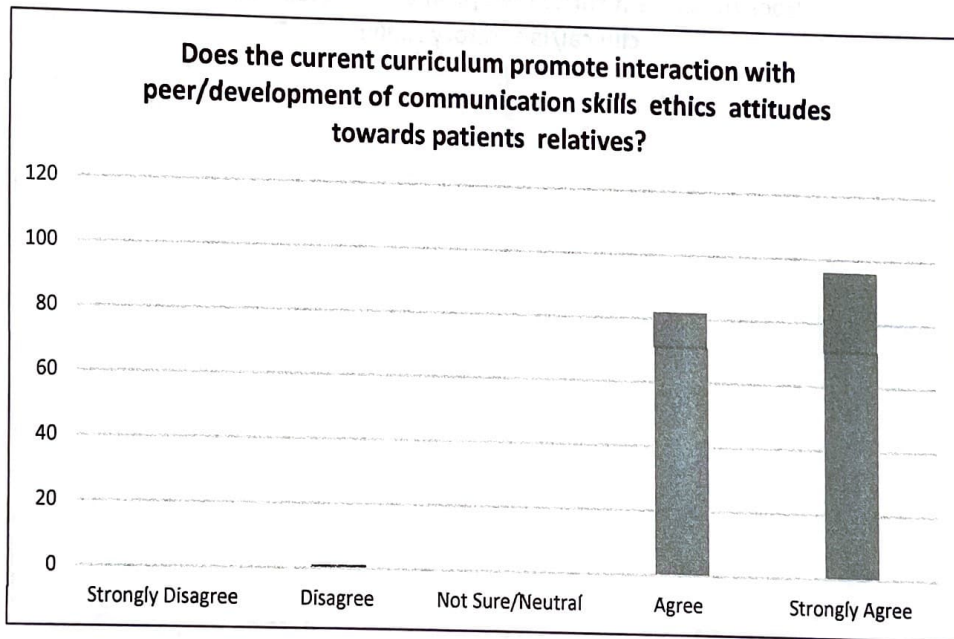
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**Question 6:** Does the current curriculum promote interaction with peer/development of communication skills ethics attitudes towards patient's relatives?

Strongly Disagree	Disagree	Not Sure/Neutral	Agree	Strongly Agree
0	2	9	91	77



**Report:** Most respondents rated the curriculum positively in promoting professional attributes, with 43.02% strongly agreeing and 50.84% agreeing. Only 1.12% disagreed, demonstrating the curriculum's emphasis on holistic and ethical development.



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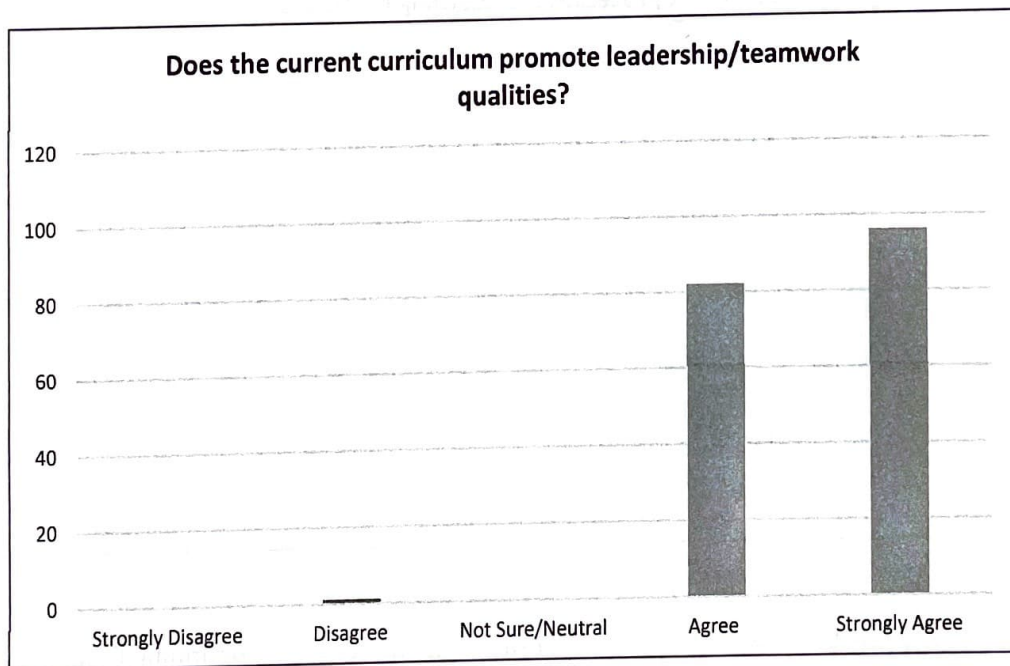
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**Question 7:** Does the current curriculum promote leadership/teamwork qualities?

Strongly Disagree	Disagree	Not Sure/Neutral	Agree	Strongly Agree
0	2	17	91	69



**Report:** A majority of students (50.84% agree; 38.55% strongly agree) felt that the curriculum enhances leadership and teamwork qualities. A small percentage (9.50%) were neutral, indicating good overall integration of collaborative learning experiences.



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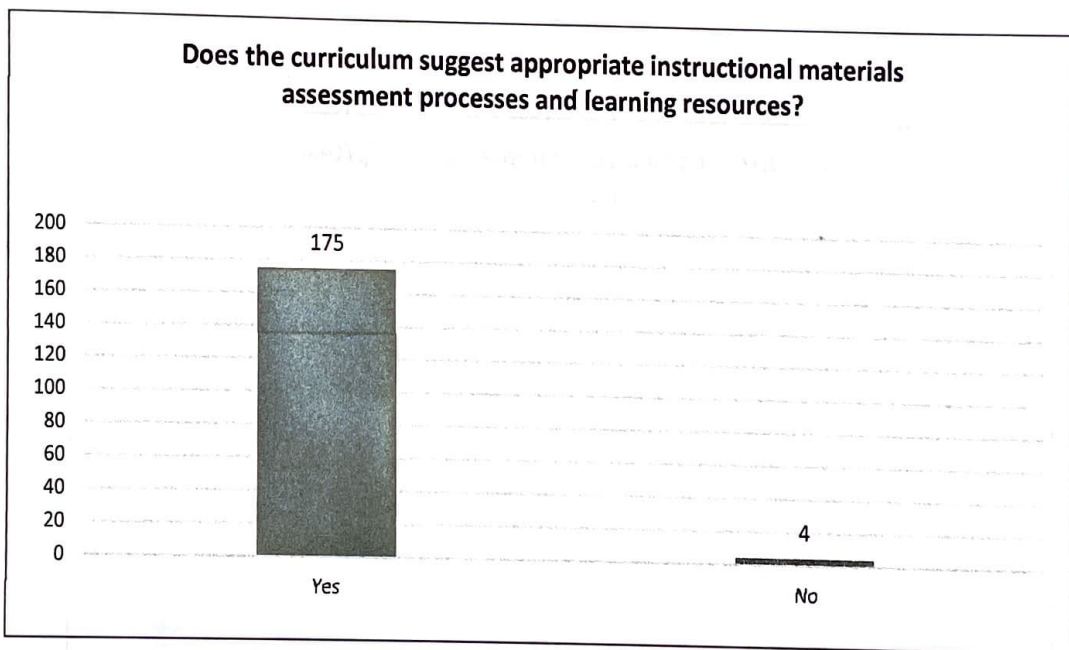
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**Question 8:** Does the curriculum suggest appropriate instructional materials assessment processes and learning resources?

Yes	No
175	4



**Report:** An overwhelming 97.77% of students responded affirmatively, confirming the adequacy of instructional materials and assessment processes. Only 2.23% expressed dissatisfaction, reflecting strong curriculum support mechanisms.



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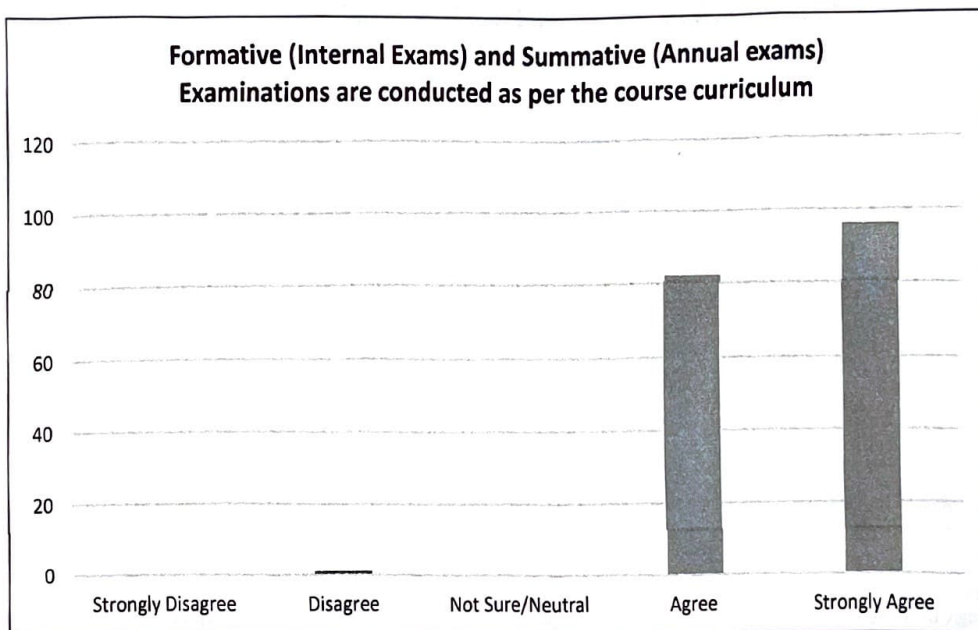
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**Question 9:** Formative (Internal Exams) and Summative (Annual exams) Examinations are conducted as per the course curriculum

Strongly Disagree	Disagree	Not Sure/Neutral	Agree	Strongly Agree
0	0	4	71	104



**Report:** Most students (58.10% strongly agree; 39.66% agree) confirmed that examinations are conducted in alignment with the course curriculum. Only 2.23% were neutral, indicating effective adherence to assessment guidelines.



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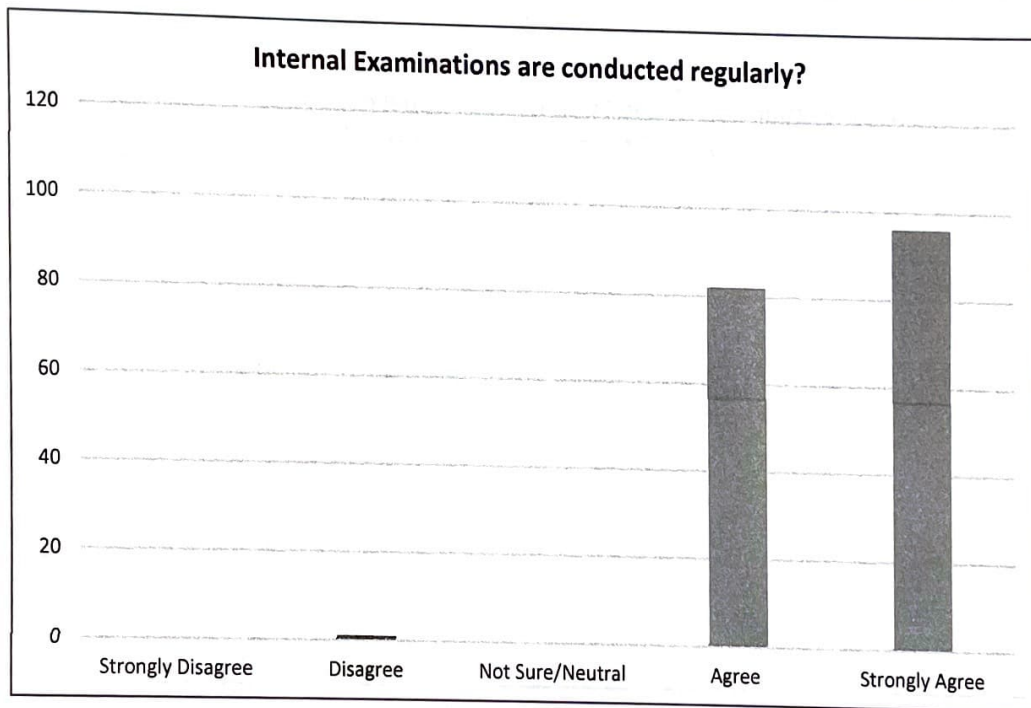
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**Question 10:** Internal Examinations are conducted regularly?

Strongly Disagree	Disagree	Not Sure/Neutral	Agree	Strongly Agree
0	0	3	63	113



**Report:** A very high proportion of students (63.13% strongly agree; 35.20% agree) reported that internal examinations are conducted regularly. Neutral responses were minimal (1.68%), suggesting consistent assessment scheduling.



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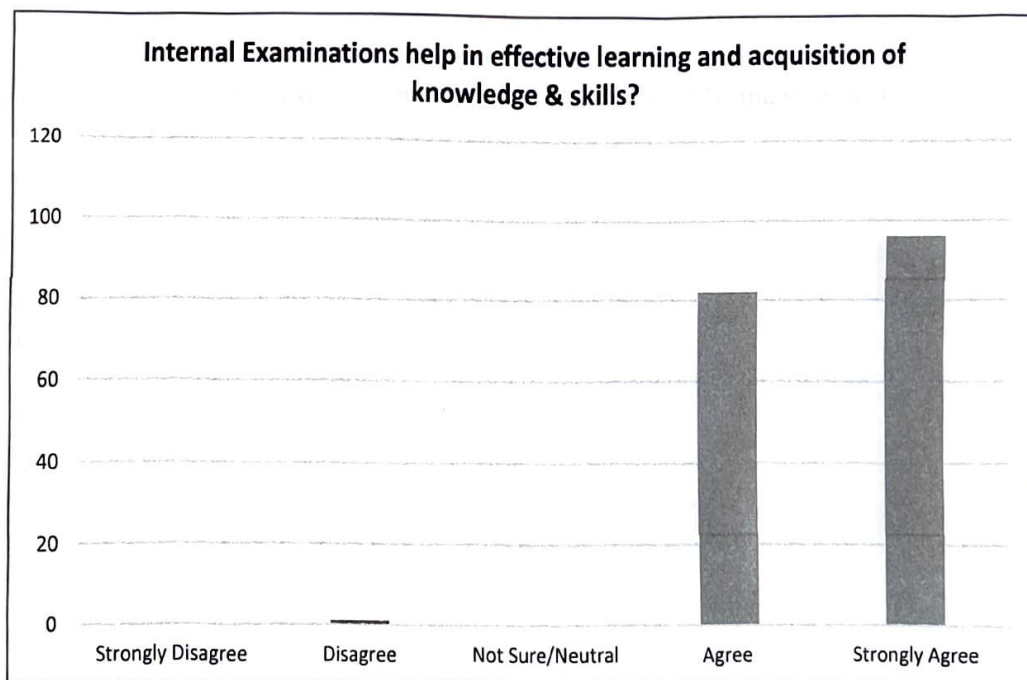
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**Question 11:** Internal Examinations help in effective learning and acquisition of knowledge & skills?

Strongly Disagree	Disagree	Not Sure/Neutral	Agree	Strongly Agree
0	0	2	78	99



**Report:** The majority of students perceived internal examinations as beneficial, with 55.31% strongly agreeing and 43.58% agreeing. Only 1.12% were neutral, demonstrating the effectiveness of formative assessments in enhancing learning.



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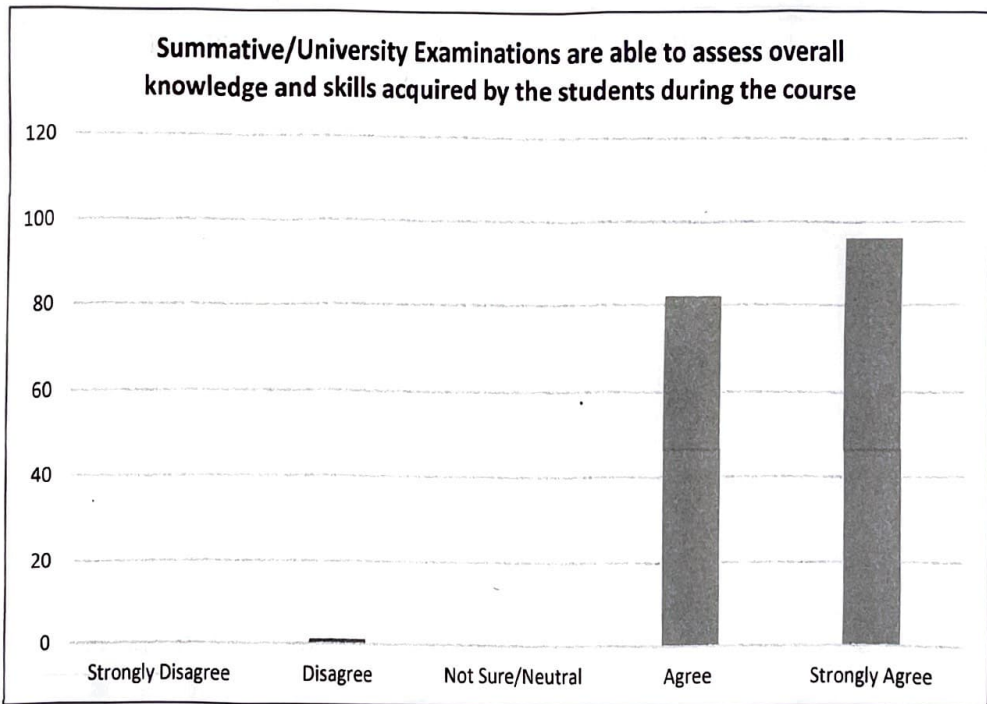
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**Question 12:** Summative/University Examinations are able to assess overall knowledge and skills acquired by the students during the course

Strongly Disagree	Disagree	Not Sure/Neutral	Agree	Strongly Agree
0	1	0	82	96



**Report:** Most respondents (53.63% strongly agree; 45.81% agree) felt that summative examinations adequately assess overall knowledge and skills. Very few students (0.56%) disagreed, supporting the validity of the university examination system.



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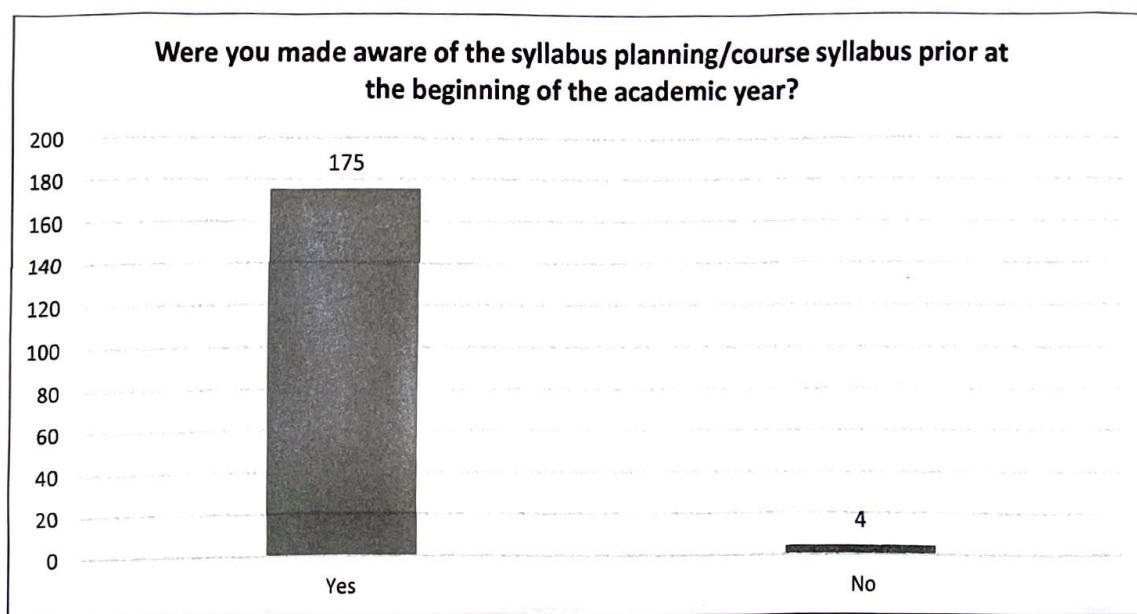
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**Question 13:** Were you made aware of the syllabus planning/course syllabus prior at the beginning of the academic year?

Yes	No
175	4



**Report:** A substantial 97.77% of students confirmed that they were informed about syllabus planning at the beginning of the academic year, indicating effective academic orientation and communication practices.



  
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