

INSTITUTE OF PYSIOTHERAPY

A Constituent Unit of



KLE ACADEMY OF HIGHER EDUCATION AND RESEARCH

(Declared as Deemed -to-be-University u/s 3 of the UGC Act, 1956)

Accredited 'A+' Grade by NAAC (3rd Cycle) Placed in Category 'A' by MHRD (Gol)

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The Institute of Physiotherapy, KAHER, Belagavi collected structured feedback on the curriculum for the academic year 2024–2025 from various stakeholders including students, parents, faculty, professionals, employers, and alumni to assess the effectiveness of curriculum design, implementation, and assessment processes. A total of 405 out of 558 students (72.5%) and 26 out of 33 faculty members (78.78%) participated in the feedback process, with responses indicating satisfactory to highly satisfactory ratings across all parameters. Feedback from parents (50 participants), employers (7 participants), and alumni (16 participants) also reflected a high level of satisfaction, with no major concerns or suggestions reported.

However, feedback from 51 professionals suggested the incorporation of international standards of rehabilitation to further enhance student competencies and align with global practices. The feedback analysis was presented and discussed in the Board of Studies (BoS) meeting, where it was concluded that the existing curriculum structure is robust, effectively implemented, and aligned with institutional goals and academic standards. As no major gaps were identified, the current curriculum framework has been retained with a focus on continuous monitoring and quality improvement.

Based on the suggestion received, it has been decided to incorporate international rehabilitation standards and evidence-based practices into the curriculum. Additionally, efforts will be made to strengthen clinical competencies through the introduction of simulation-based learning and case-based modules, along with organizing guest lectures, workshops, and expert sessions to enhance industry and professional exposure. Furthermore, steps will be taken to increase stakeholder engagement, particularly involving alumni and parents in academic activities and feedback processes.

Overall, the feedback reflects high stakeholder satisfaction and effective curriculum delivery, and the minor suggestions received are being addressed through targeted enhancements to ensure continuous quality improvement and alignment with national and global academic standards.

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