



KLE COLLEGE OF PHARMACY-HUBBALLI

A constituent unit of
KLE Academy of Higher Education and Research
(Deemed-to-be-University)



Accredited 'A+' Grade by NAAC (3rd Cycle)

Placed in Category 'A' by MHRD (GoI)

Recognised by Government of Karnataka

Approved by Pharmacy Council of India (PCI) & All India Council for Technical Education (AICTE),
New Delhi

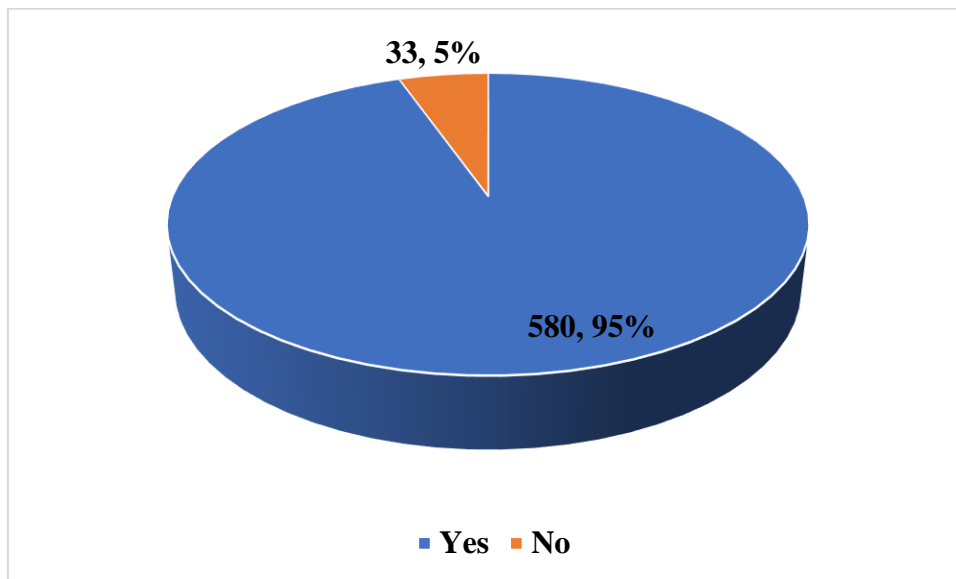
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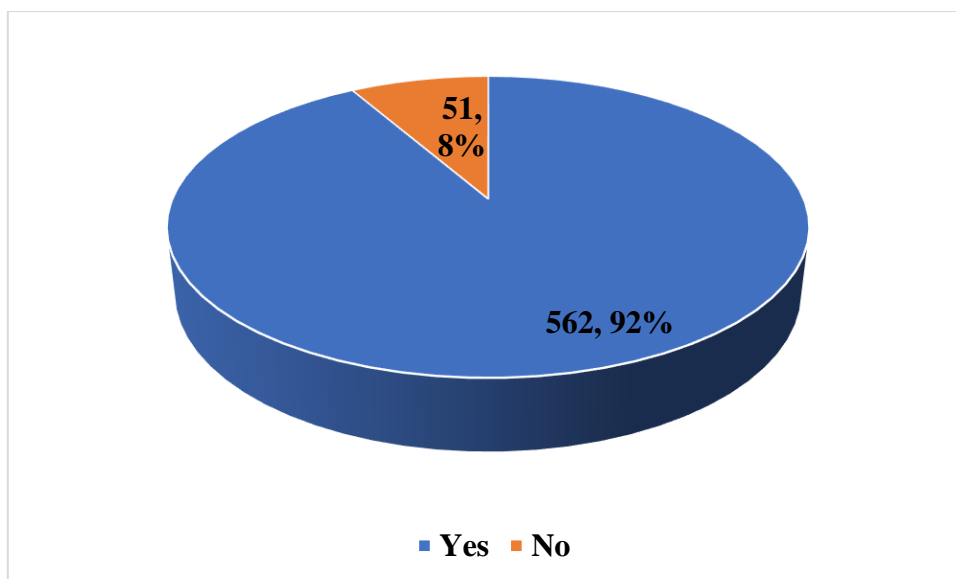
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Curriculum Feedback from Students – 2025-26

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



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





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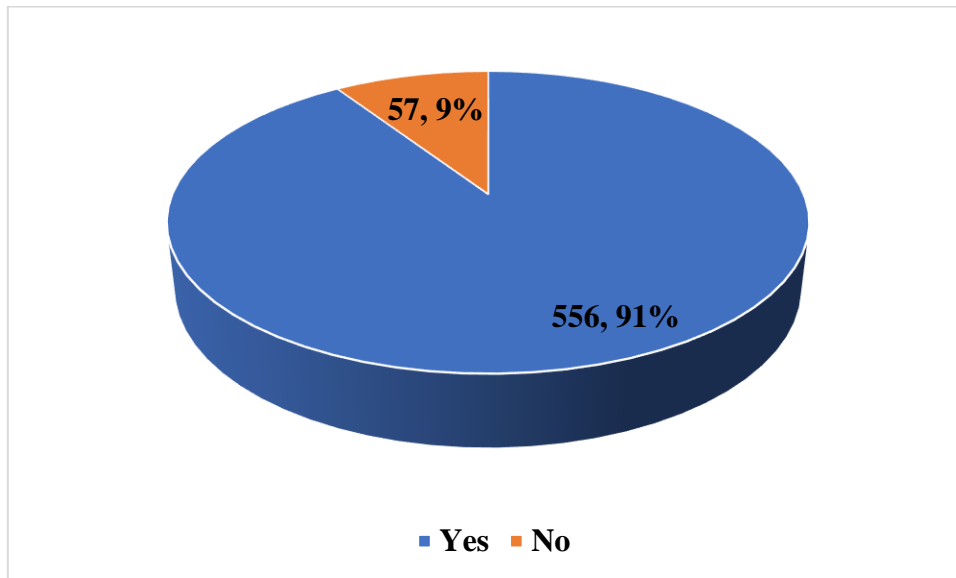
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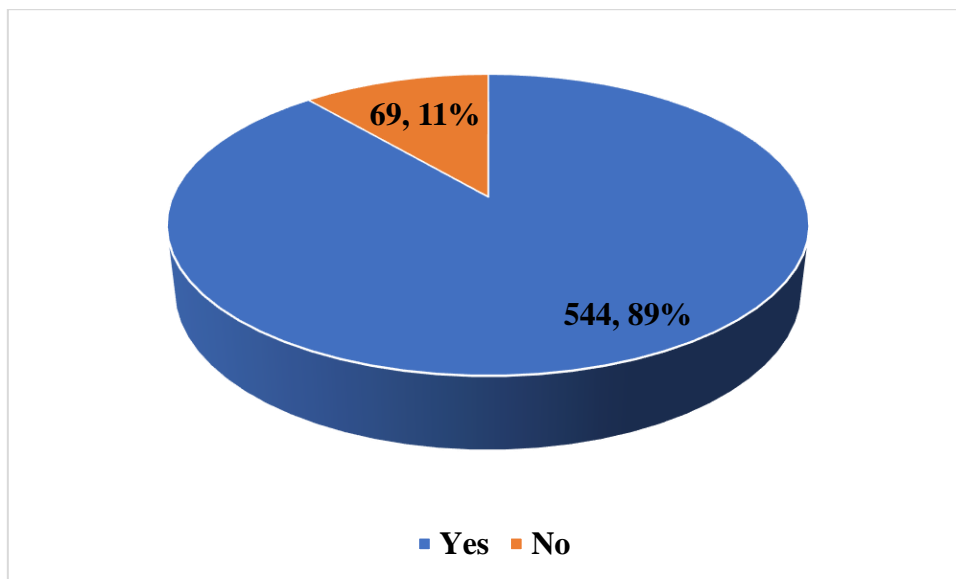
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Q 3: Were you made aware of the syllabus planning/course syllabus prior at the beginning of the academic year?



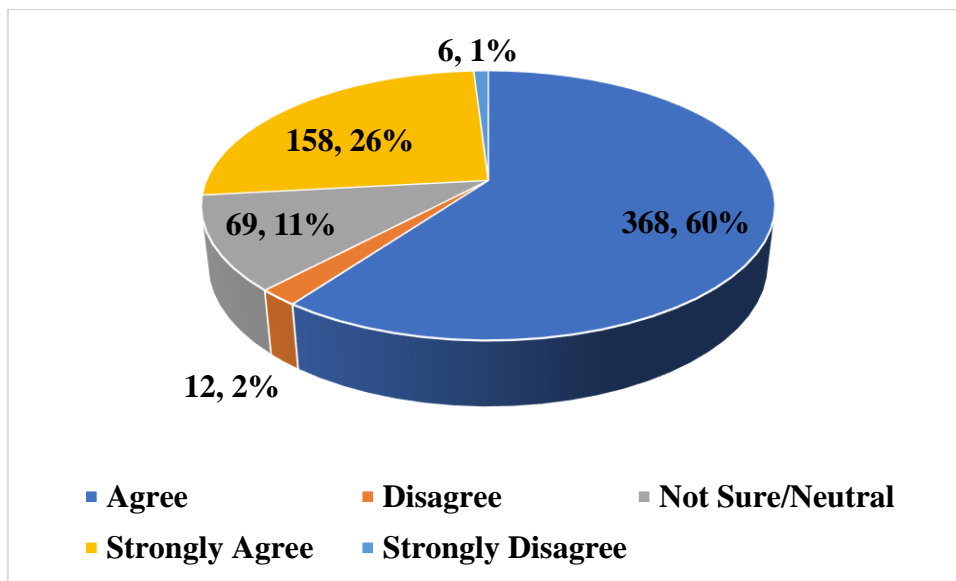
Q 4: Does the curriculum suggest appropriate instructional materials assessment processes and learning resources?



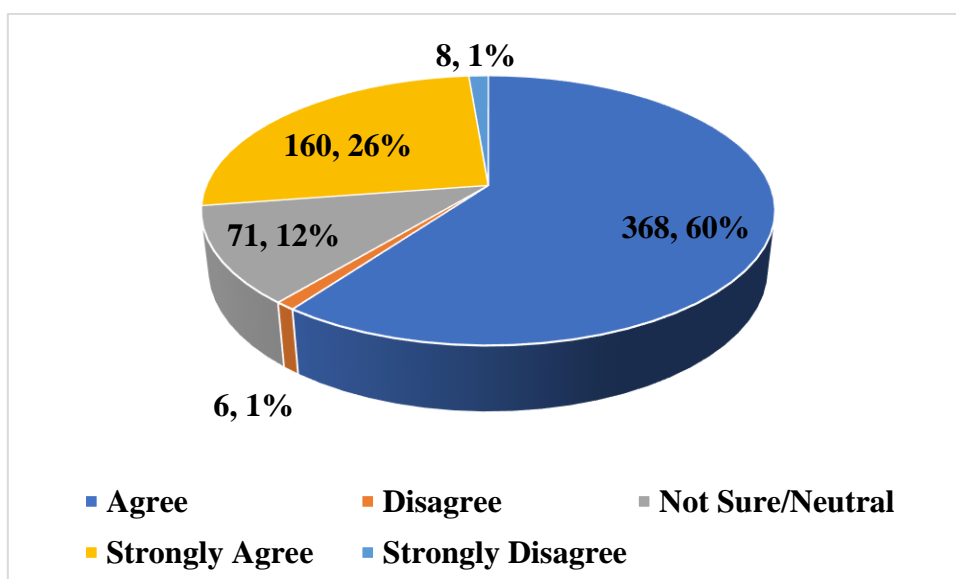
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Q 5: Do the teachers allocate time/ complete the curricula within the academic year?



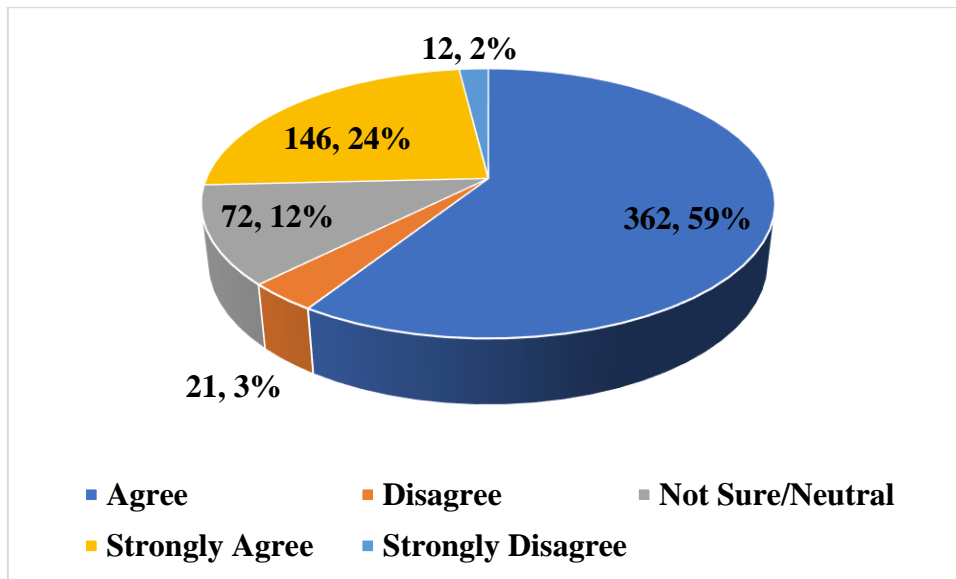
Q 6: Do the instructional methods adopted by the teachers help to learn the current knowledge about the course?



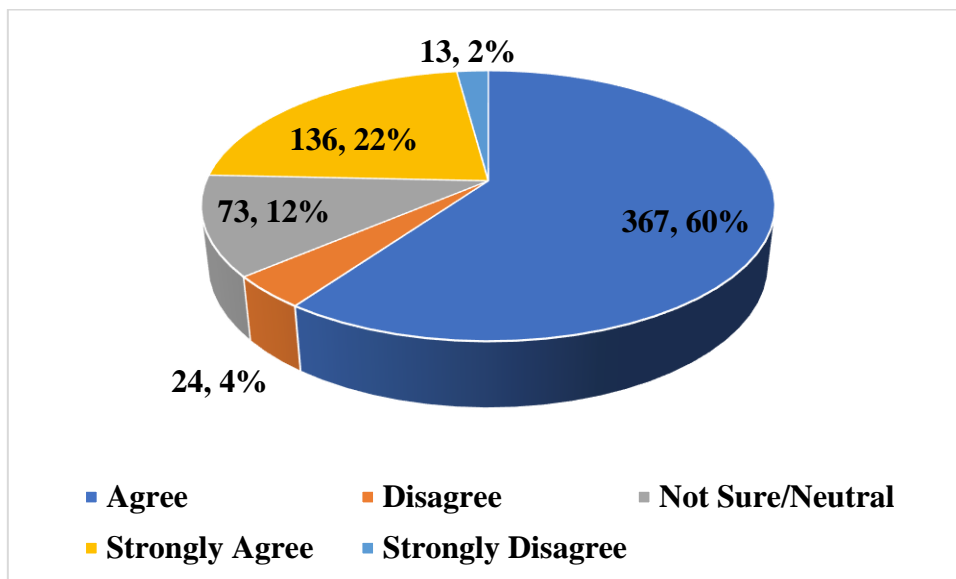
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Q 7: Does the current curriculum promote development of clinical/laboratory skills?



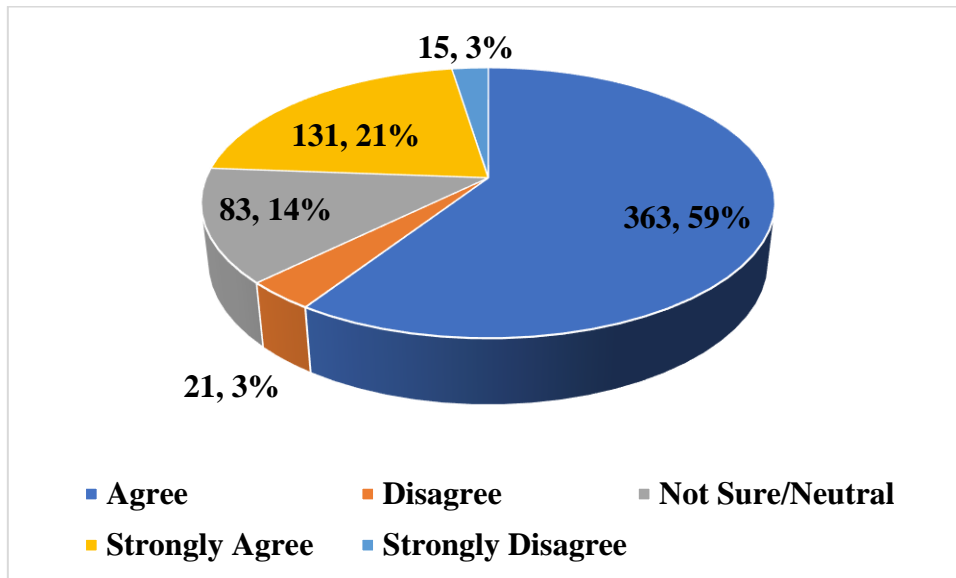
Q 8: Does the current curriculum promote leadership/teamwork qualities?



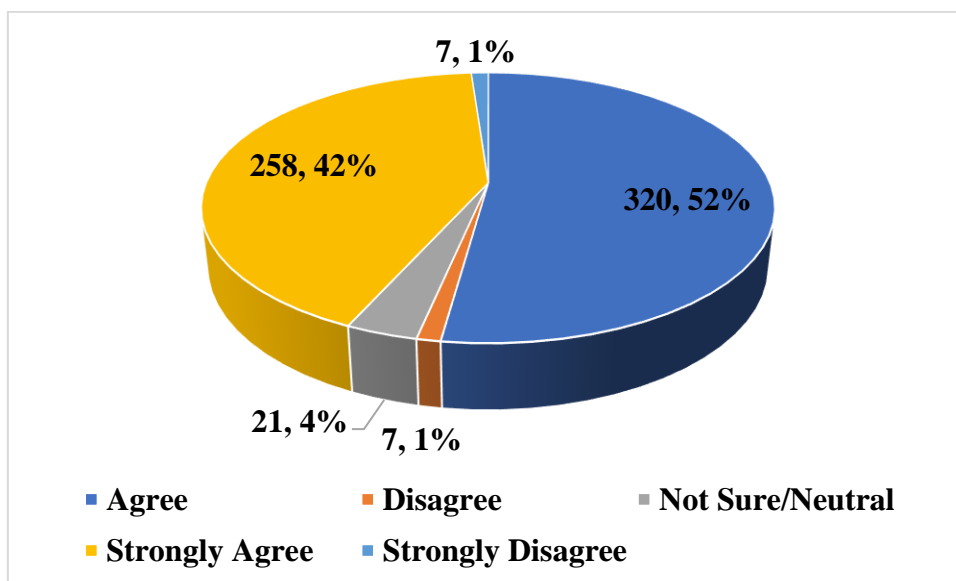
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Q 9: Does the current curriculum promote interaction with peer/development of communication skills ethics attitudes towards patient's relatives?



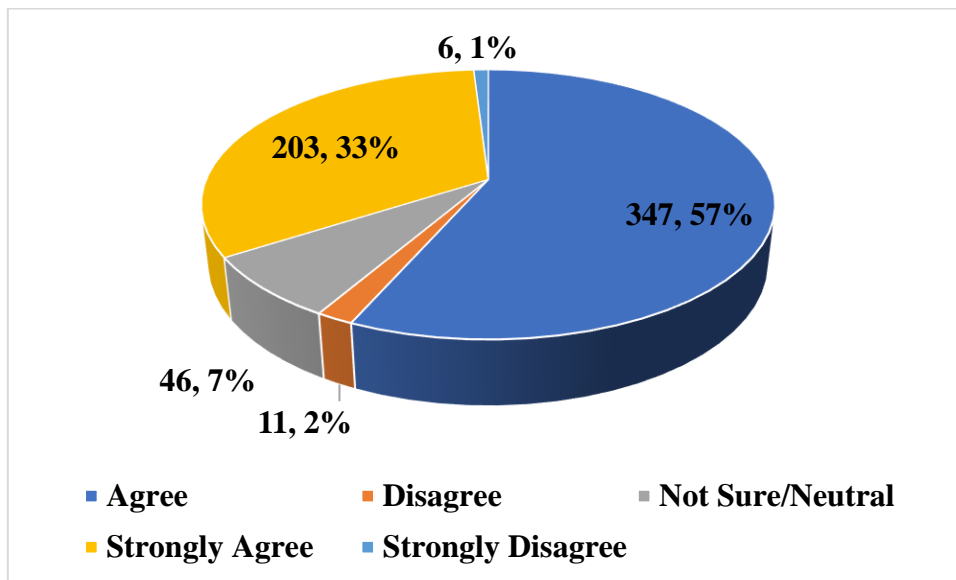
Q 10: Internal Examinations are conducted regularly?



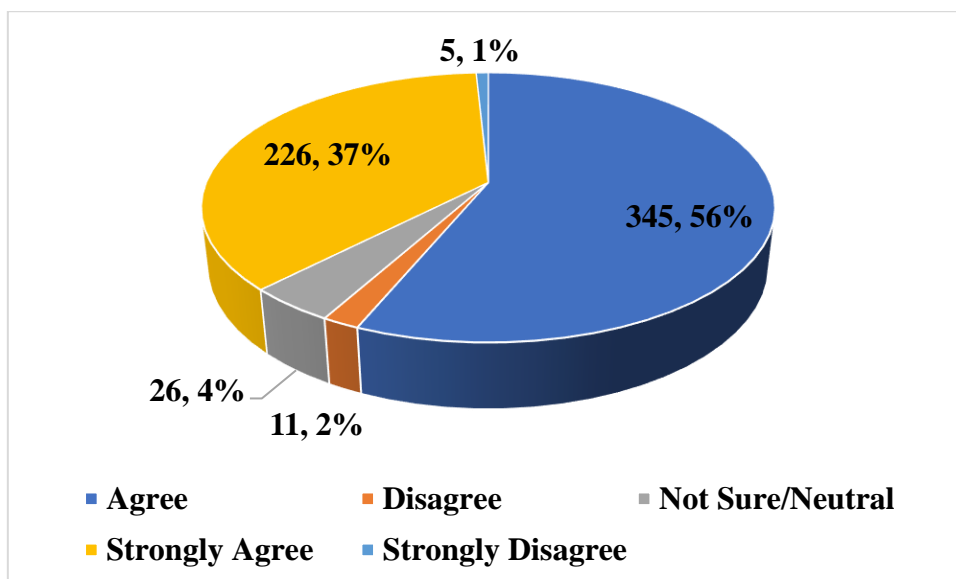
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Q 11: Internal Examinations help in effective learning and acquisition of knowledge & skills?



Q 12: Formative (Internal Exams) and Summative (Annual exams) Examinations are conducted as per the course curriculum





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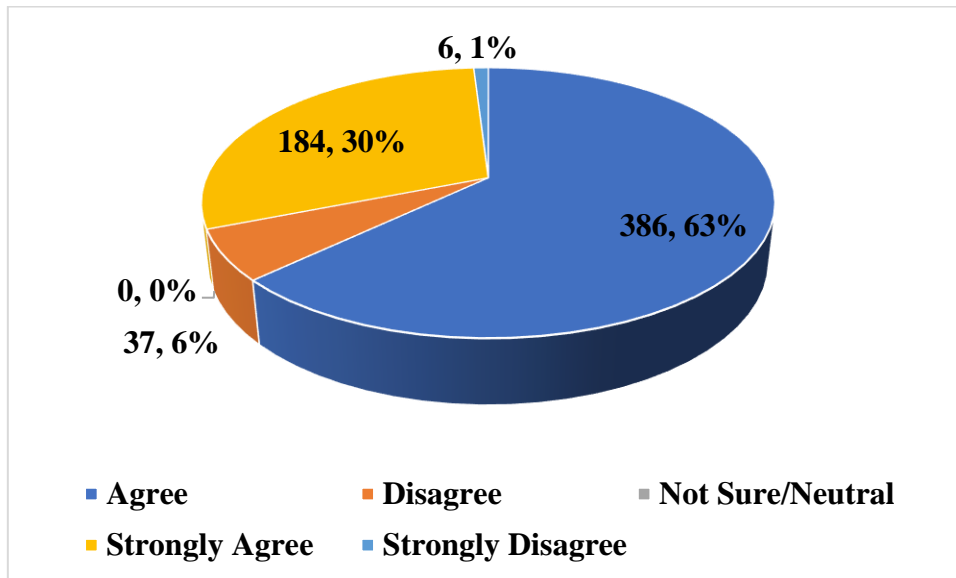
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Q 13: Summative/University Examinations are able to assess overall knowledge and skills acquired by the students during the course



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Action Taken Report on Student Feedback – Curriculum (2025-26)

Sl. No.	Feedback Aspect (Question-wise)	Major Feedback Observation	Action Taken
1	Clarity of course curriculum goals	Majority of students agreed that curriculum goals are clearly stated	Course outcomes (COs) and program outcomes (POs) were reiterated during orientation and displayed in course handouts and LMS.
2	Accessibility of curriculum	Students reported easy access to curriculum documents	Curriculum and syllabus continued to be made available through college website, notice boards and departmental repositories.
3	Awareness of syllabus planning at beginning of academic year	Most students confirmed prior awareness	Academic calendar and detailed syllabus planning were shared during induction and in the first week of classes.
4	Instructional materials and learning resources	Positive feedback on adequacy of learning resources	Faculty encouraged to use updated textbooks, e-resources, PPTs, and reference guidelines, library resources strengthened.
5	Timely completion of syllabus	Majority agreed syllabus was completed on time	Periodic syllabus completion reviews conducted by HOD and academic committee.
6	Effectiveness of instructional methods	Students felt teaching methods supported current knowledge	Continued use of blended teaching, case-based learning, seminars and interactive sessions.
7	Development of clinical/laboratory skills	Good response on skill development	Increased emphasis on hands-on training, simulations, hospital exposure and laboratory practical's.
8	Leadership and teamwork skills	Students acknowledged teamwork opportunities	Group activities, projects, seminars, and student-led academic activities were encouraged.
9	Communication skills, ethics, and patient interaction	Positive feedback received	Soft skills training, patient counseling sessions, role plays and ethics discussions integrated into curriculum.
10	Regularity of internal examinations	Majority confirmed regular conduct	Internal assessment schedule strictly followed as per academic calendar.



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11	Effectiveness of internal examinations	Students agreed exams improved learning	Continuous evaluation through MCQs, assignments, presentations, and remedial classes.
12	Conduct of formative and summative exams as per curriculum	High level of satisfaction	Examination processes strictly adhered to university and regulatory norms.
13	Assessment of overall knowledge and skills by university exams	Majority felt exams assessed competencies adequately	Feedback shared with university bodies; internal assessments aligned with university exam pattern.

Conclusion:

The student feedback indicates a high level of satisfaction with curriculum design, delivery, and evaluation. Continuous improvements are implemented through structured academic planning, enhanced teaching-learning strategies, and periodic reviews to ensure quality education.



Principal

KLE College of Pharmacy, Hubballi.