



St. James' College of Nursing

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River Bank, Govt. Hospital Road, Chalakudy-680 307, Thrissur, Kerala, India.

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CURRICULUM FEEDBACK REPORT



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CURRICULUM FEEDBACK REPORT(2024-2025)

The curriculum feedback was gathered from various stakeholders, including Students, Alumni, Parents, Teachers, Professionals, and Employers. The collected feedback was carefully analyzed, and a comprehensive report was prepared based on the analysis. Following the feedback, reports and suggestions were presented in multiple meetings, including the College Management Committee, Curriculum Meeting, IQAC Meeting, College Council, and IAC Meeting. Through detailed discussions in these meetings, decisions were made, and an action report was developed. This report is available on the institution's website.

STUDENT'S FEEDBACK (2024-2025)

Feedback on the curriculum was provided by fourth-year nursing students (98%) found the facilities for both theory and practical sessions to be adequate. Additionally, (90%) of students agreed that the reference books were relevant, updated, and sufficient. Only 21.7% of students expressed a need for more online learning opportunities. Moreover, 94% reported satisfaction with the extracurricular and co-curricular activities offered by the institution.

According to the 6th semester 2021 batch students (76.08%) reported that the facilities for both theory and practical sessions were adequate. Additionally, 82.61% agreed that the reference books were relevant, updated, and sufficient. Only 32.61 % of them expressed a need for more online learning opportunities. Furthermore, 78.26% reported satisfaction with the extracurricular and co-curricular activities offered by the institution, while 21.74 % expressed dissatisfaction.

As per the 5th semester 2021 batch, students found that the facilities for both theory and practical sessions were adequate. Additionally, 87% agreed that the reference books were relevant, updated, and sufficient. Only 30.43 % of them expressed a need for more online learning opportunities. Furthermore, 83% reported satisfaction with the extracurricular and co-curricular activities offered by the institution, while 17 % expressed dissatisfaction.

The 4th semester 2022 batch students (93.5%) showed interest in the subject area. Additionally, 87% agreed that the reference books were relevant, updated, and sufficient. Only 26 % of them expressed a need for more online learning opportunities. Furthermore, 80%



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reported satisfaction with the extracurricular and co-curricular activities offered by the institution, while 20 % expressed dissatisfaction.

According to the 5th semester 2022 batch, students (95.5%) showed interest in the subject area. Additionally, 88.37% agreed that the reference books were relevant, updated, and sufficient. Only 14 % of them expressed a need for more online learning opportunities. Most of them, 95.5%, reported satisfaction with the extracurricular and co-curricular activities offered by the institution.

As per the 2nd semester 2023 batch, students (85.5%) showed interest in the subject area. Additionally, 83.9 % agreed that the reference books were relevant, updated, and sufficient. 40.3 % of students expressed a need for more online learning opportunities. Around 74.2 % reported satisfaction with the extracurricular and co-curricular activities offered by the institution.

According to the 3rd semester 2023 batch, students (90.3%) showed interest in the subject area. Additionally, 69.4 % agreed that the reference books were relevant, updated, and sufficient. 43.6 % of them expressed a need for more online learning opportunities. Around 69.4 % reported satisfaction with the extracurricular and co-curricular activities offered by the institution.

As per the 1st semester 2024 batch students, (89.23%) of them highlighted interest in the subject area. Additionally, 95.39% agreed that the reference books were relevant, updated, and sufficient. Only 32.31% of students expressed a need for more online learning opportunities. Furthermore, 94% reported satisfaction with the extracurricular and co-curricular activities offered by the institution, while 6 % expressed dissatisfaction.

According to the 2nd year PBBS Sc 2022 batch students, a majority of them (87%) found the curriculum created interest in their subject area. A significant portion (79%) believed that the reference books were relevant, updated, and adequate. Furthermore, (37.5%) of students expressed a need for more online learning opportunities, while only (28%) indicated a desire for increased participation in extracurricular and co-curricular activities.



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According to the 1st year PBBSc 2023 batch students, 92% of them found the facilities for both theory and practical sessions to be adequate. Additionally, 84% agreed that the reference books were relevant, updated, and sufficient. Only 8% of students expressed a need for more online learning opportunities. Furthermore, 72% reported satisfaction with the extracurricular and co-curricular activities offered by the institution, while 28% expressed dissatisfaction.

ALUMNI FEEDBACK 2024-25

According to the BSc & P. B. BSc alumni, 93% of alumni found the curriculum helpful in supporting their current status and overall development. Moreover, 96.6% highlighted that the syllabus maintains a balance between theory and practice while fostering critical thinking skills. Additionally, 79.3% agreed that the prescribed books and reference materials are readily available in the library, whereas 20.7% suggested that the reference books could be improved to better align with current needs.

PARENTS' FEEDBACK 2024-2025

A majority of parents (92.8%) felt that the curriculum provides strong prospects for higher education and employability. Additionally, 89.2% agreed that it effectively prepares students for clinical practice, and the same percentage rated the opportunities for extracurricular and co-curricular activities as good. Furthermore, 84.4% believed the curriculum adequately supports the overall development of students. However, 18% of parents highlighted the need for sufficient faculty to better support students.

EMPLOYER'S FEEDBACK -PARENT - HOSPITAL -2024-2025

Employers observed that 90% of students demonstrated a clear understanding of the objectives of their clinical posting and showed interest in acquiring new information, particularly related to patient treatment. Punctuality was generally maintained, and faculty guidance and support were found to be highly effective. However, greater commitment and sincerity in approach are areas that require further enhancement.



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EMPLOYER'S FEEDBACK – AFFILIATED HOSPITAL -2024-2025

Employers observed that the students demonstrated competence and a clear understanding of the objectives of their clinical posting. They showed strong interest in acquiring new knowledge, particularly related to patient care and treatment. While punctuality among students was maintained to a moderate level, faculty guidance and support were highly appreciated throughout the posting. Employers emphasized the need to further strengthen students' subject knowledge and clinical skills, and encouraged greater commitment and sincerity among students.

TEACHER'S CURRICULUM FEEDBACK 2024-2025

1st semester

The teachers reported that 100% of teachers agreed that the aims and objectives of the syllabi are well-defined and clear. All respondents also highlighted that the curriculum offers excellent prospects for higher education, employability, and research. However, a minor gap was noted regarding the availability of corresponding reference materials for the course content. Additionally, 25% of teachers recommended incorporating provisions for online learning into the syllabus.

2nd semester

Everybody agreed that the aims and objectives of the syllabi are well-defined and clear. All respondents also emphasized that the curriculum provides excellent prospects for higher education, employability, and research, reflecting its strong academic foundation. However, 12.5% of teachers pointed out the unavailability of adequate reference materials for some course content. Additionally, 12.5% recommended integrating provisions for online learning into the syllabus to enhance accessibility and flexibility in education.

3rd semester

All the teachers agreed that the aims and objectives of the syllabi are well-defined and clear. All respondents also emphasized that the curriculum provides excellent prospects for higher education, employability, and research, reflecting its strong academic foundation. Apart from that, 25% recommended integrating provisions for online learning into the syllabus to enhance accessibility and flexibility in education.



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4th semester

The teachers who (100%) of teachers agreed that the aims and objectives of the syllabi are well-defined and clear. All respondents also emphasized that the curriculum offers excellent prospects for higher education, employability, and research, indicating a strong academic framework. However, suggestions were made to improve the balance between theoretical and practical components, as well as to enhance the availability of relevant reference materials. Additionally, 25% of teachers recommended incorporating provisions for online learning into the syllabus to improve accessibility and promote flexible learning opportunities.

5th semester

The graph reveals that 100% of teachers agreed that the aims and objectives of the syllabi are well-defined and clear, and suitable for professional development. All respondents also emphasized that the curriculum provides excellent prospects for higher education, employability, and research, reflecting its strong academic foundation. Additionally, 16.7% recommended integrating provisions for online learning into the syllabus to enhance accessibility and flexibility in education.

6th semester

All of them, 100% of teachers, mentioned that the aims and objectives of the syllabi are well-defined and clear, and suitable for professional development. All respondents also emphasized that the curriculum provides excellent prospects for higher education, employability, and research, reflecting its strong academic foundation. There is a need to improve the availability and adequacy of reference books to support the new semester system. Additionally, 10% of the subjects recommended integrating provisions for online learning into the syllabus to enhance accessibility and flexibility in education.

7th semester

The semester teachers agreed that the aims and objectives of the syllabi are well-defined and clear, and suitable for professional development. All respondents also emphasized that the curriculum provides excellent prospects for higher education, employability, and research, reflecting its strong academic foundation. As the semester system has just been introduced, there is a need to improve the availability and adequacy of reference books to support the new structure.



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1st year PBBSc

All 100% of teachers agreed that the aims and objectives of the syllabi are well-defined and clear, and suitable for professional development. All respondents also emphasized that the curriculum provides excellent prospects for higher education, employability, and research, reflecting its strong academic foundation. 14.3% of respondents expressed that a balance between theory and practice was not coordinated.

2nd year PBBSc

All of them (100%) agreed that the aims and objectives of the syllabi are well-defined and clear, and suitable for professional development. All respondents also emphasized that the curriculum provides excellent prospects for higher education, employability, and research, reflecting its strong academic foundation. 14.3% of respondents expressed the need for online learning in the syllabus. There was a consensus that the availability of reference books is adequate.

Suggestions / Feedback

Students

1. Skill Lab & Practical Training

- Students provided with adequate hands-on practice in the OBG, CHN, and AHN skill labs before their clinical postings.
- Orientation sessions were conducted before the commencement of OBG practical postings.
- Demonstrations of each procedure are systematically organized to ensure that all students clearly understand the steps.
- Skill lab facilities enhanced to support better practice opportunities for students by adding manikins, simulators, and specific lab equipment.

2. Clinical Exposure & Requirements

- Clinical exposure is insufficient to meet required competencies and acquire skills, with inadequate time allotted for completing clinical requirements, indicating a need for improved planning.
- Child Health Nursing postings were hectic and not well organized, requiring additional clinical facilities in this area.



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- Students are completing requirements beyond the prescribed syllabus.
- OBG postings should be considered for male students to ensure equal learning opportunities.
- Teachers should maintain clarity and uniformity regarding requirements, formats for documentation, viva, and presentations.
- During administration postings, students are often assigned ward duties unrelated to the subject, highlighting the need for relevant outside postings.
- The availability of articles and learning resources in clinical areas should be increased.

3. Workload & Semester Planning

- The semester is tightly packed, with the 6th semester being especially hectic due to four major subjects and numerous requirements within six months, leaving little time for completion.
- Better planning is needed to reduce the burden on students.

4. Teaching & Learning Resources

- The nursing curriculum should be updated with modern, engaging approaches to replace outdated activities.
- Use more video-based teaching methods.
- Provide adequate textbooks for OBG, AHN, Microbiology, and Infection Control as per the syllabus.
- Encourage student-friendly, interactive, and interesting teaching activities.
- Give clear explanations during classes, especially in Nursing Management.
- Improve online learning facilities and update the curriculum accordingly.
- Review and enhance teaching methods for Pharmacology to improve student understanding.
- Provide a study room in the college.
- Regular unit tests should be conducted.
- Viva can be shortened.
- Provide sufficient time for university exam preparation

6. Student Well-being & Stress

- Students face health problems due to poor sleep and stress, affecting learning and focus.



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- Students are exhausted with assignments and viva, leaving no time for theory.

7. Coordination & Collaboration

- Interdepartmental collaboration is poor. Proper communication between teachers and students.

8. Extracurricular & Other Suggestions

- More extracurricular activities should be included.
- Need more entertainment programmes and mind relaxation activities.
- Physical training time should be ensured.

Alumni

Campus Recruitment Initiatives

- Organize campus recruitment drives to create job opportunities for graduates.

Preparatory Programs for Overseas Employment

- Conducted preparatory programs to equip students with the skills needed for employment abroad, focusing on language proficiency and professional readiness.

Parents

1. Appointment of Physical Training Educator

- Appoint a physical training educator during sports events to ensure proper training and student participation.

2. Establishment of a Well-Equipped College Canteen

- Plan to enhance canteen facilities by improving infrastructure, hygiene, and availability of healthy food options.

3. Improvement of Transportation Facilities

- Propose to strengthen daily transportation between the college and hospital by reviewing routes and increasing vehicle frequency.

4. Extension of Semester Breaks

- Proposal to review the academic calendar and consider extending semester breaks where feasible.

5. Enhancement of Clinical Facilities

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- Propose to coordinate with affiliated hospitals to upgrade clinical exposure and ensure access to varied clinical cases.
- 6. Strengthening Teacher Support in Clinical Areas**
 - Plan to assign additional faculty to clinical areas for improved supervision and student support.
- 7. Allocation of Short Breaks During Clinical Duty**
 - Propose a structured 10–15-minute break during morning clinical hours to support student well-being.
- 8. Provision of Second Saturday Holidays**
 - Proposal to implement second Saturday holidays in alignment with institutional policy and academic convenience.
- 9. Minimizing Assignment Workload**
 - Plan to review the assignment pattern and reduce excessive workload while maintaining academic quality.

Employer

- 1. Strengthening Subject Knowledge.**
 - Students should be provided with enhanced academic support through structured teaching sessions, enrichment classes, and access to updated learning materials to strengthen subject knowledge and ensure improved quality of care.
- 2. Enhancement of Clinical Skill.**
 - It is suggested to offer regular hands-on practice in the skill lab before clinical postings. This will help students develop confidence, accuracy, and competence in performing various nursing procedures.
- 3. Improvement in Punctuality and Commitment.**
 - Measures such as value-based education, mentoring, and awareness sessions on professional ethics may be implemented to inculcate punctuality, responsibility, and commitment among students.



Strengthening Faculty Support *Piyumma Le Mathoms*

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- Faculty support can be further strengthened through continuous guidance, interactive teaching methods, and effective supervision in both theory and clinical areas to enhance learning outcomes and student performance.

Teachers

1. **Revise and Enrich the Syllabus:**

Include more online resources, interactive modules, and adequate textbook references to support comprehensive learning.

2. **Enhance Practical and Skill-Based Learning:**

Increase practical sessions and ensure updated clinical procedures with clearly defined clinical objectives for each rotation.

3. **Optimize Theory Hours and Content Load:**

Reassess the allotted theory hours and reduce repetition of topics across semesters, as the vast content is difficult to complete within the existing compressed schedule.

4. **Strengthen Online Learning Provisions:**

Incorporate and effectively implement structured online learning components to complement classroom teaching.

5. **Improve Logbook Structure and Relevance:**

Revise the logbook by removing non-relevant or unnecessary topics to make it more practical and easier for students to complete.

6. **Provide Balanced Teaching-Learning Time:**

Widen the teaching schedule to allow more in-depth teaching, student interaction, and effective coverage of all required topics.



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ACTION TAKEN REPORT

The curriculum feedback was carefully analyzed and deliberated upon in the curriculum committee and faculty meetings, leading to the implementation of the following decisions and actions.

Students

- The Principal insisted that hands-on practice sessions are compulsory in OBG, CHN, and AHN skill labs before clinical postings.
- Procedure demonstrations were reorganised systematically with a checklist so that every student receives step-by-step guidance.
- Skill lab facilities were strengthened by adding required articles in the current budget and increasing practice hours.
- Subject coordinators were advised to ensure adequate time for completing requirements and improving competencies.
- Requirements were reviewed to ensure they align with the prescribed syllabus.
- Recommendation regarding OBG postings for male students was forwarded to the management for consideration.
- Uniform guidelines were issued to all faculty regarding documentation formats, viva, and presentations.
- Coordination with clinical areas was improved to avoid assigning irrelevant ward duties during administration postings.
- Identified missing articles from the ward and replaced needed articles in clinical areas.
- Class coordinators were instructed to distribute workload more evenly across the semester.
- Extra time was allotted for assignment completion and clinical requirements to reduce academic stress.
- Faculty were encouraged to use updated, interactive, and modern teaching-learning strategies, including more video-based sessions.
- Required textbooks for OBG, AHN, Microbiology, and Infection Control were added to the library.



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- Online learning facilities were updated to support blended learning.
- Regular unit tests were started as part of continuous assessment.
- Viva sessions were made concise.
- Study time was allotted before university examinations.
- Students were sensitized on time management and healthy study habits.
- Counselling support was strengthened to address stress-related issues. Regular counselling sessions were provided for first-year students through AWARD, Chalakudy, and follow-up sessions were arranged as per individual student needs for all batches.
- Assignment load was reviewed and reduced where possible to ensure better balance between theory and practicals.
- Interdepartmental meetings were conducted regularly to improve coordination.
- Communication channels between teachers and students were strengthened through class meetings and mentor-mentee interactions.
- More extracurricular and cultural activities were included in the yearly calendar.
- Mind relaxation and recreational sessions, such as yoga and games, Zumba dance, laughter sessions, etc., were arranged. Relaxation and club activities are conducted regularly every Thursday under the guidance of the college union.
- Physical training sessions are conducted weekly, especially for 1st years.
- A career expo was organized on 18-12-2024 in collaboration with Artemis Hospital, Delhi, as part of the campus recruitment drive to provide suitable job opportunities for outgoing graduates.
- Conducted structured preparatory sessions to equip students with essential competencies required for working abroad. Especially focused training on language proficiency, interview skills, and overall professional readiness to improve global employability.

Parents

- A physical training educator was appointed as per the requirement during sports events to ensure proper guidance and coordination.



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- The college canteen facilities were upgraded with improved seating, hygiene measures, and a wider variety of food options.
- Daily transport arrangements between the college and the hospital were reviewed and optimized for better convenience and punctuality.
- Clinical practice areas were improved by coordinating with affiliated hospitals to ensure richer and more diverse clinical exposure.
- More faculty were assigned to clinical postings to provide consistent mentorship and guidance to students.
- A short break of 10 minutes during morning clinical duty was permitted to support students if necessary.
- Assignment requirements were reviewed, and the workload was rationalized without compromising academic standards.

Employers

- Actions have been initiated to enhance academic support through structured teaching sessions, regular enrichment classes, and the provision of updated learning materials. Faculty have been advised to incorporate additional reference resources to strengthen students' subject understanding and improve the quality of care.
- Value-based education and mentoring sessions have been introduced to reinforce professional ethics, punctuality, and responsibility among students. Faculty mentors are monitoring adherence and providing continuous guidance to promote disciplined behaviour.
- Faculty support has been reinforced through improved supervision strategies, interactive teaching approaches, and timely academic assistance.

Teachers

- Steps have been initiated to include more online resources, interactive learning modules, and additional textbook references. Faculty have been encouraged to integrate



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digital content and supplementary reading materials into their lesson plans to support comprehensive learning.

- Practical sessions have been increased, and updated clinical procedures are being incorporated into skill lab training. Clear clinical objectives have been prepared for each rotation to guide both students and faculty during clinical postings.
- A review of the theory hours has been proposed to ensure better alignment with the volume of content. Repetition of topics across semesters has been identified, and recommendations have been forwarded to the curriculum committee for necessary modifications.
- Structured online learning components, such as video demonstrations, e-modules, and virtual case discussions, have been introduced to complement classroom teaching and improve blended learning practices.

This report reflects the institution's commitment to continuous improvement and the holistic development of students.

Signature of the IQAC Coordinator
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