



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 (2025-2026)

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 (2025-2026)

According to the 8th semester 2021 batch students, (96%) reported that the facilities for practical sessions were adequate. Additionally, (98%) agreed that the reference books were relevant, updated, and sufficient. Positive responses exceeded 90% for most curriculum parameters, including clinical and laboratory facilities, higher education and employability prospects, overall individual development, and problem-solving ability.

According to the 7th semester 2021 batch demonstrates that 91.67% of students find that the curriculum generates interest in their subject area and that the reference books are relevant and adequate. Followed by higher education and employability prospects (87.51%) and clinical and laboratory facilities (87.50%). Furthermore, 27% expressed concerns about the curriculum, suggesting that it may be insufficient for fostering comprehensive development and enhancing problem-solving and analytical skills.

As per the 7th semester 2022 batch, students found the facilities for both theory and practical sessions were adequate. Additionally, (91.67% each) agreed that the reference books were relevant, updated, and sufficient, followed by higher education and employability prospects (87.51%) and clinical and laboratory facilities (87.50%). A smaller portion (27%) raised concerns about the curriculum's effectiveness in individual development, suggesting opportunities for further improvement.

The 6th semester 2022 batch students' highest positive response was reported for adequacy of clinical and laboratory facilities (86.27%), followed by reference books, extracurricular and co-curricular opportunities, and higher education and employability prospects (84.31% each). However, online learning opportunities (34%), problem-solving ability (21%), and overall individual development (19%) indicate areas that may require further improvement.

According to the 5th semester 2023 batch students, (96.72%) showed interest in the subject area. Additionally, (93.65%) agreed that the reference books were relevant, updated, and sufficient. Most of



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them reported lower positive responses for extracurricular and co-curricular opportunities (17%) and clinical and laboratory facilities (16%), suggesting scope for further enhancement in these areas.

As per the 4th semester 2023 batch, students (98.45%) showed interest in the subject area. About 95.39% reported positive higher education and employability prospects. Around 87.70% felt that the curriculum supported their overall development. Only 20% gave positive responses regarding online learning opportunities, indicating scope for improvement. Overall, the students showed further improvement.

According to the 3rd semester 2024 batch, students gave the highest positive responses for extracurricular and co-curricular opportunities 81.6%, higher education and employability prospects 78.9% and problem-solving skills 75.4%. However, 50% of students expressed a need for more online learning options, and a smaller group of 47.4% noted inadequate reference books

As per the 2nd semester 2024 batch students, around (47%)of students feel they have sufficient opportunity to participate in extracurricular and co-curricular activities. However, 43% of students highlighted the need for more online learning options within the syllabus. A smaller portion (31%) raised concerns about the curriculum's effectiveness in fostering comprehensive personal development.

As per the 1st semester BSc 2025 batch students, a majority of them (98%) found the curriculum created interest in their subject area. Additionally, 96% rated the relevance and adequacy of reference books as very good. The opportunities for extracurricular activities were rated by 59.6%. Facilities for practical learning and curriculum prospects for higher education were rated by 46.7%. Overall, the result indicates a positive perception.

According to 1st year PBBSc 2024 batch students shows that 100% of students find that the curriculum creates interest in their subject area, and 81.48% believe the reference books are relevant, updated and adequate. High levels of positive responses were also reported for clinical and laboratory facilities and higher education and employability prospects (92.59%). The majority (92%) of students believe the facilities provided for applying theoretical knowledge are adequate and well suited to their needs

ALUMNI FEEDBACK 2025-26

According to the BSc & P. B. BSc alumni, 97.1% of them reported that the curriculum was beneficial in supporting their current professional status and overall personal development. Similarly, 97.1% agreed that the syllabus effectively balances theoretical knowledge with practical application and promotes critical-thinking skills. Furthermore, 100% of the respondents agreed that adequate prescribed textbooks and reference materials are available in the library.

PARENTS' FEEDBACK 2025-2026



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95.5% of parents believe the curriculum provides strong opportunities for higher education and employability. Furthermore, 94.6% of respondents agreed that the curriculum effectively prepares students for clinical practice. Similarly, 90.09% of parents rated the opportunities provided for extracurricular and co-curricular activities as good. In addition, 93.7% agreed that the curriculum adequately supports the overall development of students. Moreover, 90.09% of parents expressed that students have adequate faculty support for their academic and professional development.

EMPLOYER'S FEEDBACK -PARENT - HOSPITAL -2025-2026

Employers observed that 90% of students demonstrated a satisfactory understanding of the objectives (91%) of the clinical posting and showed adequate subject knowledge and competency. They displayed interest in acquiring new knowledge, maintained good communication skills and punctuality, and exhibited sincerity during clinical practice. Faculty supervision and guidance (82%) were also positively appreciated. Overall, the feedback reflects satisfactory student performance, with scope for further improvement in achieving excellence across all areas.

EMPLOYER'S FEEDBACK – AFFILIATED HOSPITAL -2025-2026

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. The employers' feedback on the curriculum indicated that 100% of respondents reported that students demonstrated a quest for knowledge and learning, while 80% reported competency, punctuality, and sincerity. 60% of respondents reported that students demonstrated good subject knowledge. The feedback also highlighted opportunities to further strengthen communication skills and faculty-supported clinical learning. Overall, the feedback provides valuable input for enhancing students' clinical learning and professional development.

TEACHER'S CURRICULUM FEEDBACK 2025-2026

The majority of teachers rated the curriculum as excellent and very good. The curriculum objectives (92%) were found to be clear and well-defined, while the course content and syllabus (79%) were considered relevant and comprehensive. All of them agreed that the curriculum supported the achievement of course outcomes and provided adequate learning opportunities. The provision for online learning (91%) was also rated positively. Overall, the feedback reflects high satisfaction with the curriculum.



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Suggestions / Feedback

Students

- Students suggested reducing compulsory note-writing and submission, as they can refer to prescribed textbooks and other study resources. They suggested providing printed notes to reduce academic stress.
- Provide sufficient time for practising NSS and SNA programmes.
- Avoid compelling students to purchase books unnecessarily. Ensure that teaching is based on prescribed textbooks and recommended learning resources.
- Provide adequate guidelines for procedures.
- Provide laboratory experience in Biochemistry, and adopt more engaging and interactive teaching methods to make the subject more interesting and effective for learning. Change the suggested textbooks (Microbiology, Biochemistry and Pharmacology) and provide more appropriate, updated references.
- Discuss how answers should be written in examinations according to the marks allotted.
- Provide two days for the semester break.
- Provide more relaxation programmes.
- Reduce the number of assignments and give more importance to skill development rather than assignment writing.
- Provide adequate breaks during clinical postings.
- Extend the period for borrowing books from the library.
- Schedule projects at the beginning of the semester rather than towards the end.
- Increase opportunities for simulated laboratory procedures.
- Provide a teacher specifically for Pharmacology classes.
- Assign patients to students under particular staff supervision to improve their proficiency in advanced procedures rather than basic procedures.

Alumni

- More simulation-based practice before clinical postings would be helpful.
- Career guidance for higher studies, government jobs, and overseas opportunities may be strengthened.
- Alumni interaction with current students may be conducted regularly.



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- More training in interview skills, resume preparation, and professional communication may be provided.
- Students may be given more exposure to specialty areas of nursing.
- Research and evidence-based practice activities may be further strengthened.
- More opportunities for extracurricular and recreational activities may be provided.
- Current nursing textbooks, journals, and digital learning resources may be regularly updated.
- Experienced alumni may be invited to share their professional experiences and career guidance with students.

Parents

- Upgrade and improve the existing sports facilities for students.
- Establish a well-equipped and hygienic college canteen.
- Improve daily transportation facilities between the college and hospital.
- Increase the number of practical classes to enhance students' hands-on learning.
- Consider extending the semester vacation period.
- Enhance clinical facilities to provide students with better and more comprehensive clinical exposure.
- Strengthen faculty support and guidance for students in clinical areas.
- Provide short breaks of 10–15 minutes during morning clinical duties.
- Consider providing a holiday on the second Saturday of each month.
- Reduce the volume of assignment work to maintain a balanced academic workload.
- Organise relaxation, recreational, and stress-relief programmes for students.
- Improve time management and scheduling of academic and non-academic programmes.
- Ensure that the college canteen is opened on time to meet students' needs during college hours.

Employer

- Strengthen Subject Knowledge to improve quality care.
- Enhance Clinical Skills by providing practice at the skill lab
- Improve Punctuality and Commitment by inculcating moral values.
- Strengthen Faculty Support.

Teachers

- Improve and expand online learning opportunities for students.
- Provide adequate time for effective completion of the syllabus.



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- Ensure greater clarity regarding the topics to be covered under each chapter.
- Review and minimise repetition of topics across different semesters, particularly those repeated from the 5th semester.
- Identify areas of the curriculum that require further improvement and make necessary modifications.
- The number of clinical assignments, particularly assessment-related assignments, was streamlined to reduce students' workload and provide adequate time for participation in other academic and clinical learning activities. I
- Include OSCE and additional skill lab sessions as part of the curriculum.
- Increase the use of interactive teaching and learning methods.
- Incorporate more simulation-based learning opportunities within the curriculum.
- Provide increased opportunities for clinical practice to strengthen students' clinical competencies.
- Strengthen training in communication skills, professionalism, and leadership.

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

- Compulsory note-writing and submission were minimized, and students were encouraged to refer to prescribed textbooks, reference books, and digital learning resources. Faculty provided concise learning materials wherever required for revision.
- The NSS and SNA activities schedule was planned at the beginning of curriculum planning and given to the class coordinator, allowing students adequate time for participation. Similarly, project-related activities were initiated earlier in the semester,
- Students were guided regarding prescribed and recommended textbooks, and faculty advised them on essential learning resources. Students must have one book for each subject.
- Procedure guidelines and demonstration checklists were provided for important nursing procedures. Students were given opportunities for demonstration, clarification, and supervised return demonstration during skill lab sessions.



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- Biochemistry learning was strengthened through practical demonstrations, videos, case-based discussions, and interactive teaching methods. The recommended learning resources for Microbiology, Biochemistry, and Pharmacology were also reviewed and updated as appropriate.
- Orientation on examination answer-writing was provided, focusing on structuring answers, including relevant key points, allocating time appropriately, and answering according to the marks allotted. A mock exam was provided to 1st semester students regularly.
- Semester breaks were incorporated into the academic schedule as per the applicable university/college calendar, with available break days provided to students.
- Relaxation and stress-management activities were regularly organized through SNA, NSS, and clubs. Relaxation and recreational programmes were conducted on the fourth Saturday of every month to promote students' well-being, stress management, and overall development.
- The number and nature of assignments were reviewed, with unnecessary or repetitive assignments reduced wherever possible. Greater emphasis was given to clinical skill development and competency-based learning.
- Tea breaks were provided in the morning during clinical postings, considering the duration of the posting, clinical workload, patient-care requirements, and learning objectives.
- The library borrowing period was reviewed, and students were provided reasonable access to frequently used textbooks and reference materials in accordance with library rules and availability.
- Additional opportunities for simulated practice were provided through scheduled skill-lab sessions, demonstrations, return demonstrations, and supervised practice of selected procedures before clinical application.
- Faculty support for Pharmacology was ensured through appropriate faculty appointment and regular scheduling of Pharmacology classes to facilitate effective subject learning.
- Supervised clinical learning was strengthened by assigning patients according to students' learning needs and competency levels. Students were provided progressive opportunities to practise relevant advanced procedures under staff supervision, in addition to routine/basic procedures.

Alumni

- Scheduled skill-lab and simulation sessions were conducted before and during clinical postings, with emphasis on commonly performed and selected advanced procedures. Students were provided opportunities for supervised practice and return demonstrations.



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- Career guidance programmes were conducted on higher education, government employment, and overseas nursing opportunities with the support of faculty, alumni, and invited professionals.
- Periodic alumni interaction sessions, guest talks, and experience-sharing programmes were organised to provide students with professional guidance and insights into nursing careers.
- Workshops and guidance sessions were conducted on resume preparation, interview skills, professional communication, group discussions, and workplace etiquette to enhance students' career readiness.
- Clinical exposure was strengthened by providing students with supervised opportunities to observe and practise relevant nursing procedures in speciality areas such as critical care, emergency care, oncology, dialysis, mental health, and other specialised nursing services, according to their competency level and clinical learning objectives.
- Student participation in research and evidence-based practice was strengthened through research methodology sessions, journal discussions, research presentations, poster/abstract presentations, and faculty-guided research activities.
- Regular sports, cultural, club, SNA, NSS, and recreational activities were conducted to promote students' overall development, teamwork, leadership skills, and stress management.
- Nursing textbooks, reference books, journals, and digital learning resources were periodically reviewed and updated in accordance with curriculum requirements and current academic needs.

Parents

- Scheduled skill-lab and simulation sessions were conducted before and during clinical postings, with emphasis on commonly performed and selected advanced procedures. Students were provided opportunities for supervised practice and return demonstrations.
- Career guidance programmes were conducted on higher education, government employment, and overseas nursing opportunities with the support of faculty, alumni, and invited professionals.
- Periodic alumni interaction sessions, guest talks, and experience-sharing programmes were organised to provide students with professional guidance and insights into nursing careers.
- Workshops and guidance sessions were conducted on resume preparation, interview skills, professional communication, group discussions, and workplace etiquette to enhance students' career readiness.
- Clinical exposure was strengthened by providing students with supervised opportunities to observe and practise relevant nursing procedures in speciality areas such as critical care,



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emergency care, oncology, dialysis, mental health, and other specialised nursing services, according to their competency level and clinical learning objectives.

- Student participation in research and evidence-based practice was strengthened through research methodology sessions, journal discussions, research presentations, poster/abstract presentations, and faculty-guided research activities.
- Regular sports, cultural, club, SNA, NSS, and recreational activities were conducted to promote students' overall development, teamwork, leadership skills, and stress management.
- Nursing textbooks, reference books, journals, and digital learning resources were periodically reviewed and updated in accordance with curriculum requirements and current academic needs.

Employers

- Review and revision classes were conducted for subjects related to the respective clinical postings, along with sessional examinations, to reinforce learning and strengthen students' subject knowledge.
- Each batch was provided with structured skill lab sessions before clinical postings, during which all essential nursing procedures were demonstrated and practised using standardized checklists. Demonstrations, supervised practice, and feedback sessions were also conducted for key nursing procedures.
- Simulation-based learning sessions were organized to strengthen students' skills in managing complex patient-care situations.
- Regular orientation sessions on professional ethics, punctuality, and time management were conducted.
- Students' attendance and punctuality were monitored regularly, and timely feedback was provided.
- Students demonstrating consistent commitment, punctuality, and professional conduct were recognized and appreciated.

Close mentorship was continued throughout the clinical postings, with regular monitoring and progress reviews to support students' academic and clinical development.

Teachers

- Online learning opportunities were strengthened through Google Classroom, recorded lectures, PowerPoint presentations, procedure demonstration videos, digital study materials, online quizzes, and access to subject-related e-resources to facilitate continuous learning and revision.



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- The academic schedule was planned and monitored to provide adequate time for effective completion and revision of the syllabus.
- Unit-wise and chapter-wise topic coverage was clearly outlined and communicated to students to improve understanding of the syllabus.
- The syllabus content was reviewed, and overlapping or repetitive topics across semesters were identified and addressed during teaching.
- Areas requiring improvement were reviewed, and appropriate modifications were incorporated into teaching-learning activities.
- Clinical assignments, particularly assessment-related assignments, were reviewed and streamlined to reduce unnecessary workload for students.
- OSCE and structured skill lab sessions were conducted to provide students with opportunities for competency-based practice and assessment.
- Interactive teaching-learning methods, including discussions, case studies, group activities, and student participation, were incorporated into classroom teaching.
- Simulation-based learning sessions were conducted to provide students with practical exposure to complex clinical situations in a controlled environment.
- Additional supervised clinical practice was provided through repeated practice of procedures such as IV cannulation, catheterization, wound dressing, Ryle's tube insertion, and suctioning. Students were also provided increased exposure to the ICU, emergency department, operation theatre, and speciality wards, along with additional opportunities for case presentation, comprehensive patient assessment, and nursing care planning.
- Orientation programmes, clinical activities, and mentoring sessions were conducted to strengthen students' communication skills, professional behaviour, teamwork, and leadership abilities.

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

IQAC Coordinator



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