



# NARAYANA COLLEGE OF NURSING

Chinthareddypalem, Nellore - 524003. A.P.

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## FEEDBACK PROCESSES OF THE INSTITUTION

Feedback is essential for the growth and development of the institution. Positive feedback inspires us and fuels our efforts towards our goals, while constructive criticism helps identify areas for improvement and enhances quality.

Narayana College of Nursing recognizes that feedback is a vital component of quality enhancement and has established a comprehensive feedback mechanism. Various stakeholders, including students, staff, alumni, professionals, and employers, regularly share their insights on the college's curriculum and infrastructure. The IQAC members collaborate with relevant experts to create a standardized feedback format.

### **Feedback collection:**

Curriculum feedback is available in either an online or offline mode. Offline feedback is gathered by sending a standard questionnaire to stakeholders and asking for their responses in a certain format. The data gathered will be examined.

### **Feedback analysis:**

IQAC analyzes the feedback after it has been collected. Meetings of the IQAC and the curriculum committee are held to discuss the issues. The majority of curriculum-related decisions are decided at curriculum committee meetings; however some decisions that require approval from a higher authority are forwarded to the governing body, which consists of the Principal, Management nominee, and all Department Heads.

**Action taken:** After analysis, feedback/ suggestions are discussed thoroughly with all the members, as well as faculties and then action is initiated from the respective body. The same is informed through circular.

**Students' feedback:** Students' feedback on the curriculum is collected from outgoing batch students in various formats according to the convenience. The most crucial stakeholder is the student, who provides creative and qualitative feedback.

**Alumni Feedback:** Alumni feedback is frequently collected during alumni meetings or when they visit the administrative block for their work after completing the course. The input of

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former students is critical for future progress since it allows them to identify any weaknesses or shortcomings in the curriculum.

**Faculty feedback:** Faculty feedback on the curriculum is collected yearly once. In order to improve quality and care, faculties submit input from their perspective.

**Employer Feedback:** Employer feedback is gathered from HR managers of the institution where our students work. Employer feedback emphasises the nursing graduate's or postgraduate's skills, knowledge, and attitude.

**Professional Feedback:** Feedback of curriculum is obtained from professionals like External examiners, internal examiners, Teachers' from other colleges, Guest Speakers etc. During the exam the examiners are given standard format feedback to provide valuable suggestions.

*D. B. Anuj*  
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## FEEDBACK POLICY

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**FEEDBACK POLICY STATEMENT:** Narayana College of Nursing is committed to continuous improvement through regular feedback from all stakeholders. Feedback helps us assess the quality of education, teaching, and institutional processes. We aim to create a transparent and responsive environment where students, faculty, alumni, employers, and professionals can share their insights. By acting on this feedback, we ensure our curriculum and programs meet the needs of the healthcare industry and prepare students to excel in their careers.

### **OBJECTIVES:**

- To ensure transparency in feedback collection.
- To enhance the quality of academic and administrative processes based on feedback.
- To encourage continuous improvement in teaching and learning.

### **ACTION PLAN:**

#### **FEEDBACK COLLECTION**

##### **Students:**

- Collect feedback at the end of each semester through online surveys, feedback forms.
- Use structured questionnaires to assess curriculum, teaching quality, and student support services.

##### **Faculty:**

- Gather feedback from faculty members annually regarding curriculum content, teaching methods, and student performance.
- Use a standard feedback format for faculty to provide their input on institutional policies and academic practices.

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#### **Alumni:**

- Collect feedback during alumni meetings or when they visit the institution or through online surveys
- Ask alumni for input on the relevance of the curriculum and its alignment with their professional experiences.

#### **Employers:**

- Obtain offline feedback /online feedbacks from HR managers and supervisors of our graduates to assess the skills, knowledge, and attitude of graduates in their work settings.

#### **Professionals (External Examiners, Guest Speakers):**

- Collect offline feedback on the curriculum and students from external examiners and guest speakers during exams or academic events.
- Use a structured feedback form to gather professional insights into the program's strengths and areas for improvement.

### **FEEDBACK ANALYSIS**

#### **IQAC (Internal Quality Assurance Cell):**

- Compile feedback from all stakeholders and categorize it into themes (e.g., curriculum, teaching quality, and infrastructure).
- Analyze the data to identify patterns and issues requiring attention.

#### **Curriculum Committee Review:**

- Hold half yearly meetings of the curriculum committee to review feedback on academic programs, course content, and teaching methods.
- Discuss the analysis with department heads and faculty to prioritize necessary changes.

*Dr. B. Srinivas*  
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## **DECISION-MAKING AND ACTION**

### **Curriculum Revisions:**

- Based on feedback from students, faculty, alumni, employers, revises the curriculum to better align with industry needs and emerging trends in healthcare.
- Introduce new value added course, add on courses, update teaching materials.

### **Faculty Development:**

- Organize workshops, training, and development programs for faculty based on feedback regarding teaching quality, student engagement, and use of ICT tools.
- Implement peer reviews to ensure continuous improvement in teaching practices.

### **Infrastructure Improvements:**

- Address any feedback regarding facilities (classrooms, labs, library, clinical resources) by upgrading or maintaining resources based on student and faculty input.
- Prioritize investments in teaching aids and technology to improve the learning environment.

*D. R. Raju*  
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### Clinical Exposure and Placements:

- Address feedback regarding clinical training, supervision, and placement experiences by improving coordination with clinical sites.
- Expand clinical exposure opportunities where necessary.

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APPROVED BY	Dr.A.Indira (Principal)	

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