



## DEPARTMENT OF ENGLISH KOHIMA COLLEGE

### FEEDBACK REPORT OF STUDENT SATISFACTION SURVEY (SSS)

JULY 2024-JUNE 2025

The Department of English successfully conducted the Student Satisfaction Survey (SSS) for the academic session July 2024- June 2025. Feedbacks were collected from students digitally using Google form. Feedbacks garnered from the students were then analysed and actions were taken accordingly.

#### I. Overview of the Survey

This report summarizes the feedback from 60 student respondents regarding the teaching-learning process, institutional support, and overall academic experience.

- a. **Respondents:** 60 Responses
- b. **Programme:** 100% of respondents are pursuing a Bachelor's degree.
- c. **Gender Distribution:** Female (80%), with male students comprising 20%.
- d. **Semester Distribution:** 33.3% of respondents each from the 2<sup>nd</sup>, 4<sup>th</sup>, and 6<sup>th</sup> semesters.

#### II. Teaching, Learning, and Evaluation

Students generally reported high satisfaction with syllabus coverage and teacher preparedness, though ICT usage appears to be a specific area for improvement.

- a. **Syllabus Coverage:** 75% of students reported that 85-100% of the syllabus was covered in class.
- b. **Teacher Preparation:** 60% of students felt teachers prepared "Thoroughly" for classes, while 36.7% rated preparation as "Satisfactorily".
- c. **Communication Effectiveness:** 55% rated teacher communication as "Always effective," and 25% as "Sometimes effective".
- d. **Evaluation Fairness:** Internal evaluation was perceived positively, with 50.8% finding it "Always fair" and 40.7% "Usually fair".
- e. **Discussion of Performance:** 33.3% reported that assignment performance was discussed "Every time," while 30% said "Occasionally/Sometimes".
- f. **ICT Usage:** There is low adoption of technology in the classroom. 43.3% of students indicated that teachers use ICT tools (LCD projectors, Multimedia) "Below 29%" of the time, and 33.3% indicated usage between "30-49%".

#### III. Mentoring and Student Support

The data suggests a mix of strong support in some areas but gaps in consistent mentoring and internship opportunities.

- a. **Cognitive & Social Growth:** 38.3% felt the teaching/mentoring process facilitates growth "Very well," and 21.7% said "Significantly".
- b. **Mentorship Availability:** While 20% said mentors follow up "Every time," a significant portion (23.3%) indicated they "I don't have a mentor".
- c. **Strengths & Weaknesses:** 40% felt teachers "Fully" identify their strengths. However, regarding identifying weaknesses to help overcome them, the largest group (35%) selected only "Occasionally/Sometimes".
- d. **Internships & Field Visits:** The institute's promotion of internships and field visits is an area of concern. 25.4% said this happens "Never," and 23.7% said "Rarely".

#### IV. Institutional Opportunities & Skills

- a. **Learning Opportunities:** 51.7% "Agree" and 20% "Strongly agree" that the institution provides multiple opportunities to learn and grow.
- b. **Soft Skills & Employability:** 41.7% felt efforts to inculcate soft skills were "Moderate," while 40% felt they were effective "To a great extent".
- c. **Student-Centric Methods:** 40.7% felt experiential and participative learning methodologies were used "To a great extent".
- d. **Overall Quality:** The overall quality of the teaching-learning process was rated highly, with 48.3% "Agreeing" and 38.3% "Strongly agreeing" that it is very good.

#### V. Qualitative Feedback & Suggestions

Students provided specific observations and suggestions. Following are some of the suggestions put forth by the students.

- a. **Request for more ICT/Visual Aids:** Use of PPTs (PowerPoint Presentations) and projectors to help with understanding and note-taking.
- b. **Need for Practical Exposure:** Field trips, Study tours and Outdoor activities.
- c. **Students requested more seminars, workshops, active clubs and societies and student exchange programs.**
- d. **Interactive Teaching:** Student-centered classes with interaction, group discussions, and debates rather than just lectures. Encourage critical discussions and giving students more chances to speak to build confidence.
- e. **Infrastructure & Resources:** Need for proper study materials, latest books in the library, and a generally updated library.
- f. **Mentoring & Feedback:** Students requested weekly assessment, regular class tests, and constructive feedback. Some noted a need for every student to have a special mentor.

#### VI. Conclusion

The English Department's SSS results show a high level of satisfaction with the core teaching quality, syllabus completion, and teacher fairness. However, there is a clear mandate from the students to modernize the delivery of lectures using ICT tools (PPTs/Projectors) and to bridge the gap between theory and practice through field trips and internships. Addressing the 23.3% of students who reported lacking a mentor is also a critical area for immediate attention.

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### ACTION TAKEN REPORT

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In response to the suggestions put forth by the students, the Department of English has implemented some of the suggestions.

1. The teaching faculty are encouraged to integrate ICT Tools (Projectors & PPTs) into their lectures to meet the desire for more interactive and student-centered classes.
2. To address the sentiment of the students on activation of experiential learning opportunities (Field Trips & Internships), the department has plan one academic field trip per academic year and appointed a Mentor to establish a clearer communication channel regarding internship opportunities. The first internship programme will be conducted in the next academic session July-December 2025.
3. The department also decided to organise more workshop to bridge the gap between theory and practice and address the primary gaps in curriculum delivery. The department has organised **workshops on indigenous cooking which is part of skill development initiatives** of the department. Also, to promote and appreciate literary excellence amongst students and to engage critical discussion with the students the department also conduct **Naga Writers Speak** annually.
4. The department has instituted a Literary Society to provide a platform to the students to hone their creative, literary and oratory skills and provide opportunities for holistic growth and development. Keeping this objective in mind, the department has started a **Departmental Newsletter** to equip the students with basic knowledge about the art of editing and documentation skills.
5. To promote equity and expand educational access for students from economically disadvantaged backgrounds the department decided to introduce **Free Ship** for student by offering financial assistance. Through this initiative, the department reaffirms its dedication to equity, social responsibility, and sustainable community development.
6. In order to facilitate the students to have easy access to study resources, the Department of English has started a Book Bank, an initiative of the department aimed at providing books to students of the department. Book bank host a collection of literary books generously donated by alumni, students and well-wishers.
7. To strengthen the feedback and mentoring system, all the faculties are encouraged to schedule mentoring sessions and ensure every student receives a one-on-one session at least once a semester, as students feel that "low mentor sessions" hinder personal growth. The department also decided to conduct more class test and give regular feedback to the students.

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