

**SAO CHANG COLLEGE,
TUENSANG – NAGALAND (798612)**

Student Satisfaction Survey (SSS) 2024–2025

Sao Chang College successfully conducted the Student Satisfaction Survey (SSS) for the academic year 2024-2025 in accordance with the guidelines and questionnaire framework prescribed by NAAC (National Assessment and Accreditation Council).

The survey was undertaken to assess and enhance the quality of the Teaching–Learning and Evaluation process based on students’ feedback. A total of 381 students from both the Arts and Science streams were randomly selected across all classes to participate in the survey.

Out of the 381 respondents:

- 40% were male
- 59.7% were female

This survey falls under **Key Indicator – 2.7.1, Criterion II: Teaching–Learning and Evaluation**.

NAAC conducts the Student Satisfaction Survey to gather students’ perceptions regarding the teaching–learning and evaluation process, with the objective of improving the quality of higher education. Students are expected to respond sincerely and thoughtfully to all the questions. The identity of the respondents remains strictly confidential.

Survey Format

Please fill in the following details carefully:

Section A: General Information

1. Confirmation

Please confirm that this is the first and only time you are responding to this survey:

- Yes
 No

2. Age:

3. Name of the College:

4. Gender

- Female
 Male
 Transgender

Section B: Academic Information

5. Current Degree Programme

- Bachelor's
- Master's
- M.Phil
- Doctorate
- Other (Please specify): _____

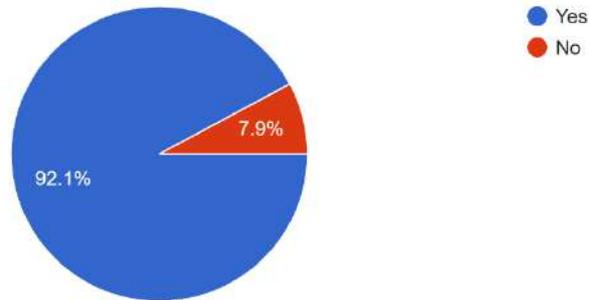
6. Current Subject/Stream

- Arts
- Commerce
- Science
- Professional
- Other (Please specify): _____

Instructions for Filling the Questionnaire

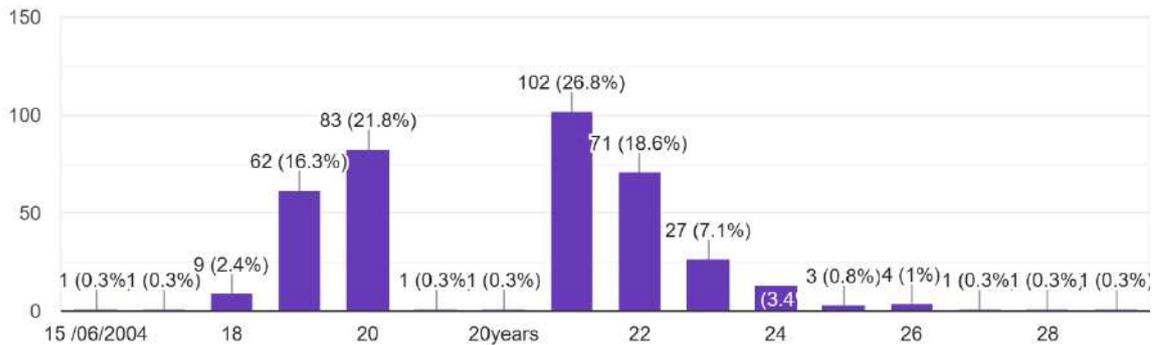
- All questions are mandatory.
- Each question has five response options. Select the most appropriate one.
- Question No. 21 (qualitative response) provides students with an opportunity to offer suggestions for improvement and highlight any weaknesses of the institution.
- Kindly restrict your responses to matters related to the teaching–learning process only.

Please confirm this is the first and only time you answer this survey
381 responses



92% of the respondents confirmed that this was the first and only time they answered to this survey whereas only 7.9% of respondents indicated no.

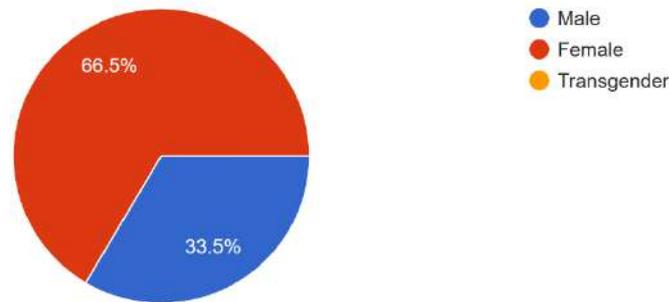
Age
381 responses



The age distribution of the 381 respondents indicates that the majority of students fall within the 19–22 years age group, clearly reflecting a predominantly undergraduate population. The highest representation is from students aged 21 years (26.8%), followed by 20 years (21.8%), 22 years (18.6%), and 19 years (16.3%). Together, these age groups constitute more than 80% of the total responses, suggesting that the survey effectively captured feedback from the core student demographic of the institution. Very few responses were recorded from students aged 24 years and above, each accounting for less than 1–2%, indicating minimal participation from older learners.

Gender

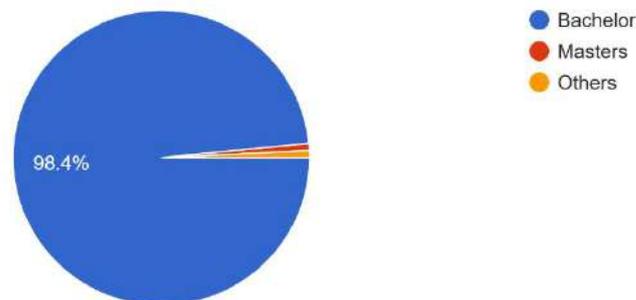
382 responses



The gender distribution of the 382 respondents indicates that the majority of participants were female, constituting 66.5% of the total responses, while male students accounted for 33.5%. There were no recorded responses under the transgender category. This distribution suggests a significantly higher participation rate among female students in the survey, which reflect greater response rate from female students.

What degree/programme are you currently pursuing?

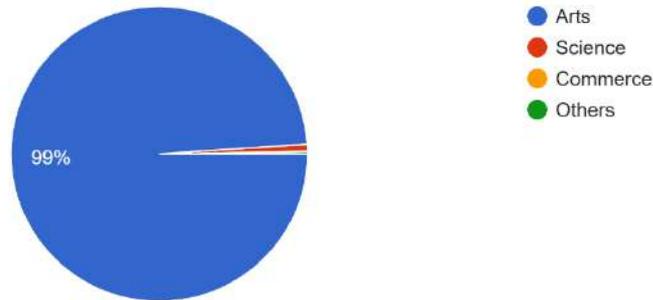
382 responses



The responses to the question on the current degree programme indicate that an overwhelming majority of the respondents are pursuing Bachelor's degree programmes, accounting for 98.4% of the total 382 responses. Only a very small proportion of respondents reported pursuing Master's programmes or other courses, each constituting a negligible percentage. This distribution clearly reflects the academic structure of the institution, where undergraduate programmes form the core of the student population. Consequently, the feedback obtained through the survey primarily represents the experiences and perspectives of undergraduate students regarding the teaching-learning and evaluation processes.

What subject area are you currently pursuing?

382 responses



The responses to the question on the current subject they are pursuing, it indicate that an overwhelming majority of the respondents are pursuing Bachelor's degree in Arts, accounting for 99% of the total 382 responses.

Criterion II - Teaching-Learning and Evaluation

Teaching Learning Process

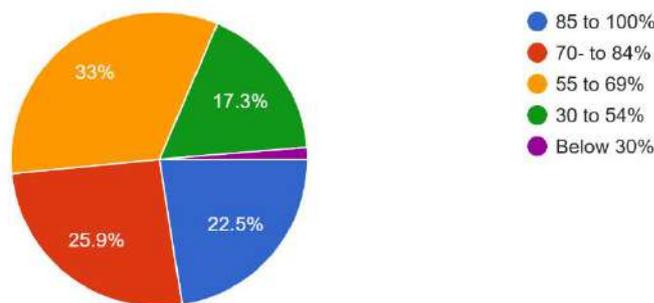
online student satisfaction survey regarding teaching learning process

Student Satisfaction Survey on

Following are questions for

1. How much of the syllabus was covered in the class?

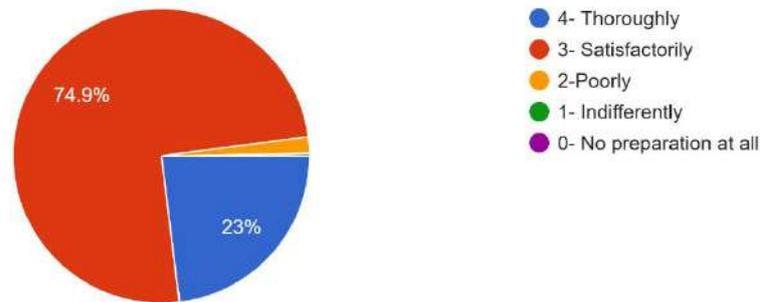
382 responses



In terms of syllabus coverage, during the time of conducting the survey, 22.5% has finished 85-100%, 25.9% had covered 70-80%, 55-69% had covered 33%, and 17.3% had covered 30-54% while below 30% was minimal.

2. How well did the teachers prepare for the classes?

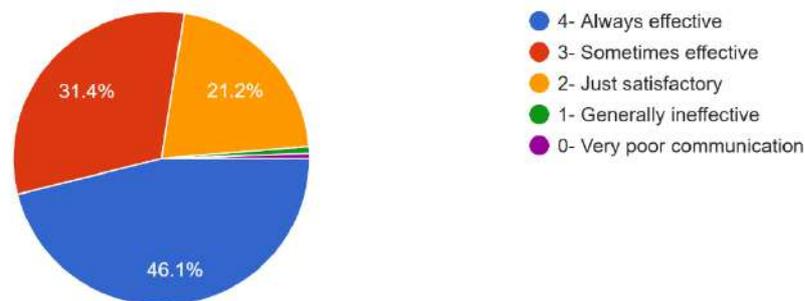
382 responses



In teachers' preparation for classes, 74.9% rated satisfactory while 23% rated thoroughly and a few number of students rating it poorly.

3. How well were the teachers able to Communicate?

382 responses

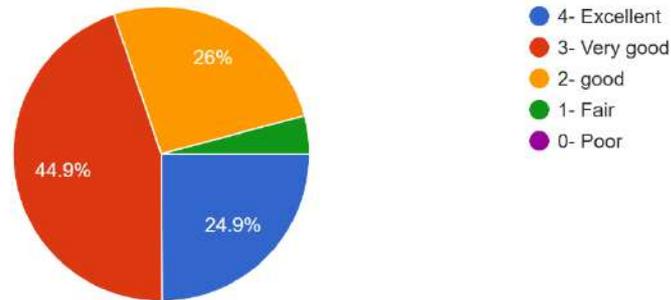


The data shows that the majority of students felt that teachers communicated effectively. 46.1% of respondents rated teachers as 'Always effective,' which is the largest proportion. This indicates that nearly half of the students were very satisfied with teachers' communication. About 31.4% of students responded 'Sometimes effective,' suggesting that while communication was generally good, there were situations where clarity or effectiveness could be improved. Another 21.2% rated communication as 'Just satisfactory,' which indicates average performance - not poor, but with room for improvement.

Only a very small percentage of students selected 'Generally ineffective' and 'Very poor communication,' showing that communication problems were minimal and limited to very few cases.

4. The teacher's approach to teaching can best be described as

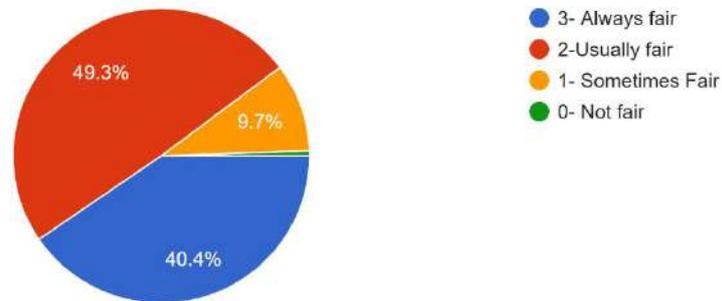
381 responses



In teachers approach to teaching, the responses were as following. 24.9% rated excellent, 44.9% rated very good while 26% rated good. Only a very small percentage of students selected fair.

5. Fairness of the internal evaluation process by the teachers

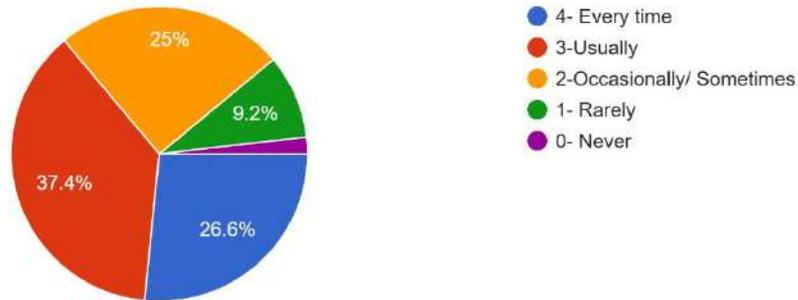
381 responses



In internal evaluation by the teachers, more students rated always fair and usually fair, with 40.4% rated always fair and 49.3% rated usually fair while a low percentage of 9.7% rated sometimes fair. There were just a few students out of 381 who rated not fair.

6. Was your performance in assignments discussed with you?

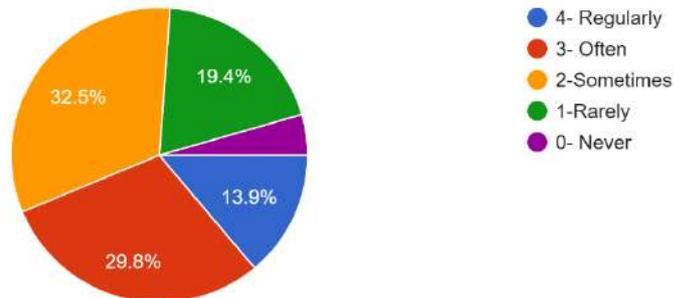
380 responses



In the question of assignment discussion, 26.6% rated every time while 37.4% rated usually, 25% rated occasional or sometimes and 1% rated rarely.

7. The institute takes active interest in promoting internship, student exchange, field visit opportunities for students

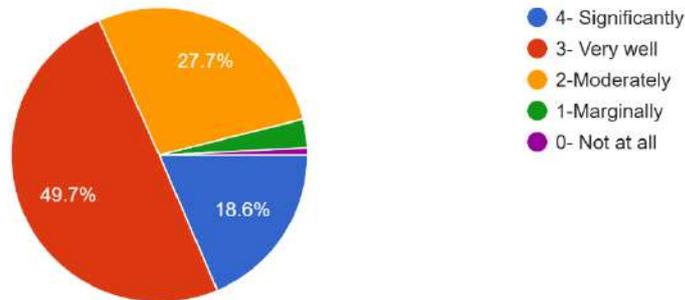
382 responses



In terms of the institution taking active interest in promoting internship, student exchange and field visit opportunities for students 13.9% rated regularly, 29.8% rated often, 32.5% rated sometimes while 19.4% rated rarely. Only a very small percentage of students selected never.

8. The teaching and mentoring process in your institution facilitates you in cognitive, social and emotional growth.

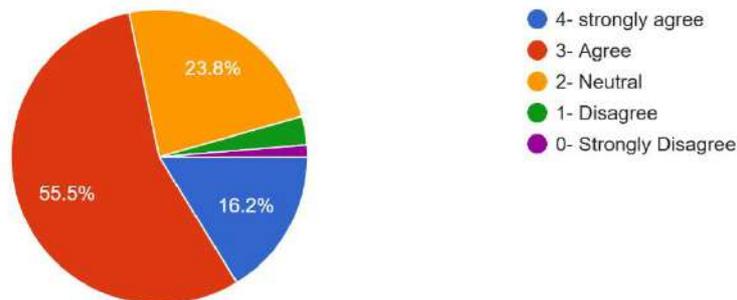
382 responses



In teaching and mentoring process in the institution facilitating cognitive, social and emotional growth an overwhelming number of students rated 49.7%. This could be the result of mentoring sessions being the best practice of the college while 18.6% rated significantly and 1% rating it marginally.

9. The institution Provides multiple opportunities to learn and grow

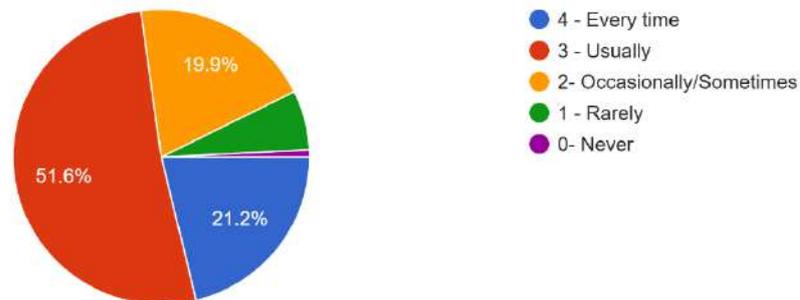
382 responses



In the institution providing multiple opportunities to learn and grow, 16.2% rated strongly agree while 55.5% rated agree, 23.8% rated neutral and 1% rated disagree.

10. Teachers inform you about your expected competencies, course outcomes and programme outcomes

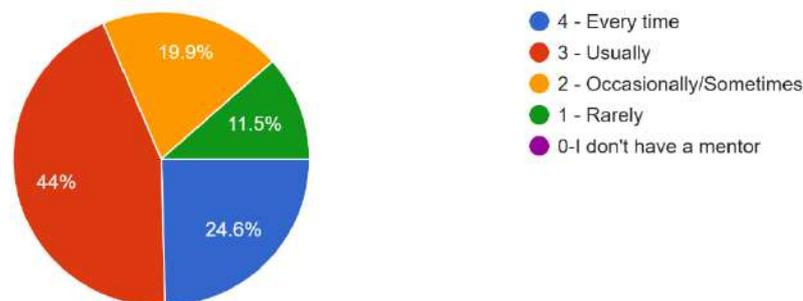
382 responses



In the question of teachers informing about expected competencies, course outcomes and programme outcomes 21.2% rated every time, 51.6% rated usually, 19.9% rated occasionally /sometimes and 1% rated rarely.

11. Your mentor does a necessary follow-up with an assigned task to you

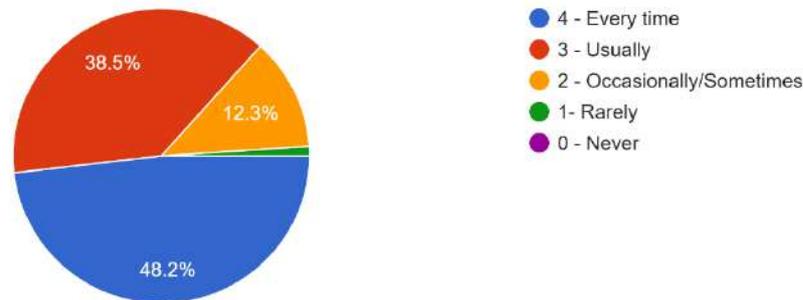
382 responses



Most students (68.6%) experience consistent mentorship follow-up, indicating generally effective guidance. About 31.4% report irregular follow-up, highlighting some gaps in tracking and accountability. All students have an assigned mentor.

12. The teachers illustrate the concepts through examples and applications.

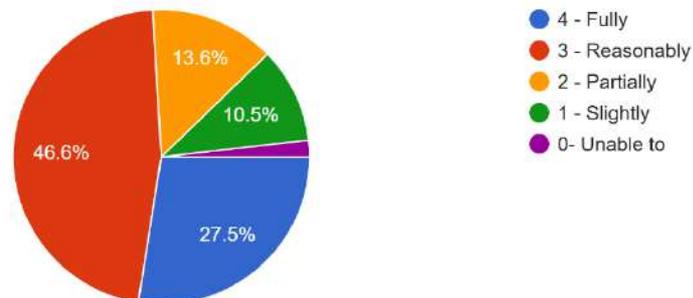
382 responses



In the question of teachers illustrating concepts through examples and application, the responses was overwhelmingly good with 48.2% indication every time, 38.5% indicating usually and 12.3% rating it occasionally or sometimes.

13. The teachers identify your strengths and encourage you with providing right level of challenges.

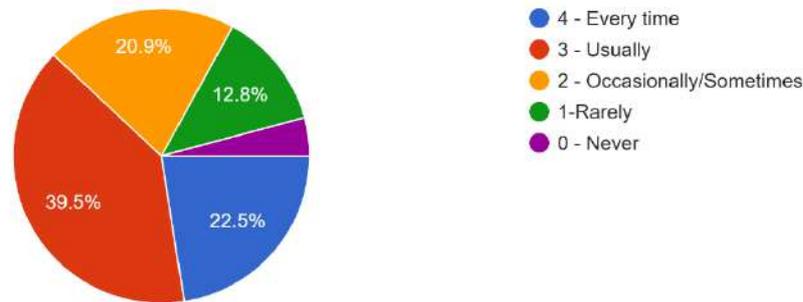
382 responses



In the question of teachers identifying strengths and encouraging with providing right level of challenges 27.5% rated fully, 46.6% rated reasonably, 13.6% rated partially, 10.5% rated slightly.

14. Teachers are able to identify your weaknesses and help you to overcome them

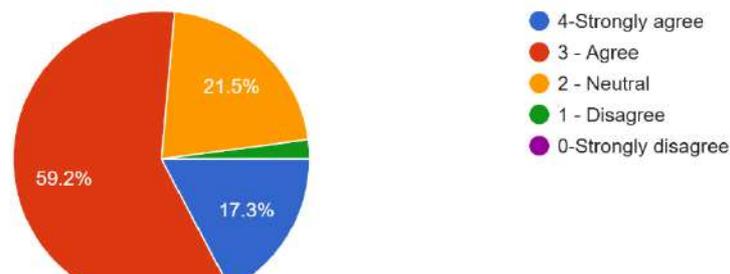
382 responses



In terms of teachers ability to identifying students weaknesses and helping them overcome it, 22.5% of the students rated every time, 39.5% rated usually, 20.9% rated occasionally or sometimes and 12.8% rated rarely.

15. The institution makes effort to engage students in the monitoring, review and continuous quality improvement of the teaching learning process

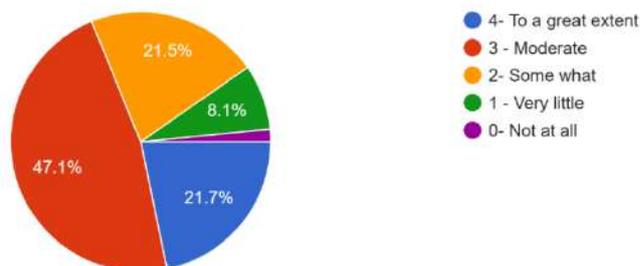
382 responses



In the question of the institution of the institution making effort to engage in the monitoring, review and continuous quality improvement, 17.3% rated strongly agree, 59.2% rated agree and 21.5% rated neutral.

16. The institute/ teachers use student centric methods, such as experiential learning, participative learning and problem solving methodologies for enhancing learning experiences.

382 responses

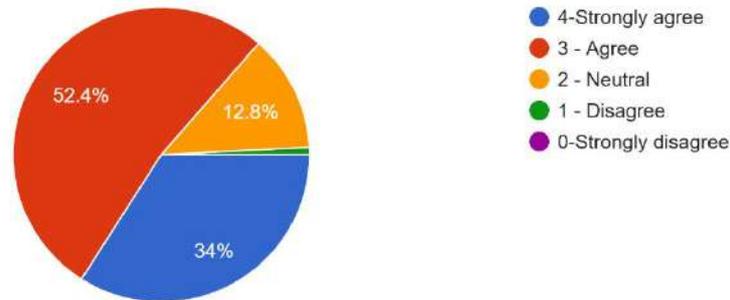


In the question of the institute or the teachers using student centric methods, such as experiential learning, participative learning and problem solving methodologies for

enhancing learning experiences, a good 21.7% rated it as to a great extent, 47.1% to moderate, 21.5% to 'somewhat' and lastly 8.1% to 'very little'.

17. Teachers encourage you to participate in extracurricular activities.

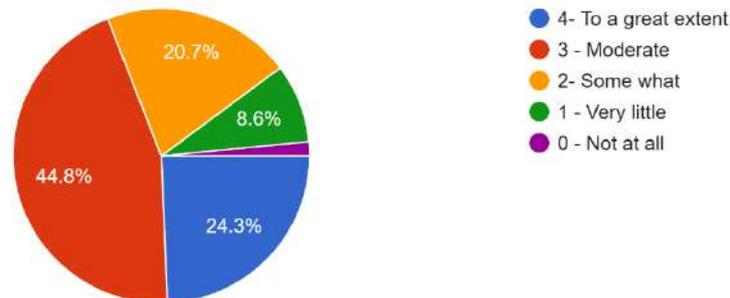
382 responses



In terms of the teachers encouraging students to participate in extracurricular activities 34% rated strongly agree, 52.4% rated agree 12.8% rated neutral. This data indicate that students are being encouraged by teachers for participation in other activities beyond classroom.

18. Efforts are made by the institute/ teachers to inculcate soft skills, life skills and employability skills to make you ready for the world of work.

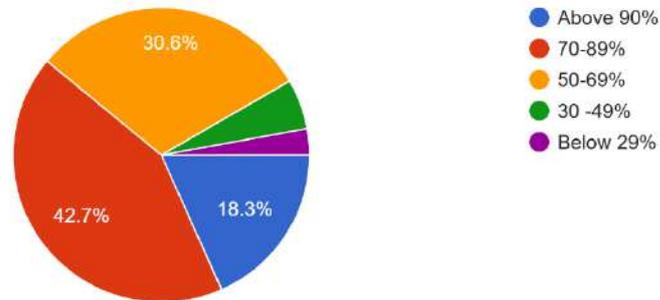
382 responses



In the question of the efforts made by the institute/teachers to inculcate soft skills, life skills and employability skills to make the students ready for the world to work, a good percentage of 24.3% rated to a great extend, 44.8% rated moderate and 20.7% rated somewhat while 8.6% rated very little.

19. What percentage of teachers use ICT tools such as LCD projector, Multimedia, etc while teaching.

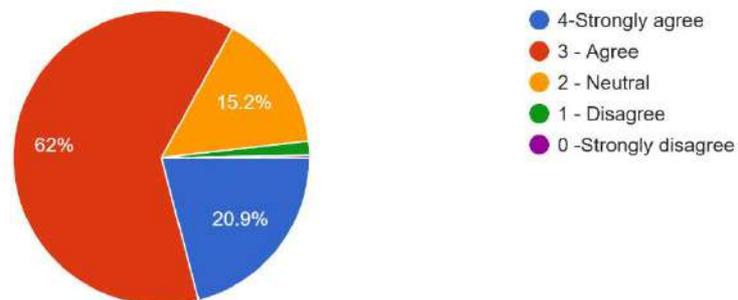
382 responses



In the question of percentage of teachers use ICT tools such as LCD projector, Multimedia, etc while teaching 18.3% gave above 90%, 42.7% gave 70-89%, 30.6% gave 50-69% and few rated to 30-49%. This chart shows that a good number of teachers uses ICT tools in their daily class lectures.

20. The overall quality of teaching-learning process in your institute is very good.

382 responses



In the last question of the quality of teaching- learning process in the institute as being good, 20.9% agreed to the question, while 62% responded to agree 15.2% to neutral and a very low percentage to disagree.

Comments/ Suggestions/ Feedbacks from students

1. Teaching Methods and Classroom Engagement

- Highly recurring theme: Students want interactive teaching methods such as group discussions, presentations, practical activities, and skill-based workshops.

- Mentions: “More interactive teaching methods,” “interactive sessions,” “discussion, activities, practical examples,” “participative learning,” “skill-based learning.”
- Analysis: There is a clear demand for student-centered learning rather than traditional lecture-only methods. Comments indicate that students value engagement, active participation, and hands-on learning.

2. Use of Technology

- Suggestions include: Projectors, smart boards, online quizzes, educational apps, LCDs, AI, and ICT-enabled teaching.
- Mentions: “Proper use of technology,” “Smart boards, powerpoint, videos, online quizzes,” “use ICT effectively,” “use of visual aid.”
- Analysis: Students see technology as a tool for clarity and engagement. Integrating tech could reduce monotony and improve concept understanding.

3. Feedback and Communication

- Suggestions include: Regular feedback sessions, personalized feedback, mentoring, and better student-teacher interaction.
- Mentions: “Regular feedback sessions,” “personal feedback,” “better communication,” “strengthen student–teacher relationships,” “teachers should communicate more with students.”
- Analysis: Students emphasize two-way communication. They value teachers who are approachable, give constructive feedback, and are attentive to individual needs.

4. Faculty and Time Management

- Concerns: Shortage of teaching staff, especially in the History department; slow teaching pace; improper time management.
- Mentions: “Need more teaching staff in our history department,” “slow teacher,” “proper time management.”
- Analysis: Human resource issues affect learning quality. Students perceive gaps in staffing and lecture delivery as barriers to effective education.

5. Infrastructure and Facilities

- Points raised: Library, classrooms, transport, campus facilities, internet connectivity, sports and art facilities.
- Mentions: “Transportation,” “campus, surroundings, facilities,” “library and study resources,” “internet connection,” “needs facilities for sports and art.”

- Analysis: Physical and resource-related infrastructure is directly linked to learning effectiveness and overall student satisfaction.

6. Fairness, Equity, and Support

- Comments: Impartiality in teaching, unbiased evaluation, empathy, inclusion.
- Mentions: “To be impartial while teaching,” “no partial among students,” “empathy towards students,” “supportive and inclusive environment.”
- Analysis: Students value equity and fairness, highlighting the importance of a transparent evaluation system and teachers’ sensitivity to student concerns.

7. Experiential Learning and Exposure

- Suggestions: Seminars, guest lectures, field trips, outdoor learning, internships, and student exchanges.
- Mentions: “Organizing seminars and guest lectures,” “field trip and outdoor learning,” “internship opportunities,” “student exchange.”
- Analysis: Students want learning to connect theory with practice and to gain exposure to real-world knowledge.

8. Emotional and Personal Development

- Comments: Focus on critical thinking, creativity, mental well-being, social interaction, teamwork, and responsibility.
- Mentions: “Academic growth and critical thinking,” “personal development and responsibility,” “emotional and mental well-being,” “fostering creative activities.”
- Analysis: Students are looking for holistic development, not just academic learning. They expect the college to support mental and emotional growth alongside skill acquisition.

9. Positive Feedback

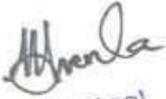
- Some comments indicate satisfaction: “All good,” “Everything is excellent,” “It’s going good till now,” “Effective teachings,” “Good environment and infrastructure.”
- Analysis: While there are several areas for improvement, students do recognize strengths in the teaching-learning process.

Key Patterns

1. Interactive, technology-supported, student-centered learning is the most requested improvement.
2. Feedback, mentoring, and communication are essential for enhancing engagement and understanding.
3. Faculty shortages and time management are recurring structural challenges.
4. Infrastructure (transport, library, classrooms, technology) is critical for both academic and extracurricular development.
5. Experiential learning and holistic growth are valued but underrepresented in current practices.
6. Equity, fairness, and teacher empathy remain central to student satisfaction.

Summary: Overall, students appreciate the teaching and campus environment but are calling for more interactive, technology-driven, and practical learning methods, supported by better communication, adequate faculty, and infrastructure improvements. They also value fairness, emotional support, and holistic development.

Authenticated


Principal
Sao Chang College
Tuensang : Nagaland