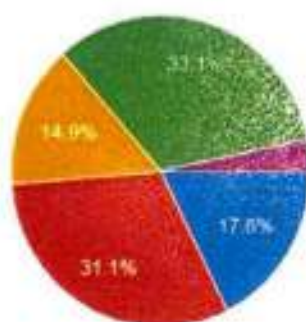


Alumni Feedback Report and Survey 2023- 2024

The "IQAC Alumni Survey: 2023-2024" report presents feedback from alumni of Tetso College, reflecting their post-graduation experiences and perceptions of the institution's impact on their professional and personal development.

Employment and Further Education:

Currently you are
148 responses



- A Salaried Employee (full time/part time)
- Pursuing other courses (Masters/PhD/ MPhil/B.Ed)
- Taking coaching for competitive examinations
- Taking a sabbatical (break)
- Entrepreneur running my own business

The survey indicates a diverse array of current pursuits among the alumni:

- 17.6% of respondents are salaried employees, either part-time or full-time.
- 31.1% are pursuing further education (Masters/PhD/MPhil/B.Ed).
- 14.9% are preparing for competitive examinations.
- 33.1% are on a sabbatical, and 3.4% are entrepreneurs.

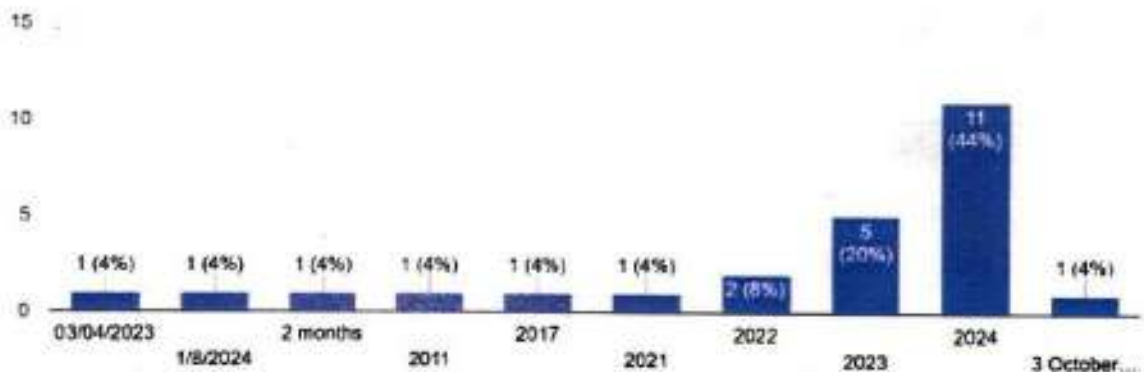


Principal

This distribution suggests that Tetso College alumni are engaged in a wide range of activities, demonstrating the versatility and applicability of their education.

If you are currently a salaried employee, what's the year of joining the job? (others need not respond)

25 responses



The survey indicates that:

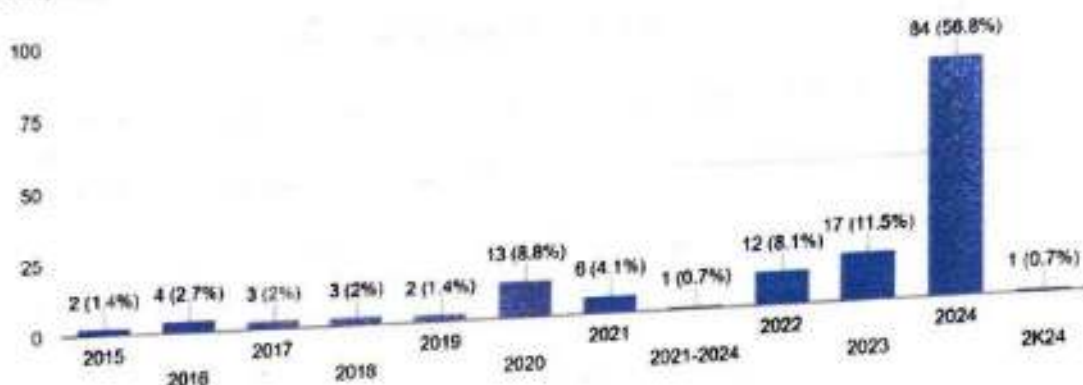
- 44% responded that they joined their place of work in the year 2024.
- 20% responded that they joined their place of work in the year 2023.
- 8% responded that they joined in the year 2022.
- 4% each responded that they joined in the years 2011, 2017 and 2021.



Principal

Year of passing from Tetso College

148 responses



The survey responses indicate that:

- 56.8% respondents graduated in the year 2024
- 11.5% graduated in 2023
- 8.8% graduated in 2020
- 8.1% graduated in 2022
- 4.1% in 2021
- 2.7% in 2016
- 2% each in 2018 and 2017
- 1.4% in 2019 and 2015



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Syllabus followed during their education at Tetso College:

Syllabus that was followed during my education at Tetso College

148 responses

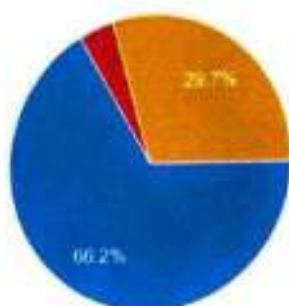


- Annual system
- Semester system (old course with paper codes like 102, 204, 302, 401, etc)
- CBCS
- NEP-FYUGP

The responses indicate that 98% followed the Semester system while 2% had followed the CBCS system.

Curriculum was relevant to improve your employability skills

148 responses



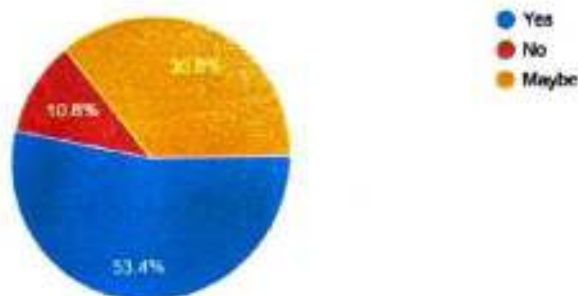
- Yes
- No
- Maybe


Principal

Curriculum relevance:

- 66.2% agreed that the curriculum followed at Tetso College improves employability.
- 29.7% partially agreed while 4.1% disagreed.

Curriculum helped you to deal with real life situations
148 responses

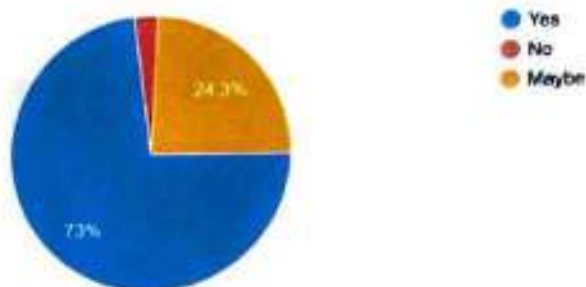


- 53.4% agreed that the curriculum helped them in real life situations
- 35.8% partially agreed
- 10.8% disagreed


Principal

Curriculum and teaching methodology in the form of practicals and theories taught was effective to hone your professional standards

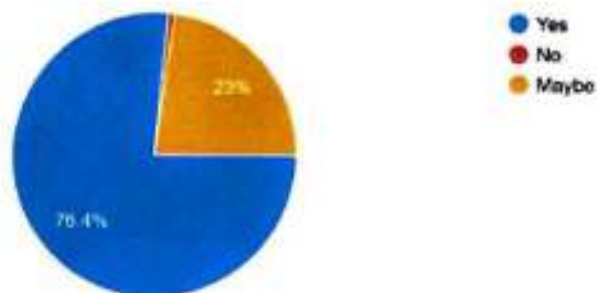
148 responses



- 73% respondents agreed that the curriculum helped in honing professional standards
- 24.3% partially agreed
- 2.7% disagreed

Curriculum and teaching methodology was effective in improving your communication skills

148 responses

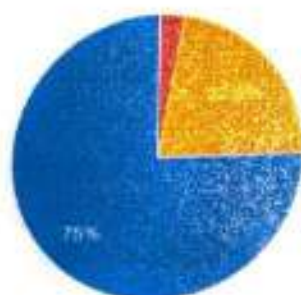



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- 76.4% agreed that the curriculum improved communication skills among the students
- 23% partially agreed
- 0.7% disagreed

The curriculum & teaching methodology at Tetso College contributed significantly for your overall development

148 responses



● Yes
● No
● Maybe

- 75% respondents agreed that the curriculum helped in overall development
- 22.3% partially agreed
- 2.7% disagreed



Principal



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My education at Tetso College was definitely helpful and prepared me for the future well

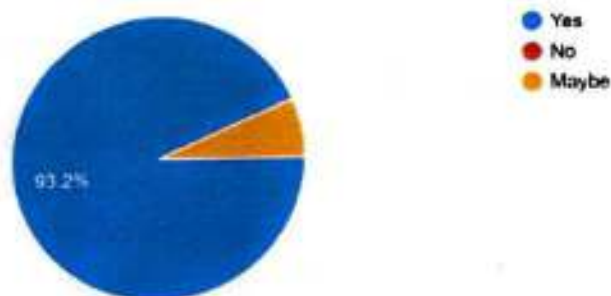
148 responses



- 84.5% agreed that the education received at Tetso College prepared them for their futures
- 14.9% partially agreed
- 0.7% disagreed

I am a proud alumni of Tetso College, and recommend the college to my juniors

148 responses




Principal

- 93.2% agreed that they were proud alumni of Tetso College
- 6.8% partially agreed

Action Taken Report

Summary

- The "IQAC Alumni Survey: 2023-2024" gathered insights from Tetso College alumni regarding their post-graduation experiences, including employment, further education, and the relevance of the curriculum. The survey highlighted diverse alumni engagements, including salaried employment, entrepreneurship, and competitive exam preparation, while also emphasizing alumni perceptions of the college's impact on their professional and personal growth.

Key Findings

1. Employment and Further Education:
 - 17.6% are salaried employees (part-time/full-time).
 - 31.1% are pursuing further education (Masters, PhD, MPhil, B.Ed).
 - 14.9% are preparing for competitive examinations.
 - 3.4% are entrepreneurs, while 33.1% are on sabbaticals.
2. Graduation and Employment Trends:
 - 56.8% graduated in 2024, with a notable number joining workplaces in the same year.
 - Majority followed the Semester system during their education.



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3. Curriculum Feedback:
 - 66.2% agreed the curriculum improved employability; 53.4% found it applicable to real-life situations.
 - 76.4% acknowledged improved communication skills; 84.5% felt prepared for the future.
4. Alumni Pride:
 - 93.2% expressed pride in being alumni, with 75% agreeing the curriculum contributed to overall development.

Actions Taken

1. Enhancing Career Guidance:
 - Strengthened career counseling and placement sessions.
 - Partnered with industry professionals for workshops and mock interviews.
 - Dedicated sessions for competitive exam preparation.
2. Supporting Further Education:
 - Introduced mentorship programs and webinars on advanced studies.
 - Provided resources for scholarship and admission processes.
3. Promoting Entrepreneurship:
 - Conducted alumni-led sessions to inspire entrepreneurship.
4. Curriculum Revisions:
 - Added interdisciplinary courses with NEP 2020.



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5. Strengthening Alumni Engagement:

- o Conducting various programs organised by the Alumni Association of the College.

6. Modernizing the Syllabus:

- o Conducted workshops to integrate NEP system methodologies.
- o Regularly reviewed curriculum relevance to evolving market needs.

Conclusion

The initiatives taken in response to the alumni survey demonstrate Tetso College's commitment to fostering an educational environment that not only prepares students for their professional endeavors but also cultivates lifelong connections. By addressing the diverse needs of its alumni, the college ensures continued growth, adaptability, and excellence. These actions reaffirm Tetso College's dedication to maintaining its reputation as a leading institution producing competent and versatile graduates.



Principal



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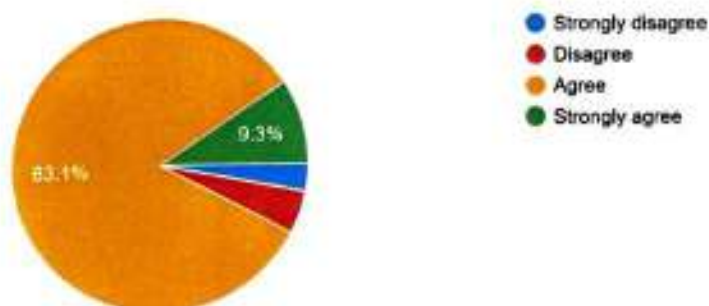
Feedback Analysis Of IQAC Student Survey - Curriculum & its Implementation (2023-2024)

The IQAC Student Survey on Curriculum and Implementation for the academic year 2023–2024 gathered insights from 301 students, offering valuable perspectives on curriculum design, teaching methodologies, internal assessments, and co-curricular activities. This report highlights key findings from the survey and provides an analysis of the feedback received.

Key Insights

1. Curriculum Relevance and Practicality: 83.1% of students believe the curriculum is practical, updated, and useful. Additionally, 79.7% appreciate the inclusion of practical components that provide real-world understanding.

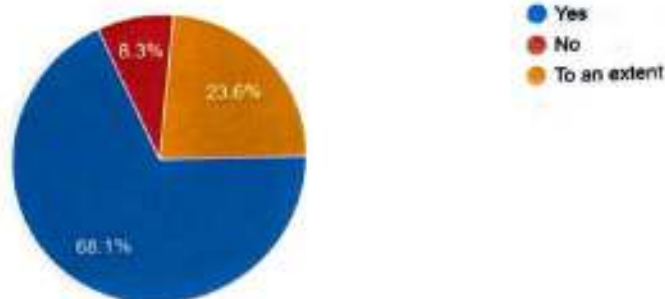
The syllabus is practical, updated, and useful
301 responses



2. Awareness and Communication: 68.1% of respondents are aware of the Program Objectives (POs) and Course Objectives (COs), reflecting a moderate level of clarity in the course framework.


Principal

I am aware of the Programme Objectives (POs) and Course Objectives (COs) of my curriculum
301 responses



3. Internal Assessments: 87% of students find internal assessments beneficial for deepening subject understanding. However, common concerns include the need for greater transparency in grading, stricter supervision during tests, and the inclusion of diverse assessment formats such as quizzes, group projects, and real-world case studies.



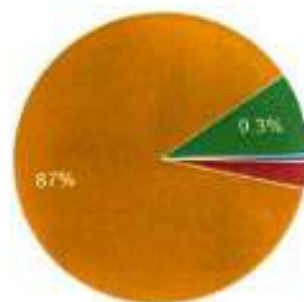
Principal



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Internal assessments help me understand the subject better and deeper

301 responses

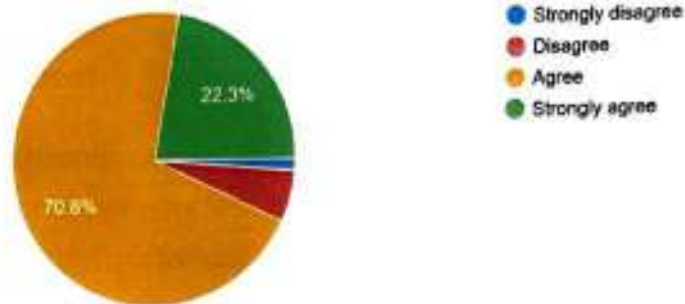


- Strongly disagree
- Disagree
- Agree
- Strongly agree

4. Teaching Effectiveness: 70.8% of students agree that their teachers communicate effectively. A significant 84.7% commend the use of ICT tools like Google Classroom and Google Drive, which aid comprehension and engagement.

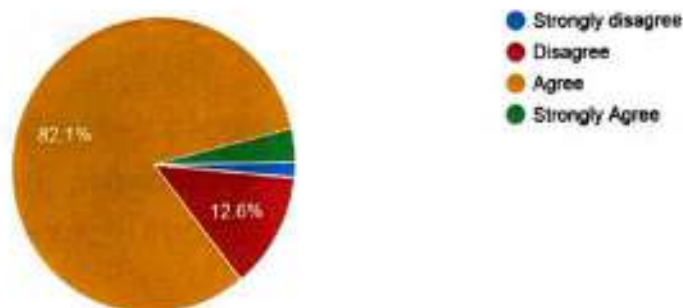

Principal

My teachers are able to communicate effectively, both in person and online
301 responses



5. 82.1% students agree that Tetso Library is sufficiently equipped as per the requirements of the curriculum.

The college library is sufficiently equipped as per the requirements of my curriculum
301 responses



5. Co-Curricular Activities: Students suggested expanding options to cater to diverse interests, such as arts, technology, and leadership programs. Many


Principal

emphasized the importance of inclusivity and student-led initiatives while also advocating for activities that preserve and promote Naga culture and traditions.

Areas of Improvement

1. Internal Assessments: Students recommend incorporating a mix of quizzes, group work, and case studies to make assessments more engaging and relevant. Additionally, addressing concerns about fairness in grading and ensuring strict supervision during tests are key priorities.

2. Curriculum Enhancements: Suggestions include interdisciplinary and industry-specific modules, digital tools, and real-world case studies. Greater alignment with emerging technologies and workforce needs is also emphasized.

3. Co-Curricular Activities: Expanding activities to include diverse interests and promoting Naga culture and traditions are key recommendations. Increasing student involvement in planning activities and providing financial assistance to clubs are also highlighted.

4. Teaching and Learning: Recommendations include greater use of visual aids (e.g., PPTs, videos), personalized learning methods, and mentorship programs. Suggestions also highlight the importance of better teacher-student interaction.

Best Practices Identified

1. Regular feedback and mentoring by teachers.
2. Effective use of ICT tools for assignments and materials.
3. Encouraging active student participation and discussions during lessons.



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Conclusion

The survey highlights positive feedback on curriculum utility and teaching practices, with actionable recommendations to address areas of improvement. Focused efforts on integrating practical experiences, enhancing co-curricular engagement, and refining internal assessments will further enrich the student experience at Tetso College.

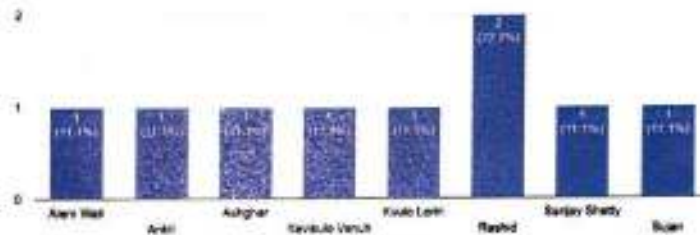


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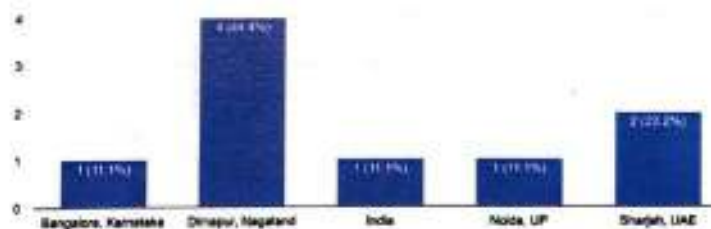
IQAC Employer Survey Report & Analysis 2023-2024

The "IQAC Employer Survey: 2023-2024" report presents feedback of the alumni of Tetso College, working at other institutions. The report reflects their expertise that they bestow on their respective workstations and the skills that they have acquired during their time at Tetso College.

Name (as per official records)
9 responses



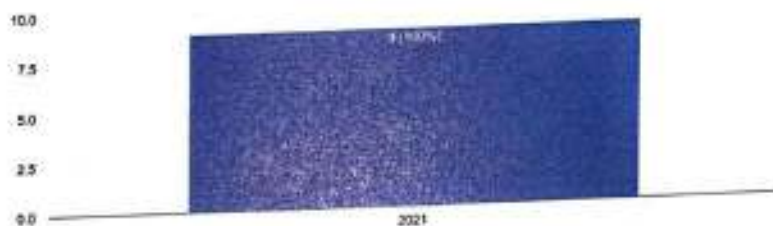
City and State the organization is located in
9 responses



- 11.1% of Tetso alumni are working in Bangalore.
- 44.4% of Tetso alumni are working in Dimapur.
- 11.1% of Tetso alumni are working in Noida.
- 22.2% of Tetso alumni are working in the UAE.

Though most of the alumni are working in Dimapur, there are a significant number of Tetso alumni who are working throughout the country and few are also working outside the country.

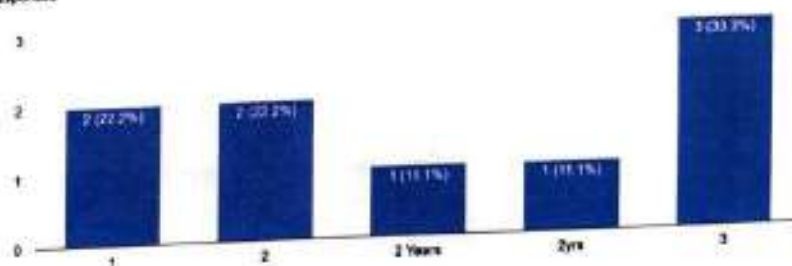
Year of graduation of the Tetso College alumni currently employed at your organization
9 responses



Year of graduation of the Tetso College alumni currently employed at other organization:

- 100% of the Tetso alumni who have graduated in 2021, have managed to get employment in the same year.

Could you please indicate the number of years our alumni has worked at your office/organization
9 responses

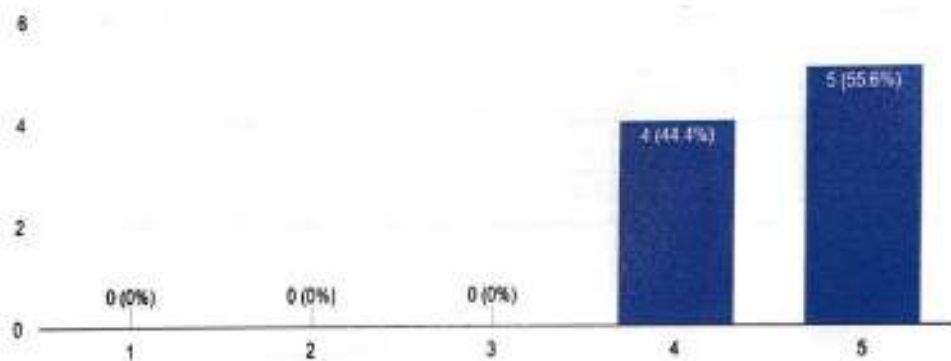


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Number of years working:

- 22.2% of Tetso alumni are working for two years at the same organization.
- 33.3% of alumni are working for three years at the same organization.

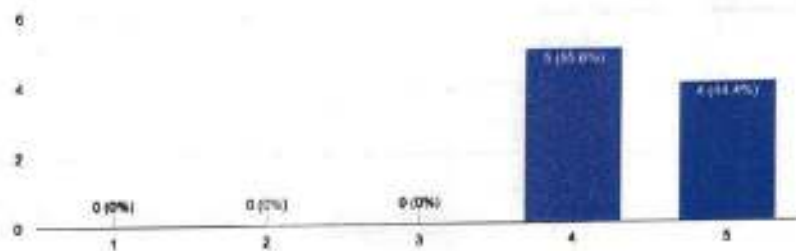
How satisfied are you with the overall performance of the Tetso College graduate(s) you have hired?
9 responses



Employer Satisfaction:

- 55.6% of the employers are highly satisfied with the performance of our alumni.
- 44% of the employers are satisfied with the performance of our alumni.
- None of the employers are dissatisfied with the performance of our alumni.

How well do Tetso College alumni adapt to the work environment in your organization?
9 responses



Adaptability with work the environment:

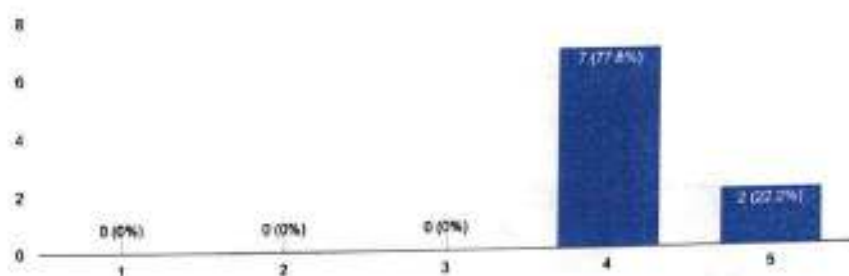
- 44.4% of the employers are highly satisfied with the adaptability of our alumni.
- 55.6% of the employers are highly satisfied with the adaptability of our alumni.
- None of the employers are dissatisfied with our alumni.



Principal

How effectively do Tetso College graduates apply the theoretical knowledge they gained from their education in practical scenarios?

9 responses

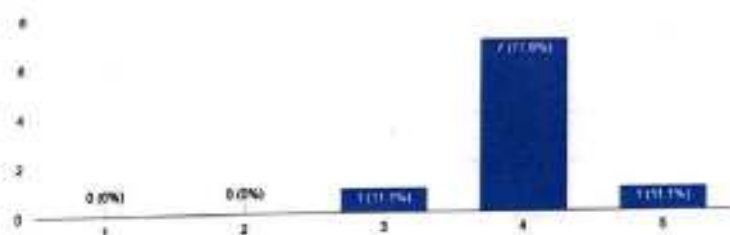


Theoretical & Practical knowledge:

- 77.8% of the employers are satisfied with the theoretical and practical knowledge our alumni apply to their workplace.
- 22.2% of the employers are highly satisfied with theoretical and practical knowledge our alumni apply to their workplace.

How would you rate the problem-solving skills of Tetso College alumni?

9 responses



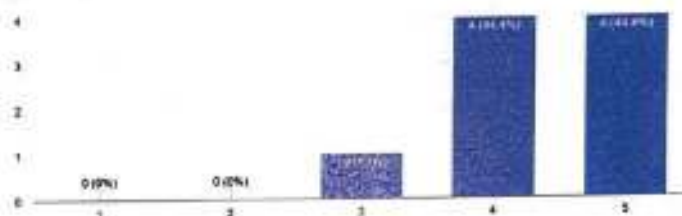
Problem-solving Skills:

- 11.1% of the alumni have the highest aptitude for problem solving skills.

Principal

- 77.8% of the alumni have high aptitude for problem solving skills.
- 11.1% of the alumni are moderate in their problem solving skills.

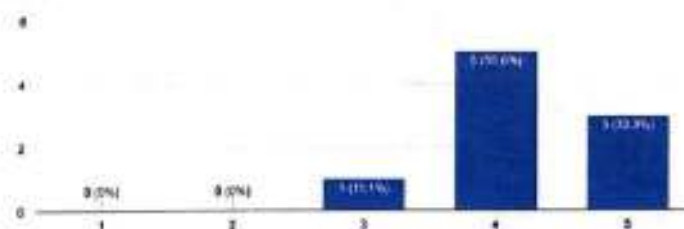
How proficient are Tetso College graduates in their communication skills, both written and verbal?
4 responses



Communication Skills:

- 44.4% of the alumni possess the best communication skills.
- 44.4% of the alumni possess good communication skills.
- 11.1% of the alumni are moderate in their communication skills.

How well do Tetso College graduates demonstrate leadership and teamwork abilities?
5 responses



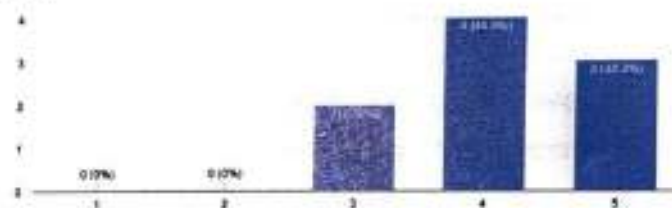
Leadership and teamwork Abilities:

Principal

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- 33.3% of employers agree that Tetso alumni have the highest leadership and teamwork skills.
- 55.6% of employers agree that Tetso alumni have good leadership and teamwork skills.
- 11.% of employers moderately agree that Tetso alumni have good leadership and teamwork skills.

How relevant is the training and education received by Tetso College graduates to the needs of your company?
9 responses

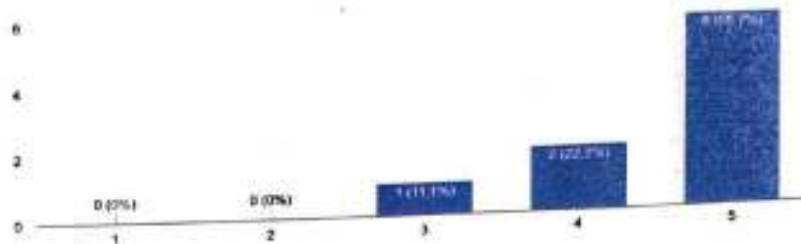


Training and Education:

- 33.3% of the employers agree that Tetso graduates have acquired the highest training and education.
- 44.5% of the employers agree that Tetso graduates have acquired the highest training and education.
- 22.2% of the employers moderately agree that Tetso graduates have acquired the highest training and education.


Principal

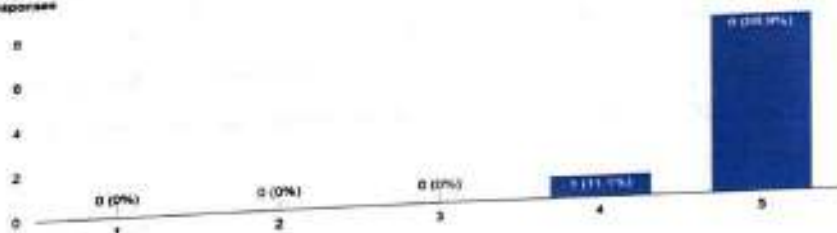
How would you rate the technical skills of Tetso College alumni in relation to the job requirements?
9 responses



Technical Skills:

- 66.7% of the graduates have acquired the highest level of technical skills.
- 22.2% of the graduates have acquired good technical skills.
- 11.1% of the graduates are moderately skilled.

How satisfied are you with the ethical and professional behavior exhibited by Tetso College graduates?
9 responses



Ethical and Professional Behaviour:

- 88.9% of the employers consider that Tetso alumni have practiced the highest ethical and professional behavior at their workplace.
- 11.1% of the employers consider that Tetso alumni have practiced good ethical and professional behavior at their workplace.

Principal

Would you consider hiring more graduates from Tetso College in the future?

9 responses



- 100% of the employers are keen to employ Tetso graduates.

Action Taken Report:

1. Enhanced Training Programs:

- Developed and implemented specialized training sessions focusing on problem-solving and technical skills to address the areas where alumni were found to be moderate.
- Expanded workshops on communication skills, leadership, and teamwork to ensure more graduates reach the highest level of proficiency.

2. Curriculum Enhancement:

- Revised the curriculum to incorporate more practical knowledge and real-world applications, ensuring alignment with employer expectations.

- Integrated ethical and professional behavior modules across all disciplines to maintain and enhance the already high standards recognized by employers.

3. Alumni Engagement:

- Initiated regular alumni feedback mechanisms to continuously assess and improve the relevance of education provided.
- Established mentorship programs where high-performing alumni can guide current students.

4. Employer Collaboration:

- Increased collaboration with employers to understand industry trends and tailor educational programs accordingly.
- Hosted employer roundtable discussions to gather more in-depth feedback and strengthen relationships with key industry players.

5. Continuous Monitoring:

- Implemented a system for continuous monitoring of alumni performance in the workplace through regular surveys and direct employer feedback.



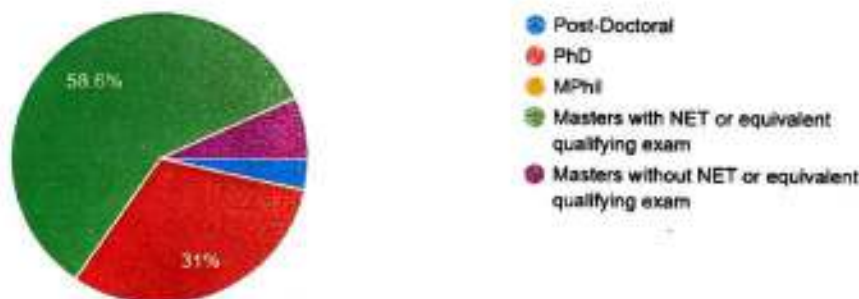
Principal

Teachers Feedback Report and Survey 2023- 2024

The "IQAC Teacher Survey - Curriculum and its Implementation (2023-2024)" is a survey to gather insights from teachers regarding the curriculum and its implementation. The primary focus of this survey was to evaluate teaching pedagogy, assessment methods, and overall educational experience. This report consolidates the feedback received and provides recommendations for future actions.

Highest educational qualification (currently)

29 responses



→ Master's Degree and NET Qualification (58.6%):

Over half (58.6%) of the faculty hold a Master's degree and have passed the National Eligibility Test (NET). This aligns with national academic standards, demonstrating that the majority of the faculty possess the necessary qualifications required for higher education.

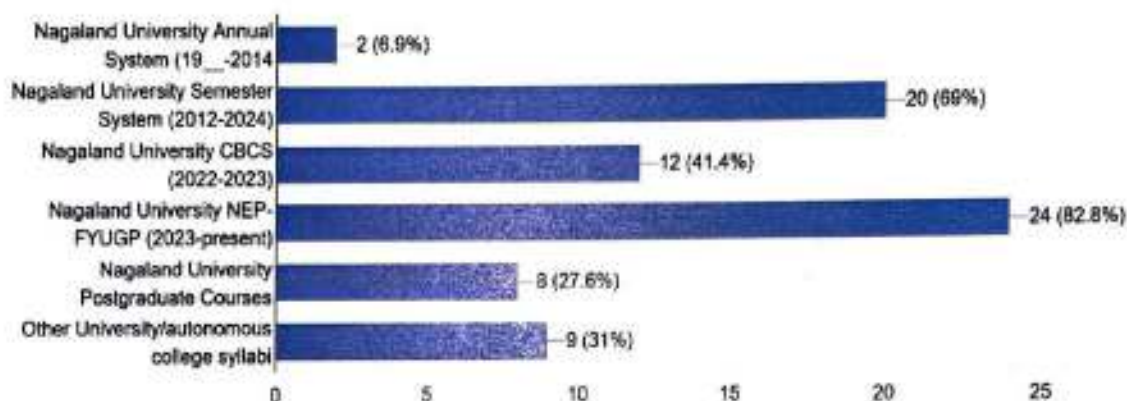
→ Ph.D. Qualification (31%):

31% of faculty members possess a Ph.D., highlighting a strong research orientation and the ability to contribute to academic innovation. This is particularly valuable for advancing the institution's research culture and offering students a deeper academic experience.


Principal

I have taught the following syllabi

29 responses



The survey provides an overview of the teachers' experience with various syllabi they have taught, highlighting the diversity and breadth of their instructional roles:

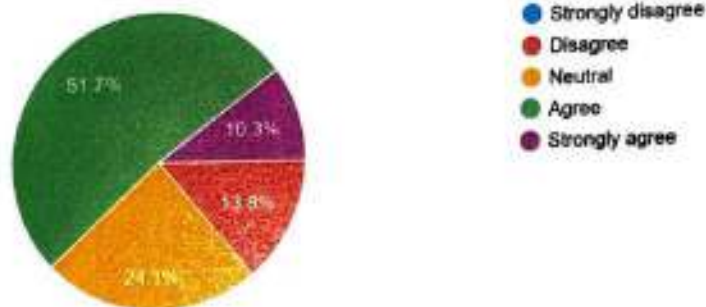
- 6.9% of the faculty have taught in the Nagaland University Annual System (19__2014).
- 69% of the faculty have taught in the Nagaland University Semester System (2012-2024).
- 41.4% of the faculty have taught in the Nagaland University CBCS (2022-2023).
- 82.8% of the faculty have taught in the Nagaland University NEP-FYUGP (2023-Present).
- 27.6% of the faculty have taught in Postgraduate Courses.
- 31% of the faculty have taught in other University/Autonomous college Syllabi.



Principal

The syllabus being followed at Tetso College is updated, well designed, and at par with national and international standards

29 responses



The survey indicates that:

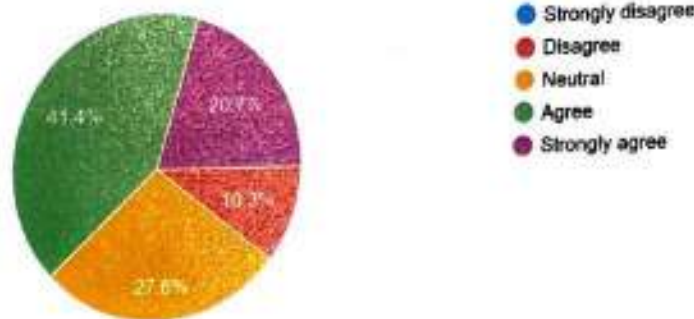
- 51.7% of the faculty agree that the college is following an updated, well designed, and at par with national and international standards, reflecting positive feedback on the curriculum's relevance and quality.
- 10.3% of the faculty strongly agreed.
- 24.1% of the faculty are neutral.
- 13.8% of the faculty disagreed.



Principal

The curriculum being followed at Tetso College supplements for any shortcomings in the extent covered by the syllabus

29 responses

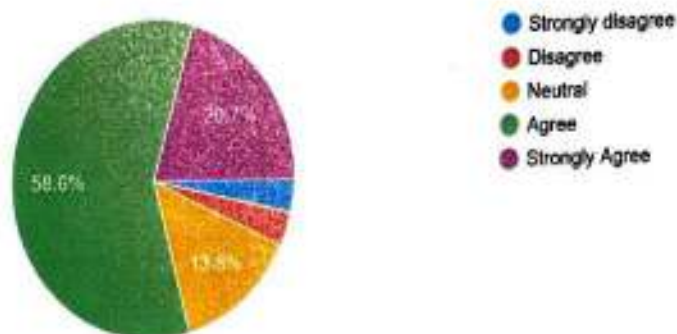


The survey reveals that:

- 20.7% of the faculty strongly agree that the curriculum effectively supplements gaps in the syllabus. These teachers believe that the curriculum enhances students' learning experience by bridging the gaps not fully addressed by the syllabus.
- Majority (41.4%) of the faculty agree that the curriculum does supplement the syllabus to some extent. While they acknowledge that the curriculum adds value, some noted that it may not always fully fill every gap in the syllabus, but it does improve the overall educational experience.
- 27.6% are neutral, indicating that while the curriculum may provide some supplementary content, they do not feel it significantly fills the gaps in the syllabus.
- 10.3% disagree, expressing that the curriculum does not adequately supplement the syllabus or address the areas where the syllabus falls short.

The curriculum caters to both the intellectual and the holistic development of the students

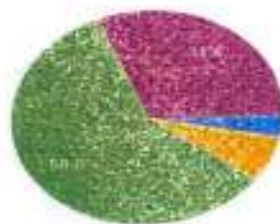
29 responses



The survey reveals that:

- 20.7% of the faculty strongly agree that the curriculum caters to both the intellectual and the holistic development of the students.
- 58.6% agreed that the curriculum does supplement the syllabus to some extent.
- 13.8% remains neutral.
- 3.4% disagreed.
- 3.4% strongly disagreed.

I am able to plan my lessons and complete the syllabus on time
29 responses



● Strongly disagree
● Disagree
● Neutral
● Agree
● Strongly agree

The survey indicates that:

- 31% of the faculty strongly agree that they are able to plan their lessons and complete the syllabus on time.
- 58.6% of the faculty agreed.
- 6.9% are neutral.
- 3.4% strongly disagreed.

I am aware of the Programme Objectives (POs) and Course Objectives (COs) and plan my pedagogy according to it
29 responses



● Yes
● No
● To an extent

The survey indicates that Every teacher surveyed agrees that they are aware of the Programme Objectives (POs) and Course Objectives (COs) and plan their teaching approach accordingly. All respondents emphasized the importance of aligning their lesson plans, teaching methods, and assessments with the broader programme goals and specific course objectives.


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The number of working days and scheduled classes for my paper(s) is sufficient
29 responses

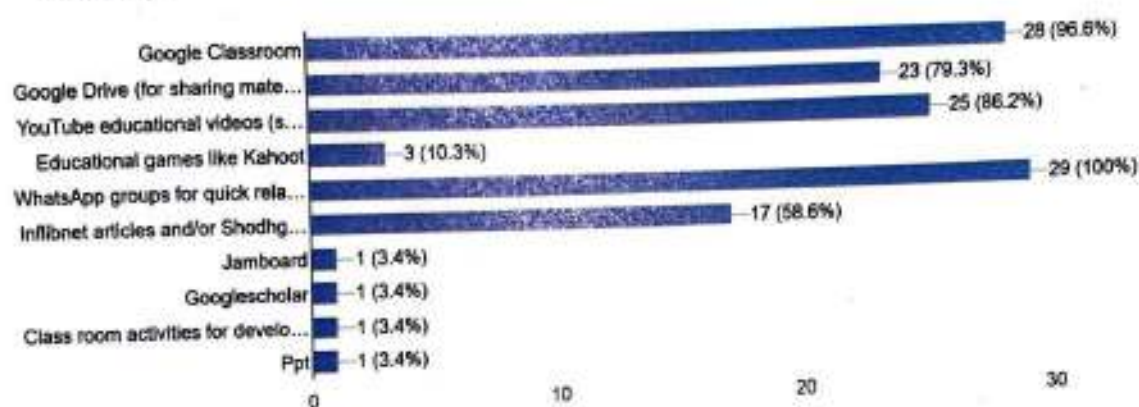


The survey indicates that:

- 13.8% of the faculty strongly agree that the number of working days and scheduled classes for their paper(s) is sufficient. These teachers emphasized that the time allocated allows them to effectively cover the course material, engage with students, and meet learning outcomes.
- 72.4% of the faculty agree that the allotted working days and scheduled classes are adequate. While they feel that the time provided is generally sufficient, some noted that minor adjustments could improve the pacing or allow more in-depth exploration of certain topics.
- 13.8% are neutral, suggesting that while the number of working days and scheduled classes may be sufficient, they sometimes face challenges with time management or balancing the course content within the given schedule.

I make use of the following ICT tools to supplement the teaching-learning process

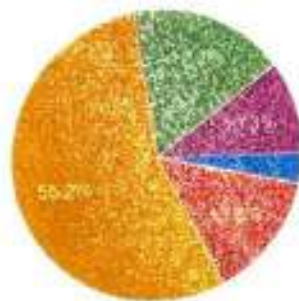
29 responses



The survey results reveal that the faculties at Tetso College actively incorporate various ICT tools to enhance the teaching-learning process as shown below:

- 96.6% of the faculty use Google Classroom to supplement the teaching-learning process.
- 79.3% use Google Drive (for sharing materials).
- 86.2% use YouTube educational videos (screened in class and/or shared online).
- 10.3% use Educational games like Kahoot.
- Every faculty use whatsapp groups for quick relay of information.
- 58.6% use Inflibnet articles and/or Shodhganga these shared with students.
- 3.4% use Jamboard.
- 3.4% use Googlescholar.
- 3.4% use Class room activities for developing cognitive skills.
- 3.4 use Ppt.

Shadow classes are an efficient way to assess one's performance and improve one's pedagogy
29 responses



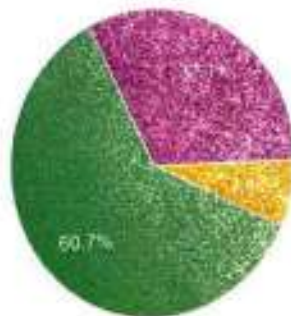
● Strongly disagree
● Disagree
● Neutral
● Agree
● Strongly Agree

The survey reveals that:

- 3.4% of the faculty strongly agree that shadow classes are an efficient way to assess their performance and improve their teaching methods.
- 17.2% agree that shadow classes are beneficial for improving pedagogy.
- 55.2% are neutral, suggesting that while they recognize the potential benefits of shadow classes, they may not always find them practical or applicable in every teaching situation.
- 13.8% disagree, expressing that they do not find shadow classes particularly effective for improving their pedagogy.
- 10.3% strongly disagree, expressing that they do not find shadow classes helpful for assessing their performance or improving their pedagogy.


Principal

I am able to integrate Audio-Visual teaching aids into my pedagogy and use slides in class
28 responses



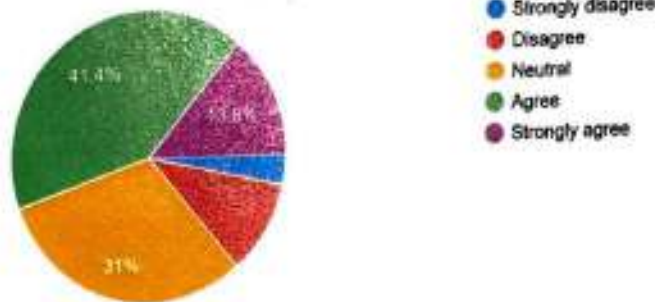
- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

The survey reveals that:

- 32.1% of the faculty strongly agree that they are able to effectively integrate audio-visual teaching aids and use slides in their classes.
- 50.7% agree that they incorporate audio-visual aids and slides in their teaching.
- A smaller group (7.1%) are neutral.

The student-teacher ratio is satisfactory to efficiently deliver the curriculum requirements and fulfil the course objectives

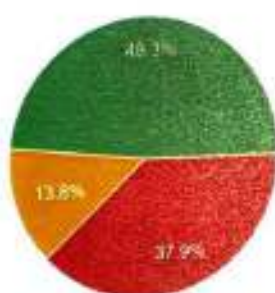
29 responses



The survey indicates that:

- 13.8% of the faculty strongly agree that the student-teacher ratio is satisfactory to efficiently deliver the curriculum requirements and fulfil the course objectives.
- 41.4% of the faculty agreed.
- 31% are neutral.
- 10.3% disagreed.
- 3.4% strongly disagreed.

Based on academic performance alone, the buildup of my classes have a majority of
29 responses



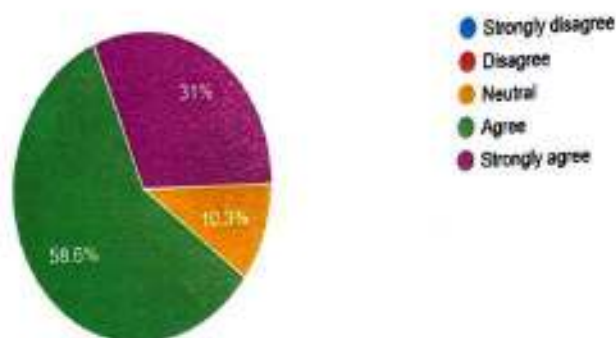
- Strong students
- Average students
- Weak students
- Mixed group (mostly equal number of strong, average, and weak students)

The survey indicates that:

- 48.3% of the faculty states that their classes are predominantly composed of Mixed groups (mostly equal number of strong, average and weak students), based on academic performance.
- 13.8% are weak students.
- And 37.9% are average students.

Students approach me for clarifying their doubts and questions either in person or online

29 responses



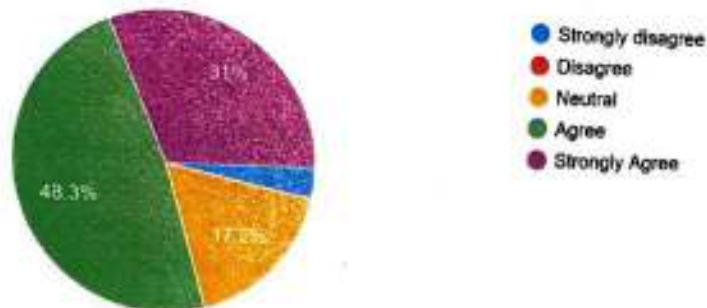
The survey reveals that:

- 31% of the faculty strongly agree that the students approach them for clarifying their doubts and questions either in person or online.
- 58.6% agreed.
- 10.3% of the faculty are neutral.


Principal

Internal assessments carried at out Tetso College adhere to standards and are ethical, without scope for the use of unfair means if checked properly by the teachers

29 responses



The survey reveals that:

- 31% of the faculty strongly agree that internal assessments at Tetso College are conducted in a manner that adheres to ethical standards and academic integrity.
- 48.3% agree that internal assessments are ethical and align with established academic standards.
- 17.2% are neutral, indicating that while they believe internal assessments generally follow standards, there might still be occasional concerns or challenges in ensuring that all assessments are completely free of unfair practices.
- 3.4% of the faculty strongly disagree, expressing concerns that internal assessments may not fully adhere to ethical standards, and that, without proper supervision, there is potential for unfair practices during assessments.


Principal

Summary

The "IQAC Teacher Survey - Curriculum and its implementation (2023-2024)" was conducted to gather valuable insights from faculty members regarding the effectiveness and execution of the curriculum at Tetso College. The purpose of the survey was to assess whether the current curriculum aligns with the academic goals of the institution, adequately supports student learning, and reflects the evolving educational needs of students.

By engaging faculty in this survey, the institution aimed to evaluate how well the curriculum is implemented in the classroom, including the adequacy of teaching methods, resources, and the integration of modern educational tools such as ICT. The survey also sought feedback on the overall structure of the curriculum, including its relevance to the programme objectives and course outcomes, as well as its ability to meet the standards set by academic and professional bodies.

Additionally, the survey aimed to assess whether the curriculum promotes critical thinking, interdisciplinary learning, and prepares students for real-world challenges. Feedback from faculty was also sought to understand the impact of factors like class size, student-teacher interaction, and assessment methods on teaching effectiveness.

Conclusion

Based on the survey results, it is evident that the academic environment at Tetso College is largely positive, with most teachers demonstrating confidence in their ability to deliver the curriculum, engage students, and adhere to course objectives. The majority of teachers actively incorporate ICT tools into their teaching, and students are generally proactive in seeking clarification, either in person or online. Furthermore, the student-teacher ratio is considered satisfactory by most teachers, allowing for effective teaching and learning.

While there are areas of strength, the survey also highlights some opportunities for improvement, particularly in terms of addressing challenges posed by large class sizes. Overall, the feedback


Principal
 Principal
TETSO COLLEGE



Sovima, 5th Mile, Chūmoukedima - 797115, Nagaland, India

Ph: +91 7005998089, Email: contact@tetsocollege.org

Website: www.tetsocollege.org

Tetso College is NAAC accredited and recognised by the UGC

suggests that while Tetso College is on a strong academic footing, continuous improvement and attention to specific areas could further enhance the teaching and learning experience for both educators and students.


Principal
Principal
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