

| How much of the syllabus was covered in the class? |  |
| :--- | ---: |
| $0-B e l o w ~ 30 \%$ | 15 |
| $1-30$ to $54 \%$ | 22 |
| $2-55$ to $69 \%$ | 93 |
| $3-70$ to $84 \%$ | 142 |
| $4-85$ to $100 \%$ | 121 |

## Syllabus Covered by the Teachers

$\square 0-$ Below $30 \% \square 1-30$ to $54 \% \quad 2-55$ to $69 \%$
$\square 3-70$ to $84 \% \square 4-85$ to $100 \%$


| How well did the teachers prepare for the classes? |  |
| :--- | ---: |
| 0 - Won't teach at all | 5 |
| 1-Indifferently | 6 |
| 2-Poorly | 25 |
| 3-Satisfactorily | 198 |
| 4-Thoroughly | 159 |



| How well were the teachers able to communicate? |  |
| :--- | ---: |
| $0-$ Very poor communica | 8 |
| 1-Generally ineffective | 10 |
| 2-Just satisfactorily | 31 |
| 3-Sometimes effective | 76 |
| 4-Always effective | 268 |


| How well were the teachers able to communicate?$\begin{aligned} & \square 0 \text { - Very poor communication } \square 1 \text { - Generally ineffective } \\ & \square 2 \text { - Just satisfactorily } \quad \square 3 \text { - Sometimes effective } \\ & \square 4 \text { - Always effective } \end{aligned}$ |  |
| :---: | :---: |
|  |  |
|  |  |
|  |  |
| 2\% 3\% |  |
| 8\% |  |
|  |  |
| $68 \%$ |  |


| The teacher's approach to teaching can best be |  |
| :--- | ---: |
| described as |  |$|$| 0- Poor | 6 |
| ---: | ---: |
| 1 - Fair | 88 |
| 2 - Good | 161 |
| 3 - Very good | 133 |
| 4- Excellent |  |

Teachers' approach to teaching can best be described as
$\square 0$-Poor $\square 1$-Fair $\quad 2$-Good $■ 3$-Very good $\square 4$ - Excellent


| Fairness of the internal evaluation process by the teachers. |  |
| :--- | ---: |
| 0- Unfair | 5 |
| 1 - Usually unfair | 3 |
| 2 - Sometimes unfair | 21 |
| 3 - Usually fair | 94 |
| 4 - Always fair | 270 |

Fairness of the Internal Evaluation Process by the Teachers


- 0-Unfair
- 1-Usually unfair
- 2-Sometimes unfair
- 3-Usually fair
-4-Always fair




| Teachers inform you about your expected competencies, course <br> outcomes and programme outcomes. |  |
| :--- | ---: | ---: |
| 0- Never | 8 |
| 1-Rarely | 15 |
| 2- Occasionally/Sometimes | 39 |
| 3 - Usually | 119 |
| 4 - Every time | 212 |
| Teachers inform you about your expected competencies, course |  |
| outcomes and programme outcomes. |  |

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

| 0 - Never | 3 |
| :--- | ---: |
| 1- Rarely | 18 |
| 2 - Occasionally/Sometimes | 31 |
| 3 - Usually | 92 |
| 4 - Every time | 249 |

The teachers illustrate the concepts through examples and applications.
$\square 0$ - Never $\square 1$-Rarely $\square 2$ - Occasionally/Sometimes $\quad 3$ - Usually $\quad 4$ - Every time




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

| 0 - Strongly disagree | 5 |
| :--- | ---: |
| 1 - Disagree | 11 |
| 2 - Neutral | 55 |
| 3 - Agree | 167 |
| 4 - Strongly agree | 155 |

The institution makes effort to engage students in the monitoring, review and continuous quality improvement of the teaching learning process.
$\square 0$ - Strongly disagree $\square 1$ - Disagree $\square 2$ - Neutral $\square 3$ - Agree $\square 4$ - Strongly agree







