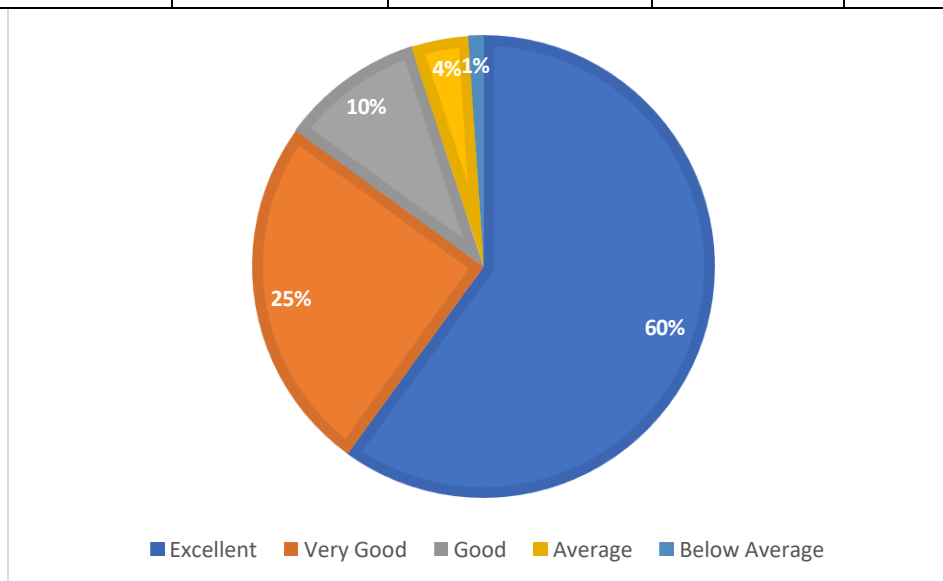


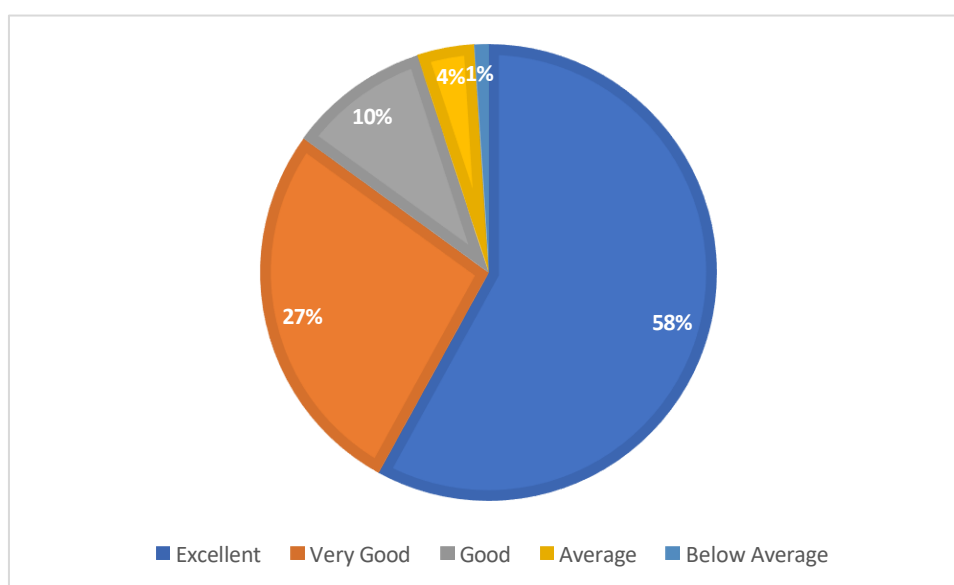
## TEACHERS FEEDBACK ANALYSIS 2020-21

| 2020-21(Q1)                                                                                                 |           |      |         |               |
|-------------------------------------------------------------------------------------------------------------|-----------|------|---------|---------------|
| How far the objectives and modules of the syllabus do help to deliver appropriate knowledge to the students |           |      |         |               |
| EXCELLENT                                                                                                   | VERY GOOD | GOOD | AVERAGE | BELOW AVERAGE |
| 60%                                                                                                         | 25%       | 10%  | 4%      | 1%            |



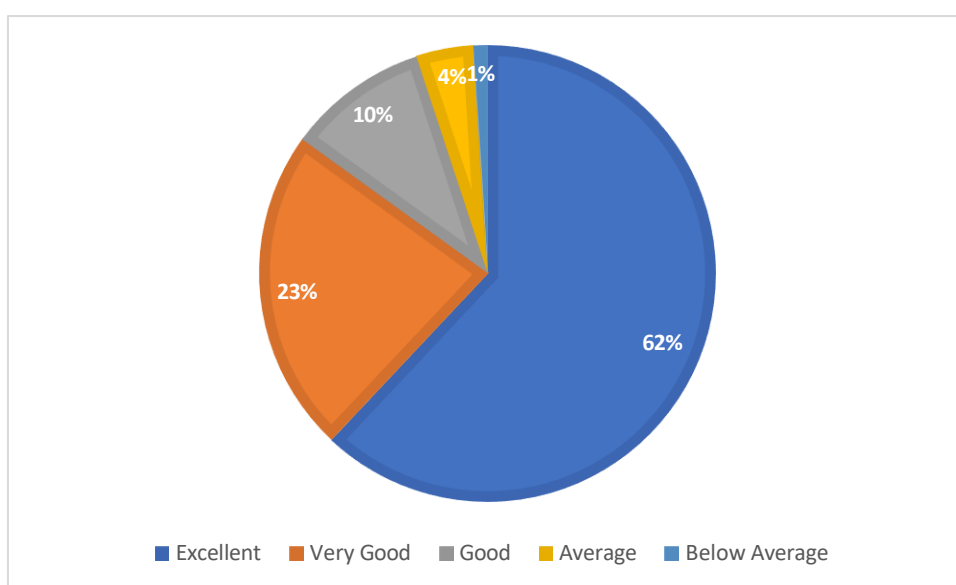
The evaluation of how effectively the objectives and modules of the syllabus deliver appropriate knowledge to students yielded highly positive results. A significant majority, 60%, rated the effectiveness as excellent, indicating that the syllabus is highly successful in providing the necessary knowledge. Additionally, 25% of respondents rated it as very good, further emphasizing the strength of the syllabus. A smaller portion, 10%, found the syllabus to be good, suggesting some areas for improvement. Only 4% rated the effectiveness as average, and a minimal 1% rated it below average, highlighting that the current syllabus meets the educational needs of the students to a very high degree. These results suggest that while the syllabus is largely effective, there is still room for minor enhancements to achieve even higher satisfaction levels.

| 2020-21(Q2)                                                                                                |           |      |         |               |
|------------------------------------------------------------------------------------------------------------|-----------|------|---------|---------------|
| Does the content of the syllabus offer sufficient skill to meet the demand of the international job market |           |      |         |               |
| EXCELLENT                                                                                                  | VERY GOOD | GOOD | AVERAGE | BELOW AVERAGE |
| 58%                                                                                                        | 27%       | 10%  | 4%      | 1%            |



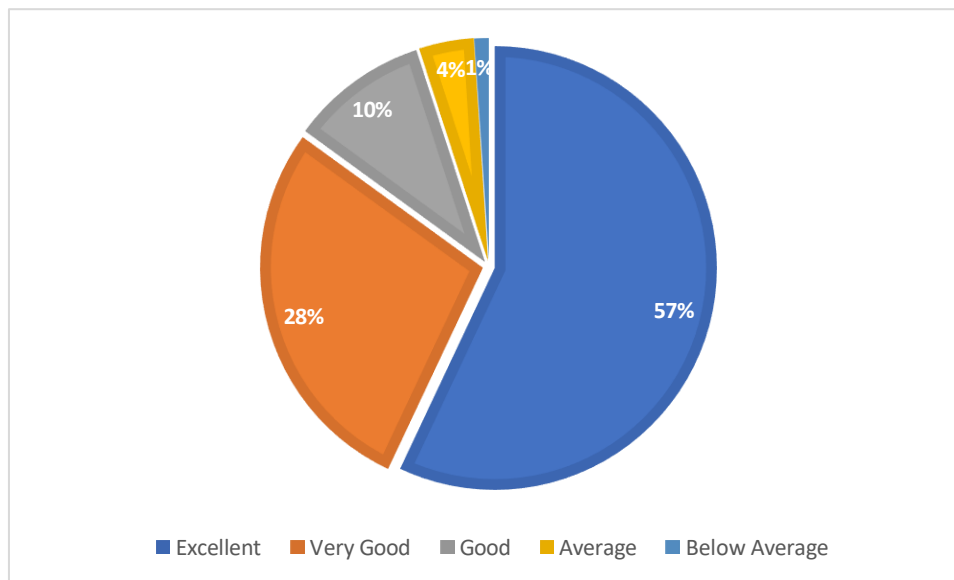
The evaluation of whether the syllabus content offers sufficient skills to meet the demands of the international job market revealed highly favorable results. A majority of 58% rated the syllabus as excellent in providing the necessary skills, indicating strong confidence in its ability to prepare students for global employment opportunities. Additionally, 27% of respondents rated it as very good, further underscoring its effectiveness. Another 10% found the syllabus content to be good, while 4% rated it as average, suggesting that some improvements could be made. Only 1% rated it below average, highlighting that the syllabus is largely successful in equipping students with relevant skills for the international job market. These findings suggest that while the syllabus is highly effective, there is always room for minor enhancements to ensure it meets evolving job market requirements.

| 2020-21(Q3)                     |           |      |         |               |
|---------------------------------|-----------|------|---------|---------------|
| How far the curriculum flexible |           |      |         |               |
| EXCELLENT                       | VERY GOOD | GOOD | AVERAGE | BELOW AVERAGE |
| 62%                             | 23%       | 10%  | 4%      | 1%            |



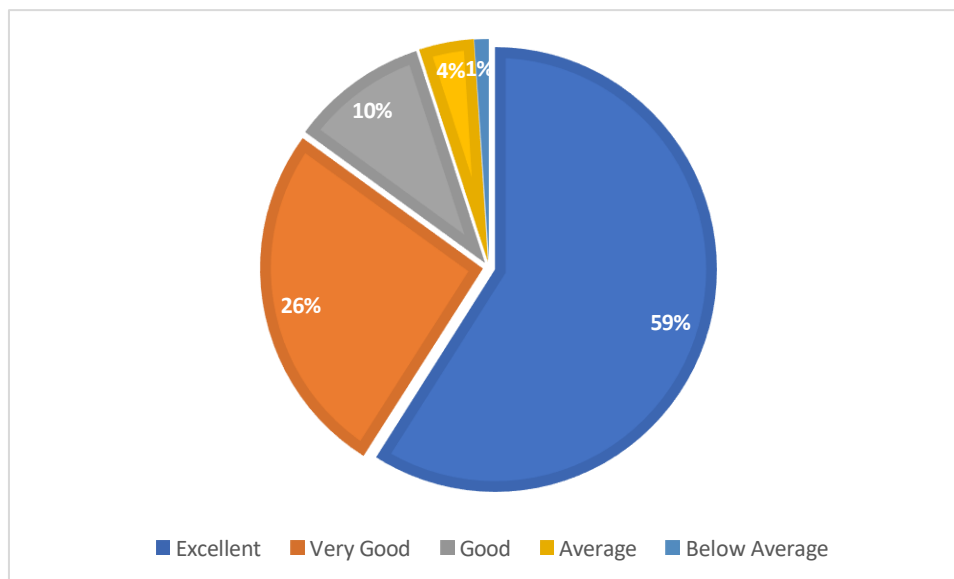
The assessment of the curriculum's flexibility revealed predominantly positive feedback. A substantial majority, 62%, rated the flexibility of the curriculum as excellent, demonstrating that the curriculum is highly adaptable to the needs of the students. Additionally, 23% of respondents rated it as very good, indicating a high level of satisfaction with the curriculum's adaptability. A further 10% found the curriculum to be good, while 4% rated it as average, suggesting that a small segment sees room for improvement. Only 1% rated the flexibility below average, highlighting that the curriculum is effectively designed to accommodate various student requirements and preferences. Overall, the results suggest that the curriculum is successfully flexible, though ongoing adjustments could enhance its adaptability even further.

| 2020-21(Q4)          |           |      |         |               |
|----------------------|-----------|------|---------|---------------|
| curriculum relevance |           |      |         |               |
| EXCELLENT            | VERY GOOD | GOOD | AVERAGE | BELOW AVERAGE |
| 57%                  | 28%       | 10%  | 4%      | 1%            |



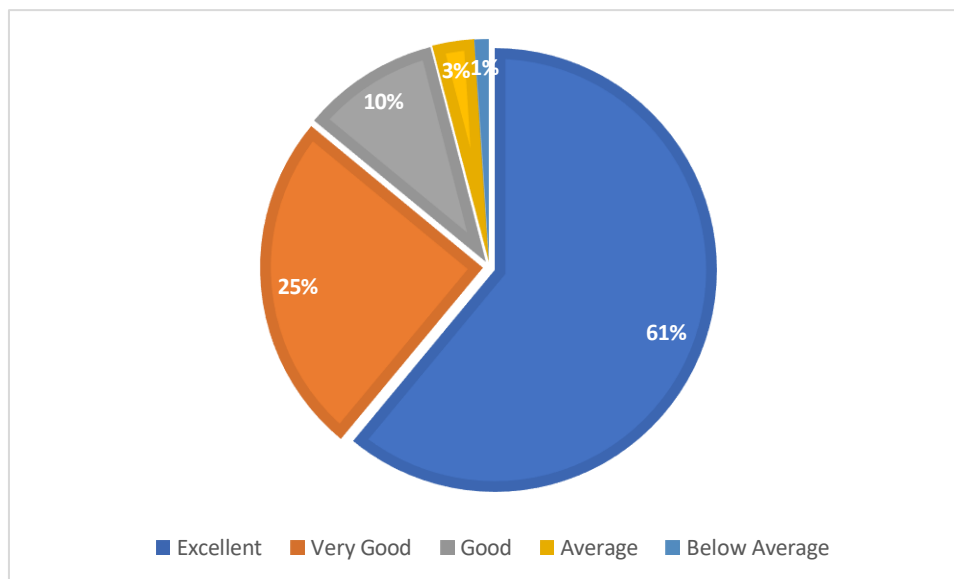
The assessment of the curriculum's relevance yielded predominantly positive feedback. A majority of 57% of respondents rated the relevance of the curriculum as excellent, indicating that it effectively meets the needs and expectations of students. Additionally, 28% rated it as very good, further affirming its applicability and significance. A further 10% found the curriculum to be good, suggesting it is largely appropriate but may have some areas for improvement. Only 4% rated it as average, and a minimal 1% rated it below average, highlighting that the curriculum is generally well-aligned with current academic and industry standards. These results suggest that the curriculum is highly relevant, though ongoing reviews and updates could enhance its applicability further.

| 2020-21(Q5)                            |           |      |         |               |
|----------------------------------------|-----------|------|---------|---------------|
| Introduction of new and add on courses |           |      |         |               |
| EXCELLENT                              | VERY GOOD | GOOD | AVERAGE | BELOW AVERAGE |
| 59%                                    | 26%       | 10%  | 4%      | 1%            |



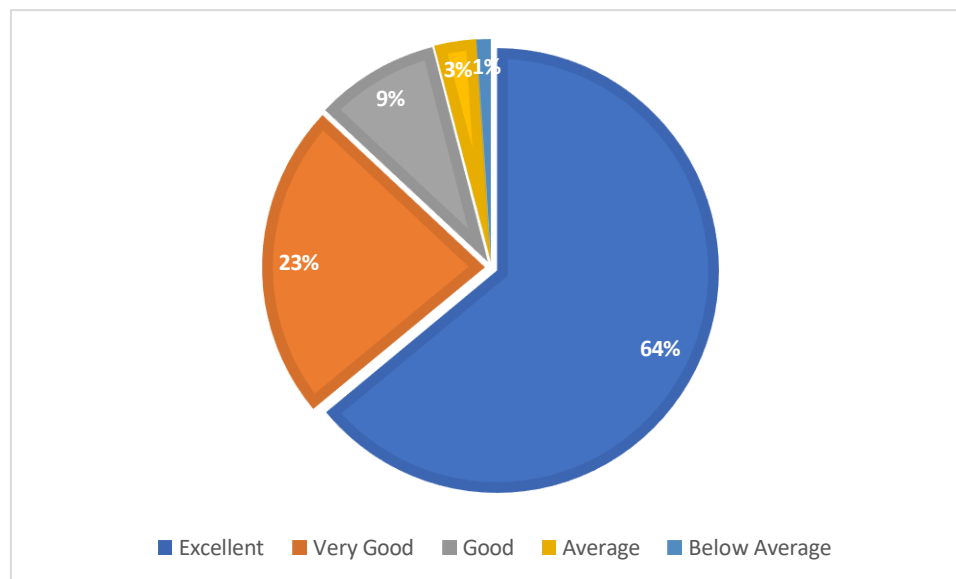
The evaluation of the introduction of new and add-on courses shows highly favorable feedback. A substantial majority, 59%, rated the initiative as excellent, indicating strong approval of the new courses and their perceived value. Additionally, 26% of respondents rated it as very good, further supporting the positive reception of these courses. Another 10% found the new and add-on courses to be good, suggesting they meet the needs and interests of students effectively. Only 4% rated the initiative as average, and a minimal 1% rated it below average, demonstrating that the addition of new courses is highly appreciated and beneficial. These findings indicate that the introduction of new and add-on courses is a successful strategy, though continuous evaluation and adaptation will ensure their ongoing relevance and impact.

| 2020-21(Q6)        |           |      |         |               |
|--------------------|-----------|------|---------|---------------|
| Learning Resources |           |      |         |               |
| EXCELLENT          | VERY GOOD | GOOD | AVERAGE | BELOW AVERAGE |
| 61%                | 25%       | 10%  | 3%      | 1%            |



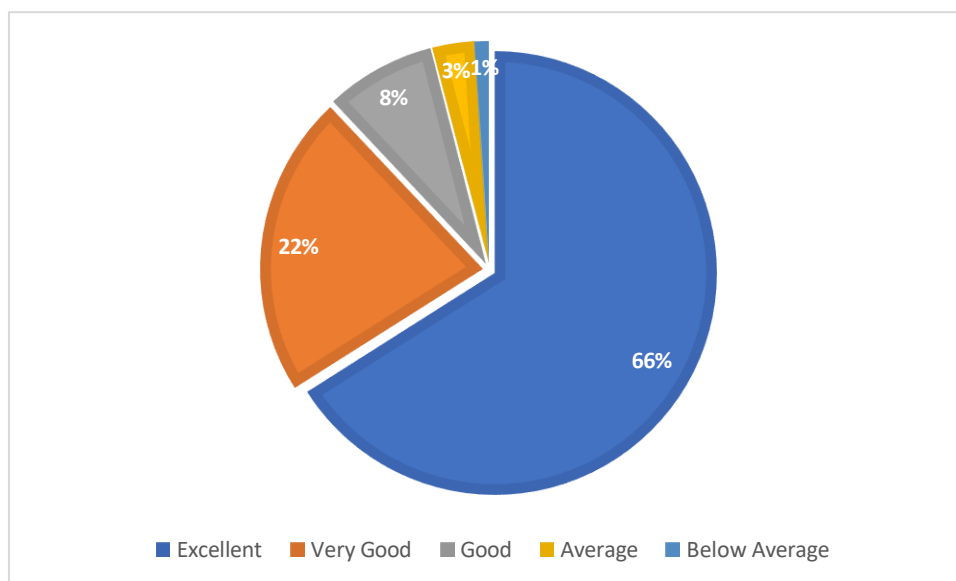
The evaluation of learning resources available to students reveals overwhelmingly positive feedback. A significant majority, 61%, rated the learning resources as excellent, indicating strong satisfaction with the materials and support provided. An additional 25% of respondents rated the resources as very good, further emphasizing their effectiveness and quality. Another 10% found the learning resources to be good, suggesting they adequately meet student needs. Only 3% rated the resources as average, and a minimal 1% rated them below average, underscoring that the learning resources are generally well-regarded and effective. These findings suggest that the current learning resources are highly effective in supporting students' educational needs, though continued assessment and updates could further enhance their utility.

| 2020-21(Q7)                              |           |      |         |               |
|------------------------------------------|-----------|------|---------|---------------|
| Timely updating and revision of syllabus |           |      |         |               |
| EXCELLENT                                | VERY GOOD | GOOD | AVERAGE | BELOW AVERAGE |
| 64%                                      | 23%       | 9%   | 3%      | 1%            |



The assessment of the timely updating and revision of the syllabus received highly positive feedback. A significant majority, 64%, rated this aspect as excellent, indicating a strong approval of the current processes for keeping the syllabus up to date. Additionally, 23% of respondents rated it as very good, further affirming the effectiveness of the revision process. Another 9% found the updating and revision to be good, suggesting that the process is generally effective but may benefit from some improvements. Only 3% rated it as average, and a minimal 1% rated it below average, highlighting that the syllabus revision process is well-regarded and efficiently managed. These results suggest that the timely updating and revision of the syllabus are successfully maintaining its relevance and effectiveness, with potential for continuous improvement to meet evolving educational needs.

| Opportunities to participate in seminar, workshops, Conferences |           |      |         |               |
|-----------------------------------------------------------------|-----------|------|---------|---------------|
| EXCELLENT                                                       | VERY GOOD | GOOD | AVERAGE | BELOW AVERAGE |
| 66%                                                             | 22%       | 8%   | 3%      | 1%            |



The evaluation of opportunities for students to participate in seminars, workshops, and conferences shows overwhelmingly positive results. A significant majority, 66%, rated these opportunities as excellent, indicating strong satisfaction with the availability and quality of such events. An additional 22% of respondents rated the opportunities as very good, further highlighting their effectiveness and value. Another 8% found the opportunities to be good, suggesting they are generally adequate but could benefit from some enhancements. Only 3% rated them as average, and a minimal 1% rated them below average, demonstrating that these opportunities are highly regarded and beneficial for student development. These findings suggest that the institution is successfully providing valuable extracurricular learning experiences, with room for continuous improvement to maintain and enhance their quality and impact.