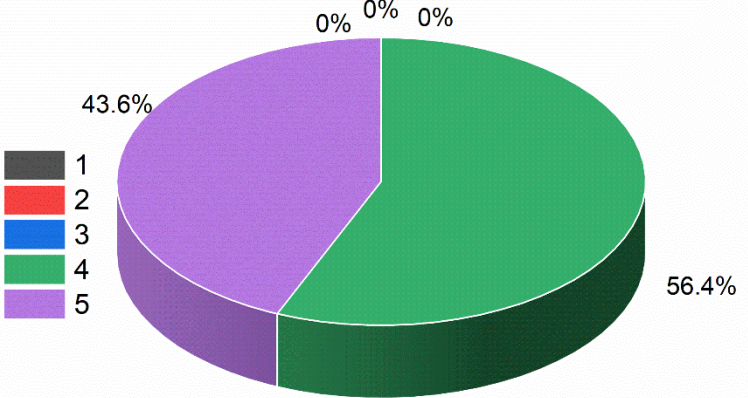
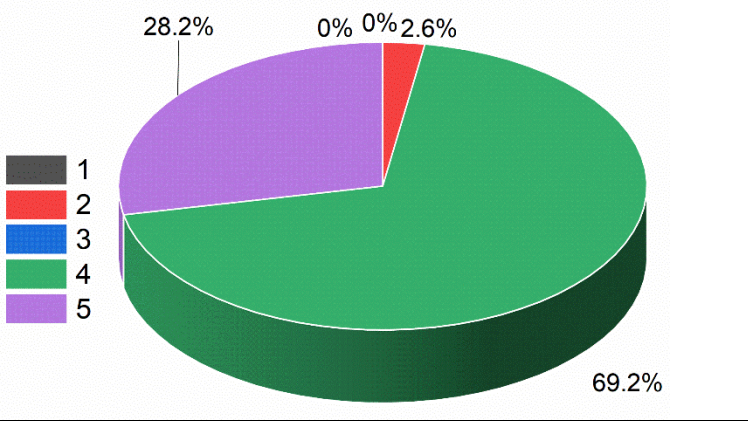
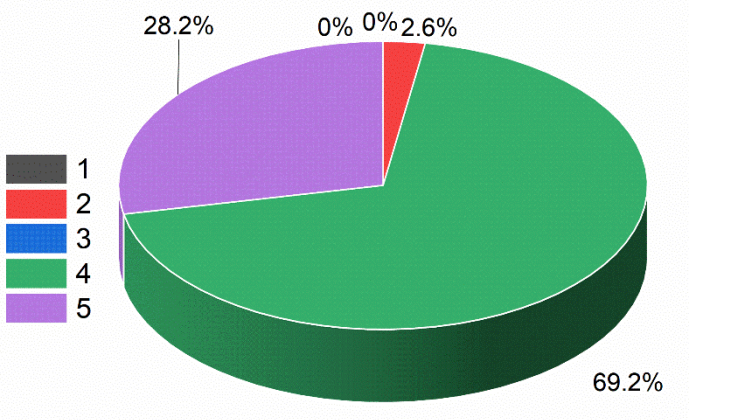
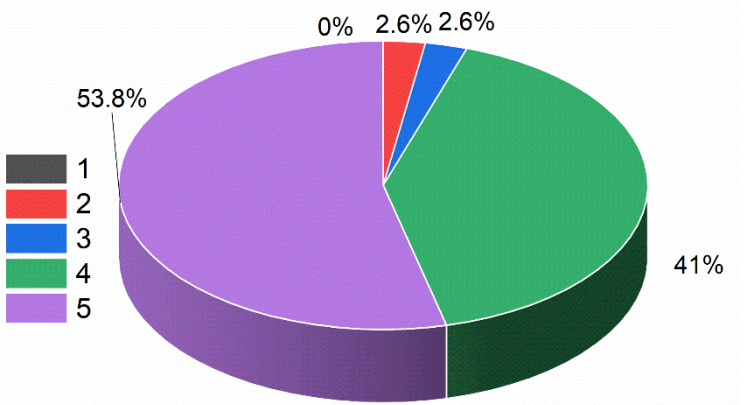
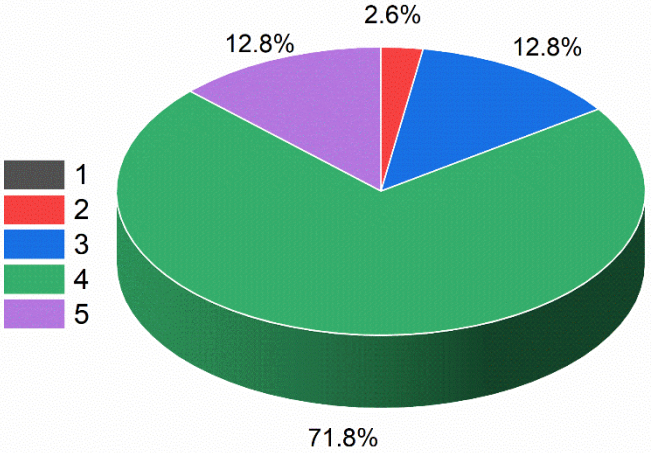
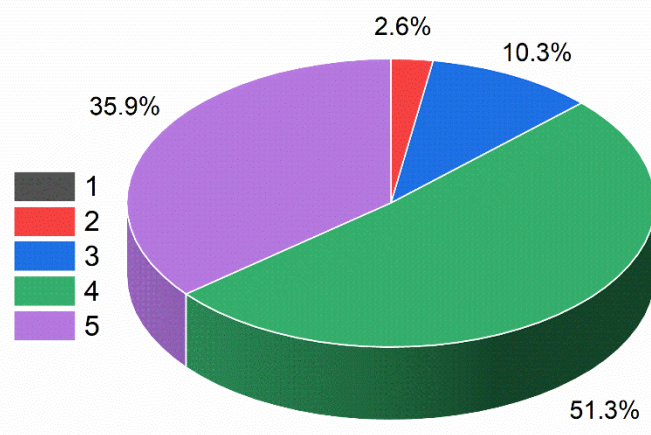
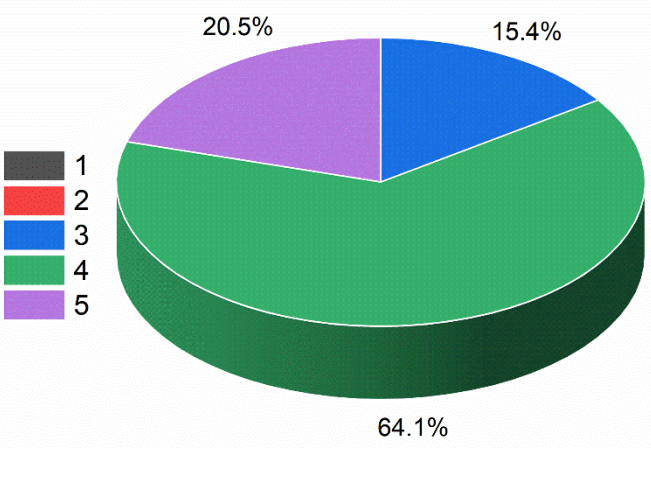


## Structured Feedback of Teachers

<p>1. Adequacy of the curriculum</p>	 <p>0% 0% 0%</p> <p>43.6%</p> <p>56.4%</p> <p>1 2 3 4 5</p>
<p>2. Opportunity for developing skills in the curriculum</p>	 <p>28.2%</p> <p>0% 0% 2.6%</p> <p>69.2%</p> <p>1 2 3 4 5</p>
<p>3. Depth of the curriculum</p>	 <p>28.2%</p> <p>0% 0% 2.6%</p> <p>69.2%</p> <p>1 2 3 4 5</p>
<p>4. Availability of instructional hours</p>	 <p>0% 2.6% 2.6%</p> <p>53.8%</p> <p>41%</p> <p>1 2 3 4 5</p>

<p>5. Easy availability of study materials</p>	<p>A 3D pie chart showing the distribution of ratings for 'Easy availability of study materials'. The chart is divided into five segments: rating 1 (black, 0%), rating 2 (red, 0%), rating 3 (blue, 5.1%), rating 4 (green, 53.8%), and rating 5 (purple, 41%). A legend on the left lists ratings 1 through 5 with corresponding colored squares.</p> <table border="1"> <thead> <tr> <th>Rating</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>0%</td> </tr> <tr> <td>2</td> <td>0%</td> </tr> <tr> <td>3</td> <td>5.1%</td> </tr> <tr> <td>4</td> <td>53.8%</td> </tr> <tr> <td>5</td> <td>41%</td> </tr> </tbody> </table>	Rating	Percentage	1	0%	2	0%	3	5.1%	4	53.8%	5	41%
Rating	Percentage												
1	0%												
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3	5.1%												
4	53.8%												
5	41%												
<p>6. Relevance of the course for providing employability</p>	<p>A 3D pie chart showing the distribution of ratings for 'Relevance of the course for providing employability'. The chart is divided into five segments: rating 1 (black, 0%), rating 2 (red, 0%), rating 3 (blue, 5.1%), rating 4 (green, 53.8%), and rating 5 (purple, 41%). A legend on the left lists ratings 1 through 5 with corresponding colored squares.</p> <table border="1"> <thead> <tr> <th>Rating</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>0%</td> </tr> <tr> <td>2</td> <td>0%</td> </tr> <tr> <td>3</td> <td>5.1%</td> </tr> <tr> <td>4</td> <td>53.8%</td> </tr> <tr> <td>5</td> <td>41%</td> </tr> </tbody> </table>	Rating	Percentage	1	0%	2	0%	3	5.1%	4	53.8%	5	41%
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<p>7. Worth of syllabus in catering to the needs of industry/society</p>	<p>A 3D pie chart showing the distribution of ratings for 'Worth of syllabus in catering to the needs of industry/society'. The chart is divided into five segments: rating 1 (black, 0%), rating 2 (red, 0%), rating 3 (blue, 17.9%), rating 4 (green, 48.7%), and rating 5 (purple, 33.3%). A legend on the left lists ratings 1 through 5 with corresponding colored squares.</p> <table border="1"> <thead> <tr> <th>Rating</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>0%</td> </tr> <tr> <td>2</td> <td>0%</td> </tr> <tr> <td>3</td> <td>17.9%</td> </tr> <tr> <td>4</td> <td>48.7%</td> </tr> <tr> <td>5</td> <td>33.3%</td> </tr> </tbody> </table>	Rating	Percentage	1	0%	2	0%	3	17.9%	4	48.7%	5	33.3%
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<p>8. Provision of inculcating students' creativity in the curriculum</p>	<p>A 3D pie chart showing the distribution of ratings for 'Provision of inculcating students' creativity in the curriculum'. The chart is divided into five segments: rating 1 (black, 0%), rating 2 (red, 2.6%), rating 3 (blue, 12.8%), rating 4 (green, 71.8%), and rating 5 (purple, 12.8%). A legend on the left lists ratings 1 through 5 with corresponding colored squares.</p> <table border="1"> <thead> <tr> <th>Rating</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>0%</td> </tr> <tr> <td>2</td> <td>2.6%</td> </tr> <tr> <td>3</td> <td>12.8%</td> </tr> <tr> <td>4</td> <td>71.8%</td> </tr> <tr> <td>5</td> <td>12.8%</td> </tr> </tbody> </table>	Rating	Percentage	1	0%	2	2.6%	3	12.8%	4	71.8%	5	12.8%
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<p>9. Comfortability in teaching the entire syllabus within the specified time frame</p>	 <table border="1"> <thead> <tr> <th>Rating</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>0%</td> </tr> <tr> <td>2</td> <td>2.6%</td> </tr> <tr> <td>3</td> <td>12.8%</td> </tr> <tr> <td>4</td> <td>71.8%</td> </tr> <tr> <td>5</td> <td>12.8%</td> </tr> </tbody> </table>	Rating	Percentage	1	0%	2	2.6%	3	12.8%	4	71.8%	5	12.8%
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<p>10. Relevance with "current 'State of the art' Research and Technology"</p>	 <table border="1"> <thead> <tr> <th>Rating</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>0%</td> </tr> <tr> <td>2</td> <td>2.6%</td> </tr> <tr> <td>3</td> <td>10.3%</td> </tr> <tr> <td>4</td> <td>51.3%</td> </tr> <tr> <td>5</td> <td>35.9%</td> </tr> </tbody> </table>	Rating	Percentage	1	0%	2	2.6%	3	10.3%	4	51.3%	5	35.9%
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2	2.6%												
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<p>11. Does the curriculum build sufficient workplace skills?</p>	 <table border="1"> <thead> <tr> <th>Rating</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>0%</td> </tr> <tr> <td>2</td> <td>0%</td> </tr> <tr> <td>3</td> <td>15.4%</td> </tr> <tr> <td>4</td> <td>64.1%</td> </tr> <tr> <td>5</td> <td>20.5%</td> </tr> </tbody> </table>	Rating	Percentage	1	0%	2	0%	3	15.4%	4	64.1%	5	20.5%
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