Annexure-III

Feedback from trainees

1.	Demographic Information:		
	Age		
	Gender	1	
	Course/ Trade Name		
	Session	,	
2.	Infrastructure, Machinery and Equipment:		
i.	being excellent):	ructure of the ITI on a scale of 1 to 10 (1 being poor, 10	
ii.	Are the Machinery, Tools and Equipment available as per Tool list and in working condition (1 for No, 10 for Yes):		
iii.	Are the classrooms and workshops well-equipped? (1 for No, 10 for Yes):		
iv.	Are practical and theory classed conducted time to time (1 for No, 10 for Yes):		
3.	Quality of Training:		
i.	Rate the effectiveness of the training on a scale of 1 to 10:		
ii.	Do you find the training imparted in the ITI effective for getting employment (1 for No, 10 for Yes)?		
4.	Industry Exposure:		
	Did you have opportun	ities for industry exposure? (1 for No, 10 for Yes)	
5.	Quality and availability of Trainers:		
i.	for No, 10 for Yes)?	adequate trainers for both theory and practical classes (1	
ii.	Are the guest faculties v 10 for Yes):	with industry experience during your training? (1 for No,	
iii.	scale of 1 to 10:	of trainers in enhancing your learning experience on a	-
iv.	On a scale of 1 to 10, h Very Dissatisfied, 10 fo	now satisfied are you with the quality of training? (1 for or Very Satisfied):	
6.	Soft Skills:		
i.	(1 for No. 10 for Yes)	unication, teamwork, etc.) emphasized in your training?	
ii.	Rate the development o	f your soft skills during the training on a scale of 1 to 10:	A
7.	Relevance of Curriculum:		
	Do you think the corequirements? (1 for No	ourse curriculum was aligned with current industry o, 10 for Yes)	

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8.	Suggestions for Improvement:	
i.	Any specific recommendations for improvement? (Open-ended):	
ii.	On a scale of 1 to 10, rate your overall satisfaction with your experience at the ITI:	
iii.	Would you recommend this ITI to others? (1 for No, 10 for Yes):	
9.	Any additional comments or suggestions:	

Thank you for providing your valuable feedback. Your input is essential for continuous improvement in the quality of training at ITIs.
