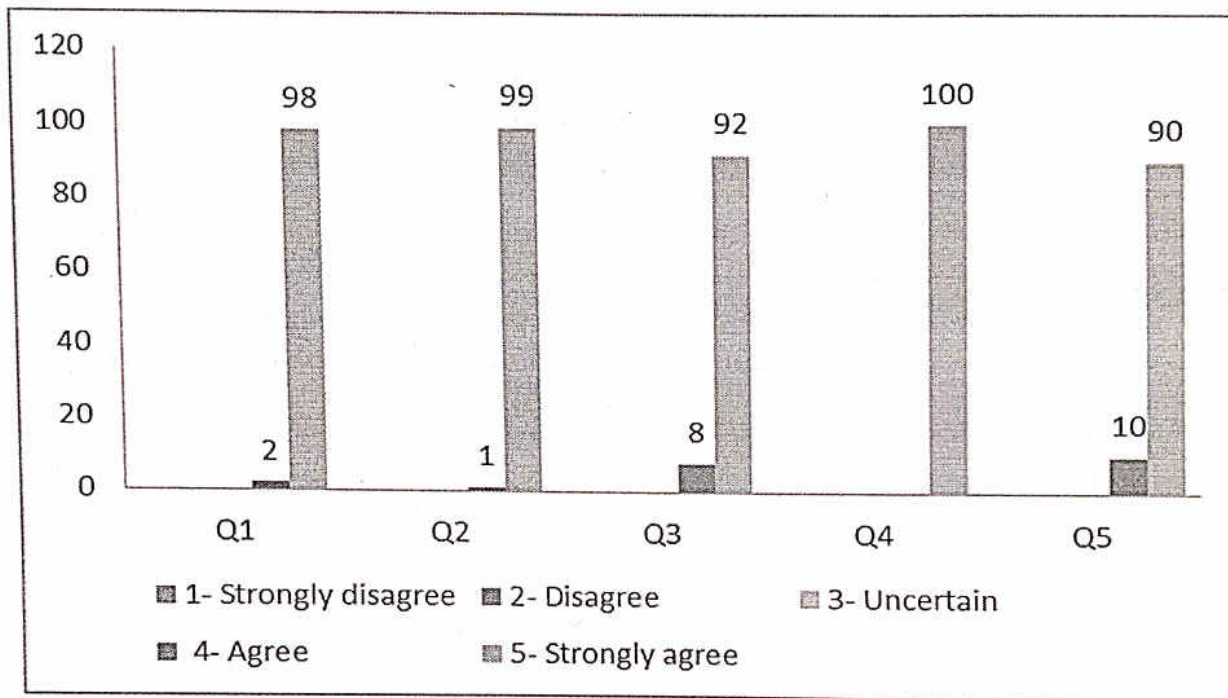


ASTHA School of Management
Analysis report on
STUDENT FEEDBACK (2025-2026)
Semester: 3rd
Specialization: (Marketing/Finance)

The institute draws feedback from students for continuous improvements in curriculum development and enrichment. For the session 2025-26, the analysis of students feedback is presented as under:

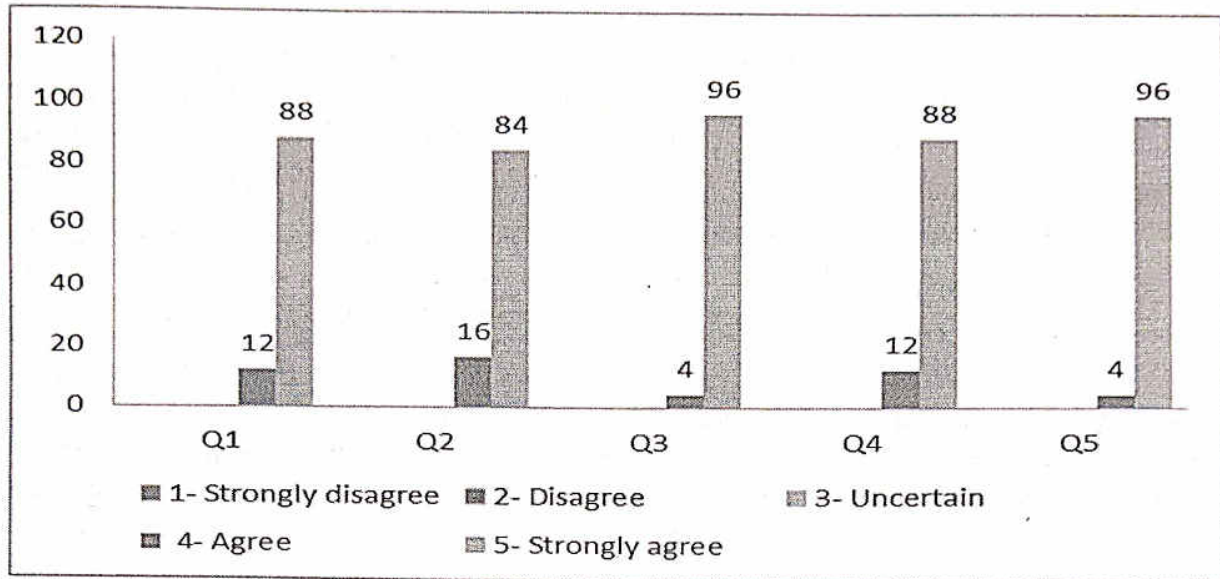
I. Curriculum



Discussion:

The student feedback on the curriculum highlights an overall positive perception regarding its structure, relevance, and effectiveness. A remarkable 98% of students strongly agree that the curriculum is well-structured, comprehensive, and properly arranged (Q1), while 99% acknowledge its effectiveness in enhancing business management, administration, and entrepreneurial skills (Q2). Furthermore, 92% strongly agree that the curriculum aids in developing analytical, problem-solving, and decision-making abilities (Q3), though a small portion (8%) believes there is room for improvement. The curriculum receives full approval (100%) for its role in developing ICT and communication skills (Q4), indicating strong integration of technological and communicative aspects in the coursework. Additionally, 90% strongly agree that it fosters ethics, values, and effective social behavior (Q5), though 10% feel there is scope for enhancement. Overall, the feedback underscores the curriculum's strength in equipping students with essential skills and knowledge, with minor opportunities for further refinement in analytical skill development and ethical education.

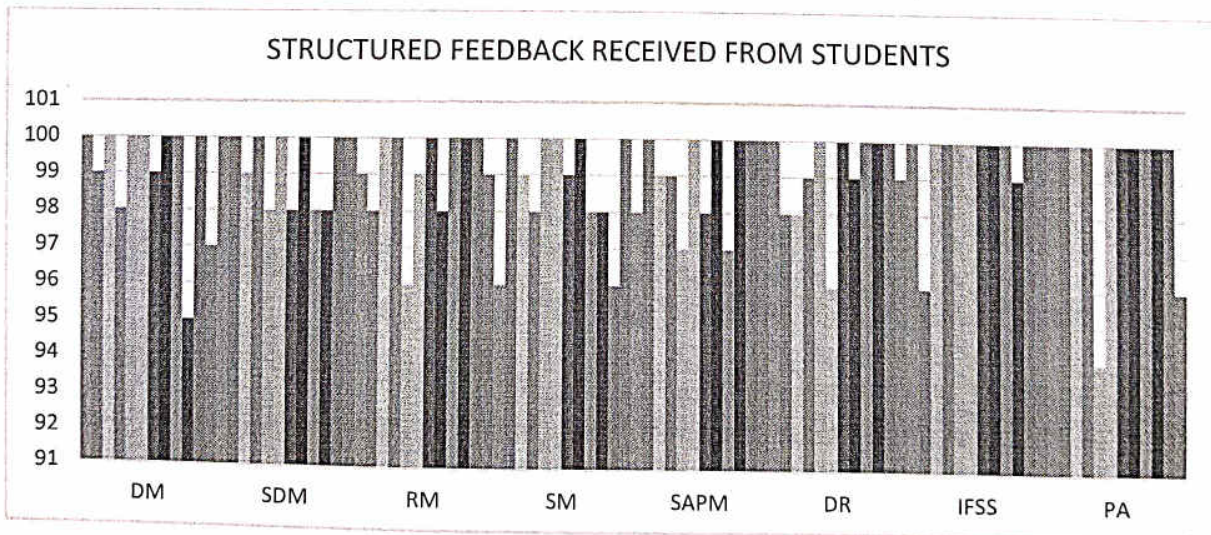
II. Teaching Learning and Proctorship ;



Discussion:

The feedback on Teaching, Learning, and Proctorship highlights a highly positive student experience. The majority of students strongly agree that digital teaching aids are effectively incorporated (Q1 - 88%), and appropriate fieldwork and project-based experiential learning are provided (Q2 - 84%). Additionally, guest lectures, lab sessions, and industrial visits are well-received (Q3 - 96%), indicating strong industry-academia integration. Faculty members are also commended for their research and innovation guidance (Q4 - 88%), while proctor guidance is appreciated for its timeliness and usefulness (Q5 - 96%). Although a small percentage of students marked "agree" or "uncertain" in some areas, the overall response reflects a well-structured and student-centric approach to teaching and mentorship.

III. Feedback on Subject Specific:



Discussion:

The feedback collected from students regarding their experiences with specific subjects, reveals important insights into the teaching and learning process. Across all subjects, it is evident that the

teachers' subject knowledge is rated highly, with all students either agreeing or strongly agreeing that their teachers possess accurate knowledge. This is a positive indicator of the educators' expertise in their respective fields.

Furthermore, the provision of study materials and notes by the teachers is also highly appreciated by the students, indicating that the educators are diligent in supporting their learning. Additionally, the strong encouragement of classroom participation and clarity in communication from the teachers are noteworthy, fostering a positive learning environment.

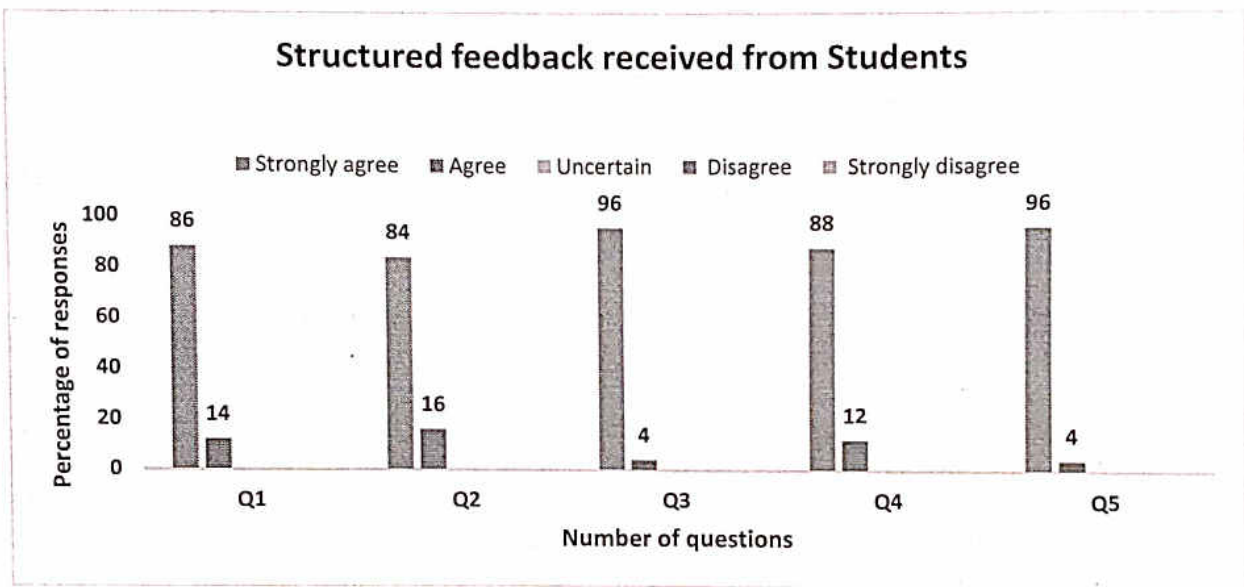
One area for improvement is related to time management and syllabus completion. While the teachers exhibit admirable qualities in various aspects of teaching, ensuring that the syllabus is completed on time should be a priority to enhance the overall educational experience.

Overall, this feedback reflects the teachers' commitment to motivating and guiding their students effectively, with an appreciable focus on the quality of assignments and tests. The ability to handle questions and clarify doubts is commendable. By addressing the minor concerns regarding time management and syllabus completion, the teachers can further enhance the delivery of course outcomes, ensuring a well-rounded educational experience for their students.

ASTHA School of Management
Analysis Report on
STUDENT FEEDBACK (2025-2026)
Semester: 3rd
Specialization: (Marketing/HR)

The institute draws feedback from students for continuous improvements in curriculum development and enrichment. For the session 2025-26, the analysis of students feedback is presented as under:

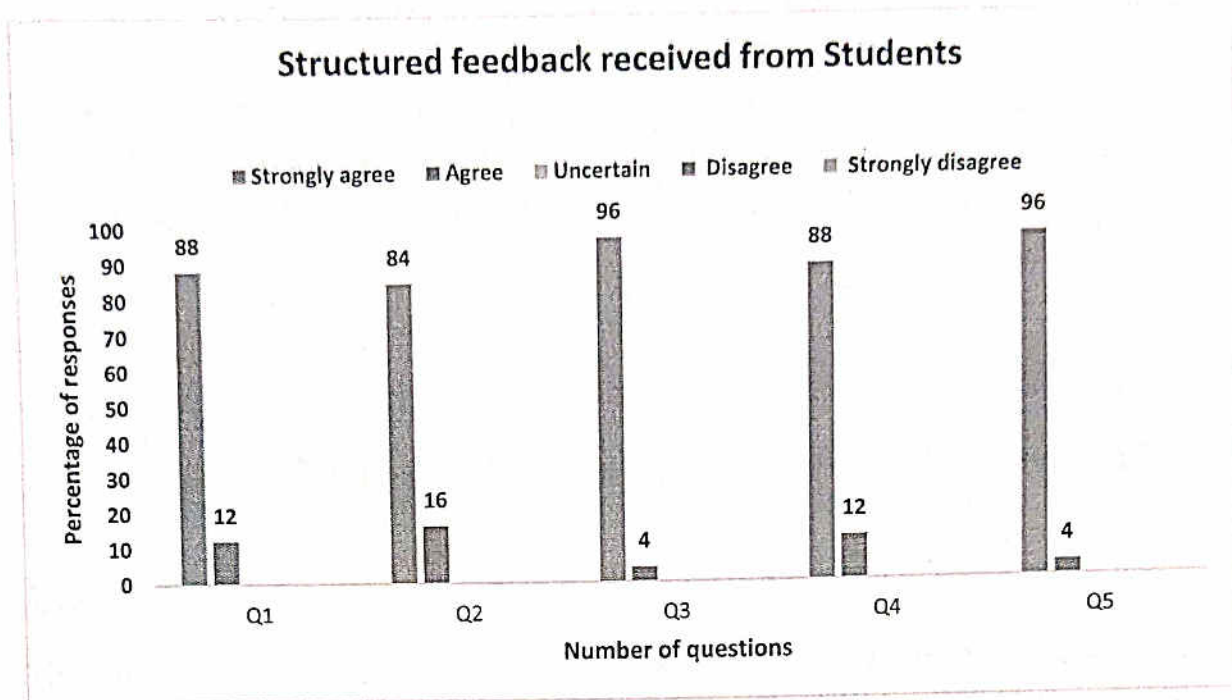
I. Curriculum



Analysis:

Student feedback on the curriculum highlights its strong structure, relevance, and effectiveness in skill development. A majority, with 86% agreement, find it well-structured and comprehensive, ensuring a solid educational foundation. Additionally, 84% believe it enhances their career readiness in business management, administration, and entrepreneurship. High approval rates of 96% and 96% for analytical thinking, problem-solving, and ethical development further validate its effectiveness. However, there is room for improvement in ICT and communication skills, where 12% expressed disagreement. Overall, the curriculum is well-received, reflecting the institution's commitment to holistic education while indicating areas for further enhancement.

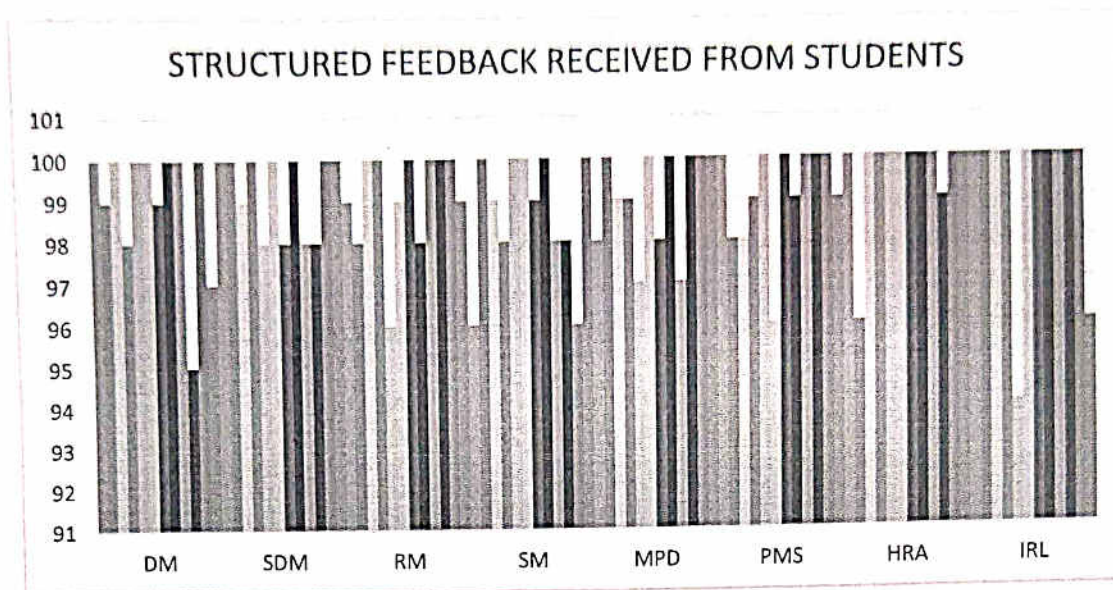
II. Teaching Learning and Proctorship ;



Analysis:

Student feedback on "Teaching, Learning, and Proctorship" is highly positive, reflecting strong satisfaction with the educational experience. A significant 89% strongly agree that digital teaching aids are effectively integrated, showcasing the institution's commitment to modern education. Additionally, 83% acknowledge the importance of field and project work in fostering experiential learning. The availability of guest lectures, lab sessions, and industrial visits is well-received, with 97% agreement, highlighting diverse learning opportunities. Faculty support for research and innovation is commendable, as 88% of students find the guidance beneficial. The proctorship system is also highly effective, with 96% appreciating the timely support provided. Overall, the feedback affirms the institution's dedication to delivering a well-rounded, engaging, and supportive learning environment.

III. Feedback on Subject Specific:



Analysis:

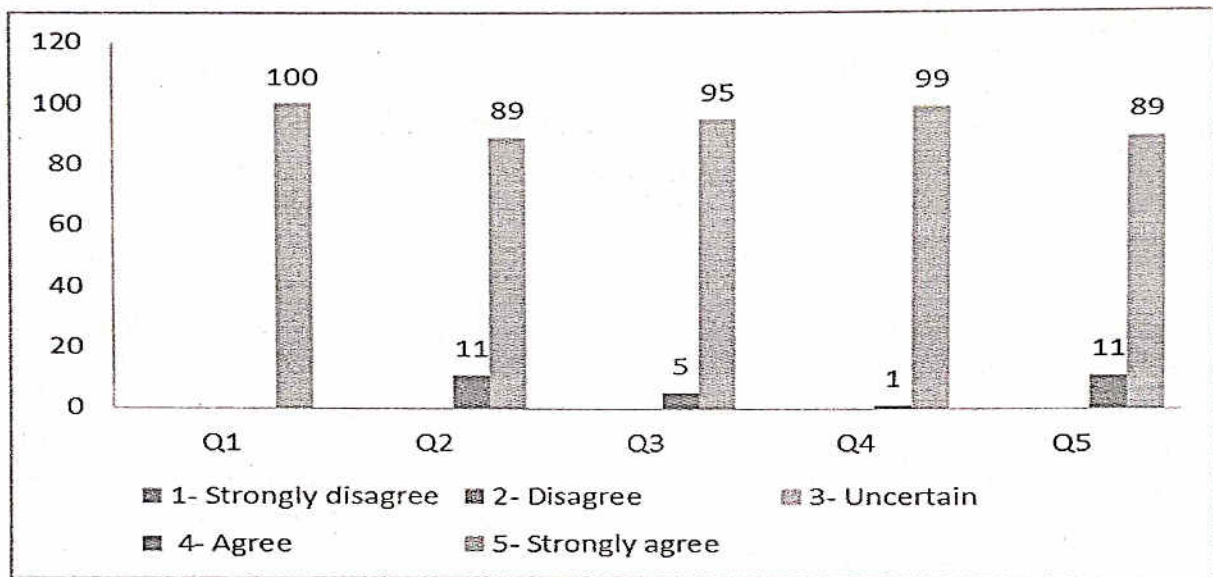
The feedback provided by students on various subject-specific parameters offers valuable insights into the quality of education across courses such as DM, SDM, RM, SM, MPD, PMS, HRA, and IRL. It is encouraging to note that, for all assessed parameters, the ratings consistently average around 4, indicating strong agreement on the effectiveness of teaching and learning. Students overwhelmingly appreciate their teachers' subject expertise, with unanimous agreement on their proficiency in delivering study materials and notes, fostering a well-structured learning environment. The positive feedback on classroom participation, clarity in communication, and teacher preparedness highlights an engaging and student-centric approach to education. This not only ensures that students grasp fundamental concepts effectively but also contributes to a more interactive and enriching classroom experience.

Moreover, students commend their instructors for adapting teaching methodologies to suit different learning needs while ensuring syllabus completion in a timely manner. The ability to handle questions and clarify doubts is recognized as a key strength, reinforcing the faculty's commitment to student success. Additionally, students express satisfaction with the quality of assignments and tests, acknowledging their role in enhancing knowledge and skill development. The motivation and time management skills of teachers are also well-regarded, demonstrating a holistic and supportive teaching approach. Furthermore, students acknowledge that their teachers play a crucial role in achieving course outcomes through structured and effective delivery methods. Overall, the feedback highlights the dedication, expertise, and adaptability of the faculty across various subjects, reinforcing the institution's commitment to providing a robust and enriching educational experience.

ASTHA School of Management
Analysis Report on
STUDENT FEEDBACK (2025-2026)
Semester: 3rd
Specialization : (Finance /HR)

The institute draws feedback from students for continuous improvements in curriculum development and enrichment. For the session 2025-26, the analysis of students feedback is presented as under:

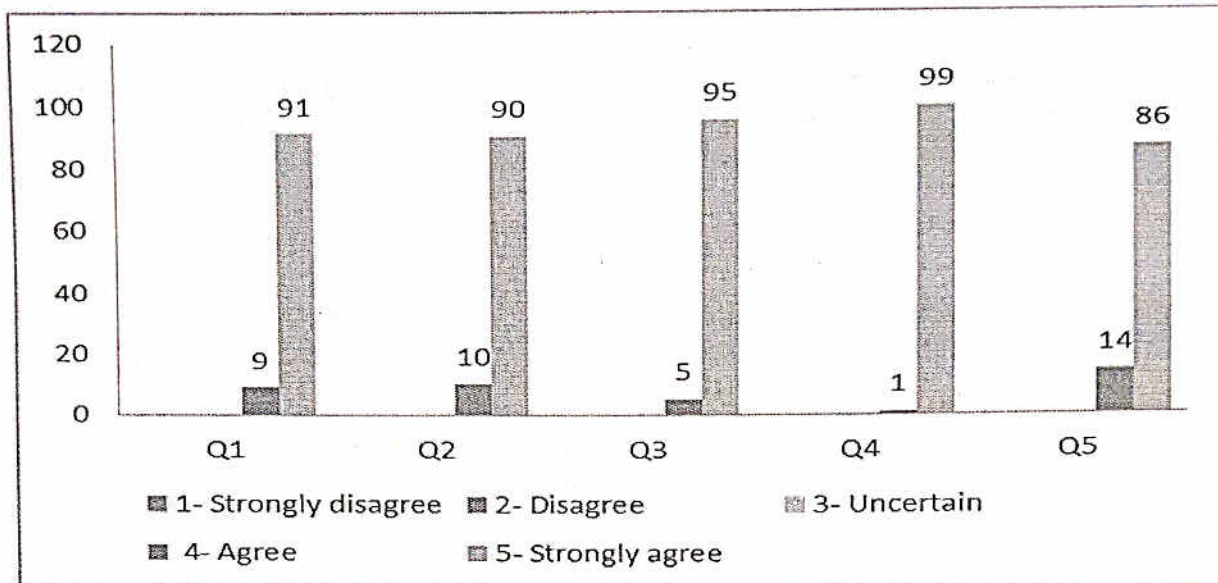
I. Curriculum



Discussion:

The feedback analysis of the curriculum (syllabus) indicates a highly positive response from students. The majority of students have rated the curriculum as "Strongly Agree" across all five evaluation criteria, with scores ranging from 89 to 100. This suggests that students find the curriculum well-structured, relevant, and effective in enhancing their business management, analytical, problem-solving, ICT, communication, and ethical skills. However, a small percentage of students (1–11%) have rated "Agree," particularly for Q2 (Enhancing career skills), Q3 (Developing analytical skills), Q4 (ICT & communication skills), and Q5 (Ethics and values). This indicates that while the curriculum is largely effective, there may be some scope for minor improvements in these areas to ensure even better alignment with student expectations. Overall, the curriculum appears to be well-received and contributes significantly to students' skill development.

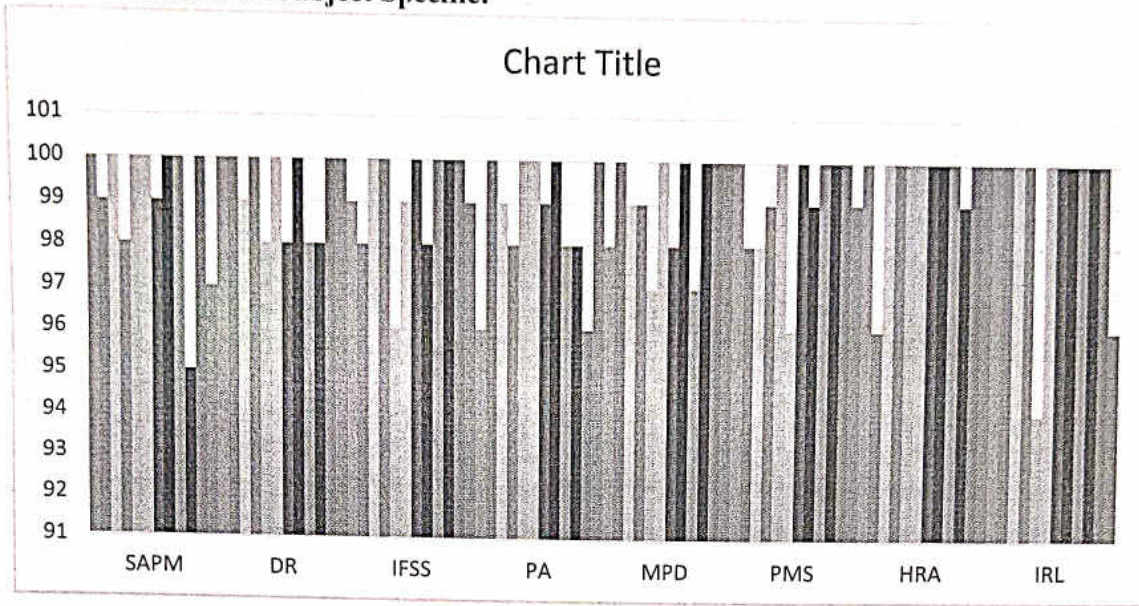
II. Teaching Learning and Proctorship ;



Discussion:

The feedback on Teaching, Learning, and Proctorship reflects a highly positive student perception, with a majority strongly agreeing on various aspects of the teaching-learning process. A significant 91% of students acknowledge the incorporation of digital teaching aids (Q1), indicating effective technology integration in education. Similarly, 90% agree that fieldwork and project-based learning enhance experiential education (Q2), while an impressive 95% appreciate the inclusion of guest lectures, lab sessions, and industrial visits (Q3), reinforcing practical exposure. Faculty guidance for research and innovation (Q4) received the highest approval, with 99% agreement, highlighting strong mentorship. Although proctorship guidance (Q5) is well-received, with 86% strong agreement, a small portion (14%) rated it as "Agree," suggesting some scope for enhancement in timely and effective student support. Overall, the feedback underscores the institution's dedication to an interactive and experiential learning environment, with potential areas for further refinement in proctoring support.

III. Feedback on Subject Specific:



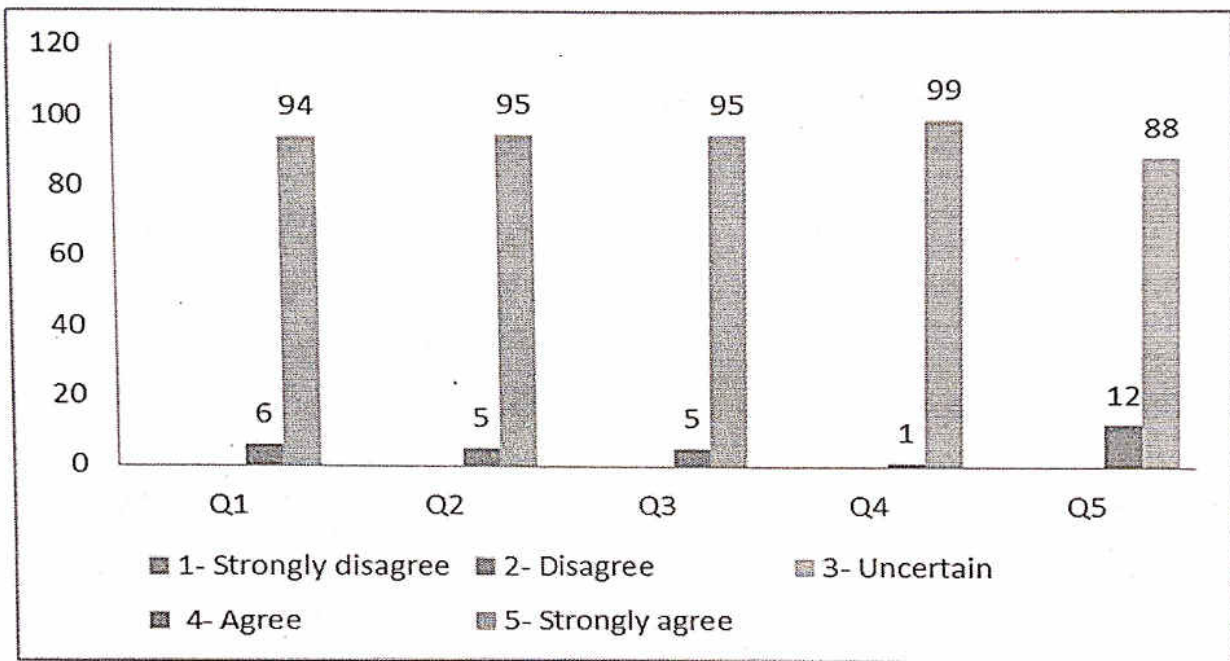
Discussion:

The feedback collected from students provides valuable insights into the teaching and learning process across various subjects. It is evident that teachers are highly regarded for their subject knowledge, with unanimous agreement among students that they possess accurate and in-depth expertise in their respective fields. Additionally, the provision of study materials and notes is greatly appreciated, reflecting the educators' dedication to supporting student learning. The encouragement of classroom participation and clarity in communication further contribute to a positive and engaging learning environment. However, one area that requires attention is time management and syllabus completion, as ensuring timely coverage of the curriculum is essential for optimizing the educational experience. Overall, the feedback highlights the teachers' strong commitment to motivating and guiding students, with commendable efforts in assignments, tests, and doubt resolution. By addressing the minor concern of syllabus completion, educators can further enhance course delivery and ensure a more comprehensive and structured learning experience for students.

ASTHA School of Management
Analysis Report on
STUDENT FEEDBACK (2025-2026)
Semester: 3rd
Specialization: (Marketing/ Operation)

The institute draws feedback from students for continuous improvements in curriculum development and enrichment. For the session 2025-26, the analysis of students feedback is presented as under:

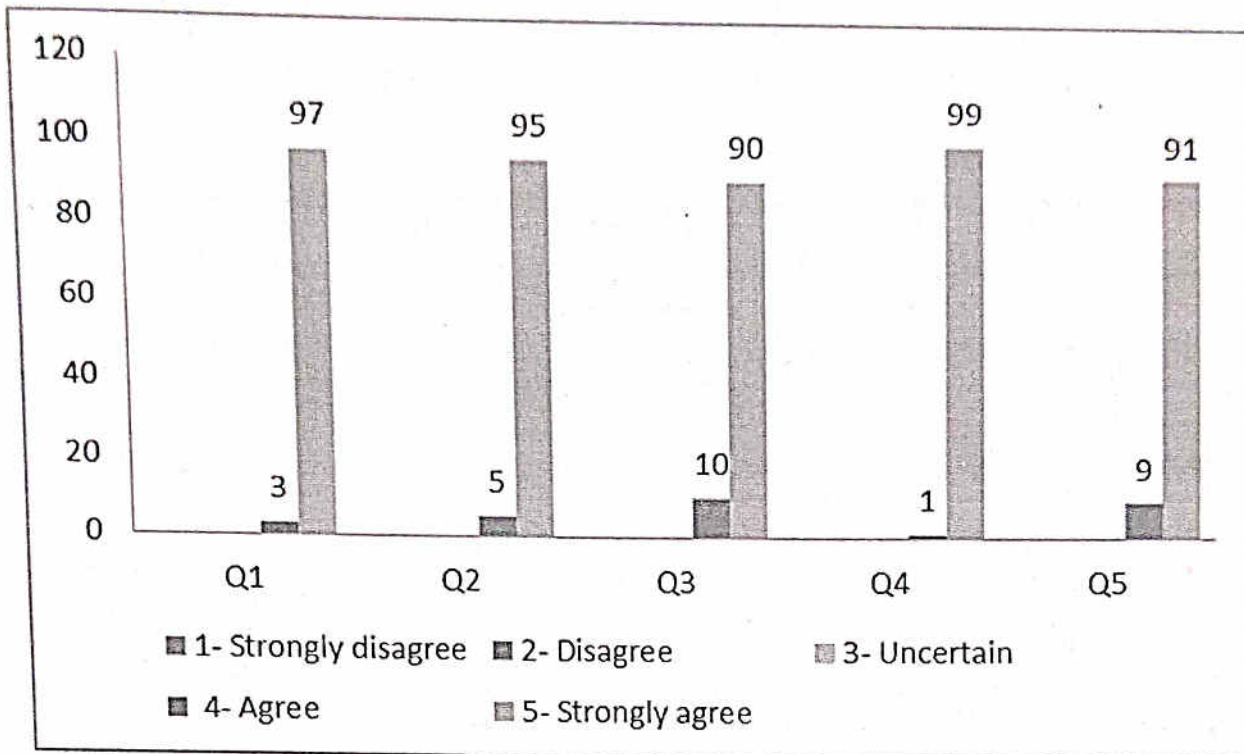
I. Curriculum



Discussion:

The student feedback on the curriculum (syllabus) reflects an overwhelmingly positive response, with a majority strongly agreeing on its effectiveness. A remarkable 94% of students acknowledge that the curriculum is well-structured, comprehensive, and relevant (Q1), while 95% believe it effectively enhances career-oriented skills (Q2). Additionally, 95% of students agree that it aids in developing analytical, problem-solving, and decision-making abilities (Q3), reinforcing its academic rigor. The highest approval, 99%, is observed for ICT and communication skill development (Q4), indicating strong technological integration. Furthermore, 88% strongly agree that the curriculum helps in instilling ethics, values, and social behavior (Q5). Although a small percentage of students (1-12%) rated some aspects with "Agree," the overall feedback suggests that the curriculum is well-aligned with educational and professional expectations, with minimal areas for enhancement.

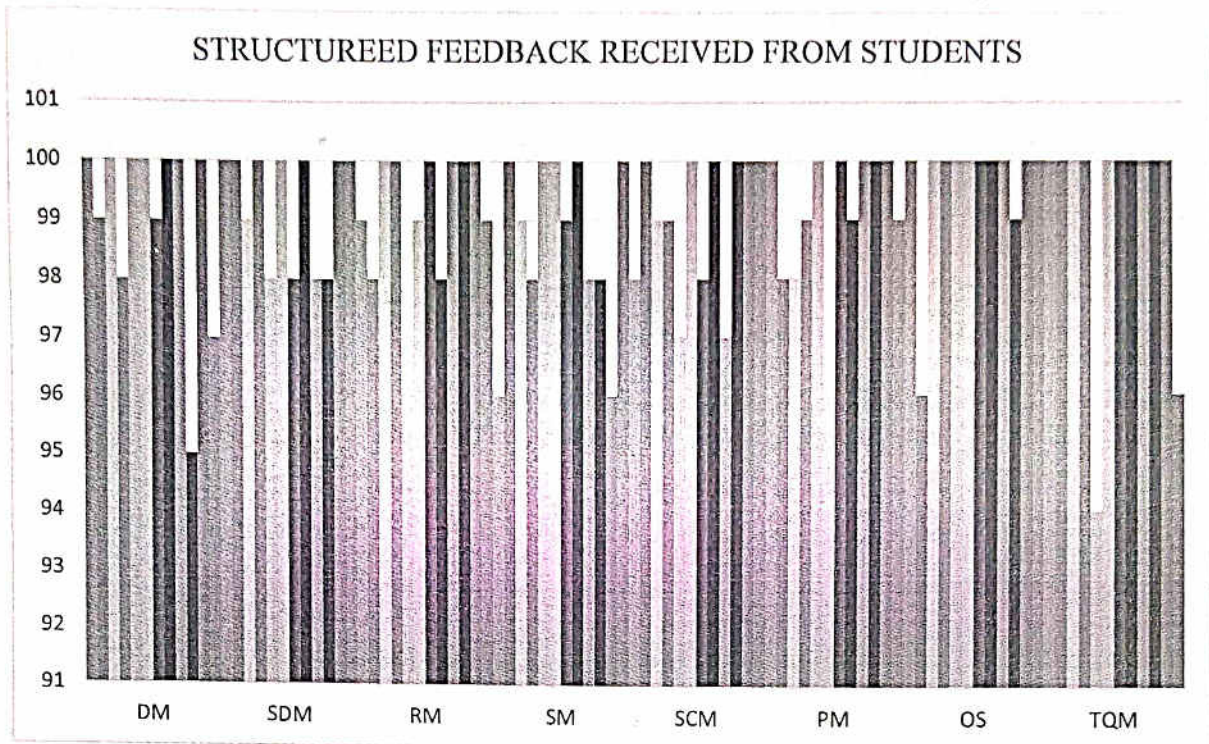
II. Teaching Learning and Proctorship:



Discussion:

The feedback on Teaching Learning and Proctorship reflects a highly positive response from students, indicating strong satisfaction with the institution's teaching methodologies and support systems. A remarkable 97% of students strongly agree that digital teaching aids are effectively incorporated into the learning approach (Q1), highlighting the institution's commitment to modern educational tools. Similarly, 95% of students acknowledge the role of fieldwork and project-based experiential learning (Q2), reinforcing the practical relevance of their education. While 90% of students appreciate guest lectures, lab sessions, and industrial visits (Q3), a small portion (10%) remains uncertain, suggesting scope for further enhancements in these areas. Faculty guidance for research and innovation receives an overwhelming 99% agreement (Q4), demonstrating strong mentorship in academic pursuits. Additionally, 91% of students find the proctorship guidance timely and useful (Q5), reinforcing its role in student development. Overall, the feedback underscores the effectiveness of teaching-learning practices and proctorship, with minor opportunities for improvement in guest lectures and experiential learning initiatives.

III. Feedback on Subject Specific:



Discussion:

The feedback collected from students regarding their experiences with specific subjects, reveals important insights into the teaching and learning process. Across all subjects, it is evident that the teachers' subject knowledge is rated highly, with all students either agreeing or strongly agreeing that their teachers possess accurate knowledge. This is a positive indicator of the educators' expertise in their respective fields.

Furthermore, the provision of study materials and notes by the teachers is also highly appreciated by the students, indicating that the educators are diligent in supporting their learning. Additionally, the strong encouragement of classroom participation and clarity in communication from the teachers are noteworthy, fostering a positive learning environment.

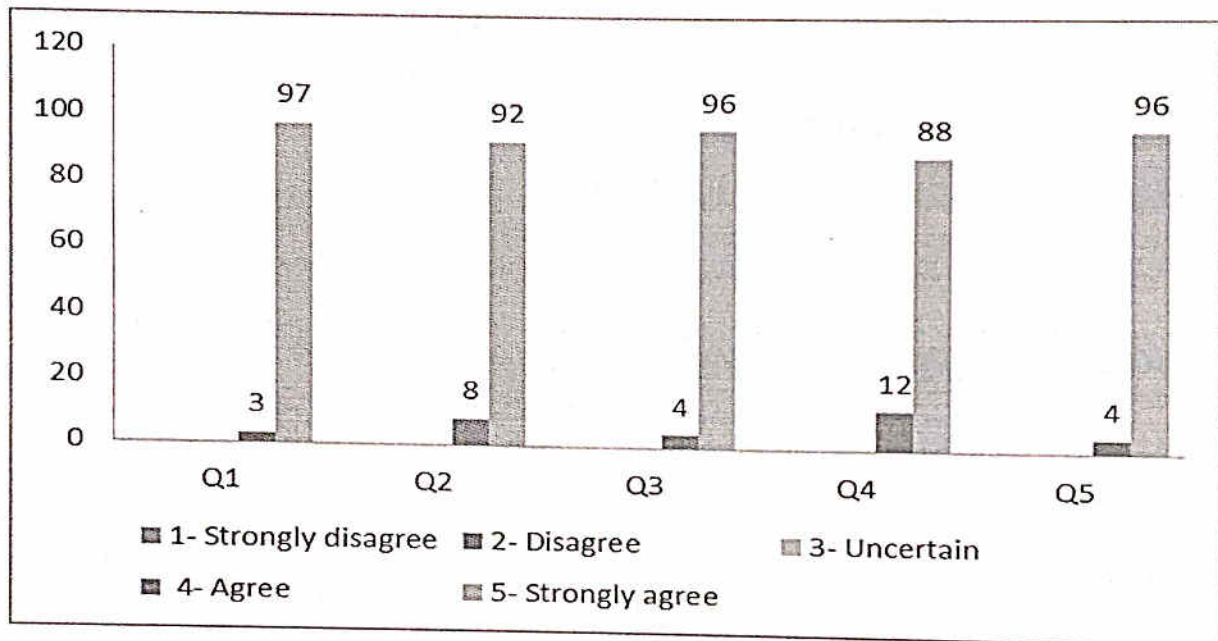
One area for improvement is related to time management and syllabus completion. While the teachers exhibit admirable qualities in various aspects of teaching, ensuring that the syllabus is completed on time should be a priority to enhance the overall educational experience.

Overall, this feedback reflects the teachers' commitment to motivating and guiding their students effectively, with an appreciable focus on the quality of assignments and tests. The ability to handle questions and clarify doubts is commendable. By addressing the minor concerns regarding time management and syllabus completion, the teachers can further enhance the delivery of course outcomes, ensuring a well-rounded educational experience for their students.

ASTHA School of Management
Analysis report on
STUDENT FEEDBACK (2025-2026)
Semester: 3rd
Specialization: (Finance / Operation)

The institute draws feedback from students for continuous improvements in curriculum development and enrichment. For the session 2025-26, the analysis of students feedback is presented as under:

I. Curriculum

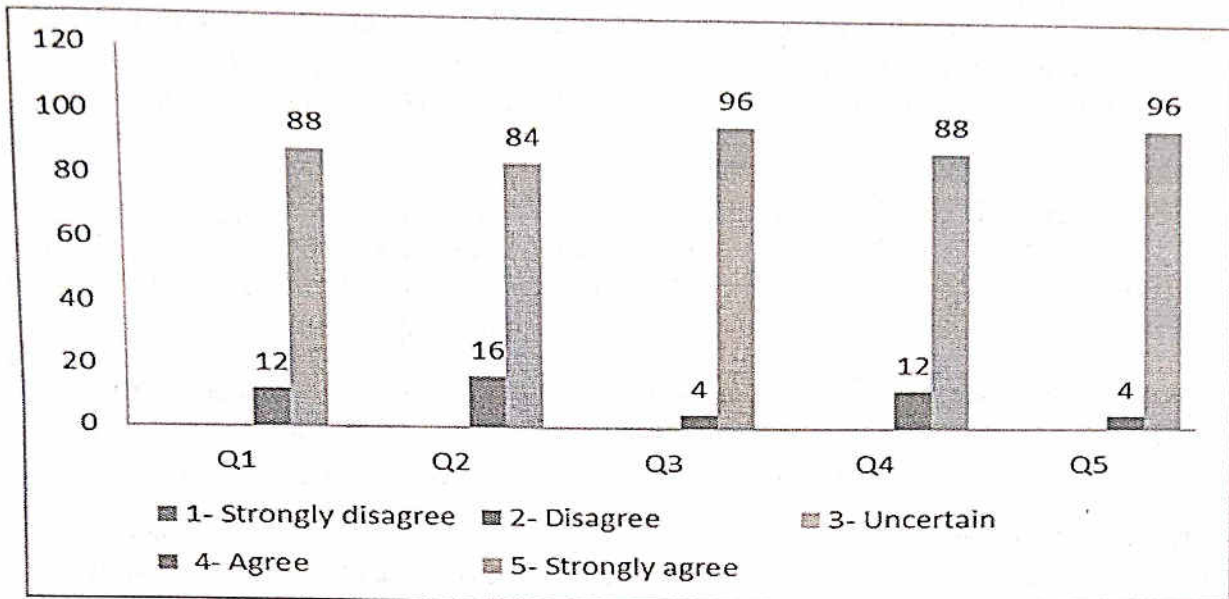


Discussion:

The student feedback on the curriculum provides valuable insights into its effectiveness and areas for potential enhancement. A substantial 97% of students strongly agree that the curriculum is well-structured, comprehensive, and relevant (Q1), while 92% strongly agree that it effectively enhances skills for careers in business management, administration, and entrepreneurship (Q2). Additionally, 96% acknowledge its role in developing analytical, problem-solving, and decision-making abilities (Q3), demonstrating the curriculum's strength in fostering critical thinking.

However, feedback on ICT and communication skill development (Q4) shows that while 88% strongly agree with its effectiveness, 12% believe there is room for improvement. Similarly, 96% of students recognize the curriculum's role in promoting ethics, values, and social behavior (Q5), but a small portion (4%) suggests further refinements could be beneficial. Overall, the curriculum is highly regarded for its structure, relevance, and skill-building aspects, with slight scope for improvement in ICT and communication training.

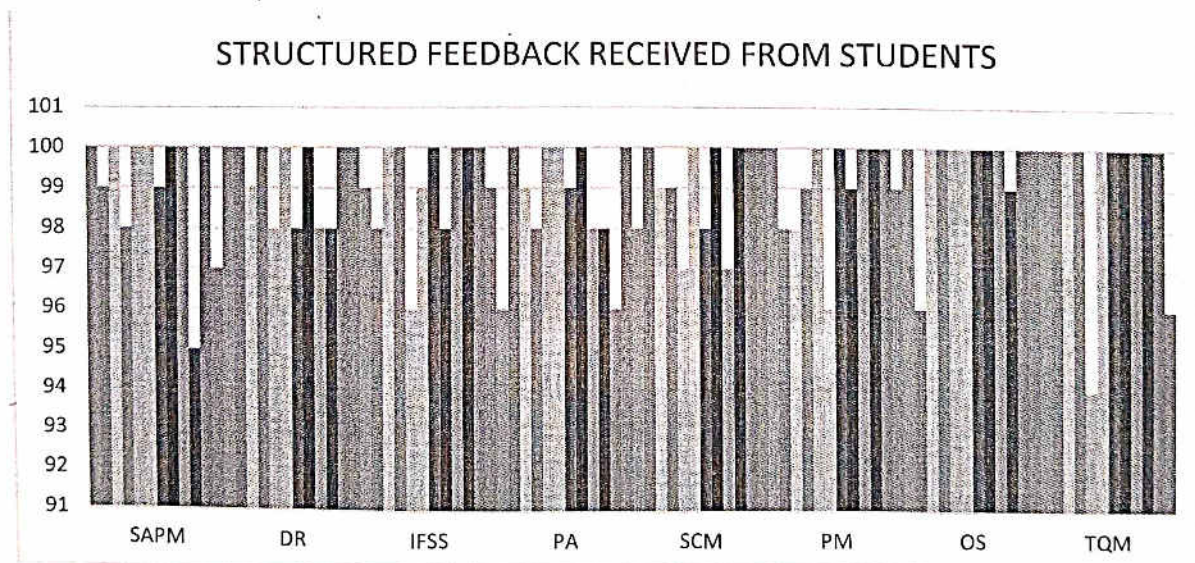
II. Teaching Learning and Proctorship: ;



Discussion:

The feedback on Teaching, Learning, and Proctorship reflects a highly positive student perception. A significant majority strongly agree that digital teaching aids are effectively utilized (Q1 - 88%) and that experiential learning through fieldwork and projects is well-integrated into the curriculum (Q2 - 84%). The provision of guest lectures, lab sessions, and industrial visits received strong approval (Q3 - 96%), emphasizing industry-academia collaboration. Faculty support for research and innovation is also well-appreciated (Q4 - 88%), along with the timely and effective guidance provided by proctors (Q5 - 96%). While a small fraction of students expressed uncertainty or moderate agreement in some areas, the overall feedback highlights a structured and student-focused teaching-learning environment. Received

III. Feedback on Subject Specific:



Discussion:

The feedback collected from students regarding their experiences with specific subjects, reveals important insights into the teaching and learning process. Across all subjects, it is evident that the teachers' subject knowledge is rated highly, with all students either agreeing or strongly agreeing that their teachers possess accurate knowledge. This is a positive indicator of the educators' expertise in their respective fields.

Furthermore, the provision of study materials and notes by the teachers is also highly appreciated by the students, indicating that the educators are diligent in supporting their learning. Additionally, the strong encouragement of classroom participation and clarity in communication from the teachers are noteworthy, fostering a positive learning environment.

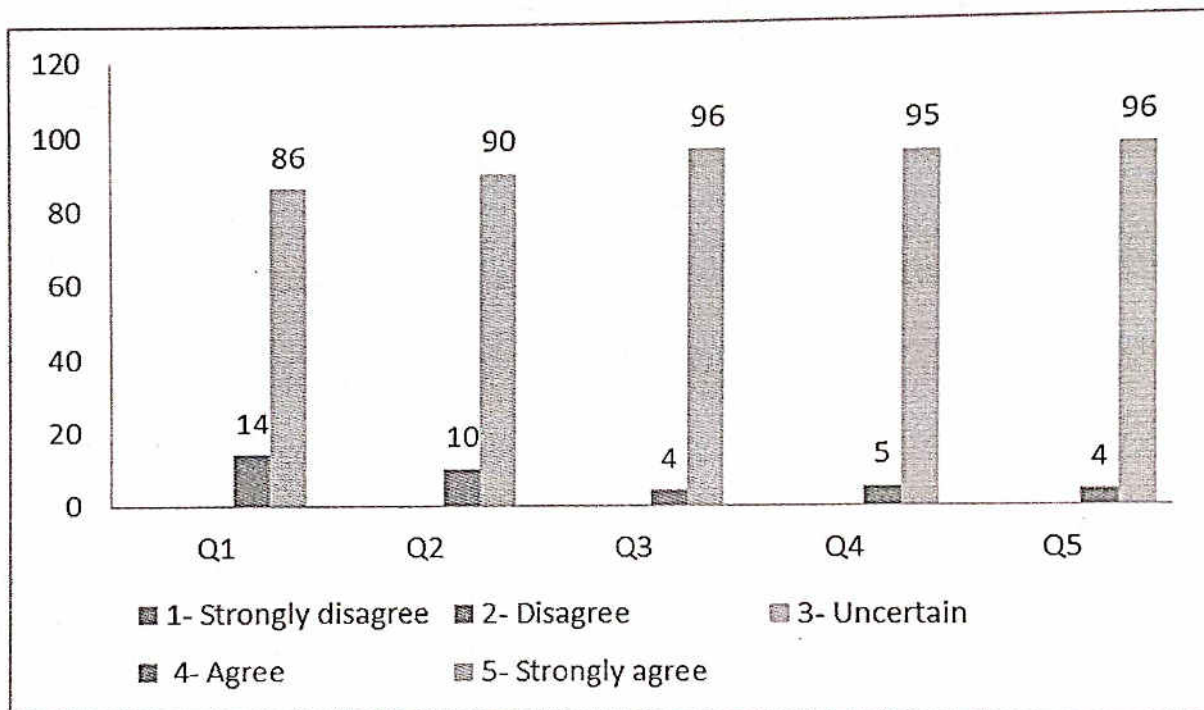
One area for improvement is related to time management and syllabus completion. While the teachers exhibit admirable qualities in various aspects of teaching, ensuring that the syllabus is completed on time should be a priority to enhance the overall educational experience.

Overall, this feedback reflects the teachers' commitment to motivating and guiding their students effectively, with an appreciable focus on the quality of assignments and tests. The ability to handle questions and clarify doubts is commendable. By addressing the minor concerns regarding time management and syllabus completion, the teachers can further enhance the delivery of course outcomes, ensuring a well-rounded educational experience for their students.

ASTHA School of Management
Analysis report on
STUDENT FEEDBACK (2025-2026)
Semester: 3rd
Specialization: (Marketing/ System Management)

The institute draws feedback from students for continuous improvements in curriculum development and enrichment. For the session 2025-26, the analysis of students feedback is presented as under:

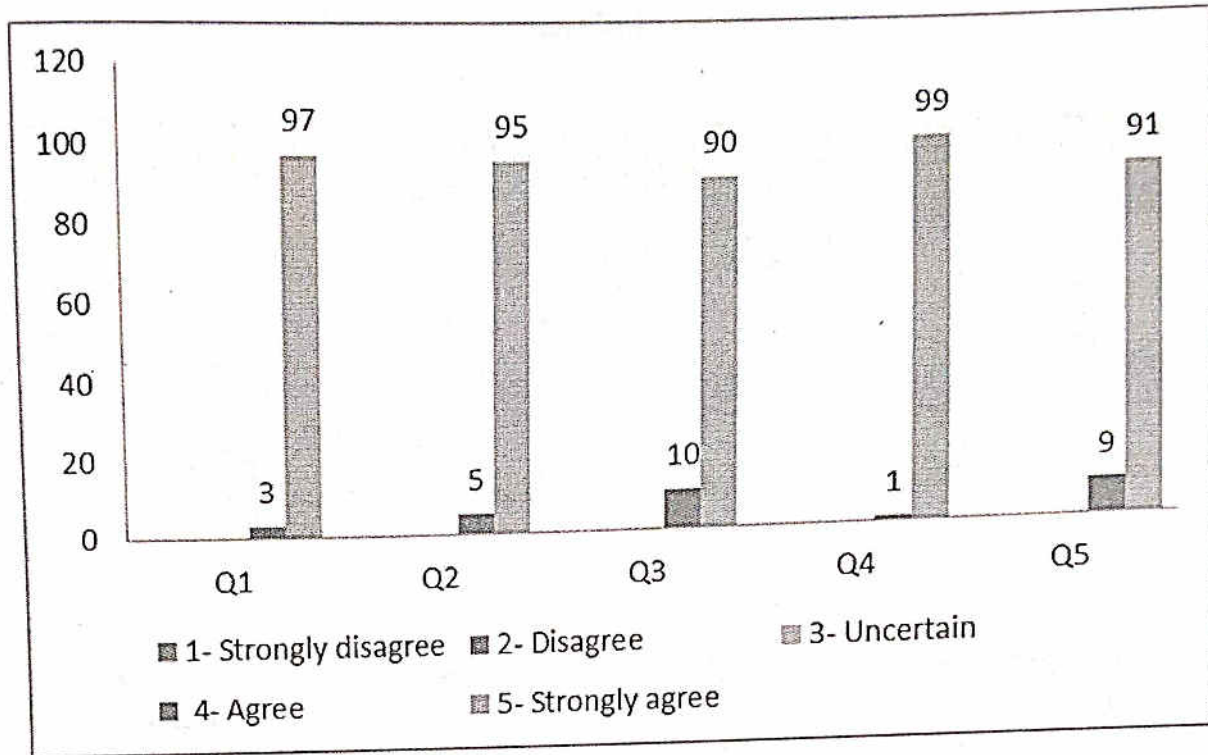
I. Curriculum



Discussion:

The feedback on the curriculum (syllabus) highlights a strong positive response from students regarding its structure, relevance, and effectiveness. A significant majority strongly agree that the curriculum is well-structured and comprehensive (Q1 - 86%) and that it effectively enhances skills for business management, administration, and entrepreneurship (Q2 - 90%). The development of analytical, problem-solving, and decision-making skills received the highest approval (Q3 - 96%), indicating its strong impact on student learning. Additionally, the curriculum's role in fostering ICT and communication skills (Q4 - 95%) and promoting ethics, values, and social behavior (Q5 - 96%) was well appreciated. While a small percentage of students expressed moderate agreement, the overall feedback reflects a well-designed and impactful curriculum that supports holistic development.

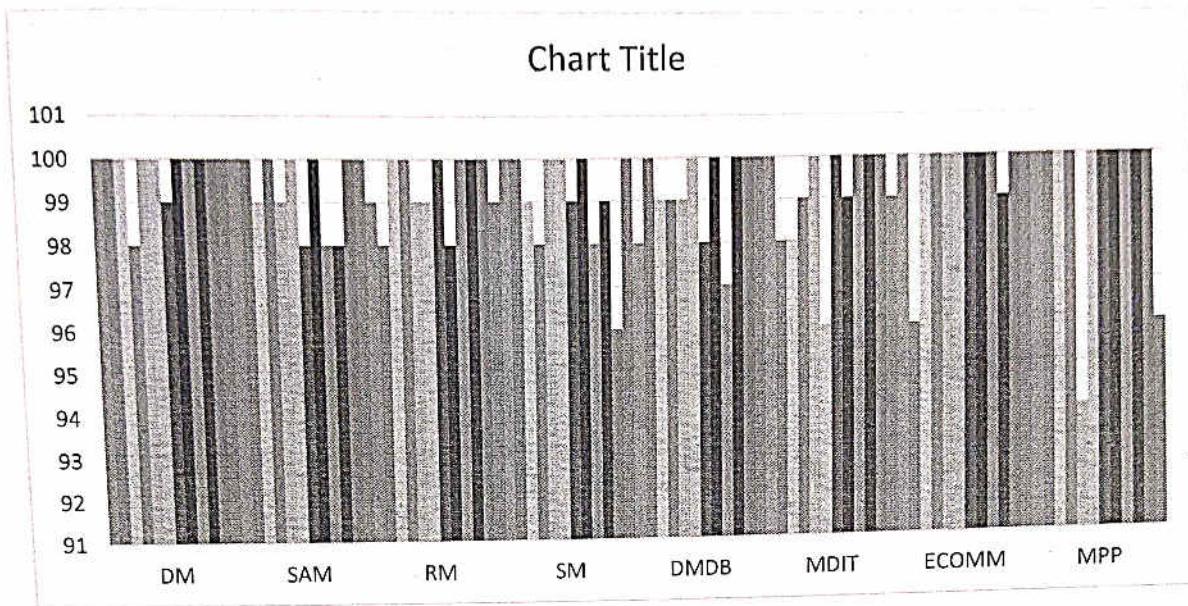
II. Teaching Learning and Proctorship ;



Discussion:

The feedback on Teaching Learning and Proctorship reflects a highly positive response from students, indicating strong satisfaction with the institution's teaching methodologies and support systems. A remarkable 97% of students strongly agree that digital teaching aids are effectively incorporated into the learning approach (Q1), highlighting the institution's commitment to modern educational tools. Similarly, 95% of students acknowledge the role of fieldwork and project-based experiential learning (Q2), reinforcing the practical relevance of their education. While 90% of students appreciate guest lectures, lab sessions, and industrial visits (Q3), a small portion (10%) remains uncertain, suggesting scope for further enhancements in these areas. Faculty guidance for research and innovation receives an overwhelming 99% agreement (Q4), demonstrating strong mentorship in academic pursuits. Additionally, 91% of students find the proctorship guidance timely and useful (Q5), reinforcing its role in student development. Overall, the feedback underscores the effectiveness of teaching-learning practices and proctorship, with minor opportunities for improvement in guest lectures and experiential learning initiatives.

III. Feedback on Subject Specific:



Discussion:

The feedback collected from students regarding their experiences with specific subjects, reveals important insights into the teaching and learning process. Across all subjects, it is evident that the teachers' subject knowledge is rated highly, with all students either agreeing or strongly agreeing that their teachers possess accurate knowledge. This is a positive indicator of the educators' expertise in their respective fields.

Furthermore, the provision of study materials and notes by the teachers is also highly appreciated by the students, indicating that the educators are diligent in supporting their learning. Additionally, the strong encouragement of classroom participation and clarity in communication from the teachers are noteworthy, fostering a positive learning environment.

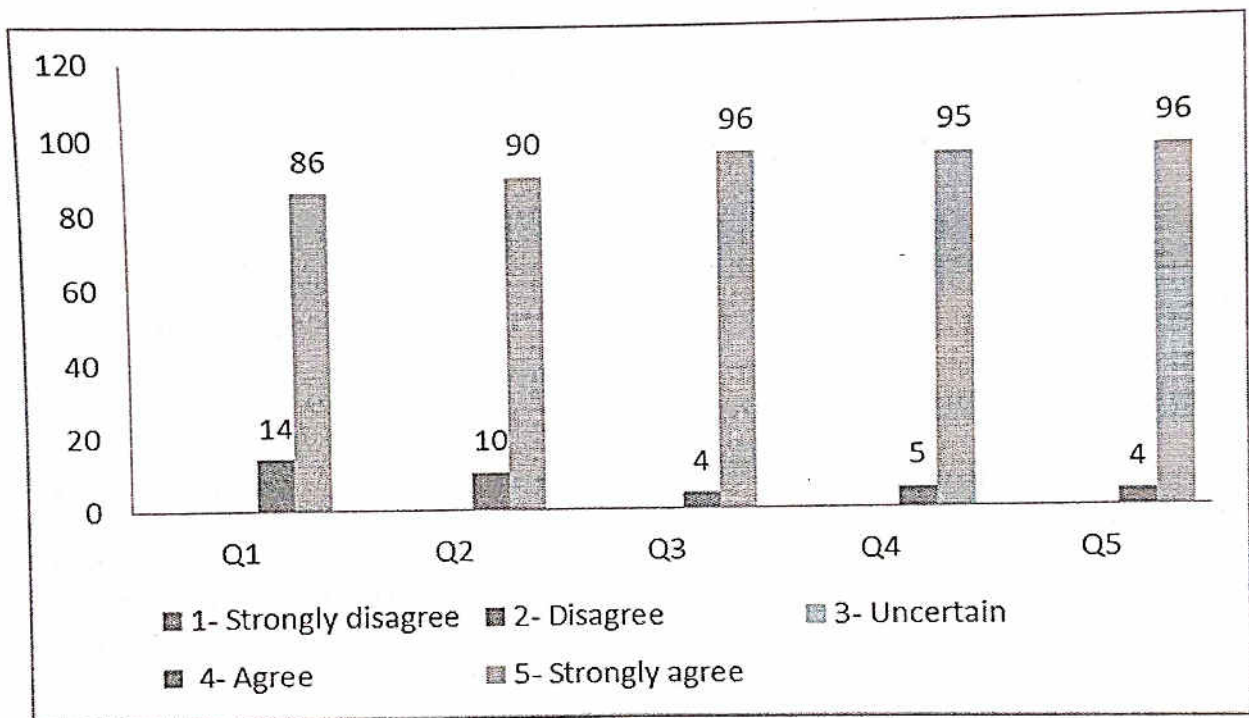
One area for improvement is related to time management and syllabus completion. While the teachers exhibit admirable qualities in various aspects of teaching, ensuring that the syllabus is completed on time should be a priority to enhance the overall educational experience.

Overall, this feedback reflects the teachers' commitment to motivating and guiding their students effectively, with an appreciable focus on the quality of assignments and tests. The ability to handle questions and clarify doubts is commendable. By addressing the minor concerns regarding time management and syllabus completion, the teachers can further enhance the delivery of course outcomes, ensuring a well-rounded educational experience for their students.

ASTHA School of Management
Analysis report on
STUDENT FEEDBACK (2025-2026)
Semester: 3rd
Specialization: (Marketing/ System Management)

The institute draws feedback from students for continuous improvements in curriculum development and enrichment. For the session 2025-26, the analysis of students feedback is presented as under:

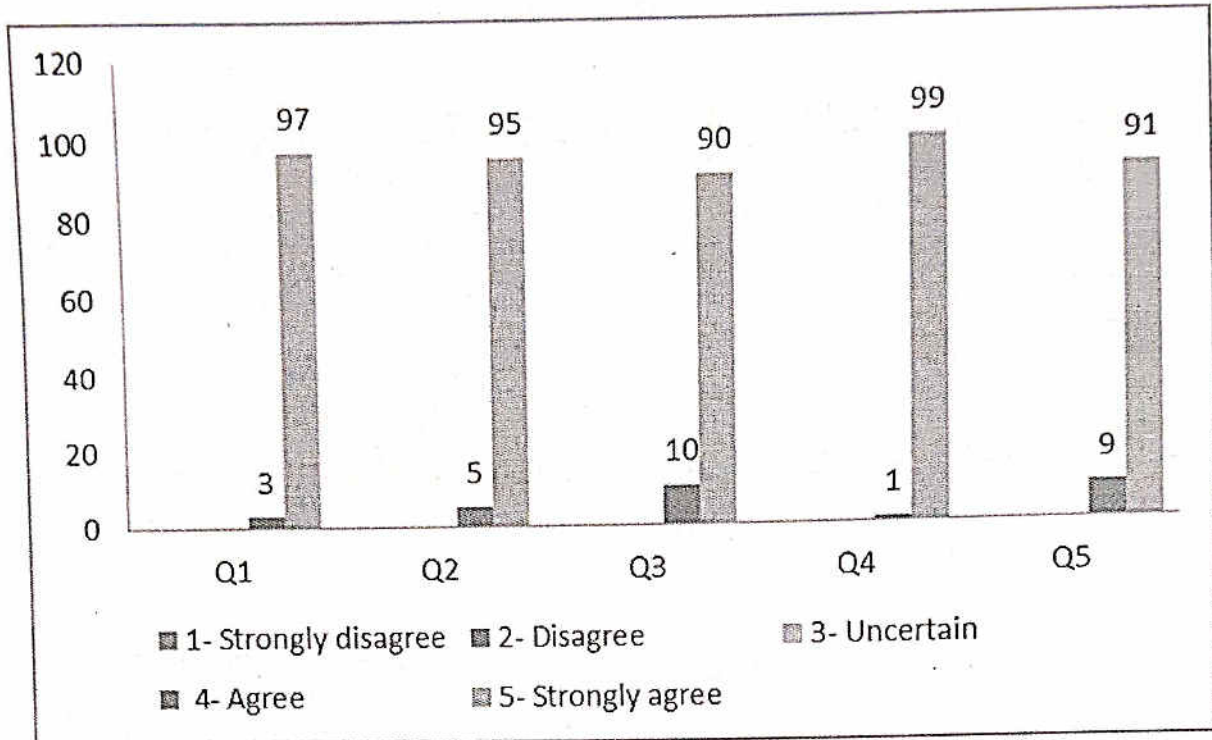
I. Curriculum



Discussion:

The feedback on the curriculum (syllabus) highlights a strong positive response from students regarding its structure, relevance, and effectiveness. A significant majority strongly agree that the curriculum is well-structured and comprehensive (Q1 - 86%) and that it effectively enhances skills for business management, administration, and entrepreneurship (Q2 - 90%). The development of analytical, problem-solving, and decision-making skills received the highest approval (Q3 - 96%), indicating its strong impact on student learning. Additionally, the curriculum's role in fostering ICT and communication skills (Q4 - 95%) and promoting ethics, values, and social behavior (Q5 - 96%) was well appreciated. While a small percentage of students expressed moderate agreement, the overall feedback reflects a well-designed and impactful curriculum that supports holistic development.

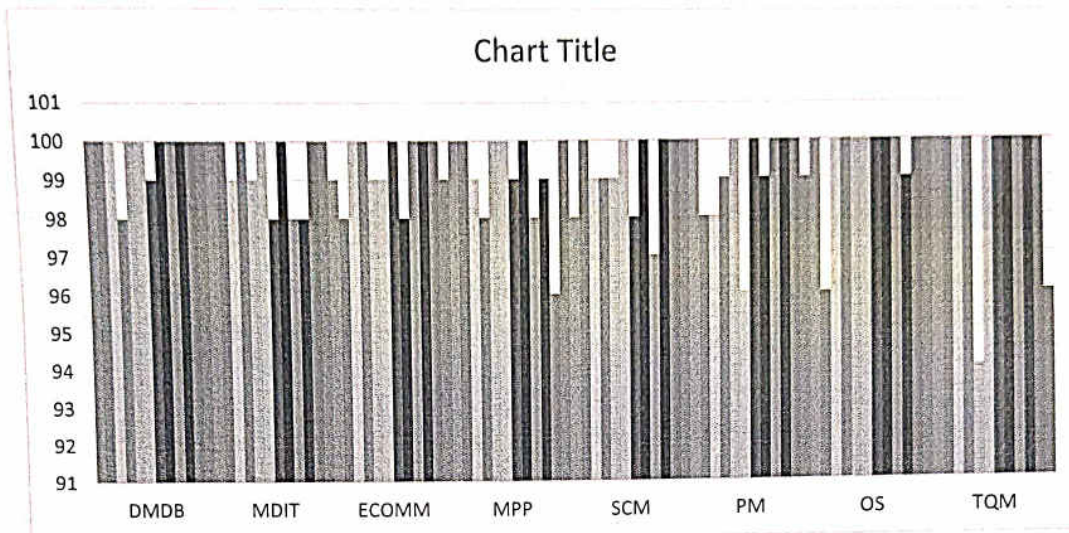
II. Teaching Learning and Proctorship ;



Discussion:

The feedback on Teaching Learning and Proctorship reflects a highly positive response from students, indicating strong satisfaction with the institution's teaching methodologies and support systems. A remarkable 97% of students strongly agree that digital teaching aids are effectively incorporated into the learning approach (Q1), highlighting the institution's commitment to modern educational tools. Similarly, 95% of students acknowledge the role of fieldwork and project-based experiential learning (Q2), reinforcing the practical relevance of their education. While 90% of students appreciate guest lectures, lab sessions, and industrial visits (Q3), a small portion (10%) remains uncertain, suggesting scope for further enhancements in these areas. Faculty guidance for research and innovation receives an overwhelming 99% agreement (Q4), demonstrating strong mentorship in academic pursuits. Additionally, 91% of students find the proctorship guidance timely and useful (Q5), reinforcing its role in student development. Overall, the feedback underscores the effectiveness of teaching-learning practices and proctorship, with minor opportunities for improvement in guest lectures and experiential learning initiatives.

III. Feedback on Subject Specific:



Discussion:

The feedback collected from students regarding their experiences with specific subjects, reveals important insights into the teaching and learning process. Across all subjects, it is evident that the teachers' subject knowledge is rated highly, with all students either agreeing or strongly agreeing that their teachers possess accurate knowledge. This is a positive indicator of the educators' expertise in their respective fields.

Furthermore, the provision of study materials and notes by the teachers is also highly appreciated by the students, indicating that the educators are diligent in supporting their learning. Additionally, the strong encouragement of classroom participation and clarity in communication from the teachers are noteworthy, fostering a positive learning environment.

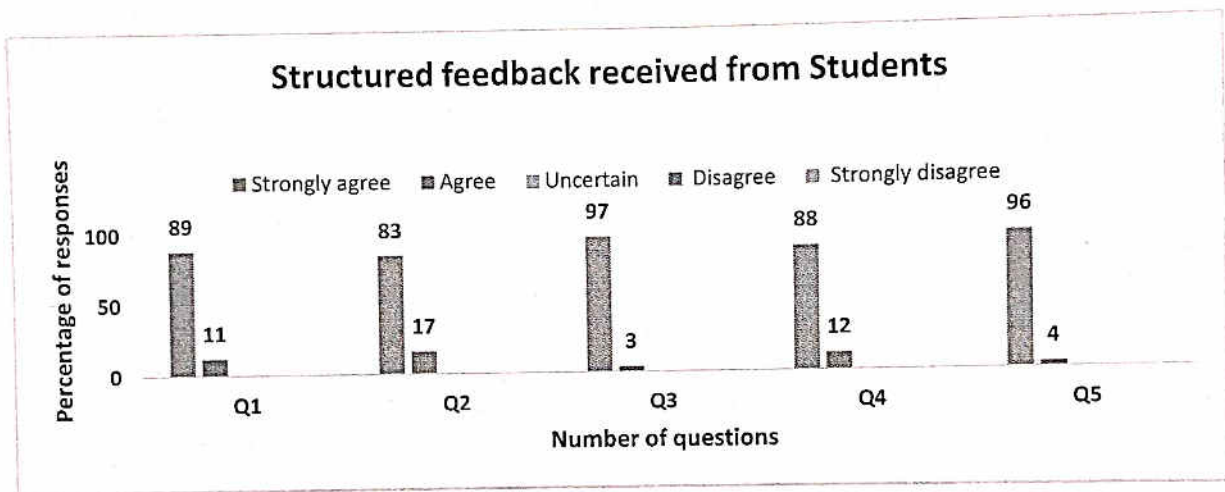
One area for improvement is related to time management and syllabus completion. While the teachers exhibit admirable qualities in various aspects of teaching, ensuring that the syllabus is completed on time should be a priority to enhance the overall educational experience.

Overall, this feedback reflects the teachers' commitment to motivating and guiding their students effectively, with an appreciable focus on the quality of assignments and tests. The ability to handle questions and clarify doubts is commendable. By addressing the minor concerns regarding time management and syllabus completion, the teachers can further enhance the delivery of course outcomes, ensuring a well-rounded educational experience for their students.

ASTHA School of Management
Analysis report on
STUDENT FEEDBACK (2025-2026)
Semester: 3rd
Specialization: (HR/ System Management)

The institute draws feedback from students for continuous improvements in curriculum development and enrichment. For the session 2025-26, the analysis of students feedback is presented as under:

I. Curriculum

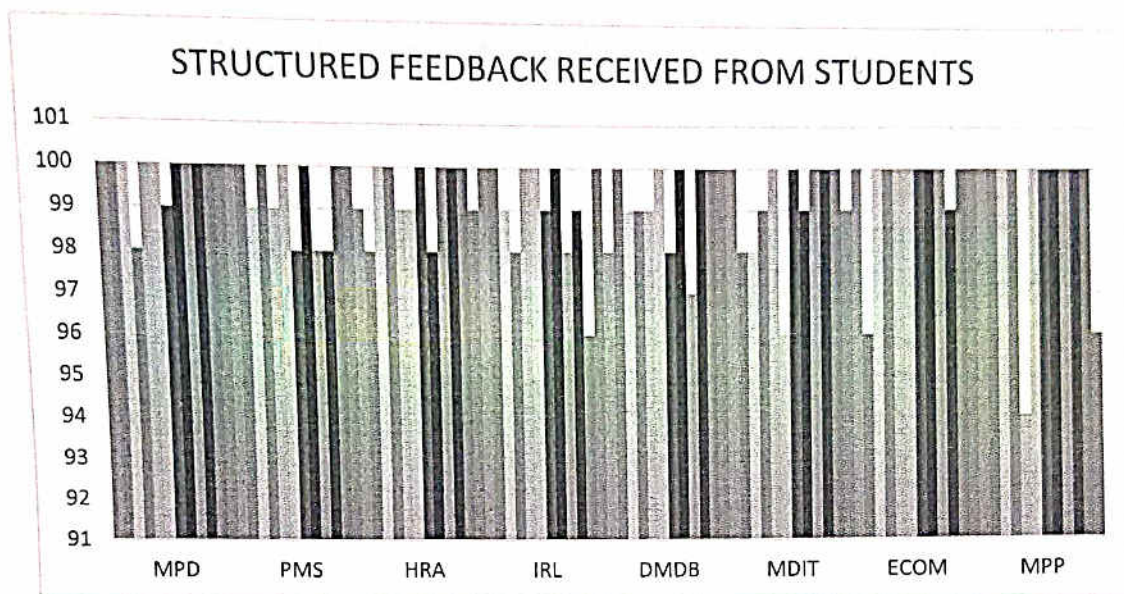


Discussion:

The feedback provided by students regarding the curriculum, specifically on various parameters related to its structure and effectiveness, offers valuable insights into the educational experience. It is evident that the majority of students, with an 89% agreement on Question 1, consider the curriculum to be well-structured, comprehensive, relevant, and thoughtfully arranged, which is fundamental in ensuring a strong educational foundation.

Furthermore, a significant 83% of students agree that the curriculum effectively enhances their skills for pursuing careers in business management, administration, and entrepreneurship (Question 2), indicating that it aligns with their professional aspirations. The remarkable levels of agreement on Questions 3 and 5, with 97% and 96% respectively, highlight the curriculum's success in developing essential skills such as analytical thinking, problem-solving, and ethical and social behavior. These skills are vital not only for academic success but also for personal and professional growth. While the curriculum appears to be highly effective in various aspects, there is still room for improvement, particularly in the development of ICT and communication skills, where 12% of students expressed disagreement (Question 4). In summary, the feedback underscores the overall strength of the curriculum in terms of structure, relevance, skill development, and ethical values. It is a

III. Feedback on Subject Specific:



Discussion:

The feedback collected from students regarding their experiences with specific subjects, reveals important insights into the teaching and learning process. Across all subjects, it is evident that the teachers' subject knowledge is rated highly, with all students either agreeing or strongly agreeing that their teachers possess accurate knowledge. This is a positive indicator of the educators' expertise in their respective fields.

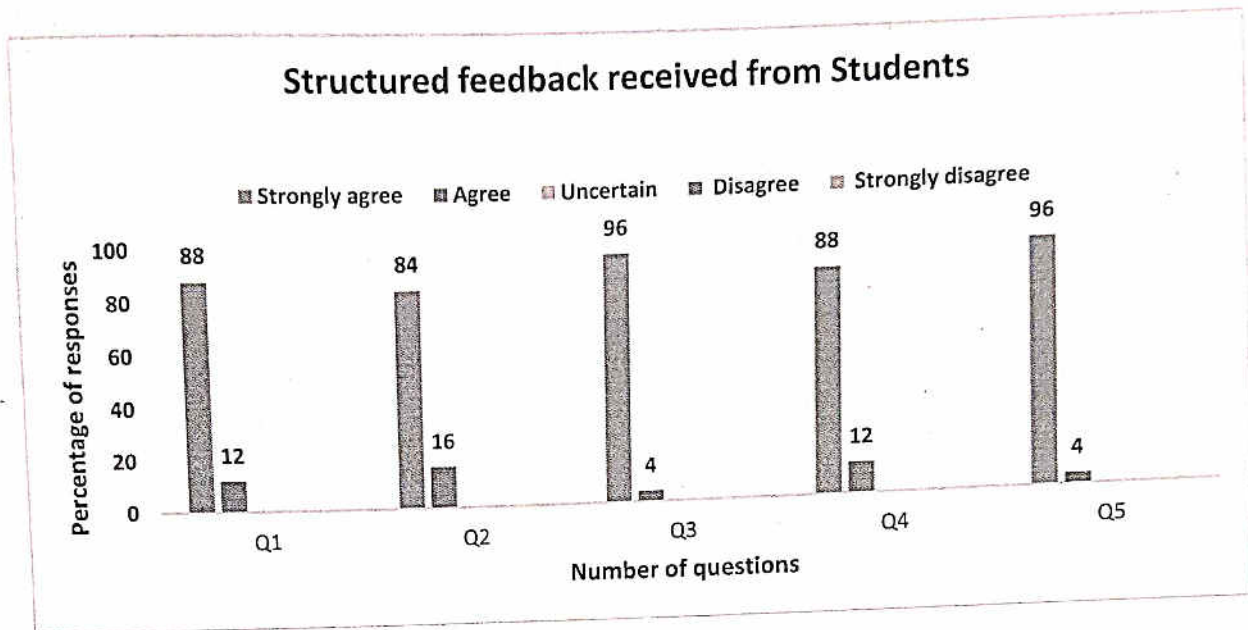
Furthermore, the provision of study materials and notes by the teachers is also highly appreciated by the students, indicating that the educators are diligent in supporting their learning. Additionally, the strong encouragement of classroom participation and clarity in communication from the teachers are noteworthy, fostering a positive learning environment.

One area for improvement is related to time management and syllabus completion. While the teachers exhibit admirable qualities in various aspects of teaching, ensuring that the syllabus is completed on time should be a priority to enhance the overall educational experience.

Overall, this feedback reflects the teachers' commitment to motivating and guiding their students effectively, with an appreciable focus on the quality of assignments and tests. The ability to handle questions and clarify doubts is commendable. By addressing the minor concerns regarding time management and syllabus completion, the teachers can further enhance the delivery of course outcomes, ensuring a well-rounded educational experience for their students.

testament to the institution's commitment to holistic education, although attention may be needed to further enhance ICT and communication skills development.

II. Teaching Learning and Proctorship:



Discussion:

The feedback received from students regarding "Teaching, Learning, and Proctorship" is generally positive and reflects a high level of satisfaction. The parameters assessed on a scale of 1 to 5 indicate that students, by and large, find their educational experience to be effective and enriching. The majority of students (89%) strongly agree that the teaching and learning approach incorporates digital teaching aids, demonstrating an embrace of modern educational technology. This suggests that the institution is keeping up with the digital trends and enhancing the learning experience.

Moreover, 83% of students strongly agree that they are engaged in appropriate field and project work, fostering experiential learning. The substantial agreement in this category underscores the institution's commitment to practical and holistic education. Additionally, the overwhelmingly positive response to the provision of guest lectures, lab sessions, and industrial visits, with 97% of students agreeing, highlights the diverse opportunities for exposure and skill-building provided by the institution.

Furthermore, the feedback indicates that the faculty is doing a commendable job, with 88% of students agreeing that proper guidance is offered for research and innovation. Lastly, the proctorship system appears to be highly effective, with 96% of students finding the guidance provided timely and useful, highlighting the valuable support structure in place.

In summary, the feedback reflects a strong endorsement of the institution's teaching, learning, and proctorship, suggesting that students are receiving a well-rounded and supportive educational experience.