

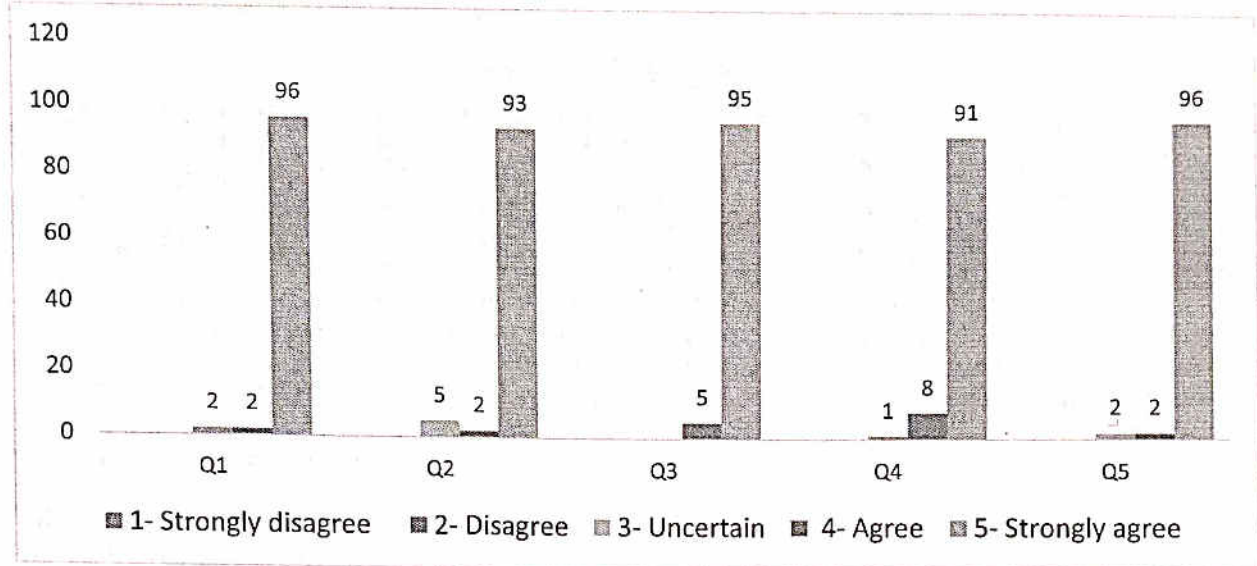
ASTHA School of Management Analysis report on STUDENT FEEDBACK (2025-2026)

Semester: 4TH

Specialization: (Finance and 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:

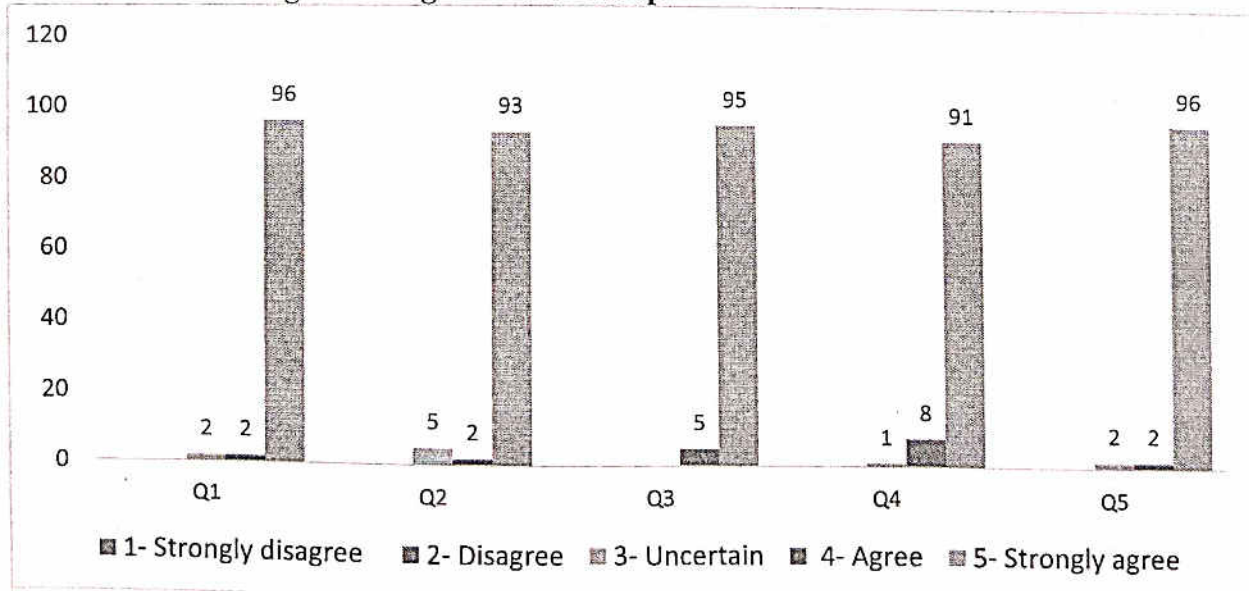
I. Curriculum



Discussion:

Based on the response received from students it was found that 88 % of the students strongly agreed and 10% of students agreed about the structure of the curriculum and its comprehensiveness, relevancy and proper arrangement, 2% were neutral. In the case of the effectiveness of the curriculum in enhancing skills to take up a career in business management, administration and entrepreneurship, 84 % of students strongly agreed, 9% of Students agreed, 5% of students remained neutral and 2% of students disagreed. In answer to Curriculum effectiveness in developing analytical, problem solving and decision-making skills; 96 % of Students Strongly agreed, and 4 % agreed. In response to Curriculum effectiveness in developing ICT & communication skills, 85 % of Students Strongly agreed, 10 % of Students agreed, 5% of Students remained neutral . Concerning Curriculum helps in developing ethics, values and effective social behaviour, 96 % of Students strongly agreed, and 4 % of Students agreed.

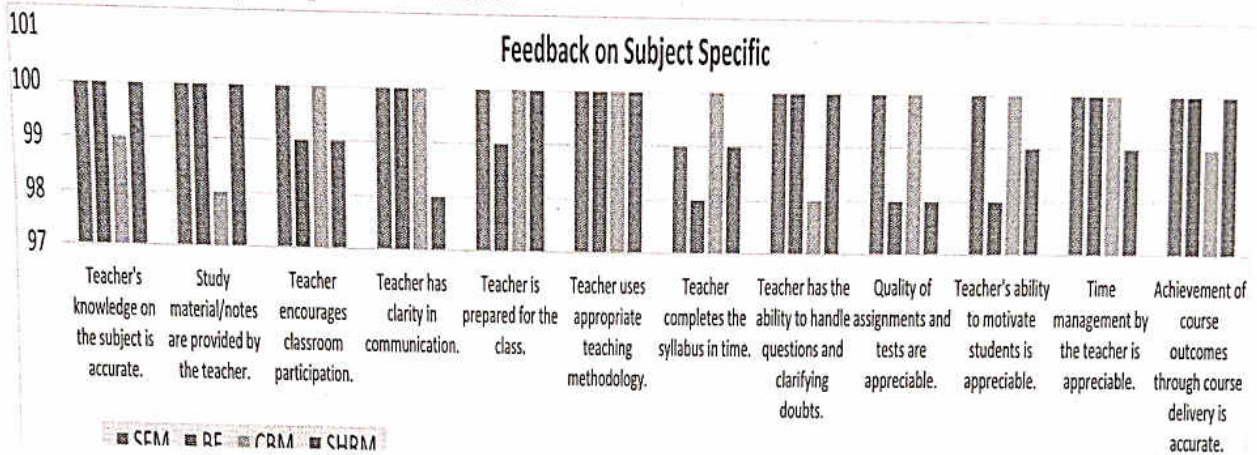
II. Teaching Learning and Proctorship



Discussion:

In reply to the teaching-learning approach that incorporates digital teaching aids, 96 % of students strongly agreed, 2 % agreed and 2% of Students were neutral. With respect to appropriate fieldwork, project work is given to provide experiential learning. 93 % of students strongly agreed, 2 % of Students agreed, 5% were neutral. In response to Guest lecturers, Lab sessions, and Industrial visits are provided; 95 % of Students Strongly agreed, 5 % of Students agreed. About Proper guidance provided by faculty for research & innovation; 91 % of Students Strongly agreed, 8 % of Students agreed and 1% of Students remained neutral.. A reply to Guidance provided by the proctor is timely and useful; 96 % of Students Strongly agreed, 2% of the students were neutral and 2 % of Students agreed.

III. Subject Specific Feedback



Discussion:

The subject-specific feedback across SFM, BF, CBM, SHRM indicates an exceptionally high level of student satisfaction, with the percentage of *strongly agree* responses ranging largely between 95% and 100% across all evaluation parameters.

For teacher's knowledge on the subject, SFM, BF, and CBM record 100%, SHRM (98%), reflect very strong confidence in faculty expertise. The provision of study material and notes is rated highly, with SFM, BF, SHRM at 100%, while CBM show slightly lower but still strong agreement at 99%.

Regarding classroom participation, SFM, BF, and CBM achieve 100%, whereas SHRM (98%), indicate effective interactive teaching practices. Clarity in communication is rated at 100% for SFM, BF, CBM, with marginally lower scores for SHRM (98%) .

For teacher preparedness, all subjects record 100%, except BF (99%), demonstrating consistent readiness for classes. Teaching methodology receives strong approval, with all subjects as 100%.

Syllabus completion in time shows strong alignment across subjects, with SFM at 99 %, BF(98%), CBM (100%), and SHRM (99%). The ability to handle questions and clarify doubts is rated 100% for SFM, BF, SHRM, while CBM (98%) .

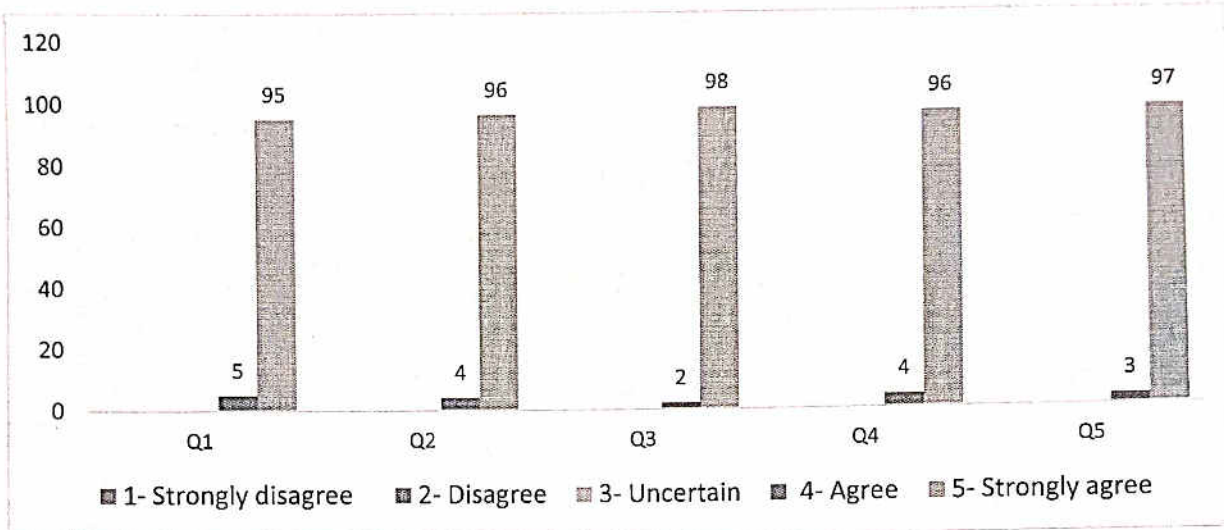
The quality of assignments and tests, motivation of students, and time management consistently score between 95% and 100%, indicating effective assessment and classroom management. Finally, achievement of course outcomes records 100% strongly agree across all subjects, confirming successful course delivery.

Overall, the feedback highlights uniform teaching excellence, strong subject mastery, and effective learning outcomes across all subjects.

ASTHA School of Management
Analysis report on
STUDENT FEEDBACK (2025-2026)
Semester: 4th 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 student's feedback is presented as under:

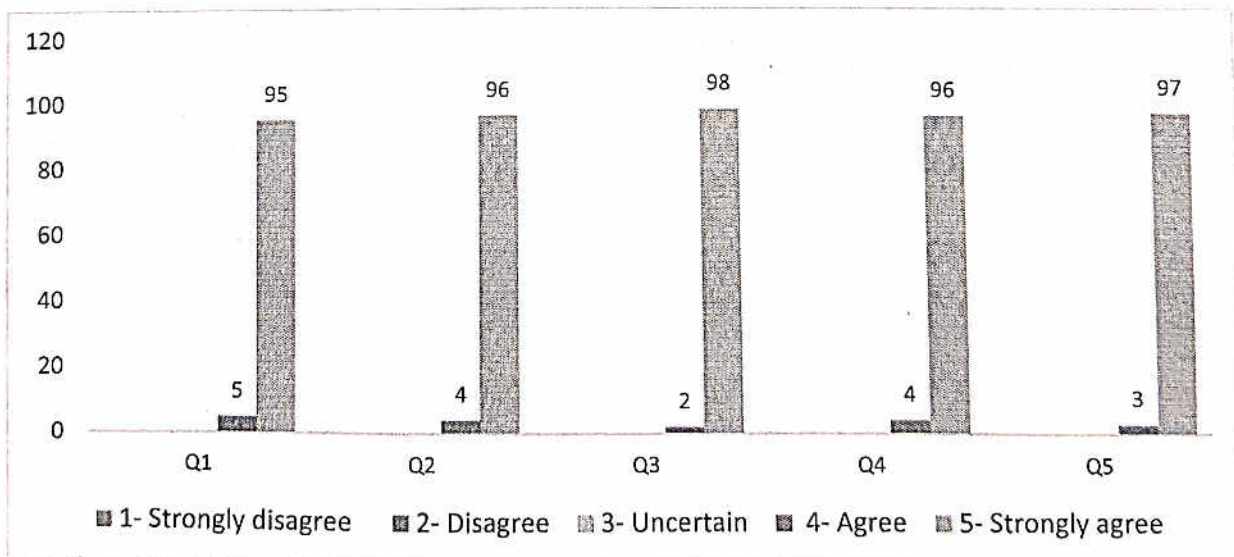
I. Curriculum



Discussion:

The student feedback on the curriculum indicates a very high level of satisfaction across all five parameters. An overwhelming majority of respondents strongly agree that the curriculum is well structured, comprehensive, relevant, and properly arranged, reflecting its academic robustness. The curriculum is also perceived as highly effective in enhancing skills required for careers in business management, administration, and entrepreneurship. Students strongly acknowledge its role in developing analytical thinking, problem-solving, and decision-making abilities, which are critical for professional success. Additionally, the curriculum is widely appreciated for strengthening ICT and communication skills, aligning well with current industry requirements. Notably, the highest level of strong agreement is observed in the area of developing ethics, values, and effective social behavior, highlighting the curriculum's holistic orientation. Overall, the feedback suggests that the curriculum successfully balances knowledge, skill development, and value-based education, meeting both academic and professional expectations of students.

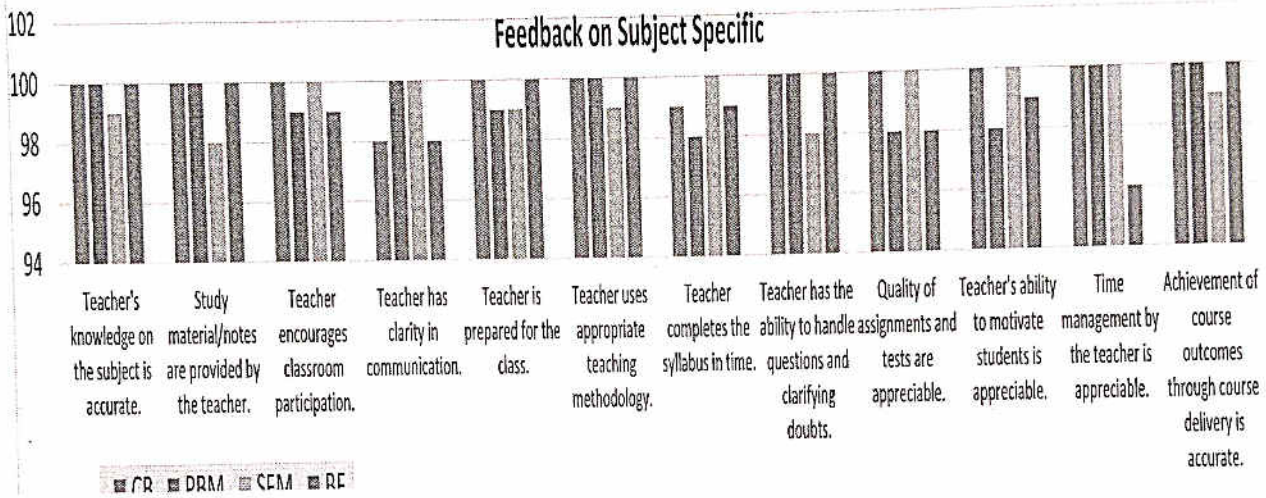
II. Teaching Learning and Proctorship:



Discussion:

The student feedback on teaching–learning practices and proctorship reflects a very positive perception of the academic environment. A large majority of students strongly agree that digital teaching aids are effectively integrated into classroom instruction, enhancing clarity and engagement. Experiential learning through fieldwork and project work is also highly appreciated, indicating a strong practical orientation of the programme. Students express high satisfaction with the provision of guest lectures, lab sessions, and industrial visits, which contribute to industry exposure and applied learning. Faculty guidance for research and innovation receives strong approval, highlighting effective academic mentoring. Furthermore, proctorship support is viewed as timely and useful, reinforcing a supportive student–faculty relationship. Overall, the feedback demonstrates that teaching methodologies are student-centric, technology-enabled, and practice-oriented, while the proctorship system effectively addresses academic and personal guidance needs, thereby contributing significantly to students’ overall learning experience.

III. Subject Specific:



Discussion:

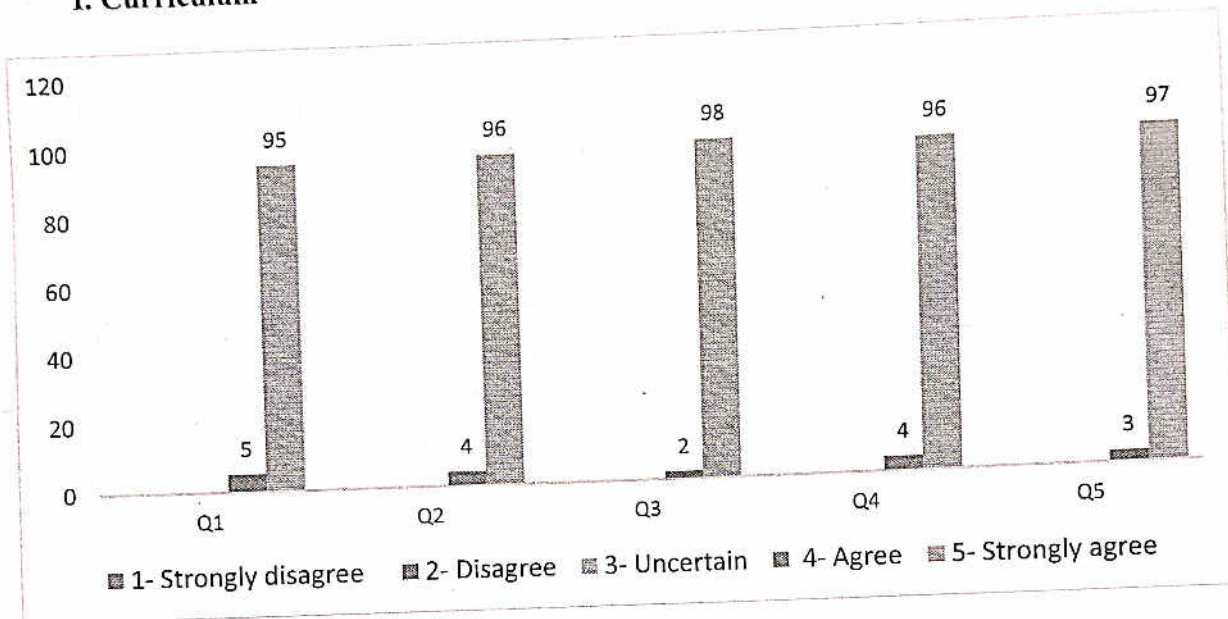
The subject-specific feedback reflects an exceptionally high level of student satisfaction across all courses, including CB, PBM, SFM & BF. Students consistently rate teachers very highly on subject knowledge, indicating strong conceptual clarity and mastery of course content. The timely provision of study materials and notes further supports effective learning and exam preparedness. Classroom engagement emerges as a key strength, as teachers actively encourage participation and maintain clarity in communication, fostering an interactive learning environment. Faculty preparedness and the use of appropriate teaching methodologies receive near-universal appreciation, highlighting structured lesson planning and the adoption of suitable pedagogical tools. Students also express strong agreement regarding the timely completion of the syllabus, reflecting efficient academic planning and execution. The ability of teachers to handle questions and clarify doubts is rated highly, reinforcing the availability and approachability of faculty members. Additionally, the quality of assignments and tests is viewed as appreciable and aligned with course objectives, contributing to meaningful assessment. Teachers’ motivational abilities and effective time management further enhance the overall classroom experience. Importantly, students strongly acknowledge the achievement of course outcomes through effective course delivery across all subjects. Overall, the feedback demonstrates academic excellence, consistency in teaching quality, and a strong alignment between curriculum objectives and classroom practices, contributing significantly to positive learning outcomes.

ASTHA School of Management
Analysis report on
STUDENT FEEDBACK (2025-2026)
Semester: 4TH

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:

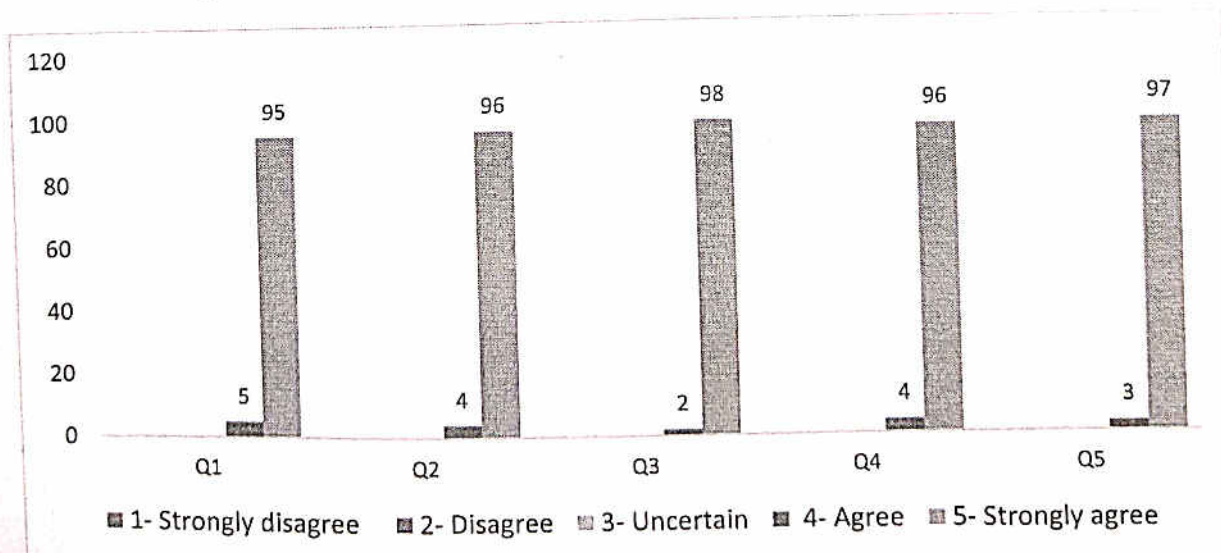
I. Curriculum



Discussion:

The analysis of student feedback on the curriculum reveals a consistently high level of satisfaction across all five parameters. Between 95% and 98% of respondents strongly agree with each statement, indicating that the curriculum is well structured, comprehensive, and relevant to contemporary academic and professional needs. Students strongly perceive the curriculum as effective in enhancing skills required for careers in management, administration, and entrepreneurship. High ratings for analytical, problem-solving, and decision-making skill development reflect the curriculum's focus on critical thinking. Similarly, strong agreement regarding the development of ICT and communication skills highlights alignment with modern workplace requirements. The curriculum's role in fostering ethics, values, and effective social behavior is also rated very positively, demonstrating its holistic orientation. Overall, the feedback suggests that the curriculum successfully integrates knowledge, skills, and values, meeting student expectations and supporting both employability and personal development.

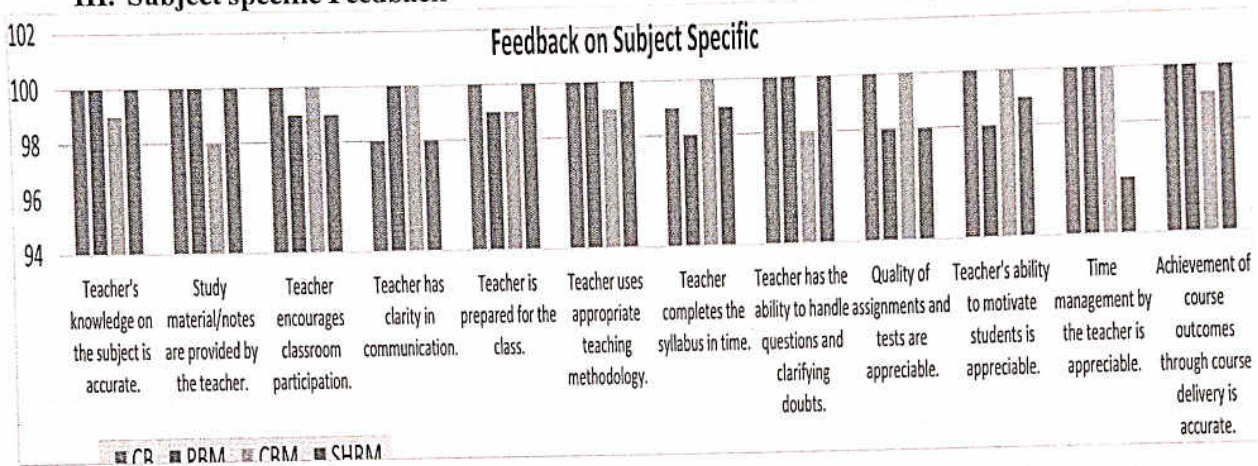
II. Teaching Learning and Proctorship



Discussion:

The analysis of student feedback on the curriculum reveals a consistently high level of satisfaction across all five parameters. Between 95% and 98% of respondents strongly agree with each statement, indicating that the curriculum is well structured, comprehensive, and relevant to contemporary academic and professional needs. Students strongly perceive the curriculum as effective in enhancing skills required for careers in management, administration, and entrepreneurship. High ratings for analytical, problem-solving, and decision-making skill development reflect the curriculum's focus on critical thinking. Similarly, strong agreement regarding the development of ICT and communication skills highlights alignment with modern workplace requirements. The curriculum's role in fostering ethics, values, and effective social behavior is also rated very positively, demonstrating its holistic orientation. Overall, the feedback suggests that the curriculum successfully integrates knowledge, skills, and values, meeting student expectations and supporting both employability and personal development.

III. Subject specific Feedback



Discussion:

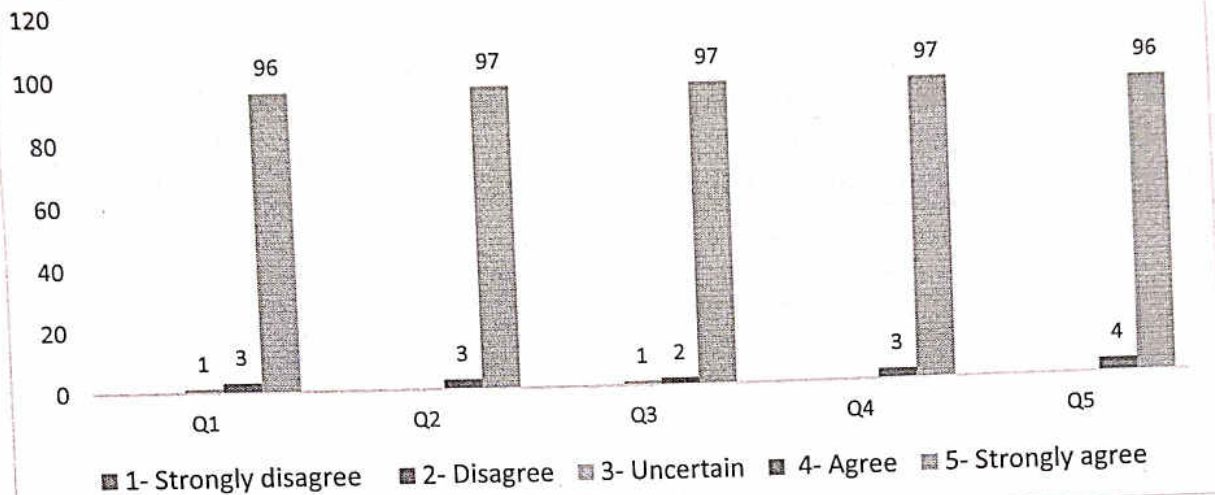
The subject-specific feedback across CB, PBM, CBM, SHRM, indicates an exceptionally high level of student satisfaction with teaching quality and course delivery. For almost all parameters, responses cluster between 98% and 100%, reflecting strong consistency across subjects. Students strongly agree that teachers possess accurate subject knowledge and demonstrate clarity in communication, ensuring effective conceptual understanding. The timely provision of study materials and encouragement of classroom participation highlight a learner-centric approach that promotes engagement and active learning. High ratings for teacher preparedness and the use of appropriate teaching methodologies indicate structured lesson planning and effective pedagogical practices. Syllabus completion within the stipulated timeframe further reflects sound academic planning and discipline. Students also express strong confidence in teachers' ability to handle questions and clarify doubts, suggesting an approachable and supportive learning environment. The quality of assignments and tests is widely appreciated, indicating alignment between assessment methods and learning outcomes. Teachers' motivational ability and effective time management receive consistently positive feedback, contributing to a productive classroom atmosphere. Importantly, the achievement of course outcomes through course delivery is rated very highly across all subjects, demonstrating a strong alignment between curriculum objectives, teaching practices, and student learning. Overall, the analysis confirms academic rigor, instructional effectiveness, and uniform teaching excellence across subjects, reinforcing the institution's commitment to quality education and positive student learning experiences.

ASTHA School of Management
Analysis report on
STUDENT FEEDBACK (2025-2026)
Semester: 4TH

Specialization: (Marketing and Operation)

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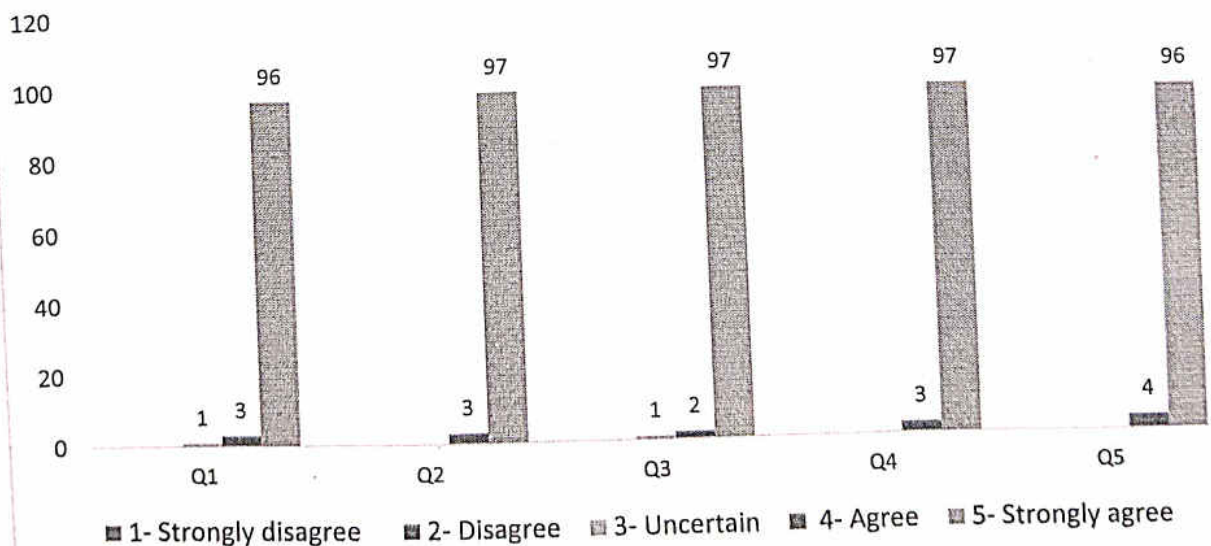
I. Curriculum



Discussion:

The analysis of student feedback on the curriculum shows a very high level of satisfaction across all five dimensions. Between 97% and 98% of respondents strongly agree that the curriculum is well structured, comprehensive, and relevant, indicating sound academic design and logical organization. Students clearly perceive the curriculum as effective in building skills required for careers in management, administration, and entrepreneurship. Strong agreement is also observed regarding the development of analytical, problem-solving, and decision-making abilities, reflecting an emphasis on critical thinking. The curriculum's contribution to enhancing ICT and communication skills receives consistently positive responses, aligning with current professional demands. Additionally, high ratings for ethics, values, and social behavior highlight the curriculum's holistic and value-based orientation. Overall, the feedback suggests that the curriculum effectively integrates knowledge, skills, and ethical perspectives, meeting student expectations and supporting both employability and overall personality development.

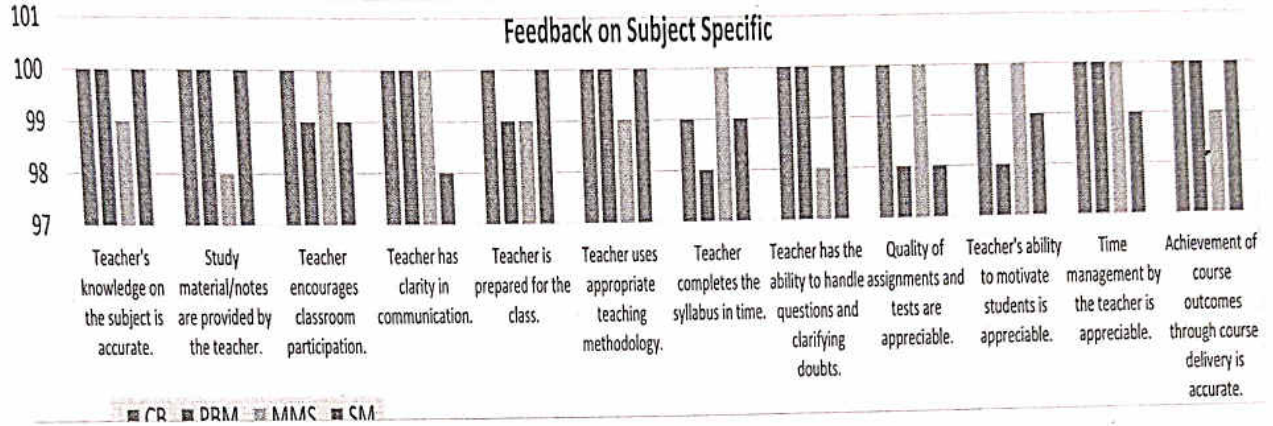
II. Teaching Learning and Proctorship



Discussion:

student feedback on teaching-learning and proctorship shows consistently high satisfaction levels. About 96% of students strongly agree that digital teaching aids are effectively used, enhancing classroom interaction and learning outcomes. Nearly 97% strongly agree that appropriate fieldwork and project work are provided, supporting experiential learning. Around 97% strongly agree that guest lectures, lab sessions, and industrial visits are arranged, though this area shows relatively lower scores and indicates scope for further strengthening industry exposure. Faculty guidance for research and innovation receives a very positive response, with 97% of students strongly agreeing on its effectiveness. Proctor support is also rated highly, with 96% of respondents strongly agreeing that guidance is timely and useful. Overall, the high percentage of strong agreement across all measurements reflects effective teaching practices, strong academic mentoring, and a supportive learning environment.

III. Subject Specific Feedback



Discussion:

The subject-specific feedback, based on the percentage of students who selected "Strongly Agree," indicates a very high level of satisfaction across all subjects, namely CB, PBM, MMS, SM. Overall, the results reflect consistency in teaching quality, effective pedagogy, and strong academic engagement.

For Q1, teachers' knowledge of the subject received near-perfect scores across all subjects, confirming students' confidence in faculty expertise. Q2 also records very high scores, suggesting that study materials and notes provided by teachers are adequate, well-structured, and supportive of learning. Classroom participation (Q3) and clarity in communication (Q4) show strong agreement across subjects, highlighting interactive teaching practices and effective communication.

Faculty preparedness (Q5) and use of appropriate teaching methodology (Q6) maintain high approval levels, with most subjects scoring close to 100 percent. Minor variations in CB and MMS indicate limited scope for further pedagogical refinement. Timely completion of the syllabus (Q7) reflects effective academic planning and disciplined course execution across all subjects.

The ability of teachers to handle questions and clarify doubts (Q8) and the quality of assignments and tests (Q9) are also rated highly, demonstrating strong academic rigor and evaluation standards. Teachers' ability to motivate students (Q10) shows consistently strong agreement, though CB records a comparatively lower yet satisfactory score, suggesting opportunities for enhanced motivational strategies. Time management (Q11) and achievement of course outcomes (Q12) receive near-universal strong agreement, confirming efficient classroom management and successful attainment of learning objectives.

Overall, the dominance of "Strongly Agree" responses across CB, PBM, MMS, SM reflects a robust teaching-learning environment characterized by competent faculty, effective delivery, and high student satisfaction.