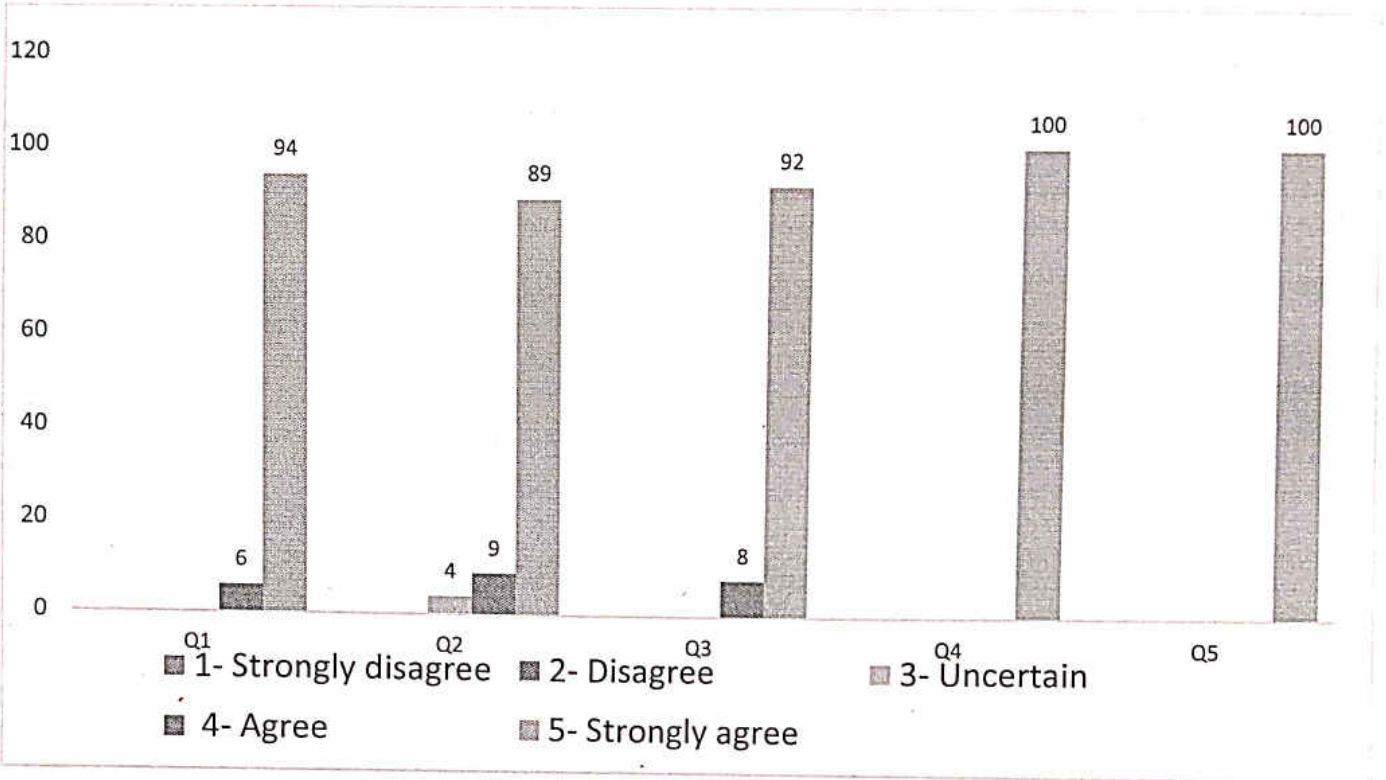


**ASTHA School of Management
BHUBANESWAR
Student Feedback Analysis Report
MBA 1st Semester
Academic Year-2025-26**

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:

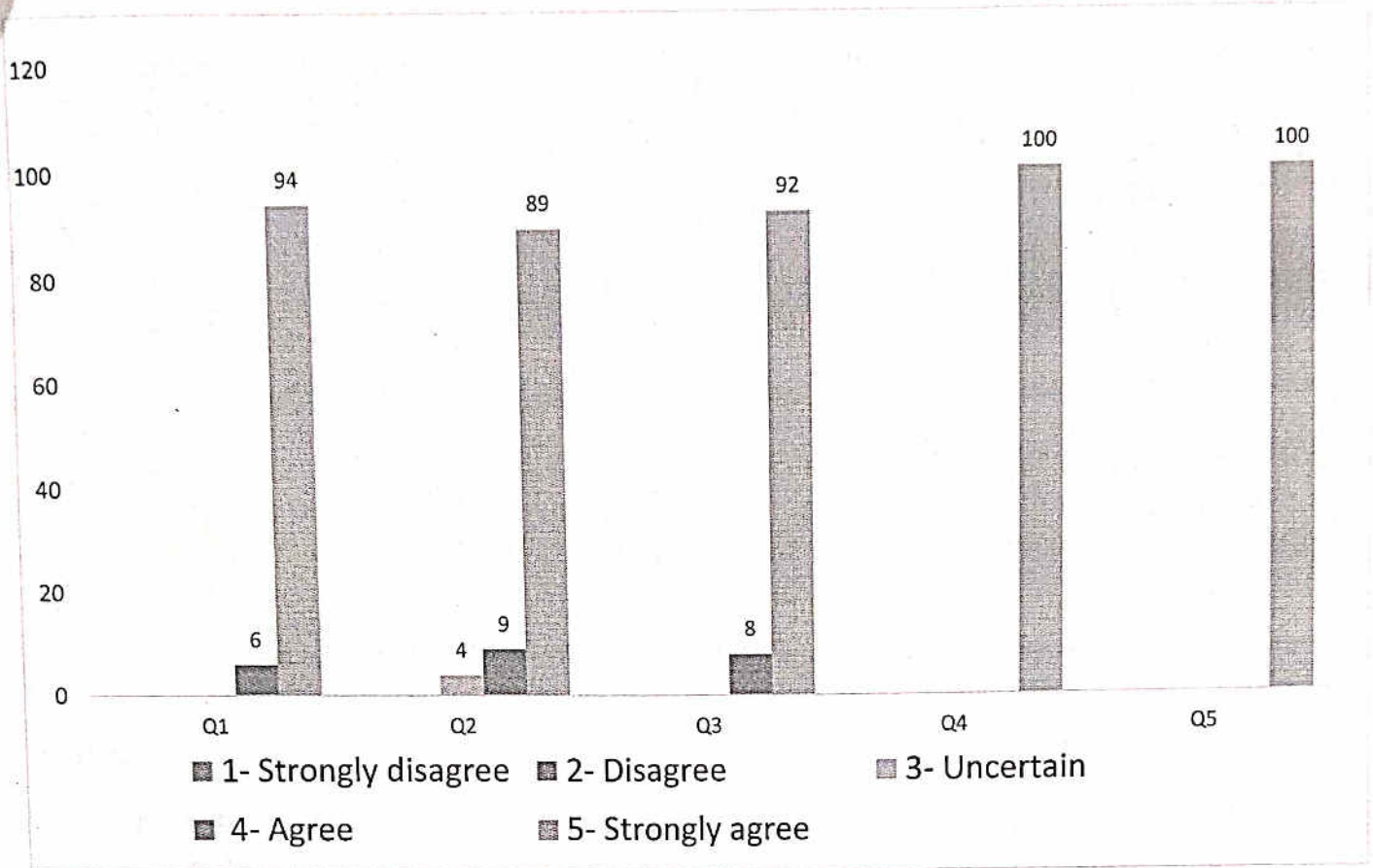
I. Curriculum (Syllabus):



Analysis:

The feedback on the curriculum (syllabus) reflects a highly positive response from the students. Across all five parameters—structure and relevance, career readiness, analytical and problem-solving skills, ICT and communication skills, and ethical and social development—an overwhelming majority of students strongly agreed with its effectiveness. The percentage of students who "strongly agreed" ranged from 90% to 97%, indicating that the curriculum is well-structured, comprehensive, and relevant to their academic and professional growth. A small fraction (3% to 10%) agreed, further reinforcing the positive sentiment. Notably, no students expressed disagreement or uncertainty, suggesting that the curriculum successfully meets students' expectations in equipping them with essential managerial, analytical, and ethical skills.

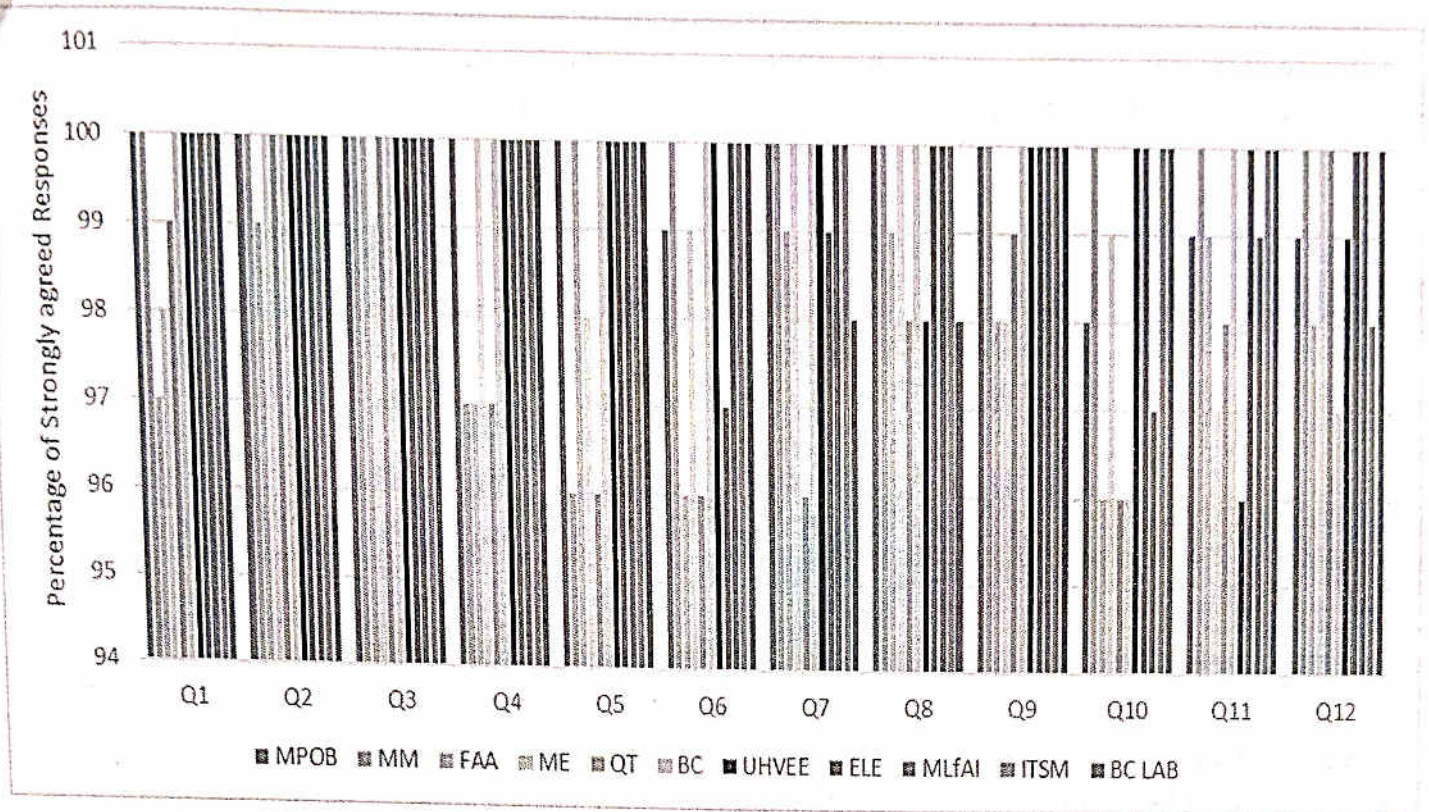
II. Teaching Learning and Proctorship:



Analysis:

The feedback on Teaching, Learning, and Proctorship indicates a strong positive response from students. A significant majority (87% to 100%) strongly agreed that digital teaching aids, experiential learning through fieldwork and projects, guest lectures, lab sessions, and industrial visits are effectively incorporated. Additionally, faculty guidance for research and innovation, along with timely and useful proctor guidance, received unanimous approval, with 100% of students strongly agreeing. A small percentage (6% to 8%) agreed, while only 4 response showed uncertainty regarding fieldwork and project-based learning. The results reflect an overall well-structured and supportive teaching-learning environment that fosters academic and professional growth.

III. Subject Specific:



Analysis

The feedback data clearly indicates that students across all subjects expressed an exceptionally high level of confidence in the teacher's subject knowledge. With strong agreement percentages ranging between 97% and 100%, it is evident that the faculty members possess sound conceptual understanding and domain expertise in their respective subjects. Such high scores reflect the teachers' ability to explain complex concepts with clarity, relate theoretical knowledge to practical applications, and respond accurately to academic queries. This strong foundation of subject knowledge contributes significantly to students' trust in the teaching-learning process and enhances overall academic credibility.

An almost unanimous response was observed regarding the availability and adequacy of study materials, with 99% to 100% of students strongly agreeing across all subjects. This reflects systematic course planning and the proactive approach adopted by teachers in supporting student learning beyond classroom lectures. The provision of structured notes, reference materials, and supplementary resources ensures continuity in learning and helps students in exam preparation, revision, and independent study, thereby strengthening academic outcomes.

The feedback reveals that classroom participation is actively promoted, as reflected by strong agreement levels of 99% to 100% across subjects. This suggests that teachers consistently create an inclusive and interactive learning environment where students feel comfortable expressing ideas, asking questions, and engaging in discussions. Such participatory practices enhance critical thinking, improve communication skills, and foster collaborative learning, which are essential for holistic student development.

Clarity in communication emerged as another strong area, with student agreement levels ranging from 97% to 100%. This indicates that teachers effectively articulate concepts, instructions, and expectations in a manner that is easily understandable to students. Clear communication minimizes ambiguity, improves

comprehension, and ensures smooth flow of classroom activities, thereby contributing to better learning experiences and academic performance.

The feedback regarding teacher preparedness reflects a high level of professionalism, with strong agreement percentages between 96% and 100%. This demonstrates that faculty members come to class well-prepared with lesson plans, teaching aids, and clearly defined learning objectives. Such preparedness enables effective time utilization, structured delivery of content, and flexibility in addressing student needs, thereby enhancing the quality of instruction.

Students strongly acknowledged the appropriateness of teaching methodologies used, with responses ranging from 96% to 100%. This indicates the effective use of diverse pedagogical approaches such as lectures, discussions, problem-solving techniques, practical demonstrations, and technology-enabled learning. The adaptability of teaching methods to suit subject requirements and learner diversity plays a crucial role in improving understanding and sustaining student interest.

The ability to complete the syllabus within the stipulated timeframe received strong approval, with ratings between 96% and 100%. This reflects efficient academic planning and adherence to the academic calendar. Timely syllabus completion allows adequate time for revision, assessments, and doubt-clearing sessions, ensuring that students are well-prepared for examinations and learning objectives are fully achieved.

The feedback shows that students greatly appreciate the teachers' responsiveness in addressing questions and clarifying doubts, with strong agreement levels ranging from 98% to 100%. This highlights the teachers' approachability, patience, and depth of subject understanding. Effective doubt resolution enhances conceptual clarity and reinforces students' confidence in the learning process.

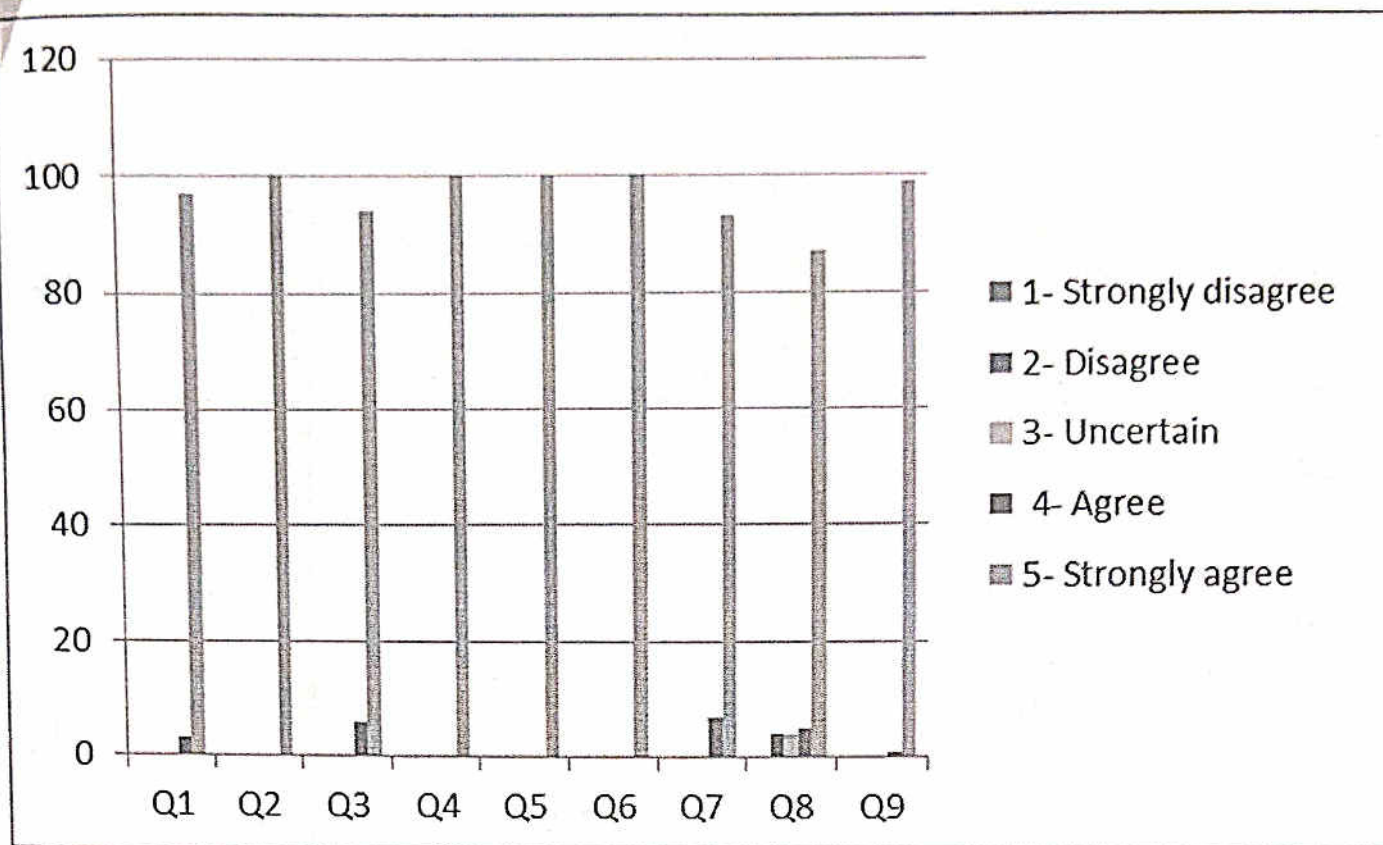
The quality of assignments and tests was highly rated, with 98% to 100% of students strongly agreeing. This suggests that assessments are well-designed, relevant, and aligned with course outcomes. Meaningful assignments and fair evaluation methods help in reinforcing learning, encouraging analytical thinking, and accurately measuring student progress and performance.

Students strongly acknowledged the motivational role of teachers, with agreement levels between 96% and 100%. This reflects the faculty's efforts in encouraging academic curiosity, building self-confidence, and fostering a positive learning atmosphere. Motivated students are more engaged, disciplined, and proactive in their studies, which significantly enhances learning effectiveness.

The feedback indicates that teachers manage classroom time effectively, with strong agreement percentages ranging from 96% to 100%. Proper time management ensures balanced coverage of content, interactive activities, and assessments without overburdening students. Efficient use of instructional time contributes to smooth classroom functioning and improved learning efficiency.

Finally, students strongly agreed that the course outcomes were successfully achieved through effective course delivery, with ratings between 97% and 100%. This confirms that the teaching strategies, assessment methods, and academic support systems collectively enable students to attain the intended knowledge and skills. The high level of agreement underscores the overall effectiveness of the teaching-learning process and its alignment with institutional academic objectives.

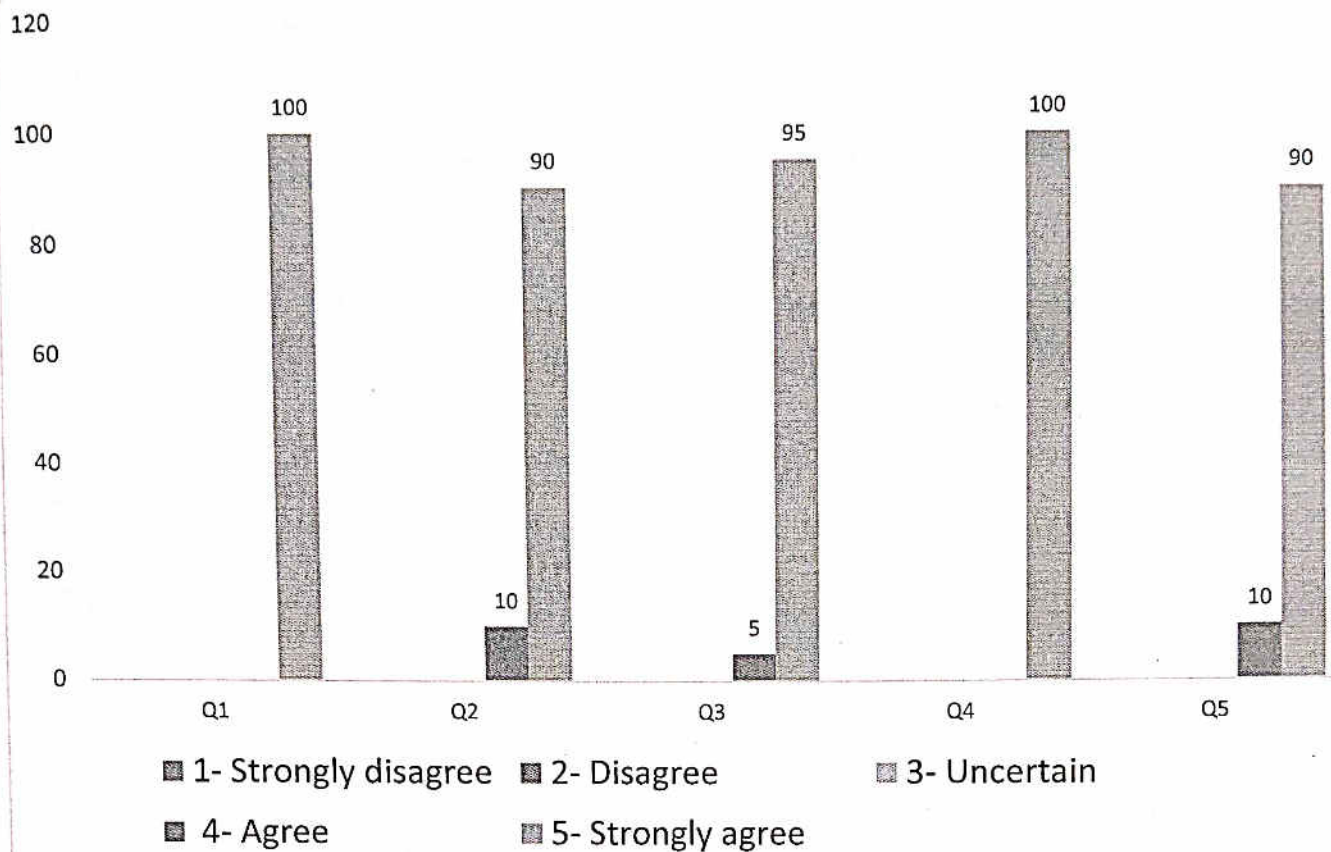
IV. Infrastructure & Facilities:



Analysis

The student feedback on infrastructure and facilities reflects high satisfaction, with most responses in the "Strongly Agree" category. Classrooms were rated 97% positively for space and comfort, while internet accessibility received full approval (100%). Library facilities, including updated books, journals, and e-resources, were well received, with 94% strongly agreeing and 6% agreeing. ICT-mediated resources and e-resource accessibility were rated 100%, indicating strong digital support. Sporting facilities were satisfactory, with 93% strongly agreeing and 7% agreeing. Cleanliness and maintenance were rated highly, with 99% strong approval. However, concerns were noted regarding the canteen, as 4% were uncertain and 4% disagreed on food quality, though 87% strongly agreed it was satisfactory. Overall, students expressed a highly positive perception of infrastructure and facilities, with minor areas for improvement in library resources and canteen quality.

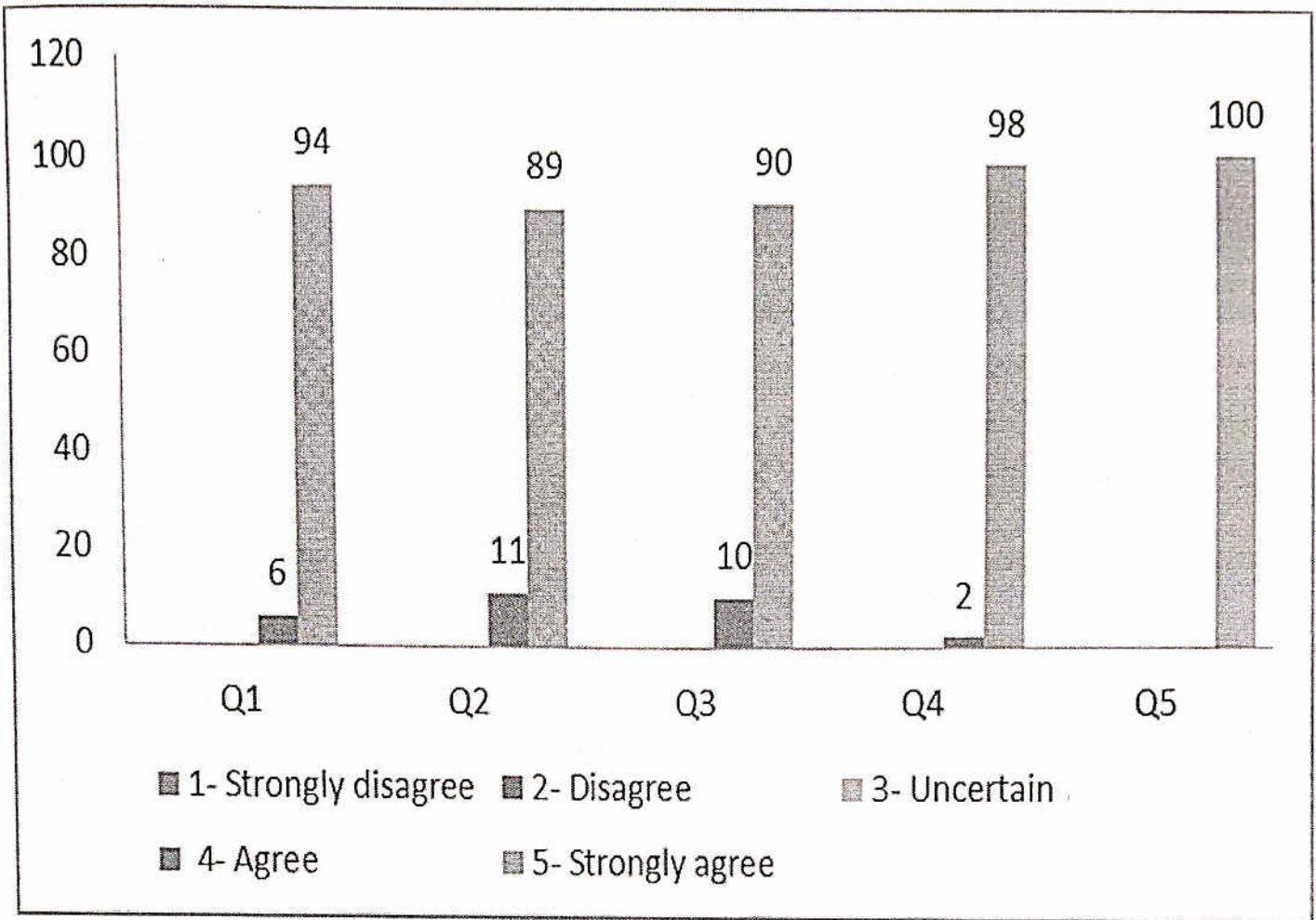
V. Academic Governance:



Analysis:

The student feedback on academic governance is overwhelmingly positive, with most responses in the "Strongly Agree" category. The institute's communication regarding program objectives, outcomes, and assessment methods was rated highly, with 96% strong agreement. The scholarly environment for creative achievements received full approval (100%), highlighting student satisfaction with academic support. Fairness and transparency in academic decisions were also well received, with 95% strongly agreeing and 5% agreeing. Proper handling of student opinions and grievances was strongly affirmed by 100% of respondents. Similarly, the timely provision of university-related information received full approval. Overall, the feedback indicates a well-structured and student-centric academic governance system, with minimal areas for improvement.

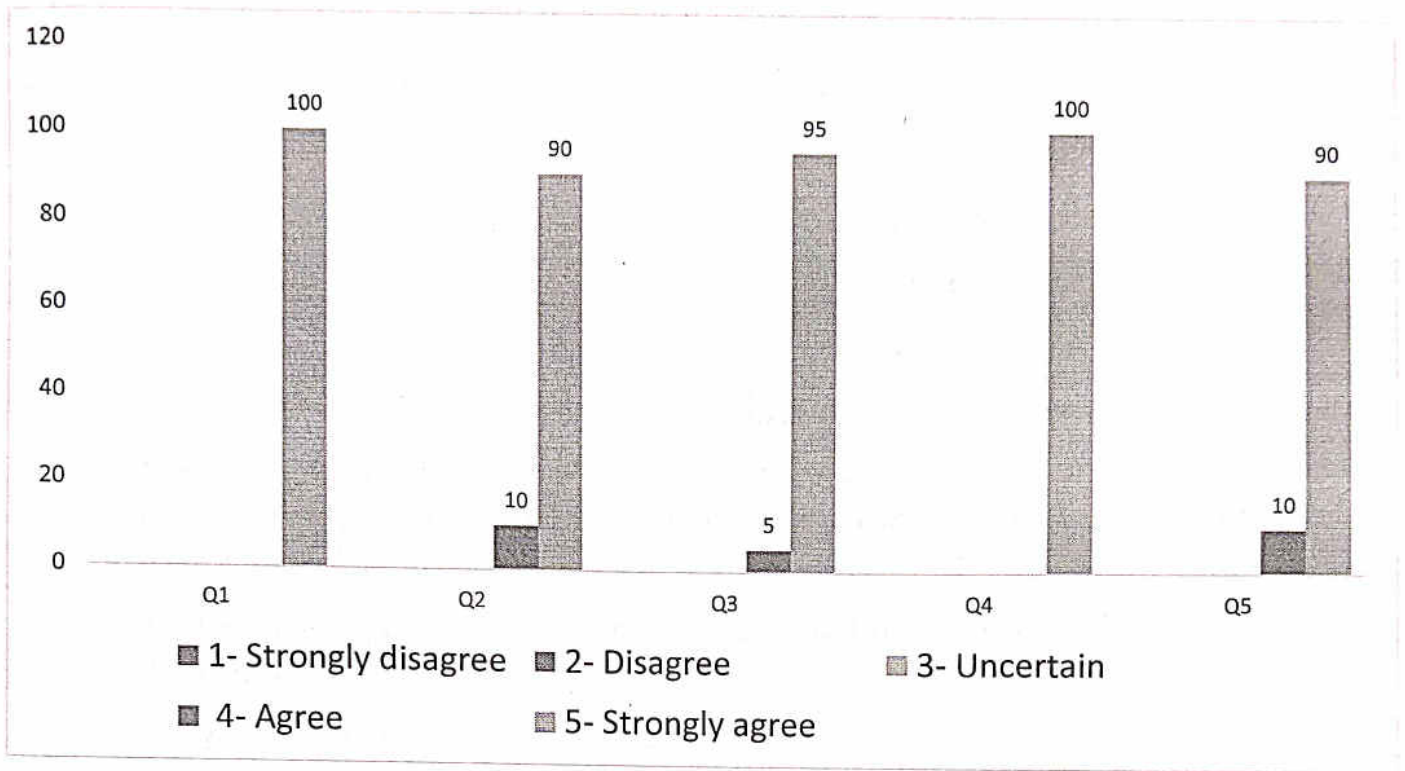
VI. Activities and Events:



Analysis:

The student feedback on activities and events indicates a high level of satisfaction, with most responses in the "Strongly Agree" category. The institution's activities were found to be helpful in overall development, with 94% of students strongly agreeing and 6% agreeing. Inter and intra-sporting activities received slightly lower but still positive feedback, with 89% strongly agreeing and 11% agreeing. Social awareness programs aimed at developing empathy were well-received, with 90% strongly agreeing and 10% agreeing. Events and activities that promote human values received the highest approval, with 98% strongly agreeing and 2% agreeing. Overall, the feedback suggests that students highly appreciate the institution's initiatives, with minimal scope for improvement.

VII. Value Added Course (VAC):



Analysis:

The student feedback on Value Added Courses (VAC) reflects overall positive perceptions. Course structure and relevance received the highest approval, with 100% of students strongly agreeing. The effectiveness of courses in enhancing career skills in business, management, and entrepreneurship saw 90% strong agreement, with 10% agreement. Similarly, 95% of students strongly agreed that the courses develop analytical, problem-solving, and decision-making skills, while 5% agreed. ICT and communication skills development received 100% strong agreement. Lastly, the role of courses in fostering ethics, values, and social behaviour was endorsed by 90% strong agreement and 10% agreement. The feedback highlights a strong appreciation for VAC, with minor scope for improvement in skill enhancement aspects.