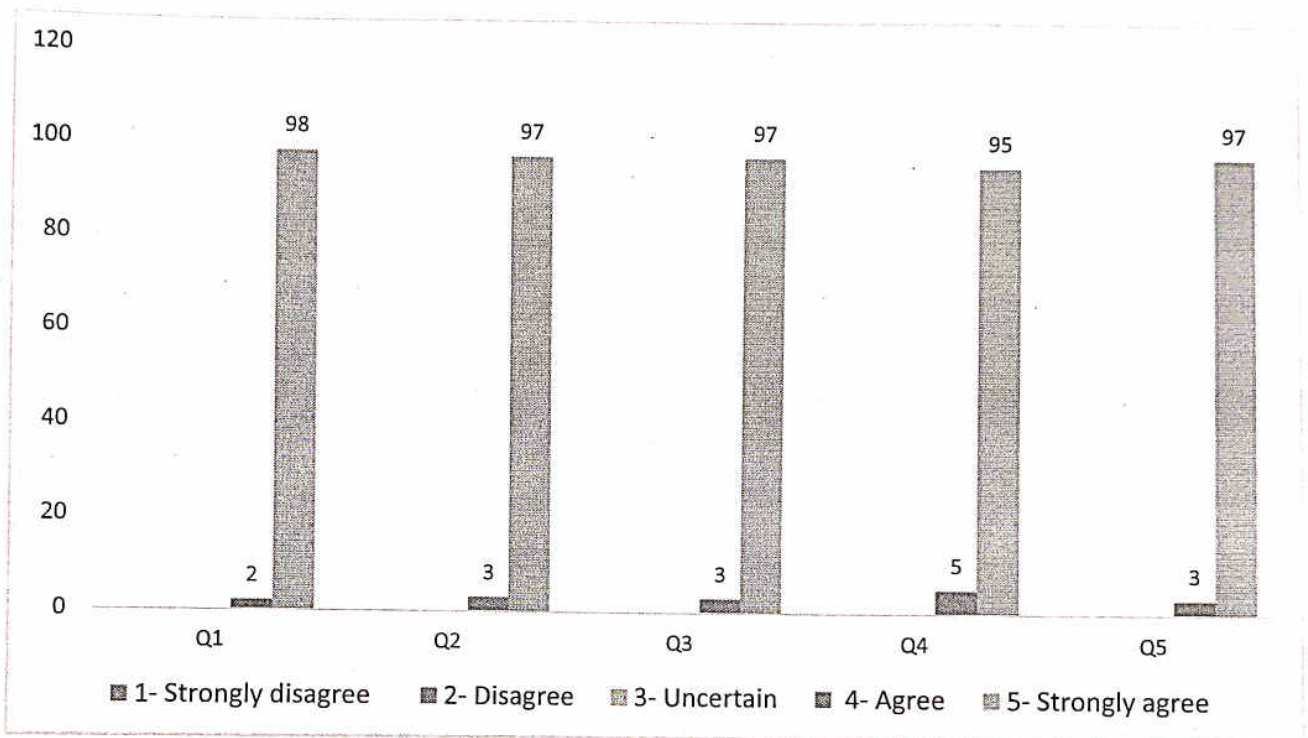




ASTHA School of Management
Analysis Report on
STUDENT FEEDBACK (2025-2026)
MBA 2nd Semester

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

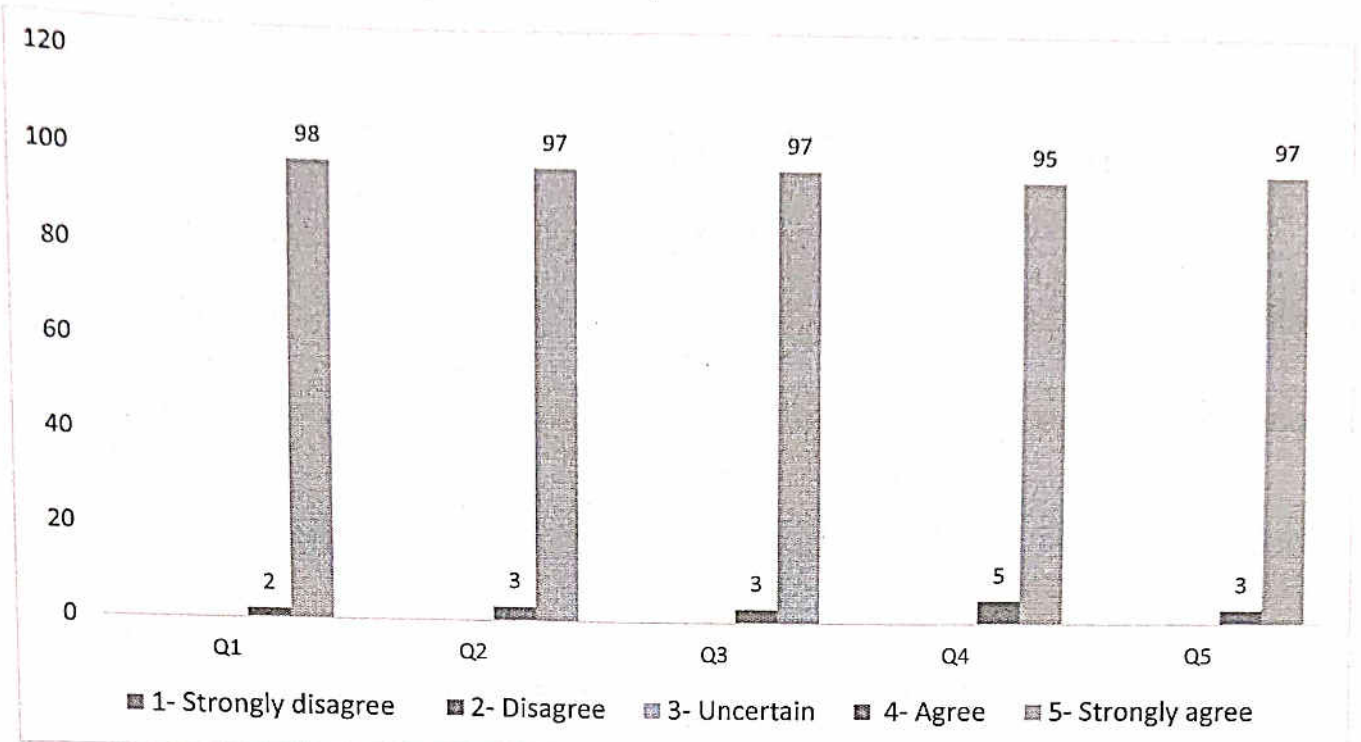


Analysis:

The overall feedback on the curriculum reflects a very high level of student satisfaction across all five dimensions. For Question 1, 98 percent of respondents strongly agree that the curriculum is structured, comprehensive, relevant, and properly arranged, indicating strong confidence in syllabus design. Question 2 shows 95 percent strong agreement, suggesting that the curriculum effectively enhances skills required for careers in business management, administration, and entrepreneurship. Question 3 records the highest approval, with 100 percent strongly agreeing that the curriculum develops analytical, problem-solving, and decision-making skills. For Question 4, 96 percent of students strongly agree that ICT and communication skills are effectively developed, while a small proportion expressed agreement or uncertainty. Question 5 also shows robust support, with 95 percent strongly agreeing that the curriculum helps inculcate ethics, values, and effective social behavior. Overall, the dominance of “strongly agree” responses and the absence of negative feedback clearly indicate that the curriculum is well-aligned with academic objectives, professional skill development, and holistic student growth.



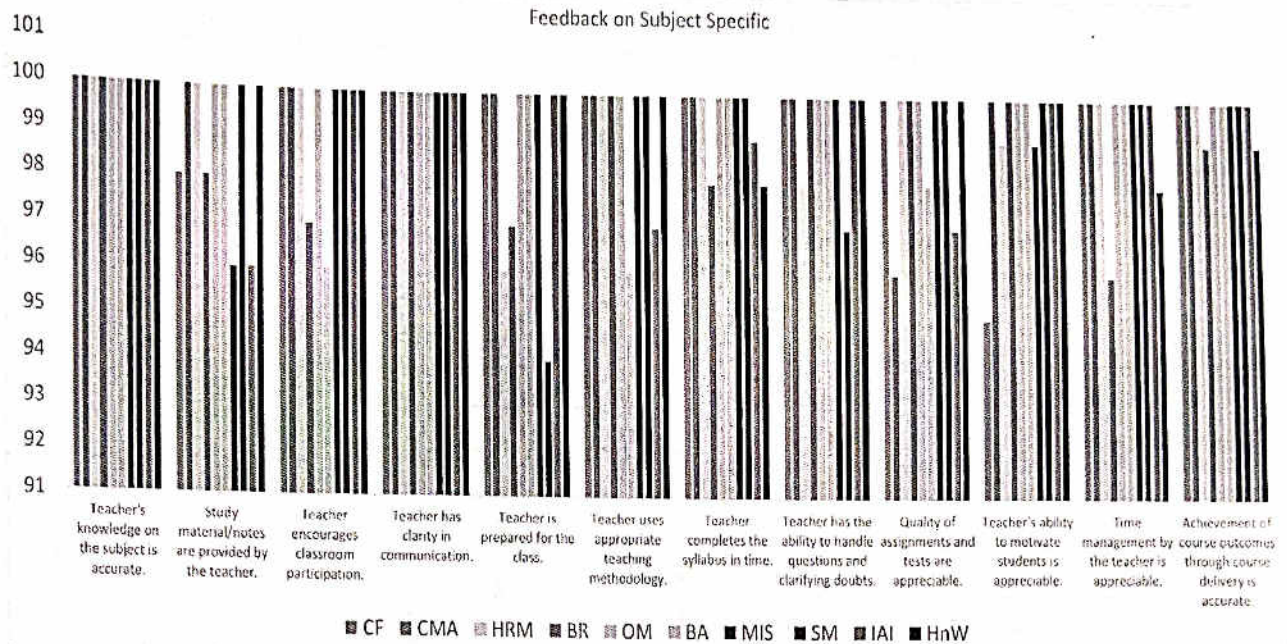
II. Teaching Learning and Proctorship



Analysis:

The feedback on teaching-learning practices and proctorship reflects a consistently high level of student satisfaction across all parameters. For Question 1, 98 percent of respondents strongly agree that digital teaching aids are effectively incorporated, highlighting the institution's emphasis on technology-enabled learning. Question 2 records 96 percent strong agreement, indicating that fieldwork and project-based learning are successfully used to provide experiential learning opportunities. In Question 3, 96 percent of students strongly agree that guest lectures, lab sessions, and industrial visits are adequately provided, though a small proportion expressed agreement or uncertainty, suggesting scope for further expansion. Question 4 also shows 95 percent strong agreement regarding faculty guidance for research and innovation, reflecting strong academic mentoring. Question 5 registers 96 percent strong agreement, demonstrating that proctor guidance is timely and useful. Overall, the dominance of "strongly agree" responses and minimal neutral feedback indicate an effective, student-centric teaching-learning environment supported by proactive mentoring and structured academic support systems.

III. Feedback on Subject Specific:



Analysis:

The subject-specific feedback analysis, based on the percentage of students who selected “Strongly Agree,” indicates an exceptionally high level of satisfaction across all subjects offered, namely Corporate Finance (CF), Cost and Management Accounting (CMA), Human Resource Management (HRM), Business Research (BR), Operations Management (OM), Business Analytics (BA), Management Information System (MIS), Strategic Management (SM), Introduction to AI (IAI), and Health & Wellness (HnW).

For Question 1, all subjects recorded a perfect 100 percent score, clearly demonstrating that students perceive the teachers’ subject knowledge as accurate and reliable. Questions related to communication clarity (Q4), syllabus completion (Q7), and achievement of course outcomes (Q12) also show near-universal strong agreement, reflecting structured course delivery and effective academic planning.

In terms of learning support, Questions 2 and 9 reveal marginal variations, with scores ranging between 96 and 100 percent, particularly in MIS, IAI, and CMA. This suggests that while study materials, assignments, and assessments are highly appreciated, there is limited scope for further enrichment in select subjects. Classroom engagement and motivation, reflected in Questions 3 and 10, consistently score above 95 percent, indicating that faculty members actively encourage participation and foster a motivating learning environment.

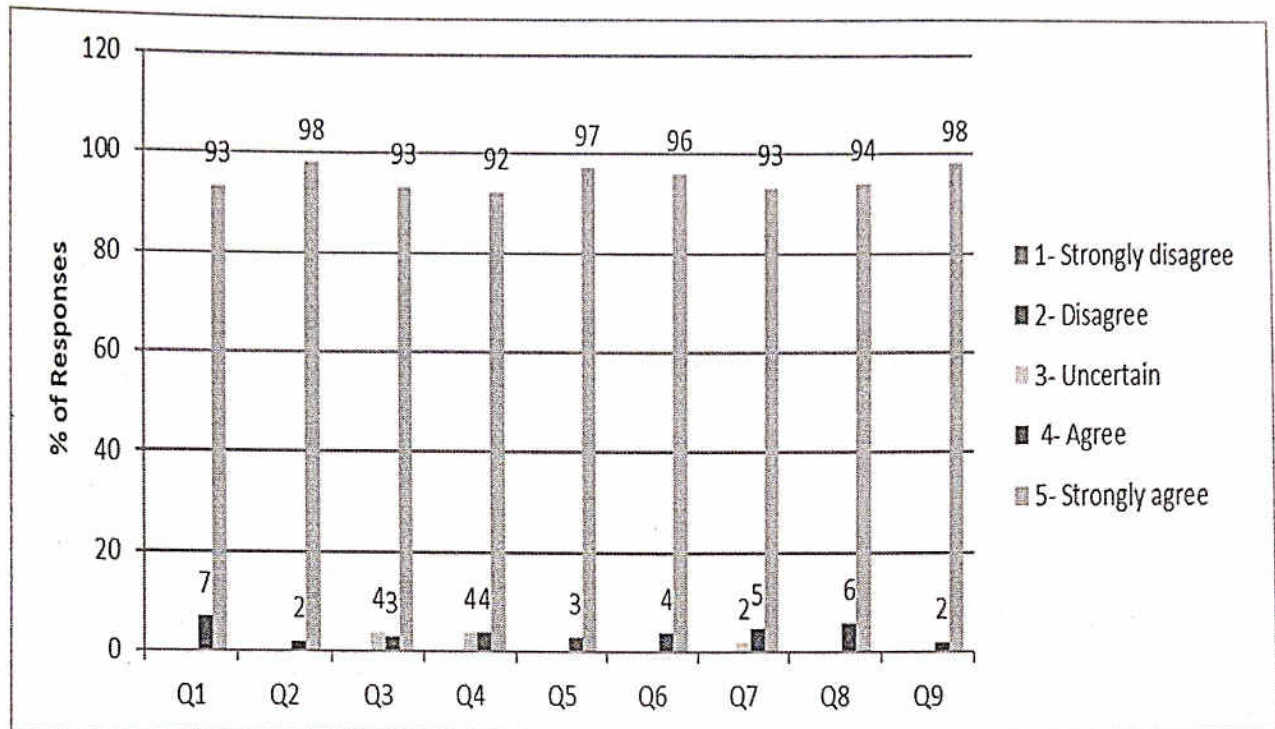
Teaching preparedness and methodology (Q5 and Q6) also demonstrate strong outcomes, with most subjects achieving perfect or near-perfect scores, highlighting faculty readiness and effective pedagogical approaches. Minor deviations in time management (Q11) and doubt-clearing ability (Q8) remain well within excellent performance benchmarks.

Overall, the dominance of “Strongly Agree” responses across all parameters and subjects confirms the



high quality of teaching, strong faculty commitment, and effective attainment of learning outcomes. The feedback reflects a robust academic ecosystem that supports knowledge delivery, skill development, and student engagement in a comprehensive and consistent manner.

IV. Infrastructure & Facilities:

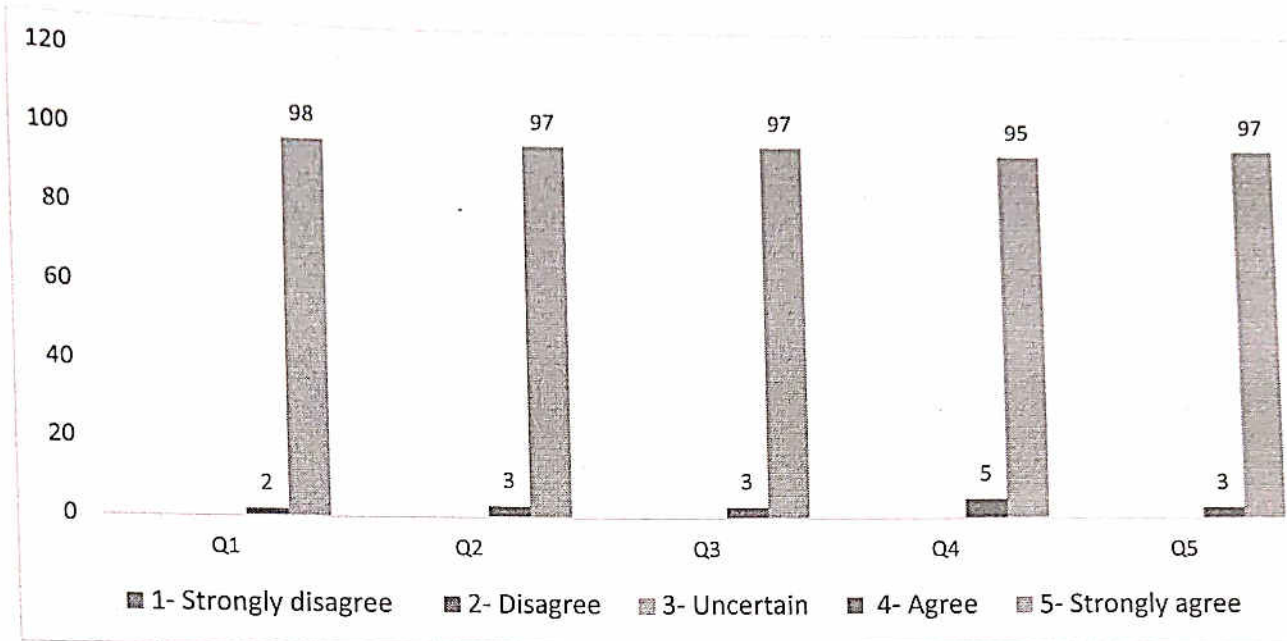


Analysis:

The feedback on infrastructure and facilities reflects a high level of student satisfaction across all nine parameters, with a strong dominance of “Strongly Agree” responses. Spacious and comfortable classrooms (Q1) received 93 percent strong agreement, indicating a conducive physical learning environment. Internet availability (Q2) recorded one of the highest approvals at 98 percent, highlighting effective digital support for academic activities. Library-related aspects, including availability of updated textbooks and reference materials (Q3), ICT-mediated resources (Q4), and accessibility to e-resources (Q5), show strong agreement ranging between 92 and 97 percent, though a small proportion of students expressed agreement or uncertainty, suggesting scope for periodic upgrades. Library timings (Q6) were positively rated with 96 percent strong agreement. Physical activity and sports facilities (Q7) received 93 percent strong agreement, reflecting satisfactory infrastructure for holistic development. Canteen food quality and hygiene (Q8) recorded 94 percent strong agreement, while cleanliness and maintenance of classrooms, washrooms, and common areas (Q9) achieved 98 percent strong agreement. Overall, the feedback indicates well-maintained infrastructure and facilities that effectively support academic, physical, and campus life needs of students.



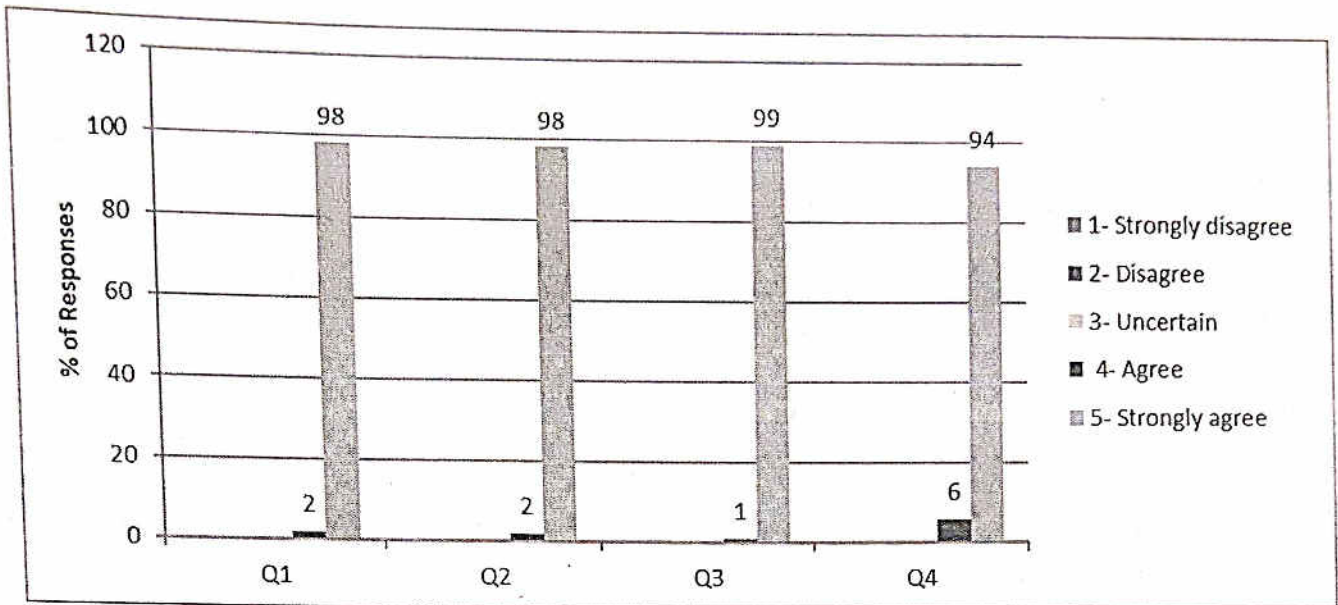
V. Academic Governance:



Analysis:

The feedback on academic governance demonstrates a strong level of student confidence in institutional policies and administrative practices. For Question 1, 97 percent of respondents strongly agree that the institute effectively communicates programme aims, objectives, outcomes, and assessment methods in advance, indicating clarity and transparency in academic planning. Question 2 shows 97 percent strong agreement, reflecting that the institute provides a supportive and scholarly environment that nurtures creativity and academic achievement. Fairness and transparency in academic decision-making (Q3) also received 96 percent strong agreement, underscoring trust in governance mechanisms. Question 4 records 96 percent strong agreement, suggesting that students' opinions and grievances related to academic and extra-academic matters are handled appropriately and responsibly. The highest approval is observed in Question 5, with 96 percent of students strongly agreeing that university-related information is communicated in a timely manner. Overall, the predominance of "Strongly Agree" responses and minimal neutral feedback indicate an efficient, transparent, and student-centric academic governance framework that effectively supports teaching-learning processes and institutional accountability.

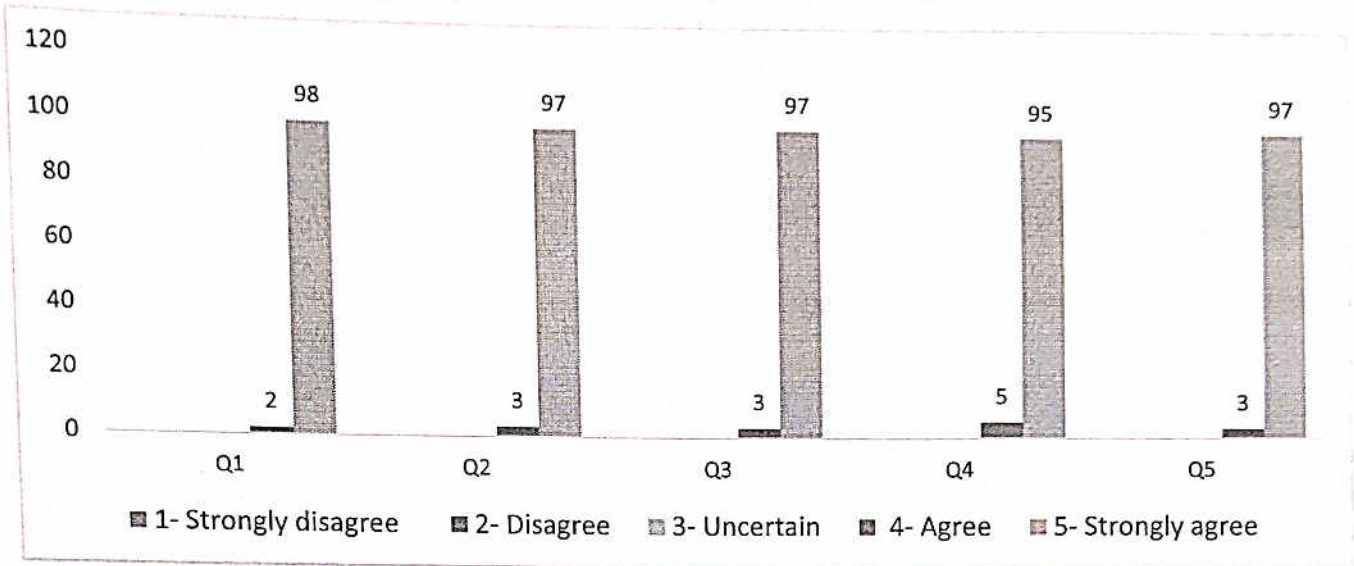
VI. Activities and Events



Analysis:

The feedback on institutional activities and events indicates a very high level of student satisfaction, with a strong dominance of “Strongly Agree” responses across all four parameters. For Question 1, 98 percent of students strongly agree that activities organized by the institution contribute positively to their overall development, highlighting the effectiveness of co-curricular and extracurricular initiatives. Question 2 also records 98 percent strong agreement, suggesting that inter- and intra-sport activities are considered appropriate and adequately organized. The highest approval is observed in Question 3, with 99 percent of respondents strongly agreeing that social awareness and outreach programmes help in developing empathy and social responsibility among students. Question 4 shows 94 percent strong agreement, indicating that institutional events and activities effectively motivate students to practice human values, although a small proportion opted for “Agree,” reflecting scope for further enrichment. Overall, the feedback clearly demonstrates that institutional activities and events play a significant role in holistic personality development, value inculcation, and social awareness, thereby complementing the formal academic curriculum in a meaningful manner.

VII. Value Added Course (VAC):



Analysis:

The feedback on Value Added Courses demonstrates a very high level of student satisfaction, with a clear predominance of “Strongly Agree” responses across all parameters. For Question 1, 98 percent of students strongly agree that the courses are well structured, comprehensive, relevant, and properly arranged, indicating effective course design. Question 2 records the highest approval, with 97 percent strongly agreeing that these courses enhance skills required for careers in business management, administration, and entrepreneurship. Question 3 shows 97 percent strong agreement, reflecting the effectiveness of VACs in developing analytical, problem-solving, and decision-making skills, although a small proportion selected “Agree.” Question 4 registers 95 percent strong agreement, suggesting that the courses contribute meaningfully to the development of ICT and communication skills, with minimal neutral feedback. Question 5 registers 97 percent strong agreement, suggesting that the courses help in developing ethics, values and effective social behavior within the students group. Overall, the consistently high percentage of strong agreement responses highlights the relevance, practical orientation, and skill-focused nature of Value-Added Courses. The feedback indicates that these courses successfully complement the core curriculum by strengthening employability skills, analytical ability, and technological competence, thereby supporting holistic student development and improved career readiness.