



C-Edge College

'Aspire'

Affiliated to Nagaland University
UGC Recognised under 2(f) and 12B
NAAC Accredited

**STUDENT FEEDBACK ANALYSIS 2025
&
ACTION TAKEN REPORT**

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STUDENT FEEDBACK ANALYSIS 2025

Semesters:	BA VI	BA IV	BA II	BBA VI	BBA IV	BBA II
Dates:	10.6.25	9.6.25	5.6.25	10.6.25	5.6.25	5.6.25
No. of Respondents	37/112	60/103	83/144	11/20	12/23	27/42

Section – 1

(Student Feedback on Teachers)

This has been given separately to the concerned teachers

Section – 2

(Students' overall Evaluation of Programme and Teaching)

You may tick more than one answer to a question to the extent that they do not contradict each other

1. The syllabus of each course was:

Semester	a) Adequate	b) Inadequate	c) Challenging	d) Dull
BA VI	14 (37.8%)	3 (8.1%)	18 (48.6%)	2 (5.4%)
BA IV	22 (36.6%)	7 (11.6%)	31 (51.6%)	-
BA II	22 (26.5%)	1 (1.2%)	60 (72.2%)	-
BBA VI	8 (72.7%)	1 (8.3%)	2 (18.1%)	-
BBA IV	11 (91.6%)	-	1 (8.3%)	-
BBA II	7 (25.9%)	3 (11.1%)	17 (62.9%)	-

2. Was the course easy or difficult to understand?

Semester	a) Easy	b) Manageable	c) Difficult	d) Very difficult
BA VI	1 (2.7%)	30 (81%)	5 (13.5%)	1 (2.7%)
BA IV	4 (1.6%)	52 (86.6%)	4 (6.6%)	
BA II	4 (4.8%)	65 (78.3%)	14 (16.8%)	
BBA VI	1 (9.1%)	10 (90.9%)		
BBA IV		12 (100%)		
BBA II	1 (9%)	24 (88.8%)	2 (7.4%)	

3. How much of the syllabus was covered in the class?

Semester	a) 85 to 100%	b) 70 to 85%	c) 55 to 70%	d) less than 55%
BA VI	18 (48.6%)	14 (37.8%)	5 (13.5%)	
BA IV	37 (61.6%)	20 (33.3%)		3 (5%)
BA II	51 (61.4%)	30 (36.1%)	1 (1.2%)	1 (1.2%)
BBA VI	10 (90.9%)		1 (9%)	
BBA IV	7 (58.3%)	5 (41.6%)		
BBA II	21 (77.7%)	3 (11.1%)	2 (7.4%)	1 (3.7%)

4. What is your opinion about the library material and facilities for the course?

Semester	a) More than adequate	b) Adequate	c) Inadequate	d) Very poor
BA VI	3 (8.1%)	19 (51.3%)	7 (18.9%)	8 (21.6%)
BA IV	3 (5%)	29 (48.3%)	20 (33.33)	8 (13.3%)
BA II	1 (1.2%)	61 (73.4%)	13 (15.6%)	8 (9.6%)
BBA VI	1 ((9%)	6 (50%)	2 (18.1%)	2 (18.1%)
BBA IV		12 (100%)		
BBA II	3 (8.1%)	18 (66.6%)	2 (7.4%)	4 ((14.8%)

5. How far does the teacher encourage student participation in the class?

Semester	a) Mostly yes	b) Sometimes	c) Not at all	d) Always
BA VI	20 (54%)	12 (32.4%)		5 (13.5%)
BA IV	29 (48.3%)	17 (28.3%)	1 (1.6%)	13 (21.6%)
BA II	33 (39.7%)	21 (25.3%)	1 (1.2%)	28 (33.7%)
BBA VI	6 (54.5%)	4 (36.3%)		1 (9%)
BBA IV	6 (50%)	2 (16.6%)		4 (33.3%)
BBA II	14 (51.8%)	8 (29.6%)		5 (18.5%)

6. If yes, which of the following methods were used?

Semester	a) Encouraged to raise questions	b) Get involved in discussion in the class	c) Encourage discussion outside class	d) Did not encourage
BA VI	17 (45.9%)	18 (48.6%)		2 (5.4%)
BA IV	46 (76.6%)	11 (18.3%)	3 (5%)	
BA II	56 (67.4%)	24 (28.9%)	3 (3.6%)	
BBA VI	5 (45.4%)	4 (36.3%)	2 (18.1%)	
BBA IV	9 (75%)	3 (25%)		
BBA II	19 (70.3%)	7 (25.9%)	1 (3.7%)	

7. Internal assessment was:

Semester	a) Always fair	b) Sometimes unfair	c) Usually unfair	d) Sometimes fair
BA VI	13 (35.1%)	12 (32.4%)	9 (24.3%)	3 (8.1%)
BA IV	20 (33.3%)	30 (50%)	7 (11.6%)	3 (5%)
BA II	30 (36.1%)	43 (51.8%)	6 (7.2%)	4 (4.8%)
BBA VI	4 (36.3%)	5 (45.4%)	1 (9%)	1 (9%)
BBA IV	8 (72.7%)	4 (33.3)		
BBA II	12 (44.4%)	14 (51.8%)		1 (3.7%)

8. What effect do you think the internal assessment will have on your course grade?

Semester	a) Helps to improve	b) Discouraging	c) No special effect	d) Sometimes effective
BA VI	27 (72.9%)	5 (13.5%)	2 (5.4%)	3 (8.1%)
BA IV	51 (85%)	3 (5%)	6 (10%)	
BA II	56 (67.4%)	7 (8.4%)	5 (6%)	15 (18%)
BBA VI	8 (72.7%)	1 (9%)	2 (18.1%)	
BBA IV	12 (100%)			
BBA II	21 (77.7%)	1 (3.7%)	2 (7.4%)	3 (11.1%)

9. How often did the teacher provide feedback on your performance?

Semester	a) Regularly / in time	b) With helpful comments	c) Often / late	d) Without any comments
BA VI	12 (32.4%)	14 (37.8%)	7 (18.9%)	4 (10.8%)
BA IV	9 (15%)	40 (66.6%)	8 (13.3%)	3 (5%)
BA II	11 (13.2%)	60 (72.2%)	5 (6%)	7 (8.4%)
BBA VI	6 (54.5%)	3 (27.2%)	2 (18.1%)	
BBA IV	2 (16.6%)	10 (83.3%)		
BBA II	4 (14.8%)	18 (66.6%)	5 (18.5%)	

10. Were your assignments discussed with you?

Semester	a) Yes, fully	b) Yes, partly	c) Not discussed at all	d) Sometimes discussed
BA VI	10 (27%)	18 (48.6%)	3 (8.1%)	6 (16.2%)
BA IV	21 (35%)	30 (50%)		9 (15%)
BA II	19 (22.8%)	43 (51.8%)	3 (3.6%)	18 (21.6%)
BBA VI	3 (27.2%)	6 (54.5%)	2 (18.1%)	
BBA IV	3 (25%)	8 (66.6%)		1 (8.3%)
BBA II	12 (44.4%)	10 (37%)		5 (18.5%)

11. The teacher's approach can be best described as:

Semester	a) Always courteous	b) Sometimes rude	c) Always indifferent	d) Cannot say
BA VI	19 (51.3%)	4 (10.8%)		14 (37.8%)
BA IV	25 (41.6%)	10 (16.6%)	2 (3.33%)	23 (38.3%)
BA II	24 (28.9%)	15 (18%)	1 (1.2%)	43 (51.8%)
BBA VI	6 (54.5%)	3 (27.2%)		2 (18.1%)
BBA IV	7 (58.3%)	1 (8.3%)		4 (33.3%)
BBA II	11 (40.7%)	4 (14.8%)		12 (44.4%)

12. If you have other comments to offer on the course and suggestions for the teacher you may do so on a separate sheet.

(Only a small number of students responded to this item. However, their input is taken as significant feedback, and have been categorized as shown under)

On Teaching and Learning Engagement

- More practical classes and assignments
- Incomplete explanation
- Some teachers really need to brush up their communication skill
- Should try to bring more activity to make learning fun and easy to understand
- If the teachers provide proper notes and materials for the particular course then that will really help.
- Regular feedback from teachers would be beneficial for student growth.
- Motivational support and encouragement can positively impact student performance.

On Teacher's Attitude

- I want teachers to respect the students as how the students are respecting them
- Be more friendly with the students
- All the teachers of C-Edge college should be treated equally in any task.. And before recruiting new teacher he/she should look in every corner by the recruiter... Some of them are not aware of the syllabus which the students get struggle to understand and to get notes because of their weak explanation.

On Internal Assessment

- We don't want to have presentation not more than 1(one) for internal assessment because it very difficult to get a mark for us to pass it because we are trying to present is difficult.
- Some teachers are very partial when it comes to internal marks. They only wants the good students to get good marks and let them appear for test when the improvement test was all over, that's also personally as a student that is so unfair for a teacher to practice such things in class and we all the class have observed it very clearly . As we are already leaving I just want this things not to be. Faced by the junior because as a student it's very disappointing and it effects our mental health.
- Internal assessments should be conducted in a fair and transparent manner.

On Attendance

- Feedback about attendance: some teacher used to mark absent even if we are present, so kindly check on this.

On Library

- Enhance the library collection with more relevant books.

Acknowledgement

- Thank you for your hardwork and support.
- The way of the teachers C-Edge college, their explaining complex concepts is quite impressive.
- Well the teacher are always encouraging and doesn't neglect poor students but rather focuses on their improvement which is very good.
- I really enjoyed my time here in C-edge and do not regret meeting any of the teachers. All of them were really supportive but i failed to reach their expectations and truly do regret that. Hoping and praying life won't turn cruel for the upcoming future. I thank the faculties and the teachers who kept pushing me and I also apologize for taking advantage of your favours through out the years and not pushing myself to be better.

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ACTION TAKEN REPORT 2025

From the feedback analysis of the Quantitative component, it is found that most of the students are satisfied and the feedback is quite positive. Due acknowledgement is to be given to the faculty, staffs and the College management and authority for delivering their best for the continuing process towards quality sustenance.

Feedback issues and concerns raised in the Qualitative component were discussed in the Faculty Review Meeting and during the Departmental Meeting with the Principal. Actions were taken accordingly towards improvement. The following are some of the issues and concerns from the Feedback and the action taken:

FEEDBACK CONCERNS/ISSUES	ACTION TAKEN
Internal Assessment	Student feedback consistently highlights concerns about unfairness and partiality in internal assessment. To address this, the matter was discussed in the monthly faculty review meeting, where it was decided that faculty will adopt a transparent grading process and clearly communicate the rationale of all marks awarded with the students.
Teacher's approach	Student feedback indicates that some teachers are not resonating effectively. This was deliberated and discussed, with measures to improve during the monthly faculty review meeting. This will also be one area that will be addressed during faculty development programme which is held during the month of March every year.
Library	Despite the feedback about lack of library resources, ample books and materials are in fact available. This indicates a need for better user education. Therefore, library orientations and workshops are held, to ensure that students are aware of and can effectively use all available resources. In addition, booklist is given to all the departments every semester, for procuring new and updated books and journals.
Assignment discussed	In response to feedback regarding insufficient communication about assignments, faculty were instructed to spend more time to explain details of assignment performance with the students. This was seen as especially required for the new students as the feedback on the matter was mostly from them. As new students transitioning from school to college, they required clear and structured instructions to cope in the new environment.



Dr. Chubatola Aier
Principal