

DEPARTMENT OF APPLIED SCIENCES**Stakeholder Feedback Analysis Report****Academic Year 2025–2026****1. Introduction**

The Department of Applied Sciences conducted a Stakeholder Feedback Survey during the Academic Year 2025–2026 to evaluate the effectiveness of the First-Year B.E. Programme. Feedback was collected from students, parents, faculty members, and alumni through a structured online questionnaire. The survey aimed to assess stakeholder satisfaction and identify opportunities for continuous quality improvement.

2. Objectives

- Assess the quality of the First-Year B.E. Programme.
 - Evaluate teaching-learning practices and academic support.
 - Obtain stakeholder feedback on laboratory facilities, infrastructure, student development, and administration.
 - Identify strengths and areas for improvement.
 - Support continuous quality enhancement.
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3. Methodology

Mode of Survey: Google Form

Stakeholders Surveyed:

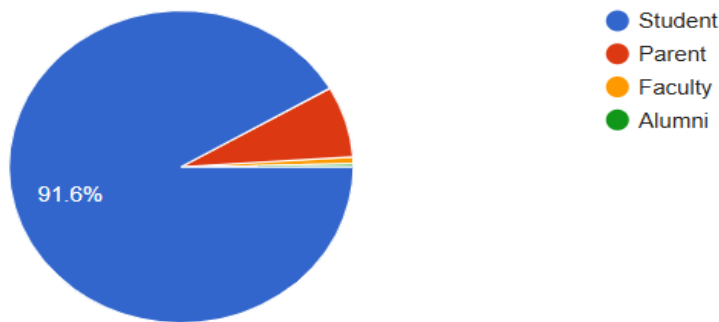
- Students
- Parents
- Faculty
- Alumni

Response Scale:

- Excellent
- Very Good
- Good
- Fair
- Poor

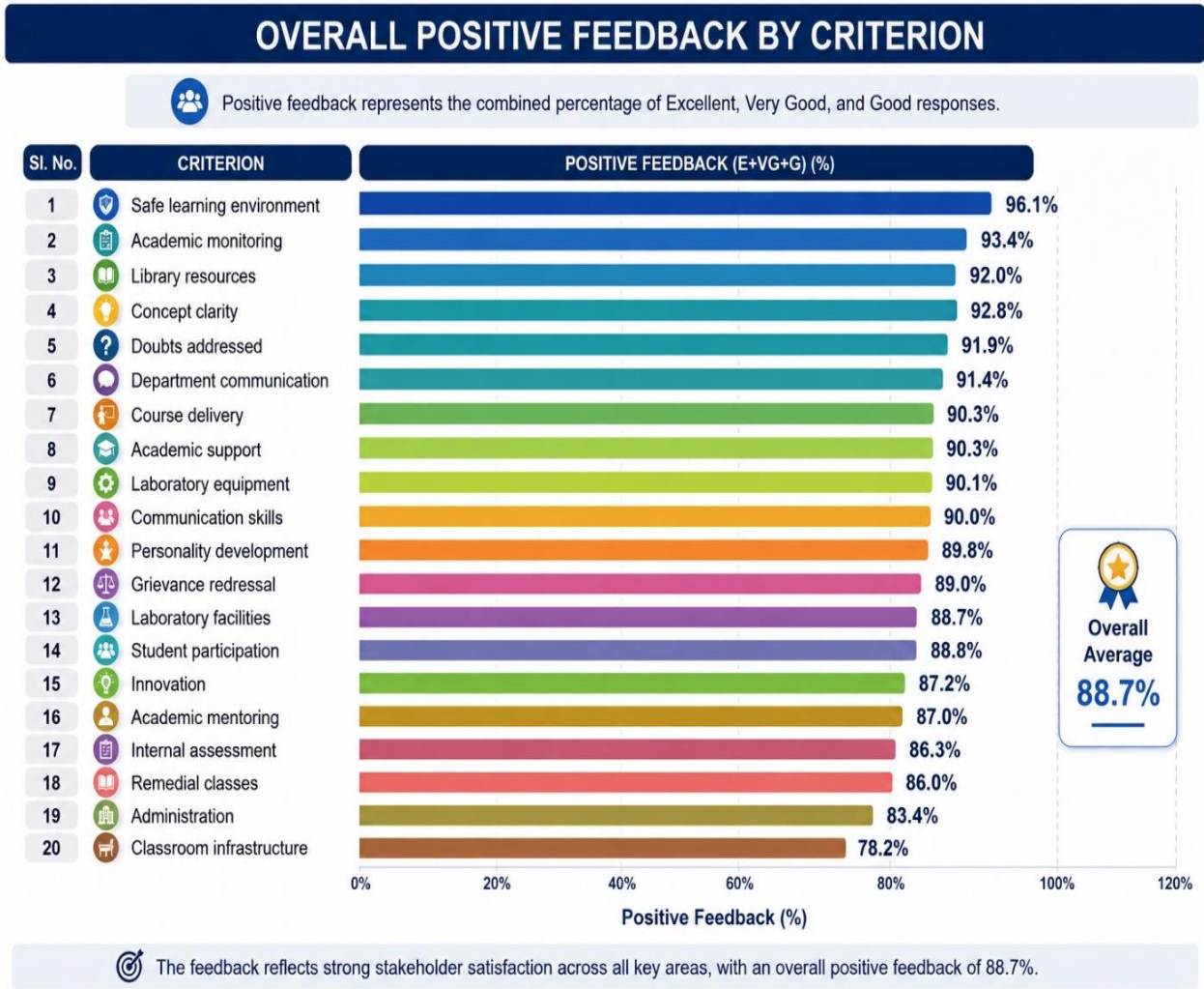
The questionnaire covered six key domains along with parent-specific feedback.

4. Stakeholder Profile



5. Summary of Feedback

Domain	Positive Feedback (Excellent + Very Good + Good)
Teaching–Learning Process	89.9%
Academic Support	87.8%
Laboratory Facilities	89.4%
Infrastructure & Learning Resources	85.1%
Student Development	89.0%
Administration & Student Support	86.2%
Parent Feedback	93.6%



6. Key Findings

The survey indicates a high level of stakeholder satisfaction with the First-Year B.E. Programme.

Major Strengths

- Effective teaching-learning process
- Supportive and experienced faculty
- Strong academic mentoring
- Well-equipped laboratories
- Good library resources
- Student-friendly environment
- Safe and inclusive campus
- Communication and personality development initiatives

Areas for Improvement

- More practical and hands-on learning
 - Increased industry interaction
 - Workshops on emerging technologies
 - Career guidance from the first year
 - Improvement in classroom infrastructure
 - Additional remedial support for slow learners
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7. Stakeholder Suggestions

The major suggestions received from stakeholders include:

- Increase industry-oriented practical learning.
 - Conduct more workshops, expert talks, and industrial visits.
 - Introduce awareness of AI, IoT, Data Science, and emerging technologies.
 - Strengthen communication and employability skills.
 - Improve classroom furniture and seating arrangements.
 - Enhance career guidance and internship awareness.
 - Continue strengthening academic mentoring and student support.
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8. Conclusion

The stakeholder feedback reflects a high level of satisfaction with the quality of the First-Year B.E. Programme. The responses indicate that the department has established effective teaching-learning practices, strong academic support systems, and a conducive learning environment. Suggestions received from stakeholders have been carefully reviewed and incorporated into the department's quality improvement initiatives. The Department remains committed to enhancing academic excellence through continuous stakeholder engagement and systematic quality assurance practices.

Annexures

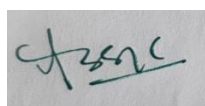
- Annexure I – Action Taken Report Based on Stakeholder Feedback
- Annexure II - Google Form Link, Stakeholder Questionnaire & Pie Charts

Annexure I

Action Taken Report Based on Stakeholder Feedback

Academic Year: 2025–2026

Stakeholder Suggestion	Action Taken by the Department	Status
More industry-oriented practical learning	Introduced interdisciplinary project-based learning and application-oriented assignments in selected courses.	Implemented
Increase hands-on laboratory experience	Laboratory courses have been separated from integrated courses to provide greater practical exposure and improve learning outcomes.	Implemented
Introduce emerging technologies (AI, IoT, Data Science, Robotics)	A new 3 credit course on AI and its Applications has been proposed for first-year students, along with awareness sessions on emerging technologies.	Implemented
Conduct more workshops and expert lectures	Additional expert talks, technical workshops, and seminars are scheduled every semester in collaboration with industry and academia.	Ongoing
Improve communication skills and personality development	Communication skills, presentation activities, group discussions, and personality development sessions have been integrated through departmental and institutional activities.	Ongoing
Strengthen innovation and research culture	Students are encouraged to participate in innovation competitions, interdisciplinary mini-projects, and patent filing activities through the Innovation Cell.	Ongoing
Provide career guidance from the first year	Career guidance sessions, higher education awareness programmes, and interaction with alumni and industry professionals have been incorporated into the academic calendar.	Implemented
Improve placement readiness	Aptitude training, programming skill enhancement, and soft-skill development activities have been initiated from the first year in coordination with the Training and Placement Cell.	Ongoing
Improve classroom infrastructure and seating	Feedback regarding classroom furniture, seating arrangements, and infrastructure has been forwarded to the management for necessary action.	Under Process
Improve cafeteria facilities	Student feedback regarding cafeteria quality and food variety has been communicated to the institutional administration for appropriate improvements.	Under Process
Strengthen remedial support	Additional remedial classes, prerequisite sessions, and revision classes before Continuous Internal Evaluations (CIEs) have been scheduled for academically weaker students.	Implemented
Strengthen stakeholder engagement	Stakeholder feedback will be collected annually, analyzed by the Department Academic Committee, and reviewed through the Continuous Quality Improvement (CQI) process.	Ongoing



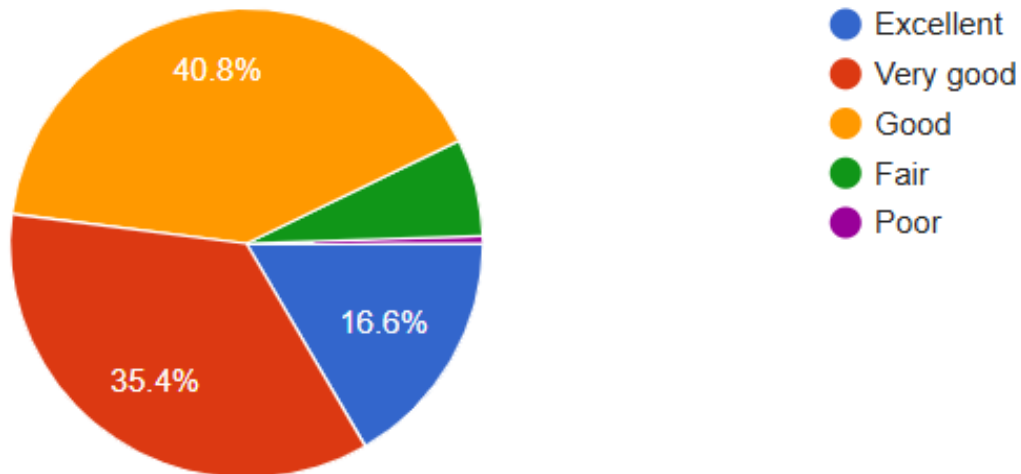
HOD -Applied Sciences

Annexure II

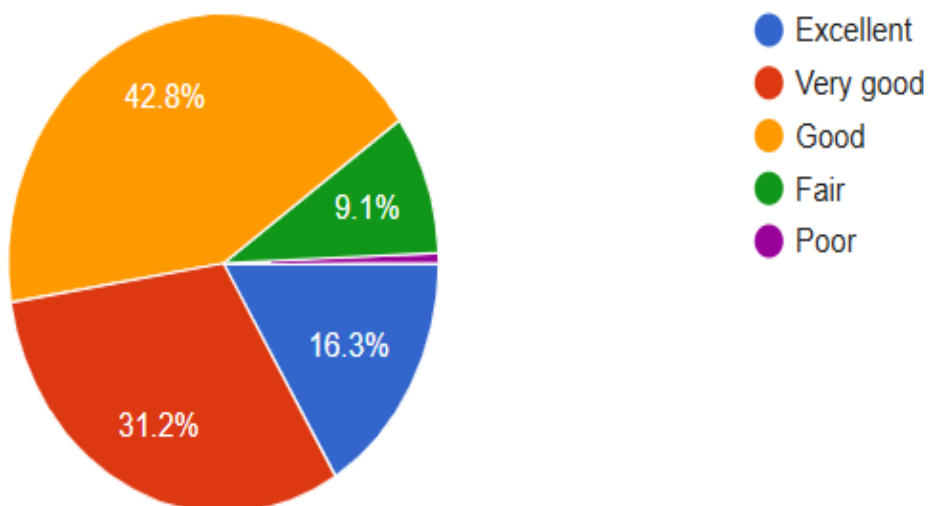
GOOGLE FORM LINK: <https://forms.gle/kccR8x2Vwgk1kCoeA>

1) Feedback on first year programme

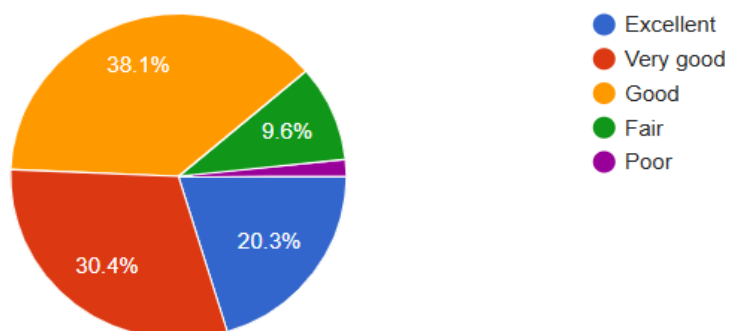
(i) The faculty members explain concepts clearly



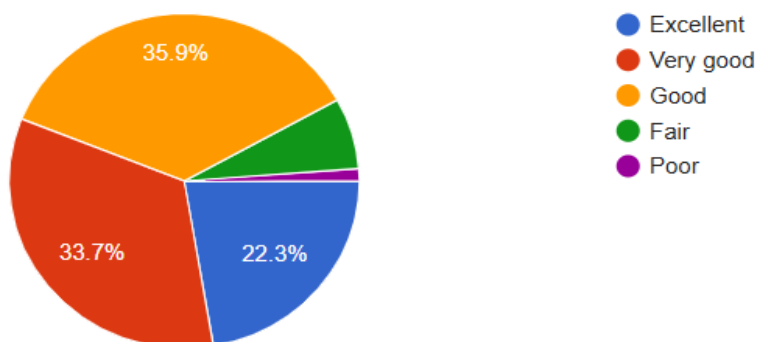
(ii) Course delivery is effective and engaging



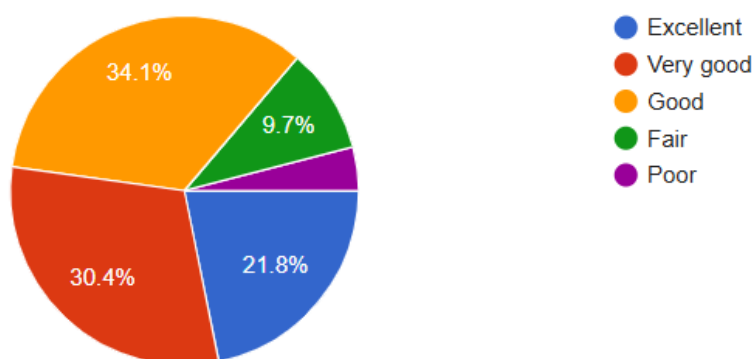
(iii) Faculty members encourage student participation during class



(iv) Doubts and queries are addressed satisfactorily

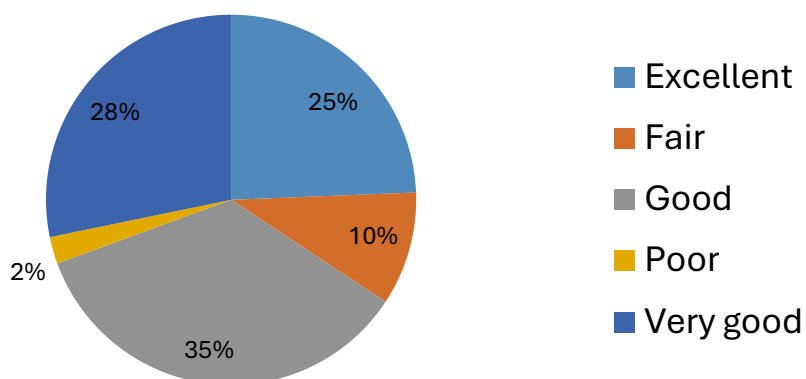


v) Internal assessments help in understanding the subjects

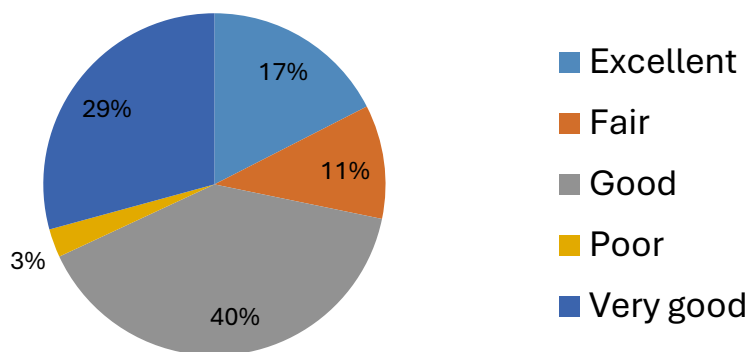


2) Academic support

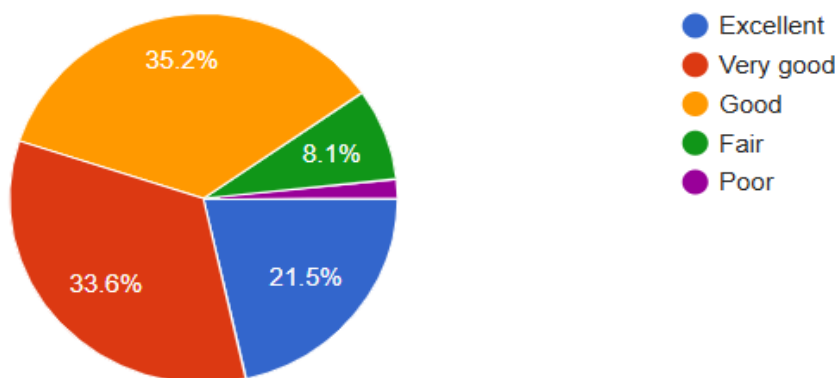
(i) Academic mentoring and guidance



(ii) Prerequisite classes/ remedial classes are useful

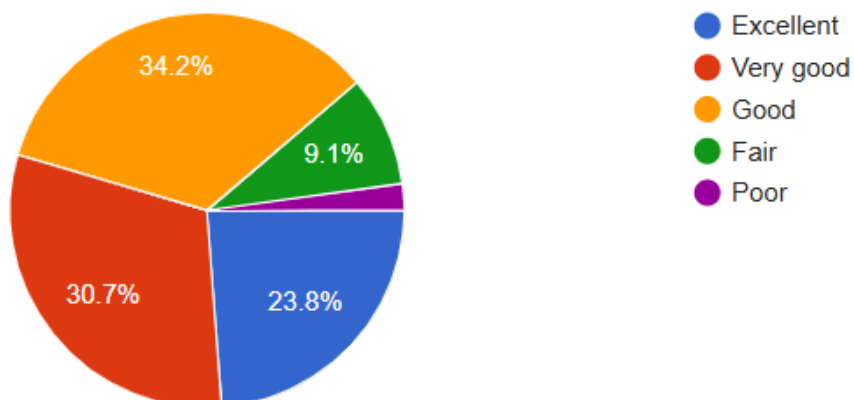


(iii) The department provides adequate support for student learning

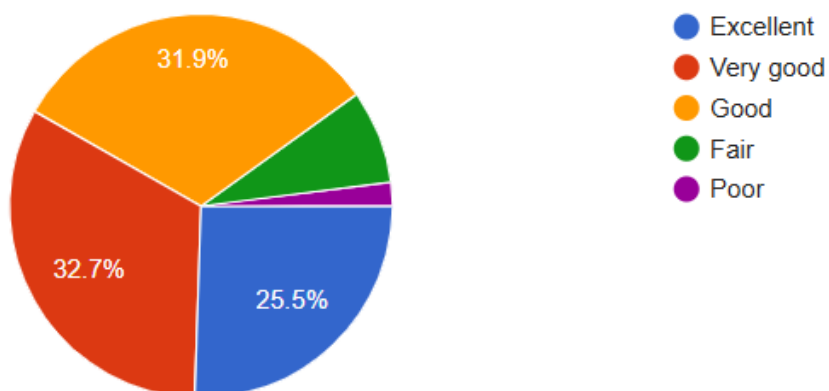


3) Laboratory facilities

(i) Laboratory facilities are adequate for practical learning

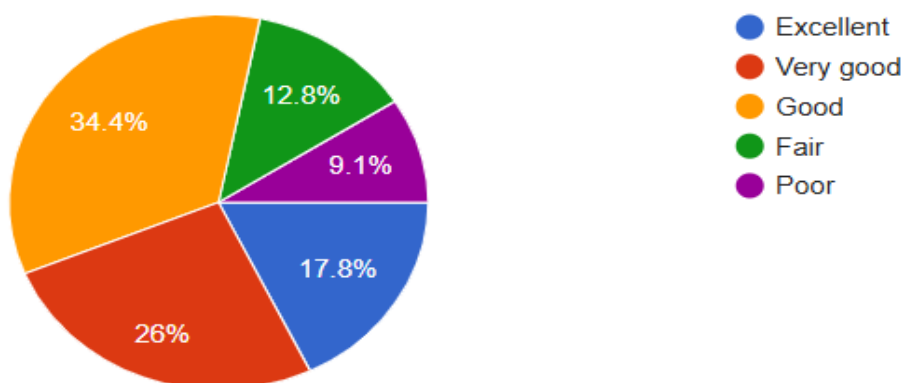


(ii) Equipment and resources are available and functional

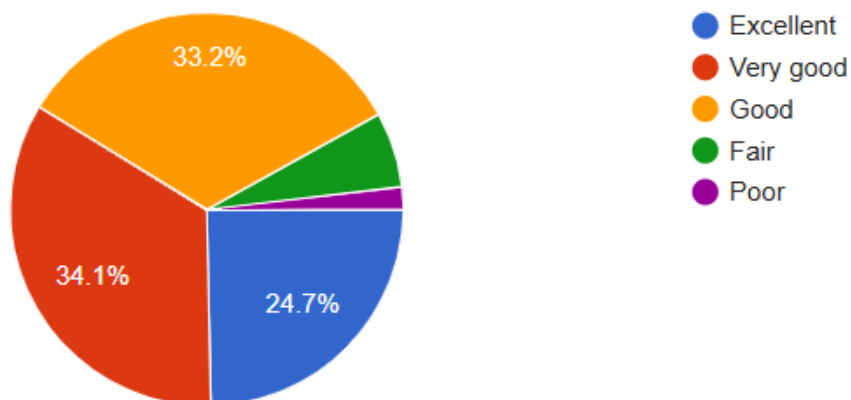


4) Infrastructure and learning resources

(i) Classrooms are comfortable and conducive for learning

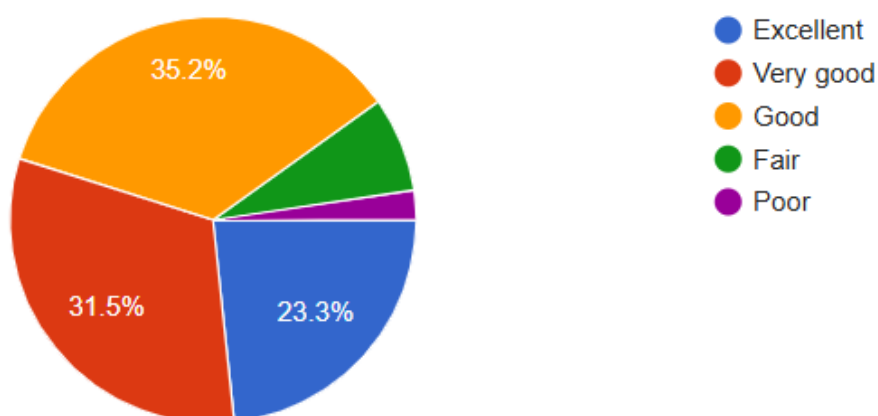


(ii) Library resources support academic requirements

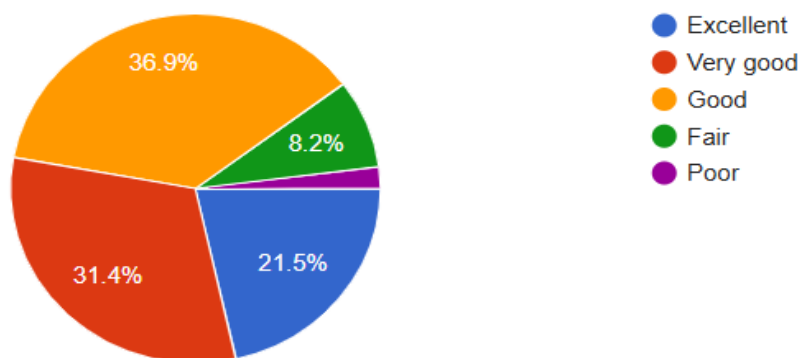


5) Students' development

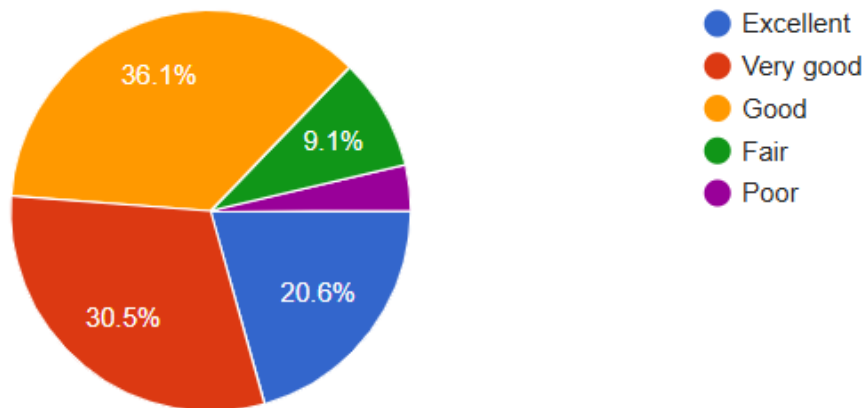
(i) Opportunities are provided for developing communication skills.



(ii) Activities conducted help in personality development

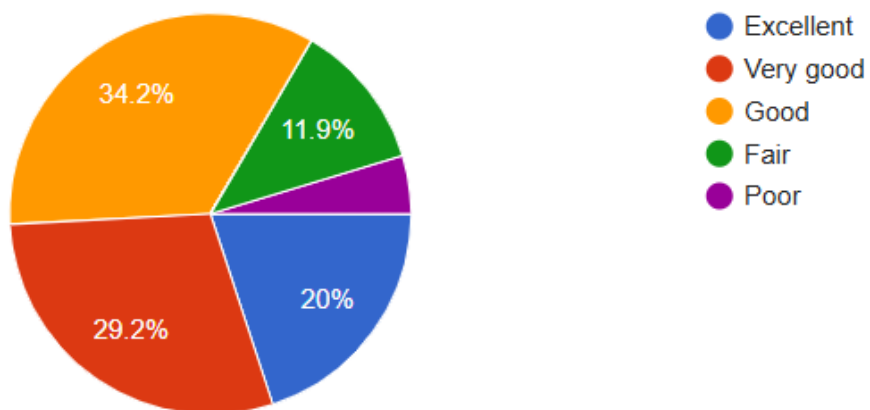


iii) The department motivates students towards innovation and higher learning

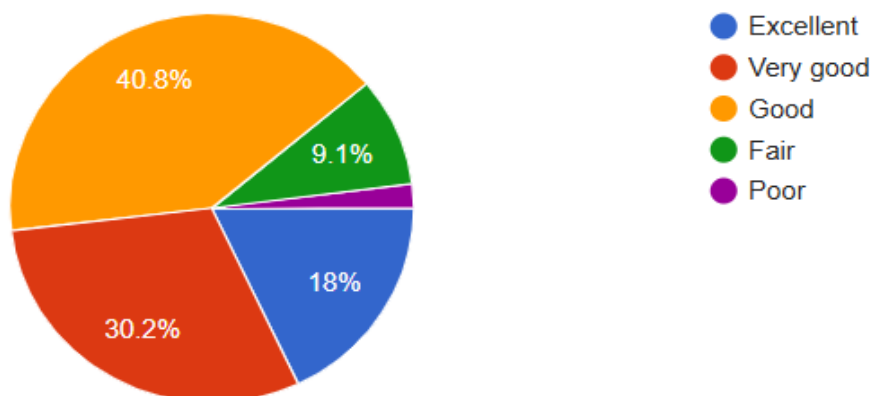


6) Administration and support

(i) Department administration is student friendly.

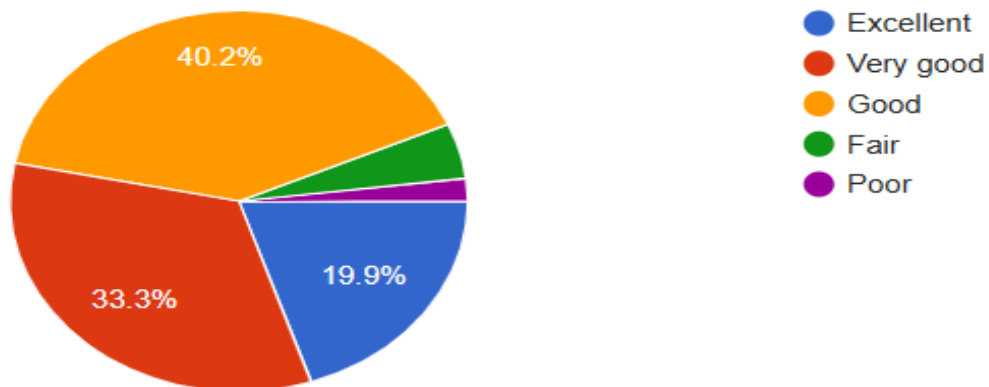


(ii) Grievance redressal mechanisms are effective.

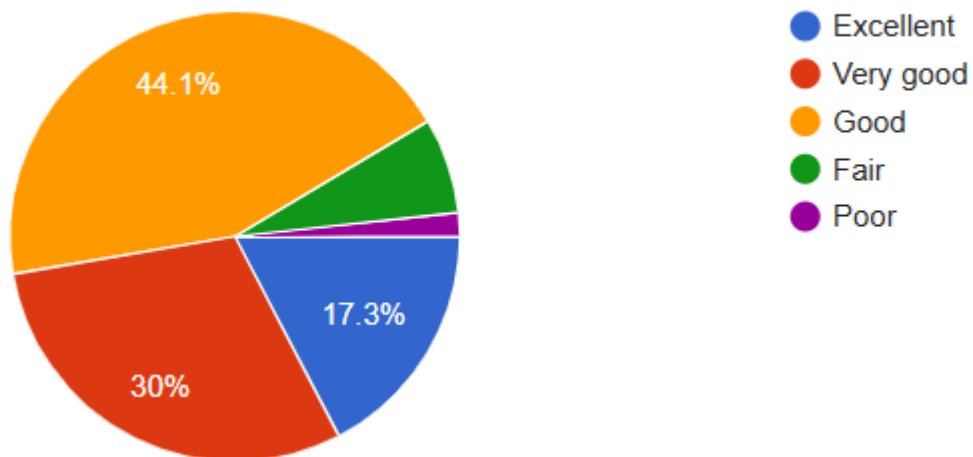


7) Additional Questions for Parents

(i) Are you satisfied with the academic monitoring of your ward?



(ii) Are you satisfied with the communication from the department?



(iii) Does the institution provide a safe and supportive learning environment?

