# Sardar Patel Institute of Technology

(An Autonomous College Affiliated to University of Mumbai)

Bhavan's Campus, Munshi Nagar, Andheri (West), Mumbai 400058, India

## Summary Report of the Faculty's feedback

## AY 2017-18

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## Faculty feedback on curriculum design

| Feedback Item | Summary |
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| **Summary of Survey on Academics by Teachers (January 2018)** | In the survey regarding increasing ISE (Internal Semester Evaluation) marks to 20, teachers shared a variety of innovative assessment methods they are willing to adopt to enhance student learning and engagement. Common suggestions included incorporating mini-projects, IEEE paper reading, poster presentations, group activities like debates and case studies, technical seminars, research-oriented tasks, and open book tests. Some faculty members emphasized subject-specific assessments, such as troubleshooting competitions for technical subjects or research paper writing for theory-heavy courses. Methods like MCQ quizzes, tutorials, presentations, and implementation-based evaluations were also highlighted to ensure a balanced and practical approach to assessments.<br>While many teachers welcomed new methods, a little felt the existing assessment strategies were sufficient, preferring to maintain the current balance of quizzes and assignments, only adjusting the weightage. Others stressed that assessment formats should remain flexible, varying according to the course type—whether theory, practical, or research-focused. Overall, the feedback indicated strong support for more interactive, research-based, and practical assessment methods if the ISE mark allocation is increased to 20. |
| **Summary of Survey on Academics by Teachers (January 2018) – Curriculum Improvements** | In the survey on academic improvements, teachers highlighted several key areas where the curriculum needs strengthening. A common suggestion was to reduce the number of theory-based subjects and increase practical lab courses, with extended lab durations (such as three-hour sessions) to give students meaningful hands-on experience. Many teachers emphasized the need to include interdisciplinary projects and introduce modern, industry-relevant subjects like Data Science and Artificial Intelligence, considering the growing student interest in these fields for higher studies and career prospects. Additionally, |

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| | there was a recommendation for batch-wise mathematics tutorials, particularly in the second year, to better support weaker students through focused problem-solving sessions.<br>Teachers also stressed the importance of making the examination and evaluation scheme simpler and more transparent, keeping the student perspective in mind to reduce confusion and stress. Suggestions included minimizing or restructuring academic activities to avoid overburdening students and ensuring a well-planned academic schedule. There was also a call for greater flexibility in elective choices, curriculum input from industry experts, and projects with societal impact to enhance real-world relevance. Finally, better planning of academic timetables, incorporation of ICT tools, and formative assessments were seen as essential for improving the overall teaching-learning experience. |
| **Summary of other feedbacks** | |
| **Syllabus Revision and Exams** | The syllabus revision process should extend into the odd semester vacation, with BoS and academic council approvals completed early in the even semester. Makeup exams need to be designed easier than regular exams to support weaker students, and marks should only be rounded at the end, not during individual assessments. Additionally, marks distribution must align proportionally with course credits. |
| **Timetable and Exam Management** | Numerical subjects should be scheduled in the afternoon, while theory-based subjects are better suited for the morning. Exam-related doubts should be addressed by senior supervisors rather than the respective subject teachers to ensure fairness. Saturday exams should be avoided, or if conducted, Saturdays must be declared working days with compensatory holidays provided. |
| **Vacations and Assessments** | Vacations should be standardized to 32 days in the odd semester and 42 days in the even semester, including holidays. Assessment duties are expected to continue during vacations unless faculty have official exemption. A minimum of five working days should be provided |

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| | for evaluation after the last exam to maintain quality and accuracy. |
| **Uniform Policies and Grievances** | Academic policies must be applied equally across all departments to avoid discrepancies. Grievances should be resolved transparently with valid justifications. Re-evaluation requests should involve a fee and the answer book must be reassessed by a different faculty member to ensure fairness. |
| **Focus Areas by Program** | Undergraduate programs should prioritize teaching and learning over research, while postgraduate programs must balance both areas. For Ph.D. scholars, research should remain mandatory, with APS exam dates clearly scheduled in the academic calendar. |
| **Suggestions for Academic Improvement** | To maintain departmental autonomy, common subjects across departments should be avoided. Senior faculty can be exempted from routine supervision duties. Introducing a Grand Viva in the final semesters will help students strengthen their fundamental knowledge. The full exam timetable should be shared at the start of the semester to help students prepare better. It is also important to maintain a balanced student-teacher ratio, avoiding high numbers like 185:1, especially in subjects like mathematics. |
| **Infrastructure and Work Culture** | Facilities such as Wi-Fi and computer labs in the Electronics Engineering department should be improved. Innovative assessments like ISE should be encouraged, and the exam department must be strengthened with adequate staff and strong leadership. Equal treatment of students across all branches is essential to maintain harmony and fairness. |
| **Open House and Grievance Handling** | During open house sessions, subject teachers should be responsible for addressing student grievances. A formal grievance process should include a fee structure and appropriate compensation for faculty involved in re-evaluation work. |

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**Ruta Bebvalkar questionnaire**

Ruta Bebvalkar, reflecting on her experience as a Bachelor of Engineering in Electronics Engineering student at Sardar Patel Institute of Technology (2007–2011), provided detailed feedback on the curriculum and overall learning environment. She pointed out several missing components that affected the quality of education, including a lack of qualified and experienced teaching staff, outdated curriculum content, minimal industry exposure, and insufficient application-based learning. She also highlighted poor infrastructure, such as inadequate lab equipment, weak internet connectivity, and uncomfortable classroom conditions, along with instances of favoritism and unprofessional behavior from staff.

To enhance the learning experience, she suggested a stronger vetting process for hiring faculty, regular feedback from students, and the introduction of modern teaching practices such as recorded lectures, online learning platforms, and access to quality academic resources. She recommended creating a more flexible credit-based curriculum allowing students to pursue majors and minors, encouraging more group projects and collaborative work, and eliminating irrelevant courses that do not contribute to a student's core field of study.

Furthermore, she emphasized the importance of bridging the gap between academics and industry through extended summer breaks for internships, cooperative education programs, and strong collaboration with technology companies for real-world research projects and curriculum updates. These strategies aim to ensure that students graduate with not only theoretical knowledge but also practical skills and industry-relevant experience.

**Dean Academics**

**Dr. Surendra Rathod**