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 Student's feedback

AY 2017-18

Feedback Items	Summary
Modality of Academics	Students have strongly requested a shift towards more practical-based learning instead of just theoretical teaching. They believe that real-world applications, interactive sessions, and hands-on experiences will help them understand concepts better. Introducing more labs, workshops, and live projects is suggested to improve learning outcomes.
New Courses	Many students have shown interest in adding courses on emerging technologies like Artificial Intelligence (AI), Machine Learning (ML), and Data Analytics. They also requested programming language courses such as Python and Java, which are in high demand in the industry and essential for future career growth.
New Life Skill Related Courses	Students have recommended including life skill courses like Public Speaking and Communication Skills to improve confidence and workplace readiness. Additionally, courses on Disaster Management, CPR, First Aid, and Fire Safety have been suggested to prepare students for emergency situations and increase overall safety awareness.
Any New Module/Track You Would Like to Recommend	To keep up with current industry trends, students have suggested introducing modules on Cloud Computing, Blockchain, Ethical Hacking, and advanced topics in Data Analytics. These areas are rapidly growing and can provide students with the knowledge required for modern technical careers.
Improvement in the Grievance/Open House System	Many students feel the current grievance system is slow and ineffective. Instead of submitting lists of doubts, they suggest that issues should be addressed directly by the subject teacher during class or designated grievance sessions. This would help in resolving problems faster and improving communication.
Improvement in the Assessment	Students raised concerns about the lack of fairness and consistency in assessments, with differences in question banks and exam difficulty across branches. They also found End Semester Exams (ESE) too long and stressful. Suggestions include adding more practical evaluations like open-book exams and projects, improving transparency in grading, reducing compulsory attendance requirements, and ensuring timely result announcements.
Overall Comments About ISE (10 Marks) Evaluation	Students are generally satisfied with the Internal Semester Evaluation (ISE) system, finding it better than previous assignment-based evaluations. However, they suggested reducing the number of ISEs, especially towards the end of the semester, as it becomes difficult to manage along with other academic commitments.
Improvements in ESE, MSE	Students recommended reducing the ESE paper from 100 marks to 60 marks, as they find the current format too lengthy. They

	also requested having gaps between two consecutive papers during exams to provide enough time for preparation and reduce exam stress.
Lectures and Lab Conduction	While students appreciated the practical exposure and quality of lab sessions, they expressed dissatisfaction with the lecture delivery. They felt that lectures lacked engagement and clarity, leading to a poor classroom experience. Students suggested making lectures more interactive and concept-focused for better learning.
Which aspect of curriculum we need to improve/strengthen	Many students feel the curriculum lacks practical application, leading them to memorize concepts just to pass exams without real understanding. They suggested updating outdated topics, focusing on industry-relevant skills, and improving teaching methods through interactive content, hands-on activities, and better guidance to make learning more engaging and effective.
Survey on Academics: Preferred Content Delivery Methods	Many students expressed a preference for interactive teaching methods that include real-life examples, practical demonstrations, and a balance of chalkboard explanations with occasional use of PPTs. They suggested reducing monotonous lectures, incorporating videos, animations, and problem-solving sessions, and making classes more engaging through discussions, hands-on activities, and industry-oriented examples.
Survey on Academics: Students (Jan 2018) - Overall Comments and Suggestions	From the student feedback collected in the survey, it is clear that many students have concerns about the current academic system. A common suggestion is to reduce the strict attendance rule, especially for final-year students who are busy with projects, internships, and competitive exams like GATE, GRE, and CAT. Many students feel that the 75% attendance rule is difficult to maintain and does not add much value when the teaching quality is not always good. Some also suggested that attendance should not be compulsory, and students should be trusted to manage their own learning. Students also feel that the makeup exam system is harsh, as failing one exam can cause a year drop, which affects future opportunities. Other suggestions include improving the teaching methods, updating the syllabus with more practical and industry-relevant content, and reducing the number of theory subjects, especially in branches like EXTC. Students have also requested more time and support for competitions, projects, and internships. Many feel that SCOPE courses are not taught well and are not worth the extra fees. They believe bringing in external experts or improving the course delivery would help. Overall, while students appreciate some of the positive changes after gaining autonomy, they hope the college will listen to their concerns and make the system more flexible, practical, and supportive.
Summary of the anonymous emails :	The anonymous emails raise concerns from senior students of SPIT regarding the impact of autonomy and certain policies

	being enforced in the college. While the students appreciate the efforts of the college and faculty, they highlight that many issues are not being addressed due to fear of repercussions and lack of proper communication to higher authorities. The key concerns include the incomplete implementation of autonomy for third- and fourth-year students, where they follow outdated Mumbai University syllabi without the benefits of the new curriculum, unlike juniors. Students also complain about the pressure from the Training and Placement Office (TPO), where they are threatened with placement ineligibility for not attending certain events, which they feel should be optional. Additionally, there is dissatisfaction regarding the compulsory alumni network membership, funded by library deposit money, which students believe should be voluntary. The feedback process is also criticized for not being anonymous, making students hesitant to give honest opinions about faculty performance due to fear of bias and retaliation. Other issues include ineffective air conditioning in classrooms, the need for increased consideration of attendance during extended medical leaves, and the general lack of genuine action based on mentor meetings. Overall, the emails request fairer policies, better implementation of autonomy, and a more student-friendly approach to feedback and participation.
Summary of the reply email:	The email response from the administration addresses various concerns raised by students, emphasizing that individual opinions should not be presented as the collective view without proper written communication. It refutes the claim that students are fearful of faculty, citing examples such as students entering offices without appointments, arguing over marks, and violating rules like mobile usage during exams. The administration highlights that the college has implemented many student-friendly initiatives, such as improved Wi-Fi, ACs, financial support for projects, and social responsibility programs, based on feedback, despite the increased workload on faculty due to autonomy-related work. Additionally, it explains that curriculum changes were made carefully to avoid operational issues and were permitted only for first- and second-year students, following university regulations. The email further clarifies that SCOPE courses are designed to provide elective options without increasing fees, though student participation has been low. It also points out that students tend to overlook other meaningful initiatives like GATE-level training and social contribution activities. Feedback collection was conducted responsibly, with decisions under review by higher committees. Regarding attendance, the administration explains that compensatory classes require extra resources and were organized to prevent students from losing a year. Finally, it

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	confirms that students have representation in academic decision-making bodies like the Board of Studies and that all rules were clearly communicated in advance, while also highlighting the heavy workload on faculty, making it difficult to engage with frequent complaints of this nature.

Dean Academics

Dr. Surendra Rathod