Thadomal Shahani Engineering College

Internal Quality Assurance Cell

Internal Quality Assurance Cell
Estd. 2017

THADOMAL SHAHANI
TSEC
ENGINEERING COLLEGE

Ref: TSEC/IQAC 2/2022-23   Date: 27/09/2022

Attention IQAC Members

The meeting of the Internal Quality Assurance Cell (IQAC) is scheduled at 2.00 pm on Wednesday, 28th September 2022 in hybrid mode (online & offline)

IQAC members are requested to attend the meeting. The agenda for the meeting is as given below:

ITEM	Agenda Point
Item No. 1	To read and approve the minutes of the last IQAC meeting.
Item No. 2	To discuss the possibility of increasing intake capacity in PG / UG programme.
Item No. 3	Any other matter with the permission of the chair.

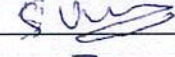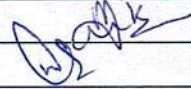Looking forward to meeting you,

With kind regards,
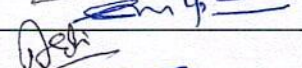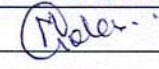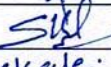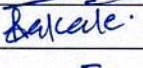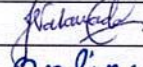
Dr. G.T. Thampi

(Chairperson, IQAC)

Copy to: Circulation among IQAC members.

Thadomal Shahani Engineering College
Internal Quality Assurance Cell

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Date: 28/09/2022

IQAC Committee Composition

Member		Name	Signature
Chairperson	1	Dr. G. T. Thampi	
Co-ordinator IQAC	2	Dr. Gopal Pardesi	
NAAC Executive	3	Dr. Shirish Vichare	
Management Member	4	Mrs. Padma Shah	
Program Coordinators	5	Dr. Maniroja Edinburgh	
	6	Dr. Arun Kulkarni	
	7	Dr. Jayant Gadge	
	8	Prof. Anjali Malviya	
	9	Prof. Nita Mehta	
	10	Dr. Shilpa Verma	
	11	Dr. Arti Deshpande	
	12	Dr. Bhushan Jadhav	
	13	Prof. Sachit Nalaskar	Online.
	14	Prof. Monica Tolani	
Administrative Officers	15	Mr. Vaqar Javed Hafiz	
	16	Dr. Mukesh Israni	
	17	Prof. Sunil Gidwani	
	18	Ms. Jyoti Pakale	
Nominee from local Society	19	Mr. Sanjay Kadam	
Nominee from Employer	20	Mr. Jatin Valecha	
Nominee from Industries	21	Mr. Bhavin Bhansali	Online.
Nominee from Stakeholders	22	Dr. Praphulla Bansode	
Nominee from Student	23	Ms. Isha Nalawade	
Nominee from Alumni	24	Mr. Vinit Soni	Online

(Dr. Gopal Pardesi)

Coordinator IQAC

(Dr. G. T. Thampi)

Principal and Chairperson, IQAC

Thadomal Shahani Engineering College
Internal Quality Assurance Cell

Internal Quality Assurance Cell
Estd. 2017

THADOMAL SHAHANI
TSEC
ENGINEERING COLLEGE

With reference to Point No 1: To read and approve the minutes of the last IQAC meeting.

Minutes of the last meeting held on 18/06/2022 were read by the IQAC coordinator and after due discussion it was approved by the members present.

With reference to Point No 2: To discuss the possibility of increasing intake capacity in PG/UG programme

Mr. Bhavin, Industry Expert member and Mr. Vinit Soni, Alumni Member shared their view that the new courses can be started in the area of security/cyber security. Principal, Dr. G.T. Thampi Sir added on that we can suggest the Mumbai University to consider the narrow domain topics in addition to broad topics. It was resolved that the new Ph.D. programs can be introduced in

i.   Information Security (model on advent of Quantum Computing)

ii.   Cloud-- Edge Computing.

Principal Dr. G.T. Thampi Sir also updated the members that the college has applied for increase in intake (10 seats) for Ph.D. in Computer Engineering

With reference to Point No 3: Any other matter with the permission of the chair.

Dr. Maniroja Edinburgh, Professor and HoD ExTC department updated the members about the status of the organising International/National Conference that the college has approached to IEEE and Springer and expecting positive reply/acceptance from springer journal for publishing the articles/papers.

End of the Minutes: The meeting ended with vote of thanks to the chair.

Dr. Gopal Pardesi

(Coordinator IQAC)

Dr. G. T. Thampi

(Principal)

Thadomal Shahani Engineering College
Internal Quality Assurance Cell

THADOMAL SHAHANI
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ENGINEERING COLLEGE

Estd. 2017

FEEDBACK ANALYSIS REPORT 2022-2023

Feedback analysis is a critical component of the accreditation process for educational institutions, including engineering colleges seeking recognition from the National Assessment and Accreditation Council (NAAC). The objective of feedback analysis is to collect, evaluate, and act upon feedback from various stakeholders, including students, faculty, alumni, and employers, to ensure the continuous improvement of the institution's educational quality and services.

The NAAC accreditation is a rigorous and prestigious evaluation process that assesses an institution's overall performance, including its teaching-learning processes, infrastructure, governance, research, and outreach. Feedback analysis plays a pivotal role in this process as it provides an external perspective and objective insights into the strengths and areas for improvement within the engineering college.

Key Stakeholders in Feedback Analysis:

1.**Students:** Current students provide feedback on the quality of education, teaching methods, infrastructure, and support services.

2.**Faculty:** Faculty members share their perspectives on the work environment, curriculum, and administrative support.

3.**Alumni:** Graduates of the college offer insights into the relevance of their education, career progression, and the impact of their alma mater on their professional lives.

4.**Employers:** Employers who have hired graduates from the college assess the preparedness and skills of the alumni for the workplace.

Importance of Feedback Analysis for NAAC Accreditation:

Continuous Improvement: Feedback analysis enables the institution to identify areas that require enhancement and to implement strategies for ongoing improvement.

Alignment with Stakeholder Expectations: It helps align the college's educational offerings with the expectations of students, faculty, alumni, and employers

1

Objective Evaluation: Feedback analysis provides an objective evaluation of the institution's performance from various perspectives, ensuring accountability and transparency.

Enhanced Stakeholder Engagement: Engaging stakeholders in the feedback process fosters a sense of ownership and commitment among them, leading to a stronger educational community.

Data-Driven Decision-Making: Feedback analysis empowers the institution to make data-driven decisions, allocate resources effectively, and prioritize areas for development.

1. STUDENTS FEEDBACK AND ANALYSIS REPORT

Student feedback analysis holds significant importance in the field of education. By soliciting feedback from students, educators can gain valuable insights into their teaching methods, materials, and communication styles. Analysis of this feedback allows instructors to identify areas where improvements can be made, leading to more effective and engaging teaching.

Feedback analysis helps educational institutions assess the alignment of the curriculum with industry requirements, technological advancements, and changing educational trends. Through systematic analysis of student feedback, institutions can identify both their strengths and areas that need improvement. Knowing what aspects of the educational experience are working well and where there are challenges enables targeted efforts for enhancement.

Student feedback provides insights into the overall learning environment, including factors like classroom atmosphere, infrastructure, and support services. Institutions can use this information to create a positive and conducive learning environment that contributes to students' well-being and academic success.

Analysis of feedback helps institutions adopt a student-centric approach to education. By understanding students' needs, preferences, and challenges, institutions can tailor their strategies and services to better support the diverse learning styles and requirements of their student body.

Seeking feedback empowers students by giving them a voice in their educational experience.

It reinforces the idea that their opinions matter and that they are active participants in shaping the quality of education they receive. Positive feedback can enhance the reputation of an institution, attracting prospective students and faculty. Addressing and improving upon areas of concern highlighted in feedback demonstrates a commitment to excellence.

Thadomal Shahani Engineering College
Internal Quality Assurance Cell

THADOMAL SHAHANI
TSEC
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Estd. 2017

Analysis:

It is observed that eighty eight percent of students agree that the institute has given them with several possibilities to study and improve. Eighty five percent of the students significantly believed that the teaching and mentoring process had aided their cognitive, societal, and economic development.

The institute provides multiple opportunities to learn and grow.

- Neutral 10%
- Disagree 2%
- Strongly agree 51%
- Agree 37%

■ Strongly agree ■ Agree ■ Neutral ■ Disagree ■ Strongly disagree

The teaching and mentoring process facilitates you in cognitive, social and emotional growth.

- Neutral 13%
- Disagree 2%
- Strongly agree 47%
- Agree 38%

■ Strongly agree ■ Agree ■ Neutral ■ Disagree ■ Strongly disagree

Do you think the teacher follows a fair assessment in Internal evaluation and grading process of the students.

- Neutral 8%
- Disagree 1%
- Agree 35%
- Strongly agree 56%

■ Strongly agree ■ Agree ■ Neutral ■ Disagree ■ Strongly disagree

The institute takes active interest in promoting internship, student exchange, field visit opportunities for students.

- Disagree 2%
- Neutral 16%
- Strongly agree 51%
- Agree 31%

■ Strongly agree ■ Agree ■ Neutral ■ Disagree ■ Strongly disagree

Almost ninty one percent of students thought the professors were always fair throughout the internal assessment process. In response to the feedback question on internship and student exchange programmes, eighty two percent of students felt that the school takes an active interest in providing internship and field trip possibilities.

Eighty four percent students agree that the institute has used student centric methods for enhancing learning experience. Eighty four percent students has agreed that the curriculum has a good mixture of theory and laboratory aspects.

Thadomal Shahani Engineering College
Internal Quality Assurance Cell

THADOMAL SHAHANI
TSEC
ENGINEERING COLLEGE

Estd. 2017

Does the institute use student centric methods for enhancing learning experience.

Disagree 3%
Neutral 13%
Strongly agree 49%
Agree 35%

■ Strongly agree ■ Agree ■ Neutral ■ Disagree ■ Strongly disagree

Does the curriculum have good mix of theory and laboratory aspects of courses

Disagree 1%
Neutral 15%
Strongly agree 50%
Agree 34%

■ Strongly agree ■ Agree ■ Neutral ■ Disagree ■ Strongly disagree

2. TEACHER'S FEEDBACK AND ANALYSIS REPORT

Faculty feedback is crucial for an engineering college as it provides valuable insights into the effectiveness of teaching and the overall learning environment. Faculty feedback helps assess the effectiveness of teaching methods employed by instructors. It provides insights into whether teaching strategies align with students' learning styles and needs.

Faculty feedback can be instrumental in identifying areas where professional development opportunities are needed. This could include training on new teaching methodologies, emerging technologies, or advancements in their respective fields.

Sharing feedback among faculty members encourages collaboration and the exchange of best practices. It fosters a culture of continuous improvement, allowing instructors to learn from each other's successes and challenges. Regular feedback mechanisms contribute to faculty morale and job satisfaction. Knowing that their opinions are valued and acted upon fosters a positive work environment.

Faculty feedback is a key component in assessing the overall effectiveness of the institution. It provides administrators with information on areas that require attention, allowing for strategic planning and decision-making. Feedback from faculty members can offer insights into how well students are meeting learning outcomes. This information is valuable for adjusting instructional strategies to enhance student success.
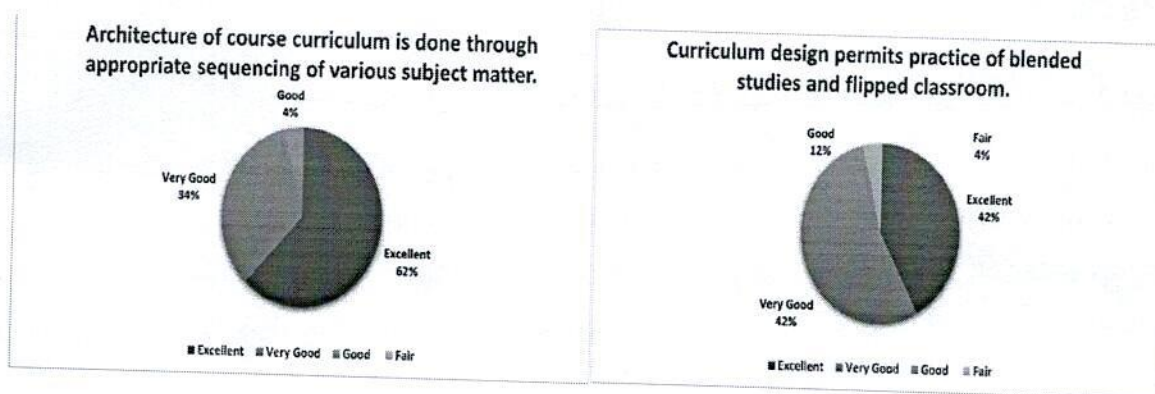
Faculty feedback encourages innovation in teaching methods. This can lead to the implementation of new pedagogical approaches, the integration of technology, and the development of interdisciplinary courses.

Thadomal Shahani Engineering College
Internal Quality Assurance Cell

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ENGINEERING COLLEGE

Estd. 2017

Demonstrating a commitment to faculty feedback and continuous improvement enhances the confidence of stakeholders, including students, parents, and potential employers, in the quality of education provided by the engineering college.
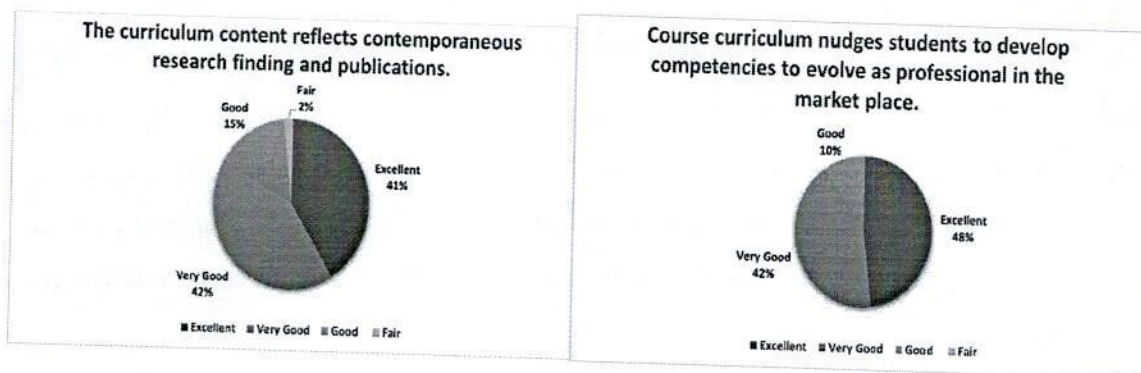
Analysis:

Ninety six percent of the faculties agreed that the architecture of course curriculum is done through appropriate sequencing of various subject matter. The teachers also stated that the syllabi's goals and objectives are well defined and understandable to both teachers and students.

Eighty four percent of teachers have agreed that curriculum design permits practice of blended studies and flipped classroom.

Architecture of course curriculum is done through appropriate sequencing of various subject matter.

Good 4%
Very Good 34%
Excellent 62%

■ Excellent ■ Very Good ■ Good ■ Fair

Curriculum design permits practice of blended studies and flipped classroom.

Good 12%
Fair 4%
Excellent 42%
Very Good 42%

■ Excellent ■ Very Good ■ Good ■ Fair

Eighty three percent teachers agreed that the curriculum content reflects contemporaneous research finding and publications. Almost ninety percent of students agreed that the course curriculum nudges students to develop competencies to evolve as professional in the market place.

The curriculum content reflects contemporaneous research finding and publications.

Good 15%
Fair 2%
Excellent 41%
Very Good 42%

■ Excellent ■ Very Good ■ Good ■ Fair

Course curriculum nudges students to develop competencies to evolve as professional in the market place.

Good 10%
Excellent 48%
Very Good 42%

■ Excellent ■ Very Good ■ Good ■ Fair

Around ninety percent of the teachers agreed that the curriculum design essentially help learners to eliminate gaps in the competency required for national economy.

Curriculum design essentially help learners to eliminate gaps in the competency required for national economy.

Good
10%

Excellent
42%

Very Good
48%
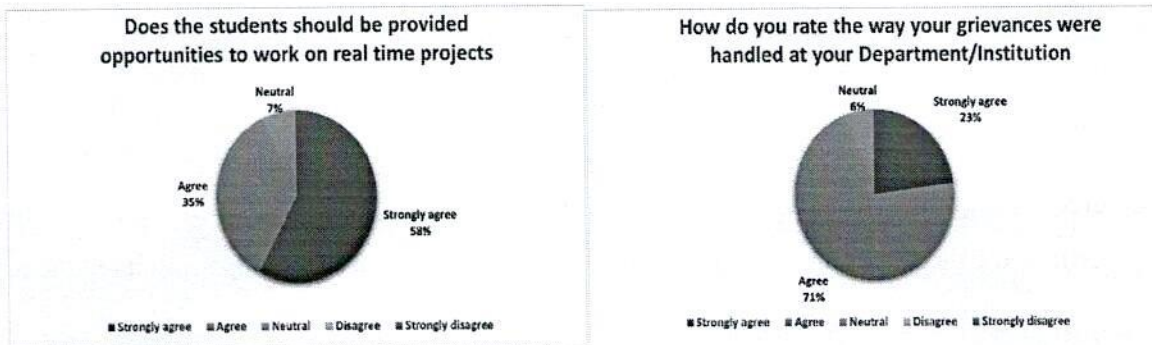
■ Excellent ■ Very Good ■ Good ▪ Fair
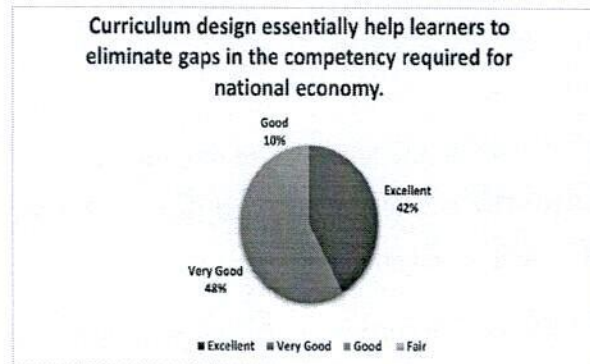
3. ALUMNI FEEDBACK AND ANALYSIS REPORT

Alumni feedback is a valuable resource for an engineering college, providing insights into the long-term impact of education on graduates and offering opportunities for continuous improvement. Alumni feedback helps assess the effectiveness of the engineering programs by gauging how well they prepared graduates for their careers. It provides insights into the relevance of the curriculum, the applicability of learned skills, and the overall quality of education.

Understanding alumni career paths and success stories helps the college evaluate the effectiveness of its career development and placement services. Alumni feedback can indicate whether graduates felt adequately prepared for the workforce and if the education received contributed to their employability. Alumni feedback provides information on the alignment of the curriculum with industry needs and expectations. It helps the college identify areas where adjustments or updates to the curriculum may be necessary to meet evolving industry demands.

Alumni feedback can highlight the importance of ongoing professional development. This information can guide the institution in offering relevant postgraduate courses, workshops, or certifications to meet the changing needs of the alumni in their careers. Alumni feedback can reveal the effectiveness of the college in fostering a strong alumni network. Networking opportunities can be crucial for career growth, and positive feedback in this regard can enhance the reputation of the college.

Thadomal Shahani Engineering College
Internal Quality Assurance Cell

TSEC
ENGINEERING COLLEGE

THADOMAL SHAHANI

Estd. 2017

Ninety three percent of students suggested that they should be provided opportunities to work on real time projects. Almost ninety four percent of students has agreed that their grievances were properly handled at the Department/Institution level.

Does the students should be provided opportunities to work on real time projects

Neutral 7%
Agree 35%
Strongly agree 58%

■ Strongly agree ■ Agree ■ Neutral ■ Disagree ■ Strongly disagree

How do you rate the way your grievances were handled at your Department/Institution

Neutral 6%
Strongly agree 23%
Agree 71%

■ Strongly agree ■ Agree ■ Neutral ■ Disagree ■ Strongly disagree

4. EMPLOYER'S FEEDBACK AND ANALYSIS REPORT

Employers' feedback is invaluable for an engineering college as it provides insights into how well the institution is preparing graduates for the demands of the professional world. Employers' feedback helps the college assess the alignment of its curriculum with current industry needs and standards. Understanding what skills and knowledge employers seek in engineering graduates allows the college to tailor its programs to better meet those requirements.
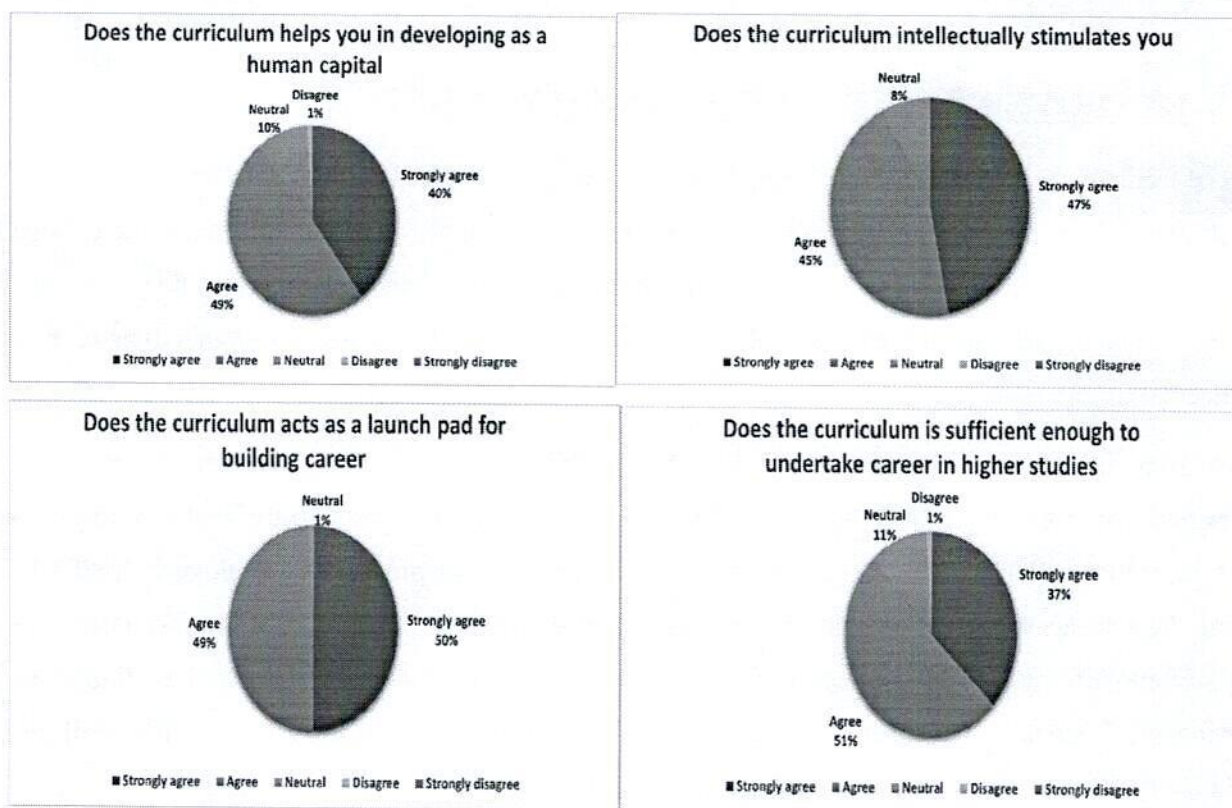
Feedback from employers offers insights into the employability of the college's graduates. Assessing how well graduates perform in the workplace, their readiness for real-world challenges, and their adaptability to industry practices helps the college gauge the effectiveness of its educational programs. Employers' feedback aids in evaluating the relevance of the skills and knowledge imparted by the college in relation to the demands of the industry. Employers can provide specific feedback on the technical and soft skills they find essential in engineering professionals. This feedback helps the college emphasize and enhance specific skill sets in its curriculum, ensuring graduates are equipped with the abilities most valued by employers.

Positive feedback from employers can enhance the college's reputation and strengthen its ties with industry partners. A strong network of industry connections can lead to increased internship opportunities, collaborative research projects, and potential job placements for students.

Thadomal Shahani Engineering College
Internal Quality Assurance Cell

THADOMAL SHAHANI
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ENGINEERING COLLEGE

Estd. 2017

Positive alumni feedback contributes to the overall reputation of the engineering college. Alumni who are satisfied with their education are more likely to speak positively about their alma mater, which can attract prospective students and enhance the institution's standing in the industry. Alumni feedback is a valuable tool for continuous improvement. It allows the college to identify areas where it excels and areas where enhancements or changes are needed.
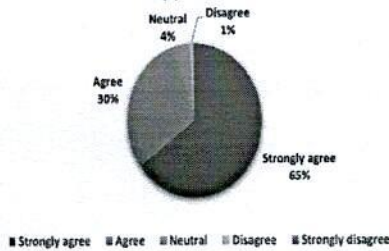
Analysis:

Ninety eight percent of alumni strongly believed that the programme serves as a springboard for their career. Ninety two percent of the graduates strongly agreed that the coursework intellectually stimulated them.

Does the curriculum helps you in developing as a human capital
Disagree 1%
Neutral 10%
Strongly agree 40%
Agree 49%
■ Strongly agree ■ Agree ■ Neutral ▣ Disagree ■ Strongly disagree

Does the curriculum intellectually stimulates you
Neutral 8%
Strongly agree 47%
Agree 45%
■ Strongly agree ■ Agree ■ Neutral ▣ Disagree ■ Strongly disagree

Does the curriculum acts as a launch pad for building career
Neutral 1%
Agree 49%
Strongly agree 50%
■ Strongly agree ■ Agree ■ Neutral ▣ Disagree ■ Strongly disagree

Does the curriculum is sufficient enough to undertake career in higher studies
Disagree 1%
Neutral 11%
Strongly agree 37%
Agree 51%
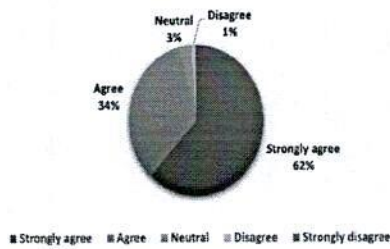■ Strongly agree ■ Agree ■ Neutral ▣ Disagree ■ Strongly disagree

Eighty nine percent of respondents strongly agreed that the curriculum aided their development as human capital. Eighty eight percent of graduates believed that the programme is adequate for pursuing a career in higher education.

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Internal Quality Assurance Cell

THADOMAL SHAHANI
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Internal Quality Assurance Cell
Estd. 2017

Graduates demonstrate their proficiency in relating the subject matter with real time applications

Neutral 4%
Disagree 1%
Agree 30%
Strongly agree 65%

■ Strongly agree   ■ Agree   ■ Neutral   ■ Disagree   ■ Strongly disagree

Graduates demonstrate the concept of economy of volume, economy of velocity and respect for details

Neutral 3%
Disagree 1%
Agree 34%
Strongly agree 62%

■ Strongly agree   ■ Agree   ■ Neutral   ■ Disagree   ■ Strongly disagree

Conclusion:

This report presents a comprehensive analysis of feedback received from students, alumni, faculties, and employers. A majority of students and alumni expressed satisfaction with the academic quality and curriculum. They appreciate the relevance of courses to industry needs. Some students highlighted the need for more hands-on practical experience and updated course content.

Faculties received praise for their expertise, accessibility, and commitment. Many respondents acknowledged the support and guidance provided by the teaching staff.

Students and alumni generally lauded the college's infrastructure, including labs, libraries, and recreational spaces. A few respondents raised issues related to the maintenance of certain facilities like lifts, urging better upkeep.

Many alumni and employers expressed satisfaction with the caliber of graduates and their readiness for the workforce. Some students recommended enhanced collaboration with industry partners and expanded internship opportunities. Alumni appreciate the efforts made by the college to maintain a strong alumni network and foster connections. Some alumni proposed increased involvement in mentoring programs and alumni-led workshops.

Thadomal Shahani Engineering College
Internal Quality Assurance Cell

TSEC
THADOMAL SHAHANI
ENGINEERING COLLEGE

Internal Quality Assurance Cell
Estd. 2017

Employers can provide feedback on the professionalism and work ethic of the college's graduates. This information is crucial for addressing any gaps in soft skills and professional behaviour's that may impact graduate's success in the workplace. Regular feedback from employers supports a culture of continuous improvement within the college. The institution can use this feedback to make data-driven decisions and implement changes that enhance the quality of education and better meet the needs of the industry.

Analysis:

Ninety four percent of recruiters believed that the graduates demonstrated high degree of conceptual clarity in desired subjects. The recruiters were also unanimous in their assessment of the graduates' ability to relate subject matter to real-world applications. Ninety five percent of recruiters strongly agreed that graduates are highly equipped with competencies which can be mapped into industry business applications.

Do the graduates demonstrate high degree of conceptual clarity in desired subject matter

Neutral 6%
Strongly agree 23%
Agree 71%

■ Strongly agree ■ Agree ■ Neutral ■ Disagree ■ Strongly disagree

Graduates are equipped with competencies which can be mapped into industry business applications

Neutral 4%
Disagree 1%
Agree 25%
Strongly agree 70%

■ Strongly agree ■ Agree ■ Neutral ■ Disagree ■ Strongly disagree
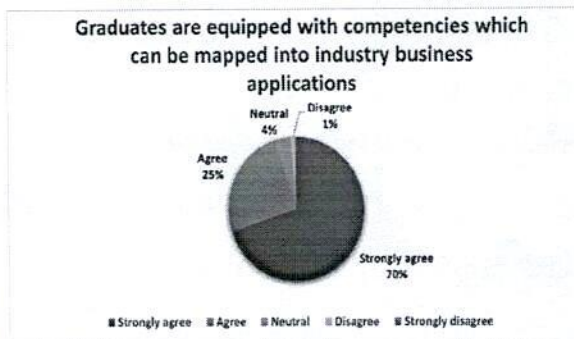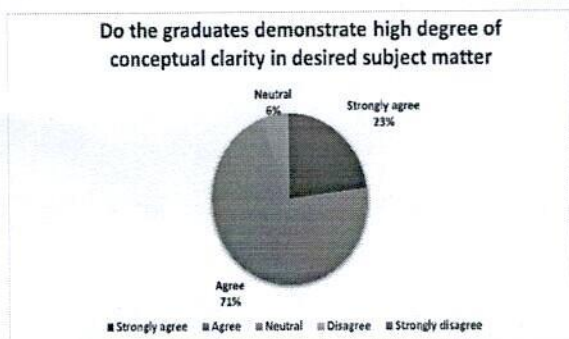
Sixty five percent of recruiters strongly agreed that the graduates demonstrated their proficiency in relating the subject matter with real time applications. On the feedback question on the graduates' software abilities, the recruiters highly agreed that the graduates are proficient in a range of software programmes and devices. Sixty two percent of recruiters strongly agreed that graduates displayed the concepts of volumetric economy, velocity economy, and attention to detail.

Students appreciate the variety of extracurricular activities offered, contributing to a holistic development approach. Some students suggested additional funding and support for student clubs and events.

Employers acknowledged the adaptability and innovative thinking demonstrated by graduates. Graduates were praised for their professionalism and strong work ethic. Employers appreciated graduates' willingness to engage in continuous learning

Dr. Gopal Pardesi

(Coordinator IQAC)

Dr. G. T. Thampi

(Principal)

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Internal Quality Assurance Cell

Estd. 2017

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ACTION TAKEN REPORT
Academic Year 2022-2023

The Internal Quality Assurance Cell has taken necessary initiatives to promote excellence in academic and administrative affairs. In the spirit of continuous enhancement and commitment to academic excellence, our institution presents this Action Taken Report (ATR) as a responsive and proactive measure following the evaluation and recommendations provided by the National Assessment and Accreditation Council (NAAC). The Internal Quality Assurance Cell (IQAC) has diligently undertaken a thorough examination of the feedback received during the accreditation process, culminating in a strategic and comprehensive plan of action.

Prospective plans to enable efficient functioning of the institute in academic and administrative affairs were chalked out in the beginning of the academic year (2021) and implemented during the academic year 2022-23. The actions taken by the institute on the discussions/resolution made in the meetings of IQAC committee members are given herewith-

Sr. No	Resolution in IQAC Meeting	Action Taken
1	Organizing seminar/training programs/short term training program	1) AIDS department organized one-week STTP on "Full Stack Web Development" 2) Computer department organized one-week STTP on "Applied Statistics and Software Tools for Data Science" 3) EXTC department organized training program on "Machine Learning to Deep Learning for remote sensing data classification"
2	Feedback from teachers for new syllabus introduced by University of Mumbai	As Mumbai University has introduced new syllabus for the UG students. Feedback for the new syllabus was taken from the faculty members. Detailed analysis of the same was done, based on the suggestions given by the faculty members Gap Analysis report was prepared by each department. The Gap analysis report is sent to the Registrar of University of Mumbai for further necessary action.
3	Conduction of guest lectures by Alumni students.	Chemical department organized TSEC Alumni Webinar Series on Pump Hydraulics, Reactive Extraction, Demonstration of Fire Extinguisher etc.

Thadomal Shahani Engineering College
Internal Quality Assurance Cell

Estd. 2017

THADOMAL SHAHANI
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4	Enhance Industry Institute interaction	The computer department organized guest lecture by industry expert on "High Performance Computing"
5	Proposal for code-storm and Hackathon.	To increase the coding ability and technical skills of students the IT department organized Codeissance 2022 while the computer department organized CyberSprint and TSEC Hacks Hackathon. AIDS department also organized Code Tantra Hackathon.
6	Performance appraisal	Faculties were asked to submit the self-appraisal/ 360 degree feedback forms to the IQAC.
7	Students result analysis	All departments gathered the results of their students. A thorough investigation was carried out. Extra lessons were scheduled for students who received lower grades in internal test examinations.
8	Proposal to increase intake capacity in UG/Ph.D. programs.	The college has applied for increase in intake for Ph.D. program in Computer engg and IT.
9	Admission process	Review of admission process for AY 2023-24 was done.
10	Grants received from government and non-government agencies for research projects	Dr. Chumki Biswas (Co-investigator) from Humanities department received grant of Rs. 371742 from ICSSR (Ministry of Education) for the project "Enhancing Coherence and Cohesion in Academic Writing"

Dr. Gopal Pardesi

(Coordinator IQAC)

Dr. G. T. Thampi

(Principal)

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