

Action Taken Report for AY 2023-24

Chemical Engineering Action Taken

Sr. No	Gap	Action Taken	Subject Name	Relevance with POs, PSOs	Drive Link
1	1. Certain concepts related to Engineering Economics such as concept of needs, price, price discrimination, market demand and supply analysis, production and growth, economies of scale, taxes and insurance, which must be known to process engineer, but not covered in syllabus 2. Certain topics related to Process safety analysis, which must be known to process engineer, but not covered in syllabus	During Tutorial 10 session, students were asked to refer any online / offline source material and write and explain 4-page report on these topics which were not covered in PEE syllabus but are related to PEE	Process Engineering and Economics; Subject Code: CHC604	PO6, PO7, PO11, PSO4	https://drive.google.com/drive/folders/1F07IRN7dmmLmccei6s08j4qwITmckc3i?usp=drive_link
2	Costing of Heat Exchanger Network (HEN) is important while selecting cost effective HEN, but this part is not covered in syllabus	In Module 4, Costing of HEN is taught in addition to the points mentioned in the syllabus	Energy System Design; Subject Code: CHDO8051	PO3	https://drive.google.com/drive/folders/1F07IRN7dmmLmccei6s08j4qwITmckc3i?usp=drive_link
3	Synthesis of dyes not covered in syllabus	One experiment of synthesis of methyl orange dye was added	CHL 304-Chemical technology lab	PO1, PO10, PO12, PSO1, PSO4	
4	Food, pesticide and cement industries were not covered in syllabus	Extra lecture was arranged on 24-09-23	CHL 304-Chemical technology lab	PO1, PO10, PO12, PSO1, PSO4	
5	Applications of equation of motion, continuity and energy to solve problems was not covered in syllabus	An extra lecture was conducted on this topic.	CHC504-Transport phenomena	PO3, PO4, PSO2, PSO3	
6	Students were not aware of industrial operations	Industrial visit was organized on 12th march 2024 to Dahanu power plant	CHL 304-Chemical technology lab	PO1, PO10, PO12, PSO1, PSO4	https://drive.google.com/drive/folders/1iK1JuqJ3ZDGIKMmKkQ7r3V6OXCcBhWKF?usp=drive_link
7	Velocity distributions in turbulent flow was not covered in syllabus.	An extra lecture was conducted on this topic.	CHC504-Transport phenomena	PO3, PO4, PSO2, PSO3	
8	Students were not aware of professional simulation softwares	Training sessions were organized on "Introduction to petrosim"	CHC801-Modeling, simulation and optimization	PO1, PO2, PO3, PO4, PO12, PSO1, PSO2, PSO3, PSO4	https://drive.google.com/drive/folders/1S2IUqnSo_hXvD8Ja1o9y4xrA4dmx_oMKn0?usp=drive_link

9	Students were not aware of professional simulation softwares	Training sessions were organized on "Introduction to petrosim"	CHL801 – Modeling, Simulation & Optimization Lab	PO1,PO2, PO3,PO4, PO5, PO12, PSO1,PSO2, PSO3,PSO4	https://drive.google.com/drive/folders/1S2IUqnS_o_hXvD8Ja1o9y4xrA4dm_x_oMKn0?usp=drive_link
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Computer Engineering Action Taken

Gaps identified:

The following mentioned are the gaps identified in the subjects concerned of the Syllabus of various courses of Computer Engineering.

Sr. No	Subject	Gap identified	Outcome Relevance to POs & PSOs
1	TE / SEM V / TCS	The overall content of the subject demands a lot of practice and understanding. Not all students can grasp the content of the subject as there is a lot of logic involved and EVERY machine has its own design, there is no common prototype.	PO1, PO2, PO3. PSO1
2	TE / SEM VI / SPCC	With respect to Parser, the syllabus specifies only the theoretical aspects. To have a better understanding, more numerical needs to be solved	PO1, PO2, PO3, PO12
3	TE / SEM V / DWM	Need to enhance the understanding of the evaluation of classification and clustering algorithms	PO2, PO3, PSO1, PSO2
4	TE/SEM V/DWM LAB	Need to enhance the critical process of performing initial investigations on data so as to discover patterns, to test hypothesis and to check assumptions	PO2, PO4, PSO1, PSO2
5	BE/ SEM VIII /ADS LAB	Case studies not mentioned in syllabus	PO1, PO2, PO5, PO6
6	BE/ SEM VIII /ADS LAB	Advance data visualization	PO1, PO2, PO3
7	BE/SEM VII/ BDA	Need to enhance the understanding of data stream mining algorithms	PO1, PO2, PO3, PSO1, PSO2
8	BE/SEM VII/ BDA LAB	Big Data analysis and visualization tools not mentioned in syllabus	PO2, PO5, PSO1, PSO2

9	TE/SEM VI/ CSS	Need to improve problem solving of various cryptographic and hashing algorithms	PO1, PO2, PSO1
10	TE/SEM VI/ CSS LAB	Need to have hands on experience for cryptographic attacks and network solutions	PO2, PO5, PSO1, PSO2
11	TE/SEM V/ SE LAB	Need to study UML diagrams	PO5, PSO1
12	BE/SEM VII/NLP	Limited Coverage of LLMs, Insufficient hands-on practice in fine-tuning	PO2-PO5, PSO1

Actions taken:

Following mentioned table covers the actions taken after analysing the gaps in the curriculum. Respective faculty members have tried to cover the gaps by taking the following actions.

Sr. No	Subject	Action taken to cover up the gap	DD-MM- YY	% of Attendance	Resource Person with designation
1	TE / SEM V / TCS	Before IA1 and IA2, and just before the final theory exam proper revision was taken for the assigned class (TE C2). A lot of design problems were discussed and solved to make students comfortable with the subject	July - Nov 2023	98%	Sakshi Surve, Vaibhav Ambhire, Rupali Sarode, Manisha Dumbre, Sonal Shroff
2	TE / SEM VI / SPCC	Problem sheets were provided for practice and also some of them were covered in lectures	Will provide the problem sheets and attendance sheets	80%	Sonal Shroff, Vaibhav Ambhire, Nabanita Mandal

3	TE / SEM V / DWM	Several scenarios discussed in class were solved and students were given practice problems	Last week of August 2023	90%	Dr.Arti Deshpande, Vijaya P., Dr. Seema Kolkur
4	TE/SEM V/DWM LAB	Introduced experiment on Exploratory data analysis performed using multiple standard datasets to improve data analysing skills using Python WEKA	4th week of July 2023	100%	Dr.Arti Deshpande, Vijaya P., Dr. Seema Kolkur
5	BE/ SEM VIII /ADS LAB	Real life case studies taken in class	Feb 2024	100%	Dr. Jayant Gadge, Dr. Archana Patankar, Vijaya P.
6	BE/ SEM VIII /ADS LAB	Introduced advanced data visualization using python and dash board using tool POWER BI	Feb 2024	100%	Dr. Jayant Gadge, Dr. Archana Patankar, Vijaya P.
7	BE/SEM VII/ BDA	Several scenarios discussed in class and solved problems. Students were given practice problems	March 2024	80%	Dr. Arti Deshpande, Vijaya P., Anagha Durugkar, Sonali Jadhav
8	BE/SEM VII/ BDA LAB	Practical's conducted using R programming for data visualization and analysis	April 2024	100%	Dr. Arti Deshpande, Vijaya P., Anagha Durugkar, Sonali Jadhav
9	TE/SEM VI/ CSS	Students were given some practice problems	Last week of every Feb and March 2024	90%	Dr. Arti Deshpande, Khalid Ansari, Sonali Jadhav

10	TE/SEM VI/ CSS LAB	Various types of cryptographic algorithms and network problems were taken during lab session	First 2 weeks of march 2024	90%	Dr. Arti Deshpande , Khalid Ansari, Sonali Jadhav
11	TE/SEM V/ Softengg LAB	Lab session conducted on developing usecase, activity and state chart diagrams and lab assignment included for it	August 2024	100%	Parul Jain, Khalid Ansari, Aeja Khan, Dr. Shilpa Verma
12	BE/SEMVII/NLP	Guest Lecture Conducted from industry person on An Intuitive Take on NLP, Transformers, and LLMs	16th September 2023	35%	Jaden Furtado

EXTC Action Taken


THADOMAL SHAHANI ENGINEERING COLLEGE

To
 The Chariman
 Board of Studies, Electronics & Telecommunication Engineering
 University of Mumbai



Subject: Identification of Curriculum Gaps in the R19 C- Scheme University syllabus

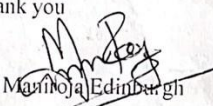
Respected Sir,

This is with reference to the revision of the Syllabus of BE Electronics & Telecommunication Engineering under NEP 2020. Choice Based Credit and Grading System (CBCGS) R19 C scheme is implemented from the academic year 2019-2020 through optional courses at department and institute level. This is effective for SE, TE and BE from academic year 2020-2021, 2021-2022 and 2022-2023 respectively and accordingly

It is to bring to your kind notice that certain curriculum gaps are identified in R19 C scheme EXTC syllabus by our stakeholders such as; Students, Faculty, Alumni and Industry experts. It is our request to kindly consider the identified gaps in the new syllabus during revision which will benefit the students in their future endeavors and also it will help in bridging the gap between the industry requirements and the curriculum.

Herewith we are attaching the list of identified gaps for your reference.

Thank you


 Dr. Manoj Edinbargh
 Head, Department of Electronics and Telecommunication Engineering
 Thadomal Shahani Engineering College
 Bandra, Mumbai



Forwarded through Principal Dr. G T Thampi

CC: Dr. Ashwini Kunte; Member, Board of Studies

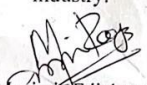

 HYDERABAD (SINDH)
 NATIONAL COLLEGIATE BOARD

THADOMAL SHAHANI ENGINEERING COLLEGE
Feedback Report on Curriculum Revision

SEM/Course Code/Subject	Suggestion/ Identified Topics (Syllabus Gap) Suggested to be included in the syllabus
IV/ECC402/Microcontrollers	Non inclusion of Microprocessor 8086 is the biggest gap for teaching Microcontroller 8051. Syllabus directly starts with Microcontroller. So teaching becomes difficult and students find it complicated to understand the subject. Microprocessor should be taught first and then Microcontroller.
V/ECC503/Digital VLSI	Stick Diagram needs to be included
V/ECC504/Random Signal Analysis	Needs to be more organized, Repetition of topics should be avoided
VI/ECC601/Electromagnetics and Antenna	Syllabus is too vast. Earlier Electromagnetics and wave propagation content was better organised. Transmission lines should have been included here like the earlier syllabus. Antennas should be a separate subject
VI/Department level /Elective/DBMS	Cursors and trigger should be part of syllabus and practicals should be added
VII/ECC701/Microwave Engineering	Directional coupler should be included.
VII/ECCDLO/Deep Learning	GAN Networks, transformers can be included.
VIII/Department level Elective/Natural Language Processing	Module on probability is not required as probability done in Maths 4 and RSA. Also we should include some information on tools for NLP. Practical also should be included

General Feedback by the Faculty, Alumni, Students, Industry experts

1. Inclusion of mini project has helped the students to enhance real life problem solving skills. Kindly continue with mini projects in the new syllabus.
2. Combination of the subjects makes the syllabus to be too vast.
3. Department elective subjects should have practical session also.
4. There should be a provision of industry internship in the syllabus along with credits, at least for 2 months.
5. Curriculum designed is insufficient to bridge the gap between academia and industry.


 Dr. Maniroja Edinburgh
 HOD, Department of E&TC



IT Action Taken

Thadomal Shahani Engineering College, Bandra, Mumbai

Department of Information Technology

Action Taken Report on Gaps Identified in Syllabus (Academic Year 2023-24)

1. Introduction:

The syllabus review committee conducted a thorough analysis of the existing syllabus in [subject/course]. This review was based on feedback from students, faculty, and external experts, as well as a comparison with industry requirements, academic advancements, and peer institutions' syllabus. The review aimed to identify and address gaps in the syllabus content, ensuring that it meets the educational objectives and adequately prepares students for future challenges.

2. Gaps Identified:

Based on the feedback and review process, the gaps were identified in the syllabus of some subjects and same was communicated to the University of Mumbai through a detailed document.

3. Actions Taken:

To address the identified gaps, the following actions were implemented:

- **Incorporate topics in Mini and Major project:**
 - The topics which were identified as gaps were tried to incorporate in the students Mini Project/Major Projects.
- **Include Practical Applications:**
 - Added more practical assignments and case studies in [subject/topic].
 - Incorporated real-world examples from industry leaders to enhance theoretical understanding.
- **Incorporate Emerging Technologies:**
 - Invited industry experts for guest lectures and workshops on new technologies.
- **Student-Centric Learning:**
 - Incorporated more group work, discussions, and peer evaluations into the syllabus.
 - Added more interactive learning tools like simulations, educational apps, and online resources.

4. Outcomes:

- **Increased Student Engagement:** Practical applications, case studies, and interdisciplinary learning have fostered a more engaging and interactive learning environment.
- **Improved Learning Outcomes:** The inclusion of a variety of guest lectures and discussion of real-world applications has led to a more holistic approach to student progress.
- **Positive Feedback:** Faculty members, students, and industry experts have provided positive feedback about the methods used to reduce gaps.

5. Future Actions:

To continue improving the syllabus, the following actions are planned:

- **Regular Updates:** The NEP syllabus will undergo periodic reviews and same shall be communicated to the University.

- **Incorporate Feedback:** Regular surveys and feedback from students and faculty will be gathered to identify new gaps and address them promptly.
- **Faculty Development:** Organize workshops and training for faculty members to keep them updated on the latest teaching methods and content developments.

6. Conclusion:

The actions taken have successfully addressed the gaps identified in the syllabus. The revised syllabus is expected to provide students with a comprehensive, practical, and forward-thinking education. Regular reviews and updates will ensure that the syllabus remains relevant and effective in meeting the learning objectives.

Attached below are some documents which provide details of the extra lectures by industry experts to address the gaps:

**THADOMAL SHAHANI ENGINEERING COLLEGE
 DEPARTMENT OF INFORMATION TECHNOLOGY
 Guest Lecture – DMBI**

Speaker Name: Gaurang Mohite

Date: 21-03-2024

Topics Covered

Sr. No.	SEM	SUBJECT	Case Study/Additional topic Name	POs Covered
1	VI	DMBI	Business case in Financial Services	PO1-PO12
			Case Study -1 : Fear of Financial Institutes	PO1-PO12
			Case Study-2 – Client Preferences	PO1-PO12







GPS Map Camera

Mumbai, MH, India

37th Road, Khar West, Mumbai, 400052, MH,
India

Lat 19.064294, Long 72.835650

03/21/2024 12:01 PM GMT+05:30

Note : Captured by GPS Map Camera



Time: 12:30 am to 02:30 pm

Speaker: Mirchi FM Team,

Topic of the Guest Lecture:

- How to invest, When to invest
 - Why is it important to invest

Things covered in the lecture:

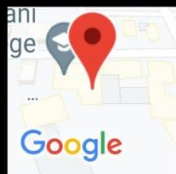
1. Know about your Money flow.
2. Decisions to take at early age
3. Why is it important to be financially independent?
4. Tips on how to save money at an early age.

POs Covered: PO1, PO2, PO3, PO4, PO5, PO6, PO8, PO9, PO10, PO12

PSOs covered: PSO1, PSO2, PSO3, PSO4

Total Number of students Present: 91





3R7P+M6V, Barrister
Hotchand Gopaldas Advani
Marg, Khar, Khar West,
05 Feb 2024 11:44 am

smoke
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Time: 12:30 am to 01:30 pm

Speaker: Dr. Lov Kher,

Topic of the Guest Lecture:

- 5G
 - Bandwidth & spectrum

Things covered in the lecture:

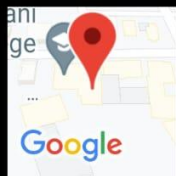
1. Core trends in 5G.
2. Operation of 5G in lower bands.
3. Present usage & future with 5G
4. Spectrum usage
5. Need of 5G and Connectivity wrt previous generations.
6. 5G with Blockchain & IOT
7. Privacy & Security preservation in 5G

POs Covered: PO1, PO2, PO3, PO4, PO5, PO6, PO8, PO9, PO10, PO12

PSOs covered: PSO1, PSO2, PSO3, PSO4

Total Number of students Present: 91





3R7P+M6V, Barrister
Hotchand Gopaldas Advani
Marg, Khar, Khar West,
05 Feb 2024 11:44 am

smoke
30.0 °C

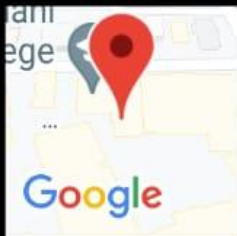












519, 37th Rd, Pali Village,
Bandra West, Mumbai,
Maharashtra 400050, India

smoke
30.0 °C

28 Feb 2024 11:40 am

Conclusion

The implementation of various actions in response to the feedback analysis, including gap analysis, enrichment of content beyond the syllabus, and guest lectures, has yielded significant positive outcomes. The proactive steps taken to address the identified areas for improvement have contributed to the overall enhancement of the educational experience. The commitment to continuous improvement is evident in the institution's response to feedback, and this culture has become embedded in the educational framework. Regular reviews and updates to teaching methodologies, course content, and engagement strategies demonstrate a proactive approach to staying ahead of educational trends. The actions taken in response to the feedback analysis have positively impacted the educational experience, aligning it more closely with the needs of students and the demands of the professional world.