



Internal Quality Assurance Cell
Estd. 2017

Thadomal Shahani Engineering College

Internal Quality Assurance Cell



Ref: TSEC/IQAC 1/2023-24

28/10/2023

IQAC Minutes of the Meeting

The meeting of IQAC members of Thadomal Shahani Engineering College, Bandra, was held on Wednesday, 28th October 2023 in Room No: 104, at 12:00 pm in Hybrid mode to discuss the agenda given in the circular.

The following members were present.

Date: 28/10/2023

IQAC Committee Meeting Attendance

Member	Name	Signature
Chairperson	1 Dr. G. T. Thampi	
Management Nominee	2 Mrs. Padma Shah	
Coordinator IQAC	3 Dr. Gopal Pardesi	
NAAC Executive	4 Prof. Monica G. Tolani	
Program Coordinators	5 Dr. Maniroja Edinburgh	
	6 Dr. Madhuri Rao	
	7 Dr. Jayant Gadge	
	8 Dr. A. B. Patil	
	9 Prof. Anjali Malviya	
	10 Dr. Ramesh Bhande	
	11 Dr. Shilpa Verma	
	12 Dr. Arti Deshpande	
	13 Dr. Bhushan Jadhav	
	14 Prof. Sachit Nalaskar	
Administrative Officers	15 Prof. Rajat Paliwal	
	16 Prof. Sunil Shelke	
	17 Mr. Vaqar Javed Hafiz	
	18 Dr. Mukesh Israni	
	19 Prof. Sunil Gidwani	
Nominee from local Society	20 Ms. Jyoti Pakale	
	21 Mr. Ramsumer Pandey	
	22 Mr. Amar Phuke	
	23 Mr. Mohan Mane	
	24 Mr. Jatin Valecha	
	25 Mr. Bhavin Bhansali	
	26 Ms. Geetu Mulchandani	
	27 Mr. Varad Shinde	
Nominee from Student		
Nominee from Alumni		

Nita Menta

NMenta

(Dr. Gopal Pardesi)

Coordinator IQAC



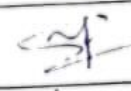
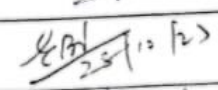
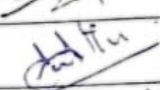
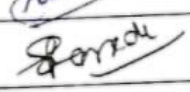


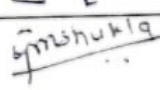
(Dr. G. T. Thampi)

Principal and Chairperson, IQAC

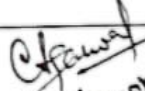
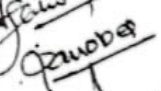
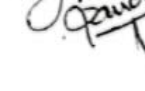


Date: 28/10/2023

IQAC Committee Meeting Attendance

Member-by invite		Name	Signature
Head of Department- Computer Engineering	28	Dr. Tanuja Sarode	
Head of Department- Chemical Engineering	29	Dr. Elizabeth Joseph	
NAAC Criteria Heads/Members	30	Dr. Shanthi Therese	
	31	Prof. Rupali Sarode	
	32	Prof. Sonali Jadhav	
	33	Dr. Seema Kolkur	
	34	Prof. Naveen Vaswani	
	35	Dr. Gauri Shukla	
	36	Prof. Vaishali Suryawanshi	

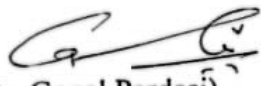
37. Chetan Agarwal
38. Sanobe Shaikh

(Dr. G. T. Thampi)

Principal and Chairperson, IQAC




Dr. Gopal Pardesi)
Coordinator IQAC

With reference to Point No 2: To read and approve the minutes of the last IQAC meeting.

Minutes of the last meeting held on 28/01/2023 were read by the IQAC coordinator and after due discussion it was approved by the members present.

With reference to Point No 3: IQAC Progress Report.

The committee reviewed the IQAC progress report, which outlined significant achievements and strategies for quality enhancement within the organization. Notable successes included improved adherence to quality standards and successful implementation of enhancement initiatives. The committee commended the organization's commitment to continuous improvement and its dedication to maintaining high standards of quality across all areas of operation.

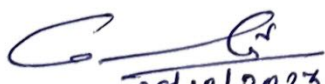
With reference to Point No 4: To discuss and approve the Department wise budget for the upcoming academic year.

All Head of Departments are expected to get the departmental budget approved before the start of the new academic year. The NSS/Cultural & Sports committee heads shall also get the budget sanctioned before the start of the academic year.


With reference to Point No 5: To review and approve the AQAR draft report.

The committee proceeded to review the draft Annual Quality Assurance Report (AQAR) for A.Y 2022-23 presented during the meeting. The report comprehensively outlined the institution's quality assurance activities and achievements over the past year, including initiatives undertaken, outcomes achieved, and challenges encountered. The committee members engaged in a thorough discussion, providing feedback and suggestions for further enhancement of the report. After careful consideration, the committee unanimously approved the AQAR draft report, recognizing its significance in providing stakeholders with insights into the institution's commitment to quality enhancement and continuous improvement.

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


28/10/2023
Dr. Gopal Pardesi
(Coordinator IQAC)




Dr. G. T. Thampi
(Principal)

Ref: TSEC/IQAC 2/2023-24

Date: 9/05/2024

Attention IQAC Members


The meeting of the Internal Quality Assurance Cell (IQAC) is scheduled at 12.00 pm on Thursday, 16th May 2024 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	Welcome and Opening Remarks.
Item No 2	To read and approve the minutes of the last meeting.
Item No 3	IQAC Progress Report
Item No 4	Renovation of Smart Class Rooms
Item No 5	Strategic planning for quality improvement in college.
Item No 6	To review and discuss the status of NAAC work.
Item No 7	Any other matter with the permission of chair.

Looking forward to meeting you,

With kind regards,


Dr. G.T. Thampi
(Chairperson, IQAC)


Dr. Gopal Pardesi
(Co-ordinator, IQAC)

Copy to: 1. Circulation among IQAC and NAAC members.

2. All department HoD's

3. NAAC committee members



With reference to Point No 2: To read and approve the minutes of the last IQAC meeting.

Minutes of the last meeting held on 28/10/2023 were read by the IQAC coordinator and after due discussion it was approved by the members present.

With reference to Point No 3: IQAC Progress Report.

The committee reviewed the IQAC progress report, which highlighted significant achievements and strategies for quality enhancement within the organization. The successful implementation of initiatives like internal audit processes were noted. Continuous professional development for faculty and enhancements in facilities were also recognized. The committee praised the organization's commitment to continuous improvement and high-quality standards across all operations.

With reference to Point No 4: Renovation of Smart Class Rooms

The committee discussed the proposed renovation of smart classrooms. It was proposed that almost every department should have at least 02 smart classrooms. The renovations shall include installing new interactive whiteboards or smart LED TV aiming to improve student engagement and teaching effectiveness. Additionally, it was suggested that alumni could be approached for funding, allowing them to contribute to their alma mater and support the institution's continuous improvement efforts.

With reference to Point No 5: Strategic Plan for Quality Improvement in College

The committee emphasized the strategic plan for quality improvement, highlighting the need for active participation from all departments. It was pointed out that every department should proactively seek funding or research grants to enhance their academic and research capabilities. To support this initiative, it was mandated that each department should submit a minimum of two applications for funding or research grants. This approach aims to foster a culture of continuous improvement and innovation across the institution, ensuring that departments have the necessary resources to achieve their quality objectives.

Principal G.T. Thampi Sir, recommend for urgent management intervention in addressing issues of Staff (promotions, annual increments, incentives etc.) which can eliminate the burden of distraction & unrest which seriously affect the intended role transcending teaching-learning & other academic processes. He pointed that it is observed that professional college teacher needs to be engaged productively to get efficient engagement of students which results in higher performance & outcomes in terms of placement and

admission to higher education program. He also pointed that failure of implementing pay scales & career advancement promotions results in despondency & mediocre outcomes.

He pointed that institute is confident of financial closure even by back of envelope calculations and the institute undertake to remain focused to further the cause of institute development & progress

With reference to Point No 6: To review and discuss the status of NAAC work.

The committee reviewed and discussed the current status of NAAC work, noting progress in documentation, data collection, and compliance with accreditation standards. Emphasis was placed on addressing any gaps and ensuring timely submission of all required reports.

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



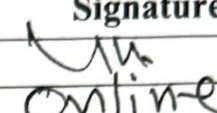
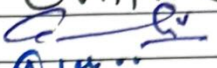




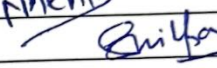
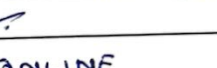
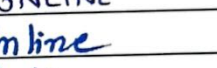

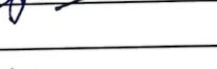
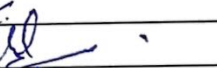

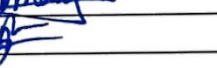
Dr. Gopal Pardesi
(Coordinator IQAC)





Dr. G. T. Thampi
(Principal)

Date: 16/05/2024

IQAC Committee Meeting Attendance



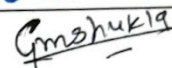



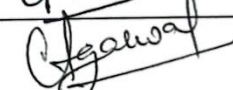
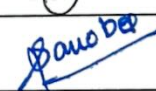
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	7	Dr. Jayant Gadge	
	8	Dr. A. B. Patil	Online
	9	Prof. Anjali Malviya	
	10	Dr. Nita Mehta	Mehta
	11	Dr. Shilpa Verma	
	12	Dr. Arti Deshpande	
	13	Dr. Bhushan Jadhav	ONLINE
	14	Prof. Sachit Nalaskar	Online
	15	Prof. Rajat Paliwal	Online
Administrative Officers	16	Dr. Shachi Natu	
	16	Mr. Vaqar Javed Hafiz	
	17	Dr. Mukesh Israni	
	18	Prof. Sunil Gidwani	
	19	Ms. Jyoti Pakale	
	20	Mr. Ramsumer Pandey	
Nominee from local Society	22	Mr. Mohan Mane	
Nominee from Employer	23	Mr. Jatin Valecha	
Nominee from Industries	24	Mr. Bhavin Bhansali	
Nominee from Stakeholders	25	Ms. Geetu Mulchandani	Online
Nominee from Student	26	Mr. Varad Shinde	
Nominee from Alumni	27	Mr. Vinit Soni	


(Dr. Gopal Pardesi)
Coordinator IQAC


(Dr. G. T. Thampi)
Principal and Chairperson, IQAC

Date: 16/05/2024

IQAC Committee Meeting Attendance

Member-by invite		Name	Signature
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	35	Prof. Neeru Pathak	
	36	Prof. Chetan Agarwal	
	37	Prof. Sanober Shaikh	
	38	Prof. Sonali Jadhav	Online



(Dr. Gopal Pardesi)

Coordinator IQAC



(Dr. G. T. Thampi)

Principal and Chairperson, IQAC

FEEDBACK ANALYSIS REPORT 2023-24

A crucial step in the accreditation process for educational establishments, such as engineering colleges vying for National Assessment and Accreditation Council (NAAC) approval, is feedback analysis. Feedback analysis's goal is to gather, assess, and act upon input from a range of stakeholders, such as employers, instructors, alumni, and students, in order to guarantee the institution's ongoing enhancement of its services and quality of education.

An institution's complete performance, including its teaching-learning procedures, facilities, governance, research, and outreach, is evaluated through the demanding and esteemed NAAC accreditation process. Because it offers an outside viewpoint and unbiased insights about the engineering college's strengths and opportunities for development, feedback analysis is essential to this process.

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.

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.

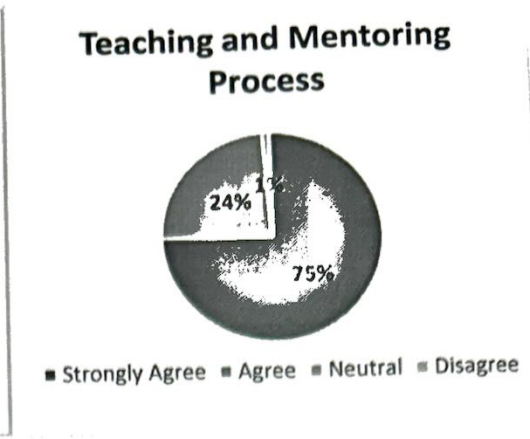
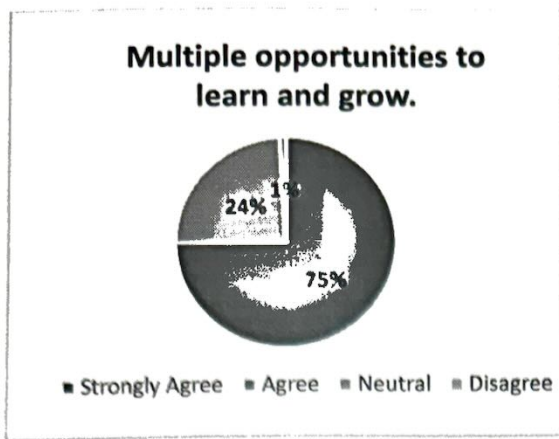
1. STUDENTS FEEDBACK AND ANALYSIS REPORT

Analysis of student feedback is very important in the field of education. Teachers may learn a great deal about their communication styles, instructional strategies, and resources by asking students for feedback. By analysing this input, teachers may pinpoint areas for improvement, resulting in more interesting and successful instruction. Feedback analysis aids educational institutions in determining how well the curriculum reflects evolving educational trends, industrial demands, and technology breakthroughs. Institutions can determine their areas of strength and progress by methodically analysing student comments. Targeted attempts to improve the educational experience are made possible by knowing what elements are successful and where difficulties exist.

Feedback from students sheds light on the classroom setting, infrastructure, and support services, among other aspects of the learning environment. With this knowledge, educational institutions may establish a supportive and encouraging learning environment that enhances students' academic performance and general well-being. Institutions may embrace a student-centric approach to education by analysing feedback. Institutions may better serve the many learning styles and demands of their student body by customising their tactics and services based on an awareness of the needs, preferences, and problems of their students.

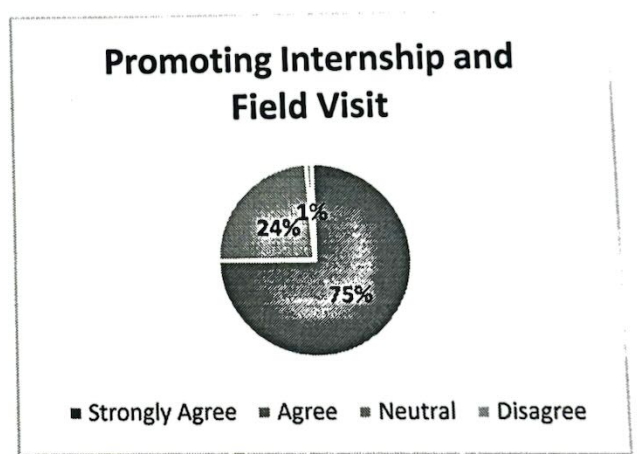
Analysis:

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



Almost ninety five 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, seven five percent of students strongly agree that the institute 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.



2. TEACHER'S FEEDBACK AND ANALYSIS REPORT

For an engineering college, faculty feedback is essential since it offers important insights into the quality of instruction and the learning environment as a whole. Feedback from faculty members aids in evaluating how well teachers' methods of instruction work. It offers information on how well teaching methods suit the demands and learning preferences. Finding areas that require professional development opportunities can be greatly aided by

faculty input. This might be instruction in cutting-edge technology, innovative teaching strategies, or developments in their specialised domains.

Faculty members working together and exchanging best practices are encouraged when they provide their feedback. It encourages a culture of ongoing development, enabling educators to benefit from one another's achievements and difficulties. Frequent feedback systems improve job satisfaction and instructor morale. A positive work atmosphere is fostered when employees know that their thoughts are valued and taken into consideration. An important factor in determining the institution's overall efficacy is faculty input. It enables strategic planning and decision-making by giving administrators information on areas that need attention. Faculty members' comments can provide information about how well students are accomplishing learning objectives. This data is useful for modifying teaching methods to improve student achievement.

Innovative teaching strategies are encouraged by faculty input. This may result in the creation of multidisciplinary courses, the adoption of innovative teaching strategies, and the incorporation of technology. Stakeholders, including parents, students, and prospective employers, are more confident in the calibre of education the engineering college offers when it demonstrates a dedication to faculty feedback and ongoing development.

Analysis:

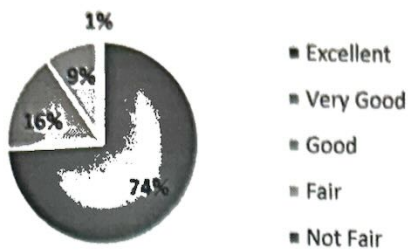
Ninty percent of the faculties agreed that the architecture of course curriculum is done through appropriate sequencing of various subject matter. The teachers also stated that the syllabi's goals and objectives are well defined and understandable to both teachers and students.

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

Sevent four percent of the teachers strongly agreed that the curriculum help the students in developing competencies for research finding and publications.

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

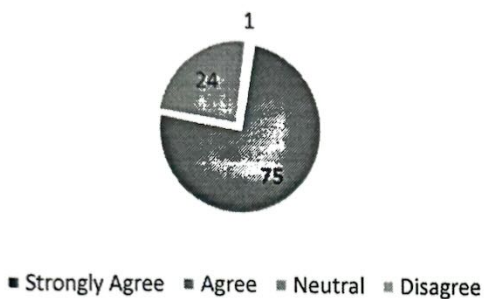
Architecture of Course curriculum



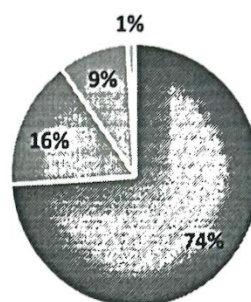
Blended studies and Flipped Classroom



Curriculum design to eliminate gaps



Develop competencies



3. ALUMNI FEEDBACK AND ANALYSIS REPORT

An engineering college can benefit greatly from alumni feedback since it offers chances for ongoing development and insights into the long-term effects of education on graduates. By evaluating how well the engineering programs prepared their graduates for their employment, alumni feedback aids in evaluating the programs' efficacy. It offers information about the curriculum's relevancy, the practicality of acquired skills, and the general standard of education.

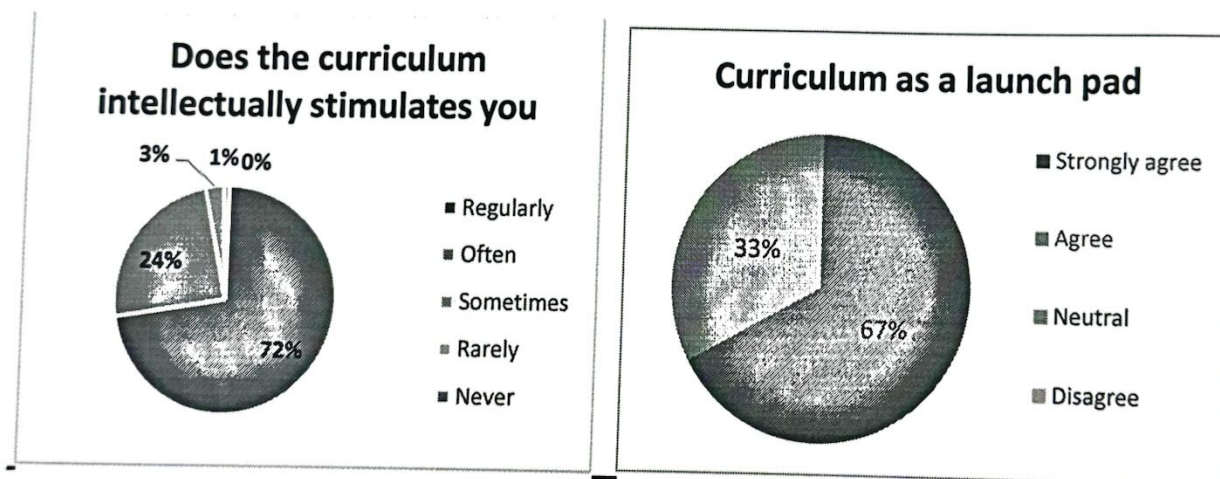
The college can assess the efficacy of its career development and placement services by knowing the job pathways and success stories of its alumni. Feedback from alumni can reveal whether or not graduates felt sufficiently equipped for the workforce and whether or not their education improved their employability. Feedback from alumni reveals how well the curriculum meets the demands and expectations of the industry. It assists the college in determining which areas may require curriculum updates or modifications in order to satisfy changing industry demands.

Feedback from alumni can emphasise the value of continuous professional development. With the help of this data, the school may better tailor its postgraduate programs, workshops, and certificates to the evolving professional needs of its graduates. Feedback from former students can show how well the college is doing at building a robust network of alumni.

Positive comments in this area can improve the college's reputation, and networking opportunities can be essential for professional advancement. Positive comments from former students enhance the engineering college's reputation overall. Satisfied alumni are more inclined to talk favourably about their alma mater, which can draw in new students and improve the school's reputation in the marketplace.

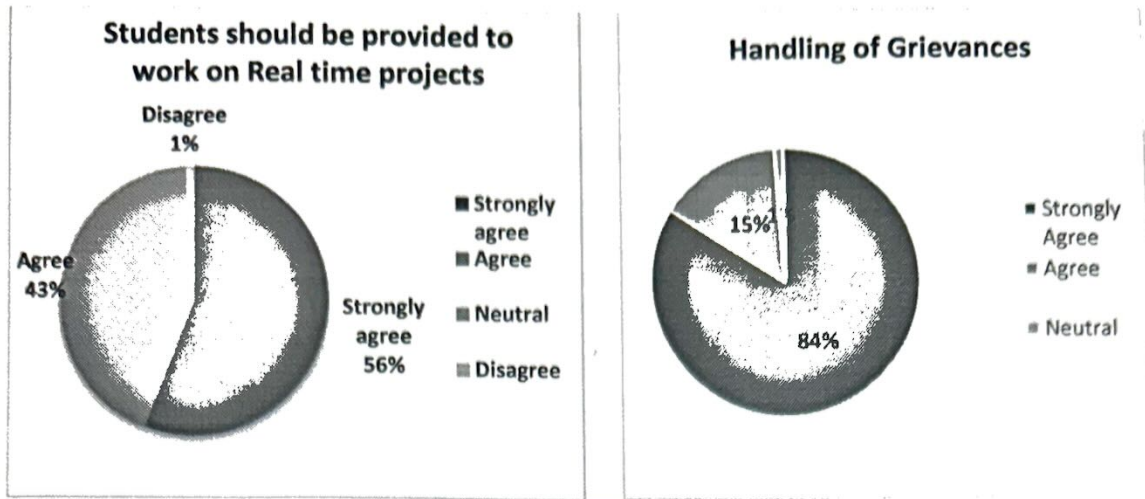
Analysis:

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



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.

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



4. EMPLOYER'S FEEDBACK AND ANALYSIS REPORT

An engineering college can learn a great deal from employers' feedback on how well it is educating its graduates for the demands of the workplace. The college evaluates how well its curriculum reflects the demands and standards of the modern industry with the assistance of employers' comments. By knowing what employers look for in engineering graduates, the college may better customise its curricula to match their needs.

Employer feedback provides information about the employability of college graduates. The college can determine the success of its educational programs by evaluating graduates' performance in the workplace, their preparedness for obstacles in the real world, and their capacity to adjust to industry standards. Feedback from employers helps determine how well the college's taught skills and knowledge align with industry demands. Regarding the technical and soft abilities that employers believe are critical for engineering professionals, they can offer detailed input. With the use of this feedback, the college is able to highlight and improve particular skill sets in its curriculum, guaranteeing that graduates have the skills that employers value most.

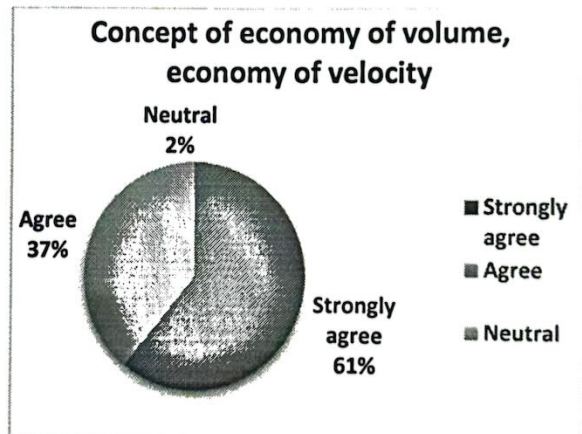
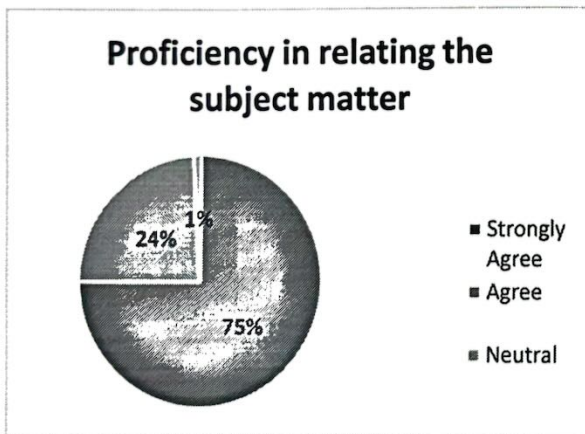
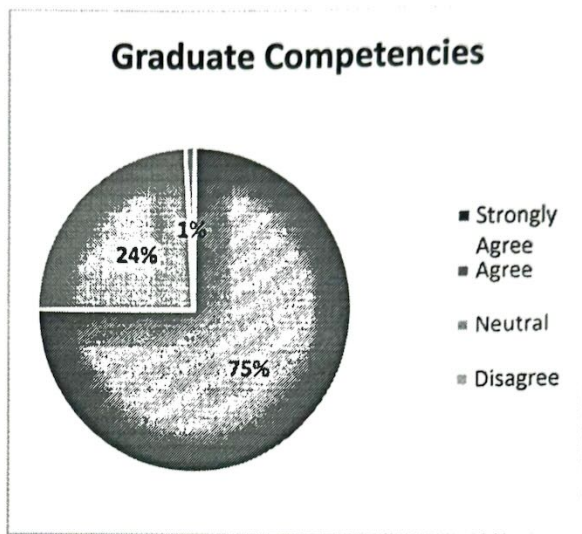
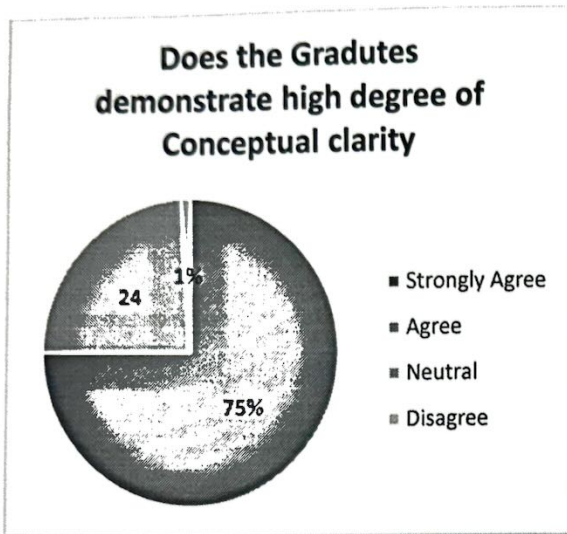
Employers' positive comments can improve the college's standing and fortify its relationships with business partners. An extensive network of industry contacts can result in more internships, joint research initiatives, and possible student employment. The professionalism and work ethic of the college graduates might be evaluated by employers. This data is essential for filling up any gaps in professional conduct and soft skills that could affect a graduate's success in the job. Frequent corporate input fosters a continual improvement

culture at the college. With the use of this input, the institution may make data-driven choices and make adjustments that will improve instruction and better serve industry demands.

Analysis:

Seventy five percent of recruiters strongly 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.

Seventy five percent of recruiters strongly agreed that graduates are highly equipped with competencies which can be mapped into industry business applications.



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 one percent of recruiters strongly agreed that graduates displayed the concepts of volumetric economy, velocity economy, and attention to detail.

Conclusion:

This study provides a thorough examination of the input that employers, faculty, alumni, and students have provided. The curriculum and academic quality were deemed satisfactory by the majority of students and graduates. They value how courses relate to the demands of the industry. Some students emphasised the need for updated course material and more practical, hands-on experience. The knowledge, approachability, and dedication of the faculty were commended. Numerous responses expressed gratitude for the teaching staff's assistance and direction.

The infrastructure of the college, which includes labs, libraries, and recreational areas, was largely praised by students and alumni. Some responders brought up concerns about the upkeep of specific infrastructure, such as lifts, and called for improved care.

Numerous employers and alumni were pleased with the level of graduates and their preparedness for the workforce. Some students suggested more internship options and improved cooperation with industry partners. Alumni value the college's efforts to cultivate relationships and preserve a robust alumni network. Increased participation in mentoring programs and alumni-led seminars was suggested by a few alumni.

Students value the range of extracurricular activities available, which supports a developmentally comprehensive approach. Some students proposed giving student organisations and events more money and assistance. Graduates' flexibility and creative thinking were recognised by employers. The graduates' professionalism and diligent work ethic were commended. Employers valued the graduates' commitment to lifelong learning.



Dr. Gopal Pardesi

(IQAC Co-ordinator)



Dr. G. T. Thampi

(Principal, IQAC Chairman)



Thadomal Shahani Engineering College Internal Quality Assurance Cell

ACTION TAKEN REPORT

Academic Year 2023-2024

The **Action Taken Report (ATR)** is a vital document that outlines the measures implemented by an institution to address feedback, recommendations, or observations provided during the NAAC accreditation process or by other stakeholders. It reflects the institution's commitment to continuous improvement by showcasing how identified gaps have been addressed and quality benchmarks have been met. The ATR typically includes recommendations from the peer team, specific actions taken in response, and the outcomes achieved, ensuring a transparent and systematic approach to enhancing academic, administrative, and infrastructural processes.

This report serves multiple purposes, including promoting accountability, fostering transparency, and demonstrating the institution's proactive efforts in quality assurance and enhancement. By detailing initiatives such as improved teaching methodologies, research promotion, student support mechanisms, and infrastructural development, the ATR ensures alignment with NAAC's standards and institutional goals. It acts as a crucial reference for assessing progress and preparing for future accreditation cycles, reinforcing the culture of excellence and sustainability in higher education institutions.

The Internal Quality Assurance Cell has taken the required steps to foster excellence in academic and administrative matters. In the spirit of continual improvement and dedication to academic excellence, our institution provides this Action Taken Report (ATR) as a responsive and proactive response to the National Assessment and Accreditation Council's (NAAC) evaluation and recommendations. The Internal Quality Assurance Cell (IQAC) has attentively reviewed the input obtained during the accreditation process, resulting in a planned and comprehensive plan of action.

Prospective plans to enable the institute's effective operation in academic and administrative matters were developed at the start of the academic year and will be executed throughout the academic year 2023-24. The steps done by the institution on the discussions/resolutions made at the sessions of IQAC committee members are described below.

Thadomal Shahani Engineering College Internal Quality Assurance Cell

Sr. No	Resolution in IQAC Meeting	Action Taken
1	Organising seminar/training programs/short term training programs/Webinars	1) IT department organised 02 2) AIDS department organised 01 3) Computer department organised 04 4) Chemical department organised 05 5) EXTC department organised 04
2	Feedback from stakeholders	Regular feedback from stakeholders viz. students, teachers, employers/recruiters & Alumni were taken and detailed Feedback analysis report is prepared by the IQAC.
3	Conduction of guest lectures by Alumni students.	Guest lectures by alumni students are a strategic initiative to enhance institutional quality, provide exposure to real-world challenges, and build a strong network that supports both academic excellence and career advancement. All the departments organised around 10 Guest lectures by alumni.
4	Enhance Industry Institute interaction	Functional MoUs are signed with companies such as Internshala, RCF, Mpower, Apport Software Solutions Private Limited, P-Mech Consultant Pvt. Ltd, Nerve Solutions, etc Total Seven MoUs have been signed.
5	Proposal for code-storm and Hackathon.	To increase the coding ability and technical skills of students the IT department organised Codessiance'23 Hackathon while the Computer department organised Two Hackathon. AIDS department organised Codetantra Hackathon while the ExTC department organised Hardware Hackathon Electroverse.
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/Remedial lectures were organised for students who received lower grades in internal test examinations.
8	Increase intake capacity in UG/Ph.D programs.	The Ph.D intake capacity has increased from 40 to 50 during the academic year 2023-24. Six Ph.D degrees were awarded during the current academic year.
9	Admission process	Review of admission process for AY 2024-25 was done.
10	Number of awards and recognitions received for extension activities from government/ government recognized bodies.	The NSS cell received Rrotract District AARA Awards. The NSS/NCC students committee organised 42 Outreach Programs. In coordination with TATA Hospital the NSS committee organised Two Blood donation drives. Total 16 awards were received during the Year 2023-24.

Thadomal Shahani Engineering College Internal Quality Assurance Cell

11	No. of research paper published	The faculties published 65 research papers in various Scopus/International/National Journals.
12	Collaborative activities for research, Faculty exchange, Student exchange/ internship	537 collaborative activities were undertaken by various student /student committees during the year 2023-24.
13	Grants received from Government and non-governmental agencies for research projects / endowments in the institution	Dr. Chumki Biswas of Humanities Department received a Grant of Rupees 371742 /- for “Enhancing Coherence and Cohesion in Academic Writing”.



Gopal Pardesi
(Coordinator IQAC)



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