



**1.4.2: Feedback process of the Institution may be classified as follows:**

**Options:**

- A. Feedback collected, analysed and action taken and feedback available on website
- B. Feedback collected, analysed and action has been taken
- C. Feedback collected and analysed
- D. Feedback collected
- E. Feedback not collected

## **Feedback process of the Institution**

Feedbacks were collected from the stakeholder related to curriculum design and development. Even feedbacks from parent are also considered for this regard. Feedbacks were analyzed to prepare a consolidated report signed by head of the department (HOD) on up-gradation of syllabus. This report was communicated to university through the Principal to the affiliated university/BoS to be considered for up-gradation/revision of syllabus. Index below shows the feedback process of the Institution

### **INDEX**

| <b>Sr. No.</b> | <b>Description</b>  | <b>Pg. No.</b> |
|----------------|---|----------------|
| 1.             | Feedback taken  | 2              |
| 2.             | Department wise Action taken Report on feedback signed by the Head of the Department                            | 6              |
| 3.             | Document showing the communication with the affiliating University for the Feedback provided through principal. | 7              |
| 4.             | Change in syllabus -Action taken by the affiliating university on the feedback                                  | 8              |



# Amrutvahini College of Engineering, Sangamner

## Alumni Feedback

AMRUTVAHINI COLLEGE OF ENGINEERING SANGAMNER – 422 608  
DIST. AHMEDNAGAR  
Feedback for the year: 2023-24  
Branch: Electrical Engineering  
Feedback: **Alumni Feedback on curriculum**

| Sr. No.  | Description  | Good | Average | Poor |
|--|--|------|---------|------|
| 1  | The curriculum is as per the market needs of students  |      | ✓       |      |
| 2  | Curriculum motivates to grab opportunities of Research Projects, Consultancies   |      | ✓       |      |
| 3  | Syllabus is synchronized with current trend content and carrier orientation to enhanced employment and Entrepreneurship                  |      |         | ✓    |
| 4  | Orientation towards cross cutting issues (i.e. Moral & Values, Gender equality, Environment etc) and through community based activities. |      |         | ✓    |
| 5  | Curriculum designed for industry ready manpower by imparting skills with technical competencies, as desired by the industries.           |      |         | ✓    |
| 6  | Syllabus helps in overall personality development.   | ✓    |         |      |
| 7  | Skill based content in syllabus.   |      |         | ✓    |
| 8  | Curriculum meets prerequisite and basic knowledge required for the career  | ✓    |         |      |
| 9  | Usefulness of learning experience in career.   |      | ✓       |      |
| 10   | Electives offered in relation to the technological advancements.   |      | ✓       |      |
| 11   | The new courses (subjects) Introduced meet contemporary (existing) requirements.   | ✓    |         |      |
| 12   | The learning objectives are clear and appropriate to the program.  |      | ✓       |      |
| 13   | The curriculum and syllabus are well organized and suitable to the program.  |      | ✓       |      |
| 14   | The curriculum has a good balance between theory and practical.  |      | ✓       |      |
| Suggestion on curriculum if any<br><u>Need to add softskill into the syllabus.</u> |  |      |         |      |

Name of Alu:- Vaishali Hande



# Amrutvahini College of Engineering, Sangamner

## Employer Feedback

AMRUTVAHINI COLLEGE OF ENGINEERING SANGAMNER – 422 608

DIST. AHMEDNAGAR

Feedback for the year : 2023-24

Branch : Electrical Engineering

Feedback: Employer Feedback on curriculum

| Sr. No.   | Description  | Good | Average | Poor |
|---|--|------|---------|------|
| 1   | Syllabus is synchronized with current trend content, career orientation and personality development to enhances employability and Entrepreneurship | ✓    |         |      |
| 2   | The curriculum is as per the market needs of students  | ✓    |         |      |
| 3   | Curriculum motivates to grab opportunities of Research Projects, Consultancies   | ✓    |         |      |
| 4   | Orientation towards cross cutting issues (i.e. Moral & Values, Gender equality, Environment etc) and through community based activities.           | ✓    |         |      |
| 5   | Curriculum designed for industry ready manpower by imparting skills with technical competencies, as desired by the industries.                     | ✓    |         |      |
| 6   | Developing practical solutions to work place problems using technology and workplace equipment.  | ✓    |         |      |
| 7   | Open to new ideas and learning new techniques  | ✓    |         |      |
| 8   | Ability to contribute to the goal of the organization with creative in response to workplace challenges  | ✓    |         |      |
| 9   | Syllabus helps in solving local problems through technical knowledge/skill, Innovations, Creativity.   | ✓    |         |      |
| Suggestion on curriculum if any<br>Need to enhance industry connect for students. |  |      |         |      |

Employer: Mr. Vijay Anap

Company Name: Vij Akshay energy Pvt. Ltd.



# Amrutvahini College of Engineering, Sangamner

## Teacher Feedback

AMRUTVAHINI COLLEGE OF ENGINEERING SANGAMNER – 422 608


DIST. AHMEDNAGAR

Feedback for the year: 2023-2024

Branch: Electrical Engineering Year: SE/TE/BE / FE ✓

Feedback: Teacher Feedback on curriculum

| Sr. No.   | Description  | Good | Average | Poor |
|---|--|------|---------|------|
| 1   | Aims and objectives of the syllabi are well defined and clear to teachers and students   | ✓    |         |      |
| 2   | Syllabus is synchronized with current trend content and carrier orientation  |      | ✓       |      |
| 3   | Curriculum motivates to grab opportunities of Research Projects, Consultancies   | ✓    |         |      |
| 4   | Have the freedom to adopt new techniques/strategies of teaching such as seminar presentations, group discussions and learners' participations  | ✓    |         |      |
| 5   | The books prescribed/listed as reference materials are relevant, updated and appropriate   | ✓    |         | ✓    |
| 6   | The course/programme of studies carries sufficient number of elective/optional papers  |      |         | ✓    |
| 7   | The course/syllabus has good balance between theory and application  |      | ✓       |      |
| 8   | The current content of syllabus is fulfilling the need of Industry , sufficient to bridge the gap between industry standards /current global scenarios and academics and enhances Knowledge of functional areas of management  |      | ✓       |      |
| 9   | Current Syllabus is adequately covers contemporary topics/ global issues/emerging global and national trends in management   |      | ✓       |      |
| 10  | The specified contact hours stated in syllabus is sufficient to complete the coverage of syllabus as per each course by the teachers   | ✓    |         |      |
| 11  | Curriculum contents are in compliance with the learning outcomes such as Life Skills, Cross Cutting Issues, Gender Equality, Environment and Sustainability, Human Values, Professional Ethics etc fundamental duties, national Integration, Peace, Love and Communal harmony, Human rights, Social Security and sensitizing the students towards National Development |      | ✓       |      |
| 12  | The current syllabus meets the expectations in terms of learning values, skills, knowledge, attitude, analytical abilities, applicability, relevance and practical orientation to real life situations   | ✓    |         |      |
| 13  | The system followed by the university for the design and development of curriculum is effective.   | ✓    |         |      |
| 14  | The current syllabus tries to build the opportunities in terms of employability such as Jobs, Services and Entrepreneurial attitude amongst the students   | ✓    |         |      |
| Suggestion on curriculum if any<br>In syllabus add current technology in syllabus or hand on practice |  |      |         |      |

  
 Prof. Satish Akher  
 FE class teacher



# Amrutvahini College of Engineering, Sangamner

## Student Feedback

AMRUTVAHINI COLLEGE OF ENGINEERING SANGAMNER – 422 608  
DIST. AHMEDNAGAR  
Feedback for the year: 20~~23~~20<sup>24</sup>  
First Year Engineering  
Feedback: **Student Feedback on curriculum**

| Sr. No.   | Description  | Good | Average | Poor |
|---|--|------|---------|------|
| 1   | The lectures, readings, and assignments were mutually complementary.   |      | ✓       |      |
| 2   | The course was organized in a manner that helped me understand underlying concepts.                                  | ✓    |         |      |
| 3   | Exams and assignments were reflective of the course content.   | ✓    |         |      |
| 4   | The course was well organized.   | ✓    |         |      |
| 5   | Curriculum contents are specifically identified with course objectives and in compliance with the learning outcomes. |      | ✓       |      |
| 6   | Academic flexibility implanted generate opportunities to pursue interest by choosing own area/specialization.        |      | ✓       |      |
| 7   | Syllabus is synchronized with current trends and career orientation in the way to improve employability index.       |      | ✓       |      |
| 8   | Orientation towards cross cutting issues (i.e. Moral & Values, Gender equality, Environment etc)                     | ✓    |         |      |
| 9   | The syllabus is designed to bridge the gap between academics-industry and Theory-Practical.                          |      | ✓       |      |
| 10  | The syllabus provides freedom to adopt modern and advanced topics /strategies of testing and assessment of students. | ✓    |         |      |
| 11  | Books /journals prescribed by University relevant and updated to cover the entire syllabus                           |      | ✓       |      |
| Suggestion on curriculum if any - Must be as per need of today's issues . |  |      |         |      |

Name - *Tharal Om Kishan*



## Summarized Feedback Report

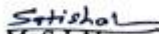
Ref. No./ AE/ Elect /2023-24/6094


Appendix-A.  
Date: 25/10/2023

### Consolidated Report on Syllabus up Gradation

Feedback was taken from the stakeholders such as students, teachers, alumni, employers and parents and suggestion on updating the curriculum of FE for the year 2024-25 is mentioned below for convening it to SPPU, an affiliated university.

| Sr. No. | Course Name                  | Topic to be added with reason  | Topic to be omitted with reason   |
|---------|------------------------------|--|---|
| 1.      | Basic Electrical Engineering | 1. Electrical Machine.<br>Reason: with consideration of upgradation in conventional vehicles to electrical vehicles.   | 1. force on current carrying conductor placed in magnetic field, Fleming's left hand rule, Faraday's laws of electromagnetic induction, Fleming's right hand rule,<br>Reason: Above mentioned topics are already covered in 11 & 12 th class. |
| 2.      |                              | 2. Introduction of UPS systems<br>Reason: UPS and Inverter are necessary for critical electrical loads   | 2. Electrostatics<br>Reason: Electrostatics is learned deeply in 11th and 12th class.   |
| 3.      |                              | 3. Introduction of PLC and SCADA<br>Reason: PLC and SCADA are both important in modern industrial automation. They help control, monitor, and improve processes in industries like manufacturing, energy, and water. |   |

  
Mr. S. J. Aher  
BEE Subject Incharge

  
Dr. S. S. Kadlag  
Head of the Department  
**HEAD OF THE DEPARTMENT**  
**ELECTRICAL ENGINEERING**  
AMRUTVAHINI COLLEGE OF ENGINEERING  
SANGAMNER - 422608

  
Dr. M. A. Venkatesh  
Principal



## Action Taken Report



AE/Elect/2023-2024/ 6094

Date: 10/01/2024

BOS Member,  
Electrical Engineering,  
Savitribai Phule Pune University.  
Pune 411007.

Subject: Suggestion for Up Gradation of FE 2019 pattern of Electrical Engineering Syllabus according to stake holder feedback.

Respected Sir,

With reference to above cited subject, being a part of SPPU Pune, we are referring FE (First Year) 2019 Pattern syllabus for Teaching and learning Process. For the Up Gradation of FE (First Year) 2019 Pattern syllabus, we had taken curriculum feedback from our Students, Alumni, Employer and Teacher as stack holders.

We have analyzed all the feedback and prepare summary of all feedback reports. The detailed report is attached herewith for your kind information and necessary action, for up gradation of FE (First Year) 2019 pattern of Electrical Engineering into EE 2024 Pattern with effect from June 2024.

Thanking You

Dr. M. A. Venkatesh  
Principal, AVCOE.



## Change in syllabus highlighted by Red Box for the subject Basic Electrical Engineering.

First Year Engineering – 2024 Pattern – Faculty of Science and Technology

| Savitribai Phule Pune University  |   |                           |
|---|---|---------------------------|
| First Year of Engineering (2024 Pattern)  |   |                           |
| Course Code: ESE-102-ELE Course Name: Basic Electrical Engineering  |   |                           |
| Teaching Scheme   | Credit  | Examination Scheme:       |
| Theory : 02 Hours/Week  | 02  | CCE : 30 Marks            |
| Practical : 02 Hours/Week   | 01  | End - Semester : 70 Marks |
|   |   | Term Work : 25 Marks      |
| Prerequisite Courses, if any: Electric charges and fields, Coulomb's laws, Voltage, Potential, Current, Ohms law, Magnetism, EMF, Faraday's Laws, Alternating current, AC Generator, Power.   |   |                           |
| Companion Course, if any: Laboratory Practical  |   |                           |
| Course Objectives:  |   |                           |
| To impart the fundamental knowledge of electrical engineering to all the students of various disciplines and give comprehensive idea about AC and DC circuit analysis, working principles and applications of basic electric machines. The aim is also to familiarize students with different wiring components, wiring schemes and electricity bill. |   |                           |
| Course Outcomes:  |   |                           |
| On completion of this course, learners will be able to:   |   |                           |
| CO1: Apply Kirchhoff's Laws, Superposition theorem and network simplification techniques for DC circuit analysis.   |   |                           |
| CO2: Analyze the magnetic circuit parameters, self-Inductance, mutual Inductance and Electromotive Forces (EMF's).  |   |                           |
| CO3: Calculate AC quantities using mathematical equations, waveforms and phasor diagrams.   |   |                           |
| CO4: Compute the voltage, current and power of the given 1-phase and 3-phase AC circuits  |   |                           |
| CO5: Understand the working principle of 1-Phase Transformer, Motors (DC, Induction) and their practical applications.  |   |                           |
| Course Contents   |   |                           |
| Unit I  | Elementary Concepts and DC Circuits                               | (06 Hours)                |
| Elementary concepts: Resistance, EMF, current, potential difference, Ohm's law. Overview of elementary power system showing stages such as Generation, Transmission, and Distribution of electrical energy.   |   |                           |
| DC Circuits: Classification of electrical networks, simplifications of networks using series-parallel combinations and star delta transformation technique, Kirchhoff's Laws and their applications for network solutions using loop analysis. Superposition theorem  |   |                           |
| #Exemplar   | Electric power system, Electrical Load Distribution box, Robotics |                           |
| Unit II   | Electromagnetism  | (06 Hours)                |

First Year Engineering – 2024 Pattern – Faculty of Science and Technology

| Unit III   | AC Fundamentals   | (06 Hours) |
|--|---|------------|
| Generation of single-phase sinusoidal voltages and currents, their mathematical and graphical representation. Concept of cycle, period, frequency, instantaneous, peak, average and RMS. values, peak factor and form factor. Phase, Phase difference, lagging, leading in phase quantities and their phasor representation. Rectangular and polar representation of phasor. |   |            |
| Study of AC circuits consisting of pure resistance, pure inductance, pure capacitance.   |   |            |
| #Exemplar  | Generator, Electrical appliances response, Electrical heater, radio circuits, capacitor               |            |
| Unit IV  | AC Circuits   | (06 Hours) |
| Single Phase AC Circuits: Series R-L, R-C and R-L-C circuits, concept of impedance, power factor, phasor diagrams, Voltage, current and power waveforms. Concept of active, reactive and apparent power. Resonance in RLC series circuits.   |   |            |
| Three Phase AC Circuits: Concept of three-phase AC symmetrical system, phase sequence, balanced and unbalanced load. Voltage, current and power relations in three phase balanced star and delta connected loads along with phasor diagrams.   |   |            |
| #Exemplar  | Machine windings, Electric power network  |            |
| Unit V   | Introduction to Electric Machines   | (06 Hours) |
| Single Phase Transformer: Construction, working principle, EMF equation, transformation ratio, rating, types, losses, regulation and efficiency at different loading conditions.   |   |            |
| Electrical Motors :  |   |            |
| a) D.C. Motors: Construction, working principle, types, voltage equation, characteristics and Applications.  |   |            |
| b) Three Phase Induction Motor: Working principle using rotating magnetic field theory, types and applications.  |   |            |
| c) Single Phase Induction Motor: Construction, working principle of single phase Induction motor. Applications of split phase, capacitor start and capacitor run motors.   |   |            |
| #Exemplar  | Mobile charger, electric substations, UPS, Lathie machine, compressor, lifts, hoists, ceiling fan etc |            |
| List of Laboratory Experiments (Any 8 experiments from the given list).  |   |            |
| 1. To study safety precautions while working on electrical systems, handling of various equipment's such as rheostat, multi-meter, ammeters, voltmeters, wattmeter's etc.  |   |            |
| 2. Study of wiring materials, switch board and different wiring schemes. (Simple wiring & staircase  |   |            |