

# **ANGADI INSTITUTE OF TECHNOLOGY AND MANAGEMENT**

Savagaon Road, Belagavi – 590 009.

Approved by AICTE, New Delhi &Affiliated to Visvesvaraya Technological University, Belagavi

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## **DEPARTMENT OF ELECTRICAL AND ELECTRONICS ENGINEERING**

### **1.1. A. State the Vision Mission Statements of the Institute and Department**

#### **Vision and Mission statements of the Institute**

##### **INSTITUTE VISION**

To become premier institute committed to academic excellence and global competence for the holistic development of students.

**Key words:** Academic excellence, Global competence, Holistic development

##### **INSTITUTE MISSION**

**M1.** Develop competent human resources, adopt outcome-based education (OBE), and implement cognitive assessment of students.

**M2.** Inculcate the traits of global competencies amongst the students.

**M3.** Nurture and train our students to have domain knowledge, develop the qualities of global professionals and to have social consciousness for holistic development

#### **Vision and Mission statements of the Department**

##### **DEPARTMENT VISION**

To illuminate the world by empowering our students with domain knowledge and relevant skills to be globally competent.

**Key words:** Domain knowledge, Relevant skills, Globally competent

##### **DEPARTMENT MISSION**

**M1.** Create an environment that imparts knowledge in Electrical & Electronics Engineering through effective pedagogical approaches.

**M2.** Inculcate both curriculum-based and beyond-curriculum practical skills, problem-solving abilities and innovative thinking.

**M3.** Instil professional practices, ethical values, team work and leadership skills to contribute effectively to the global engineering community.

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### **1.1. B. Appropriateness/Relevance of the Statements**

The three keywords identified in the Institute Vision are academic excellence, global competence and holistic development. Keeping in tune with these keywords, the Department Vision is articulated to focus on Domain knowledge, Relevant skills and Globally competent. Our focus in the department is to provide domain Knowledge with relevant skills so that our students become competitive at the global level.

The domain Knowledge in our perspective is to:

- Demonstrate the knowledge of science, engineering, technology and mathematics(STEM),
- Demonstrate the proficiency in the domain area, and aptitude for creativity, innovation and research,
- Demonstrate comprehensive understanding of core electrical and electronics engineering concepts, digital competency and related advanced concepts, and
- Demonstrate an understanding project planning management, and the impacts of projects on various stakeholders (team members, clients, users).

With these objectives, we envisage that the relevance of department vision meets the aspirations of the Institute Vision.

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## DEPARTMENT OF ELECTRICAL AND ELECTRONICS ENGINEERING

### 1.1. C. Consistency of the Department statements with the Institution statements

#### 1.1. C.1. Consistency of the Department vision with Institute vision

##### DEPARTMENT VISION

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**Key words:** Domain knowledge, Relevant skills, Globally competent

##### INSTITUTE VISION

To become premier institute committed to academic excellence and global competence for the holistic development of students.

**Key words:** Academic excellence, Global competence, Holistic development

Department/Institute	Keyword 1 <b>Academic excellence</b>	Keyword 2 <b>Global competence</b>	Keyword 3 <b>Holistic development</b>
Keyword 1 <b>Domain knowledge</b>	<b>3</b>	<b>1</b>	<b>1</b>
Keyword 2 <b>Relevant skills</b>	<b>2</b>	<b>2</b>	<b>3</b>
Keyword 3 <b>Globally competent</b>	<b>1</b>	<b>3</b>	<b>2</b>

Table 1.1a Consistency Matrix between Department vision with Institute vision

Level 1: Low, Level 2: Medium, Level 3: High.

#### Relevancy of Consistency: R- Row, C- Column

**1R1C:** The Department of Electrical and Electronics Engineering emphasizes “Domain Knowledge” in its vision, while the Institute highlights “Academic Excellence” as a key element of its overall vision. These two keywords are inherently aligned and complementary.

Domain knowledge represents deep understanding, technical competence, and specialized skills within the electrical and electronics engineering discipline. Achieving such depth of knowledge requires strong academic foundations, rigorous learning processes, and continuous intellectual growth.

Similarly, academic excellence represents the institute’s commitment to high-quality education, scholarly standards, and the pursuit of superior learning outcomes.

Therefore, the department’s focus on building strong domain knowledge directly contributes to the institute’s aspiration for academic excellence in the following ways:

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- Core element of excellence

Academic excellence cannot be achieved without robust domain knowledge. When students gain strong conceptual and practical understanding in their field, the academic quality of the institution is naturally elevated.

- Strengthening teaching–learning processes

Domain-focused curriculum, laboratory exposure, and practical training enhance the teaching–learning environment, which is a key indicator of academic excellence at the institutional level.

- Producing competent graduates

Students with strong domain knowledge perform well in higher studies, competitive exams, research, and industry roles. Their achievements reflect the institute's academic excellence.

- Supporting research and innovation

Research output and innovation grow when faculty and students possess strong domain expertise, directly supporting the institute's academic excellence benchmarks.

- Enhancing institutional reputation

Domain-strong graduates improve placement quality, professional recognition, and alumni success—all of which contribute to the institute's reputation for academic excellence.

**1R2C:** The Department's focus on Domain Knowledge supports the Institute's vision of Global Competence by ensuring that students gain strong technical foundations that are essential to compete in an international engineering environment. Global competence requires graduates who can apply deep subject expertise to global challenges, work with advanced technologies, and adapt to international standards. By strengthening domain knowledge, the department equips students with the technical proficiency and problem-solving ability needed to perform effectively in global industrial, research, and professional settings. Hence, the department's vision is closely aligned and contributes directly to the institute's aspiration for global competence.

**1R3C:** By building strong domain knowledge, the department lays the foundation for students' intellectual growth and professional confidence, which are essential components of holistic development.

**2R3C:** Emphasizing relevant skills equips students with technical abilities, problem-solving capacity, communication, teamwork, and adaptability—core elements that contribute to their holistic development as well-rounded, industry-ready professionals.

**2R1C and 2R2C:** Focusing on relevant skills enhances academic excellence by strengthening students' technical mastery and performance, while simultaneously fostering global competence by preparing them to work with international standards, emerging technologies, and diverse professional environments.

**3R2C:** Developing globally competent graduates directly reinforces global competence by equipping students with the awareness, skills, and adaptability needed to excel in international engineering, technology, and multicultural professional environments.

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**3R1C and 3R3C:** Cultivating globally competent graduates strengthens holistic development by shaping well-rounded individuals with global awareness and adaptability, while simultaneously advancing academic excellence through higher-order learning, innovation, and international-level performance standards. The execution strategies and action plans are elucidated in tactics.

### 1.1. C.2. Consistency of the Department mission with Institute mission

#### DEPARTMENT MISSION

- M1.** Create an environment that imparts knowledge in Electrical & Electronics Engineering through effective pedagogical approaches.
- M2.** Inculcate both curriculum-based and beyond-curriculum practical skills, problem-solving abilities and innovative thinking.
- M3.** Instil professional practices, ethical values, team work and leadership skills to contribute effectively to the global engineering community.

#### INSTITUTE MISSION

- M1.** Develop competent human resources, adopt outcome-based education (OBE), and implement cognitive assessment of students.
- M2.** Inculcate the traits of global competencies amongst the students.
- M3.** Nurture and train our students to have domain knowledge, develop the qualities of global professionals and to have social consciousness for holistic development

		Institute Mission		
		M1	M2	M3
Department Mission	M1	3	1	2
	M2	2	2	3
	M3	1	3	2

Table 1.1.b: Consistency between Institute mission and Department mission

Level 1: Low, Level 2: Medium, Level 3: High.

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### **Relevancy of Consistency: R- Row, C- Column**

**1R1C:** Effective pedagogical approaches enhance conceptual understanding, structured learning, and cognitive engagement, which directly support outcome-based education and strengthen the institute's objective of developing competent human resources through measurable academic progress.

**1R2C:** While primarily focused on knowledge delivery, DM1 indirectly contributes to global competency by providing students with the strong academic foundations needed to understand international engineering practices and adapt to globally evolving technologies.

**1R3C:** By imparting clear and comprehensive domain knowledge, DM1 supports IM3's goal of nurturing students with deep subject expertise, thereby contributing to their holistic academic growth and readiness to evolve into socially responsible global professionals.

**2R1C:** The emphasis on practical skills, problem-solving, and innovation directly complements OBE and cognitive assessment by enabling students to demonstrate higher-level thinking, analytical ability, and application-oriented performance in real-world contexts.

**2R2C:** strengthens global competency by equipping students with hands-on experience, innovative thinking, and adaptability—qualities essential for navigating global engineering challenges, multicultural work environments, and rapidly advancing technologies.

**2R3C:** The development of practical competence, creativity, and analytical skills significantly enriches students' domain knowledge and personal growth, strongly contributing to IM3's objective of holistic development and preparing them for global professional expectations.

**3R1C:** DM3 supports IM1 by instilling ethical values, teamwork, and professional practices, which complement OBE's focus on developing well-rounded learners capable of responsible decision-making, collaborative learning, and professional conduct.

**3R2C:** By emphasizing teamwork, leadership, and ethical professionalism, DM3 strongly promotes global competency, as these attributes are fundamental for effective participation in international engineering teams and for functioning confidently in diverse global environments.

**3R3C:** focus on ethics, leadership, and professional behavior strongly aligns with IM3 by cultivating graduates who are not only technically skilled but also socially conscious, ethically responsible, and holistically developed to contribute meaningfully to society and the global engineering community.

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## **DEPARTMENT OF ELECTRICAL AND ELECTRONICS ENGINEERING**

### **1.2. State the Program Educational Objectives (PEOs)**

#### **PEOs of the Department**

- **PEO1:** Apply the fundamentals of Mathematics, Science and Electrical Engineering concepts to analyse, formulate, and solve complex engineering problems in industries, research and academia.
- **PEO2:** Demonstrate the ability to analyze and understand the design needs of Electrical and Electronic systems, using hardware, software, and embedded technologies to develop practical and efficient engineering solutions.
- **PEO3:** Adapt to emerging technologies and collaborate effectively in multidisciplinary teams, enhancing communication skills and leadership abilities to tackle complex engineering challenges.
- **PEO4:** Encourage a successful professional career by adopting ethical work values and addressing societal needs.
- **PEO5:** Nurture lifelong learning and adaptability in engineering practices to meet the dynamic requirements of Indian and multinational industries, and to evolve as competent global professionals.

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### **1.3. Indicate where the Vision, Mission and PEOs are published and disseminated among stakeholders**

**The Vision, Mission and PEO statements are published and disseminated through:**

- Department webpage: <https://eee.aitmbgm.ac.in/>
- HOD Cabin
- Staff Rooms
- Notice Boards of the department
- Department Laboratories
- Department Corridor
- Bluebooks (assessment books)
- Lab Manuals
- Brochures
- College Diary
- Class Rooms
- Department magazine
- Course file
- Seminar/Project/Internship Reports.

In addition to this, Vision, Mission and PEOs are disseminated to internal and external stakeholders of the program through Faculty meetings, Parent meetings, Alumni meets etc.

#### **List of Stakeholders:**

**Internal Stakeholders:**

1. Students
2. Faculty
3. Supporting Staff
4. Management
5. Governing Board Members

**External Stakeholders:**

1. Alumni
2. Parents
3. Industry/employer
4. Affiliating University
5. Academia

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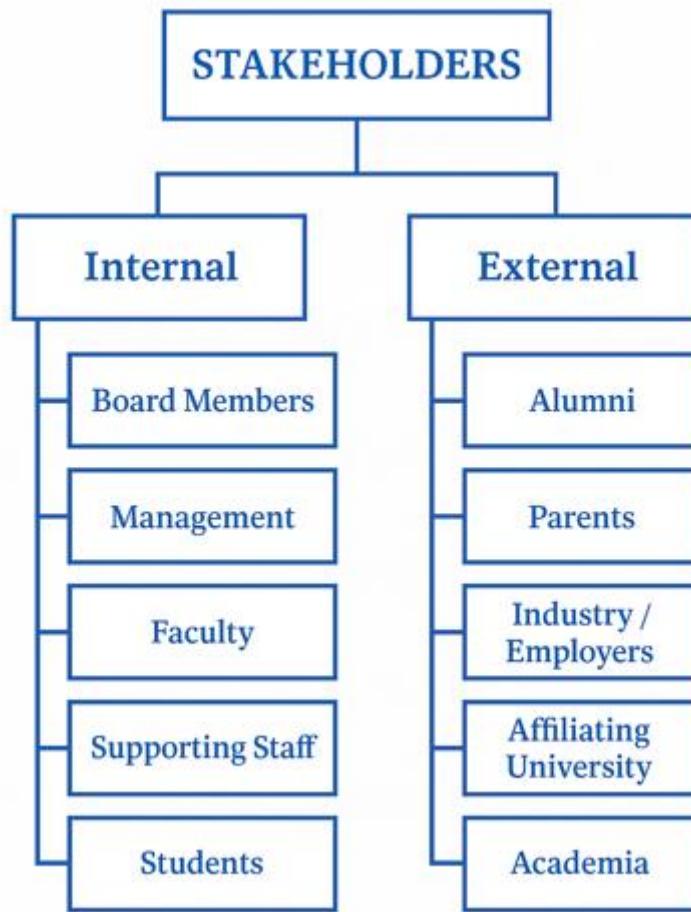


Fig.1.3. stakeholders

### 1.3. A: Adequacy with Respect to Publication and Dissemination of Vision, Mission, and PEO Statements

The institution ensures adequate, systematic, and effective publication and dissemination of the Vision, Mission, and Program Educational Objectives (PEOs) to all stakeholders. These statements are clearly articulated, approved by competent authorities, and communicated through multiple formal channels to ensure wide reach, clarity, and stakeholder awareness.

The Vision and Mission of the institute and the department, along with the PEOs of the program, are:

- Prominently displayed at strategic locations such as the institutional website, department webpage, administrative offices, classrooms, laboratories, Staff rooms, and notice boards.
- Published in official documents including the Course file, Blue books, Lab Records, Project Reports, Internship Reports, etc.
- Communicated to students during induction programs, mentoring meetings, and departmental interactions.
- Disseminated to faculty and staff through departmental meetings, and internal communications.
- Shared with external stakeholders such as alumni, parents, employers, and industry representatives during meetings, interactions, feedback processes, and seminars.

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The adequacy of dissemination is evident from the high level of stakeholder awareness, alignment of curriculum and activities with stated objectives, and regular review and reinforcement of these statements. This structured approach ensures transparency, ownership among stakeholders, and continuous alignment with institutional goals, thereby meeting NBA requirements for effective publication and dissemination.

### **1.3. B: Process of dissemination among stakeholders**

The institution and the department follows a structured, well-defined, and continuous process for dissemination of institutional and departmental information (Vision, Mission and PEOs) to all stakeholders to ensure awareness, transparency, and involvement.

#### **1. Identification of Stakeholders**

Stakeholders are categorized as internal (students, faculty, supporting staff, management) and external (parents, alumni, industry/employers, affiliating university, academia) to adopt appropriate dissemination methods.

#### **2. Mode-wise Dissemination Process**

##### **a) Website & Digital Platforms**

- Vision, Mission, PEOs, academic calendar, and achievements are published on the institutional website and departmental webpage.
- Notices and updates are circulated through emails, ERP portal, and official social media platforms.

##### **b) Display & Printed Media**

- Vision, Mission, and PEO statements are displayed prominently in classrooms, laboratories, Staff Room, HOD Cabin, Department Corridor, Notice Board and administrative blocks.
- Printed materials such as College Diary, Mentorship Books, and newsletters are used for wider reach.

##### **c) Academic & Administrative Interactions**

- Dissemination through induction programs, orientation sessions, mentoring meetings, and departmental meetings.
- Faculty meetings, IQAC, and Academic meetings ensure faculty-level awareness and implementation.

##### **d) Stakeholder Meetings & Feedback Mechanisms**

- Parents Meetings, alumni meets, industry mentor mentee meetings, are used to communicate objectives and outcomes.
- Feedback collected from stakeholders helps in reinforcing and reviewing the disseminated information.

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### **3. Documentation & Review**

- Evidence of dissemination is documented through minutes of meetings, photographs, reports, and circulars.
- Periodic review by department committees and IQAC ensures effectiveness and continuous improvement.

### **4. Continuous Improvement**

- Suggestions and feedback from stakeholders are analyzed and used to strengthen dissemination strategies and improve alignment with institutional goals.

#### **PSOs of the Department**

**PSO1:** To apply the principles of core Electrical and Electronics Engineering subjects such as Electrical Machines, Power Systems, Control Systems, and Power Electronics to analyze, design, and maintain efficient and reliable electrical systems.

**PSO2:** To blend knowledge of interdisciplinary and multidisciplinary domains, such as Electronics Engineering and Mechanical Engineering, with core domain for developing innovative and sustainable engineering solutions.

**PSO3:** To demonstrate ethical and professional behavior, effective communication, teamwork, and a commitment to lifelong learning and sustainable development while addressing societal and environmental challenges through engineering practices.

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## DEPARTMENT OF ELECTRICAL AND ELECTRONICS ENGINEERING

### 1.4. Process for defining the Vision and Mission of the Department, and PEOs of the program

#### 1.4. A. The process followed for phrasing the Vision and Mission Statements of the department is depicted in Fig.1.4.1

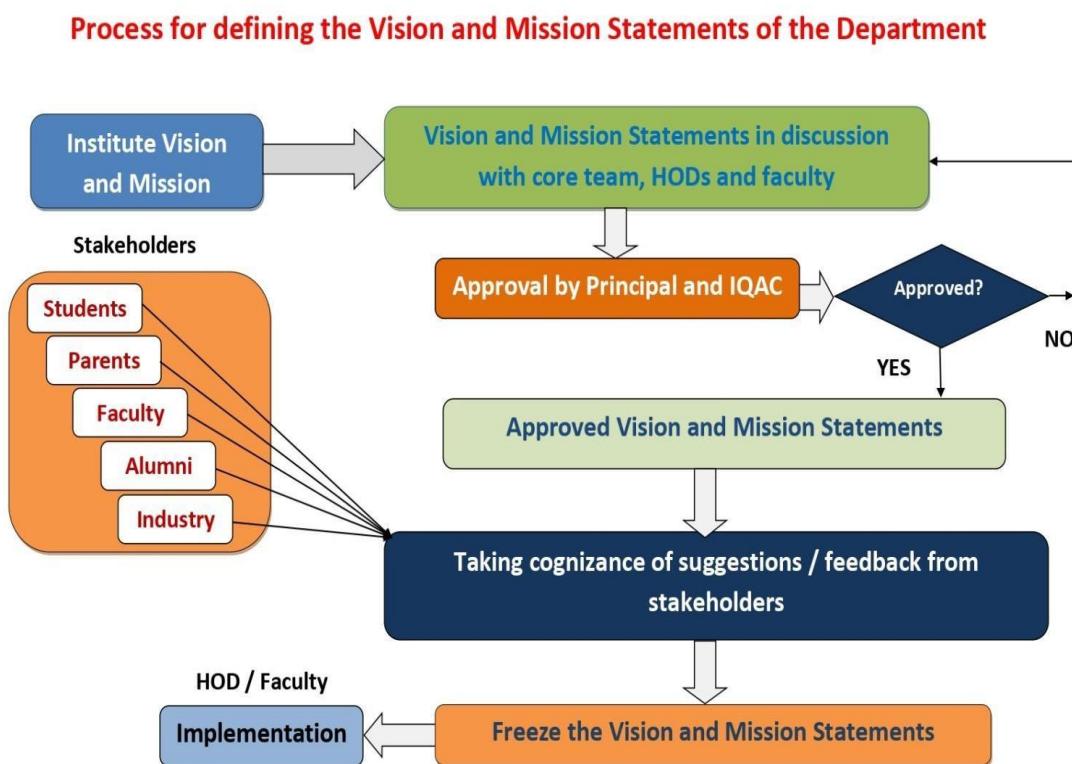


Fig.1.4.1: Process for defining the Vision and Mission Statements of the Department.

In the department core team, the HOD elucidated the philosophy in articulating the Institute Vision and Mission statements. In tune with these statements, the department core team discussed the program philosophy in formulating the department Vision and Mission statements. The department core team discussed and collected the views of all the members and came up with a few tentative Vision statements. After detailed discussion, the department core team zeroed in on a Vision statement. Based on the identified keywords of the Vision statement, the Mission statements correlating with each keyword are articulated.

**DEPARTMENT OF ELECTRICAL AND ELECTRONICS ENGINEERING****1.4. B. The process followed for defining the Program Educational Objectives (PEOs)**

Our program PEOs are broad statements that describe the career and professional accomplishments that the program is preparing our graduates to achieve. The PEOs are consistent with the mission statements of the department. The flowchart for articulating the PEOs of the program is depicted in Fig. 1.4.2.

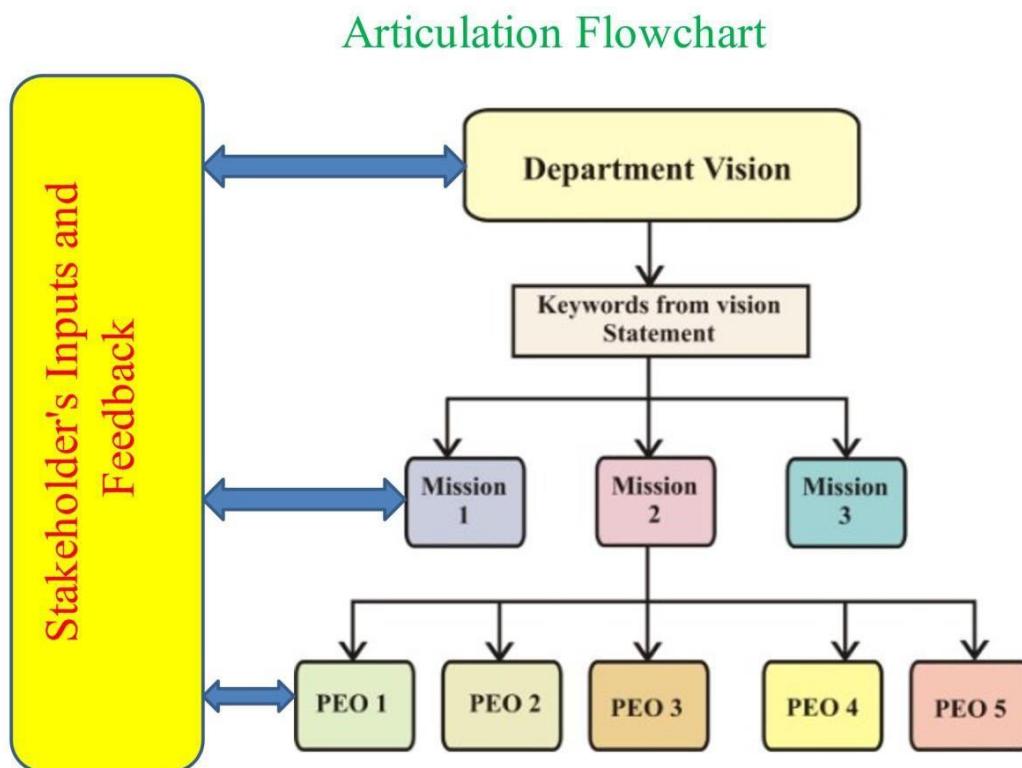


Fig. 1.4.2: The articulation flowchart for PEOs.

Based on the above articulation flowchart, the process for defining the program PEOs is formulated and shown in Fig. 1.4.3.

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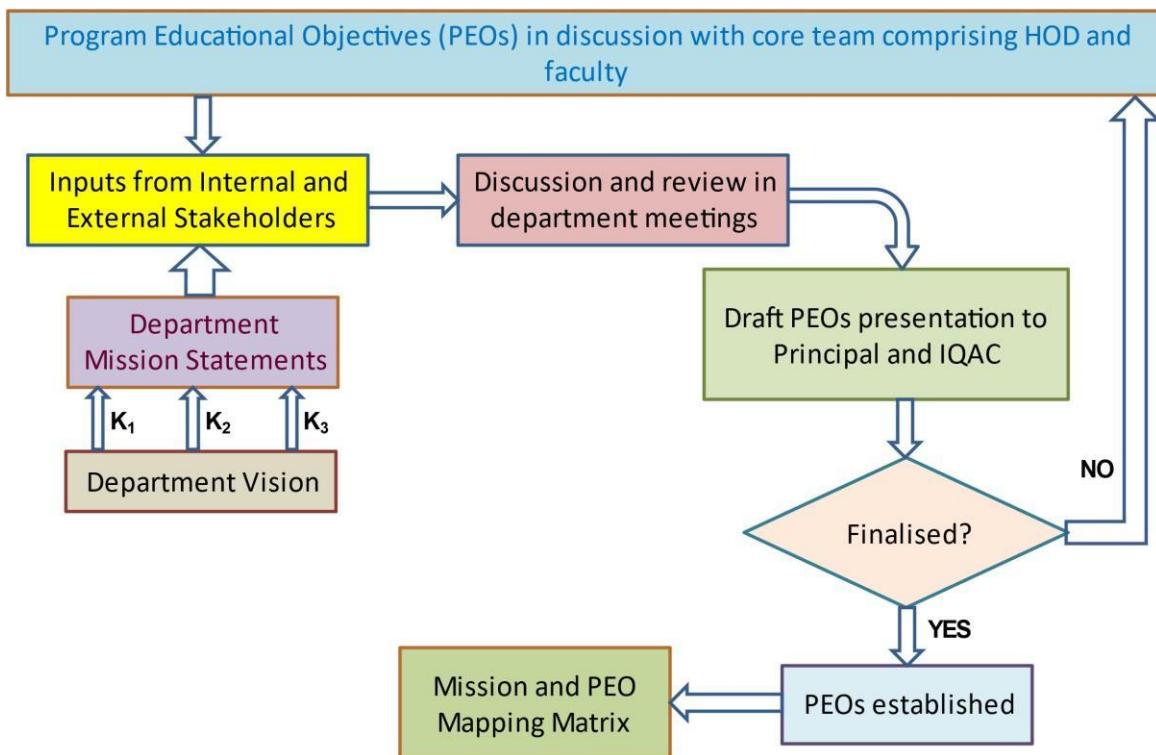


Fig.1.4.3: Process for defining the Program PEOs.

With inputs from the vision and mission statements of the department, the HOD outlined the purpose and guidelines in formulating the PEOs of the program to the department core team. Following this, the department core team formulated the draft PEOs. The formulated PEOs are then communicated to the internal and external stakeholders of the department. After elaborated discussions and reviews in the department meetings, the draft PEOs are presented to the Principal and IQAC. Taking cognizance of their views, the necessary modifications are carried out, and the whole process as depicted in Fig.1.4.3 is repeated.

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## **DEPARTMENT OF ELECTRICAL AND ELECTRONICS ENGINEERING**

### **1.5. Consistency of PEOs with Mission Statements**

#### **PEOs of the Department**

**PEO1:** Apply the fundamentals of mathematics, science and electrical engineering concepts to analyse, formulate, and solve complex engineering problems in industries, research and academia.

**PEO2:** Demonstrate the ability to analyze and understand the design needs of electrical and electronic systems, using hardware, software, and embedded technologies to develop practical and efficient engineering solutions.

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**M3.** Instil professional practices, ethical values, team work and leadership skills to contribute effectively to the global engineering community.

#### **Relevancy of Consistency: R-Row, C-Column**

<b>Mission/ PEOs</b>	<b>PEO 1</b>	<b>PEO 2</b>	<b>PEO 3</b>	<b>PEO 4</b>	<b>PEO 5</b>
<b>M1</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>1</b>
<b>M2</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>2</b>	<b>1</b>
<b>M3</b>	<b>1</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>1</b>

Table 1.5: Consistency between Institute mission and Department mission

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**1R1C:** Though focused on Electrical and Electronics Engg, the emphasis on knowledge delivery and pedagogy supports foundational learning, which is applicable to analyzing and solving problems.

**1R2C:** The mission focuses on delivering knowledge in Electrical and Electronics Engg, which directly supports students in understanding design needs and applying technology (hardware, software, embedded systems)

**1R3C:** While focuses on delivering core Electrical and Electronics Engg. knowledge, it doesn't directly support skills like communication, leadership, or multidisciplinary collaboration. However, effective pedagogy can provide some indirect support for adapting to emerging technologies.

**1R4C:** Emphasizes technical knowledge delivery but does not explicitly address ethics or societal needs. However, a well-structured educational environment can lay a foundational base for professional development.

**1R5C:** Strong academic foundation through effective teaching, which is essential for developing the mindset for lifelong learning. However, it does not directly address adaptability or global industry readiness.

**2R1C:** Especially in problem-solving and innovation, which are critical for analyzing and solving complex problems.

**2R2C:** By emphasizing hands-on skills, problem-solving, and innovation—all of which are essential for understanding design needs and developing efficient engineering solutions using modern technologies.

**2R3C:** Doesn't focus on technical skills, it supports the application of engineering solutions in real-world, team-based, and ethically sound contexts. These soft skills enhance the effectiveness of engineering work.

**2R4C:** Emphasizes technical and cognitive skills development, which helps in building a strong professional foundation. However, it does not explicitly focus on ethics or societal responsibilities.

**2R5C:** Directly supports lifelong learning and adaptability by emphasizing both curriculum-based and beyond-curriculum skills, practical abilities, and innovation. These elements foster continuous learning and adaptability, essential for evolving in dynamic industries and becoming globally competent professionals.

**3R1C:** Especially in problem-solving and innovation, which are critical for analyzing and solving complex problems.

**3R2C:** Focuses on the development of soft skills like professionalism, ethics, teamwork, and leadership. While these are vital for success in the global engineering community, they do not directly address the technical focus of PEO 2, which is centered on analyzing and understanding the design needs of electrical and electronic systems using specific technologies (hardware, software, embedded systems).

**3R3C:** It focuses on developing the critical soft skills—professionalism, ethical values, teamwork, and leadership—that are essential for collaborating in multidisciplinary teams and tackling complex engineering challenges. The emphasis on leadership and teamwork directly supports adapting to emerging technologies and working in diverse environments.

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**3R4C:** By emphasizing professional practices, ethical values, and teamwork—core components for a successful professional career. By instilling these values, it helps graduates address societal needs and contribute effectively to the engineering community in an ethical and socially responsible manner.

**3R5C:** Emphasizes the development of soft skills such as leadership, teamwork, and professional ethics, all of which are crucial for adapting to the dynamic requirements of industries. These skills help professionals evolve into competent global professionals, capable of meeting the challenges of multinational industries and contributing to lifelong learning and adaptability.