

**7.3.1. Portray the performance of the Institution in one area distinctive to its priority and thrust within 1000 words**

**Thrust area: Teaching - learning**

The **Vision** of the institution is "To be one of the Nations' premier Engineering Colleges by achieving the highest order of excellence in Teaching and Research" which indicates the commitment of the institution to teaching and thereby the learning of the students. Over the last two decades, the institution has evolved into a centre for excellence in teaching-learning with significant progress in other development verticals such as research, innovation, consultancy, industry interaction and entrepreneurship. In these years the institution has been progressively achieving results in all verticals besides its primary domain of teaching – learning.

**Priority:**

Rayalaseema region of Andhra Pradesh is backward and drought prone. The development and education opportunities to the students in this region were scanty. The setting of the institution in this rural region in 1996 was to provide quality technical education to generate first generation engineers. Owing to their background, students who joined the institution had to be given the best possible teaching to learn and secure a job. Initially the management of the institution has made a focused approach to academic development of students through best teaching-learning methods and ambient infrastructure to providing them the campus placement. Even today the Institution is predominantly a teaching-learning institution but with well laid strategic plan to augment other development verticals such as research,

consultancy, and industry interaction. The Institution has developed leaps and bounds by securing status 'College with Potential for excellence', Quality accreditations by NBA and NAAC, research funding, industry sponsored labs and other achievements which testify the overall development of the institution with its sound footing in teaching-learning.

**Thrust:**

The thrust given by the institution on teaching-learning process is to

- Impart knowledge
- Develop skills
- Imbibe values and ethics
- Mentor to build up capacity for self-learning and inquisitiveness for lifelong learning

***Student development stages through holistic teaching and mentoring:***

**Developing knowledge and insights:** Ability to recall or remember facts without necessarily understanding them (*Bloom's Level-1*)

**Comprehension:** Ability to understand and interpret learned information. (*Bloom's Level-2*)

**Application:** Ability to use learned material in new and concrete situations, e.g. put ideas and concepts to work in solving problems. (*Bloom's Level-3*)

**Analysis:** Ability to break down information into its components (*Bloom's Level-4*)

**Evaluation:** Ability to judge the value of material for a given purpose (*Bloom's Level-5*)

**Create:** Ability to put parts together to form a new whole (*Bloom's Level-6*)

**Outcome:**

Through an effective teaching – learning process as practiced by the institution, the students imbibe the rigor of gaining knowledge and practical skills from the first semester onwards, to undertake innovative project works in the final semester. This helps the student to either pursue his interest in higher education, take-up campus placement or endeavour into entrepreneurship, besides lifelong learning.

**Supporting evidences for our justification is attached herewith for your kind perusal.**



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