

## **Institutional Distinctiveness to Vision**

Institution was established in the year 1998 by “Annamacharya Educational Trust” with the motto “Vidwan Sarvatra Pujyathe”. The watchwords of the trust are “Educators are worshipped everywhere” which resembles the importance of education for the students from rural areas. The institution had a vision of enlightening the students coming from rural areas.

The vision of the institute is “We impart futuristic technical education and instill high patterns of discipline through our dedicated staff who set global standards, making our students technologically superior and ethically strong, who in turn shall improve the quality of life of the human race”, which consists of four aspects essentially: Global Standards, Technologically superior, ethically strong and discipline. Though Education is its primary duty which is fulfilled through discipline is the key aspect focused in the institute.

Our leadership firmly believes that knowledge acquisition, together with personal growth and development, is the central part of students’ education. The aim is to create lifelong learners not only possessing higher level academic skills but also excellent transferable skills and appropriate graduate attributes. Since the inception in 1998, we practiced and nurtured exemplary teaching and learning methodologies to achieve this aim. Teachers are empowered through training programs, workshops and innovative research and development.

After UGC granted Autonomy in 2011, we designed and developed our own curriculum wherein academic and co-curricular programs meticulously inducted to engage student’s mind, stimulate their understanding beyond their self-imposed limitations. We paid attention to align the culture of the institution, the curriculum, the co-curriculum and the sense of campus community. Our distinctive teaching methodology strengthened with student-centric educational activities, plays catalyst and encourages students to learn and apply knowledge in real life.

The significance of traditional dimensions of teaching and learning to shape values, identity, and purpose in a student is not forgotten. Instead, practice of active and engaged pedagogies such as service learning, problem-based learning, experiential learning, collaborative learning, group discussions and public speaking, have been found to be effective in molding a budding engineer into a versatile individual. These practices are effective not only in supporting academic learning, but also learning moral and civic engagement in students.

Interaction with peers during symposia and technical fest has been a vital aspect of education experience of our students. Exposing students to new experiences and perspectives – whether in the classroom, field trips, educational tours – and providing opportunities to listen to industry experts and eminent personalities during special talks offer powerful learning experiences that shape student’s all-round development.

Value-added courses such as Gender Sensitization, Professional Ethics and Human Values, Stress Management in the curriculum also influence students’ attitudes and awareness of self, their roles and responsibilities in society. Students experience personalized learning and our distinguished faculty members offer right balance of learning combined with practical

knowledge. Our efforts are towards helping students not only to thrive in volatile times, but also attain individual excellence.

All said and done, an institute needs a visionary leadership to promote holistic student development as the most significant prerequisite. Fortunately our leadership is in a position to create supportive environments for student development by helping to foster organisational conditions in which students can grow holistically.