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SAMSKRUTI COLLEGE OF ENGINEERING AND TECHNOLOGY

(Sponsored by St. VINCENT EDUCATIONAL SOCIETY)

Regd. No. 5782/2000



(Approved by AICTE, New Delhi and Affiliated to JNTU, Hyderabad)

Kondapur Village, Ghatkesar Mandal, Medchal District (Old R.R. Dist) - 501 301. T.S

Best Practice.2

Title: Centre of Excellence for Learners Support Mechanism (CELS)

A mechanism description is to convey to the reader a technical understanding of the function, appearance and operation of the particular object.

Learning and teaching methods and mechanism

Learning and teaching mechanism include different ways in which learner would be exposed to many different learning environments and conventions.

The three major approaches are:

1. Lectures
2. Practical
3. Super visions

1. Lectures: Lectures are arranged for the whole class and define the content and scope of the score. Generally lectures are delivered with the help of various handouts, yet these handouts cannot replace the lecturer .It is expected that whatever the form of the lecture and hand out, it is important that learner take time to review and consolidate the outcome.

2. Practical work: Students should approach all practical work with a positive attitude and strive to learn from the example or experiment, be it in laboratory or field work.

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3. Supervisions: Supervisions are small-grouped- teaching sessions that are conducted in the Institution.

The following mechanism illustrates teaching mechanism:

Goals \rightleftharpoons Objects \rightarrow Frame work

Objectives \rightleftharpoons Internal resource \rightarrow Methods

Subjects \rightleftharpoons External conditions \rightarrow Tools

Process of the practice:

Student growth objective (SGO):

S. No.	Type of SGO	Definition	Example
1	a) Course level	Focused on the entire student population for a given course which often includes multiple classes	Covers all of the students in a teachers classes
2	b) Class level	Focused on the student population in a given classes	Covers all of the student
3	c) Targeted student	Focused on a sub-group of students that need specific support	Covers all of the secured less marks below pre-assessment
4	d) Targeted content	Focused on specific skills or content that student must master	Only targeted student

Student learning Objective (SLO): A student learning objective is a measurable, long-term, academic goal that is set by a teacher or group of teachers, at the beginning of the academic year for all students.

Potential strengths of SLO: Some of the reasons, the SLOs process is used widely because SLOs are versatile, teacher driven and adaptable.

By inculcating the two objectives of above mentioned mechanism we can easily overcome the problems of a set of student's difficulties that they encounter during the learning process.


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A comparative study of Sydney University, Australia shows that their learning processes include a way of conceptualizing the parameters of productive and non productive difficulties experience by students while they learn.

Learning outcome assessment: Learning outcomes can be obtained by reviewing student assignments, projects, and exams. Learning outcomes can be either way, directly or indirectly. Below are some examples of direct and indirect measures of assessment.

a) Direct measures:

- Course assignment (secondary reading of an SA, Problem from a home work set, paper, project, Performance)
- Pre/post program exams
- Learning portfolios
- Standardized tests

b) Indirect measures:

- Student exit surveys
- Alumni/employer surveys
- Focus groups
- Interviews
- Course evaluations
- Learning portfolios

Aligning learning outcomes with assessment:

Learning outcome	How learning will be assessed	Course, project	Resources

Inference: The Institution has a skilled pool of teacher who play a crucial roles in assisting learners to engage their understanding building, learner’s understanding, and correcting misconceptions by observing and engaging them during the process of learning.



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