



ANSAR ENGLISH SCHOOL PERUMPILAVU

SOP - TEACHING LEARNING PROCESS

Ref No: AES/TLP/SOP/01

Process Name: Teaching Learning Process

Process Objectives:

- The documentation of this process aims to ensure clarity and consistency in teaching and learning methodologies within the organization. It serves to establish guidelines for effective knowledge transfer, skill development, and educational practices.
- To ensure a systematic, effective, and inclusive teaching-learning process in accordance with the curriculum guidelines provided by the Central Board of Secondary Education (CBSE).

Scope of Process:

The Teaching Learning Process pertains to all individuals involved in educational activities within the organization, including but not limited to instructors, trainers, students, and administrative staff.

Process Owners: The process owner for the Teaching Learning Process is Mrs. Shabitha M M

Process Members: Process members may include academic heads, subject matter experts, educational specialists, instructional designers, trainers, teachers, and administrative personnel involved in supporting educational activities.

Procedure:

1. Curriculum Planning and Implementation:

- Curriculum planning meeting to be held under the guidance of Subject HODs.
- Review the CBSE curriculum guidelines for each grade and subject.
- Plan and organize the curriculum into academic sessions, ensuring coverage of all topics and concepts.
- Hold section-wise subject council meetings to ensure the effectiveness of curriculum plan.

- Incorporate diverse teaching methodologies, including lectures, discussions, group activities, projects, and hands-on experiments.

- Allocate sufficient time for each topic, considering the complexity and learning pace of students.

- Integrate cross-curricular connections to foster holistic learning experiences.

2. Lesson Planning:

- Develop detailed lesson plans based on the curriculum objectives and learning outcomes.

- Include clear learning objectives, instructional strategies, values, skills, assessment methods and resources.

- Differentiate instruction to cater to the diverse learning needs and abilities of students.

- Align lesson plans with CBSE assessment guidelines, incorporating formative and summative assessments.

- Upload weekly plans in section-wise google classrooms by every Sunday evening.

3. Classroom Management:

- Create a conducive learning environment that promotes active participation, critical thinking, creativity, collaboration, communication and mutual respect.

- Establish clear expectations for student behavior and academic performance.

- Implement strategies for student engagement and attention management.

- Address disciplinary issues promptly and constructively, adhering to school policies and guidelines.

4. Instructional Delivery:

- Deliver lessons effectively using a variety of teaching aids, multimedia resources, and technology tools.

- Encourage student-centered learning approaches, fostering critical thinking, creativity, and problem-solving skills.

- Provide scaffolding and support for students who require additional assistance.

- Foster a culture of inquiry and curiosity, encouraging students to ask questions and explore concepts independently.

5. Assessment and Evaluation:

- Administer regular formative assessments to monitor student progress and understanding.
- Use a variety of assessment methods, including quizzes, tests, projects, presentations, and portfolios.
- Provide timely and constructive feedback to students, highlighting areas of improvement and celebrating achievements.
- Conduct summative assessments in accordance with CBSE evaluation criteria, ensuring fairness and transparency.

6. Integration of Technology:

- Integrate educational technology tools and resources to enhance teaching and learning experiences.
- Utilize digital platforms for content delivery, interactive exercises, and collaborative projects.
- Facilitate access to online resources and e-learning materials to supplement classroom instruction.
- Provide training and support for teachers and students to effectively utilize technology in the teaching-learning process.

7. Professional Development:

- Encourage continuous professional development opportunities for teachers to stay updated with CBSE guidelines, pedagogical practices, and subject knowledge.
- Organize workshops, seminars, and training sessions on curriculum updates, teaching methodologies, and assessment practices.
- Foster collaboration and peer learning among teachers through lesson observations, feedback sessions, and collaborative planning.

8. Parent and Community Engagement:

- Foster open communication and collaboration with parents to support student learning and development.
- Organize parent-teacher meetings, orientations, and workshops to share information about curriculum, assessment, and student progress.
- Encourage parental involvement in school activities, volunteer programs, and extracurricular initiatives.
- Forge partnerships with the local community to enrich the teaching-learning process through guest lectures, field trips, and community service projects.

9. Continuous Monitoring and Evaluation:

- Establish mechanisms for ongoing monitoring and evaluation of the teaching-learning process.
- Collect feedback from students, teachers, parents, and other stakeholders to identify areas for improvement.
- Analyze academic performance data and assessment results to assess the effectiveness of instructional strategies and curriculum implementation.
- Make necessary adjustments and modifications to enhance the quality and outcomes of the teaching-learning process.

Process Description:

A) Planning Phase:

Who: Educational department heads, curriculum developers.

What: Determine learning objectives, curriculum content, teaching methodologies, and assessment strategies.

When: Before the commencement of the educational program or academic term.

How: Through collaborative discussions, research, and analysis of educational needs and goals.

B) Implementation Phase:

Who: Teachers, trainers, instructors.

What: Deliver educational content according to established curriculum and instructional plans.

When: Throughout the duration of the educational program or academic term.

How: Utilizing various teaching methods, resources, and technologies to engage learners effectively.

C) Assessment Phase:

Who: Teachers, trainers, educational assessors.

What: Evaluate student learning outcomes, assess the effectiveness of teaching methods, and gather feedback for continuous improvement.

When: Periodically during the educational program and at the end of the term.

How: Through examinations, quizzes, projects, presentations, surveys, and other assessment tools.

D) Adjustment Phase:

Who: Educational department heads, curriculum developers, teachers.

What: Analyze assessment data, identify areas for improvement, and make necessary adjustments to the curriculum, teaching strategies, and learning materials.

When: After each assessment cycle or as needed based on feedback and evaluation.

How: Through data analysis, discussions, and collaborative decision-making processes.

Measurable Indicators for Process Effectiveness:

- A. Assessment results
- B. Teachers' performance results
- C. Students satisfaction index
- D. Parents satisfaction index
- E. Portion completion reports.
- F. Self-reflection in lesson plans.

Associated Documents and Records:

- A) Curriculum documents.
- B) Lesson plans.
- C) Assessment records (exams, quizzes, projects).
- D) Student performance reports.
- E) Teacher evaluations and feedback.
- F) Meeting minutes related to the process.
- G) Action plans

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