

Teaching – Learning Processes

“Plan → Teach → Engage → Assess → Reflect → Improve”

Stage	Focus Area	Key Activities
1. Planning	Curriculum design, CO-PO mapping	Lesson plan, outcome mapping
2. Delivery	Teaching content effectively	Lectures, ICT tools, demonstrations
3. Engagement	Active student participation	Discussions, group work, PBL
4. Assessment	Evaluating learning outcomes	Quizzes, assignments, tests
5. Feedback	Refining teaching methods	Student feedback, self-reflection

Teaching–Learning Methods

C2

Traditional	Chalk & Talk
ICT -Enabled	Smart boards, PPT, LMS, Virtual labs
Active Learning	Brainstorming, Quiz, Role Play
Experiential	Field visits, Case studies, Internships
Collaborative	Peer teaching, Team projects
Blended/ Flipped	Online + Classroom integration



Collaborative Teaching Mechanism



Field Visits



Brainstorming



Project

ICT Tools support T-L-P

Purpose	ICT Tools
Content Delivery	PowerPoint, YouTube,
Learning Management	Google Classroom, Moodle, Canva
Student Engagement	Kahoot, School Magic
Content Creation	Prexi, Canva, Loom, OBS
Assessment	Google Forms, Quizizz, Turnitin

Outcome of an Effective TLP

Improved student learning and performance
 Better CO and PO attainment
 Enhanced employability skills
 Stronger student–teacher engagement
 Continuous academic quality enhancement

Integration of ICT Tools in T-L-P

Before Class: Share resources/videos via LMS (SWAYAM, YouTube)

During Class: Conduct polls and discussions (Mentimeter, Kahoot)

After Class: Online assignments and quizzes (Google Forms, Quizizz)

Outcome: Improves **participation, motivation, and retention.**

Continuous Improvement in T-L-P

Stage	Process
Data Collection	Feedback from students, results
Analysis	CO/PO attainment evaluation
Action	Modify methods, update materials
Review	Document changes for next cycle

Cycle: Feedback → Analysis → Action → Review → Improvement

Summary

TLP connects **planning, delivery, assessment, and improvement.**
 ICT tools strengthen every stage of this cycle.

Goal: Transform learning from teacher-centric to learner-centric.

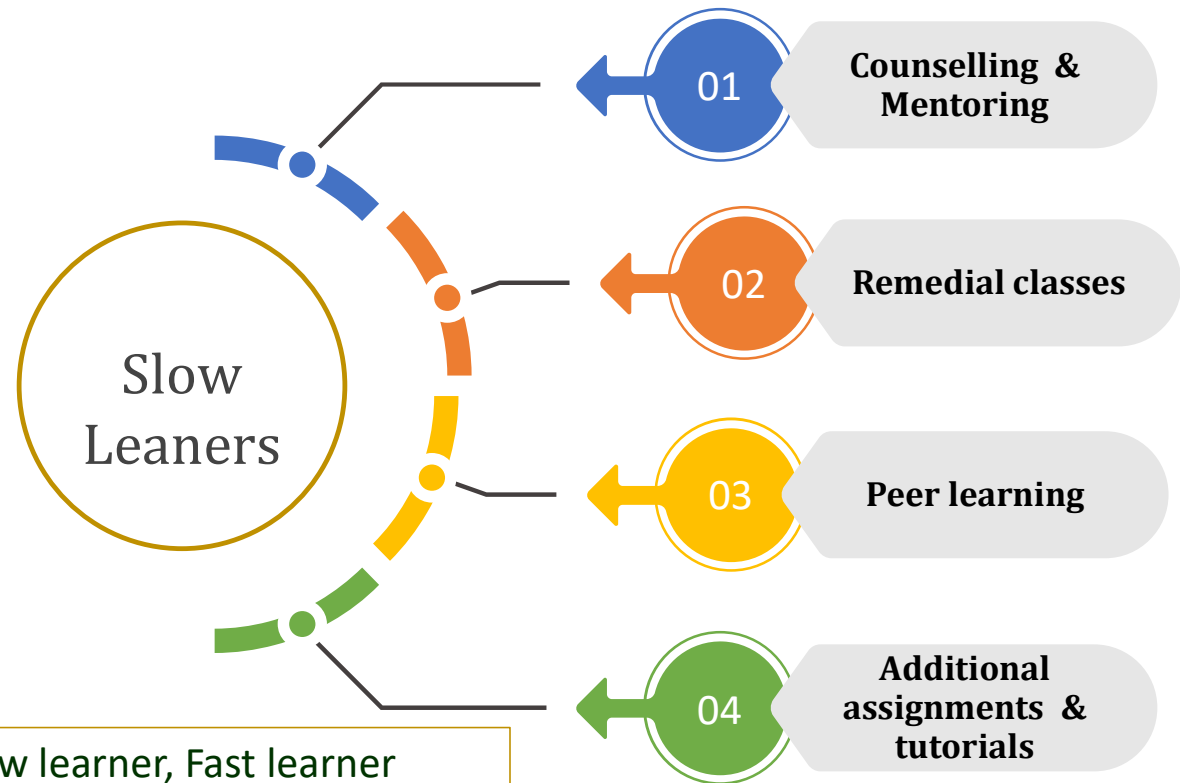
Reforms in academic practices



Peer to Peer Learning



Mentoring



Slow learner, Fast learner
Interdisciplinary Projects,
mentor – Mentee,
Exam reforms