FORMAT FOR DESIGNING KPIs:

SHEET 1-

What are the problems?	Compilation of problems	Categorisation of Problems (Subjective & Behavioural)
1.Unable to memorize writing skill formats	Due to lack of vocabulary unable to express themselves and commit spelling mistakes	**SUBJECTIVE:**
2.Unable to frame answers		1.Unable to memorize writing skill formats
3. Lack of vocabulary		2.Unable to frame answers
4.Commit spelling errors		3. Lack of vocabulary
5 Lack of expressions		4.Commit spelling errors
6.Less interaction because of lack of fluency	Due to lack of concentration, fail to comprehend resulting in less interaction.	5 Lack of expressions7. Unable to comprehend
		12. unable to identify literary devices
7. Unable to comprehend		**BEHAVIORAL:** 8. Lack of concentration & confidence 6.Less interaction because of lack of fluency
8. Lack of concentration & confidence		9.Late work submission
9.Late work submission	Irregularity leads to laid back attitude hence work submission is delayed.	10.Don't invest time in self-study at home due to laid back attitude
10.Don't invest time in self-study at home due to laid back attitude		11. Absenteeism
11. Absenteeism		
12. unable to identify literary devices	Due to lack of understanding of figures of speech unable to appreciate the beauty of the poem.	

ANNUAL PEDAGOGICAL PLAN (SUBJECT-English)

KPI NAME	KPI DEF. NO	KPI DEFn.	WHERE ARE WE NOW? (scale & description)	KPI GOAL	KPI LIMIT	WHAT WE NEED TO DO?	HOW WILL IT BE ACHIEVED?	KPI MEASUREMENT	REVIEW	KPI REPORTING	KPI ACHIEVEMENT	KPI IMPROVEMENT
Enriching Vocab.& honing expressions	1	Enhancing literary expressions	40% students are able to transform their ideas to expressons.	50%	+_3	1. Will rvide them new words, phrases, idioms and provers. 2. Random topics to express views for practice purpose.	1. By providing word world in form of table. 2. WS will be given to the sudents.	1.Spell bee 2. Dictation 3. para writing	After1 month	PT 1		
Articulation	2	Improvising speaking skills	45% students are able to express	55%	+_2	Allowing them chance to speak in cLass/ assembly	Extempore, JAM, role play, speech,	Impromptu speech	After a month	End of Term 1		

			themselves freely and fluently					declamation etc					
Sharpening writing skills	3	Smoothing the language	50% students are able to construct thoughtful formations	60%	+_2	1.Provide them with word power, phrasal verb, idioms 2. Syntax check	1.PPT based on formats of writing skills 2.Dialogue writing based on given situation	1.WS based on writing skills 2.supporting them with HOTS, VBQs	After Term 1	After term 1			
Figurative adornment	4	Understanding and identifying the poetic devices	50% students are able to identify and use the literary devices such as simile, personification, alliteration, repetition, hyperbole etc	60%	+_2	1. Explanation and recap of commonly used poetic devices in poem/prose/ drama. 2. More number of periods will be dedicated for better clarity of concept.	1.Through PPT and practice WS. 2.Asking students to give eg.	Unseen poem	After Half yearly	By the end of term 1			

LESSON PLAN 2
CLASS SUBJECT

(BLOOM'S LEVELS AND SUB CATEGORIES TO BE PUT, ACCORDINGLY, THE TABLE TO BE FILLED)

TOPIC-
Class IX, Poem 1 : The Brook

BRIEF DESCRIPTION- 'The man's journey of life is compared to the brook's journey.'

UN SUSTAINABLE GOALS TO BE DISCUSSED (if applicable; otherwise, not to be written)

OBJECTIVES:

I-   Specific Objectives-

To enable the students to-
SP 1   To develop the students' power of imagination (U)
SP 2   To enable the students to appreciate the poem (U)
SP 3   identify the poetic devices (App) KPI – Def – 4

II -   Behavioural Objectives

To enable the students to-
B 1   realize that life is full of hurdles but one should not slow down. (U)
B 2   focus on goals of life (U)

PROCESS /ACTIVITIES
(these can be put under- activity to introduce, activity to support learning, activity to assess learning)

ACT 1 : Warm up activity- students will pick out sound words and movement words (K)

ACT 2 : stanza wise reading and explanation (App)

ACT 3 : Sketch the journey of a brook (U/ App)

ASSESSMENT:
A 1 through comprehension and their self expression (Syn)

A 2 Composing a poem on any inanimate object making it come alive   (App)

DIGITAL CONTENT TO BE USED: <mark>(if applicable)</mark>

EXPECTED LEARNING OUTCOME–

Students will be able to:
1. Develop their aesthetic sense
2. Identify the figure of speech
3. Express themselves in writing
4. Understand the similarity between brook and human life
5. Realize how important it is to be focussed

	Placement of Objectives, Instructional Activities and Assessment Topic: CHAPTERNAME					
	KNOWLEDGE	**UNDERSTANDING**	**APPLICATION**	**ANALYSIS**	**SYNTHESIS**	**EVALUATION**
Objectives		SP 1, SP 2, B 1, B 2	SP 3			
Activities	ACT 1	ACT 3	ACT 2 , ACT 3			
Assessment			A 1, A 2			

<u>REVIEW OF THE LESSON PLAN</u>
(TO BE DONE WHEN THE LESSON GETS OVER)

Problems faced –

Success-

Failure-

Real Learning Outcomes

ELO-

Students' response/ participation

Teacher's Learning

TO INCORPORATE IN TERM 2-