

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 expressions.	50%	+_3	<ol style="list-style-type: none"> 1. Will provide them new words, phrases, idioms and proverbs. 2. Random topics to express views for practice purpose. 	<ol style="list-style-type: none"> 1. By providing word world in form of table. 2. WS will be given to the students. 	<ol style="list-style-type: none"> 1. Spell bee 2. Dictation 3. para writing 	After 1 month	PT 1		
Articulation	2	Improving 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		

LESSON PLAN 2
CLASS SUBJECT

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

TOPIC-

Class IX, Poem 3 : The Solitary Reaper

BRIEF DESCRIPTION- 'The poem describes the pure, unpretentious beauty of the reaper's song.'

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

OBJECTIVES:

I- Specific Objectives-

To enable the students to-

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

II - Behavioural Objectives

To enable the students to-

- B 1 realize that there is beauty even in what might appear mundane (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 share a moment which they would cherish forever (K)

ACT 2 : stanza wise reading and explanation (App)

ASSESSMENT:

A 1 Recording a song "The Solitary Reaper" to the ballad tune of their choice (K/ Syn)

A 2 through identification of poetic devices and attempting the worksheet (App)

DIGITAL CONTENT TO BE USED: (if applicable)

EXPECTED LEARNING OUTCOME–

Students will be able to:

1. Develop their aesthetic sense
2. Identify the figure of speech
3. Understand that there is beauty even in sadness and loneliness.

	Placement of Objectives, Instructional Activities and Assessment Topic: CHAPTERNAME					
	KNOWLE DGE	UNDERSTAN DING	APPLICATI ON	ANALY SIS	SYNTHE SIS	EVALUATI ON
Objectiv es		SP 1, SP 2, B 1, B 2	SP 3			
Activitie s	ACT 1	ACT 3	ACT 2 , ACT 3			
Assessm ent			A 1, A 2			

REVIEW OF THE LESSON PLAN

(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-