

**FORMAT FOR DESIGNING KPIs:**  
**Class IX Chemistry**  
**( Matter in our surroundings, Is matter around us pure )**

**SHEET 1-**

Chapter/ unit	What are the problems?	Compilation of problems	Categorization of Problems (Subjective & Behavioral)
<p style="text-align: center;"><b>I Matter – Its nature and behaviour</b></p>	<p>Students find problem in-</p> <ul style="list-style-type: none"> <li>• Understanding the terms like rigidity, compressibility, density etc and relate them with the properties of solids, liquids and gases. (understanding, analysing)</li> <li>• Measuring temperature in various scales.</li> <li>• Relating daily life examples to the concept of evaporation and colloidal solution.</li> <li>• Identify and differentiate between elements, compounds and mixtures, true solution and colloids.</li> </ul>	<ul style="list-style-type: none"> <li>• Students face problems related in understanding, interpretation and application.</li> <li>• Problem in identifying and analysing concept.</li> </ul>	<p><b>Subjective Problems :</b></p> <ul style="list-style-type: none"> <li>• Students only mug up the definitions without understanding and relating it to daily life examples.</li> <li>• Students are doing calculation mistakes while converting temperature scale.</li> <li>• Students find difficulty in classify a particular matter into elements, compound or mixtures as they fail to differentiate between them conceptually.</li> </ul> <p><b>Behavioural Problems :</b></p> <ul style="list-style-type: none"> <li>• Students lack focus and perform careless mistakes during application of formulae.</li> <li>• Lack of scientific attitude ie. analysing What, How why ?</li> <li>• Showing less interest in educational channels like national geographic, Discovery rather more interested in Netflix, prime video etc.</li> </ul>

			<ul style="list-style-type: none"><li>• Students needs to develop reading and listening skills so as to understand the concept well.</li></ul>
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**SHEET 2- (To be prepared in Excel)**

**ANNUAL PEDAGOGICAL PLAN (Grade 9<sup>th</sup> \_\_\_ - SUBJECT)**

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 REPORT
Develop scientific attitude in class IX th students	1	To improve the observational and evaluation skills in student by relating the content with day to day examples and to develop interest in experimentations and finding inference from them.	40% students are able to observe things with scientific approach and use the book knowledge to understand nature around.	50%	±2	<ol style="list-style-type: none"> <li>1. We will help the student to observe the relative properties of solids, liquids and gases.</li> <li>2. Help the students to solve questions based on various temperature scale.</li> <li>3. We will give individual practice on class board.</li> <li>4. Identify daily life examples of evaporation and its effect.</li> </ol>	<ul style="list-style-type: none"> <li>• Demonstration of solids , liquids and gases and explaining their properties by performing small activities</li> <li>• Encourage students to ask WHY and HOW ? in day to day life.</li> <li>• By giving them a sheet containing case study based questions.</li> <li>• By explaining the definitions well and clearing the concept.</li> <li>• By discussing the activities given in book .</li> </ul>	<ul style="list-style-type: none"> <li>• By conducting class test after finishing the chapter.</li> <li>• By giving activity based assignments.</li> <li>• By conducting seminar in class in which a group of student will explain a topic.</li> </ul>	After completion of chapter.	At the of the

Interpretation and analytical skills	2.	To improve the understanding of the concept and develop analytical skills in students	50 % students are able to differentiate and analyse given example on the basis of their understandings.	60%	+/- 3	<ul style="list-style-type: none"> <li>• Class room discussion</li> <li>• Demonstration of the examples and experimentation</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss as many examples as possible to clear the terms to students</li> <li>• Teachers as well as students will demonstrate the examples in class or in videos to clear the concept.</li> </ul>	By MCQ and pen paper test.	After finishing the chapter	At the end of term
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