

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

SHEET 1-

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

SHEET 2- (To be prepared in Excel)

ANNUAL PEDAGOGICAL PLAN (Grade 9th ____ - 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 REPORTING
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"> 1. We will help the student to observe the relative properties of solids, liquids and gases. 2. Help the students to solve questions based on various temperature scale. 3. We will give individual practice on class board. 4. Identify daily life examples of evaporation and its effect. 	<ul style="list-style-type: none"> • Demonstration of solids , liquids and gases and explaining their properties by performing small activities • Encourage students to ask WHY and HOW ? in day to day life. • By giving them a sheet containing case study based questions. 	By conducting class test after finishing the chapter. By giving activity based assignments.	After completion of chapter.	At the end of the term

							<ul style="list-style-type: none"> • By explaining the definitions well and clearing the concept. • By discussing the activities given in book . 			
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"> • Class room discussion • Demonstration of the examples and experimentation 	<ul style="list-style-type: none"> • Discuss as many examples as possible to clear the terms to students • Teachers as well as students will demonstrate the examples in class or in videos to clear the concept. 	By MCQ and pen paper test.	After finishing the chapter	At the end of term 1.