Key Performance Indicator (GRADE : IX MATHEMATICS)											
KPI NAME	**KPI DEFINITION**	**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**
Calculation Skills	To improve the performance of the students in calculation skill while doing the operation on real numbers, factorising polynomial, surface area and volume, Heron's formula.	45% of the students are able to do accurate calculations	50%	±2	1. We will help the students to perform addition, subtraction, rationalisation on irrational number and correcting errors in the process. 2. Help the student to calculate the zeroes of a linear and quadratic polynomial and rectify the errors in the process. 3. Encourage the memorization of conversion tables and multiplication tables up to 20 4. To promote the	1. By giving them a sheet containing sums based on surds, addition, subtraction and rationalising factor. 2. Encouraging them for mental calculations for easy questions 3. Preparing charts for square-square roots and cube-cube roots.	After every worksheet/ activity/class test.	after LP	at the end of term		

					simplification of complex calculations by breaking them down into smaller and more manageable steps.						
2. Comprehension Skills	Enhancing the comprehension skill of the students while solving the questions based on the chapters Linear equation in two variables and Polynomials.	50 % of the students are able to comprehend the question and able to frame equation /draw figure out of word problems.	55%	±2	1. We will help the students to frame equation from the given word problem. 2. To make connections between mathematics and their own lives. 3. Put more emphasis on technical vocabulary in mathematics like depreciated, exceed, consecutive and so on. 4. Difference in the identities like $a^2 - b^2$ and	1. By giving them different situations in the class (like Cost of pen is twice the cost of pencil, cost of table is Rs 50 more than three times the cost of chair) and ask students to frame equation . 2. Encouraging them to improve the reading habit.	After every class test/ worksheet	after LP	at the end of term		

					$(a-b)^2$ and $(a-b)^2$						
3. Representation Skills in Class IX students	Developing the representation while plotting graph and visualisation skill / observation skill of the students while doing analytical questions based on geometry like triangle, Quadrilateral and lines and angles	55% of the students were able to represent the correct information /data with proper scale and unit	60%	±3	1. To Create mathematical ideas in drawings, able to make mathematical equations and write steps involved. 2. To solve questions using charts, diagrams, graphs, etc.	1. By asking them to construct a square root spiral up to $\sqrt{17}$ 2. In order to strengthen the concept, we have class room activity in which students have to identify their position co-ordinates w.r.t origin. 3. Visual aids such as diagrams, graphs, and charts can help to understand concepts better. These aids help to	Activity of mirror image of a point, graph of a line will help to assess the learning.	after LP	at the end of term		

						visualize the problem and understand the steps involved.					
4. Application Skills	Developing the application skill while doing questions based on properties and formulae of different concept like co-ordinate geometry, surface area and volume, geometry chapters like Quadrilateral, triangles, lines and angles and so on.	45% of the students were able to apply the concepts	50%	±3	1. To make the students to identify the activities where the application of concept is there 2. To make them understand the application of correct concept in the real life. 3. Some activities need to be designed to clarify the concept.	1. By explaining the properties of parallelograms by paper cutting and pasting method. 2. By helping the students to derive the formula for volume and LSA/CSA (area of 2-D×height and perimeter × height) 3. To make the chart of the properties of parallelogram and its type.	after every worksheet/ class activity	after LP	at the end of term		

5. Subject Phobia	To overcome student's phobia for maths or myth as math is too difficult subject	35% of the students have phobia for math or consider math as too difficult subject.	30%	±2	We will motivate the students 1. To be patient and dedicated 2. Avoid frustration and focus on the bigger picture. 3. To visualise the concepts in real life as much as possible. 4. Practice mathematical problems on their own and learn how to utilise the knowledge.	1.By Encouraging self practice 2. Making math as fun by introducing games puzzles and problem-solving activities in the class to make mathematical thinking more enjoyable and engaging. 3. Perceive maths as a creative subject. 4. By giving good reasons to study maths.	1. Motivation and continuous follow up will be taken from the students regarding practice of the concepts. 2. Need to change their mind set gradually.	Once in a month	at the end of term		