



ANNUAL PEDAGOGICAL PLAN – 2024-25

1. Information about the school

1.1 Basic	
Name of the school	The Acme School
Address	# CA/1, Rotary Sudarshini Building, Nivedithanagar, Mysuru - 22
Phone Number	0821-2340256
Website	https://www.theacmeschool.in/
Email Id	theacmeschoolcbse@gmail.com
Name of the Principal	Swetha Chavan S
Email ID	principaltheacmeschool@gmail.com

1.2 Total Number of Students: 286

Boys - 125

Girls - 161

1.3 Class – wise details

Students Strength 2024-25

<u>CLASS</u>	<u>NO OF BOYS</u>	<u>NO OF GIRLS</u>	<u>TOTAL NO. OF STUDENTS</u>
<u>I</u>	15	10	25
<u>II</u>	17	11	28
<u>III</u>	18	10	28
<u>IV</u>	14	13	27
<u>V</u>	19	18	37
<u>VI</u>	10	6	16
<u>VII</u>	25	11	36
<u>VIII</u>	17	15	32
<u>IX</u>	8	21	29
<u>X</u>	18	11	29

1.4 Karnataka State Board Results of class X – last three years

<u>YEAR</u>	<u>2021-22</u>	<u>2022-23</u>	<u>2023-24</u>
Total No. Of Students	24	27	24
No. Of Students appeared	24	27	24
No. passed	24	26	24
Pass %	100%	98%	100%
Fail	NIL	1	NIL

1.5 Teachers details

Sl. No.	Name of the staff	Designation
1)	Swetha Chavan S -Principal	TGT
2)	Nirmala U	PRT
3)	Pramila	PRT
4)	Vasantha Kumari B	PRT
5)	Gowda Jaganath Devaraj	PRT
6)	Divya Shree B S	PRT
7)	Premalatha M	PRT
8)	Geetha S	PRT
9)	Rukmini C H	TGT
10)	Roopa S	TGT
11)	Manasa H N	TGT
12)	K N Bhuvana	TGT
13)	Roopashree Srinivas	TGT
14)	Darshan	TGT
15)	Shilpa S	TGT
16)	Rakesh S	TGT
17)	Parameshwara P	Lib
18)	Shalini D N	Manager
19)	Sridevi C B	Administrator
20)	Pushpa R	Front Office Assistant
21)	Roopa K	Art and Craft
22)	Madhu S	Councillor and Spl. Educator
23)	Kavya R	Wellness
24)	Ranjitha	Lab Assistant

2. Vision and Mission of the school

2.1 Vision

To inspire young minds to cultivate independent thinking, ignite a passion for their aspirations, foster creativity, and uphold a commitment to excellence. Our vision is to nurture confident, compassionate, and cheerful individuals with ethical principles and impeccable etiquette, ensuring they emerge as empowered contributors to a thriving global community.

2.2 Mission

Our mission is to cultivate a holistic approach to learning, transcending the boundaries of the classroom. We aim to empower teachers to mentor students towards becoming confident, well-rounded individuals equipped with excellent communication skills and a passion for their pursuits, fostering a lifelong love for learning both inside and outside traditional educational settings.

3. Preparation of the Annual Plan.

The responsibility for pedagogical plan in the school is undertaken by the Principal and the Vice-Principal for the academic year 2024-25.

Head

- i) Principal
- ii) Vice-Principal

Members

- i) Primary teachers
- ii) Middle school teachers
- iii) Secondary school teachers
- iv) School counsellor

A series of meetings held from June 2023 to May 2024 in order to:-

- a) Progress of the previous year and identifying the shortfall and planning for the next year.
- b) To define of the objectives for the new/fresh year in the particular area of the academics, extracurricular, Co-scholastic fields.
- c) For the improvement where required in the assessment, teaching learning guidance and counselling support.

VI	6	6	4	5+1	5+1	5	2	1	1	1	2+1	1+1+1	44
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CLASS/ SUBJECT	EN G	KAN	HI N	MATH	SCI & LAB	SST	COM P	GK +VE	LIB	PT & YOG A	DANCE /ART/ KARAT E	TOT AL
VII TO VIII	6	6	5	5+1	5+1	6	2	1	1	2+1	1+1+1	44

CLASS/ SUBJECT	ENG	KAN	HIN	MATH	SCI & LAB	SST	COMP	LIB	PT	ART / MUSIC	TOT AL
IX TO X	6	6	6	6	6+1	6	2	1	2	1+1	44

6. CLASS WISE TIMETABLE 2024-25

I STD

DAYS	1	2	3	4	5	6	7	8
MON	MATH	ENG	EVS	KAN	PT	HINDI	YOGA	GK
TUE	MATH	ENG	EVS	KAN	LIB	HINDI	YOGA	GK
WED	MATH	ENG	EVS	KAN	ART	HINDI	KARATE	VE
THUR	MATH	ENG	EVS	KAN	PT	HINDI	SOCIAL	COMP
FRI	MATH	ENG	EVS LAB	KAN	CRAFT	COMP	MUSIC	DANCE
SAT	MATH	ENG	MATHLAB	KAN				

II STD

DAYS	1	2	3	4	5	6	7	8
MON	ENG	MATH	KANNADA	EVS	HINDI	PT	YOGA	GK
TUE	ENG	MATH	KANNADA	EVS	HINDI	LIB	YOGA	GK
WED	ENG	MATH	KANNADA	EVS	HINDI	ART	KARATE	VE
THUR	ENG	MATH	KANNADA	EVS	HINDI	PT	KARATE	MUSIC
FRI	ENG	MATH	KANNADA	EVS LAB	COMP	CRAFT	COMP	DANCE
SAT	ENG	MATH	KANNADA	MATH LAB				

III STD

DAYS	1	2	3	4	5	6	7	8
MON	EVS	HINDI	COMP	ENG	KANNADA	MATH	YOGA	GK
TUE	EVS	HINDI	LIB	ENG	KANNADA	MATH	YOGA	GK
WED	EVS	HINDI	ART	ENG	KANNADA	MATH	KARATE	VE
THUR	EVS	HINDI	MUSIC	ENG	KANNADA	MATH	KARATE	PT
FRI	EVS	COMP	CRAFT	ENG	KANNADA	MATH LAB	PT	DANCE
SAT	EVS LAB	MATH	KANNADA	ENG				

IV STD

DAYS	1	2	3	4	5	6	7	8
MON	MATH	EVS	ENG	COMP	KANNADA	HIN	GK	YOGA
TUE	MATH	EVS	ENG	LIB	KANNADA	HIN	GK	YOGA
WED	MATH	EVSLAB	ENG	ART	KANNADA	PT	VE	KARATE
THUR	MATH	EVS	ENG	MUSIC	KANNADA	HIN	PT	KARATE
FRI	MATHLAB	EVS	ENG	CRAFT	KANNADA	DANCE	EVS	HINDI
SAT	MATH	COMP	ENG	KANNADA				

V STD

DAYS	1	2	3	4	5	6	7	8
MON	KANNADA	HIN	MATH	EVS	ENG	EVS	PT	YOGA
TUE	KANNADA	HIN	MATHLAB	ART	ENG	EVS	CRAFT	YOGA
WED	KANNADA	HIN	MATH	LIB	ENG	EVSLAB	VE	DANCE
THUR	KANNADA	HIN	MATH	GK	ENG	EVS	MUSIC	KARATE
FRI	KANNADA	COMP	MATH	GK	ENG	EVS	COMP	HINDI
SAT	KANNADA	EVS	MATH	ENG				

VI STD

DAYS	1	2	3	4	5	6	7	8
MON	MATH	ENG	KANNADA	SCI	HIN	SOCIAL	DANCE	SOCIAL
TUE	MATHLAB	ENG	KANNADA	SCI	COMP	GK	SOCIAL	YOGA
WED	MATH	ENG	KANNADA	SCI	HIN	SCI LAB	VE	KARATE
THUR	MATH	ENG	KANNADA	SCI	HIN	PT	COMP	SOCIAL
FRI	MATH	ENG	KANNADA	SCI	HIN	LIB	ART	PT
SAT	MATH	ENG	KANNADA	SOCIAL				

VII STD

DAY S	1	2	3	4	5	6	7	8
MON	ENG	MATH LAB	SCIENCE	KANNADA	SOCIAL	PT	HIN	ART
TUE	ENG	MATH	SCIENCE	KANNADA	HIN	SOCIA L	COMP	YOGA
WED	ENG	MATH	SOCIAL	KANNADA	PT	SOCIA L	HIN	SOCIAL
THU R	ENG	MATH	SCIENCE	KANNADA	GK / VE	KARAT E	HIN	DANCE
FRI	ENG	MATH	SCIENCE	KANNADA	SOCIAL	LIB	HIN	SCIENC E
SAT	ENG	MATH	SCIENCE LAB	KANNADA				

VIII STD

DAYS	1	2	3	4	5	6	7	8
MON	MATH	KANNADA	SCIENCE	SOCIAL	PT	ENG	MATH	SOCI AL
TUE	MATH	KANNADA	SCIENCE	HINDI	HINDI	ENG	LIB	YOG A
WED	MATH	KANNADA	SCIENCE	HINDI	SOCIAL	ENG	KARA TE	SOCI AL
THUR	MATH	KANNADA	SCIENCE	HINDI	GK /VE	ENG	HINDI	DAN CE
FRI	MATH LAB	KANNADA	SCIENCE	SOCIAL	SCIENC E LAB	ENG	ART	COM P
SAT	SOCIA L	KANNADA	PT	ENG				

IX STD

DAYS	1	2	3	4	5	6	7	8
MON	SOCIAL	HINDI	ENG	BIO	KANNADA	MATH	PHY	PT
TUE	SOCIAL	HINDI	ENG	BIO	KANNADA	MATH	LIB	MATH LAB
WED	SOCIAL	HINDI	ENG	CHEM	KANNADA	MATH	COMP	SCI LAB
THUR	SOCIAL	HINDI	ENG	CHEM	KANNADA	MATH	KANNADA	DANCE
FRI	SOCIAL	HINDI	ENG	PHY	KANNADA	MATH	ART	COMP
SAT	SOCIAL	HINDI	ENG	PT				

X STD

DAYS	1	2	3	4	5	6	7	8
MON	KANNADA	BIO	MATH	ENG	PHY	SOCIAL	PT	ART
TUE	KANNADA	BIO	MATH	ENG	HINDI	PT	HINDI	SOCIAL
WED	KANNADA	CHEM	MATH	ENG	HINDI	LIB	COMP	SCI LAB
THUR	KANNADA	CHEM	MATH	ENG	HINDI	SOCIAL	HINDI	DANCE
FRI	KANNADA	PHY	MATH	ENG	HINDI	SOCIAL	ENG	SOCIAL
SAT	KANNADA	SOCIAL	MATH	COMP				

7. PEDAGOGICAL SOLUTIONS

7.1. CLASS I AND II

SUBJECT	TEACHING TECHNIQUES	LEARNING OUTCOMES
LANGUAGES	Story telling, vocabulary development, listening, speaking, reading and creative writing skills. To show flash cards, grammar like nouns, plurals, drawing is also inculcated in the assignment, about them self, recitation with action, identifying the letters, rhyming words, word building, interaction with dialogues, phonetics,	Able to learn proper pronunciation & to write correct spellings. To create their own story looking at the given picture. Group activity will bring enthusiasm, active participation, motivation and builds creative thinking etc..... Able to read aloud with appropriate

		pronunciation and expression.
MATH	Identifying the numbers & shapes, number names, addition, subtraction multiplication & division. Money and time, measurement, even and odd, visual concept, flash cards,	Name the various solid shapes, Identifying the concept of am & pm. Able to analyse addition, subtraction, multiplication and division with the help of objects and fruits.
EVS	Animals, plants, Human body parts, festivals, neighbourhood, good habits, sapling and gardening, Magical words, neatness of surroundings, discipline, visual aid,	Able to know the surviving skills. Identification of animals, unity in diversity, Identify the uses of water. Relate the sources of light, how to save our mother earth, name of the seasons,

CLASS III AND IV

SUBJECT	TEACHING TECHNIQUES	LEARNING OUTCOMES
LANGUAGES	Story telling, vocabulary development, listening, speaking ,reading and creative writing skills. To show flash cards, grammar like nouns, plurals, antonyms, synonyms, gender, compound words, reading comprehension, proverbs, punctuations, framing own sentences, homophones, numbers, translation of language, dramatization, The gland floats, to know about poets and their introduction, stressed letters, matrayen, kagunitha (compound consonant) drawing is also inculcated in the assignment, about them self, recitation with action, identifying the letters, rhyming words, word	Able to learn proper pronunciation & to write correct spellings. To create their own story looking at the given picture. Group activity will bring enthusiasm, active participation, motivation and builds creative thinking etc..... Able to read aloud with appropriate pronunciation and expression. Able to recite the poem with correct pronunciation and expressions with rhyming words. To construct meaningful questions and to give live example, Modify and enact their role with dialogue with a different climax of the

	<p>building, interaction with dialogues, identification of month, days, seasons, colours & time in Hindi.</p>	<p>stories with the guidance of the teacher. Spell and write the words using their phonetic knowledge, short sentences and answers correctly following the rules of capitalisation with correct use of simple punctuation marks like full stop, comma, exclamation and question mark.</p>
MATH	<p>Reading calendar, clock, observing patterns, recording data, interpreting pictographs, using geometrical instruments, using vocabulary learnt through math concept in English like quarter to, half past, fraction terms, addition, subtraction multiplication & division. Money and time, measurement, even and odd, visual concept, flash cards,</p>	<p>Name the various solid shapes, Identifying the concept of am & pm. Able to analyse addition, subtraction, multiplication and division with the help of objects and fruits. Able differentiate the whole part and fraction part. Able to represent the data along with pictograph. Able to do the place value of the digits, Able to construct the larger number and smaller number, Identification of solid shapes in 2D & 3D Shapes.</p>
EVS	<p>Animals, plants, Human body parts, festivals, neighbourhood, good habits, sapling and gardening, Magical words, neatness of surroundings, discipline, visual aid,</p>	<p>Able to know the surviving skills. Identification of animals, unity in diversity, Identify the uses of water. Relate the sources of light, how to save our</p>

	waste segregation utilization of waste awareness drives and activities, reading posters, loud reading, collecting the picture of police station, hospital, post office, school, bank etc... in the assignment. Seasons identification. Types of leaves, types of feathers & birds, eating habits of animals, seasonal clothes, state wise clothes, food habits, crops and weather.	mother earth, name of the seasons, Identifying the seasons according to the month. Analysing of seasonal clothes, cultural diversity in food, clothes etc..... identifying the types of feathers, birds and animals, acquire awareness about weather, water, plants, animals, food, shelter etc.....
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CLASS VI AND VII

SUBJECT	TEACHING TECHNIQUES	LEARNING OUTCOMES
LANGUAGES	<p>Storytelling Class Discussion Visual Aids Timeline Creation Group Activity Map Work Project Work Reading Aloud Debate Comparison Chart Essay Writing:</p>	<p>understand the significance of content. Students will identify different types topic. Students will develop teamwork and presentation skills Students will recognize the geographical extent students will understand the concept Students will learn about the philosophical ideas Improve reading fluency and expression. Understand the theme of inspiration in art. Improve memorization and recitation skills. Enhance creative visualization abilities Develop confidence and presentation skills Develop creativity and design skills.</p>
MATH	<p>Indian system and international system . * To teach predecessor, successor and formation of larger number and smaller number using given digits.</p>	<p>*They can easily differentiate between Indian and international system. *They can differentiate between predecessor and successor</p>

	<ul style="list-style-type: none"> * Addition, subtraction, multiplication and division. * Bodmass rule * Divisibility test rules * Factors and multiples. * Fraction and decimals * Measurement * . Money * Time * Construction of circle. * Algebra * Ratios and proportions * Patterns * Bar graphs. 	<ul style="list-style-type: none"> *They can construct larger number and smaller number using given digits. *They know to solve addition subtraction multiplication division. *They can use BODMASS techniques to simplify the problems * They can easily come to know the difference between factors and multiples. *They will come to know the importance of divisibility test rules *They come to know definition point and different types of lines and their construction * Conversion of money to rupees and vice versa. *They learn to construct a equation by using variable and constants *They come to know the difference between the comparison of the number and their ratios *They can easily construct the circle and can easily solve problem on it they will also learn the importance of formulas to solve problem. * Perimeter and area of a square and rectangle problems can be easily solved. *They can easily understand the patterns to solve the problem on it. *They can know to construct lines of symmetry for a given number. *They can represent given data in bar graph.
SCIENCE	<p>activities in the class, experiments conducted by teacher in the science lab, surveys, Collection of samples, Group activities, discussions with peers and teachers, surveys,</p>	<p>1)Identifies materials and organisms, such as, plant fibres, flowers, on the basis of observable features i.e. appearance, texture, function, aroma, etc. 2) differentiates materials and organisms, such as, fibre and yarn; tap and fibrous roots; electrical</p>

	<p>organisation of data and their display through exhibitions.</p>	<p>conductors and insulators; on the basis of their properties, structure and functions</p> <p>3)classifies materials, organisms and processes based on observable properties, e.g., materials as soluble, insoluble, transparent, translucent and opaque; changes as can be reversed and cannot be reversed; plants as herbs, shrubs, trees, creeper, climbers; components of habitat as biotic and abiotic; motion as rectilinear, circular, periodic</p> <p>4) conducts simple investigations to seek answers to queries ,e.g., What are the food nutrients present in animal fodder? Can all physical changes be reversed? Does a freely suspended magnet align in a particular direction?</p> <p>elates processes and phenomenon with causes, e.g., deficiency diseases with diet; adaptations of animals and plants with their habitats; quality of air with pollutants, etc.</p> <p>explains processes and phenomenon, e.g., processing of plant fibres; movements in plants and animals; formation of shadows; reflection of light from plane mirror; variations in composition of air; preparation of vermicompost, etc.</p> <p>measures physical quantities and expresses in SI units, e.g., length</p> <p>draws labelled diagrams / flow charts of organisms and processes, e.g., parts of flowers; joints; filtration; water cycle, etc.</p> <p>5) constructs models using materials from surroundings and explains</p>
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		<p>their working, e.g., pinhole camera, periscope, electric torch, etc.</p> <p>applies learning of scientific concepts in day - to - day life, e.g., selecting food items for a balanced diet; separating materials; selecting season appropriate fabrics; using compass needle for finding directions; suggesting ways to cope with heavy rain/ drought, etc.</p> <p>6) makes efforts to protect environment, e.g., minimising wastage of food, water, electricity and generation of waste; spreading awareness to adopt rain water harvesting; care for plants, etc.</p>
<p>SOCIAL SCIENCE</p>	<p>To provide knowledge about natural and social environments, how humans fulfill needs, and to develop qualities like critical thinking in students.</p> <p>Stimulation project, questions and answer, field-trips, Δdiscussion, problem-solving, dramatization, home assignment and construction methods.</p>	<p>1. understanding analytically various phenomena in immediate social environment.</p> <p>2. introduced to the diversity of people and their practices in different societies, regions and cultures within societies.</p> <p>3. generating sensitivity towards human values of compassion, trust, peace, cooperation, social justice, environmental protection and other concerns.</p> <p>4. It develops with one's own social environment-self, family, social environment and its interaction with various geographical, historical, social, economic, and political factors.</p> <p>5. Familiarizing the learner with the dynamics in the evolution process is necessary so that she/he develops sufficient awareness to understand disciplinary values of these interlinked disciplines independently.</p>

CLASS V AND VIII

LANGUAGES	<ol style="list-style-type: none">1. Communicative language teaching2.Task-based language teaching3.Content and language integrated learning4.Cooperative Language Learning5. The Direct Method6. Grammar-Translation7. Audio lingualism8. Total Physical Response	<p>1.Communicative language teaching It aims to put students in a variety of real-life situations, so that they can learn how to use their language skills to communicate in the real world. Interactive and relevant classroom activities characterise this approach along with the use of authentic source materials. Teachers are encouraged to provide the students with as much opportunity to give and receive meaningful communication as possible. The use of personal experience is also common in CLT classrooms.</p> <p>2.Task-based language teaching Learners use the language skills that they already have to complete the task and work through three distinct phases – a pre-task, the task itself and post-task review. In order to complete it, they will need to read / listen to source material, conduct internet research, as well as writing and delivering the presentation itself.</p> <p>3.Content and language integrated learning (CLIL) The language teaching is organized around the demands of the first subject rather than that of the target language. So it's critically important to make sure that the integration is clear and that students are engaged. Having said that, the CLIL approach does create significant opportunities for cross-curricular working; it opens up</p>
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		<p>language learning to a wider context and can be used to re-engage previously demotivated students.</p> <p>4. Cooperative Language Learning part of a wider teaching approach known as Collaborative or Community Language Learning (CLL). CLL seeks to make the maximum use of cooperative activities involving pairs and small groups of learners in the classroom. As such, it is a student-centered, rather than a teacher-centered, approach to language teaching.</p> <p>In the CLL classroom, all of the language learning activities are deliberately designed to maximise opportunities for social interactions. Students should accomplish tasks by interacting between themselves and talking / working together. The teacher's role is to act as a facilitator of and a participant in the learning tasks</p> <p>5. The Direct Method students work out key grammar concepts by practicing the language and by building up their exposure to it. Standard classroom techniques for this approach include Q+As, conversation, reading aloud, writing and student self-correction.</p> <p>6. Grammar-Translation This is a very traditional teaching approach which prioritises translation from the students' mother tongue into the target language and vice versa. To succeed in this approach, students need to memorize long lists of</p>
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		<p>vocabulary and detailed grammar formats and rules.</p> <p>7. Audiolingualism Audiolingualism was developed in response to some of the problems associated with Grammar-Translation. As a result, classes are usually held in the target language as this approach deliberately seeks to prioritise speaking and listening skills.</p>
MATH	<p>*To teach predecessor, successor and formation of larger number and smaller number using given digits.</p> <p>*Addition, subtraction, multiplication and division.</p> <p>* Bodmass rule</p> <p>* Factors and multiples.</p> <p>* Fraction and decimals</p> <p>* Measurement</p> <p>* . Money</p> <p>* Time</p> <p>* Patterns</p> <p>* Bar graphs.</p>	<p>*They can easily differentiate between Indian and international system.</p> <p>*They can differentiate between predecessor and successor</p> <p>*They can construct larger number and smaller number using given digits.</p> <p>* They know to solve addition subtraction multiplication division.</p> <p>*They can use BODMASS techniques to simplify the problems</p> <p>*They can easily come to know the difference between fractors and multiples.</p> <p>*They come to know definition point and different types of lines and their construction</p> <p>*Conversion of money to rupees and vice versa.</p> <p>*They can easily understand the patterns to solve the problem on it.</p> <p>*They can know to construct lines of symmetry for a given number.</p> <p>*They can represent given data in bar graph.</p>
SCIENCE	<p>activities in the class, experiments conducted by teacher in the science lab,</p>	<p>identifies materials and organisms, such as, animal fibres; types of teeth; mirrors & lenses, on the basis of observable</p>

	<p>surveys, Collection of samples, Group activities, discussions with peers and teachers, surveys, organisation of data and their display through exhibitions.</p>	<p>features, i.e., appearance, texture, functions, etc. *differentiates materials and organisms such as, digestion in different organisms; unisexual and bisexual flowers; conductors and insulators of heat; acidic, basic and neutral substances; images formed by mirrors and lenses, etc., on the basis of their properties, structure and function *classifies materials and organisms based on properties/characteristics, e.g., plant and animal fibres; physical and chemical changes conducts simple investigations to seek answers to queries, e.g., Can extract of coloured flowers be used as acid - base indicator? Do leaves other than green also carry out photosynthesis? Is white light composed of many colours? relates processes and phenomena with causes, e.g., wind speed with air pressure; crops grown with types of soil; depletion of water table with human activities, etc. *explains processes and phenomena, e.g., processing of animal fibres; modes of transfer of heat; organs and systems in human and plants; heating and magnetic effects of electric current, etc. *writes word equation for chemical reactions, e.g., acid - base reactions; corrosion; photosynthesis; respiration, etc. measures and calculates e.g., temperature; pulse rate; speed of moving</p>
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		<p>objects; time period of a simple pendulum, etc. *draws labelled diagrams/ flow charts e.g., organ systems in human and plants; electric circuits; experimental set ups; life cycle of silk moth, etc. *plots and interprets graphs e.g., distance-time graph constructs models using materials from surroundings and explains their working ,e.g., stethoscope; anemometer; electromagnets; Newton’s colour disc ,etc. *discusses and appreciates stories of scientific discoveries applies learning of scientific concepts in day-to-day life, e.g. dealing with acidity; testing and treating soil; taking measures to prevent corrosion; cultivation by vegetative propagation; connecting two or more electric cells in proper order in devices; taking measures during and after disasters; *suggests methods for treatment of polluted water for reuse, etc. makes efforts to protect environment, e.g., following good practices for sanitation at public places; minimising generation of pollutants; planting trees to avoid soil erosion; sensitising others with the consequences of excessive consumption of natural resources, etc. exhibits creativity in designing, planning, making use of available resources, etc.</p>
SOCIAL SCIENCE	To provide knowledge about	Analyses the issues related to caste, women, widow

	<p>natural and social environments, how humans fulfill needs, and to develop qualities like critical thinking in students. inquiry project, Δdramatizations, questions and answer, field-trips, discussion, stimulation project, questions and answer, field-trips, Δdiscussion, problem-solving, dramatization, home assignment and construction methods.</p>	<p>remarriage, child marriage, social reforms and the laws and policies of colonial administration towards these issues.</p> <ul style="list-style-type: none"> •Outlines major developments that occurred during the modern period in the field of arts. •Outlines the course of the Indian national movement from the 1870s till Independence. •Analyses the significant developments in the process of nation building. •Interprets social and political issues in one's own region with reference to the Constitution of India. •Illustrates the Fundamental Rights and the Fundamental Duties with appropriate examples. •Applies the knowledge of the Fundamental Rights to find out about their violation, protection and promotion in a given situation (e.g. Child Rights). •Differentiates between State government and Union government.
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CLASS IX AND X

<p>LANGUAGES</p>	<p>Telling about great people in the class about like :- Swami Vivekananda, Ambedka = information * Factors like making charts, motivational Traffic Signal therapy, environment first *Atakshari [Making new words from the last up 4- of the word</p>	<p>1 India's great personality knowledgeable about them. 2.You can learn about grammar. 3.you Will know the subject clearly and will understand. 4. Increase Vocabulary 5.Will learn about the poet 6.Introduction to the word.(Will use a dictionary)</p>
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	<p>*To Introduce a poet or a writer using a dictionary</p> <p>* Explain the meaning of the poem</p> <p>*Use of library [telling other stories]</p> <p>Reading text poem keeping punctuation in mind along with ascending and descending lines.</p> <p>Essay Composition and Letter Writing know about Main Festival celebrated in our country.</p>	<p>7We hope you will understand the meaning of the poem. Students will learn about punctuation marks.</p> <p>* Will compose an essay after getting information about the given topic.</p> <p>*Will understand the method of writing letters and accounts. Will learn about Indian festivals</p>
MATH	<p>Oral/ mental work , drill work, home assignments, group work, brain storming, fun activity, lab activities, puzzle and number games, problem solving, graphical method and construction method.</p>	<p>Understand and apply concept related to variables, expressions, equations, identities. Use arithmetic & algebra to solve real life problems & pose meaningful problems. Develop aesthetic sense by discovering symmetries in shapes like Triangles, circles , quadrilaterals.</p>
SCIENCE	<p>activities in the class, experiments conducted by students in the science lab, surveys, Group activities, discussions with peers and teachers, surveys, organisation of data and their display through exhibitions.</p>	<p>designs models using eco-friendly resources, such as, 3D model of a cell, water purification system, stethoscope, etc.</p> <p>exhibits values of honesty, objectivity, rational thinking, freedom from myths, superstitious beliefs while taking decisions, respect for life, etc., such as, records and reports experimental data exactly, myth that sexually transmitted diseases are spread by casual physical contact, belief that vaccination is not important for prevention of diseases, etc.</p>

		<p>communicates the findings and conclusions effectively, such as, those derived from experiments, activities, and projects both in oral and written form using appropriate figures, tables, graphs, and digital forms, etc.</p> <p>applies the interdependency and interrelationship in the biotic and abiotic factors of environment to promote conservation of environment, such organic farming, waste management, etc.</p>
SOCIAL SCIENCE	<p>It includes subjects like history, geography, political science, economics, archaeology, anthropology, psychology, and law. The objectives of teaching social science are to provide knowledge about natural and social environments, how humans fulfill needs, and to develop qualities like critical thinking in students.</p>	<ul style="list-style-type: none"> •Explains how the English East India Company became the most dominant power. •Explains the differences in the impact of colonial agrarian policies in different regions of the country like the ‘indigo rebellion’. •Describes the forms of different tribal societies in the 19th century and their relationship with the environment. •Explains the policies of the colonial administration towards the tribal communities. •Explains the origin, nature and spread of the revolt of 1857 and the lessons learned from it. •Analyses the decline of pre - existing urban centres and handicraft industries and the development of new urban centres and industries in India

		<p>during the colonial period.</p> <ul style="list-style-type: none">•Explains the institutionalisation of the new education system in India.•Analyses the issues related to caste, women, widow remarriage, child marriage, social reforms and the laws and policies of colonial administration towards these issues.•Outlines major developments that occurred during the modern period in the field of arts.•Outlines the course of the Indian national movement from the 1870s till Independence.•Analyses the significant developments in the process of nation building.•Interprets social and political issues in one's own region with reference to the Constitution of India.•Illustrates the Fundamental Rights and the Fundamental Duties with appropriate examples.•Applies the knowledge of the Fundamental Rights to find out about their violation, protection and promotion in a given situation (e.g. Child Rights).•Differentiates between State government and Union government.
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8. ASSESSMENT TOOLS

We follow a system of continuous multi-disciplinary assessment, which could be formal or informal. We also follow a differentiated system of assessment to cater to the varied needs of children.

The child seeking entry into The Acme is evaluated on his/her skills and abilities in order to determine the level in comparison to the expectation of the class into which admission is sought. This helps the teacher to modulate the classroom transaction in order to meet the child's needs.

With the firm belief that education touches the mind as well as the being and each influences the other, information regarding each student is collected, taking into account their ability to apply knowledge, their learning process and how they conduct themselves in different situations. These findings form the basis of a continuous feedback process to the student and parents. A systematic follow up programme is built around these evaluations, be it on the academic, co-scholastic or value/attitudinal front.

Formative assessments are marked on varied tasks within a class, homework, class work, projects, presentations- each of which lends to assessment, projecting a different aspect of the child's learning. We follow the Karnataka State Board pattern of cycle reviews, one formative assessments in each term and a summative assessment at the end of every term (September SA1 and March SA2). A brief description of the portions covered and marking scheme is as follows

Curriculum for class I TO VII

- English
- KANNADA
- HINDI
- MATH
- SCIENCE / EVS
- SOCIAL SCIENCE
- COMPUTERS

FA - 1 JULY	FA - 2 AUGUST	SA - 1 SEPTEMBER	FA - 3 JANUARY	FA - 4 FEBRUARY	SA - 2 MARCH
20 + 30 = 50	20 + 30 = 50	40 + 10 =50	20 + 30 = 50	20 + 30 = 50	40 + 10 =50

Curriculum for class VIII TO X

- KANNADA
- ENGLISH
- HINDI
- MATH

- SCIENCE
- SOCIAL SCIENCE
- COMPUTERS

FA - 1 JULY	FA - 2 AUGUST	SA - 1 SEPTEMBER	FA - 3 JANUARY	FA - 4 FEBRUARY	SA - 2 MARCH
20 + 30 = 50	20 + 30 = 50	80 + 20 = 100	20 + 30 = 50	20 + 30 = 50	80 + 20 = 100

Note: Karnataka State Board has published a comprehensive curriculum for class V, VIII, IX and X which carries the details of syllabus, time to be devoted to teaching units of syllabus, question paper design as well as details of projects/practicals to be conducted. To implement and execute the pedagogical plan the teachers have been advised and trained to acquire a thorough understanding of the following:-

- Curriculum published by KSEAB
- Blooms Taxonomy
- How to write measurable objectives and learning outcomes
- Question paper pattern given by the state government.

8. Measures for well being of pupils

- Medical check-up and Health camps will be organised every year in the school campus.
- Health camps are also organised for parents as well as public.
- Resource persons are invited to teach and guide students upon good and bad touch.
- Interact club students will be taken to the nearby village to interact on cleanliness and how important it is to have washrooms in each house.
- Swach Bharath Abhiyan – Students will clean the surrounding of the campus and they themselves will maintain the cleanliness.
- We educate students on value Education from class I TO X ask them to speak on any one of the related topics in the assembly.
- Counsellor will be counselling the students who will be in need.
- A session will be conducted every month for the high school students on the specific topics on related to the well being of the students.

10. Identification by the teachers, referral to the counsellor and procurement of parents consent.

Teachers are trained by internal and external resource personnel for this purpose. Such sessions will be periodically held to update the knowledge of the students.