

ACADEMIC ITINERARY

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THE CORE PURPOSE AND OBJECTIVE

The Academic Planner is thoughtfully designed in alignment with the **National Education Policy (NEP) 2020** and the **National Curriculum Framework (NCF)** to support meaningful, structured, and future-ready learning.

It serves as a comprehensive guide for academic planning, enabling students and teachers to organize learning goals, classroom activities, assessments, and reflections in a systematic manner. The planner promotes a shift from rote learning to competency-based and experiential learning, encouraging students to understand concepts deeply and apply knowledge in real-life contexts.

A strong emphasis is placed on **Subject Enrichment Activities (SEA)**, **Experiential Learning Acquisition (ELA)**, and **Art Integrated Learning (AIL)**, which are seamlessly integrated into the curriculum to foster hands-on learning, creativity, aesthetic sensibility, critical thinking, and problem-solving skills.

The planner supports flexible teaching-learning practices, digital integration, inclusive education, and holistic development. Through continuous feedback, reflection, and month-wise planning, it aims to nurture confident, responsible, and lifelong learners prepared for academic excellence and future challenges.

ENRICHMENT OPPORTUNITIES WITHIN THE CURRICULUM

Learning at our school is designed to extend beyond textbooks and classrooms, offering students enriching experiences that nurture curiosity, creativity, competence, and confidence. The curriculum integrates meaningful opportunities that promote active engagement, practical application, and holistic skill development in alignment with the vision of NEP 2020.

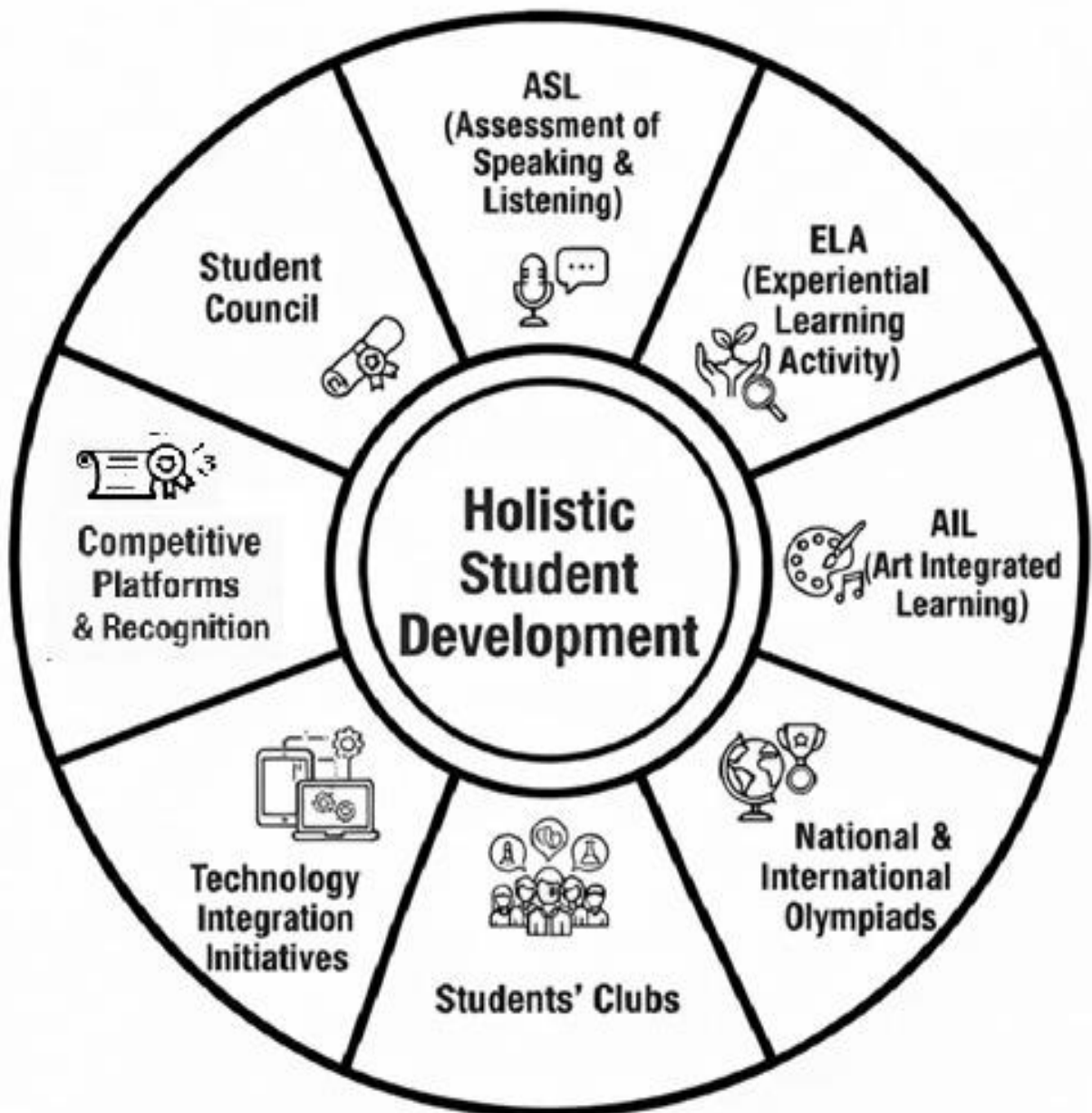
Students are provided with opportunities to develop academic understanding along with essential life skills through:

- **Project-Based and Inquiry-Based Learning:** Inquiry, collaboration, creativity, and presentation through real-world and interdisciplinary tasks.
- **Experiential and Hands-on Learning:** Hands-on activities, experiments, field visits, and practical exposure.
- **Art Integrated Learning (AIL):** Creative expression through visual and performing arts to strengthen concept clarity.
- **Technology and Digital Integration:** Use of digital tools and AI-enabled resources to build digital awareness and skills.
- **Communication and Language Skills:** Focus on speaking, listening, reading, writing, and vocabulary development.
- **Curricular and Co-curricular Engagement:** Building empathy, resilience, teamwork, leadership, and decision-making skills.
- **Environmental Awareness:** Promoting sustainability, conservation, and responsibility towards nature.
- **Co-curricular Engagement:** Participation in clubs, competitions, sports, and community service.

These opportunities ensure holistic, learner-centric development and prepare students to become confident, adaptable, and responsible individuals.

Holistic Development Framework: Empowering Students Beyond Academics

At SDHPS, we are committed to maintaining high standards of excellence by nurturing every dimension of a child's development. Our student development initiatives are designed to complement academic learning while promoting confidence, competence, and character.



Holistic Habits for Learner Development

1



REGULARITY & PUNCTUALITY

Attend classes daily and arrive on time.

2

PREPAREDNESS FOR LEARNING

Bring necessary materials and be ready to engage.



3



PERSONAL HYGIENE & HEALTH AWARENESS

Practice cleanliness and prioritize well-being.

4

COMMUNICATION & SPEAKING SKILLS

Express thoughts clearly and listen actively.



5



HOMEWORK & SELF-STUDY DISCIPLINE

Complete assignments and review lessons consistently.

6

POSITIVE BEHAVIOUR & VALUES

Show respect, kindness, and responsibility.



7



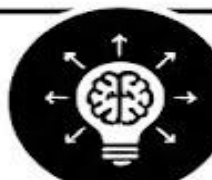
PERSONALITY & CONFIDENCE BUILDING

Believe in abilities and embrace challenges.

8

CONCEPT CLARITY, REFLECTION & FEEDBACK

Understand ideas, reflect on learning, and seek improvement.



EVALUATION CRITERIA

The Evaluation System is designed to promote holistic development and encourage regular, reflective, and experiential learning among students. Assessments emphasize competency-based evaluation, incorporating objective-type, application-based, and short-answer questions to measure conceptual understanding, critical thinking, and real-life application of knowledge.

Alongside continuous and comprehensive evaluation, periodic and term-end assessments are conducted as per the prescribed schedule to ensure ongoing academic progress and overall development of learners.

T E R M - 1		Periodic Assessment - I	Terminal Assessment	Total
	Maximum Marks	40	80	100
	Weightage	Half of PA -I	80	
	Tentative Dates	2nd Week of July	Mid of September	
T E R M - 2		Periodic Assessment II	Terminal Assessment	Total
	Maximum Marks	40	80	100
	Weightage	Half of PA - II	80	
	Tentative Dates	1st Week of December	February 1st Week	
Final Weightage		Average of T1 + T2		100

SCHOOL RECOMMENDED TEXTBOOKS – CLASS -XI



English

Flamingo - Main Course (NCERT)

Vistas - Supp. Reader (NCERT)



Business Studies

Poonam Gandhi (VK Publications)



Economics

T.R. Jain (VK Global)



Accountancy

D.K. Goel (Avichal Publishing Company)



Mathematics

M.L. Aggarwal (Avichal Publishing) & NCERT



Computer Science

Computer Science with Python (Dhanpat Rai & Co.)



Physical Education

S.P. by Dr. Manu Sood



Psychology

Psychology - NCERT

MONTH/ SUBJECT	ENGLISH LITERATURE (Code No. 301)
APRIL	<p>Prose: 1. The Portrait of a Lady, Poetry: 1. A Photograph Writing Section: 1. Notice 2. Letter to Editor, 3. Determiners SEA/ELA: "Word That Defines Me" Each student will choose one English word that represents their personality (e.g., dreamer, resilient, curious, calm). They introduce themselves: "My name is _ and my word is _ because..." AIL: Then vs Now Time Frame Art Students will split a sheet into past and present scenes, sketching the mother's beach childhood and the poet's memory. They add two poetic lines under each, expressing time, loss, emotion, and remembrance. Skills Developed: Development of Linguistic Intelligence along with strengthening Social Skills</p>
MAY	<p>Prose: 2. We're Not Afraid to Die..If We Can All Be Together Poetry: 2. The Laburnum Top Supp. Reader: 1. The Summer of the beautiful white horse Writing Section: 5. Advertisement (classified, Display), 6. Letter on Placing an order , 7. Tenses SEA/ELA: "Ad Makeover Challenge" Students will redesign an advertisement into a more creative and appealing version by adding a catchy slogan, attractive logo, and persuasive lines, enhancing its visual impact and effectiveness. AIL: "Survival Smart: What's in My Kit?" Students will imagine that they are on a sinking ship. They draw a survival kit bag and list 5 essential items they would carry, with reasons. Skills Developed: Critical Thinking, Decision Making Ability and Imagination</p>
JULY	<p>Prose L.3 . Discovering Tut: The Saga Continues Supp. Reader: L.2. The Address Writing Section: Poster, Report, Business Letters Grammar: Modals (Additional Topic) SEA/ELA : Unmasking The Secrets of Pharaoh Tut Students will act as history detectives and prepare a case file on Tutankhamun, including key facts about his life, the mystery of his death, and important discoveries from his tomb.</p>

<p>JULY</p>	<p>AIL: My Memory Box A Journey of Precious Moments Students will draw a “Memory Box” and illustrate objects they would like to preserve inside it (such as photographs, gifts, letters, toys, etc.).They will write 3 4 lines explaining the emotional significance of the items. Skills Developed: Emotional Intelligence, the ability to analyse and research historical facts will be enhanced.</p>
<p>AUGUST</p>	<p>Prose: 5. The Adventure, Poem: 3. The Voice of the Rain, Writing Section & Grammar: 12. Article, 13. Job Application, SEA/ELA: Rain Journal Reflection of Raindrops Students will write a diary entry or short paragraph describing a rainy day from their own perspective, inspired by describing their feelings and nature’s response to rain AIL: Alternate History Timeline Poster Students will create slide 1 showing Real History(What actually happened) and Slide 2 showing Alternate History(If the Marathas had won) Skills Development: Self Reflection, Critical Thinking and Collaboration</p>
<p>SEPTEMBER</p>	<p>REVISION FOR FIRST TERM EXAM</p>
<p>OCTOBER</p>	<p>Poem 4. Childhood Supp. Reader: 3 Mother’s Day Writing Section & Grammar: 16. Speech 17. Active passive voice (Additional Topic), 18. Transformation of Sentences SEA: Role Reversal Drama Students will perform a short skit showing: Scene 1: Family taking Mrs. Pearson for granted. Scene 2: Mrs. Pearson confidently asserting herself. Scene 3: A balanced and respectful family relationship. AIL: Childhood Wheel: Colours of Emotions Students will create a wheel on a drawing sheet or chart paper divining into sections. The number of sections depends on how many emotions you want to represent. Skills Developed: Communication skills, Critical Thinking and Stage Presence</p>
<p>NOVEMBER</p>	<p>Poem: 5. Father To Son Supp. Reader: 4. Birth Writing Section & Grammar: 19. Debate 20. Reported Speech (Additional Topic) SEA: Verbal Virtuosity Quiz- Students will be divided into groups to participate in four rounds covering Vocabulary, Figures of Speech, and one-word answer and MCQs.</p>

NOVEMBER	<p>ELA: Urban Traffic Solutions- Students will analyze urban traffic issues, utilizing cue cards with specific prompts. They discuss causes, impacts, and propose solutions.</p> <p>Skills Developed: Critical thinking, problem-solving, research proficiency, social awareness</p>
DECEMBER	<p>Prose: 6. Silk Road Supp. Reader: 5. The Tale of Melon City Writing Section & Grammar: 21. Invitation (Additional Topic), 22. Integrated Grammar SEA/ELA: Through Their Eyes: Silk Road Edition One student will play the narrator; the other will ask questions about places, people, or experiences to explore the narrator’s perspective and emotions AIL: Satire on Stage: Life in Melon City Students will be given individual role cards. They will understand characters, satire, and absurdity in The Tale of Melon City and will explain the same through creative role play, collaboration, and critical thinking. Skills Developed: Listening Skills, Critical Thinking and Perspective -Taking</p>
JANUARY – FEBRUARY	DOUBT CLASSES & REVISION FOR FINAL TERM EXAM
Discussion from Resource Book will be taken parallel to the chapters every month.	
MONTH/ SUBJECT	ECONOMICS (Code No. 030)
APRIL	<p>Microeconomics: Ch-1 Economics and Economy, Ch-2 Central Problems of an Economy Statistics: Ch-1 Concept of Economics and Significance of Statistics, Ch-2 Collection of Data, Ch-3 Census and Sample Methods of Data Collection SEA: “Policy Makers’ Forum Students will be divided into groups representing: Government policy makers, Consumers, Producers. How to allocate limited resources efficiently? They will present their economic plan and justify decisions. AIL :News to Numbers Students will maintain a one-week Artistic Statistical Journal by collecting economic news from newspapers such as The Economic Times or Business Standard.</p>

<p>APRIL</p>	<p>They will identify the type of data (Primary/Secondary; Qualitative/Quantitative) Mention the source of data. Skills Developed: Computational and Analytical skills, Research & Inquiry Skills, Data Awareness</p>
<p>MAY</p>	<p>Microeconomics: Ch-3 Consumers's equilibrium: Utility Analysis, Ch-4 Consumer's Equilibrium: Indifference Curve Approach Statistics: Ch-4 Organisation of Data, Ch-9 Arithmetic Mean SEA: Consumer Insight Circle – Buying Behaviour Study Students prepare a short questionnaire based on factors like price, brand, quality, advertisement, income level, and peer influence.They conduct a survey among classmates, family members, or school staff. AIL: Creative Data to Conclusion Students will collect real-life raw data (daily expenditure, marks obtained, study hours, or online pricing data from platforms like Amazon India or Flipkart). Convert the data into creative visual representations such as: Colour-coded bar diagrams Add an artistic “Conclusion Corner” explaining what the data shows and how it supports decision-making. Skills Developed: Decision-making skills, data interpretation, creativity, and visual communication</p>
<p>JULY</p>	<p>Microeconomics: Ch-5 Theory of Demand, Ch-6 Price Elasticity of Demand Statistics: Ch-5 Textual and Tabular Presentation of Data Ch-6 Bar Diagrams and Pie Diagrams SEA : “Demand Dynamics Lab – Essential vs Luxury Study” Select one essential good (e.g., rice, milk, medicines) and one luxury good (e.g., perfumes, branded shoes, gadgets). Collect data on price changes over a period (local market/online platforms).Analyze how demand changed with price variation. Calculate price elasticity (using formula). Compare which good is more elastic and justify reasons. AIL: “Visual Economics Lab – Trends & Insights” Students will create interactive stories/ visualisations that incorporate statistical data and economic concepts e.g. market forces, government policies etc. Skills Developed: Problem solving, Critical thinking, presentation skills.</p>

<p>AUGUST</p>	<p>Microeconomics: Ch-7 Production Function and Returns to a Factor, Ch-8 Concepts of Cost Statistics: Ch-7 Histogram, Polygon and Ogive, Ch-8 Time Series Graphs SEA: “Startup Strategy Lab – Cost Structure Analysis” Students will analyse case studies of small vs. large businesses and identify their cost structure, Identify fixed and variable costs, prepare a simple cost sheet, compare economies of scale. AIL: “Data to Design – Creative Business Infographic Studio” Students will collect and organize business data from industry case studies or cost structure templates. After constructing Bar Diagrams and Pie Charts, they will creatively present their findings through an art-integrated infographic using elements like visual storytelling, color coding, symbolic drawings, typography, and layout design. They will interpret results and present conclusions in an aesthetically designed infographic that combines business analytics with artistic expression. Skills Developed: Logical Reasoning, Entrepreneurial Skills, Creativity & Visual Communication.</p>
<p>SEPTEMBER</p>	<p>REVISION FOR FIRST TERM EXAM</p>
<p>OCTOBER</p>	<p>Microeconomics: Ch-11 Theory of Supply, Ch-12 Forms of Market. Statistics: Ch-10 Median and Mode SEA : “Statistical Performance Analysis Workshop” Students will compute Median and Mode from their Term-1 result. AIL: Applied Market Dynamics Activity-Determinants of Supply Students will participate in a role-play simulation representing different market participants — Farmer, Shopkeeper, Producer, Wholesaler, and Government. Each group will receive Situation Cards such as: Increase in technology, Rise in input cost, Government subsidy, Increase in price. Students will present their reasoning using charts and short analytical reports. Skills Developed: Logical thinking ,Analytical report writing, Collaborative Learning.</p>

<p>NOVEMBER</p>	<p>Microeconomics:Ch-9 Concepts of Revenue Ch-10 Producer's Equilibrium Statistics: Ch-11 Correlation SEA:“Applied Correlation Analysis Project” Teacher will provide real-life data sets (e.g., marks & study hours, rainfall & crop output, advertisement & sales).Students will arrange the data in tabular form. AIL: Market Revenue Investigation Students will creatively design a Revenue Chart Poster using colors to differentiate TR, AR and MR curves.Use visual symbols (e.g., arrows, demand shifts, consumer icons) to show price-demand relationship. Present findings through a graphical storyboard or infographic sheet. Skills Developed: Metacognition and Analytical skills ,Graphical interpretation skills, Real life Application of economics concepts.</p>
<p>DECEMBER</p>	<p>Microeconomics: Ch-13 Market Equilibrium Under Perfect Competition Statistics: Ch-12 Index Numbers SEA : “Economic Trends Broadcasting Project” Students will collect data related to:CPI (Consumer Price Index),Inflation rates,Price changes of essential goods.Calculate simple index numbers (as per syllabus method). AIL:“Monopoly Market – A Creative Case Study” Students will select a company (e.g., digital platform, railway service, or dominant brand).Identify features of monopoly:Single seller, Price maker, Barriers to entry, Analyse pricing strategy. Students will make the presentation in form of PPT, posters, infographic design etc. Skills Developed: Research Skill, Critical Evaluation, Metacognitive Skill</p>
<p>JANUARY – FEBRUARY</p>	<p>DOUBT CLASSES & REVISION FOR FINAL TERM EXAM</p>
<p>Discussion of Assignments will be taken parallel to the chapters every month</p>	

MONTH/ SUBJECT	ACCOUNTANCY (Code No. 055)
APRIL	<p>Ch-1 Meaning, Objectives, Scope and Nature of Accounting, Ch-2 Basic Accounting Terms, Ch-6 Accounting Equations SEA : “Entrepreneur’s Accounting Blueprint Students design a small business idea (bakery, online store, tuition centre). Identify: Capital introduced, Assets purchased, Liabilities taken, Prepare Opening Balance Sheet. Show how equation remains balanced. AIL: Accounting Concept Canvas. Students will visually present basic accounting terminologies such as Capital, Assets, Liabilities, Revenue, Expenses, Debtors, Creditors, etc., through creative drawings, symbols, colour coding, and short explanations. Each term will be connected with a real-life example to enhance conceptual clarity. Students may design it in the form of a mandala, infographic, concept map, or creative poster. Skills Developed: Real life application, Analytical thinking, Visual representation skills.</p>
MAY	<p>Ch-7 Double Entry System, Ch-9 Books of Original Entry- Journal, Ch-10 Accounting for Goods and Services Tax SEA : GST Impact on Pricing Policy - Students will use product invoices with pre-GST prices to calculate the final price by applying the GST rate to compare prices before and after GST and analyze its impact on businesses and consumers. AIL: Ledger Balance Beam. Students will creatively design a “balance beam” model to demonstrate the Double Entry System in accounting. One side of the beam will represent the Debit aspect of a transaction and the other side will represent the Credit aspect. Through illustrations and examples of transactions. Students will show how both sides remain equal, symbolizing that total debits always equal total credits. The activity may include charts, cut-outs, or small role-play demonstrations to explain different types of accounts. Skills Developed: Problem solving skills, Application of Accounting principles, Understanding GST'S effect on liquidity</p>

<p style="text-align: center;">JULY</p>	<p>Ch-11 Books of Original Entry- Cash Book, Ch-12 Books of Original Entry- Special purpose Subsidiary Books, Ch-13 Ledger</p> <p>SEA :“Entrepreneur’s Cash Flow Lab”</p> <p>Students act as young entrepreneurs managing a small event/start-up. They will record all receipts and payments in the Cash Book. Calculate closing balance, Analyze surplus/deficit.</p> <p>AIL: “Journey Through Journal Land”</p> <p>Students will create a creative illustrated pathway showing a business moving through different subsidiary books (Cash Book, Purchase Book, Sales Book), recording transactions at each stop. The activity will present accounting flow in a simple and visual storytelling format.</p> <p>Skills Developed: Concept clarity, creativity, logical sequencing, and presentation skills.</p>
<p style="text-align: center;">AUGUST</p>	<p>Ch-3 Accounting Principles, Ch-4 Process and Bases of Accounting, Ch-14 Trial Balance and Errors, Ch-15 Rectification of Errors</p> <p>SEA : Accounting Detective – Trial Balance Hunt-</p> <p>The teacher will create different classroom stations, each representing various types of accounts (Assets, Liabilities, Capital, Revenue, Expenses).Students will visit each station in groups. Identify the nature of the account (Real, Personal, Nominal).</p> <p>AIL:Accounting Adventure Challenge</p> <p>Students will play a fun puzzle game. Each puzzle is based on one business transaction.To move to the next level, students must understand what type of transaction it is. Identify the correct accounting rule or principle. Write the correct journal entry,After solving all puzzles, they will complete the full accounting cycle step by step. The team that solves everything correctly finishes the mission.</p> <p>Skills Developed: Practical accounting skills,Clear Understanding of Concepts, Thinking Skills, Teamwork.</p>
<p style="text-align: center;">SEPTEMBER</p>	<p>Ch- 8 Origin of Transactions: Source Documents of Accountancy</p> <p>REVISION FOR FIRST TERM EXAM</p>

<p style="text-align: center;">OCTOBER</p>	<p>Ch-5 Accounting Standards, Ch-16 Bank Reconciliation Statement, Ch-17 Depreciation</p> <p>SEA: “Asset Life Cycle Mapping” Students will trace Purchase of asset, Depreciation over years Disposal, Impact on profit ,Connect with Accounting Standards.</p> <p>AIL: “Balance Quest: The Reconciliation Trail” Students will create a storyboard illustrating the journey of a transaction from its initial recording in the Cash Book to its reflection in the Bank Statement. Each frame will depict stages such as comparison of balances, identification of timing differences or errors, necessary adjustments, and final reconciliation. The activity visually represents the cause-and-effect relationship within the Bank Reconciliation process, helping students understand how discrepancies arise and are resolved.</p> <p>Skills Developed:Chronological Reasoning, Analytical Thinking, Concept Clarity, Cause–Effect Analysis.</p>
<p style="text-align: center;">NOVEMBER</p>	<p>Ch-18 Provisions and Reserves, Ch-19 Capital and Revenue, Ch-20 Financial Statements</p> <p>SEA : “Provision vs Reserve – Decision Lab” Students will decide whether the Provision is required, Reserve should be created or No action required according to the given business situation.Give reason with accounting logic.</p> <p>AIL: “Financial Foundation Framework” Students will construct a three-layer 3D financial model using cardboard or blocks.Base Layer – Assets (foundation of the business),Middle Layer – Liabilities (external obligations),Top Layer – Owner’s Equity (owner’s claim).Students will be given different business transactions on slips (e.g., purchase of machinery, loan taken, capital introduced, payment of expenses, etc. They will place each transaction on the correct layer and explain how it increases, decreases, or maintains the accounting equation (Assets = Liabilities + Equity).At the end, each group will reflect on how stability depends on balance among all three layers.</p> <p>Skills Developed: Analytical Thinking,Financial Concept Clarity,Decision-Making Skills</p>

DECEMBER	<p>Ch-21 Financial Statements- With Adjustments, Ch-22 Accounts from Incomplete Records.</p> <p>SEA 1:Financial Statement Studio – From Ledger to Final Accounts"</p> <p>Students will be given a summarized Trial Balance of a small business. Students may compare their statements with peers and discuss differences.</p> <p>AIL:“Balance Quest – The Accounting Adventure”</p> <p>Students will participate in a gamified accounting board challenge where each step on the board represents a business transaction (cash purchase, credit sale, expense payment, asset purchase, etc.). Some ledger entries will be missing or partially completed. Teams must correctly reconstruct journal entries and post them to the ledger to move ahead.If entries are incorrect, the “financial balance” of the team gets disturbed, leading to penalty points or moving backward. The team that maintains accurate books and balances the accounts first wins the game.</p> <p>Skills Developed:Reporting Accuracy, Decision Making, Analytical Thinking, Problem Solving.</p>
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JANUARY – FEBRUARY	DOUBT CLASSES & REVISION FOR FINAL TERM EXAM
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Discussion of Assignments will be taken parallel to the chapters every month.

MONTH/ SUBJECT	BUSINESS STUDIES (Code No. 054)
APRIL	<p>Ch-1 Evolution and Fundamentals of Business, Ch-2 Forms of Business Organisation.</p> <p>SEA: Corporate Collapses</p> <p>Students will investigate real-life business failures such as Kingfisher Airlines and Nokia, analyse the causes behind their downfall, and present lessons learned for future business sustainability.</p> <p>AIL:Opportunity Navigator Challenge”.</p> <p>Students will use visual arts (map designing, sketching, color coding, symbols, creative layouts) to represent business concepts like opportunity, risk, investment, profit and loss.</p> <p>Students may also integrate: Warli / Madhubani / regional art patterns in map borders,3D models using chart paper, clay, threads,Digital poster or infographic.</p> <p>Skills Developed: Risk Assessment, Decision Making, Problem Solving.</p>

<p>MAY</p>	<p>Ch-2 Forms of Business Organisation (continue), Ch-3 Private, Public and Global Enterprises SEA : Mock Press Conference - One group acts as a business owner, and another acts as a journalist asking questions about their business structure decision and challenges. AIL: Poster of MNCs-Boon or Bane? - Students will be divided into two teams: One will make the poster of the benefits of MNCs on developing economies, while the other will highlight the challenges they bring. Skills Developed: Analytical skills, public speaking, Collaborative Learning.</p>
<p>JULY</p>	<p>Ch-4 Business Services, Ch-5 Emerging Modes of Business SEA: Service Industry Analysis - Students will analyse graphs showing India's GDP contribution from business services like banking and telecom, interpret the data, and predict future growth areas in the industry. AIL:“Digital Responsibility Studio” Students will transform a contemporary cyber ethics issue (such as data privacy, online fraud, cyber security, AI misuse, etc.) into a creative visual presentation. Each group will: Research a real-life case related to cyber ethics (for example, data privacy concerns on digital platforms). Create a visual storyboard / awareness campaign poster . Present their work as a “Digital Ethics Awareness Drive” in class. Skills Developed: Digital literacy, data interpretation, ethical reasoning.</p>
<p>AUGUST</p>	<p>Ch-6 Social Responsibilities of Business and Business Ethics, Ch-7 Sources of Business Finance SEA : Finance Card Game - Students will match scenario cards, like expanding a factory, with the most suitable finance option and justify their choice by explaining why it is the best fit. AIL: CSR in Action: A Comic Journey - Students will create a comic strip showcasing a company implementing CSR initiatives and narrate it as a story, emphasizing real-world CSR examples. Skills Developed: Ethical awareness, creativity, strategy thinking</p>
<p>SEPTEMBER</p>	<p>Ch-8 Small Business and Entrepreneurship development REVISION FOR FIRST TERM EXAM</p>

<p>OCTOBER</p>	<p>Ch-9 Retail Trade, Case Studies related to different types of retailers</p> <p>SEA: Mock Store Set-Up - Students will design and set up a small retail space in the class room, including product displays prepared by them, pricing and promotional materials and explain their unique features.</p> <p>AIL:Retail Reality Check – Strategy in Action</p> <p>Students will conduct a structured field observation of nearby retail shops or malls two days prior to the activity. They will examine store layout, pricing techniques, promotional offers, product placement, and customer engagement strategies. In class, teams will analyse how these strategies influence consumer buying behaviour and present their findings through charts, role-play, or short presentations.</p> <p>Skills Developed: Time management, presentation skills, communication, consumer awareness.</p>
<p>NOVEMBER</p>	<p>Ch-10 International Business, Case Studies related to Import/Export Procedure</p> <p>SEA:“Global Trade Disruption Analysis”</p> <p>Students will select a recent global disruption (e.g., Russia–Ukraine War, COVID-19 pandemic, or Suez Canal blockage incident) and analyse how it affected international trade. They will examine changes in imports, exports, supply chains, transportation costs, and availability of goods. Students will present data-supported findings through a report or PPT.</p> <p>AIL:“Global Trade Canvas Challenge”</p> <p>Students will design a large interactive world trade canvas highlighting major trading nations, important commodities, and key international trade routes. They will use colours, symbols, arrows, and flags to represent import-export relationships and explain global trade connections visually.</p> <p>Skills Developed: Research skills, Geographical Awareness, Analytical Thinking.</p>
<p>DECEMBER</p>	<p>Case Studies Related to Environment Protection and Start Up India</p> <p>SEA: “Green Start-up Impact Lab”</p> <p>Students will investigate government initiatives that promote environmentally sustainable startups in India. They will analyse how policies encourage green entrepreneurship and evaluate their contribution to economic growth and environmental protection.</p>

DECEMBER	Students will study schemes like Startup India, Make in India, and National Action Plan on Climate Change. Identify benefits provided to green startups (tax benefits, funding, incubation support). Analyse impact on employment, sustainability, and GDP growth. Present findings through charts or short analytical reports
JANUARY – FEBRUARY	DOUBT CLASSES & REVISION FOR FINAL TERM EXAM
Discussion of Assignments will be taken parallel to the chapters every month.	
MONTH/ SUBJECT	MATHEMATICS (Code No. 041)
APRIL	<p>Ch-1 Sets, Ch-2 Relation and Functions ELA/SEA: Subsets & Power Set - Students will explore set theory and If $A = \{a, b, c\}$ then student will write all its subsets, they list every possible combination of its elements, including the empty set and the set itself. Student will be able to derive formula for powerset as well. AIL: Functions: Flip & Match- Students will match domain and range values to their corresponding function graphs using flip cards. Skills Developed: Critical Thinking, Problem solving and Mathematical Reasoning.</p>
MAY	<p>Ch-3 Trigonometric Functions, Ch-4 Complex Numbers ELA/SEA: Trigonometric Quiz - A quiz will be conducted to test Student's understanding of Trigonometric Functions. They will understand the domain, Range of T functions ,various Trigonometric Formulas and identities. AIL:1.Quadrant Sign and graphs Activity student will draw a big circle on paper. Divide it into 4 quadrants and write signs of all trigonometric functions . And students will draw the graphs of each trigonometric function. 2.Complex Numbers Visualization - Using Argand Plane to graphically represent complex numbers and their properties. Skills Developed: Graphical Understanding, Creative Thinking, Critical Thinking</p>
JULY	<p>Ch-5 Linear Inequalities, Ch-6 Permutations and Combinations SEA: Arrangements and Selections Around Us- Students will understand the difference between permutation (arrangement) and combination (selection) through real-life situations. students will be given different types of situations related to selection and arrangement. They will analyze them and will use permutation and combination concept there.</p>

JULY	<p>AIL: Inequality quest - Students will research and present real life applications of linear programming such as business optimization, production planning & transportation and will solve them graphically.</p> <p>Skills Developed: Problem solving, Mathematical Reasoning and Graphical Understanding, Conceptual understanding,</p>
AUGUST	<p>Ch-8 Sequence and Series, Ch-11 Introduction to Three dimensional Geometry</p> <p>ELA/SEA:Math Billboard: Advertise a sequence - Students will design an advertisement for a product that follows in numerical pattern leading to geometrical and arithmetic growth of items. They will present the sequence behind their marketing idea.</p> <p>AIL:Exploring Space: Points, Lines, and Planes in 3D” students visualize 3-dimensional objects,understand coordinates of points in space,and represent lines and planes mathematically .Students begin by plotting points in three-dimensional space using coordinates (x, y, z). For example, they mark points A(2, 3, 4), B(1, 0, 2), and C(3, 2, 0) on a 3D graph sheet. Then they connect these points using lines to form line segments and observe the distance between points using the distance formula, Section formula etc.</p> <p>Skills Developed: Problem solving, Critical Thinking and Presentation Skills.</p>
SEPTEMBER	REVISION FOR FIRST TERM EXAM
OCTOBER	<p>Ch-10 Conic Sections, Ch-9 Straight lines</p> <p>ELA/SEA:Exploring Lines: Slopes, Intercepts, and Intersections</p> <p>Students will understand the concept of straight lines in 2D, their slopes, equations, and points of intersection using hands-on plotting and real-life examples. students investigate real-life applications by identifying straight lines in their surroundings, such as edges of windows, roads, or railway tracks. They are asked to calculate the equation of lines passing through two points of their choice in the classroom or school environment.</p> <p>AIL: Tracing the Curves: Circles, Ellipses, Parabolas, and Hyperbolas</p> <p>Students will understand different conic sections by plotting them, identifying their standard equations, and relating them to real-life applications.</p> <p>Skills Developed: Digital Literacy, Practical application, Geometry awareness</p>

NOVEMBER	<p>Ch-12 Limits and Derivatives, Ch- 13 Statistics SEA: Collecting, Organizing, and Analyzing Data-students will understand statistical concepts like data collection, tabulation, graphical representation, mean, median, mode and interpretation of data using real-life examples. Students will conduct a survey on any specific topic and calculate the measure of central tendency and dispersion for the collected data. ELA: Derivatives Puzzle Challenge - Students will unravel the mystery of limits and derivatives by solving puzzles and brain teasers. Skills Developed: Analytical Thinking</p>
DECEMBER	<p>Ch-14 Probability, Ch-7 Binomial Theorem ELA/SEA: Expanding and Exploring Binomials” Students will understand the Binomial Theorem, coefficients of terms, and its applications in expansions, patterns, pascal triangle and combinatorics. AIL: Fortune Telling - Students will use tools like cards dice marbles and coins to predict outcomes and calculate the probabilities of those outcomes. They will apply the concepts like sample space, operations on events independent events and explore how chances influence the predictions. Skills Developed: Analytical Thinking and Critical Thinking</p>
JANUARY – FEBRUARY	DOUBT CLASSES & REVISION FOR FINAL TERM EXAM
Discussion of Assignments will be taken parallel to the chapters every month.	

MONTH/ SUBJECT	MATHEMATICS LAB ACTIVITIES
APRIL	<ol style="list-style-type: none"> To find the number of subsets of a given set and verify that if a set has n no. of elements then total no of subsets is 2^n. To represent theoretic operations using Venn Diagrams
MAY	<ol style="list-style-type: none"> To verify the relation between degree measure and radian measure of an angle. To find the values of Sine and cosine functions in second, third, fourth quadrant using their given values in first quadrant.
JULY	To find the number the no. of ways in which three cards can be selected from 5 given cards
AUGUST	To Demonstrate that the Arithmetic mean of two numbers is always greater than Geometric mean

OCTOBER	<ol style="list-style-type: none"> 1. To construct a Pascal Triangle and to write binomial expansion for given positive integer. 2. To construct different types of conic sections
NOVEMBER	<ol style="list-style-type: none"> 1. Verification of Geometrical significance of Derivatives 2. To write sample space when a coin is tossed n times.
MONTH/ SUBJECT	COMPUTER SCIENCE (Code No. 083)
APRIL	<p>Ch-1 Computer System Overview, Ch-2 Data Representation SEA: Computer System Quiz Show - Students will participate in a Quizizz-based quiz featuring multiple-choice questions (MCQs) and an "Identify the Computer Component" round. Skills Developed: Concept recall, analytical thinking, problem-solving</p>
MAY	<p>Ch-4 Introduction to Problem Solving, Ch-5 Getting Started with Python, Ch-6 Python Fundamentals SEA: Python Bingo - Students will play a Bingo game using Python keywords and concepts. The teacher will call out questions or definitions, and students will mark the correct terms on their Bingo cards. Skills Developed: Concept retention, critical thinking</p>
JULY	<p>Ch-7 Data Handling, Ch-8 Introduction to Python Modules SEA: Mystery Box: Identify the Data Type - Students will pick a chit from the mystery box containing a Python value (e.g., 42, "Python", 3.14). They will identify its data type and explain why it belongs to that category. . Skills Developed: Problem Solving, critical thinking</p>
AUGUST	<p>Ch-9 Flow of Control, Ch-10 String Manipulation SEA: Code Golf – Shortest Code Wins - Students will be given a problem, such as printing numbers from 1 to 10. They must write the shortest and most efficient Python code to solve it. The student with the most optimized solution wins. Skills Developed: Code Optimization, Logical Thinking</p>
SEPTEMBER	REVISION FOR FIRST TERM EXAM
OCTOBER	<p>Ch-11 List Manipulation, Ch-12 Tuples SEA: List Maker – Grocery Game - Students will create a grocery shopping list using Python lists. They will update, remove, and modify items based on given conditions (e.g., removing out-of-stock items). Finally, they will use loops to display the updated list. Skills Developed: Iteration & Loops, Problem-Solving</p>

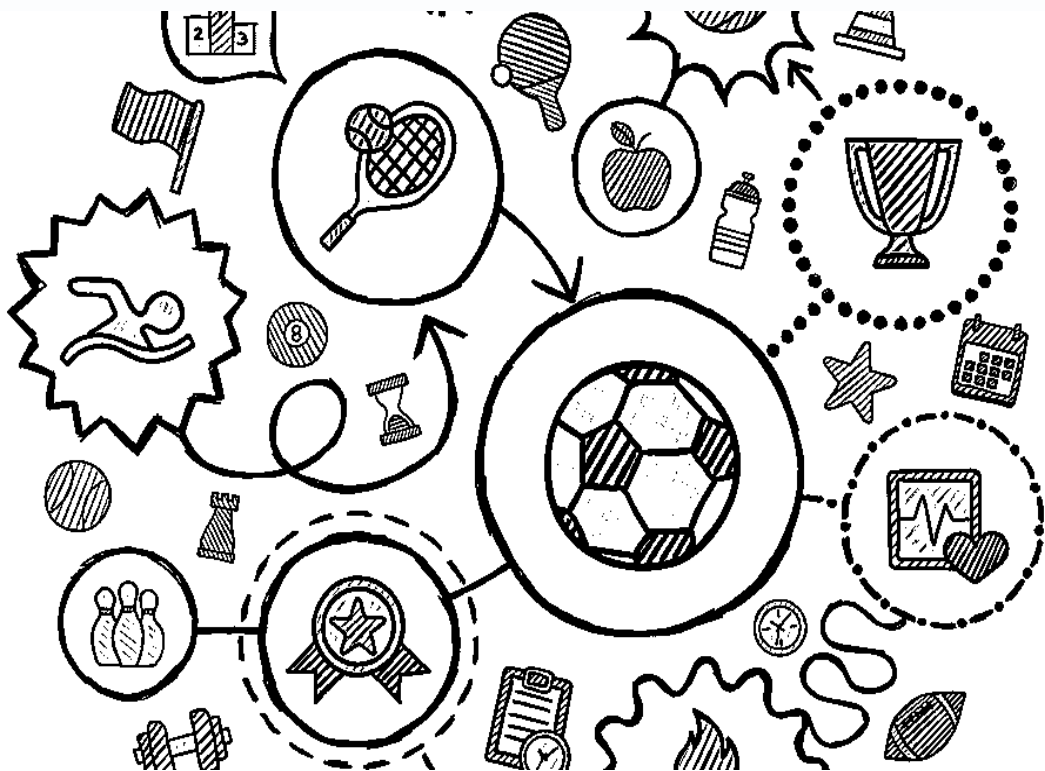
NOVEMBER	<p>Ch-13 Dictionaries, Ch-14 Cyber Safety SEA: Cyber Safety PSA - Students will create a 30-60 second Public Service Announcement (PSA) video highlighting key cyber safety tips like strong passwords, phishing awareness, or social media safety. They can use acting, animation, or slides to convey their message effectively. Skills Developed: Digital Literacy, Collaboration & Research</p>
DECEMBER	<p>Ch-15 Society, Law and Ethics SEA: Ethics in Action - Students will work in groups to research and create presentations on key topics from Society, Law, and Ethics, such as cyberbullying, digital privacy, and plagiarism. They will present their findings, fostering awareness, teamwork, and communication skills. Skills Developed: Critical Thinking, Presentation Skills</p>
JANUARY – FEBRUARY	DOUBT CLASSES & REVISION FOR FINAL TERM EXAM
MONTH/ SUBJECT	COMPUTER SCIENCE PRACTICALS (Code No. 083)
MAY	Program to calculate BMI (Body Mass Index) of a person.
JULY	Program to obtain principal, rate and time from user and compute simple interest.
AUGUST	Program to generate 6 digit random secure Otp between 100000 to 999999.
SEPTEMBER	Program to input a number and check if it is a prime number.
OCTOBER	Program to check whether a given string is palindrome or not.
NOVEMBER	Program to compare two equal sized lists and print the first index where they differ

MONTH/ SUBJECT	PHYSICAL EDUCATION (Code No. 048)
APRIL	<p>Ch-1 Changing Trends and career in Physical Education SEA: Sport Entrepreneurship Students will create a mock business plan for a sports-related business (e.g., academy, gym, fitness tech). They will explore trends like e-sports, sports tourism, and wellness retreats. The plan should cover target audience, marketing strategies, and career opportunities (e.g., sports managers, event coordinators, marketing specialists).</p> <p>ELA: Khelo India Fitness Challenge The teacher will organize a fitness challenge with exercises like running, jumping, push-ups, sit-ups, and agility drills. Students will track their scores, set personal goals, and improve. This activity reflects the competitive spirit of the Khelo India program, which seeks to identify and develop young sports talent.</p> <p>Skills Developed: Understanding and knowledge of fitness activities and how one can make a career in the same</p>
MAY	<p>Ch - 2 Olympism, Ch - 3 Yoga SEA: Olympic Trivia Quiz Teacher will organize a trivia quiz focusing on the Olympics, covering topics such as historical moments, famous athletes, Olympic symbols, and host cities. Students will work in teams and answer multiple-choice questions or short answer questions.</p> <p>ELA: Yoga Posture (Asanas), Breath Awareness and Pranayama Workshop Students will try yoga and mindfulness to explore mental health benefits and learn pranayama techniques. They'll research how yoga boosts athletic performance and focus, then present career options in yoga therapy, sports psychology, and wellness coaching.</p> <p>Skills Developed: Enhancing one's knowledge on Olympics and benefits of yoga, Mindfulness</p>
JULY	<p>Ch - 4 Physical Education and Sports for CWSN, Ch- 5 Physical Fitness, Health and Wellness SEA: Fitness and Health Quiz Competition Teacher will ask a series of questions related to fitness (e.g., “What is the best exercise for building leg strength?”) and health (e.g., “Which vitamin is essential for bone health?”).</p>

<p>JULY</p>	<p>ELA: Role Reversal (Experiencing a Disability) Students will role-play a person with a disability (e.g., using headphones for hearing loss or a blindfold for visual impairment) and complete tasks like writing or moving around. Afterward, they'll reflect on the experience and discuss the importance of accessibility and accommodations. Skills Developed: Awareness about different disabilities and how to manage with people dealing with disabilities</p>
<p>AUGUST</p>	<p>Ch - 6 Test and Measurement in Sports, Ch-7 Fundamentals of Anatomy and Physiology in Sports SEA: Joint Dynamics in Action Students will learn about the biomechanics of joints (e.g., knee, elbow, ankle) and demonstrate their range of motion in sports actions like sprinting or a tennis serve. They'll create diagrams or charts to show how joint movements impact performance. ELA: The Dynamic Drive Relay Relay race will be organized, where each student will perform a specific sports movement (e.g., dribbling a ball, throwing a football, or sprinting). Emphasize will be on the body's kinetic chain (the sequence of movements from the feet to the hands or head) that plays a key role in each action. Students will demonstrate the coordination of different body parts for optimal performance. Skills Developed: Learning about different joint movements and how it helps in optimal performance</p>
<p>SEPTEMBER</p>	<p>REVISION FOR FIRST TERM EXAM</p>
<p>OCTOBER</p>	<p>Ch-8 Fundamentals of Kinesiology and Biomechanics in Sports SEA: Bone Building Challenge Students will design a model of a long bone (e.g., femur) and show its role in the skeletal structure, focusing on bone strength. They'll present how exercise and nutrition (calcium, vitamin D) strengthen bones and discuss bone growth and health. ELA: The Joint Action Challenge Students will work in groups to identify primary joints involved in sports actions (e.g., running, swimming). They'll demonstrate joint movements and explain their range of motion, understanding how joints contribute to athletic performance.</p>

OCTOBER	Skills Developed: Knowledge and understanding of nutrition, exercise on performance
NOVEMBER	<p>Ch - 9 Psychology and Sports SEA: The Psychology of Success Quiz: GAME OF FOCUS Teacher will Prepare a quiz with questions related to sports psychology, psychology and adolscence problems (e.g., "What is the best technique to reduce anxiety before a game?" or "What is self-talk in sports psychology?"). Students will work in teams to answer questions, and after each answer, discuss the reasoning and psychology behind it.</p> <p>ELA: FitWorks: Tailor Your Routine - In groups, students will design a training program for a sport (e.g., soccer, basketball) covering endurance, strength, flexibility, and skill. The program will include warm-ups, exercises, sets, reps, rest, and recovery. They will present and explain their choices.</p> <p>Skills Developed: Understanding of problems related to sports and figuring out ways to manage problems</p>
DECEMBER	<p>Ch - 10 Training and Doping in Sports SEA: Training Method Pictionary: ACTION PACKED ART - In this variation of Pictionary, create cards with different types of training methods (e.g., interval training, strength training, flexibility exercises). One student draws the method on the board while their team guesses what it is. For every correct answer, they earn points.</p> <p>ELA: SAQ (Speed, Agility, Quickness) Drills - Set up drills using ladders, cones, and hurdles to improve speed, agility, and quickness. Students will compete, tracking their times. Afterward, discuss the importance of SAQ training for athletes in sports like soccer, basketball, and tennis.</p> <p>Skills Developed: Learning about different training techniques according to athlete and their game</p>
JANUARY – FEBRUARY	DOUBT CLASSES & REVISION FOR FINAL TERM EXAM
Discussion of Assignments will be taken parallel to the chapters every month.	

MONTH/ SUBJECT	GAMES AND OUTDOORS
APRIL	Basket Ball
MAY	YOGA Asanas (Dandaasana, Dhanurasana, Halasana, Shalbhasana) & Pranayams
JULY	SAI Fitness test (Push ups, Curl ups, Modified Push ups)
AUGUST	Kabaddi
OCTOBER	Physical Fitness Test (Standing Broad Jump, Shuttle Run , Sit and Reach Test etc.)
NOVEMBER	Kho - Kho
DECEMBER	YOGA Asanas (Tadasana, Vajrasana, Angle Pose, Bhujangasana) & Badminton, Volley Ball



MONTH/ SUBJECT	PSYCHOLOGY (Code No. 037)
APRIL	<p>Ch-1 What is Psychology? ELA/SEA: “Psychology Around Me”- Students are required to observe five real-life situations (home, classroom, playground, social media, etc.) and identify at least three psychological processes involved in each situation (such as perception, attention, memory, emotion, motivation, thinking). AIL: Students will create an infographic poster on the topic: “Psychology Around Us”. They will creatively present major branches of psychology, goals of psychology using mind maps, doodle art, flow charts, and visual symbols. Psychological Skills Developed: Observation skills and Analytical thinking and Concept application</p>
MAY	<p>Ch – 2 Methods of Enquiry in Psychology ELA/SEA: “Be a Young Researcher”-</p> <ul style="list-style-type: none"> • Students are required to frame one simple research hypothesis. They will identify the Independent Variable (sleep duration) and the Dependent Variable (test performance). • Students will also determine whether the study represents an experimental, correlational, or survey method and identify possible control variables such as age, study time, and difficulty level of the test. and validity, and discuss the limitations of psychological enquiry in understanding human behaviour. <p>AIL: “Steps In Psychological Research’ Students will create an infographic or poster on the topic “Steps in Psychological Research.” They will creatively present the steps of psychological research. The poster will also highlight different types of variables by using flow charts, research cycle diagrams, concept maps, visual symbols. Psychological Skills Developed: Research Aptitude, Analytical Thinking, Logical Reasoning.</p>
JULY	<p>Ch – 3 Human Development ELA/SEA: “Life-Span Development Reflection” Students are required to prepare a developmental timeline from infancy to adolescence. Students will also briefly describe any one theory of development (e.g., cognitive or psychosocial) and relate it to real-life examples.</p>

JULY	<p>AIL: Students will create a creative visual representation on the topic “Journey of Human Development.” They will illustrate different stages of development (Infancy, Childhood, Adolescence) through drawings, labelled diagrams, symbolic representation, or a life-span flow chart.</p> <p>Psychological Skills Developed: Concept integration and Analytical thinking</p>
AUGUST	<p>Ch-4 Sensory, Attentional & Perpetual Processes ELA/SEA: “Illusion Lab” Students will participate in an “Illusion Lab” activity where visual illusions will be shown and they will explain why misperception occurs and identify the role of attention in perception. As a thought task, students will engage in reflective writing on the topic, “Which sense would be most difficult to lose and why?” to encourage deeper understanding of sensory processes.</p> <p>AIL: Students will create their own optical illusion drawing and design a “Five Senses Wheel” to visually represent different sensory modalities.</p> <p>Psychological Skills Developed: Cognitive and Analytical reasoning</p>
SEPTEMBER	REVISION FOR FIRST TERM EXAM
OCTOBER	<p>Ch-5 Learning ELA/SEA: Students will demonstrate types of reinforcement under operant conditioning to understand how consequences shape behaviour. Students will analyse real-life examples of learning</p> <p>AIL: Students will create a visual chart explaining types of reinforcement and punishment, along with suitable examples</p> <p>Ch – 6 Human Memory ELA/SEA: “Memory Experiment Lab” Students will conduct a “Memory Experiment Lab” activity in which a list of words will be presented twice, and students will be asked to recall the words in any order.</p> <p>AIL: Students will create a graphical representation of the Forgetting Curve and design a flowchart of the Memory Model showing different stages of memory.</p> <p>Psychological Skills Developed: Cognitive and Analytical skills</p>

<p>NOVEMBER</p>	<p>Ch – 7 Thinking ELA/SEA: “Divergent Thinking Workshop” Students will frame five open-ended questions related to social issues such as traffic problems, pollution, corruption, and poverty. AIL: Students will create a “Mind Map of Creative Thinking” and design a poster proposing solutions to a selected social problem. Psychological Skills Developed: Cognitive and Analytical skills</p>
<p>DECEMBER</p>	<p>Ch – 8 Motivation & Emotion ELA/SEA: “Emotion Analysis Reflection” Student will describe one personal emotional experience and identify its physiological, cognitive, and behavioural components. Through role-play, students will demonstrate different types of motives, including biological, social, and personal motives. AIL: Students will create an “Emotion Wheel” representing various emotions and draw Maslow’s Need Hierarchy Pyramid to illustrate levels of human motivation. Psychological Skills Developed: Cognitive and Analytical skills</p>
<p>Discussion of Assignments will be taken parallel to the chapters every month.</p>	

ACADEMIC CALENDAR 2026-27

April 2026

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

Important Days

07 : World Health Day
14 : Baisakhi / Dr. B.R. Ambedkar Jayanti
22 : Earth Day
29 : International Dance Day

May 2026

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

Important Days

01 : International Labour Day
07 : World Athletics Day
10 : Mother's Day
23 : Buddha Purnima
31 : World No Tobacco Day

June 2026

S	M	T	W	T	F	S
	1	2	3	4	5	6
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14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

Important Days

05 : World Environment Day
07 : World Food Safety Day
21 : Father's Day
21 : Int. Day of Yoga / World Music Day

July 2026

S	M	T	W	T	F	S
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12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

Important Days

01 : National Doctor's Day
03 : International Plastic Bag Free Day
28 : World Nature Conservation Day
29 : International Tiger Day

August 2026

S	M	T	W	T	F	S
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9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

Important Days

15 : Independence Day
19 : World Photography Day
28 : Raksha Bandhan / World Sanskrit Day
29 : National Sports Day

September 2026

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

Important Days

04 : Janmashtami
05 : Teacher's Day
08 : International Literacy Day
14 : Hindi Diwas

ACADEMIC CALENDAR 2026-27

October 2026

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

Important Days

02 : Gandhi Jayanti / Lal Bahadur Shastri Jayanti
 08 : Indian Air Force Day
 11 : International Day of the Girl Child
 20 : Dussehra
 31 : National Unity Day

November 2026

S	M	T	W	T	F	S
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15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

Important Days

08 : Diwali
 11 : National Education Day
 14 : Children's Day
 24 : Guru Nanak Jayanti
 26 : Constitution Day

December 2026

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

Important Days

02 : World Computer Literacy Day
 04 : Indian Navy Day
 14 : World Energy Conservation Day
 22 : National Mathematics Day
 25 : Christmas Day

January 2027

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

Important Days

10 : World Hindi Day
 12 : National Youth Day
 14 : Makar Sankranti / Pongal
 15 : Indian Army Day
 23 : Parakram Diwas
 26 : Republic Day

February 2027

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

Important Days

11 : Basant Panchami
 21 : International Mother Language Day
 28 : National Science Day

March 2027

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

Important Days

06 : Maha Shivaratri
 08 : International Women's Day
 10 : Id-ul-Fitr (Moon subject)
 22 : Holi
 22 : World Water Day
 26 : Good Friday

LIST OF HOLIDAYS (2026-27)

S. NO.	DATE	DAY	HOLIDAY
1	14.04.2026	Tuesday	Dr. B. R. Ambedkar Jayanti
2	27.05.2026	Wednesday	Id-Ul-Zuha (Bakrid)
3	15.08.2026	Saturday	Independence Day
4	28.08.2026	Friday	Raksha Bandhan
5	04.09.2026	Friday	Janmashtami
6	02.10.2026	Friday	Mahatma Gandhi Jayanti
7	20.10.2026	Tuesday	Dussehra
8	29.10.2026	Thursday	Karwa Chauth
9	01.11.2026	Sunday	Haryana Day
10	24.11.2026	Tuesday	Guru Nanak Jayanti
11	25.12.2026	Friday	Christmas
12	26.01.2027	Tuesday	Republic Day
13	06.03.2027	Saturday	Maha Shivratri
14	10.03.2027	Wednesday	ID-UL-Fitar
15	22.03.2027	Monday	Holi

SUMMER VACATION	DEEPAWALI BREAK
1st June'26 to 30th June'26	8th Nov' 26 – 11th Nov'26
WINTER BREAK	
1st Jan'27 – 15th Jan'27	

A LEARNER'S PROMISE

**I will learn with curiosity,
act with integrity,
respect others,
take responsibility,
and strive to be my best every day.**

