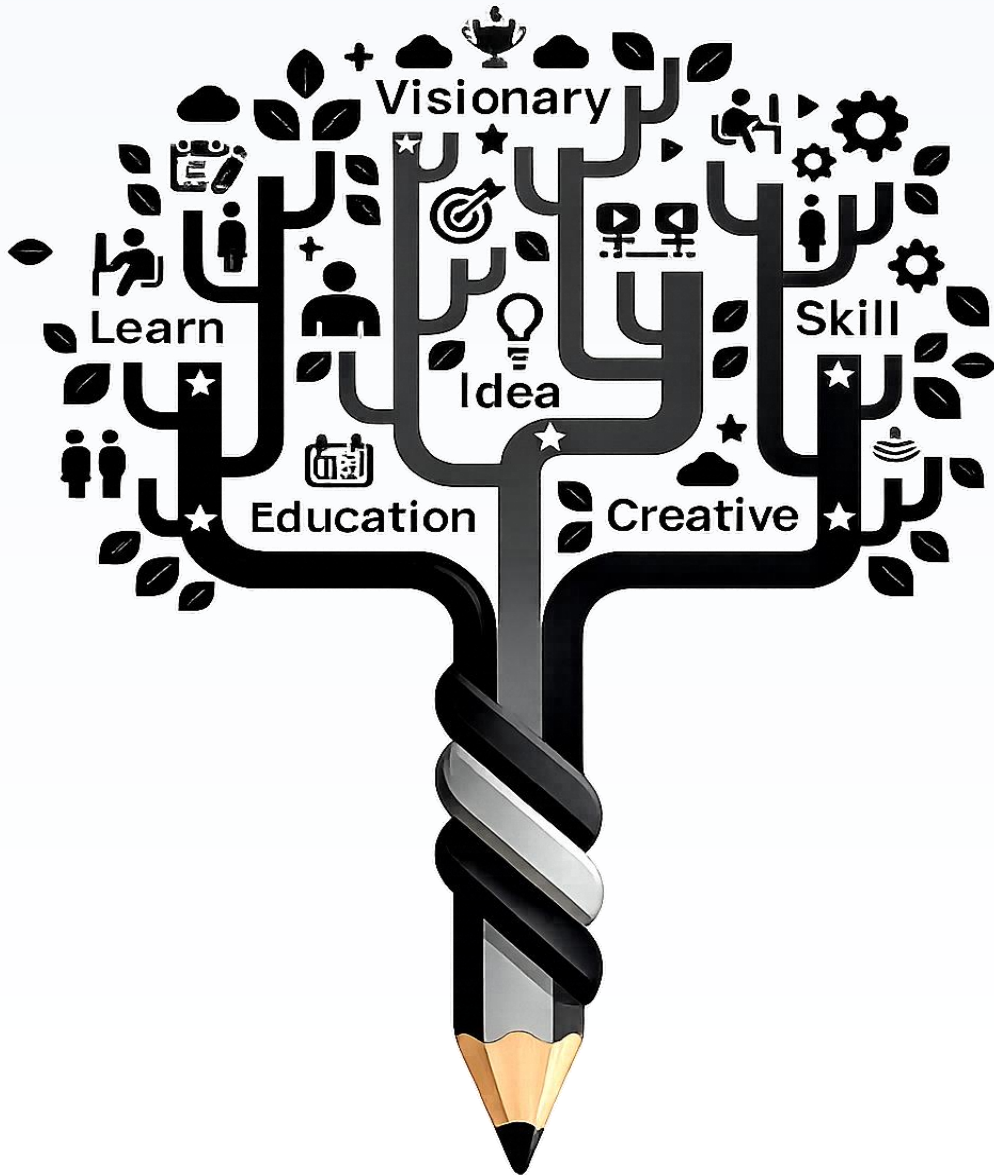


S D HERITAGE PRIDE SCHOOL COMPREHENSIVE ACADEMIC PLANNER

SESSION : 2026-27

CLASS : XII HUMANITIES



JOURNEY TO EXCELLENCE

“Learning shapes essential life skills by nurturing curiosity, strengthening ambition and transforming effort into excellence empowering students to think critically ,act responsibly and contribute confidently to an ever- evolving world.”

ACADEMIC ITINERARY

CONTENT	PAGE NO.
THE CORE PURPOSE AND OBJECTIVE	1
ENRICHMENT OPPORTUNITIES	2
HOLISTIC DEVELOPMENT FRAMEWORK	3
HOLISTIC HABITS FOR LEARNER DEVELOPMENT	4
CBSE GUIDELINES FOR PROJECT	5-6
RECOMMENDED TEXTBOOKS	7
ANNUAL SYLLABUS	
ENGLISH	8-10
ECONOMICS	10-12
MATHEMATICS	13-15
POLITICAL SCIENCE	16-17
HISTORY	17-19
COMPUTER SCIENCE	19-20
PHYSICAL EDUCATION	20-22
HINDI	22-25
PSYCHOLOGY	25-28
ACADEMIC CALENDAR	29-30
HOLIDAYS LIST	31

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.

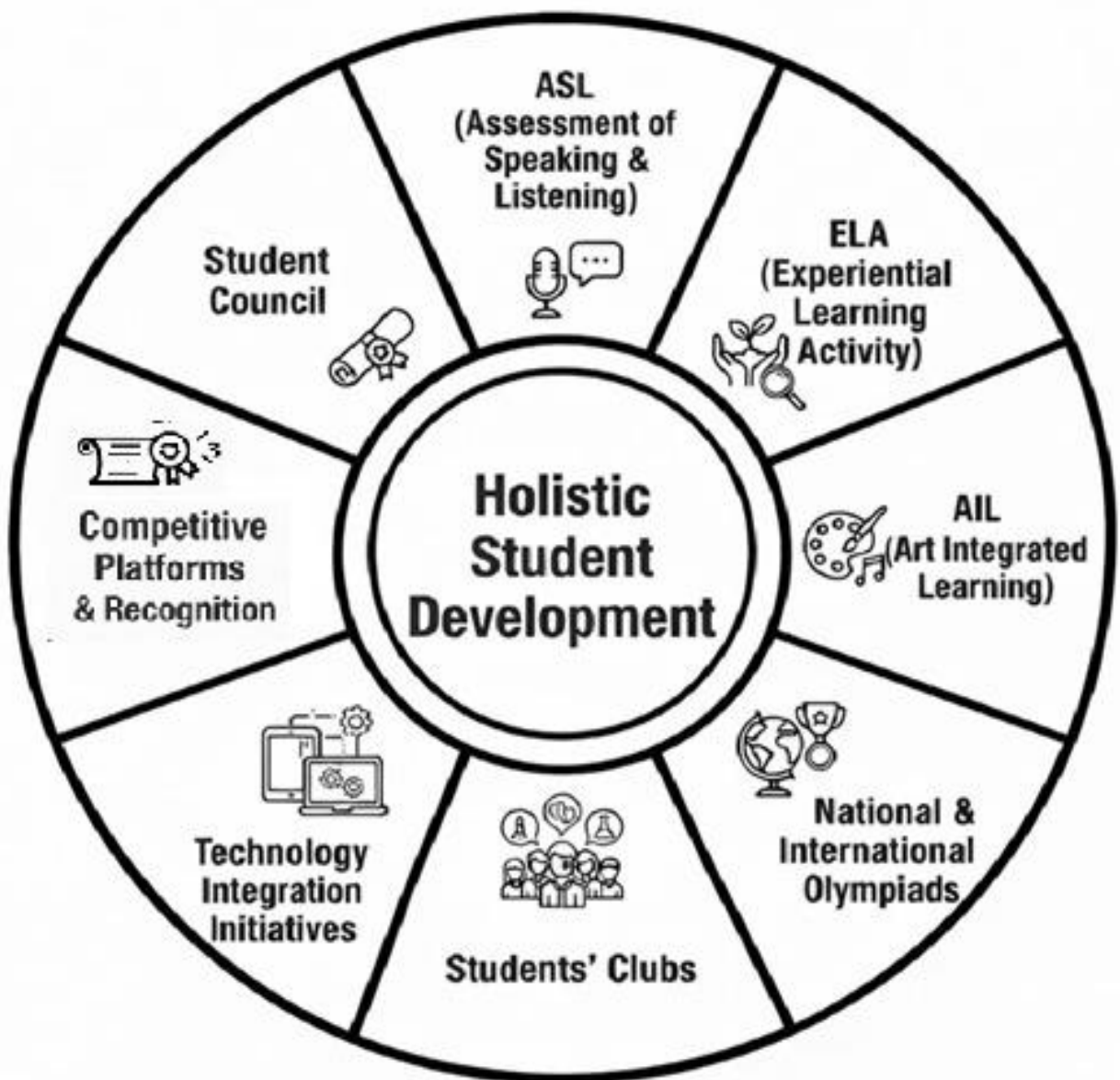
Students are provided with opportunities to develop academic understanding along with essential life skills through:

- **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, houses, 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



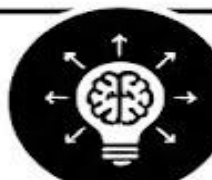
PERSONALITY & CONFIDENCE BUILDING

Believe in abilities and embrace challenges.

8

CONCEPT CLARITY, REFLECTION & FEEDBACK

Understand ideas, reflect on learning, and seek improvement.



CBSE Guidelines to prepare the project file

The Central Board of Secondary Education (CBSE) has established comprehensive guidelines to assist students in preparing effective project files. These guidelines aim to ensure that projects are well-structured, adhere to academic standards, and reflect a deep understanding of the subject matter.

Below is a structured approach to creating a project file in line with CBSE's recommendations:

1. Selection of Topic-

- **Relevance:** Choose a topic that aligns with the subject curriculum and holds personal interest.
- **Originality:** Ensure the topic is unique and has not been extensively covered.
- **Feasibility:** Assess the availability of resources and data for the chosen topic.

2. Project Structure: A well-organized project should include the following sections:

- **Title Page:** Includes the project title, student's name, class, roll number, school name, and academic year.
- **Acknowledgement:** Express gratitude to individuals who assisted in the project.
- **Certificate:** A statement from the guide/teacher certifying the authenticity of the work.
- **Table of Contents:** List of sections and their corresponding page numbers.
- **Introduction:** Provides background information and outlines the objectives of the project.
- **Methodology:** Details the methods and procedures used in the research or experiment.-
- **Observations and Findings:** Presents data collected, observations made, and findings of the study.
- **Analysis and Discussion:** Interprets the findings, discusses implications, and relates them to existing knowledge.
- **Conclusion:** Summarizes the key points and suggests possible future research or applications.

- **Bibliography/References:** Lists all the sources and references used in the project.
- **Appendices:** Includes supplementary material like raw data, questionnaires, or additional information.

3. Presentation-

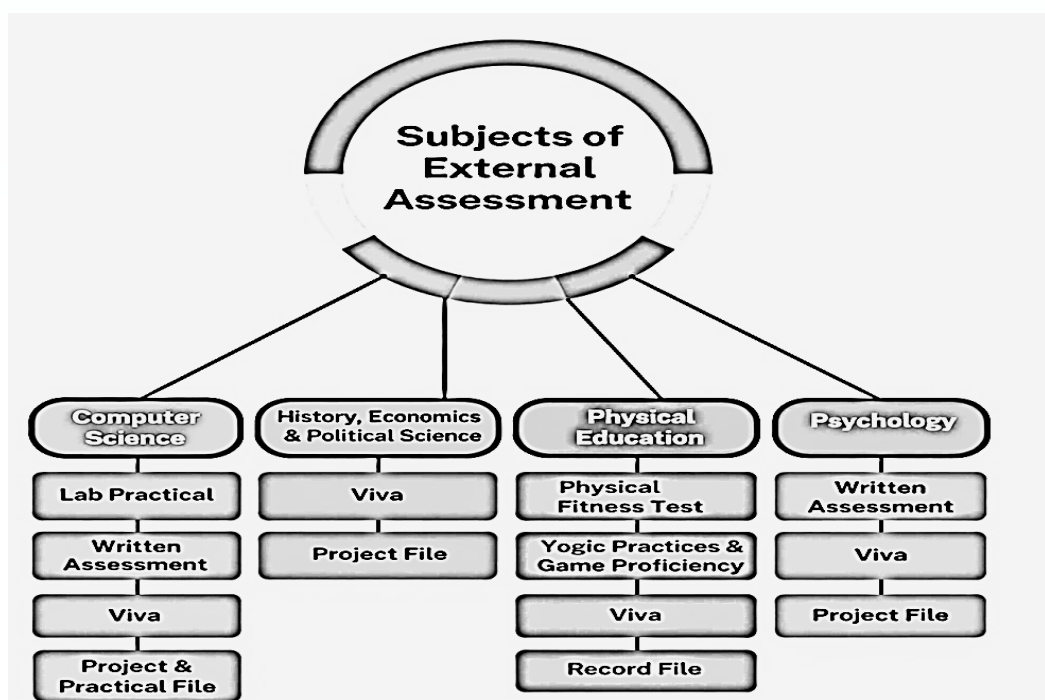
- **Length:** The project should typically be between 25 to 30 pages.
- **Format:** Handwritten projects are preferred unless specified otherwise.
- **Neatness:** Ensure clarity and legibility in writing; maintain consistent formatting throughout.
- **Illustrations:** Incorporate relevant charts, graphs, diagrams, and photographs to enhance understanding.

4. Content Quality-

- **Depth of Research:** Demonstrate thorough research and a comprehensive understanding of the topic.
- **Critical Analysis:** Showcase analytical thinking and the ability to interpret data effectively.
- **Originality:** Ensure the content is original and free from plagiarism.

5. Evaluation Criteria- Projects are typically assessed based on the following parameters:

- **Content Accuracy**
- **Presentation**
- **Comprehensiveness**
- **Viva Voce**



SCHOOL RECOMMENDED TEXTBOOKS – CLASS XII



English

Flamingo – Main Course (NCERT)

Vistas – Supp. Reader (NCERT)



Economics

T.R. Jain (VK Global)



History

Themes In Indian History Part - I (NCERT)

Themes In Indian History Part - II (NCERT)

Themes In Indian History Part - III (NCERT)



Political Science

- Contemporary World Politics (NCERT)
- Politics In India Since Independence (NCERT)



Psychology

Psychology (NCERT)



Mathematics

M.L. Aggarwal (Avichal Publishing) & NCERT



Computer Science

Computer Science with Python (Dhanpat Rai & Co.)



Physical Education

S.P. by Dr. Manu Sood



Hindi

आटोह – भाग 2 (NCERT)

वितान – भाग 2 (NCERT)

अभिव्यक्ति और माध्यम - भाग 2 (NCERT)

Textbooks are subject to revision as per CBSE and school guidelines.

MONTH/ SUBJECT	ENGLISH LITERATURE (Code No. 301)
MARCH	<p>Prose: L-1. The Last Lesson Poetry: 1. My Mother at Sixty -Six Supp. Reader: L-1. Third Level Writing Section: Notice Writing, Letter to the Editor SEA/ ELA: Identify Snapshots Students will present a 60-second creative self-introduction using three elements: a metaphor for themselves, one personal value and one dream. AIL: Time Travel Poster / Vintage Railway Ticket Design Students will design a time travel poster or vintage railway ticket to Galesburg (1894), using drawings and details from the story, then add a short imaginative note explaining their escape to the past. Skills Developed: Confidence & self-expression, creativity and imagination, linguistic and creative skills</p>
APRIL	<p>Prose: L-2. Lost Spring , L-3. Deep Water Supp. Reader: L-2. Tiger King Writing Section: Article Writing , Job Application SEA: Jungle Times – Awareness Newsletter Students will design a one-page awareness newsletter highlighting tiger habitat loss, poaching threats, and wildlife protection laws. They will include facts, headlines, short articles, and visuals to promote responsibility towards tiger conservation. ELA: Childhood on Trial – Case Study File Students will investigate and create a mini case study file on child labour. They will explore its causes, vicious cycle, laws against it, and practical solutions, connecting their findings to the lives of children in Lost Spring. The file will include facts, a real-life style case, and student reflections on how society can break this cycle. Skills Developed: Empathy and social awareness, public speaking, confidence building, listening skills</p>
MAY	<p>Prose: L-4. The Rattrap , L-5. Indigo Poetry : 3. Keeping Quiet Writing Section: Invitation SEA/ ELA: The Moral Courtroom Students will conduct a courtroom trial of the peddler, debating his theft, motives and redemption. Roles include judge, lawyers, witnesses and jury.</p>

	<p>AIL: “Voices of the Blue Fields” Poster Project Students will design a freedom movement poster on the Indigo Revolt, illustrating farmers’ struggles, British oppression, and protest slogans, using visuals and captions to show resistance, courage, and the spirit of justice.</p> <p>Skills Developed: Moral reasoning, character analysis, reflective thinking, environmental responsibility.</p>
JULY	<p>Prose: L-6. Poets and Pancakes, Poetry: 4. A Thing of Beauty Supp. Reader: L-3. Journey to the End of the Earth Writing Section: Report Writing SEA/ ELA: Problem–Solution Podcast Students will research a global issue linked to the text (climate change, media ethics, consumerism) and record a 3minute podcast with introduction, argument, and solution.</p> <p>AIL: “Lights, Camera, Influence! – Media Power Panel” Students will participate in a simulated discussion panel, assuming roles such as journalist, film critic, actor, editor, or social observer. They will examine how media and cinema shape public opinion, construct celebrity images, and influence social attitudes, drawing parallels with Poets and Pancake.</p> <p>Skills Developed: Critical thinking and media analysis, creative expression, research and critical thinking</p>
AUGUST	<p>Supp. Reader: L-4. The Enemy, L-5. On the Face of it Poetry: 5. A Roadside Stand AIL: “Voices from the Roadside Stand” Students will design an attractive English signboard for the roadside stand, writing creative slogans to draw customers, reflecting villagers’ hopes, effort to sell produce, and the theme of rural struggle.</p> <p>Skills Developed: Expressive writing and slogan creation</p> <p>REVISION FOR FIRST TERM EXAMS</p>
SEPTEMBER	<p>Prose: L-7. The Interview, Writing Section: Article Writing SEA/ ELA: From Page to Stage-An Interview Reimagined Students will transform the textual interview into a layered stage performance, recreating the conversation between Mukund Padmanabhan and Umberto Eco. Emphasis will be on vocal nuance, pauses, gestures, and subtext to reveal implied meanings, intellectual depth, and unspoken attitudes beyond the written word.</p> <p>Skills Developed: Literary interpretative skills, speaking & listening.</p>

<p>OCTOBER</p>	<p>Prose: L-8. Going Places Poetry: 6. Aunt Jennifer's Tigers Supp. Reader: L-6. Memories of Childhood Writing Section: Report Writing, Invitation SEA/ ELA: Documentary Scriptwriting –Childhoods That Question Society Students in groups will craft a compelling documentary script interweaving the lived experiences of Zitkala-Sa and Bama. The script must integrate narration, voice-over excerpts, contextual research, and reflective commentary to examine how childhood becomes a site of resistance against social injustice and cultural erasure. AIL: Fantasy Diary Page Design (Sophie’s Diary) Students will design a creative diary page from Sophie’s perspective, adding drawings, thoughts, and dreams, reflecting her fantasies, ambitions, and contrast between imagination and reality from the lesson. Skills Developed: Research proficiency, thematic synthesis coherent argument building, literary interpretation and textual analysis</p>
<p>NOVEMBER - FEBRUARY</p>	<p>DOUBT CLASSES, PRACTICE PAPERS & REVISION FOR PREBOARD & BOARD EXAMS</p>
<p>Discussion of Topics from Resource book will be taken parallel to the chapters every month.</p>	

<p>MONTH/ SUBJECT</p>	<p>ECONOMICS</p>
<p>MARCH</p>	<p>Macroeconomics: Ch- 5 Money, Ch- 6 Banking Indian Economic Development: Ch- 1 Indian Economy on the eve of Independence SEA/ELA: The Drain of Wealth- Walking Exhibition Students divided into groups will be assigned the role of Indian farmers, British Officials, traders and industrialists. They will demonstrate how wealth moved from India to Britain with focus on discriminatory British policies. Various working stations (raw material hub, tax collection desk, export port etc.) will be designed by them while demonstrating the drain of wealth. AIL: Money Trail- From Coin to Digital Students will show the journey of money through comic strip/ story board drawing with inclusion of RBI role in issuing currency. Skills Developed: Critical thinking and Visual art representation</p>

<p>APRIL</p>	<p>Macroeconomics: Ch- 10 Government Budget and the Economy Indian Economic Development: Ch- 2 Indian Economy (1950-1990) Ch- 3 Economic Reforms since 1991: New Economic Policy SEA/ELA: From Red Tape to Red Carpet- A Mock Parliament on NEP 1991 Mock Parliament session will be conducted in the class to understand the LPG model. Students will be allotted the roles of various Members of Parliament and other key stakeholders to simulate a real parliamentary discussion. AIL: Budget Balance Board Students will design a budget pie chart collage based on one month household expenditure pattern by using paper cutouts to show revenue and expenditure. Different colors will be used to show the components of budget. Skills Developed: Critical thinking and Collaborative learning</p>
<p>MAY</p>	<p>Macroeconomics: Ch- 11 Foreign Exchange Rate Ch- 12 Balance of Payments Indian Economic Development: Ch- 5 Rural Development Ch- 7 Environment and Sustainable Development SEA/ELA: Forex Frenzy Challenge- Mini Global Trade Fair The Class room will be transformed into a mini- international trade market and students will be provided with the data of exchange rate. They will compare the domestic currency with foreign currency and analyse its impact on export and import. AIL: Air Quality Awareness Mapping Students will plot the AQI level of different cities on Map and identify the causes with suggestion of economic policies to reduce it. Skills Developed: Research and Analytical skills</p>
<p>JULY</p>	<p>Macroeconomics: Ch- 7 Aggregate Demand, Aggregate Supply and Related Concepts, Ch- 8 Short Run Equilibrium Output Ch- 9 Problem of Excess and Deficient Demand SEA/ELA: Policy Doctors- Cure the Economy Class will be divided into four groups. The economy will be treated as patient. Each group will be given a medical report describing symptoms (unemployment, inflation, low output etc.)</p>

	<p>Students will act as economic doctors and prescribe correct fiscal and monetary policy for the rectification of given symptoms.</p> <p>AIL: Interactive Graph Showcase</p> <p>Students will represent the movement of demand, supply and changing equilibrium output through graphs.</p> <p>Skills Developed: Decision making skills and Graphical art</p>
AUGUST	<p>Macroeconomics: Ch-1 Introduction of National Income</p> <p>Ch- 2 Some Basic Concepts of Macroeconomics</p> <p>Ch- 3 National Income and Related Aggregates</p> <p>Ch- 4 Methods of Calculating National Income</p> <p>SEA/ELA: GDP Detective- Crack the Code</p> <p>A quiz will be conducted to test students' understanding of national income concepts. Students will identify the given aggregate and do the necessary adjustments for getting desired aggregate.</p> <p>AIL: National Income Newsroom</p> <p>Students will create a magazine focusing on national income aggregates with inclusion of newspaper articles, graphs charts and numeric illustrations.</p> <p>Skills Developed: Data interpretation skills, Visual representation and designing</p> <p>REVISION FOR FIRST TERM EXAMS</p>
SEPTEMBER	<p>Indian Economic Development: Ch-4 Human Capital Formation in India</p>
OCTOBER	<p>Indian Economic Development: Ch- 6 Employment</p> <p>Ch- 8 Comparative Development Experiences of India and its Neighbours</p> <p>SEA/ELA: Development Debate- India vs. China and Pakistan</p> <p>A classroom debate will be conducted on comparative growth strategies and development outcomes with reference to India, China and Pakistan. At the end students will prepare the draft resolution as per the allotted country focusing on the future development strategies.</p> <p>AIL: From Education to Employment</p> <p>Students will create a CV (Curriculum Vitae) reflecting a person's human capital- their knowledge, skills, training and achievements.</p> <p>Skills Developed: Research and Presentation skills</p>
NOVEMBER- FEBRUARY	<p>DOUBT CLASSES, PRACTICE PAPERS & REVISION FOR PREBOARD & BOARD EXAMS</p>
<p>Discussion of MCQ Assignments will be taken parallel to the chapters every month.</p>	

MONTH/ SUBJECT	MATHEMATICS (Code No. 041)
MARCH	<p>Ch-3 Matrices, Ch- 4 Determinants Ch-12 Linear Programming Problems SEA/ELA: Matrixing the Mystery Students will be given short story-based situations containing numerical data and will organize the information into a matrix. They will apply matrix operations to analyze the data and solve the given questions. Finally, they will interpret the results in the context of the case, connecting matrix to real-world situations.</p> <p>AIL: Inequality Canvas: Painting the Feasible Zone Students will draw coordinate axes on chart paper and shade the feasible regions of linear inequalities using different colours patterns (dots, lines and waves). The optimal point will stand out as a decorative highlight, turning optimization into visual art.</p> <p>Skills Developed: Logical Reasoning & Problem-Solving skills</p>
APRIL	<p>Ch- 1 Relations and Functions, Ch- 5 Continuity and Differentiability SEA/ELA: Function Architects Students will design and visualize custom relation and functions, identifying domains, ranges and types while exploring their properties creatively.</p> <p>AIL : Calculus Couture: The Necklace of Continuity Students will design an artistic necklace using smooth, continuous curves to represent continuity of functions. Missing beads will represent discontinuity and sharp joints will show non differentiability linking calculus with decorative art.</p> <p>Skills Developed: Critical Thinking, Creative Thinking and Artistic Expression</p>
MAY	<p>Ch- 2 Inverse Trigonometric Functions, Ch- 6 Applications of Derivates SEA/ ELA: Unlocking Angles - The Inverse Trigo Trial Students will explore inverse trigonometric functions by visualizing principal value ranges and interpreting angles through reasoning in given graph</p> <p>AIL: Turning Tales – “Curves Tell Stories” Students will create a comic strip or storyboard that illustrates a character experiencing maxima (peaks) and minima (valleys) in a real-world scenario. Each frame highlights slope change, turning points and the connection of calculus to daily life.</p> <p>Skills Developed: Conceptual understanding & Problem solving</p>

<p style="text-align: center;">JULY</p>	<p>Ch-7 Integrals, Ch-8 Application of Integrals SEA/ELA: Integral Jackpot Students will prepare an Integration Challenge Card featuring different standard integration formulas. They will identify the structure of each integrand to determine which formula applies and justify their choice by clearly linking the integral to the correct formula. AIL :“Mandala of Integrals: Art in Area” Students will design a circular Mandala inspired by traditional art and divide it into sections using smooth mathematical curves. They will apply definite integrals to calculate the exact area of each region. The activity will integrate mathematics with Mandala art, combining symmetry, precision, and creativity. Skills Developed: Problem solving and Artistic Expression</p>
<p style="text-align: center;">AUGUST</p>	<p>Ch- 10 Vector Algebra SEA/ELA: Arrow Alchemy Students will transfer simple vectors into stunning arrows, logos and abstract pattern using apps like Desmos or GeoGebra. Skills Developed: Creative Thinking & Analytical Skills REVISION FOR FIRST TERM EXAMS</p>
<p style="text-align: center;">SEPTEMBER</p>	<p>Ch- 11 Three Dimension Geometry AIL: 3-D Axis Walk Students will construct a three-dimensional coordinate system using sticks, wires, threads or straws to represent the axes. They will plot given points to understand sign conventions, directed distances, and directed cosines. The hands-on model will help students visualize spatial positioning in three-dimensional space. Skills Developed: Practical application and Spatial Learning</p>
<p style="text-align: center;">OCTOBER</p>	<p>Ch- 9 Differential Equations, Ch- 13 Probability SEA/ELA: DE Method Olympics Teams will brainstorm to solve differential equations using their chosen methods, blending speed, strategy, and precision. Winners will be displayed on a dynamic ‘Method Leaderboard,’ with color-coded charts showing strengths, weaknesses, and the ultimate champion method—turning math into a live, visual spectacle.. AIL: The Bayesian Bloom Students will create a large mural or poster that visually represents Bayes Theorem as a branching tree diagram, with event illustrations. They will visualize how prior</p>

OCTOBER	<p>AIL: The Bayesian Bloom</p> <p>Students will create a large mural or poster that visually represents Bayes Theorem as a branching tree diagram, with event illustrations. They will visualize how prior event illustrations. They will visualize how prior probabilities update into posterior probabilities.</p> <p>Skills Developed: Critical Thinking and Problem Solving</p>
NOVEMBER - FEBRUARY	DOUBT CLASSES, PRACTICE PAPERS & REVISION FOR PREBOARD & BOARD EXAMS
Discussion of MCQ Assignments will be taken parallel to the chapters every month.	

MONTH/ SUBJECT	MATHEMATICS LAB ACTIVITIES
MARCH	To verify that the Relation R in the set L of all lines in plane defined by $R = \{(l, m): l \text{ is parallel to } m\}$ is an equivalence Relation.
APRIL	To Demonstrate a function which is (i) not one- one but is onto (ii) which is one-one but not onto.
MAY	To draw the graph of $\sin^{-1}x$ function using the graph of $\sin x$ and demonstrate the concept of Mirror Reflection
JULY	To find analytically the limit of function $f(x)$ at $x= c$ and also to check the Continuity of function at that point
AUGUST	To understand the concept of local maxima, local minima and point of inflection.
SEPTEMBER	<ol style="list-style-type: none"> To verify geometrically $c^2 \times (a^2 + b^2) = c^2 \times a^2 + c^2 \times b^2$ To measure the shortest distance between two skew lines and verify it analytically
OCTOBER	To explain the conditional probability of an event A, when B has already occurred through an activity performed by throwing a pair of dice.

MONTH/ SUBJECT	POLITICAL SCIENCE (Code No. 028)
MARCH	<p>CONTEMPORARY WORLD POLITICS Ch – 1 The End of Bipolarity, Ch - 2 Contemporary Centres of Power</p> <p>POLITICS IN INDIA SINCE INDEPENDENCE Ch -1 Challenges of Nation Building</p> <p>SEA/ELA: ROLE PLAY Students will be encouraged to collect information on Gorbachev and act like him by introducing reforms for his country. AIL: Create symbolic flags / logos representing contemporary powers. Skills Developed: Analytical Skills</p>
APRIL	<p>CONTEMPORARY WORLD POLITICS Ch – 3 Contemporary South Asia Ch – 4 International Organizations</p> <p>POLITICS IN INDIA SINCE INDEPENDENCE Ch – 2 Era of One – Party Dominance</p> <p>SEA/ELA: Students will be encouraged to collect reports on recent crisis in Bangladesh and Nepal and make a project on it. Collect reports on development of free trade in South Asia and how has this affected peace in South Asia? AIL: Design an election campaign poster from the 1950s. Skills Developed: Thinking Skills and Analytical Skills</p>
MAY	<p>CONTEMPORARY WORLD POLITICS Ch – 5 Security in the Contemporary World Ch – 6 Environment and Natural Resources</p> <p>POLITICS IN INDIA SINCE INDEPENDENCE Ch – 3 Politics of Planned Development</p> <p>SEA/ELA: Debate on ‘Why do we need an independent judiciary?’ AIL: Create a poster on awareness programme on climate change. Skills Developed: Thinking Skills and Analytical Skills</p>
JULY	<p>CONTEMPORARY WORLD POLITICS Ch – 7 Globalisation</p> <p>POLITICS IN INDIA SINCE INDEPENDENCE Ch – 4 India’s External Relations Ch – 5 Challenges to and Restoration of the Congress System</p> <p>SEA/ELA: Make a collage on division of powers in India. AIL: Make a comic strip on Emergency(1975). Skills Developed: Creative Skills and Analytical Skills</p>

AUGUST	<p>POLITICS IN INDIA SINCE INDEPENDENCE Ch – 6 The Crisis of Democratic Order SEA/ELA: Discussion on ‘Whether local government is necessary for the smooth functioning of the democratic government’. Skills Developed: Critical Thinking REVISION FOR FIRST TERM EXAMS</p>
SEPTEMBER	<p>Ch – 7 Regional Aspirations AIL: Create a cartoon showing restriction of rights. Skills Developed: Analytical Skills</p>
OCTOBER	<p>POLITICS IN INDIA SINCE INDEPENDENCE Ch – 8 Recent Developments in Indian Politics SEA/ELA: Debate on ‘Is our Constitution static?’ AIL: Make a flowchart showing coalition governments. Skills Developed: Critical Thinking and Analytical Skills.</p>
NOVEMBER - FEBRUARY	<p>DOUBT CLASSES, PRACTICE PAPERS & REVISION FOR PREBOARD & BOARD EXAMS</p>
<p>Discussion of MCQ Assignments will be taken parallel to the chapters every month.</p>	

MONTH/ SUBJECT	HISTORY (Code No. 027)
MARCH	<p>Theme 1: Bricks, Beads and Bones The Harappa Civilisation Theme 2: Kings, Farmers and Towns Early States and Economies (c.600 BCE 600 CE) SEA/ELA: Investigate and interpret multiple historical and contemporary sources and viewpoints of ASI and historians on Harappa. AIL: Create a 3D model or clay model replica of a Harappan town (Great Bath, granaries, drainage system). Skills Developed: Thinking Skills, Analytical Skills SPS SLOT: Mark and level Harappan sites , Mahajanapadas and cities, Distribution of Ashokan inscriptions, important kingdoms and towns.</p>

<p style="text-align: center;">APRIL</p>	<p>Theme 3: Kingship, Caste and class Early Societies (c. 600 BCE-600 CE)</p> <p>Theme 4: Thinkers, Beliefs and Buildings Cultural Developments (c. 600 BCE-600 CE)</p> <p>SEA/ELA: Role Play: King–Farmer–Trader Debate on ‘Were taxes beneficial or exploitative?’</p> <p>AIL: Make a family tree chart of Mahabharata characters with illustrations.</p> <p>Skills Developed: Thinking Skills, Creative Skills</p> <p>SPS SLOT: Identify and mark major Buddhist sites.</p>
<p style="text-align: center;">MAY</p>	<p>Theme 5: Through the eyes of Travellers Perceptions of Society (c. tenth to seventeenth centuries)</p> <p>Theme 6: Bhakti-Sufi Traditions Changes in Religious Beliefs and Devotional Texts (c. eighth to eighteenth centuries)</p> <p>SEA/ELA: Debate on ‘Did Bhakti and Sufi movements promote social harmony?’</p> <p>AIL: Draw a route map of travellers’ journey.</p> <p>Skills Developed: Critical Thinking and Analytical Thinking</p>
<p style="text-align: center;">JULY</p>	<p>Theme 7: An Imperial Capital – Vijayanagar (c. fourteenth to sixteenth centuries)</p> <p>Theme 8: Peasants, zamindars and the States Agrarian Society and the Mughal Empire (c. sixteenth-seventeenth centuries)</p> <p>SEA/ELA: Students prepare a timeline of: Sangama dynasty, Saluva dynasty, Tuluva dynasty, Battle of Talikota (1565)</p> <p>AIL: Sketch the Virupaksha Temple or market scene.</p> <p>Skills Developed: Critical Thinking and Analytical Thinking</p> <p>SPS SLOT: Mark and level present day cities.</p>
<p style="text-align: center;">AUGUST</p>	<p>Theme 9: Colonialism and The Countryside Exploring Official Archives</p> <p>SEA/ELA: Students write a newspaper report on Colonial agrarian system.</p> <p>Skills Developed: Critical Thinking and Analytical Thinking.</p> <p>REVISION FOR FIRST TERM EXAMS</p>

SEPTEMBER	<p>Theme 10: Rebels and Raj 1857 Revolt and its Representations AIL: Create a comic strip on events of 1857. Skills Developed: Creative Skills SPS SLOT: Mark and level territories/cities under British control in 1857. and main centres of the Revolt of 1857.</p>
OCTOBER	<p>Theme 11: Mahatma Gandhi and the National Movement Civil Disobedience and Beyond Theme 12: Framing of the Constitution The Beginning of a New Era SEA/ELA: Debate on ‘Was Civil Disobedience more effective than Non-Cooperation?’ AIL: Make a preamble poster with illustrations of values(Justice, Liberty, Equality). Skills Developed: Critical Thinking and Analytical Thinking SPS SLOT: Identify and mark the important centres of the National Movement.</p>
NOVEMBER - FEBRUARY	DOUBT CLASSES, PRACTICE PAPERS & REVISION FOR PREBOARD & BOARD EXAMS
Discussion of MCQ Assignments will be taken parallel to the chapters every month.	

MONTH/ SUBJECT	COMPUTER SCIENCE (Code No. 083)
MARCH	Ch-1 Python Revision Tour-I, Ch-2 Python Revision Tour-II
APRIL	Ch-3 Working with Functions, Ch-4 Using Python Libraries
MAY	Ch-5 File Handling, Ch-6 Exception Handling
JULY	Ch-7 Data Structures, Ch-10 Relational Databases Ch-11 Simple Queries in SQL
AUGUST	Ch-12 Table Creation & Data Manipulation Commands Ch-13 Grouping Records, Joins in SQL REVISION FOR FIRST TERM EXAMS
SEPTEMBER	Ch-14 Interface Python with MYSQL
OCTOBER	Ch-8 Computer Networks-I, Ch-9 Computer Networks-II
NOVEMBER - FEBRUARY	DOUBT CLASSES, PRACTICE PAPERS & REVISION FOR PREBOARD & BOARD EXAMS

MONTH/ SUBJECT	COMPUTER SCIENCE PRACTICALS
MARCH	Teacher Salary Evaluation Program (User Input & Conditions) Create a program to input basic pay, allowances, and deductions, calculate net salary, and display salary grade using conditional statements.
APRIL	Using Math and Random Library Design a number guessing game and calculate staff room area/perimeter using functions from the math module.
MAY	Write and Read Teacher Details from a File Develop a program to store teacher details (ID, name, subject, salary) in a file, append new records, and search teacher information.
JULY	Basic Queries on a Teacher Table Perform SQL operations to insert, update, delete, and retrieve teacher records based on department, experience, or salary.
SEPTEMBER	Creating and Modifying a Shopping Mall Database Create a shopping mall database with tables for shops, items, and prices; apply constraints and generate category-wise or price-range reports.
OCTOBER	Connecting Python to MySQL & Fetching Data Build a menu-driven Python application to connect with MySQL and fetch, filter, and display records from the database.
MONTH/ SUBJECT	PHYSICAL EDUCATION (Code No. 048)
MARCH	Ch-1 Management of Sporting Event SEA/ ELA : Be A Forecaster Students will be provided a scenario such as planning an event budget (birthday, sports etc.) They will need to allocate funds for different expenses, prioritize spending and adjusting according on changing circumstances. AIL: Blueprint to Playfield Students will create a colourful event poster or flowchart showing fixtures, and committees of a sports event, using symbols and creative typography to represent each management step. Skills Developed: Data Interpretation & Analytical skills.

<p>APRIL</p>	<p>Ch-2 Children and Women in Sports Ch-3 Yoga as preventive measure for lifestyle diseases SEA/ ELA: Posture Reset Students will observe common posture issue (rounded shoulder, stiff back) and suggest suitable yoga asanas for correction and prevention. AIL: Voices of Victory Students will draw illustrated speech bubbles or comic strips expressing the thoughts, challenges faced by women and motivations of children and women in sports. Skills Developed: Conceptual understanding & Analytical Skills</p>
<p>MAY</p>	<p>Ch-4 Physical Education and Sports for CWSN (Children with special Needs) Ch-5 Sports and Nutrition SEA/ ELA: The Slouch vs. Strong Showdown Students will enact daily life situations like (usage of mobile, carrying heavy bags) which will show wrong and correct posture and then they will be asked to correct each other's postures during classroom activity. AIL: Nutrition Label Decoder Students will draw or paste pictures on an A4 size sheet which will represent nutritious value of that particular foods and will explain their role in improving daily life style Skills Developed: Observation skills & Cognitive skill.</p>
<p>JULY</p>	<p>Ch-6 Test and Measurement in Sports SEA/ ELA: Multi-Directional Sprint Test Students will place cones in a zig-zag pattern at a distance of 5 meters each and complete their race in minimum time. AIL: Active Ageing Assessment Students will make a circular art wheel highlighting different tests for senior citizen using colours and icons to represent speed, agility, balance, and coordination. Skills Developed: Critical Thinking & Agility</p>
<p>AUGUST</p>	<p>Ch-7 Physiology and Injury in Sports REVISION FOR FIRST TERM EXAMS</p>
<p>SEPTEMBER</p>	<p>Ch-8 Biomechanics and Sports SEA/ ELA: Injury Investigator Students are given real-life sports injury scenarios (sprain, strain, fracture) and identify the type of injury, causes, symptoms, and basic prevention strategies. Skills Developed: Decision making & Sequential learning</p>

OCTOBER	<p>Ch-9 Psychology and Sports Ch-10 Training in Sports SEA/ ELA : Fitness Station Design Activity Students will design a 5-station circuit on paper (push-ups, skipping, squats, plank, spot jogging). They write time per station and rest interval.. AIL: Winning Thoughts Wall Students will design creative placards or quote cards with motivational messages that promote a positive mindset and sportsmanship. Skills Developed: Analytical Skills & Cognitive skill.</p>
NOVEMBER – FEBRUARY	DOUBT CLASSES, PRACTICE PAPERS & REVISION FOR PREBOARD & BOARD EXAMS
Discussion of MCQ Assignments will be taken parallel to the chapters every month.	
MONTH/ SUBJECT	GAMES AND OUTDOORS
APRIL	Volleyball
MAY	Various Yoga asanas- Tadasana, Trikonasana, Makrasana etc...
JULY	Kho-Kho
AUGUST	Relay based- Shuttle Run, Obstacle Relay, Backward Relay
OCTOBER	Badminton, Basketball
NOVEMBER	Mirror Master, Cone collection game
DECEMBER	SAI fitness Test- Push ups, Curl-up, Shuttle run, Sit and reach

MONTH/ SUBJECT	हिंदी - पाठ्य पुस्तक कोर्स-A (302)
मार्च	<p>आरोह (गद्य खंड) : पाठ-11 भक्तिन, पाठ -12 बाजार दर्शन (पद्य-खंड)- कविता - 2 पतंग अभिव्यक्ति और माध्यम : पाठ-4 पत्रकारीय लेखन के विभिन्न रूप और लेखन प्रक्रिया, जनसंचार - प्रिंट माध्यम भाषा संवर्धन गतिविधि : व्यंग्य नाटिका शीर्षक: बाज़ार के हाथों बिकता आदमी विद्यार्थी लघु व्यंग्य नाटिका का निर्माण करेंगे।नाटिका में बाज़ार के मानवीय जीवन पर प्रभाव को दर्शाएँगे।संवाद सरल, प्रभावी और व्यंग्यात्मक होंगे।मंचन के बाद निहित संदेश पर चर्चा की जाएगी। कला एकीकरण- लोक-चित्र एवं प्रतीक कला गतिविधि:विद्यार्थी लोक कला शैली (मधुबनी / वॉरली / गोंड) में "भक्तिन का जीवन" विषय पर चित्र अथवा पोस्टर बनाएँगे। चित्र में भक्तिन के सेवा-भाव, संघर्ष, स्वाभिमान और नारी चेतना को प्रतीकों के माध्यम से दर्शाया जाएगा। विकसित कौशल: आत्म जागरूकता, भावनाओं और विचारों की स्पष्टता</p>

<p>अप्रैल</p>	<p>आरोह (गद्य खंड) पाठ-18 श्रम विभाजन और जाति प्रथा, मेरी कल्पना का आदर्श समाज (पद्य-खंड) : कविता -1 आत्म परिचय, एक गीत, वितान : पाठ - 2 जूझ अभिव्यक्ति और माध्यम:पाठ-3 विभिन्न माध्यमों के लिए लेखन, जनसंचार, सृजनात्मक लेखन : निबंध भाषा संवर्धन गतिविधि : कविता लेखन विद्यार्थी कविता में नाम, गुण, रुचिया, सपना, व्यक्तित्व को शामिल करते हुए उसे रचनात्मक तरीके से प्रस्तुत करेंगे तथा कक्षा में सही उच्चारण. भाव और आत्मविश्वास के साथ पढ़ेंगे। कला एकीकरण-संघर्ष से सृजन तक विद्यार्थी अपने जीवन के संघर्ष और पाठ के संघर्ष को जोड़ते हुए Visual Collage / Art Journal बनाएँगे। चित्र, रंग, शब्द और प्रतीकों के माध्यम से संघर्ष, मेहनत और सफलता को दर्शाया जाएगा। कला के जरिये आत्मप्रेरणा का भाव उभरेगा। विकसित कौशल: आत्म जागरूकता, भावनाओं और विचारों की स्पष्टता</p>
<p>मई</p>	<p>आरोह (पद्य-खंड) :- कविता -3 कविता के बहाने, बात सीधी थी पर, कविता - 8 कवितावली (उत्तर कांड से), लक्ष्मण मूर्छा और राम का विलाप वितान : पाठ -1 सिल्वर वैडिंग सृजनात्मक लेखन : अपठित गद्यांश अभिव्यक्ति और माध्यम : पाठ - 13 नए और अप्रत्याशित विषयों पर लेखन भाषा संवर्धन गतिविधि : "समाचार प्रस्तुति – लाइव न्यूज़ बुलेटिन"(भावाभिव्यक्ति नाट्य रूप में – समाचार पत्र निर्माण और रिपोर्टिंग का नाटकीय प्रस्तुतीकरण) कला एकीकरण -25 साल बाद...समय-यात्रा प्रस्तुति विद्यार्थी पात्रों के भविष्य की कल्पना करेंगे। दांपत्य जीवन की यात्रा को "समय-रेखा" के रूप में प्रस्तुत करेंगे। रिश्तों में आए बदलावों का विश्लेषण करेंगे। विकसित कौशल: नाट्य अभिव्यक्ति, संचार और रिपोर्टिंग कौशल टीमवर्क और सहयोग, समीक्षात्मक सोच</p>
<p>जुलाई</p>	<p>आरोह (गद्य-खंड): पाठ -13 काले मेघा पानी दे, पद्य-खंड : कविता - 4 कैमरे में बंद अपाहिज, कविता -10 छोटा मेरा खेत, बगुलो के पंख , कविता - 9 रुबाइयाँ अभिव्यक्ति और माध्यम : पाठ -11 कैसे करें कहानी का नाटक रूपांतरण सृजनात्मक लेखन : अपठित पद्यांश भाषा संवर्धन गतिविधि : वाद-विवाद शीर्षक: मीडिया : संवेदना या सनसनी?</p>

<p>जुलाई</p>	<p>विद्यार्थी पक्ष-विपक्ष में विभाजित होकर वाद-विवाद करेंगे। पाठ के संदर्भ में मीडिया की भूमिका पर तर्क प्रस्तुत करेंगे। सामाजिक उदाहरणों का प्रयोग करेंगे। मानवीय मूल्यों पर निष्कर्ष देंगे। कला एकीकरण-आस्था से तर्क तक विद्यार्थी आस्था, अंधविश्वास और वैज्ञानिक सोच को प्रतीकात्मक कला के माध्यम से प्रस्तुत करेंगे। वे कोलाज / 3D पेपर आर्ट बनाकर बादल, वर्षा, प्रकाश, जंजीर जैसे प्रतीकों का प्रयोग करेंगे। प्रत्येक प्रतीक के साथ उसका सामाजिक अर्थ भी लिखेंगे। अंत में कला के माध्यम से समाज को सही दिशा देने वाला संदेश साझा करेंगे। विकसित कौशल: नाट्य अभिव्यक्ति, संचार और रिपोर्टिंग कौशल टीमवर्क और सहयोग, समीक्षात्मक सोच</p>
<p>अगस्त</p>	<p>आरोह (पद्य-खंड) :- कविता - 6 उषा, कविता -7 बादल राग अभिव्यक्ति और माध्यम - पाठ- 5 विशेष लेखन-स्वरूप और प्रकार अर्धवार्षिक परीक्षा के लिए दोहराई</p>
<p>सितंबर</p>	<p>आरोह(गद्य खंड) : पाठ-14 पहलवान की ढोलक अभिव्यक्ति और माध्यम - पाठ-13 नए और अप्रत्याशित विषयों पर लेखन भाषा संवर्धन गतिविधि :शीर्षक: मैं बादल हूँ विद्यार्थी बादल को प्रतीक मानकर प्रथम पुरुष में रचनात्मक लेखन करेंगे। लेखन में शोषित वर्ग की पीड़ा, परिवर्तन की आकांक्षा और विद्रोह की चेतना को अभिव्यक्त करेंगे। कविता की भावना को वर्तमान सामाजिक संदर्भ से जोड़ेंगे। चयनित रचनाएँ कक्षा में पढ़ी जाएँगी। कला एकीकरण : ध्यान और योग सत्र संगीत के माध्यम से प्राणायाम और योगाभ्यास करवाया जाएगा व इसके लाभों पर चर्चा की जाएगी । विकसित कौशल: सृजनात्मक, लेखनात्मक-चिंतन, कल्पनाशीलता</p>
<p>अक्टूबर</p>	<p>आरोह (गद्य-खंड) :- पाठ - 17 शिरीष के फूल वितान : पाठ - 3 अतीत में दबे पांव अभिव्यक्ति और माध्यम : पाठ 12 कैसे बनता है रेडियो नाटक भाषा संवर्धन गतिविधि : तुलनात्मक प्रस्तुति विषय संवर्धन गतिविधि- तब से अब तक विद्यार्थी पाठ 'अतीत के दबे पाँव' के प्रमुख पात्रों के बीच हुए संवादों को अपने शब्दों में लिखेंगे। वे यह स्पष्ट करेंगे कि अतीत की स्मृतियाँ और अनुभव पात्रों के वर्तमान जीवन को किस प्रकार प्रभावित करते हैं। मुख्य पात्र के जीवन में आए संघर्षों से प्रेरणा लेते हुए विद्यार्थी अपने जीवन में होने वाले संभावित सकारात्मक परिवर्तनों का उल्लेख करेंगे।</p>

अक्टूबर	<p>कला एकीकरण- शिरीष और आधुनिक मनुष्य विद्यार्थी शिरीष पुष्प से प्रेरणा लेकर Watercolour / Leaf Art / Pencil Sketch बनाएँगे। चित्र के साथ 4-5 पंक्तियों में शिरीष के गुणों से जुड़े जीवन-दर्शन को शब्दों में व्यक्त करेंगे। इस गतिविधि के माध्यम से प्रकृति और साहित्य का भावात्मक संबंध स्पष्ट होगा। विकसित कौशल: आत्म जागरूकता, भावनाओं और विचारों की स्पष्टता</p>
----------------	---

नवंबर - फरवरी	<p>प्री-बोर्ड एवं बोर्ड परीक्षाओं की तैयारी हेतु संदेह समाधान कक्षाएँ, अभ्यास प्रश्नपत्र तथा पुनरावृत्ति कराई जाएगी।</p>
----------------------	---

संसाधन पुस्तिका के विषयों पर चर्चा प्रत्येक माह में उल्लिखित अध्यायों के अनुसार की जाएगी।

MONTH/ SUBJECT	PSYCHOLOGY (Code No. 037)
MARCH	<p>Ch 1: Variations in Psychological Attributes ELA/SEA: ‘Intelligent’ Numbers (Computing IQ)’-</p> <ul style="list-style-type: none"> • Students are required to calculate the IQ of a 14-year-old child with a mental age of 16 and also determine the mental age of a 12-year-old child who has an IQ of 90 (Page 11). • Students will explain why IQ alone cannot define intelligence. <p>AIL: Students will create an infographic poster on the topic “Types of Intelligence Beyond IQ” They will creatively present different forms of intelligence using mind maps, doodle art, flow charts, and visual symbols.</p> <p>Practical: Students will conduct a mini-survey by asking 10 peers about their skills such as music, sports, mathematics and communication.</p> <p>Psychological Skills Developed: Analytical thinking ,Data interpretation, Concept application.</p>

<p>APRIL</p>	<p>Ch 2 Self and Personality ELA/SEA: “Mirror of the Self”-</p> <ul style="list-style-type: none"> • Students will create a “Self-Portrait Collage”: using magazine cuttings, colours, and symbolic drawings. The collage will have two sides: one side will represent how others see them, and the other side will show how they see themselves. • Students will give a two-minute presentation highlighting one trait they want to improve and one trait they are proud of. <p>AIL:Students will create a “Wall of Unity” mural that visually represents harmony, diversity, and togetherness. They will use drawings, symbols, handprints, cultural elements, and meaningful artwork to show respect for different backgrounds, abilities, and perspectives.</p> <p>Practical: Students will administer a simple personality inventory (introvert/extrovert checklist) and compare their own perception with the test result.</p> <p>Psychological Skills Developed: Self-awareness, identity formation, and emotional expression.</p>
<p>MAY</p>	<p>Ch 3: Meeting Life Challenges. ELA/SEA: “Coping Strategy Role Play”-</p> <ul style="list-style-type: none"> • The class will be divided into groups, and each group will enact different coping strategies such as problem-focused coping, emotion-focused coping, and avoidance coping. The role plays will be based on real-life situations like board exam pressure, social rejection, and failure in a competition. • Students will maintain a 7-day Stress Diary to record their daily stressors and coping responses. <p>AIL: Students will create a “Stress Thermometer” chart to visually represent different levels of stress, ranging from calm to extremely stressed. They will use colors, symbols, and short descriptions to show physical, emotional, and behavioral signs at each level.</p> <p>Psychological Skills Developed: Stress management, emotional regulation, resilience building</p>

<p style="text-align: center;">JULY</p>	<p>Ch 4: Psychological Disorders. ELA/SEA: “Cinema & Psychology” -</p> <ul style="list-style-type: none"> • Students will choose a movie character who shows symptoms of a psychological disorder and identify the type of disorder, the key symptoms displayed, and the possible treatment options. The activity will be conducted with sensitivity, ensuring that stigma and stereotypes related to mental health are avoided. • Students will submit a two-page case study analysis. <p>AIL: Students will create awareness posters with themes such as:“Break the Stigma” and “Mental Health Matters”</p> <p>Psychological Skills Developed: Empathy Awareness, Social sensitivity</p>
<p style="text-align: center;">AUGUST</p>	<p>Ch 6: Attitude and Social Cognition. ELA/SEA: “Advertisement Dissection”-</p> <ul style="list-style-type: none"> • Students will bring one advertisement and analyse it by identifying the emotional versus rational appeal, the celebrity effect, instances of stereotyping, and hidden persuasion techniques used to influence consumers. • Group will give presentation using appropriate psychological terms to explain their analysis. <p>AIL: Students will create their own “Ethical Advertisement.” They will design an advertisement that promotes a product, service, or social message while ensuring honesty, social responsibility, and respect for consumers.</p> <p>Psychological Skills Developed: Critical thinking, media literacy, and social awareness</p> <p>REVISION FOR FIRST TERM EXAMS</p>
<p style="text-align: center;">SEPTEMBER</p>	<p>Ch 5: Therapeutic Approaches ELA/SEA: “Therapeutic Approach”</p> <ul style="list-style-type: none"> • Students will work in small groups and present a short role play on different therapeutic approaches such as CBT, Behaviour Therapy and Humanistic Therapy.. <p>They will highlight key techniques and the therapist–client interaction, followed by a brief discussion on the importance of empathy and confidentiality in counselling</p> <ul style="list-style-type: none"> • Students will prepare a brief reflective write-up or two-minute presentation on the topic: “If I were a counsellor, what qualities would I develop and why?” And suggest a suitable therapeutic approach with justification.

SEPTEMBER	<p>AIL: Students may use simple props, dialogue writing, and expressive presentation to creatively demonstrate the therapeutic process.</p> <p>Psychological Skills Developed: empathy, active listening, problem-solving ability, emotional sensitivity, ethical awareness.</p>
OCTOBER	<p>Ch 7: Social Influence & Group Processes.</p> <p>ELA/SEA: “Ingroup-Outgroup Simulation”-</p> <ul style="list-style-type: none"> • The class will be randomly divided into two groups and given a competitive task. During the activity, students will observe the language used by members, signs of bias, and patterns of behaviour that emerge within and between the groups. • Students will maintain a reflective journal on the topic, “When did I show bias unknowingly?” <p>AIL: Students will design a creative visual storyboard showing how stereotypes and prejudice develop and how they can be reduced.</p> <p>Psychological Skills Developed: Social responsibility, emotional maturity, and the development of an inclusive mindset.</p>
NOVEMBER – FEBRUARY	DOUBT CLASSES, PRACTICE PAPERS & REVISION FOR PREBOARD & BOARD EXAMS
<p>Discussion of MCQ Assignments will be taken parallel to the chapters every month.</p>	



ACADEMIC CALENDAR 2026-27

March 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

04 : Holi
08 : International Women's Day
20 : Id-ul-Fitr
22 : World Water Day
26 : Ram Navami

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

03 : Good Friday
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
31 : World No Tobacco Day

June 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

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
			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 : 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
						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

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

ACADEMIC CALENDAR 2026-27

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

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 Zachary 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
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

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
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

LIST OF HOLIDAYS FOR ACADEMIC SESSION 2026–27

14
APR
2026

Vaisakhi / Ambedkar Jayanti
Tuesday

27
MAY
2026

ID-UL-Zuha (Bakrid)
Wednesday

15
AUG
2026

Independence Day
Saturday

28
AUG
2026

Raksha Bandhan
Friday

04
SEP
2026

Janmashtami
Friday

02
OCT
2026

Mahatma Gandhi Jayanti
Friday

20
OCT
2026

Dussehra
Tuesday

29
OCT
2026

Karwa Chauth
Thursday

01
NOV
2026

Haryana Day
Sunday

24
NOV
2026

Guru Nanak Jayanti
Tuesday

25
DEC
2026

Christmas Day
Friday

26
JAN
2027

Republic Day
Tuesday

06
MAR
2027

Maha Shivratri
Saturday

10
MAR
2027

ID-UL-Fitar
Wednesday

22
MAR
2027

Holi
Monday

SUMMER VACATION

01 June — 30 June
2026

DEEPAWALI BREAK

08 Nov — 11 Nov
2026

WINTER BREAK

01 Jan — 15 Jan 2027

A LEARNER'S PROMISE

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

