



# ACADEMIC ITINERARY

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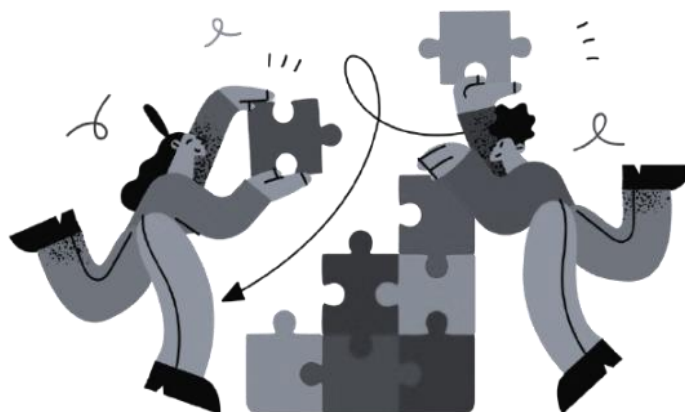
# THE CORE PURPOSE AND OBJECTIVE

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.

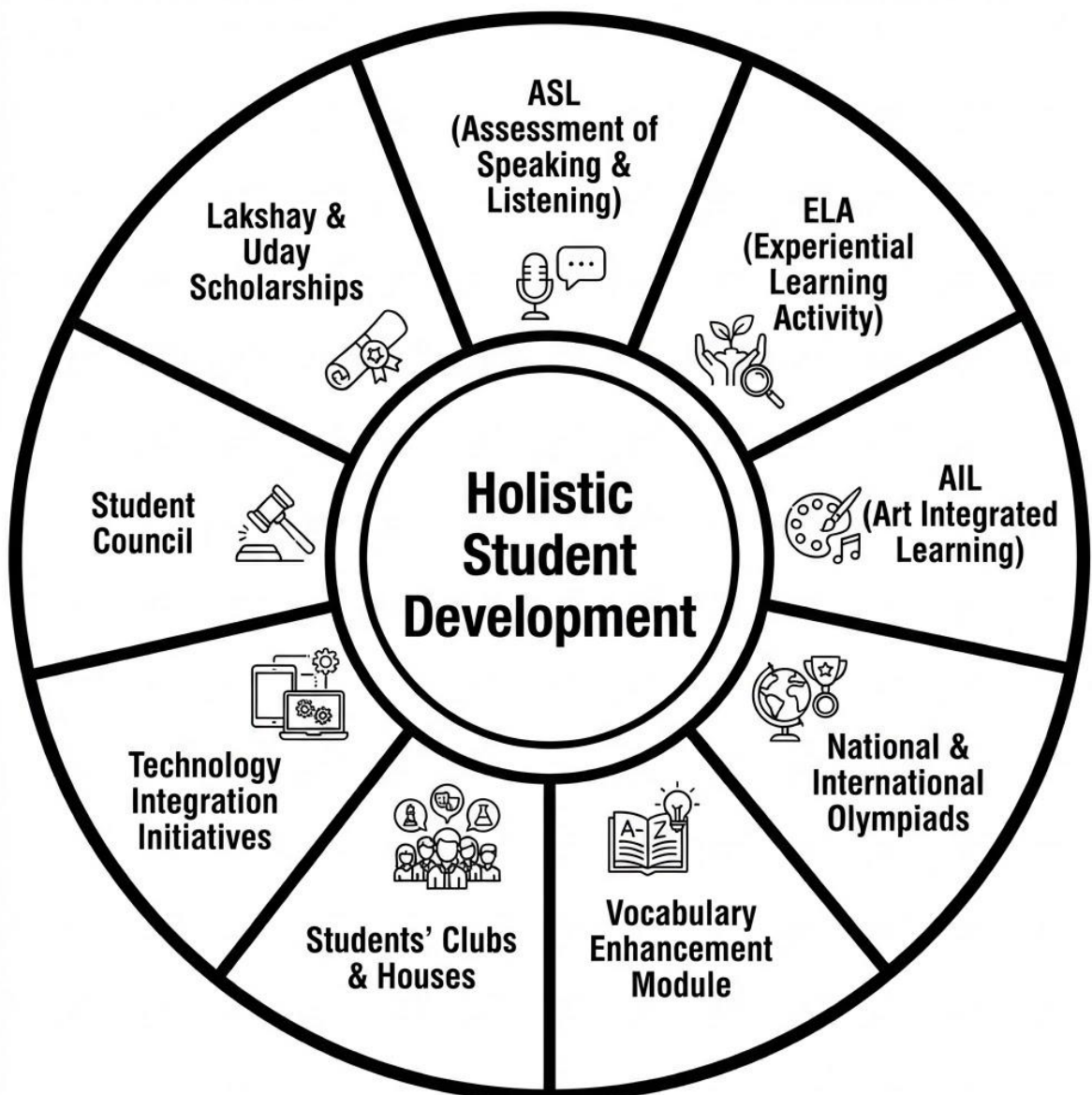
Students are provided with opportunities to develop academic understanding along with essential life skills through:

- **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, 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 SDMS, 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.

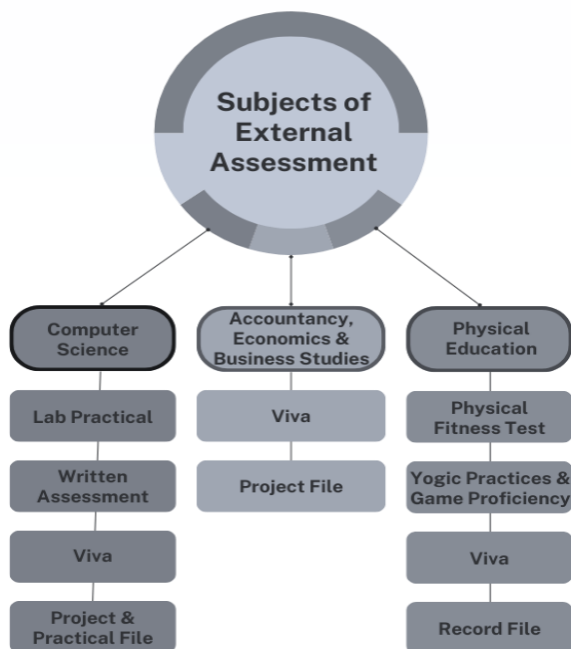
### 4. Content Quality-

- **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)



### 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



### Hindi

आरोह - भाग 2 (NCERT)

वितान - भाग 2 (NCERT)

अभिव्यक्ति और माध्यम - भाग 2 (NCERT)

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

<b>MONTH/ SUBJECT</b>	<b>ENGLISH LITERATURE (Code No. 301)</b>
<b>MARCH</b>	<p><b>Prose: L-1.</b> The Last Lesson <b>Poetry: 1.</b> My Mother at Sixty -Six  <b>Supp. Reader: L-1.</b> Third Level  <b>Writing Section:</b> Notice Writing, Letter to the Editor  <b>SEA/ ELA: Identify Snapshots</b>            Students will present a 60-second creative self-introduction using three elements: a metaphor for themselves, one personal value and one dream.  <b>AIL: Time Travel Poster / Vintage Railway Ticket Design</b>            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.  <b>Skills Developed:</b> Confidence &amp; self-expression, creativity and imagination, linguistic and creative skills</p>
<b>APRIL</b>	<p><b>Prose: L-2.</b> Lost Spring , <b>L-3.</b> Deep Water  <b>Supp. Reader: L-2.</b> Tiger King  <b>Writing Section:</b> Article Writing , Job Application  <b>SEA: Jungle Times – Awareness Newsletter</b>            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.  <b>ELA: Childhood on Trial – Case Study File</b>            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.  <b>Skills Developed:</b> Empathy and social awareness, public speaking, confidence building, listening skills</p>
<b>MAY</b>	<p><b>Prose: L-4.</b> The Rattrap , <b>L-5.</b> Indigo <b>Poetry : 3.</b> Keeping Quiet  <b>Writing Section:</b> Invitation  <b>SEA/ ELA: The Moral Courtroom</b>            Students will conduct a courtroom trial of the peddler, debating his theft, motives and redemption. Roles include judge, lawyers, witnesses and jury.</p>

	<p><b>AIL: “Voices of the Blue Fields” Poster Project</b>  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.  <b>Skills Developed:</b> Moral reasoning, character analysis, reflective thinking, environmental responsibility.</p>
<p><b>JULY</b></p>	<p><b>Prose: L-6.</b> Poets and Pancakes, <b>Poetry: 4.</b> A Thing of Beauty  <b>Supp. Reader: L-3.</b> Journey to the End of the Earth  <b>Writing Section:</b> Report Writing  <b>SEA/ ELA: Problem–Solution Podcast</b>  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.  <b>AIL: “Lights, Camera, Influence! – Media Power Panel”</b>  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.  <b>Skills Developed:</b> Critical thinking and media analysis, creative expression, research and critical thinking</p>
<p><b>AUGUST</b></p>	<p><b>Supp. Reader: L-4.</b> The Enemy, <b>L-5.</b> On the Face of it <b>Poetry: 5.</b> A Roadside Stand  <b>AIL: “Voices from the Roadside Stand”</b>  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.  <b>Skills Developed:</b> Expressive writing and slogan creation  <b>REVISION FOR FIRST TERM EXAMS</b></p>
<p><b>SEPTEMBER</b></p>	<p><b>Prose: L-7.</b> The Interview, <b>Writing Section:</b> Article Writing  <b>SEA/ ELA: From Page to Stage-An Interview Reimagined</b>  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.  <b>Skills Developed:</b> Literary interpretative skills, speaking &amp; listening.</p>

<p><b>OCTOBER</b></p>	<p><b>Prose: L-8.</b>Going Places <b>Poetry: 6.</b> Aunt Jennifer's Tigers  <b>Supp. Reader: L-6.</b> Memories of Childhood  <b>Writing Section:</b> Report Writing, Invitation  <b>SEA/ ELA: Documentary Scriptwriting –Childhoods That Question Society</b>          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.  <b>AIL: Fantasy Diary Page Design (Sophie’s Diary)</b>          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.  <b>Skills Developed:</b> Research proficiency, thematic synthesis coherent argument building, literary interpretation and textual analysis</p>
<p><b>NOVEMBER - FEBRUARY</b></p>	<p><b>DOUBT CLASSES, PRACTICE PAPERS &amp; REVISION FOR PREBOARD &amp; BOARD EXAMS</b></p>
<p><b>Discussion of Topics from Resource book will be taken parallel to the chapters every month.</b></p>	

<p><b>MONTH/ SUBJECT</b></p>	<p><b>ECONOMICS</b></p>
<p><b>MARCH</b></p>	<p><b>Macroeconomics: Ch- 5 Money, Ch- 6 Banking</b>  <b>Indian Economic Development:</b>  <b>Ch- 1</b> Indian Economy on the eve of Independence  <b>SEA/ELA: The Drain of Wealth- Walking Exhibition</b>          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.  <b>AIL: Money Trail- From Coin to Digital</b>          Students will show the journey of money through comic strip/ story board drawing with inclusion of RBI role in issuing currency.  <b>Skills Developed:</b> Critical thinking and Visual art representation</p>

<p><b>APRIL</b></p>	<p><b>Macroeconomics: Ch- 10</b> Government Budget and the Economy  <b>Indian Economic Development:</b>  <b>Ch- 2</b> Indian Economy (1950-1990)  <b>Ch- 3</b> Economic Reforms since 1991: New Economic Policy  <b>SEA/ELA: From Red Tape to Red Carpet- A Mock Parliament on NEP 1991</b>  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.  <b>AIL: Budget Balance Board</b>  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.  <b>Skills Developed:</b> Critical thinking and Collaborative learning</p>
<p><b>MAY</b></p>	<p><b>Macroeconomics: Ch- 11</b> Foreign Exchange Rate  <b>Ch- 12</b> Balance of Payments  <b>Indian Economic Development:</b>  <b>Ch- 5</b> Rural Development  <b>Ch- 7</b> Environment and Sustainable Development  <b>SEA/ELA: Forex Frenzy Challenge- Mini Global Trade Fair</b>  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.  <b>AIL: Air Quality Awareness Mapping</b>  Students will plot the AQI level of different cities on Map and identify the causes with suggestion of economic policies to reduce it.  <b>Skills Developed:</b> Research and Analytical skills</p>
<p><b>JULY</b></p>	<p><b>Macroeconomics:</b>  <b>Ch- 7</b> Aggregate Demand, Aggregate Supply and Related Concepts  <b>Ch- 8</b> Short Run Equilibrium Output  <b>Ch- 9</b> Problem of Excess and Deficient Demand</p>

	<p><b>SEA/ELA: Policy Doctors- Cure the Economy</b>  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.) Students will act as economic doctors and prescribe correct fiscal and monetary policy for the rectification of given symptoms.</p> <p><b>AIL: Interactive Graph Showcase</b>  Students will represent the movement of demand, supply and changing equilibrium output through graphs.</p> <p><b>Skills Developed:</b> Decision making skills and Graphical art</p>
<p><b>AUGUST</b></p>	<p><b>Macroeconomics: Ch-1</b> Introduction of National Income  <b>Ch- 2</b> Some Basic Concepts of Macroeconomics  <b>Ch- 3</b> National Income and Related Aggregates  <b>Ch- 4</b> Methods of Calculating National Income  <b>SEA/ELA: GDP Detective- Crack the Code</b>  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><b>AIL: National Income Newsroom</b>  Students will create a magazine focusing on national income aggregates with inclusion of newspaper articles, graphs charts and numeric illustrations.</p> <p><b>Skills Developed:</b> Data interpretation skills, Visual representation and designing</p> <p><b>REVISION FOR FIRST TERM EXAMS</b></p>



<b>SEPTEMBER</b>	<b>Indian Economic Development: Ch-4</b> Human Capital Formation in India
<b>OCTOBER</b>	<p><b>Indian Economic Development: Ch- 6</b> Employment  <b>Ch- 8</b> Comparative Development Experiences of India and its Neighbours  <b>SEA/ELA: Development Debate- India vs. China and Pakistan</b></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><b>AIL: From Education to Employment</b>  Students will create a CV (Curriculum Vitae) reflecting a person’s human capital- their knowledge, skills, training and achievements.</p> <p><b>Skills Developed:</b> Research and Presentation skills</p>
<b>NOVEMBER- FEBRUARY</b>	<b>DOUBT CLASSES, PRACTICE PAPERS &amp; REVISION FOR PREBOARD &amp; BOARD EXAMS</b>
<b>Discussion of MCQ Assignments will be taken parallel to the chapters every month.</b>	

<b>MONTH/ SUBJECT</b>	<b>ACCOUNTANCY (Code No. 055)</b>
<b>MARCH</b>	<p><b>Part A( Volume I)</b>  Ch-1 Accounting for Partnership Firm Fundamental</p> <p><b>Part B- Ch-1</b> Financial Statements of Companies  <b>SEA/ELA: Financial Health Assessment</b>  Students in groups will visit in Corporate Financial Research Centre where they will analyse a company’s Balance Sheet ( Assets as Growth and Liabilities as Risk) and present their financial findings as a mock investor, justify their investment decisions to economic changes.</p> <p><b>AIL: Profit Allocation Matrix</b>  Students in groups will design a realistic business idea( Tution Centre, Organic Products), decide on partners, capital contributions, profit –sharing ratio and roles to draft a partnership deed that one partner demands a higher share due to extra effort, creating a negotiation situation. They will discuss and recalculate the new profit sharing ratio.</p> <p><b>Skills Developed:</b> Ratio Application , Critical Thinking.</p>

<p><b>APRIL</b></p>	<p><b>Part B-</b> Ch-2 Financial Statements Analysis, Ch-3 Comparative Statements, Ch-4 Common Size Statements Ch-5 Accounting Ratio</p> <p><b>SEA/ELA: Loan Approval Analysis</b> Students will explore how banks use accounting ratios by researching loan requirements or interacting with a bank official. They will analyse liquidity, debt and profitability of a company to decide whether the loan would be approved.</p> <p><b>AIL: Revenue and Expense Mapping</b> Students will act a financial auditors, observing the school fee structure and major expense heads like salaries and maintenance. They convert the data into percentages to create a simple common statement and practical accounting skills.</p> <p><b>Skills Developed:</b> Interpretative and Evaluative Skills, Analysis of funds</p>
<p><b>MAY</b></p>	<p><b>Part B-</b> Ch-6 Cash Flow Statement</p> <p><b>Part A ( Volume I ) -</b> Ch-2 Change in profit sharing ratio</p> <p><b>SEA/ELA: Build the Financial Strategy</b> Students in groups will represent a company with opening cash balance and cash transactions (dividend, repay loan, increase inventory etc. ). They will classify the selected transactions into Operating, Investing and Financing activity and must ensure cash remain positive in order to maintain the best Liquidity.</p> <p><b>AIL: Gaining- Sacrificing Alignment</b> Students will present each partner's profit share on spectrum, showing changes step by step and place the old profit- sharing ratio at base, the new ratio at top, and marking the sacrificed and gaining portion for distribution accordingly.</p> <p><b>Skills Developed:</b> Analytical Thinking , Presentation Skills.</p>
<p><b>JULY</b></p>	<p><b>Part A ( Volume I ) -</b>Ch-3 Admission of a partner, Ch-4 Retirement or Death of a partner</p> <p><b>SEA/ELA : Global Practices Analysis</b> Students will analyse LLP retirement practices for capital adjustment, goodwill, profit sharing ratios according Indian Partnership Act and present a report according to act 1932.</p> <p><b>AIL: Admission Storyboard</b> Students will create a storyboard illustrating key accounting events during a partner's admission, including old partnership, assets revaluation, goodwill adjustment, and new profit-sharing ratio.</p> <p><b>Skills Developed:</b> Critical Thinking, Reporting and Presentation.</p>

<b>AUGUST</b>	<p><b>Part A (Volume I) Ch-5 Dissolution of Partnership Firm</b>  <b>Part A (Volume II) Ch-6 Issue of Shares( Share Capital, Presentation, Issue &amp; Forfeiture of Shares)</b>  <b>SEA/ELA: Financial Reality Visit</b>  Students will build their own set in classroom like a corporate office with company desks, role badges( CEO, CFO, Auditor) and financial records. They will record proper journal entries , statements and present decisions in a formal boardroom discussion to analyse decisions and accounting concepts.</p> <p><b>AIL: Dissolution Verdict Courtroom</b>  Students will be assigned roles as judge, partners, creditors and auditors based on a given dissolution case and will present the defend Realisation &amp; Capital as legal evidence during a mock court proceeding.</p> <p><b>Skills Developed:</b> Knowledge integration, Document drafting, Ethical Judgement</p> <p><b>REVISION FOR FIRST TERM EXAMS</b></p>
<b>SEPTEMBER</b>	<p><b>Part A (Volume II) Ch-6 Issue of Shares (Oversubscription and pro-rata allotment)</b></p>
<b>OCTOBER</b>	<p><b>Part A (Volume II)- Ch-7 Issue of Debentures</b>  <b>SEA/ELA: Debenture Lifecycle</b>  Students will simulate the company scenario to determine the terms of issue, accounting treatment, and analyze interest and redemption impact on financial performance.</p> <p><b>AIL: Corporate Hiring Drive</b>  Classroom will be set up like a corporate interview panel where students will act as interviewers and candidates apply for assigned job roles. Teacher will supervise the process , evaluates performance and provide feedback at the end.</p> <p><b>Skills Developed:</b> Strategic Decision making, Data Interpretation, Analytical Thinking</p>
<b>NOVEMBER - FEBRUARY</b>	<p><b>DOUBT CLASSES, PRACTICE PAPERS &amp; REVISION FOR PREBOARD &amp; BOARD EXAMS</b></p>
<p><b>Discussion of MCQ Assignments will be taken parallel to the chapters every month.</b></p>	



MONTH/ SUBJECT	<b>BUSINESS STUDIES</b> <b>(Code No. 054)</b>
<b>MARCH</b>	<p><b>PART-I: Ch-1</b> Nature and Significance of Management  <b>Ch-2</b> Principles of Management  <b>SEA/ELA : Mini Business Management Activity</b>  Students will work in groups to run a small classroom venture, (e.g., selling stationery or handmade items). They will plan, organise, and execute the activity by performing roles like managers, workers while applying management principles like division of work, scalar chain followed by a brief reflection on their practical learning.</p> <p><b>AIL: Build the Bridge Challenge</b>  Students , in groups, will design and build a bridge using limited materials after planning and assigning roles. They will present how planning and teamwork help achieve goals efficiently.</p> <p><b>Skills Developed:</b> Planning and organising skills, Managerial Skills,</p>
<b>APRIL</b>	<p><b>PART-I: Ch-3</b> Business Environment, <b>Ch-4</b> Planning  <b>SEA/ELA : Business Environment Survey</b>  Students will visit or observe a local business in groups to examine how various environmental factors influence its operations. They will compile their observations, and present a brief report explaining the impact of each factor on business activities.</p> <p><b>AIL: Grow Your Plan</b>  Students will draft a goal-based plan and share it with peers for constructive feedback. Through discussion, they will refine their plans and learn to view challenges from multiple perspectives.</p> <p><b>Skills Developed:</b> Observation and Analytical Skills, Sequential and Logical Thinking.</p>
<b>MAY</b>	<p><b>PART-II : Ch-3</b> Marketing Management  <b>SEA/ELA : Market Reality Check</b>  Students will visit a nearby store to check MRP vs. selling price, expiry management and discount practices. They will present their observations, identify any unfair trade practices, and link their findings with relevant consumer laws.</p> <p><b>AIL: Emotion Trigger Mapping</b>  Students will draw a visual emotion map showing how colours and symbols influence customer emotions and marketing decisions.</p> <p><b>Skills Developed:</b> Observation and Analytical skills, Emotional Awareness, Creative Thinking.</p>

<b>JULY</b>	<p><b>PART-I: Ch-5 Organising, Ch-6 Staffing</b>  <b>SEA/ELA : The Job Market Lab</b>  Students will conduct a role play simulating a company interview, where some act as recruiters and others as job applicants. Through the interaction, they will highlight in demand jobs, required skills and employability expectations in the current job market.</p> <p><b>AIL: Organising in Motion</b>  Students will form a living organisational chart by positioning themselves as different levels of management and using coloured ribbons to represent authority and responsibility.</p> <p><b>Skills Developed:</b> Interview and presentation skills, Communication Skills, Organisational Thinking.</p>
<b>AUGUST</b>	<p><b>PART-I: Ch-7 Directing, Ch-8 Controlling</b>  <b>SEA : Smart Budgeting Lab</b>  Students will be given a hypothetical budget for an event, where they will record and compare the actual expenses with the planned budget, identify deviations, analyse reasons for overspending and suggest corrective measures to control costs.</p> <p><b>AIL: Directing Escape Room Sheet</b>  Students will design and solve an escape room–style puzzle with clues related to motivation, leadership, and communication to effectively run an organization.</p> <p><b>Skills Developed:</b> Presentation, Leadership Skills, Problem-Solving Skills.</p> <p><b>REVISION FOR FIRST TERM EXAMS</b></p>
<b>SEPTEMBER</b>	<b>PART -II : Ch-4 Consumer Protection</b>
<b>OCTOBER</b>	<p><b>PART-II: Ch-1 Financial Management, Ch-2 Financial Market</b>  <b>SEA /ELA: SEBI Bulletin</b>  Students will track real stock market news using SEBI Bulletins/news digest, observe share price movements of companies and analyse how SEBI regulations protect investors.</p> <p><b>AIL: Investment Strategy Board Game</b>  Students will design and play a board game including investment options, dice, and score sheets to calculate returns, risks, and penalties, applying financial management concepts to determine the highest net worth.</p> <p><b>Skills Developed:</b> Analytical Skills, Critical Thinking, Risk Analysis, Numerical Skills.</p>
<b>NOVEMBER - FEBRUARY</b>	<b>DOUBT CLASSES, PRACTICE PAPERS &amp; REVISION FOR PREBOARD &amp; BOARD EXAMS</b>
<b>Discussion of MCQ Assignments will be taken parallel to the chapters every month.</b>	

MONTH/ SUBJECT	MATHEMATICS (Code No. 041)
MARCH	<p><b>Ch-3</b> Matrices, <b>Ch- 4</b> Determinants  <b>Ch-12</b> Linear Programming Problems  <b>SEA/ELA: Matrixing the Mystery</b>  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><b>AIL: Inequality Canvas: Painting the Feasible Zone</b>  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><b>Skills Developed:</b> Logical Reasoning &amp; Problem Solving skills</p>
APRIL	<p><b>Ch- 1</b> Relations and Functions, <b>Ch- 5</b> Continuity and Differentiability  <b>SEA/ELA: Function Architects</b>  Students will design and visualize custom relation and functions, identifying domains, ranges and types while exploring their properties creatively.</p> <p><b>AIL : Calculus Couture: The Necklace of Continuity</b>  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><b>Skills Developed:</b> Critical Thinking, Creative Thinking and Artistic Expression</p>
MAY	<p><b>Ch- 2</b> Inverse Trigonometric Functions, <b>Ch- 6</b> Applications of Derivates  <b>SEA/ ELA: Unlocking Angles - The Inverse Trigo Trial</b>  Students will explore inverse trigonometric functions by visualizing principal value ranges and interpreting angles through reasoning in given graph</p> <p><b>AIL: Turning Tales – “Curves Tell Stories”</b>  Students will create a comic strip or storyboard that illustrates a character experiencing <b>maxima (peaks) and minima (valleys)</b> in a real-world scenario. Each frame highlights slope change, turning points and the connection of calculus to daily life.</p> <p><b>Skills Developed:</b> Conceptual understanding &amp; Problem solving</p>

<p><b>JULY</b></p>	<p>Ch-7 Integrals, Ch-8 Application of Integrals  <b>SEA/ELA: Integral Jackpot</b>  Students will prepare an <b>Integration Challenge Card</b> 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.  <b>AIL :“Mandala of Integrals: Art in Area”</b>  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.  <b>Skills Developed:</b> Problem solving and Artistic Expression</p>
<p><b>AUGUST</b></p>	<p><b>Ch- 10 Vector Algebra</b>  <b>SEA/ELA: Arrow Alchemy</b>  Students will transfer simple vectors into stunning arrows, logos and abstract pattern using apps like Desmos or GeoGebra.  <b>Skills Developed:</b> Creative Thinking &amp; Analytical Skills</p> <p><b>REVISION FOR FIRST TERM EXAMS</b></p>
<p><b>SEPTEMBER</b></p>	<p><b>Ch- 11 Three Dimension Geometry</b>  <b>AIL: 3-D Axis Walk</b>  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.  <b>Skills Developed:</b> Practical application and Spatial Learning</p>



<b>OCTOBER</b>	<p><b>Ch- 9</b> Differential Equations, <b>Ch- 13</b> Probability  <b>SEA/ELA: DE Method Olympics</b>          Teams will brainstorm to solve differential equations using their chosen methods, blending speed, strategy, and precision. Winners will be displayed on a dynamic ‘<b>Method Leaderboard,</b>’ with color-coded charts showing strengths, weaknesses, and the ultimate champion method—turning math into a live, visual spectacle..  <b>AIL: The Bayesian Bloom</b>          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 probabilities update into posterior probabilities.  <b>Skills Developed:</b> Critical Thinking and Problem Solving</p>
<b>NOVEMBER - FEBRUARY</b>	<b>DOUBT CLASSES, PRACTICE PAPERS &amp; REVISION FOR PREBOARD &amp; BOARD EXAMS</b>
<b>Discussion of MCQ Assignments will be taken parallel to the chapters every month.</b>	

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

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

<b>MONTH/ SUBJECT</b>	<b>COMPUTER SCIENCE PRACTICALS</b>
<b>MARCH</b>	<b>Teacher Salary Evaluation Program (User Input &amp; Conditions)</b> Create a program to input basic pay, allowances, and deductions, calculate net salary, and display salary grade using conditional statements.
<b>APRIL</b>	<b>Using Math and Random Library</b> Design a number guessing game and calculate staff room area/perimeter using functions from the math module.
<b>MAY</b>	<b>Write and Read Teacher Details from a File</b> Develop a program to store teacher details (ID, name, subject, salary) in a file, append new records, and search teacher information.

<b>JULY</b>	<b>Basic Queries on a Teacher Table</b> Perform SQL operations to insert, update, delete, and retrieve teacher records based on department, experience, or salary.
<b>SEPTEMBER</b>	<b>Creating and Modifying a Shopping Mall Database</b> Create a shopping mall database with tables for shops, items, and prices; apply constraints and generate category-wise or price-range reports.
<b>OCTOBER</b>	<b>Connecting Python to MySQL &amp; Fetching Data</b> Build a menu-driven Python application to connect with MySQL and fetch, filter, and display records from the database.

<b>MONTH/ SUBJECT</b>	<b>PHYSICAL EDUCATION (Code No. 048)</b>
<b>MARCH</b>	<p><b>Ch-1</b> Management of Sporting Event  <b>SEA/ ELA : Host the Championship</b>            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 (equipment, rent)and adjusting according on changing circumstances.  <b>AIL: Sports Command Board</b>            Students will design a live operations board like used in real tournaments. It will include match schedule, team points, official duty charts and emergency contacts.  <b>Skills Developed:</b> Data Interpretation &amp; Analytical skills.</p>
<b>APRIL</b>	<p><b>Ch-2</b> Children and Women in Sports  <b>Ch-3</b> Yoga as preventive measure for lifestyle diseases  <b>SEA/ ELA: Posture Reset</b>            Students will observe common posture issue (rounded shoulder, stiff back) and suggest suitable yoga asanas for correction and prevention.  <b>AIL: Voices of Victory</b>            Students will draw illustrated speech bubbles or comic strips expressing the thoughts, challenges faced by women and motivations of children and women in sports.  <b>Skills Developed:</b> Conceptual understanding &amp; Analytical Skills</p>
<b>MAY</b>	<p><b>Ch-4</b> Physical Education and Sports for CWSN            (Children with special Needs)  <b>Ch-5</b> Sports and Nutrition  <b>SEA/ ELA: The Slouch vs. Strong Showdown</b>            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.</p>

	<p><b>AIL: Nutrition Label Decoder</b> 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 <b>Skills Developed:</b> Observation skills &amp; Cognitive skill.</p>
<b>JULY</b>	<p><b>Ch-6 Test and Measurement in Sports</b> <b>SEA/ ELA: Multi-Directional Sprint Test</b> Students will place cones in a zig-zag pattern at a distance of 5 meters each and complete their race in minimum time. <b>AIL: Active Ageing Assessment</b> Students will make a circular art wheel highlighting different tests for senior citizen using colours and icons to represent speed, agility, balance, and coordination. <b>Skills Developed:</b> Critical Thinking &amp; Agility</p>
<b>AUGUST</b>	<p><b>Ch-7 Physiology and Injury in Sports</b> <b>SEA/ ELA: Injury Response Drill</b> Students are given real-life sports injury scenarios (sprain, strain, fracture) and identify the type of injury, causes, symptoms, and basic prevention strategies. <b>Skills Developed:</b> Decision making &amp; Sequential learning <b>REVISION FOR FIRST TERM EXAMS</b></p>
<b>SEPTEMBER</b>	<p><b>Ch-8 Biomechanics and Sports</b> <b>SEA/ ELA: Load vs Recovery Monitoring Study</b> Students will track their sleep, hydration, training intensity over 7 days and they will correlate fatigue with performance output. <b>Skills Developed:</b> Analytical Thinking &amp; Sequential learning</p>
<b>OCTOBER</b>	<p><b>Ch-9 Psychology and Sports</b> <b>Ch-10 Training in Sports</b> <b>SEA/ ELA: Fitness Station Design Activity</b> Students will design a <b>5-station circuit</b> on paper (push-ups, skipping, squats, plank, spot jogging) and write time per station and rest interval. <b>AIL: Winning Thoughts Wall</b> Students will design creative placards or quote cards with motivational messages that promote a positive mindset and sportsmanship. <b>Skills Developed:</b> Analytical Skills &amp; Cognitive skill.</p>
<b>NOVEMBER - FEBRUARY</b>	<p><b>DOUBT CLASSES, PRACTICE PAPERS &amp; REVISION FOR PREBOARD &amp; BOARD EXAMS</b></p>
<p><b>Discussion of MCQ Assignments will be taken parallel to the chapters every month.</b></p>	

MONTH/ SUBJECT	GAMES AND OUTDOORS
MARCH	Volleyball
APRIL	Various Yoga asanas- Tadasana, Trikonasana, Makrasana etc...
MAY	Kho-Kho
JULY	Relay based- Shuttle Run, Obstacle Relay, Backward Relay
AUGUST	Badminton, Basketball
OCTOBER	Mirror Master, Cone collection game
NOVEMBER	SAI fitness Test- Push ups, Curl-up, Shuttle run, Sit and reach

MONTH/ SUBJECT	हिंदी - पाठ्य पुस्तक कोर्स-A (302)
मार्च	<p><b>आरोह (गद्य खंड) : पाठ-11 भक्तिन, पाठ -12 बाजार दर्शन (पद्य-खंड)- कविता - 2 पतंग</b></p> <p><b>अभिव्यक्ति और माध्यम : पाठ-4 पत्रकारीय लेखन के विभिन्न रूप और लेखन प्रक्रिया, जनसंचार - प्रिंट माध्यम</b></p> <p><b>भाषा संवर्धन गतिविधि : व्यंग्य नाटिका</b></p> <p><b>शीर्षक: बाज़ार के हाथों बिकता आदमी</b></p> <p>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।</p> <p><b>AIL- लोक-चित्र एवं प्रतीक कला</b></p> <p>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।</p> <p><b>विकसित कौशल:</b> आत्म जागरूकता, भावनाओं और विचारों की स्पष्टता</p>
अप्रैल	<p><b>आरोह (गद्य खंड) पाठ-18 श्रम विभाजन और जाति प्रथा, मेरी कल्पना का आदर्श समाज</b></p> <p><b>(पद्य-खंड) : कविता -1 आत्म परिचय, एक गीत,</b></p> <p><b>वितान : पाठ - 2 जूझ</b></p> <p><b>अभिव्यक्ति और माध्यम:पाठ-3 विभिन्न माध्यमों के लिए लेखन, जनसंचार, सृजनात्मक लेखन : निबंध</b></p> <p><b>भाषा संवर्धन गतिविधि : कविता लेखन</b></p> <p>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।</p> <p><b>AIL-संघर्ष से सृजन तक</b></p> <p>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 ज़रिये आत्मप्रेरणा का भाव उभरेगा।</p> <p><b>विकसित कौशल:</b> आत्म जागरूकता, भावनाओं और विचारों की स्पष्टता</p>

<p><b>मई</b></p>	<p><b>आरोह (पद्य-खंड) :- कविता -3</b> कविता के बहाने, बात सीधी थी पर, <b>कविता - 8</b> कवितावली ( उत्तर कांड से), लक्ष्मण मूर्छा और राम का विलाप  <b>वितान : पाठ -1</b> सिल्वर वैडिंग  <b>सृजनात्मक लेखन :</b> अपठित गद्यांश  <b>अभिव्यक्ति और माध्यम : पाठ - 13</b> नए और अप्रत्याशित विषयों पर लेखन  <b>भाषा संवर्धन गतिविधि :</b> "समाचार प्रस्तुति – लाइव न्यूज़ बुलेटिन"(भावाभिव्यक्ति नाट्य रूप में – समाचार पत्र निर्माण और रिपोर्टिंग का नाटकीय प्रस्तुतीकरण)  <b>AIL-25 साल बाद...समय-यात्रा प्रस्तुति</b>  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।  <b>विकसित कौशल:</b> नाट्य अभिव्यक्ति, संचार और रिपोर्टिंग कौशल टीमवर्क और सहयोग, समीक्षात्मक सोच</p>
<p><b>जुलाई</b></p>	<p><b>आरोह (गद्य-खंड): पाठ -13</b> काले मेघा पानी दे,  <b>पद्य-खंड : कविता - 4</b> कैमरे में बंद अपाहिज, <b>कविता -10</b> छोटा मेरा खेत, बगुलो के पंख , <b>कविता - 9</b> रुबाइयाँ  <b>अभिव्यक्ति और माध्यम : पाठ -11</b> कैसे करें कहानी का नाटक रूपांतरण  <b>सृजनात्मक लेखन :</b> अपठित पद्यांश  <b>भाषा संवर्धन गतिविधि : वाद-विवाद</b>  <b>शीर्षक: मीडिया : संवेदना या सनसनी?</b>  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।  <b>AIL-आस्था से तर्क तक</b>  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।  <b>विकसित कौशल:</b> नाट्य अभिव्यक्ति, संचार और रिपोर्टिंग कौशल टीमवर्क और सहयोग, समीक्षात्मक सोच</p>

अगस्त	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
सितंबर	आरोह(गद्य खंड ) : पाठ-14 पहलवान की ढोलक अभिव्यक्ति और माध्यम - पाठ-13 नए और अप्रत्याशित विषयों पर लेखन <b>भाषा संवर्धन गतिविधि :शीर्षक: मैं बादल हूँ</b> 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। <b>AIL : ध्यान और योग सत्र</b> संगीत के माध्यम से प्राणायाम और योगाभ्यास करवाया जाएगा व इसके लाभों पर चर्चा की जाएगी । <b>विकसित कौशल:</b> सृजनात्मक, लेखनआत्म-चिंतन, कल्पनाशीलता
अक्टूबर	आरोह (गद्य-खंड) :- पाठ - 17 शिरीष के फूल वितान : पाठ - 3 अतीत में दबे पाँव अभिव्यक्ति और माध्यम : पाठ 12 कैसे बनता है रेडियो नाटक भाषा संवर्धन गतिविधि : तुलनात्मक प्रस्तुति भाषा 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। <b>AIL- शिरीष और आधुनिक मनुष्य</b> 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। <b>विकसित कौशल:</b> आत्म जागरूकता, भावनाओं और विचारों की स्पष्टता
नवंबर - फरवरी	प्री-बोर्ड एवं बोर्ड परीक्षाओं की तैयारी हेतु संदेह समाधान कक्षाएँ, अभ्यास प्रश्नपत्र तथा पुनरावृत्ति कराई जाएगी। संसाधन पुस्तिका के विषयों पर चर्चा प्रत्येक माह में उल्लिखित अध्यायों के अनुसार की जाएगी।

# 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 2026-27

<b>14</b> APR 2026	<b>Vaisakhi / Ambedkar Jayanti</b> Tuesday	<b>27</b> MAY 2026	<b>ID-UL-Zuha (Bakrid)</b> Wednesday
<b>15</b> AUG 2026	<b>Independence Day</b> Saturday	<b>28</b> AUG 2026	<b>Raksha Bandhan</b> Friday
<b>04</b> SEP 2026	<b>Janmashtami</b> Friday	<b>02</b> OCT 2026	<b>Mahatma Gandhi Jayanti</b> Friday
<b>20</b> OCT 2026	<b>Dussehra</b> Tuesday	<b>29</b> OCT 2026	<b>Karwa Chauth</b> Thursday
<b>01</b> NOV 2026	<b>Haryana Day</b> Sunday	<b>24</b> NOV 2026	<b>Guru Nanak Jayanti</b> Tuesday
<b>25</b> DEC 2026	<b>Christmas Day</b> Friday	<b>26</b> JAN 2027	<b>Republic Day</b> Tuesday
<b>06</b> MAR 2027	<b>Maha Shivratri</b> Saturday	<b>10</b> MAR 2027	<b>ID-UL-Fitar</b> Wednesday
<b>22</b> MAR 2027	<b>Holi</b> 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.**

