

Annual Curriculum Plan

2026-27

STD-II

U. P. Public School

Annual Curriculum Plan

2026–2027

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**MISSION STATEMENT FOR
U.P. PUBLIC SCHOOL
SURI, BIRBHUM, W.B.**

1. *To inspire academic, creative and flexible learning environment where children will recognize and achieve their fullest potential, so that they can make their best contribution to the society and they can think beyond parameter.*
2. *To aim at providing high quality education with modern infrastructural support in excellent learning environment to provide wide opportunities for pupils to nurture, stimulate and develop creative thoughts and to create an environment that fosters consideration, empathy and concern for others.*
3. *To give the values of the partnership which exists between school, parents and community. Within the partnership, we provide each student with the knowledge skills, and attitude to become a productive citizen in a challenging, technological and diverse world.*
4. *To provide support and training to all faculty and staff so that they are equipped with adequate preparation and support to perform the responsibility for developing a student for their educational, emotional and social growth.*

DEVELOPMENTAL MILESTONES FOR TYPICAL SECOND GRADERS

At a Glance

- In second and third grade, kids start understanding more complicated ideas, such as cause and effect.
- Second and third graders become better at writing complete sentences and using basic punctuation.
- Peer influence plays a big role in relationships for kids at this age.

Are you wondering about typical second and third grade development? At this age, kids make big leaps in language and cognition, as well as in how they feel and get along with others. Here's more information about typical skill for 7-year-olds and 8-year-olds.

Physical Milestones

At ages 7 and 8, your child may be working on refining her physical skills. Her fine motor control and stamina may improve. Most second and third graders:

- Gain strength in both big and small muscles ; can play and be active for longer periods without getting tired
- Use the small muscles in hands better ; do much better with handwriting, scissor skills and manipulating things like buttons, zippers and shoelaces
- Start being able to run farther and for longer

Cognitive Milestones

At this age, thinking and problem-solving skills are taking off. Children tend to talk at a more adult level and start to show an interest in specific activities that interest them. Cognitively, most children at this age :

- Look for the reasons behind things; ask questions for more information
- Understand cause and effect and make more in-depth connections (for example, know things like if $6 + 2 = 8$, then $8 - 6 = 2$)
- Start planning ahead ; may create a drawing of something to build or a plan for an experiment
- Have a longer attention span; can sit and pay attention to something that interests them for at least 30-45 minutes
- Collect things

Language Milestones

Language development typically continues at a steady pace these two years. Vocabulary grows and kids start trying out words they have read but not heard. By the end of third grade, most children can do these things :

- Comprehend what they're reading and begin to move from "learning to read" to "reading to learn"
- Learn vocabulary through reading
- Use words to talk through problems, both socially and academically

- Start playing with words to make puns; understand jokes and riddles
- Test out “bad” words for shock value
- Use all letter sounds correctly; don’t substitute w for r anymore when speaking
- Use writing as a way to express feelings, tell stories and summarize information

Social and Emotional Milestones

Second and third grade can be a little rough socially and emotionally. Kids start narrowing down to a few good friends, but those friendships can change quickly. Most kids are eager to fit in and try out new personalities to see where they fit. By the end of third grade, most children will :

- Have moments of extreme insecurity and need a lot of encouragement from parents
- Change often between being helpful and upbeat to being rude and selfish
- Enjoy being part of a team, group or club
- Spend more time with and be easily influenced by peers
- Experience periods of dramatic emotion and impatience and the feeling that everyone is against them and then bounce right back to everything being just fine
- Start seeing things from other points of view and incorporate that into everyday life

These milestones are typical, but kids develop at their own pace. If you’re concerned that your child hasn’t met a number of these milestones, it’s a good idea to speak with her doctor or talk to the teacher to see if it’s causing issues in the classroom. Both the school and the doctor can help you come up with a plan for where to go next. Check out our community and find other parents with similar experiences.

Key Takeaways

- By the end of third grade, your child may be able to pay attention to something of interest for nearly an hour.
- Don’t be surprised if your child is moody one minute and OK the next—this is pretty typical for second and third graders.
- If you have concerns about your child meeting her milestones, speak with her doctor or teacher.

National Curriculum Framework

The National Curriculum Framework for School Education (NCF) is developed based on the vision of the National Education Policy (NEP) 2020, and to enable its implementation.

The NCF addresses education for the age group 3 to 18 years, across the entire range of diverse institutions in India. This is across the four Stages in the 5+3+3+4 Curricular and Pedagogical restructuring of School Education as envisioned in NEP 2020.

NCF from the NEP

The NCF brings to life the aims and commitments of the NEP.

- The **Aims of Education** are articulated in the NEP from which the curricular goals for the NCF are derived which then informs the rest of the elements.
- This includes the full **range of human capacities, values and dispositions** that are aimed to be developed in school education. Pedagogy, practices, and culture must work in tandem to develop these, and move away from an overemphasis on memorization and content accumulation; in fact, content reduction is required to create space for such development.
- The **5+3+3+4 Curricular and Pedagogical structure** of school education is reflected in the learning standards, the content, the pedagogy, and the assessment approaches.
- It is **integrative and holistic** with equal status to all subjects and learning domains from Maths to Sports. It integrates vocational education in all schools, and there is integration across subjects while developing rigorous subject understanding and capacities.
- It **confronts and address real challenges** facing our countries’ education system. Notably that of literacy and numeracy, rote memorization, narrow goals, and inadequate resources.
- It is **deeply rooted in India**. This is in content and learning of languages, in the pedagogical approaches including tools and resources, and most importantly in the philosophical basis—in the aims and in the epistemic approach.

Objectives of the NCF

The overarching objective of this NCF is to help in positively transforming the school education system of India as envisioned in NEP 2020, through corresponding positive changes in the curriculum including pedagogy.

In particular, the NCF aims to help change practices in education and not just ideas; indeed, since the word ‘curriculum’ encapsulates the overall experiences that a student has in school, ‘practices’ do not just refer to curricular content and pedagogy, but also include school environment and culture. It is this holistic overall transformation of the curriculum that will enable us to positively transform overall learning experiences for students.

Aims of School Education (NCF)

The purposes, vision, and the goals of education (as in earlier sections) have been organized into five Aims of School Education. These Aims give clear direction to the choice of knowledge, capacities, and values and dispositions that need to be included in the curriculum.

- a. **Rational Thought and Autonomy** : Making choices based on rational analysis and a ground understanding of the world and acting on those choices is an exercise of autonomy. This indicates that the individual should have the capacity for rational reasoning and sufficient knowledge to understand the world around them. This understanding develops through knowledge in breadth and depth. Thus, achieving knowledge in depth and breadth, becomes one of the key goals in the NCF.
- b. **Health and Well-being** : A healthy mind and a healthy body are the foundations for an individual to pursue a good life and contribute meaningfully to society. School education should be a wholesome experience for students, and they should acquire capacities and dispositions that keep their bodies and mind healthy.
- c. **Democratic Participation** : The knowledge, capacities, and values and dispositions developed are to be oriented towards sustaining and improving the democratic functioning of Indian society. Democracy is not just a form of governance, but it is a “mode of associated living”. The goals articulated in the NEP 2020 point to the development of an individual who can participate and contribute meaningfully to sustaining and improving the democratic vision of the Indian Constitution.
- d. **Economic Participation** : In the current context of India, a healthy economy needs to go along with a healthy democracy. Effective participation in the economy has positive impacts on both the individual and the society. It provides material sustenance for the individual and also generates economic opportunities for others in society. The achievement of these aims makes individuals productive members of the economy. The exposure and preparation of vocational education in particular develops capacities and dispositions to enter the world of work.
- e. **Cultural and Social Participation** : Along with democracy and the economy, culture and the society play an important role in the “mode of associated living”. Cultures maintain continuity as well as change over time. The NEP 2020 expect students to have ‘a rootedness and pride in India, and its rich, diverse, ancient and modern culture and knowledge systems and traditions’. They should also acquire capacities and a disposition to contribute meaningfully to culture.

A society with individuals who are healthy, knowledgeable, and with capacities and values and dispositions to participate effectively and meaningfully in a democracy, economy, and culture would be a vibrant, pluralistic, and democratic knowledge society.

Child Development

Around the world, the experiences of children growing up are different, depending on various circumstances – social, cultural, and economic. But there are some common processes and stages too in the maturation and growth of the child. It is critically important to understand the development of a child to have realistic expectations at a particular age. In the field of education realising the significance of child development leads to the development of a quality curriculum with developmentally appropriate pedagogy and assessment.

Child development is influenced by the interplay of three different processes namely biological processes, cognitive processes, and socio-emotional processes. Biological, cognitive, and socioemotional processes are intricately interwoven with each other. Each of these processes plays a role in the development of a child whose body and mind are interdependent.

A child’s development is usually described in terms of periods corresponding to approximate age ranges.

1. **Infancy** : This period ranges from birth to 24 months of age. A child in this period is highly dependent on adults. Children are beginning to learn about the things around them, learn to focus their vision and explore.
2. **Early childhood** : This period begins around 3 and usually extends up to 6-7 years of age. Children begin to become more self-sufficient and spend more time with peers. This is also a period of intense exploration through play.
3. **Middle to late childhood** : This developmental period is from 6-7 years to 10-11 years of age before they hit puberty. During this period children master the fundamental capacities and understanding for survival and growth. They grow physically, emotionally, and cognitively through exposure to the wider world around them and their culture.
4. **Adolescence** : This period is the transition period from childhood to early adulthood. A child enters adolescence at approximately the age of 12 years. Adolescence begins with rapid physical changes – gains in height and weight, changes in body contour and development of sexual characteristics. At this stage, the development of identity and the quest for independence is the central theme in children.

Developmental milestone across domains.

Physical Development : Middle and late childhood is the calm before the rapid growth spurt in adolescence. It involves slow and consistent growth in height and weight. There is improved muscle tone, and the strength capacity also doubles during these years. After slowing through childhood, adolescence experiences a growth surge during puberty.

Sensory and motor development : children develop rolling, sitting, standing and other motor skills in a particular sequence and within specific time frames. Infants are also born with certain reflexes which are built-in reactions to stimuli. Reflexes govern the new-born's movements, which are automatic and beyond the new-born's control. Reflexes are genetically carried survival mechanisms. They allow infants to respond adaptively to their environment before they have had an opportunity to learn. They include the sucking, rooting, and Moro reflexes when the baby gets startled by an unexpected sound, light, or movement), all of which typically disappear after three to four months. Some reflexes, such as blinking and yawning, persist throughout life; components of other reflexes are incorporated into voluntary actions.

Gross motor skills involve large-muscle activities. Key skills developed during infancy include control of posture and walking. Mastering a motor skill requires the infant's active efforts to coordinate several components of the skill. Infants explore and select possible solutions to the demands of a new task; they assemble adaptive patterns by modifying their current movement patterns. Gross motor skills improve dramatically during the childhood years. Boys usually outperform girls in gross motor skills involving large-muscle activity.

Fine motor skills involve finely tuned movements. The onset of reaching and grasping is a significant accomplishment. Fine motor skills continue to develop throughout the childhood years and by 4 years of age are much more precise. Children can use their hands as tools by middle childhood, and at 10 to 12 years of age start to show fine motor skills similar to those of adults.

Cognitive Development : By now, the child can think through reasons using language and ideas, understand well how people and things work around them, and give order to these things in terms of value and size. Their capacity to remember and use what they remember to do activities is growing in leaps and bounds. They even devise ways to remember better and are able to analyse, problem-solve, imagine alternatives

Language Development : Children gradually become more analytical and logical in their approach to words and grammar. They become increasingly able to use complex grammar and produce narratives that make sense. Improvements in metalinguistic awareness - knowledge about language- become evident as children start defining words, expand their knowledge of syntax, and understand better how to use language in culturally appropriate ways.

Socio-emotional Development :

Emotional and Personality Development : Self-understanding increasingly involves social and psychological characteristics, including social comparison. The development of self-regulation is an important aspect of this stage. Developmental changes in emotion include increased understanding of complex emotions such as pride and shame, improvements in the ability to suppress and conceal negative emotions, and the use of strategies to redirect feelings. Children use a greater variety of coping strategies.

Role of Families : Children begin to form strong bonds with peers, while families continue to play a significant role in their emotional development. The socio-emotional state of peer groups and social groups have a strong influence on the child's socio-emotional dispositions.

Role of Peers : Children form stronger bonds with peers that goes beyond play. Friendships are formed and friend groups become an important source for emotional development. Children continue to seek confirmation from adults both at home and in school

Moral Development : Children begin to express objective ideas on fairness. Children believe that equity can mean that people with special needs or merit need special treatment.

Modes of Inquiry

Beyond the nature of knowledge and growth in capacities for literacy, the modes of inquiry used by children to develop conceptual understanding play a very important role in the selection of content, pedagogy, and assessment. The progression of these modes of inquiry also has implications for the stages of schooling.

Play and Exploration

Young children learn various concepts, particularly perceptual and practical concepts, largely through play and open exploration. Their incredibly curious and absorbent minds are constantly exploring the natural and social world around them. They are intuitive problem solvers and grasp conventions of language use and social behaviour through observation and imitation. At this stage, a stimulating environment and the freedom to explore and play are the biggest and most effective sources of learning. The stimulation doesn't come only from the material environment but also from an attentive and active adult and peer group.

Capacities for Inquiry

From a broad and free exploration, children need to acquire more specific capacities that have an important role in further inquiry. In addition to the foundational capacities of literacy and numeracy, they acquire skills in observation, data collection, analysis, and more. Gross motor skills and fine motor skills relevant to physical education and arts, and vocational education are developed. Further, capacities for attention, perseverance, and memory are also developed. These capacities are utilized in informal methods of inquiry to make sense of the world around them and to respond to the practical necessities of life. These capacities can be developed by giving learning experiences that are practical and within the social context of the student. The opportunities for learning can be guided explorations with the specific intent to develop these capacities.

Disciplinary Exploration

In this stage, students gain disciplinary depth within each form of understanding. The mode of inquiry becomes exploratory again like in the first stage, but within a framework of a discipline or a form. For e.g., a student with sufficient capacities/skills for dancing and a grounded knowledge of *Bharatanatyam* as a form of dance can now use these capacities and knowledge for creative expressions through dance. Similarly, in after gaining sufficient capacities for scientific inquiry through experimentation and instrumentation in Biology, students can pursue interesting and challenging questions about life forms and attempt to answer these questions within the discipline of Biology. A more sophisticated form of exploration would be to utilize their knowledge in multiple disciplines and approach problems with interdisciplinary solutions.

ASSESSMENT SYSTEM

Approach to Assessment

The aim of assessment in the culture of our schooling system will shift from one that is summative and primarily tests rote memorization skills to one that is more regular and formative, is more competency-based, promotes learning and development for our students, and tests higher-order skills, such as analysis, critical thinking, and conceptual clarity. The primary purpose of assessment will indeed be for learning; it will help the teacher and student, and the entire schooling system, continuously revise teaching-learning processes to optimize learning and development for all students. This will be the underlying principle for assessment at all levels of education. [NEP 2020,]

Purposes of Assessment

Assessment has two purpose-measuring achievement of student learning and gauging effectiveness of classroom processes and teaching materials in teaching and learning. In the everyday of the classroom, assessment refers to any process of gathering information about student learning that can be interpreted, analysed, and used by the Teacher (mainly) for guiding the teaching-learning process, aggregating student learning at relevant junctures and in reporting student progress over time. Educational assessment, thus, plays a critical role in improving teaching and learning.

Assessment of Learning ; Assessment for Learning ;

Assessment as Learning

Assessment of learning refers to the measurement of achievement of student learning.

*Assessment for learning refers to evidence of student learning gathered by the Teacher that provides inputs to guide the teaching-learning processes. Assessment, when designed meaningfully, can be used as a powerful tool that contributes to and supports better student learning and teaching practices. Teachers who have a good sense of where students in class do well and where they struggle, can thus take more informed decisions about their pedagogical practices. Recent studies have shown that students can play an active role in taking charge of their own learning. When assessments are introduced as non-threatening tools for self-reflection and introspection, they become developmental and constructive in nature. This is referred to as *assessment as learning*. In school education, one needs to look at all three approaches to assessments mentioned above- *assessment of learning, for learning and as learning*.*

Assessments could be formative or summative, both are equally important for improving teaching and learning.

a. Formative assessments are continuous and ongoing. They are used to track student learning to provide ongoing feedback that can be used by both Teachers to improve their teaching and students to improve their learning. Formative assessments are generally low stakes and do not have strong consequences. Some examples of formative assessments include observing student behaviour in class, asking students to draw a concept map in class to represent their understanding of a topic or write a few sentences with a friend on a poem they have read.

b. Written Assessments evaluate student learning at the end of a lesson or a logical period of teaching. Summative assessments are normally high stakes in that they compare student performance to a benchmark or standard and have some consequence. Some examples of summative assessments include a term-end test, submission of a project or writing a paper. Results of summative assessment can also be used for formative purposes i.e., informing teaching and learning.

The School session is divided into two terms :

FIRST TERM : APRIL to SEPTEMBER

SECOND TERM : OCTOBER to MARCH

Each term will have Formative and Summative Assessment.

Syllabus covered in first term will not be repeated in the second term.

FORMATIVE ASSESSMENT

- SUBJECT ENRICHMENT
- MONDAY TEST
- MULTIPLE ASSESSMENT
- PERIODIC ASSESSMENT
- PORTFOLIO

Formative assessment includes the various types of activities such as :

- QUIZ
- FIELD TRIP
- NOTE BOOK SUBMISSION
- LAB ACTIVITY
- WORKSHEET
- ORAL
- ROLE PLAY
- ASSESSMENT ON SPEAKING AND LISTENING
- PROJECT (GROUP INDIVIDUAL)
- MONDAY TEST
- RECITATION
- GROUP DISCUSSION
- ORAL TEST
- DEBATE
- PARTICIPATION IN EXHIBITION

Assessment Schedule 2026-27

Assessment Schedule 2026-27									
Std-I-	Formative Assessment					Written Assessment (Term End Exam.)	Formative Assessment & Written Assessment Total	Date Schedule	
	Oral Assessment (Activity 1)	Subject Enrichment (Activity 2)	Monday Test (Activity 3)	Portfolio (Activity 4)	Cyclic Assessment			Commencement of Exams	Result Declaration
<u>TERM : I</u>									
APRIL to SEPTEMBER	15	05	05	05	20	50	100	7/9/2026	26/9/2026
<u>TERM : II</u>									
OCTOBER to MARCH	15	05	05	05	20	50	100	01/03/2027	20/3/2027
NOTE: ➤ Assessment dates are tentative ➤ Changes may occur as per situation									

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➤ Changes may occur as per situation

ASSESSMENT SCHEDULE 2026-27

EXAMINATIONS		DATE	Days	I	II
CYCLIC ASSESSMENT	April	After completing the chapter		After completing the chapter, an assessment will be conducted by the subject teachers. Following this, diagnostic measurements will be taken. One cycle will be completed after the final assessment.	
	May+June				
	July				
	August				

MID TERM	07-09-2026	Monday	EVS	English
	09-09-2026	Wednesday	2 nd Language	Mathematics
	11-09-2026	Friday	English	2 nd Language
	14-09-2026	Wednesday	Mathematics	EVS
	26-09-2026	Saturday	RESULT DECLARATION	

CYCLIC ASSESSMENT	October	After completing the chapter		After completing the chapter, an assessment will be conducted by the subject teachers. Following this, diagnostic measurements will be taken. One cycle will be completed after the final assessment.
	November			
	December			
	January			

ANNUAL EXAMINATION	01-03-2027	Monday	EVS	English
	03-03-2027	Wednesday	2 nd Language	Mathematics
	05-03-2027	Friday	English	2 nd Language
	08-03-2027	Monday	Mathematics	EVS
	20-03-2027	Saturday	RESULT DECLARATION	

PARENT TEACHERS ASSOCIATION SCHEDULE 2026-27				
DATE	DAYS	DIVISION	CLASS	PURPOSE
19 th March 2026	Saturday	Foundation	Std I and II	Introductory Meeting
27 th June 2026	Saturday	Foundation	Std I and II	General Meeting
25 th July 2026	Saturday	Foundation	Std I and II	Discussion on Students Performance
29 th August 2026	Saturday	Foundation	Std I and II	Doubt Clearance Session
31 th October 2026	Saturday	Foundation	Std I and II	Discussion on Students Performance
21 st November 2026	Saturday	Foundation	Std I and II	Discussion on Students Performance
12 nd December 2026	Saturday	Foundation	Std I and II	Discussion on Students Performance
13 th February 2027	Saturday	Foundation	Std I and II	Doubt Clearance Session

Note : All the dates are tentative, changes may occur as per situations.

MONDAY TEST SCHEDULE 2026-27			
S. No.	DATE	STD-I	STD-II
TERM-I			
1	27-04-2026	English	English
2	04-05-2026	Mathematics	EVS
3	11-05-2026	EVS	2 nd Language
4	29-06-2026	2 nd Language	Mathematics
5	20-07-2026	Reserved Day	
6	27-07-2026	English	English
7	03-08-2026	Mathematics	EVS
8	10-08-2026	EVS	2 nd Language
9	17-08-2026	2 nd Language	Mathematics
10	24-08-2026	Reserved Day	
TERM-II			
1	05-10-2026	English	English
2	12-10-2026	Mathematics	EVS
3	02-11-2026	EVS	2 nd Language
4	16.11.2026	RESERVED DAY	
5	07-12-2026	2 nd Language	Mathematics
6	14-12-2026	English	English
7	11-01-2027	Mathematics	EVS
8	18-01-2027	EVS	2 nd Language
09	01-02-2027	2 nd Language	Mathematics
10	08-02-2027	RESERVED DAY	
Note ● Monday test will not be repeated. It can be rescheduled if school will fail to conduct the Monday test on schedule date.			
● Best of all Monday tests in each subject will be considered as one of the activities in each term			

SCHOOL CALENDAR (LIST OF WORKING DAYS FOR 2026-27)		
MONTH	Instructional Days	TOTAL
APRIL 2026	1, 2, 6, 7, 8, 9, 10, 13, 14, 16, 17, 20, 21, 22, 23, 24, 27, 28, 29, 30	20
MAY	1, 4, 5, 6, 7, 8, 11, 12, 13, 14, 15	11
JUNE	15, 16, 17, 18, 19, 22, 23, 24, 25, 29, 30	11
JULY	1, 2, 3, 6, 7, 8, 9, 10, 13, 14, 15, 16, 17, 20, 21, 22, 23, 24, 27, 28, 28, 30, 31	23
AUGUST	3, 4, 5, 6, 7, 10, 11, 12, 13, 14, 17, 18, 19, 20, 21, 24, 25, 27, 28, 31	20
SEPTEMBER	1, 2, 3, 7, 8, 9, 10, 11, 14, 15, 16, 18, 21, 22, 23, 24, 25, 26, 28, 29, 30	17
OCTOBER	1, 5, 6, 7, 8, 9, 12, 13, 14, 15, 16, 27, 28, 29, 30	15
NOVEMBER	2, 3, 4, 5, 6, 13, 16, 17, 18, 19, 20, 23, 24, 25, 26, 27, 30	20
DECEMBER	1, 2, 3, 4, 7, 8, 9, 10, 11, 14, 15, 16, 17, 18, 21, 22	16
JANUARY 2027	4, 5, 6, 7, 8, 11, 12, 13, 14, 15, 18, 19, 20, 21, 22, 25, 27, 28, 29	19
FEBRUARY	1, 2, 3, 4, 5, 8, 9, 10, 15, 16, 17, 18, 19, 22, 23, 24, 25, 26	18
MARCH	1, 2, 3, 4, 5, 8, 9, 10, 11, 12, 15, 16, 17, 18, 19, 22, 23, 24, 25, 26, 29, 30, 31	23
Total Instructional Days 213 Non Instructional days Total Working Days 265		

HOLIDAYS IN U. P. PUBLIC SCHOOL

2026-27

DATE	DAY	HOLIYDAYS
1 JANUARY, 2026	THURSDAY	NEW YEAR DAY
24 JANUARY 2026	SATURDAY	DADHI KARMA
15 FEBRUARY, 2026	SUNDAY	MAHA SIVARATRI
3 & 4 MARCH	TUESDAY & WEDNESDAY	DOLJATRA & HOLI
21 MARCH, 2026	SATURDAY	ED-ULFITR
26 MARCH, 2026	THURSDAY	RAMANAVAMI
3 APRIL, 2026	FRIDAY	GOOD FRIDAY
15 APRIL, 2026	WEDNESDAY	BENGALI NEW YEAR
18 APRIL, 2026	Saturday	SCHOOL FOUNDATION DAY
16 MAY to 14TH JUNE	Saturday to Sunday	SUMMER VACATION
27 MAY, 2026	WEDNESDAY	BAKRID/ID-UL-JUHA
26 JUNE, 2026	FRIDAY	MUHARRAM
25 AUGUST, 2026	TUESDAY	MILADULNAVI
04 SEPTEMBER, 2026	FRIDAY	JANMASTAMI
17 SEPTEMBER, 2026	THURSDAY	VISWAKARMAPUJA
02 OCTOBER, 2026	FRIDAY	GANDHI JAYANTI
10 OCTOBER, 2026	SATURDAY	MAHALAYA
18 OCTO. to 26 OCTO, 2026	sun to mon	PUJA VACATION
8 NOV. to 12 NOV. 2026		KALI PUJA/DIWALI VACATION
24 NOVEMBER, 2026	TUESDAY	GURU NANAK JAYANTI
25 DECEMBER, 2026	FRIDAY	CHRISTMAS DAY
26 DECEMBER, 2026	SATURDAY	VEERBAL DIWAS
27 DEC. to 1 JANU., 2027		WINTER VACATION
12 FEBRUARY, 2027	FRIDAY	DADHI KARMA
6 MARCH, 2027	SATURDAY	SHIVARATRI
10 MARCH, 2027	WEDNESDAY	ED-ULFITR
22 MARCH, 2027	MONDAY	DOLJATRA/HOLI
26 MARCH, 2027	FRIDAY	GOOD FRIDAY

SCHOOL WILL REMAIN CLOSE IF ANY PARTY CALLS BAND.

OUR OBSERVATION DAYS 2026-27

Date	days	Observation
12 January, 2026	Monday	Swami Vivekanda Jayanti (National Youth Day)
23 January	Friday	Netaji Subhas Chandra Bose Jayanti
26 January	Monday	Republic Day
23 January	Friday	Vasant Panchami / Saraswati Puja
19 February	Wednesday	Chatrapati Sivaji Jayanti
14 April	Tuesday	Dr. Ambedkar Jayanti
23 April	Thursday	World Book Day
01 May	Friday	May Day
05 May to 05 June		Environment Maha
08 May	Friday	Rabindra Jayanti
09 May	Saturday	Maharana Pratap Jayanti
21 June	Sunday	International Yoga Day
01 July	Wednesday	Doctor's Day
09 August	Sunday	Raksha Bandhan
15 August	Saturday	Independence Day
05 September	Saturday	Teachers Day
26 September	Saturday	Iswarchandra Vidyasagar Birthday
07 October	Wednesday	Valmiki Jayanti
15 October	Thursday	Students Day
31 October	Saturday	Rastriya Ekta Diwas
14 November	Saturday	Childrens Day
19 November	Thursday	Rani Laxmi Bai Jayanti
19 November	Thursday	National Integration Day
11 December	Friday	Bhasa Utsav
23 & 24 Dec.	Wednesday & Thursday	Quest Carnival
12 January 2027	Tuesday	Swami Vivekanda Jayanti
20 January 2027	Wednesday	Annual Sports Meet
23 January 2027	Saturday	Netaji Subhas Chandra Bose Jayanti & Vasant Panchami
26 January 2027	Tuesday	Republic Day
19 February 2027	Friday	Sivaji Jayanti

HARVEST FESTIVAL	MONTH	STATES WHERE IT IS CELEBRATED
Makar Sankranti	JANUARY	Gujarat, Kerala, Tamil Nadu, Haryana, Himachal, West Bengal And Punjab.
Baisakhi/Vaisakhi	APRIL	Panjab and Haryana
Ladakh Harvest Festival	SEPTEMBER	Ladakh, Zanskar and Kargil
Lohri	JANUARY	Punjab
Bohag Bihu	APRIL	Assam
Wangala	SEPT. and DECE.	Meghalaya and Assam
Ka Pomblang Nongkrem	October or November	Meghalaya
Nuakhali	SEPTEMBER	Orissa
Nbanna	APRIL	West Bengal
Onam	SEPTEMBER	Kerala
Pongal	JANUARY	Tamil Nadu
Vishu	VISHU	Kerala and Kamataka
Gudi Padwa	APRIL	Maharashtra, Kamataka and Andhra Pra.

SCHOOL CALENDAR : 2026-27

FEBRUARY 2026

DATE	DAYS	CURRICULAR ACTIVITIES
1	Sunday	
2	Monday	New Academic Session will be starting for Foundation Stage-1 Readiness classes will be starting for Foundation Stage-2 for STD-I)
3	Tuesday	
4	Wednesday	
5	Thursday	
6	Friday	Art and Craft Competition
7	Saturday	
8	Sunday	
9	Monday	
10	Tuesday	
11	Wednesday	
12	Thursday	
13	Friday	Recitation Competition (Selection) Related to International Month Language Day
14	Saturday	
15	Sunday	Holiday-Maha Sivaratri (Whole School)
16	Monday	
17	Tuesday	
18	Wednesday	
19	Thursday	Chhatrapati Shivaji Jayanti (Observance Day)
20	Friday	Recitation Competition (Final)
21	Saturday	
22	Sunday	
23	Monday	
24	Tuesday	
25	Wednesday	
26	Thursday	
27	Friday	Spring Celebration Day (Pre-Primary)
28	Saturday	

SCHOOL CALENDAR : 2026-27

MARCH 2026

DATE	DAYS	CURRICULAR ACTIVITIES
1	Sunday	
2	Monday	
3	Tuesday	
4	Wednesday	
5	Thursday	
6	Friday	
7	Saturday	
8	Sunday	
9	Monday	
10	Tuesday	
11	Wednesday	
12	Thursday	
13	Friday	
14	Saturday	
15	Sunday	
16	Monday	
17	Tuesday	
18	Wednesday	
19	Thursday	
20	Friday	
21	Saturday	Holiday-Eid-ul-Fitre (Whole School)
22	Sunday	
23	Monday	
24	Tuesday	
25	Wednesday	
26	Thursday	Holiday-RAMNAVAMI (Whole School)
27	Friday	
28	Saturday	
29	Sunday	Doubt Clearance Session (Pre Primary)
30	Monday	
31	Tuesday	

SCHOOL CALENDAR : 2026-27

APRIL 2026

DATE	DAYS	CURRICULAR ACTIVITIES
1	Wednesday	New Academic year will start for Std. I to XII
2	Thursday	
3	Friday	Holiday – GOOD FRIDAY (Whole School)
4	Saturday	
5	Sunday	
6	Monday	
7	Tuesday	
8	Wednesday	
9	Thursday	
10	Friday	Card Making on Bengali Newyear (I and II)
11	Saturday	
12	Sunday	Dr. Ambedkar Jayanti (Observance Day)
13	Monday	
14	Tuesday	Dr. Ambedkar Jayanti–Observance Day (Whole School)
15	Wednesday	Bengali New Year (Holiday) (Whole School)
16	Thursday	
17	Friday	Theme Bengali New Year, Story Telling Competition (Grades I and II)
18	Saturday	
19	Sunday	
20	Monday	
21	Tuesday	
22	Wednesday	
23	Thursday	
24	Friday	Story Telling Competition (Final Round) I, II
25	Saturday	
26	Sunday	
27	Monday	
28	Tuesday	
29	Wednesday	
30	Thursday	

SCHOOL CALENDAR : 2026-27

MAY 2026

DATE	DAYS	CURRICULAR ACTIVITIES
1	Friday	May Day (Observance Day) (Whole School)
2	Saturday	Students Selection for Rabindra Jayanti (Std I & II)
3	Sunday	
4	Monday	
5	Tuesday	
6	Wednesday	
7	Thursday	
8	Friday	Rabindra Jayanti Programme (Observance Day) (I & II)
9	Saturday	
10	Sunday	
11	Monday	
12	Tuesday	
13	Wednesday	
14	Thursday	
15	Friday	
16	Saturday	Summer Vacation
17	Sunday	
18	Monday	
19	Tuesday	
20	Wednesday	
21	Thursday	
22	Friday	Summer Vacation
23	Saturday	
24	Sunday	
25	Monday	
26	Tuesday	
27	Wednesday	Bakri Id (Holiday) (Whole School)
28	Thursday	
29	Friday	
30	Saturday	
31	Sunday	

SUMMER VACATION FOR
NURSERY TO STD.....

SCHOOL CALENDAR : 2026-27

JUNE 2026

DATE	DAYS	CURRICULAR ACTIVITIES
1	Monday	
2	Tuesday	
3	Wednesday	
4	Thursday	
5	Friday	
6	Saturday	
7	Sunday	
8	Monday	
9	Tuesday	
10	Wednesday	
11	Thursday	
12	Friday	
13	Saturday	
14	Sunday	
15	Monday	School will reopen after Summer Vacation (Whole School)
16	Tuesday	
17	Wednesday	
18	Thursday	
19	Friday	Music Competition Selection Round
20	Saturday	
21	Sunday	International Yoga Day (Whole School)
22	Monday	
23	Tuesday	
24	Wednesday	
25	Thursday	
26	Friday	Muharram-Holiday (Whole School)
27	Saturday	Spring Assessment -Discussion on Student Progress
28	Sunday	
29	Monday	
30	Tuesday	

SCHOOL CALENDAR : 2026-27

JULY 2026

DATE	DAYS	CURRICULAR ACTIVITIES
1	Wednesday	Doctor's Day
2	Thursday	
3	Friday	Music Competition (Final)
4	Saturday	
5	Sunday	
6	Monday	
7	Tuesday	
8	Wednesday	
9	Thursday	
10	Friday	Tree Plantation for Std I and II (Pre Primary)
11	Saturday	
12	Sunday	
13	Monday	
14	Tuesday	
15	Wednesday	
16	Thursday	
17	Friday	Green Day Celebration by Craft, Short Drama (Selection Std I and II) (Pre Primary)
18	Saturday	Doubt Clearance Session (Pre Primary)
19	Sunday	
20	Monday	
21	Tuesday	
22	Wednesday	
23	Thursday	
24	Friday	Frindship Day (I & II), Short Drama Practice
25	Saturday	
26	Sunday	
27	Monday	
28	Tuesday	
29	Wednesday	
30	Thursday	
31	Friday	Short Drama Practice (Std. I to II)

SCHOOL CALENDAR : 2026-27

AUGUST 2026

DATE	DAYS	CURRICULAR ACTIVITIES
1	Saturday	
2	Sunday	
3	Monday	
4	Tuesday	
5	Wednesday	
6	Thursday	
7	Friday	Short Drama (Final)
8	Saturday	
9	Sunday	
10	Monday	
11	Tuesday	
12	Wednesday	
13	Thursday	
14	Friday	Quize on Indipendence Day (I and II)
15	Saturday	INDEPENDENCE DAY (Observance Day) (Whole School)
16	Sunday	
17	Monday	
18	Tuesday	
19	Wednesday	
20	Thursday	
21	Friday	Art & Craft for HPC
22	Saturday	HPC Showing of Term-I (Pre Primary)
23	Sunday	
24	Monday	
25	Tuesday	Milad ul Navi (Holiday) (Whole School)
26	Wednesday	
27	Thursday	
28	Friday	Theme Raksha Bandhan Day, Rakhi Making Activity (I, II)
29	Saturday	
30	Sunday	
31	Monday	

SCHOOL CALENDAR : 2026-27

SEPTEMBER 2026

DATE	DAYS	CURRICULAR ACTIVITIES
1	Tuesday	
2	Wednesday	
3	Thursday	
4	Friday	JANMASTAMI (Holiday) (Whole School)
5	Saturday	Teachers' Day (Observance Day)
6	Sunday	
7	Monday	MID TERM STARTS (Std I to XII)
8	Tuesday	
9	Wednesday	
10	Thursday	
11	Friday	MID TERM
12	Saturday	
13	Sunday	
14	Monday	
15	Tuesday	
16	Wednesday	
17	Thursday	Vishwakarma Puja (Holiday)
18	Friday	Dance Competition (Selection, Std I and II)
19	Saturday	
20	Sunday	
21	Monday	
22	Tuesday	
23	Wednesday	
24	Thursday	
25	Friday	Dance Competition Final (Std I and II)
26	Saturday	Iswarchandra Vidyasagar Jayanti (Odservance Day)
27	Sunday	
28	Monday	
29	Tuesday	
30	Wednesday	

SCHOOL CALENDAR : 2026-27

OCTOBER 2026

DATE	DAYS	CURRICULAR ACTIVITIES
1	Thursday	
2	Friday	Gandhi Jayanti and Lal Bahadur Shastri Jayanti
3	Saturday	
4	Sunday	
5	Monday	
6	Tuesday	
7	Wednesday	
8	Thursday	
9	Friday	Agamoni Programme Practice (Std I and II)
10	Saturday	MAHALAYA (Holiday, Whole School)
11	Sunday	
12	Monday	
13	Tuesday	
14	Wednesday	
15	Thursday	Students' Day (Observance Day) (Whole School)
16	Friday	Agamoni Programme Practice (Final)
17	Saturday	
18	Sunday	PUJA VACATION Starts (Whole School)
19	Monday	
20	Tuesday	
21	Wednesday	
22	Thursday	
23	Friday	
24	Saturday	
25	Sunday	
26	Monday	
27	Tuesday	SCHOOL WILL REOPEN
28	Wednesday	
29	Thursday	
30	Friday	Kick the Ball (Final) Std I and II)
31	Saturday	Doubt Clearance

SCHOOL CALENDAR : 2026-27

NOVEMBER 2026

DATE	DAYS	CURRICULAR ACTIVITIES
1	Sunday	
2	Monday	
3	Tuesday	
4	Wednesday	
5	Thursday	
6	Friday	Diya Decoration Competition (I & II)
7	Saturday	
8	Sunday	Dipawali Vacation Starts
9	Monday	
10	Tuesday	
11	Wednesday	BHATRI DITIYA
12	Thursday	
13	Friday	SCHOOL WILL REOPEN / Drawing Competition (I & II)
14	Saturday	
15	Sunday	
16	Monday	
17	Tuesday	
18	Wednesday	
19	Thursday	Rani Laxmi Bai Jayanti (Observance Day) National Intigration Day (Observance Day)
20	Friday	Clay Moulding Activity
21	Saturday	
22	Sunday	
23	Monday	
24	Tuesday	
25	Wednesday	
26	Thursday	
27	Friday	Quest Carnival Practice
28	Saturday	
29	Sunday	
30	Monday	Photo Session Day 1

SCHOOL CALENDAR : 2026-27

DECEMBER 2026

DATE	DAYS	CURRICULAR ACTIVITIES
1	Tuesday	Photo Session Day 2
2	Wednesday	
3	Thursday	
4	Friday	Quest Carnival Practice
5	Saturday	
6	Sunday	
7	Monday	
8	Tuesday	
9	Wednesday	
10	Thursday	CLASS PICNIC (Pre Primary)
11	Friday	Quest Carnival Practice Std I & II
12	Saturday	Doubt Clearance Session (Pre Primary) I & II
13	Sunday	
14	Monday	
15	Tuesday	
16	Wednesday	
17	Thursday	
18	Friday	Quest Carnival Practice Std I & II
19	Saturday	
20	Sunday	
21	Monday	Veer Bal Diwas
22	Tuesday	Veer Bal Diwas (Observation Day)
23	Wednesday	Quest Carnival Day-1
24	Thursday	Quest Carnival Day-2
25	Friday	Christmas Day
26	Saturday	Winter Vacation Starts
27	Sunday	
28	Monday	
29	Tuesday	
30	Wednesday	
31	Thursday	

WINTER VACATION

SCHOOL CALENDAR : 2026-27

JANUARY 2027

DATE	DAYS	CURRICULAR ACTIVITIES
1	Friday	New Years Day (Holiday) (Whole School)
2	Saturday	
3	Sunday	
4	Monday	SCHOOL WILL REOPEN (Whole School)
5	Tuesday	
6	Wednesday	
7	Thursday	
8	Friday	Balance the Cone (Selection) (I & II)
9	Saturday	
10	Sunday	
11	Monday	
12	Tuesday	Swami Vivekananda Jayanti (Observation Day)
13	Wednesday	
14	Thursday	
15	Friday	Balance the Cone (Final) (I & II)
16	Saturday	
17	Sunday	HPC Showing of Term II (Pre Primary)
18	Monday	
19	Tuesday	
20	Wednesday	ANNUAL SPORTS MEET
21	Thursday	
22	Friday	Practice for Republic Day (I and II)
23	Saturday	Netaji Jayanti (Observation Day)
24	Sunday	
25	Monday	
26	Tuesday	Republic Day (Observation Day)
27	Wednesday	
28	Thursday	
29	Friday	CLASS PICNIC (Std I and II)
30	Saturday	
31	Sunday	

SCHOOL CALENDAR : 2026-27

FEBRUARY 2027

DATE	DAYS	CURRICULAR ACTIVITIES
1	Monday	
2	Tuesday	
3	Wednesday	
4	Thursday	
5	Friday	Craft Activity
6	Saturday	
7	Sunday	
8	Monday	
9	Tuesday	
10	Wednesday	
11	Thursday	VASANTA PANCHAMI (Saraswati Puja) (Observation Day) (Whole School)
12	Friday	DADHI KARMA (Holiday)
13	Saturday	
14	Sunday	
15	Monday	
16	Tuesday	
17	Wednesday	
18	Thursday	
19	Friday	Recitation Competition (Selection) (I & II)
20	Saturday	
21	Sunday	
22	Monday	
23	Tuesday	
24	Wednesday	
25	Thursday	
26	Friday	Recitation Competition Final (I & II)
27	Saturday	
28	Sunday	

SCHOOL CALENDAR : 2026-27

MARCH 2027

DATE	DAYS	CURRICULAR ACTIVITIES
1	Monday	ANNUAL EXAM STARTS
2	Tuesday	
3	Wednesday	
4	Thursday	
5	Friday	
6	Saturday	MAHA SHIVRATRI
7	Sunday	
8	Monday	
9	Tuesday	
10	Wednesday	
11	Thursday	
12	Friday	
13	Saturday	
14	Sunday	
15	Monday	
16	Tuesday	
17	Wednesday	
18	Thursday	
19	Friday	
20	Saturday	
21	Sunday	
22	Monday	DOL / HOLI (HOLIDAY)
23	Tuesday	
24	Wednesday	
25	Thursday	
26	Friday	GOOD FRIDAY
27	Saturday	
28	Sunday	
29	Monday	
30	Tuesday	
31	Wednesday	

Syllabus for Class-II, Subject-ENGLISH

Session : 2026-27

Month	Chapters' Name	Learning Outcome	Art Integration, Formative Assessment, L. Lab, M Lab, S. Lab and Smart Class Planning	Instructional Days
		TERM-I		
APRIL	- LITERATURE : 1. MY BICYCLE 2. PICTURE READING - GRAMMAR : 1. CHAPTER 21 2. CHAPTER 18 - COMPREHENSION : CHAPTER 1 - WRITING : COMPOSITION	- ABLE TO READ PASSAGES - ABLE TO ANSWER THE QUESTION - ABLE TO RHYME THE WORDS - ABLE TO UNDERSTAND COMMON AND PROPER NOUNS - ABLE TO COMPREHEND	LANGUAGE LAB : DIFFERENT SOUNDS OF C AND MODULE CLASS ART INTEGRATED LEARNING-MAKING A COLLAGE	20
MAY	LITERATURE : IT IS FUN GRAMMAR : CHAPTER 3 COMPREHENSION : CHAPTER 3 WRITING : COMPOSITION	- ABLE TO READ PASSAGES - ABLE TO ANSWER THE QUESTIONS - ABLE TO WRITE ONE AND MANY - ABLE TO WRITE THE PLURAL - ABLE TO UNDERSTAND PRONOUNS - ABLE TO COMPREHEND	LANGUAGE LAB : PHONICS-WORDS STARTING WITH SC, SK, & SQ AND MODULE CLASSES ART INTEGRATED LEARNING-SINGING A SONG FORMATIVE ASSESSMENT : SUBJECT ENRICHMENT	06

Month	Chapters' Name	Learning Outcome	Art Integration, Formative Assessment, L. Lab, M Lab, S. Lab and Smart Class Planning	Instructional Days
JUNE	LITERATURE : SEEING WITHOUT SEEING GRAMMAR : CHAPTER - 1 AND 9 COMPREHENSION : CHAPTER 5 WRITING : SEQUENCING	- ABLE TO READ PASSAGES - ABLE TO ANSWER THE QUESTIONS - ABLE TO WRITE TWO MEANINGS OF SAME WORD - ABLE TO WRITE THE PLURAL FORM - ABLE TO UNDERSTAND ARTICLE - ABLE TO COMPLETE SENTENCES - ABLE TO COMPREHEND	LANGUAGE LAB : PHONICS- MODULE CLASSES	10
JULY	LITERATURE : COME BACK SOON GRAMMAR : CHAPTER 2, 7 AND 10 COMPREHENSION : CHAPTER 2 & 4 WRITING : SEQUENCING	- ABLE TO COMPREHEND - ABLE TO PRONOUNCE PROPERLY. - ABLE TO MAKE SENTENCES - USAGES OF DIFFERENT WORDS - ABLE TO UNDERSTAND THE PROPER USES OF IS / AM / ARE - ABLE TO READ PASSAGES		16+6 (Exam Days) =22

Month	Chapters' Name	Learning Outcome	Art Integration, Formative Assessment, L. L.b, M Lab, S. Lab and Smart Class Planning	Instructional Days
AUGUST	LITERATURE : 1. WE ARE ALL INDIANS. 2. LITTLE DROPS OF WATER GRAMMAR : CHAPTER 24 & 18 COMPREHENSION : CHAPTER 9 WRITING : SEQUENCING	• ABLE TO READ PASSAGES • ABLE TO ANSWER THE QUESTIONS • ABLE TO LISTEN FOR CORRECT SEQUENCE • ABLE TO CONVERSE • ABLE TO TALK ABOUT AN ACTION IN THE PRESENT • ABLE TO COMPREHEND	LANGUAGE LAB : PHONICS-SILENT R AND MODULE CLASSES ART INTEGRATED LEARNING-MAKING A LIST FORMATIVE ASSESSMENT : MULTIPLE ASSESSMENT	20
SEPTEMBER	REVISION		MID TERM ASSESSMENT	05+12 (Exam Days) =17

Month	Chapters' Name	Learning Outcome	Art Integration, Formative Assessment, L. L.b, M Lab, S. Lab and Smart Class Planning	Instructional Days
		TERM - II		
OCTOBER	LITERATURE : 1. BETWEEN HOME AND SCHOOL 2. MY NAME GRAMMAR : CHAPTER 12, 13 AND 15 COMPREHENSION : CHAPTER 10 & 13 WRITING : PICTURE COMPOSITION	• ABLE TO COMPREHEND • ABLE TO SPELL • ABLE TO PUT APOSTROPHE TO SHOW BELONGING • ABLE TO ANSWER THE QUESTION • ABLE TO RHYME THE WORDS • ABLE TO USE WAS AND WERE PROPERLY • ABLE TO DESCRIBE A PICTURE	LANGUAGE LAB : PHONICS-SILENT T AND MODULE CLASSES ART INTEGRATED LEARNING-MAKING A DESIGN FORMATIVE ASSESSMENT : SUBJECT ENRICHMENT	15
NOVEMBER	LITERATURE : 1. THIS IS MY TOWN 2. THE CROW GRAMMAR : CHAPTER 14 & 16 COMPREHENSION : CHAPTER 15 & 22. WRITING : PICTURE COMPOSITION	• ABLE TO READ PASSAGES • ABLE TO ANSWER THE QUESTIONS • ABLE TO RHYME THE WORDS • ABLE TO COMPLETE SENTENCES • ABLE TO UNDERSTAND THE POSITION WORDS • ABLE TO COMPREHEND	LANGUAGE LAB : PHONICS-MODULE CLASSES ART INTEGRATED LEARNING COMPLETING A POSTER	20

Month	Chapters' Name	Learning Outcome	Art Integration, Formative Assessment, L. L.b, M Lab, S. Lab and Smart Class Planning	Instruc tional Days
DECEMBER	LITERATURE : THE SMART MONKEY GRAMMAR : CHAPTER 19 & 20 COMPREHENSION : CHAPTER 20 & 23 WRITING : WRITING STORY	• ABLE TO READ PASSAGES • ABLE TO ANSWER THE QUESTIONS • ABLE TO UNDERSTAND ADJECTIVES • ABLE TO COMPLETE SENTENCES. • ABLE TO COMPREHEND	LANGUAGE LAB : PHONICS- MODULE CLASSES	10+6 (Exam Days) =16
JANUARY	LITERATURE : A SHOW OF CLOUDS GRAMMAR : CHAPTER 4 & 8 COMPREHENSION : CHAPTER 19 WRITING : WRITING STORY	• ABLE TO READ PASSAGES • ABLE TO ANSWER THE QUESTIONS • ABLE TO COMPLETE SENTENCES • ABLE TO JOIN THE SENTENCES PROPERLY • ABLE TO COMPREHEND	LANGUAGE LAB : PHONICS- MODULE CLASSES ART INTEGRATED LEARNING-DOING A ROLE PLAY FORMATIVE ASSESSMENT : MULTIPLE ASSESSMENT	15

Month	Chapters' Name	Learning Outcome	Art Integration, Formative Assessment, L. L.b, M Lab, S. Lab and Smart Class Planning	Instruc tional Days
FEBRUARY	LITERATURE : REVISION GRAMMAR : REVISION COMPREHENSION : REVISION WRITING : WRITING STORY	• ABLE TO READ PASSAGES • ABLE TO ANSWER THE QUESTIONS • ABLE TO COMPLETE SENTENCES • ABLE TO UNDERSTAND PREPOSITION • ABLE TO COMPREHEND	LANGUAGE LAB : PHONICS-WORDS S TARTING WITH GL AND GR SOUND AND MODULE CLASSES	18
MARCH			FINAL ASSESSMENT	23

Syllabus for Class-II, Subject-BENGALI

Session : 2026-27

Month	Chapters' Name	Learning Outcome	Art Integration, Formative Assessment, L. L.b, M Lab, S. Lab and Smart Class Planning	Instructional Days
		TERM-I		
APRIL	- সহজ পাঠ-প্রথম ও দ্বিতীয় - ব্যাকরণ-ভাষা	১ যুক্ত শব্দ এবং য-ফলা যুক্ত শব্দ জানবে এবং চিহ্নিত করতে পারবে। - বাংলা ভাষা সম্পর্কে জেনে বাংলা ভাষা ও অন্যান্য ভাষার পার্থক্য করবে।	মেঘলা দিনের ছবি এঁকে রং করবে।	20
MAY	- সহজ পাঠ-তৃতীয় পাঠ - ব্যাকরণ-ধ্বনি ও বর্ণ	- স যুক্ত শব্দ জেনে এই অক্ষর দিয়ে শব্দ তৈরি করতে পারবে এবং পাঠ্যাংশের শব্দার্থ জানবে। - বাংলা বর্ণের জ্ঞান হবে এবং বর্ণগুলি লিখতে পারবে, ব্যাকরণ নিয়ম অনুযায়ী।	হাট ও জঙ্গলের ছবি আঁকে	6
JUNE	- সহজ পাঠ-চতুর্থ পাঠ - ছবি দেখে এটি বাক্য	- ন্দ, ঙ যুক্তাক্ষরের জ্ঞান হবে এবং যুক্তাক্ষর দিয়ে পাঠ্য বহির্ভূত শব্দ লিখতে ও পড়তে পারবে। - ছবি দেখে বাক্য গঠন করতে পারবে।	রাষ্ট্রপীত গাইতে শিখবে	11

Month	Chapters' Name	Learning Outcome	Art Integration, Formative Assessment, L. L.b, M Lab, S. Lab and Smart Class Planning	Instructional Days
JULY	- বোধ পরীক্ষণ - সহজ পাঠ-পঞ্চম পাঠ - ব্যাকরণ-শব্দ বিভক্তি পদ ও বাক্য	- রেফ যুক্ত শব্দের জ্ঞান হবে এবং পাঠ্য বহির্ভূত রেফ যুক্ত শব্দ লিখতে পারবে। - নতুন পাঠ্য পড়ে তার অর্থ বুঝে প্রশ্নোত্তর করতে পারবে। - শব্দ বিভক্তি পদ ও বাক্যের জ্ঞান হবে।	ছক তৈরি	23
AUGUST	- সহজ পাঠ-পঞ্চম পাঠ - কোনো একটি বিষয়ে অনুচ্ছেদ রচনা সংকেতের সাহায্যে।	সংকেতের সাহায্যে অনুচ্ছেদ লিখতে পারবে।	বনবাসের ছবি আঁকা	20
SEPTEMBER	খাতা ও বইতে করানো সমস্ত কাজের পুনঃঅভ্যাস।	সমস্ত বিষয়গুলির পুনঃঅভ্যাস হবে।	MID TERM ASSESSMENT	17

Syllabus for Class-II, Subject-HINDI
Session : 2026-27

Month	Chapters' Name	Learning Outcome	Art Integration, Formative Assessment, L. L.b, M Lab, S. Lab and Smart Class Planning	Instructional Days
		TERM-I		
APRIL	पाठ-1 जीमा की दादी पाठ-2 घर पाठ-3 माला की चौड़ी की पायल व्याकरण : पाठ-1 हमारी भाषा र-के विभिन्न रूप	- बच्चे बड़ों के महत्व को समझा पाएँगे। - घर परिवार के महत्व को समझा पाएँगे। - हिंदी भाषा के बारे में जान पाएँगे।	कविता का वाचन, मौखिक तथा लिखित परीक्षण	20
MAY	पाठ-4 मौं व्याकरण : 2 वर्ण तथा वर्णमाला	- आलस को त्याग कर मेहनत के महत्व को समझा पाएँगे। - भोज्य पदार्थ स्वस्थ खाना चाहिए, इसके महत्व को समझा पाएँगे। - स्वर तथा व्यंजन अक्षरों को पहचान पाएँगे।	पठन एवं अनुकरण	6
JUNE	पाठ-5 धातु और मैं पाठ-6 चींटी व्याकरण : 3 मात्राएँ	- जीवन में संघर्ष के महत्व को समझा पाएँगे। - स्वर की मात्राओं को पहचान पाएँगे।	स्मार्ट क्लास में चित्रों द्वारा प्रस्तुतीकरण, विडियो आदि मौखिक तथा लिखित परीक्षण।	11

Month	Chapters' Name	Learning Outcome	Art Integration, Formative Assessment, L. L.b, M Lab, S. Lab and Smart Class Planning	Instructional Days
JULY	पाठ-7 दिल्ली जी पाठ-8 तीन दोस्त -9 दुनिया रंग बिरंगी व्याकरण : पाठ-4 शब्द और वाक्य लेखन -अनुच्छेद लेखन	- स्कूल के छुट्टी के महत्व को समझ पाएँगे। - दोस्ती के महत्व को समझ पाएँगे। - प्रकृति के महत्व को समझ पाएँगे। - शब्द तथा वाक्य में अंतर बात पाएँगे।	स्मार्ट क्लास में चित्रों द्वारा प्रस्तुतीकरण, वीडियो आदि मौखिक तथा लिखित परीक्षण।	23
AUGUST	पाठ-10 कौन पाठ-11 बंगनीजी पाठ-12 नौसिया के सपना व्याकरण : संज्ञा लेखन-चित्र वर्णन	- प्रकृति हमारे लिए महत्व पूर्ण है समझा पाएँगे। - ईश्वर इस दुनिया में है समझा पाएँगे। - जीवन में सपने का महत्व समझा पाएँगे। - नाम वाले शब्दों को बता पाएँगे। - चित्र देखकर वाक्य बना पाएँगे।	वाद-विवाद विधि द्वारा प्रस्तुतीकरण, कक्षा परीक्षण	20
SEPTEMBER	पाठ-13 तालाब व्याकरण : गिनती अपठित गद्यांश	- विभिन्न पक्षियों तथा जानवरों के बारे में जान पाएँगे। - हिंदी गिनती को जान पाएँगे। - प्रश्नों के उत्तर दे पाएँगे।	TERM I	17
		REVISION		

Month	Chapters' Name	Learning Outcome	Art Integration, Formative Assessment, L. L.b, M Lab, S. Lab and Smart Class Planning	Instructional Days
OCTOBER	पाठ-14 बीज-15 किसान व्याकरण : वचन	TERM - II - बच्चे पौधा कै से दो ताहे जान पाएँगे। - किसान के कर्तव्य को समझा पाएँगे। - बच्चे एक वचन और बहु वचन समझा पाएँगे।	कविता का वाचन, उदाहरणों द्वारा भावपूर्ण वाचन।	15
NOVEMBER	पाठ-16 मूली पाठ-17 बरसात और मोंटक पाठ-18 शेर और चूहे की दोस्ती पाठ-19 आउट व्याकरण : सर्वनाम	 के महत्व को समझा पाएँगे। - सावन के मौसम में जीव क्याक्या करते है समझा पाएँगे। - दोस्ती के महत्व को समझा पाएँगे। - खेलों के महत्व को समझा पाएँगे। - वाक्य मे की पहचान करना एँगे।	विभिन्न मौसम के चित्रों की प्रस्तुती स्मार्ट बोर्ड द्वारा	20
DECEMBER	पाठ-20 छुपन छुपाई पाठ-21 हाथी साइकिल चलार हाथा पाठ-22 चार दिशाएँ व्याकरण : विलोम शब्द लेखन-अनुच्छेद लेखन	- बच्चे तरह तरह के खेल को समझा पाएँगे। - जानवरभी साइकिल चला सकते है समझा पाएँगे। - दिशा ओ के महत्व को समझा पाएँगे। - शब्दों के उल्टे अर्थ बता पाएँगे। - REVISION	आदर्श वाचन, मौखिक परीक्षण	16

Month	Chapters' Name	Learning Outcome	Art Integration, Formative Assessment, L. L.b, M Lab, S. Lab and Smart Class Planning	Instructional Days
JANUARY	पाठ-23 चंदा मामा पाठ-24 गिरेता लमें चंदा मामा 25 सब से बड़ा छाता व्याकरण : क्रिया	- चंदा आने से अंधकार दूर हो ताहे बता पाएँगे। - जीवन मेंक ही भी परेशानी आतो चंदाकीत रहनि कल पाएँगे। - छाता का उपयोग समझा पाएँगे। - वाक्य में क्रिया शब्द को पहचान पाएँगे।	मौखिक तथा लिखित परीक्षण, चित्रों द्वारा प्रस्तुतीकरण।	15
FEBRUARY	पाठ-26 बादल व्याकरण : पर्यायवाची शब्द अपठित गद्यांश	- बादल आने से पानी बरसता है समझा पाएँगे। - पर्यायवाची का मतलब समान अर्थ है बता पाएँगे।	आदर्श वचन, मौखिक परीक्षण	20
MARCH	REVISION	REVISION	FINAL ASSESSMENT	02

Syllabus for Class-II, Subject-MATHEMATICS

Session : 2026-27

Month	Chapters' Name	Learning Outcome	Art Integration, Formative Assessment, L. L.b, M Lab, S. Lab and Smart Class Planning	Instruc tional Days
APRIL	CHAPTER : 1 A DAY AT THE BEACH (COUNTING IN GROUP)	TERM - I Counts objects by grouping into tens and ones. Applies grouping in daily life.	ART INTEGRATED : CUT AND PASTE i) Make cut-outs to represent hundreds, tens and ones. ii) Join the dots to make animal pictures.	20
	CHAPTER : 3 FUN WITH NUMBERS (NUMBERS 1 to 100)	Reads, writes and counts numbers up to 100. Understands tens and ones. Compares and orders numbers. Uses numbers in simple real-life contexts.	MATHSLAB : An activity using ice-cream sticks / beads to make bundles of ten and count the remaining ones.	

Month	Chapters' Name	Learning Outcome	Art Integration, Formative Assessment, L. L.b, M Lab, S. Lab and Smart Class Planning	Instruc tional Days
MAY	CHAPTER : 6 DECORATION FOR FESTIVAL (ADDITION AND SUBTRACTION)	Solve addition and subtraction problems without and with regrouping. Verify subtraction using addition. Analyze and solve word problems on addition and subtraction.	SPORTS INTEGRATED : Experiential Learning : 100m run in two rounds and calculate the total time taken by each group. MATHS LAB : Problem sum with actual garlands or drawing.	6
JUNE	CHAPTER : 6 DECORATION FOR FESTIVAL (ADDITION AND SUBTRACTION)	Solve addition and subtraction problems without and with regrouping. Verify subtraction using addition. Analyze and solve word problems on addition and subtraction.	MATHS LAB : Addition and subtraction through role play.	11

Month	Chapters' Name	Learning Outcome	Art Integration, Formative Assessment, L. L.b, M Lab, S. Lab and Smart Class Planning	Instruc tional Days
JULY	CHAPTER : 8 GROUPING AND SHARING (MULTIPLICATION AND DIVISION)	Recognize patterns in multiplication table. Analyze multiplication facts. Perform multiplication without and with regrouping. Determine the product when a number is multiplied by 10 and 100. Evaluate division as repeated subtraction. Solve division word problems. Execute division of a 2-digit number by a 1-digit number.	ART INTEGRATION : i) Multiplication table Song. ii) Role play with the number of beads. MATHS LAB : i) Take information about number of transport cars available in your school. Then count the total number of wheels. ii) Divide the number of students into equal groups and then write the division facts.	23
AUGUST	CHAPTER : 11 DATA HANDLING	Collect data by recording the number of objects. Illustrate data in the form of pictures, number or graphs.	MATHS LAB : EXPERIENTIAL LEARNING : Take information about mode of coming to school by the students in the class and draw a pictograph based on that data taken.	20

Month	Chapters' Name	Learning Outcome	Art Integration, Formative Assessment, L. L.b, M Lab, S. Lab and Smart Class Planning	Instruc tional Days
SEPTEMBER	REVISION		MID TERM ASSESSMENT	17
		TERM - II		
OCTOBER	CHAPTER : 7 RANI'S GIFT (MEASUREMENT)	Measure length in metres and centimetres. Measure weight in Kilograms and grams. Measure capacity in litres and millilitres. Assess and compare lengths, weights and capacities of various objects.	EXPERIENCIAL LEARNING : Discuss about vegetable market. Note the vegetables they bought, their price and their quantities. MATHS LAB : Find measurements of different playgrounds used for different sports.	15

Month	Chapters' Name	Learning Outcome	Art Integration, Formative Assessment, L. L.b, M Lab, S. Lab and Smart Class Planning	Instruc tional Days
NOVEMBER	CHAPTER : 2 SHAPES AROUND US (3D SHAPES) CHAPTER : 4 SHADOW STORY (TOGALU) (2D SHAPES)	Recognise curved lines and straight lines. Classify plane shapes and solid planes. Identify whether an object rolls and slides. Construct patterns with different shapes and numbers. Create pattern by stamping.	MATHS LAB : Shapes in daily life. ART INTEGRATED : i) Create Rongoli. ii) Making pattern taking impression with leaves. iii) Making wall hanging with shapes and pattern MATHS LAB : Origami Fun : Making a paper dog.	20
DECEMBER	CHAPTER : 5 PLAYING WITH LINES (ORIENTATION OF A LINE)	Identify, draw and differentiate vertical, horizontal and slanting lines and relate them to real-life objects.	SPORTS INTEGRATED : Making different shapes and lines through yoga.	16

Month	Chapters' Name	Learning Outcome	Art Integration, Formative Assessment, L. L.b, M Lab, S. Lab and Smart Class Planning	Instruc tional Days
JANUARY	CHAPTER : 9 WHICH SEASON IS IT ? (MEASUREMENT OF TIME)	Identify, draw and differentiate vertical, horizontal and slanting lines and relate them to real-life objects. and tell time to half past, quarter past and quarter to an hour. Construct hands on the clock face to show time. Tell days of the week and months of a year. Different seasons. Knowing directions	ART INTEGRATED : i) After writing the birthday month, mark the birthday date. ii) Season song. MATHS LAB : Identify important dates and days from the recent calendar.	
FEBRUARY	CHAPTER : 10 FUN AT THE FAIR (MONEY)	Count money Rupees and Paise. Write money in rupees and paise. Perform addition and subtraction of money.	ART INTEGRATED : Coin rubbing art. EXPERIENTIAL LEARNING : The stories behind the visuals on the back of Indian notes. MATHS LAB : Calculate money through Pigi Bank with the help of teacher.	
MARCH	REVISION		FINAL ASSESSMENT	

Syllabus for Class-II, Subject-EVS
Session : 2026-27

Month	Chapters' Name	Learning Outcome	Art Integration, Formative Assessment, L. L.b, M Lab, S. Lab and Smart Class Planning	Instruc tional Days
		TERM - I		
APRIL	1. BODY AND HEALTH 2. INSIDE MY BODY	BY THE END OF THIS LESSON, THE STUDENTS WILL BE ABLE TO: • SAY WHAT THE EXTERNAL PARTS OF THE BODY ARE AND IDENTIFY THEM • IDENTIFY THE SENSE ORGANS AND KNOW ABOUT THEIR FUNCTIONS • TELL ABOUT THE FUNCTIONS OF HEART, BRAIN, KIDNEYS, LUNGS & STOMACH	SCRAPBOOK WORK - Page 11 Activity THE GAMES THAT KEEP US HEALTHY & STRONG	20
MAY	3. FAMILY AND FRIENDS 18. GAMES WE PLAY	• KNOW ABOUT DIFFERENT TYPES OF FAMILY AND RELATIONS • UNDERSTAND THE ROLE OF FAMILY MEMBERS • TAKE CARE OF THE OLD PEOPLE • KNOW ABOUT DIFFERENT GAMES • DISTINGUISH BETWEEN GAMES PLAYED EARLIER AND PRESENT DAYS.	FORMATIVE ASSESSMENT: SUBJECT ENRICHMENT EXPERIENTIAL LEARNING: DATA HANDLING SCRAP BOOK- Picture Activity	11

Month	Chapters' Name	Learning Outcome	Art Integration, Formative Assessment, L. L.b, M Lab, S. Lab and Smart Class Planning	Instruc tional Days
JUNE	4. HOUSES WE LIVE IN 18. GAMES WE PLAY	• WILL BE ABLE TO UNDERSTAND THE TYPES OF HOUSES AND SOME SPECIAL HOUSES	LAB: FAMILY TYPES SCRAP BOOK: <u>CREATING FAMILY TREE</u>	11
JULY	5. FOOD WE EAT 6. CLOTHES WE WEAR 16. MEANS OF COMMUNICATION	• IDENTIFY THE KINDS OF FOOD AND THEIR BENEFITS. • UNDERSTAND THE DIFFERENT TYPES OF CLOTHES WORN • TAKE CARE OF CLOTHES • IDENTIFY & UNDERSTAND THE DIFFERENT MEANS OF COMMUNICATION	LAB: MAKING HEALTHY BREAKFAST SCRAP BOOK: <u>ACTIVITY</u> (PG 48) EXPERIENTIAL LEARNING: FASHION SHOW	23
AUGUST	7. PLACES OF WORSHIP 8. DAYS TO CELEBRATE	• UNDERSTAND THE DIFFERENT PLACES OF WORSHIP. • WILL BE ABLE TO IDENTIFY DIFFERENT TYPES OF FESTIVALS AND THEIR IMPORTANCES.	LAB: VIDEOS SCRAP BOOK : ACTIVITY PG-54 FORMATIVE ASSESSMENT: MULTIPLE ASSESSMENT	20

Month	Chapters' Name	Learning Outcome	Art Integration, Formative Assessment, L. L.b, M Lab, S. Lab and Smart Class Planning	Instructional Days
SEPTEMBER	REVISION	REVISION	MID TERM ASSESSMENT	05+12 (Exam Days) =17
		TERM - II		
OCTOBER	9. PEOPLE WHO HELP US 10. NEIGHBOURHOOD SERVICES	• TELL ABOUT DIFFERENT TYPE OF WORKERS • UNDERSTAND DIFFERENT WORK IN A FAMILY. • UNDERSTAND THE CONCEPT OF NEIGHBOURS AND PLACES IN A NEIGHBOURHOOD.	LAB : ACTIVITY PG-69 <u>ART INTEGRATED LEARNING- DIFFERENT PROFESSIONALS EXPERIENTIAL LEARNING</u> : INTERVIEWING ONE OF YOUR NEIGHBOURS	15
NOVEMBER	11. MAP OF INDIA 12. PLANTS AND ANIMALS AROUND US	• WILL BE ABLE TO FIND DIRECTIONS AND PLACES IN THE INDIAN MAP. • IDENTIFY AND UNDERSTAND THE DIFFERENT PLANTS AND ANIMALS	LAB : MAP WORK INTERACTIVE VIDEOS ON PLANTS & ANIMALS <u>ART INTEGRATED LEARNING-</u> MAKING OF INDIAN FLAG AND WRITING THE NATIONAL ANTHEM SCRAP BOOK : Drawing Different Parts of a Plant	20

Month	Chapters' Name	Learning Outcome	Art Integration, Formative Assessment, L. L.b, M Lab, S. Lab and Smart Class Planning	Instructional Days
DECEMBER	13. WEATHER AND SEASONS	• ABLE TO UNDERSTAND THE WEATHER AND SEASONS • DIFFERENTIATE BETWEEN WEATHER AND SEASONS	FORMATIVE ASSESSMENT : SUBJECT ENRICHMENT	10+6 (Exam Days) =16
JANUARY	14. EARTH AND ITS NEIGHBOURS 15. SAVE THE EARTH	• WILL BE ABLE TO TELL ABOUT THE EARTH, PLANETS, SUN, MOON, STARS AND THE SKY • HAVE A KNOWLEDGE ABOUT THE ENVIRONMENT & TYPES OF POLLUTION. • SAVE THE ENVIRONMENT	LAB : INTERACTIVE VIDEOS ON SOLAR SYSTEM <u>FORMATIVE ASSESSMENT : MULTIPLE ASSESSMENT EXPERIENTIAL LEARNING</u> ROLE PLAY - SOLAR SYSTEM	19
FEBRUARY	17. TRANSPORT AND SAFETY	• UNDERSTAND THE SIGN LANGUAGE & DIFFERENT DEVICES USED FOR COMMUNICATION	LAB : INTERACTIVE VIDEOS ON MEANS OF COMMUNICATION & TRANSPORT AND SAFETY RULES	18
MARCH			FINAL ASSESSMENT	23

U. P. PUBLIC SCHOOL (Affiliated to CBSE)
ABDARPUR, SURI, BIRBHUM
OLYMPIAD AND TALENT SEARCH EXAM FORM 2026-27

EMAIL ID : upps.talentexam@gmail.com

Dear Parents,

Like previous years, this year, too, (2026-27) we are going to organize **G.K., Cyber, Science, Mathematics, English Olympiad & National Science Talent search examinations** in our school. So you are requested to get your ward(s) enrolled for the examinations. The last date to fill up the form on or before **18th July 2026** & should be submitted to the concerned class teacher or in the cash counter.

OLYMPIAD & TALENT SEARCH EXAMINATIONS are a diagnostic test which actually helps students to improve.

Unlike regular tests which try only to find out how much a child knows (or has memorized), OLYMPIAD & TALENT SEARCH EXAMINATIONS measures how well a student has understood concepts and gives detailed feedback on the same, to help them improve.

Thus OLYMPIAD & TALENT SEARCH EXAMINATIONS helps each student know whether he/she has actually understood a concept early on so that immediate action can be taken. Often students have conceptual gaps which increase as they progress and when they reach the higher classes, they develop a "phobia" for the subject.

School tests-including board exams-tend to be superficial, testing what children have memorised. But the important skills like the ability to think independently and reason logically-critical in today's world-are often not emphasised in school tests.

The focus on fundamentals is so important that when the child finishes studies he/she will have to face the competitive world armed with these fundamentals. Even while opting for higher studies, the student has to go through a complete scan of what he/she knows and how much. Exams like IIT-JEE, AIEEE, AFMC, AIMS, GRE, GMAT, CAT etc., are so designed to test the fundamental strength of student. Hence the need of the hour is building the fundamentals base as strong as possible.

This exactly is the philosophy of U. P. Public School behind the conducting OLYMPIAD & TALENT SEARCH EXAMINATIONS

Syllabus (all exams are based on CBSE Syllabus)

Examination Date and Fees

Exams	Date of Exam	Classes	Fees
International English Olympiad	17.11.2026	I to XII	150
National Cyber Olympiad		III to X	150
International General Knowledge Olympiad	22.09.2026	I to X	150
International Commerce Olympiad		XI, XII	150
International Mathematics Olympiad	10.12.2026	I to XII	150
International Social Science Olympiad		VI to X	150
Aptitude & Reasoning Olympiad		I to XII	200
Spelling Competition		I to XII	200
National Level Science Talent Search Exam.	02.12.2026	I to XII	150
National Science Olympiad	30.10.2026	I to XII	150
International Hindi Olympiad		I to X	150
Vidyarthi Vigyan Manthan		VI to XI	200
Green Olympiad		IV to X	200

EXAMINATION PATTERN

SOF LEVEL 1											
NCO Paper Pattern											
	Logical Reasoning			Computers & IT			Achievers Section			Grand Total	
Class	No of Question	Marks per Question	Total Marks	No of Question	Marks per Question	Total Marks	No of Question	Marks per Question	Total Marks	No of Question	Total Marks
2 to 4	10	1	10	20	1	20	5	2	10	35	40
5 to 12	15	1	15	30	1	30	5	3	15	50	60

NSO Paper Pattern											
	Logical Reasoning			Science/EVS			Achievers Section			Grand Total	
Class	No of Question	Marks per Question	Total Marks	No of Question	Marks per Question	Total Marks	No of Question	Marks per Question	Total Marks	No of Question	Total Marks
2 to 4	10	1	10	20	1	20	5	2	10	35	40
5 to 10	15	1	15	30	1	30	5	3	15	50	60

	Physic & Chemistry			Mathematics/Biology			Achievers Section			Grand Total	
Class	No of Question	Marks per Question	Total Marks	No of Question	Marks per Question	Total Marks	No of Question	Marks per Question	Total Marks	No of Question	Total Marks
11 & 12	25	1	25	20	1	20	5	3	15	50	60

IMO Paper Pattern														
	Logical Reasoning			Mathematical Reasoning			Everyday Mathematics			Achievers Section			Grand Total	
Class	No of Questions	Marks per Question	Total Marks	No of Questions	Marks per Question	Total Marks	No of Questions	Marks per Question	Total Marks	No of Questions	Marks per Question	Total Marks	No of Questions	Total Marks
1 to 4	10	1	10	10	1	10	10	1	10	05	02	10	35	40
5 to 12	15	1	15	20	1	20	10	1	10	05	03	15	50	50

IEO Paper Pattern								
	Word and Structure Knowledge	Reading	Spoken and Writing Expression	Achievers Section			Grand Total	
Class	No of Questions	Marks per Question	Total Marks	No of Question	Marks per Question	Total Marks	No of Question	Total Marks
1 to 4	30	01	30	05	02	10	35	40
5 to 12	45	01	45	05	03	15	50	60

NSTSE Paper Pattern							
Class	EVS	MATHEMATICS	General Knowledge	Physics	Chemistry	Biology	Total Marks
1	15	25					10
2	25	25					50
3	35	40					75
4 & 5	45	45	10				100
6 to 10		25	10	25	20	20	100
XI-XII		40	10	25	25	40	100

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ABDARPUR, SURI, BIRBHUM

OLYMPIAD AND TALENT SEARCH EXAM FORM 2026-27

DETAILS OF THE STUDENTS

Name of The student.....

Class Section.....

D.O.B. :/...../.....

(D D / M M / Y Y Y Y)

Mother's Name :

Father's Name :

Mobile No. :

Alt. Contc. No. :

Email ID :

(Mandatory)

Select Examinations for your Child :

Name of the Exams.	Exams Selected	Amount
International English Olympiad		
International General Knowledge Olympiad		
International Mathematics Olympiad		
Aptitude & Reasoning Olympiad		
Spelling Competition		
National Level Science Talent Search Exam.		
National Science Olympiad		
International Hindi Olympiad		
TOTAL		
In Words Amount:		

Rec. Signature with date

Guardian Signature with date

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International English Olympiad		
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International Mathematics Olympiad		
Aptitude & Reasoning Olympiad		
Spelling Competition		
National Level Science Talent Search Exam.		
National Science Olympiad		
International Hindi Olympiad		
TOTAL		
In Words Amount:		

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