

Annual Curriculum Plan

2026-27

STD-IV

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.*

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.

- a. 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.
- b. 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.
- c. 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.
- d. 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.
- e. It **confronts and address real challenges** facing our countries' education system. Notably that of literacy and numeracy, rote memorization, narrow goals, and inadequate resources.
- f. 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 impact 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 assessment** 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. **Summative 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
- MULTIPLE 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

GRADING SYSTEM

The performance of a child in scholastic area will be assessed in term of marks. The grades will be reflected in the Holistic progress card. Marks will be converted into grades as per following pattern :

GRADING SYSTEM (SCHOLASTIC)		
MARKS RANGE	GRADE	REMARKS
90 % – 100%	A*	OUTSTANDING
75 % – 89%	A	EXCELLENT
56 % – 74%	B	VERY GOOD
35 % – 55%	C	GOOD
BELOW 35%	D	SCOPE FOR IMPROVEMENT

GRADING SYSTEM (CO-SCHOLASTIC)		
MARKS RANGE	GRADE	REMARKS
90 % – 100%	A	OUTSTANDING
75 % – 89%	B	EXCELLENT
56 % – 74%	C	VERY GOOD
35 % – 55%	D	GOOD
BELOW 35%	E	SCOPE FOR IMPROVEMENT

STRUCTURE OF ASSESSMENT (STD : III to V)

TERM-I

PATTERN	MONDAY TEST	ACTIVITY 1	ACTIVITY 2	ACTIVITY 3	PERIODIC TEST	ACTIVITY 4	WRITTEN ASSESSMENT	TOTAL
TIME	WEEKLY	APRIL	MAY	JUNE	JULY	AUGUST	SEPTEMBER	
F.M.	10	10	10	10	30	10	60	
AVERAGE MARKS	10	5	5	5	10	5	60	100

TERM-II

PATTERN	MONDAY TEST	ACTIVITY 1	ACTIVITY 2	ACTIVITY 3	PERIODIC TEST	ACTIVITY 4	WRITTEN ASSESSMENT	TOTAL
TIME	WEEKLY	OCTOBER	DECEMBER	JANUARY	NOVEMBER	FEBRUARY	MARCH	
F.M.	10	10	10	10	30	10	60	
AVERAGE MARKS	10	5	5	5	10	5	60	100

ACTIVITY 1 : Subject Enrichment
 ACTIVITY 2 : Multiple Assessment
 ACTIVITY 3 : Note Book Submission
 ACTIVITY 4 : Portfolio and Attendance

MONDAY TEST SCHEDULE 2026-27

S. No.	DATE	STD-IV
TERM-I		
1	27-04-2026	2 nd Language
2	04-05-2026	English
3	11-05-2026	EVS
4	29-06-2026	Mathematics
5	20-07-2026	Reserved Day
6	27-07-2026	2 nd Language
7	03-08-2026	English
8	10-08-2026	EVS
9	17-08-2026	Mathematics
10	24-08-2026	Reserved Day
TERM-II		
1	05-10-2026	2 nd Language
2	12-10-2026	English
3	02-11-2026	EVS
4	16.11.2026	Mathematics
5	07-12-2026	RESERVED DAY
6	14-12-2026	2 nd Language
7	11-01-2027	English
8	18-01-2027	EVS
09	01-02-2027	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

ASSESSMENT SCHEDULE 2026-27

EXAMINATIONS	DATE	Days	IV
PERIODIC ASSESSMENT- I	06-07-2026	Monday	English
	07-07-2026	Tuesday	EVS
	08-07-2026	Wednesday	2 nd Language
	09-07-2026	Thursday	Mathematics
	25-07-2026	Saturday	RESULT DECLARATION
MID TERM	07-09-2026	Monday	Mathematics
	09-09-2026	Wednesday	2 nd Language
	11-09-2026	Friday	EVS
	14-09-2026	Monday	English
	03-10-2026	Saturday	RESULT DECLARATION
PERIODIC ASSESSMENT- II	23-11-2026	Monday	2 nd Language
	25-11-2026	Wednesday	English
	26-11-2026	Thursday	EVS
	27-11-2026	Friday	Mathematics
	12-12-2026	Saturday	RESULT DECLARATION
ANNUAL EXAMINATION	01-03-2027	Monday	Mathematics
	03-03-2027	Thursday	EVS
	05-03-2027	Friday	English
	08-03-2027	Monday	2 nd Language
	20-03-2027 24-03-2027	Saturday Wednesday	RESULT DECLARATION

PARENT TEACHERS ASSOCIATION SCHEDULE 2026-27

DATE	DAYS	DIVISION	CLASS	PURPOSE
19.03.2026	Thursday	Preparatory	Std : III	Introductory Meeting
23.03.2026	Monday	Preparatory	Std IV, V	Introductory Meeting
27.06.2026	Saturday	Preparatory	Std III to V	Doubt Clearance
25.07.2026	Saturday	Preparatory	Std III to V	Discussion on Student's Performance
22.08.2026	Saturday	Preparatory	Std III to V	Doubt Clearance Session (Mid Term)
03.10.2026	Saturday	Preparatory	Std III to V	Discussion on Students Performance
14.11.2026	Saturday	Preparatory	Std III to V	Doubt Clearance
12.12.2026	Saturday	Preparatory	Std III to V	Discussion on Students Performance
20.02.2027	Saturday	Preparatory	Std III to V	Doubt Clearance
20.03.2027	Saturday	Preparatory	Std : V	RESULT
24.03.2027	Wednesday	Preparatory	Std : III, IV	RESULT and Introductory Meeting

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

SCHOOL CALENDER (LIST OF WORKING DAYS FOR 2026-27)		
MONTH	Instructional Days	TOTAL
APRIL (2026)	1, 2, 4, 6, 7, 8, 9, 10, 11, 13, 14, 16, 17, 20, 21, 22, 23, 24, 27, 28, 29, 30	22
MAY	1, 2, 4, 5, 6, 7, 8, 9, 11, 12, 13, 14, 15	13
JUNE	15, 16, 17, 18, 19, 20, 22, 23, 24, 25, 27, 29, 30	13
JULY	1, 2, 3, 4, 6, 7, 8, 9, 10, 11, 13, 14, 15, 16, 17, 18, 20, 21, 22, 23, 24, 25, 27, 28, 29, 30, 31	27
AUGUST	1, 3, 4, 5, 6, 7, 8, 10, 11, 12, 13, 14, 17, 18, 19, 20, 21, 22, 24, 25, 27, 28, 29, 31	24
SEPTEMBER	1, 2, 3, 7, 8, 9, 10, 11, 12, 14, 15, 16, 18, 19, 21, 22, 23, 24, 25, 26, 28, 29, 30	23
OCTOBER	1, 3, 5, 6, 7, 8, 9, 12, 13, 14, 15, 16, 17, 27, 28, 29, 30, 31	18
NOVEMBER	2, 3, 4, 5, 6, 7, 13, 14, 16, 17, 18, 19, 20, 21, 23, 24, 25, 26, 27, 28, 30	21
DECEMBER	1, 2, 3, 4, 5, 7, 8, 9, 10, 11, 12, 14, 15, 16, 17, 18, 19, 21, 22	19
JANUARY 2027	4, 5, 6, 7, 8, 9, 11, 12, 13, 14, 15, 16, 18, 19, 20, 21, 22, 23, 25, 26, 27, 28, 29, 30	24
FEBRUARY	1, 2, 3, 4, 5, 6, 8, 9, 10, 13, 15, 16, 17, 18, 19, 20, 22, 23, 24, 25, 26, 27	22
MARCH	1, 2, 3, 4, 5, 6, 8, 9, 10, 11, 12, 13, 15, 16, 17, 18, 19, 20, 22, 23, 24, 25, 26, 27, 29, 30, 31	27
Total Instructional Days		202
Non Instructional days		63
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
27 MARCH, 2026	FRIDAY	RAMA NAVAMI
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
26 AUGUST, 2026	WEDNESDAY	MILADULNAVI
04 SEPTEMBER, 2026	FRIDAY	JANMASTAMI
18 SEPTEMBER, 2026	FRIDAY	VISWAKARMAPUJA
02 OCTOBER, 2026	FRIDAY	GANDHI JAYANTI
10 OCTOBER, 2026	SATURDAY	MAHALAYA
16 OCTO. to 26 OCTO, 2026 SATURDAY 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 CLOSED IF ANY PARTY CALLS BANDH.

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 Shivaji 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
26 January 2027	Tuesday	Republic Day
11 February 2027	Thursday	Saraswati Puja
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	Punjab and Haryana
Ladakh Harvest Festival	SEPTEMBER	Ladakh, Zaskar and Kargil
Lohri	JANUARY	Punjab
Bohag Bihu	APRIL	Assam
Wangala	SEPT. and DECE.	Meghalaya and Assam
Ka Pomblang Nongkrem	October or November	Meghalaya
Nuakhai	SEPTEMBER	Orissa
Nbanna	APRIL	West Bengal
Onam	SEPTEMBER	Kerala
Pongal	JANUARY	Tamil Nadu
Vishu	VISHU	Kerala and Karnataka
Gudi Padwa	APRIL	Maharashtra, Karnataka and Andhra Pra.

SCHOOL CALENDAR : 2026-27		
APRIL 2026		
DATE	DAYS	CURRICULAR ACTIVITIES
1	Wednesday	New Academic year will start for Std. I to XII
2	Thursday	Story Telling Activity
3	Friday	GOOD FRIDAY (Holiday)
4	Saturday	
5	Sunday	
6	Monday	
7	Tuesday	World Health Day
8	Wednesday	
9	Thursday	
10	Friday	Investiture Ceremony
11	Saturday	
12	Sunday	
13	Monday	
14	Tuesday	Dr. Ambedkar Jayanti (Observance Day)
15	Wednesday	Bengali New Year (Holiday)
16	Thursday	
17	Friday	Story Telling (III, IV) News Reading (V) Competition
18	Saturday	School Foundation Day
19	Sunday	
20	Monday	
21	Tuesday	International Creativity & Innovation Day
22	Wednesday	Mother Earth Day
23	Thursday	World Book Day-Visit to the Library (Foundation)
24	Friday	Inter House Drama Competition (III-V)
25	Saturday	
26	Sunday	
27	Monday	
28	Tuesday	
29	Wednesday	International Dance Day
30	Thursday	Dance Activity (Foundation)

SCHOOL CALENDAR : 2026-27

MAY 2026

DATE	DAYS	CURRICULAR ACTIVITIES
1	Friday	May Day(Observance Day) InterHouse Drama Competition (III-V)
2	Saturday	
3	Sunday	
4	Monday	
5	Tuesday	Environment Maha Starts Observance Month (I to X)
6	Wednesday	
7	Thursday	Table Manner Day (Foundation)
8	Friday	Inter House Drama (Final)
9	Saturday	
10	Sunday	
11	Monday	
12	Tuesday	
13	Wednesday	
14	Thursday	
15	Friday	
16	Saturday	Summer Vacation will Start for II to V
17	Sunday	
18	Monday	
19	Tuesday	
20	Wednesday	
21	Thursday	
22	Friday	
23	Saturday	
24	Sunday	
25	Monday	
26	Tuesday	
27	Wednesday	Bakri-Id-Holiday
28	Thursday	
29	Friday	
30	Saturday	Summer Vacation will Start for Std X to XII
31	Sunday	

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
16	Tuesday	
17	Wednesday	
18	Thursday	
19	Friday	Interhouse Recitation Selection Round (III-V)
20	Saturday	
21	Sunday	International Yoga Day
22	Monday	
23	Tuesday	
24	Wednesday	
25	Thursday	
26	Friday	Muharram (Holiday)
27	Saturday	
28	Sunday	
29	Monday	
30	Tuesday	World Social Media Day

SCHOOL CALENDAR : 2026-27

JULY 2026

DATE	DAYS	CURRICULAR ACTIVITIES
1	Wednesday	Doctor's Day
2	Thursday	World UFO Day
3	Friday	Interhouse Recitation Competition (Final)
4	Saturday	
5	Sunday	
6	Monday	Periodic Test-I / Unit Test-I for Std I to XII
7	Tuesday	Global Forgiveness Day, World Chocolate Day
8	Wednesday	
9	Thursday	
10	Friday	Interhouse Music Competition (Vocal)
11	Saturday	
12	Sunday	
13	Monday	
14	Tuesday	
15	Wednesday	
16	Thursday	
17	Friday	Interhouse Music Competition (Vocal)
18	Saturday	
19	Sunday	
20	Monday	
21	Tuesday	
22	Wednesday	
23	Thursday	
24	Friday	Interhouse Dance Competition
25	Saturday	Copy Showing of PA-I (Std. III to V)
26	Sunday	
27	Monday	
28	Tuesday	
29	Wednesday	
30	Thursday	
31	Friday	Interhouse Dance Competition (Final)

SCHOOL CALENDAR : 2026-27

AUGUST 2026

DATE	DAYS	CURRICULAR ACTIVITIES
1	Saturday	
2	Sunday	
3	Monday	
4	Tuesday	
5	Wednesday	
6	Thursday	
7	Friday	Interhouse Poster Making Competition
8	Saturday	
9	Sunday	
10	Monday	
11	Tuesday	
12	Wednesday	
13	Thursday	
14	Friday	Independence Day (Practice)
15	Saturday	INDEPENDENCE DAY (Observance Day)
16	Sunday	
17	Monday	
18	Tuesday	
19	Wednesday	World Humanitarian Day
20	Thursday	
21	Friday	Interhouse Quiz Competition
22	Saturday	Doubt Clearance (III to V)
23	Sunday	
24	Monday	
25	Tuesday	
26	Wednesday	Milad ul Navi (Holiday)
27	Thursday	
28	Friday	Rakhi Making Competition
29	Saturday	
30	Sunday	
31	Monday	

SCHOOL CALENDAR : 2026-27

SEPTEMBER 2026

DATE	DAYS	CURRICULAR ACTIVITIES
1	Tuesday	World Coconut Day
2	Wednesday	
3	Thursday	
4	Friday	Janmastami (holiday)
5	Saturday	Teachers Day (Observance Day)
6	Sunday	
7	Monday	Mid Term Starts (Std I to XII)
8	Tuesday	International Literacy Day
9	Wednesday	
10	Thursday	
11	Friday	
12	Saturday	
13	Sunday	Grand Parents Day
14	Monday	Ganesh Chaturthi (Hindi Diwas)
15	Tuesday	
16	Wednesday	
17	Thursday	Interhouse Indoor Games
18	Friday	Viswakarma Puja (Holiday)
19	Saturday	
20	Sunday	
21	Monday	International Day of Peace
22	Tuesday	
23	Wednesday	
24	Thursday	
25	Friday	Interhouse Indoor Games
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 (Holiday)
3	Saturday	Copy Showing (Mid Term) III to V
4	Sunday	World Animal Day
5	Monday	
6	Tuesday	
7	Wednesday	World Cotton Day
8	Thursday	Indian Air Force Day
9	Friday	Interhouse Instrumental Competition
10	Saturday	MAHALAYA (Holiday)
11	Sunday	
12	Monday	
13	Tuesday	
14	Wednesday	
15	Thursday	
16	Friday	PUJA VACATION STARTS
17	Saturday	
18	Sunday	
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	Extempore Competition (III), Debate (IV & V)
31	Saturday	Rastriya 'Ekta' Diwas Run for Unity (Observance Day)

PUJA VACATION

SCHOOL CALENDAR : 2026-27

NOVEMBER 2026

DATE	DAYS	CURRICULAR ACTIVITIES
1	Sunday	
2	Monday	
3	Tuesday	
4	Wednesday	
5	Thursday	
6	Friday	Interhouse Art & Craft Competition
7	Saturday	
8	Sunday	Dipawali Vacation Starts
9	Monday	DIPAWALI VACATION
10	Tuesday	
11	Wednesday	Bhatri Dwtitya
12	Thursday	
13	Friday	School Will Reopen, Interhouse Calligraphy Competition
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	Interhouse Kho-Kho Competition (III-V)
21	Saturday	
22	Sunday	
23	Monday	PA-II (Std III to V) Starts
24	Tuesday	Gururanak Jayanti (Holiday)
25	Wednesday	
26	Thursday	
27	Friday	Interhouse Kho-Kho Competition (III-V)
28	Saturday	
29	Sunday	
30	Monday	

SCHOOL CALENDAR : 2026-27

DECEMBER 2026

DATE	DAYS	CURRICULAR ACTIVITIES
1	Tuesday	
2	Wednesday	
3	Thursday	
4	Friday	Wildlife Conservation Day, Exhibition (Selection of Students)
5	Saturday	World Soil Day
6	Sunday	
7	Monday	International Civil Aviation Day
8	Tuesday	
9	Wednesday	
10	Thursday	
11	Friday	Quest Carnival (Practice)
12	Saturday	Copy Showing Std III to V
13	Sunday	
14	Monday	
15	Tuesday	
16	Wednesday	
17	Thursday	
18	Friday	Practice for Quest Carnival (Std I to V)
19	Saturday	
20	Sunday	
21	Monday	Veer Bal Divas
22	Tuesday	
23	Wednesday	Quest Carnival Day-1
24	Thursday	Quest Carnival Day-2
25	Friday	Christmass Day
26	Saturday	Winter Vacation Starts
27	Sunday	WINTER VACATION
28	Monday	
29	Tuesday	
30	Wednesday	
31	Thursday	

SCHOOL CALENDAR : 2026-27

JANUARY 2027

DATE	DAYS	CURRICULAR ACTIVITIES
1	Friday	New Years Day (Holiday)
2	Saturday	
3	Sunday	
4	Monday	School will Reopen
5	Tuesday	
6	Wednesday	
7	Thursday	
8	Friday	Card Designing
9	Saturday	
10	Sunday	
11	Monday	
12	Tuesday	Swami Vivekananda Jayanti (Observance Day)
13	Wednesday	
14	Thursday	
15	Friday	Drawing Competition
16	Saturday	
17	Sunday	
18	Monday	
19	Tuesday	
20	Wednesday	Annual Sports
21	Thursday	
22	Friday	Republic Day (Practice)
23	Saturday	Netaji Jayanti (Observance Day)
24	Sunday	
25	Monday	
26	Tuesday	Republic Day (Observance Day)
27	Wednesday	
28	Thursday	
29	Friday	Card Designing, Interhouse Yoga Competition
30	Saturday	
31	Sunday	

SCHOOL CALENDER : 2026-27

FEBRUARY 2027

DATE	DAYS	CURRICULAR ACTIVITIES
1	Monday	
2	Tuesday	
3	Wednesday	
4	Thursday	
5	Friday	Interhouse Yoga Competition
6	Saturday	
7	Sunday	
8	Monday	
9	Tuesday	
10	Wednesday	
11	Thursday	Vasanta Panchami (Saraswati Puja) Observance Day
12	Friday	Dadhi Karma (Holiday)
13	Saturday	
14	Sunday	
15	Monday	
16	Tuesday	
17	Wednesday	
18	Thursday	
19	Friday	Interhouse Kabadi Competition
20	Saturday	Doubt Clearance (III to V)
21	Sunday	
22	Monday	
23	Tuesday	
24	Wednesday	
25	Thursday	
26	Friday	
27	Saturday	
28	Sunday	

SCHOOL CALENDAR : 2026-27

MARCH 2027

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	
16	Tuesday	
17	Wednesday	
18	Thursday	
19	Friday	
20	Saturday	
21	Sunday	
22	Monday	
23	Tuesday	
24	Wednesday	
25	Thursday	
26	Friday	
27	Saturday	
28	Sunday	
29	Monday	
30	Tuesday	
31	Wednesday	

Syllabus for Class-IV, Subject-ENGLISH Session : 2026-27

Month	Chapters' Name	Learning Outcome	Art Integration, Formative Assessment, L. Lab, M Lab, S. Lab and Smart Class Planning	Instruc tional Days
APRIL	LITERATURE: 1. TOGETHER WE CAN GRAMMAR: 1. NOUNS 2. COMMON AND PROPER NOUNS 3. COLLECTIVE NOUNS WRITING: PARAGRAPH	TERM-I • ABLE TO READ AND UNDERSTAND THE POEM • ABLE TO UNDERSTAND THE POWER OF TEAMWORK, UNITY AND CO-OPERATION • ABLE TO ENHANCE VOCABULARY AND PHONETIC AWARENESS • ABLE TO ANSWER THE QUESTIONS • ABLE TO GET A CLEAR CONCEPT OF NOUNS, COMMON AND PROPER NOUNS AND COLLECTIVE NOUNS • ABLE TO WRITE CREATIVELY	• LANGUAGE LAB : COMPREHENSION (FRIDAY AFTERNOON): CHAPTERS: 1 AND 2 LISTENING AND SPEAKING: POEM RECITATION, CONVERSATION	20

Month	Chapters' Name	Learning Outcome	Art Integration, Formative Assessment, L. Lab, M Lab, S. Lab and Smart Class Planning	Instruc tional Days
MAY	LITERATURE : THE TINKLING BELLS GRAMMAR : ADJECTIVES AND THEIR TYPES WRITING : FORMAL LETTER	• ABLE TO READ AND COMPREHEND • ABLE TO ENHANCE VOCABULARY • ABLE TO INCULCATE VALUES LIKE HONESTY, EMPATHY AND APPRECIATING SIMPLE JOYS • ABLE TO ANSWER THE QUESTIONS • ABLE TO GET A CLEAR CONCEPT • ABLE TO COME TO KNOW ABOUT THE FORMAT, PURPOSE AND APPLICATION OF LANGUAGE, WRITE.	LANGUAGE LAB : <u>COMPREHENSION</u> (FRIDAY AFTERNOON) : CHAPTER : 3 <u>PROJECT- CREATING</u> <u>BELL CRAFT</u> <u>FORMATIVE</u> <u>ASSESSMENT :</u> <u>SUBJECT</u> <u>ENRICHMENT</u>	11
JUNE	<u>LITERATURE</u> : BE SMART, BE SAFE <u>GRAMMAR</u> : 1. DEGREES OF COMPARISON 2. COUNTABLE, UNCOUNTABLE NOUNS <u>WRITING</u> : FORMAL LETTER	• ABLE TO FOCUS ON ROAD SAFETY AWARENESS, UNDERSTANDING RULES, DEVELOPING SPEAKING LISTENING SKILLS FOR SAFETY. • ABLE TO ENHANCE VOCABULARY • ABLE TO ANSWER THE QUESTIONS • ABLE TO GET A CLEAR CONCEPTABLE TO COME TO KNOW ABOUT THE FORMAT, PURPOSE AND APPLICATION OF LANGUAGE, WRITE.	• LANGUAGE LAB : <u>COMPREHENSION</u> (FRIDAY AFTERNOON) : CHAPTER : 6 PROJECT- MAKING A CHART ON SAFE VS UNSAFE ACTIVITIES	11

Month	Chapters' Name	Learning Outcome	Art Integration, Formative Assessment, L. Lab, M Lab, S. Lab and Smart Class Planning	Instruc tional Days
JULY	LITERATURE: REVISION FOR PA-I, 1. ONE THING AT A TIME 2. THE OLD STAG GRAMMAR : 1. VERBS 2. SIMPLE PRESENT TENSE 3. SIMPLE PAST TENSE 4. ADVERBS AND THEIR TYPES WRITING: STORY WRITING	• ABLE TO FOCUS ON DEVELOPING CONCENTRATION, TIME MANAGEMENT AND DILIGENCE • ABLE TO FOCUS ON DEVELOPING LANGUAGE PROFICIENCY ALONGSIDE ETHICAL AND ENVIRONMENTAL AWARENESS • ABLE TO IMPROVE COMPREHENSION SKILL. • ABLE TO ENHANCE VOCABULARY • ABLE TO GET A CLEAR CONCEPT • ABLE TO WRITE ANSWERS.	PERIODIC ASSESSMENT-I • LANGUAGE LAB : <u>COMPREHENSION</u> (FRIDAY AFTERNOON) : CHAPTERS : 7 & 8	19+4 (Exam Days) =23
AUGUST	LITERATURE : 1. BRAILLE GRAMMAR : 1. PRESENT CONTINUOUS TENSE WRITING : PICTURE COMPOSITION	• ABLE TO UNDERSTAND THE HISTORY OF BRAILLE, RECOGNIZE THE IMPORTANCE OF PERSEVERANCE, LEARN ABOUT INCLUSIVE COMMUNICATION, DEVELOP EMPATHY FOR PEOPLE WITH VISUAL IMPAIRMENTS • ABLE TO ANSWER THE QUESTIONS • ABLE TO GET A CLEAR CONCEPT • ABLE TO DESCRIBE A PICTURE.	LANGUAGE LAB : <u>COMPREHENSION</u> (FRIDAY AFTERNOON) : CHAPTER 9 & 10 EXPERIENTIAL LEARNING BRAILLE : FORMATIVE ASSESSMENT : MULTIPLE ASSESSMENT	20

Month	Chapters' Name	Learning Outcome	Art Integration, Formative Assessment, L. Lab, M Lab, S. Lab and Smart Class Planning	Instruc tional Days
SEPTEMBER	REVISION		MID TERM ASSESSMENT	12+05 (Exam Days) =17
OCTOBER	TERM-II LITERATURE: 1. FIT BODY, FIT MIND, FIT NATION 2. THE LAGORI CHAMPIONS GRAMMAR: 1. THE SENTENCE 2. TYPES OF SENTENCES 3. HOMOPHONES WRITING: INFORMAL LETTER	- ABLE TO APPRECIATE SPORTS, DEVELOP A POSITIVE ATTITUDE AND UNDERSTAND HOLISTIC HEALTH - ABLE TO ENHANCE VOCABULARY - ABLE TO ANSWER THE QUESTIONS - ABLE TO UNDERSTAND TRADITIONAL GAMES, DEVELOP TEAMWORK, READING AND COMPREHENSION SKILL - ABLE TO GET A CLEAR CONCEPT - ABLE TO WRITE A LETTER PROPERLY	LANGUAGE LAB: COMPREHENSION (FRIDAY AFTERNOON) : CHAPTERS 14 & 15 EXPERIENTIAL LEARNING: FIT BODY, FIT MIND, FIT NATION FORMATIVE ASSESSMENT: SUBJECT ENRICHMENT	15

Month	Chapters' Name	Learning Outcome	Art Integration, Formative Assessment, L. Lab, M Lab, S. Lab and Smart Class Planning	Instruc tional Days
NOVEMBER	LITERATURE: 1. HEKKO 2. THE SWING GRAMMAR: 1. POSSESSIVE NOUNS. 2. SUBJECT AND PREDICATE 3. PREPOSITION OF PLACE MOVEMENT AND TIME WRITING: 1. MESSAGE WRITING 2. DIARY ENTRY	- ABLE TO READ AND COMPREHEND - ABLE TO BUILD LANGUAGE PROFICIENCY, CULTURAL AWARENESS, AND SOCIAL VALUES. - ABLE TO EXPRESS JOY OF CHILDHOOD, UNDERSTAND THE THRILL OF OUTDOOR PLAY - ABLE TO ANSWER THE QUESTIONS - ABLE TO GET A CLEAR CONCEPT - ABLE TO WRITE	LANGUAGE LAB: COMPREHENSION (FRIDAY AFTERNOON) : CHAPTERS 16 & 17 PERIODIC ASSESSMENT-II	20
DECEMBER	LITERATURE: 1. A JOURNEY TO THE MAGICAL MOUNTAINS GRAMMAR: 1. CONJUNCTION 2. PUNCTUATION WRITING: BIOGRAPHY WRITING	- ABLE TO READ AND COMPREHEND - ABLE TO APPRECIATE AND PROTECT NATURE - ABLE TO ENHANCE VOCABULARY - ABLE TO ANSWER THE QUESTIONS - ABLE TO GET A CLEAR CONCEPT - ABLE TO WRITE BIOGRAPHY	LANGUAGE LAB: COMPREHENSION (FRIDAY AFTERNOON) : CHAPTERS 18 & 19 PROJECT: THE FIRST WOMAN TO CLIMB MOUNT EVEREST TWICE	16

Month	Chapters' Name	Learning Outcome	Art Integration, Formative Assessment, L. Lab, M Lab, S. Lab and Smart Class Planning	Instruc tional Days
JANUARY	LITERATURE: 1. MAHESHWAR GRAMMAR: 1. SUBJECT-VERB AGREEMENT 2. ARTICLES WRITING: BIOGRAPHY WRITING	- ABLE TO READ AND COMPREHEND - ABLE TO UNDERSTAND CULTURAL HERITAGE - ABLE TO GET KNOWLEDGE OF HISTORICAL FIGURES - ABLE TO ENHANCE VOCABULARY - ABLE TO ANSWER THE QUESTIONS - ABLE TO GET A CLEAR CONCEPT - ABLE TO WRITE BIOGRAPHY.	LANGUAGE LAB: COMPREHENSION (FRIDAY AFTERNOON) : CHAPTERS 22 & 23 ART INTEGRATED LEARNING- DOING A ROLE PLAY FORMATIVE ASSESSMENT: MULTIPLE ASSESSMENT	19
FEBRUARY	LITERATURE: REVISION GRAMMAR: REVISION WRITING: REVISION		LANGUAGE LAB: COMPREHENSION (FRIDAY AFTERNOON) : CHAPTERS 24, 25 & 27	18
MARCH			FINAL ASSESSMENT	23

Syllabus for Class-IV, Subject-BENGALI
Session : 2026-27

Month	Chapters' Name	Learning Outcome	Art Integration, Formative Assessment, L. Lab, M Lab, S. Lab and Smart Class Planning	Instruc tional Days
		TERM-I		
APRIL	গদ্য : ছেলেবেলা পদ্য : বাংলা ভাষা রচনা : অনুচ্ছেদ রচনা	- নতুন গল্পের ধারণা জন্মাবে। - কবি পরিচিতি ঘটবে। - স্ব-দক্ষতায় লিখতে শিখবে।	MONDAY TEST	20
MAY	গদ্য : টুনটুনি আর নাপিতের কথা ব্যাকরণ : পদের শ্রেণি বিভাগ পত্র লিখন (ব্যক্তিগত)	- মজার মজার গল্প বলতে শিখবে - পদ সম্পর্কে ধারণা হবে। - পত্র লিখন লিখতে শিখবে।	SUBJECT ENRICHMENT	11
JUNE	পদ্য : দূরের পাল্লা বোধ পরীক্ষণ	- কবিতা শেখার প্রতি আগ্রহ জন্মাবে। - নিজস্ব দক্ষতায় প্রমোত্তর লিখতে শিখবে।	MULTIPLE ASSESSMENT	10

Month	Chapters' Name	Learning Outcome	Art Integration, Formative Assessment, L. Lab, M Lab, S. Lab and Smart Class Planning	Instructional Days
JULY	গদ্য : শকুন্তলা বাক্যরূপ : পদ পরিবর্তন পত্র লিখন (ব্যক্তিগত)	- শকুন্তলা সম্পর্কে জানতে পারবে। - পদের রূপান্তর করতে শিখবে। - পত্র লিখন লিখতে শিখবে।	PERIODIC ASSESSMENT-I	16+6 (Exam Days)=22
AUGUST	গদ্য : আশীর্বাদ বাক্যরূপ : ক্রিয়ার কাল অনুচ্ছেদ রচনা	- নতুন গদের ধারণা হবে। - ক্রিয়া কাল নির্ধারণ করতে শিখবে। - অনুচ্ছেদ লেখার দক্ষতা বাড়বে।	PORTFOLIO & ATTENDANCE	20
SEPTEMBER	বোধ পরীক্ষণ পুনরাবাসকরণ প্রথম পর্ব মূল্যায়ন	- প্রশ্ন-উত্তর লেখার দক্ষতা বাড়বে। - পরীক্ষা দেওয়া অভ্যাস হবে।	MID TERM ASSESSMENT	05+12 (Exam Days)=17

Month	Chapters' Name	Learning Outcome	Art Integration, Formative Assessment, L. Lab, M Lab, S. Lab and Smart Class Planning	Instructional Days
		TERM-II		
OCTOBER	গদ্য : কুমোরে পোকার বাসাবাড়ি বাক্যরূপ : পুরুষ	- কুমোরে পোকার সম্পর্কে ধারণা জন্মাবে। - পুরুষের প্রকারভেদ করতে শিখবে।	MONDAY TEST	15
NOVEMBER	গদ্য : ঘুম জাগানো পাখি। মধু আনতে বাঘের মুখে। রচনা : অনুচ্ছেদ রচনা	- মনের ইচ্ছা কবিতার মাধ্যমে প্রকাশ করতে শিখবে। - নতুন গল্পের ধারণা জন্মাবে। - অনুচ্ছেদ রচনা লেখার দক্ষতা বাড়বে।	SUBJECT ENRICHMENT	19
DECEMBER	পদ্য : ধন্য ডাক্তারি বাক্যরূপ : সমার্থক শব্দ পত্র লিখন (বৈয়াক পত্র)	- কবিতা বলা শিখবে। - শব্দ ভাণ্ডার বৃদ্ধি পাবে। - বৈয়াক পত্র লেখা শিখবে।	PERIODIC ASSESSMENT-II	10+6 (Exam Days)=16

Month	Chapters' Name	Learning Outcome	Art Integration, Formative Assessment, L. Lab, M Lab, S. Lab and Smart Class Planning	Instructional Days
JANUARY	পদ্য : সেনাপতি শংকর বাকরণ : সমোচ্চারিত ভিন্নার্থক শব্দ রচনা : অনুচ্ছেদ রচনা	■ নতুন নতুন গল্প তৈরি করতে শিখবে। ■ কিছু ভিন্ন অর্থ শিখবে। ■ অনুচ্ছেদ রচনা লেখার দক্ষতা বাড়বে।	MULTIPLE ASSESSMENT	18
FEBRUARY	পত্র লিখন (বৈয়্যিক পত্র) বোধ পরীক্ষণ	■ বৈয়্যিক পত্র লেখার দক্ষতা বাড়বে। ■ প্রশ্নোত্তর লেখার দক্ষতা বাড়বে।	PORTFOLIO & ATTENDANCE	18
MARCH	পুনরাভ্যাসকরণ দ্বিতীয় পর্ব মূল্যায়ন।	■ সমস্ত প্রশ্ন-উত্তর পুনরাভ্যাসকরণ হবে। ■ পরীক্ষা দিতে শিখবে।	FINAL ASSESSMENT	6+12

Syllabus for Class-IV, Subject-HINDI
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	Lit-Ch-1 চিড়িয়া কা গীত Gr.-Ch-1 ভাষা ওঁর ব্যাকরণ Writing পত্র লেখন	• Able to recite Poem with correct pronunciation. • Able to develop better understanding of Bhasa. • Able to share thoughts properly through part.	MONDAY TEST	20
MAY	Lit-Ch-2 বাণীচৈ কা ধাঁধা Gr.-Ch-2 বর্ণ বিচার অপটিল গদ্যাংশ	• Able to understand the story properly. • Able to identify swar Vyanjan Warm..	SUBJECT ENRICHMENT	11
JUNE	Gr.-Ch-3 নীম Gr.-Ch-3 সঙ্গী Writing অনুচ্ছেদ লেখন	• Able to recite poem properly. • Able to identify Sangya. • Able to describe topic of Anuchhed properly.	MULTIPLE ASSESSMENT	11

Month	Chapters' Name	Learning Outcome	Art Integration, Formative Assessment, L. Lab, M Lab, S. Lab and Smart Class Planning	Instructional Days
JULY	Lit-Ch-5 आसमान गिरा Ch-6 जयपुर से पत्र Gr.-Ch-6 लिंग Ch-17 मुहवरे	- Able to read & understand the story properly. - Able to identify striling & Pulling.	PERIODIC ASSESSMENT-I	23
AUGUST	Lit-Ch-7 नकली हीरे Gr.-Ch-13 अनेक शब्दों के लिए एक शब्द Writing पत्र लेखन	- Able to have clear idea about the story. - Able to write Anek Sabdo ke Ek Sabd correctly. - Able to share thoughts in Letter.	PORTFOLIO & ATTENDANCE	20
SEPTEMBER	Lit-Ch-8 ओणम के रंग Gr.-Ch-7 सर्वनाम Writing अनुच्छेद	- Able to read & understand the story. - Able to identify Sarwanam correctly. - Able to describe topic of Anuchhed correctly.	MID TERM ASSESSMENT	17

Month	Chapters' Name	Learning Outcome	Art Integration, Formative Assessment, L. Lab, M Lab, S. Lab and Smart Class Planning	Instructional Days
		TERM-II		
OCTOBER	Lit-Ch-9 मिठाइयों का सम्मेलन Gr.-Ch-5 वचन Writing अनुच्छेद लेखन	- Able to understand the story properly. - Able to change vachan correctly. - Able to write story with given outline.	MONDAY TEST	15
NOVEMBER	Lit-Ch-4 हमारा आह्लाद Ch-10 केमरा Gr.-Ch-8 विशेषण Ch-11 पर्यायवाची शब्द	- Able to recite poem with correct pronunciation. - Able to identify Visheshan correctly. - Able to write story with given outline.	SUBJECT ENRICHMENT	20
DECEMBER	Lit-Ch-11 कविता का कमल Gr.-Ch-9 क्रिया Writing अनुच्छेद	- Able to have clear idea about the story. - Able to identify Kriya properly.	PERIODIC ASSESSMENT-II	16

Month	Chapters' Name	Learning Outcome	Art Integration, Formative Assessment, L. Lab, M Lab, S. Lab and Smart Class Planning	Instructional Days
		TERM-II		
JANUARY	Lit-Ch-12 शतरंज में मात Gr.-Ch-10 काल Writing कहानी लेखन	• Able to play the role properly. • Able identify Kaal correctly. • Able to write story with given outline.	MULTIPLE ASSESSMENT	19
FEBRUARY	Lit-Ch-13 हमारा आदित्य Gr.-Ch-12 विलोम शब्द Writing अनुच्छेद अपठित गद्यांश	• Able to play the role properly. • Able to know the correct. • Able to know the correct Vilom Sabda.	PORTFOLIO & ATTENDANCE	18
MARCH	REVISION		FINAL ASSESSMENT	

Syllabus for Class-IV, Subject-MATHEMATICS

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	CHAPTER : 1 SHAPES AROUND US	• Acquires understanding about shapes around him/her. • Classify 3-D shapes based on their properties. • Construct nets of solid shapes. • Concept of curved face and Flat face. • Identify and draw different types of angles (right, acute, obtuse). • Identify centre, radius, diameter and chord of a circle. • Draw a circle using a pair of compasses.	EXPERIENTIAL LEARNING: • Cut and fold nets to create 3D shapes • Sort angles as acute, right or obtuse. • Draw the top view, front view and side view of simple objects.	20
	CHAPTER : 2 HIDE AND SEEK	• Draw the top view, front view and side view of simple objects. • Understand spatial relationships and relative positions. • Use directional language (left, right, up, down) accurately. • Locate objects using grid references (row, column). • Trace and describe paths on maps and grids. • Interpret simple maps and diagrams. • Communicate directions using mathematical language.	MATHSLAB: EXPERIENTIAL LEARNING: Forming circle with the students in the field, showing the concept of circle, radius, diameter and chord.	

Month	Chapters' Name	Learning Outcome	Art Integration, Formative Assessment, L. Lab, M Lab, S. Lab and Smart Class Planning	Instruc tional Days
MAY	CHAPTER : 3 PATTERNS AROUND US	Solve subtraction problems without and with regrouping. Explain the subtraction facts. Verify subtraction using addition. Analyze and solve word problems on subtraction	- Count objects using different grouping strategies and explain their reasoning. - Identify and create patterns with money. - Distinguish between odd and even numbers. - Recognize that even numbers can be paired while odd numbers cannot be paired. - Apply odd-even concept in problem solving. - Connect multiplication concepts with counting patterns and array arrangements. - Read and write numbers bigger than 1000. - Grouping and regrouping in 1s, 10s, 100s and 1000s. - Represent numbers beyond 1000 on number line. - Forming 3-digit and 4-digit numbers.	11
	CHAPTER : 4 THOUSANDS AROUND US			

Month	Chapters' Name	Learning Outcome	Art Integration, Formative Assessment, L. Lab, M Lab, S. Lab and Smart Class Planning	Instruc tional Days
JUNE	CHAPTER : 4 THOUSANDS AROUND US (Continued)	- Represent 4-digit numbers in expanded form and words. - Understand the place value system up to thousands place. - Compare 4-digit numbers using appropriate symbols ($<$, $>$, $=$). - Arrange the numbers ascending and descending orders. - Comparing numbers	MATHS LAB: Heights of Indian mountain ranges.	11
	CHAPTER : 5 SHARING AND MEASURING REVISION	- Understand the concept of fractions. - Identify halves, quarters and other fractions. - Represent fractions using numbers and symbols. - Compare and order simple fractions. - Understand equivalent fractions through various activities. - Apply fraction concepts in daily life situations (sharing food, dividing objects, etc.)	ART INTEGRATED : - Concept of half and quarter through shapes. - Concept of equivalent fraction. MATHS LAB: Concept of Half and Quarter through paper folding PERIODIC ASSESSMENT -I	17+6 (Exam Days) =23

Month	Chapters' Name	Learning Outcome	Art Integration, Formative Assessment, L. Lab, M Lab, S. Lab and Smart Class Planning	Instruc tional Days
AUGUST	CHAPTER : 6 MEASURING LENGTH	- Distinguish between different length measurements (height, width, depth, breadth). - Apply appropriate measuring tools (metre ropes, measuring tapes, scales). - Measure small lengths using centimetres. - Estimate length of objects and verify by actual measurement. - Convert metres into centimetres and vice-versa. - Understand the concept of perimeter. - Calculate the perimeter of simple shapes using standard units. - Estimate perimeter of shapes around and verify by actual measurement. - Comparing Perimeters of shapes.	EXPERIENTIAL LEARNING: Write the measurement of very common examples in home. INFORMATION LITERACY: Famous tall buildings and their measurement. ENVIRONMENTAL STUDY: - Measuring plant growth. - Animal sizes (Whale, Giraffe). ART INTEGRATED: Draw different shapes and find perimeter. MATHS LAB: Making different shapes with same perimeter.	20

Month	Chapters' Name	Learning Outcome	Art Integration, Formative Assessment, L. Lab, M Lab, S. Lab and Smart Class Planning	Instruc tional Days
AUGUST	CHAPTER : 7 THE CLEANEST VILLAGE	- Apply basic arithmetic operations in solving daily life problems involving money, travel and shopping. - Calculate costs, change, and balance in money transactions. - Perform addition and subtraction of 3-digit numbers with and without regrouping. - Estimate results before calculating and verify answers. - Solve word problems using appropriate mathematical operations.	MATHS LAB: SHOPPING CORNER: Some items given with the Price list. Students must decide what to buy with given money. ENVIRONMENTAL STUDY: Clean village practices.	

Month	Chapters' Name	Learning Outcome	Art Integration, Formative Assessment, L. Lab, M Lab, S. Lab and Smart Class Planning	Instruc tional Days
SEPTEMBER	CHAPTER: 8 WEIGHT IT, POUR IT REVISION	- Estimate and measure weights using standard units (kg, g). - Estimate and measure capacity using standard units (l, ml). - Use appropriate measuring tools (weighing balance, measuring containers). - Convert between kilograms and grams. - Comparing weights - Convert between litres and millilitres. - Real life application	MATHSLAB: - Grocery list of one month of your home - Fill 1 litre bottle using different sized containers (500 ml, 250 ml) ENVIRONMENTAL STUDY: Water Conservation MID TERM ASSESSMENT	05+12 (Exam Days) = 17

Month	Chapters' Name	Learning Outcome	Art Integration, Formative Assessment, L. Lab, M Lab, S. Lab and Smart Class Planning	Instruc tional Days
OCTOBER	CHAPTER: 9 EQUAL GROUPS	TERM-II - Equal groups and multiples. - Concept of common multiples. - Apply operations of numbers in daily life. - Divide numbers using different methods like, pictorially, equal grouping, etc. - Create and solve simple real-life situations/problems involving multiplication and division in contexts like money, objects, etc. - Identify patterns in multiplication and division up to multiples of 9. - Use inter-relationship between division and multiplication to solve problems.	MATHS LAB: EXPERIENTIAL LEARNING: - Total number of students in class IV, dividing them in groups. - To reinforce the understanding of remainder in division.	15
	CHAPTER: 13 THE TRANSPORT MUSEUM	- Multiply 2- and 3-digit numbers using different strategies. - Construct multiplication tables of 10 and 15. - Divide numbers using pictorial methods, equal grouping and repeated subtraction. - Splitting and doubling.	INFORMATION LITERACY: Evolution of Indian transport systems.	

Month	Chapters' Name	Learning Outcome	Art Integration, Formative Assessment, L. Lab, M Lab, S. Lab and Smart Class Planning	Instructional Days
NOVEMBER	CHAPTER : 13 THE TRANSPORT MUSEUM (Continued)	- Solve real-life problems involving transportation contexts using four operations. - Identify and extend patterns in multiplication tables.	CREATIVE CORNER : - Creating Story Problems. - Completing Multiplication Table Patterns	20
	CHAPTER : 11 FUN WITH SYMMETRY	- Understand the concept of symmetry by paper folding/cutting and ink blots. - Identify and draw lines of symmetry in 2D shapes and everyday objects.	ENVIRONMENTAL STUDY : - Symmetry in leaves, flowers, butterflies. ART INTEGRATED : - Ink blot symmetry. - Rangoli designs.	
	REVISION	- Mirror image - Observe, identify and extend geometrical patterns based on symmetry in tiles and designs, Polygons. - Distinguish between symmetrical and non-symmetrical shapes.	MATHS LAB : Paper folding and cutting to make symmetrical designs. PERIODIC ASSESSMENT -II	

Month	Chapters' Name	Learning Outcome	Art Integration, Formative Assessment, L. Lab, M Lab, S. Lab and Smart Class Planning	Instructional Days
DECEMBER	CHAPTER : 14 DATA HANDLING	- Formulate appropriate survey questions to collect meaningful data. - Collect and record data using systematic methods (tally marks, abbreviations). - Organize raw data into tables for easier interpretation. - Create and interpret pictographs to display data visually. - Compare different data representation methods and draw inferences. - Analyse data to identify most/least common responses and make conclusions.	EXPERIENTIAL LEARNING : Number of absentees in a week and try to find which day has the maximum absentees. MATHS LAB : Case Study on favourite subject of the students in the class.	10+6 (Exam Days) =16

Month	Chapters' Name	Learning Outcome	Art Integration, Formative Assessment, L. Lab, M Lab, S. Lab and Smart Class Planning	Instruc tional Days
JANUARY	CHAPTER : 12 TICKING CLOCKS AND TURNING CALENDAR	- Read clock time in hours and minutes and express time in AM/ PM. - Relate to 24-hour clock with respect to 12-hour clock format. - Calculate time intervals/duration of familiar daily life events using forward or backward counting. - Identify particular days and dates on a calendar and understand leap years. - Apply time concepts to solve real-life problems involving scheduling and duration. - Explore different calendar systems and understand cultural time-keeping methods.	INFORMATION LITERACY: - Understanding Earth's rotation and revolution. - Time zones and their significance. EXPERIENTIAL LEARNING: - Note down different train-timing or flight timing to find time duration. - Calculate number of holidays in summer, winter and puja vacation. MATHSLAB: Take a medicine bottle. Check its Mfg. date and Exp. date. Discussion on why these dates are important.	19

Month	Chapters' Name	Learning Outcome	Art Integration, Formative Assessment, L. Lab, M Lab, S. Lab and Smart Class Planning	Instruc tional Days
FEBRUARY	CHAPTER : 10 ELEPHANTS, TIGERS, AND LEOPARDS	- Perform addition and subtraction on numbers beyond 1000. - Estimate sum and difference of numbers and verify using different strategies. - Create and solve simple real-life situations/problems including money by addition and subtraction.	INFORMATION LITERACY: Indian states and their biodiversity. ENVIRONMENTAL STUDY: Endangered species and wildlife conservation MATHSLAB: Calculate total animal populations across Indian states.	18
MARCH	REVISION		FINAL ASSESSMENT	6+12

Syllabus for Class-IV, Subject-COMPUTER

Session : 2026-27

Month	Chapters' Name	Learning Outcome	Art Integration, Formative Assessment, L. Lab, M Lab, S. Lab and Smart Class Planning	Instruc tional Days
		TERM-I		
APRIL	- History of Computer - Know your Computer	- Students will able to gain knowledge of evaluation of computer - Students will able to demonstrate different type of memory	Group Discussion	20
MAY	More on Windows 10	Students will able to gain knowledge the tree structure of file folder and able to recognize OS version	Practice in Computer lab making folder and file tree	11
JUNE	Editing a document in Word 2016	Students will able to edit a document and save a file.	Paragraph writing with header and footer.	11
JULY	Editing a document in Word 2016	- Students will able to check spelling and grammar - Students will able to put header and footer	Report writing with page header and footer PERIODIC ASSESSMENT -I	17+6 (Exam Days) =23

Month	Chapters' Name	Learning Outcome	Art Integration, Formative Assessment, L. Lab, M Lab, S. Lab and Smart Class Planning	Instruc tional Days
		TERM-II		
AUGUST	Formatting a document	Students will able to use different feature of character like alignments, bullets border.	- List making - Creation of student admission form	20
SEPTEMBER	Formatting a document	Students will able to use different feature of character like effects color	MID TERM ASSESSMENT	05+12 (Exam Days) =17
		TERM-II		
OCTOBER	More on Scratch	Students will able to learn Scratch Programming language	Fun Scratch Exercises in Lab : Adding new sprite, change color, adding music, moving sprite	15
NOVEMBER	More on Scratch	Students will able to work with different block present in Scratch	Making Mario game on Scratch	20

Month	Chapters' Name	Learning Outcome	Art Integration, Formative Assessment, L. Lab, M Lab, S. Lab and Smart Class Planning	Instruc tional Days
DECEMBER	Microsoft Power Point 2016	- Students will able to create presentation on power point - Students will able to add new slide, text, insert picture	PERIODIC ASSESSMENT -II	10+6 (Exam Days) =16
JANUARY	Microsoft Power Point 2016	Students will able to add table	Making a presentation on subject teacher list of your class using table.	19
FEBRUARY	Microsoft Power Point 2016	- Students will able to add chart - Students will able to do slideshow	Making a presentation on population of India according to their religion using chart.	18
MARCH	REVISION		FINAL ASSESSMENT	

Syllabus for Class-IV, Subject-PHYSICAL EDUCATION AND WELL-BEING
Session : 2026-27

Month	Chapters' Name	Learning Outcome	Art Integration, Formative Assessment, L. Lab, M Lab, S. Lab and Smart Class Planning	Instruc tional Days
		TERM-I		
APRIL	- Warm-up and Cool-down Unit 1 – Basic Motor Movements 1: Throwing and Catching Unit 3 – Yoga 7 : Yogic Practices (Yoga Sadhana)	- Understand the meaning of warm up and cool down. - Explain why warm up is important before playing or exercising. - Explain why cool down is necessary after physical activities. - Identify some common warm-up exercises. - Identify some common cool-down exercises. - Develop the habit of starting and ending exercise safely. - Understand how warm up and cool down help in preventing injuries and reducing body pain.To develop throwing and catching abilityalong with hand eye coordination. - Makes learning joyful and active - Helps children relax and focus - Encourages regular yoga practice	Activity BM- 1 BM-2 BM-3 BM-4 YG-1 YG-2	20

Month	Chapters' Name	Learning Outcome	Art Integration, Formative Assessment, L. Lab, M Lab, S. Lab and Smart Class Planning	Instructional Days
MAY	- Unit 1 – Basic Motor Movements 2 : Kicking and Receiving	1. To learn transferring skills, imitation and anticipation. 2. Development of coordination and emotional control.	Activity BM-5 BM-6	11
JUNE	Unit 1 – Basic Motor Movements 3 : Strike the Ball	1. Improving handeye coordination and timing. 2. Development of focus and concentration, anticipation of balls trajectory.	Activity BM-7 BM-8	10
JULY	Unit 1 – Basic Motor Movements 4 : Little Steps Unit 3 – Yoga 7 : Yogic Practices (Yoga Sadhana)	1. Develops balancing ability, strategic thinking, shifting of weights with or against gravity, and decision-making. 1. To enrich the ability to remain stable with the help of limbs in changing situations.	Activity BM-9 BM-10 YG - 3	16+6 (Exam Days)= 22

Month	Chapters' Name	Learning Outcome	Art Integration, Formative Assessment, L. Lab, M Lab, S. Lab and Smart Class Planning	Instructional Days
AUGUST	Unit 2 – Our Games • 5 : Local and Traditional Games 1. Anti Pil 2. Majhya Mamcha Patra Haravla, TechMala Sapatla 3. Indur Beral	- Understand what local and traditional games are. - Identify some traditional games played in their area. - Learn the importance of playing indigenous games.	Activity OG-1 OG-2 OG-3	20
SEPTEMBER	Unit 2 – Our Games 5 : Local and Traditional Games 4. Tekeli Bhonga 5. Rinky Pinky Ponk	- Develop physical fitness, coordination, and balance. - Improve team spirit, cooperation, and sportsmanship - Enjoy games while learning about culture and heritage	OG-4 OG-5 MID TERM ASSESSMENT	05+12 (Exam Days)=17
		TERM-II		
OCTOBER	Unit 2 – Our Games 5 : Local and Traditional Games 6. Gaiind Tora 7. Chho Chho 8. Puchi Khela	- Understand basic rules of each game - Improve speed, balance, strength, and coordination - Develop team spirit and cooperation - Learn fair play and discipline - Enjoy physical activity in a fun way	Activity OG-6 OG-7 OG-8	15

Month	Chapters' Name	Learning Outcome	Art Integration, Formative Assessment, L. Lab, M Lab, S. Lab and Smart Class Planning	Instruc tional Days
NOVEMBER	Unit 2 – Our Games 5 : Local and Traditional Games 9. Silent Kabaddi 10. Dhop Khela 11. Anding Oka	• Understand basic rules of each game • Improve speed, balance, strength, and coordination • Develop team spirit and cooperation • Learn fair play and discipline • Enjoy physical activity in a fun way	Activity OG - 9 OG - 10 OG - 11	19
DECEMBER	Unit 3 – Yoga 6 : Yoga for Daily Life	Understand what yoga is and why it is important in daily life	ASSESSMENT YG - 4 YG - 5	10+6 (Exam Days) =16
JANUARY	Unit 3 – Yoga 7. Yoga Sadhana	• Makes learning joyful and active • Helps children relax and focus • Encourages regular yoga practice	Activity YG - 6 YG - 7 YG - 8	

Month	Chapters' Name	Learning Outcome	Art Integration, Formative Assessment, L. Lab, M Lab, S. Lab and Smart Class Planning	Instruc tional Days
FEBRUARY	Unit 3 – Yoga 7 : Yoga Sadhana	• Makes learning joyful and active • Helps children relax and focus • Encourages regular yoga practice	Activity YG-9 YG-10 YG-11	
MARCH	Re-practice, Exam.		FINAL ASSESSMENT	10+6 (Exam Days) =16

Syllabus for Class-IV, Subject-COMPUTER

Session : 2026-27

Month	Chapters' Name	Learning Outcome	Art Integration, Formative Assessment, L. Lab, M Lab, S. Lab and Smart Class Planning	Instruc tional Days
		TERM-I		
APRIL	Sing and Play Vocal warmup Match the pitch Find your range	Will be able to sing simple songs confidently, maintain rhythm and beat, recognize pitch difference	Methods 1. Demonstration 2. Lecture TLM (Teaching Learning Material) Smart Board	20
MAY	Sing and Play Animal and bird sound Aadonabanni traditional folk song		Methods 1. Demonstration 2. Lecture TLM (Teaching Learning Material) Smart Board	11
JUNE	Making Music What is Raga What is Taala or Taal Carnatic music (Song-VandeMeenakshi) (Song-Sri GanaNatha)	Will be able to know about Indian Classical music (Hindustani and Carnatic) as well as Taals	Methods 1. Demonstration 2. LectureTLM (Teaching Learning Material) Smart Board	20

Month	Chapters' Name	Learning Outcome	Art Integration, Formative Assessment, L. Lab, M Lab, S. Lab and Smart Class Planning	Instruc tional Days
JULY	Making Music The Language of rhythm (What is Konnakkol) Hindustani Music Bandish Raag Bhupali	Will be able to create sounds intentionally, experiment with musical elements Will be able to know about Hindustani classical music	PERIODIC ASSESSMENT-I	16+6 (Exam Days) =22
AUGUST	Song and Stories Identify the Genre (Why Music) Harvest Song Musical Styles- 1) Lullabi 2) Patriotic songs	Will be able to recognize different song and story genres, match song and stories to their genres	Methods 1. Demonstration 2. Lecture TLM (Teaching Learning Material) Smart Board	20
SEPTEMBER	Think, feel, create Aural forest The four friends Active Listening	Will be able to think and reflect, connect thoughts with emotions	MID TERM ASSESSMENT	05+12 (Exam Days) =17

Month	Chapters' Name	Learning Outcome	Art Integration, Formative Assessment, L. Lab, M Lab, S. Lab and Smart Class Planning	Instructional Days
		TERM-II		
OCTOBER	Think, feel, create Listening to a performance Understanding Music Interpreting Music	Will be able to think and reflect, connect thoughts with emotions	Methods 1. Demonstration 2. Lecture TLM (Teaching Learning Material) Smart Board	15
NOVEMBER	Think, feel, create Recording yourself and listening back (Kumauni geet traditional folk song) A song of nature	Will be able to think and reflect, connect thoughts with emotions	Methods 1. Demonstration 2. Lecture TLM (Teaching Learning Material) Smart Board	19
DECEMBER	Sounds and instruments Song- If you're happy and you know it Song- Superheroes without capes	Able to learn new songs	PERIODIC ASSESSMENT-II	10+06 (Exam Days) =16

Month	Chapters' Name	Learning Outcome	Art Integration, Formative Assessment, L. Lab, M Lab, S. Lab and Smart Class Planning	Instructional Days
JANUARY	Sounds and instruments Classification of instruments Classify the instrument	will be able to identify main classes of instruments	Methods 1. Demonstration 2. Lecture TLM (Teaching Learning Material) Smart Board	18
FEBRUARY	Sounds and instruments What is that sound ? Exploring Musical Instruments Make your own instrument	Able to know about musical and non-musical sounds Able to identify different musical instruments Able to make simple instrument	Methods 1. Demonstration 2. Lecture TLM (Teaching Learning Material) Smart Board	18
MARCH	Continue Practicing	Improve accuracy	FINAL ASSESSMENT	6+12 (Exam Days)

Syllabus for Class-IV, Subject-VISUAL ART
Session : 2026-27

Month	Chapters' Name	Learning Outcome	Activity	Assessment	Instruc- tional Days
		I			
APRIL	Arrangement of Objects	- Understand composition and placement of objects in space - Develop observation skills for shapes and balance - Create drawings showing foreground and background - Improve hand-eye coordination through still-life drawing	- Complete the picture - A picture in gallery - Arrange and draw objects - Visual hide-and-seek with objects - Make a diorama - Overall presentation in class	- Participation in object arrangement activity - Composition balance - Activity assessment - Ability to show spacing and balance	20
MAY & JUNE	Textures in Nature	- Identify different natural textures (tree bark, stone, leaves) - Express texture through lines and patterns - Develop sensory awareness and creative thinking - Use different materials to create texture effects	- Imagine a wish fulfilling tree - Frottage - Collage of trunk and branches - Plant the leaves - Make a collage using sand, dry leaves, and paper - Observation walk - collect texture samples - Make a collage using sand, dry leaves, and paper	- Texture sheet submission. - Creativity in collage work. - Ability to differentiate between rough and smooth textures. - Teacher observation during activities	11+11

Month	Chapters' Name	Learning Outcome	Activity	Assessment	
JULY & AUGUST	Aqua World	- Recognize sea life and underwater scenery - Use cool colours to create aquatic effects - Draw imaginative underwater scenes - Develop colour-mixing skills - Follow the sequence of paper folds in origami activities	- Droplets, ripples and waves - Shells and scales - Reflections in water - Underwater professional - Kolam-group project - Mobile-a moving art work	- Creativity in underwater composition - Participation in group mural	23+20
		TERM-II		PERIODIC ASSESSMENT-I (July)	
SEPTEMBER & OCTOBER	People in Action	- Understand human figures in different poses by using basic shapes - Observe movement and body proportions - Express action through drawing - Build confidence in figure drawing	- Visual journal - Drawing body movements - Toy people - Spinning paper doll - Make a poster showing people at festival - Coloring worksheets on body proportions - Role-play : One student poses, others draw	- Ability to show action/movement - Improvement in figure proportion - Poster creativity in message - Classroom participation. - Final Revision & Exhibition	17+15

Month	Chapters' Name	Learning Outcome	Activity	Assessment	Instruc- tional Days
NOVEMBER & DECEMBER	Paper Craft and Decorative Element making	- Identify different types of paper craft - Apply creativity in designing patterns and color combinations - Create simple decorative elements using paper - Demonstrate neatness and proper use of art materials	- Folding paper neatly - Cutting simple shapes - Origami fun 3D paper craft - Paper fun decoration - Overall presentation of Craft work	- Participation in activities - Neatness in folding and cutting - Group project work - Final group submission PERIODIC ASSESSMENT-II (November)	20+16
JANUARY & FEBRUARY	Revision of all chapters	- Best artwork selection - Class art exhibition - Reflection discussion: What did you learn in art - Recognized natural and man-made forms in Art - Control pencil and colouring tools - Share ideas with classmate - Show confidence in presenting Artwork	- Portfolio of student work - Exhibition participation - Self-expression and confidence - Continuous observation - Spot the mistakes - My creative corner	- Art portfolio - Class participation - Creativity and originality - Neatness and effort - Explanation of arrangement	19+18
MARCH	Exam			FINAL ASSESSMENT	23

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

Month	Chapters' Name	Learning Outcome	Art Integration, Formative Assessment, L. Lab, M Lab, S. Lab and Smart Class Planning	Instruc- tional Days
		TERM-I		
APRIL	Chapter 1. LIVING TOGETHER	BY THE END OF THIS LESSON, THE STUDENTS WILL BE ABLE TO : UNDERSTAND ABOUT COOPERATION AND HARMONY IN FAMILIES AND COMMUNITIES	LAB : PLANTING AND SOWING SEEDS. PROJECT : POSTER ON SAVING TREES	20
MAY	Chapter 2. EXPLORING OUR NEIGHBOUR HOOD	PLACES IN A NEIGHBOUR HOOD. AND THEIR. IMPORTANCE	LAB : DRAWING A NEIGHBOURHOOD MAP FORMATIVE ASSESSMENT : <u>SUBJECT ENRICHMENT</u> <u>ART INTEGRATION</u> <u>PROJECT :</u> MAKING OF PIGGY BANK	11

Month	Chapters' Name	Learning Outcome	Art Integration, Formative Assessment, L. Lab, M Lab, S. Lab and Smart Class Planning	Instruc tional Days
JUNE	Chapter 3. NATURE TRAIL	• OBSERVING AND RESPECTING NATURE • EXPLORE NATURE AND UNDERSTAND ITS IMPORTANCE	<u>LAB :</u> <u>IDENTIFICATION</u> <u>PROJECT : POSTER</u> <u>ON SAVE ANIMAL,</u> <u>LEAF</u> <u>AUTOGRAPH</u>	11
JULY	Chapter 4. GROWING UP WITH NATURE	LEARN ABOUT GROWTH, DEVELOPMENT AND HYGIENE	<u>LAB: RITUALS IN</u> <u>CONNECTION TO</u> <u>ANIMALS AND</u> <u>PLANTS</u> <u>ART INTEGRATION</u> <u>PROJECT</u> <u>TRADITIONAL DANCES</u> <u>AND SONG (MUSIC)</u> <u>PROJECT - POT</u> <u>PAINTING YOUR</u> <u>CREATION</u> <u>PERIODIC</u> <u>ASSESSMENT -I</u>	23

Month	Chapters' Name	Learning Outcome	Art Integration, Formative Assessment, L. Lab, M Lab, S. Lab and Smart Class Planning	Instruc tional Days
AUGUST	Chapter 9. DIFFERENT LANDS, DIFFERENT LIVES	• Understand diversity in landscapes, cultures, and lifestyles. • Learn about people living in different environments (deserts, mountains, coastal areas). • Appreciate how people adapt to their surroundings. • Develop empathy and respect for different ways of Life	<u>LAB : LAND FORM</u> <u>DRAWING</u> <u>PROJECT : LIFE IN</u> <u>LANDFORM</u> <u>FORMATIVE</u> <u>ASSESSMENT :</u> <u>MULTIPLE</u> <u>ASSESSMENT</u>	20
SEPTEMBER	REVISION Chapter 10. OUR SKY	REVISION BASIC ASTRONOMY AND DAY NIGHT CYCLES	MID TERM ASSESSMENT LAB -PHASES OF MOON ART INTEGRATED LEARNING - MAKING MODEL OF ROCKET	05+12 (Exam Days) =17

Month	Chapters' Name	Learning Outcome	Art Integration, Formative Assessment, L. Lab, M Lab, S. Lab and Smart Class Planning	Instruc tional Days
		TERM II		
OCTOBER	Chapter 5. FOOD FOR HEALTH	UNDERSTAND HEALTHY. EATING HABITS AND BALANCE D DIETS	LAB : CHECK THE LABEL (PG-83) ART INTEGRATED LEARNING- FOOD COLLAGE / POSTER MAKING	15
NOVEMBER	Chapter 6. HAPPY AND HEALTHY LIVING	- Understand the importance of healthy habits like exercise, hygiene, and balanced diet. - Learn about physical, mental, and emotional well-being. - Identify ways to stay happy and healthy, like playing, sharing, and expressing emotions. - Develop skills for making healthy choices and staying safe.	LAB : ACTIVITY ON THANK YOU EVERYONE (PG-89) YOGA POSTURES PROJECT- DAILY ROUTINE (PG-101) PERIODIC ASSESSMENT -II	20

Month	Chapters' Name	Learning Outcome	Art Integration, Formative Assessment, L. Lab, M Lab, S. Lab and Smart Class Planning	Instruc tional Days
		TERM II		
DECEMBER	Chapter 7. HOW THINGS WORK	- Understand basic machines and their uses (e.g., lever, pulley, wheel) - Learn about simple mechanisms and tools in daily life. - Explore how things work and their impact on our lives. - Develop curiosity and problem-solving skills.	FORMATIVE ASSESSMENT : SUBJECT ENRICHMENT LAB-BUOYANCE OF THINGS ART INTEGRATED - PREPARE A BOAT	10+6 (Exam Days) =16
JANUARY	Chapter 8. HOW THING ARE MADE	- Understand the process of making everyday objects (food, clothes, tools). - Learn about raw materials and their transformation. - Appreciate human effort and creativity in making things. - Develop observation and critical thinking skills.	LAB : 5 Rs RULES FORMATIVE ASSESSMENT : MULTIPLE ASSESSMENT PROJECT - BEST FROM WASTE	19

Month	Chapters' Name	Learning Outcome	Art Integration, Formative Assessment, L. L.b, M Lab, S. Lab and Smart Class Planning	Instructional Days
FEBRUARY	Chapter 8. HOW THINGS ARE MADE	- Understand the process of making everyday objects (food, clothes, tools). - Learn about raw materials and their transformation. - Appreciate human effort and creativity in making things. - Develop observation and critical thinking skills.	LAB : NATURAL COLOUR EXPERIMENT PROJECT - CREATIVE WITH PAPER GREETING CARD	18
MARCH			FINAL ASSESSMENT	23

STUDENT'S LEAVE APPLICATION FORMAT : 2026-2027

(To be applied in advance for short and long leave)

- Name of The student.....
Class..... Section..... ADM. No.....
- Duration of Leave from..... to.....
No. of Instructional days.....
- Reasons of Leave.....
- Leave taken earlier during the session.....

Signature of the Parent
(Father/Mother/ Guardian)

Date

Full Signature
of the Student

- Class Teacher's remarks regarding academic performance and others

Leave Recommended/Not Recommended

Signature of the Class Teacher

Leave Sanctioned/Not Sanctioned

Signature of the Principal

Class Teacher should file up this application for future reference

EXAMINATION PATTERN

SOF LEVEL I											
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											
Science/EVS											
	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

Mathematics/Biology											
	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 Question	Marks per Question	Total Marks	No of Question	Marks per Question	Total Marks	No of Questions	Marks per Question	Total Marks	No of Question	Marks per Question	Total Marks	No of Question	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					40
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

U. P. PUBLIC SCHOOL

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ABDARPUR, SURI, BIRBHUM

OLYMPIAD AND TALENT SEARCH EXAMFORM 2026-27

DETAILS OF THE STUDENTS

Name of The student.....

Class Section..... Gender : (Male / Female)

D.O.B. :/...../.....Adhar No.....

(DD / MM / YYYY)

Mother's Name :

Father's Name :

Father is in Defence Service : (YES / NO)

Mobile No. :

Alt. Contc. No. :

Email ID (Mandatory) :

Select Examinations for your Child :

Name of the Exams.	Exams Selected	Book Required
International General Knowledge Olympiad		
International Computer Science Olympiad		
Aptitude & Reasoning Olympiad		
International Hindi Olympiad		
International AI Olympiad		
International Science Olympiad		
International English Olympiad		
International Commerce Olympiad		
National Level Science Talent Search Exam.		
International Mathematics Olympiad		
International Social Science Olympiad		
Vidyarthi Vigyan Manthan		
Green Olympiad		
TOTAL		
GRAND TOTAL		

Signature of Guardian..... Date.....

EXAMINATION PATTERN

SOF LEVEL I											
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 Question	Marks per Question	Total Marks	No of Question	Marks per Question	Total Marks	No of Questions	Marks per Question	Total Marks	No of Question	Marks per Question	Total Marks	No of Question	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 Structurer 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 to4	30	01	30	05	02	10	35	40
5to12	45	01	45	05	03	15	50	60

NSTSE Paper Pattern							
Class	EVS	MATHEMATICS	General Knowledge	Physics	Chemistry	Biology	Total Marks
1	15	25					40
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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(D D / M M / Y Y Y Y)

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Father's Name :

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International Hindi Olympiad		
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International Science Olympiad		
International English Olympiad		
International Commerce Olympiad		
National Level Science Talent Search Exam.		
International Mathematics Olympiad		
International Social Science Olympiad		
Vidyarthi Vigyan Manthan		
Green Olympiad		
TOTAL		
GRAND TOTAL		

Signature of Guardian..... Date.....

EXAMINATION PATTERN

SOF LEVEL I

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
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	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
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IMO Paper Pattern

	Logical Reasoning			Mathematical Reasoning			Everyday Mathematics			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	Marks per Question	Total Marks	No. of Question	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

NTSE Paper Pattern

Class	EVS	MATHEMATICS	General Knowledge	Physics	Chemistry	Biology	Total Marks
1	15	25					40
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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National Level Science Talent Search Exam.		
International Mathematics Olympiad		
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EXAMINATION PATTERN

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XI-XII		40	10	25	25	40	100

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TOTAL		
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Signature of Guardian..... Date.....

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International Mathematics Olympiad	
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Signature of Guardian..... Date.....