



Estd. 1972

Sunbeam School Varuna

Syllabus (Main Subjects)
for
April & May

Class XI
Session: 2026-27



Sunbeam School

Bhagwanpur, Lahartara, Sarnath, Suncity, Varuna & Knowledge Partners

BOOK LIST for Class – XI (2026–27)

Parents are free to buy books from any shop of their choice in the city.

Please ensure that you buy the New Editions only.

Subjects	Name of the Books	Publishers
English Core	a) Hornbill	NCERT
	b) Snapshots	NCERT
	c) Flamingo (only for LHT, VRN, SNT & Knowledge Partners)	NCERT
	d) Vistas (only for LHT, VRN, SNT & Knowledge Partners)	NCERT
	c) Collins Cobuild Learner's Illustrated Dictionary	Collins
	Ref. Book – High School English Grammar & Composition (Wren & Martin)	S. Chand
Physics	a) Physics Text Book for class-XI Part I & II	NCERT
	b) New Era Practical Physics XI (with Lab Register – 1 complete set) – XI	GRB Books
	c) Physics Exemplar Problems-XI (Lht, Vrn, Snt & Knowledge Partners)	NCERT
	Ref. Book –	Dhanpat Rai & Co.
	a) New Simplified Physics-XI (S. L. Arora)	
	b) Foundation Physics-XI (H.C. Verma) Vol-1	Bharti Bhawan
	c) Comprehensive Physics – XI	Laxmi Publication
	d) Nootan Physics – XI	Nageen Publication
Chemistry	e) New Era Physics – XI	GRB Books
	a) Chemistry Text Book for class – XI Part I & II	NCERT
	b) Together with Chemistry – Laboratory Manual (with Lab Register – 1 complete set) – XI	Rachna Sagar
	c) Chemistry Exemplar Problems-XI (Lht, Vrn, Snt & Knowledge Partners)	NCERT
	Ref. Book -	Laxmi Publications
	a) Comprehensive Chemistry – XI	
	b) New Course Chemistry- XI Vol.- I & II	Pradeep
	c) New Millennium Chemistry – XI Vol.- I & II	Dinesh Pub.
	d) New Era Chemistry part I & II	G.R.B. Books
	e) All in One Chemistry – XI	Arihant
Biology	a) Biology Text Book for class – XI	NCERT
	b) Together with Biology – Laboratory Manual- XI (with Lab Register – 1 complete set) – XI	Rachna Sagar
	c) Biology Exemplar Problems-XI (Lht, Vrn, Snt & Knowledge Partners)	NCERT

Subjects	Name of the Books	Publishers
	<u>Ref. Books –</u>	
	a) New Era of Biology – XI	GRB Books
	b) Elementary Biology – XI	Trueman Publication
Mathematics	a) Mathematics Text Book for class – XI	NCERT
	b) Mathematics – XI (R.D. Sharma)	Dhanpat Rai Pub.
	c) Mathematics Exemplar Problems-XI (Lht, Vrn, Snt & Knowledge Partners)	NCERT
	d) New Millennium Lab Manual Mathematics (with Lab Register – 1 complete set) – XI	Dinesh Pub.
	<u>Ref. Books-</u>	
	a) Mathematics- Class XI (M.L.Aggarwal)	Arya Publications
	b) Senior Secondary School Mathematics- Class XI (R.S. Aggarwal)	Bharti Bhawan
Economics	a) Introduction to Statistics – Text book for class – XI	NCERT
	b) Introductory Micro Economics- XI (for Lht, Vrn, Snt & Knowledge Partners)	NCERT
	<u>Ref. Books –</u>	
	a) Introduction to Micro Economics (Sandeep Garg)	Dhanpat Rai
	b) Statistics for Economics (N.M. Shah/Sandeep Garg)	Arya Publications
Business Studies	a) Business Studies – Text book for class – XI	NCERT
	b) Business Studies-XI (Sandeep Garg)	Dhanpat Rai
	c) Business Studies-XI	Indian Pub.
	<u>Ref. Books –</u>	
	a) Business Studies Class XI (Dr. Aviral Mishra)	Indian Publishers
Accountancy	a) Financial Accounting part I & II	NCERT
	<u>Ref. Books –</u>	
	a) Accountancy – XI (Part-A) (Dr. S.C. Sharma)	Arya Book Depot
	b) Accountancy – XI (Part-A) (D.K. Goel & Rajesh Goel)	Arya Publications
	c) Accountancy – XI (Part-A) (T.S. Grewal)	S. Chand
History	Themes in World History	NCERT
Sociology	a) Introducing Sociology class XI	NCERT
	b) Understanding Society class XI	NCERT
Geography	a) Fundamentals of Physical Geography	NCERT
	b) India, Physical Environment class XI	NCERT
	c) Practical Work in Geography Part-I class XI	NCERT
	<u>Ref. Book– Geography – XI (D.R. Khullar)</u>	Saraswati Pub.
Political	a) Indian Constitution at Work class XI	NCERT

Subjects	Name of the Books	Publishers
Science	b) Political Theory class XI	NCERT
	Ref. Book –Political Science Class XI (Arvindra Kr. Verma)	V.K. Global Pub.
Hindi Core	a) Aaroh – I, Aaroh-II (for Lht, Vrn, Snt, Mgs, Mau, Gzp)	NCERT
	b) Vitaan – I, Vitaan-II (for Lht, Vrn, Snt, Mgs, Mau, Gzp)	NCERT
	c) Hindi Vyakran Aur Vyavhar - XI - XII	Saraswati
	d) Abhivyakti Aur Madhyam	NCERT
Sanskrit	a) भास्वती भाग – 1	CBSE
	b) व्याकरण सौरभम्	NCERT
	c) संस्कृत साहित्य परिचय	NCERT
	d) रचनानुवाद कौमुदी – (कपिलदेव द्विवेदी)	V.V. Prakashan
Computer Science	Computer Science with Python - A Text Book for class XI (Sumita Arora)	Dhanpat Rai Pub.
	Ref. book – Computer Science with Python: Text book for CBSE Class XI (2020 Edition) by Preeti Arora	Sultan Chand
Informatics Practices	a) Informatics Practices - A Text Book for Class XI (Sumita Arora)	Dhanpat Rai Pub.
	Ref. Book - Informatics Practices with Python Class XI (Preeti Arora)	Sultan Chand
Physical Education	a) CBSE Text Book of Physical Education – XI (Sanjay Kundra)	Evergreen
	b) 1 Practical File	Evergreen
	Ref. Book - Understanding Society	NCERT
Music- Vocal/Tabla / Sitar/ Violin/Kathak	a) स्वर निधि (only for vocal and sitar students)	Arya Book Depot
	b) ताल परिचय भाग– 1,2,3 (गिरीष चन्द्र श्रीवास्तव) (only for tabla students)	Ruby Pub.
	c) संगीत सिद्धांत (Dr. Jayshree Rai)	Sunbeam Pub.
Psychology	Psychology Text Book for class XI	NCERT
	Ref. Book - Move Fast with Psychology class XI	Dhanpat Rai & Co.
Applied Arts	a) History of Indian Art	Full Marks
	b) An Introduction to Indian Art Part-1	NCERT
	c) Panoramic Indian Painting – XI	Vishal Pub. Co.
	Ref. Book	
	a) Drawing & Sketching (Sunil Vishwakarma)	Lalit Kala Aashram
Bharatnatyam	b) Contemporary Indian Artists (Geeta Kapoor)	Vikas
	c) Indian Painting (Percy Brown)	YMCA
Bharatnatyam	a) Bharatnatyam (Laxmi Narayan)	Vishwavidyalaya Prakashan
Legal Studies	Legal Studies – XI (for Lht)	NCERT
Entrepreneurship	a) CBSE Entrepreneurship Class XI	CBSE
	b) All in one Entrepreneurship	Arihant Pub.
Mass Communication	Mass Media Studies - XI	CBSE

Subjects	Name of the Books	Publishers
French	Cours de langue et de Civilisation Françaises–II by G.Mauger (for Vrn, Snt)	Goyal Publications
Applied Mathematics	a) Mathematics textbook for Class XI	NCERT
	b) Mathematics XII (M.L. Agarwal)	Arya Publisher
	c) Mathematics XII (R.D. Sharma)	Dhanpat Rai Pub.
Web Application	Web Application & Employability skill book (Bgn & VRN)	CBSE
	Web Application Class XI (PREETI SAXENA) (VRN)	KATSON BOOKS
Artificial Intelligence	Artificial Intelligence – Class XI Student Handbook (LHT & SNT)	CBSE
Song Book	Swaranjali – Songs for Sunbeams	Eternal Pub.
CUCET Preparation Guide (only for LHT, SNT, VRN & Knowledge Partners)	A Modern Approach to Verbal and Non- Verbal Reasoning (Dr. R. S. Aggarwal) Revised Edition	S. Chand
	Quantitative Aptitude for Competitive Examinations (Dr. R. S. Aggarwal) Revised Edition	S. Chand

STATIONERY LIST - (CLASS – XI)

1.	Register of 140 pages (PBC/PMC/COMM/HUM)	08
2.	Graph 100 pages (big size) (PMC)	01
3.	Geometry box (PMC)	01
4.	Gel Pen (Blue)	01
5.	a) Camel Poster Colour - (18 shades of 10 ml) b) Camel Artists' Water Colour Cakes (18 shades) c) Handmade Sheets (6 pcs.) d) Cartridge Drawing Copy (CSO2 size) e) Round Brushes no. (2, 4, 6, 8), flat brushes 1 Set f) One A3 Size interleaf file + 40 A3 coloured sheets	Only for Applied Arts/ Painting Students
6.	Psychology / Sociology	2 Files + 30 interleaf sheets
7.	Accounts + Business Studies + Economics / Entrepreneurship / History	1 File + 50 interleaf sheets + 40 A4 sheets
8.	Vocal / Sitar / Tabla / Bharatnatyam / Violin / Kathak / Phy. Edu.	1 file + 30 interleaf sheets (each) (Lht, Vrn, Sct) 1 notebook (120 pgs) (Bgn)
9.	Computer Science / Informatics Practices	1 file + 30 interleaf sheets (each)
10.	File (for filing Unit Test Papers)	01

Please Note :

1. Stainless Steel Rulers are not allowed in school. Only Plastic Rulers are to be used.
2. We discourage covering notebooks to **save paper**. If needed, all notebooks should be covered only with used paper as we are an eco-conscious school and realize the importance of recycling. Plastic covers are strictly prohibited.
3. The text books should be covered only with used paper or bound so that they don't tear during the session.
4. All text books and notebooks should be properly labelled with name, class and section.
5. All notebooks should be of **big size**. Small notebooks will not be accepted in school for correction.
6. Parents are requested to buy the books at the earliest before the stock is sold.
7. Reference books mentioned (if any) are **optional** to buy.
8. Since we believe that the child should carry a few books to school so as to avoid burden on the young shoulders, please see that the child brings books according to the time table.

ENGLISH CORE (Code No. 301)

Number of Register - 1 (Combined for Literature & Language)

Month	Content
April+May (24+19=43 Days)	1) The Portrait of a Lady. (Prose)- Hornbill 2) A Photograph (Poetry)- Hornbill 3) The Address (Prose) - Snapshots 4) Father to Son (Poetry)- Hornbill 5) Mother's Day (Drama)- Snapshots Reading Passages From LC Passage – 1 Passage – 2 Passage – 3 Passage – 4 Note Making Passage – 1 Passage – 2 Writing Skills Notices, Designing & Drafting Posters and Articles. School Cinema: Anu & Aaji (to be shown & discussed in the class) Digi Content: (Video will be shown) Ex. https://googleto/.....

PHYSICS (Code No. 042)

GRB Publication- Laboratory Manual

(with Lab Register - 1 complete set) - XI 1 Single Lined Register.

Month	Content
April+May (24+19=43 Days)	Unit I: Physical World and Measurement Ch.-1: Units & Measurements Need for Measurement: Units of measurement; Systems of units; SI units, fundamental and derived units. Significant figures. Determining the uncertainty in result. Dimensions of physical quantities, Dimensional analysis and its application. Digi Link: Ex. https://X9c0MRooBzQ Unit II: Kinematics Ch.-2: Motion in a Straight Line Frame of reference, Motion in a straight line, Elementary concepts of differentiation and integration for describing motion, uniform and non-uniform motion, and instantaneous velocity, uniformly accelerated motion, velocity- time and position-time graphs. Relations for uniformly accelerated motion (graphical & calculus treatment). Digi Content: PPT/Videos to be shown by the teachers. Practical: 1. To measure diameter of a small spherical/cylindrical body and to measure internal diameter and depth of a given beaker/calorimeter using Vernier Callipers and hence find its volume. 2. To measure diameter of a given wire and thickness of a given sheet using screw gauge. Activities: 1. To make a paper scale of given least count, e.g. 0.2cm, 0.5cm. 2. to determine mass of a given body using a metre scale by principle of moments.

CHEMISTRY (Code No. 043)

Together with Chemistry - Laboratory Manual- Rachnasagar
(with Lab Register - 1 complete set) - XI 1 Single Lined Register.

Month	Content
April+May (24+19=43 Days)	Chapter -1 : Some Basic Concepts of Chemistry : General Introduction: Importance and scope of chemistry. Nature of matter, laws of chemical combination, Dalton's atomic theory: concept of elements, atoms and molecules. Atomic and molecular masses, mole concept and molar mass, percentage composition, empirical and molecular formula, chemical reactions, stoichiometry and calculations based on stoichiometry. <i>Digi Content:</i> PPT/Videos to be shown by the teachers. Practical : A. Basic Laboratory Techniques 1. Cutting glass tube and glass rod 2. Bending a glass tube 3. Drawing out a glass jet 4. Boring a cork Chapter- 2 : Structure of Atom: Discovery of Electron, Proton and Neutron, atomic number, isotopes and isobars. Thompson's model and its limitations. Rutherford's model and its limitations, Bohr's model and its limitations, concept of shells and subshells, dual nature of matter and light, De Broglie's relationship, Heisenberg uncertainty principle, concept of orbitals quantum numbers, shape of s,p and d orbitals, rules for filling electrons in orbitals - Aufbau principle, Pauli's exclusion principle and Hund's rule, electronic configuration of atoms, stability of half filled and completely filled orbitals. <i>Digi Content:</i> PPT/Videos to be shown by the teachers.

BIOLOGY (Code No. 044)

Together with Biology - Laboratory Manual- Rachnasagar
(with Lab Register - 1 complete set) - XI One Single Lined Register.

Month	Content
April+May (24+19=43 Days)	Unit - I - Diversity of Living Organism: Chapter - 1 - The Living World Biodiversity; Need for classification; Three domains of life; Taxonomy & Systematics; Concept of species and taxonomical hierarchy; Binomial nomenclature; <i>Digi Content:</i> PPT/Videos to be shown by the teachers. Chapter - 2 - Biological Classification Five kingdom classification; Salient features and classification of Monera; Protista and Fungi into major groups; Lichens; Viruses and Viroids. <i>Digi Content:</i> PPT/Videos to be shown by the teachers. Chapter-3: Plant Kingdom Salient features and classification of plants into major groups. A few examples of Algae, Bryophytes, Pteridophytes, Gymnosperms. <i>Digi Content:</i> PPT/Videos to be shown by the teachers. Chapter-4: Animal Kingdom Salient features and classification of animals, Non Chordates up to phyla level and Chordates upto class level (salient features and few examples of each category). Spotting: 1. Study of parts of compound microscope. 2. Study of specimens/slides/models and identification with reasons - bacteria, oscillatoria, spirogyra, rhizopus, mushroom, yeast, liverwort, moss, fern, pines, one monocotyledonous and one dicotyledonous plant and one lichen. 3. Study of virtual specimens/slides/model and identification with reasons - amoeba, hydra, liverfluke, ascaris, leech, earthworm, prawn, silkworm, honeybee, snail, starfish, shark, rohu, frog, lizard, pigeon and rabbit <i>Digi Content:</i> PPT/Videos to be shown by the teachers.

MATHEMATICS (041)
(For both Science and Commerce Sections)

Maths Laboratory Manual (XI) – Dinesh Publications
(with Lab Register - 1 complete set) - One Single Lined Register.

Month	Content
April (24 Days)	Chapter-1: Sets Sets and their representations. Empty set. Finite & Infinite sets. Equal sets. Subsets. Subsets of the set of real numbers especially intervals (with notations). Universal set. Venn diagrams. Union and Intersection of sets. Difference of sets. Complement of a set. Properties of Complement Sets. Art Integration: Sets Describing operations of Sets using coloured paper strips of multiple colours. Digi Content: Videos about operations on sets to be shown by the teachers. Link: https://youtu.be/ODSL4eKqcCU Chapter 2 : Relations and Functions Ordered pairs, Cartesian product of sets. Number of elements in the Cartesian product of two finite sets. Cartesian product of the set of reals with itself (upto $R \times R \times R$). Definition of relation, pictorial diagrams, domain, codomain and range of a relation. Function as a special kind of relation. Pictorial representation of a function, domain, co-domain & range of a function. Real valued functions, domain and range of these functions, constant, identity, polynomial, rational, modulus, signum, exponential, logarithmic and greatest integer functions, with their graphs. Sum, difference, product and quotients of functions. Practical-1: To distinguish between a Relation and a Function. Digi Content: Videos about Graphs of different functions to be shown by the teachers. Link: https://youtu.be/tmPJdARPMS4, https://youtu.be/s9My65z94xY

Month	Content
	Chapter-3: Trigonometric Functions Positive and negative angles. Measuring angles in radians & in degrees and conversion from one measure to another. Definition of trigonometric functions with the help of unit circle. Truth of the identity $\sin^2 x + \cos^2 x = 1$, for all x. Signs of trigonometric functions.
May (19 Days)	Domain and range of trigonometric functions and their graphs. Expressing $\sin(x \pm y)$ and $\cos(x \pm y)$ in terms of $\sin x$, $\sin y$, $\cos x$ & $\cos y$ and their simple applications. Deducing the identities like the following: $\tan(x \pm y) = \frac{\tan x \pm \tan y}{1 \mp \tan x \tan y}, \cot(x \pm y) = \frac{\cot x \cot y \mp 1}{\cot x \pm \cot y},$ $\sin x + \sin y = 2 \sin \frac{x+y}{2} \cos \frac{x-y}{2}, \cos x + \cos y = 2 \cos \frac{x+y}{2} \cos \frac{x-y}{2},$ $\sin x - \sin y = 2 \cos \frac{x+y}{2} \sin \frac{x-y}{2}, \cos x - \cos y = -2 \sin \frac{x+y}{2} \sin \frac{x-y}{2},$ Identities related to $\sin 2x$, $\cos 2x$, $\tan 2x$, $\sin 3x$, $\cos 3x$ and $\tan 3x$. Practical-2: To plot the graphs of $\sin x$, $\sin 2x$, $2 \sin x$ and $\sin x/2$, using the same coordinate axes. Digi Content: Videos about Graphs of different trigonometric functions to be shown by the teachers. Link: https://youtu.be/Vw-RwPBWS8g Chapter 5 : Complex Numbers & Quadratic Equations Need for complex numbers, especially $\sqrt{-1}$, to be motivated by inability to solve some of the quadratic equations. Algebraic properties of complex numbers. Argand plane. Digi Content: Videos about Polar form and Argand plane to be shown by the teachers. Link: https://youtu.be/6HlIT6oSvXc https://youtu.be/nWJhQnzPZiM

General Aptitude and Reasoning

General Aptitude

Month	Content
April+May (24+19=43 Days)	• HCF & LCM of Numbers • Number System • Decimal Fraction

Reasoning (Verbal & Non-Verbal)

Month	Content
April+May (24+19=43 Days)	Series Completion • Series Completion • Number Series • Alphabet Series • Alpha-numeric Series

ACCOUNTANCY (Code No. 055)

Month	Content
April+May (24+19=43 Days)	Part-A: Financial Accounting - I Unit-1: Theoretical Framework Introduction to Accounting: • Accounting- concept, meaning as a source of information, objectives, advantages and limitations, types of accounting information, users of accounting information and their needs. Qualitative Characteristics of Accounting Information. Role of Accounting in Business, • Basic Accounting Terms: Entity, business transaction, capital, drawings, liability (non-current and current) assets (non-current and current), expenditure (capital, revenue), expense, revenue, income, profits, gains and losses, purchases, sales, goods, stock, debtors, creditors, vouchers, discount - trade discount and cash discount. Theory Base of Accounting: • Fundamental Accounting assumptions: GAAP: Concept. Digi content: Video to be shown on (GAAP) Link: i.e- https://youtu.be/nqkk9omr3sc. Basic Accounting Concept: Business Entity, Money Measurement, Going Concern, Accounting Period, Cost Concept, Dual Aspect, Revenue Recognition, Matching, Full Disclosure, Consistency, Conservatism, Materiality and Objectivity. Digi Content: Videos to be shown on introduction to accounting and basic accounting terms Link:https://diksha.gov.in/play/collection/do_31310347535505817611436

BUSINESS STUDIES (Code No. 054)

Month	Content
April+May (24+19=43 Days)	Part A - Foundations of Business Unit 1: Evolution & Fundamental of Business: • History of Trade & Commerce in India: Indigenous Banking System, Rise of Intermediaries, Transport, Trading Communities: Merchant Corporations, Major Trade Centres, Major Imports and Exports, Position of Indian Sub-continent in the World Economy. • Business- meaning and characteristic. • Business, Profession and employment: Concept, difference between business, profession and employment. • Objectives of Business: economic and social objectives, role of profit in business • Classification of business activities: Industry and Commerce. • Industry- Types: primary, secondary, tertiary- Meaning and sub-groups. • Commerce: Trade- (Types- internal, external, wholesale and retail) and Auxiliaries to Trade: (banking, insurance, transportation, warehousing, communication, and advertising)-meaning. • Business Risks: Concept, nature and causes. <i>Digi Content:</i> PPT/Videos to be shown by the teachers.
	Unit 2: Forms of Business Organisations • Sole Proprietorship- concept, merits and limitations. • Partnership- Concept, types, merits and limitations of partnership, registration of a partnership firm, partnership deed, type of partners, types of partnership, need for registration of a partnership firm. <i>Digi Content:</i> PPT/Videos to be shown by the teachers.

ECONOMICS (Code No. 030)

Month	Content
April+May (24+19=43 Days)	Part- A : Statistics for Economics Unit - 1 : Introduction What is Economics? Meaning, scope and importance of statistics in Economics Unit - 2 : Collection, Organisation and Presentation of data Collection of data - sources of data - primary and secondary; how basic data is collected; methods of collecting data; Some important sources of secondary data: Census of India and National Sample Survey Organisation. <i>Digi Content:</i> PPT/Videos to be shown by the teachers.
	Part-B: Introductory Microeconomics Unit-4: Chapter 1- Introduction Meaning of microeconomics and macroeconomics; positive and normative economics. What is an economy? Central problems of an economy; what, how and for whom to produce. <i>Digi Content:</i> PPT/Videos to be shown by the teachers.

HISTORY (Code No. 027)

Month	Content
April+May (24+19=43 Days)	Introduction to World History 2. Writing & City Life Focus: Iraq, 3rd millennium BCE (a) Growth of towns. (b) Nature of early urban societies (c)Historians' Debate on uses of writing. Map Work : Black sea, Red sea, Major Mesopotamian regions Ur, Uruk, Babylon, Mari, Persian Gulf, Caspian Sea. (On an outline map of Asia) Digi Content: Mesopotamian Civilization https://youtu.be/9GQdh2eGP-Y

Political Science (Code No. 028)

Month	Content
April+May (24+19=43 Days)	Part A: Indian Constitution at work 1. Constitution: Why & How • Why do we need a constitution? • The authority of the constitution? • How was the Indian Constitution made? • Provisions adopted from Constitutions of different countries. Digi Content: PPT/Videos to be shown by the teachers. Link: https://youtu.be/0U9KDQnIsNk 2. Rights in the Indian Constitution: • The importance of Rights • Fundamental Rights in the Indian Constitution • Directive principles of state policy • Relationship between Fundamental Rights and Directive Principles Digi Content: PPT/Videos to be shown by the teachers. Link: https://youtu.be/0U9KDQnIsNk

PSYCHOLOGY (037)

Month	Content
April+May (24+19=43 Days)	Unit I: What is Psychology? The unit seeks to help understanding and appreciating psychology as a discipline, its applications and relationships with other sciences through appropriate and interesting examples and analysis of everyday experiences. 1. Introduction; 2. What is Psychology; a) Psychology as a discipline b) Psychology as natural science c) Psychology as social science; 3. Understanding Mind and Behaviour; 4. Popular Notions about the Discipline of Psychology; 5. Evolution of psychology; 6. Developments in psychology in India; 7. Branches of Psychology; 8. Psychology and other disciplines; 9. Psychology in everyday life. Digi Content: PPT to be shown by the teachers.
	Unit II: Methods of Enquiry in Psychology The objective of this unit is to familiarize with the methods of studying and understanding Qualitative method, psychological questions and issues. 1. Introduction; 2. Goals of psychological enquiry; a) steps in conducting scientific research b) Alternative paradigms of research; 3. Nature of Psychological data 4. Some important methods in Psychology: a) Observation, b) Experimental c) Correlational study d) Survey Research e) Psychological testing f) Case study; 5. Analysis of data : a) Quantitative method, b) Qualitative method; 6. Limitations of Psychological Enquiry; 7. Ethical Issues. Digi Content: PPT to be shown by the teachers. Project Work (Marks will be added in the Annual exam) Conceptualise report in file on any psychological methods given in NCERT book.

Career Information Centre

<i>Months</i>	<i>Topic to be discussed</i>
April+May (24+19=43 Days)	Self Appraisal: Assignment How to enhance your aptitude -Importance of GK and Current Affairs -Periodical and Journals -Career related websites Exploring Stream specific Entrance exams and Indian Higher Education -Exam conducting body -Eligibility -Exam syllabus and pattern -Application formalities -Associated colleges Profile building
June + July (04+27=31 Days)	Overview of popular study destinations abroad as to explore universities, courses, common admission process
August (25 Days)	CUET (UG) – Exam Structure Rules & Regulations Quotas and Reservations
September (25 Days)	Revision and Half Yearly Exam
October (21 Days)	Popular exams for international students TOEFL, IELTS, ACT, SAT
November (19 Days)	Exploring 3Cs • Course • College • Career
December (25 Days)	Enhancing skills Emotional quotient Embracing changes: Physical, Social, Economical
January (21 Days)	Document preparation: SOP, LOR, Portfolio Building Individual Queries Internship
February + March (23+19 = 42 Days)	Discussion on Individual Queries Revision and Annual Examination

Quality Circle Time (I Term) 2026-27

Class XI

Lesson Plan – 1

Theme for the lesson : Self Esteem

SEL Competency for the lesson- Self Awareness (The ability to recognize one's feelings and emotions and how they influence one's decisions and behavior; accept one's self as a unique person; appreciate one's personal traits; develop positive self-worth; take pride in one's skills, talents and achievements; assess one's strengths and weaknesses accurately, thereby developing an overall sense of confidence and optimism.)

Learning standard: - Identify one's emotions and their influence on one's behavior, performance and decisions.

Learning outcome: - Recognize that one's emotional responses can be distinct from others' in the same situation

Learning objective: - Students will be able to describe situations that trigger various emotions through the circle time session.

- Introduce the five skills required for QCT with action: Listening, speaking, looking, thinking, concentrating.
- Set the ground rules for QCT.
- **QCT Aids** – Speaking Object, Talking Ball.

Meeting Up:	Each child introduces himself / herself with one positive trait he / she possesses.
Warming up:	In small circle with one child in the centre. The child throws the ball in the air and calls out the name of one of the players. That child must try to catch the ball, before it bounces more than once. If he / she is successful he/she takes the place of the child in the centre. Continue to play this game with 6 or 7 different children.
Opening up :	Ask students to make a list of their strengths and challenges. Have them share with a partner or small group. Encourage discussion on how they can use their strengths to overcome challenges and build self-esteem.

Cheering up :	I feel really happy when The teacher gives a stem line (mentioned above) to students. Students take turns to share their thoughts (child holds a speaking object in his/her hand).
Calming down :	Breathing exercises to end on quiet, settled note, i.e. six deep breaths inhaling and exhaling air. OR Children pass a hand squeeze of respect and self-esteem around the circle.

Quality Circle Time (I Term)

Class XI

Lesson Plan – 2

Theme for the lesson: Positive Attitude

SEL Competency for the lesson- Self Management (The ability to recognize one's feelings and emotions and how they influence one's decisions and behavior; accept one's self as a unique person; appreciate one's personal traits; develop positive self-worth; take pride in one's skills, talents and achievements; assess one's strengths and weaknesses accurately, thereby developing an overall sense of confidence and optimism.)

Learning standard: - Identify one's emotions and their influence on one's behavior, performance and decisions.

Learning outcome: - Recognize that one's emotional responses can be distinct from others' in the same situation

Learning objective: - Students will be able to describe situations that trigger various emotions through the circle time session.

- Introduce the five skills required for QCT with action: Listening, speaking, looking, thinking, concentrating.
- Set the ground rules for QCT.
- Revisit the five skills required for QCT.

- QCT Aids – Soft toys or stress balls
- Timer
- Chart paper and markers
- Music player and calming music

Meeting Up:	The students will introduce themselves with their names and one positive adjective that they carry.
Warming up:	• Use soft toys or stress balls for a quick "pass and share" activity. Each student shares one thing they are looking forward to or grateful for. • This activity encourages positive thinking and sets a friendly tone for the session.
Opening up :	• Introduce the concept of emotional resilience and discuss its importance in facing challenges. • What are some situations that might make you feel stressed, anxious, or upset? How do you think you could cope with these emotions in a healthy way.
Cheering up :	• Divide the class into small groups and assign each group a positive affirmation or a cheering phrase. • Have each group create a poster with their phrase and present it to the class. • Encourage students to repeat the affirmations and discuss how positive self-talk can improve their mood and self-confidence.
Calming down :	• Play calming music and lead students through a guided relaxation activity. • Encourage students to close their eyes, take deep breaths, and imagine a peaceful place. • After the activity, discuss how relaxation techniques can help manage stress and promote emotional well-being.

Quality Circle Time (I Term)

Class XI

Lesson Plan – 3

Theme for the lesson: Appreciating others

SEL competency for the lesson - Social Awareness (The ability to work and form positive relationships with people from diverse backgrounds (e.g. religion, caste, gender, race, ethnicity, economic status); understand different cultures; empathize with and accept people and practices that are different from one's own; be sensitive to one's surroundings; have a perspective on various social problems and take the required action to counter them.)

Learning standard: - Recognize individual and group similarities and differences.

Learning outcome: - Identify how various social and cultural groups are different from each other and how they contribute to society.

Learning objective: - Students will be able to recognize the existence of diversity in the society that they are a part of through this circle time session.

- Revisit the five skills required for QCT.
- **QCT Aids** – Chart paper and markers
- Sticky notes
- Pens/pencils

Meeting Up:	The teacher sets the class by telling children they are expert botanists attending a conference because they have each discovered a new plant. Each child describes their plant. Each child gets a clap for his / her discovery.
Warming up:	• Have students pair up and share a recent experience where someone appreciated them. Discuss how it made them feel and why it was meaningful. • Encourage students to reflect on the impact of expressing gratitude and appreciation.

Opening up :	What qualities or actions do you believe are worthy of appreciation in a community? How do you think these qualities contribute to building a positive community, and why do you think it's important to acknowledge them in others?
Cheering up :	- Distribute sticky notes to each student. - Ask them to write a short note of appreciation to someone in the class, mentioning a specific quality or action they admire. - After writing, students can exchange notes or post them on a "Wall of Appreciation" in the classroom.
Calming down :	- Lead a guided meditation focused on gratitude and appreciation. - Encourage students to think about the people in their lives who they are grateful for and why. - After the meditation, allow students to share their thoughts or experiences if they feel comfortable.

Quality Circle Time (I Term)

Class XI

Lesson Plan – 4

Theme for the lesson : Group Dynamism

SEL competency for the lesson - Relationship Management (The ability to form and sustain healthy and rewarding relationships with diverse individuals and groups; have meaningful social interactions with friends, family, peers, colleagues, etc.; have clear, timely and assertive communication; express authentic views and opinions; offer constructive feedback; resist inappropriate social pressure and negotiate conflicts in mutually beneficial ways.)

Learning standard: - Use communication and social skills to interact effectively with others.

Learning outcome: - Demonstrate cooperation and teamwork to promote group effectiveness.

Learning objective: - Students will be able to examine how they respond to peer pressure through this circle time session.

- Revisit the five skills required for QCT.
- QCT Aids – Chart paper and markers
- Sticky notes
- Pens/pencils
- Timer

Meeting Up:	Unusual walk Start walking and pretend to walk on a different surface. Walk on a very hot roof, walk in water, walk on ice, walk on rocks, walk on sands, toes, heel , moon etc.
Warming up:	- Have students form small groups and discuss a time when they felt the group worked well together. What were the key factors that contributed to this positive experience? - Encourage students to share their insights with the whole class.
Opening up :	What are some common challenges you've experienced in group dynamics? How do you think these challenges can be overcome to create a positive group environment?
Cheering up :	Children are divided into different groups and each group is told to create sound using different methods of clapping (for e.g. Some will clap, some will tap their feet, some will tap their thigh etc) and teacher will allot numbers to each of these groups. Then when the facilitator calls out a particular number, the group has to make allotted sound. This way, even if one child misses the beat the sound becomes noise. This will create a rhythmic sound and will prove that each number in the group is equally important.
Calming down :	Ask the children to close their eyes and listen to the sound produced out with Soothing Log and visualize - Fantasy journey : Imagine that you are in canoe going down a river. What does it feel like?-Rocking, Swaying, bobbing up and down? What sounds

	can you hear ?—Sound of water , birds . (You can use a sound effects tape of water). What can you see as the canoe moves along? Trees, flowers, birds , animals? The canoe passes a beautiful jungle. What can you see in the jungle? (The journey can be expanded to include all sorts of sights, sounds or feelings).
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Quality Circle Time (I Term)

Class XI

Lesson Plan – 5

Theme for the lesson : Career opportunities

SEL competency for the lesson - Responsible Decision Making (The ability to make constructive choices about personal behavior , health, relationships and career, considering existing social , ethics and safety norms; understand the rationale behind rules; examine consequences of one’s actions; respect one’s own and others rights; demonstrate responsible citizenship in the larger interest of the society).

Learning standard: - Consider ethical, safety and societal factors in making decisions.

Learning outcome: - Analyze the reasons for school and societal rules.

Learning objective: - Students will be able to examine the purpose of rules through this circle time session.

- Revisit the five skills required for QCT.
- **QCT Aids** – Chart paper and markers
- Laptop or projector for presentations
- Handouts with information on different careers
- Pens/pencils

Meeting Up:	• Introduce yourself and begin with a brief discussion on the importance of responsible decision making in career planning. • Explain that today's session will focus on exploring different career opportunities and how to make informed decisions about them.
Warming up:	• Have students reflect on their interests, skills, and goals related to future careers. • Ask them to share their thoughts with a partner or in small groups.

Opening up :	What types of careers are you curious about exploring? How might learning about different industries, job roles, and education requirements inspire you to pursue your interests?
Cheering up :	- Divide the class into small groups and assign each group a specific career to research further. - Provide handouts with guiding questions about the career, such as job responsibilities, required qualifications, and potential salary. - Ask each group to present their findings to the class.
Calming down :	- Lead a guided visualization activity where students imagine themselves in their dream career. - Encourage them to think about the steps they need to take to achieve this goal and the skills they will need to develop.

Quality Circle Time (II Term)

Class XI

Lesson Plan – 1

Theme for the lesson: Achieving the Target

SEL Competency for the lesson- Self Awareness (The ability to recognize one's feelings and emotions and how they influence one's decisions and behavior; accept one's self as a unique person; appreciate one's personal traits; develop positive self-worth; take pride in one's skills, talents and achievements; assess one's strengths and weaknesses accurately, thereby developing an overall sense of confidence and optimism.)

Learning standard: - Identify one's emotions and their influence on one's behavior, performance and decisions.

Learning outcome: - Recognize that one's emotional responses can be distinct from others' in the same situation

Learning objective: - Students will be able to describe situations that trigger various emotions through the circle time session.

- Introduce the five skills required for QCT with action: Listening, speaking, looking, thinking, concentrating.
- Set the ground rules for QCT.
- Revisit the five skills required for QCT with action: Listening, Speaking, Looking, Thinking, Concentrating.
- Remind the ground rules for QCT.
- **QCT Aids** – Speaking Object (of four different colours – Red, Yellow, Green & Blue).

Meeting Up:	• Introduce yourself and begin with a brief discussion on the concept of targets and why they are important. • Introduce the idea that self-awareness plays a crucial role in setting realistic and achievable targets. • For e.g. Imagine you're preparing for a race. Before you start running, it's important to know your own abilities. Self-awareness is like knowing how fast you can run and how far you can go without getting too tired. This knowledge helps you set a realistic goal for the race, like finishing in a certain time.
Warming up:	• Divide the children into two equal groups. One forms a circle facing outwards; the other a circle round the first circle, facing inwards. Tell the outer circle to move slowly round in a clockwise direction. As a child in the outer circle passes a child in the inner circle, they shake hands and say hello. Continue until each child in the outer circle has greeted each child in the inner circle.

Opening up :	• Use a guided discussion to explore the concept of self-awareness and its connection to achieving targets. • Discuss how self-awareness can help identify strengths, weaknesses, opportunities, and threats related to a target.
Cheering up :	• Divide the class into small groups and assign each group a target-related scenario (e.g., preparing for exams, completing a project). • Ask them to brainstorm strategies for overcoming obstacles and staying motivated, taking into account their self-awareness.
Calming down :	• Lead a mindfulness activity focused on self-reflection and self-awareness. • Encourage students to close their eyes and think about their target, reflecting on their emotions, thoughts, and motivations.

Quality Circle Time (II Term)

Class XI

Lesson Plan – 2

Theme for the lesson: Co-operation

SEL competency for the lesson - Self Management (The ability to express one's emotions appropriately; deal with personally upsetting situations in healthy and effective ways; identify sources of help and form a self-support system; set goals (personal, academic and career) and work towards them in an organized manner.)

Learning standard: - Manage one's emotions and behavior and develop a positive attitude.

Learning outcome: - Manage stress and demonstrate positive behaviors.

Learning objective: - Students will be able to identify situations in which they feel stressed through the circle time session

- Revisit the five skills required for QCT.
- QCT Aids – Chart paper and markers
- Sticky notes
- Pens/pencils
- Timer
- Speaking object

Meeting Up:	• Begin with a brief discussion on the importance of self-management in achieving personal and group goals. • Introduce the idea that self-management can be enhanced through cooperation and collaboration.
Warming up:	Activity – Clapping Game The teacher instructs the children that one clap means sit, two claps mean walk on the spot, and three claps mean walk in one direction around the inside of the circle. The teacher or a child stands in the centre and claps instructions.
Opening up :	• Facilitate a group discussion on the benefits of working cooperatively, such as increased productivity, shared responsibility, and enhanced problem-solving skills. • Can you share examples from your own experiences where cooperation led to positive outcomes.

Cheering up :	Open Forum The teacher asks the children why it is important to say ‘Good try’ to people, even if they are not correct. Children are prompted to respond that praise encourages people because it makes them feel good instead of embarrassed or upset when they have done something wrong. Is any child finding something difficult that he needs encouragement about?
Calming down :	The children sing a song together and smile at each other to end the circle time session.

Quality Circle Time (II Term)

Lesson Plan – 3

Theme for the lesson: Solving Problem

SEL competency for the lesson - Social Awareness (The ability to work and form positive relationships with people from diverse backgrounds (e.g. religion, caste, gender, race, ethnicity, economic status); understand different cultures; empathize with and accept people and practices that are different from one's own; be sensitive to one's surroundings; have a perspective on various social problems and take the required action to counter them.)

Learning standard: - Recognize individual and group similarities and differences.

Learning outcome: - Identify how various social and cultural groups are different from each other and how they contribute to society.

Learning objective: - Students will be able to recognize the existence of diversity in the society that they are a part of through this circle time session.

- Revisit the five skills required for QCT.
- **QCT Aids** – Speaking Object.

Meeting Up:	• Begin with a brief discussion on the importance of social awareness in solving interpersonal problems. • Introduce the problem-solving approach as a systematic way to address social challenges.
Warming up:	Have the students sit in a circle. Start by saying your name and then add an adjective that describes you, starting with the same letter as your name (e.g., "Happy Hannah"). The next person repeats the previous name and adjective and adds their own (e.g., "Happy Hannah, Clever Chris"). Continue around the circle, with each person repeating all the names and adjectives said before them and adding their own. If someone forgets a name or adjective, the group can help them remember before moving on.
Opening up :	How might social awareness, including empathy and understanding of others' perspectives, influence each step of the problem-solving approach, from identifying the problem to evaluating the outcome?
Cheering up :	• Divide the class into small groups and assign each group a social problem scenario (e.g., resolving a disagreement, addressing bullying). • Ask them to use the problem-solving approach to come up with a solution and present it to the class.
Calming down :	A soft music will be played and children will close their eyes and meditate, breath in and breath out exercise will be taken up.

Quality Circle Time (II Term)

Lesson Plan – 4

Theme for the lesson : Resolving Conflict: Building Stronger Relationships

SEL competency for the lesson - Relationship Management (The ability to form and sustain healthy and rewarding relationships with diverse individuals and groups; have meaningful social interactions with friends, family, peers, colleagues, etc.; have clear, timely and assertive communication; express authentic views and opinions; offer constructive feedback; resist inappropriate social pressure and negotiate conflicts in mutually beneficial ways.)

Learning standard: - Use communication and social skills to interact effectively with others.

Learning outcome: - Demonstrate cooperation and teamwork to promote group effectiveness.

Learning objective: - Students will be able to examine how they respond to peer pressure through this circle time session.

- Revisit the five skills required for QCT.

- **QCT Aids** – Speaking Object, Soothing log. Chart paper and markers, Sticky notes, Pens/pencils, Timer

Meeting Up:	Introduce yourself with an adjective starting from the first letter of your name and two positives and one negative about yourself. • Begin with a brief discussion on the concept of conflict and its role in relationships. • Introduce the idea that conflict can be an opportunity for growth and strengthening relationships.
Warming up:	• Have students sit in a circle. • The first person says their name and something they like (e.g., "My name is Sarah, and I like ice cream"). • The next person repeats the previous person's name and like, then adds their own. • Continue around the circle, with each person repeating all the names and likes said before them and adding their own.
Opening up :	• What are some of the various types of conflicts that can arise in relationships, such as misunderstandings, disagreements, or

	personality clashes? How do these conflicts impact relationships, and what are some effective strategies for addressing them?
Cheering up :	• Divide the class into small groups and assign each group a conflict scenario to role-play (e.g., two friends arguing over a misunderstanding). • After the role-play, have the groups discuss how the conflict could have been resolved more effectively.
Calming down :	• Conduct a guided meditation on forgiveness and letting go of grudges. Lead students through a visualization where they imagine releasing negative feelings associated with a past conflict. • After the meditation, ask students to reflect on how holding onto grudges affects their relationships and how forgiveness can lead to resolution and peace. • Encourage students to write a letter of forgiveness to someone they have had a conflict with, even if they do not intend to send it.

Quality Circle Time (II Term)

Class XI

Lesson Plan – 5

***Theme for the lesson:* Choosing Kindness: Responsible Decision Making**

SEL competency for the lesson - Responsible Decision Making (The ability to make constructive choices about personal behavior, health, relationships and career, considering existing social, ethics and safety norms; understand the rationale behind rules; examine consequences of one's actions; respect one's own and others' rights; demonstrate responsible citizenship in the larger interest of the society).

Learning standard: - Consider ethical, safety and societal factors in making decisions.

Learning outcome: - Analyze the reasons for school and societal rules.

Learning objective: - Students will be able to examine the purpose of rules through this circle time session.

- Revisit the five skills required for QCT.
- **QCT Aids** – Speaking Object, Parachute Chart paper and markers, Sticky notes, Pens/pencils, Timer.

Meeting Up:	The students will introduce themselves with their names and one positive adjective that they carry. • Begin with a brief discussion on the concept of kindness and its impact on individuals and communities. • Introduce the idea that responsible decision making includes considering the impact of our actions on others.
Warming up:	• Use a soft ball or stuffed animal as a "talking object." Toss the ball to a student and ask a question (e.g., "What's your favorite movie?" "What animal would you like to be?") The student answers the question, then tosses the ball to someone else, asking a new question.
Opening up :	• How do you think kindness is connected to making responsible decisions? Can considering the feelings and well-being of others lead to more thoughtful and compassionate decision-making?
Cheering up :	• Divide the class into small groups and assign each group a scenario where they must make a decision that requires kindness

	(e.g., standing up to a bully, helping a friend in need). • Ask them to brainstorm possible responses and discuss the impact of each decision on others.
Calming down :	• Conduct a guided meditation focused on kindness and compassion. Lead students through visualizations where they imagine sending love and kindness to themselves and others. • Encourage students to think about specific situations where they can show kindness in their daily lives. • After the meditation, ask students to share their reflections and discuss how they can incorporate kindness into their decision making moving forward.

Chetna Syllabus

Half Yearly

Month	Content	Resource person
April+May (24+19=43 Days)	Session-1 (for student) 1. Briefly discuss about the type of abuse (verbal, physical, sexual, emotional) with the help of age-appropriate examples. 2. Concerns of adolescence- - Embracing radiant wellbeing: Cultivating positive body image , nourishing eating habits , restful sleeping patterns, and harmonious life style - Substance abuse – why adolescents are vulnerable to substance abuse	Counsellor
June + July (04+27=31 Days)	Session-2 (for student) Parivartan Session (separately for boys and girls) (a session on menstrual hygiene, UTI & STD's for girls) and (Handling changes during Puberty, UTI & STD's for Boys)	Girls – female counsellor / senior female teacher Boys- male Counsellor/ male bio teacher
August (25 Days)	Session-3 (for student) Setting boundaries and respecting privacy (teaching about when to say NO)	Class teacher
	Session-4- (for student) Child safety and well-being - Cyber Grooming and media literacy - School's IT acceptable usage policy - Impulse driven behaviour	Counsellor
	'Session-5-(for student) What if' game and role play to help them develop skills needed in certain situations	QCT teacher

Annual Term

Month	Content	Resource person
October (21 Days)	Session-1 (for student) Concerns of adolescence ➤ Psycho- physiological Impact of OTT platforms and media addiction ➤ Helpful tips for adolescence (how to deal with the challenges in a constructive way) Mindfulness	Counsellor
November (19 Days)	Session-2- (for student) • Navigating Failure, Handling Pressure, and Building Resilience: Key Lessons for Growth	Counsellor
December (25 Days)	Session-3-(for student) Gender sensitivity	Counsellor and peer educator
	'Session-4-(for student) Revision of - 'What if' game and role play to help them develop skills needed in certain situations	QCT teacher
January (21 Days)	Session-5-(for student) Building Responsible Citizens: The Importance of Law-Abiding Behavior and Smart Decision-Making Skills	counsellor

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