

**ENGLISH CORE**  
**CLASS –XI (2025-26)**

**Section A**  
**Reading Skills-- 26 Marks**

**I. Reading Comprehension through Unseen Passages** **10+8=18 Marks**

1. One unseen passage to assess comprehension, interpretation, analysis, inference and vocabulary. The passage may be factual, descriptive or literary.
2. One unseen case-based factual passage with verbal/visual inputs like statistical data, charts etc.to assess comprehension, interpretation, analysis, inference and evaluation.

**Note:** The combined word limit for both the passages will be 600-750. Multiple Choice Questions / Objective Type Questions will be asked.

3. Note Making and Summarization based on a passage of approximately 200-250 words.

i.	Note Making:	5 Marks
	• Title:	1
	• Numbering and indenting:	1
	• Key/glossary:	1
	• Notes:	2
ii.	Summary (up to 50 words):	3 Marks
	• Content:	2
	• Expression:	1

**Section B**  
**Grammar and Creative Writing Skills– 23 Marks**

**II. Grammar** **7 Marks**

4. Questions on Gap filling (Tenses, Clauses)
5. Questions on re-ordering/transformation of sentences

**(Total seven questions to be done out of the eight given).**

**III. Creative Writing Skills** **16 Marks**

6. Short writing task – Classified Advertisements, up to 50 words. One out of the two given questions to be answered (3 Marks: Format: 1 / Content: 1 / Expression: 1)

7. Short writing task –Poster up to 50 words. One out of the two given questions to be answered. (3 marks: Format: 1 / Content: 1 / Expression: 1)
8. Long Writing task: Speech in 120-150 words based on verbal / visual cues related to contemporary / age-appropriate topic. One out of the two given questions to be answered. (5 Marks: Format: 1 / Content: 2 / Expression: 2)
9. Long Writing Task: Debate based on visual/verbal inputs in 120-150 words, thematically related to contemporary, topical issues. One out of the two given questions to be answered. (5 Marks: Format: 1 / Content: 2 / Expression: 2)

### **Section C**

#### **Literature Text Book and Supplementary Reading Text-31 Marks**

This section will have variety of assessment items including Multiple Choice Questions, Objective Type Questions, Short Answer Type Questions and Long Answer Type Questions to assess comprehension, interpretation, analysis, evaluation and extrapolation beyond the text.

10. One Poetry extract out of two, from the book Hornbill, to assess comprehension, interpretation, analysis, inference and appreciation. **3x1=3 Marks**
11. One Prose extract out of two, from the book Hornbill, to assess comprehension, interpretation, analysis, evaluation and appreciation. **3x1=3 Marks**
12. One prose extract out of two, from the book Snapshots, to assess comprehension, interpretation, analysis, inference and appreciation. **4x1=4 Marks**
13. Two Short answer type questions (one from Prose and one from Poetry, from the book Hornbill), out of four, to be answered in 40-50 words. Questions should elicit inferential responses through critical thinking. **3x2=6 Marks**
14. One Short answer type question, from the book Snapshots, to be answered in 40- 50 words. Questions should elicit inferential responses through critical thinking. One out of two questions to be done. **3x1=3 Marks**
15. One Long answer type question, from Prose/Poetry of Hornbill, to be answered in 120-150 words. Questions can be based on incident / theme / passage / extract / event, as reference points to assess extrapolation beyond and across the text. The question will elicit analytical and evaluative response from the student. Any one out of two questions to be done. **1x6=6 Marks**
16. One Long answer type question, based on the chapters from the book Snapshots, to be answered in 120-150 words, to assess global comprehension and extrapolation beyond the text. Questions to provide analytical and evaluative responses, using incidents, events, themes, as reference points. Any one out of two questions to be done. **1x6=6 Marks**

## Prescribed Books

**1. Hornbill:** English Reader published by National Council of Education Research and Training, New Delhi

- The Portrait of a Lady (Prose)
- A Photograph (Poem)
- "We're Not Afraid to Die... if We Can Be Together
- Discovering Tut: The Saga Continues
- The Laburnum Top (Poem)
- The Voice of the Rain (Poem)
- Childhood (Poem)
- The Adventure
- Silk Road (Prose)
- Father to Son

**2. Snapshots:** Supplementary Reader published by National Council of Education Research and Training, New Delhi

- The Summer of the Beautiful White Horse (Prose)
- The Address (Prose)
- Mother's Day (Play)
- Birth (Prose)
- The Tale of Melon City

### INTERNAL ASSESSMENT

Assessment of Listening Skills	- 05 marks.
Assessment of Speaking Skills	- 05 Marks
Project Work	- 10 Marks

## **Physical Education (Subject Code 048)**

**CLASS XI (2025-26)**

<b>UNIT NO.</b>	<b>UNIT NAME</b>	<b>THE WEIGHTAGE (MARKS) ALLOTTED</b>
<b>UNIT 1</b>	Changing Trends & Career in Physical Education	04 + 04b*
<b>UNIT 2</b>	Olympic Value Education	05
<b>UNIT 3</b>	Yoga	06+01b*
<b>UNIT 4</b>	Physical Education & Sports for CWSN	04+03b*
<b>UNIT 5</b>	Physical Fitness, Wellness	05
<b>UNIT 6</b>	Test, Measurements & Evaluation	08
<b>UNIT 7</b>	Fundamentals of Anatomy and Physiology in Sports	08
<b>UNIT 8</b>	Fundamentals of Kinesiology and Biomechanics in Sports	04+04b*
<b>UNIT 9</b>	Psychology and Sports	07
<b>UNIT 10</b>	Training & Doping in Sports	07
<b>PRACTICAL (LAB)<sup>#</sup></b>	Including 3 Practical	30
<b>TOTAL</b>	<b>Theory 10 + Practical 3</b>	<b>Theory 70 + Practical 30 = 100</b>

**Note: b\*are the Concept based questions like Tactile diagram/data interpretation/ case base study for visually Impaired Child.**

**CLASS XI**  
**COURSE CONTENT**

<b>Unit No.</b>	<b>Unit Name &amp; Topics</b>	<b>Specific learning objectives</b>	<b>Suggested Teaching Learning process</b>	<b>Learning Outcomes with specific Competencies</b>
<b>Unit 1</b>	<p><b>Changing Trends and Careers in Physical Education</b></p> <p>1. Concept, Aims &amp; Objectives of Physical Education</p> <p>2. Development of Physical Education in India – Post Independence</p> <p>3. Changing Trends in Sports-playing surface, wearable gear and sports equipment, technological advancements</p> <p>4. Career options in Physical Education</p> <p>5. Khelo-India Program and Fit – India Program</p>	<ul style="list-style-type: none"> <li>• To make the students understand the meaning, aims, and objectives of Physical Education.</li> <li>• To Teach students about the development of physical education in India after Independence.</li> <li>• To educate students about the development of sports surfaces, wearable gear, sports equipment, and technology.</li> <li>• To make students know the different career options available in the field.</li> <li>• To make them know about the Khelo India Program</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture-based instruction,</li> <li>• Technology-based learning,</li> <li>• Group learning,</li> <li>• Individual learning,</li> <li>• Inquiry-based learning,</li> <li>• Kinesthetic learning,</li> <li>• Game-based learning and</li> <li>• Expeditionary learning.</li> </ul>	<p><b>After completing the unit, the students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Recognize the concept, aim, and objectives of Physical Education.</li> <li>• Identify the Post-independence development in Physical Education.</li> <li>• Categorize Changing Trends in Sports-playing surface, wearable gear, sports equipment, technological</li> <li>• Explore different career options in the field of Physical Education.</li> <li>• Make out the development of Khelo India and Fit India Program.</li> </ul>

Unit 2	Olympism Value Education	<ul style="list-style-type: none"> <li>• To make the students aware of Concepts and Olympics Values (Excellence, Friendship &amp; Respect)</li> <li>• To make students learn about Olympic Value Education – Joy of Effort, Fair Play, Respect for Others, Pursuit of Excellence, Balance Among Body, Will &amp; Mind</li> <li>• To make students understand ancient and modern Olympic games.</li> <li>• To make the students aware of Olympics - Symbols, Motto, Flag, Oath, and Anthem</li> <li>• To make students learn about the working and functioning of IOC, NOC and IFS, and other members.</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture-based instruction,</li> <li>• Technology-based learning,</li> <li>• Group learning,</li> <li>• Individual learning,</li> <li>• Inquiry-based learning,</li> <li>• Kinesthetic learning,</li> <li>• Game-based learning and</li> <li>• Expeditionary learning.</li> </ul>	<p><b>After completing the unit, the students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Incorporate values of Olympism in your life.</li> <li>• Differentiate between Modern and Ancient Olympic Games, Paralympics, and Special Olympic games</li> <li>• Identify the Olympic Symbol and Ideals</li> <li>• Describe the structure of the Olympic movement structure</li> </ul>

<b>Unit 3</b>	<b>Yoga</b> <ol style="list-style-type: none"> <li>1. Meaning and importance of Yoga</li> <li>2. Introduction to Astanga Yoga</li> <li>3. Yogic Kriyas (Shat Karma)</li> <li>4. Pranayama and its types.</li> <li>5. Active Lifestyle and stress management through Yoga</li> </ol>	<ul style="list-style-type: none"> <li>• To make the students aware of the meaning and importance of yoga</li> <li>• To make them learn about Astanga yoga.</li> <li>• To teach students about yogic kriya, specially shat karmas.</li> <li>• To make the learn and practice types of Pran</li> <li>• To make them learn the importance of yoga in stress management.</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture-based instruction,</li> <li>• Technology-based learning,</li> <li>• Group learning,</li> <li>• Individual learning,</li> <li>• Inquiry-based learning,</li> <li>• Kinesthetic learning,</li> <li>• Game-based learning and</li> <li>• Expeditionary learning.</li> </ul>	<p><b>After completing the unit, the students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Recognize the concept of yoga and be aware of the importance ; of it</li> <li>• Identify the elements of yoga</li> <li>• Identify the Asanas, Pranayama's, meditation, and yogic kriyas</li> <li>• Classify various yogic activities for the enhancement of concentration</li> <li>• Know about relaxation techniques for improving concentration</li> </ul>
<b>Unit 4</b>	<b>Physical Education and Sports for Children with Special Needs</b> <ol style="list-style-type: none"> <li>1. Concept of Disability and Disorder</li> <li>2. Types of Disability, its causes &amp; nature (Intellectual disability, Physical disability).</li> </ol>	<ul style="list-style-type: none"> <li>• To make the students aware concept of Disability and Disorder.</li> <li>• To make students aware of different types of disabilities.</li> <li>• To make students learn about Disability Etiquette</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture-based instruction,</li> <li>• Technology-based learning,</li> <li>• Group learning,</li> <li>• Individual learning,</li> <li>• Inquiry-based learning,</li> <li>• Kinesthetic learning,</li> <li>• Game-based learning and</li> <li>• Expeditionary learning.</li> </ul>	<p><b>After completing the unit, the students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Identify the concept of Disability and Disorder.</li> <li>• Outline types of disability and describe their causes and nature.</li> <li>• Adhere to</li> </ul>

	<p>3. Disability Etiquette</p> <p>4. Aim and objectives of Adaptive physical Education</p> <p>5. Role of various professionals for children with special needs (Counselor, Occupational Therapist, Physiotherapist, Physical Education Teacher, Speech Therapist, and Special Educator)</p>	<ul style="list-style-type: none"> <li>• To make the students Understand the aims and objectives Adaptive Physical Education</li> <li>• To make students aware of role of various professionals for children with special needs.</li> </ul>		<p>and respect children with special needs by following etiquettes.</p> <ul style="list-style-type: none"> <li>• Identify possibilities and scope in adaptive physical education</li> <li>• Relate various types of professional support for children with special needs along with their roles and responsibilities.</li> </ul>
<b>Unit 5</b>	<p><b>Physical Fitness, Wellness, and Lifestyle</b></p> <p>1. Meaning &amp; importance of Wellness, Health, and Physical Fitness.</p> <p>2. Components/ Dimensions of Wellness, Health, and Physical Fitness</p> <p>3. Traditional Sports &amp; Regional Games for</p>	<ul style="list-style-type: none"> <li>• To make the students understand the Meaning &amp; importance of Wellness, Health, and Physical Fitness</li> <li>• To make students aware of the Components/ Dimensions of Wellness, Health, and Physical Fitness</li> <li>• To make students learn Traditional Sports &amp; Regional Games to</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture-based instruction,</li> <li>• Technology-based learning,</li> <li>• Group learning,</li> <li>• Individual learning,</li> <li>• Inquiry-based learning,</li> <li>• Kinesthetic learning,</li> <li>• Game-based learning and</li> <li>• Expeditionary learning.</li> </ul>	<p><b>After completing the unit, the students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Explain wellness and its importance and define the components of wellness.</li> <li>• Classify physical fitness and recognize its importance in life.</li> <li>• Distinguish between skill-related and health-related</li> </ul>

	<p>promoting wellness</p> <p>4. Leadership through Physical Activity and Sports</p> <p>5. Introduction to First Aid – PRICE</p>	<p>promote wellness</p> <ul style="list-style-type: none"> <li>To develop Leadership qualities through Physical Activity and Sports in students</li> <li>To make students learn First Aid and its management skills</li> </ul>		<p>components of physical fitness.</p> <ul style="list-style-type: none"> <li>Illustrate traditional sports and regional games to promote wellness.</li> <li>Relate leadership through physical activity and sports</li> <li>Illustrate the different steps used in first aid - PRICE.</li> </ul>
<b>Unit 6</b>	<p><b>Test, Measurement &amp; Evaluation</b></p> <p>1. Define Test, Measurements and Evaluation.</p> <p>2. Importance of Test, Measurements and Evaluation in Sports.</p> <p>3. Calculation of BMI, Waist – Hip Ratio, Skin fold measurement (3-site)</p> <p>4. Somato Types (Endomorphy Mesomorphy &amp; Ectomorphy</p>	<ul style="list-style-type: none"> <li>To Introduce the students with the terms like test, measurement and evaluation along with its importance</li> <li>To Introducing them the methods of calculating BMI, Waist- hip ratio and Skin fold measurement.</li> <li>To make the students aware of the different somatotypes.</li> </ul> <p>To make the students learn the method to measure health-related fitness.</p>	<ul style="list-style-type: none"> <li>Lecture-based instruction,</li> <li>Technology-based learning,</li> <li>Group learning,</li> <li>Individual learning,</li> <li>Inquiry-based learning,</li> <li>Kinesthetic learning,</li> <li>Game-based learning and Expeditionary learning.</li> </ul>	<p><b>After completing the unit, the student s will be able to:</b></p> <ul style="list-style-type: none"> <li>Define the terms test, measurement, and evaluation,</li> <li>Differentiate norm and criterion referenced standards,</li> <li>Differentiate formative and summative evaluation,</li> <li>Discuss the importance of measurement and evaluation processes,</li> <li>Understand</li> </ul>

	5. Measurements of health-related fitness			BMI: A popular clinical standard and its computation <ul style="list-style-type: none"> <li>• Differentiate between Endomorphy, Mesomorphy &amp; Ectomorphy h describe the procedure of Anthropometric Measurement</li> </ul>
Unit 7	<b>Fundamentals of Anatomy, Physiology in Sports</b> <ol style="list-style-type: none"> <li>1. Definition and importance of Anatomy and Physiology in Exercise and Sports.</li> <li>2. Functions of Skeletal System, Classification of Bones, and Types of Joints.</li> <li>3. Properties and Functions of Muscles.</li> <li>4. Structure and Functions of Circulatory System and Heart.</li> <li>5. Structure and Functions of Respiratory System.</li> </ol>	<ul style="list-style-type: none"> <li>• The students will learn the meaning and definition &amp; identify the importance of anatomy, physiology, and kinesiology.</li> <li>• Students will understand the main functions and Classification of Bone and the Types of Joints.</li> <li>• The students will learn the Properties and Functions of Muscles.</li> <li>• The students will learn the Structure and Functions of the Circulatory System and Heart.</li> <li>• The students will learn the Structure and Functions of Respiratory System.</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture-based instruction,</li> <li>• Technology-based learning,</li> <li>• Group learning,</li> <li>• Individual learning,</li> <li>• Inquiry-based learning,</li> <li>• Kinesthetic learning,</li> <li>• Game - based learning and Expeditionary learning.</li> </ul>	<p><b>After completing the unit, the students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Identify the importance of anatomy and physiology.</li> <li>• Recognize the functions of the skeleton.</li> <li>• Understand the functions of bones and identify various types of joints.</li> <li>• Figure out the properties and functions of muscles and understand how they work.</li> <li>• Understand the anatomy of the respiratory system and describe it's working.</li> <li>• Identify and analyses the layout and functions of Circulatory System.</li> </ul>

<b>Unit 8</b>	<b>Fundamentals Of Kinesiology And Biomechanics in Sports</b> <ol style="list-style-type: none"> <li>1. Definition and Importance of Kinesiology and Biomechanics in Sports.</li> <li>2. Principles of Biomechanics</li> <li>3. Kinetics and Kinematics in Sports</li> <li>4. Types of Body Movements - Flexion, Extension, Abduction, Adduction, Rotation, Circumduction, Supination &amp; Pronation</li> <li>5. Axis and Planes – Concept and its application in body movements</li> </ol>	<ul style="list-style-type: none"> <li>• The students will learn the meaning and definition &amp; identify the importance of Kinesiology and Biomechanics in sports.</li> <li>• To make the students learn the principles of biomechanics</li> <li>• To make the students understand the concept of Kinetics and Kinematics in Sports</li> <li>• To make the students learn about different types of body movements.</li> <li>• To make the students understand the concept of Axis and Planes and its application in body movements.</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture-based instruction,</li> <li>• Technology-based learning, Group learning</li> <li>• Individual learning,</li> <li>• Inquiry-based learning,</li> <li>• Kinesthetic learning,</li> <li>• Game-based learning and</li> <li>• Expeditionary learning.</li> </ul>	<p><b>After completing the unit, the students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Understand Kinesiology and Biomechanics with their application in sports</li> <li>• Explain biomechanical principles and their utilization in sports and physical education.</li> <li>• Illustrate fundamental body movements and their basic patterns.</li> <li>• Learn about the Axis and Planes and their application with body movements</li> </ul>
<b>Unit 9</b>	<b>Psychology and Sports</b> <ol style="list-style-type: none"> <li>1. Definition &amp; Importance of Psychology in Physical Education and Sports;</li> <li>2. Develop-</li> </ol>	<ul style="list-style-type: none"> <li>• The students will identify the definition and importance of Psychology in Physical Education and sports.</li> <li>• The students will</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture-based instruction,</li> <li>• Technology-based learning,</li> <li>• Group learning,</li> <li>• Individual learning,</li> </ul>	<p><b>After completing the unit, the students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Identify the role of Psychology in Physical Education and Sports</li> </ul>

	<p>mental Characteristics at Different Stages of Development.</p> <p>3. Adolescent Problems &amp; their Management;</p> <p>4. Team Cohesion and Sports;</p> <p>5. Introduction to Psychological Attributes: Attention, Resilience, Mental Toughness</p>	<p>be able to differentiate characteristics of growth and development at different stages.</p> <ul style="list-style-type: none"> <li>- Students will be able to identify the issues and management related to adolescents</li> <li>The students will be able to understand the importance of team cohesion in sports</li> <li>Students will distinguish different Psychological Attributes like Attention, Resilience, and Mental Toughness.</li> </ul>	<ul style="list-style-type: none"> <li>Inquiry-based learning,</li> <li>Kinesthetic learning, Game-based learning and</li> <li>Expeditionary learning</li> </ul>	<ul style="list-style-type: none"> <li>Differentiate characteristics of growth and development at different stages.</li> <li>Explain the issues related to adolescent behavior and Team Cohesion in Sports</li> <li>Correlate the psychological concepts with the sports and athlete specific situations</li> </ul>
<b>Unit 10</b>	<p><b>Training &amp; Doping in Sports</b></p> <p>1. Concept and Principles of Sports Training</p> <p>2. Training Load: Over Load, Adaptation, and Recovery</p> <p>3. Warming-up &amp; Limbering Down – Types, Method &amp; Importance.</p> <p>4. Concept of Skill, Technique, Tactics &amp;</p>	<ul style="list-style-type: none"> <li>To make the students aware about of concepts and principles of sports training.</li> <li>To make students learn and understand the Training Load, Over Load, Adaptation, and Recovery concepts.</li> <li>To make students Understand the importance of warning up and limbering down exercises.</li> <li>To introduce the terms like Skills, Techniques, Tactics, and Strategies to the</li> </ul>	<ul style="list-style-type: none"> <li>Lecture-based instruction,</li> <li>Technology-based learning,</li> <li>Group learning,</li> <li>Individual learning,</li> <li>Inquiry-based learning,</li> <li>Kinesthetic learning,</li> <li>Game-based learning and</li> <li>Expeditionary learning</li> </ul>	<p><b>After completing the unit, the students will be able to:</b></p> <ul style="list-style-type: none"> <li>Understand the concept and principles of sports training.</li> <li>Summarise training load and its concept.</li> <li>Understand the concept of warming up &amp; limbering down in sports training and their types, method &amp; importance.</li> </ul>

	Strategies  5. Concept of Doping and its disadvantages	students.  • To make students aware of the doping substances and their disadvantages in sports.		<ul style="list-style-type: none"> <li>• Acquire the ability to differentiate between the skill, technique, tactics &amp; strategies in sports training</li> <li>• Interpret concept of doping.</li> </ul>
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### GUIDELINES FOR INTERNAL ASSESSMENT

#### (PRACTICAL/ PROJECTS ETC.)

<b>PRACTICAL (Max. Marks 30)</b>	
Physical Fitness Test: SAI Khelo India Test, Brockport Physical Fitness Test (BPFT)*	6 Marks
Proficiency in Games and Sports (Skill of any one IOA recognized Sport/Game of Choice)**	7 Marks
Yogic Practices	7 Marks
Record File ***	5 Marks
Viva Voce (Health/ Games & Sports/ Yoga)	5 Marks

- ❖ \*Test for CWSN (any 4 items out of 27 items. One item from each component: Aerobic Function, Body Composition, Muscular strength & Endurance, Range of Motion or Flexibility)
- ❖ \*\*CWSN (Children with Special Needs – Divyang): Bocce/ Boccia, Sitting Volleyball, Wheel Chair Basketball, Unified Badminton, Unified Basketball, Unified Football, Blind Cricket, Goalball, Floorball, Wheel Chair Races and Throws, or any other Sport/Game of choice.
- ❖ \*\*Children with Special Needs can also opt any one Sport/Game from the list as alternative to Yogic Practices. However, the Sport/ Game must be different from Test - 'Proficiency in Games and Sports'

\*\*\***Record File shall include:**

- **Practical-1:** Fitness tests administration. (SAI Khelo India Test)
- **Practical-2:** Procedure for Asanas, Benefits & Contraindication for any two Asanas for each lifestyle disease.
- **Practical-3:** Anyone one IOA recognized Sport/Game of choice. Labelled diagram of Field & Equipment. Also mention its Rules, Terminologies & Skills.

**PHYSICS (Code No. 042)**  
**COURSE STRUCTURE**  
**Class XI - 2025-26 (Theory)**

Time: 3 hrs.

Max Marks: 70

UNIT	CHAPTERS	MARKS
<b>Unit-I</b>	<b>Physical World and Measurement</b>	23
	Chapter-1: Units and Measurements	
<b>Unit-II</b>	<b>Kinematics</b>	
	Chapter-2: Motion in a Straight Line	17
	Chapter-3: Motion in a Plane	
<b>Unit-III</b>	<b>Laws of Motion</b>	
	Chapter-4: Laws of Motion	20
<b>Unit-IV</b>	<b>Work, Energy and Power</b>	
	Chapter-5: Work, Energy and Power	
<b>Unit-V</b>	<b>Motion of System of Particles and Rigid Body</b>	10
	Chapter-6: System of Particles and Rotational Motion	
<b>Unit-VI</b>	<b>Gravitation</b>	
	Chapter-7: Gravitation	
<b>Unit-VII</b>	<b>Properties of Bulk Matter</b>	
	Chapter-8: Mechanical Properties of Solids	
	Chapter-9: Mechanical Properties of Fluids	
	Chapter-10: Thermal Properties of Matter	
<b>Unit-VIII</b>	<b>Thermodynamics</b>	
	Chapter-11: Thermodynamics	
<b>Unit-IX</b>	<b>Behaviour of Perfect Gases and Kinetic Theory of Gases</b>	
	Chapter-12: Kinetic Theory	
<b>Unit-X</b>	<b>Oscillations and Waves</b>	
	Chapter-13: Oscillations	
	Chapter-14: Waves	
<b>Total</b>		<b>70</b>

## **Unit I: Physical World and Measurements**

### **Chapter–1: Units and 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 applications.

## **Unit II: Kinematics**

### **Chapter–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, average speed and average velocity and instantaneous velocity, uniformly accelerated motion, velocity - time and position-time graphs. Relations for uniformly accelerated motion (graphical and calculus treatment).

### **Chapter–3: Motion in a Plane**

Scalar and vector quantities; position and displacement vectors, general vectors and their notations; equality of vectors, multiplication of vectors by a real number; addition and subtraction of vectors, Unit vector; resolution of a vector in a plane, rectangular components, Scalar and Vector product of vectors.

Motion in a plane, cases of uniform velocity and uniform acceleration- projectile motion, uniform circular motion.

## **Unit III: Laws of Motion**

### **Chapter–4: Laws of Motion**

Intuitive concept of force, Inertia, Newton's first law of motion; momentum and Newton's second law of motion; impulse; Newton's third law of motion.

Law of conservation of linear momentum and its applications.

Equilibrium of concurrent forces, Static and kinetic friction, laws of friction, rolling friction, lubrication.

Dynamics of uniform circular motion: Centripetal force, examples of circular motion (vehicle on a level circular road, vehicle on a banked road).

## **Unit IV: Work, Energy and Power**

### **Chapter– 5: Work, Energy and Power**

Work done by a constant force and a variable force; kinetic energy, work- energy theorem, power.

Notion of potential energy, potential energy of a spring, conservative forces: non-conservative forces, motion in a vertical circle; elastic and inelastic collisions in one and two dimensions.

## **Unit V: Motion of System of Particles and Rigid Body**

### **Chapter–6: System of Particles and Rotational Motion**

Centre of mass of a two-particle system, momentum conservation and Centre of mass motion.

Centre of mass of a rigid body; centre of mass of a uniform rod. Moment of a force, torque, angular momentum, law of conservation of angular momentum and its applications.

Equilibrium of rigid bodies, rigid body rotation and equations of rotational motion, comparison of linear and rotational motions.

Moment of inertia, radius of gyration, values of moments of inertia for simple geometrical objects (no derivation).

## **Unit VI: Gravitation**

### **Chapter – 7: Gravitation**

Kepler's laws of planetary motion, universal law of gravitation. Acceleration due to gravity and its variation with altitude and depth.

Gravitational potential energy and gravitational potential, escape speed, orbital velocity of a satellite, energy of an orbiting satellite.

## **Unit VII: Properties of Bulk Matter**

### **Chapter–8: Mechanical Properties of Solids**

Elasticity, Stress-strain relationship, Hooke's law, Young's modulus, bulk modulus, shear modulus of rigidity (qualitative idea only), Poisson's ratio; elastic energy. Application of elastic behavior of materials (qualitative idea only).

## **Chapter-9: Mechanical Properties of Fluids**

Pressure due to a fluid column; Pascal's law and its applications (hydraulic lift and hydraulic brakes), effect of gravity on fluid pressure.

Viscosity, Stokes' law, terminal velocity, streamline and turbulent flow, critical velocity, Bernoulli's theorem and its simple applications (Torricelli's law and Dynamic lift).

Surface energy and surface tension, angle of contact, excess of pressure across a curved surface, application of surface tension ideas to drops, bubbles and capillary rise.

## **Chapter-10: Thermal Properties of Matter**

Heat, temperature, thermal expansion; thermal expansion of solids, liquids and gases, anomalous expansion of water; specific heat capacity;  $C_p$ ,  $C_v$  - calorimetry; change of state - latent heat capacity.

Heat transfer-conduction, convection and radiation, thermal conductivity, qualitative ideas of Blackbody radiation, Wein's displacement Law, Stefan's law.

## **Unit VIII: Thermodynamics**

### **Chapter-11: Thermodynamics**

Thermal equilibrium and definition of temperature, zeroth law of thermodynamics, heat, work and internal energy. First law of thermodynamics, Second law of thermodynamics: Thermodynamic state variable and equation of state. Change of condition of gaseous state - isothermal, adiabatic, reversible, irreversible, and cyclic processes.

## **Unit IX: Behavior of Perfect Gases and Kinetic Theory of Gases**

### **Chapter-12: Kinetic Theory**

Equation of state of a perfect gas, work done in compressing a gas.

Kinetic theory of gases - assumptions, concept of pressure. Kinetic interpretation of temperature; rms speed of gas molecules; degrees of freedom, law of equi-partition of energy (statement only) and application to specific heat capacities of gases; concept of mean free path, Avogadro's number.

## **Unit X: Oscillations and Waves**

### **Chapter-13: Oscillations**

Periodic motion - time period, frequency, displacement as a function of time, periodic functions and their applications.

Simple harmonic motion (S.H.M), uniform circular motion and its equations of motion; phase; oscillations of a loaded spring- restoring force and force constant; energy in S.H.M.

Kinetic and potential energies; simple pendulum derivation of expression for its time period.

### **Chapter-14: Waves**

Wave motion: Transverse and longitudinal waves, speed of travelling wave, displacement relation for a progressive wave, principle of superposition of waves, reflection of waves, standing waves in strings and organ pipes, fundamental mode and harmonics, Beats.

**COURSE STRUCTURE  
CLASS XI (2025-26)  
(THEORY)**

**Time: 03 Hours**

**Max. Marks: 70**

<b>Unit</b>	<b>Title</b>	<b>Marks</b>
I	Diversity of Living Organisms	15
II	Structural Organization in Plants and Animals	10
III	Cell: Structure and Function	15
IV	Plant Physiology	12
V	Human Physiology	18
	<b>Total</b>	<b>70</b>

**Unit-I Diversity of Living Organisms**

**Chapter-1: The Living World**

Biodiversity; Need for classification; three domains of life; taxonomy and systematics; concept of species and taxonomical hierarchy; binomial nomenclature

**Chapter-2: Biological Classification**

Five kingdom classification; Salient features and classification of Monera, Protista and Fungi into major groups; Lichens, Viruses and Viroids.

**Chapter-3: Plant Kingdom**

Classification of plants into major groups; Salient and distinguishing features and a few examples of Algae, Bryophyta, Pteridophyta, Gymnospermae and Angiosperms.

**Chapter-4: Animal Kingdom**

Salient features and classification of animals, non-chordates up to phyla level and chordates upto class level (salient features and a few examples of each category).  
(No live animals or specimen should be displayed.)

**Unit-II Structural Organization in Plants and Animals**

**Chapter-5: Morphology of Flowering Plants**

Morphology of different parts of flowering plants: root, stem, leaf, inflorescence, flower, fruit and seed. Description of family Solanaceae

## **Chapter-6: Anatomy of Flowering Plants**

Anatomy and functions of tissue systems in dicots and monocots.

## **Chapter-7: Structural Organisation in Animals**

Morphology, Anatomy and functions of different systems (digestive, circulatory, respiratory, nervous and reproductive) of frog.

## **Unit-III Cell: Structure and Function**

### **Chapter-8: Cell-The Unit of Life**

Cell theory and cell as the basic unit of life, structure of prokaryotic and eukaryotic cells; Plant cell and animal cell; cell envelope; cell membrane, cell wall; cell organelles - structure and function; endomembrane system, endoplasmic reticulum, golgi bodies, lysosomes, vacuoles, mitochondria, ribosomes, plastids, microbodies; cytoskeleton, cilia, flagella, centrioles (ultrastructure and function); nucleus.

### **Chapter-9: Biomolecules**

Chemical constituents of living cells: biomolecules, structure and function of proteins, carbohydrates, lipids, and nucleic acids; Enzyme - types, properties, enzyme action. (Topics excluded: Nature of Bond Linking Monomers in a Polymer, Dynamic State of Body Constituents Concept of Metabolism, Metabolic Basis of Living, The Living State)

### **Chapter-10: Cell Cycle and Cell Division**

Cell cycle, mitosis, meiosis and their significance

## **Unit-IV Plant Physiology**

### **Chapter-11: Photosynthesis in Higher Plants**

Photosynthesis as a means of autotrophic nutrition; site of photosynthesis, pigments involved in photosynthesis (elementary idea); photochemical and biosynthetic phases of photosynthesis; cyclic and non-cyclic photophosphorylation; chemiosmotic hypothesis; photorespiration; C3 and C4 pathways; factors affecting photosynthesis.

### **Chapter-12: Respiration in Plants**

Exchange of gases; cellular respiration - glycolysis, fermentation (anaerobic), TCA cycle and electron transport system (aerobic); energy relations - number of ATP molecules generated; amphibolic pathways; respiratory quotient.

### **Chapter-13: Plant - Growth and Development**

Seed germination; phases of plant growth and plant growth rate; conditions of growth; differentiation, dedifferentiation and redifferentiation; sequence of developmental processes

in a plant cell; plant growth regulators - auxin, gibberellin, cytokinin, ethylene, ABA.

## **Unit-V Human Physiology**

### **Chapter-14: Breathing and Exchange of Gases**

Respiratory organs in animals (recall only); Respiratory system in humans; mechanism of breathing and its regulation in humans - exchange of gases, transport of gases and regulation of respiration, respiratory volume; disorders related to respiration - asthma, emphysema, occupational respiratory disorders.

### **Chapter-15: Body Fluids and Circulation**

Composition of blood, blood groups, coagulation of blood; composition of lymph and its function; human circulatory system - Structure of human heart and blood vessels; cardiac cycle, cardiac output, ECG; double circulation; regulation of cardiac activity; disorders of circulatory system - hypertension, coronary artery disease, angina pectoris, heart failure.

### **Chapter-16: Excretory Products and their Elimination**

Modes of excretion - ammonotelism, ureotelism, uricotelism; human excretory system – structure and function; urine formation, osmoregulation; regulation of kidney function - renin - angiotensin, atrial natriuretic factor, ADH and diabetes insipidus; role of other organs in excretion; disorders - uremia, renal failure, renal calculi, nephritis; dialysis and artificial kidney, kidney transplant.

### **Chapter-17: Locomotion and Movement**

Types of movement - ciliary, flagellar, muscular; skeletal muscle, contractile proteins and muscle contraction; skeletal system and its functions; joints; disorders of muscular and skeletal systems - myasthenia gravis, tetany, muscular dystrophy, arthritis, osteoporosis, gout.

### **Chapter-18: Neural Control and Coordination**

Neuron and nerves; Nervous system in humans - central nervous system; peripheral nervous system and visceral nervous system; generation and conduction of nerve impulse

### **Chapter- 19: Chemical Coordination and Integration**

Endocrine glands and hormones; human endocrine system - hypothalamus, pituitary, pineal, thyroid, parathyroid, adrenal, pancreas, gonads; mechanism of hormone action (elementary idea); role of hormones as messengers and regulators, hypo - and hyperactivity and related disorders; dwarfism, acromegaly, cretinism, goiter, exophthalmic goitre, diabetes, Addison's disease.

*The following topics are included in the syllabus but will be assessed only formatively to reinforce understanding without adding to summative assessments. This reduces academic stress while ensuring meaningful learning. Schools can integrate these with existing chapters as they align well. Relevant NCERT textual material is enclosed for reference.*

**Digestion and Absorption (Please Refer to CBSE Reading Material)**

Alimentary canal and digestive glands, role of digestive enzymes and gastrointestinal hormones; Peristalsis, digestion, absorption and assimilation of proteins, carbohydrates and fats; calorific values of proteins, carbohydrates and fats; egestion; nutritional and digestive disorders - PEM, indigestion, constipation, vomiting, jaundice, diarrhoea.

**PRACTICALS**

**Time: 03 Hours**

**Max. Marks: 30**

<b>Evaluation Scheme</b>		<b>Marks</b>
One Major Experiment Part A (Experiment No- 1,3,7,8)		5 Marks
One Minor Experiment Part A (Experiment No- 6,9,10,11,12,13)		4 Marks
Slide Preparation Part A (Experiment No- 2,4,5)		5 Marks
Spotting Part B		7 Marks
Practical Record + Viva Voce	(Credit to the student's work over the academic session may be given)	4 Marks
Project Record + Viva Voce		5 Marks
<b>Total</b>		30 Marks

**A: List of Experiments**

1. Study and describe locally available common flowering plants, from family Solanaceae (Poaceae, Asteraceae or Brassicaceae can be substituted in case of particular geographical location) including dissection and display of floral whorls, anther and ovary to show number of chambers (floral formulae and floral diagrams), type of root (tap and adventitious); type of stem (herbaceous and woody); leaf (arrangement, shape, venation, simple and compound).
2. Preparation and study of T.S. of dicot and monocot roots and stems (primary).
3. Study of osmosis by potato osmometer.
4. Study of plasmolysis in epidermal peels (e.g. Rhoeo/lily leaves or flashy scale leaves of onion bulb).
5. Study of distribution of stomata on the upper and lower surfaces of leaves.

6. Comparative study of the rates of transpiration in the upper and lower surfaces of leaves.
7. Test for the presence of sugar, starch, proteins and fats in suitable plant and animal materials.
8. Separation of plant pigments through paper chromatography.
9. Study of the rate of respiration in flower buds/leaf tissue and germinating seeds.
10. Test for presence of urea in urine.
11. Test for presence of sugar in urine.
12. Test for presence of albumin in urine.
13. Test for presence of bile salts in urine.

**B. Study and Observe the following (spotting):**

1. Parts of a compound microscope.
2. Specimens/slides/models and identification with reasons - Bacteria, *Oscillatoria*, *Spirogyra*, *Rhizopus*, mushroom, yeast, liverwort, moss, fern, pine, one monocotyledonous plant, one dicotyledonous plant and one lichen.
3. Virtual specimens/slides/models and identifying features of - *Amoeba*, *Hydra*, liver fluke, *Ascaris*, leech, earthworm, prawn, silkworm, honey bee, snail, starfish, shark, rohu, frog, lizard, pigeon and rabbit.
4. Mitosis in onion root tip cells and animal's cells (grasshopper) from permanent slides.
5. Types of inflorescence (cymose and racemose).
6. Human skeleton and different types of joints with the help of virtual images/models only.

**Practical Examination for Visually Impaired Students Class XI**

**Note:** The 'Evaluation schemes' and 'General Guidelines' for visually impaired students as given for Class XII may be followed.

**A. Items for Identification/Familiarity with the apparatus /equipment /animal and plant material / chemicals for assessment in practicals (All experiments)**

**B. Equipment** - compound microscope, test tube, petri dish, chromatography paper, chromatography chamber, beaker, scalpel

**Chemical** – alcohol

**Models** – Model of Human skeleton to show – Ball and socket joints of girdles and limbs, Rib cage, Honeycomb, Mollusc shell, Pigeon and Star fish, cockroach

**Specimen/Fresh Material** – mushroom, succulents such as *Aloe vera*/ *kalenchoe*, raisins, potatoes, seeds of monocot and dicot- maize and gram or any other plant, plants of Solanaceae - Brinjal, Petunia, any other

### **C. List of Practicals**

1. Study locally available common flowering plants of the family – Solanaceae and identify type of stem (Herbaceous or Woody), type of leaves (Compound or Simple).
2. Study the parts of a compound microscope- eye piece and objective lens, mirror, stage, coarse and fine adjustment knobs.
3. Differentiate between monocot and dicot plants on the basis of venation patterns.
4. Study the following parts of human skeleton (Model): Ball and socket joints of thigh and shoulder
5. Rib cage
6. Study honeybee/butterfly, snail/sheik snail through shell, Starfish, Pigeon (through models).
7. Identify the given specimen of a fungus – mushroom, gymnosperm-pine cone.
8. Identify and relate the experimental set up with the aim of experiment: For Potato Osmometer/endosmosis in raisins.

**Note:** The above practicals may be carried out in an experiential manner rather than only recording observations.

### **Prescribed Books:**

1. Biology Class-XI, Published by NCERT
2. Other related books and manuals brought out by NCERT (including multimedia).
3. Biology supplementary Material (Revised). Available on CBSE Website.
4. Reading Material Biology Class XI.

**COURSE STRUCTURE**  
**CLASS XI**  
**THEORY**

**Time: 3 Hours**

**Total Marks: 70**

<b>S. No</b>	<b>UNIT</b>	<b>Marks</b>
1	Some Basic Concepts of Chemistry	7
2	Structure of Atom	9
3	Classification of Elements and Periodicity in Properties	6
4	Chemical Bonding and Molecular Structure	7
5	Chemical Thermodynamics	9
6	Equilibrium	7
7	Redox Reactions	4
8	Organic Chemistry: Some basic Principles and Techniques	11
9	Hydrocarbons	10
<b>TOTAL</b>		<b>70</b>

**Unit 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.

**Unit 2: Structure of Atom**

Discovery of Electron, Proton and Neutron, atomic number, isotopes and isobars. Thomson'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, shapes 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.

**Unit 3: Classification of Elements and Periodicity in Properties**

Significance of classification, brief history of the development of periodic table, modern periodic law and the present form of periodic table, periodic trends in properties of elements -atomic radii, ionic radii, inert gas radii, Ionization enthalpy, electron gain enthalpy, electronegativity, valiancy, Nomenclature of elements with atomic number greater than 100.

## **Unit 4: Chemical Bonding and Molecular Structure**

Valence electrons, ionic bond, covalent bond, bond parameters, Lewis structure, polar character of covalent bond, covalent character of ionic bond, valence bond theory, resonance, geometry of covalent molecules, VSEPR theory, concept of hybridization, involving s, p and d orbitals and shapes of some simple molecules, molecular orbital theory of homonuclear diatomic molecules (qualitative idea only), Hydrogen bond.

## **Unit 5: Chemical Thermodynamics**

Concepts of System and types of systems, surroundings, work, heat, energy, extensive and intensive properties, state functions.

First law of thermodynamics -internal energy and enthalpy, heat capacity and specific heat, measurement of  $\Delta U$  and  $\Delta H$ , Hess's law of constant heat summation, enthalpy of bond dissociation, combustion, formation, atomization, sublimation, phase transition, ionization, solution and dilution. Second law of Thermodynamics (brief introduction), Introduction of entropy as a state function, Gibb's energy change for spontaneous and non- spontaneous processes, criteria for equilibrium, Third law of thermodynamics (brief introduction).

## **Unit 6: Equilibrium**

Equilibrium in physical and chemical processes, dynamic nature of equilibrium, law of mass action, equilibrium constant, factors affecting equilibrium – Le Chatelier's principle, ionic equilibrium- ionization of acids and bases, strong and weak electrolytes, degree of ionization, ionization of poly basic acids, acid strength, concept of pH, hydrolysis of salts (elementary idea), buffer solution, Henderson Equation, solubility product, common ion effect (with illustrative examples).

## **Unit 7: Redox Reactions**

Concept of oxidation and reduction, redox reactions, oxidation number, balancing redox reactions, in terms of loss and gain of electrons and change in oxidation number, applications of redox reactions.

## **Unit 8: Organic Chemistry – Some Basic Principles and Techniques**

General introduction, methods of purification, qualitative and quantitative analysis, classification and IUPAC nomenclature of organic compounds. Electronic displacements in a covalent bond: inductive effect, electrometric effect, resonance and hyper conjugation. Homolytic and heterolytic fission of a covalent bond: free radicals, carbocations, carbanions, electrophiles and nucleophiles, types of organic reactions.

## Unit 9: Hydrocarbons

### Aliphatic Hydrocarbons

Alkanes - Nomenclature, isomerism, conformation (ethane only), physical properties, chemical reactions including free radical mechanism of halogenation, combustion and pyrolysis.

Alkenes - Nomenclature, structure of double bond (ethene), geometrical isomerism, physical properties, methods of preparation, chemical reactions: addition of hydrogen, halogen, water, hydrogen halides (Markovnikov's addition and peroxide effect), ozonolysis, oxidation, mechanism of electrophilic addition.

Alkynes - Nomenclature, structure of triple bond (ethyne), physical properties, methods of preparation, chemical reactions: acidic character of alkynes, addition reaction of - hydrogen, halogens, hydrogen halides and water.

### Aromatic Hydrocarbons

Introduction, IUPAC nomenclature, benzene: resonance, aromaticity, chemical properties: mechanism of electrophilic substitution. Nitration, sulphonation, halogenation, Friedel Craft's alkylation and acylation, directive influence of functional group in mono substituted benzene, carcinogenicity and toxicity

**Note:** The following topics are included in the syllabus but will be assessed only formatively to reinforce understanding without adding to summative assessments. This reduces academic stress while ensuring meaningful learning. Schools can integrate these with existing chapters as they align well. Relevant NCERT textual material is enclosed for reference.

#### 1. s & p Block Elements

Electronic configuration, atomic & ionic radii, Ionization Enthalpy, Hydration Enthalpy and general trends in physical and chemical properties of s and p block elements across the periods and down the groups; unique behavior of the first element in each group.

#### 2. The Gaseous State

Qualitative treatment of Gas laws, Ideal gas equation and deviations from it.

## PRACTICAL

Evaluation Scheme for Examination	Marks
Volumetric Analysis	08
Salt Analysis	08
Content Based Experiment	06
Project Work	04
Class record and viva	04
<b>Total</b>	<b>30</b>

### PRACTICAL SYLLABUS

Micro-chemical methods are available for several of the practical experiments, wherever possible such techniques should be used.

#### 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

#### B. Characterization and Purification of Chemical Substances

1. Determination of melting point of an organic compound.
2. Determination of boiling point of an organic compound.
3. Crystallization of impure sample of any one of the following: Alum, Copper Sulphate, Benzoic Acid.

#### C. Experiments based on pH

1. Any one of the following experiments:
  - Determination of pH of some solutions obtained from fruit juices, solution of known and varied concentrations of acids, bases and salts using pH paper or universal indicator.
  - Comparing the pH of solutions of strong and weak acids of same concentration.
  - Study the pH change in the titration of a strong base using a universal indicator.
2. Study the pH change by common-ion in case of weak acids and weak bases.

## **D.Chemical Equilibrium**

Any one of the following experiments:

- Study the shift in equilibrium between ferric ions and thiocyanate ions by increasing/decreasing the concentration of either of the ions.
- Study the shift in equilibrium between  $[\text{Co}(\text{H}_2\text{O})_6]^{2+}$  and chloride ions by changing the concentration of either of the ions.

## **E.Quantitative Estimation**

1. Using a mechanical balance/electronic balance.
2. Preparation of standard solution of Oxalic acid.
3. Determination of strength of a given solution of Sodium hydroxide by titrating it against standard solution of Oxalic acid.
4. Preparation of standard solution of Sodium carbonate.
5. Determination of strength of a given solution of hydrochloric acid by titrating it against standard Sodium Carbonate solution.

## **F. Qualitative Analysis**

1. Determination of one anion and one cation in a given salt

**Cations:**  $\text{Pb}^{2+}$ ,  $\text{Cu}^{2+}$ ,  $\text{Al}^{3+}$ ,  $\text{Fe}^{3+}$ ,  $\text{Mn}^{2+}$ ,  $\text{Ni}^{2+}$ ,  $\text{Zn}^{2+}$ ,  $\text{Co}^{2+}$ ,  $\text{Ca}^{2+}$ ,  $\text{Sr}^{2+}$ ,  $\text{Ba}^{2+}$ ,  $\text{Mg}^{2+}$ ,  $\text{NH}_4^+$

**Anions:**  $\text{CO}_3^{2-}$ ,  $\text{S}^{2-}$ ,  $\text{SO}_3^{2-}$ ,  $\text{NO}_3^-$ ,  $\text{NO}_2^-$ ,  $\text{Cl}^-$ ,  $\text{Br}^-$ ,  $\text{I}^-$ ,  $\text{SO}_4^{2-}$ ,  $\text{PO}_4^{3-}$ ,  $\text{CH}_3\text{COO}^-$

**(Note: Insoluble salts excluded)**

2. Detection of -Nitrogen, Sulphur, Chlorine in organic compounds.

## **PROJECTS**

Scientific investigations involving laboratory testing and collecting information from other sources.

### **A few suggested Projects**

- a) Checking the bacterial contamination in drinking water by testing sulphide ion
- b) Study of the methods of purification of water
- c) Testing the hardness, presence of Iron, Fluoride, Chloride, etc., depending upon the regional variation in drinking water and study of causes of presence of these ions above permissible limit (if any).

- d) Investigation of the foaming capacity of different washing soaps and the effect of addition of Sodium carbonate on it
- e) Study the acidity of different samples of tea leaves.
- f) Determination of the rate of evaporation of different liquids
- g) Study the effect of acids and bases on the tensile strength of fibers.
- h) Study of acidity of fruit and vegetable juices.

**Note:** Any other investigatory project, which involves about 10 periods of work, can be chosen with the approval of the teacher.

### **Practical Examination for Visually Challenged Students Class XI**

**Note:** Same Evaluation scheme and general guidelines for visually challenged students as given for Class XII may be followed.

#### **List of apparatus for identification for assessment in practicals (All experiments)**

Beaker, tripod stand, wire gauze, glass rod, funnel, filter paper, Bunsen burner, test tube, test tube stands, dropper, test tube holder, ignition tube, china dish, tongs, standard flask, pipette, burette, conical flask, clamp stand, dropper, wash bottle

- Odor detection in qualitative analysis.
- Procedure/Setup of the apparatus.

#### **List of Experiments**

##### **A. Characterization and Purification of Chemical Substances**

Crystallization of an impure sample of any one of the following:  
copper sulphate, benzoic acid.

##### **B. Experiments based on pH**

1. Determination of pH of some solutions obtained from fruit juices, solutions of known and varied concentrations of acids, bases and salts using pH paper.
2. Comparing the pH of solutions of strong and weak acids of same concentration.

##### **C. Chemical Equilibrium**

1. Study the shift in equilibrium between ferric ions and thiocyanate ions by increasing/decreasing the concentration of either ions.
2. Study the shift in equilibrium between  $[\text{Co}(\text{H}_2\text{O})_6]^{2+}$  and chloride ions by changing the concentration of either of the ions.

##### **D. Quantitative estimation**

1. Preparation of standard solution of oxalic acid.

2. Determination of molarity of a given solution of sodium hydroxide by titrating it against standard solution of oxalic acid.

#### **E. Qualitative Analysis**

1. Determination of one anion and one cation in a given salt

**Cations -  $NH_4^+$**

**Anions:  $CO_3^{2-}$ ,  $S^{2-}$ ,  $SO_3^{2-}$ ,  $Cl^-$ ,  $CH_3COO^-$**

**(Note: insoluble salts excluded)**

2. Detection of Nitrogen in the given organic compound.
3. Detection of Halogen in the given organic compound.

**Note:** The above practical may be carried out in an experiential manner rather than recording observations.

#### **Prescribed Books:**

1. Chemistry Part – I, Class-XI, Published by NCERT.
2. Chemistry Part – II, Class-XI, Published by NCERT.
3. Manual of Microscale Chemistry laboratory kit.

#### **Links for NCERT textbooks:**

1. <https://ncert.nic.in/textbook.php?kech1=0-6>
2. <https://ncert.nic.in/textbook.php?kech2=0-3>
3. [https://ncert.nic.in/division/dek/pdf/Manual\\_01.pdf](https://ncert.nic.in/division/dek/pdf/Manual_01.pdf)