

# KENDRIYA VIDYALAYA SANGATHAN



## SPLIT UP SYLLABUS

(HUMANITIES STREAM)

Class – XI

2008-09

PREPARED BY

KENDRIYA VIDYALAYA SANGATHAN (Delhi Region)

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## HUMANITIES STREAM

**Split-up Syllabus For Session 2008-09**  
**Class-XI**  
**English Core (For Summer Station KV's)**

Month	Tentative teaching periods	1. Course Book Horbill 2. Supp. Reader- Snapshots	No. of Periods	Reading/Writing Skills	No. of Periods	Grammar	No. of Periods	CAL
June-08	7	Introduction to curriculum of English Core XIth The Portrait of a Lady	1 3	Reading Comprehension	1	Determiners	2	10 periods of computer aided learning
Jul-08	25	We're not afraid to die		Note making	4+1	Modals	3	
		A Photograph	2	Notice	3			
		The summer of the Beautiful White horse	3	Letter writing	2			
				Letter of Enquiry	2			
Aug-08	23	Ranga's Marriage	4	Note making	3			
		DiscoveringThe saga continues	5	Letter of Complaint	2	Tenses	6	
		The Address	3					
Sep-08	25	Albert Einstein at School The Laburnu	4			Voices	4	
		top (poem)	2	Essay writing	2	Clauses	4	
		Landscape of the soil	5	Application for jobs	2			
		The voice of the rain	2					

Oct-08	11	The Mother Day The Ailing Planet-The Green Movement Role	5				
Nov-08	23	The Browning Version	4	Reading comprehension Cumulative Examination	2	Revision + Practice	10
		Childhood (poem)	3				
		The Ghost of the only World	4				
Dec-08	17	An Adventure	5	Summarising	3	Jumbled words	2
		Birth	4			Grammar Practice	3
Jan-08		Silk Road	5	Letter to Editor	4	Grammar Practice	5
		Father to son (poem)	3				
		The tale of the Melon City	3	Note making	4		
Feb & Mar 09	Revision work + session ending Examination						

## SYLLABUS

One Paper

3 Hours

Marks : 100

Unitwise Weightage

Unit/Areas of Learning		Marks
<b>A. Reading Unseen Passages (Two)</b>	20	
<b>B. Writing</b>	20	50
<b>C. Grammar</b>	10	
<b>D. Textual Questions</b>		
(i) Text book	30	
(ii) Supplementary Reader	10	40
<b>E. Conversation Skills</b>		
(i) Listening	05	
(ii) Speaking	05	10

### SECTION A : READING

20 Marks

40 Periods

#### Reading Unseen Passages for Comprehension and Note-making

Two unseen passage with a variety of questions including 5 marks for vocabulary such as words formation and inferring meaning. The total length of both the passages together should be around 1100 words.

The passage could be any of the following two types :

- (a) Factual passages e.g. instructions, descriptions, reports.
- (b) Discursive passages involving opinion e.g. argumentative, persuasive.

**SUMMARY – Class XI**

<b>Unseen Passages</b>	<b>No. of words</b>	<b>Testing Areas</b>	<b>Marks Allotted</b>
1. 12 Marks	around 600	Short answer type questions to test local, global and inferential comprehension	10
		Vocabulary	02
2. 08 Marks	around 500	Note-making in an appropriate format	05
		Vocabulary	03

One of the passages should have about 600 words carrying 12 marks, the other passage should have about 500 words carrying 8 marks.

The passage carrying 08 marks should be used for testing note-making for 5 marks and testing vocabulary for 3 marks.

Vocabulary for 2 marks may be tested in the other passage carrying 12 marks.

**SECTION B : WRITING**

**20 Marks**

**40 Periods**

- |    |   |    |
|----|---|----|
| 3. | One out of two tasks such as a factual description of any event or incident, a report or a process based on verbal input provided (80-100 words).   | 04 |
| 4. | One out of two compositions based on a visual and/or verbal input in about (100-150 words.).<br>The output may be descriptive or argumentative in nature such as an article for publication in a newspaper or a school magazine or a speech.  | 08 |
| 5. | Writing one out of two letters based on given input. Letters types include (a) business or official letters (for making enquiries, registering complaints, asking for and giving information, placing orders and sending replies);<br>(b) letters to the editors giving suggestions, opinions on an issue of public interest or; (c) application for a job. | 08 |

**SECTION C : GRAMMAR****10 Marks****30 Periods**

Different grammatical structures in meaningful contexts will be tested. Item types will include gap-filling, sentence-reordering, dialogue-completion and sentence-transformation.

The grammar syllabus will include the following areas :

- |  |   |
|--|---|
| 6. Determiners, Tenses, Clauses, Modals and Error Correction | 4 |
| 7. Editing Task  | 4 |
| 8. Reordering of sentences                                   | 2 |

**SECTION D : TEXTUAL QUESTIONS****40 Marks****100 Periods**

Questions on the prescribed textbooks will test comprehension at different levels : literal, inferential and evaluative based on the following prescribed text books :

1. English reader Text book, published by NCERT, New Delhi.
2. Supplementary Reader, Published by NCERT, New Delhi.

**English Reader Text book****30 Marks**

- |  |    |
|--|----|
| 9. One out of two extracts based on poetry from the text to test local and global comprehension and appreciation.  | 4  |
| 10. Two out of three short answer questions from the poetry section to test local and global comprehension of text (upto 30 words).  | 6  |
| 11. Five out of six short answer questions on the lessons from prescribed text (upto 30 words).  |    |
| 12. One out of two long answer type questions based on the text to test global comprehension and extrapolation beyond the set text. (Expected word limit would be about 100-125 words each.) | 10 |

**Supplementary Reader****10 Marks**

- |   |           |
|---|-----------|
| 13. One out of two long answer type questions based on Supplementary Reader to test comprehension of theme, character and incidents from the set text. (upto 100 words) | 4         |
| 14. Two out of three short answer questions from the Supplementary Reader (upto 30 words).  | 3 + 3 = 6 |

## **Conversation Skills (Listening + Speaking)**

Conversation skills will be tested both as part of Continuous Assessment and at the final examination. Out of the 10 marks allotted for conversation, 05 marks may be used for testing Listening and 05 marks may be used for testing Speaking. The Conversation Skills Assessment Scale may be used for evaluating.

### **Listening**

The examiner will read aloud a passage based on a relevant theme or a short story. The passage may be factual or discursive. The length of the passage should be around 350 words. The examinees are expected to complete the listening comprehension tasks given in a separate sheet while listening to the teacher. The tasks set may be gap-filling, multiple choice, true or false or short answer questions. There may be ten different questions for half a mark each.

### **Speak**

Narration based on a sequence of pictures. In this section the candidate will be required to use narrative language. Description of a picture (can be pictures of people or places).

Speaking on a given topic to test recall of a personal experience.

### **NOTE :**

- At the start of the examination the examiner will give the candidate some time to prepare. In case of narration the present tense should be used.
- Topics chosen should be within the personal experience of the examinee such as : relating a funny anecdote, retelling the theme of a book read or a movie seen recently.
- Once the candidate has started, the examiner should intervene as little as possible.

## Conversation Skills Assessment Scale

### Listening

The learner :

1. has general ability to understand words and phrase in a familiar context but cannot follow connected speech;
3. has ability to follow short connected utterances in a familiar context;
5. has ability to understand explicitly stated information in both familiar and unfamiliar contexts;
7. Understands a range of longer spoken texts with reasonable accuracy and is able to draw inferences.
9. shows ability to interpret complex discourse in terms of points of view; adapts listening strategies to suit purpose.

### Speaking

The learner :

1. shows ability to use only isolated words and phrases but cannot operate on connected speech level;
3. in familiar situations, uses only short connected utterances with limited accuracy;
5. shows ability to use more complex utterances with some fluency in longer discourse; still makes some errors which impede communication;
7. Organizes and presents thoughts in a reasonably logical and fluent manner in unfamiliar situations; makes errors which do not interfere with communication.
9. can spontaneously adapt style appropriate to purpose and audience; makes only negligible errors.

पाठ्यक्रम विभाजन 2008-09 ( ग्रीष्मावकाश कालीन विद्यालय

कक्षा : ग्यारहवीं

हिन्दी ( केन्द्रिक )

माह	पुस्तक	पाठ्यक्रम	अपेक्षित कालांश	कम्प्यूटर कालांश	पूर्ण कालांश
जून-जुलाई	आरोह-1  वितान भाग-1 पूरक पुस्तक  जनसंचार और रचनात्मक लेखन-1	गद्यखंड- कृष्ण सोबती-मियाँ नसीरुद्दीन काव्य खंड- कबीर दास (1) हम तौ एक एक करि जानां (2) संतों देखत जग बौराना मीरा- (1) मेरे तो गिरधर गोपाल दूसरो न कोई (2) पग घुंघरू बांधि मीरां नाची  भारतीय..... (कुमार गंधर्व) अपठित बोध-गद्य कार्यालयी पत्र की पद्धति और नमूने समाचार प्रिंट मीडिया			30
अगस्त	आरोह-1	गद्य खंड- सत्यजीत राय-अप्पू के साथ ढाई साल			23

	वितान पूरक पुस्तक-1 जनसंचार और रचनात्मक लेखन	काव्य खंड- रामनरेश त्रिपाठी.....पथिक राजस्थान..... (अनुपम मिश्र) रोजगार संबंधी आवेदन-पत्र की लेखन विधि और उसके नमूने, सम्पादकीय अपठित बोध-पद्य			
सितम्बर	आरोह-1  वितान पूरक पुस्तक-1 जनसंचार और रचनात्मक लेखन-1	गद्य खंड- बालमुकुन्द गुप्त-विदाई सम्भाषण शेखर जोशी-गलता लोहा पद्य खंड सुमित्रानंदन पंत-वे आँखें राजस्थान..... (अनुपम मिश्र) स्ववृत्त लेखन की विधि और नमूने, रिपोर्ट-आलेख निबंध-सामाजिक विषयों पर			23
अक्टूबर	आरोह-1	गद्य खंड- कृष्णनाथ-स्पीति में बारिश काव्य खंड- भवानी प्रसाद मिश्र-घर की याद			17

	जनसंचार और रचनात्मक लेखन-1	विभिन्न विभागों (पानी, बिजली, टेलीफोन, परिवहन आदि) से संबंधित समस्याओं के बारे में अधिकारियों को लिखे जाने वाले पत्र के नमूने निबंध लेखन-साहित्यिक विषयों पर			
नवम्बर	आरोह-1	गद्यखंड- मन्नू भंडारी-रजनी पद्य खंड- त्रिलोचन-चंपा काले-काले अक्षर नहीं चीन्हती			24
दिसम्बर	आरोह  वितान पूरक पुस्तक-1 जनसंचार और रचनात्मक लेखन	गद्य खंड- कृश्नचंदर-जामुन का पेड़ काव्य खंड- दुष्यंत कुमार गजल-साये में धूप अक्क महादेवी- (1) हे भूख! मत मचल (2) हे मेरे जूही के फूल जैसे ईश्वर। आलो-आँधारि : बेबी हालदार विज्ञापन लेखन की विधि और उसके उदाहरण, शब्द कोश, संदर्भ ग्रंथों का परिचय और उपयोग विधि की जानकारी।			17

जनवरी	आरोह-1  जनसंचार और रचनात्मक लेखन  वितान पूरक पुस्तक-1	गद्य खंड- जवाहरलाल नेहरू-भारत माता काव्य खंड गैर पारम्परिक एवं अप्रत्याशित विषयों (मसलन- किसानों की आत्महत्या, हिंसक विज्ञापन, कामकाजी औरत की शाम) पर अनुच्छेद एवं निबंध के नमूने, फीचर लेखन आलो-आँधारि : बेबी हालदार			25
फरवरी	आरोह-1  जनसंचार.....	गद्य खंड- सैयद हैदर रजा-आत्मा का ताप काव्य खंड- निर्मला मृदुल-आओ मिलकर बचाएँ  भाषण, उद्घोषणा, स्वागत भाषण, संगोष्ठी संचालन, आँखों देखा हाल आदि के प्रभावी सम्प्रेषण के लिए उपयुक्त शब्दावली, भाषा रूपों अभिव्यक्तियों आदि की जानकारी पुनरावृत्ति			21 टिप्पणी- जनसंचार एवं रचनात्मक लेखन पुस्तक के अन्तर्गत दिए गए विषयों का आधार के.मा.शि.बोर्ड का सीनियर स्कूल करिक्यूलम 2008 हो इससे संबंधित जानकारी पृष्ठ 44 पर है। इन विषयों का प्रयोग पत्र एवं निबंध लेखन हेतु भी किया जा सकता है।
मार्च		पुनरावृत्ति			

## Split-up Syllabus For Session 2008-09

### Class XI Geography

Month	Name of the Topic	Detailed Split Up Syllabus	No. of Working Days	Periods for Class Room Teaching	Suggested Computer Aided Teaching	Total Periods
June	Fundamentals of Physical Geogaphy Geography as a Discipline.	Geography as a Discipline : 07 Geography as an integrating discipline as a science of spatial attributes, Branches of Geography, importance of Physical Geography	08	01	09	
July	The Earth  India : Physical Environmet	<b>The Earth :</b> Origin and Evolution of the Earth; Interior of the earth; Wegener's continental drift theory and plate tectonics; Earthquakes and Volcanoes <b>Introduction :</b> Location-space relation & India's place in the world.	25	34	02	36
<b>First Term Unit Test from the syllabus covered upto 15-07-2007.</b>						
August	Fundamentals of Physical Geography Landforms	<b>Landforms :</b> Rocks and Minerals : Some major minerals and their characteristics : types of rocks & rock cycle Geometric Processes : Endogenic Processes, Exogenic Processes.	24	34	02	36

September	India : Physiography Practical-Work  Landforms :  Climate (World)  India : Physiography Practical	Geography History and Structure. Scale, Types of Maps : Maps-Definition, Classification and its Importance. Scale : its types, construction of linear scale. Geomorphic Processes : Weathering, mass- wasting erosion and deposition, soil-formation. Evaluation of Landforms. Atmosphere—Composition and structure; elements of weather and climate. Physiographic division of India & Drainage System—Measuring distance, finding direction and use of Symbols, Latitudes, Longitudes and Time.	22	30	2	32
<b>Second Term Unit Test from the Syllabus covered upto 15-09-2007</b>						
October	Climate (World)	Insolation : Angle of incidence and distribution, Heat-Budget of the earth; cooling and heating of the atmosphere; temperature—factors controlling temperature; distribution of temperature— horizontal & vertical, inversion of temperature. Atmospheric Circulation and Weather-Systems. Pressure—Pressure belts; Winds-Planetary Seasonal and Local. Air masses and fronts tropical and extratropical cyclones.				

	India : Climate  Practical : Map Projection	Climate : Weather and Climate–Spatial and temporal distributes of temperature, pressure, winds and rainfall, Indian monsoons : mechanism, onset and withdrawal of monsoon and variability of rainfall–spatial and temporal; climate types. Map Projection : Types, construction and properties of conical with one standard parallel and Mercator’s projection.				
November	Climate (World)  India : Natural Vegetarian Practical : Toposheet	Precipitation–evaporation, condensation–dew frost, fog, mist and cloud, rainfall–types and world distribution. World Climate–Classification (Koeppen), green house effect & Global-Warming. Natural Vegetation–forest types and distribution; wild-life; conservation; biosphere reserves. Study of Topographic maps 1 : 50,000; 1 : 25,000, Survey of India maps.	22	20	2	22
<b>Half Yearly Examination : Theory &amp; Practical.</b>						
December	Water (Oceans)  India : Soils	Water–Hydrological Cycle Oceans–distribution of temperature and salinity; movements of ocean water–waves, tides and currents. Soils–major types (ICAR’s Classification) and their distribution, soil degradation and conservation.	18	25	02	27

	Practical	Contour–cross-section and identification of landforms slopes, hills, valleys, distribution of settlements, aerial photographs and satellite/ imageries, identification of physical and cultural features on the basis of tone and shape.				
January 2008	Biosphere– Life on the Earth  India : Natural Hazards and Disasters  <b>Practical :</b> Industruments and Weather-charts.	Life on the Earth : Biosphere– Importance of plants and other organisms; biodiversity and conservation; ecosystems and ecological balance. Natural Hazards and Disasters : Causes and Consequences Floods and Draughts Earthquakes and Tsunamis Cyclones Landslides. Use of weather instruments & weather-charts : barometer, windvane, raingauge, use of weather-charts and describing pressure, wind and rainfall distribution on the basis of Weather-Map.	25	34	02	35
<b>Third Term Unit Test from the syllabus covered upto 15th January.</b>						
February & March 2008	Revision	Revision of Whole Syllabus and practice of Mapwork	30	40	02	42

**Split-up Syllabus For Session 2008-09**  
**Class XI (Hum.)**  
**History**

Sl. No.	Month	Unit / Topic	Detailed Split Up Syllabus	No. of Working Days	Class Room Periods Teaching	Period for Computer Aided	Total Periods
1.	June'07	1. Introductin to World History	Introduction From the Beginning of Time.	7	8	1	9
2.	July'07	Section A– Early Societies	Focus : Africa, Europe till 15000 B.C. Views on the origin of human beings. Early Societies. Historians' views on present day hunting gathering societies. Early Cities. Focus : Iraq, 3rd millennium B.C. Growth of towns, Nature of early urban societies. Historians Debate on uses of Writing.	25	34	2	36
			<b>1st Term Test</b>				
3.	Aug'07	Section B– Empires	Introduction An Empire across the Three Continents Focus : Roman Empire, 27 B.C. to A.D. 600 (a) Political Evolution (b) Economic Pansion	24	34	2	36

			(c) Religion (d) Late Antiquity (e) Historians views on the institution of slavery. <b>Central Islamic Lands :</b> Focus : 7th to 12th Centuries. (a) Polity (b) Economy (c) Culture (d) Historians view points on the nature of the crusades.				
4.	Sept'07	Changing Tradition	<b>Nomadic Empires :</b> Focus : The Mongol 13th to 14th Century (a) The nature of nomadism (b) Formation of empires. (c) Conquests and relations with other states. (d) Historians views on nomadic societies and static formation.	22	30	2	32
			<b>2nd Term Unit Test</b>				
5.	Oct'07	Section C– Changing Traditions	Introduction Three Orders Focus : Western Europe 13th-16th Century (a) Federal society and economy. (b) Formation of states. (c) Church. (d) Historians' view on decline of feudalism.	19	22	2	24
6.	Nov'07	Remaining part of Section C–	Changing Cultural Traditions Focus on Europe 14th to 17th Century	22	22	—	22

		Changing Tradition & Revision for Cumulative Test	<p>(a) New ideas and new trends in Literature and arts.</p> <p>(b) Relationship with earlier ideas.</p> <p>(c) The contribution of West Asia.</p> <p>(d) Historians' view points of the nation European Renaissance.</p> <p>Conformation of Cultures</p> <p>Focus on the America 15th to 18th Century</p> <p>(a) European voyages to exploration</p> <p>(b) Search for gold enslavement, raids, extermination</p> <p>(c) Indigenous people and cultures–The Aztecs, the Incas, (d) The History of displacements.</p> <p>(e) Historians' view points on the slave trade.</p>				
			<b>Cumulative Test</b>				
7.	Dec'07	Section D– Paths to Modernization	<p>Introduction</p> <p>The Industrial revolution</p> <p>Focus on England, 18th and 19th Century</p> <p>Emergence of a working class.</p> <p>Historian's view points.</p> <p>Debate, was there an Industrial revolutions.</p> <p>Displacing indigenous people.</p> <p>Focus on North American and Australia, 18th-20th Century.</p> <p>(a) European colonies in North America and Australia.</p> <p>(b) Formation of white settler societies.</p>	18	25	2	27

			(c) Displacement and repression of local people. (d) Historian's view points on the time impact of European settlement on indigenous population.				
8.	January 2008	Remaining part of SectionD & Map Work	Paths to Modernization. Focus on East Asia, Late 19th and 20th Century. (a) Militarization and Economic growth in Japan. (b) China and the communist alternative. (c) Japan's transformation into modern society after Second World War. (d) Historians Debate on meaning of modernization. (e) Map Work on Units 1-5.	25	34	2	36
9.	February & Ist Week of March		<b>3rd Unit Test</b> Revision	(23+7) 30 Upto 7th March	40	2	42

## Split-up Syllabus For Session 2008-09 (Summer Schools)

### Economic - Class : XI

Paper One

Time : 3 Hours

Marks : 100

Units	Topics	Marks	Periods CBSE
<b>Part A</b>	<b>Statistics for Economics</b>		
	1. Introduction	03	05
	2. Collection, organization & Presentation of Data	12	25
	3. Statistical Tools and Interpretation	30	64
	4. Development project in economics	05	10
		50	104
<b>Part B</b>	<b>Indian Economic Development</b>		
	5. Development Oplicies and Experience (1947-90)	10	18
	6. Economic Reforms since 1991	08	14
	7. Current Challenges facing Indian Economy	25	60
	8. Development experience of India-A comparison with neighbours	07	12
		50	104

Sr. No	Month	Unit/Topic	Split-up - Detail	Periods Available	Period for Comp.Aided Teaching	Total No. of Days
1.	June & July	1. Introduction  2. Collection, Organization and Presentation of data	What is Economic? Meaning, scope and importance of statistics in Economics 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 Organization. Organization of data : meaning and types of variables; Frequency Distribution Presentation of data: tabular Presentation and diagrammatic presentation of data : (i) Geometric forms (bar diagrams and pie diagrams), (ii) Frequency diagrams (histogram, polygon and ogive) and (iii) Arithmetic line graphs (time series graph).	45	04	30
2.	Aug.	3. Statistical tools and Interpretation 1. Statistical tools and Interpretation continued 2. Development Policies and Experience (1947-90)	Measures of Central Tendency-mean (simple and weighted), median and mode Measures of Dispersion-absolute dispersion (range, quartile deviation, mean deviation and standard deviation);  A brief introduction of the state of Indian economy on the eve of independence	35	04	23
3.	Sept.	1. Statistical tools and Interpretation continued	Relative dispersion (Coefficient of quartile deviation, coefficient of mean deviation, coefficient of variation) Lorenz Curve : Meaning and its application. Correlation-	31	04	21

		2.Development Policies and Experience (1947-90) continued	meaning, scatter diagram;measures of correlation- Karl Pearsons's method (two variables ungrouped data) Spearman's rank correlation. Common goals of five years plans-Main features, problems and policies of agriculture (institutional aspects and new agricultural strategy,etc.), industry (industrial licensing, etc.) and foreign trade			
4.	Oct.	1. Economic reforms since 1991  2. Current challenges facing Indian Economy	Need & main features-liberalization, globalization and privatization; An appraisal of LPG policies Poverty-absolute and relative; main programmes for poverty alleviation : A critical assessment; Rural development : Key issues-credit and marketing-role of cooperatives; agricultural diversification; alternative farming-organic farming; Human capital formation : how people become resource; role of human capital in economic development; growth of education sector in India.	27	04	18
			Autumn Break - 13-10-2007to 22-10-2007 - 10 Days			
5.	Nov.	Statistical tools and Interpretation continued	Employment : growth, information and other issues, Problems and policies. Introduction to Index Numbers- meaning, types-wholesale price index, consumer price index and index of industrial production, uses of index numbers; inflation and index numbers.	32	02	22
6.	Dec.	1. Developing Projects in Economics	The students may be encouraged to develop projects ,which have primary data, secondary data or both. Case studies			

		2. Current challenges facing Indian Economy continue	<p>of a few organizations/ outlets may also be encouraged. Some of the examples of the projects are as follows (they are not mandatory but suggestive):</p> <p>(i) A report on demographic structure of your neighbourhood;</p> <p>(ii) Consumer awareness amongst households</p> <p>(iii) Changing prices of a few vegetables in your market</p> <p>(iv) Study of a cooperative institution : milk cooperatives</p> <p>The idea behind introducing this unit is to enable the students to develop the ways and means by which a project can be developed using the skills learned in the course. This includes all the steps involved in designing a project starting from choosing a title, exploring the information relating to the title, collection of primary and secondary data, analyzing the data, presentation of the project and using various statistical tools and their interpretation and conclusion.</p> <p>Infrastructure: Meaning and types: Case Studies; Energy and Health; Problems and Policies-A critical assessment.</p>			
7.	Jan.	<p>1. Current challenges facing Indian Economy continue</p> <p>2. Development Experience of India</p>	<p>Sustainable Economic Development Meaning : effects of Economic Development on Resources and Environment.</p> <p>A comparison with neighbours-India and Pakistan; India and China-Issues : growth, population, sectoral development and other development indicators.</p>			
8.	Feb.	Revision for Session Ending Examination				