

BUDHA DAL PUBLIC SCHOOL, SAMANA
ANNUAL LESSON PLAN
S E S S I O N 2 0 2

CLASS: XIth

SUBJECT: POLITICAL SCIENCE

Month/ Working Days	Theme/ Sub-theme	Learning Objectives		Activities & Resources	Expected Learning Outcomes	Assessment
		Subject Specific (Content Based)	Behavioral (Application based)			
JUNE	<p><u>Indian Constitution at work, Class XI, Published by NCERT</u></p> <p>1. Constitution: Why and how? *Need of Constitution *Aspirations and goals of society *Balanced institutional design *Provisions borrowed from constitutions of different countries</p>	<p>1. Students will able understand that The Constitution of India took good essence of different constitutions around the world. 2. Students will come to know about the structure of government, their composition and division of powers. 3. Students will come to know that constitution is a set of written rules that are accepted by all the people living in a state.</p>	<p>1. Students will able to asses that constitution develops a mutual trust and coordination which is necessary for different kinds of people to live harmoniously. 2. Students will be able to indentify that constitution clearly specifies the rights of people guaranteed</p>	<p>Group discussion on effectiveness of Indian constitution and framing of constitution.</p>	<p>1. Students understand that The Constitution of India took good essence of different constitutions around the world. 2. Students know about the structure of government, their composition and division of powers. 3. Students know that constitution is a set of written rules that are accepted by all the people living in a state. 4. Students asses that constitution develops a mutual trust and coordination which is necessary for different kinds of people to live harmoniously. 5. Students indentify that constitution clearly specifies the rights of people guaranteed.</p>	<p>FAQs, Assessing prior knowledge, recall and understanding application</p>



	<p>Constitution as a Living Document *Are Constitutions static? *The procedure to amend the Constitution. *Why have there been so amendments? *Basic Structure and Evolution of the Constitution. *Constitution as a Living Document.</p>	<p>Students will able to understand 1.Ways through India has managed to be governed by the same constitution from last 65 years 2.how Indian constitution can be amended according to the needs of the time 3.Ways of amending constitution i) Simple majority ii) Special majority iii) Ratification by state</p>	<p>1.Students will be able to indentify Though many amendments had taken place, the constitution has remained intact and its basic premises have not changed 2. Students will be able to judge that how Judiciary in protecting the constitution and also in interpreting the constitution. 3.students will analyze that Indian Constitution is a document that keeps evolving and responding to changing situations</p>	<p>*Comparative study of features of other countries constitution and amendments. *Discussion on current news.</p>	<p>1.Students understand the ways through India has managed to be governed by the same constitution from last 65 years 2.how Indian constitution can be amended according to the needs of the time 3.Ways of amending constitution i) Simple majority ii) Special majority iii) Ratification by state 4.Students indentify Though many amendments had taken place, the constitution has remained intact and its basic premises have not changed 5. Students judge that how Judiciary in protecting the constitution and also in interpreting the constitution. 6. students analyze that Indian Constitution is a document that keeps evolving and responding to changing situations</p>	<p>FAQs, Assessing prior knowledge, recall and understanding application</p>
--	---	--	--	---	---	--



	<p>2. Rights in the Indian Constitution *Importance of rights *Fundamental Rights in the Indian constitution *Directive principles of state policy *Relationship between Fundamental Rights and Directive Principles</p>	<p>1. Students will come to know about the importance of rights and actual implementation of Rights 2. Students will indentify Fundamental rights guaranteed by Indian constitution 3. Students will be able to do comparative study of bill of rights in the South African constitution with fundamental rights in the Indian constitution</p>	<p>1. Students will be able to assess Judiciary as an important protector of fundamental rights- Orders and directives given by Supreme Court and High Courts for the enforcement of rights in case of their violation 2. Students will be able to examine the role of National Human Rights Commission 3. Students will be able to differentiate between the Fundamental Rights and the Directive Principles of state policy.</p>	<p>Discussion about the rights in present scenario of corona-virus.</p> <ul style="list-style-type: none"> • Current news related to topic discussed in class. • Written assignment will be given. 	<p>1. Students know about the importance of rights and actual implementation of Rights 2. Students indentify Fundamental rights guaranteed by Indian constitution 3. Students do comparative study of bill of rights in the South African constitution with fundamental rights in the Indian constitution 4. Students assess Judiciary as an important protector of fundamental rights- Orders and directives given by Supreme Court and High Courts for the enforcement of rights in case of their violation 5. Students examine the role of National Human Rights Commission 6. Students differentiate between the Fundamental Rights and the Directive Principles of state policy.</p>	<p>FAQs, Assessing prior knowledge, recall and understanding application</p>
JULY	<p>3. Election and Representation *Elections in Democracy *Election system in India *Reservation of constituencies *Free and fair elections *Electoral Reforms</p>	<p>Students will be able to understand a. Different methods of election in India b. Reservation of constituencies c. Proposals for electoral reforms</p>	<p>1. Students will be able to examine the Mechanism to make Free and elections in India 2. Students will get awareness about Universal adult franchise and qualification need right to contest. 3. Students will be able to analyze role of Independent election commission in India</p>	<p>Discussion on suggestions for electoral reforms in India.</p> <ul style="list-style-type: none"> • Current news will be discussed in class. • Worksheet will be given 	<p>Students understand a. Different methods of election in India b. Reservation of constituencies c. Proposals for electoral reforms 2. Students examine the Mechanism to make Free and elections in India 3. Students awareness about Universal adult franchise and qualification need right to contest. 4. Students to analyze role of Independent election commission in India</p>	<p>Assessing concept and application through Probing Questions by worksheet</p>





Edit with WPS Office

	<p>4. Legislature *Need of Parliament *Two houses of Parliament *Functions and powers of Parliament *Prime Minister and council of ministers</p>	<p>1. Students will be able to understand a. Need of Parliament b. Composition of Parliament Lok Sabha and Rajya Sabha c. Powers of Lok Sabha and Rajya Sabha d. Importance of legislature.</p>	<p>1. Student will be able to explain ways through which parliament control the executive. 2. Students will be able to describe the Instruments of parliamentary controls, Deliberations and discussions, Approval or refusal of laws, Financial controls, and No confidence motion.</p>	<p>Panel Discussion on current legislature Lok Sabha and Rajya Sabha</p> <ul style="list-style-type: none"> * current case study related with topic be discussed. Quiz will be held. 	<p>1. Students understand a. Need of Parliament b. Composition of Parliament Lok Sabha and Rajya Sabha c. Powers of Lok Sabha and Rajya Sabha d. Importance of legislature. 2. Students explain ways through which parliament control the executive. 3. Students describe the Instruments of parliamentary controls, Deliberations and discussions, Approval or refusal of laws, Financial controls, and No confidence motion.</p>	<p>FAQs, Assessing prior knowledge, recall and understanding application</p>
	<p>5. Executive *Meaning of an executive *Different types of executives *Parliamentary executive in India *Prime Minister and council of ministers *Permanent executive- Bureaucracy</p>	<p>Students will be able to a. Understand meaning of executive and types of executives- presidential and parliamentary executives b. Understand about Parliamentary executive in India c. Make a distinction between the parliamentary and the presidential system d. Understand Power and position of president e. Recognize discretionary powers of the president</p>	<p>1. Students will be able analyze President's role in choosing the prime minister and the vice president of India. 2. Students will be able to justify the role of permanent executive- Bureaucracy- Classification of civil services</p>	<ul style="list-style-type: none"> PPT on working of Executive in India. Worksheet will be taken. Case study related to the topic will be discussed in class. 	<p>Students understand a. meaning of executive and types of executives- presidential and parliamentary executives b. Understand about Parliamentary executive in India c. Make a distinction between the parliamentary and the presidential system d. Understand Power and position of president e. Recognize discretionary powers of the president 2. Students analyze President's role in choosing the prime minister and the vice president of India. 2. Students justify the role of permanent executive- Bureaucracy- Classification of civil services</p>	<p>FAQs, Assessing prior knowledge, recall and understanding application</p>



<p>AUGUST</p>	<p>Political Theory, Class XI, Published by NCERT</p> <p>10. Political Theory Political Theory: An Introduction *Meaning of Politics *Need to study political theory *Putting political theory</p>	<ol style="list-style-type: none"> 1. Students will understand different ideas about what politics is. 2. Students will understand that politics as an important and integral part of any society. 3. Students identify the views of political thinkers about politics 4. Students will be able to understand ideas and principles that shape constitutions, governments and social life in a systematic manner 	<ol style="list-style-type: none"> 1. Students will be able to justify the reasons to study political theory. 2. Students will be able to explain the ways to put political theory to practice. 	<p>*Discussion on Comparative study of political scenario of present and past. * current news will be discussed in class.</p>	<ol style="list-style-type: none"> 1. Students understand different ideas about what politics is. 2. Students understand that politics as an important and integral part of any society. 3. Students identify the views of political thinkers about politics 4. Students understand ideas and principles that shape constitutions, governments and social life in a systematic manner 5. Students justify the reasons to study political theory. 6. Students explain the ways to put political theory to practice. 	<p>Assessing prior knowledge, Recall and understanding, FAQs.</p>
	<p>11. Freedom</p> <p>*The ideal of freedom *Meaning of freedom *Need of constraints *Harm principle: Negative and positive liberty</p>	<ol style="list-style-type: none"> 1. Students will understand about the importance of freedom for individuals and societies. 2. Students will understand difference between the negative and positive dimensions of freedom. 3. Students will be able to understand the struggle of Nelson Mandela against unjust constraints 4. Students will come to know about Harm Principle of J.S Mill 	<ol style="list-style-type: none"> 1. Students will be able to justify that Rights are necessary for freedom. 2. Students will be able to analyze that freedom is all round development of personality. 	<p>*Panel discussion on need of constraints on the right to freedom in present society. * current case study related with topic be discussed.</p>	<ol style="list-style-type: none"> 1. Students understand about the importance of freedom for individuals and societies. 2. Students understand difference between the negative and positive dimensions of freedom. 3. Students understand the struggle of Nelson Mandela against unjust constraints 4. Students know about Harm Principle of J.S Mill. 5. Students justify that Rights are necessary for freedom. 6. Students analyze that freedom is all round development of 	<p>Assessing prior knowledge, Recall and understanding, FAQs</p>



personality.



	<p>12. Equality *Significance of Equality *Various dimensions of Equality *Ways to promote Equality</p>	<p>1. Students will understand that equality means that all people are entitled to same rights and opportunities to develop their skills and talents and to pursue their goals and ambitions. 2. Students will be able to understand difference between Natural and Social Inequalities 3. Students will come to know about three dimensions of Equality- Political, Social and economic equality in reference with India 4. Students will come to know about theories of Marxism, Liberalism and Socialism.</p>	<p>1. Students will be able to formulate the ways to promote Equality like affirmative actions, establishing formal society, equality through different treatment.</p>	<p>Discussion on views of great thinkers on equality * current case study related with topic be discussed.</p>	<p>1. Students understand that equality means that all people are entitled to same rights and opportunities to develop their skills and talents and to pursue their goals and ambitions. 2. Students understand difference between Natural and Social Inequalities 3. Students know about three dimensions of Equality- Political, Social and economic equality in reference with India 4. Students know about theories of Marxism, Liberalism and Socialism. 5. Students formulate the ways to promote Equality like affirmative actions, establishing formal society, equality through different treatment.</p>	<p>Assessing concept and application through Probing Questions by worksheet</p>
--	---	---	--	---	---	---



<p>SEPTEMBER</p>	<p>13. Social Justice</p> <p>*Meaning of Justice *Just Distribution *Justice as fairness</p> <p>*Pursuing Social Justice</p>	<p>Students will be able to understand</p> <ol style="list-style-type: none"> 1. Views on Justice as Plato discussed in his book- The Republic 2. Three principles of Justice- <ol style="list-style-type: none"> a. Equal Treatment for Equals b. Proportionate Justice c. Recognition of Special Needs 3. Just distribution of Goods and Services in the society. 4. John Rawls's theory of Justice 5. Pursuing Social Justice by providing people with basic minimum conditions 	<ol style="list-style-type: none"> 1. Students will be able to justify that social Justice means providing people with basic minimum conditions for survival. 2. Students will be able to analyze that state tries to maintain legal justice in society by implementing laws. 	<p>Debate on =</p> <p>Need of State intervention for maintaining social justice in the society. * case study will be discussed in class.</p>	<p>Students understand</p> <ol style="list-style-type: none"> 1. Views on Justice as Plato discussed in his book- The Republic 2. Three principles of Justice- <ol style="list-style-type: none"> a. Equal Treatment for Equals b. Proportionate Justice c. Recognition of Special Needs 3. Just distribution of Goods and Services in the society. 4. John Rawls's theory of Justice 5. Pursuing Social Justice by providing people with basic minimum conditions 6. Students justify that social Justice means providing people with basic minimum conditions for survival. 7. Students analyze that state tries to maintain legal justice in society by implementing laws. 	<p>Assessing prior knowledge, Recall and understanding, FAQs</p>
-------------------------	---	---	---	--	--	--



	<p>14. Rights *Meaning of Rights *Origin of Rights *Legal Rights and State *Kinds of Rights *Rights and Responsibilities</p>	<p>1. Students will be able to understand that Rights as a justified claims 2. Students will know about the Arguments of political theorists that rights are given by god. 3. Students will know about relationship between Rights and responsibilities</p>	<p>1. Students will state that rights are necessary for leading a decent life. 2. Students will able to analyze that rights are not selfish claim They are available to all without any discrimination</p>	<p>*Discussion on Proposals for new kinds of rights * current case study related with topic be discussed.</p>	<p>1. Students understand that Rights as a justified claims 2. Students know arguments of political theorists that rights are given by god. 3. Students know about relationship between Rights and responsibilities. 4. Students state that rights are necessary for leading a decent life. 5. Students analyze that rights are not selfish claim They are available to all without any discrimination</p>	<p>Assessing prior knowledge, Recall and understanding, FAQs</p>
--	--	---	---	--	--	--



<p>OCTOBER/09 days</p>	<p>6. Judiciary *Need of an independent judiciary *Structure of the judiciary *Judicial Activism *Judiciary and Rights *Judiciary and Parliament</p>	<p>1. Students will be able to understand a. Importance Independence of Judiciary b. Other organs of the government should not interfere with the decision of the judiciary c. Procedure of Appointment and removal of judges d. Structure of the judiciary- Supreme Court, High Court, District Court, Subordinate courts e. Jurisdiction of Supreme Court- Original, Appellate and Advisory, Special Powers 2. Students will be able to indentify relation between Judiciary and Rights.</p>	<p>1. Students will be able to explore Judicial Activism- PIL (Public interest litigation). 3. Students will be able to analyze that Supreme Court as the protector of fundamental rights and interpreter of constitution. 4. Students will be able to judge that through judiciary almost all the conflicts and disputes are solved.</p>	<p>Debate on necessity of time consuming legal procedures of judiciary.</p> <ul style="list-style-type: none"> current case study related with topic be discussed. 	<p>1. Students understand a. Importance Independence of Judiciary b. Other organs of the government should not interfere with the decision of the judiciary c. Procedure of Appointment and removal of judges d. Structure of the judiciary- Supreme Court, High Court, District Court, Subordinate courts e. Jurisdiction of Supreme Court- Original, Appellate and Advisory, Special Powers 2. Students will indentify relation between Judiciary and Rights. Students explore Judicial Activism-PIL (Public interest litigation). 3. Students analyze that Supreme Court as the protector of fundamental rights and interpreter of constitution. 4. Students judge that through judiciary almost all the conflicts and disputes are solved.</p>	
-------------------------------	--	--	---	---	--	--



<p>NOVEMBER</p>	<p>7. Federalism *Federalism in the Indian constitution *Federalism with a strong central government *Conflicts in India's federal system *Special provisions</p>	<p>1.Students will be able to understand a. Federalism as an institutional mechanism to accommodate two levels of government b. The powers involved in the relations between the centre and the States;-Union list, State list, concurrent list and residuary powers c. The federal provisions in the Indian Constitution d.The special provisions for certain States having a distinct composition and Historical features</p>	<p>1.Students will come to recognize about the conflicts in India's federal system- Centre state relations, Demands for autonomy, Role of Governor's and president's rule, Demands for new states, Interstate conflicts, Special provisions- Jammu and Kashmir (article 370)</p>	<p>Discussion on creation of Telangana, and article 370 * current case study related with topic be discussed.</p>	<p>1.Students understand a. Federalism as an institutional mechanism to accommodate two levels of government b. The powers involved in the relations between the centre and the States;-Union list, State list, concurrent list and residuary powers c. The federal provisions in the Indian Constitution d. The special provisions for certain States having a distinct composition and Historical features 2.Students recognize about the conflicts in India's federal system- Centre state relations, Demands for autonomy, Role of Governor's and president's rule, Demands for new states, Interstate conflicts, Special provisions- Jammu and Kashmir (article 370)</p>	<p>Assessing prior knowledge, Recall and understanding, FAQs</p>
------------------------	--	---	--	---	--	--



	<p>8. Local Government *Need of local government *Growth of local government in India *73rd and 74th amendments and their implementation</p>	<p>1. Students will learn about the a. Importance of local governing bodies in India b. Involvement of common citizens in decision making c. 3rd and 74th amendments aimed at strengthening local governments and ensuring uniformity d. Three tier structure-Gram panchayats, Janpad and Zila panchayats.</p>	<p>1. Students will be able to analyze the problems faced by the Panchayats before 73rd and 74th amendment. 2. Students will be able to relate the Elections with Reservations, and Transfer of subjects system followed in local self government. 3. Students will come to identify powers of State election commissioners and State finance commission.</p>	<p>Power point presentation on structure of local self- governing bodies.</p> <ul style="list-style-type: none"> • Current news will be discussed in class. 	<p>1. Students learn about the a. Importance of local governing bodies in India b. Involvement of common citizens in decision making c. 3rd and 74th amendments aimed at strengthening local governments and ensuring uniformity d. Three tier structure-Gram Panchayats, Janpad and Zila Panchayats. 2. Students analyze the problems faced by the Panchayats before 73rd and 74th amendment. 3. Students relate the Elections with Reservations, and Transfer of subjects system followed in local self government. 4. Students identify powers of State election commissioners and State finance commission</p>	<p>Assessing prior knowledge, Recall and understanding, FAQs</p>
--	--	--	---	--	---	--



<p>DECEMBER</p>	<p>15. Citizenship *Citizen and Nation *Universal Citizenship *Global citizenship</p>	<p>Students will be able to understand a. Citizenship as full and equal membership of a political community b. Citizen and Nation-allows all citizens to identify themselves as part of the nation c. Universal citizenship-linking people across national boundaries through means of transport and communication</p>	<p>1. Students will be able to analyze the concept of global citizenship reminds that national citizenship might need to be supplemented by an awareness that we live in an interconnected world. 2. Students will be able to justify that citizenship has a set of interrelated rights and duties.</p>	<ul style="list-style-type: none"> • Discussion on freedom of movement and occupation throughout the country and globally. • Current case study related with topic be discussed like NRC. 	<p>Students understand a. Citizenship as full and equal membership of a political community b. Citizen and Nation-allows all citizens to identify themselves as part of the nation c. Universal citizenship-linking people across national boundaries through means of transport and communication. 1. Students analyze the concept of global citizenship reminds that national citizenship might need to be supplemented by an awareness that we live in an interconnected world. 2. Students justify that citizenship has a set of interrelated rights and duties.</p>	<p>Assessing prior knowledge, Recall and understanding, FAQs</p>
------------------------	---	---	--	---	---	--



	<p>16. Nationalism *Nations and Nationalism *Self determination *Nationalism and pluralism</p>	<p>1. Students will be able to understand a. The concept of Nation and Nationalism b. Unification of small kingdoms into large nation states c. Understand about common assumptions which people make about the nation- shared beliefs, history, territory, shared political ideals, Common Political identity d. Understand about National self- determination- one culture- one state</p>	<p>1. Students will be able to differentiate different cultures and communities with other cultures and flourish within a country. 2. Students will be able to evaluate that the Indian constitution has an elaborate set of provisions for the protection of religious, linguistic and cultural minorities</p>	<p>Discussion on development of Nation building process and nationalism in various countries.</p>	<p>1. Students understand a. The concept of Nation and Nationalism b. Unification of small kingdoms into large nation states c. Understand about common assumptions which people make about the nation- shared beliefs, history, territory, shared political ideals, Common Political identity d. Understand about National self- determination- one culture -one state 2. Students differentiate different cultures and communities with other cultures and flourish within a country. 3. Students evaluate that the Indian constitution has an elaborate set of provisions for the protection of religious, linguistic and cultural minorities</p>	<p>Assessing prior knowledge, Recall and understanding, FAQs</p>
--	--	--	--	---	---	--



<p>JANUARY</p>	<p>17. Secularism *Meaning of secularism and secular state *Western and Indian approach to secularism *Criticisms and rationale of Indian secularism</p>	<p>1. Students will be able to understand a. Meaning of secularism b. Secularism as opposition to intra- religious domination c. In Western model of Secularism there is no interference of state in religion and no interference of religion in state affairs d. In Indian model of secularism there is equal respect and dignity for all e. Criticisms of Indian secularism- Anti religious, Western import, Minorities, Interventionist, Vote bank politics, Impossible project</p>	<p>1. Students will be able to justify that Secular state is a way of preventing religious discrimination and to work together for mutual understanding 2. Students will appreciate secularism in a democratic society like India.</p>	<p>Discussion on views of Jawaharlal Nehru on secularism.</p> <ul style="list-style-type: none"> current case study related with topic be discussed 	<p>1. Students understand a. Meaning of secularism b. Secularism as opposition to intra-religious domination c. In Western model of Secularism there is no interference of state in religion and no interference of religion in state affairs d. In Indian model of secularism there is equal respect and dignity for all e. Criticisms of Indian secularism- Anti religious, Western import, Minorities, Interventionist, Vote bank politics, Impossible project 2. 2. Students justify that Secular state is a way of preventing religious discrimination and to work together for mutual understanding 3. Students appreciate secularism in a democratic society like India.</p>	<p>Assessing prior knowledge, Recall and understanding, FAQs</p>
-----------------------	--	---	---	--	---	--



	<p>18. Peace *Meaning of peace *Peace and the state *Different approaches to the pursuit of peace</p>	<p>1. Students will be able to understand a. Peace as a absence of war or structural violence b. Forms of structural violence- caste system, Patriarchy, colonialism c. Peace and the state-Struggle for democracy and human rights closely linked to the safeguarding of peace d. Different approaches to the pursuit of peace e. Contemporary challenges</p>	<p>1.Students will be able to identify The main reasons for the growing violence in our society 2.Students will come to recognize that pursuit of peace involves a constant effort to create and sustain harmonious social relations conducive to human well-being and flourishing</p>	<p>Discussion on views of Mahatma Gandhi on nonviolence and need of international organization for promoting global peace</p>	<p>1. Students understand a. Peace as a absence of war or structural violence b. Forms of structural violence- caste system, Patriarchy, colonialism c. Peace and the state-Struggle for democracy and human rights closely linked to the safeguarding of peace d. Different approaches to the pursuit of peace e. Contemporary challenges 2.Students will be able to identify 1. The main reasons for the growing violence in our society 3. 2.Students recognize that pursuit of peace involves a constant effort to create and sustain harmonious social relations conducive to human well-being and flourishing</p>	<p>Assessing prior knowledge, Recall and understanding, FAQs</p>
--	---	---	---	---	---	--



	<p>19. Development</p> <p>*What is development? * Dominant *development Model *Alternative conceptions of development.</p>	<p>1.Students will be able to understand</p> <p>a. The term development b. Social and ecological cost of the kind of development which have been pursued in most of the countries. c. New claim of rights which the process of development has generated. d. Environmental cost of development</p>	<p>1.Students will be able to access the environmental costs of development</p> <p>2. Students will be able to justify need an alternative sources of development</p> <p>3. Students will be able to appreciate change in lifestyles to protect our environment</p> <p>4. Students will be able to describe ken saro wiwa's struggle.</p> <p>5. Students will be able to explain that the Narmada Bachao Andolan and the Chipko movement have played a major role in making the state responsive to the social and environmental costs of development.</p>	<p>Panel discussion on need of alternative sources of development.</p>	<p>1.Students understand</p> <p>a. The term development b. Social and ecological cost of the kind of development which have been pursued in most of the countries. c. New claim of rights which the process of development has generated. d. Environmental cost of development</p> <p>2.Students access the environmental costs of development</p> <p>3. Students justify need an alternative sources of development</p> <p>4. Students appreciate change in lifestyles to protect our environment</p> <p>5. Students describe ken saro wiwa's struggle.</p> <p>6. Students explain that the Narmada Bachao Andolan and the Chipko movement have played a major role in making the state responsive to the social and environmental costs of development.</p>	<p>Assessing concept and application through Probing Questions by worksheet</p>
<p>FEBRUARY/ 05 days</p>	<p>REVISION , PRACTICAL AND ANNUAL EXAM</p>	<p>+-</p>				

