

Chemistry

Part I

Textbook for Class XI



T1082

विद्यया ऽ मृतमश्नुते



एन सी ई आर टी
NCERT

राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद्
NATIONAL COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING

11082 – CHEMISTRY PART I

Textbook for Class XI

ISBN 81-7450-494-X (Part I)

81-7450-535-0 (Part II)

First Edition

March 2006 Phalguna 1927

Reprinted

October 2006 Kartika 1928
November 2007 Kartika 1929
January 2009 Magha 1930
December 2009 Pausa 1931
November 2010 Kartika 1932
January 2012 Pausa 1933
November 2012 Kartika 1934
November 2013 Kartika 1935
December 2014 Pausa 1936
May 2016 Vaishakha 1938
January 2018 Magha 1939
December 2018 Agrahayana 1940
October 2019 Ashwina 1941
July 2021 Asadha 1943
August 2022 Bhadrapada 1944

Revised Edition

October 2022 Ashwina 1944

Reprinted

March 2024 Chaitra 1946

PD 370T SU

© National Council of Educational
Research and Training, 2006, 2022

₹ 230.00

Printed on 80 GSM paper with NCERT
watermark

Published at the Publication Division
by the Secretary, National Council of
Educational Research and Training,
Sri Aurobindo Marg, New Delhi 110 016
and printed at Laxmi Offset Printers, G- 115,
Heerawala Industrial Area, Kanota, Agra
Road, Jaipur

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FOREWORD

The National Curriculum Framework (NCF), 2005 recommends that children's life at school must be linked to their life outside the school. This principle marks a departure from the legacy of bookish learning which continues to shape our system and causes a gap between the school, home and community. The syllabi and textbooks developed on the basis of NCF signify an attempt to implement this basic idea. They also attempt to discourage rote learning and the maintenance of sharp boundaries between different subject areas. We hope these measures will take us significantly further in the direction of a child-centred system of education outlined in the National Policy on Education (1986).

The success of this effort depends on the steps that school principals and teachers will take to encourage children to reflect on their own learning and to pursue imaginative activities and questions. We must recognise that, given space, time and freedom, children generate new knowledge by engaging with the information passed on to them by adults. Treating the prescribed textbook as the sole basis of examination is one of the key reasons why other resources and sites of learning are ignored. Inculcating creativity and initiative is possible if we perceive and treat children as participants in learning, not as receivers of a fixed body of knowledge.

These aims imply considerable change in school routines and mode of functioning. Flexibility in the daily time-table is as necessary as rigour in implementing the annual calendar so that the required number of teaching days are actually devoted to teaching. The methods used for teaching and evaluation will also determine how effective this textbook proves for making children's life at school a happy experience, rather than a source of stress or boredom. Syllabus designers have tried to address the problem of curricular burden by restructuring and reorienting knowledge at different stages with greater consideration for child psychology and the time available for teaching. The textbook attempts to enhance this endeavour by giving higher priority and space to opportunities for contemplation and wondering, discussion in small groups, and activities requiring hands-on experience.

The National Council of Educational Research and Training (NCERT) appreciates the hard work done by the textbook development committee responsible for this book. We wish to thank the Chairperson of the advisory group in science and mathematics, Professor J.V. Narlikar and the Chief Advisor for this book, Professor B. L. Khandelwal for guiding the work of this committee. Several teachers contributed to the development of this textbook; we are grateful to their principals for making this possible. We are indebted to the institutions and organisations which have generously permitted us to draw upon their resources, material and personnel. As an organisation committed to systemic reform and continuous improvement in the quality of its products, NCERT welcomes comments and suggestions which will enable us to undertake further revision and refinement.

New Delhi
20 December 2005

Director
National Council of Educational
Research and Training

RATIONALISATION OF CONTENT IN THE TEXTBOOKS

In view of the COVID-19 pandemic, it is imperative to reduce content load on students. The National Education Policy 2020, also emphasises reducing the content load and providing opportunities for experiential learning with creative mindset. In this background, the NCERT has undertaken the exercise to rationalise the textbooks across all classes. Learning Outcomes already developed by the NCERT across classes have been taken into consideration in this exercise.

Contents of the textbooks have been rationalised in view of the following:

- Overlapping with similar content included in other subject areas in the same class
- Similar content included in the lower or higher class in the same subject
- Difficulty level
- Content, which is easily accessible to students without much interventions from teachers and can be learned by children through self-learning or peer-learning
- Content, which is irrelevant in the present context

This present edition, is a reformatted version after carrying out the changes given above.

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ACKNOWLEDGEMENTS

The National Council of Educational Research and Training acknowledges the valuable contributions of the individuals and organisations involved in the development of Chemistry textbook for Class XI. It also acknowledges that some useful material from the reprint editions (2005) of Chemistry textbooks has been utilised in the development of the present textbook.

The following academics contributed effectively in editing, reviewing, refining and finalisation of the manuscript of this book: G.T. Bhandage, *Professor*, RIE, Mysuru; N. Ram, *Professor*, IIT, New Delhi; Sanjeev Kumar, *Associate Professor*, School of Science, IGNOU, Maidan Garhi, New Delhi; Shampa Bhattacharya, *Associate Professor*, Hans Raj College, Delhi; Vijay Sarda, *Associate Professor (Retd.)*, Zakir Husain College, New Delhi; K.K. Arora, *Associate Professor*, Zakir Husain College, New Delhi; Shashi Saxena, *Associate Professor*, Hans Raj College, Delhi; Anuradha Sen, Apeejay School, Sheikh Sarai, New Delhi; C. Shrinivas, *PGT*, Kendriya Vidyalaya, Pushp Vihar, New Delhi; D.L. Bharti, *PGT*, Ramjas School, Sector IV, R.K. Puram, New Delhi; Ila Sharma, *PGT*, Delhi Public School, Dwarka, Sector-B, New Delhi; Raj Lakshmi Karthikeyan, *Head (Science)*, Mother's International School, Sri Aurobindo Marg, New Delhi; Sushma Kiran Setia, *Principal*, Sarvodaya Kanya Vidyalaya, Hari Nagar (CT), New Delhi; Nidhi Chaudray, *PGT*, CRPF Public School, Rohini, Delhi; and Veena Suri, *PGT*, Bluebells School, Kailash Colony, New Delhi. We are thankful to them.

We express our gratitude to R.S. Sindhu, *Professor (Retd.)*, DESM, NCERT, New Delhi, for editing and refining the content of the textbook right from the initial stage.

We are also grateful to Ruchi Verma, *Associate Professor*, DESM, NCERT, New Delhi; Pramila Tanwar, *Associate Professor*, DESM, NCERT, New Delhi; R.B. Pareek, *Associate Professor*, RIE, Ajmer; and A.K. Arya, *Associate Professor*, RIE, Ajmer, for refining the content of the textbook.

Special thanks are due to M. Chandra, *Professor and Head (Retd.)*, DESM, NCERT for her support.

The Council also gratefully acknowledges the contributions of Surendra Kumar, Narender Verma and Ramesh Kumar, *DTP Operators*; Subhash Saluja, Ramendra Kumar Sharma and Abhimanyu Mohanty, *Proofreaders*; Bhavna Saxena, *Copy Editor*; and Deepak Kapoor, *In-charge*, Computer Station, in shaping this book. The contributions of the Publication Department, NCERT, New Delhi, in bringing out this book are also duly acknowledged.

CONTENTS

	Foreword	iii
	Rationalisation of Content in the Textbooks	v
Unit 1	Some Basic Concepts of Chemistry	1
	1.1 Importance of Chemistry	4
	1.2 Nature of Matter	4
	1.3 Properties of Matter and their Measurement	6
	1.4 Uncertainty in Measurement	10
	1.5 Laws of Chemical Combinations	14
	1.6 Dalton's Atomic Theory	16
	1.7 Atomic and Molecular Masses	16
	1.8 Mole Concept and Molar Masses	18
	1.9 Percentage Composition	18
	1.10 Stoichiometry and Stoichiometric Calculations	20
Unit 2	Structure of Atom	29
	2.1 Discovery of Sub-atomic Particles	30
	2.2 Atomic Models	32
	2.3 Developments Leading to the Bohr's Model of Atom	37
	2.4 Bohr's Model for Hydrogen Atom	46
	2.5 Towards Quantum Mechanical Model of the Atom	49
	2.6 Quantum Mechanical Model of Atom	53
Unit 3	Classification of Elements and Periodicity in Properties	74
	3.1 Why do we Need to Classify Elements ?	74
	3.2 Genesis of Periodic Classification	75
	3.3 Modern Periodic Law and the Present Form of the Periodic Table	78
	3.4 Nomenclature of Elements with Atomic Numbers > 100	78
	3.5 Electronic Configurations of Elements and the Periodic Table	81

3.6	Electronic Configurations and Types of Elements: <i>s</i> -, <i>p</i> -, <i>d</i> -, <i>f</i> - Blocks	82
3.7	Periodic Trends in Properties of Elements	85
Unit 4	Chemical Bonding and Molecular Structure	100
4.1	Kössel-Lewis Approach to Chemical Bonding	101
4.2	Ionic or Electrovalent Bond	106
4.3	Bond Parameters	107
4.4	The Valence Shell Electron Pair Repulsion (VSEPR) Theory	112
4.5	Valence Bond Theory	117
4.6	Hybridisation	120
4.7	Molecular Orbital Theory	125
4.8	Bonding in Some Homonuclear Diatomic Molecules	129
4.9	Hydrogen Bonding	131
Unit 5	Thermodynamics	136
5.1	Thermodynamic Terms	137
5.2	Applications	140
5.3	Measurement of ΔU and ΔH : Calorimetry	145
5.4	Enthalpy Change, $\Delta_r H$ of a Reaction – Reaction Enthalpy	146
5.5	Enthalpies for Different Types of Reactions	152
5.6	Spontaneity	157
5.7	Gibbs Energy Change and Equilibrium	162
Unit 6	Equilibrium	168
6.1	Equilibrium in Physical Processes	169
6.2	Equilibrium in Chemical Processes – Dynamic Equilibrium	172
6.3	Law of Chemical Equilibrium and Equilibrium Constant	174
6.4	Homogeneous Equilibria	177
6.5	Heterogeneous Equilibria	179
6.6	Applications of Equilibrium Constants	181
6.7	Relationship between Equilibrium Constant K , Reaction Quotient Q and Gibbs Energy G	184

6.8 Factors Affecting Equilibria	184
6.9 Ionic Equilibrium in Solution	188
6.10 Acids, Bases and Salts	189
6.11 Ionization of Acids and Bases	192
6.12 Buffer Solutions	202
6.13 Solubility Equilibria of Sparingly Soluble Salts	204
Appendices	215
Answer to Some Selected Problems	229

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PREAMBLE

WE, THE PEOPLE OF INDIA, having solemnly resolved to constitute India into a ¹**[SOVEREIGN SOCIALIST SECULAR DEMOCRATIC REPUBLIC]** and to secure to all its citizens :

JUSTICE, social, economic and political;

LIBERTY of thought, expression, belief, faith and worship;

EQUALITY of status and of opportunity; and to promote among them all

FRATERNITY assuring the dignity of the individual and the ²[unity and integrity of the Nation];

IN OUR CONSTITUENT ASSEMBLY this twenty-sixth day of November, 1949 do **HEREBY ADOPT, ENACT AND GIVE TO OURSELVES THIS CONSTITUTION.**

1. Subs. by the Constitution (Forty-second Amendment) Act, 1976, Sec.2, for "Sovereign Democratic Republic" (w.e.f. 3.1.1977)
2. Subs. by the Constitution (Forty-second Amendment) Act, 1976, Sec.2, for "Unity of the Nation" (w.e.f. 3.1.1977)