

## **Revised MATHEMATICS XI**

**(Code No. 041)**

**Session – 2020-21**

The Syllabus in the subject of Mathematics has undergone changes from time to time in accordance with growth of the subject and emerging needs of the society. Senior Secondary stage is a launching stage from where the students go either for higher academic education in Mathematics or for professional courses like Engineering, Physical and Biological science, Commerce or Computer Applications. The present revised syllabus has been designed in accordance with National Curriculum Framework 2005 and as per guidelines given in Focus Group on Teaching of Mathematics 2005 which is to meet the emerging needs of all categories of students. Motivating the topics from real life situations and other subject areas, greater emphasis has been laid on application of various concepts.

### **Objectives**

The broad objectives of teaching Mathematics at senior school stage intend to help the students:

- to acquire knowledge and critical understanding, particularly by way of motivation and visualization, of basic concepts, terms, principles, symbols and mastery of underlying processes and skills.
- to feel the flow of reasons while proving a result or solving a problem.
- to apply the knowledge and skills acquired to solve problems and wherever possible, by more than one method.
- to develop positive attitude to think, analyze and articulate logically.
- to develop interest in the subject by participating in related competitions.
- to acquaint students with different aspects of Mathematics used in daily life.
- to develop an interest in students to study Mathematics as a discipline.
- to develop awareness of the need for national integration, protection of environment, observance of small family norms, removal of social barriers, elimination of gender biases.
- to develop reverence and respect towards great Mathematicians for their contributions to the field of Mathematics.

**COURSE STRUCTURE**  
**CLASS XI (2020-21)**

One Paper

Total Periods–168 [35 Minutes Each]

**Three Hours**

**Max Marks: 80**

No.	Units	No. of Periods	Marks
I.	Sets and Functions	43	23
II.	Algebra	41	30
III.	Coordinate Geometry	33	10
IV.	Calculus	30	07
V.	Statistics and Probability	21	10
	Total	168	80
	Internal Assessment		20

\*No chapter/unit-wise weightage. Care to be taken to cover all the chapters.

**Unit-I: Sets and Functions**

**1. Sets**

**(14) Periods**

Sets and their representations. Empty set. Finite and Infinite sets. Equal sets. Subsets. Subsets of a set of real numbers especially intervals (with notations). Power set. Universal set. Venn diagrams. Union and Intersection of sets.

**2. Relations & Functions**

**(15) Periods**

Ordered pairs. Cartesian product of sets. Number of elements in the Cartesian product of two finite sets. Cartesian product of the set of reals with itself ( $\mathbb{R} \times \mathbb{R}$  only). Definition of relation, pictorial diagrams, domain, co-domain and range of a relation. Function as a special type of relation. Pictorial representation of a function, domain, co-domain and range of a function. Real valued functions, domain and range of these functions, constant, identity, polynomial, rational, modulus, signum, exponential, logarithmic and greatest integer functions, with their graphs.

### 3. Trigonometric Functions

(14) Periods

Positive and negative angles. Measuring angles in radians and in degrees and conversion from one measure to another. Definition of trigonometric functions with the help of unit circle. Truth of the identity  $\sin^2x + \cos^2x = 1$ , for all  $x$ . Signs of trigonometric functions. Domain and range of trigonometric functions and their graphs. Expressing  $\sin(x \pm y)$  and  $\cos(x \pm y)$  in terms of  $\sin x$ ,  $\sin y$ ,  $\cos x$  &  $\cos y$  and their simple applications. Deducing identities like the following:

$$\tan(x \pm y) = \frac{\tan x \pm \tan y}{1 \mp \tan x \tan y}, \cot(x \pm y) = \frac{\cot x \cot y \mp 1}{\cot y \pm \cot x}$$

$$\sin \alpha \pm \sin \beta = 2 \sin \frac{1}{2}(\alpha \pm \beta) \cos \frac{1}{2}(\alpha \mp \beta)$$

$$\cos \alpha + \cos \beta = 2 \cos \frac{1}{2}(\alpha + \beta) \cos \frac{1}{2}(\alpha - \beta)$$

$$\cos \alpha - \cos \beta = -2 \sin \frac{1}{2}(\alpha + \beta) \sin \frac{1}{2}(\alpha - \beta)$$

Identities related to  $\sin 2x$ ,  $\cos 2x$ ,  $\tan 2x$ ,  $\sin 3x$ ,  $\cos 3x$  and  $\tan 3x$ .

### Unit-II: Algebra

#### 1. Complex Numbers and Quadratic Equations

(10) Periods

Need for complex numbers, especially  $\sqrt{-1}$ , to be motivated by inability to solve some of the quadratic equations. Algebraic properties of complex numbers. Argand plane. Statement of Fundamental Theorem of Algebra, solution of quadratic equations (with real coefficients) in the complex number system.

#### 2. Linear Inequalities

(15) Periods

Linear inequalities. Algebraic solutions of linear inequalities in one variable and their representation on the number line. Graphical solution of linear inequalities in two variables. Graphical method of finding a solution of system of linear inequalities in two variables.

**3. Permutations and Combinations (8) Periods**

Fundamental principle of counting. Factorial  $n$ . ( $n!$ ) Permutations and combinations, formula for  ${}^n P_r$  and  ${}^n C_r$ , simple applications.

**4. Sequence and Series (8) Periods**

Sequence and Series. Arithmetic Progression (A. P.). Arithmetic Mean (A.M.) Geometric Progression (G.P.), general term of a G.P., sum of  $n$  terms of a G.P., infinite G.P. and its sum, geometric mean (G.M.), relation between A.M. and G.M.

**Unit-III: Coordinate Geometry**

**1. Straight Lines (8) Periods**

Brief recall of two dimensional geometry from earlier classes. Slope of a line and angle between two lines. Various forms of equations of a line: parallel to axis, point -slope form, slope-intercept form, two-point form, intercept form and normal form. General equation of a line. Distance of a point from a line.

**2. Conic Sections (15) Periods**

Sections of a cone: circles, ellipse, parabola, hyperbola. Standard equations and simple properties of parabola, ellipse and hyperbola. Standard equation of a circle.

**3. Introduction to Three-dimensional Geometry (10) Periods**

Coordinate axes and coordinate planes in three dimensions. Coordinates of a point. Distance between two points and section formula.

**Unit-IV: Calculus**

**1. Limits and Derivatives (30) Periods**

Derivative introduced as rate of change both as that of distance function and geometrically. Intuitive idea of limit. Limits of polynomials and rational functions trigonometric, exponential and logarithmic functions. Definition of derivative relate it to slope of tangent of the curve, derivative of sum, difference, product and quotient of functions. Derivatives of polynomial and trigonometric functions.

## **Unit-V: Statistics and Probability**

### **1. Statistics**

**(11) Periods**

Measures of Dispersion: Range, Mean deviation, variance and standard deviation of ungrouped/grouped data.

### **2. Probability**

**(10) Periods**

Random experiments; outcomes, sample spaces (set representation). Events; occurrence of events, 'not', 'and' and 'or' events, exhaustive events, mutually exclusive events, Probability of an event, probability of 'not', 'and' and 'or' events.

**MATHEMATICS**  
**QUESTION PAPER DESIGN**  
**CLASS – XI (2020-21)**

Time : 3 Hours

Max. Marks: 80

S. No.	Typology of Questions	Total Marks	% Weight age
1	<p><b>Remembering:</b> Exhibit memory of previously learned material by recalling facts, terms, basic concepts, and answers.</p> <p><b>Understanding:</b> Demonstrate understanding of facts and ideas by organizing, comparing, translating, interpreting, giving descriptions, and stating main ideas</p>	44	55
2	<p><b>Applying:</b> Solve problems to new situations by applying acquired knowledge, facts, techniques and rules in a different way.</p>	20	25
3	<p><b>Analysing :</b> Examine and break information into parts by identifying motives or causes. Make inferences and find evidence to support generalizations</p> <p><b>Evaluating:</b> Present and defend opinions by making judgments about information, validity of ideas, or quality of work based on a set of criteria.</p> <p><b>Creating:</b> Compile information together in a different way by combining elements in a new pattern or proposing alternative solutions</p>	16	20
	<b>Total</b>	80	100

- No chapter wise weightage. Care to be taken to cover all the chapters*
- Suitable internal variations may be made for generating various templates keeping the overall weightage to different form of questions and typology of questions same.*

**Choice(s):**

There will be no overall choice in the question paper.

However, 33% internal choices will be given in all the sections

<b>INTERNAL ASSESSMENT</b>	<b>20 MARKS</b>
Periodic Tests ( Best 2 out of 3 tests conducted)	10 Marks
Mathematics Activities	10 Marks

Note: Please refer the guidelines given under XII Mathematics Syllabus:

**Prescribed Books:**

Mathematics Textbook for Class XI, NCERT Publications

Mathematics Exemplar Problem for Class XI, Published by NCERT

Mathematics Lab Manual class XI, published by NCERT

## Conduct of Periodic Tests:

Periodic Test is a Pen and Paper assessment which is to be conducted by the respective subject teacher. The format of periodic test must have questions items with a balance mix, such as, very short answer (VSA), short answer (SA) and long answer (LA) to effectively assess the knowledge, understanding, application, skills, analysis, evaluation and synthesis. Depending on the nature of subject, the subject teacher will have the liberty of incorporating any other types of questions too. The modalities of the PT are as follows:

- a) **Mode:** The periodic test is to be taken in the form of pen-papertest.
- b) **Schedule:** In the entire Academic Year, three Periodic Tests in each subject may be conducted as follows:

Test	Pre Mid-term (PT-I)	Mid-Term (PT-II)	Post Mid-Term (PT-III)
Tentative Month	July-August	November	December-January

*This is only a suggestive schedule and schools may conduct periodic tests as per their convenience. The winter bound schools would develop their own schedule with similar time gaps between two consecutive tests.*

- c) **Average of Marks:** Once schools complete the conduct of all the three periodic tests, they will convert the weightage of each of the three tests into ten marks each for identifying best two tests. The best two will be taken into consideration and the average of the two shall be taken as the final marks for PT.
- d) The school will ensure simple documentation to keep a record of performance as suggested in detail circular no.Acad-05/2017.
- e) **Sharing of Feedback/Performance:** The students' achievement in each test must be shared with the students and their parents to give them an overview of the level of learning that has taken place during different periods. Feedback will help parents formulate interventions (conducive ambience, support materials, motivation and morale-boosting) to further enhance learning. A teacher, while sharing the feedback with student or parent, should be empathetic, non-judgmental and motivating. It is recommended that the teacher share best examples/performances of IA with the class to motivate all learners.

### **Assessment of Activity Work:**

Through out the year any 10 activities shall be performed by the student from the activities given in the NCERT Laboratory Manual for the respective class ( XI or XII) which is available on the link : <http://www.ncert.nic.in/exemplar/labmanuals.html> a record of the same may be kept by the student. An year end test on the activity may be conducted

The weightage are as under:

- The activities performed by the student through out the year and record keeping : 5 marks
- Assessment of the activity performed during the year end test: 3 marks
- Viva-voce : 2 marks