Revised MATHEMATICS (XI-XII)
(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**

<table>
<thead>
<tr>
<th>No.</th>
<th>Units</th>
<th>No. of Periods</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>I.</td>
<td>Sets and Functions</td>
<td>43</td>
<td>23</td>
</tr>
<tr>
<td>II.</td>
<td>Algebra</td>
<td>41</td>
<td>30</td>
</tr>
<tr>
<td>III.</td>
<td>Coordinate Geometry</td>
<td>33</td>
<td>10</td>
</tr>
<tr>
<td>IV.</td>
<td>Calculus</td>
<td>30</td>
<td>07</td>
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<tr>
<td>V.</td>
<td>Statistics and Probability</td>
<td>21</td>
<td>10</td>
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<td></td>
<td><strong>Total</strong></td>
<td><strong>168</strong></td>
<td><strong>80</strong></td>
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<tr>
<td></td>
<td><strong>Internal Assessment</strong></td>
<td></td>
<td><strong>20</strong></td>
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</tbody>
</table>

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

**Unit-I: Sets and Functions**

1. **Sets**  
   (14 Periods)

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 ( R x 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**

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 sin²x + cos²x = 1, for all x. Signs of trigonometric functions. Domain and range of trigonometric functions and their graphs. Expressing sin (x±y) and cos (x±y) in terms of sinx, siny, cosx & cosy and their simple applications. Deducing identities like the following:

\[
\tan(x \pm y) = \frac{\tan x \pm \tan y}{1 \mp \tan x \tan y} \quad \cot(x \pm y) = \frac{\cot x \cot y \mp 1}{\cot y \pm \cot x}
\]

\[
\sin x \pm \sin \beta = 2 \sin \frac{1}{2}(\alpha \pm \beta) \cos \frac{1}{2}(\alpha \mp \beta)
\]

\[
\cos x + \cos \beta = 2 \cos \frac{1}{2}(\alpha + \beta) \cos \frac{1}{2}(\alpha - \beta)
\]

\[
\cos x - \cos \beta = -2 \sin \frac{1}{2}(\alpha + \beta) \sin \frac{1}{2}(\alpha - \beta)
\]

Identities related to sin2x, cos2x, tan2x, sin3x, cos3x and tan3x.

**Unit-II: Algebra**

1. **Complex Numbers and Quadratic Equations**

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**

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)


**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)


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 scope 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**

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

### INTERNAL ASSESSMENT

<table>
<thead>
<tr>
<th>20 MARKS</th>
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<tr>
<td>Periodic Tests ( Best 2 out of 3 tests conducted)</td>
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<tr>
<td>Mathematics Activities</td>
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**Note:** Please refer the guidelines given under XII Mathematics Syllabus:
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<td>III.</td>
<td>Calculus</td>
<td>57</td>
<td>35</td>
</tr>
<tr>
<td>IV.</td>
<td>Vectors and Three - Dimensional Geometry</td>
<td>26</td>
<td>14</td>
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<td>V.</td>
<td>Linear Programming</td>
<td>13</td>
<td>05</td>
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### Unit-I: Relations and Functions

1. **Relations and Functions**  
   9 Periods
   Types of relations: reflexive, symmetric, transitive and equivalence relations. One to one and onto functions.

2. **Inverse Trigonometric Functions**  
   8 Periods
   Definition, range, domain, principal value branch.

### Unit-II: Algebra

1. **Matrices**  
   17 Periods
   Concept, notation, order, equality, types of matrices, zero and identity matrix, transpose of a matrix, symmetric and skew symmetric matrices. Operation on matrices: Addition and multiplication and multiplication with a scalar. Simple properties of addition, multiplication and scalar multiplication. Non-commutativity of multiplication of matrices, Invertible matrices; (Here all matrices will have real entries).
2. **Determinants**  
18 Periods

Determinant of a square matrix (up to 3 x 3 matrices), minors, co-factors and applications of determinants in finding the area of a triangle. Adjoint and inverse of a square matrix. solving system of linear equations in two or three variables (having unique solution) using inverse of a matrix.

**Unit-III: Calculus**

1. **Continuity and Differentiability**  
16 Periods

Continuity and differentiability, derivative of composite functions, chain rule, derivative of inverse trigonometric functions, derivative of implicit functions. Concept of exponential and logarithmic functions.

Derivatives of logarithmic and exponential functions. Logarithmic differentiation, derivative of functions expressed in parametric forms. Second order derivatives.

2. **Applications of Derivatives**  
7 Periods

Applications of derivatives: increasing/decreasing functions, tangents and normals, maxima and minima (first derivative test motivated geometrically and second derivative test given as a provable tool). Simple problems (that illustrate basic principles and understanding of the subject as well as real-life situations).

3. **Integrals**  
15 Periods

Integration as inverse process of differentiation. Integration of a variety of functions by substitution, by partial fractions and by parts, Evaluation of simple integrals of the following types and problems based on them.

\[
\int \frac{dx}{x^2 \pm a^2}, \int \frac{dx}{\sqrt{x^2 \pm a^2}}, \int \frac{dx}{\sqrt{a^2 - x^2}}, \int \frac{dx}{ax^2 + bx + c}, \int \frac{dx}{\sqrt{ax^2 + bx + c}}, \int \frac{dx}{\sqrt{px + q}}, \int \frac{dx}{\sqrt{ax^2 + bx + c}}, \int \sqrt{a^2 \pm x^2} \, dx, \int \sqrt{x^2 - a^2} \, dx
\]

Fundamental Theorem of Calculus (without proof). Basic properties of definite integrals and evaluation of definite integrals.

4. **Applications of the Integrals**  
9 Periods

Applications in finding the area under simple curves, especially lines, parabolas; area of circles /ellipses (in standard form only) (the region should be clearly identifiable).
5. Differential Equations

Definition, order and degree, general and particular solutions of a differential equation. Solution of differential equations by method of separation of variables, solutions of homogeneous differential equations of first order and first degree of the type: \( \frac{dy}{dx} = f(y/x) \). Solutions of linear differential equation of the type:

\[
\frac{dy}{dx} + py = q, \text{ where } p \text{ and } q \text{ are functions of } x \text{ or constant.}
\]

Unit-IV: Vectors and Three-Dimensional Geometry

1. Vectors

Vectors and scalars, magnitude and direction of a vector. Direction cosines and direction ratios of a vector. Types of vectors (equal, unit, zero, parallel and collinear vectors), position vector of a point, negative of a vector, components of a vector, addition of vectors, multiplication of a vector by a scalar, position vector of a point dividing a line segment in a given ratio. Definition, Geometrical Interpretation, properties and application of scalar (dot) product of vectors, vector (cross) product of vectors.

2. Three-dimensional Geometry

Direction cosines and direction ratios of a line joining two points. Cartesian equation and vector equation of a line, coplanar and skew lines, shortest distance between two lines. Cartesian and vector equation of a plane. Distance of a point from a plane.
Unit-V: Linear Programming

1. Linear Programming 13 Periods

Introduction, related terminology such as constraints, objective function, optimization, different types of linear programming (L.P.) problems. Graphical method of solution for problems in two variables, feasible and infeasible regions (bounded), feasible and infeasible solutions, optimal feasible solutions (up to three non-trivial constraints).

Unit-VI: Probability

1. Probability 20 Periods

Conditional probability, multiplication theorem on probability, independent events, total probability, Bayes’ theorem, Random variable and its probability distribution.

Prescribed Books:

1) Mathematics Textbook for Class XI, NCERT Publications
2) Mathematics Part I - Textbook for Class XII, NCERT Publication
3) Mathematics Part II - Textbook for Class XII, NCERT Publication
4) Mathematics Exemplar Problem for Class XI, Published by NCERT
5) Mathematics Exemplar Problem for Class XII, Published by NCERT
6) Mathematics Lab Manual class XI, published by NCERT
7) Mathematics Lab Manual class XII, published by NCERT
## Question Paper Design Class XII (2020-21)

**MATHEMATICS (Code No. - 041)**

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**Max. Marks: 80**

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**INTERNAL ASSESSMENT**  
**20 MARKS**

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<tr>
<td>Mathematics Activities</td>
<td>10 Marks</td>
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**Note:** For activities NCERT Lab Manual may be referred
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-paper test.

b) **Schedule:** In the entire Academic Year, three Periodic Tests in each subject may be conducted as follows:

<table>
<thead>
<tr>
<th>Test</th>
<th>Pre Mid-term (PT-I)</th>
<th>Mid-Term (PT-II)</th>
<th>Post Mid-term (PT-III)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tentative Month</td>
<td>July-August</td>
<td>November</td>
<td>December-January</td>
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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:

Throughout 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](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 throughout the year and record keeping: 5 marks
- Assessment of the activity performed during the year end test: 3 marks
- Viva-voce: 2 marks