

MATHEMATICS

Textbook for Class XI



11076



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OFFICES OF THE PUBLICATION DIVISION, NCERT

NCERT Campus
Sri Aurobindo Marg
New Delhi 110 016

Phone : 011-26562708

108, 100 Feet Road
Hosdakere Halli Extension
Banashankari III Stage
Bengaluru 560 085

Phone : 080-26725740

Navjivan Trust Building
P.O. Navjivan
Ahmedabad 380 014

Phone : 079-27541446

CWC Campus
Opp. Dhankal Bus Stop
Panihati
Kolkata 700 114

Phone : 033-25530454

CWC Complex
Maligaon
Guwahati 781 021

Phone : 0361-2674869

Publication Team

Head, Publication Division : Anup Kumar Rajput

Chief Editor : Shveta Uppal

Chief Production Officer : Arun Chitkara

Chief Business Manager (In charge) : Amitabh Kumar

Assistant Production Officer : Om Prakash

Cover and Layout
Arvinder Chawla

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 P.K. Jain 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. We are especially grateful to the members of the National Monitoring Committee, appointed by the Department of Secondary and Higher Education, Ministry of Human Resource Development under the Chairpersonship of Professor Mrinal Miri and Professor G.P. Deshpande, for their valuable time and contribution. As an organisation committed to the 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
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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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Textbook Development Committee

CHAIRPERSON, ADVISORY GROUP IN SCIENCE AND MATHEMATICS

J.V. Narlikar, *Emeritus Professor*, Chairman, Advisory Committee Inter University Centre for Astronomy & Astrophysics (IUCCA), Ganeshkhind, Pune University, Pune

CHIEF ADVISOR

P.K. Jain, *Professor*, Department of Mathematics, University of Delhi, Delhi

CHIEF COORDINATOR

Hukum Singh, *Professor*, DESM, NCERT, New Delhi

MEMBERS

A.K. Rajput, *Associate Professor*, RIE Bhopal, M.P.

A.K. Wazalwar, *Associate Professor*, DESM NCERT, New Delhi

B.S.P. Raju, *Professor*, RIE Mysore, Karnataka

C.R. Pradeep, *Assistant Professor*, Department of Mathematics, Indian Institute of Science, Bangalore, Karnataka.

Pradepto Hore, *Sr. Maths Master*, Sarla Birla Academy Bangalore, Karnataka.

S.B. Tripathy, *Lecturer*, Rajkiya Pratibha Vikas Vidyalaya, Surajmal Vihar, Delhi.

S.K.S. Gautam, *Professor*, DESM, NCERT, New Delhi

Sanjay Kumar Sinha, *P.G.T.*, Sanskriti School Chanakyapuri, New Delhi.

Sanjay Mudgal, *Lecturer*, CIET, New Delhi

Sneha Titus, *Maths Teacher*, Aditi Mallya School Yelaharika, Bangalore, Karnataka

Sujatha Verma, *Reader* in Mathematics, IGNOU, New Delhi.

Uday Singh, *Lecturer*, DESM, NCERT, New Delhi.

MEMBER-COORDINATOR

V.P. Singh, *Associate Professor*, DESM, NCERT, New Delhi

Acknowledgements

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