

Mathematics

Candidates are required to give their answers in their own words as far as practicable. The figures in the margin indicate full marks.

Time: 3 hrs.

Full Marks: 100

Pass Marks: 35 (For partial students only)

Attempt all questions.

Group 'A'

5 × 3 × 2 = 30

1. a. Find the truth value of the biconditional statement of p and q where p represents '2 is an even number' and q represents '4 is an even number'.
- b. If $f: \mathbb{R} \rightarrow \mathbb{R}$ be defined by $f(x) = 2x - 3$, find f^{-1}
- c. Test the even or odd nature and symmetricity of the function $y = 8x^2$
2. a. Express $\tan^{-1}x$ in terms of inverse of sin function.
- b. Prove by mathematical induction: $1 + 3 + 5 + \dots + (2n - 1) = n^2$
- c. Find the adjoint of the matrix $\begin{pmatrix} 2 & 5 \\ 3 & -7 \end{pmatrix}$
3. a. Using Cramer's rule, solve: $3x + 2y + 9 = 0$, $2x - 3y + 6 = 0$
- b. Express $\sqrt{3} + i$ in polar form.
- c. If one root of the equation $ax^2 + bx + c = 0$ be twice the other, show that $2b^2 = 9ac$
4. a. Find the equation of the straight line that has y -intercept '2' and is parallel to $4x - 8y + 3 = 0$
- b. Find the equation of the circle which passes through origin and makes equal intercepts on both axes.
- c. Evaluate: $\lim_{x \rightarrow 0} \frac{1 - \cos nx}{1 - \cos mx}$

Contd...

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New York Legislative Documents New York (State). Legislature, 1926 **Consolidated List of Government**

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Learning Discrete Mathematics Worldwide: Curriculum and Research Eric W. Hart, James Sandefur, 2017-12-09 This book discusses examples of discrete mathematics in school curricula including in the areas of graph theory recursion and discrete dynamical systems combinatorics logic game theory and the mathematics of fairness In addition it describes current discrete mathematics curriculum initiatives in several countries and presents ongoing research especially in the areas of combinatorial reasoning and the affective dimension of learning discrete mathematics Discrete mathematics is the math of our time So declared the immediate past president of the National Council of Teachers of Mathematics John Dossey in 1991 Nearly 30 years later that statement is still true although the news has not yet fully reached school mathematics curricula Nevertheless much valuable work has been done and continues to be done This volume reports on some of that work It provides a glimpse of the state of the art in learning and teaching discrete mathematics around the world and it makes the case once again that discrete mathematics is indeed mathematics for our time even more so today in our digital age and it should be included in the core curricula of all countries for all students **Consolidated List of Government**

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The Progress of Education N. V. Kinkar,1974 **X-kit Fet G11 Phys Science Physics** Long, C,2009

Biennial Report of the Superintendent of Public Instruction of the Territory of Arizona Arizona. Office of Superintendent of Public Instruction,1900 **Report** Arizona (Ter.) Superintendent of Public Instruction,1900

Consolidated List of Government Publications Great Britain. Her Majesty's Stationery Office,1959 **History and Epistemology in Mathematics Education** Évelyne Barbin,Michael N. Fried,Marta Menghini,Francesco Saverio Tortoriello,2025-06-12 This book explores the evolving relationship between the history and epistemology of mathematics and mathematics education over the past fifty years Beginning with the international movement that emerged in the 1970s it celebrates the enduring and expanding role of historical and epistemological perspectives in shaping teaching practices Organized into seven thematic sections the volume examines core issues such as how historical and epistemological insights enhance understanding of mathematical concepts interdisciplinarity as a tool for teaching and innovative approaches to teacher training It also delves into the use of historical problems ancient texts and textbooks as teaching resources alongside an analysis of the social and political dimensions of mathematics education Special attention is given to the impact of the modern mathematics reform and its legacy in rekindling interest in the history of mathematics in education Featuring contributions from diverse geographical and historical contexts this book is an essential resource for teachers researchers and anyone passionate about the rich interplay of history epistemology and mathematics

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