

## PART-III : MATHEMATICS

### SECTION – 1 (Maximum marks : 24)

- This section contains **EIGHT (08)** questions.
- The answer to each question is a **NUMERICAL VALUE**.
- For each question, enter the correct numerical value of the answer using the mouse and the on-screen virtual numeric keypad in the place designated to enter the answer. If the numerical value has more than two decimal places, **truncate/round-off** the value to **TWO** decimal places.
- Answer to each question will be evaluated according to the following marking scheme:

**Full Marks** : +3 **ONLY** if the correct numerical value is entered;

**Zero Marks** : 0 In all other cases.

1. Considering only the principal values of the inverse trigonometric functions, the value of

$$\frac{3}{2} \cos^{-1} \sqrt{\frac{2}{2+\pi^2}} + \frac{1}{4} \sin^{-1} \frac{2\sqrt{2}\pi}{2+\pi^2} + \tan^{-1} \frac{\sqrt{2}}{\pi}$$

is \_\_\_\_\_.

Answer (= 2.36)

$$\begin{aligned}
 \text{Sol. } & \frac{3}{2} \tan^{-1} \frac{\pi}{\sqrt{2}} + \frac{1}{4} \tan^{-1} \left( \frac{2\sqrt{2}\pi}{\pi^2 - 2} \right) + \tan^{-1} \frac{\sqrt{2}}{\pi} \\
 &= \frac{\pi}{2} + \frac{1}{2} \tan^{-1} \frac{\pi}{\sqrt{2}} - \frac{1}{4} \tan^{-1} \left( \frac{2\sqrt{2}\pi}{2 - \pi^2} \right) \\
 &= \frac{\pi}{2} + \frac{1}{2} \tan^{-1} \left( \frac{\pi}{\sqrt{2}} \right) - \frac{1}{4} \tan^{-1} \left( \frac{2 \cdot \left( \frac{\pi}{\sqrt{2}} \right)}{1 - \left( \frac{\pi}{\sqrt{2}} \right)^2} \right) \\
 &= \frac{\pi}{2} + \frac{1}{2} \tan^{-1} \left( \frac{\pi}{\sqrt{2}} \right) - \frac{1}{4} \left( -\pi + 2 \tan^{-1} \left( \frac{\pi}{\sqrt{2}} \right) \right) \\
 &= \frac{\pi}{2} + \frac{\pi}{4} = \frac{3\pi}{4} \\
 &= 2.36
 \end{aligned}$$

# 2march Mathematics Paper 1

**University of Glasgow**

A red circular graphic with a gradient, appearing as a semi-circle or a partial circle, located to the right of the University of Glasgow text.

## 2march Mathematics Paper 1:

INTERMEDIATE I YEAR MATHS I B (English Medium) TEST PAPERS: Vikram Books,2014-11-17 Intermediate First Year MATHS I B Test papers Issued by Board of Intermediate Education w e f 2013 2014     **Paired Maths Handbook** Judi Bamford,Keith J. Topping,2013-11-12 First Published in 1998 This book is one of a family of three related books consisting of two resource Handbooks for everyday use supported by a more detailed background text for deeper reading and reference The Paired Maths Handbook gives a brief introduction to the rationale materials organisation and evaluation of the Paired Maths method for parental involvement and peer tutoring in mathematics for children aged 4 to 14 This is followed by 12 different practical resources to copy to help with the organisation of the method The main part of the book consists of two dimensional mathematical games to copy complete with instructions and needing minimal other materials These games are particularly suitable for children aged 9 to 12 especially when involved in cooperative learning or peer tutoring in schools or other study centres     *Resources in Education* ,1992     **Papers** ,1914     The Subject Index to Periodicals ,1920     **The Edinburgh University Calendar** University of Edinburgh,1907     **University of Glasgow Calendar** University of Glasgow,1929     *Glasgow University Calendar* University of Glasgow,1905     Oswaal One For All Olympiad Previous Years' Solved Papers Class 5 (Set of 6 Books) Maths, English, Science, Reasoning, Cyber & General Knowledge (For 2024-25 Exam) ,2024-04-16 Description of the Product Crisp Revision with Concept wise Revision Notes Mind Maps 100% Exam Readiness with Previous Years Questions from all leading Olympiads like IMO NSO ISO Hindustan Olympiad Valuable Exam Insights with 3 Levels of Questions Level1 2 Achievers Concept Clarity with 500 Concepts 50 Concepts Videos Extensive Practice with Level 1 Level 2 Practice Papers     *Subject Index to Periodicals* ,1925     **Sessional Papers of the Dominion of Canada** Canada. Parliament,1910 Report of the Dominion fishery commission on the fisheries of the province of Ontario 1893 issued as an addendum to vol 26 no 7     **Education for All** Richard Pring,Geoffrey Hayward,Ann Hodgson,Jill Johnson,Ewart Keep,Alis Oancea,Gareth Rees,Ken Spours,Stephanie Wilde,2012-08-21 There are two key questions at the heart of the ongoing debate about education and training for all young people irrespective of background ability or attainment What counts as an educated 19 year old today Are the models of education we have inherited from the past sufficient to meet the needs of all young people as well as the social and economic needs of the wider community Education for All addresses these questions in the light of evidence collected over five years by the Nuffield Review of 14 19 Education and Training the most rigorous investigation of every aspect of this key educational phase for decades Written by the co directors of the Nuffield Review Education for All provides a critical comprehensive and thoroughly readable overview of 14 19 education and training and makes suggestions for the kind of education and training that should be provided over the coming decade and beyond The authors acknowledge that much has been achieved by the respective governments massive investment in resources closer collaboration between schools colleges training providers voluntary agencies and employers recognition and

promotion of a wider range of qualifications They are also optimistic about the good things that are going on in many secondary classrooms enormous amounts of creativity courageous efforts to meet problems a deep concern and caring for many young people otherwise deprived of hope and opportunity But they argue for a radical reshaping of the future in the light of a broader vision of education a greater respect for more practical and active learning a system of assessment which supports rather than impoverishes learning respect for the professional expertise of the teacher a more unified system of qualifications ensuring progression into higher education and employment the creation of strongly collaborative and local learning systems and a more reflective and participative approach to policy Education for All should be read by everyone working in or with an interest in secondary level education in England and Wales and beyond Monthly Catalog of United States Government Publications United States. Superintendent of Documents,1964-07 Complex Analysis for Mathematics and Engineering John H. Mathews,Russell W. Howell,2001 Complex Analysis for Mathematics and Engineering strikes a balance between the pure and applied aspects of complex analysis and presents concepts using a clear writing style Believing that mathemati **Catalogue of Title-entries of Books and Other Articles Entered in the Office of the Librarian of Congress, at Washington, Under the Copyright Law ... Wherein the Copyright Has Been Completed by the Deposit of Two Copies in the Office** Library of Congress. Copyright Office,1919 Math Education for America? Mark Wolfmeyer,2013-12-04 Math Education for America analyzes math education policy through the social network of individuals and private and public organizations that influence it in the United States The effort to standardize a national mathematics curriculum for public schools in the U S culminated in 2010 when over 40 states adopted the Common Core State Standards for Mathematics Rather than looking at the text of specific policy documents this book complements existing critical reviews of the national math education curriculum by employing a unique social network analysis Breaking new ground in detailing and theorizing the politics of math education Wolfmeyer argues that the private interests of this network are closely tied to a web of interrelated developments human capital education policy debates over traditional and reform pedagogy the assumed content knowledge deficit of math teachers and the proliferation of profit driven educational businesses By establishing the interconnectedness of these interests with the national math education curriculum he shows how the purported goals of math education reform are aligned with the prevailing political agendas of this social network rather than the national interest *The Aberdeen University Calendar* University of Aberdeen,1915 **Bailey's index to 'The Times'**. Nancy Bailey,1901 *Palmers' Index to the Times Newspaper* ,1901 The Leading Edge of Early Childhood Education Nonie K. Lesaux,Stephanie M. Jones,2021-02-23 The Leading Edge of Early Childhood Education aims to support the effort to simultaneously scale up and improve the quality of early childhood education by bringing together relevant insights from emerging research to provide guidance for this critical fledgling field It reflects the growing recognition that early childhood experiences have a powerful effect on children s later academic achievement and long term life outcomes Editors Nonie K

Lesaux and Stephanie M Jones bring together an impressive array of scholarly contributors Topics include creating learning environments that support children s cognitive and emotional development identifying and addressing early risk factors using data to guide educators practice and capitalizing on the use of technology Recent years have seen a surge of local state and national initiatives aimed at expanding and improving early childhood initiatives particularly regarding access to preK programs The Leading Edge of Early Childhood Education promises to be a valuable resource for those charged with enacting the next level of work in this critical area

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