

**CLASS-XII**  
**MATHEMATICS(For DA students)**

**Time: 3 Hrs**

**Theory: 80 Marks**

**DA: 20 Marks**

**Total: 100 Marks**

1. Section A contains Q1 to Q26 of 2 marks each.
2. Section B contains Q27 to Q34 of 3 marks each.
3. Section C contains Q35 to Q42 of 4 marks each.
4. All questions of section-A are compulsory. Attempt any 4 questions out of 8 questions in section-B. Attempt any 4 questions out of 8 questions in section- C

SER.NO.	CHAPTERS	Q. Carrying 2-Marks	Q. Carrying 3-Marks	Q. Carrying 4-Marks	Total Marks
1	Relations & Functions	2	-	-	04
2	Inverse Trigonometric Functions	2	1	-	07
3	Matrices	4	1	1	15
4	Determinants	4	1	1	08
5	Continuity and Differentiability	2	C	1	08
6	Applications of Derivatives	2	-	1	08
7	Integrals	2	1	C	07
8	Applications of the Integrals	2	C	C	04
9	Differential Equations	2	-	C	04
10	Vectors	2	C	-	04
11	Three Dimensional Geometry	2	C	-	04
12	Linear Programming	2	-	1	08
13	Probability	2	1	C	07
<b>TOTAL QUESTIONS</b>		<b>26</b>	<b>4</b>	<b>4</b>	<b>34+8C</b>
<b>TOTAL MARKS</b>		<b>52</b>	<b>12</b>	<b>16</b>	<b>80</b>

**Note: C stands for Choice questions.**

*[Signature]*  
22/6/22

# May 2015 Maths Supplementary Question Paper

**Zahid Pranjol, Alia Amir**



## May 2015 Maths Supplementary Question Paper:

Educart NEET 37 Years Chemistry Solved Papers (PYQs) Chapterwise and Topicwise for NEET 2025 Exam Educart, Dr. Rakshita Singh, 2024-07-25      *Educart NEET 37 Years Biology Solved Papers (PYQs) Chapterwise and Topicwise for NEET 2025 Exam* Educart, Dr. Rakshita Singh, 2024-07-25

**Educart NEET 37 Years Physics Solved Papers (PYQs) Chapterwise and Topicwise for NEET 2025 Exam** Educart, Dr. Rakshita Singh, 2024-07-25      **Network Bioscience, 2nd Edition** Marco Pellegrini, Marco Antoniotti, Bud Mishra, 2020-03-27

Network science has accelerated a deep and successful trend in research that influences a range of disciplines like mathematics graph theory physics statistics data science and computer science just to name a few and adapts the relevant techniques and insights to address relevant but disparate social biological technological questions We are now in an era of big biological data supported by cost effective high throughput genomic transcriptomic proteomic metabolomic data collection techniques that allow one to take snapshots of the cells molecular profiles in a systematic fashion Moreover recently also phenotypic data data on diseases symptoms patients etc are being collected at nation wide level thus giving us another source of highly related causal big data This wealth of data is usually modeled as networks aka binary relations graphs or webs of interactions including protein protein metabolic signaling and transcription regulatory interactions The network model is a key view point leading to the uncovering of mesoscale phenomena thus providing an essential bridge between the observable phenotypes and omics underlying mechanisms Moreover network analysis is a powerful hypothesis generation tool guiding the scientific cycle of data gathering data interpretation hypothesis generation and hypothesis testing A major challenge in contemporary research is the synthesis of deep insights coming from network science with the wealth of data often noisy contradictory incomplete and difficult to replicate so to answer meaningful biological questions in a quantifiable way using static and dynamic properties of biological networks

*STEM: Innovation on Teaching and Learning* Vanda Santos, Cecília Costa, Dina Tavares, 2025-02-04

This Research Topic is focused on STEM education based on this model several studies have emerged on innovative approaches on teaching and learning In order to meet the demands of developing students for the 21st century skills and given the appropriate characteristics for this goal of the STEM model further research is needed on this topic Being so it is justified to carry out more research on STEM approaches such as with pre service teachers in service teachers and all levels of education This research topic provides a stimulating and informative variety of research papers that expand and deepen our theoretical understanding on STEM innovations on teaching and learning Taking into account the demands of developing students for the 21st century skills in this Research Topic we aim to collect high quality studies focused on STEM model related to pre service teachers in service teachers as well as students of all levels of education We also intend to cover the largest variety of topics addressing this specific matter that could help to foster STEM implementation in the classroom to sharing STEM model education training experiences Furthermore we are interested in contributions that provide deepening

insights into the challenges and opportunities involved in adopting STEM education in teaching and learning in a sustainable way

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**Reshaping STEM Education: Strategies for Curriculum Decolonization and Institutional Transformation** Zahid Pranjol,Alia Amir,2025-11-13 The field of STEM higher education is currently grappling with the imperative need for transformative discourse to address its historical epistemological and colonial underpinnings Despite significant advancements in STEM disciplines there remains a critical gap in inclusivity and equity within higher educational institutes Recent studies have highlighted the persistent colonial structures that shape STEM education often marginalizing diverse voices and perspectives Efforts to decolonize STEM education are gaining momentum yet there is a pressing need for comprehensive research and reflective insights to uproot these entrenched structures This research topic aims to address these gaps by fostering a robust dialogue that transcends traditional boundaries promoting a deeper understanding of the challenges and opportunities in reshaping STEM education through decolonial lenses This research topic aims to provide a scholarly platform for researchers educators and practitioners to contribute groundbreaking research and reflective insights on decolonizing STEM higher education The primary goal is to facilitate a robust dialogue that transcends traditional boundaries fostering a deeper understanding of the challenges and opportunities in reshaping STEM education through decolonial lenses

**Computational Methods for Understanding Complexity: The Use of Formal Methods in Biology** David A. Rosenblueth,2016-11-21 The complexity of living organisms surpasses our unaided abilities of analysis Hence computational and mathematical methods are necessary for increasing our understanding of biological systems At the same time there has been a phenomenal recent progress allowing the application of novel formal methods to new domains This progress has spurred a conspicuous optimism in computational biology This optimism in turn has promoted a rapid increase in collaboration between specialists of biology with specialists of computer science Through sheer complexity however many important biological problems are at present intractable and it is not clear whether we will ever be able to solve such problems We are in the process of learning what kind of model and what kind of analysis and synthesis techniques to use for a particular problem Some existing formalisms have been readily used in biological problems

others have been adapted to biological needs and still others have been especially developed for biological systems This Research Topic has examples of cases 1 employing existing methods 2 adapting methods to biology and 3 developing new methods We can also see discrete and Boolean models and the use of both simulators and model checkers Synthesis is exemplified by manual and by machine learning methods We hope that the articles collected in this Research Topic will stimulate new research      **100 Ideas for Trainee Teachers** Angella Cooze,2006-05-10      *Federal Register* ,2013-05

**Annual Report** South Africa. Department of Basic Education,2016      *Forthcoming Books* Rose Arny,1997      General Catalogue of Printed Books to 1955 British Museum. Dept. of Printed Books,1967

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