

4. (iv) Define collinear points.
 (v) Define secant.
 (vi) Define sector of a circle.
 (vii) Define chord of a circle.
 (viii) Define escribed circle.
 (ix) Define vertices.

4- (iv) ہم خط نقاط کی تعریف کیجئے۔

(v) قاطع خط کی تعریف کیجئے۔

(vi) دائرے کے سیکٹر کی تعریف کیجئے۔

(vii) دائرے کے وتر کی تعریف کیجئے۔

(viii) چابھی دائرہ کی تعریف کیجئے۔

(ix) راس کی تعریف کیجئے۔

(PART - II حصہ دوم)

Note : Attempt THREE questions in all.

But question No.9 is Compulsory.

نوٹ: کل تین سوالات کے جوابات لکھئے۔ لیکن سوال نمبر 9 لازمی ہے۔

- 4 5. (a) Solve the equation : $2x^4 = 9x^2 - 4$ (ب) مساوات حل کیجئے :

- 4 (ب) ثابت کیجئے کہ مساوات $x^2 + (mx + c)^2 = a^2$ کے دو راس برابر ہوں گے اگر $c^2 = a^2(1 + m^2)$

- 4 (b) Show that the equation $x^2 + (mx + c)^2 = a^2$ has equal roots if $c^2 = a^2(1 + m^2)$

- 4 6. (a) Using theorem of componendo-dividendo solve : $\frac{(x+5)^3 - (x-3)^3}{(x+5)^3 + (x-3)^3} = \frac{13}{14}$ (ب) مسئلہ ترکیب و تفصیل نسبت استعمال کرتے ہوئے حل کیجئے :

- 4 6. (a) Using theorem of componendo-dividendo solve : $\frac{(x+5)^3 - (x-3)^3}{(x+5)^3 + (x-3)^3} = \frac{13}{14}$

- 4 (b) Resolve into partial fraction : $\frac{1}{(x^2 - 1)(x + 1)}$ (ب) جزوی کسر میں تحلیل کیجئے :

- 4 7. (a) If $U = \{ 1, 2, 3, \dots, 10 \}$, $A = \{ 1, 3, 5, 7, 9 \}$ and $B = \{ 2, 3, 5, 7 \}$

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ہو تو تصدیق کیجئے کہ $(A \cap B)' = A' \cup B'$

7. (a) If $U = \{ 1, 2, 3, \dots, 10 \}$, $A = \{ 1, 3, 5, 7, 9 \}$ and $B = \{ 2, 3, 5, 7 \}$ then verify that $(A \cap B)' = A' \cup B'$

- 4 (ب) چھ طالب علموں کے ریاضی میں حاصل کردہ نمبرز درج ذیل ہیں۔ تقریباً معلوم کیجئے :

- (b) The marks of six students in Mathematics are as follow. Determine variance :

Student طالب علم	1	2	3	4	5	6
Marks نمبرز	60	70	30	90	80	42

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- 4 8. (a) Prove that : $\frac{\sqrt{1 + \cos \theta}}{\sqrt{1 - \cos \theta}} = \frac{\sin \theta}{1 - \cos \theta}$ (ب) مساوی الاضلاع مثلث ABC کا محصور دائرہ بنائیے جب کہ اس کے ہر ضلع کی لمبائی 5 سم ہو۔

- 4 (b) Inscribe a circle in an equilateral triangle ABC with each side of length 5 cm.

- 8 9. ثابت کیجئے کہ دائرے کے مرکز سے کسی وتر پر عمود، اس کی تصحیف کرتا ہے۔

9. Prove that perpendicular from the centre of a circle on a chord bisect it.

OR

ثابت کیجئے کہ کسی دائرے میں قوس صغیر سے بننے والا مرکزی زاویہ مقدار میں اپنی متعلقہ قوس کبیرہ کے محصور زاویے سے دوگن ہوتا ہے۔

Prove that the measure of a central angle of a minor arc of a circle, is double that of the angle subtended by the corresponding major arc.

Math 10 Text Board Lahore

Sabine Zange



Math 10 Text Board Lahore:

The Development of Mathematics in Medieval Europe Menso Folkerts, 2024-10-28 The Development of Mathematics in Medieval Europe complements the previous collection of articles by Menso Folkerts Essays on Early Medieval Mathematics and deals with the development of mathematics in Europe from the 12th century to about 1500 In the 12th century European learning was greatly transformed by translations from Arabic into Latin Such translations in the field of mathematics and their influence are here described and analysed notably al Khwarizmi s Arithmetic through which Europe became acquainted with the Hindu Arabic numerals and Euclid s Elements Five articles are dedicated to Johannes Regiomontanus perhaps the most original mathematician of the 15th century and to his discoveries in trigonometry algebra and other fields The knowledge and application of Euclid s Elements in 13th and 15th century Italy are discussed in three studies while the last article treats the development of algebra in South Germany around 1500 where much of the modern symbolism used in algebra was developed Educational Strategies among Muslims in the Context of Globalization Holger Daun, Geoffrey Walford, 2004-04-01 This volume deals with Islamic conceptualization of knowledge various types of Islamic education and educational strategies among selected groups of Muslims in Islamized countries Pakistan Iran Morocco Senegal and so on as well as countries in Europe where Muslims form important minorities The first chapter gives an overview of Islamic educational arrangements in the context of globalization and chapter two presents some principal ideological orientations among Muslims The remaining chapters describe educational arrangements available to Muslim parents in different countries The book is useful as a textbook in social sciences courses teacher training institutions and among the general public The Pakistan Review ,1961 *The West Pakistan Civil List* ,1968 The Mathematical Gazette ,1941 The Journal of Education ,1890 *Radicalization in Pakistan* Muhammad Shoaib Pervez, 2020-11-29 This book offers a critical analysis of radicalization in Pakistan by deconstructing the global and the official state narratives designed to restrain Pakistani radicalization Chapters are centered around three distinct themes educational norms religious practices and geo political aspects of radicalization to examine the prevalent state and global practices which propagate Pakistani radicalization discourse The book argues that there is both a global agenda which presents Pakistan as the epicenter and sponsor of terrorism and a domestic or official agenda that portrays Pakistan as the state which sacrificed and suffered the most in the recent War on Terror which allow the country to gain sympathy as a victim Delineating both conflicting agendas through a critical analysis of global and state practices in order to understand the myths and narratives of radicalization in Pakistan constructed by powerful elites the book enables readers to gain a better understanding of this phenomenon A multidisciplinary critical approach to comprehending radicalization in Pakistan with innovative prescriptions for counter radicalization policy this book will be of interest to researchers working in the fields of International Relations Security Studies Asian Politics as well as Religious Studies and Education in particular in the context of South Asia **The**

Pakistan National Bibliography ,1985 **Education in Asia** ,1972 *Subject-index to the author-catalogue. 1908-10. 2*
v Imperial Library, Calcutta,1908 *Bulletin of the Unesco Regional Office for Education in Asia* Unesco. Regional Office for
Education in Asia,1970 *Tantrasaṅgraha of Nīlakaṇṭha Somayājī* K. Ramasubramanian,M. S. Sriram,2011-06-16

Tantrasaṅgraha composed by the renowned Kerala astronomer N lakantha Somay j c 1444 1545 AD ranks along with ryabhat
ya of ryabhata and Siddh nta iromani of Bh skar c rya as one of the major works which significantly influenced further work
on astronomy in India One of the distinguishing features is the introduction of a major revision of the traditional Indian
planetary model N lakantha arrived at a unified theory of planetary latitudes and a better formulation of the equation of
centre for the interior planets Mercury and Venus than was previously available In preparing the translation and explanatory
notes K Ramasubramanian and M S Sriram have used authentic Sanskrit editions of Tantrasaṅgraha by Surand Kunjan Pillai
and K V Sarma All verses have been translated into English which have been supplemented with detailed explanations
including all necessary mathematical relations illustrative examples figures and tables using modern mathematical notation

Educational Times ,1908 **Manuscripts and Performances in Religions, Arts, and Sciences** Antonella
Brita,Janina Karolewski,Matthieu Husson,Laure Miolo,Hanna Wimmer,2023-12-04 Throughout history manuscripts have been
made and used for religious artistic and scientific performances and this practice continues in most cultures today By
focusing on the role manuscripts have in different kinds of performances this volume contributes to the evolving field of
investigating written artefacts and their functions The collected essays regard manuscripts as points of intersection where
textual material and performative aspects converge The contributors analyse manuscripts in their forms and functions as
well as their positioning in the performances for which they were made These aspects unfold across the volume s three
sections examining how manuscripts are 1 used backstage for preparing and giving instructions for performances 2 taken
onstage contributing to the enactment of performances and 3 performers in their own right producing an effect on the
audience The diversified interdisciplinary and innovative methodologies of the included papers carry great potential to
expand the traditional approaches of manuscript studies and find application outside the contributors respective fields

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Publishers' Circular and Booksellers' Record ,1924 **The Publisher** ,1912 *Subject Index of Modern Books*
Acquired British Library,1906 **Catalogue** Calcutta (India). Imperial library,1908

The book delves into Math 10 Text Board Lahore. Math 10 Text Board Lahore is a crucial topic that needs to be grasped by everyone, from students and scholars to the general public. The book will furnish comprehensive and in-depth insights into Math 10 Text Board Lahore, encompassing both the fundamentals and more intricate discussions.

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- Chapter 2: Essential Elements of Math 10 Text Board Lahore
- Chapter 3: Math 10 Text Board Lahore in Everyday Life
- Chapter 4: Math 10 Text Board Lahore in Specific Contexts
- Chapter 5: Conclusion

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https://staging.conocer.cide.edu/results/detail/index.jsp/Mineral_Processing_Laboratory_Manual.pdf

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