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established ways of conceptualizing developing and assessing mathematical knowledge for teaching may be less than adequate these are important issues for policy and practice because of longstanding difficulties in recruiting teachers who are confident and conventionally well qualified in mathematics and because of rising concern that teaching of the subject has not adapted sufficiently the issues to be examined in mathematical knowledge in teaching are of considerable significance in addressing global aspirations to raise standards of teaching and learning in mathematics by developing more effective approaches to characterizing assessing and developing mathematical knowledge for teaching

Business Mathematics - According to the Syllabus as Amended under National Education Policy (NEP) - 2020 2022-03-17

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13 integration 14 maxima and minima 15
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Arithmetic, in which the principles of operating by numbers are analytically explained and synthetically applied, etc. (Adams's New Arithmetic.) 1861

Mathematical Knowledge in Teaching

2011-01-06

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