| Programme | B. Sc. Mathematics Honours |  |  |  |
| :---: | :---: | :---: | :---: | :---: |
| Course Code | MAT1FM105(2) |  |  |  |
| Course Title | MATHEMATICS FOR COMPETITIVE EXAMINATIONS - PART I |  |  |  |
| Type of Course | MDC |  |  |  |
| Semester | I |  |  |  |
| Academic Level | 100-199 |  |  |  |
| Course Details | Credit | Lecture/Tutorial per week | Practical <br> per week | Total Hours |
|  | 3 | 3 | - | 45 |
| Pre-requisites | Basic Arithmetic and Computational Skill |  |  |  |
| Course <br> Summary | The course is designed to equip students with essential arithmetic and problem-solving skills required for competitive exams. It covers topics ranging from fundamental arithmetic operations such as number systems, fractions, and roots to more advanced concepts like financial mathematics, time-speed-distance calculations, and problem-solving techniques.. |  |  |  |

## Course Outcomes (CO):

| CO | CO Statement | Cognitive <br> Level* | Knowledge <br> Category\# | Evaluation Tools <br> used |
| :---: | :--- | :---: | :---: | :--- |
| CO1 | Apply mathematical <br> methods to solve problems | Ap | P | Internal <br> Exam/Assignment/ <br> Seminar/ Viva / End <br> Sem Exam |
| CO2 | Apply numerical skills in <br> competitive examinations | Ap | P | Internal <br> Exam/Assignment/ <br> Seminar/ Viva / End <br> Sem Exam |
| CO3 | Manage time in <br> competitive examinations. | C | M | Internal <br> Exam/Assignment/ <br> Seminar/ Viva / End <br> Sem Exam |

*     - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) \#
- Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)


## Detailed Syllabus:

| Module | Unit | Content | $\begin{gathered} \hline \text { Hrs } \\ \text { (36+ } \\ 9) \\ \hline \end{gathered}$ | Ext. Marks <br> (50) |
| :---: | :---: | :---: | :---: | :---: |
| I |  | Fundamentals of Arithmetic | 9 | Min 10 |
|  | 1 | Number System |  |  |
|  | 2 | Number Series |  |  |
|  | 3 | Simple and Decimal Fractions |  |  |
|  | 4 | HCF and LCM |  |  |
|  | 5 | Square root and Cube root |  |  |
| II |  | Basic Arithmetic Operations | 9 | Min 10 |
|  | 6 | Simplification |  |  |
|  | 7 | Average |  |  |
|  | 8 | Ratio and Proportion |  |  |
|  | 9 | Problems based on ages |  |  |
|  | 10 | Percentage |  |  |
| III |  | Financial Mathematics | 9 | Min 10 |
|  | 11 | Profit and Loss |  |  |
|  | 12 | Discount |  |  |
|  | 13 | Simple Interest |  |  |
|  | 14 | Compound Interest |  |  |
|  | 15 | Work and Time |  |  |
| IV |  | Time, Speed, and Distance | 9 | Min 10 |
|  | 16 | Speed, Time and Distance |  |  |
|  | 17 | Problems based on trains |  |  |
|  | 18 | Boats and Streams |  |  |
|  | 19 | Clock and Calendar |  |  |


| $\mathbf{V}$ | Open Ended | $\mathbf{9}$ |  |
| :---: | :--- | :--- | :--- |
|  | Mixture or Allegation, Partnership, Pipes and Cisterns |  |  |

References: 1. Fast Track Objective Arithmetic, Rajesh Verma, Arihant Publications India limited, 2018 (Primary Reference).
2. Objective Arithmetic for Competitive Examinations, Dinesh Khattar, Pearson Education, 2020.
3. Quicker Objective Arithmetic, Dr Lal, Jain, Upkar's publication, 2010.

## Mapping of COs with PSOs and POs :

|  | PSO5 | PSO6 | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| CO 1 | 2 | 0 | 3 | 2 | 3 | 2 | 3 | 1 | 2 |
| CO 2 | 2 | 0 | 3 | 1 | 3 | 2 | 3 | 1 | 2 |
| CO 3 | 2 | 0 | 2 | 2 | 2 | 2 | 2 | 1 | 2 |

## Correlation Levels:

| Level | Correlation |
| :--- | :--- |
| - | Nil |
| 1 | Slightly / Low |
| 2 | Moderate / Medium |
| 3 | Substantial / High |

## Assessment Rubrics:

- Assignment/ Seminar
- Internal Exam
- Viva
- Final Exam (70\%)


## Mapping of COs to Assessment Rubrics:

|  | Internal Exam | Assignment | Seminar | Viva | End Semester Examinations |
| :--- | :---: | :---: | :---: | :---: | :---: |
| CO 1 | $\checkmark$ | $\checkmark$ | $\checkmark$ | $\checkmark$ |  |
| CO 2 | $\checkmark$ | $\checkmark$ | $\checkmark$ | $\checkmark$ | $\checkmark$ |
| CO 3 | $\checkmark$ | $\checkmark$ | $\checkmark$ | $\checkmark$ | $\checkmark$ |

