

ශ්‍රී ලංකා විභාග දෙපාර්තමේන්තුව

අධ්‍යයන පොදු සහතික පත්‍ර(උසස් පෙළ), 2003 අප්‍රේල්

සංයුක්ත ගණිතය I

පැය තුනයි

01). $\lambda \in \mathbb{R}$ සහ $p(x) = (\lambda - 2)x^2 - 3(\lambda + 2)x + 6\lambda$ යයි ගනිමු.

- යියලු $x \in \mathbb{R}$ සඳහා $p(x)$ ධන වන සේ වූ λ හි අවුතම නිර්දේශ සොයන්න.
- $p(x) = 0$ සමීකරණයට ප්‍රතිත්ත තාත්වික මූල දෙකක් තිබෙන්නේ λ හි කවර අගයන් සඳහා ද?
- $p(x) = 0$ හි මූල තාත්වික ද එම මූල දෙකෙහි වෙනස 3 ට සමාන ද නම් λ සොයන්න.

02)(a). එක්තරා පන්තියක ශිෂ්‍යයන් 8 දෙනෙකු සිටි, තරඟයකට සහභාගී වීම සඳහා කණ්ඩායම් හතරකට එම ශිෂ්‍යයන් බෙදීමට පංතියේ ගුරුවරයාට අවශ්‍ය වේ. කණ්ඩායම් වල තරම එක හා සමාන වීම අවශ්‍යම නොවන අතර කණ්ඩායමක් එක් තැනැත්තෙකුගෙන් වුව ද සමන්විත විය හැක.

අවශ්‍ය කණ්ඩායම් හතර 1701 ආකාරයකින් සෑදිය හැකි බව පෙන්වන්න.

(b). සුපුරුදු අංකනයෙන්,

$0 \leq r \leq n - 1$ සඳහා $n_{C_{r+1}} + n_{C_r} = n + 1_{C_{r+1}}$ බව පෙන්වන්න.

තවද, $0 \leq r \leq 2002$ සඳහා

$2003_{C_r} + 2004_{C_r} + \dots + 2013_{C_r} = 2014_{C_{r+1}} - 2003_{C_{r+1}}$

බව අපෝහනය කරන්න.

03)(a). ගණිත අභ්‍යුහන මූලධර්මය උපයෝගී කර ගනිමින් සෑම n ධන නිර්දේශයක් සඳහාම $8(n + 1)! > 2^{n+1}(n + 2)$ බව සාධනය කරන්න.

$\sum_{k=1}^n \frac{k!}{2^k} > \frac{1}{16}(n^2 + 3n + 4)$ බව අපෝහනය කරන්න.

එ නමින්, $\sum_{k=1}^{\infty} \frac{k!}{2^k}$ ශ්‍රේණිය අභිසාරී නොවන බව පෙන්වන්න.

(b). $|x + 2| + |x - 1| > 5$ අසමානතාව සපුරාලන x හි සියලු ම තාත්වික අගයන්ගෙන් සමන්විත කුලකය සොයන්න.

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Enhancing STEM Education and Careers in Sri Lanka Shalika Subasinghe, Shobhana Sosale, Harsha Aturupane, 2023-06-30 This country report examines how access to and choice on science technology engineering and mathematics STEM affect enrollments in upper secondary technical and vocational education and training TVET and higher education in Sri Lanka The goal is to increase access to and participation in STEM programs and careers *Childhood in a Sri Lankan Village* Bambi L. Chapin, 2014-06-30 Like toddlers all over the world Sri Lankan children go through a period that in the U S is referred to as the terrible twos Yet once they reach elementary school age they appear uncannily passive compliant and undemanding compared to their Western counterparts Clearly these children have undergone some process of socialization but what Over ten years ago anthropologist Bambi Chapin traveled to a rural Sri Lankan village to begin answering this question getting to know the toddlers in the village then returning to track their development over the course of the following decade *Childhood in a Sri Lankan Village* offers an intimate look at how these children raised on the tenets of Buddhism are trained to set aside selfish desires for the good of their families and the community Chapin reveals how this cultural conditioning is carried out through small everyday practices including eating and sleeping arrangements yet she also explores how the village's attitudes and customs continue to evolve with each new generation Combining penetrating psychological insights with a rigorous observation of larger social structures Chapin enables us to see the world through the eyes of Sri Lankan children searching for a place within their families and communities *Childhood in a Sri Lankan Village* offers a fresh global perspective on child development and the transmission of culture **Sinhala** Bonnie G. MacDougall, Kamini De Abrew, Foreign Service Institute (U.S.), 1979 *Development, Education and Learning in Sri Lanka* Angela W. Little, 2024-06-13 Sri Lanka's early achievements in education and literacy became well known among the international development community in the middle of the last century and were often used to benchmark progress elsewhere *Development Education and Learning in Sri Lanka* presents an illuminating narrative of changing education fortunes and inequalities based on half a century of research This research journey was undertaken in collaboration with Sri Lankan researchers island wide in myriad communities schools classrooms and education offices through conversations with countless parents teachers students community members trade union officers politicians and members of local national and international development agencies as well as through extensive documentary analysis The book delineates the distinctive and changing features of the Sri Lankan education system through comparisons with systems elsewhere through an understanding of national political economic and social conditions crises and upheavals through changes in education policy and through shifting patterns of opportunity among diverse social groups These analyses are framed by themes in the international development discourse ranging from modernisation to basic needs to globalisation and sustainable development some of which themes have been influenced by the Sri Lankan story The book's overriding messages are the need to

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Proceedings of the Future Technologies Conference (FTC) 2021, Volume 3 Kohei Arai, 2021-10-24 This book provides the state of the art intelligent methods and techniques for solving real world problems along with a vision of the future research The sixth Future Technologies Conference 2021 was organized virtually and received a total of 531 submissions from academic pioneering researchers scientists industrial engineers and students from all over the world The submitted papers covered a wide range of important topics including but not limited to technology trends computing artificial intelligence machine vision communication security e learning and ambient intelligence and their applications to the real world After a double blind peer reviewed process 191 submissions have been selected to be included in these proceedings One of the meaningful and valuable dimensions of this conference is the way it brings together a large group of technology geniuses in one venue to not only present breakthrough research in future technologies but also to promote discussions and debate of relevant issues challenges opportunities and research findings We hope that readers find the volume interesting exciting and inspiring

Innovative Strategies in Higher Education for Accelerated Human Resource Development in South Asia Asian Development Bank, 2016-06-01 This publication is part of a series of six country reports on technical and vocational education and training TVET and higher education in Bangladesh Nepal and Sri Lanka Each report presents

current arrangements and initiatives in the respective country's skills development strategies. These are complemented by critical analyses to determine key issues, challenges and opportunities for innovative strategies toward global competitiveness, increased productivity and inclusive growth. The emphasis is to make skills training more relevant, efficient and responsive to emerging domestic and international labor markets. The reports were finalized in 2013 under the Australian AID supported Phase 1 of Subproject 11 Innovative Strategies for Accelerated Human Resource Development of Regional Technical Assistance 6337 Development Partnership Program for South Asia.

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