M T & T S 2016

24th Mathematics Training and Talent Search Programme

Souvenir

Venues & Dates

Indian Institute of Technology Madras (May 23 – June 18, 2016)
Regional Institute of Education, Mysore (May 23 – June 18, 2016)
Shiv Nadar University, Greater Noida (May 30 – June 25, 2016)
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<th>PROGRAMME DIRECTOR</th>
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Home Page:  http://www.mtts.org.in
CORE COMMITTEE OF MTTS PROGRAMME

A core committee was formed about five years ago to advise, organize and supervise various aspects of MTTS Programme. At present the following are the members (in alphabetical order):

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<th>S. N.</th>
<th>Name &amp; Affiliation</th>
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<td>Ajit Kumar&lt;br&gt;Institute of Chemical Technology, Mumbai</td>
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All decisions about MTTS are taken by circulation among the members of the core committee. We request anybody who wants to send their views/suggestions etc., about the MTTS programme to send an email to any one of the core committee members.

MINI-MTTS 2016, MUMBAI
MESSAGE FROM THE DIRECTOR

Welcome to the 24th camp of Mathematics Training and Talent Search Programme.

We are sure you will find that the academic environment at the MTTS Camp is very stimulating, inspiring and challenging, as thousands of participants in the past have found.

Within the first three days, we hope to make you take active part in the classroom, begin to think along with the teachers and within two weeks gain confidence to learn and do mathematics on your own. At the end of the programme, you will find that you enjoy doing mathematics and that your outlook of mathematics has undergone a radical change.

To achieve these, there are certain rules you must follow at the camp.

The sessions in MTTS are very different from the standard classroom teachings. We expect you not to use classroom sessions for notes taking. They are meant as highly interactive sessions in which each and every student takes an active part. You should train yourself to listen carefully in the classroom, understand the Mathematics said in the sentences, try to think along with the teachers. In case the teacher asks questions, the standard practice observed in the camp is to write down the gist of the answer and show it to the teachers by raising your hands. We do not encourage the practice of a student answering orally, as this inhibits other students’ thinking on their own.

There will be time slots for group discussions. Groups will be formed initially by yourselves but later the teachers may form the groups. Use these to discuss your difficulties and problem areas which you are too shy to ask the teachers.

There will also be student seminars starting perhaps towards the end of the second week. Select a topic in consultation with your teachers. The teachers will help you choose one which will be consonant with the topics discussed in the Programme and which will consolidate and enhance the understanding of the concepts learnt here.

There will be writing assignments almost every day. You will be asked to submit them next day. These written assignments will be corrected and may be discussed in the classroom or individually. The main aim of this exercise is to improve your writing skills. You may discuss your assignments with anybody and consult books if necessary. But the most important requirement is that at the time of writing you should be on your own.

Many of you might have been the top students of your class. You may find that there are students who do better. Do not be discouraged by this. Your sole purpose should be to learn Mathematics and develop your skills. Comparing with others should only make you resolve to improve yourself.

Feel free to discuss mathematics with any of the teachers and with fellow-participants. The best way to learn mathematics is by discussing with experts and friends.

As the participants are from different parts of the country, you should develop a habit of observing good practices and learn from others. MTTS Programme develops not only your Mathematics but also your personality!

I wish you all the best.

– S. Kumaresan
THANKS A LOT!

No programme of this kind could be the outcome of a single individual. A lot of people have helped me in various ways. I thank all of them. In particular, I record my sincere thanks to:

- National Board for Higher Mathematics for funding the programme since 1993;

- The Director, Indian Institute of Technology Madras, Chennai, the Vice-Chancellor, Shiv Nadar University, Gautam Buddha Nagar, UP and the Principal, Regional Institute of Education, Mysore for according the permission to organize the MTTS 2016 camps in their respective institutes and for providing us various facilities;

- All the resource persons who have agreed to sacrifice their vacation so that they could train the students;

- The local coordinators, Dr. A. V. Jayanthan, Dr. Shankar Prasad and Dr. A. Satyanarayana Reddy, who very generously shared their organizational ideas and worked towards the common goal;

- School of Mathematics and Statistics, University of Hyderabad for providing facilities for MTTS – especially Mr. Vijaykumar Kamari.

- Mr. Nair of Scientific Books, Mumbai who supplies books;

- Dr. G. Santhanam, IIT, Kanpur and Dr. Ajit Kumar, Institute of Chemical Technology, Mumbai for their invaluable help in almost every phase of the organization.

- Dr. Vishnu Namboothiri, for all the help related to online application for MTTS and maintenance of the MTTS website;

- The members of the national core committee of MTTS;

- The resource people of the MTTS camps of the past for their support and the participants for their appreciation;

- My wife Kalai whom I cannot thank enough.

– S. Kumaresan
MT & TS: AN INTRODUCTION

Professor S. Kumaresan submitted a proposal along the lines of MTTS in the Conference “Development of Mathematics” organized by the National Board for Higher Mathematics (NBHM), an apex body of the Department of Atomic Energy, Government of India in 1989. During “Discussion Meeting on Harmonic Analysis” held at the Indian Institute of Science, Bangalore in 1992, a session was devoted to discuss the academic preparation of the students who come for Ph.D. programmes in Mathematics. Prof. S. Kumaresan suggested that a training programme with the aim to expose young minds to the excitement of doing mathematics and enabling them to have a meaningful career in mathematics should start at an early stage perhaps at B.Sc. level itself. The NBHM was approached with the proposal, which promptly agreed to support such an endeavour and the programme, christened as MTTS Programme, took off in 1993.

The precise and linear exposition of a typical textbook often leads students to believe that mathematics is a dry, rigid and unchanging subject. It does not exhibit the vibrant nature and the essential unity of mathematics.

The most exciting part of mathematics is the process of invention and discovery. Our goal is to introduce the students to this process.

*The aims of this programme are as follows:*

1. To teach mathematics in an interactive way rather than the usual passive presentation. To promote active learning, the teachers usually ask questions and try to develop the theory based on the answers and typical examples. At every level the participants are encouraged to explore, guess and formulate definitions and results.

2. To promote independent thinking in mathematics.

3. To provide a platform for the talented students so that they can interact with their peers and experts in the field. This serves two purposes: i) the participants come to know where they stand academically and what they have to do to bring out their full potential and ii) they establish a rapport with other participants and teachers which help them shape their career in mathematics.

4. To improve the teaching methodology of mathematics in the country in the long run.

The classes are held from Monday through Saturday. The daily programme consists of four interactive sessions: two in the morning of 1 hour 30 minutes duration each and two in the afternoon of 1 hour 15 minutes duration each.

In the first week of the programme, students are divided into 4-5 groups and a teacher in rotation is assigned to each group to discuss students' difficulties. This helps students to develop rapport with each other and also help teachers to understand all the participants personally.

After a week or so, students are divided into groups of 4-5 and are encouraged to discuss topics. At times each group is assigned some topic for discussion which they need to present at the end in front of the entire class.
After two weeks one of the sessions is completely devoted to students seminar. The topics of the seminars are either chosen by the student or assigned by the teachers taking his/her background into account. This serves many purposes: (i) it builds the confidence level of the students, (ii) it removes the stage fear and the fear of talking in front of experts. Invariably while giving seminars, the students follow the methodology of MTTS by making it highly interactive. This aspect of MTTS is so popular that almost all students volunteer to give seminar so much so that it becomes difficult to accommodate all of them.

The levels I and II have lectures in the three basic streams of Mathematics: Algebra, Analysis and Topology. Students of Level O are offered courses in Basic Real Analysis, Linear Algebra, Geometry (curve tracing, sketching of surfaces, classification of quadric surfaces) and one of Discrete Probability, Combinatorics and Elementary Number theory.

The faculty in MTTS is from various leading institutions of the country and is not confined to the institute of the venue. People who are experts in the field, who are known for their teaching and who have a commitment towards betterment of mathematics in India are chosen to give the courses. As a rule each course is taught by a single expert. This paves the way for better interaction (over a period of 4 weeks) between the faculty and students and also imparts a perspective of the field among the students. The faculty is requested to be present for all the sessions --- not for their sessions only! Identifying the difficulties of the students and giving individual attention is one of the unique features of this programme which makes it highly successful. Some reading material is also provided. There are no tests at the end of the programme as we want the students to learn mathematics for the pleasure of doing it and not for examinations. The principle followed in this programme is best explained in the words of Lesbegue

“The best way to teach students is to think in front of them”

The programme is highly appreciated by the participants. We receive letters of appreciation from both teachers and the participants.

The success of this programme mainly depends on a very small group of mathematicians committed to the improvement of the mathematical scene in our country and as such lacks man-power and infrastructure.

The programme is advertised in the newspapers and The Employment News, a highly popular fortnightly among college/university students every year sometime in the month of December. From the very inception of the programme, we are directly mailing the posters to colleges which offer B.Sc. (Mathematics), universities and institutes. The announcement is also made on the MTTS website and also sent to the large number of mathematics teachers via email. Nowadays major advertisement is through word of mouth by the former participants and teachers.

We receive over 3000 applications for all levels and centres. The screening depends very much upon the recommendations of the teacher. So we request the teachers to be very particular while recommending the students. Even if one student applies from each college we will receive about 5000 applications. We do not have the manpower to screen such a large number of applications. Unless you,
as a teacher, are convinced that there is some spark in the candidate and that the student wishes to pursue a research/teaching career in mathematics, please do not encourage him/her to apply for the programme. The programme is quite demanding and the student should be prepared to work under pressure.

How does one know whether the student is the kind we are looking for? One rule of thumb is that he reminds you of some of the top students whom you know of or that he does some independent thinking such as formulating problems, solving problems on his own.

We also look for the following traits as mentioned in the recommendation form: motivation, capacity to grasp new concepts and perseverance, determination and grit.

In order to provide opportunities to a large number of students at regional levels, we have launched Mini-MTTS programmes, which are modeled after the MTTS Programme, but are of a shorter duration and they cater mainly to students of the region, in which the programme is held.

In order to spread the MTTS methodology to a large number of students, we have started a new scheme called Pedagogical Training for Mathematics Teachers (PTMT). The suggestion for this came from the participants. The participants of PTMT are introduced to the MTTS methodology, so that they can adopt it in their regular teaching. More details on this programme can be obtained from the PTMT website.

Those who wish to organize mini-MTTS programme or PTMT programme can login to the website http://accounts.mtts.org.in/ and apply online. Proposals which assure some partial financial support from the host institution may be given preference.

Your cooperation, help and suggestions will help us make the programme successful.

Please feel free to write to me if you have any specific questions and to send your valuable suggestions to the following address:

**Professor S. Kumaresan**  
Programme Director, M.T. & T.S  
School of Mathematics and Statistics  
University of Hyderabad  
P.O. Central University  
Hyderabad 500 046

**Tel** : (040) 2313 4059 (O)  
**Email** : kumaresa@gmail.com  
**Web** : http://www.mtts.org.in/  
**mttsp programme@gmail.com**
The following is a list of some of the frequently asked questions (about the programme) and their answers.

**How many years the programme had been conducted in the past?**
The programme is being conducted every summer since 1993.

**What is the basis of selection for participating in the programme?**
The selection depends mainly on the following two criteria: (i) a consistent academic record and (ii) the recommendation letter of the teacher. The selection is very much influenced by the specifics rather than by the general recommendations in the letter.

**How are the participants assigned the centres?**
Based on geographical reasons and exam schedules of the students. The applicant should mention the tentative dates of the examinations, if he/she wants us to consider this aspect while assigning him/her the centre.

Can we get the list of all selected candidates? This will help us in planning our trip to MTTS.
You can visit the MTTS Homepage where the list is posted.

**Is there any fee to be paid by the students?**
Absolutely none. In fact, the programme will reimburse their travel (sleeper/2nd class railway fare by the shortest route) and also gives free lodging and food during the period of the programme.

**What do I do if my name appears in the selection list but no letter of admission is received?**
Nowadays selection letter is sent to the selected candidate by email. Visit the MTTS site where the selection list is available. Look for instructions to be followed in case you are selected but did not receive the admission letter.

**Where will the participants be accommodated?**
The participants are usually accommodated in the hostels of the host institution. There will be separate hostels for boys and girls.

**Is there any scholarship available for the participants (after the programme) for pursuing higher studies in mathematics?**
No, there will not be any scholarship for the students after their successful completion of the programme.

**Will the participants receive any certificate at the end of the programme?**
Yes, all participants who attend the programme for the entire period will receive a certificate of participation.

**Will the programme help the students in getting jobs or in getting admissions in good institutions?**
The main aim of the programme is to train the students so that they can work independently, achieve a
high level of confidence in the learning/understanding of mathematics to give them a global perspective about Mathematics and to make them enjoy doing mathematics. This programme is not meant to be a job-training programme. However, the knowledge and attitude acquired during the programme, if further cultivated by the participants, seem to help them achieve better goals in their academic career. It is also envisaged that if the participants choose the teaching profession, they will be able to impart mathematical knowledge in a more interactive manner and motivate students for further study.

We do not think of this programme as a job-training programme.

Can you say something about the way the training is carried out? How are the courses different from the ones we have at the colleges?

Radically different. In fact, it takes about three days for the participants to get used to our way of doing things.

The faculty is from various leading institutions of the country and is not confined to the institute of the venue. People who are experts in the field, who are known for their teaching and have a commitment towards high quality mathematics in India are chosen to give the courses. As a rule each course is taught by a single expert. This paves the way for better interaction (over a period of 4 weeks) between the faculty and students and also imparts a perspective of the field among the students. The faculty is requested to be present for all the sessions --- not for their sessions only! In the problem sessions all students are asked to do problems. All the four teachers of a level will actively help the students during the problem sessions. The teachers identify the difficulties of the individual students. Giving individual attention is one of the unique features of this programme. Some reading material is also provided.

The teacher keeps on asking questions, sometimes well-formulated, sometimes vague, to give you a taste of how mathematics is discovered. He most often develops a proof from the ideas given by the students and asks them to write in the way a text book will present it. There will be a great deal of pressure on you to think on your own and take active participation in the course.

Unless you are really keen and ready to work very hard, please do not apply for the programme. But if you are seriously interested in pursuing higher mathematics, this programme will be immensely useful to you.

The programme also provides a platform for students with (linguistically, culturally and mathematically) varied back-ground to come together and interact with peers and experts in the field. This serves two purposes: i) the participants come to know where they stand academically and what they have to do to bring out their full potential and ii) they establish a rapport with other participants and teachers which help them shape their career in mathematics.

Are there tests at the end of the programme?

It is our belief that one should learn mathematics for its own sake and for the love of it rather than focusing one’s attention on the tests. Till date, there were no tests for the participants.

Can you say something about the student seminars?

The participants interested in giving seminars should talk to a teacher of their level. Depending on the interest of the participants, the teacher will suggest some topics and reading material. The participant may discuss the topic with the teachers to acquire more insight before giving the seminar. Usually,
such seminars are of 15-30 minutes duration. Sometimes, a longer presentation is shared by a group of students. While they present the topic, the speakers among them are chosen randomly. This ensures that each member of the group learns the topic in totality.

**Is it possible to change the Levels after joining the Programme?**

Yes. In fact, we offer even more flexibility. If a participant of a particular level knows and is good at a particular subject of his level, he may be allowed to go for the same subject at a higher level. Similarly, if he lacks either the background and finds a particular subject difficult, he may attend the same subject at a lower level. The time table is drawn up to facilitate this migration. For example, Algebra will be taught at the same time for Levels 1 and 2.

**What subjects are taught? Are they pure or applied?**

The emphasis is on the so-called pure mathematics. The courses are on algebra, analysis, geometry, number theory, topology. The medium of instruction is English. **It is very essential that the participants should be able to communicate in English, at least in mathematics.**

**Do we have to have a great deal of background in mathematics?**

No. The courses are usually designed in such a way that 30-40% of the concepts may be already familiar to most of the students. The main aim of the course, as was mentioned above, is to promote thinking. As a matter of fact, it was observed in the previous programmes that the students who learn a topic for the first time in the programme have performed well as the courses progressed. It is not our aim to introduce a lot of jargon to the students. (You cannot master any language by learning the dictionary by heart!) Instead, we introduce the very basic concepts and train the students thoroughly.

**Can we join the programme a few days after the inaugural day?**

As mentioned earlier, it takes about three days for the students to get used our method of teaching. Anybody who joins the programme after the third day is at a distinct disadvantage, as the other participants would be in a better position to participate in the discussions. He will also feel miserable due to his inability to participate actively. Hence, as a rule, nobody is allowed to join the programme after the third day. The only exceptions would be former participants who performed well in a previous camp.

PLEASE do not send requests for joining the programme on or after 3rd day.

**A class-mate of mine is given admission. I know that he/she is not going to participate and is going to cancel the admission. Can I replace him in the camp?**

We are aware that some of the selected students have a very genuine problem, namely the clash of dates of examinations with that of our camps. Students with this problem fail to participate, since they are not allowed to join after the second day of the programme. Due to unforeseen circumstances, even those who confirmed their participation fail to join the programme. To avoid vacancies created by such incidents, we offer admission to 50-57 applicants though our sanctioned strength which is 35 per level. Our overbooking takes care of the vacancies arising out of this problem. Note that there are about 6000+ autonomous institutions such as universities, colleges and institutes in our country. It would be impossible to find even a single day which will be convenient to students of all these
institutions. To mitigate such issues, we have floated the concept of miniMTTS whose major intake will be students of a region.

Can one apply online?
From 2015 onwards, we accept only online applications. Students can apply online by logging in to the mtts website:

http://accounts.mtts.org.in/

More details and step by step instructions for online application can be found at the mtts website.

Are there some programmes for mathematics teachers similar to MTTS?
In order to spread the MTTS methodology to a large number of students, we have started a new scheme Pedagogical Training for Mathematics Teachers (PTMT). The suggestion for this came from the participants. The participants of PTMT are introduced to the MTTS methodology, so that they can adopt it in their regular teaching. More details on this programme can be obtained from website:

http://www.ptmt.mtts.org.in/

A question less frequently asked: How can we help MTTS Programme?
In many ways. To start with, you may inform your juniors and others who exhibit a certain amount of motivation and who have an aptitude for mathematics about this programme and encourage them to apply. You will be in a better position to judge which of your college students will be suitable for this activity more than the teachers, who may not have any idea of this programme. You may distribute copies of the application and recommendation form to those interested.

Secondly, you may donate the copy of the Souvenir to a committed teacher of your college. This will enable him to encourage suitable students to the Programme in future.

Thirdly, you may offer seminars at your institute along the way we teach. Your friends will also have a taste of the way mathematics is practiced in real life.

Fourthly, you may inform us of teachers who are likely to be interested in this mode of teaching. We are constantly on the look-out for motivated teachers who will be ready to sacrifice their vacation and offer training in this programme. We also allow teachers to participate in this programme if they want to know how training is imparted. For this purpose, interested teachers may visit for a week or two during the Programme. They should write to the Programme Director about this. Such participation is only by invitation. Those invited by us will be reimbursed the travel expenses and provided the local hospitality.
The only instruction which a teacher can give, in my opinion, is to think in front of his students.

– Henri Lebesgue

The art of teaching is the art of assisting discovery.

– Mark van Doren

Do not satisfy your vanity by teaching them great many things. Awake their curiosity. It is enough to open their minds, do not overload them. Put there just a spark. If there is some good inflammable stuff it will catch fire.

– Anatole France

It is the supreme art of the teacher to awaken joy in creative expression and knowledge.

– Albert Einstein
# RESIDENT FACULTY, MTTS 2016
## LEVEL O (IIT MADRAS)

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<td>Linear Algebra</td>
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<td>Riemann Integration</td>
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<td>Algebra</td>
<td><strong>Vikas Bist</strong>&lt;br&gt;Department of Mathematics&lt;br&gt;Punjab University, Chandigarh-160014</td>
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<td>Topology</td>
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<td>Subjects</td>
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<td><strong>Linear Algebra</strong></td>
<td><strong>Krishna Hanumanthu</strong>&lt;br&gt;Chennai Mathematical Institute&lt;br&gt;H1, SIPCOT IT Park, Siruseri&lt;br&gt;Kelambakkam, Chennai 603 103</td>
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**LEVEL II (IIT MADRAS)**

**LEVEL O, MTTS 2015 AT GOA**
## LEVEL O (RIE MYSORE)

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<tr>
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TEACHER PARTICIPANTS OF MTTS 2016

MTTS invites College/University teachers who are interested in personally observing the methodologies of MTTS. During their stay at the camp, the teachers are expected to attend all the courses of one particular level, and interact with the MTTS faculty. However, they will not be assigned any teaching duty.

Interested teachers can visit the MTTS website and apply online. Selection will be done on merit and depends on the facilities available at the MTTS camps. Selected teachers may be given travel grants and local hospitality.

<table>
<thead>
<tr>
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<th>Name and Address</th>
<th>Contact Details</th>
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PTMT 2015 AT MUMBAI
HOW TO DERIVE THE MAXIMUM BENEFIT OUT OF THIS PROGRAMME?

1. Take active part in the class room discussions. As a rule, the teacher will develop the theme from the answers provided by you to his questions. Make an honest attempt to answer them. If you are afraid of making mistakes, you will never learn/improve.

2. Feel free to discuss mathematics with the teachers as well as with the participants. Mathematics is best learnt from discussions. This is also a quicker way of learning than reading books or attending lectures passively. Please work on the homework assigned by the teachers on the same day. Even if you could not solve it, the mere attempt will help you follow the next day’s class room discussions as well as the hint/solution offered by the teacher later. Go through the excerpt from Polya’s “How to Solve It?” given in the souvenir. Try your best to adopt the techniques as much as possible.

3. Even though you will be provided a lot of reading material, I suggest that you use them sparingly during the programme. You can always learn from them once you go back! Instead try to exploit this opportunity of meeting experts and other talented students by means of interactions and discussions. One of the aims of this programme is to provide you an intellectual atmosphere which will motivate you to rise higher and realize your potential.

4. As you will have less time after the day’s work, I suggest that you make it a point to understand everything in the classroom itself and use the evenings to reflect up on the day’s material. To achieve this you have to be alert and stop the teacher if he goes too fast or you do not understand certain points.

5. It is not our aim to introduce you to a lot of jargon. Instead, we want to promote active learning of the subject and original thinking, to make you gain a perspective and see the essential beauty of the subject. For this reason we have devised syllabi in such a way that they will have a lot in common with what you might have learnt already.
# HOW TO SOLVE IT?

– By George Polya

## 1. UNDERSTANDING THE PROBLEM

**First.**
You have to understand the problem.

- What is the unknown? What are the data? What is the condition?
- Is it possible to satisfy the condition? Is the condition sufficient to determine the unknown? Or is it insufficient? Or redundant? Or Contradictory?
- Draw a figure. Introduce suitable notation.
- Separate the various parts of the condition. Can you write them down?

## 2. DEVISING PLANS

**Second.**
Find the connection between the data and the unknown. You may be obliged to consider auxiliary problems if an immediate connection cannot be found. You should obtain eventually a plan of the solution.

- Have you seen it before? Or have you seen the same problem in a slightly different form?
- Do you know a related problem? Do you know a theorem that could be useful?
- Look at the unknown! And try to think of a familiar problem having the same or a similar unknown.
- Here is a problem related to yours and solved before. Could you use it? Could you use the result? Could you use its method? Should you introduce some auxiliary element in order to make its use possible?
- Could you restate the problem? Could you restate it still differently? Go back to definitions.
- If you cannot solve the proposed problem try to solve first some related problem. Could you imagine a more accessible related problem? A more general problem? A more special problem? An analogous problem? Could you solve a part of the problem? Keep only a part of the condition, drop the other part; how far is the unknown then determined, how can it vary? Could you derive something useful from the data? Could you think of other data appropriate to determine the unknown? Could you change the unknown or the data, or both if necessary, so that the new unknown and the new data are nearer to each other?
- Did you see all the data? Did you use the whole condition? Have you taken into account all essential notions involved in the problem?

## 3. CARRYING OUT YOUR PLAN

**Third.**
Carry out our plans.

- Carrying out your plan of the solution, check each step. Can you see clearly that the step is correct? Can you prove that it is correct?

## 4. LOOKING BACK

**Fourth.**
Examine the solution obtained.

- Can you check the result? Can you check the argument?
- Can you derive the result differently? Can you see it at a glance?
- Can you use the result, or the method, for some other problem?
The best way of overcoming a difficult problem is to solve in some particular easy cases. These give much light into the general solution. By this way, Newton says, he overcame the most difficult things.

– David Gregory

All depends, then, on finding these easier problems, and solving them by means of devices as perfect as possible and concepts capable of generalization.

– David Hilbert

Newton, when questioned about his method of work, could give no other answer but that he was one to ponder again and again on a subject… Scientists and artists both recommend persistent labour.

– E. Mach
I hear, I forget.
I see, I remember.
I do, I understand.

– A Chinese Saying

I keep six honest serving men
They taught me all I know,
Their names are what and why and when
And how and where and who.

– Rudyard Kipling

Believe nothing
Merely because you have been told it.
Or because it is traditional.
Or because you yourself have imagined it.
Do not believe what your teacher tells you,
Merely out of respect for the teacher.
But whatever, after due examination and analysis,
You find to be conducive to the good,
The benefit,
The welfare of all beings,
That doctrine believe and cling to,
And take it as your guide.

– Gautam Buddha
<table>
<thead>
<tr>
<th>Sr. No.</th>
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PTMT 2015 AT NANDED
# LEVEL I (IIT MADRAS)

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<th>Institute/College Address</th>
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<td>C1-08</td>
<td>Ms. Taimun Qaisar&lt;br&gt;Hafiz Bagh, Buchpora, Srinagar, Kashmir&lt;br&gt;Jammu and Kashmir 190 020</td>
<td>Government College for Women&lt;br&gt;Maulana Azad Road&lt;br&gt;Srinagar, Kashmir, Lal Chowk&lt;br&gt;Srinagar, Jammu and Kashmir 190 001</td>
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<td>C1-09</td>
<td>Ms. Neeti Gauniyal&lt;br&gt;M-49, Phase-3, Shivlok Colony, Haridwar, Jwalapur Post Office, Haridwar, Uttarakhand 249 407</td>
<td>Ramjas College&lt;br&gt;Sudhir Bose Marg&lt;br&gt;University of Delhi, North Campus&lt;br&gt;Delhi 110 007</td>
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<td>C1-10</td>
<td>Mr. Abhinay Kumar Gupta&lt;br&gt;Vill- Harkhori, Post-Pharadahani, Dist - Gorakhpur, Pharahdahani, Gorakhpur, Uttar Pradesh 273 165</td>
<td>DDU Gorakhpur University&lt;br&gt;Gorakhpur&lt;br&gt;Vill- Harkhori, Post-Pharadahani, Dist - Gorakhpur, Gorakhpur, Uttar Pradesh 273 165</td>
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<td>C1-11</td>
<td>Ms. Garima Agrawal&lt;br&gt;C/O Gupta Tractors, Opposite City Power House, Old G. T. Road, Kosi Kalan, Kosi Kalan, Mathura, Uttar Pradesh 281 403</td>
<td>Shyam Lal College (M)&lt;br&gt;G. T. Road, Shahdara, Delhi 110 032</td>
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<td>C1-12</td>
<td>Mr. Mohit Kumar Baghel&lt;br&gt;5-A, Ayodhya Kunj, Arjun Nagar, Agra, SO Pratappura, AGRA, Uttar Pradesh 282 001</td>
<td>Dayalbagh Educational Institute&lt;br&gt;Dayalbagh&lt;br&gt;Agra, Uttar Pradesh 282 005</td>
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<td>C1-13</td>
<td>Ms. Mahenoor Ali&lt;br&gt;D/O Musharrraf Ali, 23/1, Type V.O.E.F. Hazratpur, Estate, Firozabad, Uttar Pradesh 283 103</td>
<td>Miranda House&lt;br&gt;University of Delhi, North Campus&lt;br&gt;Delhi 110 007</td>
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</table>
| C1-14 | Mr. Ramjeet Chaudhary  
Village - Gehlota,  
Tehsil - Dudu,  
Gehlota, Jaipur,  
Rajasthan 303 008 | Central University of Rajasthan  
NH-8, Bandar Sindri, Kishangarh,  
Curaj, Bandar Sindri,  
Ajmer, Rajasthan 305 802 |
|-------|------------------------------------------------------|
| C1-15 | Ms. Bhawna Chaudhary  
B-82, Sector No. 6, Hanumangarh  
Junction  
Hanumangarh, Rajasthan 335 512 | Kanoria College Jaipur  
Jln Road, Jaipur,  
Gandhinagar, Jaipur,  
Rajasthan 302 015 |
| C1-16 | Ms. Thakkar Dhara Rameshbhai  
Ambika Park -2, Nr P & T Quarter  
Dalmil Road, Surendranagar.  
Gujarat 363 001 | M P Shah Arts and Science College  
Bus Stand Road,  
Surendranagar, Gujarat 363 001 |
| C1-17 | Ms. Shreema Subhash Bhatt  
Shri Ram Tirth, Opp. Ram Krupa  
Appartment,  
Ambavadi, Nana Bazar,  
At: Vallabh Vidyanagar,  
Anand, Gujarat 388 120 | N. V. Patel College of Pure and Applied  
Sciences  
Near Post Office, Mota Bazar,  
At: Vallabh Vidyanagar,  
Anand, Gujarat 388 120 |
| C1-18 | Ms. Disha Jayendrakumar Barot  
Saradar Patel University  
University Circle  
V. V. Nagar, Anand  
Gujarat 388 120 | V. P. & R. P. T. P Science College  
Mota Bazar, Vidya Nagar,  
Anand, Gujarat 388 120 |
| C1-19 | Mr. Rushabh Bhagwati Parikh  
SF/7 Poonam Flat,  
Nr. Mangalam Park Harinagar,  
Gotri Road, Subhanpura,  
vadodara, Gujarat 390 023 | M. S. University of Baroda  
Opposite Dairy Dan, Sayajigunj,  
Vadodara, Gujarat 390 002 |
| C1-20 | Mr. Ayappan Vallinayagam  
Nes Ratnam College,  
Bhatti Pada, Bhandup (W),  
Mumbai, Maharashtra 400 078 | NES Ratnam College of Arts, Science & Commerce  
Bhatti Pada, Bhandup (W)  
Mumbai, Maharashtra 400 078 |
| C1-21 | Mr. Tiwari Ajit Kumar Ramnaresh  
97 1/2, Mukadam Chawl, Subhash  
Nagar,  
Nahur Village Road,  
Bhandup (West)  
Maharashtra 400 078 | Ramniranjan Jhunjhunwala College  
Ghatkopar (West),  
Kurla, Maharashtra 400 086 |
| C1-22 | Ms. Darshana Devidas Umarey  
H.No. 61 Vathadev Sarvan Bicholim Goa  
North Goa  
Goa 403 529 | St. Xaviers College  
Mapusa Goa, North Goa  
Goa 403 507 |
| C1-23 | Mr. Kaivalya Sameer Pendse  
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Ganeshmala, Off Sinhagad Road  
Haveli, Pune 411 030  
Maharashtra | S. P. College, Pune  
Sadashiv Peth, Tilak Road,  
Pune 411 030,  
Maharashtra |
| C1-24 | Ms. Kulkarni Madhura Bhagwan  
G 5 Chaitanya Mauli Appt,  
Sena Mandir Road,  
Gaonbhag, Sangli 416 416, Maharashtra | Smt. Kausturbai Walchand College  
Rajnemi Campus,  
Timber Area Sangli 416 416, Maharashtra |
| C1-25 | Ms. Mahajan Samiksha Satish  
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Chendani Bunder Road,  
Thane (W) 400 601, Maharashtra |
| C1-26 | Mr. Pawan Jiyalal Yadav  
Samarth Colony,  
Haji Malang Road,  
Kalyan (East),  
Kalyan (West) 421 302, Maharashtra |
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Post Kalipith,  
Teh Rajgarh,  
Kalipith, Raigarh  
Madhya Pradesh 465 661 | Holkar Science College, Indore  
A B Road,  
Bhawarkua, Indore,  
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Telangana 500 046 | University of Hyderabad  
P. O., Prof. C. R. Rao Road,  
Gachibowli, Hyderabad  
Telangana 500 046 |
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Mahalakshimpuri Colony,  
Yapral, Secunderabad,  
JJ Nagar Post,  
Rangareddy, Telangana 500 087 | Bhavans Vivekananda College  
Sainikpuri, Secunderabad,  
Sainikpuri, Rangareddy,  
Telangana 500 094 |
| C1-32 | Mr. Kummari Santhosh Kumar  
80/11-76/G/2, Adithya Nagar  
Near Govt Municipal School  
Kurnool, Andhra Pradesh 518 002 | Government Degree College for Men  
Near Doctor’s Colony, B Camp  
Kurnool, Andhra Pradesh 518 002 |
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32/33, Brindavan,  
8th Cross, Kaggadasapura,  
C V Raman Nagar Post,  
Bengaluru,  
Karnataka 560 093 | Mount Carmel College  
58, Palace road,  
Vasanthenagar,  
Bengaluru, Karnataka 560 052 |
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Manasagangotri, Mysuru,  
Karnataka 570 006 | Regional institute of education,  
Mysuru,  
Manasagangotri, Mysuru,  
Mysuru, Karnataka 570 006 |
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<td>C1-35</td>
<td>Ms. Prajakta B Ghasari</td>
<td>RPD Cross, Tilakwadi, Belagavi, Karnataka 590 006</td>
<td>GSSc degree college RPD Cross, Tilakwadi, Belagavi Karnataka 590 006</td>
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<td>C1-36</td>
<td>Ms. Jyoti Akkatangerahal</td>
<td>GSS College Tilakwadi, Belagavi Karnataka 590 006</td>
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<td>C1-37</td>
<td>Ms. G V Ambika</td>
<td>Room No: 53, Cauvery Hostel, Pondicherry University, Kalapet, Puducherry 605 014</td>
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<td>C1-38</td>
<td>Ms. K. Nivetha</td>
<td>Achariyapuram, Villianur, Puducherry 605 110</td>
<td>Achariya Arts and Science College Achariyapuram, Villianur, Puducherry 605 110</td>
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<td>C1-39</td>
<td>Ms. Narayanasetty Prathyusha</td>
<td>Thiruvarur, Kangalancherry, Thiruvarur, Tamil Nadu 610 101</td>
<td>Central University of Tamilnadu Kangalancherry, Thiruvarur, Tamil Nadu 610 101</td>
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<td>C1-40</td>
<td>Mr. N. Jeevanathan</td>
<td>51 Thamiler Street, Mela Kalkandor Kotatt, Ponmalei, Trichy Tamil Nadu 620 011</td>
<td>St. Joseph Trichy, Tamil Nadu 620 002</td>
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<td>C1-41</td>
<td>Ms. Manjula Devi</td>
<td>5/8/2263 Indra Nagar, Reserve line, Sivakasi, Virudhunagar, Tamil Nadu 626 124</td>
<td>Ayya Nadar Janaki Ammal College Sivakasi, Virudhunagar, Tamil Nadu 626 124</td>
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<td>C1-42</td>
<td>Ms. Muthu Sarumadhi</td>
<td>3/4 Type 3, Camp 2, Analmin Nagar, Tuticorin, Tamil Nadu 628 004</td>
<td>St. Mary 104, North Beach Road, Tuticorin, Tamil Nadu 628001</td>
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<td>C1-43</td>
<td>Mr. Ganga</td>
<td>44, Anna Street Surampatti, Erode, Surampatti Sub Office Erode, Tamil Nadu 638 009</td>
<td>K.S.R College of Arts and Science KSR Kalvi Nagar, Tiruchengode, Namakkal, Tamil Nadu 637 215</td>
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<td>C1-44</td>
<td>Ms. S Bhushna</td>
<td>C5 Soggo Women, 35, Pongothai Nagar Extension, Civil Aerodrome Post, Coimbatore, Tamil Nadu 641 014</td>
<td>P.S.G College of Arts and Science Civil Aerodrome Post, Coimbatore, Tamil Nadu 641 014</td>
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<td>C1-46</td>
<td>Mr. John Sebastian</td>
<td>Thengumpallil (House) Chittarikkal Kasaragod, Kerala 671 326</td>
<td>St. Josephs college Tiruchirappalli Tamil Nadu, 620 002</td>
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<td>C1-47</td>
<td>Mr. Harinarayanan G</td>
<td>Harinarayanan G. Haripriya, Lal Nagar Puduppariyaram, Palakkad Kerala 678 731</td>
<td>Govt. Victoria College, College Road Palakkad, Kerala 678 001</td>
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<td>C1-49</td>
<td>Ms. Gladis Rose Jose</td>
<td>Priyadarshini Hills, Kottayam, Kerala 686 560</td>
<td>Bishop Vayaalil Memorial Holy Cross College, Cherpunkal, Kottayam, Kerala 686 584</td>
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<td>C1-55</td>
<td>Ms. Subhashree Patra</td>
<td>Debendra Kumar Patra, Bidanasi, Kumbhar Sahi Laxmi Nagar, Cuttack, Orissa 753 003</td>
<td>Ravenshaw University College Square, Cuttack Orissa 753 003</td>
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<td>C1-58</td>
<td>Mr. Saptadeep Biswas</td>
<td>Saptadeep Biswas, s/o- Jadu Biswas, Vill- Aryya Colony, Belonia, South Tripura Tripura 799 155</td>
<td>Nit Agartala Jiraniya, Agartala, West Tripura, Tripura 799 046</td>
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<td>C1-59</td>
<td>Mr. Subhajyoti Sahoo</td>
<td>Ratu Lohardagha Road, Brambe Ranchi, Jharkhand 835 205</td>
<td>Central University of Jharkhand Ratu Lohardagha Road, Brambe, Ranchi, Jharkhand 835 205</td>
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<td>C1-60</td>
<td>Ms. Nivedita Viswanathan</td>
<td>6A/4, Doshi Manor, 59,Chetty Street, Ayanavaram, Chennai Tamil Nadu 600 023</td>
<td>Meenakshi College for Women 363, Arcot Road, Kodambakkam, Chennai, Tamil Nadu 600 024</td>
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<td>C1-61</td>
<td>Ms. Dayasri Ravi</td>
<td>Flat D, Gangol, 1 Parangusapuram Street, Kodambakkam, Chennai Tamil Nadu 600 024</td>
<td>Meenakshi College for Women 363 Arcot Road, Kodambakkam, Chennai, Tamil Nadu 600 024</td>
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<td>C1-62</td>
<td>Ms. S Anusha</td>
<td>Old No.53, New No.38, Thambiah Road, West Mambalam, Chennai, Tamil Nadu 600 033</td>
<td>Ethiraj College For Women No.70, Ethiraj Salai, Egmore, Chennai, Tamil Nadu 600 008</td>
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<td>Mr. Viswanath K S</td>
<td>Flat No.F1, Rajalakshmi Appts, 13/3B Jaganathapuram, 2nd Main Road, Velachery, Chennai Tamil Nadu 600 042</td>
<td>Gurunanak College Velachery Main Road, Velachery Chennai, Tamil Nadu 600 042</td>
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<td>C1-64</td>
<td>Mr. V. Sathish Kumar</td>
<td>28, Bharathi Dasan, 1st Cross Street, Pallikaranai, Chennai – 600 100</td>
<td>Gurunanak College Velachery Main Road, Velachery, Chennai, Tamil Nadu 600 042</td>
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<td>Ms. Bratati Som 5-UB Jawahar Nagar, She Dreams PG, Bungalow Road University of Delhi, New Delhi 110007</td>
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<td>Mr. Akshat Tarun Das A-3, 29/31 Probyn Road, Chattra Marg, University of Delhi, Delhi 110007</td>
<td>St. Stephen University Enclave, North Campus, Delhi 110007</td>
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<td>C2-03</td>
<td>Mr. Deepak Kumar Room-SD06, Kumaon Hostel, IIT Delhi, Hauz Khas, New Delhi 110016</td>
<td>Indian Institute of Technology Delhi Hauz Khas, New Delhi, Delhi 110016</td>
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<td>Ms. Divya Jindal 31, Shamnath Marg, New Delhi Post Office, Delhi 110054</td>
<td>Indraprastha College 31, Shamnath Marg, New Delhi Post Office Delhi 110054</td>
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<td>Ms. Rajwinder Kaur Dayanand Nagar, Jalandhar Punjab 144008</td>
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<td>Ms. Diksha Garg Central University of Punjab, Mansa Road, Bathinda, Punjab 151001</td>
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<td>Ms. Piyasa Sarkar S425, NRAT, IIT Kanpur, Uttar Pradesh 208016</td>
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<td>Ms. Meghna C-416, Kasturba Bhawan IIT - Roorkee, Roorkee, Uttarakhand 247667</td>
<td>Indian Institute of Technology, Roorkee, C-416, Kasturba Bhawan, IIT - Roorkee, Roorkee, Uttarakhand 247667</td>
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<td>C2-12</td>
<td>Mr. Nishant Kumar</td>
<td>Near Acharya Bharati Public School, Vikas Nagar, Tedi Bagia, Agra-06, Yamuna Bridge, Agra, Uttar Pradesh 282006</td>
<td>Dayalbagh Educational Institute Dayalbagh, Agra, Uttar Pradesh 282005</td>
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<td>C2-13</td>
<td>Ms. Sharma Priya R</td>
<td>C/o Shri Siyaram Sharma, Village - Rampur Kateliya, Post- Hussainpur, District- Firozabad, Uttar Pradesh 283103</td>
<td>Dayalbagh Educational Institute Dayalbagh, Agra, Uttar Pradesh 282005</td>
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<td>C2-14</td>
<td>Ms. Sonali Pandey</td>
<td>Banasthali Vidyapith, Tonk, Jaipur, Rajasthan 304022</td>
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<td>C2-15</td>
<td>Mr. Raj Kumar</td>
<td>BandArsindhari, Kishangarh, Ajmer, Rajasthan 305817</td>
<td>Central University of Rajasthan Bandarsindhari, Kishangarh, Ajmer, Rajasthan 305817</td>
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<td>Mr. Dharmendra Kumar Gurjar</td>
<td>GPRA, Kendranchal Colony, Iit Resedencial Complex, Vivek Vihara, Pali Road, Kudi Bhagtasani, Bhagat Ki Kothi, Jodhpur, Rajasthan 342005</td>
<td>Indian Institute of Technology Jodhpur, Old Residency Road, Ratanada, Jodhpur, Rajasthan 342011</td>
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<td>C2-18</td>
<td>Ms. Dhwani Umesh Sheth</td>
<td>A/4, Amul Apartment, Near Pancharatna Building, Ellorapark, Subhanpura Vadodara, Gujarat 390023</td>
<td>The Maharaja Sayajirao University of Baroda Faculty of Science, Tilak road, Sayajigunj, Vadodara, Gujarat 390002</td>
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<td>C2-19</td>
<td>Ms. Patel Gargi Pravinbhai</td>
<td>Plot No. 2026 Opp Sahaj Appt., G.I.D.C., Ankleshwar, Bharuch, Gujarat 393002</td>
<td>School of Science Gujarat University, Navrangpura, Ahmedabad, Gujarat 380009</td>
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<td>C2-20</td>
<td>Mr. Rajas Sandeep Sompurkar</td>
<td>Building C-4, Block No 2, Sukumar Society, Dayaldas Road, Vile Parle (E), Mumbai 400057, Maharashtra</td>
<td>Indian Institute of Technology Bombay, Powai, Mumbai 400076, Maharashtra</td>
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<td>C2-21</td>
<td>Mr. Shidhesh D Supekar</td>
<td>Room no. 217, Hostel Tansa, IIT Bombay, Powai, Mumbai 400076, Maharashtra</td>
<td>IIT Bombay, Powai, Mumbai 400076, Maharashtra</td>
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<td>C2-22</td>
<td>Ms. Mekoth Chitra</td>
<td>22/407/1, La Oceana Colony - 2, Dona Paula, Nio Dona Paula, North Goa, Goa 403004</td>
<td>Goa University, Taleigao Plateau, North Goa, Goa 403206</td>
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<td>C2-23</td>
<td>Mr. Ketan Ashok Sutar</td>
<td>S.L. Govekar, 7 Kshitiij, 137 Apte Ghat, Shaniwar Peth, Pune 411030</td>
<td>Savitribai Phule Pune University, Ganesh Khind, University Road Pune 411007, Maharashtra</td>
</tr>
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<td>C2-25</td>
<td>Mr. Bari Jitendra Bharat</td>
<td>Old Mumbai Agra Road, Vidyaganari, Deopur, Dhule, Maharashtra 424005</td>
<td>SSVPS, Old Mumbai Agra Road Vidyaganari, Deopur, Dhule, Maharashtra 424005</td>
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<td>C2-26</td>
<td>Mr. Patil Mayur Satish</td>
<td>Vishnupuri, Nanded, SRTMU, Nanded, Maharashtra 431601</td>
<td>Swami Ramanand teerth, Marathwada University, Nanded, Vishnupuri, Nanded, SRTMU, Nanded, Maharashtra 431601</td>
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<td>C2-27</td>
<td>Ms. Ruchika Parashar</td>
<td>Agrawal Colony, Ward No. 13, Timarni, Harda, Madhya Pradesh 461228</td>
<td>Devi Ahilya Vishwavidyalaya, Indore School of Mathematics, Khandwa Road, Indore, Madhya Pradesh 452001</td>
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<tr>
<td>C2-29</td>
<td>Ms. Abhilasha</td>
<td>254 Tansen Nagar, Gwalior, Defence Colony, Gwalior, Madhya Pradesh 474002</td>
<td>Hansraj College, Mahatma Hansraj Marg, Delhi 110007</td>
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<td>C2-30</td>
<td>Mr. Basavanaga Avinash Kumar</td>
<td>Room No-245, H-Hostel, University of Hyderabad, Prof. C. R. Rao Road, Gachibowli, Hyderabad, Telangana 500046</td>
<td>University of Hyderabad, Hyderabad, Telangana 500046</td>
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| C2-32 | Mr. Attal Surya  
Police Station, Bhainsa Town  
Bhainsa, Adilabad,  
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Manipal University,  
Manipal, Udupi,  
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| C2-36 | Ms. Ambashree K.  
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Karnataka 576220 | Manipal Institute of Technology  
Manipal University,  
Manipal, Udupi,  
Karnataka 576104 |
| C2-37 | Ms. Archana Bhat  
Dabguli, Kelaginamane,  
Yellapur, Arbail,  
North Canara,  
Karnataka 581337 | Central University of Karnataka  
Kadaganchi, Alanda,  
Gulbarga,  
Karnataka 585311 |
| C2-38 | Ms. Aishwarya R  
614,Muthaiyah Nagar,  
Chettimandapam,  
Kumbakonam,  
Thanjavur, Tamil Nadu 612001 | Central University of Tamil Nadu  
Neelakudi Campus,  
Kangalancherry Dam Road,  
Kangalancherry,  
Thiruvanvur, Tamil Nadu 610101 |
| C2-39 | Mr. R. Ribin Christal  
Department of Mathematics,  
Bharathidasan University,  
BDU, Tiruchirappalli,  
Tiruchirappalli,  
Tamil Nadu 620024 | Bharathidasan University,  
Tiruchirappalli,  
BDU, Tiruchirappalli,  
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Tamil Nadu 620024 |
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<td>Ms. Nandhini S. S.</td>
<td>92, Vasudeva Nivas, Ramiah Street, Jaihindpuram, Subramania Puram, Madurai Tamil Nadu 625011</td>
<td>The Madura College Vidhya Nagar, Subramania Puram, Madurai, Tamil Nadu 625011</td>
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<td>C2-41</td>
<td>Ms. E. poornima</td>
<td>House Number - 36, Kurunathan Kovil Street, Palayampatti, Virudhunagar, Tamil Nadu 626112</td>
<td>V.H.N.S.N.College (Autonomous) Virudhunagar 3/151-1, College Road, Virudhunagar, Tamil Nadu 620001</td>
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<td>C2-42</td>
<td>Ms. Nivedhitha P V</td>
<td>358A, Kollampalayam Road, Nanjai Utthukuli, P O, Erode, Tamil Nadu 638104</td>
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<td>Ms. Namitha Ch</td>
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<td>Ms. Rubayya</td>
<td>Alingal House, Near Village Office, Ponnani Nagaram, Malappuram, Kerala 679583</td>
<td>Pondicherry University Ramanujan School of Mathematical Sciences, R. V. Nagar, Kalapet, Puducherry 605014</td>
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<td>Ms. Aparna M P</td>
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<td>St. Thomas College, Thrissur Thrissur, Kerala 680001</td>
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<td>Ms. Rosna Paul</td>
<td>Wadakekalam, Fr. George Vakayil Road, Maradu, Ernakulam, Kerala 682304</td>
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<td>Mr. Harigovind V R</td>
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<td>Amrita Vishwa Vidyapeetham Amritapuri, Clappana, Kollam Kerala 690525</td>
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<td>Mr. Satya Ranjan Jena</td>
<td>Plot-43, Unit-3, Kharvel Nagar, Khurdha, Orissa 751001</td>
<td>Utkal University</td>
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<td>Ms. Kirandeep Kour</td>
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<td>Mr. Kisan Bhoi</td>
<td>Central Silk Board, Landiguda Campus, Koraput, Orissa 764020</td>
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<td>Mr. Sachchidanand Prasad</td>
<td>C/221 MSS Hall of Residence, Nit Campus, Nit Rourkela, Rourkela, Sundargadh, Orissa 769008</td>
<td>National Institute of Technology, Rourkela</td>
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<td>Mr. Dharam Raj Tasa</td>
<td>Koraikhowa, NH 37, Borhaam Kathani, Jorhat, Assam 785006</td>
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<td>Mr. Bharat Kaushik</td>
<td>NIT Arunachal Pradesh, Yupia, Papumpre, Arunachal Pradesh 791112</td>
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<td>Mr. Chiranjib Choudhury</td>
<td>Vill : Dewanpassa, Huplong Cherra, North, Tripura 799254</td>
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| C2-58 | Mr. Shiv Shankar Mishra  
Saristapur House No-2,  
Jagat Narayan Road,  
Kadamkuan, Patna  
Bihar 800003 | Central University of South Bihar  
BIT Campus,  
P.O. - B. V. College,  
Patna, Bihar 800014 |
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| C2-61 | Ms. Snehal Balasaheb Bhate  
IIT Madras,  
Sharavati Hostel, Room No. 589A,  
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Adyar, Chennai,  
Tamil Nadu 600036 | IIT Madras  
Sardar Patel Road,  
Adyar, Chennai,  
Tamil Nadu 600036 |

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<td>Mr. Akul Bansal 8-G, Jawahar Nagar, Kamla Nagar, Delhi - 110007</td>
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<td>Mr. Naageswaran. M University Enclave, Sudhir Bose Marg, Delhi 110007</td>
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<td>MO-04</td>
<td>Mr. Praveen Kumar 62/9, Kishangarh, Vasanthkunj South, Delhi 110070</td>
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<td>Mr. Kshitij Kapoor Plot No. 2, Rajiv Gandhi Education City, Post Office Rai, Sonepat, Haryana 131028</td>
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<tr>
<td>MO-06</td>
<td>Ms. Rajni H. No. 789, Guru Nanak Colony, Block D, Sangrur, Punjab 148001</td>
<td>Khalsa College For Women Civil Lines, Ludhiana, Punjab 141001</td>
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<tr>
<td>MO-07</td>
<td>Ms. Priyanka Aggarwal Goyal Fibre Sheets and Steel, Railway Road, Sangrur, Punjab 148028</td>
<td>Khalsa College for Women Civil Lines, Ludhiana, Punjab 141001</td>
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<td>MO-09</td>
<td>Ms. Aaditi Agarwal 1/15-D, Saran Ashram Hospital Dayalbagh, Agra, Uttar Pradesh 282005</td>
<td>Dayalbagh Educational Institute Dayalbagh, Agra, Uttar Pradesh 282005</td>
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<td>MO-11</td>
<td>Mr. Vora Anil Jasammbhai To. Virpur (Shekhva), Ta. Visavadar, Dt. Junagadh, State. Gujarat 362110</td>
<td>Bahauddin Science College Junagadh, Gujarat 362001</td>
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<td>MO-12</td>
<td>Mr. Patel Tejas Room No 23, NV Hall, Msu Boys Hostel, Main Campus, Pratapgunj, Vadodara, Gujarat 390002</td>
<td>The Maharaja Sayajirao University of Baroda Vadodara, Gujarat 390002</td>
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<td>MO-13</td>
<td>Mr. Rabari Hiteshbhai Dhudabhai Room No. 21, Diamond, Hostel, Fatehgunj Post, Office, Vadodara, Gujarat 390002</td>
<td>Faculty of Science M. S. University Baroda, Vadodara, Gujarat 390002</td>
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| MO-14 | Ms. Nisha Pandya  
G11/10, Rani Sati Nagar  
S.V.Road, Malad (W)  
Mumbai 400064, Maharashtra | Mithibai College  
Vile Parle (W),  
Mumbai 400056, Maharashtra |
| MO-15 | Mr. Wadhwani Akash Mahesh  
Mithagar Road,  
Gawde Rd. 1,  
Mumbai 400081, Maharashtra | K.E.T College  
Mithaghar Road,  
Gawde Rd. 1,  
Mumbai 400081, Maharashtra |
| MO-16 | Mr. Mahmood Ahmed Nasiruddin Khan  
01, Janata Surakshit Niwas,  
Near Rahiwash Sangh Office,  
Khindipada, Mulund (West),  
Bhandup Complex,  
Mumbai 400082, Maharashtra | N.E.S. Ratnam College of Arts, Science & Commerce  
N.E.S. Complex, Bhattipada Road,  
Bhandup (West),  
Bhandup, Mumbai  
Maharashtra 400078 |
| MO-18 | Mr. Prasad Rajendra Ramjee  
Ambi, Talegaon Dabhade,  
410507 Maharashtra | Nowrosjee Wadia College of Art & Science  
19, Late Prin. V. K. Joag Path,  
Pune 411001, Maharashtra |
| MO-20 | Mr. Sontakke Anil Suryakant  
Near Center Bus Stand,  
Chandra Nagar,  
Latur 413512, Maharashtra | Rajeshri Shahu Mahavidyalya Latur,  
Latur 413512  
Maharashtra |
| MO-21 | Ms. Nehe Madhuri Sarjerao  
C/O: Nehe Sajerao Tukaram,  
At/P: Mhaisgaon, Tal.Rahuri,  
Mhaisgaon, Ahmednagar 413706,  
Maharashtra | P. V. P. College Pravaranagar  
At/p: Loni, Tal Rahata,  
Loni (Kd), Ahmednagar 413713,  
Maharashtra |
| MO-22 | Ms. Bhakti Babasaheb Muthe  
Athithi Colony, Ward No -1,  
Shrirampur, Ahmednagar 413709,  
Maharashtra | R. B. Narayanrao Borawake College, Shrirampur,  
Ahmednagar 413709,  
Maharashtra |
| MO-23 | Ms. Gouri Gurunath Dandekar  
At Post Dande Adom,  
Dande Adom, Ratnagiri 415612,  
Maharashtra | Gogate Jogalekar College Ratnagiri  
Ratnagiri 415612  
Maharashtra |
| MO-24 | Ms. Teena Thomas  
B-505, Ganesh Tower,  
Opp. Lourdes High School,  
Bhikku Shimpip Road,  
Kalyan (West), Maharashtra 421301 | Smt. Chandibai Himathmal Mansukhani College  
Opp. Ulhasnagar Railway Station,  
Ulhasnagar 421003,  
Maharashtra |
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<td>Ms. P. R. Nanda Kumari</td>
<td>HCU, Gachibowli, Hyderabad, Andhra Pradesh 500046</td>
<td>University of Hyderabad</td>
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<td>Ms. Singam Swetha</td>
<td>Hyd. Road, Nalgonda, Telangana 508001</td>
<td>Nagarjuna Government College (Autonomous)</td>
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<td>Mr. Shreevathsa C S</td>
<td>Ganga Sadana, Vidya Nagar, Vittal, Dakshina Kannada, Karnataka 574243</td>
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<td>Mr. Shreyas. M. S.</td>
<td>Sharadha Nilaya, Somaiah Layout, Shankar Mutt Road 3rd Cross, Kote Post Office, Shivamogga, Karnataka 577201</td>
<td>Yuvaraja College</td>
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<td>Ms. Akshata Nagendra Gudasi</td>
<td>Near Bus Stand P B Road, Sankeshwar, Belagavi, Karnataka 591313</td>
<td>S S Arts College and Tp Science</td>
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<td>Ms. Malavika E</td>
<td>Malavika E, Room No: 38 Cauvery Hostel, Pondicherry University, Kalapet, Puducherry 605014</td>
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M. G. R. College,  
Dr. M. H. R. Nagar,  
Hosur, Kumudepalli,  
Krishnagiri,  
Tamil Nadu 635109 |
| MO-42 | Ms. S. Gayathri  
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Thalavaipatty, Salem,  
Tamil Nadu 636302 |
| MO-43 | Ms. Dhanusuya Ganesan  
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Vediyarasampalayam,  
Pallipalayam,  
Erode, Tamil Nadu 638008 |
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85B, Sinthamani Nagar,  
Illango Nagar Road,  
Avarampalayam, Ganapathi (po),  
Coimbatore, Tamil Nadu 641006 |
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Gov Arts College,  
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KG Road, Coimbatore,  
Tamil Nadu 641018 |
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'Haripriya', Bengathadka,  
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| MO-49 | Ms. Vandana B Prabhu  
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Palluruthy, Kochi,  
Palluruthy, Ernakulam,  
Kerala 682006 |

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| MO-42 | Sri Sarada College for Women (Autonomous)  
Fairlands, Alagapuram,  
Salem, Tamil Nadu 636016 |
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KSR Kalvi Nagar,  
Tiruchengode, Namakkal,  
Tamil Nadu 637215 |
| MO-44 | Sri Ramakrishna Mission Vidyalaya  
Srkv (po), Coimbatore,  
Tamil Nadu 641020 |
| MO-45 | Government Arts College  
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Coimbatore,  
Tamil Nadu 641018 |
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Kottayam, Kerala 686001 |
| MO-47 | Government College Kasaragod  
Vidyanagar, Kasaragod,  
Kerala 671123 |
| MO-48 | St. Thomas  
Thrissur,  
Kerala 680001 |
| MO-49 | Sacred Heart College  
Thevara, Kochi,  
Ernakulam, Kerala 682013 |
| MO-51 | Mr. Raiean Banerjee  
Roys Berh,  
Sandeswartala,  
Chinsurah, Hooghly,  
West Bengal 712101 | St. Xaviers  
30, Mother Teresa Sarani,  
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|---|---|
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West Bengal 713130 | Burdwan Raj College  
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Mysore, Karnataka 570006 |
| MO-56 | Ms. Chandhini K Nair  
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Manasagangothri,  
Mysore, Karnataka 570006 | Regional Institute of Education  
Manasagangothri,  
Mysore, Karnataka 570006 |

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<td>Mr. Anirudh Valiathan A-104, Pandara Road, New Delhi, Delhi 110003</td>
<td>Hans Raj College Mahatma Hansraj Marg, Malka Ganj, Delhi 110007</td>
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<td>Ms. Megha Devraj X2, Hauz Khas, South Delhi, Delhi 110016</td>
<td>Ashoka University Plot No. 2, Rajiv Gandhi Education City, Post Office Rai, Sonepat, Haryana 131028</td>
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<td>NO-03</td>
<td>Ms. Megha Gupta #1717, Street No. 4 Govindpuri Extension, New Delhi, Kalkaji Head Post Office Delhi 110019</td>
<td>Deshbandhu College Kalkaji, Kalkaji Delhi 110019</td>
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<tr>
<td>NO-05</td>
<td>Ms. Kirtika 31, Shamnath Marg Civil Lines Delhi, Delhi 110054</td>
<td>I. P. College for Women 31, Shamnath Marg, Civil Lines Delhi 110054</td>
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<tr>
<td>NO-06</td>
<td>Mr. Animesh Atrish H.No.561, W.No. 33, Ramnagar Kathmandi, Rohtak, Haryana 124001</td>
<td>Maharshi Dayanand University Delhi Byepass, Rohtak, Haryana 124001</td>
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<td>NO-07</td>
<td>Ms. Jaspreet Kaur V. P. O padhiana, Distt. Jalandhar Punjab 144030</td>
<td>Kamla Nehru College for Women. Phagwara, Plahi Road, Phagwara, Distt. Kapurthala, Phagwara, Kapurthala, Punjab 144401</td>
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<td>Ms. Meenu Devi Ward Number:-2, Sugar Mill Colony, Bhogpur, Jalandhar, Punjab 144201</td>
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<td>Ms. Rupali 597, Urban Estate, Phagwara, Kapurthala, Punjab 144401</td>
<td>Kamla Nehru College for Women, Phagwara, Plahi Road, Hoshiarpur Road, Phagwara, Kapurthala, Punjab 144401</td>
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<td>NO-11</td>
<td>Mr. Gurpreet Singh Village -Ghania, Tehsil - Jaitu Romana Ajit Aingh, Faridkot, Punjab 151205</td>
<td>Punjabi University Patiala, Punjab 147002</td>
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<td>12</td>
<td>Mr. Neeraj Kumar</td>
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<td>Mr. Pankaj Thapen</td>
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<td>14</td>
<td>Ms. Bharti Dadhwal</td>
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<td>15</td>
<td>Mr. Shafahat Hussain</td>
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<td>Mr. Sandeep Kumar Mis</td>
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<td>17</td>
<td>Mr. Himanshu Bajpai</td>
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<td>18</td>
<td>Ms. Supriya Singh</td>
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<td>Mr. Saurabh Saxena</td>
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<td>Mr. Khandala Sanjay Natubhai</td>
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<td>Ms. Riddhi Gondaliya</td>
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<td>Mr. Akshay Asati</td>
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<td>Ms. Yamini Kalambe</td>
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<td>Mr. Liladhar Deshmukh</td>
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<td>Ms. Shivangi Dubey</td>
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<td>Ms. Anjali Naik</td>
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Trunk Road, Silchar,  
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**Level O, MTTS 2015 AT SNU NOIDA**
Ever since MTTS started, the participants always came up with a suggestion that we should organize such camps for the teachers so that they can be introduced to and adapt the methodology of MTTS. We hesitated to venture into this due to logistic problems and also were not sure how the teaching community will receive it. With the success of MTTS year after year and also on seeing the impact of MTTS on their students, teachers themselves started asking for a workshop which will introduce them to the methodology of MTTS as well as train them in pedagogical aspects of teaching mathematics.

We organized two such camps at Thiagarajar College of Engineering, Madurai. On seeing how well they were received and the appreciation from teacher participants, we approached NBHM with a proposal to organize such workshops on a regular basis for teachers. In the conference “Mathematics Education -- Trends and Challenges”, held in August 2011 at the University of Hyderabad, an official announcement of PTMT programme was made.

The first official camp of PTMT was held at Bhaskaracharya Pratishthana, Pune during 5-10 April 2012. It was attended by 25 teachers from various parts of the country. Based on the feedback, and brainstorming sessions within the MTTS fraternity, we have come up with a detailed plan for such future camps. A list of PTMT camps is available on the website.

Each such camp concentrates on a single topic or theme such as Real Analysis, Linear Algebra, Several Variable Calculus etc. Due to a high diversity of academic schedule of the colleges across the nation, it was decided to encourage organization of PTMT at the regional level. Proposals and online application to organize PTMT camps can be obtained from the PTMT site.

Last year two PTMT camps were organized. The first one was held at the Swami Ramanand Teerath Marathwada University (SRTMU) Nanded during July 02—08, 2015. The theme of this PTMT was Real Analysis. The second PTMT camp on Linear Algebra was organized at the Institute of Chemical Technology, Mumbai during November 02—07, 2015. The next PTMT is scheduled at the Sri Venkateswara University, Tirupati, Andhra Pradesh during 14-20 July, 2016.

PTMT Webpage: http://mtts.org.in/ptmt
MINI-MTTS PROGRAMMES

The MTTS programme is one of the most popular and significant summer training programme in the country. We receive a large number of application forms from all parts of the country and the selection is extremely difficult. But due to limitation of resources and seats, a large number of deserving students do not get a chance to participate in MTTS Programme. In order to provide opportunities to a large number of students at regional levels, the Director, in a meeting held during International Congress of Mathematicians (ICM) at Hyderabad in August 2010, made an appeal to the mathematics community to organize mini camps in line with MTTS programme. We are happy to inform that since then several Mini-MTTS programmes have been arranged at different parts of the country. The list of such programmes is available on the MTTS website. There are several requests to organize mini-mtts programme from different regions, however due to paucity of resource people we are not able to cater to all of them. Those who are willing to organize mini-MTTS camp for one to two weeks can visit the MTTS Website and submit proposals online. The proposals which assure some partial financial support may be given preference.

Following is the list of mini-MTTS camps organized last year (July 2015—May 2016)
1. Mini MTTS Programme 2016-Ramnarain Ruia College, Mumbai, April 11-16, 2016

Mini-MTTS Webpage http://mtts.org.in/mini-mtts

mini-MTTS 2015, SRINAGAR
MTTS-ALUMNI MEET
April 16, 2016, Mumbai

During mini-MTTS programme organized at the Ramnarain Ruia College, Mumbai, a meeting of MTTS-Alumni and well-wishers was called on 16th April 2016. The aim of this meeting basically was to refresh the fond memories at the same time discuss in what way the programme can be made more effective. The meeting was attended by 35-40 people.

Dr. Ajit Kumar welcomed the alumni and briefed about its current core committee, programmes conducted under MTTS umbrella, evolution of this programme and its impact on Indian Mathematics. He also appealed that MTTS alumni should register themselves, express their views on MTTS websites and advertise its activities on their social media sites.

Professor Kumaresan, addressed the gathering and gave his views on how the programme started, whether it has lived up to its initial goals, why this programme is so effective and challenges faced by this programme etc. He also mentioned that one of the main reason behind success of this programme in last so many years is a group of very committed and selfless people, though he is the face of the programme and seems to get all the credit. Prof. Kumaresan once again appealed to its alumni, especially who are well established mathematicians to contribute to this programme so that it can reach to large number of students who do not have access to good teachers and facilities.

Dr. Ananthnarayan briefed the gathering about an appeal letter to MTTS alumni to organize subject specific training programmes following the MTTS methodology which may be supported by MTTS. This can also in a way revive the follow-up programme. He mentioned that this letter will be sent to the MTTS alumni soon.
Many people expressed their views on the programme and also made some constructive suggestions to make the programme more effective. There were few suggestions such as to document MTTS teaching methodology, allowing teachers to attend MTTS camps observers, to record MTTS sessions and make it available online, to start local MTTS-Groups etc.

There was also discussions on silver-jubilee celebration of MTTS programme in 2017. A rough plan which was discussed during the screening committee meeting at Hyderabad was circulated to the participants. There was overwhelming agreement on this celebration.
VIEWS ON MTTS AND PTMT PROGRAMME

I can describe MTTS in simple words: This is a platform where mathematics is being taught without fuss and simple effective manner so that a student can attain enough confidence to do mathematics on their own. Still simpler words: MTTS teaches how to learn mathematics.

– Vikas Bist, Universities of Punjab

PTMT usually concentrates on how to convey the right information to students in a right way. It helped me to think about the topics in fairly different ways so that I can be better prepared to teach my students. Moreover, the programme has given me better confidence to teach.

– Monica M. V. PTMT 2016, ICT Mumbai

Now I am confident that I can deliver better mathematics lectures which will motivate and encourage students for individual mathematical thinking.

– A Participant, PTMT 2016, ICT Mumbai

MTTS has had a great impact on me. Learnt a lot by thinking myself and also from other brilliant classmates. Was able to appreciate the abstractness and rigor of Mathematics. I will always have fond recollections of the summers of 2003 and 2004 spent in Mysore.

– Bhargava Ram, PDF, Vreije University, Amsterdam, (mtts 2003-2004)

It is very useful, because of this program I learned how to understand mathematics and because of that i was able to crack many exams such as IIT JAM , NET CSIR (in both exams i got AIR 3) and surely full credit to MTTS as it was the building block for my maths and my success.

– Mangesh N. Shelar (MTTS 2008-2009)

MTTS has helped me, both mathematically, as well as on a personal level, by exposing me to various aspects of mathematics that I had not come across before and by helping me meet people from around the country. I have met many established mathematicians who have been inspirational in my research and teaching career and have also gained new friends. On a personal level, it helped me grow as a person, by introducing me to students from various backgrounds and cultures, from whom I got to learn more than just mathematics. It also helped me develop my confidence by giving me an opportunity to discuss various things, including mathematics, with my peers.


Frankly, MTTS marks one of the major turning points in my life. MTTS taught me how to write proofs rigorously and how to think mathematics(analysis, LA) geometrically. Armed with the training in MTTS, I found reading math books more easily and enjoying the corresponding visual thinking. I am currently a Ph.D student who is happily working on a mathematically flavored problem partly due to the encouragement in the MTTS program.

– Srikanth Pai (MTTS 2007)

A unique programme with its interactive style has helped me tremendously. The never ending discussions in and out of the class have been very useful. The programme taught us how to enjoy doing mathematics. It was SUMMER FUN DOING MATHEMATICS.

– Dr. Aditi Bapat (Phadke) (MTTS 1996)

According to me, it is the best thing that could have ever happened to Indian Mathematics Education. MTTS didn't only teach me how to do mathematics but most importantly it taught me HOW TO THINK in mathematics. I owe almost everything that i am today to MTTS.

– Akashdeep Singh Sokhi (MTTS 2010—12)
MTTS was one of the main motivation for me to pursue research in Mathematics. MTTS changed my outlook towards learning maths.


I want to be a mathematician, I always found teaching in our college was very rapid (just like collecting flowers without smelling them and observing their colors), but here I got chance to learn, to observe and to understand very beautiful concepts in a beautiful manner. It watered the dried bud of mathematical understanding in me.

– Gauree Kiran Wathodkar, mini-MTTS 2015, Vijaywada

MTTS Programme has improved my mathematical thinking. Rather than passive learning of theorems and lemmas, I am able to analyze results and complete proof.

– A participant, mini-MTTS 2016, Mumbai

Personally, I feel a lot of change within me, especially the way I now approach a mathematical problem.

– A Participant, Level O, 2015, SSN Chennai

Before MTTS, my pen was more active in classrooms, but now my mind is more active. I am able to solve problems without pen and paper.

– Sushma Sagar, Level O, 2015, SNU

My mathematical knowledge was less compared to my peers. But MTTS helped me in building it and to get rid of fear to do mathematics. It also helped me to learn from difficulties both in mathematics and in life.

– Siva Shankar, Level I, 2015, SSN Chennai
BENEFITS OF M T & T S PROGRAMME

MTTS Programme

Promotion of Self Study
Promotion of Thinking
Concentration
Confidence
Creativity
Problem Solving
Understanding Concepts

Making Presentation in front of experts
Development of Skills
Group Discussion
Team Work
Interpersonal Skill

Social Values
Unity In Diversity
Tolerance
Cultural
Food habits

Commitment
Sincerity
Sacrifice
Helping others

Learning Values from Teachers

https://groups.google.com/forum/#!forum/mtts-announcements
https://www.facebook.com/mttsprogramme