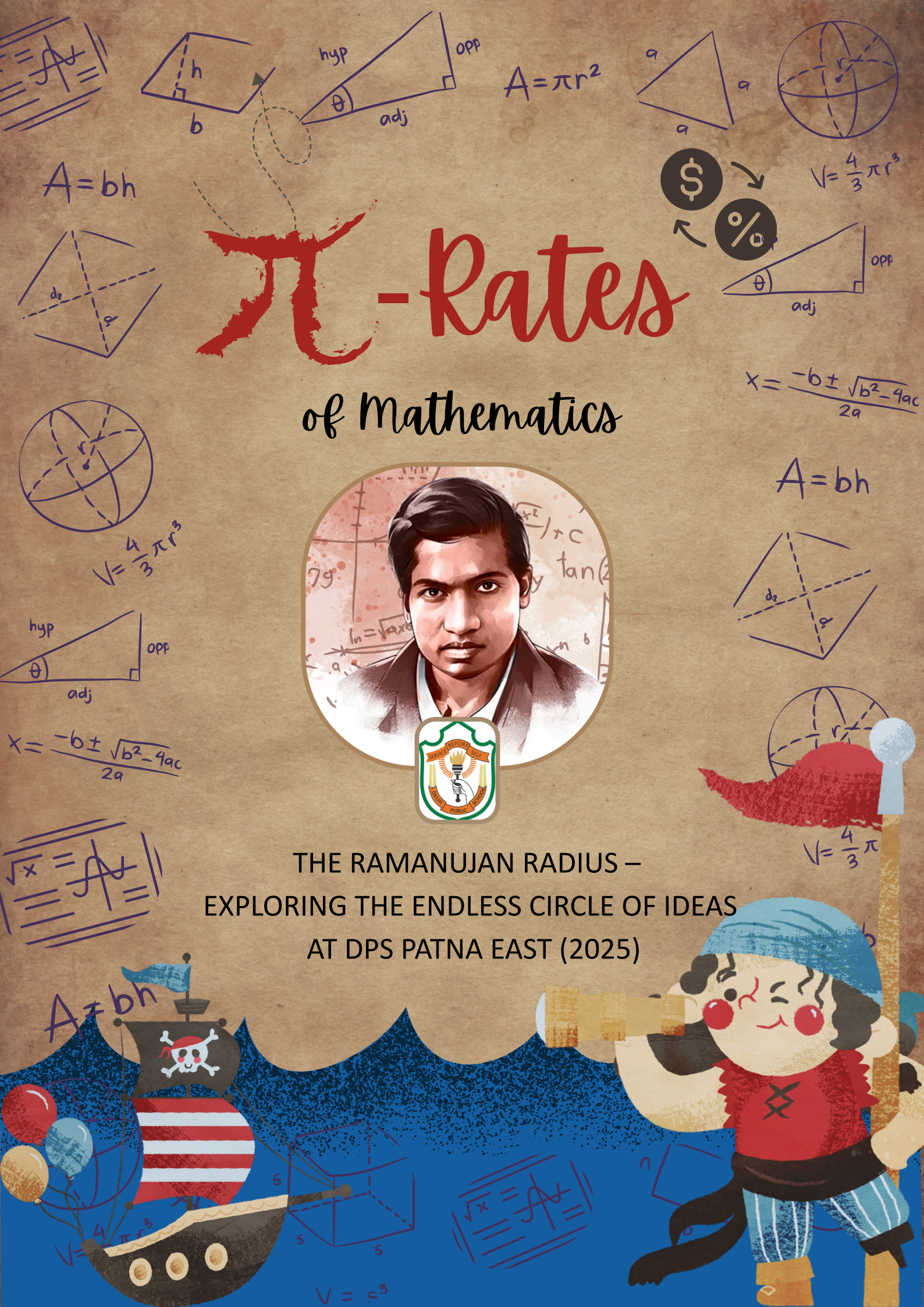
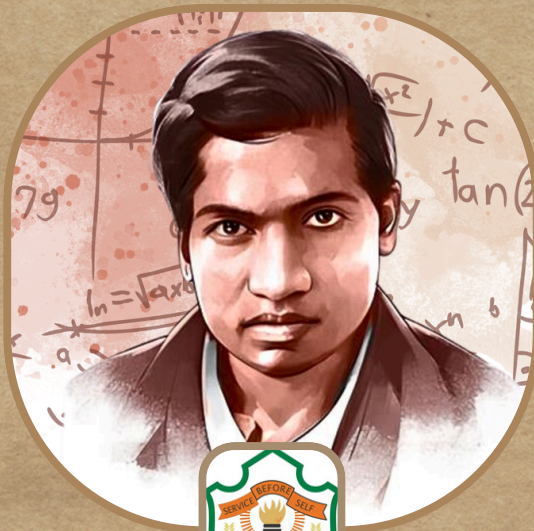




π -Rates

of Mathematics



THE RAMANUJAN RADIUS –
EXPLORING THE ENDLESS CIRCLE OF IDEAS
AT DPS PATNA EAST (2025)



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Vision Note from Pro Vice-Chairman, DPS Patna East



Mathematics has always been more than a subject; it is a language—one that explains the world around us with clarity, precision, and wonder. My dream for every child at DPS Patna East is simple yet profound: to see mathematics not as numbers written on a page, but as a living, breathing part of everyday life.

Whether it is the rhythm of footsteps, the symmetry in nature, the budgeting of a household, the arc of a football, or the pattern of stars in the night sky—mathematics surrounds us constantly. When our students begin to observe these patterns, they discover that mathematics is not confined to the classroom. It is a companion in every decision they make and every problem they solve.

But this real-life connection becomes possible only when teaching itself becomes interconnected. A teacher entering a classroom should not merely start a chapter; they should ignite curiosity. I firmly believe that every lesson must begin with a question—not necessarily from the same topic, but from a related concept, an earlier lesson, or even a real-world scenario. This approach forms a web of learning where every topic reinforces another, and students automatically begin to see the bigger picture behind the concepts.

One such example is the humble multiplication table. Today, in a world driven by calculators and devices, it may seem old-fashioned to emphasise the learning of tables. Yet, it remains one of the greatest tools for building mathematical confidence. A child who knows their tables carries within them a foundation strong enough to understand equations, ratios, geometry, percentages, and even higher mathematics. Tables are the grammar of numerical language—and without this grammar, fluency is incomplete.

As educators, our role is not simply to teach but to ensure that learning is meaningful. When a child asks “Why do I need this in life?”, it is our responsibility to answer with examples that resonate with their world. When they ask “Where will I use this?”, we must show them the beauty of mathematics beyond examinations—how it shapes reasoning, nurtures problem-solving, and builds logical thinking.

Mathematics, at its heart, is an exploration. It encourages discipline, creativity, and the courage to attempt challenges. My vision is that every student at DPS Patna East feels empowered by mathematics rather than intimidated by it. I hope that every page of this magazine inspires them to explore beyond the textbook and view mathematics as a path to deeper understanding. Let us work together—teachers, students, and parents—to cultivate this spirit. When mathematics becomes a habit of thought rather than a subject to memorise, true education begins.

Mr. Amit Prakash



Editor's Note



This magazine began with a small yet quietly remarkable moment—the arrival of its name.

Pi-Rates of Mathematics emerged gently, yet it seemed to hold the spirit these pages were meant to carry: curiosity, creativity, and exploration. Perhaps it resonated so deeply with me because my own journey with mathematics began just as softly.

I loved the subject until Class X, guided by a teacher whose dedication made mathematics feel simple, joyful, and full of possibilities. Later, at the intermediate level, the subject felt distant and unfamiliar, and I wondered if that early connection had faded. With time, I realised how profoundly mathematics had shaped my thinking—in a way, it had chosen me long before I truly understood it.

This rediscovered affection shaped the vision of the magazine. As contributions arrived, each poem, article, trick, formula, and research piece reflected the many ways mathematics is experienced—through curiosity, challenge, creativity, and discovery. Curating this journal felt like piecing together moments of clarity, confusion, and rediscovery, echoed beautifully in the voices of our students, teachers, and academic leaders.

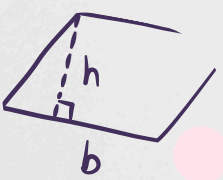
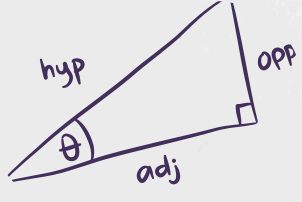
This edition holds special significance as it is themed around Srinivasa Ramanujan and is being launched on National Mathematics Day. Ramanujan's life reminds us that imagination, intuition, and perseverance can transform curiosity into timeless contributions.

Within these pages, you will find a rich collection of creative and academic expressions, including poems, articles, mathematical tricks and formulas, and research work contributed by students, teachers, the Principal, Deputy Head (Academics), Directors, and other academic leaders. Together, they celebrate mathematics not merely as a subject, but as a way of thinking and seeing the world.

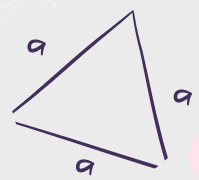
From a simple idea to these finished pages, Pi-Rates of Mathematics has grown into a space where curiosity meets imagination and learning finds expression. Being part of this journey has been a quiet and meaningful privilege. I hope this magazine inspires every reader to approach mathematics with confidence, curiosity, and wonder.

— Dipti Singh (Editor)
Pi-Rates of Mathematics





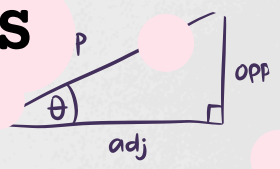
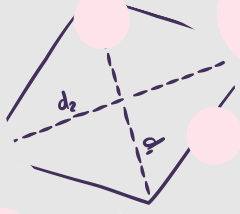
$$A = \pi r^2$$



$$V = \frac{4}{3} \pi r^3$$

$$A = bh$$

MESSAGE FROM THE HEAD OF DEPARTMENTS

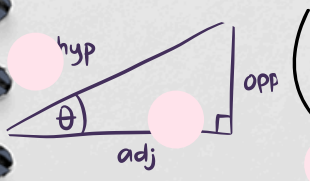


Knowledge grows richer when every discipline contributes its voice.

$$x = \frac{-b \pm \sqrt{b^2 - 4ac}}{2a}$$



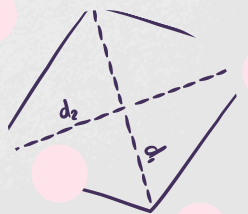
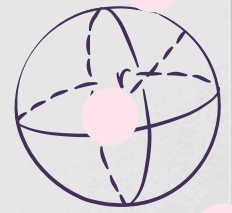
$$V = \frac{4}{3} \pi r^3$$



$$x = \frac{-b \pm \sqrt{b^2 - 4ac}}{2a}$$



$$A = bh$$



$$V = \frac{4}{3} \pi r^3$$

$$A = bh$$

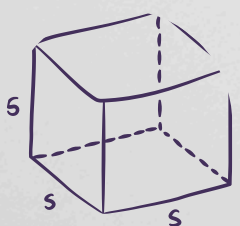


$$A = bh$$

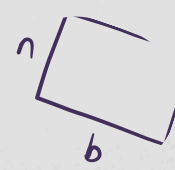


$$V = \frac{4}{3} \pi r^3$$

$$A = bh$$



$$V = s^3$$



STEM Education and Its Development: My Perspective



According to me, STEM education is one of the most important educational reforms of recent times. Recently, CBSE introduced STEM education with the intention of preparing students for the future. STEM stands for Science, Technology, Engineering, and Mathematics, and among these, Mathematics (M) plays a vital role. In my strong opinion, STEM without Mathematics is incomplete and ineffective. Mathematics is the foundation of all scientific thinking, innovation, and problem-solving. As the famous mathematician Galileo Galilei said, "Mathematics is the language in which God has written the universe." Mathematics is not limited to calculations; it develops logical reasoning, analytical skills, and accuracy. Every innovation in science, engineering, technology, economics, medicine, and even artificial intelligence is deeply rooted in mathematics. Without mathematical understanding, meaningful innovation is impossible. Hence, mathematics is the backbone of STEM education and must be given its rightful importance. The need for STEM education today is undeniable. We live in a rapidly changing world driven by technology and innovation. STEM education encourages curiosity, creativity, critical thinking, and problem-solving skills among students. It prepares learners not just for exams, but for real-life challenges. As the educationist John Dewey rightly said, "Education is not preparation for life; education is life itself." STEM education aligns perfectly with this philosophy by making learning practical, inquiry-based, and relevant. Over time, educators realized that STEM alone was not sufficient, which led to the evolution of STEAM, where A stands for Arts. The inclusion of Arts is a much-needed step. Arts play a crucial role in nurturing creativity, imagination, emotional intelligence, and innovation. Arts enhance concentration, improve memory, and support better learning outcomes. Whether it is drawing, music, drama, or design, arts help students think differently and approach problems creatively. As Albert Einstein said, "Imagination is more important than knowledge." STEAM education ensures a balance between logic and creativity. Now, I would like to strongly advocate for adding another letter to the acronym: R for Reading, making it STREAM. Reading is extremely important, especially in today's digital age where children are slowly losing the habit of reading. In the 1990s, we grew up reading books, newspapers, and stories, and that habit has helped us immensely in our personal and professional lives. If a student does not read and understand, innovation is impossible. Reading builds vocabulary, comprehension, focus, mental strength, and critical thinking. It also positively impacts confidence and even physical presence through better posture and expression. As Francis Bacon said, "Reading maketh a full man." In conclusion, STEM education is essential, but it must be strengthened with Mathematics, enriched with Arts, and empowered through Reading. Only then can education truly prepare students to innovate, lead, and shape the future.

Dr. Sunil Gupta (Educator, Mathematics)



Message from Department of English

Dear Children,

Mathematics is not just about numbers and formulas — it is a language of logic, beauty and imagination. It teaches us to reason, to question and to find patterns even in chaos.

I still remember my school days and the patient efforts of my Math teachers, who tried every possible way to help a student like me — one who often found numbers a hard nut to crack — understand and appreciate the subject's beauty. Their dedication left a lasting impression on me.

Today's classrooms are so different — vibrant, interactive and filled with creative ways of learning that make Mathematics come alive. I truly appreciate the Mathematics Department headed by Mr. Sunil Gupta for this wonderful initiative — a magazine that celebrates curiosity, creativity and the joy of learning. May it inspire every learner to see Mathematics not with fear, but with fascination.

Warm wishes,
Dilsha K. T
Department of English



Message from Department of Computer Science



My heartfelt blessings to the Mathematics Department and the entire team on the launch of the new Maths Magazine.

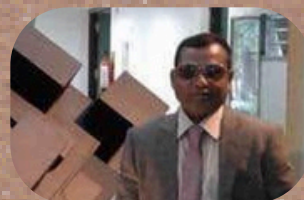
Mathematics is not just a subject—it is a language of logic, creativity, and problem-solving that helps us understand the world around us. I encourage all students to explore its beauty with curiosity, confidence, and determination.

May this initiative inspire curiosity, strengthen logical thinking, and encourage every learner to explore the beauty of mathematics with confidence. Wishing the students and editorial team great success and meaningful learning ahead.

Warm Regards,
Amit Mishra



Message from the Art Department



Art and Mathematics may appear to belong to different worlds, yet at their core they are beautifully interconnected. Mathematics gives structure, proportion, rhythm, and balance, while Art gives expression, imagination, and emotion to those very principles.

From symmetry in design to geometry in architecture, from patterns in rangoli to perspective in drawings, Mathematics quietly breathes life into Art.

I appreciate this wonderful initiative of bringing out the Maths magazine PIRATES. It reflects creativity, curiosity, and the spirit of exploration among students and teachers alike. Such platforms not only strengthen conceptual understanding but also help students look at Mathematics beyond numbers and formulas.

I would like to share a small personal experience. During my early school days, Mathematics was a subject I feared the most. Numbers seemed rigid and unforgiving, and I often felt disconnected from them. However, as I grew and explored Art, I unknowingly started understanding Mathematics through patterns, proportions, and visual harmony. Slowly, the fear faded, and I realized that Mathematics is not just about solving problems—it is about seeing beauty, logic, and balance in the world around us.

I extend my heartfelt best wishes to the Mathematics Department, the respected HOD, the dedicated editorial team, and the Editor-in-Chief for their commendable effort. PIRATES is truly a great initiative that will inspire young minds to think creatively and confidently.

Wishing the entire team great success. May this magazine continue to sail forward with innovation, knowledge, and excellence.

All the very best!

Mr. Tapan Barau
Head of the Department
Art Department



Message from the Coordinator, Foundational Stage



Mathematics is often considered an abstract and difficult subject because the focus has traditionally been on learning procedures and rules.

Very young children, however, love to make things, build things, manipulate objects, push, pull, stack, and explore. These are not simple activities; they provide rich opportunities for counting in natural and meaningful ways, laying the foundation for early number sense.

In my thirty-two years of teaching young minds, I have observed that when children learn in ways that make sense to them, their foundations become strong. They are then able to solve problems in real-life contexts and handle mathematical operations with true understanding.

I extend my heartfelt congratulations to the entire DPS Mathematics team, headed by Dr. Sunil Gupta, for bringing out this wonderful magazine and also expressing my gratitude for giving us a space to share our deep insights.

Jossy Joseph
Coordinator, Foundational Stage



A Tribute to the Man Who Knew Infinity



22 December 1887 - 26 April 1920

SRINIVASA RAMANUJAN

This is the story of a mathematical prodigy whose deep devotion to numbers triumphed over poverty, neglect, and fragile health. From a modest background, Srinivasa Ramanujan possessed an extraordinary ability to perceive hidden patterns and profound meanings within numbers. His original thinking and unmatched intuition in number theory drew the attention of the global mathematical community and firmly placed India on the world's intellectual map.

For Ramanujan, mathematics stirred the soul much like words inspire a poet or emotions guide a musician. To him, mathematics was not merely calculation or procedure, but a way of grasping deeper truths and understanding the universe itself. His approach to the subject was intuitive, spiritual, and deeply personal. Let us step into the life of this legendary mind. Srinivasa Ramanujan was largely self-taught, working in isolation without access to formal training, proper guidance, or resources. Financial hardship and recurring illness shadowed his life, yet his passion for mathematics never weakened. Born on 22 December 1887, a date now celebrated as National Mathematics Day, Ramanujan lived only 32 years, passing away on 26 April 1920—but his ideas remain timeless.

Despite lacking formal education in higher mathematics, Ramanujan's brilliance was undeniable. He often worked on a slate using chalk, conserving paper due to extreme poverty. When asked why he avoided writing on paper, he once remarked that when securing food itself was a challenge, spending money on paper was an unimaginable luxury.

Ramanujan became only the second Indian to be elected as a Fellow of the Royal Society, one of the world's most prestigious scientific institutions. For him, learning was not preparation for life—it was life. Numbers, he often said, were his closest companions. He could instantly recall properties of numbers, their factors, partitions, powers, and surprising relationships, treating them almost as living entities.

One of the most famous anecdotes of his life involves the number 1729. When G. H. Hardy once dismissed it as an unremarkable taxi number, Ramanujan immediately identified it as the smallest number expressible as the sum of two cubes in two different ways:

$$1729 = 1^3 + 12^3 = 9^3 + 10^3$$

This number is now famously known as the Ramanujan Number.

Among his many remarkable contributions were results involving infinite series, continued fractions, and number partitions—some of which were far ahead of their time. One such intriguing result is the interpretation of divergent series, including the expression:

$$1 + 2 + 3 + 4 + \dots = -1/12$$

While counterintuitive, this result later found applications in advanced physics, particularly in quantum theory.

In his brief lifetime, Ramanujan recorded nearly 4,000 original results, many without formal proofs. Decades after his death, his "lost notebook", discovered in 1976, revealed ideas that continue to inspire modern research in mathematics and theoretical physics. His theta functions today play a crucial role in string theory and other advanced scientific fields.

A lesser-known fact about Ramanujan is that he often claimed his insights came to him intuitively, sometimes in dreams, which he attributed to divine inspiration. He believed that mathematical beauty was sacred, once saying that an equation held value only if it expressed a deeper, universal truth.

Perhaps most inspiring is this: Ramanujan uncovered so much knowledge, yet left behind vast unexplored ideas—an open garden inviting future mathematicians to explore further.

True achievement is not measured by the size of one's dreams alone, but by the courage to pursue them relentlessly—despite limitations, hardships, and uncertainty.



22	12	18	87
88	17	9	25
10	24	89	16
19	86	23	11

The Magic Square by Ramanujan

Sum of numbers of any column = 139

Sum of diagonal elements = 139

Sum of any (2 x 2) square = 139

"It is a very interesting number; it is the smallest number expressible as the sum of two cubes in two different ways."

$$1729 = 1^3 + 12^3 = 9^3 + 10^3$$



The Formula for Infinite Series of Pi

$$\frac{1}{\pi} = \frac{2\sqrt{2}}{9801} \sum_{n=0}^{\infty} \frac{(4n)!}{(n!)^4} \frac{1103 + 26390n}{396^{4n}}$$



What Ramanujan Taught Me as a Student



Before I learned about Srinivasa Ramanujan, mathematics was just another subject in my timetable—formulas to memorize, problems to solve, marks to score. But reading about his life changed the way I look at numbers, and perhaps, at myself.

Ramanujan did not grow up with the best schools, books, or teachers. He did not have fancy notebooks or calculators. Often, he worked on a slate with chalk because paper was a luxury. Yet, what he had was something far more powerful—a deep curiosity and an unbreakable bond with mathematics. As a student, this makes me wonder: if he could see beauty in numbers even during hardship, what excuse do I really have?

What touches me most is how numbers were not cold or mechanical to him. They were alive. He treated them like close friends who spoke to him through patterns and relationships. Sometimes, when I struggle with a problem and suddenly get the answer after many attempts, I feel a small glimpse of that joy. In those moments, I feel closer to Ramanujan's way of thinking.

One incident that truly amazed me was the story of the number 1729. What seemed ordinary to others was extraordinary to him. This taught me an important lesson: intelligence is not about knowing more—it is about seeing more. Mathematics is not always about speed or memorization, but about observation and understanding.

Ramanujan never allowed poverty, illness, or lack of recognition to stop him from learning. As a student, I often complain about homework, difficult chapters, or fear of exams. His life reminds me that learning is not a burden—it is a privilege. If he could create thousands of original ideas with almost no resources, then I can certainly try harder with the opportunities I have.

Another inspiring fact is that many of Ramanujan's discoveries were understood fully only after his death. This tells me that learning is not always about immediate success or rewards. Sometimes, effort today becomes inspiration tomorrow.

Ramanujan once believed that mathematics expressed deeper truths of the universe. Through his life, I have learned that success is not defined by perfect conditions, but by passion, patience, and perseverance.

As a student, I may not become a mathematician like Ramanujan, but I can learn from his attitude—never stop questioning, never stop exploring, and never stop believing in the power of learning. For me, Ramanujan is not just a historical figure; he is a reminder that even ordinary students can discover something extraordinary.

- Amartya, VI 'B'



The Boy Who Became a Legend in Math



Ramanujan was a math genius bright
Solved problems with skill and light
He worked with numbers day and night
And found solutions with pure delight

He lived in India with his family dear
Loved math from a very young age, clear
He'd solve problems with a happy face
And show his work with a steady pace

Ramanujan's work reached far and wide
People saw his genius, far and inside
He worked with Hardy, a partner true
Together they solved math problems anew

His legacy lives on, a shining star
Inspiring others, near and far
Ramanujan's love for math will never fade
His work will live on, forever displayed

- Samarth, VI C





The Ramanujan Prize

The Ramanujan Prize for young mathematicians from developing countries has been awarded annually since 2005. It was originally instituted by ICTP, the Niels Henrik Abel Memorial Fund, and the International Mathematical Union (IMU). The participation of the Abel Fund ended in 2012, while the Department of Science and Technology of the Government of India (DST) has funded the Prize for a 10 year period, from 2014 to 2023.

The Prize is awarded annually to a researcher from a developing country who is less than 45 years of age on 31 December of the year of the award, and who has conducted outstanding research in a developing country. Researchers working in any branch of the mathematical sciences are eligible. The Prize carries a \$10,000 cash award. The winner will be invited to ICTP to receive the Prize and deliver a lecture. The Prize is usually awarded to one person, but may be shared equally among recipients who have contributed to the same body of work. Past recipients of the Ramanujan Prize are listed below

2021	Neena Gupta	Neena Gupta
2022	Mouhamed Moustapha Fall	Mouhamed Moustapha Fall
2023	Not awarded	Not awarded
2024	Ruochuan Liu	Ruochuan Liu
2025	Claudio Muñoz	Claudio Muñoz

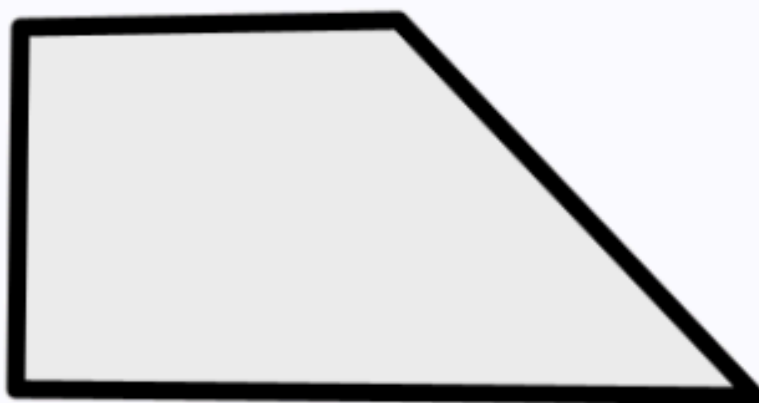


PI-TIME

PLAYZONE



A Problem of Dissection



The shape shown in the sketch above, obviously, is that of a square attached to half of another similar square, divided diagonally:

Can you divide it into four pieces all the same size and shape?

•

- SHAHMA SHARIQUE, VI 'C'

PI-TIME

PLAYZONE



CRACK THE CODE

3	2	1	0
1	9	2	0
0	8	1	?
7	5	2	4

Which number should replace the question mark to form accurate equations, knowing that three numbers are shown per row (i.e., two of the digits form one number in a row and the other two one digit number)

Anvisha Nayan, III 'D'

PI-TIME

PLAYZONE



NUMBER GAMES

Game of " 8 "

$$9 \times 9 + 7 = 88$$

$$98 \times 9 + 6 = 888$$

$$987 \times 9 + 5 = 8888$$

$$9876 \times 9 + 4 = 88888$$

$$98765 \times 9 + 3 = 888888$$

$$987654 \times 9 + 2 = 8888888$$

$$9876543 \times 9 + 1 = 88888888$$



Game of " 1 "

12345679

X 9

111,111,111

Shlok Rastogi, V 'B'

MEET THE MATH CREW – THROUGH THE HOD'S LENS

**"Mathematics: Serious About Numbers,
Fun About Life"**

**"Where the Problems Are Many...
but the Team Solves Most of Them!"**

Mathematics is not merely a subject; it is a way of thinking, a discipline that nurtures logic, patience, creativity, and clarity. I feel immense pride and gratitude while penning down my thoughts about the wonderful team of educators who form the backbone of our Mathematics Department. Each teacher here is not only a skilled mathematician but also a beautiful human being, contributing uniquely to the academic and emotional growth of our students.



$$A = bh$$

$$A = \pi r^2$$

$$V = \frac{4}{3} \pi r^3$$

$$x = \frac{-b \pm \sqrt{b^2 - 4ac}}{2a}$$

$$A = bh$$

$$V = \frac{4}{3} \pi r^3$$

$$A = bh$$

$$V = \frac{4}{3} \pi r^3$$

$$A = bh$$

$$V = s^3$$

$$b$$

- **Mr. Mukesh Mishra**, stands tall as a pillar of experience and wisdom in our department. With his long years of dedicated teaching, he has mastered the art of making Algebra and Geometry meaningful and engaging. Beyond the classroom, he is known for his gentle heart, calm nature, and simplicity. A lover of fruits and a firm believer in healthy living, he reflects balance both in life and in mathematics.
- Our department owes its strong foundation to **Ms. Mona**, the founder teacher of DPS Patna East, fondly known as “Mathemaa.” Her nurturing nature and deep understanding of the subject make mathematics feel like a cakewalk for students. She has been a guiding light, shaping not only learners but also generations of teachers with her care, vision, and passion for the subject.
- **Mr. Waquar** is a name synonymous with talent, hard work, and love. A teacher who never loses his calm, his warmth touches every student he teaches. His dedication earned him the prestigious Sahodaya Best Teacher Award, making him a true pride of the Mathematics Department of DPS. His active involvement in academic and co-curricular activities adds immense value to the department.
- **Ms. Priyambada**, is a soft-hearted and compassionate educator. Her teaching reflects patience, focus, and dedication. She believes in nurturing confidence along with concepts, ensuring that young learners develop a strong and positive relationship with mathematics from the very beginning.
- **Ms. Fariya** is the gentle listener, who speaks little, listens a lot, and observes everything. Her calm presence is like a soothing background music track in the noisy movie of our department. She reminds us that silence is also a form of strength.
- **Mr. Ranjeet** is an educator beyond the classroom, Mr. Ranjeet is a wonderful colleague and a good friend of mine.
- **Ms. Parbati** is truly the heart and soul of her students. With her joyful approach, she transforms learning mathematics into a fun-filled journey. Her warmth and enthusiasm make students feel safe, motivated, and eager to explore numbers and patterns.



- **Ms. Dipti**, is exceptionally talented and highly dependable. Whether it is classroom teaching or handling departmental responsibilities, she performs every task with excellence. Her versatility, organizational skills, and active participation in academic and co-curricular activities make her one of the strongest pillars of our department.
- **Ajmeri Ma'am** is one of the strongest pillars of our department. Her teaching is clear, student-friendly, and deeply effective. She brings a lot of talent, creativity, and commitment to every class she takes. As a CBSE Resource Person, she not only enriches our school but also contributes to the professional growth of teachers across many schools. Her sincerity, calm presence, and expertise make her an invaluable member of the Mathematics Department
- **Ms. Kamakhya** is forever miss perfect (Former but Not Forgotten). Though she is an ex-member of our department, her contribution is etched permanently in our hearts. She was one of the backbones of this team— disciplined, flawless, dependable. A true Miss Perfect. We miss her dearly, and her absence is felt every single day.
- And finally, a few words about myself—as the HOD of the Mathematics Department. I believe mathematics is the language of logic and real life. I enjoy critical thinking and solving real-world problems through mathematical reasoning. My constant endeavour is to cultivate analytical minds, encourage questioning, and promote the application of mathematics beyond textbooks.

Together, we are not just teaching mathematics; we are shaping thinkers, problem-solvers, and confident individuals. It is an honor to lead such a dedicated, talented, and compassionate team. The Mathematics Department truly stands as a symbol of unity, excellence, and intellectual growth.

— HOD, Mathematics Department



Pi-rates' Insight Bay

Pi-rates' Insight Bay is a space where teachers and students come together to share research, reflections, and ideas in mathematics. From scholarly articles to personal perspectives, this section celebrates curiosity, innovation, and the joy of learning.

Why is π
never ending?



Because
curiosity never
should be!





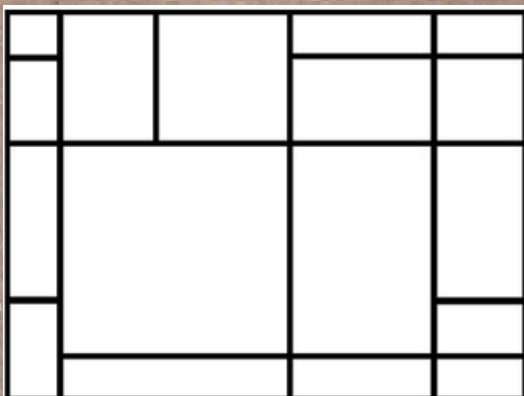
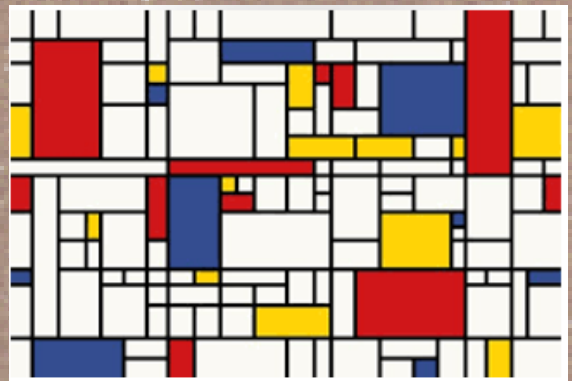
MONDRIAN MATH PUZZLE

Piet Mondrian was a painter from the Netherlands that became famous in the 1920s for his abstract art. Piet Mondrian used basic geometric shapes, such as straight lines, squares and rectangles, to create abstract compositions that reflected the order and simplicity of the universe.

The basic rules of Mondrian art puzzles are simple: Start with an $n \times n$ grid – you pick the size. Now, split the grid up into (at least two) any-sized squares and rectangles, as long as you don't repeat the same sized square or the same sized rectangle twice.

Ms. Mona Narain (Educator, Mathematics)

Use primary colours
red, blue and yellow
to create your own
mondrian.



Finding the Day of the Week – The Odd Days Trick



Have you ever wondered how to find the day of the week for a date in the past or future?

There is a simple and interesting method to do this using odd days.

Odd days are the extra days left after counting complete weeks in a given period of time.

Ordinary Year and Leap Year

A leap year is a year that is divisible by 4, for example 1992.

However, century years follow a special rule. Only every 4th century is a leap year.

So, years like 400, 800, 1200 and 1600 are leap years, but 700, 900, 1100, etc., are not.

An ordinary year has 365 days, which is equal to 52 weeks and 1 extra day.

A leap year has 366 days, which is equal to 52 weeks and 2 extra days.

Odd Days in Years

An ordinary year gives 1 odd day.

A leap year gives 2 odd days.

In 100 years, there are:

76 ordinary years and 24 leap years

Total odd days = 5

So we get:

100 years → 5 odd days

200 years → 10 odd days → 3 odd days

300 years → 15 odd days → 1 odd day

400 years → 20 odd days → 0 odd day

That is why years like 400, 800, 1200, 1600, and so on, have no odd days.

Odd Days and Weekdays

Each number of odd days tells us the day of the week:

0 odd days means Sunday, 1 odd day means Monday, 2 odd days means Tuesday and so on...



For Example:

Find the day of the week on 16th July, 1776

We write the date as:

1775 years + 6 months + 16 days

Now calculate odd days:

1600 years $\rightarrow$ 0 odd days

100 years $\rightarrow$ 5 odd days

Remaining 75 years include 18 leap years and 57 ordinary years

Odd days from 75 years:

$(18 \times 2) + (57 \times 1) = 93$ days = 2 odd days

So, odd days from 1775 years:

$0 + 5 + 2 = 7$ odd days = 0 odd day

Now count days from 1st January 1776 to 16th July 1776

(1776 is a leap year):

$31 + 29 + 31 + 30 + 31 + 30 + 16 = 198$ days

198 days = 28 weeks + 2 days = 2 odd days

Total odd days = $0 + 2 = 2$

Therefore, 16th July, 1776 was a Tuesday.

This method makes calendar problems fun and logical. With a little practice, students can quickly find the day of the week for any given date!

Mr. Mukesh Kr. Mishra (Educator, Mathematics)



The "Abstract Shock": Why Students Fall Behind in Middle School Math



Many students have solid numeracy (basic number skills) in primary school, but their confidence and performance often drop sharply in middle school. This isn't usually a fault in the student, but a predictable "gap" caused by a sudden, jarring shift in how mathematics is taught.

Here is a simplified look at the gap, why it happens, and how we can fix it.

The Gap: From "What" to "Why"

The core of the problem is the switch from concrete math to abstract math.

1. The Concrete-to-Abstract Shock

2. The Cognitive and Emotional Barriers

Brain Development: Middle school students are still developing the area of the brain needed for advanced logical and abstract thinking. Pushing complex algebra too quickly can overwhelm this developing skill set.

3. Math Anxiety: Primary school is often nurturing. In middle school, math becomes more formal, faster-paced, and heavily reliant on high-stakes testing. This pressure creates anxiety, which actively blocks the cognitive processing needed to solve complex problems.

How to Bridge the Gap: Focus on the "CRA" Method

Bridging the gap requires intentionally slowing down the transition and making the abstract visible again.

Educators often use the CRA framework:

1. Don't Rush the Visuals: Secondary teachers should start every major new topic (like fractions, integers, or algebra) by temporarily bringing back concrete tools and visual models.

2. Encourage the "Why": Focus less on just the final answer and more on how students reasoned through the problem. This builds genuine understanding and reduces reliance on memorization.

3. Collaborate: Primary and secondary teachers need to talk to each other to ensure a smooth, continuous curriculum, preventing students from feeling like everything they learned before was wrong.

By prioritizing conceptual understanding over pure speed, we can replace the "Abstract Shock" with a strong, confident math foundation.

Ms. Ajmeri Begum (Educator, Mathematics)



RIDDLES

Q. How many times can you subtract the number 4 from 20 ?

Ans. Once, after that the number is no longer 20

Q. How can you make 20 using only four 9s ?

Ans. $9 + 99/9$

Q. How can you make 42 using five 3's and only addition?

Ans. $3+3+3+33$

Q. Bees love Geometry. What is their favourite shape?

Ans. Hexagon

Q. I'm a sequence where each number is the sum of two before me. What am I?

Ans. Fibonacci series

Q. I am the longest side of a right triangle. Who am I?

Ans. Hypotenuse

Q. I am twice as old as I was 10 years ago and half as old as I will be in 20 years. How old am I?

Ans . 40 years.

Q. The sum of five consecutive numbers is 100. What are the numbers?

Ans. 18,19,20,21,22

Q. You pass the person in second place in a race. What place are you in now?

Ans. Second place - you took that spot.

Q. What weigh more? A pound of feather or a pound of bricks ?

Ans . Same. Both weigh Pound.

Q. What's bigger when its upside down?

Ans . 6



Mr. Syed Waquar Hussain (Educator, Mathematics)



Interesting 2025

1) 2025, itself is a square.

It is a square of 45.

2) It's a product of two squares,

$$\text{Viz. } 9^2 \times 5^2 = 2025$$

3) It is the sum of 3-squares,

$$\text{viz. } 40^2 + 20^2 + 5^2 = 2025.$$

4) It's the first square after 1936.

5) It's the sum of cubes, of all the

single digits, from 1 to 9, viz.

$$1^3 + 2^3 + 3^3 + 4^3 + 5^3 + 6^3 + 7^3 + 8^3 + 9^3 = 2025$$

–Ms. Fariya Perween (Educator, Mathematics)



The Importance of Mental Mathematics for Children in the Present Generation



In today's fast-paced, technology-driven world, children are growing up with calculators, mobile apps, and AI tools that can solve problems instantly. While these tools are useful, they make learning mental mathematics more important than ever. Mental mathematics is the ability to perform calculations quickly and accurately in one's mind, without relying on external aids.

Mental maths strengthens a child's number sense, helping them understand how numbers relate to each other rather than memorising procedures. This deep understanding builds confidence and reduces fear of mathematics. When children can calculate mentally, they approach problem-solving with greater ease and flexibility. Learning mental mathematics also improves concentration, memory, and logical thinking. Quick calculations train the brain to think clearly and make decisions faster—skills that are valuable not only in academics but also in daily life, such as budgeting, shopping, and time management.

In the present generation, where distractions are constant, mental maths encourages focus and discipline. It keeps the brain active and sharp, countering overdependence on digital devices. Moreover, strong mental calculation skills enhance performance in competitive exams and lay a solid foundation for higher-level mathematics. Most importantly, mental mathematics nurtures independent thinking. Children learn to trust their reasoning abilities and develop a positive attitude toward learning. In a world dominated by technology, mental mathematics ensures that children remain thinkers—not just button-pressers—equipped with skills that will benefit them for a lifetime.

-Ms. Parbati Aikat (Educator, Mathematics)





Divisibility Rule for 12 and 13

Divisibility Rule for 12

To check if a number is divisible by 12, it must be divisible by both 3 and 4. The rules are: Divisible by 3 if the sum of its digits is divisible by 3. Divisible by 4 if the last two digits form a number divisible by 4. If both conditions are satisfied, the number is divisible by 12.

Divisibility Rule for 13

To test divisibility by 13, take the last digit of the number, multiply it by 9, and add it to the remaining leading truncated number. Repeat this process if necessary. If the result is divisible by 13, then the original number is also divisible by 13. For example, to check if 273 is divisible by 13: Last digit: 3. Multiply by 9: $3 \times 9 = 27$. Remaining number: 27. Sum: $[27 + 27 = 54]$. Since 54 is not divisible by 13, 273 is not divisible by 13. This rule provides a quick method to check divisibility without full division.

Mr. Mukesh Kr. Mishra (Educator, Mathematics)



PI-BREAK



NUMBER CROSSWORD PUZZLE

This is a crossword puzzle without words—the answers are numbers instead.

Each square contains one single digit.

Use the Across and Down clues to fill in the grid logically.

- Important clue: There are no zeros anywhere in the completed grid.

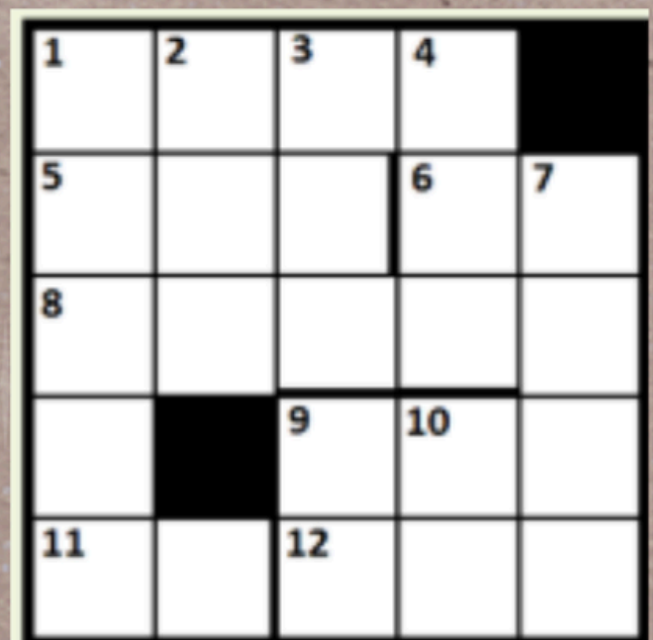
ACROSS

1. The first two digits are a prime number; the second two digits form the next lower prime number
5. A perfect cube
6. A multiple of the cube root of 4
8. The sum of the first two digits equals the sum of the last two digits
9. A perfect cube
11. The square of the cube root of 4
12. The product of 10 Down and 6 Across



DOWN

1. A number in which each digit is one lower than the preceding digit
2. The sum of the digits is two-thirds of the product of the digits
3. The product of three primes: the first is 10 larger than the second, and 10 larger than the third
4. A perfect cube
7. All even digits, each different
9. A perfect cube
10. A prime number





Inauspicious Number 13?

History has time and again proven the number 13 to be a diabolical entity, sneaking in corners, ready to cause bad omens and accidents, so much so that the fear of this number over the centuries has compounded manifold to the point of causing looks of horrors at the prospect of residing at the "13th floor" of a building. The fear of this number has its own personalised jargon known as "Triskaidekaphobia". It is a combination of Greek words "tris", meaning "three", "kai", meaning "and", "deka" meaning "ten" and "phobia" meaning "fear".

- Apollo 13 was launched on 11 April and it underwent an explosion on 13th of April (2 thirteens).
- Zoroastrian tradition predicts chaos in the 13th millennium.
- Another example is the Columbia Space Shuttle. This one went into space on 1/16/2003. Add all the numbers and you will get the number 13. During its re-entry into Earth, it exploded. All the crew members died.
- Many hotels in China and America don't have a 13th floor. After 12th, either they have 12 and a half or 14th. The same goes for the number of houses too.
- Even Microsoft considers the number 13 very unlucky and that is the reason why there is no version 13 of Microsoft office. The version 12 is Microsoft Office 2007 and the next version Microsoft Office 2010 is actually version 14. Thus, the company skipped number 13 altogether. But just because some superstition is blindly acknowledged, does it make it true? Does this number really deserve this notoriety?

I beg to differ.

- In ancient Greece, Zeus is considered as the thirteenth and the most powerful God. This thirteenth God seems to be associated with totality, completion, and attainment.
- The ladder to eternity has thirteen steps, on reaching the 13th step, it is assumed that your soul attains spiritual completion.
- 13 is a prime number, which means it cannot be divided by any number other than itself. Hence, symbolizes qualities of incorruptible nature and purity.
- In one of the most powerful civilizations of history, the Aztecs decided to have 13 days in a week as they considered 13 to be an extremely lucky number. Each day was ruled by one God. And the God who ruled the thirteenth day was associated with mystery, psyche, and magic.
- As we all know, 13 is the age of change or transition for every girl or boy. It is the age when children officially become teenagers.
- The US flag has 13 stripes that represent the union of 13 colonies to fight British rule, later these 13 colonies became the first thirteen states of the United States of America.
- The Thai New Year (Songkran Day) is celebrated on the 13th April. It is considered to be a day of washing away all the bad omens, by splashing water on people, friends, and relatives.
- In Hindu mythology, Maha Shivratri is celebrated on the thirteenth night of the Magha month, which is very sacred and a holy night for all the Shiva devotees.
- In the sacred book of the Sikhs, the "Guru Granth Sahib", the word "Waheguru" which means eternal guru appears 13 times. The list goes on.

Being a student of Mathematics, the first thing I learnt was that for a phenomenon to be true, there must be no exceptions. The phenomenon must be proved for every single condition. The fact that we are able to find numerous exceptions to this phenomenon is proof enough for it to be baseless superstition.

Shourya Rastogi, X 'A'



0!

An incredible tale of numbers full of thrilling combinations, engrossing ideas and amusing questions. I believe Maths is gripping because it reveals its cards when they are least expected. A few days back, I came to know the story of 0! This may not sound very tempting to Maths wizards reading this but believe me, I was totally in love with Maths once again with this simple yet not so simple question. So, this exclamation looking symbol is a mathematical operation factorial which means to multiply a series of descending natural numbers.

For example, $4! = 4 \times 3 \times 2 \times 1 = 24$

Now we take it as a fact that $0! = 1$ but what's funny is that how can we decrease a number till 1 which is already less than 1. So, to decode this cipher let us all do a mental exercise. So let's calculate what is $5!$, $4!$, $3!$, $2!$, $1!$

So, $5! = 5 \times 4 \times 3 \times 2 \times 1 = 120$

$4! = 4 \times 3 \times 2 \times 1 = 24$

$3! = 3 \times 2 \times 1 = 6$

$2! = 2 \times 1 = 2$

$1! = 1$

and now if we look closely $4!$ is nothing but $5!/5$ and $3!$ is $4!/4$. Going on $2! = 3!/3$ and $1! = 2!/2$ and leaping one step forward we can get $0!$ That is $1!/1$ and yes it results in 1. Isn't it baffling that multiplying no numbers together results in 1? But this is how Maths is Beautiful.

Mannat Suman, X 'A'





The Great Reversal: The Discovery of Negative Numbers

The story: For centuries, negative numbers were viewed with suspicion and were not considered legitimate numbers. Ancient Greek and Roman mathematicians, as well as early European scholars, were largely resistant to the idea that numbers could represent "debt" or "loss." It wasn't until the 17th century that negative numbers started to gain acceptance, primarily due to mathematicians like René Descartes.

The twist: Even Descartes initially rejected negative numbers, referring to them as "absurd." However, as commerce and science advanced, negative numbers became indispensable. They became crucial in fields like algebra, calculus, and economics, as well as in complex numbers with the introduction of imaginary numbers (the square root of -1 , denoted as i).

The takeaway: The historical resistance to negative numbers shows how mathematics evolves with human society. What was once considered absurd and unusable became one of the cornerstones of modern mathematics.

Snithik Grover, VIII 'A'



Ramanujan Radius: The Secret Circle of Ideas



On a quiet afternoon, the corridor near the steam Lab at DPS Patna East is almost empty. The only sound is the soft tap of Riya's shoes as she walks toward the notice board, worried about what to submit for the new Mathematics Magazine. She reads the theme again— "The Ramanujan Radius – Exploring the endless circle of ideas at DPS Patna East" —and sighs, thinking she has no special idea of her own.

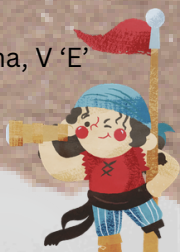
Just then, a thin beam of light slips out from behind the notice board and forms a glowing circle on the floor. Curious, Riya steps closer. The circle is filled with tiny numbers: 0, 1, 2, 3, 5, 8, 13, 17, 19, 23, all dancing slowly as if they are alive. Before she can call anyone, the circle expands and gently pulls her inside. For a moment everything spins, and when it stops, she finds herself standing in a strange, bright classroom made entirely of shapes and numbers. The blackboard is a giant circle, the windows are triangles, and the floor is tiled with tiny squares.

A friendly voice calls out, "Welcome, Riya, to the Ramanujan Radius!" She turns to see a silver compass walking toward her like a tiny robot. "I am Radius," it announces proudly. "My job is to turn your small thoughts into big circles of ideas." A ruler waves from a nearby desk, a protractor bows politely, and a piece of chalk jumps up, ready to write. Riya smiles for the first time that day, feeling that this is going to be an extraordinary lesson.

On the next circle, only special numbers glow: 2, 3, 5, 7, 11, 13, 17. "These are primes," says a tiny fairy with a crown shaped like the symbol π . "They cannot be broken into smaller whole numbers, so we guard them like treasures." Riya laughs when Zero appears, rolling in like a donut, and says, "Everyone thinks I am nothing, but put me to the right of any number and I can make it ten times bigger!"

The chalk continues drawing—now the diameter, the circumference, and the value of π floating around like fireflies. Each time Riya asks "Why?" or "What if?", the circle on the board grows wider, and new patterns appear: magic squares, neat fractions of pizza slices, and funny word problems about sharing laddoos in equal parts. At last, the shapes and numbers gather around Riya. "You think you have no idea," Radius tells her gently, "but you have been collecting ideas all along. Your story can be about this very circle, about how questions make your understanding bigger and bigger— just like a growing radius." With a bright flash, the classroom of shapes fades away. Riya finds herself standing again in front of the notice board, but now her notebook is open in her hands, filled with neat lines describing everything she has just seen—Fibonacci plants, prime number treasures, talking Zero, and the magical compass called Radius. "Ramanujan Radius: The Secret Circle of DPS Patna East." Then she copies her story in her best handwriting, underlining the parts where maths ideas appear—patterns, primes, circles, and questions. When she finally pins her submission under the "Math-based stories or poems" section, she notices something new on the notice board: a tiny chalk circle drawn in the corner, glowing very softly. Riya smiles, knowing that at DPS Patna East, the circle of ideas will never end—as long as someone is brave enough to step inside and ask one more question.

Divyanshi sinha, V 'E'



TIME TO REFLECT



GOD = The Ultimate Mathematician

Family is like a set of numbers or variables connected by relationships and operations, working together in harmony.

Parents are like constants in the equation of life—they provide stability, guidance, and support to help the variables (children) grow.

Mother: The primary function in the family equation—nurturing, guiding, and providing the care that keeps all variables stable.

Father: The coefficient or guiding parameter in the family equation—providing direction, protection, and strength.

Love is like sine and cosine—sometimes in phase, sometimes out of phase, but always periodic, continuous, and full of waves.

$\text{Love} = \sin(\text{trust}) + \cos(\text{care})$

Trust is like a linear equation :
= honesty, = respect
= consistency, = care

Betrayal is like a false solution in an equation: it looks correct at first but fails when you check it:
Friendship is like a perfect equation: balanced, supportive, and giving positive results when both sides contribute equally.

Nightmares in maths is like an unsolvable equation—no matter how hard you try, the solution just won't come.

Saksham Kumar, X 'A'



No Nobel for Mathematics



Alfred Nobel's last will stated that his fortune is used to create a series of prizes for those whose contributions in the fields of physics, chemistry, physiology or medicine, literature, and peace were the "greatest benefit to mankind." However, no Nobel Prize was designated for Mathematics. There are various speculations on the possible reasons for this exclusion. Some of them are worth going through.

It is often discussed that Nobel found Maths too theoretical. Since he believed that only practical inventions or discoveries could benefit mankind, he might have disregarded this subject whose practical applications are often obscure. The other (and the more dramatic) theory is an unfounded one. Rumours have it that Nobel disliked a contemporary Mathematician, Gosta Mittag-Leffler, with whom his partner allegedly cheated him. This made him detest the subject too and moreover, he didn't wish Leffler to win this prize (and the probability of this happening was quite high). The other reason can be linked with an already existing Math award. King Oscar II of Sweden and Norway had already established a prestigious award for Mathematicians and Nobel felt that instead of duplicating it, other fields should be given their due.

Whatever the reason be, there is no Nobel Prize in Mathematics. However, there is another prestigious award which is considered a parallel to the Nobel. It is the Abel Prize. It was proposed by a Norwegian Mathematician Sophus Lie when he learned that Noble had omitted Mathematics in his series of awards.

Sammarth Kapoor, XI 'A'



From Scoring Zero to Finding Meaning in Mathematics



I am a student of mathematics, but for a long time, mathematics and I were not friends at all. In fact, we were enemies. In multiple tests, my score was always the same: 00. I never understood maths. Numbers, formulas and equations made no sense to me. I found the subject extremely boring and stressful and after repeatedly scoring zero, I completely lost confidence in myself. I started believing that maths was not meant for me. While others solved problems easily, I struggled even to understand the questions. Each test result felt like proof that I was a failure in mathematics. I stopped trying because I thought there was no point.

Then everything changed when I met a teacher in our school named Sunil Sir. He was different from any teacher I had known—strict, energetic and a little crazy in the best way. We often called him the “Jeetu Bhaiya of Kota Factory” because of his teaching style and passion. Instead of focusing only on marks, he focused on understanding and discipline.

Sunil Sir taught us that maths is not about memorizing formulas but about clarity of thought. He also introduced us to meditation, explaining that a calm and focused mind is essential for learning. At first, I was doubtful, but slowly I noticed a change. I became more patient, less fearful and more curious about solving problems.

My marks did not suddenly rise above 60%, but I started scoring better than zero. That itself felt like a big achievement. More importantly, I began to enjoy mathematics. I even started looking forward to solving problems.

Today, I am not afraid of maths anymore. I am slowly falling in love with the subject and I am confident that with continued effort and guidance, I will do much better in the future.

Kasak Singh, X ‘A’



Pi-World's Most Mysterious Number

Pi(π) is one of the most famous numbers in mathematics. It is used to measure circles and appears in many areas of science and nature. Even though it looks simple, Pi is full of mystery, inspiring curiosity, infinite exploration, unexpected patterns, beauty, complexity, history, discovery, imagination, and wonder.

1. Introduction

Pi is the ratio of a circle's circumference to its diameter. Its value is approximately 3.14159, but it ends and never repeats. It is an irrational number and is represented by the Greek letter " π ".

2. History

Pi has been known for about 4000 years. Archimedes, a Greek mathematician, calculated it early on. The symbol π was introduced by William Jones in 1706.

3. Properties

- Irrational: It cannot be written as a simple fraction.
- Non-repeating: Its decimal goes on forever without repeating.
- Transcendental: It's not a solution to any simple algebraic equation.

4. Uses

Used in geometry to calculate areas and volumes of circles and spheres. Important in engineering, construction, and space science. Found in nature, like in waves, circular motion, and even in DNA structure.

5. Fun Facts

- Pi Day is celebrated on 14th March.
- People have memorized thousands of digits of Pi for fun.

6. Conclusion

Pi is a magical number with no end. It connects math, science, nature, and even fun. Though we use it daily in simple ways, its mysteries still fascinate the world.

Pratyaksh Kumar, IX 'A'



Mathematics: A Magic Game

Mathematics is a magic game,
With numbers dancing, neat and same.
They add, subtract, divide, unite,
Making puzzles pure delight.
Lines and angles love to meet,
Circles roll and squares stay neat.
Triangles with sides so three,
Hold their secrets quietly.
Fractions share and decimals glide,
Percentages take a simple ride.
Tables march in steady rows,
Multiplying as each one grows.
From clocks that tick to graphs that climb,
Math helps measure space and time.
It trains the mind to think and see,
The logic hiding cleverly.
So don't be scared of sums or signs,
Math is friendly—it just shines.
With practice, patience, step by step,
You'll solve each riddle math has kept.

Manaswini Kumar, VII 'A'



PI-BREAK

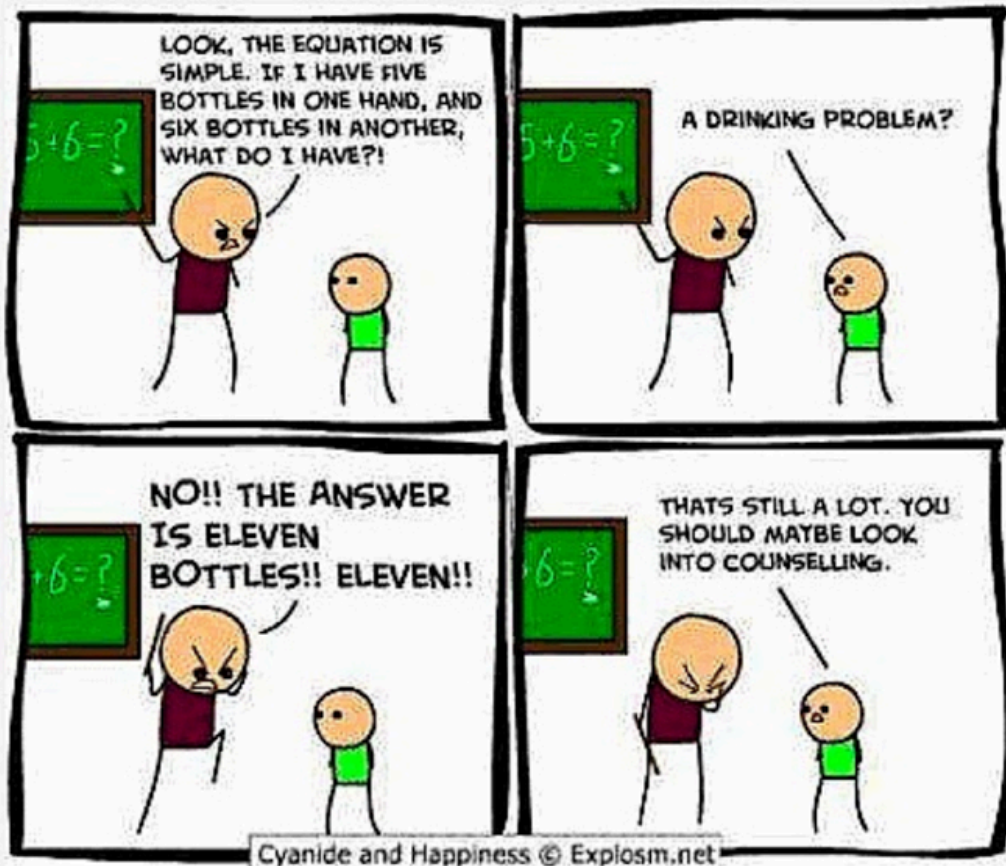
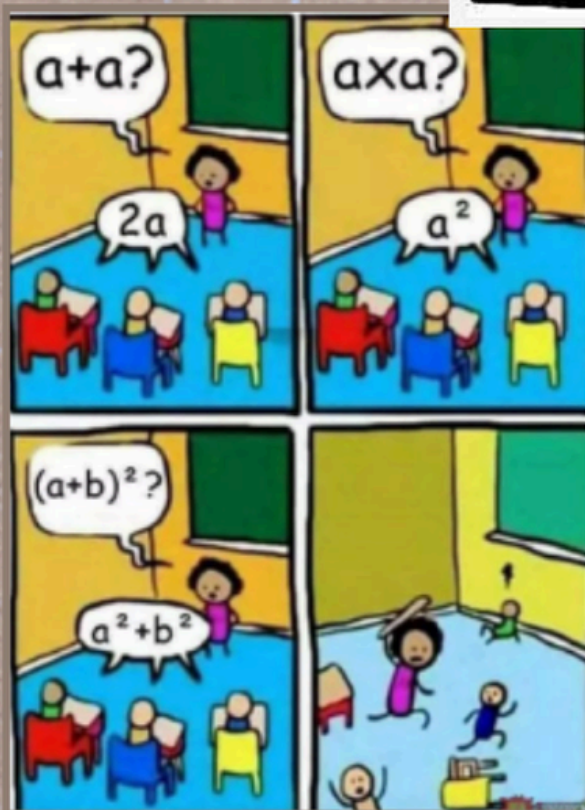


$$10 + 11 = 200$$

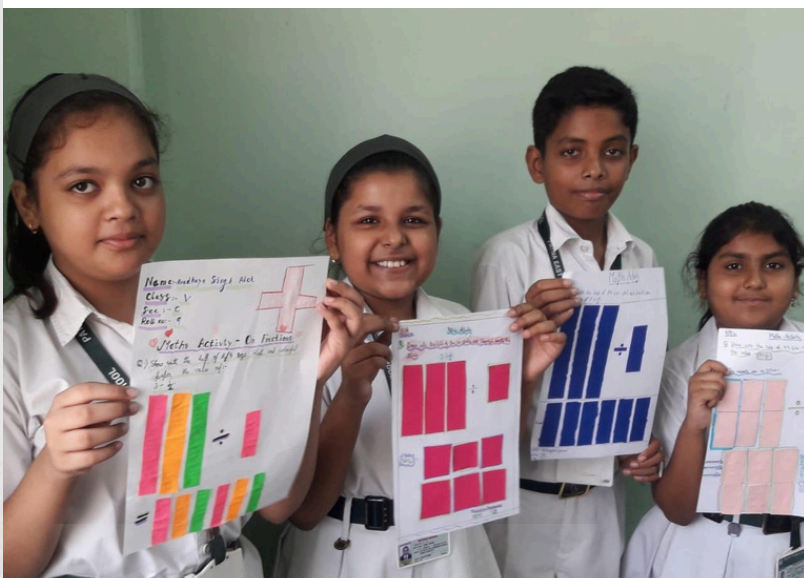
$$11 + 13 = 266$$

$$14 + 15 = 392$$

$$16 + 17 = ?$$



		??	
	17	23	
	6	11	12
2	4	7	5



Mathematics in Action



Pi-rates' Hall of Triumph

The academic year witnessed enthusiastic participation and remarkable achievements by our students in various mathematics competitions and Olympiads. These platforms not only tested numerical ability but also nurtured logical reasoning, creativity, teamwork, and problem-solving skills in alignment with the spirit of NEP 2020.



Aryabhatta Ganit Challenge

The Aryabhatta Ganit Challenge, a prestigious mathematics competition, provided students with an opportunity to demonstrate conceptual clarity, analytical thinking, and speed. Our students performed exceptionally well, securing top positions and bringing laurels to the institution.

- **1st Position: Soumya Rani – Class VIII A**
- **2nd Position: Prakriti Prakash – Class IX B**
- **3rd Position: Yuvraj Singh – Class X A**

Their achievement reflects consistent effort, disciplined practice, and a strong foundation in mathematical concepts. The success of our students in this challenge reinforces the effectiveness of activity-based and application-oriented learning.



Takshila Mathletics 2025

(Inter-School Mathematics Competition organised by DPS, Danapur)

Takshila Mathletics 2025 served as a vibrant inter-school platform that blended innovation with intellect.

Students competed with peers from various reputed schools, showcasing confidence and competence in multiple categories.

- **1st Position – Model Making (IX–XI Category)**
Keshav Murarka – Class IX
Mariyam Khan – Class IX

Their models demonstrated the practical application of mathematical ideas, making abstract concepts tangible and visually engaging.

- **3rd Position – Calc-Quest (IX–XI Category)**
Prakriti Prakash – Class IX
Samarth Kapoor – Class XI

Their outstanding performance highlights mental agility, precision, and confidence under competitive conditions.



Matrix – Inter-House Mathematics Quiz

The Matrix Inter-House Mathematics Quiz fostered healthy competition, collaboration, and team spirit among students across different age groups. The quiz challenged participants with a mix of logical puzzles, rapid-fire questions, and problem-solving rounds.

- **Winner (Classes III–V):** *Godavari House*
- **Winner (Classes VI–VIII):** *Krishna House*

The event encouraged young learners to approach mathematics with curiosity and enthusiasm while strengthening their analytical abilities.



Top Scorers in Mathematics – Grade X (2025)

The excellent performance of students in Mathematics in the Grade 10 Board Examination 2025 reflects strong conceptual understanding, regular practice, and a confident approach towards the subject. These results highlight how dedication and clarity of thought can lead to academic excellence.

We proudly congratulate our top scorers in Mathematics:

Aditya Baibhav – 96

Dhanraj Singh – 95

Keshav Kanodia – 92

Their achievement serves as an inspiration for all students to pursue mathematics with curiosity, discipline, and enthusiasm.



Meet Our Team



Ms Dipti Singh
Editor



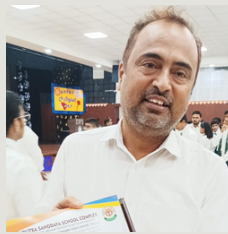
Dr. Sunil
Concepts



Mr. Mukesh
Result Compilation



Ms. Mona
Corrections



Mr. Waquar
Pictures



Ms. Fariya
Corrections



Ms Ajmeri
Corrections



Mr. Ranjeet
Result Compilation



Ms. Parbati
Article Compilations



Ms. Priyambda
Article Compilations

Student Coordination & Support

Student Coordination & Support

