Raising A Mathematician Foundation®

2025-26

RAM Maths Circle Nashik

Report



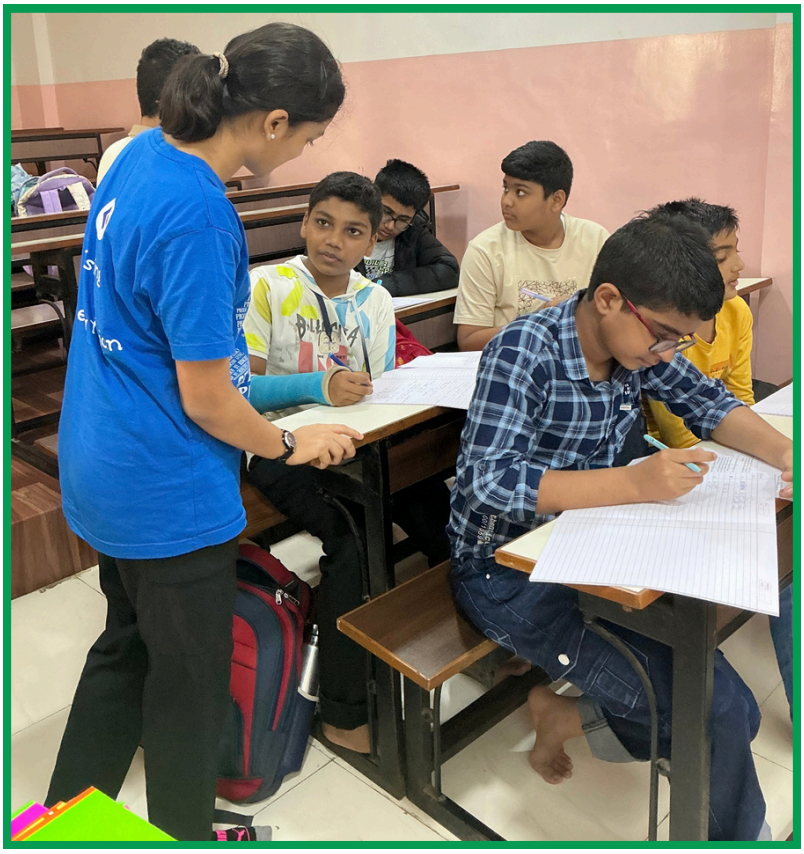




About Maths Circle

Maths Circles originated in Russia and have since spread across Europe and the US, attracting school students who are eager to explore mathematics beyond the standard curriculum. A Maths Circle typically involves weekly sessions where mathematicians and educators engage students in solving non-routine mathematical problems in an informal, collaborative setting.

The Raising A Mathematician (RAM)'s Nashik Maths Circle is an initiative aimed at fostering mathematical curiosity and problem-solving skills in students. The sessions were conducted with an emphasis on interactive learning, guided discovery, and collaborative problem-solving, creating a nurturing environment where students could experience the joy of mathematics beyond their school curriculum.



Summary

RAM Maths Circle Nashik Chapter was conducted successfully with active student participation. Sessions were designed to encourage collaboration, discussion, and deep exploration of mathematical concepts through problem-solving activities. The program created a vibrant community of young mathematical enthusiasts who engaged with challenging problems in a supportive environment.

Selection of students

An offline entrance test was conducted to select students. The RAM team selected the top 30 students based on their performance.

Criteria for selection included:

- Mathematical aptitude
- Problem-solving ability
- Logical reasoning
- Demonstrated enthusiasm for mathematics

Classroom structure

The sessions followed a structured yet flexible format.
Session Format:

- Problem Sheet Distribution: Each session began with problem sheets containing carefully curated mathematical problems
- Individual Problem Solving: Students worked on problems individually
- Group Discussions: Collaborative problem-solving in groups (groups changed each session to maximize interaction and exchange of ideas)
- Faculty Interaction: Faculty guided students through interactions rather than traditional lectures

Key Features:

- Problem sheets contained high-quality, exploratory problems
- Many problems served as introductions to advanced mathematical concepts
- Dynamic group formation to encourage diverse interactions
- Discussion-based learning environment rather than lecture-based instruction

Maths Circles do not follow a traditional teaching methodology. Instead, through guided interactions, students discovered solutions collaboratively, with faculty facilitating the learning process.

Topics Covered

The Nashik Maths Circle doesn't follow a structured syllabus but covers attractive, puzzle-type, exploratory mathematics that goes beyond the school curriculum. Students engaged with problems in various mathematical domains, including:

- Number Theory
- Combinatorics
- Geometry
- Logic & Reasoning
- Sequences & Series
- Pattern Recognition
- Mathematical Puzzles

The focus was on process-oriented learning where the journey to the solution mattered as much as the solution itself, encouraging students to think creatively and develop multiple approaches to problems.

Session synopsis documents were maintained regularly to record mathematical activities, discussions, and topics explored during each session. The session reports are uploaded here: https://www.mathscircle.org/nashik-sessions.

Assignments

- Weekly Problem Sheets: Each session included a problem sheet covering both class work and homework
- Independent Work: Students worked on problems independently between sessions
- Submission: Solutions were discussed in the following session, promoting peer learning and multiple solution approaches
- Continuous Practice: The problem sheets ensured continuous engagement with mathematical thinking throughout the week

Appreciation and Recognition

- Participation Certificates: Awarded to participants with 60% or higher attendance
- Valedictory Presentations: Students who qualified for certificates presented their learnings and favourite problems at the valedictory function
- Top Performers Recognition: Students who demonstrated exceptional problem-solving skills and regular attendance were acknowledged

Meet Our Team

FACULTY



BHAS BHAMRE

A dedicated Mathematics educator who has been mentoring Maths Olympiad aspirants for over two decades and has been actively associated with RAM since 2014.



PRASANNA BHORE

Prasanna Bhore holds an M.Tech. in Structural Engineering and is a mathematics enthusiast with a strong inclination towards exploring mathematical ideas.



OMKAR SAMBARE

Omkar holds an M.Com. degree, is passionate about statistics, and serves as a visiting faculty member at an MBA college.



ASHLESHA SAMBARE

Ashlesha holds an M.Com. degree and is a mathematics enthusiast who has contributed as a faculty member in various mathematics workshops.



AAKASH DHANOKAR

Aakash holds a B.Tech. degree from IIT Bombay, is an entrepreneur, and has a keen interest in mathematics and puzzle-solving.

Meet Our Team

TEACHING ASSISTANTS



VIHAAN TEMBE



MALHAR BHARGAVE



KAUSTUBH NEMADE



DHAIRYA CHANDAK

TA Roles:

- Monitoring individual participants during sessions
- Providing guidance without giving direct answers
- Ensuring that every student reaches the solution through guided discovery
- Supporting faculty in session coordination

Sponsor

Delhi Public School Nashik
Under the Aegis of DPS Society, New Delhi

Venue & Sponsorship Partner: Delhi Public School, Nashik - provided support for the program venue and served as a sponsor for the Math Circle.

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