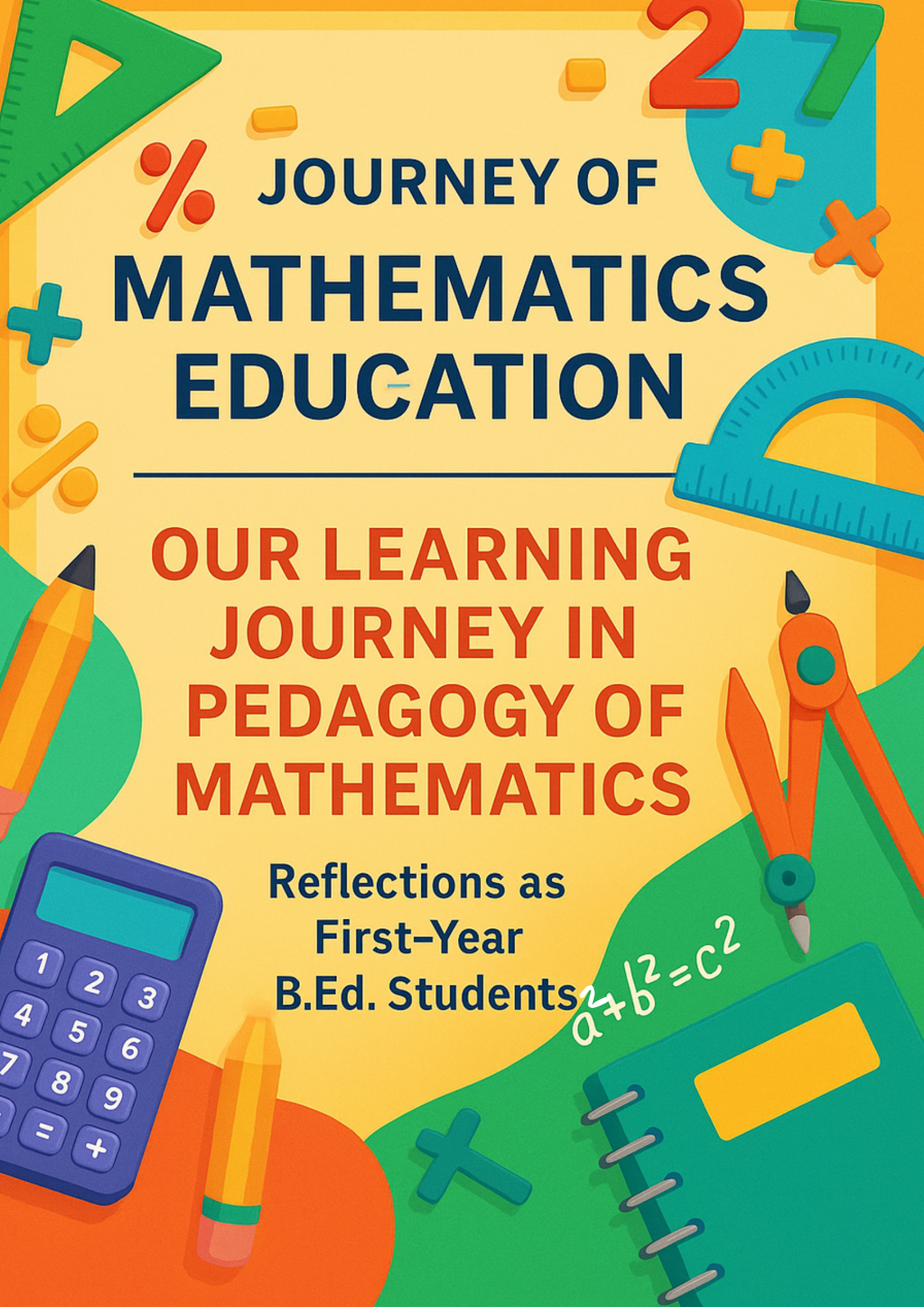
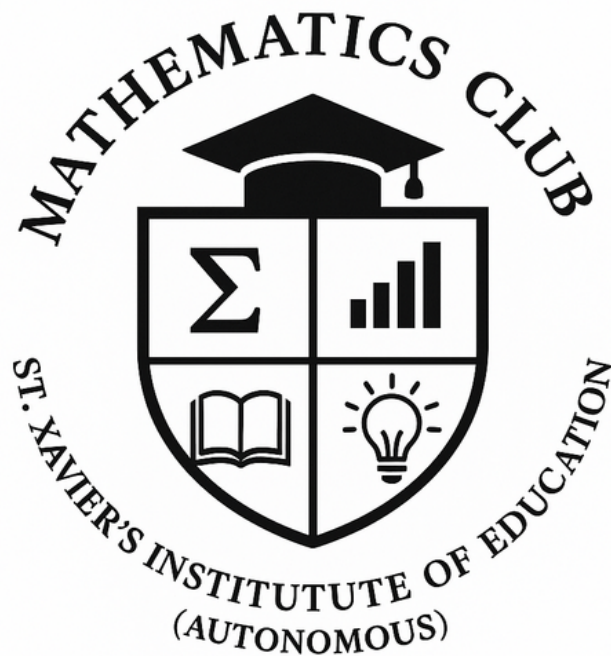


The background is a vibrant collage of mathematical symbols and tools. At the top left, a green set square is partially visible. To its right are a red percent sign, a yellow plus sign, and a blue circle containing a yellow plus sign and an orange multiplication sign. In the top right corner, a large red number '2' and a green number '7' are shown. A blue protractor is on the right side. In the bottom left, there is a blue calculator and a yellow pencil. In the bottom right, a green spiral notebook is open, showing a yellow sticky note and the equation $a^2 + b^2 = c^2$ written in white. An orange compass is also visible on the right side.

JOURNEY OF MATHEMATICS EDUCATION

OUR LEARNING JOURNEY IN PEDAGOGY OF MATHEMATICS

Reflections as
First-Year
B.Ed. Students



Contribution Table

Sr No	Name	Role
1	Prof. Dr. Vini Sebastian	Professor
2	Zeeshan Shaikh (43)	Editor
3	Chelsea Almeida (02)	Contributor
4	Mellita Soares (45)	Contributor
5	Taslima Khan (25)	Contributor
6	Janhavi Gawde (20)	Contributor
7	Alisha Fernandes (17)	Contributor
8	Sharmila Gaikwad (19)	Contributor



Pedagogy of Mathematics

A NEW WAY OF TEACHING AND LEARNING

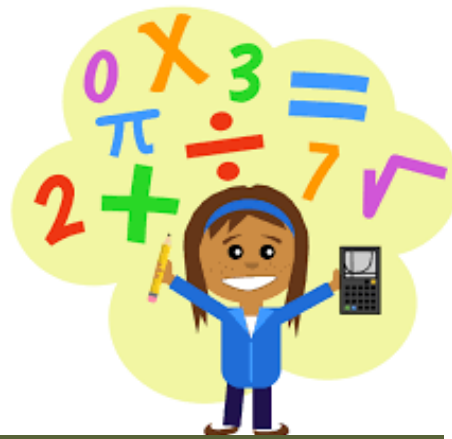
From the Editor's Desk

The Articles in this e- newsletter is a rich and insightful compilation of articles written by seven first-year B.Ed. students from St. Xavier's Institute of Education, Mumbai, under the able guidance of Prof. Dr. Vini Sabastian. These articles are based on the subject Pedagogy of Teaching Mathematics, which is part of the Semester II B.Ed. curriculum. The writings reflect a deep understanding of how to teach mathematics in a meaningful, engaging, and learner-centered way. As budding educators, the students have explored a wide range of topics from the syllabus, connecting theory with classroom practices and presenting their thoughts through real-life examples, research, and innovative teaching strategies. The articles begin by highlighting the historical development and current status of mathematics education in India, showing how mathematics has evolved and why it plays such a vital role in personal, academic, and national growth. Students have discussed how mathematics supports logical thinking, analytical skills, and real-world problem-solving, making it an essential part of school education. The syllabus guided them to explore the meaning, nature, and scope of mathematics, and to understand the aims and objectives of teaching the subject, as stated in the NCFSE 2023. One key focus across the articles is the idea of mathematisation (e.g. converting daily life situations into mathematical problems), which helps students relate math to real-world experiences. Another important area covered is mathematics phobia—the fear of math among students. The authors suggest how this fear can be reduced using games, fun activities, joyful learning, and a supportive classroom environment. The students have also explored the use of maxims of teaching (e.g. simple to complex, known to unknown, concrete to abstract) to structure lessons in a way that supports better understanding. Lesson planning and unit planning have been discussed as essential teaching tools, helping future teachers organize content, set learning outcomes, and ensure effective curriculum delivery. A wide range of teaching techniques has been highlighted in the articles, including storytelling, role play, art integration, sports integration (e.g. teaching data handling through sports scores), and Project Zero thinking routines to make learning interactive and meaningful. The journal also gives importance to the use of educational resources such as mathematics labs, clubs, textbooks, and digital tools like GeoGebra (e.g. used for geometry and graph plotting) to make teaching more effective and engaging. The final sections of the articles reflect on the professional development of teachers. The students identify the academic, personal, and professional competencies required in a good mathematics teacher and highlight the importance of continuous growth through training, workshops, and self-learning. They also pay tribute to the contributions of legendary mathematicians (e.g. Ramanujan, Euclid) who have inspired generations of learners. Overall, this journal is more than just an academic submission; it is a reflection of a meaningful journey toward becoming thoughtful, creative, and confident mathematics educators. Through research, discussion, creativity, and guidance, the students have begun to build a strong foundation for their future role as teachers who can inspire and transform classrooms.

Mathematics : Subject of Fun and Joy

PROF. DR. VINI SEBASTIAN, ST. XAVIER'S INSTITUTE OF EDUCATION
(AUTONOMOUS)

How can we make Mathematics fun? This is a question that struck me, as most of the students around the world are still facing Mathematics phobia. This phenomenon can be totally handled if we make Mathematics learning fun. We need to bring in the joy of learning Mathematics. A Mathematics lesson with relevant videos, movie clips, role plays, games and quizzes will get that excitement in the class.



"The Essence of Mathematics lies in its freedom" Georg Cantor

Converting Mathematics content into stories and role plays will enhance the creativity of the teacher as well as students. The values of sports like team spirit and cooperation must be instilled in the students. Failure is just a stepping stone to success is what most of us have heard, this must be applied to Mathematics learning when students are asked to do sums.

Teachers must realize that teaching Mathematics requires a lot of personal intervention. Large classrooms discourage teachers from entering into the personal arena of the child, this will prevent the child from learning and developing interest in the subject. It is only if we infuse the fun element in Mathematics learning that we can help our students gain joy and confidence in Mathematics.

Children love doing such activities rather than simply solve sums in the Mathematics class. The class becomes boring because as soon as the teacher enters the class, the students look down in their books and start solving the sums, the classes are mostly one-way and children rarely participate in the class. The NEP 2020 urges teachers to make their classes interesting and engaging with "Experiential learning" like art integrated method and storytelling method, sports integrated and role play techniques.



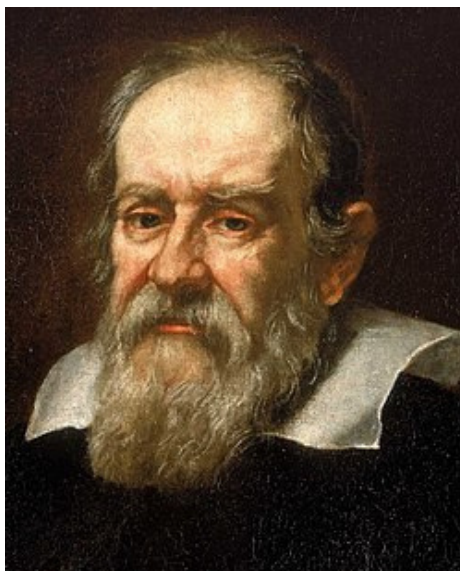
INTEGRATING PEDAGOGICAL THEORY AND PRACTICE

**ZEESHAN SHAIKH- 45, ST. XAVIER'S INSTITUTE OF EDUCATION
(AUTONOMOUS)**

In Semester 2, I learned many practical and meaningful aspects of teaching mathematics. I began by understanding the history and current status of mathematics education in India, which helped me appreciate how math has evolved and its role in today's society. I also explored the meaning and importance of mathematics as an academic subject, and how it supports logical thinking and problem-solving in everyday life.

I learned how to prepare effective unit plans and lesson plans, which are essential tools for any teacher. I understood the steps involved in planning lessons, organizing content, and setting learning objectives suitable for secondary and higher secondary students. I also gained knowledge of effective teaching practices that make math easier and more interesting for students.

One of the most engaging parts of the course was discovering innovative teaching methods. I explored approaches like art integration, storytelling, role play, and sports activities that can be used to teach mathematical concepts in creative ways. I also learned about Project Zero thinking strategies and various ways to design assignments and drills for better student engagement.



**"Mathematics is the
language with which
God has written the
universe"
Galileo Galilei**



Additionally, I understood the value of using different learning resources such as mathematics labs, math clubs, textbooks, and digital tools like GeoGebra. These resources make teaching more interactive and help students understand concepts better.

I also explored the role of a teacher beyond the classroom by studying professional development. This included understanding the skills and competencies a mathematics teacher should have and the different opportunities for growth through workshops, training, and continuous learning. I also read about the contributions of well-known mathematicians, which inspired me to appreciate the subject even more.

During my internship, I had the opportunity to apply all these learnings in a real school setting. I created lesson plans, used different teaching methods, interacted with students, and handled classroom challenges. I also observed experienced teachers, participated in co-curricular activities, and reflected on my teaching practices to improve further. This hands-on experience gave me more confidence, enhanced my classroom management skills, and helped me grow as a reflective, responsible, and empathetic future mathematics teacher who understands both the subject and the learners' needs.

"EQUATION FOR SUCCESS: PEDAGOGY + PRACTICE + PASSION

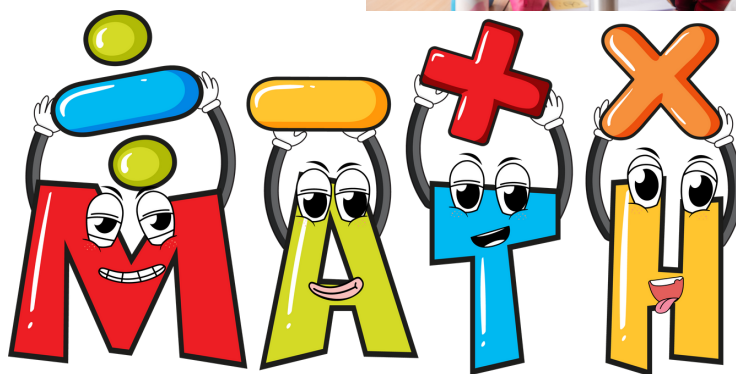
The Pedagogy of Teaching Mathematics course from Semester II opened up new perspectives on how to teach, understand, and value mathematics. It was a thought-provoking and rewarding experience. The syllabus was thoughtfully created with a balance between theory and application, emphasising not only what should be taught but also how to do so in a way that is both meaningful and captivating.

Three main modules comprised the carefully planned curriculum.

Module I Basics of Mathematics By introducing the history, societal relevance, and academic significance of mathematics, education established a solid foundation. It increased our understanding of mathematics as a crucial field that impacts social, scientific, and economic advancement rather than merely as a subject. We were able to consider how abstract ideas can be effectively incorporated into classroom instruction through organised lesson planning thanks to the unit on the meaning, nature, and scope of mathematics.



Module II Mathematical Transactions Curriculum introduced innovation and creativity. The units focused on bringing mathematics to life for students through experiential techniques like storytelling, role-playing, and the integration of art and sports. The idea behind Project Zero GeoGebra and other digital tools demonstrated how technology and interactive methods could improve students' conceptual knowledge and passion for the subject.



The internship experience added even more significance to the semester. We had the chance to put the knowledge we learnt into practice in actual classrooms during our school-based internship.

Module III which focused on the function of professional development and learning resources, was equally significant. Our teaching toolkit was enlarged by learning how to use math labs, evaluate textbooks, and incorporate programs like GeoGebra. We came to see teaching as a lifelong learning process as a result of conversations about the skills needed to be a maths teacher and looking into opportunities for ongoing professional development. The historical background and inspiration to continue their legacy in our classrooms came from acknowledging the contributions of great mathematicians.

All things considered, the semester was both professionally and academically transforming. It promoted reflective and creative teaching methods in addition to content mastery. We remained actively involved and continuously improved our learning through ongoing evaluations such as essays, assignments, and class projects. Indeed, this course has given us the abilities, information, and self-assurance we need to become proficient maths teachers prepared to motivate the upcoming generation of students.

"Math: Creative, Practical, Alive"

MELLITA SOARES- 45, ST. XAVIER'S INSTITUTE OF EDUCATION
(AUTONOMOUS)

Semester II at St. Xavier's Institute of Education has been a transformative journey for aspiring mathematics teachers. Through a combination of engaging lectures and practical internship experiences, we discovered the deeper purpose and power of teaching mathematics beyond just numbers and formulas.



During the internship, we gained real classroom experience and understood how mathematics is taught at various levels. We observed student behavior and learned essential classroom management skills. We saw the value of creating inclusive, engaging lessons that encourage critical thinking. Assisting in planning and activities helped us connect math concepts to real life, making learning more meaningful and enjoyable.

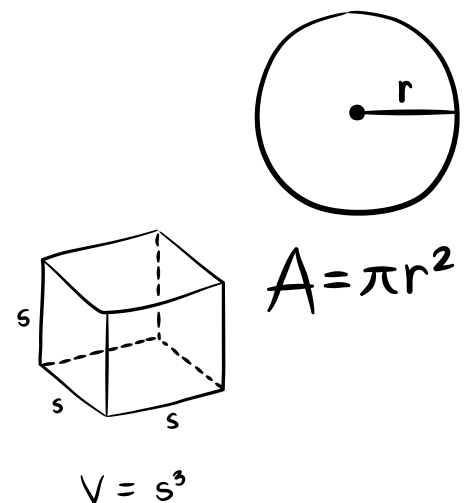


"Math is the art of thinking clearly and creatively!"

The lectures gave us a solid foundation in math pedagogy, its history, and societal role. We learned about mathematization, and explored creative teaching methods like art, storytelling, and projects, inspiring us to make math more practical and engaging.



The syllabus for the Pedagogy of Teaching Mathematics is comprehensive and forward-thinking. It covers not only foundational aspects of mathematics education but also focuses on practical skills and innovative approaches. The key highlights include: integration with real life, focus on resources, professional development and competency building.



Semester II has been an eye-opening chapter in our journey as future mathematics educators. Through this syllabus, St. Xavier's is shaping teachers who will not just teach mathematics but will inspire students to appreciate its beauty and power in everyday life.

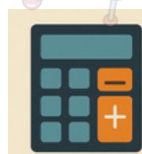
$$x = \frac{-b \pm \sqrt{b^2 - 4ac}}{2a}$$



Beyond the Blackboard: Learning to Teach, Teaching to Learn



TASLIMA KHAN- 25, ST XAVIERS INSTITUTE OF EDUCATION (AUTONOMOUS) MUMBAI



I have digits but no fingers,
I help you solve, not linger.
I'm at the heart of every sum,
Count on me-I won't go numb.
What am I?

My Semester 2 internship at Campion School was a truly rewarding experience. It gave me the opportunity to step into a real classroom and apply the pedagogical strategies I had learned. One of the most valuable lessons was understanding the importance of a strong set induction—starting the lesson in a way that captures students' interest and connects with their prior knowledge. With each class, my confidence grew, and my stage fear reduced gradually. I began feeling more comfortable and effective while interacting with students.

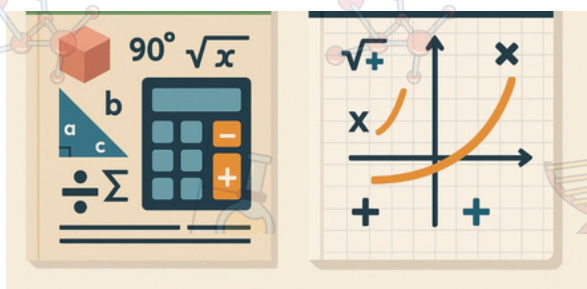


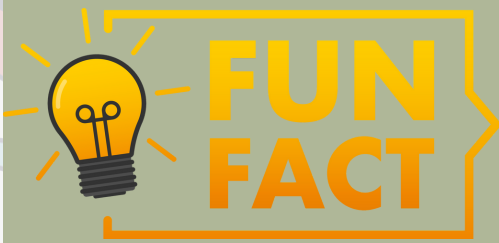
I also improved in lesson planning, ensuring every part—from setting objectives to deducing answers through student interaction to help them understand the concept, and ending with meaningful evaluation—was clear and student-friendly.

Handling proxy classes gave me the chance to develop spontaneity and adapt to different situations. I also strengthened my classroom management skills, learning how to keep students engaged, manage time, and maintain a positive learning environment.

Most importantly, I realised how much building a bond with students matters. When students feel respected and understood, they become more involved in learning.

Overall, the internship gave me practical insight, helped me grow as a teacher, and deepened my passion for teaching mathematics.





In a room of 23 people there's a 50% chance that two people have the same birthday.

A GLIMPSE INTO TEACHING

JANHAVI GAWDE - 20. XAVIER'S INSTITUTE OF EDUCATION
(AUTONOMOUS)

I learned how to make math more engaging for students. Seeing their faces light up when they finally understood a tricky problem was the most rewarding part. I also realized that math isn't just about numbers—it's about thinking clearly, solving problems, and building confidence. This experience deepened my love for teaching and reminded me how powerful math can be when taught with patience and passion.



Teaching is not just about delivering content—it's about connecting with students, understanding their needs, and creating a space where they feel safe and motivated to learn. I learned that even the smallest positive impact I can have on a student's life makes this journey truly meaningful.



While I was on my Semester 2 internship, I got to enter a actual classroom. It was a practical experience through which I could put the theories that I had studied at college into practice. I also learned the need for patience and establishing a good relationship with students.

It made me develop at both personal and professional levels, enhancing my confidence, communication. It was an enriching experience that reinforced my interest in becoming a teacher.

From Equations to Experiences: A Semester's Story

ALISHA FERNANDES-17 ST XAVIERS INSTITUTE OF EDUCATION
(AUTONOMOUS) MUMBAI

"From Numbers to Narratives: How Maths Became Meaningful"

This semester, I realised maths is not just about sums — it's a language that explains the world around us. Through engaging stories, problem-solving activities, and interactive games, I discovered how mathematical concepts shape real-life decisions, from budgeting to measuring distances in sports!

The number 9 is a magical number — multiply it by any number and add the digits of the result, you'll get 9! (Example: $9 \times 4 = 36$, $3 + 6 = 9$)



"The word 'Mathematics' comes from the Greek word 'mathema,' which means 'knowledge' or 'learning'.

"Inside the Classroom: What My Internship Taught Me"

Teaching maths during my internship showed me the importance of simplifying concepts and making lessons relatable. I learned to design creative worksheets, use real-life examples, and build students' confidence in tackling tricky problems. The classroom became my laboratory of learning.

"3 Things I'll Never Forget from This Semester"

1. Maths is everywhere — in nature, shopping, cooking, and sports.
2. Students learn best when maths connects to their daily lives.
3. Teaching is not about answers; it's about guiding thinking.



Zero (0) was invented independently by ancient Indians — one of the greatest contributions to the world of numbers.

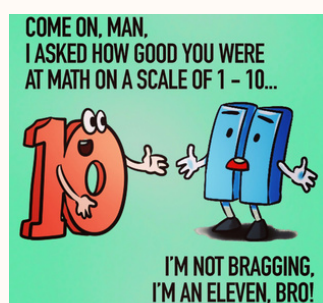
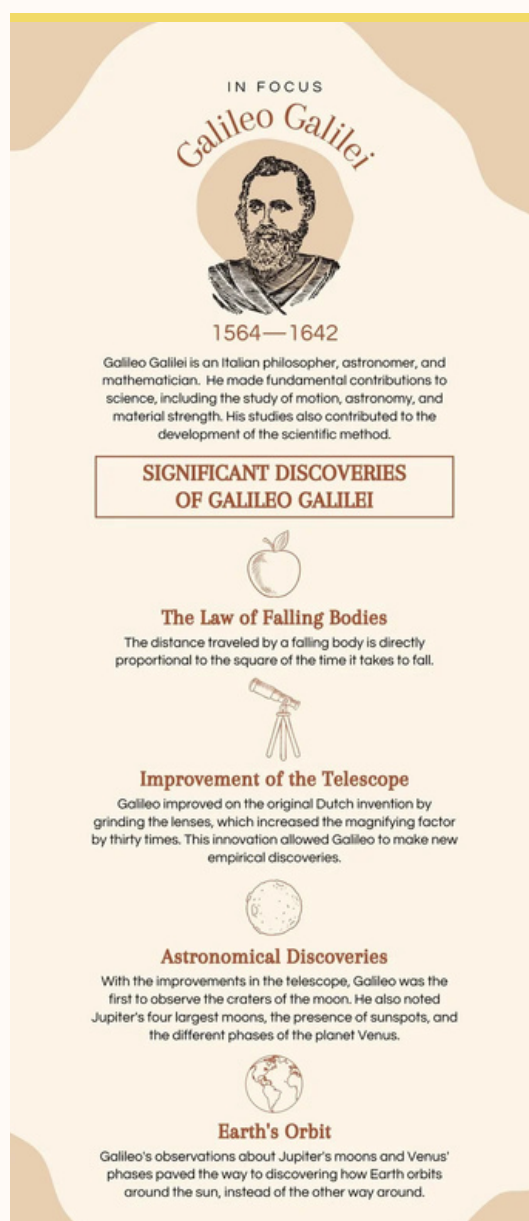
Reading the universe's language - MATHEMATICS

"Mathematics is the language with which God has written the universe." - Galileo Galilei. This profound quote resonates deeply with me as I embark on my journey to become a math teacher.

As a bed student and aspiring educator, I gained invaluable insights from my pedagogy training, which equipped me with innovative approaches to teaching mathematics. Under the guidance of the cheerful and inspiring Prof. Dr. Vini Sebastian, I learned how to decipher the language of math, making it accessible and engaging for my students.

One memorable experience was a role-play activity on profit and loss, where we explored how social factors like market trends, customer behavior, and community needs impact business decisions. Through this interactive approach, I realized that math isn't just about numbers; it's about understanding the intricate web of relationships within our universe.

Reflecting on this experience, I realize how crucial it is to view mathematics as more than just a set of abstract rules. It's a dynamic tool that allows us to understand the world, interpret complex phenomena, and solve real-world problems. As I continue my journey towards becoming a math teacher, I'm reminded of Galileo's words. Math is not just a language of numbers but a profound way of describing the universe. It connects us to the world in ways we often overlook – from the predictable patterns of nature to the ever-changing dynamics of society. By embracing the beauty and relevance of math, I hope to inspire my future students to see it not as a series of isolated concepts, but as the language that explains the world's most intricate designs, encouraging them to think critically and engage meaningfully with the world around them.



Smile please



By: Mrs. Sharmila Gaikwad
BE and BED

NEHRU SCIENCE CENTRE – A MATHEMATICS PEDAGOGY PERSPECTIVE

ST. XAVIER'S INSTITUTE OF EDUCATION (AUTONOMOUS) , MUMBAI

As students of mathematics pedagogy from St. Xavier's Institute of Education, we had the enriching opportunity to visit the Nehru Science Centre on 7th May 2025, under the guidance of our respected faculty Vini Ma'am and our Principal Dr. Andrea Coutinho. The purpose of the visit was to explore how mathematical concepts could be made engaging and accessible through real-life, hands-on experiences. The exhibits at the Science Centre presented an ideal platform for future teachers to observe how abstract mathematical ideas like geometry, symmetry, probability, and algebra could be brought to life through interactive models and visual displays.

The exhibits offered practical examples of how complex concepts such as fractals, infinity, and non-Euclidean geometry can be explored visually and experientially. One of the highlights was an experiment conducted by our teacher with our classmate Ankit, where the effect of air friction on a simple pendulum was demonstrated, connecting mathematical modeling with real-world motion. Another memorable moment was when our classmate Pranita participated in the "nails chair" activity. Through this, we learned how increasing surface area distributes pressure, explained mathematically by the formula $\text{Pressure} = \text{Force} / \text{Area}$ —a perfect demonstration of math in action.



We also explored various mathematical illusions, which illustrated how perception is influenced by patterns, angles, and spatial reasoning. These exhibits deepened our appreciation for geometry and visual mathematics, and made us think about how to use similar tools in the classroom to explain challenging topics in a more engaging way. The exhibits not only clarified concepts but also corrected common misconceptions, such as those related to probability and shape properties, offering insight into how students can misunderstand mathematical ideas—and how teachers can address these through practical demonstrations. The visit emphasized how inquiry-based learning through puzzles, games, and problem-solving tasks encourages curiosity, persistence, and critical thinking.

It also showcased how mathematics is interconnected with other fields like art, science, and technology, highlighting its role as a universal language. The integration of technology—such as simulations and interactive displays—showed us how digital tools can go beyond mere calculations and support visualization and exploration of mathematical ideas.



Overall, the visit was a deeply inspirational experience for us as future educators. It helped us see mathematics not just as a subject of numbers and formulas, but as a creative, meaningful, and real-life applicable discipline. It strengthened our understanding of constructivist pedagogy, reaffirmed the importance of activity-based learning, and inspired us to design classroom strategies that bring the same level of excitement, discovery, and understanding to our future students.

MULTIDISCIPLINARY APPROACH EVIDENCE BASED LEARNING



On Tuesday, 15th July 2025, an insightful session titled “Communicating Evidence-Based Research Skills for Teacher Education and Higher Education Students” was conducted at the Multipurpose Hall of St. Xavier’s Institute of Education (Autonomous), Churchgate, Mumbai. This collaborative event was organized by St. Xavier’s Institute of Education (SXIE) and St. Xavier’s College (Empowered Autonomous) with the aim of equipping student-teachers with the skills to engage in rational, evidence-based teaching and learning. The session was graced by esteemed dignitaries including Dr. Andrea Coutinho, Principal of SXIE (A), and Prof. Dr. Karuna Gokarn, I/C Principal of SXC (EA). The event was coordinated by Dr. Kalpana Chavan and Dr. Elvina Pereira, with the session facilitated by Mr. Arun Singh, Assistant Professor at St. Xavier’s College (EA). A special mention was made of our dedicated Mathematics Coach, Prof. Dr. Vini Sebastian, whose continued academic mentorship enriches our learning experience.

The one-hour session highlighted the importance of communicating knowledge based on verified evidence, especially in subjects like history. The discussion opened with the observation that today’s generation is deeply engaged with digital platforms and artificial intelligence, which often leads to a weakening of logical reasoning and real-world awareness. As future educators, students were encouraged to foster rational thinking and a questioning attitude in their classrooms, instead of allowing learners to passively consume information. Mr. Arun Singh emphasized that history is not merely a subject to be memorized but a powerful lens through which the present can be understood.

“Great mathematicians are often historians of their own discipline.”
– Carl B. Boyer

He illustrated how historical narratives can be misused in political contexts and stressed the need to help students unlearn biases and myths by relying on factual and verified sources. Throughout the session, participants explored how evidence-based teaching involves moving beyond the textbook—encouraging learners to seek diverse perspectives, verify facts, and avoid blindly trusting online content. A key component was helping students recognize and avoid common interpretative errors such as presentism (judging the past by modern standards), oversimplification, confirmation bias, and cherry-picking evidence to suit personal beliefs. The facilitator emphasized the value of critical thinking through practices such as asking meaningful questions, analyzing various viewpoints, interpreting facts objectively, and choosing sources that are reliable and scientific.



The session concluded with a powerful reminder that a teacher’s responsibility extends far beyond delivering facts—it includes nurturing independent thought, critical analysis, and real-world application of knowledge. Teaching with an evidence-based mindset empowers students to become not only informed but also thoughtful, responsible, and rational citizens. This session was a significant step towards cultivating reflective educators who are prepared to guide learners in navigating today’s complex information landscape with integrity and insight.

REPORT ON ENRICHMENT SESSION: PEDAGOGICAL SKILLS FOR MATHEMATICS TEACHING



ENRICHMENT SESSION FOR PEDAGOGY OF TEACHING MATHEMATICS



PEDAGOGICAL SKILLS FOR MATHEMATICS TEACHING

DATE : 17TH JULY, 2025
TIME : 8:30a.m.-9:45a.m.
ZOOM platform
(Link will be sent)

Dr. Andrea Coutinho,
Principal



Prof. Dr. Vini Sebastian,
Faculty Coordinator

Resource Person:
I. Dhivviyanandam
Assistant Professor
Department of Mathematics
North Bengal St. Xavier's college,
Rajganj, Jalpaiguri dist
West Bengal

An enrichment session on “Pedagogical Skills for Mathematics Teaching” was conducted on 17th July 2025, from 8:30 a.m. to 9:45 a.m. via the Zoom platform. The session was organized as part of the Pedagogy of Teaching Mathematics course and was attended by student-teachers and faculty members. The resource person for the session was Fr. Dhivviyanandam, Assistant Professor in the Department of Mathematics, North Bengal St. Xavier's College, Rajganj, Jalpaiguri District, West Bengal. The session was coordinated by Prof. Dr. Vini Sebastian, under the guidance of Dr. Andrea Coutinho, Principal. The main objectives of the session were to help student-teachers understand the nature and value of mathematics, explore pedagogical skills for effective math teaching, apply Bloom's taxonomy in lesson planning, and address the needs of diverse learners. Fr. Dhivviyanandam emphasized that mathematics is not just a subject but a language of logical reasoning and problem-solving. He discussed the importance of using different teaching strategies such as activity-based learning, use of manipulatives, and visual tools for better student engagement. A special focus was given to the use of Bloom's Taxonomy to plan mathematics lessons systematically from basic recall to higher-order thinking skills.

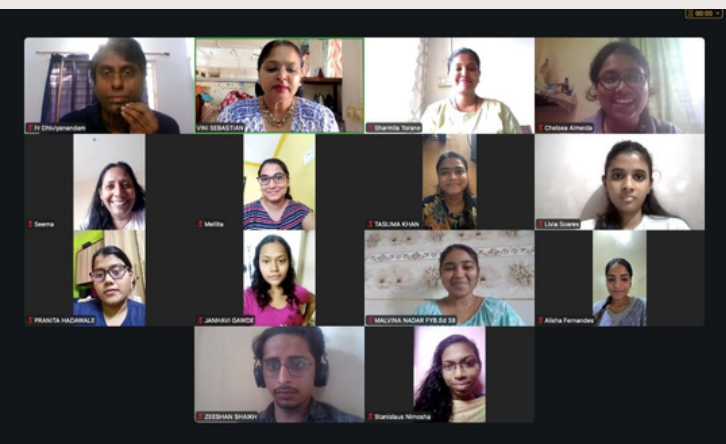
The session was interactive and encouraged active participation. Many students asked relevant questions such as how to apply Bloom's taxonomy while teaching abstract topics like algebra, how to overcome students' fear of mathematics, and how to manage multilingual classrooms. Some also asked about the role of digital tools like GeoGebra and online platforms in enhancing teaching. The resource person addressed all queries patiently and explained with practical classroom examples.

Overall, the session proved to be very insightful and enriching. It helped student-teachers gain confidence in their teaching approach and provided useful strategies for planning and delivering inclusive, effective mathematics lessons. The session successfully met its objectives and was appreciated by all participants.

We would like to extend our sincere gratitude to Prof. Dr. Vini Sebastian for organizing such a wonderful and thought-provoking session for us. Your constant support and efforts in providing us with such valuable learning opportunities are truly appreciated. Thank you for guiding us toward becoming better educators.

Objectives of the Session

- Understand the nature and value of mathematics
- Explore pedagogical skills for effective math teaching
- Apply Bloom's taxonomy in lesson planning
- Address needs of diverse learners



"This session gave us valuable insights into making mathematics more engaging and enjoyable for both teachers and students. We learned how using real-life examples, visual aids, and interactive activities can make abstract concepts easier to understand. The importance of group work, technology integration, and creating a supportive classroom environment was also emphasized. Overall, the session motivated us to adopt more creative and student-friendly methods in our teaching, making math a subject to enjoy rather than fear."

(Mellita Soares - FY B.Ed Student)

THANK YOU FOR BEING A PART OF OUR LEARNING JOURNEY



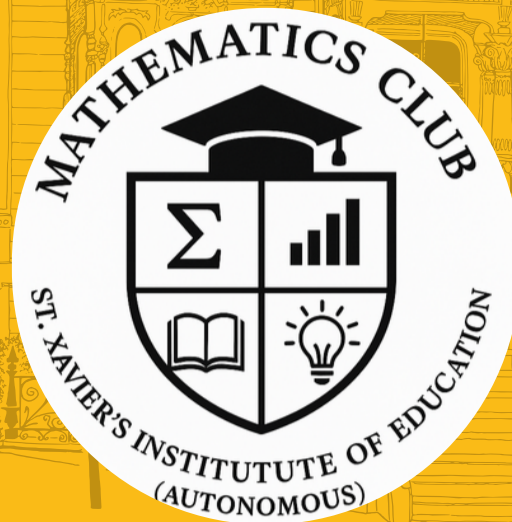
This compilation is a reflection of our growth, insights, and evolving understanding of mathematics education. Through theoretical exploration, classroom experiences, and internship practices, we delved into not just how to teach, but why we teach mathematics. As first-year B.Ed. students, this journey has transformed us into more reflective, responsible, and creative future educators.

A special thank you to Prof. Dr. Vini Sebastian, whose constant guidance, support, and encouragement throughout the semester inspired and empowered us. Her dedication and mentorship played a crucial role in shaping our learning experience.

Let this be just the beginning of a lifelong journey of teaching, learning, and growing together in the field of education.

— Mathematics Club

St. Xavier's Institute of Education (Autonomous), Mumbai



**"Without mathematics, there's nothing you can do. Everything around you is mathematics.
Everything around you is numbers."**

— Shakuntala Devi