

GS-2014 (Mathematics)

TATA INSTITUTE OF FUNDAMENTAL RESEARCH

Written Test in MATHEMATICS - December 8, 2013

Duration : Two hours (2 hours)

Name : _____ Ref. Code : _____

Please read all instructions carefully before you attempt the questions.

1. Please fill-in details about name, reference code etc. on the answer sheet. The Answer Sheet is machine-readable. Read the instructions given on the reverse of the answer sheet before you start filling it up. Use only HB pencils to fill-in the answer sheet.
2. There are thirty (30) multiple choice questions divided into two parts. Part I consists of 20 questions and Part II consists of 10 questions. Bachelors students who have applied only for the Integrated Ph.D. program at TIFR CAM, Bangalore will only be evaluated on Part I. All other students (including Bachelors students applying to the Ph.D. programs at both, TIFR, Mumbai and Bangalore) will be evaluated on both Parts I and II.
3. Indicate your ANSWER ON THE ANSWER SHEET by blackening the appropriate circle for each question. Each correct answer will get 1 mark. There is no negative marking for wrong answers. A question not answered will not get you any mark. Do not mark more than one circle for any question : this will be treated as a wrong answer.
4. We advise you to first mark the correct answers on the QUESTION PAPER and then to TRANSFER these to the ANSWER SHEET only when you are sure of your choice.
5. Rough work may be done on blank pages of the question paper. If needed, you may ask for extra rough sheets from an invigilator.
6. Use of calculators is NOT permitted.
7. Do NOT ask for clarifications from the invigilators regarding the questions. They have been instructed not to respond to any such inquiries from candidates. In case a correction/clarification is deemed necessary, the invigilator(s) will announce it publicly.
8. Notation and Conventions used in this test are given on page 1 of the question paper.

Question Paper Of Mathematics Of The 19 Of March 2014

Tanya Fitzgerald



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confronting main stream mathematics education with socio political contexts that are usually neglected In this way mathematical rationality becomes contextualized within contemporary society where it reproduces itself through technologies social practices media and other spheres of social life

Mathematics Education in the Age of Artificial Intelligence Philippe R. Richard,M. Pilar Vélez,Steven Van Vaerenbergh,2022-03-09 This book highlights the contribution of artificial intelligence for mathematics education It provides concrete ideas supported by mathematical work obtained through dynamic international collaboration and discusses the flourishing of new mathematics in the contemporary world from a sustainable development perspective Over the past thirty years artificial intelligence has gradually infiltrated all facets of society When it is deployed in interaction with the human designer or user AI certainly raises new ethical questions But as soon as it aims to augment intelligence in a kind of human machine partnership it goes to the heart of knowledge development and the very performance of work The proposed themes and the sections of the book address original issues relating to the creation of AI milieus to work on mathematics to the AI supported learning of mathematics and to the coordination of usual paper pencil techniques and new AI aided educational working spaces The authors of the book and the coordinators of each section are all established specialists in mathematics didactics mathematics and computer science In summary this book is a must read for everyone interested in the teaching and learning of mathematics and it concerns the interaction between the human and the machine in both directions It contains ideas questions and inspiration that invite to take up the challenge of Artificial Intelligence contributing to Mathematical Human Learning

"Proof," Policy, and Practice Paul E. Lingenfelter,2023-07-03 How can we fix our schools Improve graduation rates in college What works These are questions that make the headlines and vex policy makers practitioners and educational researchers While they strive to improve society there are frequently gulfs of mutual incomprehension among them Academics longing for more influence may wrongly fault irrationality ideology or ignorance for the failure of research to inform policy and practice more powerfully Policy makers and practitioners may doubt that academics can deliver ideas that will reliably yield desirable results This book bridges the divide It argues that unrealistic expectations lead to both unproductive research and impossible standards for evidence based policy and practice and it offers promising ways for evidence to contribute to improvement It analyzes the utility and limitations of the different research methods that have been applied to policy and practice as well as the strengths and weaknesses of educational reform strategies It explains why using evidence for accountability often makes things worse rather than better Paul Lingenfelter offers educational researchers and policy makers a framework for considering such questions as What problems are important and accessible What methods will be fruitful Which help policy makers and practitioners make choices and learn how to improve What information is relevant What knowledge is valid and useful How can policy makers and practitioners establish a more productive division of labor based on their respective capabilities and limitations He cautions against the illusion that straight forward scientific approaches and data can be successfully applied to

society's most complex problems While explaining why no single policy or intervention can solve complex problems he concludes that determination measurement analysis and adaptation based on evidence in specific situations can lead to significant improvement This positive even handed introduction to the use of research for problem solving concludes by suggesting emerging practices and approaches that can help scholars practitioners and policy leaders become more successful in reaching their fundamental goals

The Practitioner's Handbook of Project Performance Mark Phillips,2019-11-11 Practitioners operate in a necessary reality We work in a space where project performance is above theory or methodology In the best environments delivery and an affirmative culture are what matter most In the worst it is politics and survival In any environment we are challenged to adopt best practices and adapt our style to the environment in which the project is occurring This is a book about those best practices and practitioner experiences It is a must have reference and guide book for project managers general managers business leaders and project management researchers This book is the result of the hard work and dedication of more than 35 authors from more than 15 countries across four continents It brings a diversity of experience professional and personal It includes practitioners leading academics renowned theorists and many who straddle those roles The chapters cover experiences in software large scale infrastructure projects finance and health care to name a few The chapters themselves take many forms Check out the table of contents to get a deeper sense of the topics included All provide real world guidance on delivering high performing projects and show you how to build lead and manage high performing teams The Practitioners Handbook of Project Performance is complete in itself It can also be an enticing start to an ongoing dialogue with the authors and a pleasurable path to get deeper into the subject of project performance Find your favorite place to begin learning from these chapters to begin taking notes and taking away nuggets to use in your everyday But don't stop there Contact information and further resources for this diverse team of experts authors are found throughout The Practitioners Handbook is a modern guide to the leading edge of project performance management and a path to the future of project delivery

We Humans and the Intelligent Machines Jörg Dräger,Ralph Müller-Eiselt,2020-04-09 Defeat cancer before it develops Prevent crime before it happens Get the perfect job without having to know the right people Algorithms turn long wished for dreams into reality At the same time they can weaken solidarity in healthcare systems lead to discriminatory court judgements and exclude individuals from the labor market Algorithms are already deeply determining our lives This book uses illuminating examples to describe the opportunities and risks machine based decision making presents for each of us It also offers specific suggestions for ensuring artificial intelligence serves society as it should

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Transforming the Workforce for Children Birth Through Age 8
National Research Council, Institute of Medicine, Board on Children, Youth, and Families, Committee on the Science of Children Birth to Age 8: Deepening and Broadening the Foundation for Success, 2015-07-23 Children are already learning at birth and they develop and learn at a rapid pace in their early years This provides a critical foundation for lifelong progress and the adults who provide for the care and the education of young children bear a great responsibility for their health development and learning Despite the fact that they share the same objective to nurture young children and secure their future success the various practitioners who contribute to the care and the education of children from birth through age 8 are not acknowledged as a workforce unified by the common knowledge and competencies needed to do their jobs well Transforming the Workforce for Children Birth Through Age 8 explores the science of child development particularly looking at implications for the professionals who work with children This report examines the current capacities and practices of the workforce the settings in which they work the policies and infrastructure that set qualifications and provide professional learning and the government agencies and other funders who support and oversee these systems This book then makes

recommendations to improve the quality of professional practice and the practice environment for care and education professionals These detailed recommendations create a blueprint for action that builds on a unifying foundation of child development and early learning shared knowledge and competencies for care and education professionals and principles for effective professional learning Young children thrive and learn best when they have secure positive relationships with adults who are knowledgeable about how to support their development and learning and are responsive to their individual progress Transforming the Workforce for Children Birth Through Age 8 offers guidance on system changes to improve the quality of professional practice specific actions to improve professional learning systems and workforce development and research to continue to build the knowledge base in ways that will directly advance and inform future actions The recommendations of this book provide an opportunity to improve the quality of the care and the education that children receive and ultimately improve outcomes for children

The Changed Life: How COVID-19 Affected People's Psychological Well-Being, Feelings, Thoughts, Behavior, Relations, Language and Communication Ramona Bongelli,Alessandra Fermani,Daniela Raccanello,Rob Hall,Ilaria Riccioni,Morena Muzi,Roberto Burro,2023-10-30 Covid 19 changed the lives of millions of people around the world The effects of the global pandemic on the physical and psychological health of individuals as well as on their behavioral habits relationships and the way they communicate do not seem to be only short or medium term but on the contrary appear to be long lasting In the same way that it is possible to use the term long covid to refer to the long term effects on the physical health of individuals who have contracted the virus so we think it is possible to use the expression psychological long covid to indicate the long term effects on the psychological health of individuals not only of those who have been infected but more generally of all those who have had to cope with social restrictions lockdowns distancing remote work and learning etc imposed by the pandemic At the same time many people demonstrated resilience as the capacity to cope with adverse events through positive adaptation

Handbook of Research on Security Considerations in Cloud Computing Munir, Kashif,Al-Mutairi, Mubarak S.,Mohammed, Lawan A.,2015-07-28 Cloud computing has quickly become the next big step in security development for companies and institutions all over the world With the technology changing so rapidly it is important that businesses carefully consider the available advancements and opportunities before implementing cloud computing in their organizations The Handbook of Research on Security Considerations in Cloud Computing brings together discussion on current approaches to cloud based technologies and assesses the possibilities for future advancements in this field Highlighting the need for consumers to understand the unique nature of cloud delivered security and to evaluate the different aspects of this service to verify if it will meet their needs this book is an essential reference source for researchers scholars postgraduate students and developers of cloud security systems

Handbook of STEM Faculty Development Sandra M. Linder,Cindy M. Lee,Shannon K Stefl,Karen A. High,2022-12-01 Faculty in the science technology engineering and mathematics STEM disciplines face intensifying pressures in the 21st century including multiple

roles as educator researcher and entrepreneur In addition to continuously increasing teaching and service expectations faculty are engaged in substantive research that requires securing external funding mentoring other faculty and graduate students and disseminating this work in a broad range of scholarly outlets Societal needs of their expertise include discovery innovation and workforce development It is critical to provide STEM faculty with the professional development to support their complex roles and to base this development on evidence derived from research This edited handbook provides STEM stakeholders with an opportunity to share studies and or experiences that explore STEM faculty development FD in higher education settings More specifically we include work that examines faculty development planning techniques models experiences and outcomes focused on supporting the teaching research service and leadership responsibilities of STEM faculty The Handbook is suited for researchers and practitioners in STEM STEM Education Mathematics Science Technology and Engineering disciplines It is also suited towards faculty developers higher education administrators funding agencies industry leaders and the STEM community at large This handbook is organized around three constructs INPUTS MECHANISMS and OUTPUTS The STEM faculty development inputs construct focuses on topics related to the characteristics of faculty members and institutions that serve as barriers or supports to the adoption and implementation of holistic STEM faculty development programs Questions addressed in the handbook around this topic include What barriers supports exist for STEM faculty How are these barriers supports being addressed through STEM FD How do contexts e g economic political historical influence faculty administrative needs related to STEM FD How do demographics e g gender ethnicity age family background influence faculty administrative needs related to STEM FD The STEM faculty development mechanisms construct focuses on topics related to the actual implementation of STEM faculty development and we consider the potential models or structures of STEM faculty development that are currently in place or conceptualized in theory Questions addressed in the handbook around this topic include What are the processes for developing models of STEM FD What are effective models of STEM FD How is effectiveness determined What roles do stakeholders e g faculty administration consultants play within STEM FD mechanisms The STEM faculty development outputs construct focuses on how to best understand the influence of STEM faculty development on outcomes such as productivity teacher quality and identity in relation to faculty development Questions addressed in the handbook around this topic include How has STEM FD influenced higher education practices and settings What are appropriate output measures and how are they used in practice What collaborations emerge from STEM FD How does STEM FD affect other STEM stakeholders e g students administration business community The aim for this handbook was to examine the multifaceted demands of faculty roles and together with members of the STEM education community envision pathways through which universities and individuals may support STEM colleagues regardless of their experience or rank to enjoy long and satisfying careers Our hope is for these chapters to aid readers in deep reflection on challenges faculty face to contemplate adaptations of models presented and to draw

inspiration for creating or engaging in new professional development programs Chapters across this handbook highlight a variety of institutional contexts from 2 year technical colleges to teaching focused institutions in addition to research centric settings Some chapters focus primarily on teaching and learning practices and offer models for improving STEM instruction Others focus on barriers that emerge for STEM faculty when trying to engage in development experiences There are chapters that examine tenure structures in relation to faculty development and how STEM FD efforts could support research endeavors Mentorship and leadership models are also addressed along with a focus on equity issues that permeate higher education and impact STEM FD It is our sincere hope that this Handbook sparks increased discourse and continued explorations related to STEM FD and in particular the intentional focus of faculty development initiatives to extend to the many facets of academic life

Asset Management: Tools And Issues Frank J Fabozzi, Francesco A Fabozzi, Marcos Lopez De Prado, Stoyan V Stoyanov, 2020-12-02 Long gone are the times when investors could make decisions based on intuition Modern asset management draws on a wide range of fields beyond financial theory economics financial accounting econometrics statistics management science operations research optimization and Monte Carlo simulation and more recently data science Big Data machine learning and artificial intelligence The challenge in writing an institutional asset management book is that when tools from these different fields are applied in an investment strategy or an analytical framework for valuing securities it is assumed that the reader is familiar with the fundamentals of these fields Attempting to explain strategies and analytical concepts while also providing a primer on the tools from other fields is not the most effective way of describing the asset management process Moreover while an increasing number of investment models have been proposed in the asset management literature there are challenges and issues in implementing these models This book provides a description of the tools used in asset management as well as a more in depth explanation of specialized topics and issues covered in the companion book Fundamentals of Institutional Asset Management The topics covered include the asset management business and its challenges the basics of financial accounting securitization technology analytical tools financial econometrics Monte Carlo simulation optimization models and machine learning alternative risk measures for asset allocation securities finance implementing quantitative research quantitative equity strategies transaction costs multifactor models applied to equity and bond portfolio management and backtesting methodologies This pedagogic approach exposes the reader to the set of interdisciplinary tools that modern asset managers require in order to extract profits from data and processes

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