

**Sri – Om**  
**VEDIC MATHEMATICS AWARENESS YEAR**

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*Swami Bharati Krshna Tirtha Ji Maharaj*  
(1884-1960)

*All are invited to join Awareness program*

*All are warmly invited to join the awareness program of Vedic Mathematics. All teachers, parents and students are invited to Learn and Teach Vedic Mathematics for proper intelligence growth at School.*





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**LET US CONSOLIDATE**  
**VEDIC SYSTEMS LEARNING**

Four quarters of Om formulation			
First Quarter	Second Quarter	Third Quarter	Fourth Quarter
			
बिन्दु सरोवर Bindu Sarovar	अर्ध मात्रा Ardh Matra	त्रिपुण्डं Tripundam	स्वास्तिक पाद Swastik Pada

**I. बिन्दु सरोवर Bindu Sarovar Structured point**

**II अर्ध मात्रा Ardh Matra**

**III त्रिपुण्डं Tripudam**

**IV**

**स्वास्तिक पाद Swastik pada**

1. स्वास्तिक पाद **Swastik pada** is the fourth component / quarter of formulation (ॐ) / sole syllable Om
2. One may have a pause here and have a fresh look at the script form of Swastik (卐)
3. Script form of Swastik (卐) is the printout of creative (4-space dimensional order) in 2-space.
4. This script format of Swastik (卐) is a set up of 4 components / quarters.
5. The synthetic set up of four quarters, as it is, is potencialized for churning at the center / seat of origin fold.

6. The process of churning so initiated shall be fountaining solid order (3-space in the role of dimension) to be super imposed upon spatial order (2-space in the role of dimension) of creator's space (4-space).
7. One may have a pause here and have a fresh look at the set ups and features of 4 components of (ॐ)
8. One may further have a pause here and take note that the 3-space plays the role of solid dimensional of 5-space, while 3-space itself is of linear order (1-space in the role of dimension of 3-space).
9. This as such shall be leading to transcendental (5-space), as base of the origin fold seat of Swastik (卐)
10. It shall be leading us to extension of four components set ups of Om formulation into five components range with solid dimensional order of transcendental (5-space) base manifesting as the fifth component of Om formulation.
11. One may have a pause here and take note that the transcendence format triple (5, 3, 1) shall be making available sequential transcendence from base (5-space) into solid order (3-space) super imposition upon the spatial order (2-space) of fourth component of Om formulation and this super imposition of solid order (3-space) shall be leading to upward linear progression and downward solid (3-space) progression.
12. This simultaneous availability of upward linear progression and downward solid progression is the Phenomenon which deserve to be comprehended well and to be well and to be thoroughly appreciated for complete imbibing thereof to have full insight and vision about the values and virtues of this Phenomenon of fourth component of sole syllable Om.
13. One shall sit comfortably and permit the transcending mind to continuously remain in prolonged sitting of deep trans to be face to face with this Phenomenon and to glimpse it to have transition to the format and features of प्रणवः Parnava, the synonnum of ॐ OM.
14. It would be blissful to note here itself that this transition would be parallel to the transition from the format and features of first element 'Earth' to the format and feature of second element 'Water'.
15. Further, It also would be relevant to note that the format and features of ॐ as a set up of four components ((i) बिन्दु सरोवर Bindu Sarovar (ii) अर्ध मात्रा Ardh Matra (iii) त्रिपुण्डं Tripudam (iv) स्वास्तिक पाद Swastik Pada) manifesting as format of Divya Ganga flow of sequentially arranged quadruple range of (9, 7, 3, 1) streams.
16. One may further have a pause here and take note that TCV (वेद) = 20 = TCV (देव)
17. Still further, It also would be relevant to note that number value 20 permits re-organization as  $20 = 9 + 7 + 3 + 1$  which is parallel to Divya Ganga Flow Streams quadruple (9, 7, 3, 1).

## Ganita Sutras learning

I Text letters formats

II First letter 'ए' / sixth vowel

III Hyper cube 6

### IV

### Transcendence format of self referral (6-space) domain

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1. Artifices triple (6, 4, 2) is transcendence values triple of self referral (6-space) domain.
  2. Artifices values triple (6, 4, 2) is parallel to spaces triple (6-space, 4-space, 2-space).
  3. Further it is parallel to triple space content (6-space content, 4-space content, 2-space content)
  4. Still further it is parallel to triple spaces domains folds (6-space content manifesting as domain fold, 4-space content manifesting as domain fold, 2-space content manifesting as domain fold)
  5. Still further it is parallel to (6-space content as domain fold, 4-space content as dimensional fold, 2-space content as dimension of dimension fold)
  6. One may have a pause here and take note that the first consonant (क्) is of TCV value 1 = (ॐ) which unfolds as of four components parallel to four padas / quarters of Braha, which makes it parallel to (क् - ब्रह्म), the four head lord and as such first consonant (क्) accepts TCV value (4)
  7. As such the unfolding process of transcendental (5-space) reach along self referral (6-space) domain as of format (6, 4, 2) makes it parallel (ए, क, with TCV ए = 6 TCV (क्) = 4, TCV (आ) = 2
  8. One may have a pause here and take note that the triple values format (6, 4, 2) is parallel to triple letters formats (ए, क्, आ), parallel to first three letters of the text of Ganita Sutra 1 (एकाधिकेन पूर्वेण).
  9. One may further have a pause here and permit the transcending mind to continuously remain in prolonged sitting of trans and to be face to face with these organizing features of first three letters of the text of Ganita Sutra 1
  10. One shall may have a pause here and simultaneously chase triples pair namely (6, 4, 2) and (5, 3, 1) as transcendence formats of self referral (6-space) domain and transcendental (5-space) boundary of hyper cube 6



11. One may further have a pause and be face to face with the pair of formulations 'एक' and 'एका'
12. TCV (एक) = 8 will help us chase artifices pair (6, 8) which is parallel to the format (n, n + 2) of (dimension fold, domain fold)
13. One may have a pause here and have a fresh look at the set up of text of Ganita Sutra 1 and note that sixth vowel (ए) occurs three times while the first consonant (क्) occurs twice.
14. Still further one shall have a fresh look at the organization of the text of 16 Ganita Sutras and try to chase the sequential order of Sutras 1 to 16 with the sequential order of letters 1 to 16 of the text of Ganita Sutra 1.

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***LET US CONSOLIDATE***  
**Intelligence Growth learning**

1. Intelligence growth learning

## II

### Mental Mathematics

1. Index of individual intelligence growth learning is the index of proficiency of mental Mathematics performance by the individuals.
2. Mental Mathematics performance is the performance of Mathematical steps as mental steps without any other external aid accept with the help of organs of one's body.
3. At initial stages of learning, hands and particularly the fingers of the hands are of great help for performance of mathematical operations by mental steps.
4. Mental Mathematics reduces mathematical operations as numbers operations along geometric formats.
5. Numbers themselves are organized as sequential values parallel to sequential geometric organizations
6. Mental Mathematics proficiency is reflected in performance of maintaining numbers values sequential progressions parallel to geometric organizations progressions as formats
7. Young minds are very gently helped to give direction to its innocence accepting patterns recognition.
8. The art of patterns recognition inculcated with the help of colours and shapes.

9. This comprehension is ensured as concrete catch in terms of 'things' around and parts of body silently in a very smooth way, by gentle steps, the delicate Mathematics of breath from count '1' to count '2' is introduced. The art of making and arranging the things as pairs, is the next mathematical value, which deserve to be introduced for the comprehension for innocence of young minds, to make it an intelligence growth index
10. With it the process of learning, so initiated, is to be given a sequential push for counts ahead and of grouping of things in three four and onward number of counts.
11. To avoid any stress or scratch for innocent mind, different sets of things of different colours and shapes may be availed while putting the young mind in exercise mode of repetitive exposures for the same steps of learning.
12. This process, infact is of more intensity for the teachers learning to teach young minds.
13. The whole process of intelligence growth learning on the part of young minds is dependant for its success upon the proficiency of art of teaching acquired by the teachers.

To be continued....

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Dr. S. K. Kapoor, *(Ved Ratan)*