Sri – Om

VEDIC MATHEMATICS AWARENESS YEAR

E-Newsletter Issue no 14 dated 21-10-2014

'Credit goes to Swami Bharti Krshna Tirtha Ji Maharaj to focus the attention of present generation about the values of Ganita Sutras (mental Mathematics Sutras)'

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.

Dr. S. K. Kapoor
Sh. Rakesh Bhatia
Sh. Bhim Sein Khanna
Sh. Deepak Girdhar
- Organizers

ISSUE NO 14

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Intelligence Growth
Third phase
Unit, length and infinity of points

To knockout a point from unit length

1. Young minds shall be very gently exposed to the knocking out of a point from the unit length.
2. This may be demonstrated with the help of number of balls set adjacent to each other as a row.
3. Any ball of in between placement be very gently lifted out without disturbing the placements of the other balls of the row.
4. With the removal of one ball, the row would split as a pair of rows with the gap in between.
5. This split of a row into a pair of rows because of removal of one ball deserve to be comprehended well
6. Slowly the length of the original row be made large, and very large to symbolize it as an infinite row.
7. With its help, it be focused for the conscious attention of young mind that one infinite row split itself as a pair of infinite rows.
8. At this point of focus, the consciousness of young mind be further constructed upon the features as that line duplicate itself as a pair of lines, infinite line as a pair of infinite lines.

9. One may have a pause here and make the young mind further conscious as that how with removal of '1', infinity is leading to pair of infinites.
10. Here further very gently the young minds be further made conscious as that point as zero space body when knocked out of unit length, it makes unit length deficient of just a zero value point and still is capable of transforming infinity as a pair of infinites.
11. Here, further very gently, attempt be made that young minds start comprehending point / 0-space body / value '0' and line / 1-space body / value '1' acquiring identical formats and roles.
12. It is a very gentle exercise. It is a very delicate comprehension.
13. It is sublime step.
14. It is a virtuous growth of intelligence to handle 1 and 0 on identical formats and that too has a process of making infinity deficient of its single component.

Ganita Sutra 10

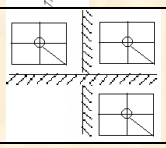
यावदूनम् ।

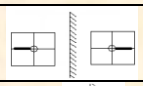
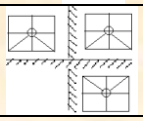
By the Deficiency

i. Read the text of the Sutra.
ii. Pronounce the text Loudly.
iii. Sequentially tabulate the letters of the text.

1	2	3	4	5	6	7	8	9
य्	आ	व्	अ	द्	ऊ	न्	अ	म्

iv. Chase the different words formed by sequential combinations of letters, as,

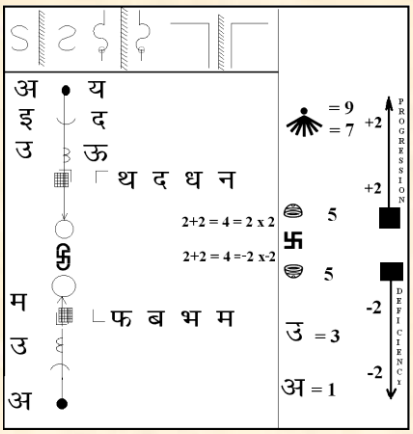
Sr. no.	Letter	Reflection pair
1	य्	
2	आ	
3	व्	
4	अ	
5	द्	
6	ऊ	

7	न्	
8	अ	
9	म्	

v. Reach at the working rule of Sutra.

"By deficiency (and double of it, during reflection operation)

CLOSED INTERVAL AS OF TWO PARTS



v. Making it deficient and as double deficient and so on, is a process, which can be well demonstrated in many ways along geometric formats, of which, the following two are of prominent applied values.

I(a) Two end points and one unit length make a setup of boundary and domain of dimensional bodies. Two units and boundary and one unit at domain, in a way leads to domain being deficient of one unit from those of (number of units) of boundary.

I (b) The other way to look at would be as that number of boundary component is double of the number of units of domain though boundary is of one degree less (as zero space plays the role of boundary) while domain is of 1-space content lump.

2. Boundary of hyper cube n is of 2n components. Half boundary is of n components. There can be sequential deficiency of one unit each at each step. Further there can be deficiency of one unit, simultaneously in both parts of boundary.

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Vedic Mathematics Awareness

New initiative

1. Present day choice for subjects to be learnt in schools is amongst groups, classified as Art group, Commerce group, Non Medical group, Medical Group.
2. Time has come when more new groups be made part of choices for the students learning at schools.
3. We the organizers of present Vedic Mathematics awareness year initiative sincerely feel that amongst the group of choices, new group, namely Vedic group be added.
4. This Vedic group of subjects shall be a new initiative to permit choice of subjects as (i) Sanskrit, English and Hindi (or any other regional language) as three languages.

   (ii) Vedic Mathematics, Astronomy and Ayurved as Vedic Systems three subjects

   (iii) Computers, as applied values subject

   (iv) Yoga as healthy life value subject.
5. The above eight subject package for school instructions as Vedic group is going to be a very good choice of great promise.

Sh. Bhim Sein Khanna
Sh. Deepak Girdhar
- Organizers

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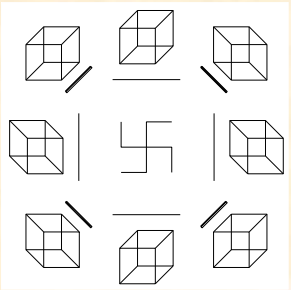
VEDIC MATHEMATICS, SCIENCE & TECHNOLOGY STEP 5

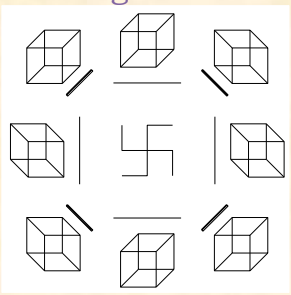
Dr. S. K. Kapoor (Ved Ratan)

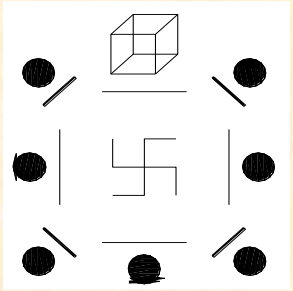
Recapitulation of step 4

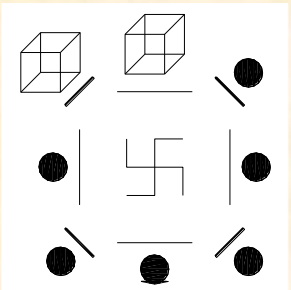
1. 4-space is a creator's space.
2. Hyper cube 4 is its representative regular body.
3. The domain boundary ratio of hyper cube 4 is A^4: 8 B^3.
4. The symbolic representation for this regular dimensional body of 4-space may be as under :

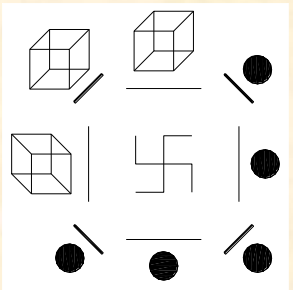


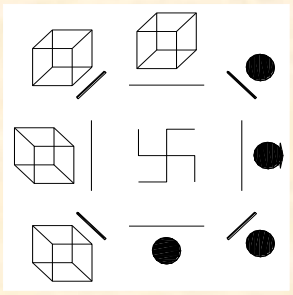
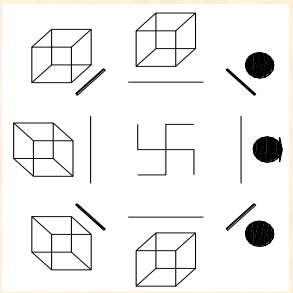
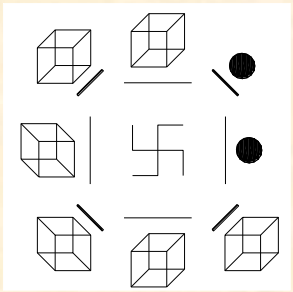
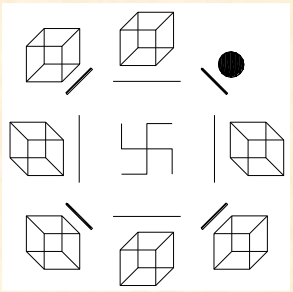
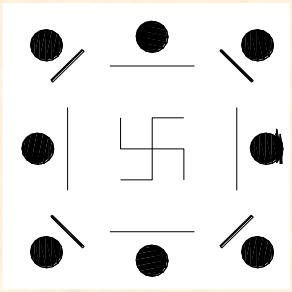
5. The nine versions of hyper cube 4 and parallel to it 9 geometries of 4-space are of following formats and values:









6. Nine vowels of Devnagri alphabet (**अ इ उ ऋ ऌ ए ओ ऐ औ**) shall be sequentially availing and working out the formats and values of 9 geometries / 9 versions of hyper cube 4.

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Step – 5

1. The organization of 5 x 5 varga consonants is of the format of five non negative geometries and 5 non positive geometries of 4-space.
2. These as such shall be permitting expression as:
   (4, 4), (4, 3), (4, 2), (4, 1), (4, 0)
   (3, 4), (3, 3), (3, 2), (3, 1), (3, 0)
   (2, 4), (2, 3), (2, 2), (2, 1), (2, 0)
   (1, 4), (1, 3), (1, 2), (1, 1), (1, 0)
   (0, 4), (0, 3), (0, 2), (0, 1), (0, 0)
3. The symbolic expression (4, 4) is for the format of hyper cube 4 with its all the eight boundary component being intact and permitting re-organization of boundary as two parts of 4 components each.
4. The split of the boundary of hyper cube 4 as a pair of parts of 4 components each shall be accepting respective organization in terms of positive and negative orientations / northern and southern hemispheres organizations.

5. The symbolic expression (3, 4) as such is parallel to the deficiency of 1 component from the northern hemisphere part of the boundary.
6. The symbolic expression (4, 3) is deficiency of 1 component of half part of boundary of hyper cube 4 within southern hemisphere.
7. Like that be taken the formats and values for other expression like (4, 2) and (2, 4), and so on.

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