

**Vedic Mathematics, Science & Technology  
Teacher Course**

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**INTRODUCTORY EXPOSURE**

**I**

**NURSERY STAGE VEDIC MATHEMATICS**

1. Nursery stage Vedic Mathematics is a purely formal stage of oral instructions.
2. Informal Help of some distinctively familiar objects are availed.
3. More intimate help of parts of body of the child are utilized for impressible cognization by the child.
4. Parents (& Teachers) come to the level of the child for effective imparting of instructions.
5. It is the innocence of the child which is the guiding value to be respected.
6. Innocence fulfills Young-mind as the receiver of instructions.
7. The acceptance of instructions from teacher (& Parents) by young-mind will not get a scratch while receiving and absorbing the instructions.
8. The instructions are to be graded in very gentle steps. And, this flow of values shall be of sequential steps for sublime and pure attainment.
9. Bliss is the value of index of values imported by mature brain to Young-mind.

10. Nursery stage Vedic Mathematics is a godly state of knowledge.
11. Parents (& Teachers) are under solemn duty to expose innocence fulfilled Young-mind with godly state of knowledge lively as Vedic Mathematics values.



## II

### FORMAL INITIATION OF VEDIC MATHEMATICS VALUES

1. Formal initiation of Vedic Mathematics values is to be in-terms of values of Ganita Sutras and Ganita Upsutras.
2. There are 16 Ganita Sutras and 13 Ganita Upsutras. The text of these sutras and upsutras is on the website.
3. Ganita Sutra 1 is the source sutra and Ganita Upsutra 1 is the source upsutra.
4. Formal initiation of Vedic Mathematics values begins with values of Ganita Sutra 1 and Ganita Upsutra 1.
5. The first phase of this initiation is the initiation by way of exposure to the values of Ganita Sutra 1.
6. The second phase of initiation to the values of Vedic Mathematics is in-terms of exposure to the values of Ganita Upsutra 1.
7. The initiation to the values of Vedic Mathematics is completed with simultaneous exposure to the values of Ganita Sutra 1 and Ganita Upsutra 1, complementing and supplementing each other.

8. The basis base value of the values range of Ganita Sutra 1 is the sequential progression organization format availability for the values of numbers.
9. The basis base value of whole range of values of Ganita Upsutra 1 is the proposanility of numbers values / symmetry (features).
10. Young-minds, who have the background of informal exposure to counting numbers, are to be formally exposed to the counting numbers and their permissible association with objects and entities.
11. The sequential progression value, which sequentially takes us from counting number 1 to counting number 2, and at a next step, from counting 2 to counting number 3, and so on, shall be demonstrated in very gentle steps with the help of concrete objects.
12. Likewise, the basis base value of Ganita Upsutra 1, as well shall be demonstrated for exposure of the young minds, in very gentle steps, with the help of 'fractions': ( $1/2, 1/3, 1/4, \dots 2/3, 2/5, 2/7, \dots$ )
13. Initiation is to be taken of desirable effects by making sure that the basis values of progression role of Ganita Sutra 1 and proporsanlity rule of Ganita Upsutra 1 reasonably stand appreciated and imbibed by the young minds.
14. Reach from whole numbers to fractions be taken as index of initiation success.
15. This would be the phase and stage for smooth transition from pebbles to points and bars to lines.
16. A step ahead, a leap forward would be a smooth transition from lines to surfaces and from surfaces to solids.

17. Un-consciously, young minds having put on the track of values triples (1, 2, 3) giving way to (single line, pair of lines and triple lines), may be made a declaratory exposure of transition attainment of parallel steps mathematics of numbers values artifices as (1, 2, 3) and of geometric format axes being single, double and triple.
18. This reach from numbers values triples (1, 2, 3) to geometric bodies triple (interval, square and cube), shall be visited and re-visited by the young minds and the bliss of this attainment is the index of the mind getting mathematically formatted.
19. This attainment of transition from the innocence state of mind to formatted mental state is the attainment of big break through, the bliss and virtue of which is to be celebrated.



### **III**

## **VMS & T TEACHER COURSE**

### **FIRST QUARTER**

1. First quarter is to be devoted to learning art of teaching of 3-space VMS & T to students of class IX (first year) of High school.
2. During this quarter, learning of art of teaching values is to of entire range of 3-space VMS & T Discipline to be taught to students of class IX over a period of one year schooling.
3. Taking a quarter period being of only ten effective weeks of five days duration each, it shall be making a  $10 \times 5 =$

50 effective days duration of the course of its first quarter.

4. During these fifty days of first quarter course, learning is to be of art of teaching 3-space VMS & T values over a period of forty week of five days duration schooling of class IX students.
5. With it, one day of this quarter course is to cover four schooling days of students to be instructed and taught these values.
6. This 1:4 ratio is to be maintained throughout this quarter course.

