

Sri – Om

VEDIC MATHEMATICS AWARENESS YEAR

E-Newsletter Issue no 25 dated 4-11-2014

'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 25

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LEARNING WITH SELF LEARNING

(Chapter from Book 'Vedic Mathematics (organization format of Ganita Sutras) of Dr. S. K. Kapoor)

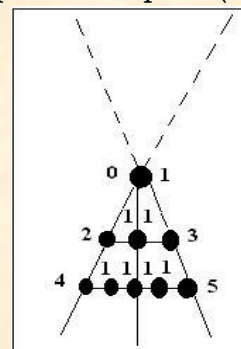
Lesson-3 NUMBER CONE

Stage-1: To help the students to draw above number-cone.

Stage-2: To help the students to familiarize with the depiction and placements of points as well as fixations of linear units along different steps of cone within its pair of boundary lines as spatial/plane/2-Space print out of the cone as above.

Stage-3: To specifically chase points counts and linear units count as

1. One point is one count.
2. Three points are three counts. Three points also fix a pair of units (linear units as counts).
3. Five points are five counts. Five points also fix quadruple units (linear four counts fixed by five points).
4. In general N points help fix (n-1) linear units



Stage-4: To teach counting chase along above number –cone format

Stage-5: Point out as that in this exposure of this approach to whole numbers set as counting numbers set special features of organization of counting numbers as whole numbers being focused are:

1. As that counting and table of 2 are being simultaneously formatted.
2. Counts can begin with zero as well as with one
3. Counts as counting set as whole numbers accepts partition as evens and odds.
4. Evens array has additional message as that it is also the table of 2.
5. There is a further interactive message of the odds array and even arrays that they can interact with each other by both rules of “one more” and “one less”.
6. The odds array as well as evens array further convey that these are numbers lines with one jump in between its consecutive members placements.
7. The odds array can also give us 1, 1 x 3, 1 x 5.... While evens array can give us 2, 2x4, 2x4x6....

Note:

The following stage –6 is being added just to feed the curiosity as to why the above seventh feature is being mentioned; the focus may be that like partition of whole numbers as odds and evens, the dimensional spaces as well accept parallel partition as odd dimensional spaces and even dimensional spaces and that ultimately the artifices of numbers are to run parallel to the dimensional frames of spaces.

Stage-6 It may be introduced as that odds array supply 1, 1 x 3, 1 x 5....

Shall be taking us to dimensional order ranges of odd dimensional spaces while the evens array supply 2, 2 x 4, 2x 4 x 6....shall be taking us to two dimensional order ranges of even dimensional spaces.

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4-11-2014

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

News and Views

Invitation for participation in Vedic Mathematics textbooks project

INVITATION

1. We are undertaking the project of settling Vedic Mathematics text books for schools.
2. This project is for settlement of text books of Vedic Mathematics for classes eight to twelfth.
3. Text book for each class would be of three parts
Part – 1 ‘Vedic Mathematics for class VIII
(likewise for class 9, class 10, class 11 and class 12)
Part – 2 ‘Vedic Mathematics exercises for class VIII’
(likewise for class 9, class 10, class 11 and class 12)
Part – 3 ‘Teaching and evaluation manual of Vedic Mathematics for class VIII’
(likewise for class 9, class 10, class 11 and class 12)
4. Each sutra and Upsutra would be taken up in separate section exclusively devoted to particular Sutra / Upsutra.
5. This way in all, there would be 29 sections for coverage of all the sixteen Sutras and 13 Upsutras.
6. Participants may contribute for all the 29 sections but each Sutra and Upsutra shall be taken up as independent aspect of values of mathematics as every Sutra values are to be covered in distinct section.
7. The intellectual contribution of participants shall be duly recognized and same shall be properly respected.
8. In the light of this theme, we shall be making separate requests for each sutra and upsutra.

Request of participation about the values of Ganita Sutra 4

परावर्त्य योजयेत् ।

Transpose and Apply

1. We feel privileged to request all to participate in our project of Vedic Mathematics text books for classes eight to twelfth.
2. We request you all to participate and contribute your intellectual inputs about the values of Ganita Sutra 4.

3. Also contribute about the values of Ganita Sutra 4 as being complemented and supplemented by the values of other Sutras and Upsutras.
4. We shall be highly thankful for this participation and contribution.
5. We shall be duly recognizing this participation and contribution of intellectual inputs about the values of Ganita Sutra 4.
6. We shall be highly being our respects and thanks in recognition of the intellectual inputs of participants.
7. It is a noble cause.
8. Please participate.

4-11-2014

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