

Sri – Om
VEDIC MATHEMATICS AWARENESS YEAR

E-Newsletter Issue no 15 dated 22-10-2014

'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 15

	Page
1. Intelligence growth third phase Part as a whole	1-2
2. Ganita Sutra – 11	3-4
3. Vedic Mathematics awareness New initiative and news	5-6
4. Vedic mathematics, Science & Technology (Step-6)	7-7

For previous issues and further more information visit at

www.vedicganita.org

We, wish you all Happy and prosperous Diwali

**Intelligence Growth
Third phase
Part as a whole**

To knockout a point from unit length

1. Young minds deserve to be exposed very gently about the concepts of Equality and of being Big and Small.
2. This may be demonstrated with the help of our popular symbol of equality (=).
3. Here focused attention of young minds be made consciousness centric as that the symbol of equality avails a pair of parallel lines of equal length.
4. One may have a pause here and make young minds further conscious of equality in terms of lengths of lines.
5. Further here, it be demonstrated with the help of sticks as of lines formats of different lengths as that there exists big and small sticks (lines).
6. One may have a pause here and have a fresh look at the set ups of lines.
7. Every line is a set up of infinite number of points.
8. Line, may be big or small, is a set up of infinite number of points.

9. One may shall further have a pause here and young mind be made conscious as that line may be big or small in terms of its length (s) but the same being always a set of an infinite number of points, so infinity (number of points) being a unit shall be making each line big or small being equal as per the unit of infinite points.
10. This is a very delicate appreciation.
11. Its comprehension as well, as such, becomes equally delicate aspect.
12. Infact, here a pair of units are at work.
13. First unit at work is of length as a unit.
14. The second unit at work is of infinity number of points.
15. One may further have a pause here and to bring to the focused attention of young minds that when this concept is work further in the context of surfaces, it shall be bringing to focus parallel features.
16. Here in the context of surfaces, 'area unit' may be taken in place of the length unit in reference to lines.
17. One may have a pause here and bring to the pointed attention of young minds as that a line, how so ever big it may be is devoid of an area.
18. This being so line is accepting zero area value.
19. This zero area value of line, that way brings in second unit in reference to surfaces.
20. Infinite number of lines as a unit and unit area, that way gives us a pair of units for appreciation of set up of surfaces.
21. The unit area (howsoever small area may be) is going to be a set up of infinite number of lines (as infinite number of zero areas).
22. As such the surfaces may be big or small but each surface becomes a set up of infinite number of lines and as such become equal in reference to unit of infinite lines.
23. One may further have a pause here and to impress upon the young minds to extend the above pair of units approach to lines and surfaces to the solids as solids and surfaces.
24. One shall further have a pause here and to consciously make them of focused attention for working with a pair of units of two consecutive dimensional bodies like (points, lines), (lines, surfaces), (surfaces, solids), (solids, hyper solids).
25. The concept of part being equal to whole, deserve to be comprehended well for its thorough appreciation and full imbibing for proper insight.
26. It is this insight imbibing, appreciation and comprehension of the concept of big and small parts still being equal in the context of the constituents of the previous dimensional bodies will provide a breakthrough for the intelligence growth and same deserve to be attained consciously.

Ganita Sutra 11

व्यष्टिसमिष्टिः ।

Specific and General

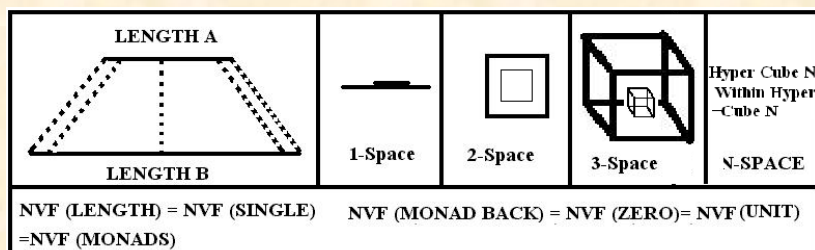
- i. Read the text of the Sutra.
- ii. Pronounce the text Loudly.
- iii. Sequentially tabulate the letters of the text.

1	2	3	4	5	6	7	8	9	10
व्	य्	अ	ष्	ट्	इ	स्	अ	म्	अ
11	12	13	14						
ष्	ट्	इ	:						

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

Sr. no.	Letter	Reflection pair
1	व्	Fourth antstha
2	य्	First antstha
3	अ	First Vowel
4	ष्	Third aspirant
5	ट्	First letter of the third row
6	इ	Second vowel
7	स्	Second aspirant
8	अ	First Vowel
9	म्	Fifth letter of the fifth row
10	अ	First Vowel
11	ष्	Third aspirant
12	ट्	First letter of the third row
13	इ	Second vowel
14	:	Yama letter

PART OF REPLICA OF WHOLE



1. Cube within cube is an ad-infinitum Phenomenon.
2. Each cube big or small, is of identical set up.

3. It is this set up of the cube, which deserves to be comprehended well and to be appreciated fully for its through imbibing and proper insight.
4. It is in terms of this comprehension, appreciation, imbibing and insight that the Existence Phenomenon can be understood.
5. The geometric envelope of cube which consists of eight corner points, twelve edges and six surfaces, all are nothing but of zero volumme.
6. It is this feature of the geometric envelope which deserves to be comprehended well for its appreciation and imbibing for deep insight.
7. The geometric envelope of interval, square, cube and hyper cubes, that way become the independent infinity units.

*

22-10-2014

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

Vedic Mathematics Awareness

New initiative and news

Devnagri alphabet

1. Vedic literature has reached us in Devnagri alphabet.
2. As such to reach original texts, one shall learn and be well acquainted with Devnagri alphabet.
3. From forth coming issues some information would be provided in Devangri alphabet, as is being initiated in the present news item.

Ayurved

1. Ayurveda has the status of fifth Veda.
2. The values of Ayurveda have been the inherent values base reservoir for creation (s).
3. Human body, as Essence of Creation, for its understanding takes us to values reservoir of Ayurveda.
4. It is for this reason that Ayurveda deserves to be included in the Vedic group of subjects options for schools education.
5. In forth coming issues, this aspect would be further elaborated for conscious adaptation of this Discipline of knowledge as subject of instructions for school level education.

Sh. Bhim Sein Khanna

Sh. Deepak Girdhar

- Organizers

NEWS

वैदिक गणित प्रदर्शन

वर्ग	नाम	पिता का नाम	स्थान	कक्षा	विद्यालय का नाम
शिशु	संभव	श्री नरेश कुमार	प्रथम	चौथी	गीता विद्या मंदिर, गोहाना
बाल	अर्जुन बंसल	श्री प्रताप सिंह	प्रथम	छटी	शिक्षा भारती व.मा.विद्यालय, गोहाना रोड़, रोहतक
किशोर	काजल	श्री सुनील	प्रथम	दसवीं	गीता विद्या मंदिर, गोहाना
तरुण	सागर अरोड़ा	श्री सुरेश अरोड़ा	प्रथम	बाहरवीं	गीता विद्या मंदिर, गोहाना

वैदिक गणित पत्रवाचन

वर्ग	नाम	पिता का नाम	स्थान	कक्षा	विद्यालय का नाम
बाल	प्रिया	श्री राजेन्द्र कोचर	प्रथम	आठवीं	शिक्षा भारती विद्यालय, जगदीश कॉलोनी, रोहतक
किशोर	अनुष्ठा	श्री प्रवीन पुनियानी	प्रथम	नौवीं	शिक्षा भारती विद्यालय, जगदीश कॉलोनी, रोहतक
तरुण	राघव	श्री सुशील बंसल	प्रथम	ग्यारहवीं	गीता विद्या मंदिर, गोहाना

वैदिक गणित प्रश्नमंच

वर्ग	नाम	पिता का नाम	कक्षा	स्थान	विद्यालय का नाम
शिशु	कशिश लक्ष्य साहिल	श्री हनुमत जुन श्री जितेन्द्र कुमार श्री रविन्द्र सिंह हुड्डा		प्रथम	शिक्षा भारती व.मा.विद्यालय, गोहाना रोड़, रोहतक
बाल	साहिल नांदल विवेक ध्रुव गुप्ता	श्री पवन श्री भुवन राय श्री अ"वनी	छटी सातवीं छटी	प्रथम	शिक्षा भारती विद्यालय, जे० पी० कालोनी, रोहतक
किशोर	रोहित सिंह चहल बादल सुरा अभिशेक मलिक	श्री जगबीर चहल श्री सज्जन सिंह श्री सुनील मलिक	दसवीं ” ”	प्रथम	गीता विद्या मन्दिर, गोहाना
तरुण	शिव गोयल भूशण दीपक गर्ग	श्री पुरुशोत्तम श्री देवकी नन्दन श्री ओमप्रकाश गर्ग	बाहरवीं ” ”	प्रथम	गीता विद्या मन्दिर, गोहाना

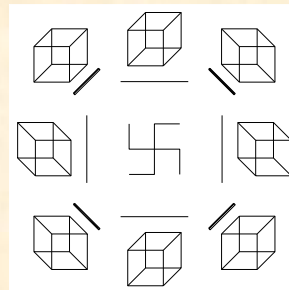
Sh. Rakesh Bhatia
- Organizer

VEDIC MATHEMATICS, SCIENCE & TECHNOLOGY STEP 6

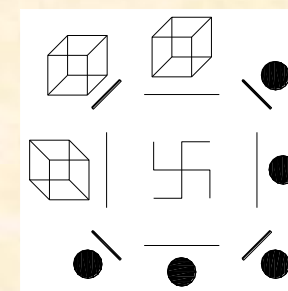
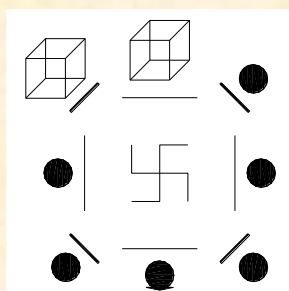
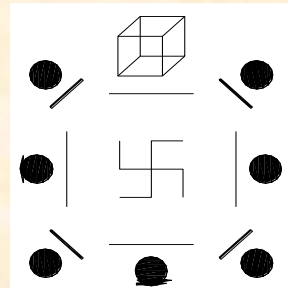
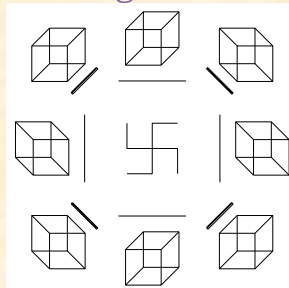
Dr. S. K. Kapoor (Ved Ratan)

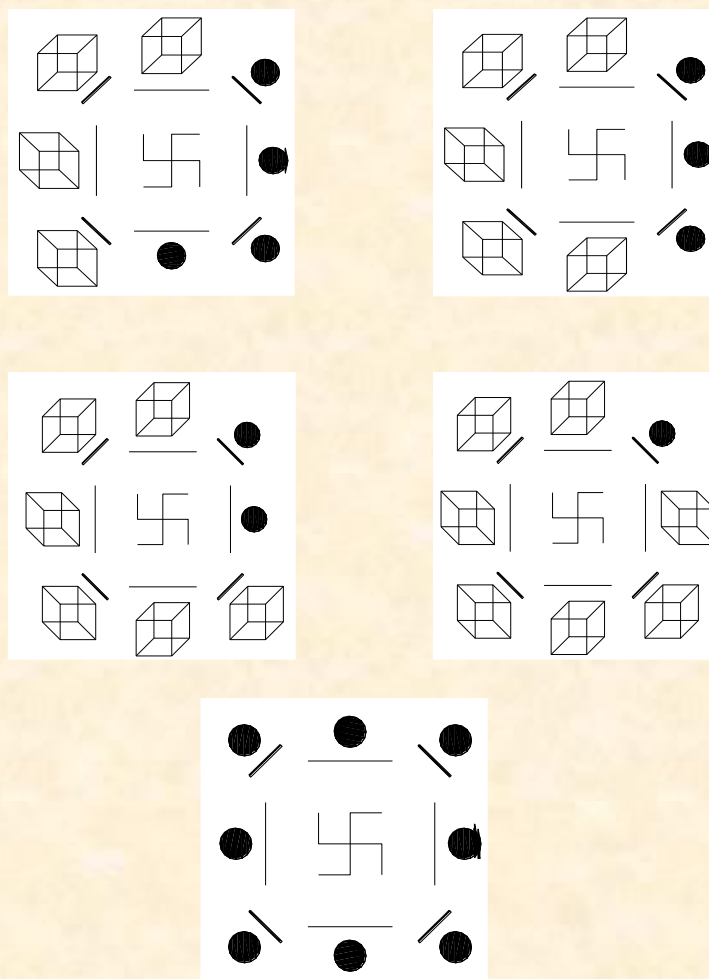
Recapitulation of step 4 & 5

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 लृ ए ओ ऐ औ) shall be sequentially availing and working out the formats and values of 9 geometries / 9 versions of hyper cube 4.

*

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.

Step – 6

1. 5 x 5 matrix format of 5 x 5 varga consonants shall be also accepting transcendental values as under.

5, 5	5, 4	5, 3	5, 2	5, 1
4, 5	4, 4	4, 3	4, 2	4, 1
3, 5	3, 4	3, 3	3, 2	3, 1
2, 5	2, 4	2, 3	2, 2	2, 1
1, 5	1, 4	1, 3	1, 2	1, 1

2. The symbol (5, 5) is parallel to the values of hyper cube 5 format with its all the ten creative (4-space) boundary components being intact and same dividing the boundary in two parts of 5 components each.
3. The symbol (5, 4) is parallel to the format of hyper cube 5 with all the five components of first part of the boundary and 4 components of its second part of the boundary being intact.
4. The symbol (4, 5) is parallel to the format of hyper cube 5 with 4 components of first part of the boundary and all the 5 components of the second part of the boundary being intact.
5. Like that would run parallel formats of hyper cube 5 for other symbolic expression of 5 x 5 format above.
6. One may have a pause here and be face to face with the values of the formats of hyper cube 4 and of hyper cube 5 as expressed above in step 5 and 6.
7. It is with this comprehension and its appreciation and imbibing of the values of 5 x 5 varga consonants along hyper cube 4 and hyper cube 5 formats that one shall be acquiring proper insight about the manifestation and transcendence Phenomenon in terms of transcendental (5-space) code values of letters of Devnagri alphabet.

*