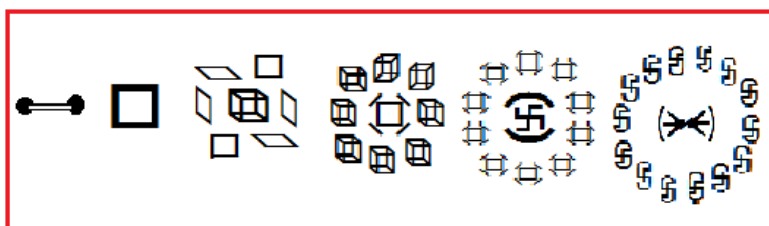


VEDIC MATHEMATICS

&

MODERN MATHEMATICS

SATHAPATYA MEASURING ROD



(HYPER CUBES 1 TO 6)

Sixth Week : Day 7

Geometric Bodies

1. Vedic Systems avail geometry as geometric formats.
2. Geometric bodies are approached as manifestation layers.
3. Manifestation layers are accepted as of four folds namely dimension fold, boundary fold, domain fold and origin fold.
4. Let us revisit our well known body 'cube'.
5. Cube permits a three dimensional frame of linear axis.
6. These linear axes, as such is the linear order.
7. Here linear axes / lines / 1-space bodies as such plays the role of dimension fold for the cube.
8. Cube is the set up which as six plates coverage / enveloping for the volume.
9. This as such makes spatial boundary for the cube.
10. Here it may be relevant to note that corner points and edges do not contribute towards surface area.
11. With it 2-Space plays the role of boundary fold for the cube
12. Volume is the expression of 3-Space feature as it permits expression in terms of a three dimensional frame.
13. With it 3-Space manifests domain fold.
14. Three dimensional frame splits cube into 8 sub cubes parallel to the split of 3-Space into 8 octants.
15. This is the feature of 4-Space.
16. 4-Space as such as a seat at the center of the cube / origin of 3-Space / origin of a three dimensional frame.
17. One may have a pause here and have a fresh visit to this set up.
18. It will bring to focus that origin of 3-Space is enveloped by 8 octants / center of the cube is enveloped by 8 sub cubes, which leads us to the format of hyper cube-4, a 4-Space hyper volume enveloped within solid boundary of 8 components.
19. With it 4-Space plays the role of origin fold.

20. Let us recapitulate and consolidate as that the set up of the cube brings into 1-Space in the role of dimension, 2-Space in the role of boundary, 3-Space in the role of domain and 4-Space in the role of origin,
21. As such cube as hyper cube-3 becomes the set up of a four fold manifestation layer (1-Space, 2-Space, 3-Space, 4-Space).
22. Parallel to it the expression would be of quadruple artifices (1, 2, 3, 4)
23. This as such will bring to focus as to how Vedic Systems are approaching geometry, as formats and coordinates it with artifices of numbers.
24. It is here where Vedic Systems mark their presence distinctively for its approach as comparison to the present day main stream school Mathematics is being taught as Discipline of geometry.
25. Vedic Systems will augment the existing schooling of geometry.
26. The present day schooling of geometry is inherently blocking the mind and is compelling the brain to accept the space in which we exist as a 3-space and nothing beyond the space which is covered in terms of a three dimensional frame.
27. It is the prime reason while the present day schooling of Discipline of geometry in particular deserves to be revisited and the same to be augmented.
28. This augmentation will take us along the format of a Sathapatya measuring rod.
29. With it space would not get restricted up till 3-space as a space within a three dimensional frame.
30. Sathapatya measuring rod will help us transcend through a three dimensional frame into of three linear axes into a four dimensional frame of four spatial dimensions.
31. A step ahead would be reach to five dimensional frame of five solid dimension.
32. And ahead is a six dimensional frame of six creative (hyper / 4-Space in the role of dimension).
33. The study of space within three dimensional frame can be well covered up till class IX.
34. Space within four dimensional frame of four spatial dimensions can be taken up during class X.
35. Likewise space within five dimensional frame of five solid dimensions deserve to be taken up in class XI. And Study of space within six dimensional frame of six hyper (creative) / 4-Space Dimension deserve to be taken up in class XII.
36. With it only we can help the students to grow with mental states with which they would be competent to explore the universe in which we exist.
37. This mental state will help the students to explore the solar universe of Earth to Sun range with pole star as its origin.
38. The further explorations would follow of their own with the intensity of urge of the students / sadkhas.
39. An object of schooling of geometry shall be that one becomes competent to simultaneously handle the existence Phenomenon of our solar universe along sound as well as light frequencies.
40. Then and only then sadkhas shall be reaching the consciousness domain by transcending intelligence field.