VEDIC MATHEMATICS, SCIENCE & TECHNOLOGY TEACHER COURSE

By Dr. S. K. Kapoor

ENLIGHTENED MIND AND INNOCENT MIND

This day the course focus is upon 'Enlightened Mind and Innocent Mind'. It four folds aspects being taken up are as follows:

45. Interaction Of Enlighten Mind With Innocent Mind
46. Intelligence Flow From Enlightenment Mind To Innocent Mind
47. Success Index Of Learning And Teaching Of 3-Space Mathematics
48. Geometric Envelops Of Cube And Sphere

The values being covered are to be taught as lessons numbers 45 to 48 to the students of 3-space Vedic Mathematics, Science & Technology.

LESSON-45

INTERACTION OF ENLIGHTEN MIND WITH INNOCENT MIND

1. First Value of 'Leaning and Teaching Methodology' is the interaction of enlighten mind with innocent mind.

2. In the Institutionalized Schooling Mechanism, Enlightened Mind mean 'Teacher' and Innocent Mind mean 'Student'.
3. Teaching of 3-space mathematics, as such is going to be the responsibility interested to 'Teacher', fully enlightened about 'Mathematics of 3-space'.
4. Mathematics of 3-space is the basis base values of 3-space.
5. Basis base values of 3-space are the Pure values Domain of 3-space while applied values of 3-space makes the Discipline of 3-space 'Mathematics, Science & Technology.
6. Therefore, the Enlightened Index of teacher of 3-space mathematics, naturally is to be of the order of basis base values making the working steps of sciences and technologies of 3-space.
7. Enlighten Mind is fulfilled with virtues of values, and as such is capable of sequentially fulfilling the Innocent Mind with the basis base value of mathematics and insuring maturity for the Innocent Mind to chase the processing steps of sciences and also being capable to work out the steps of technologies.

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LESSON-46

INTELLIGENCE FLOW FROM ENLIGHTENMENT MIND TO INNOCENT MIND

1. The interaction between the Enlightened Mind and Innocent Mind is to be of such flow of intelligence from the Enlightened Mind to be fulfilled within the Innocent

Mind such that it results into perfection of intelligence within innocent mind without causing any scratch or dent upon the Innocence Bliss of the Innocent Mind.

2. Teaching and Learning subjectivity of 'Teacher and Student' need be formatted objectively and for it the geometric format of Sathapatya measuring rod is to be availed.

3. To begin with the set up of 'cube', the representative regular body of 3-space, is to be availed and there after transition is to be had from the set up of a cube to the set up of a sphere, being the another representative regular body of 3-space.

4. It is along the geometric format of 3-space bodies, that the attainment is to be had in terms of artifices of number value 3.

5. With a reasonable degree of maturity stands attain by the student, the other way learning process of beginning with number value 3, the reach is to be had for the geometric format of 3-space bodies.

6. Sequentially students are to be matured to glimpse and imbibe parallel values of triple artifices of number value and the set up of a 3 dimensional frame of 3-space.

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LESSON-47

SUCCESS INDEX OF LEARNING AND TEACHING OF 3-SPACE MATHEMATICS

1. The glimpsing and imbibing of index of parallel values features of number 3 and 3-space, as such be taken as

the success index of Learning and Teaching of 3-space mathematics.

2. Triple artifices of number value 3 sequentially lead us to number values triples (1, 2 and 3). Triple axis of a three dimensional frame of 3-space sequentially leads us to bodies triples (interval, square and cube). The values triple (1, 2, 3) of number value 3, and bodies triples (interval, square and cube of 3-space domain, as such bring us face to face with different features of number value 3 and 3-space domain.

3. A step ahead, the triple progression steps (1, 1+2, 1+2+3) and (interval, interval and square within a square, interval square and cube within a cube) further bring us face to face with another set up of feature of number value 3 and 3-space.

4. Innocent Mind shall be very gently matured to glimpse and imbibe parallel and distinguishing feature of (three and triple).

5. Further Innocent Mind be also matured for glimpsing and imbibing the values and features of (three, triple, third, thirdly.

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LESSON-48

GEOMETRIC ENVELOPS OF CUBE AND SPHERE

1. Cube and sphere are two distinct representative regular bodies of 3-space.
2. The distinctiveness of cube and sphere is glarely reflecting in their geometric envelops.

3. The geometric envelop of cube is stitched by eight corners points, twelve edges and six surface plates, making it a set up of twenty six structural components.
4. On the other hand the geometric envelop of a sphere is a single spatial structure.
5. There is a common (domain-boundary) ratio in both cases of the set up of cube and sphere but in case of cube there is split for the boundary (as six surface plates) while in case of sphere, there is split of domain (in six parts).
6. This feature of outward split (at boundary) in case of cube, and inward split (of domain) in case of sphere brings us face to face with the set up of values and features which deserves to be imparted in the Innocent Mind for their maturity with respect to the Reality of Existence phenomenon of 3-space set ups.
7. Teaching success lies in the learning teaching achieved about the comprehension and imbibing of the values of this reality of the existence phenomenon of 3-space bodies being capable of outward and inward split for their set ups.
8. Proper attention of the student deserves to be focused about the learning importance as to comprehension and imbibing of the values and features of this aspects of the set ups of the existence phenomenon of 3-space bodies.

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