

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

By Dr. S. K. Kapoor

QUADRUPLES VALUES (3, 4, 5, 6)

This day the course focus is upon ‘Quadruples values (3, 4, 5, 6)’. Its four fold aspects being taken up are as follows:

- 57. Polygons of odd and even number of sites
- 58. Quadruples values (3, 4, 5, 6)
- 59. Steps for having acceptations for Vedic Mathematics as a main stream school subjects
- 60. Why Vedic mathematics?

The values being covered are to be taught as lessons numbers 57 to 60 to the students of 4-space Vedic Mathematics, Science & Technology.



LESSON-57

**POLYGONS OF ODD AND EVEN NUMBER OF
SITES**

- 1. Polygons can be classified as odd and even number of sites.
- 2. Illustratively triangle is having three sides and rectangle is having four side and such they are members of different category of polygons.
- 3. Triangle is the first polygon and closing a surface.

4. Triangle (polygon 3) coordinates all the three corner points at its periphery (circumference), as such it does not lead to any internal diagonal.
5. However rectangle admits a pair of internal diagonals as every corner points is coordinating only two of the three remaining corner points.
6. One may have pause here and take note that the every corner point of rectangle, for coordination with the forth corner point is to make an internal diagonal.
7. Like that there would emerge quadruple internal diagonal but these would get formatted as pair of paired internal diagonal because of diagonal of reversed orientation getting superimposed upon each other neutralizes orientation.
8. One may have pause here and take note that the internal diagonal of rectangle pass through the centre of the rectangle.
9. However pentagon (polygon 5) which having a pair of internal diagonal from each of the 5 corner points, but all these ten internal diagonals gets formatted in such a way that they intersect and get coordinate as corner points of internal pentagon.
10. One shall sit comfortable and permit the transcending mind to glimpse and imbibe this feature that internal diagonal of pentagon constructs internal pentagon and none of the internal diagonal passes through the center of the polygon.
11. One may have pause here and take note that this goes ad-infinitum.
12. However this features no more available for hexagon.
13. The internal diagonal of hexagon construct internal hexagon but only three of six pair of internal diagonal

pass through centre of hexagon while remain three pair of internal diagonal do not pass through centre of hexagon.

14. One may have pause here and take note that it is this feature of polygon 3, 4, 5, 6 which deserve to be comprehend well and same to be imbibed fully to acquire proper insight and to attain appropriate enlightenment of printout of 3, 4, 5, 6 space bodies within 4-space on its spatial order as setups of respective order polygons.
15. It would be blissful exercise to visit and revisit above formatting feature and values as polygons.



LESSON-58

QUADRUPLE VALUES 3, 4, 5, AND 6

1. Let us have an eye upon quadruple values (3, 4, 5, and 6).
2. Ganita Sutras systems work out this quadruple of values 3, 4, 5, 6, for further working out value (8).
3. Polygon 3 is the first polygon and enveloping surface.
4. Polygon 4 has only a pair of internal diagonal and they pass through centre and as such the centre of polygon gets fixed in isolation.
5. Polygon 5 is the first polygon which has a flow of triple internal diagonal from each of its corner points and these internal diagonals from all the corner point of polygon 5 constructed internal polygons with its surface as surface around the surface and none of the internal diagonal passing through it.

6. With it number value 3 as triple invert diagonal from each of the five corner points of pentagon (polygon 5) becomes the first choice.
7. Polygon 6 accepts quadruple internal diagonals from each of the corner points of this polygon and half number of them intersects with another corner point internal diagonal such that they pass through centre of polygon 6.
8. This choice of the number value 4, in reference to quadruple internal diagonals emanating from the corner point bring along with the format feature value as such the half of them shall be interacting and intersecting and passing through the centre the polygon 6.
9. Choice is the head parallel to value number 5 and 6 internal diagonals intermitting respectively from corner points of polygon 7 and 8 respectively will make the choice to be of great interest to reach at the threads of the strings and further for reach at tissues of respective threads of corresponding strings of the format characteristics of hyper cubes of similar and dis-similar orders manifesting as dimensional order and measuring rod for domain folds of hyper cubes as representative regular bodies of dimensional spaces.
10. A reach from a string to thread of the string is like a reach at internal diagonals.
11. Further, a step head a reach from threads of strings to tissues of threads of strings would mean to reach at internal diagonal of respective internal polygon.
12. As per as five space and polygon 5 as concerned here no internal diagonal passes through the center and such the tissues and threads will be difficult to decipherer out but

for adopting the technique of transcendence at the centre /origin.

13. This as such brings us face to face with the states of domain with sealed origin and domains without sealed origins.
14. Even polygon, as its evident in case of polygon 6, half number of internal diagonals will be passing through the centre and as such it can be said that origin is subject to half seal and as such half transcendence is to take placed.
15. Constitutionally half transcendence means approaching spatial order in terms of its working unit (1/2) available here because of spatial order permitting a pair of measuring unit namely (2 as 1 and 1 as 2).
16. One shall sit comfortably and permit the transcending mind to glimpse and imbibe above format feature values of quadruple values (3, 4, 5, 6) which as a four folds manifestation layer is hypercube 5 and same as number of internal diagonal emanating from the corner point of polygon, takes us to quadruple polygons, namely (polygon 5, polygon 6, polygon 7 and polygon 8).
17. One may have pause here and take note that Ganita Sutras mathematical domain is organized to work out number values domains (3, 4, 5, 6, 8) by availing number values domains (0, 1, 2, 7, 9, 10).
18. It would be blissful exercise to visit and revisit quadruple polygon (polygon 1, polygon 2, polygon 3, polygon 4) and also to visit quadruple polygon (polygon 5, polygon 6, polygon 7, and polygon 8).
19. Simultaneously one shall also visit and revisit quadruple hypercube namely (hypercube 1, hypercube 2, hypercube 3, and hypercube 4) and also one shall revisit (hypercube 5, hypercube 6, hypercube 7, and hypercube 8).

20. It would be blissful exercise to visit and approach dimension fold of n space as $(N-2)$ space domain) in the role of dimensions.
21. Further one shall visit and approach domain fold as a manifest space contained of corresponding dimensional space itself. ■

LESSON-59

STEPS FOR HAVING ACCEPTIONS FOR VEDIC MATHEMATICS AS A MAIN STEAM SCHOOL SUBJECTS

1. Strength of Vedic Mathematics is in the values of its mathematics, as such first of all these values be specifically tabulated.
2. The acceptance of mathematics as a school subject is there in the intimate virtues parallel to the intelligence field. As such the parallels of Vedic Mathematical are processing steps and of sequential progression and richness of intelligence field be specifically drawn.
3. Teaching and learning aspects of the school subjects being of central concern of schooling, as such the learning and teaching aspect of Vedic Mathematics is to be evaluated before the same is too introduced as a subjects. And , this bring to us focus about the expected level of preparation on the point, particularly, as to;
 - (i) Class wise text books.
 - (ii) Standardized evaluation system.

- (iii) Teacher training institutes to be in place.
- 4. The sustains of the subject is interrelated with the continuous research. As such, appropriate attaining is to be given to ensure continues research in the Vedic Mathematical domain. ■

LESSON-60

WHY VEDIC MATHEMATICS?

1. Following values of Vedic Mathematics may help appreciate the justification for introducing Vedic Mathematics as main stream Discipline of knowledge:
 - (i) It is eternal, universal, natural and parallel to Human intelligence field.
 - (ii) It is the basis base of Technologies of Existence phenomenon of manifested creation within without frames, including human frame.
 - (iii) It is the reservoir of values of sustain-ness systems of our existence with a solar universe.
2. Further, Vedic Mathematics is the unified discipline of knowledge and every branch of knowledge accepts organization format supports of Vedic Mathematical domain.
3. Still further, it settled a single integrated and synthetic measuring rod (Sathapatya measuring rod), a synthesis

setup of hyper cubes 1 to 6. As the beginning as well as the end reach value of knowledge chase steps.

4. Vedic Mathematics works out whole range of existence phenomenon of earth to sun range along Sathapatya measuring rod in terms of working steps of Ganita Sutras and Upsutras.
5. This chased comes in within unison transcendental carriers processing steps within the rays of the sun.
6. This gives us to reach for incitation to glimpse and imbibe the values of Vedas lively within rays of the sun.
7. This way, we come face to face with the eternity universality, naturalness and oneness of Vedic Mathematics processing system with values and virtues of our intelligence field.
8. This as such justified the case for introducing Vedic Mathematics as main school subject, at all level of schooling.
9. With the introduction this subject there would appropriate exposure of young mind to creative order and with it the linear order mental stated would dissolve of their own.
10. The present day mathematical knots and problems of their only because of insistent of the present day system to upon the linear order approach to the space.
11. It is a matter of concern that modern thinker are insisting having evaluated justification of Vedic Mathematics system within the linear thinking module which is highly inappropriate and is also higher unjustified as Vedic system do not restrict themselves up till linear order.
12. Infect Vedic system have their roots in their spatial order creator the space (a real four space).

13. One may have a pause here and to pause to one self as to why nineteen century minds were not successful to make any sense out of the mathematical values of Ganita Sutras and as to why Shankarcharya were successful to reach at the keys and could de-code Ganita Sutras.
14. One shall further have and take note that how it is that modern mind is not successful even to glimpse as to where the axiom and postulate have wrong that it is not becoming possible to support as to why everywhere continues function is nowhere dire able .
15. This all is happening as the insisting of modern mind a attempting reach at lamination a linear order why approaching it within a linear frame, while the answer lies in a spatial order format features and values.
16. There is genuine case for introducing Vedic Mathematics as main stream school subject at all level. However there is no DNA of fact that such introduction presumes proper pre-extending satisfaction of availability of class wise text books, and appropriately enlightened Vedic Mathematics teachers and these preconditions or easily compliable provided the policy and will to implement the policy is well in place.

GOAL ATTAINMENT STEPS

1. Settled values.
2. Utility of values.
3. Utility versus costs.
4. To meet negativities.
5. To encourage positivities.

