

Reminder Re: Invitation for a debate on the NCERT math texts you authored

From: Prof. C. K. Raju (ckr@ckraju.net)

To: pksinclair@ignou.ac.in

Date: Wednesday, March 2, 2022, 07:13 AM GMT+5:30

Dear Prof Sinclair,

Haven't heard back from you. You should be aware that my earlier email to you, and the related invitation to debate, was publicly tweeted.

On the traditional Indian rules for debate, evading debate is proof of ignorance. I appreciate you are probably evading public debate because you are NOT confident of your knowledge of calculus etc., and don't want your ignorance of elementary math to be publicly exposed.

However, your appointment to the NCERT math text committee, and later as Director, NCERT, entails some basic responsibility of authenticity, usefulness, and religious neutrality in school texts.

So, would you be willing to debate just **a single point** in the class IX school text?

This is regarding the *kind of* (axiomatic) reasoning used in present-day axiomatic math, and falsely attributed to the "Euclid" book ([in which it is NOT found](#)) just to hide [its real origins in the political theology of the Crusading church](#).

The related formal math, involving a metaphysics of infinity ([tied to church dogmas of eternity](#)), is useless for any math actually needed for science and technology, and is not even religious neutral.

The traditional Indian and present-day scientific way of reasoning, starting from facts or observations, is obviously superior.

[The conversion of \(Western/colonial\) math to metaphysics \(through axiomatic reasoning\) has the *political advantages* for formal mathematicians](#) (like you) whom it puts in control of math, because there is no way to decide truth in metaphysics (or which axioms to use in formal math) without recourse to authority. (And needless to say this authority is primarily located in the West.)

This axiomatic math is of immense *disadvantage* to students, because it makes math (even $1+1=2$) excessively difficult, and beyond the reach of almost all students. That difficulty and resulting mathphobia only furthers the authority of the formal mathematician, just as fear of God furthered the authority of the Christian priest.

This axiomatic math is also disadvantageous to science, since (normal) math is needed for science but abuse of authority (in formal math) allows [various political prejudices to be injected into science](#), even at the level of the Nobel prize. Anything in science is widely believed to be "true" by common people who have little understanding of the kind of math that goes into "science" today.

But, of course, "experts" will almost always prefer their personal advantage to that of students.

So, please do respond, else people will believe that "experts" like you are appointed solely on political

grounds, and you don't really have the slightest expertise even to defend what you wrote in the class IX text, which grossly misleads students.

Sincerely,

C. K. Raju

On Monday, February 28, 2022, 07:54:40 AM GMT+5:30, Prof. C. K. Raju <ckr@ckraju.net> wrote:

Dear Prof. Sinclair,

I heard that [corruption charges were made against you](#), concerning your tenure as Director of NCERT. No idea of what happened subsequently, or whether the enquiry is still on.

Anyway, the immediate issue is that of Euclid and the axiomatic math taught in current NCERT math texts (especially class IX) which you authored.

The first question is "what is the evidence for Euclid?" How should a teacher answer a child who raises that question?

The NCERT has no evidence. Hence, its math head Hukam Singh (in 2007) said "[why do you want evidence, we decide by committee](#)". But Narlikar, the head of the NCERT committee, stayed silent when asked for primary evidence for Euclid, since he too has no such primary evidence, but does not want to admit publicly his ignorance of this aspect of the school text he wrote/approved.

The other response from the NCERT (2019) was that [if students ask for evidence of Euclid, they should be told that this is what the West believed, and is stated in \(tertiary\) Western texts](#). Ask for primary evidence, and tertiary sources are cited! QED.

The implication is that Western beliefs, like those of the church, are sacrosanct and cannot be questioned or challenged by any Indians. That is the first lesson of colonial education: to teach blind acceptance of Western authority. The centuries of church hegemony over the West could easily have resulted in all sorts of Western superstitions; if these are further spread today by colonial/church education, Indians have no right to challenge them or ask for evidence. "Shut up and believe the West", eh?

It is one thing to resist "saffronization" or anything done without evidence, and quite another to oppose it by promoting Christianization, as the height of "scientific temper", by asserting that evidence is NOT needed for widely believed church myths like "Euclid".

I suppose you agree with that response. The math school of TIFR, from where you got a PhD, has been [renowned for its obsequiousness to the West/Whites](#).

Indeed, as regards "Euclid", you will recall your own response at the Indian Social Science Congress at the SNDT college in Mumbai, Dec 2007, [where you were present, when I presented a paper on "Goodbye Euclid!"](#). **I pointed out that the image of Euclid in the then NCERT texts was a racist (Caucasian) stereotype.** To that your flippant response was that "It is like all Sardarjis look alike". Your subsequent action was even more gross: you changed the image of Euclid in the school text, but kept it still Caucasian, though not a stereotype. The important point, in your thinking, is that the image of "Euclid" should be presented as Caucasian. 😊

Underlying this, it seems there is your unstated aim to indoctrinate Indian school children also into the racist belief in White supremacy. I say "indoctrinate" because, if you are a half-way decent academic, you ought to be well aware of [my "Euclid" challenge prize of Rs 2 lakhs](#). You should have answered it, but didn't. Why?