

Calculus: gaṇita or math?

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- ▶ Will first state the key points, then offer proof.

Key points-1

Calculus: the real story

- ▶ *Gaṇita* \neq mathematics.

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Calculus: the real story

- ▶ *Gaṇita* \neq mathematics.
- ▶ We invented calculus as *gaṇita* (5th to 16th c. CE)

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Calculus: the real story

- ▶ *Gaṇita* \neq mathematics.
- ▶ We invented calculus as *gaṇita* (5th to 16th c. CE)
- ▶ Europeans stole it (16th c. CE), **but**

Key points-1

Calculus: the real story

- ▶ *Gaṇita* \neq mathematics.
- ▶ We invented calculus as *gaṇita* (5th to 16th c. CE)
- ▶ Europeans stole it (16th c. CE), **but**
- ▶ they failed to understand calculus (17th–19th c.),

Key points-1

Calculus: the real story

- ▶ *Gaṇita* \neq mathematics.
- ▶ We invented calculus as *gaṇita* (5th to 16th c. CE)
- ▶ Europeans stole it (16th c. CE), **but**
- ▶ they failed to understand calculus (17th–19th c.),
- ▶ hence converted it from *gaṇita* to math.

Key points-2

What the West did

- ▶ Calculus as math (“calculus with limits”) was

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Key points-2

What the West did

- ▶ Calculus as math (“calculus with limits”) was
 - ▶ (a) packaged with a false history (“Newton and Leibniz invented it”),

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Key points-2

What the West did

- ▶ Calculus as math (“calculus with limits”) was
 - ▶ (a) packaged with a false history (“Newton and Leibniz invented it”),
 - ▶ (b) just declared superior (“rigorous”), and
- ▶ and returned to India through colonial education.

Key points-3

Science as superstition

- ▶ In 2 centuries **we did not cross-check**

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Science as superstition

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Science as superstition

- ▶ In 2 centuries **we did not cross-check**
 - ▶ the false Western history of calculus or
 - ▶ the claim that math is “superior” to *gaṇita*.

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Science as superstition

- ▶ In 2 centuries **we did not cross-check**
 - ▶ the false Western history of calculus or
 - ▶ the claim that math is “superior” to *gaṇita*.
- ▶ Just accepted it all: science (in practice) = blind faith in the West.

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Key points-4

The colonised mind

- ▶ I exposed both

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Key points-4

The colonised mind

- ▶ I exposed both
 - ▶ the false Western history of calculus

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- ▶ I exposed both
 - ▶ the false Western history of calculus
 - ▶ and the false claim that math is superior to *gaṇita*

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The colonised mind

- ▶ I exposed both
 - ▶ the false Western history of calculus
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- ▶ but academics evade debate.

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- ▶ but academics evade debate.
- ▶ Colonised academics say “we don’t understand”,

Key points-4

The colonised mind

- ▶ I exposed both
 - ▶ the false Western history of calculus
 - ▶ and the false claim that math is superior to *gaṇita*
- ▶ but academics evade debate.
- ▶ Colonised academics say “we don’t understand”,
- ▶ they say “good science = certificates of Western approval” .

Key points-5

The consequences

- ▶ Calculus as math has

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- ▶ Calculus as math has
 - ▶ hindered science (led to the conceptual confusion responsible for the failure of Newtonian physics)

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- ▶ Return to calculus as *gaṇita*
 - ▶ makes math easy

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The consequences

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 - ▶ hindered science (led to the conceptual confusion responsible for the failure of Newtonian physics)
 - ▶ makes math difficult
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 - ▶ makes math easy
 - ▶ suits all existing practical application of calculus, and

Key points-5

The consequences

- ▶ Calculus as math has
 - ▶ hindered science (led to the conceptual confusion responsible for the failure of Newtonian physics)
 - ▶ makes math difficult
- ▶ Return to calculus as *gaṇita*
 - ▶ makes math easy
 - ▶ suits all existing practical application of calculus, and
 - ▶ suits advanced applications to science.

A general story

Not calculus alone

- ▶ Not only calculus but most present-day school math

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Not calculus alone

- ▶ Not only calculus but most present-day school math
- ▶ (arithmetic, algebra, trigonometry, probability)

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- ▶ Not only calculus but most present-day school math
- ▶ (arithmetic, algebra, trigonometry, probability)
- ▶ originated in India as *gaṇita* and was transmitted to Europe,

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- ▶ Not only calculus but most present-day school math
- ▶ (arithmetic, algebra, trigonometry, probability)
- ▶ originated in India as *gaṇita* and was transmitted to Europe,
- ▶ where it was misunderstood.

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Not calculus alone

- ▶ Not only calculus but most present-day school math
- ▶ (arithmetic, algebra, trigonometry, probability)
- ▶ originated in India as *gaṇita* and was transmitted to Europe,
- ▶ where it was misunderstood.
- ▶ Let us start with the easier story of arithmetic.

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- ▶ Q. Can you write 1788 in Roman numerals?

Roman arithmetic

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- ▶ A. MDCCLXXXVIII.

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- ▶ Q. Can you write 1788 in Roman numerals?
- ▶ A. MDCCLXXXVIII.
- ▶ Roman and early Greek way of representing numerals is **inferior**: requires 12 symbols instead of 4.

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- ▶ Q. Can you write 1788 in Roman numerals?
- ▶ A. MDCCLXXXVIII.
- ▶ Roman and early Greek way of representing numerals is **inferior**: requires 12 symbols instead of 4.
- ▶ Challenge: can you write 10^{53} in Roman numerals?

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Indian place value system

Large numbers

- ▶ Indian arithmetic used superior decimal place value system.

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Large numbers

- ▶ Indian arithmetic used superior decimal place value system.
- ▶ Names of numbers up to 10^{12} found e.g. in Yajurveda 17.2. (Similar to names in current use.)

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Large numbers

- ▶ Indian arithmetic used superior decimal place value system.
- ▶ Names of numbers up to 10^{12} found e.g. in Yajurveda 17.2. (Similar to names in current use.)
- ▶ Names of 53 places ($10^{53} = \textit{tallakshana}$) in Buddhist *Lalitavistara sutta*.

Indian place value system

Large numbers

- ▶ Indian arithmetic used superior decimal place value system.
- ▶ Names of numbers up to 10^{12} found e.g. in Yajurveda 17.2. (Similar to names in current use.)
- ▶ Names of 53 places ($10^{53} = \textit{tallakshana}$) in Buddhist *Lalitavistara sutta*.
- ▶ Numbers such as 10^{29} in Jaina literature.

इ॒मा मे॑ऽअ॒ग्रऽइ॒ष्टका॑ धे॒नवः॑ः सु॒न्त्वेका॑ च॒ दश॑ च॒ दश॑ च॒ शतञ्च॑
श॒तञ्च॑ सु॒हस्रं॑ञ्च सु॒हस्रं॑ञ्चा॒युतञ्चा॒युतञ्च॑ नि॒युतञ्च॑ नि॒युतञ्च॑ प्र॒युतञ्चा॒र्बुदञ्च॑
न्य॒र्बुदञ्च॑ स॒मुद्रश्च॑ म॒ध्यञ्चान्तं॑श्च॒ परार्धश्चै॒ता मे॑ऽअ॒ग्रऽइ॒ष्टका॑ धे॒नवः॑ः
स॒न्त्व॒मुत्रा॑मु॒ष्मिँल्लो॒के २

Shukla Yajurveda 17.2

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एका च दश च दश च शतं च शतं च सहस्रं च
सहस्रं च अयुतं च अयुतं च नियुतं च नियुतं च
प्रयुतं च अर्बुदं च न्यर्बुदं च समुद्रः च मध्यं च
अन्त्यः च परार्धः च

Efficient Indian arithmetic

- ▶ Such large numbers arose because place value system led to efficient arithmetic

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Efficient Indian arithmetic

- ▶ Such large numbers arose because place value system led to efficient arithmetic
- ▶ as in the methods of addition, subtraction, multiplication, and division which you learn in elementary school.

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Efficient Indian arithmetic

- ▶ Such large numbers arose because place value system led to efficient arithmetic
- ▶ as in the methods of addition, subtraction, multiplication, and division which you learn in elementary school.
- ▶ These methods originated in India, and were called *pāṭigaṇita* (slate arithmetic)

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- ▶ Such large numbers arose because place value system led to efficient arithmetic
- ▶ as in the methods of addition, subtraction, multiplication, and division which you learn in elementary school.
- ▶ These methods originated in India, and were called *pātigaṇita* (slate arithmetic)
- ▶ found in texts such as Brahmagupta (7th c.) (*Brāhmasphuṭasiddhānta*),

Efficient Indian arithmetic

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- ▶ as in the methods of addition, subtraction, multiplication, and division which you learn in elementary school.
- ▶ These methods originated in India, and were called *pātigaṇita* (slate arithmetic)
- ▶ found in texts such as Brahmagupta (7th c.) (*Brāhmasphuṭasiddhānta*),
- ▶ followed by Śridhar (*Pātigaṇita*), Mahavira (*Gaṇitasārasangrah*), Bhaskara (*Lilāvati*).

Transmission to Europe

via Arabs

- ▶ Arabs recognized the efficiency of Indian arithmetic and imported it in the Bayt al Hikma.

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Transmission to Europe

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- ▶ Arabs recognized the efficiency of Indian arithmetic and imported it in the Bayt al Hikma.
- ▶ There al Khwarizmi wrote a book on it, called *Hisab al Hind*.

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- ▶ Arabs recognized the efficiency of Indian arithmetic and imported it in the Bayt al Hikma.
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- ▶ This text was later translated into Latin.

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- ▶ Arabs recognized the efficiency of Indian arithmetic and imported it in the Bayt al Hikma.
- ▶ There al Khwarizmi wrote a book on it, called *Hisab al Hind*.
- ▶ This text was later translated into Latin.
- ▶ Indian arithmetic methods today called “algorithms”, after al Khwarizmi’s Latin name Algorismus.

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- ▶ Q. **Why** did Europeans import Indian arithmetic?

- ▶ Q. **Why** did Europeans import Indian arithmetic?
- ▶ A. Because their own arithmetic was **inferior** even in the 16th c.

Inefficient Roman arithmetic

- ▶ Can you multiply XXIX and LXXVIII?

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Inefficient Roman arithmetic

- ▶ Can you **multiply** XXIX and LXXVIII?
- ▶ (Note: **Not allowed** to convert to decimals perform the multiplication, and reconvert. Do it the way Romans did, for they did not know the decimal place value system.)

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- ▶ Can you **multiply** XXIX and LXXVIII?
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- ▶ Romans did multiplication by repeated addition.

Inefficient Roman arithmetic

- ▶ Can you **multiply** XXIX and LXXVIII?
- ▶ (Note: **Not allowed** to convert to decimals perform the multiplication, and reconvert. Do it the way Romans did, for they did not know the decimal place value system.)
- ▶ Romans did multiplication by repeated addition.
- ▶ Simpler question: How do you **add** XXIX and LXXVIII?

The Roman abacus

Addition

- ▶ Lacking place value, Roman arithmetic used an **abacus**.

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- ▶ Lacking place value, Roman arithmetic used an **abacus**.
- ▶ Step 1: write out XXIX in its full form: XXVIII.

The Roman abacus

Addition

- ▶ Lacking place value, Roman arithmetic used an **abacus**.
- ▶ Step 1: write out XXIX in its full form: XXVIII.
- ▶ Step 2: Use counters (coins) for each of L, X, V, I.

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- ▶ Step 1: write out XXIX in its full form: XXVIII.
- ▶ Step 2: Use counters (coins) for each of L, X, V, I.
- ▶ Step 3. Pool together all counters used for XXIX and LXXVIII.

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- ▶ Step 2: Use counters (coins) for each of L, X, V, I.
- ▶ Step 3. Pool together all counters used for XXIX and LXXVIII.
- ▶ Step 4: Simplify 7 I's = 1 V and 2 I's. 3 V's = 1 X and 1 V. 5 X's = 1 L, 2 L's = 1 C.

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- ▶ Answer: So, sum is CVII.

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- ▶ Step 4: Simplify 7 I's = 1 V and 2 I's. 3 V's = 1 X and 1 V. 5 X's = 1 L, 2 L's = 1 C.
- ▶ Answer: So, sum is CVII.
- ▶ Whew!

Roman arithmetic

contd.

- ▶ To multiply XXIX with LXXVIII you must add LXXVIII to itself 29 times by repeating the previous steps 29 times.

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- ▶ To multiply XXIX with LXXVIII you must add LXXVIII to itself 29 times by repeating the previous steps 29 times.
- ▶ Hence, Greek/Roman arithmetic with abacus was excessively inefficient and inferior.

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- ▶ To multiply XXIX with LXXVIII you must add LXXVIII to itself 29 times by repeating the previous steps 29 times.
- ▶ Hence, Greek/Roman arithmetic with abacus was excessively inefficient and inferior.
- ▶ This inefficiency not a trivial matter.

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- ▶ Hence, Greek/Roman arithmetic with abacus was excessively inefficient and inferior.
- ▶ This inefficiency not a trivial matter.
- ▶ Without efficient techniques of calculation how could the Greeks do science?

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- ▶ Hence, Greek/Roman arithmetic with abacus was excessively inefficient and inferior.
- ▶ This inefficiency not a trivial matter.
- ▶ Without efficient techniques of calculation how could the Greeks do science?
- ▶ Hence, inefficiency of Graeco-Roman arithmetic is compelling non-textual evidence against wild claims of Greek scientific achievement

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- ▶ Hence, Greek/Roman arithmetic with abacus was excessively inefficient and inferior.
- ▶ This inefficiency not a trivial matter.
- ▶ Without efficient techniques of calculation how could the Greeks do science?
- ▶ Hence, inefficiency of Graeco-Roman arithmetic is compelling non-textual evidence against wild claims of Greek scientific achievement
- ▶ by Crusading, racist and colonial historians based on very late texts (in another language from another place).

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- ▶ More details of how church, racist and colonial historians falsified history of science

- ▶ More details of how church, racist and colonial historians falsified history of science
- ▶ in my booklet *Is Science Western in Origin?*

Is Science Western in Origin?

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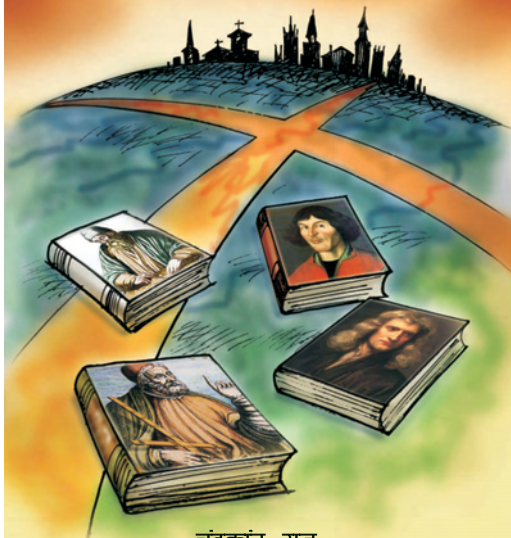
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क्या विज्ञान पश्चिम में शुरू हुआ?



चंद्रकांत राजू

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آیا علم ریشه در غرب دارد؟

سی کی راجو

ترجمه

سید عبد الحمید میرحسینی

رویا کیان فر



Transmission of Arithmetic

from India to Europe

- ▶ Because their own Graeco-Roman arithmetic was inferior

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- ▶ Because their own Graeco-Roman arithmetic was inferior
- ▶ therefore efficient Indian arithmetic was imported by West
- ▶ first via Arabs in Cordoba (10th c.)
- ▶ then via Florentine merchants (13th c.)
- ▶ Contribution of India was **efficient arithmetic**, not just zero.

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Failure to understand imported knowledge

- ▶ Raju's epistemic test: those who copy often misunderstand.

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Failure to understand imported knowledge

- ▶ Raju's epistemic test: those who copy often misunderstand.
- ▶ The West **misunderstood** the imported Indian methods of arithmetic, for **centuries**.

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- ▶ This story suppressed by Western historians,

Failure to understand imported knowledge

- ▶ Raju's epistemic test: those who copy often misunderstand.
- ▶ The West **misunderstood** the imported Indian methods of arithmetic, for **centuries**.
- ▶ This story suppressed by Western historians,
- ▶ **but the story emerges from the very terms "Arabic numerals", and "zero"**.

The pope's mistake

- ▶ Gerbert (Pope Sylvester II) first imported Indian arithmetic from Cordoba in the 10th c.

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- ▶ Gerbert (Pope Sylvester II) first imported Indian arithmetic from Cordoba in the 10th c.
- ▶ Accustomed to Roman numerals, and as the learned author of a book on the abacus, he thought arithmetic requires an abacus.

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- ▶ Hence, he got a special abacus constructed for “Arabic numerals”
- ▶ He thought the efficiency of the imported arithmetic was due to some magic in the shape of the numerals!
- ▶ Hence, the term “Arabic numerals”.

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The mystery of zero

- ▶ The word “zero” comes from sifr or cypher (meaning mysterious code).

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The mystery of zero

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The mystery of zero

- ▶ The word “zero” comes from sifr or cypher (meaning mysterious code).
- ▶ What is mysterious about zero?
- ▶ Roman numerals are additive, like counters: XII means $X + I + I = 12$.

The mystery of zero

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- ▶ The word “zero” comes from *sifr* or *cypher* (meaning mysterious code).
- ▶ What is mysterious about zero?
- ▶ Roman numerals are additive, like counters: XII means $X + I + I = 12$.
- ▶ Place value numerals are **not** additive:
 $120 \neq 1 + 2 + 0 = 3$.

The mysterious zero

contd

- ▶ Europeans hence complained about this mysterious entity, 0, which has no value in itself, but adds any amount of value to the preceding number.

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- ▶ Europeans hence complained about this mysterious entity, 0, which has no value in itself, but adds any amount of value to the preceding number.
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The mysterious zero

contd

- ▶ Europeans hence complained about this mysterious entity, 0, which has no value in itself, but adds any amount of value to the preceding number.
- ▶ A contract for Rs 120 could easily be changed to Rs 1200.
- ▶ Hence, the Florentine law that contracts (**cheques**) **must be written out in words.**

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Algorismus vs abacus

- ▶ Indian techniques of arithmetic introduced into the Jesuit syllabus ca. 1572.

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Conclusions

Algorismus vs abacus

- ▶ Indian techniques of arithmetic introduced into the Jesuit syllabus ca. 1572.
- ▶ Thus **confusion about Indian arithmetic persisted for six centuries in Europe.**

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Arithmetic:summary

Origin, transmission, misunderstanding

- ▶ India did not contribute only “zero”.

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Origin, transmission, misunderstanding

- ▶ India did not contribute only “zero”.
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Arithmetic:summary

Origin, transmission, misunderstanding

- ▶ India did not contribute only “zero”.
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Arithmetic:summary

Origin, transmission, misunderstanding

- ▶ India did not contribute only “zero”.
- ▶ It contributed efficient arithmetic,
- ▶ which was hence transmitted to Europe, and replaced inefficient Graeco-Roman arithmetic.
- ▶ Europeans misunderstood that arithmetic in various ways, and that confusion persisted for over six centuries.

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- ▶ The story of trigonometry is similar.

Transmission via Toledo

- ▶ The story of trigonometry is similar.
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Transmission via Toledo

- ▶ The story of trigonometry is similar.
- ▶ Trigonometry originated in India, travelled to Arabs.
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Transmission via Toledo

- ▶ The story of trigonometry is similar.
- ▶ Trigonometry originated in India, travelled to Arabs.
- ▶ Was imported to West via Toledo translations of Arabic texts ca. 1125.
- ▶ The word sine derives from the Arabic *jaib* (as in जेब meaning pocket).

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A pocketful of sines

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- ▶ What has a pocket to do with sines?

A pocketful of sines

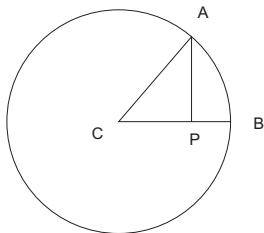
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A pocketful of sines

- ▶ What has a pocket to do with sines?
- ▶ The term *jaib* was a misreading of *jiba*, written as just the consonantal skeleton *jb* (without *nuktas*, which were not common then).
- ▶ *jiba* was from the Sanskrit *jya* or *jiva*, meaning chord.

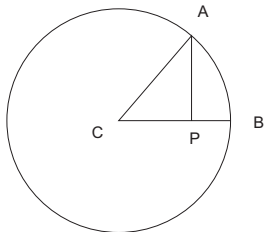
Conceptual mistake

- ▶ Note the conceptual mistake.



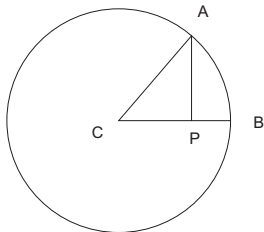
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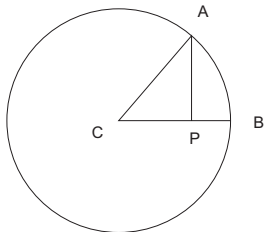
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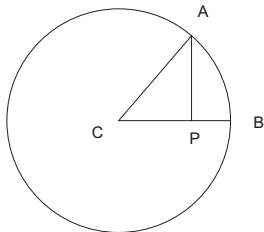
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- ▶ This conceptual mistake also in term “trigonometry”: it is measurement of circle, not triangles.
- ▶ These concepts discussed in chapter on circle in Indian texts.
- ▶ Circle involves a curved line.



Conceptual mistake

contd

- ▶ Compass box has no way to measure curved lines.

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Conceptual mistake

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- ▶ Compass box has no way to measure curved lines.
- ▶ Hence, many students confused about definition of an angle.

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- ▶ Compass box has no way to measure curved lines.
- ▶ Hence, many students confused about definition of an angle.
- ▶ Can you define an angle of 1° ?

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Conceptual mistake

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- ▶ Compass box has no way to measure curved lines.
- ▶ Hence, many students confused about definition of an angle.
- ▶ Can you define an angle of 1° ?
- ▶ If you use a protractor to measure angles, does the size of the protractor matter?

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- ▶ Compass box has no way to measure curved lines.
- ▶ Hence, many students confused about definition of an angle.
- ▶ Can you define an angle of 1° ?
- ▶ If you use a protractor to measure angles, does the size of the protractor matter?
- ▶ If not, why not?

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- ▶ Compass box has no way to measure curved lines.
- ▶ Hence, many students confused about definition of an angle.
- ▶ Can you define an angle of 1° ?
- ▶ If you use a protractor to measure angles, does the size of the protractor matter?
- ▶ If not, why not?
- ▶ How to define an angle of 1° axiomatically?, etc

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Measuring curved lines

- ▶ Indian *śulba sūtra*-s used a flexible string to measure curved lines and arcs

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Measuring curved lines

- ▶ Indian *śulba sūtra*-s used a flexible string to measure curved lines and arcs
- ▶ and straighten it to measure straight lines.

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Measuring curved lines

- ▶ Indian *śulba sūtra*-s used a flexible string to measure curved lines and arcs
- ▶ and straighten it to measure straight lines.
- ▶ Hence, also, *śulba sūtra*-s easily describe a measure of π .

- ▶ The story of calculus is similar to that of arithmetic.

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- ▶ how Europeans stole it, and claimed it
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- ▶ This story old in my book *Cultural Foundations of Mathematics* (Pearson Longman, 2007)

PEARSON LONGMAN

History of Science, Philosophy and Culture
in Indian Civilization

General Editor D. P. Chattopadhyaya

Volume X Part 4

Cultural Foundations of Mathematics
The Nature of Mathematical Proof and
the Transmission of the Calculus
from India to Europe in the 16th c. CE

C. K. RAJU

PHISPC

Centre for Studies in Civilizations

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Āryabhaṭa's value of π

- ▶ Āryabhaṭa improved the value of π in the *śulba sūtra*.

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- ▶ His value stated in Gaṇita 10

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- ▶ चतुराधिकं शतमष्टगुणं द्वाषष्टिस्तथा सहस्राणाम् ।
अयुतद्वय विश्कम्भस्यासन्नो त्रित्तपरिणाहः ॥ १० ॥

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- ▶ 100 plus 4 multiplied by 8, and added to 62,000: this is the **near [asanna]** measure of the circumference of a circle whose diameter is 20,000.

Āryabhaṭa's value of π

contd.

- ▶ Note: Āryabhaṭa stated the **length of a curved line (circumference)**.

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Āryabhaṭa's value of π

contd.

- ▶ Note: Āryabhaṭa stated the **length of a curved line (circumference)**.
- ▶ Still called it a **near** value, not perfect.

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contd.

- ▶ Note: Āryabhaṭa stated the **length of a curved line (circumference)**.
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Āryabhaṭa's value of π

contd.

- ▶ Note: Āryabhaṭa stated the **length of a curved line (circumference)**.
- ▶ Still called it a **near** value, not perfect.
- ▶ This value of π repeated, by al Khwarizmi,
- ▶ and a thousand years later, in 16th c. Europe, by Simon Stevin.

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- ▶ At the time of Āryabhaṭa the prevalent sine values were the table of 6 sine values we teach in our trigonometry texts.

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- ▶ At the time of Āryabhaṭa the prevalent sine values were the table of 6 sine values we teach in our trigonometry texts.
- ▶ These may be obtained geometrically using symmetry considerations.
- ▶ Āryabhaṭa made a striking departure by calculating sine values numerically, 3.75° apart.
- ▶ But our trigonometry texts, obtained from the West, are still **1500 years behind the times.**

Āryabhaṭa's method

Difference/differential equations

- ▶ Āryabhaṭa made a striking shift to difference equations

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Āryabhaṭa's method

Difference/differential equations

- ▶ Āryabhaṭa made a striking shift to difference equations
- ▶ (only metaphysically different from differential equations).

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- ▶ Āryabhaṭa made a striking shift to difference equations
- ▶ (only metaphysically different from differential equations).
- ▶ He solved them using only linear interpolation or the rule of 3.

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Āryabhaṭa's method

Difference/differential equations

- ▶ Āryabhaṭa made a striking shift to difference equations
- ▶ (only metaphysically different from differential equations).
- ▶ He solved them using only linear interpolation or the rule of 3.
- ▶ (Today wrongly called “Euler’s method” of solving ordinary differential equations, after Euler who, like other Westerners, never acknowledged his Indian (non-Christian) sources.)

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Sine differences, not sine values

- ▶ Important thing is that Āryabhaṭa in Gaṇita 10 Āryabhaṭa stated sine **differences**, later called *khaṇḍa-jyā*

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- ▶ Important thing is that Āryabhaṭa in Gaṇita 10 Āryabhaṭa stated sine **differences**, later called *khaṇḍa-jyā*
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- ▶ Differences 3.75° apart.
- ▶ Differences can be directly used to interpolate (by rule of 3)
- ▶ and calculate any sine value such as $\sin 1^\circ$.

Āryabhaṭa's table of sine differences

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मखि भखि फखि धखि राखि जखि
डखि हस्मि स्ककि किष्वा श्चकि किघ्व ।
घ्लकि किग्र हक्य धकि किच
सा श्म इव क्ल प्त फ छ कलार्धज्या ॥ १२ ॥

Translation

- ▶ 225, 224, 222, 219, 215, 210, 205, 199, 191, 183, 174, 164, 154, 143, 131, 119, 106, 93, 79, 65, 51, 37, 22, 7—[these are the] Rsine [differences] [for the quadrant divided into as many equal parts, each part hence being 225'] [in] minutes.

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- ▶ (Circumference of the circle in minutes is $360 \times 60 = 21,600$.)

Difference equation

not algebraic equation

- ▶ $\bar{\text{A}}\text{ryabha}\bar{\text{t}}\text{a}$'s method of calculating sine differences (Gaṇita 12)

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- ▶ Āryabhaṭa's method of calculating sine differences (Gaṇita 12)



प्रथमाच्चापज्यार्धाद्वैरूनं खण्डितं द्वितियार्धम् ।
तत्प्रथमज्यार्धाशैस्तैस्तैरूनानि शेषाणि ॥ १२ ॥

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- ▶ Translation: (12) The Rsine of the first arc divided by itself and negated gives the second Rsine difference. That same first Rsine, when it divides successive Rsines gives the remaining [Rsine differences].

Mathematical translation

- ▶ $R_i =$ sine values, $\delta_i = R_i - R_{i-1}$ sine differences.
Then Āryabhaṭa's rule consists of two parts

$$\delta_2 - \delta_1 = -\frac{R_1}{R_1}, \quad (1)$$

$$\delta_{n+1} - \delta_n = -\frac{R_n}{R_1}. \quad (2)$$

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- ▶ Note 1: Second differences have been brought in.
- ▶ Note 2: Brahmagupta also uses 2nd differences for quadratic interpolation.

Āryabhaṭa's method not an algebraic equation

- ▶ Gaṇita 12 **cannot be used as an algebraic equation** for the purpose of calculating sine differences.

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- ▶ $\delta_n - \delta_{n+1}$ can be calculated from R_n using (2);

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- ▶ Gaṇita 12 **cannot be used as an algebraic equation** for the purpose of calculating sine differences.
- ▶ $\delta_n - \delta_{n+1}$ can be calculated from R_n using (2);
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- ▶ E.g. for $n = 23$, $\delta_{23} = 22$, $\delta_{24} = 7$, while $R_1 = 225$, so that we should have
$$R_{23} = (\delta_{23} - \delta_{24}) \times R_1 = 15 \times 225 = 3375 \neq 3431$$
 the 23rd sine value.

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- ▶ E.g. for $n = 23$, $\delta_{23} = 22$, $\delta_{24} = 7$, while $R_1 = 225$, so that we should have
$$R_{23} = (\delta_{23} - \delta_{24}) \times R_1 = 15 \times 225 = 3375 \neq 3431$$
 the 23rd sine value.
- ▶ Difference in each case, since no value is a multiple of 225.

Non-terminating processes

- ▶ Āryabhaṭa's process is **non-terminating**

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- ▶ then to the thirds (attempted, Govindasvamin, 9th c., achieved Madhava, 14th c.)
- ▶ by extending Āryabhaṭa's recursive process to infinite series.

Increasing precision

- ▶ Gradual progress clear from gradually increasing precision in the value of π .

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Increasing precision

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- ▶ Later stated as *Devo viśvasthālī bhṛguḥ*, corresponding (in reverse order) to 34374448 or $3437' 44'' 48'''$,
- ▶ In contrast, calculus immaculately conceived in Europe!

Madhava's value of π

- ▶ Value of π also stated in older *bhūta saṁkhyā* system in Nīlakaṇṭha's *ĀryabhaṭīyaBhaṣya*



सङ्गमग्रामजो माधवः पुनरत्यासन्नां परिधिसंख्यामुक्तवान् –
विबुधनेत्रगजाहिहुताशनत्रिगुणावेदभवारणबाहवः ।
नवनिखर्वमिते वृतिविस्तरे परिधिमानमिदं जगदुर्बुधाः ॥

- ▶ Mādhava of Saṅgamagrāma spoke the approximate [āsanna] number of the circumference of a circle: *vibudha* [33] *netra* [2] *gaja* [8] *ahi* [8] *hutāśana* [3] *tri* [3] *guṇa* [3] *veda* [4] *bhavāraṇa* [27] *bāhavaḥ* [28], i.e., [2,827,433,388,233] is the measure of a circle of diameter *nava* [9] *nikharva* [100,000,000,000].

Value of π contd.

- ▶ Corresponds to value of $\pi = 3.141, 592, 653, 5922 \dots$,

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Value of π contd.

- ▶ Corresponds to value of $\pi = 3.141, 592, 653, 5922 \dots$,
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Value of π contd.

- ▶ Corresponds to value of $\pi = 3.141, 592, 653, 5922 \dots$,
- ▶ accurate to 11 decimal places
- ▶ with the 12th and 13th places (92 respectively) differing slightly from their accurate value (89).

Madhava's sine table

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श्रेष्ठं नाम वरिष्ठानां हिमाद्रिर्वेदभावनः ।
तपनो भानुसूक्तज्ञो मध्यमं विद्धि दोहनम् ॥
धिगाज्यो नाशनं कष्टं छन्नभोगाशयाम्बिका ।
म्रिगाहारो नरेशोऽयं वीरो रणजयोत्सुकः ॥

...

छायालयो गजो नीलो निर्मलो नास्ति सत्कुले ।
रात्रौ दर्पणमभ्राङ्गं नागस्तुङ्गनखो बली ॥
धीरो युवा कथालोलः पूज्यो नारीजनैर्भगः ।
कन्यागारे नागवल्ली देवो विश्वस्थली भृगुः ॥
तत्परादिकलान्तास्तु महाज्या माधवोदिताः ।
स्वस्वपूर्वविशुद्धे तु शिष्टास्तत्खण्डमौर्विकाः ॥ २.९.५ ॥

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Table : Mādhava's sine values

No.	Kaṭapayādi	kalā (')	vikalā('')	tatparā('''')
1	श्रेष्ठं नाम वरिष्ठानां	224	50	22
2	हिमाद्रिर्वेदभावनः	448	42	58
3	तपनो भानुसूक्तज्ञो	670	40	16
4	मध्यमं विद्धि दोहनम्	889	45	15
...
21	धीरो युवा कथालोलः	3371	41	29
22	पूज्यो नारीजनैर्भगः	3408	20	11
23	कन्यागारे नागवल्ली	3430	23	11
24	देवो विश्वस्थली भृगुः	3437	44	48

Accuracy of Madhava's sine values

Table : Accuracy of Mādhava's sine table.

No.	Mādhava's sine value	Difference
1	0.0654031452	0.0000000160
2	0.1305262297	0.0000000375
3	0.1950903240	0.0000000020
4	0.2588190035	-0.0000000416
...
...
21	0.9807852980	0.0000000176
22	0.9914448967	0.0000000353
23	0.9978589819	0.0000000587
24	1.0000000000	0.0000000000

Why so much precision?

- ▶ Precise sine values were needed for astronomical models

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Why so much precision?

- ▶ Precise sine values were needed for astronomical models
- ▶ needed for the **two key means of wealth in India**

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- ▶ needed for the **two key means of wealth in India**
- ▶ **overseas trade** (needs good navigation)
- ▶ **agriculture** (needs a good calendar to tell the rainy season).
- ▶ (Note: Gregorian calendar is a bad, unscientific, religious calendar which continues to ruin our economic interests to this day: see video and presentation: “A tale of two calendars” .)

Indian methods of navigation

- ▶ Precise sine and arctangent values are needed

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- ▶ Precise sine and arctangent values are needed
- ▶ to determine local latitude

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- ▶ Precise sine and arctangent values are needed
- ▶ to determine local latitude
 - ▶ from the shadow of a gnomon (Laghu Bhaskariya III.2–3),
 - ▶ or the solar altitude at noon (Laghu Bhaskariya III.22-23) (also needs a good calendar).

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 - ▶ or the solar altitude at noon (Laghu Bhaskariya III.22-23) (also needs a good calendar).
- ▶ Also needed to **to determine the size of the earth**, and
- ▶ use that to solve longitude triangles from knowledge of latitude difference and departures (Maha Bhaskariya, II.3–4), (of Bhaskara I, 7th c.)

Blunders of Columbus and Vasco

- ▶ Europeans then were poor and hoped to generate wealth by overseas trade.

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- ▶ But **Europeans were navigationally challenged** then.

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- ▶ Europeans then were poor and hoped to generate wealth by overseas trade.
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- ▶ Columbus mistook Cuba for China (and then said his instrument was broken! It had only one moving part: a plumb line!)
- ▶ Vasco da Gama hired an Indian navigator to bring him from Melinde in Africa to Calicut in India,
- ▶ Recorded that the pilot was telling the distance by his teeth!

How calculus was transmitted

- ▶ Jesuits set up a college in Cochin to translate Indian texts and send them back to Europe

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- ▶ Jesuits set up a college in Cochin to translate Indian texts and send them back to Europe
- ▶ on the Toledo model of mass translations, but using local Syrian Christians as intermediaries.

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- ▶ Jesuits set up a college in Cochin to translate Indian texts and send them back to Europe
- ▶ on the Toledo model of mass translations, but using local Syrian Christians as intermediaries.
- ▶ This import solved the **latitude** and **loxodrome** problems which required precise sine values,
- ▶ also used Indian length of tropical year for Gregorian calendar reform of 1582 (not based on fresh observation, not immediately accepted by Protestants)

Ricci's letter of 1581

- ▶ In 1581 Ricci was in Cochin and wrote that he was looking for “an honorable Moor or an intelligent Brahmin to tell him about Indian methods of timekeeping”.

... duas ou tres leguas e de pois não tem mais nome, o mesmo se de ser em ba-
... em Malagua q' tem rios de agua doce dos quaes a seus rios me con-
...; Gra' não éa' n'ra' n'ra' a' agua doce mais q' é' fe' de agua sal-
... q'ada' v'bi se chama n'ra' de Gra' q' tambem se mette m' a' terra de n'ra'
... rios, os Reis são tao desconfiados q' não destes q' nunca agora sei
... alguma mais q' do Mogor q' se chama Hechabar, não outros os sabem, em tudo
... não me parece q' sera' impossivel saberse mais se de ser for u' de algum nome
... concedo ao bramae a' intelligencia q' seiba as cronicas dos tempos dos
... q'ais eu p'ouerei saber tudo
... (trabamete folgare' com o p'prio de sua distinc' q' me mandou, e folgaria
... tambem os outros q' a' terra, e v'ha q' ex' não possa dar bom curso dos cousas

European blunders

Longitude problem

- ▶ However European navigational problem not fully solved for a peculiar reason.

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- ▶ However European navigational problem not fully solved for a peculiar reason.
- ▶ Columbus underestimated the size of the earth by 40%.

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- ▶ **but did not know enough "trigonometry" to determine the size of the earth.** (Any child can do it.)

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- ▶ Clavius published Madhava's sine table (to 10 decimal place precision) in 1608,
- ▶ **but did not know enough "trigonometry" to determine the size of the earth.** (Any child can do it.)
- ▶ Hence, Europe could not solve the longitude problem this way (used inaccurate "Dead reckoning").





European navigational problem

- ▶ Due to this lack of understanding, European navigational problem persisted until late 18th c.

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- ▶ Royal Society, French Royal Academy were set up for this purpose.

Infinite series

- ▶ Precise sine values and values of π were calculated using infinite series.

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- ▶ **Europeans failed to understand Indian method of summing infinite series.**
- ▶ Finite geometric series known in India since Yajurveda, as already shown.
- ▶ **Infinite** geometric series had appeared in India by the 14th-15th c.

Infinite geometric series

- ▶ Sum of infinite (*anantya*) geometric series stated by Nīlakanṭha (in *Āryabhaṭīyabhāṣya*, *Gaṇita* 17).

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- ▶ एवं यस्तुल्यच्छेदपरभागपरम्पराया अनन्ताया अपि संयोगः
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- ▶ The sum of an infinite [*anantya*] series, whose later terms (after the first) are got by dividing the preceding one by the same divisor everywhere, is equal to the first term [*a*] multiplied by the common divisor [*d*], and divided by one less than the common divisor.

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- ▶ $a + \frac{a}{d} + \frac{a}{d^2} + \dots = \frac{ad}{d-1}$.
(Assuming $d > 1$, so common ratio less than 1.)

Infinite series for π

- ▶ The number today called π (= ratio of circumference to diameter) **requires** an infinite series.

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- ▶ Translation: To the diameter multiplied by 4 alternately add and subtract in order the diameter multiplied by 4 and divided separately by the odd numbers 3, 5, etc.

“Leibniz” series

contd.

- ▶ Mathematical translation: if d is the diameter of the circle, then

$$\text{circumference} = 4d - \frac{4d}{3} + \frac{4d}{5} - \frac{4d}{7} + \dots \quad (3)$$

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- ▶ What baffled **all** Western thinkers (Descartes, Galileo, Newton, Berkeley ...) was this: how to do this infinite sum “perfectly”.

Some more blunders

- ▶ E.g. Descartes (*Geometry* Book 2, p. 544): “ratios of curved and straight lines are beyond the human mind”.

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- ▶ See my article: “Towards equity in math education. 2: The Indian rope trick” (google, CKR, rope trick)

Charitable interpretation of Descartes' difficulty

The perils of perfection

- ▶ For most practical purposes, we can still use $\bar{\text{Aryabhaṭa}}$'s value $\pi = 3.14159$.

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- ▶ For most practical purposes, we can still use $\bar{\text{Aryabhaṭa}}$'s value $\pi = 3.14159$.
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- ▶ Or take accuracy to 100 or 1000 or billion decimal places.
- ▶ What Descartes' wanted was the **perfect** sum of the infinite series, which leaves nothing out.
- ▶ He thought for this we must **physically** sum the series term by term, which would take an infinite amount of time.

- ▶ Earliest *śulba sūtra*-s had a simple practical attitude.

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- ▶ This **empirical** knowledge (*gaṇita*) of π called **non-eternal** (सानित्य, Apastamba 3.12) and **imperfect** (सविशेषः, Katyayana, 2.12)

Contrast between *gaṇita* and math

- ▶ This is in striking contrast to Western beliefs about mathematics

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- ▶ This is in striking contrast to Western beliefs about mathematics
- ▶ Westerners believed math involves eternal truths
- ▶ and that it must be perfect.

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The meaning of mathematics

A mere religious belief

- ▶ But why is math perfect and eternal knowledge?

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- ▶ But why is math perfect and eternal knowledge?
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- ▶ This is because Western mathematics is **closely linked to religious beliefs.**

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- ▶ This is because Western mathematics is **closely linked to religious beliefs**.
- ▶ Thus, Plato and Proclus explain that “mathematics” derives from mathesis meaning learning, **but**

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- ▶ Thus, Plato and Proclus explain that “mathematics” derives from mathesis meaning learning, **but**
- ▶ according to Plato “all learning is recollection” of **eternal** ideas in the **soul**.
- ▶ The belief was that mathematics contained **eternal** truths, hence aroused the eternal soul by sympathetic magic.

- ▶ For more on the religious beliefs underlying Western mathematics

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- ▶ see my book *Euclid and Jesus: How and why the church changed mathematics and Christianity across two religious wars.*

Euclid and Jesus



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- ▶ Since any imperfection would be exposed some time or the other during eternity,

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- ▶ Since any imperfection would be exposed some time or the other during eternity,
- ▶ Westerners also believed math to be **perfect**.
- ▶ Berkeley, arguing against Newton, on calculus, stated that “the minutest Errors are not to be neglected in mathematics” .

One difference

- ▶ This is one difference between *gaṇita* and math.

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One difference

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- ▶ Math involves the Western religious delusion that there are eternal truths and perfect knowledge.
- ▶ *Gaṇita* admits that its knowledge is non-eternal and imperfect.

Other difference

and other religious delusions in mathematics

- ▶ Mathematics involves other religious delusions.

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- ▶ *Gaṇita* accepts empirical proofs, mathematics prohibits them.

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- ▶ In fact, metaphysical proofs are more fallible than empirical proofs.

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- ▶ Indian tradition has many different logics, like Buddhist *catuṣkoṭi*, Jain *syādavāda* etc.
- ▶ If logic is not universal how can reason be?

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Newton

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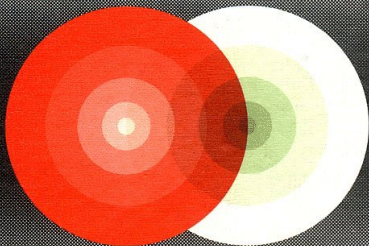
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- ▶ if time (“absolute”, “true”, and “mathematical”, or the time known to his God) flowed on!
- ▶ Newtonian physics failed because he made the notion of time metaphysical.

Time: Towards a Consistent Theory

by

C. K. Raju

Kluwer Academic Publishers



Fundamental Theories of Physics

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Does calculus require metaphysics?

- ▶ Newton's fluxions abandoned today as totally confused.

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- ▶ (How can time itself flow? e.g. Śriharṣa and his Western copycat (McTaggart's paradox)).
- ▶ However, belief persists that calculus requires metaphysical "real" numbers \mathbb{R} for existence of limits.
- ▶ That belief is taught in school and undergraduate calculus courses today (without actually teaching about \mathbb{R} except to math majors!).

\mathbb{R} not needed for practical applications

- ▶ Most practical applications of the calculus, such as sending a rocket to Mars

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- ▶ Most practical applications of the calculus, such as sending a rocket to Mars
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- ▶ which have a different arithmetic (no associative “law”, etc.)

\mathbb{R} not adequate

- ▶ Calculus with limits is limited.

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- ▶ Similarly issues in renormalization problem of quantum field theory.

Non-“Archimedean” arithmetic

- ▶ These problems may be partly handled using Non-Standard Analysis **and empirical inputs.**

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- ▶ These problems may be partly handled using Non-Standard Analysis **and empirical inputs**.
- ▶ However, the key feature needed is only non-Archimedean arithmetic (nothing to do with Archimedes)

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- ▶ Needs my philosophy of zeroism not formalism.

Indian non-Archimedean arithmetic

- ▶ Brahmagupta used the term *avyakta* (unexpressed number) for polynomials

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- ▶ Brahmagupta used the term *avyakta* (unexpressed number) for polynomials
- ▶ such as $3x + 2$ which acquire a value only when x is specified.

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- ▶ in *Yuktidīpikā* to accelerate convergence of slowly convergent series, like “Leibniz” series.

Contemporary changes

- ▶ Fully correcting Newton's error leads to (a) a paradigm shift in physics (functional differential equations)

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- ▶ and (b) a new theory of gravitation called "Retarded gravitation theory"

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- ▶ and (b) a new theory of gravitation called "Retarded gravitation theory"
- ▶ and (c) a modified electrodynamics.
- ▶ (See the series of expository articles in *Physics Education*, India)

Math pedagogy

- ▶ Many people find math difficult today.

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- ▶ Many people find math difficult today.
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- ▶ Many people find math difficult today.
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- ▶ these difficulties in the classroom are a replay of European difficulties with imported Indian math.

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- ▶ Many people find math difficult today.
- ▶ On the principle that phylogeny is ontogeny
- ▶ these difficulties in the classroom are a replay of European difficulties with imported Indian math.
- ▶ Solution is to go back to the way that math developed in India, and reject the way it was misunderstood in Europe.

5-day course on calculus

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- ▶ Teaching calculus the way it developed in India makes it very easy

5-day course on calculus

- ▶ Teaching calculus the way it developed in India makes it very easy
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5-day course on calculus

- ▶ Teaching calculus the way it developed in India makes it very easy
- ▶ Substance of fat book on calculus (and more)
- ▶ can be taught in a mere five days as I have demonstrated with 8 groups in 5 universities in 3 countries.

Central University of Tibetan Studies
Sarag, Nepal
Workshop on "Calculus without Limits"
22nd - 28th September, 2009
By Prof. David Hestenes, USTC





نشست علمی "ریاضیات از منظری دیگر"، پروفیسور سی.کی. راجو
مرکز مطالعات و همکاری‌های علمی بین‌المللی، تهران، ۱۳۹۱



The big picture

- ▶ 1. Calculus developed in India as *gaṇita*, for its practical value

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- ▶ 2. and was transmitted to Europe also for its practical value.

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- ▶ 2. and was transmitted to Europe also for its practical value.
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- ▶ 5. That inferior understanding was packaged with a false history, and just declared “superior” and globalised during colonialism,
 - ▶ and is still taught today.

Notorious claims of “superiority”

- ▶ We should cross check that false history and false claims of superiority, **and debate them publicly**.

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 - ▶ and claims of Christian “superiority” (as in the claim that Vasco da Gama “discovered” India)
 - ▶ Those claims just involve glorification of a particular religious metaphysics.

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- ▶ and should eliminate that religiously loaded metaphysics
- ▶ which has hindered science
- ▶ and made math difficult.
- ▶ We should teach practical and secular *gaṇita* not religiously loaded math, especially in schools
- ▶ since India is a secular country.

References

- ▶ *Gaṇita* vs math. Abstract posted on blog.
<http://ckraju.net/blog/?p=111>

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- ▶ A reading list (and list of videos) is posted at
<http://ckraju.net/papers/Reading-list-Bengaluru.html>

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