

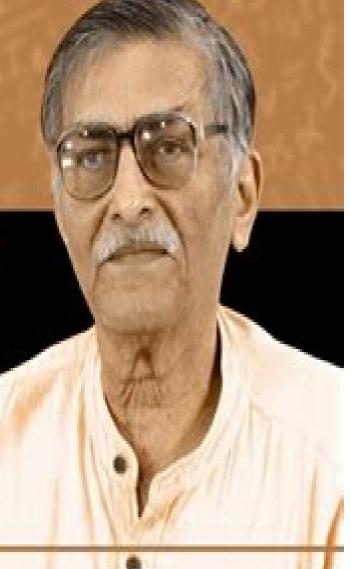


# IS THE CALCULUS STOLEN FROM INDIA?

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THE DISCOVERY OF INDIA



# Calculus C K Raju

Daya Krishna, K. Satchidananda Murty

#### Calculus C K Raju:

Cultural Foundations of Mathematics C. K. Raju, 2007 The Volume Examines In Depth The Implications Of Indian History And Philosophy For Contemporary Mathematics And Science The Conclusions Challenge Current Formal Mathematics And Its Basis In The Western Dogma That Deduction Is Infallible Or That It Is Less Fallible Than Induction The Development Of The Calculus In India Over A Thousand Years Is Exhaustively Documented In This Volume Along With Novel Insights And Is Related To The Key Sources Of Wealth Monsoon Dependent Agriculture And Navigation Required For Overseas Trade And The Corresponding Requirement Of Timekeeping Refecting The Usual Double Standard Of Evidence Used To Construct Eurocentric History A Single New Standard Of Evidence For Transmissions Is Proposed Using This It Is Pointed Out That Jesuits In Cochin Following The Toledo Model Of Translation Had Long Term Opportunity To Transmit Indian Calculus Texts To Europe The European Navigational Problem Of Determining Latitude Longitude And Loxodromes And The 1582 Gregorian Calendar Reform Provided Ample Motivation The Mathematics In These Earlier Indian Texts Suddenly Starts Appearing In European Works From The Mid 16Th Century Onwards Providing Compelling Circumstantial Evidence While The Calculus In India Had Valid Pramana This Differed From Western Notions Of Proof And The Indian Algorismus Notion Of Number Differed From The European Abacus Notion Hence Like Their Earlier Difficulties With The Algorismus Europeans Had Difficulties In Understanding The Calculus Which Like Computer Technology Enhanced The Ability To Calculate Albeit In A Way Regarded As Epistemologically Insecure Present Day Difficulties In Learning Mathematics Are Related Via Phylogeny Is Ontogeny To These Historical Difficulties In Assimilating Imported Mathematics An Appendix Takes Up Further Contemporary Implications Of The New Philosophy Of Mathematics For The Extension Of The Calculus Which Is Needed To Handle The Infinities Arising In The Study Of Shock Waves And The Renormalization Problem Of Quantum Field Theory

Theory and Praxis Murzban Jal Jyoti Bawane, 2020-01-15 This book proposes a New Enlightenment a new way of looking at the non Western world Breaking new ground the essays chart a course beyond Eurocentric discourses which completely ignore the contributions of Asia Africa and Latin America and forms of nativism which are usually ethnocentric discourses. The volume Focuses on the historical aspects of knowledge production and its colonization Examines the genre of multilinear histories that displaces hegemonic Eurocentric discourses Enlarges the scope of multilinear historicism whereby Asia Europe Africa and the Americas are drawn in a new humanistic knowledge system Studies how colonization is resisted in both the non Western and Western world Lucid and engaging this book will be of great interest to scholars and researchers of social theory education politics and public policy — Is Science Western in Origin? C. K. Raju, 2009-09-11 On stock Western history science originated among the Greeks and then developed in post renaissance Europe This story was fabricated in three phases First during the Crusades scientific knowledge from across the world in captured Arabic books was given a theologically correct origin by claiming it was all transmitted from the Greeks The key cases of Euclid geometry and Claudius

Ptolemy astronomy both concocted figures are used to illustrate this process Second during the Inquisition world scientific knowledge was again assigned a theologically correct origin by claiming it was not transmitted from others but was independently rediscovered by Europeans The cases of Copernicus and Newton calculus illustrate this process of revolution by rediscovery Third the appropriated knowledge was reinterpreted and aligned to post Crusade theology Colonial and racist historians exploited this arguing that the theologically correct version of scientific knowledge geometry calculus etc existed only in Europe These processes of appropriation continue to this day **Decolonising the University: The Emerging** Quest for Non-Eurocentric Paradigms (Penerbit USM) Claude Alvares, Shad Saleem Faruqi, 2014-11-25 This book of essays is a seguel to the International Conference on Decolonising Our Universities held in Penang Malaysia from June 27 to 29 2011 The Conference was jointly organised by the Universiti Sains Malaysia and Citizens International in cooperation with the Higher Education Leadership Academy of the Malaysian Ministry of Higher Education At the Conference speaker after speaker pointed out that education in Asia and Africa is too Westcentric It blindly apes European universities European curricula and European paradigms The papers in this volume examine possible ways of overcoming this problem of intellectual enslavement in Asian and African citadels of learning It must be pointed out at the very outset that this book is not meant to be a tirade against the West Its aim is not to ask Asian and African universities to shut out Europe and North America or to be insular or to wear blinds Its aim is positive to make Asian and African tertiary education truly global and at the same time socially relevant This cannot be done unless the intellectual monopoly of the West is broken and European knowledge is made to make way for the review teaching and expansion of the vast knowledge of other societies and cultures European knowledge may supplement but never replace other valid knowledge systems and traditions The book is divided into eight parts Part I creates the setting provides an overview of the state of our universities reflects on decolonisation of our intellectual heritage and explains how colonial education was used to assault our cultures Part II contains a wish list of the decolonised university There are essays on the philosophical basis of an African university and about how the sacred and the secular can be integrated and how the community can be brought back into the university Part III critically examines the promise and performance of UNESCO in decolonisation of Asian and African institutions of higher learning Part IV discusses eurocentrism in social sciences in mathematics and in science curricula Part V highlights the state of social sciences and the law today and provides an alternative discourse in social theory history psychotherapy psychology law and language education Part VI discusses regional decolonising initiatives in the Philippines Taiwan Turkey and Iran Part VII provides insights into some experiments in transforming academic pedagogy Finally Part VIII contains some personal journeys in decolonisation of the self This book of essays is meant to coincide with Malaysia's Independence Day on August 31 1957 The hope is that the timing will underline the point that the stains of cultural and intellectual imperialism do not end with the attainment of political freedom Freedom is a state of the mind and regrettably throughout Asia and Africa the enslavement of

the mind has continued long after the coloniser has gone back home This humiliating state of affairs must end not only to give meaning to political independence but also to improve the quality of our education by giving to our students a better panorama of world knowledge and thereby to increase their choices Decolonisation of our universities is not an exercise in flag waving nationalism Its aim is ameliorative Diversity and pluralism of knowledge systems are vital for meeting many of the moral social and economic challenges of the times and for avoiding the frightening economic educational and cultural consequences of Europe's near total intellectual and educational monopoly over Asia Africa and Latin America For example Western models of development have proved to be a nightmare and have not served Asia and Africa well Economic theories from the West have brought the whole world to the brink of an environmental catastrophe Asian universities should offer a critique of the ethnocentrism of Western scholarship by pointing out that a middle class Western lifestyle and what that entails in terms of the nuclear family the consumer society living in suburbia and extensive private space may neither be workable nor desirable on a fragile planet The humiliating story of intellectual enslavement in each field and in each region is best told in the words of the authors What must be noted is the ways in which this subservience manifests itself Our university courses reflect the false belief that Western knowledge is the sum total of all human knowledge The books prescribed and the icons and godfathers of knowledge are overwhelmingly from the North Atlantic countries Titles written by scholars and thinkers from Asia and Africa are rarely included in the book list This may indicate a pervasive inferiority complex or ignorance of the contribution of the East to world civilisation Any evaluation of right and wrong of justice and fairness of poverty and development and of what is wholesome and worthy of celebration tends to be based on Western perceptions Eastern ideas and institutions are viewed through Western prisms and invariably regarded as primitive and in need of change Despite decades of political independence the framework assumptions of our law politics economics education history science art and culture remain dictated by our former colonial masters Our concept of the good life and our views on human rights have very tenuous links to our indigenous traditions Our cultural values domestic relations music food and dressing indeed our whole Weltanschauung is constructed on a Western edifice of knowledge Our concept of beauty has been socially constructed by Hollywood media In our professions most of the icons we look up to are Western In our universities the syllabi we draft the books we prescribe the theories we blindly ape the new abodes of the sacred we worship have very little connection with our own intellectual and moral heritage It is fashionable in Asian universities to import expatriate lecturers external examiners and guest speakers exclusively from North Atlantic countries Asian scholars are generally not regarded as fit for such recognition The underlying assumption is that Asians and Africans matter little and in all aspects of existence we need civilisational guidance from the overlords of humankind in Europe and America How did we fall into such depths of enslavement and reverse racism An essay in the volume points out that the colonisers conquered our mind by dismissing and deriding our cultures alienating us from our roots and putting us in awe of the culture of the masters

They used the colonial education system for the production of a competent but submissive class They replaced local languages with the English language extinguishing along with local languages the cultural and moral nuances and perspectives that surround a language The colonisers falsified and obliterated historical records of intellectual achievements by Asian and African scholars and inventors They borrowed extensively from the East but shamelessly failed to acknowledge that debt In many cases they Latinised Eastern names to make them sound European The world does not know that during the European Dark Ages scintillating educational developments were taking place in Asia and Africa While Europe slept China India Persia and Egypt practised science invented algebra furthered mathematics metallurgy law and logic They conducted complex medical operations invented rockets wrote treatises in philosophy sociology and astronomy A more recent form of Western hegemony is the yearly university ranking lists Western education Western science and Western achievements are subjected to evaluation on criteria that are rigged in their favour A host of Western consultants and experts unabashedly glorify American and European achievements and certify and celebrate the unique quality of their education system A recent claim was made that American society symbolised the end of history implying thereby that no further human progress was necessary anywhere else The book s ultimate aim is to discover what needs to be done to liberate our minds and our souls to end this academic colonialism to restore our dignity and independence We must shed the slavish mentality of blindly aping Western paradigms We must stop sucking up to the Western academic system We need to send Columbus packing back home Not only the Columbus outside but also the Columbus within We need to rediscover the suppressed knowledge of our civilisations and to reconnect with our rich heritage We must embark on a voyage of discovery of our ancestors intellectual wanderings and rediscover the wonders and heritage of China India Persia Mesopotamia Egypt and other Eastern and African civilisations We must combat the many fabrications and plagiarisms of Western innovators and we must give credit where credit is due to those in Asia and Africa who pioneered the ideas It must be clarified that it is not part of our agenda to ask European and American universities to include the treasures of the East in their syllabi Whether their world views should be enriched by the insights and reflections of the East or whether they should remain insular and wear blinds is their own problem Further it is not our aim to shut out the West but to end blind and exclusive reliance on it We need to root our education in our own soil to tap our own intellectual resources first and to make our education relevant to our societal conditions No amount of imported academics or theories can do this only us We are aware that our endeavour will be mocked by many in the West We will also be opposed by many elites in the East who believe that West is best and whose capitulation to Europe perpetuates Western intellectual hegemony Such opposition to the basic thesis of this book will only serve to confirm the phenomenon of legitimation and false consciousness whereby the oppressed are so brainwashed that they cooperate with their oppressors It is the final triumph of a system of domination when the dominated start singing its virtues In preparing this volume we received invaluable help from many individuals and institutions Universiti Sains

Malaysia and Citizens International provided the funds for publication Ayesha Bilimoria helped with the editing of the bulk of the pieces Jenessey Dias performed brisk transcription of the presentations from the DVDs Shafeeg Sameera and Noor Aini Masri gave secretarial assistance Professor Dato Dr Md Salleh Yaapar and his team from the USM Press did everything else with great courtesy speed and professionalism Citizens International s S M Mohamed Idris and Uma Ramaswamy assisted with the printing To all of them we owe a debt of gratitude We hope that this book will highlight what is on any measure a shameful condition and that it will inspire at least some Asian educators to think afresh to chart new directions to search for the best in their indigenous traditions yet to keep the windows of their mind open to the world The Great Mathematicians of Bharat Partha Pratim Ray ,2023-12-20 The Great Mathematicians of Bharat emerges as a seminal work aligning perfectly with the vision of the National Education Policy NEP 2020 which emphasizes the integration and appreciation of Indian Knowledge Systems IKS in contemporary education This book meticulously documents the rich legacy of India's mathematical geniuses serving as a crucial resource in rekindling interest and respect for Bharat's profound mathematical traditions It underscores the symbiotic relationship between cultural ethos and scientific inquiry highlighting how Indian mathematicians not only contributed to the field of mathematics but also how their work was deeply interwoven with Hindu spiritual and cultural practices By chronicling the journey from ancient sages to modern masters the book provides a comprehensive view of the evolution of mathematical thought in Bharat thus fulfilling NEP 2020 s objective of integrating indigenous knowledge with modern academic frameworks In doing so it not only educates but also inspires setting a precedent for future academic endeavours to explore and celebrate India s rich intellectual heritage Studies in the History of Indian Mathematics C. S. Seshadri, 2010-08-15 This volume is the outcome of a seminar on the history of mathematics held at the Chennai Mathematical Institute during January February 2008 and contains articles based on the talks of distinguished scholars both from the West and from India The topics covered include 1 geometry in the oulvasatras 2 the origins of zero which can be traced to ideas of lopa in Paoini's grammar 3 combinatorial methods in Indian music which were developed in the context of prosody and subsequently applied to the study of tonal and rhythmic patterns in music 4 a cross cultural view of the development of negative numbers from Brahmagupta c 628 CE to John Wallis 1685 CE 5 Kunnaka Bhavana and Cakravala the techniques developed by Indian mathematicians for the solution of indeterminate equations 6 the development of calculus in India covering the millennium long history of discoveries culminating in the work of the Kerala school giving a complete analysis of the basic calculus of polynomial and trigonometrical functions 7 recursive methods in Indian mathematics going back to Paoini s grammar and culminating in the recursive proofs found in the Malayalam text Yuktibhaua 1530 CE and 8 planetary and lunar models developed by the Kerala School of Astronomy The articles in this volume cover a substantial portion of the history of Indian mathematics and astronomy This book will serve the dual purpose of bringing to the international community a better perspective of the mathematical heritage of India and conveying the

message that much work remains to be done namely the study of many unexplored manuscripts still available in libraries in India and abroad Ending Academic Imperialism C. K. Raju, 2011-07-09 Academic Imperialism begins with Western education which has not been seriously challenged in hard sciences Colonialism changed the system of education as a key means of containing revolt and stabilising Western rule The change was possible e g by Macaulay in India just because a large section of the colonised elite had already swallowed the racist beliefs of the 18th c CE that only the West had innovated in science Those racist beliefs in turn were based on a bad history and philosophy of science violently distorted by the religious fanaticism which overwhelmed Europe from the Crusades in the 11th c CE until the 17th c CE Therefore to end academic imperialism it is necessary to take the following four steps a Dismantle and expose the falsehoods of this Western history of science b Change also the accompanying philosophy of science c Use this to construct a new pedagogy particularly in the hard sciences and demonstrate its practical value to dismantle the colonial education system d Dismantle the Western power structure at the level of higher education and research The immediate action items relate to c and d An experiment is being carried out to test a new pedagogy of the calculus 5 day course on calculus without limits based on a new history and philosophy of mathematics which enables the calculus to be taught very easily with the help of computers even to non math students The calculus is at the base of hard science It is planned to start a new society and web journal for Non Western History and Philosophy of Science NOWHAPS which will not permit reliance on secondary Western sources so that authors will have to assume that all such material is doubtful and untrustworthy Time in the History of Art Dan Karlholm, Keith Moxey, 2018-04-27 Addressed to students of the image both art historians and students of visual studies this book investigates the history and nature of time in a variety of different environments and media as well as the temporal potential of objects Essays will analyze such topics as the disparities of power that privilege certain forms of temporality above others the nature of temporal duration in different cultures the time of materials the creation of pictorial narrative and the recognition of anachrony as a form of historical interpretation *Indian calendar: scientific aspects* C. K. Raju, 2024-11-29 Today children learn their birthday only on the Christian calendar because colonial education being church education teaches that calendar as its first lesson That Gregorian calendar is inferior and unscientific e g with haphazard months of 28 29 30 and 31 days unrelated to any natural cycle But children are NOT taught any alternative on the blinkered horse strategy to prevent a comparison and force them to accept that inferior but propagandist calendar This book explains how the Indian calendar provides a superior and scientific alternative on which children can learn their and why day Children will also learn how to determine the dates of Indian festivals such as Holi and Diwali puzzling since moveable on the Christian calendar And perhaps stand up and question why the dates of the two secular Indian festivals are defined only on the Christian calendar Indian astronomy since ancient times was scientific and this book focuses on those scientific aspects also explaining how science was missing in Graeco Roman and Western tradition until the 16th c Ever since the Vedanga Jyotish the word jyotish

meant scientific timekeeping through astronomy though the word jyotish is today confounded with phalit jyotish or astrology A season missing on the Gregorian calendar is the rainy season vitally important for Indian economy culture and for the entire reproductive cycle on the subcontinent *Gaṇita Bhāratī*,1996 **Philosophy of Statistics**,2011-05-31 Statisticians and philosophers of science have many common interests but restricted communication with each other This volume aims to remedy these shortcomings It provides state of the art research in the area of philosophy of statistics by encouraging numerous experts to communicate with one another without feeling restricted by their disciplines or thinking piecemeal in their treatment of issues A second goal of this book is to present work in the field without bias toward any particular statistical paradigm Broadly speaking the essays in this Handbook are concerned with problems of induction statistics and probability For centuries foundational problems like induction have been among philosophers favorite topics recently however non philosophers have increasingly taken a keen interest in these issues This volume accordingly contains papers by both philosophers and non philosophers including scholars from nine academic disciplines Provides a bridge between philosophy and current scientific findings Covers theory and applications Encourages multi disciplinary dialogue

Self, Society, and Science Debi Prasad Chattopadhyaya, Ashoke Kumar Sen Gupta, 2005 Self Society And Science Theoretical And Historical Perspectives Is One Of A Set Of Four Volumes Purported To Broach The Basic Themes Of The Subject Consciousness Science Society Value And Yoga Conssavy This Sub Project Is A Part And Extension Of The Ongoing Project Of History Of Indian Science Philosophy And Culture Phispc Science Has Been Descrived Both As Abstract And Concrete Mathematical Language Constructive Orientation And The Invisible Universality Of Scientific Laws Make It Abstract But When Its Dependence On Human Experience And Practice Is Recalled Science Is Felt To Be Concrete And Close To Common Sense Science Is Social In A Double Sense No Individual In His Isolation Can Create Science He Is Influenced By The Views Of Others Predecessors And Contemporaries And Scientific Truth Claims Need To Be Attested At Least In Principle By All Sociology Of Science Is A Valid Form Of Knowledge Without Peer Endorsement And Acceptance No New Scientific Theory Is Recognized As Truly Scientific Of Course The Validation Of Science Is A More Comprehensive Affair Than The Mere Sociological Approval Of It In Science Diverse Information About The World Are Sought To Be Systematized In Terms Of Laws The Attempted Systematization Of Knowledge In Science Takes Alternative Forms History And Philosophy Of Science Are Replete With The Examples Of These Alternatives The Ptolemaic And Copernican Models In Astronomy The Newtonian And Quantum Physics Are Among The Most Well Known Examples Of This Point Not Only Scientific Communities But Also Individual Scientists Author These Changing Alternative Models Many Philosophically Inclined Scientists Maintain That The Ultimate Principle Of Scientific Systematization Is The Human Self Psychological Or Presuppositional The Self Enters The Domain Of Science Both In The Context Of Its Origination And Also In That Of Its Validation The Self Has Been Explicated Behaviourally Introspectively And Transcendentally All These Interpretations Of The Self And Their Relation To

The Society And Science Have Been Discussed In The Papers Of This Book While Some Authors Have Highlighted Historical Perspectives Others Paid Their Main Attention To The Theoretical Ones Journal of Indian Council of Philosophical Research ,2001 Indian Journal of History of Science ,2011 Current Contents. Arts & Humanities Institute for Contributions to the History of Indian Mathematics Gerard G. Emch, 2005-10-15 Scientific Information, 2001 Philosophy East & West ,2001 Contributed articles presented at a seminar History, Culture, and Truth Dava Krishna, K. Satchidananda Murty, 1999 Description This festschrift is presented to Professor D P Chattopadhyaya on the occassion of his sixty fifth birthday It consists of twenty two contributions centering around his thought and works by eminent scholars from India and abroad These essays ranging from philosophy to science history culture social and political studies are concerned with issues that have engaged Chattopadhyaya's attention throughout his work starting from the earliest period till today Chattopadhyaya is one of the propounders of interdisciplinary studies in the country

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