

WHENCE AND WHITHER OF INDIAN SCIENCE AND TECHNOLOGY

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The Educated Sensitive Indian (ESI) lacks much in the matter of awareness of analytical thinking that must have formed the basis of Classical India's achievements. The near absence of dovetailing of our past achievements with science teaching is inexcusable. Our concern should rather be with how to root out a palpable feeling of the existence of a hiatus, the feeling of alienation from our cultural roots, in our make-up as ESI's. Confidence originating in knowing about our past must be instilled in the young. It is not the fault of the young ESI. S(H)e is denied easy access to knowledge of the past - it is not dovetailed into her/his early education. Without an urge that is not easily come by s(h)e cannot be expected to draw from specific or specialized books or writings to know about what the Ancient Indian did. What is needed is to embed the knowledge at the appropriate positions in prescribed textbooks. Why not speak about the Sulva theorem and how right angles were accurately set for construction of buildings in Ancient India at the time the subject being taught is elementary geometry and the topic is the Pythagoras Theorem?

After cataloguing some of what the Ancient Indians have achieved, certain possibilities are examined under specific topics. Importantly, one may raise the question: Can there be an original contribution to the world's 'hard' or 'soft' science from this part of the world at this point of time, a contribution which derives directly from what Indian Ancients did, from the tattered remnants of Indic Science, one that has not been superseded by developments elsewhere, especially in the West? Possibilities exist, I think, as set down in this paper, but by no means exhaustively.
