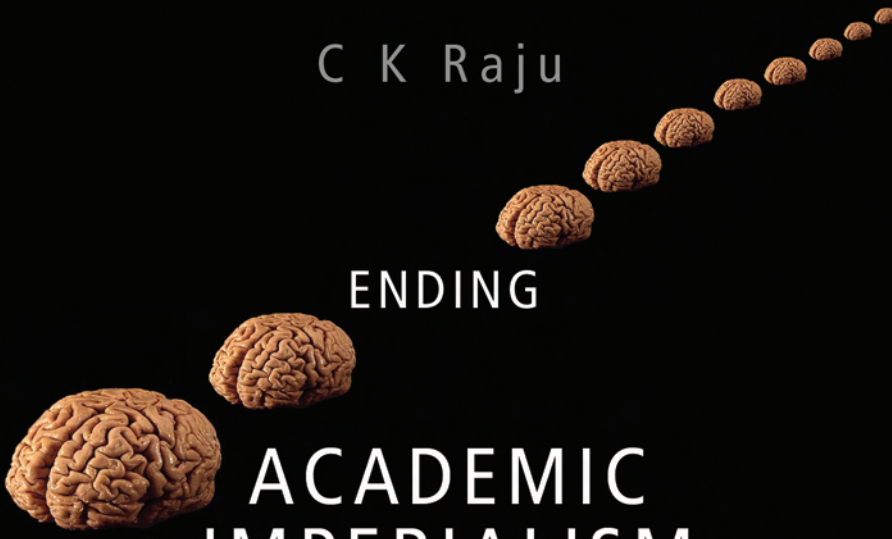
C K Raju



ENDING ACADEMIC IMPERIALISM

... a beginning

Citizens International

Ending Academic Imperialism: A Beginning

C. K. Raju

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(The author against a decaying colonial structure —the former Viceregal palace.)

About the Author

C. K. Raju holds an honours degree in physics, a masters in mathematics, and a PhD from the Indian Statistical Institute. He helped build India's first supercomputer Param, and was an editor of the *Journal of Indian Council of Philosophical Research*. He has written books on physics (*Time: Towards a Consistent Theory*, Kluwer 1994), history and philosophy of mathematics (*Cultural Foundations of Mathematics*, Pearson 2007), and on time at the interface of science, religion and ethics (*The Eleven Pictures of Time*, Sage 2003). He argues that theology has penetrated hard science (mathematics, physics) through time beliefs adapted to inequitable politics. He advocates that science should be de-theologised in the interests of equity and harmony.

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, andstabilising 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.