

ZMATH 2013c.00023

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Geometry textbooks in the Dars-i-Nizāmī educational reform in 18th century India.

Bjarnadóttir, Kristín (ed.) et al., “Dig where you stand” 2. Proceedings of the second “International conference on the history of mathematics education”, New University of Lisbon, Portugal, October 2–5, 2011. Lisbon: UIED, Unidade de Investigação Educação e Desenvolvimento; Caparica: Universidade Nova de Lisboa, Faculdade de Ciência e Tecnologia (ISBN 978-989-97487-2-9/pbk). 129-140 (2012).

Summary: This paper focuses on a curricular reform proposed by Mawlana Nizāmuddīn – a reform that ultimately influenced much of Muslim India through its implementation by graduates of the Firangi Mahall in Lucknow. This curriculum included an expanded list of readings in logic, philosophy, and the mathematical sciences. The mathematical portion of the curriculum mandated reading (1) the *Khulāṣat al-Ḥisāb* of Bahā’al-Dīn al-‘Āmilī and (2) the commentary of Muhammed Barakat on book I of the *Tahrīr* (redaction) of Euclid’s elements by Naṣīr al-Dīn al-Ṭūsī, as well as several introductory texts in mathematical astronomy. The Dars-i-Nizāmī reform was ultimately unsuccessful in its effort to combat foreign influences on the Islamic community, partly because it turned too strongly toward traditional scholarship, rather than incorporate any of the newer aspects of learning into its program. At the same time, the inclusion of Barakat’s commentary in the Islamic madrasa curriculum marked a step toward institutionalizing geometry (and mathematics) instruction in a way that it had not been before.

Classification: A30 U20 G10

Keywords: educational reforms; historical textbooks; geometry textbooks