

INTRODUCTION

RECRUITING OUR CHILDREN TO
BREAK UP INDIA

The Tale of Aghasura

The image on the front cover of this book shows the malevolent snake Aghasura, an *asura* (demon) general who is committed to *adharma* (violation of dharma). This is a tale from the *Bhagavata Purana*. Driven by his malice, Aghasura had devised a sinister plan to wipe out the innocent children of the holy city of Vrindavan in Mathura, where Lord Krishna is believed to have spent his early years.

Aghasura assumed the form of an eight-mile-long serpent, disguising his open mouth to look like the entrance to a mysterious cavern in a mountain. His enticing trap appeared like a serene path through a beautiful meadow. His open mouth awaited the unsuspecting children.

The children were engrossed in play, mimicking peacocks and chasing birds' shadows. When they came upon Aghasura's mouth, they assumed it to be a mountain cave. Lured by the beautiful path, the children entered without hesitation, unaware of the impending doom. Elders and parents, who typically keep a watchful eye, were absent.

Aghasura intended to close his jaws and destroy them from within, exploiting their joyful innocence as bait to suffocate and kill them. The *Bhagavata Purana* describes the dramatic event as follows:

His lower lip rested on the surface of the earth, and his upper lip was touching the clouds in the sky. The borders of his mouth resembled the sides of a big cave in a mountain, and the middle of his mouth was as dark as possible. His tongue resembled a broad traffic-way, his breath was like a warm wind, and his eyes blazed like fire. The children assumed it must be a beautiful scenic spot of Vrindavan. Later, when they recognized it to look like a giant snake, they remained unafraid and assumed it to be a statue made in the shape of a great snake for their enjoyment.¹

Seeing this, Lord Krishna came to their rescue and killed Aghasura.

Aghasura's story is a powerful metaphor for the hidden dangers and deceptive threats that the children and the youth of our country face. Just as Aghasura disguised his lethal intent with an innocent and exciting appearance, many dark forces are currently cloaked in benign forms.

This book urges the reader to look beyond the surface and recognize the true nature of what we are being told. Today, the metaphorical Aghasura has returned to destroy our children. We will show that under the garb of nice-sounding ideals like 'Social Emotional Learning' (SEL) and sex education claiming to protect children from risks, the real effect is sinister: Children are being sexualized at very early ages to create chaos and confusion in their minds and being denied the practical education in reading and math that would ready them for careers. This is how they can be controlled, exploited, and ultimately, destroyed. These are not isolated trends but are being driven top-down by global forces we deem necessary to expose.

Much like Aghasura's enticing lure, the path toward destruction is long and winding, going through promises of preparing children for global citizenship and attractions of an inclusive society. Aghasura is operating at the highest levels of power and influence in society and governance. Woke ideology is the mechanism to draw Indian children into its mouth through various institutional

partners that facilitate easy access to the cavern.

This book is an early warning to prepare India proactively with a preemptive response. We see systematic programs across the country to replicate the American education model. Our previous books, *Breaking India 1.0 (Western Interventions in Dravidian and Dalit Faultlines)* and *Breaking India 2.0 (Snakes in the Ganga)* highlighted issues *after* they had already unfolded and will take decades to repair. This time we are stepping in early to prevent future issues from metastasizing. India must make immediate choices to control its educational landscape.

Sadly, Indian leaders can sometimes lack the tools required to fully grasp the language and hidden implications behind Marxist ideologies—ideologies that often come wrapped in appealing rhetoric on the surface. This book is a guide to unpacking the complex and convoluted language, exposing the subtle concealed layers. By shedding light on these ideological agendas we hope to empower leaders and citizens to recognize the potential pitfalls.

We pray it is not too late. The Indian education system is heading down a path reminiscent of the era of Macaulay (Thomas Babington, 1800-59, author of the 1835 *Minute on Indian Education*), but far more disturbing. The trajectory being uncovered is of new Western education models promoted by globalists whose programs target the children of millions of aspirational parents seeking a better future for their offspring.

India's children are falling prey to programs geared to sexualize them as early as age five and grooming them as warriors for social justice activism. These programs desensitize children, inflict psychological harm, and rewire their brains using behavioral science, psychology, and neuroscience.

Before diving into the infiltration of India's education system by these threats, we will explain the global theater as the source of dangerous ideologies.

Paradoxes of the Emerging World Disorder

The global system is once again at a tipping point. The prevailing structures developed under the Bretton Woods institutions, i.e. a set of rules establishing commercial associations between the United States of America, Western European countries, Canada, Australia, and other countries that have held the World Order together since the Second World War (1939-45) are being challenged. Western Universalism is under attack from multiple fronts, some main contenders being Marxist Universalism, Christian Universalism, Chinese Universalism, and Islamic Universalism. Each is asserting its distinct vision of an entirely new World Order.

Most predictive models, both liberal and conservative, have crashed, having failed to make sense of the latest social-political disruptions. This new disequilibrium has created cognitive dissonance among public intellectuals and policymakers who are being confronted with experiences outside their comfort zones, and are ill-equipped to deal with the dilemmas and paradoxes raised.

We will focus on a specific area of disequilibrium, one that concerns the use of education to *raise a generation of children who are over-sexualized, unemployable, angry at the prevailing structures, and driven by a sense of entitlement*. This is the first time in history that an entire generation is being systematically nurtured into *a worldwide cultish movement* that sees the destruction of the World Order as redemption. The battle for our children's future is also a battle for India's future.

The statement in the preceding paragraph is heavily loaded with several claims, each of which needs to be unpacked and substantiated. Our focus is on India: how this new generation will become a deadly 'Breaking India' Force. The key issues are summarized in this Introduction. This is expanded systematically in the chapters that follow with empirical data and evidence to back our provocative claims.

We begin by listing some of the disruptions and paradoxes that are confounding most observers today and that our thesis explains. These paradoxes are as follows.

Paradox 1: Marxist Takeover of the United States of America

Over the past century, the United States of America became the leading superpower based on meritocracy and democracy and has been the major force fighting Marxism. Yet today, its college campuses, media, institutions, corporations, and the progressive elements of the Democratic Party are being driven by Marxist ideologies that are becoming mainstream as the new normal and are being exported. Democracy, free enterprise, and meritocracy are being hijacked and replaced with Marxist ideas of a revolution that would bring entitlements for those declared ‘oppressed’. Diversity, Equity, Inclusion (DEI), and Environment, Social Justice, Governance (ESG) mandates in almost every organization are among the tools, and these call for the *redistribution of wealth, resources, and power* in ways that undermine meritocracy. It is indeed paradoxical that of all countries, the USA has become the center of this movement based on Marxism whose end game is to topple free enterprise and free speech because these are perceived as oppressive structures.

Paradox 2: Billionaires Helping Dismantle Capitalism and Meritocracy

Billionaires around the world have used capitalism to accumulate unprecedented levels of personal wealth. Yet, their tech companies and private philanthropy often support ideas that are aligned with dismantling the very structures that made them successful. *Oligarchs are playing a dance of duplicity: promising to protect the wealth of the ultra-rich with programs for population reduction, while supporting leftist ideologies that drive toward wealth redistribution.* However, in the process, they are gaining greater power. There is a paradoxical equilibrium between the oligarchs and the Left.

Paradox 3: Leftists Support Islamic Practices That Violate Liberalism

The human rights movement exempts Islam from criticism by declaring all its critics to be Islamophobic. In effect, Islam has skillfully co-opted the Left's social justice movement. Islam has diverted the social justice warriors away from its barbarities and targeted infidels like the Jews and Hindus. The sheer hypocrisy of the human rights movement is overwhelming. An example of duplicity is that any criticism of Islam or Muslims is considered Islamophobic, which is criminalized, while Hinduphobia is not condemned. One can debate whether the Left is using the Muslims or the other way around. What is clear is that: (1) the Left brings intellectual sophistication and access to the West's intellectual machinery, which the Muslims lack; and (2) the Muslims bring funding from the Middle East along with an army of activists organized like a militia. In the end, they would have to fight each other once the common enemy has been destroyed—because their ideologies are incompatible. Sadly, the Blacks in America have been co-opted.

Paradox 4: Feminists Silent on Assault on Womanhood

The liberal, leftist feminists are silent regarding the rights of Muslim women as explicitly codified in their holy text and implemented in practice. Feminists are complicit about transgenders, with male genitals and males by birth, freely entering women's locker rooms and competing in women's sports. This is creating mental and emotional health challenges for most women. In effect, the feminists are canceling womanhood.

Paradox 5: Deception and Opaque Jargon Used to Weaponize the Youth for Social Justice

University professors are brainwashing under-informed and over-opinionated students and turning them into angry citizens shouting slogans. The traditional teaching of critical thinking skills has been replaced by demonizing opponents and instilling dogmatic

ideologies. Those calling themselves liberals are canceling opponents from speaking engagements and projecting biases in the name of ‘fact-checking’ and ‘anti-hate speech’. The Left has created a large-scale project taking control of education in the USA and other countries where the latter exerts influence. Also, the Left has mastered the art of obfuscation by using attractive jargon that is difficult to unpack. They claim to be ‘evidence-based’ using circular logic or agenda-driven research which is designed to reach predetermined outcomes. They have gamified the system that people assume to be legitimate.

Paradox 6: School Children Becoming Over-Sexualized From Age Five

School-going children are being emotionally manipulated by encouraging them into sexual desires, experimentation, exploring gender and sex change—all this bypassing the parents or blackmailing them into believing that non-compliance will lead to suicide. Rich Western countries might want to spread and encourage more hedonism in their children, but many other countries have different challenges and priorities that demand education geared toward employment. Besides, it is rash to blindly import into India what is considered normal in another culture and thereby rupture the societal guardrails. Furthermore, empirical data shows that the USA has ruined its youth with sexualization, drugs, violence, and dropping academic standards compared to many other developed countries—this is the wrong role model for India to import.

Paradox 7: Abysmal Academic Standards in India Despite Increased Government Spending

Academic scores for education in India rank very low compared to the rest of the world and have been dropping even further in recent years despite the increased budget allocation for education. Priority has not been given to upgrading educational standards of math, science, and reading. Sadly, the data shows that those with

degrees have even higher levels of unemployment than uneducated youths, which points to the failure of the education system to equip students for gainful employment. The IQ level of India's population also ranks very low compared to Japan, China, Korea, Singapore, and European countries. *Why would the Indian government focus on sex education rather than upgrading the mental competence and employability of its children?*

Paradox 8: The Climate Crisis Clubbed With Other Parasites Like the 'Sustainability' Movement

The movement to protect the climate was broadened to include human rights, which include the full-fledged Woke agenda of social justice: DEI, redistribution of wealth, rewriting history from the 'oppressed' perspective, and dismantling the structures that have served as the guardrails of social stability. *Even movements like Kashmir separatism and Khalistan (the demand for a separate state for Sikhs) have become part of this.* This Woke tsunami also includes a specific approach to sex education, and is at the heart of the problem we will concentrate on. *The fundamental problem explained in this book is that a large gamut of Marxist agendas has latched on to the climate crisis as parasites, sucking the credibility and resources being poured into the climate crisis for their own goals. Our problem is not with the climate movement itself but with its broad exploitation in this manner.*

Paradox 9: China's Skillful Navigation of the Disruptions

China has emerged unscathed amidst this tsunami despite its undemocratic system and social injustices both domestically and overseas. It is poised to gain even more power because of this disruption in democratic countries. China has skillfully weaponized these disruptions to weaken its enemies by supporting such causes overseas while keeping its domestic society insulated.

Paradox 10: India's Capitulation to the American Left

Despite having a rich heritage on issues like diversity, inclusion, social theories, environmentalism, and education, and despite all the buzz words and slogans like *vasudhaiva kutumbakam* (the world is one family), 'holistic' education, 'knowledge economy', 'Indian Knowledge Systems' (IKS), 'soft power', 'Competency-Based Education' (CBE) and the like, India has sold out to ideas imported from the American Left. *This has infiltrated the Indian bureaucracy and government machinery over the past several years.* Yet, there is no public discussion or even awareness on the part of India's intellectual elites and influencers. While the USA has a well-developed and organized movement to push back against Wokeism, India is far behind in this regard.

The purpose of this book is to present an interpretive lens, a *drushti* to make sense of these dilemmas. We are not presenting any new facts that are not available to anyone who makes the effort to dig into the details. We are systematically curating a vast amount of information and connecting the dots to develop a thesis of causation: how through multiple stages of cause-effect, the ultimate impact of these syndromes is a new kind of Breaking India Force. The detailed End Notes, based on the rich Bibliography, provide the supporting hard evidence.

Globalists and the Gameboard

Despite these challenges, people prefer to see no evil and hear no evil even though evil is metastasizing into a dangerous cancer right before their eyes. The world is being reshaped under the influence of what we refer to as the Globalist Agenda, and this is like a new form of colonization. Besides the United Nations (UN) and the World Economic Forum (WEF), there are numerous corporate leaders and other liberal/leftist nexuses that are defining and implementing the new rules of the global gameboard.

We will set the stage by presenting a broad overview of the

global gameboard in which multiple disruptive forces are at play. *Though their worldviews are incompatible and different ambitions compete for control, they share a common agenda: dismantle the World Order.*

When talking about globalization, most people assume it refers to the idea of a ‘flat world’ where meritocracy shapes a new World Order that transcends national boundaries. The bad news is that that vision for the future has been replaced by an entirely new kind which we refer to as ‘globalism’. This is a dramatic shift *away* from meritocracy and toward a breakdown of fundamental structures, redistribution of wealth, and vacuum of power.

The globalists are not one individual or a single country or ideology that controls this giant ecosystem. Rather, it is a nexus with its playing field where, in this coalition, numerous contenders have a seat at the table. Some of the players include the Bill & Melinda Gates Foundation, George Soros’ Open Society Foundations, Omidyar Network (founded by eBay founder Pierre Omidyar), and a vast assortment of Non-Governmental Organizations (NGOs), which are in turn funded by governments and wealthy individuals. It is therefore important to understand how the different kinds of players are using a common agenda being pushed through the UN and its aligned institutions.

Before we discuss the state of the United Nations in recent years, we must clarify that we certainly appreciate the many good things it has done. It has mediated successfully in certain situations, and even where it failed, its role has generally helped alleviate suffering to some extent. It has facilitated crisis intervention and dialog among nation-states and introduced initiatives for the preservation of monuments, poverty eradication, and security. All this and much more is certainly commendable.

However, certain countries, religions, ultra-rich oligarchs, and powerful ideologies (like Marxism) have successfully infiltrated and even hijacked the control of the UN system including its associated agencies and international financial institutions. The weaker countries

and hence, most of the human population inhabiting them do not enjoy the same influence and clout. There is a disequilibrium among countries and the rebalancing underway is at the expense of the weaker countries as well as the ideologies that are not powerfully organized.

‘Sustainability’ as the Umbrella for Multifaceted Disruptions

The central framework being used by the globalists is the UN Sustainable Development Goals (SDGs) 2030. Emerging from a war-torn world, and a failed and rigged international order (i.e. The League of Nations), the UN had started losing relevance in the 1970s and tried to revive itself by stretching its mission into the development and governance agenda. A major attempt was the Millennium Development Goals (MDGs) of 2000. This was followed by the Sustainable Development Goals of 2015 whereby the UN used the Climate Agreement as the foundation and added human rights, gender, disability, children, migrants, etc.²

We must point out that there are many beneficial components of the SDGs, but this book focuses on the sweeping educational reforms designed to indoctrinate young minds. We will explore what happens when education turns into an ideological weapon, classrooms become battlegrounds for mind control, and individual freedoms get suppressed under the guise of global unity and sustainability. This book examines the chilling implications of such a future.

Like most reasonable people, we too are concerned about the environment. But unlike most, we have delved into the hubris that is being sold as part of the *moral halo of sustainability*. A deeper dive is needed to expose potential flaws with the proposed sustainability solutions. Our specific issue is how the Climate Agreement is being used to push the UN’s SDGs 2030 which includes a wide assortment of unrelated issues like sex education.

One certainly wonders what the Climate Agreement has to do with sex education, especially the kind that runs counter to the traditions inherent in many societies. The agenda manipulates

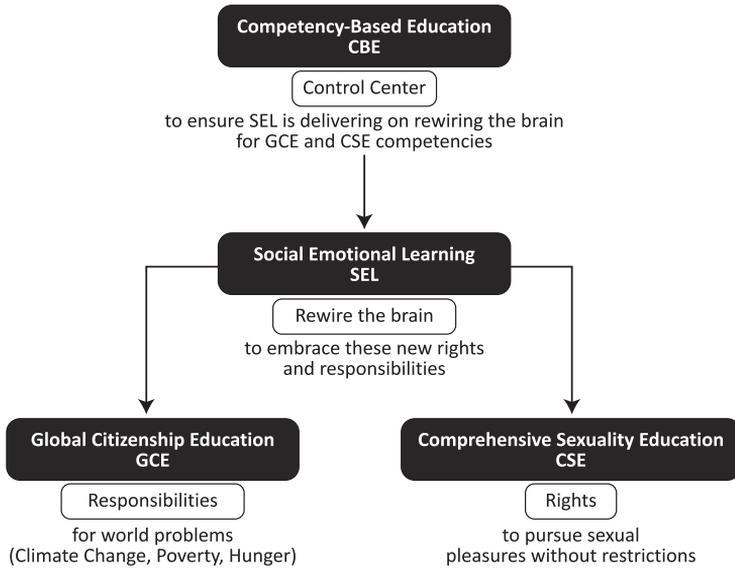
legitimate environmental concerns to propagate broader socio-political disruptions.

How did issues like climate change and fighting poverty and racism expand into the sweeping ideology of SDGs 2030 that the UN and other international bodies want to push globally? To understand how such a vast assortment of agendas was combined under the rubric of sustainability goals, one must peel the onion of sustainability by examining the following chain of causation:

1. The initial movement was to address climate change, and this expanded into the movement for the ‘sustainability’ of the environment.
2. Sustainability was merged with the development movement to alleviate poverty and turned into ‘sustainable development’. The development movement by itself required increased use of fossil fuels, but these run counter to sustainability. Hence, the combination of both became a way to balance the goals.
3. Next, the separate goals of human rights were brought under the umbrella of sustainable development.
4. Human rights activists, however, used the agenda of fighting racism to introduce the framework of Marxism.
5. The door was opened to all kinds of groups claiming victimhood and thus, what is known as ‘Wokeism’ became part of sustainable development. This has brought in LGBTQIA+, Dalits, Muslims, Khalistanis, and others as ‘oppressed’ people—all sorts of causes entered the big tent definition of sustainable development.
6. Such a sweeping transformation requires reengineering the way humans think and feel. Therefore, ‘Social Emotional Learning’ was formulated by a coterie of experts and consultants and turned into the core of education worldwide.
7. Like SEL, a central place is being given to sex education codified as Comprehensive Sexuality Education (CSE), which Marxist experts consider necessary for reproductive health and dismantling patriarchal structures of society. Thus, sex

positivity, sexual rights, and sexual desires are enshrined as core ideas in the sustainability movement.

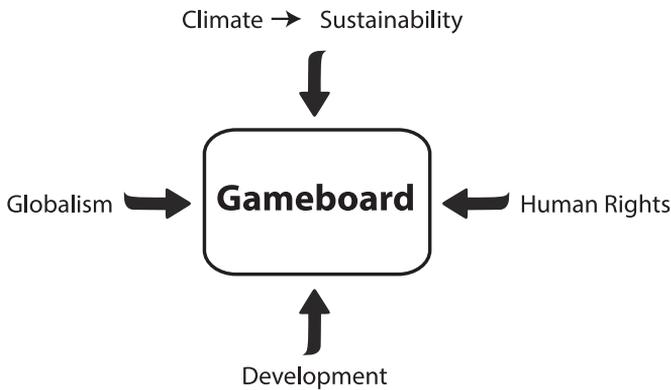
8. The CSE comprises components that encourage very young children to masturbate, explore each other sexually, explore genders, and intimate desires, learn techniques of sexual pleasure, and experiment with sexual fluidity—all this bypassing parental control and supervision.
9. Apart from SEL and CSE, Global Citizenship Education (GCE) has been added to the curriculum to make the next generation loyal to the global agendas more than being patriotic to their respective countries. *Global Citizenship Education burdens children with responsibility for the world's problems*. It is about making personal sacrifices (like limiting travel to reduce the carbon footprint), while CSE is about rights like unrestricted freedom to engage in sexual activities without limitations or constraints. Social Emotional Learning rewires the brain to accept the GCE responsibilities while being receptive to the 'benefits' of sexual pleasure through Comprehensive Sexuality Education.
10. Competency-Based Education or the CBE model is the umbrella infrastructure to achieve equity in educational outcomes in the name of student-centered education. It prioritizes SEL competencies, which is about reengineering values, attitudes, and disposition towards learning combined with lowering standards for everyone. Thus, CBE acts as the dashboard, measuring competencies in assimilating responsibilities (to the collective) and sexual rights (of the individual). The following diagram shows the roles of these various three-letter acronyms.



This manipulative jargon is used to conflate diverse issues, turning it into a tsunami we are calling Breaking India 3.0. The following chain of causation summarizes the aforementioned ten points:

Climate → Sustainability → Social Justice → Human Rights → Wokeism → Leftist Madrassas → Sexualizing Children → Rewiring Young Minds → Breaking India 3.0

The diagram below captures the four major forces that have come together dominated by the globalists.



The United Nations and the Ecosystem of 'World Government'

The UN system uses its vast network of affiliated powerful NGOs and international consultants to blur the boundaries between the Climate Agreement and their own broader agendas and to push these goals, especially to developing countries. These independent international organizations have considerable influence within the national governments. They use different entry paths such as cultivating ties with family members of politicians and government officials, and other means, public or clandestine. This must raise concerns about transparency and potential conflicts of interest.

Marxists originally entered the UN under the umbrella of eliminating hunger, poverty, and human rights violations. Once they had their foot in the door, they rapidly expanded their influence. Their environmental concerns emerged later, and all such movements became intertwined. This integration makes it difficult to scrutinize the assumptions being made. Climate change suddenly became a climate emergency. Because climate emergency is a global problem, one that needs a global solution, the UN has become a powerful epicenter pushing agendas that are beyond its charter.

However, none of these international players has ever been democratically elected by the people they claim to speak for. This includes the UN system, WEF, elite Ivy Leagues, the oligarchs, international consulting firms, powerful think tanks, NGOs, and a miscellaneous group of others. The globalists are self-appointed rule-makers, using elected politicians as puppets, with their agendas of amassing wealth or power or both, and with totalitarian ambitions. They are not accountable to anyone. Yet, their decisions have an enormous impact on the life of the common man.

Many diverse, and even opposing, parties have come together to take advantage of the SDGs 2030 mandates and utilize the vast machinery of the UN and global NGOs to spread their agenda.

Beneath their unity on the surface, there lie deep fault lines:

- Western nations and China participate with their respective well-defined strategies and agendas to interpret the SDGs and shape the world.
- Oligarchs like Bill Gates and George Soros provide large amounts of funding to this powerful international machinery thereby injecting their ideological visions into it.
- The World Economic Forum has become a major organization serving the needs of the Western oligarchs and their governments.
- Proponents of eugenics seeking population control have been operating abortion services under the rubric of family planning and sexual and reproductive health. They have become a multi-billion-dollar industry backed by some powerful governments and wealthy philanthropists.
- Islam has one of the best and most clearly articulated plans for a world government ruling the world with *Sharia* (religious laws based on the Koran). The terms *Dar-ul-Islam* (Nation of Islam) and Caliphate are often used for such a world government. Man-made nations must be ultimately superseded by the one nation ordered by Allah.
- Karl Marx envisioned a future in which the proletariat would govern, and private property along with individual nation-states would become meaningless.
- The Bahá'í Faith (followers of Bahá'u'lláh; 1817-92) was founded on the aspiration for a unified governance of humanity.
- Christianity holds both views: those aspiring for the Church to take over the world, and its opponents fearing that the Anti-Christ is behind these moves to form a world government.
- Theosophists fantasized about creating a unified world system that they would oversee with the secret guidance of a spiritual authority.

- And various others aspiring to create some form of world government.

Each of these stakeholders has its well-formulated interest in controlling the world both socially and politically. Many of them form tactical collaborations with each other where their interests align, while also maintaining autonomy and pursuing their agendas separately.

The Western globalists are wealthy technocrats (we refer to them as oligarchs) who promote their interests over national sovereignty using the UN machinery. Under the pretense of doing good, especially for the environment, they champion objectives like ‘global cooperation in an increasingly interconnected world’ to control the framework of the problems and the solutions. These globalists are perched at the top of parallel systems to circumvent the elected governments.

At times they collaborate with certain governments to push their agenda and at other times use their financial power independently. They influence legislative guidelines in sovereign states and fund NGOs to implement programs under the new laws. Oligarchs and Western governments use the WEF, UN agencies, and international consulting firms as evangelists of their ideology.

Is This Liberal?

In the following table, we point out the sharp contrast between this new Woke ideology driving these trends and the principles of traditional liberalism.

Tenet	Traditional Liberalism	Woke Ideology
Core Principles	Individual liberty, free speech, and equality before law.	Focus on identity politics and dismantle existing structures.
Individual vs. Group	Individual rights.	Group rights.

Tenet	Traditional Liberalism	Woke Ideology
Free Speech	Freedom of expression for all.	Free speech for ‘oppressed’ but ‘oppressors’ must be canceled.
Equality	Equality for all individuals.	Equality of outcome (= Equity).
Justice	Equality for all.	Rectify historical and systemic injustices by reverse discrimination. Restorative justice.
Economic Policies	Free-market principles.	Redistribution of wealth and resources.
Cultural Attitudes	Cultural pluralism and the coexistence of different beliefs.	Transformative social change to bring down the ‘oppressor’ identities.
Identity Politics	Recognizes individual identities.	Identity politics & weaponizing the marginalized.
Meritocracy	Rewards based on meritocracy and individual achievement.	Meritocracy deemed to hide privileges, to be toppled by equity.

Sustainability Development Goals 2030

The 17 goals and 169 targets of the United Nations’ Sustainability Development Goals 2030 are intended to completely transform the world using its top-down standards and controls. It leaves no aspect of human life untouched—the environment, business, society and people, and even religious/spiritual private lives.

What is seldom mentioned is that public consultations in the development of these SDGs were limited and were engineered and funded by an ecosystem of globalists speaking for the ‘public good’. A cabal of influencers, promoters, and international experts is championing these standards because they receive lucrative

consulting contracts funded by the globalists. As a result, many public intellectuals have become aligned with the slogans without fully understanding the ramifications as they stand to benefit from the limelight and payouts they receive.

The UN and its affiliates use a logo with a colorful wheel and rainbow to promote these goals and targets. The goals seem honorable and lofty: sustainability, ending poverty and hunger, ensuring equality and education for all, and so on. However, there are several contradictions. For example, ending world hunger is made more difficult by imposing drastic practices for sustainable agriculture, as Sri Lanka has learned: It followed the UN mandate and suddenly replaced agrochemical farming practices with organic farming, thereby running its economy into the ground in 2022 with a crisis of food shortages. This created political instability. The crisis was the direct result of implementing untested UN targets for sustainability that left millions hungry.

Sadly, the parties being impacted have unequal power and participation. While the sustainable goals sound commendable at face value, beneath the veneer is a scheme that dismantles the existing structures in exchange for unproven ones.

A majority of the public is ignorant of the deeper implications due to the lack of transparency. Under the pretext of sustainability, there hides an entire Woke ideology of social justice, which now includes the sexualizing of children.

Colonization by Indexes

The SDG framework is a master plan to bring the world under a gigantic social credit system, one in which the goals and standards are defined and measured by globalist forces at the expense of a nation's sovereignty. This grand plan is being implemented at organizational as well as individual levels:

Organizational level

Politicians and bureaucrats worldwide are helping import the SDG standards in ways that often compromise the rights of their citizens.

These standards and indexes are rapidly driving the lives of people across the globe. Industry, government, and NGOs have already been brought on board the SDG framework using the Environment, Social, Governance standards pushed by the WEF.

These standards are not contextualized to a given country's level of economic development, institutional capacity, or social and political environment. Not only are the local cultural values and ethos ignored, but there is often no viable transition pathway nor the resources available to implement. This creates perfect conditions for external and elite globalists to dictate the 'norms of governance' in developing countries. Invariably, global issues creep into local development, domestic public policies, institutional structures, and social practices.

In effect, *these standards comprise a social credit rating system to determine the compliance of a given organization, and hence the level of financial and other support it will receive.* The 'S' (Social) of the ESG ratings is further structured as the Diversity, Equity, Inclusion movement. The definition of 'equity' is not to be confused with equal rights, as in the traditional liberal idea. Rather, it refers to a quota system in which identities deemed to be 'oppressed' become privileged and there is reverse discrimination against those using merit to get ahead. This is quintessential Wokeism becoming entrenched in human resource departments worldwide.

Individual level

Sustainable Development Goals 2030 also requires countries to overhaul their education systems using Social Emotional Learning standards that are being sold as the education of the future. The attractive verbiage calls for 'mainstreaming education for global citizenship, sustainable development, and climate change into national curricula'.³

However, hidden in these standards there lies a particular kind of sex education called Comprehensive Sexuality Education. Education curricula are increasingly incorporating SDGs that include SEL and

CSE. These curricula are being developed and implemented by the UN's affiliated NGOs which we shall discuss in detail in dedicated chapters.

In effect, compliance with the SDGs is leading to the young generation being brainwashed through educational curricula infused with Critical Race Theory (CRT), Queer Theory, anti-nationalism, etc. all under the authority of international experts with no love for India or its traditions. These programs indoctrinate children into a collective and emotionally charged mindset of hyperactive sexuality, environmentalism, global citizenship, and activism. The recent anti-Semitic outbursts on university campuses in the USA will impact India sooner than most people anticipate, and this mindset is being developed in Indian schoolchildren from an early age.

Do We Want a World Government?

A self-proclaimed 'globalist' and United Nations legal affairs official admitted that the UN is 'ninety-five percent useless' in fulfilling its primary mission of maintaining international peace and security.⁴ However, he added that 'one of the UN's objectives is to create an identity of a global citizen.... [A global citizen is] someone who shares a political identity with everybody on the planet... They created this institution [UN], which is the closest we've ever got to kind of a one world government'.⁵

Through its many programs (for example, the International Treaty on Pandemic Prevention, Preparedness and Response discussed in a later chapter), the UN is slowly eroding national sovereignty to establish global governance. The United Nations Educational, Scientific and Cultural Organization (UNESCO), focuses primarily on children's education to cultivate a generation that prioritizes globalism over nationalism, using brainwashing programs such as SEL and CSE.

The Vedic worldview considers the world as a unified spiritual entity, seen from a higher state of consciousness. In contrast, the UN's globalist perspective, rooted in Western Marxist ideas, stems from the ego; therefore, it seeks to control the world even if

that necessitates tyrannical means. This is because Western social sciences lack spiritual understanding and depth to transcend the ego. Consequently, globalists view a one-world government as a pathway to acquiring power.

The globalists make inroads using local individuals situated in positions of government responsibility and their close family members. Global policies are being forced upon member nations as politicians and bureaucrats pay lip service to their citizens while allowing external forces to run their nations.

The oligarchs who aspire to rule humanity in the hi-tech world have made their plans explicit and clear. They are using the UN and other global organizations like WEF to bring the entire world under *their* vision for humanity. The ultimate effect is to enslave people using the UN's machinery to control governments everywhere. The umbrella of sustainability makes all this look credible.

However, we must raise the following issues:

- Will there be a global government, howsoever amorphous, of which we will all be citizens?
- If so, who will rule this global government?
- Who establishes the criteria and frameworks, sets the standards, and with which civilization's lens?
- Who gets to be the judge and enforcer of these standards, with punishments for non-compliance?
- What will be the rights and obligations of this global citizenship?
- What will be the accountability of the governing global elite?

Klaus Schwab, founder and chairman of the World Economic Forum, gave a hint by saying that *holding democratic elections will become futile because Artificial Intelligence (AI) can pick leaders better than humans*. The WEF is on a mission to reset the world and bring about a new World Order ruled by the globalist elites. This involves ridding countries of their sovereignty or at least diluting it. Schwab has publicly boasted that the WEF, through its Young Global Leaders

program has penetrated various governments.⁶ (India's Smriti Irani, a prominent member of the ruling Bharatiya Janata Party {BJP} is one example of such a WEF global leader.)

The WEF and its billionaire club wield enormous power over the United Nations to push towards one World Order, global citizenship, and the SDG 2030 agenda. Brainwashing the next generation into these ideas is crucial for the success of this ambition. The education system is therefore the latest target. A generation of children indoctrinated with CSE and SEL education will be the ideal compliant workforce that will dovetail seamlessly into corporations governed by the ESGs. This grand global plan is being implemented brick by brick, with K-12 (kindergarten to grade twelfth) education as the foundation.

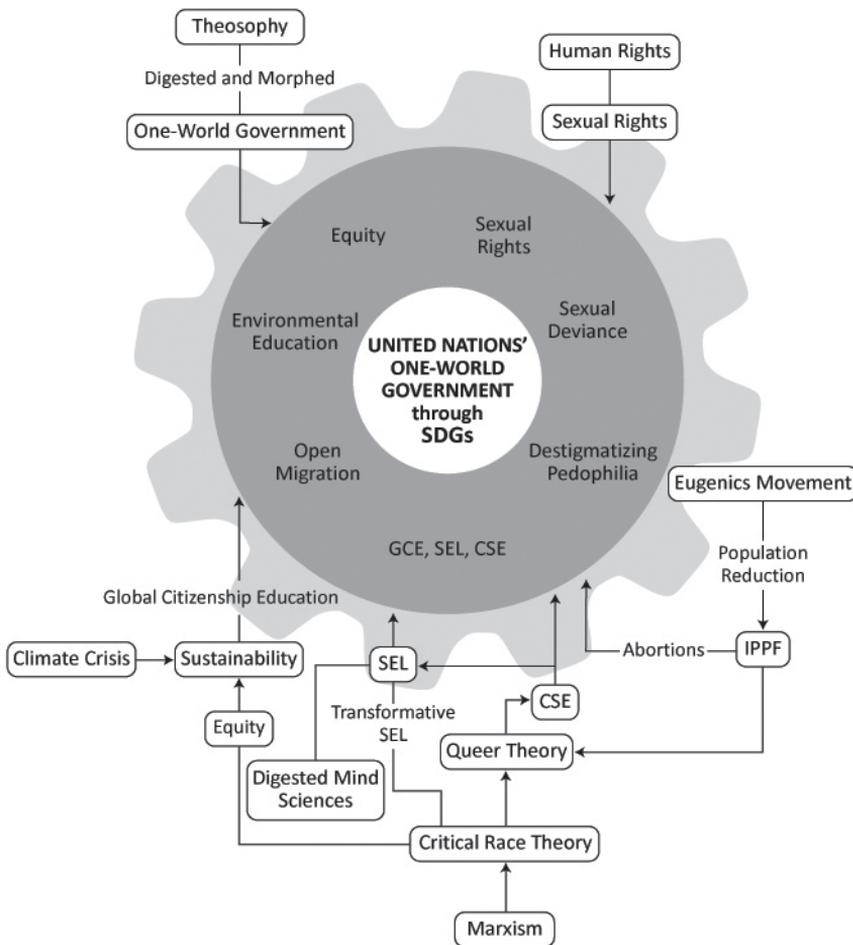
Recent technological breakthroughs have weaponized these globalist ambitions with Artificial Intelligence and related technologies. As explained in Rajiv Malhotra's book, *Artificial Intelligence and the Future of Power*, AI is an unprecedented force multiplier of its owner's power. Far from being ideologically neutral, it is the most powerful weapon for indoctrination ever invented.

Add to this the idea of transhumanism, the theory that humans can (and should) evolve into super-humans using science and technology. This was initially expounded by Julian Huxley (1887-1975), a eugenicist with a dystopian worldview, who served as the first director general of UNESCO. The Israeli writer, Yuval Noah Harari, supported by Bill Gates and WEF, is also an influential proponent of this idea.

The UN also favors open migration into countries under the pretext of achieving SDG 2030. The director general of the UN's International Organization for Migration claimed: 'We won't reach the Sustainable Development goals if we don't harness the power of migration'⁷ and therefore have devised a framework 'for addressing migration's challenges, and harnessing migration's benefits'.⁸ Ignoring the problems of illegal migration that burdens nations and causes instability, the UN states that 'Migration is a powerful driver of

development. For business and societies, migration is filling critical gaps in the labor market'.⁹ While legal migration offers this benefit, illegal migration overrides sovereignty and facilitates the globalist agenda.

The diagram that follows shows these ideologies and some of the leading organizations we will later discuss in detail.



Example of Globalist Authoritarianism: The Pandemic Preparedness Treaty

The playbook to reset the World Order goes as follows: Create a crisis that disrupts lives and livelihoods. Then exploit the masses' desperation for some semblance of normalcy by withdrawing their fundamental rights under the pretext of public good, such as restricting free speech, movement, and travel. And thus, use the disruption to usher in a new order with new systems to monitor and enforce.

The way COVID-19 was used for this purpose provides a glimpse into how national sovereignty and individual freedoms can be suddenly lost. We were pressured to give up our fundamental rights under the duress caused by public anxiety, panic, misinformation, and fear. In the name of the collective good through public health, individual freedoms were sacrificed in unprecedented ways. An entire infrastructure of vaccine passports, tests, and mandates was instituted to control and limit freedoms. Draconian rules affecting the movement of people were enforced through lockdowns and travel restrictions.

The World Health Organization (WHO) used this crisis to assume the role of a sort of world government, forcing countries to follow its mandates, and stripping ordinary citizens of certain rights. For example:

- Ayurvedic options for treatment were quashed and other viable alternate treatments were suppressed.
- Freedom of speech was curtailed if one's experience did not match the WHO's verdict.
- Well-established epidemiologists and physicians with excellent credentials were silenced, and many others lost their jobs for disagreeing with the so-called experts endorsed by the WHO and the US Food and Drug Administration (FDA). Those who criticized the vaccine mandates were removed from discussion platforms and accused of spreading disinformation.

- Workers were forced to take the vaccine as a precondition for continued employment instituted by human resources departments around the world.

Using its success in asserting itself, the WHO is now asking its 194 member states to sign two agreements aimed at transforming the management of pandemics and health emergencies, giving the WHO full power to determine the fate of populations. Countries like India will lose complete sovereignty and freedom to make decisions for the nation under these health mandates.¹⁰

The first agreement aims to amend the International Health Regulations, giving the director-general of the World Health Organization the authority to determine what constitutes a public health emergency of international concern and to impose binding requirements such as vaccines, border closures, and lockdowns.

The second agreement, the International Treaty on Pandemic Prevention, Preparedness and Response focuses on governance, supply chains, and interventions to prevent, prepare for, and respond to pandemics. Both agreements grant the WHO significant mandatory control over decision-making and actions whenever it declares a health emergency.¹¹ This will formalize the WHO as a world-governing body with the authority to do the following:

- Mandate vaccinations of populations including those vaccines that are gene therapies and not vaccines in the traditional sense.
- Prevent alternate treatments.
- Impose travel restrictions.
- Suppress any dissent on these mandates.

These agreements have serious problems, and the authorities have not been transparent in discussing the details.¹² Yet India seems all set to sign this treaty. Let us consider examples of critics who are fighting back.

Twenty-Two USA States Retaliate Against the Pandemic Treaty

As the USA and other nations prepare to sign the WHO's new Pandemic Treaty, more than twenty attorneys general at the state level have written to President Joe Biden (at the time of going to press). They are highlighting the unconstitutional nature of delegating public health decisions to the WHO. They argue that signing the Pandemic Treaty would essentially mean ceding power to the WHO and this would violate the rights of American citizens. They argue that it would restrict their citizens' rights 'to freedom of speech, privacy, movement (especially travel across borders) and informed consent'.¹³

The attorneys general have raised several red flags about giving authority to the WHO to make decisions for Americans:

The WHO's Director-General would achieve the power to unilaterally declare a 'public health emergency of international concern' (PHEIC) in one or more member nations. Such declarations can include perceived or potential emergencies other than pandemics, including climate change, immigration, gun violence, or even 'emergencies' involving plants, animals, or ecosystems. The more egregious versions of the proposals would authorize the Director-General to dictate what must be done in response to a declared PHEIC. In other words, America's elected representatives would no longer set the nation's public health policies. Even watered down, these proposals would inappropriately cede American sovereignty to the WHO.¹⁴

The letter pointed out the lack of disclosure and transparency. It emphasized that the 'amendment process has largely occurred behind closed doors' and expressed concerns about losing national sovereignty.¹⁵

To varying degrees, these measures would threaten national sovereignty, undermine states' authority, and imperil constitutionally guaranteed freedoms. Ultimately, *the goal of*

*these instruments isn't to protect public health. It's to cede authority to the WHO— specifically its Director-General...*¹⁶

The complaint letter stated that such a globalist victory ‘would lay the groundwork for a global surveillance infrastructure, ostensibly in the interest of public health, but with the inherent opportunity for control (as with Communist China’s ‘social credit system’)’.¹⁷ The state attorneys general said that they would ‘resist any attempt to enable the WHO to directly or indirectly set public policy for our citizens’.¹⁸

Protest by 164 Elected Officials from 29 Countries

In May 2024, US Congressman Chris Smith wrote to Dr Tedros Ghebreyesus, director-general of the WHO, expressing profound concerns over the Pandemic Treaty. Smith emphasized the importance of preventing tyranny and oppression: ‘It is thus imperative that you honor existing treaties and international laws yourself’.¹⁹

He cited violations of the World Health Assembly (WHA) Rules of Procedure, including lack of due diligence and deferred disclosure of financial obligations, which could lead to confusion and undermine global health efforts. Smith outlined fundamental principles of the rule of law that must be adhered to, including transparent negotiations.

Smith warned that the proposed Pandemic Treaty would be illegal and urged adherence to good governance principles to demonstrate WHO’s commitment to global health and the rule of law.²⁰ Appendix A includes the letter signed by 164 elected officials from 29 countries.

Pushback by Japan

In April 2024, tens of thousands of Japanese citizens across the nation came together in a series of rallies, a rare occurrence in Japan, to protest the WHO’s Pandemic Treaty, expressing concerns that ‘public health’ was becoming a vehicle for an unprecedented push towards a totalitarian surveillance society.

One of the speakers, Masayasu Inoue, professor emeritus of molecular pathology and medicine at Osaka City University Medical School, issued a stern warning: Globalists are weaponizing public health to wage what he called ‘a third world war fought with information’. He expressed anger that Japan might capitulate to pressures from the WHO and others like the World Economic Forum:

Upon investigation, over 85% of WHO’s budget turns out to be funded by pharmaceutical companies and stakeholders like Bill Gates Foundation, indicating that it’s being directed towards their interests. This means *our health is being used as a weapon, and now we’re amid a third world war fought with information*, questioning whether responsible adults are aware and able to protect themselves accordingly.²¹

Another eminent speaker was a professor of modern and contemporary Japanese history, Chikatsu Hayashi. His address was a call to the Japanese people and government to resist global totalitarianism, symbolically calling for ‘stopping the third atomic bomb with our hands’. He is part of a national movement against the globalists that are threatening Japan’s sovereignty:

Let’s stop the third atomic bomb with our hands, in the hands of the Japanese people. ...Here, we vow to protect our children, to protect Japan. We stand against WHO, global totalitarianism, pandemic treaties, submarine IHR, genetic vaccines, ‘plandemic’, (sic) control of information, and declare to eliminate all these. Figures such as Tedros, Gates, Schwab, Biden, representatives of the New World Order.²²

The Japanese public is speaking up against the use of ‘global crises’ like health for control and surveillance. They are demanding autonomy and transparency; they are questioning and challenging policies that disrespect their national sovereignty and individual rights.

Neuroliberalism and Authoritarianism

UNESCO has adopted neuroscience as a basis for ‘transforming education’ for peace and sustainability. This is being called a *neuro*liberal turn in the global education policy, a departure from its previous focus on democratic processes.²³ The term ‘*neuro*liberalism’ refers to the use of neuroscience and behavior science for indoctrination. It entails using psychological techniques to manipulate behavior and nudge people with rewards and punishments towards alignment with its ideology.

Neuroliberalism emerged when educators realized that humans cannot be easily convinced merely by rationality. Therefore, it was decided that ‘digital pedagogies’, and subtle coercion are needed ‘to govern via the mobilization of novel cognitive and emotional regulation strategies ... to produce preferred forms of social conduct’.²⁴ This is a slippery slope leading to an authoritarian world government.

Social Emotional Learning programs are therefore being designed to ‘correct’ a child’s attitudes and rewire brains. The goal is to create a person whose emotions are compliant with UN-defined global citizenship or sustainability goals. These children will have the ‘correct’ stance on contentious issues such as race, caste, sexuality, migration, and climate change. These SEL programs are aimed at making children aware of world problems, creating ‘emotional resilience’, and spurring them into action to solve these problems.

This trend is being challenged by critics who find it a reductionist view of a person as merely a physical brain. They believe that the political, ethical, and material implications of using this for implementing SDGs are a dystopian trend. Rather than *raising* children, SEL is *designing* them to fit their political agendas. This is being called ‘techno-authoritarianism’ and ‘biological determinism’.²⁵

Malhotra’s *Artificial Intelligence and the Future of Power* explains the use of AI-based psychological control. Humans get modelled as algorithms and their behavior can be managed by top-down policies using global master-algorithms. The neuroliberalism

espoused by UNESCO is precisely such a system. The UN should be fighting against the dehumanization of future generations through the top-down imposition of standards and homogenization, and the alarming use of AI for the robotization of human behavior. Instead, it has become a collaborator of global elites. Our children are being turned into robots controlled by the ideology of globalists.

A good example of neoliberalism is the Bill & Melinda Gates Foundation's funding to reduce the resistance to vaccines and the promotion of Gates' position on vaccines during the COVID-19 pandemic. Partnering with Ashoka University in India, the Gates Foundation launched an intervention to attack people's belief in karma and surrender to the will of *Isvara* (God), by calling it 'fatalism' and superstitious. This preying on innocent masses is intended to undermine a nation's civilizational ethos. Once the civilizational fabric is dismantled, people become vulnerable to influence from Naxals, Marxists, and missionaries. We are not taking any position on vaccines but simply drawing attention to the way foreign-funded sources use Indian institutions to influence and change the behavior of the masses.

Redistribution of Wealth—Identity Warfare

The Marxist end game that is seldom stated openly is to bring about a massive redistribution of wealth and resources worldwide because the present World Order is considered to have been constructed by the dominant people and is therefore inherently oppressive.

Ironically, this redistribution will not undermine the ultra-wealthy oligarchs. They control these global instruments *and* the AI technology necessary to disrupt the old hierarchy and create a new one.

We see a future society with three levels of people, from the lowest to the highest:

- A. Lowest strata: In the name of retribution, the poor ('oppressed' classes) will be made to fight the merit-based middle tier, and later fight each other. The oligarchs will

remain beyond their reach and hence untouched.

- B. Middle strata: The success of those based on meritocracy, but who depend on their careers to maintain their lifestyles, will be sandwiched and hit the worst. From below, they will be attacked by the oppressed seeking wealth redistribution, and from above, their dependence on the oligarchs will intensify as competition for jobs increases. This middle-tier workforce is enabling the oligarchs to develop and operate their machinery, and yet will become dispensable and get squeezed. In effect, they are digging their own graves.
- C. Top strata: The oligarchs do not need careers and plans in place to survive the havoc.

In the end, the ultra-rich will not get hurt by the cultural wars and by the redistribution among the masses down below. They will get wealthier and more powerful. The middle tier of meritocracy will suffer the most. The clash and redistribution are between levels A and B. They are the useful idiots serving the interests of the globalists/oligarchs.

Eventually, the ‘oppressed’ masses in level A will be replaced by technology. *The final solution the oligarchs want is depopulation.* This is politically incorrect to discuss, and the oligarchs do not want to show their hand. However, most of them have started supporting ‘population control’ initiatives, which should give us a glimpse of where things are headed. They use climate change as a euphemism to hide their depopulation agenda.

This explains why the oligarchs are aligned with the Woke movement—to disrupt the very same social, legal, and political structures that enabled them to amass wealth.

Comparing India’s and China’s Approach to Global Citizenship

The UN’s original thrust was about diversity, the goal being to nurture decentralized communities with individual rights and

freedoms. This has, however, been replaced by the goal of top-down homogeneity using the tenet of global citizenship that dilutes patriotism and loyalty to one's country.

UNESCO, the wing of the UN responsible for education and culture, is pushing the SDGs into every country's education system to groom a new generation of 'global citizens'. Such citizens will be engineered to imbibe homogeneous values defined by globalists and reject their respective native heritages. This large-scale behavior modification will dislocate the next generation from their parents and communities and make them hostile to their heritage.

The literature of SDG defines a global citizen as one that champions the goals set by the UN rather than the direction set by one's government and civilization. Children are being educated to prioritize the problems and values defined by the globalists while sacrificing the pride and values of national identity, civilizational grand narrative, and cultural heritage.

Being a global citizen requires toeing the line of the SDGs and this includes enthusiastically embracing all the woke values—transgenderism, climateism, and the like. This education system is an indoctrination program to brainwash children into becoming obedient global citizens and to monitor them with a global social credit system.

A popular British scholar quotes the Brazilian Marxist, Paulo Freire's *Pedagogy of Hope: Reliving Pedagogy of the Oppressed* to explain global citizenship education:

Global social justice is a major theme of the aims of global citizenship education combined with a pedagogical approach that is participatory, open to a range of voices and perspectives, and challenges dominant assumptions about the world. It is this clear value base around social justice that connects global citizenship to a pedagogy of hope.²⁶

Here is the sleight of hand: The term 'sustainability' is used as the politically correct way to bring in all sorts of educational

brainwashing. For example, the standard SDG 4.7 titled *Quality Education* states that ‘By 2030 ensure all learners acquire knowledge and skills needed to promote sustainable development’ and this definition includes objectives like ‘lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence’ and so forth.²⁷ And within SDG 4.7 are embedded SEL and CSE because these are considered *a pre-requisite for sustainability*. The goal of SEL and CSE is to prepare children to become global citizens espousing the newly formulated global cultural values while dismantling traditional heritage and patriotism in their countries.

It is interesting to contrast India’s and China’s approaches to adopting the SDGs.

India Compromises on Vasudhaiva Kutumbakam to Adopt the UN’s Global Citizenship

Where is India in this fight for a new World Order? Does it have an agenda for its vision for such a future world in keeping with its Vedic heritage? And what strategy has India formulated in keeping with its civilization to adapt these global standards appropriately? The honest and unpalatable answer is ‘none’.

India was part of the thirty-member Open Working Group (OWG) constituted by the UN General Assembly (UNGA) in 2013 to prepare a proposal on SDGs. However, *unlike the Chinese Communist Party’s (CCP) deeply thought-out strategies, frameworks, and ambitious policies for a new World Order, India failed to develop any such cohesive Bharatiya doctrine. Worse still, forget the World Order, it even lacks a comprehensive Grand Narrative for itself. The question of leading the world does not arise.*

Only based on a robust national Grand Narrative could India pick and choose from the UN SDG mandates and adapt them to fit its best interests—the way China has done. In the absence of such a comprehensive narrative, India lacks its framework as the reference point and has fallen prey to foreign nexuses with their established schools of thought to control the minds of its citizens.

In this state of dependency, India is being forced to join one of the competing ideological camps as a junior partner. While China has established itself as a contender with its camp, Indians debate whether India should join the American camp, Russian camp, some Brazil, Russia, India, China, South Africa (BRICS) camp; or whether it should be a gymnast playing one camp against another hoping to secure a place for itself as a sort of middleman.

For all practical purposes, India has become a client state that is eagerly complying with the globalist agendas and mandates as we show in Chapters 4, 5, and 6 and much of Part 2. Its 1.4 billion citizens have been made to 'feel good' with emotional platitudes and slogans like *vishvaguru* (the claim that India is the guru to the world) and 'vasudhaiva kutumbakam' (the entire world is one family), and 'yoga as soft power'.

The harsh reality is that India has been sold out by the Indian elites who are eagerly serving the globalists. Most Indian interlocutors have bought into the American apple pie and motherhood narrative and feel privileged to be invited as its members, even in junior positions. Some Indian billionaires aspire to join the globalists and become one of them. Many more are employees and consultants of the globalist machinery and enjoy the good life just like zamindars (the gatekeepers appointed by the British during colonial rule). This is a tragedy given the great heritage of India.

What is worse is, as this book will show, *India's sovereignty is at risk* because of the invasion of this globalist agenda deep into the lives of the next generation. *Our children are being weaponized to become warriors of the social justice army run by globalists, all under the aura of moral superiority.* This has been carried out meticulously by India's bureaucracy starting from the National Institution for Transforming India (NITI) Aayog at the top level (discussed in Chapter 10), with government ministries and state governments enthusiastically implementing the mandates from international nexuses.

Though the SDGs bring many benefits, in India they are also

a brainwashing program that will unleash ‘Gen BI’ or Generation Breaking India using modern technology—all with the blessings of the Indian government. On the surface, India’s minister for human resources, Ramesh Pokhriyal, claims that he wants to ‘bring a new education policy that will be based on Vedic knowledge and science’, and that ‘ancient knowledge should become part of every discipline’.²⁸ However, he appears to be seriously uninformed about Vedic knowledge and seems unaware that their education policy contradicts the Vedic worldview. We will discuss the topic of education from a Vedic worldview in Part 3 of this book.

The government has reduced Vedic ideals to simple slogans like ‘vasudhaiva kutumbakam’. India’s minister of home affairs, Amit Shah said, ‘The purpose of NEP is to develop citizens who combine national pride with global good with the spirit of Vasudhaiva Kutumbakam’.²⁹ But vasudhaiva kutumbakam should not equate to the SDG definition of global citizenship that India has embraced wholeheartedly.

In his article titled *Education, A Guiding Light for a Shared Vision of G20*, the Union minister of education, Dharmendra Pradhan elaborated on the theme of *One Earth, One Family, One Future*, by incorrectly assuming that the principles of vasudhaiva kutumbakam were being followed in creating global citizens. He proudly claimed legitimacy for the G20’s (Group of 20) education working group by listing the distinguished organizations and fields that comprised it:

NIPUN Bharat, toy-based learning, 200 television channels, the National Education Technology Forum and the National Credit Framework to the creation of skill labs with Artificial Intelligence and machine learning, technological advancements in automation, the education working group (EdWG) under G20 will witness a wide spectrum of new ideas, learnings and practices that India has to offer.³⁰

However, there were no experts from Indian Knowledge Systems included in this working group. In fact, Pradhan proudly announced

the Indian government's international and national knowledge partners which include UNESCO, UNICEF, the Organization for Economic Co-operation and Development (OECD), and the Tata Institute of Social Sciences (TISS).³¹ These are the very organizations that have hijacked India's education system in a direction diametrically opposite to the *Vedas* and Indian Knowledge Systems.

Later in this book, we will explore how India's education policy could be reimaged by incorporating core principles of IKS and Indian pedagogy. The University Grants Commission (UGC) of India has taken some baby steps to incorporate Indian Knowledge Systems into undergraduate and postgraduate curricula. However, this will fail *because K-12 education does not prepare students to engage with Indian Knowledge Systems later in higher education. Lacking an elementary foundation in the highly developed epistemological and philosophical frameworks of IKS, students cannot suddenly jump into it beyond the superficial and chauvinistic level.*

The National Education Policy 2020 (NEP) clearly states that the Indian education system must be rooted in Global Citizenship Education, and superficially uses terms like *ahimsa*, *prem* (love), and *shanti* (peace) that do not fit into the GCE framework. The result is a mumbo-jumbo of jargon, ridden with contradictions using Sanskrit to create an aura of authenticity:

Environment education will include areas such as climate change, pollution, waste management, sanitation, conservation of biological diversity, management of biological resources and biodiversity, forest and wildlife conservation, and sustainable development and living. Value-based education will include the development of humanistic, ethical, constitutional, and universal human values of truth (*satya*), righteous conduct (*dharma*), peace (*shanti*), love (*prem*), nonviolence (*ahimsa*), scientific temper, citizenship values, and also life-skills; lessons in *seva*/service and participation in community service programmes will be considered an integral part of a holistic education.³²

An example of a contradiction is the approach to gender: Gender identities other than male or female have always been accepted in Indian society, but the idea of weaponizing them into ‘oppressed’ communities and training them to fight the rest of society is contrary to dharma. Marxism and its Critical Race Theory are incompatible with Indian Knowledge Systems, and yet Indian authorities have failed to debate such issues.

Several economic and cultural issues in the SDGs need to be weighed against India’s circumstances and adapted or rejected accordingly. Indian children, however, are being taught to blindly prioritize a sense of global citizenship over their national identity in ways that undermine national allegiance. Indoctrinating an entire generation to perceive themselves solely as global citizens led by global experts and role models, would weaken India’s autonomy and national identity. India is now bringing GCE into its curricular framework to ensure that Indian children are proper global citizens, *at the expense of valuable lessons on the civilizational Grand Narrative of India.*

The UGC’s *Educational Framework for Global Citizenship in Higher Education* was jointly drafted by UNESCO and other experts to use SEL for developing activism:

[The GCE] seeks to instill values among learners and equip them with the social and emotional skills and attitudes that can facilitate international cooperation. GCED seeks to ensure that all learners acquire the knowledge and skills needed to *embrace their social responsibility to act for the benefit of all societies and generate solutions to solve the problems faced by humanity.*³³

The UGC believes that ‘Social-Emotional Learning (SEL) plays a significant role’³⁴ in education and has included SEL in its standards for higher education institutions. The UGC framework even suggests offering a ‘Short term Diploma or credit course...around theme(s) such as “Vasudhaiva Kutumbakam” for students’.³⁵ The UGC has

bought into Woke ideas of environmentalism and global citizenship confusing them with Vedic ideas:

These examples from ancient texts explicitly demonstrate that the concept of global citizenship is an Indian concept and not alien to us. The genesis of this ethos is solidarity with distant and unknown others. The meaning of “Vasudhaiva Kutumbakam” in everyday life was to understand humanity as a whole part of the extended family, without ever meeting those members of ‘family’ who are far away. Likewise, the respect for environment is not just about looking after plants and animals in my own neighbourhood, village or locality, but a commitment to the ecological well-being of all around the world. Such a planetary view of global citizenship was embedded in Indian ethos of global solidarity, with distant and unknown others, their communities, life-styles and culture.³⁶

As we explain further in this book, the Woke definitions of diversity, equity, and inclusion are incompatible with Vedic frameworks of society, and the entire project of sustainable development is not grounded in Vedic cosmology.

By decoupling children from their native identities and heritage, they are being goaded and channeled into frustration and this anger is being targeted towards dismantling Indian structures that do not fit into the framework of Western Universalism.

Hence, the loose and careless use of the term *vasudhaiva kutumbakam* to mean global citizenship is irresponsible and dangerous. Most Indian officials who use it have no clarity on the meaning of either term.

The UN’s SDG 2030 agenda requires countries to commit to teaching children to be worthy of ‘global citizenship’ under SDG 4.7. Hence, GCE has become a mainstay in curriculum frameworks.



The international standards also differentiate between global citizenship *consciousness* and global citizenship *competence*.³⁷ The former is about having a cosmopolitan attitude combined with ‘humanist principles’, whereas the latter is about activism and teaches each child to take on the world’s problems as their own. The latter is taken to the extreme of having guilt, wiping away one’s self-identity, and questioning the validity of sovereignty.

A more comprehensive typology containing two categories of conceptions of global citizenship in terms of their ideological underpinnings: the cosmopolitan type that represents mainstream models of global citizenship ... and the advocacy type that refers to more critical approaches and tends to involve a strong degree of advocacy from a particular perspective, including social, critical, environmental and spiritual global citizenship.³⁸

In summary, there are two problems with this approach to global citizenship.

- Firstly, we disagree ideologically: Global citizenship is not about being aware of the world’s problems and appreciating diverse cultures and heritages, but rather it is pushing the

monoculture of Woke-based social justice ideologies on gender, sexuality, and racism.

- Secondly, it is a call to rabbleroising: It drafts the youth into the army of ‘useful idiots’ for a Marxist project to dismantle the existing power structure and usher in a new one.

As a result of NITI Aayog’s glaring error in adopting the global citizenship ‘competence’ variety, by 2030 India must ensure that ‘all learners acquire the knowledge and skills needed to promote ‘sustainable development’, which includes social justice causes, human rights, and gender equality. In other words, *India has committed itself to training all its young people to be compliant and think of themselves not primarily as citizens of Bharat but to instead align them with the UN on social, economic, and environmental issues of the world and teach them to use advocacy to solve these problems.*

We propose that the education policy must first develop children as solid citizens of Bharat and only then learn to become global citizens as ambassadors of Bharat.

China Refuses to Capitulate on Global Citizenship

China has a clear vision for preparing its future generation in line with its global ambitions. President Xi Jinping set the stage at the highest level when he shared his vision as defined by Chinese frameworks for solving global problems: ‘fostering a new type of international relations and using the Belt and Road Initiative (BRI) as a practical platform’.³⁹ He presented an assertive foreign policy with a three-pronged approach to solving global problems the Chinese way:

- Global Development Initiative (GDI or ‘Belt and Road Initiative’)—presented to the UN in 2021 with over one hundred countries supporting it.⁴⁰
- Global Security Initiative (GSI)—presented to the Boao Forum (‘Asia’s Davos’) in 2022.
- Global Civilization Initiative (GCI)—launched in 2023 at the ‘CPC in Dialogue with World Political Parties High-Level Meeting’.⁴¹

These doctrines comprise a well-conceived theoretical framework for China's version to build

a world of lasting peace through dialogue and consultation; a world of common security for all through joint efforts; a world of common prosperity through win-win cooperation; an open and inclusive world through exchanges and mutual learning; and to make our world clean and beautiful by pursuing green and low-carbon development. It pursues the common values of humanity, follows the fundamental path of fostering a new type of international relations, and uses the Belt and Road Initiative (BRI) as a practical platform.⁴²

As explained, India is very vocal about its unique heritage and traditional knowledge, and slogans like 'vasudhaiva kutumbakam', but in practice, it is towing the Western line and working hard to fit into the framework of Western Universalism.

However, unlike India, China clearly rejects the Western framing of issues like *social justice*, as expressed by President Xi Jinping:

Each country has its unique culture, which is the foundation on which its own approach to modernization should be based. Only by respecting the diversity of civilizations will the world have a sound base on which to build lasting peace for the entire world.⁴³

Rooted in its strategic thinking, he dismisses 'the crooked path taken by some countries to seek hegemony once they grow strong', and states that modernization cannot be realized by 'a cookie cutter approach or simple copy and paste'. He asserts that China has its definitions of 'tolerance, coexistence, exchanges'.⁴⁴

India has never pushed back in its foreign policy as China has. China defines its own rules for a new World Order, one in which aspirations are different and relative to each nation, with no nation imposing its ideals on others:

GCI advocates against a world in which those concepts can have meaning through united efforts to call out and collectively act against those who violate them. Under the GCI, perceptions of such ‘common aspirations’ are ‘relative’ and thus countries must ‘refrain from imposing their own values or models on others’.⁴⁵

Clearly, China does not support the UN’s definition of global citizenship that India has blindly adopted. This, then, determines the way children are to be educated: in China’s case, patriotic to their country, but in India’s case, the allegiance is to global interests overriding India’s national interests. The Chinese neither teach the UN’s version of global citizenship to its children nor does its education policy documents include it:

The term ‘civic and citizenship education’ is not commonly used in China’s educational policies and documents. Related terms in the Chinese context mainly include moral education and political education.⁴⁶

The curriculum in China’s secondary schools has a consistent theme of patriotism and identity. The trajectory of Chinese education in the past century is summarized in the table below:⁴⁷

Pre-Communist Party: Confucianism	Collectivism over individualism; create loyal citizens with moral values; follow social norms.
People’s Republic of China in 1949	National identity; loyalty to the Communist Party and collective identity.
Modernization policy in 1978	National identity; patriotism, hard work, pride in identity. ⁴⁸

China believes it is the center of the universe; hence, none of the above stages in its development espouse loyalty to so-called

globalism. In a recent address to Chinese children, President Jinping laid out his priorities on education:

- Patriotism: ‘serve the nation with absolute loyalty...calling students to break new ground for China’.⁴⁹
- Focus on science and aesthetics: encouraged ‘passion in science exploration’, ‘encouraging them to stay hungry for knowledge and foster their scientific spirit...importance of aesthetic education in shaping a beautiful mind’.⁵⁰
- Strength: Physical fitness and wellness.
- Industriousness: ‘life is built on hard work...Through work, you will not only sow the seeds of hope and reap the fruits, but also temper your will and improve yourselves’.⁵¹

Chinese scholars view global citizenship rooted in Chinese identity quite differently than the Woke ideas that India so eagerly embraces:

...Chinese scholars tend to define global citizenship from a multidimensional identity framework with an *emphasis on the fundamental status of national identity while expanding the global domain*. ... Zhou (2008) refers to ‘global citizen’ as an *international perspective on the premise of the establishment of national identity*.⁵²

According to scholars, the course *Thought and Politics* taught to Chinese students contains some semblance of the UN’s Global Citizenship Education, but it is adapted to emphasize nationalism. Though it teaches certain aspects of global citizenship, this is not the focus and is more like lip service.

The following is a summary of a study that analyzed the course taught in China:

1. China does not blindly adopt foreign frameworks and then reprioritize education policies based on them: ‘The [logic of the] modules are based on China first, and then go out, looking at these issues from a global perspective’.⁵³

2. Practical guidance on navigating the complex world of trade rules and international laws and Chinese culture and philosophy:
 - **Economic aspects of GCE:** Topics covered include ‘global economy and global markets, international trade regulation, WTO, Critical thinking about international competition and cooperation, the rules of international trade’.⁵⁴
 - **Political aspects of GCE:** ‘Knowledge of sovereign states and international organizations, Critical analysis on the role of the UN and other international organizations, competition, conflict, and cooperation between countries, China’s foreign policy’.⁵⁵
 - **Cultural aspects of GCE:** ‘Cultural development in social practice and cultural innovation (e.g., Western Renaissance cultural works, world-famous works). Valuing cultural diversity and respect for different cultures and how Chinese culture promoted world civilization’.⁵⁶
 - **Philosophical aspects of GCE:** ‘Philosophical worldviews of Chinese and foreign thinkers. The dialectical concept of interconnectedness, development and transformation. Using the dialectical method to explain the importance of critical thinking’.⁵⁷
3. China teaches its students about its ideas of diversity and global citizenship:

The teachers argued that understanding and respecting the cultural differences within China also contributes to being global citizens.⁵⁸

4. China believes that global citizenship should not conflict with the nation; only when self-identity is strong, can a person have healthy attitudes towards others:

Developing a healthy attitude towards one’s cultural identity and group is (a) prerequisite to positive and reflective attitudes towards other cultural, ethnic groups. The teachers believed that one should have enough recognition and understanding

*of one's own country and culture to play a better role of (a) global citizen.*⁵⁹

5. China focuses on teaching its youth the Chinese grand narrative, with texts from the early Han period (206 BCE-220 CE), teachings of Confucius (551-479 BCE), and the Zhou dynasty (1046-256 BC). While the SEL and CSE courses in India are designed to break the family, China teaches its youth the importance of the family, identity, and moral values. China teaches its students to develop a 'Confucian' worldview:

The participants considered the relationship between the individual, the nation and the world from a Confucian lens, where lies a progressive ethical requirement within these levels of identities, from self, family, nation, to the world (Tianxia). The multiple identities are interrelated in a developmental way. The steps to better the world are written in *The Book of Rites, The Great Learning* is: 'correct thoughts with sincerity, cultivate the moral self, manage the family, govern the state and safeguard peace under Heaven'. Being a moral person and running a harmonious family are prerequisites to being a qualified national citizen; being a qualified national citizen is a prerequisite to cosmopolitan beliefs, attitudes and behaviors.⁶⁰

6. Notably absent in the Chinese global citizenship curriculum are topics like social justice, human rights, and activism: 'With a strong national narrative, GCE elements remain rare and discussions about global issues are conservative in the curriculum'.⁶¹
7. Under President Jinping 'the party has ramped up patriotic education... helping shape one of the most nationalistic generations of youth that the country has seen in years'.⁶² The Chinese are instilling pride in the Chinese civilization and do not buy into the UN's methods to attain SDGs:

Many scholars have highlighted the viewpoint of strengthening socialist civic education and cultivating national citizens who have a strong sense of national pride and adhere to traditional Chinese culture, while grasping new trends of global education in the face of the rapidly changing world. An ideal ‘global citizen’ in the Chinese context is thus an individual who adheres to socialist core values and at the same time has a strong sense of global responsibility, pursuing ideals of ‘the unity of the world’ and upholding the idea of ‘harmony in diversity.’⁶³

The CCP finds Hong Kong’s ‘liberal studies curriculum’ problematic because it radicalizes the youth by including climate change and other topics deemed controversial. Jinping introduced an ideological education program starting at age six to align children with the Communist Party and teach them love for the country, the CCP version of ‘Make China Great Again’.⁶⁴ They believe: ‘Passionately loving the country and the motherland should be taught in the first class’.⁶⁵ In 2023, the CCP enacted a Patriotism Education Law:

According to the law, patriotic education covers areas such as ideology and politics, history and culture, national symbols, the beauty of the motherland, national unity and ethnic solidarity, national security and defense, and the deeds of heroes and role models. The law highlights patriotic education for youngsters and children and makes stipulations regarding patriotic education for various groups of people, such as employees of government departments, enterprises and public institutions, residents of urban and rural areas, as well as compatriots from Hong Kong, Macao and Taiwan, and overseas Chinese.⁶⁶

China is on a mission to truly uplift its citizens, instead of implementing superficial changes designed to impress the UN and other globalists. For example, China launched a ‘Smart Education of China platform’ which has become the largest platform of educational resources in the world.⁶⁷

The New ‘Breaking India’ Force: Four-pronged Attack on Society

We will use the Vedic framework of four *varnas* to explain how globalists are undermining and trying to dismantle every aspect of our society. The term ‘varna’ here does not refer to caste or *jati* by birth but to the four distinct types of functional roles in any healthy society. These roles are:

- **Brahmin** (teacher): role to educate the next generation.
- **Kshatriya** (governance): role to manage the affairs of politics and statecraft.
- **Vaishya** (business): role to run industry and create wealth.
- **Shudra** (labor): role as the workforce to run the economic engine.

India’s sovereignty requires control over three forms of capital, each of which has been compromised:

- **Ideology**: Brahmins are supposed to control knowledge, doctrine, schools of thought, and narratives. However, these are being imported mostly from the USA to educate the next generation, as the following chapters will show.
- **Institutions**: Kshatriyas and Vaishyas are the elites of society who are supposed to control institutions. India’s elites, however, are busy chasing foreign trophies of photo opportunities, name-dropping, craving prestigious appointments, and networking to climb the social ladder.
- **Human resource**: This is developed by the education system for the next generation. In this book we show how this has been abandoned to Western leftist ideas channeled through the UN, WEF, various NGOs, and philanthropies run by the oligarchs.

The Kshatriya, Brahmin, Vaishya, and Shudra social functions must each be healthy and work in unison for the well-being of society and the sovereignty of India. However, in the subsequent chapter,

we will demonstrate that the exact opposite is happening.

The government must perform as the national-level Kshatriya, and in this capacity, it should protect its youth as the most vulnerable population. However, the Indian government is heavily infiltrated by the UN and other international agencies and NGOs, thereby compromising India's sovereignty. The UN's Sustainable Development Goals primarily target the Kshatriya (government) function. India's NITI Aayog is the government's natural nodal agency through which these SDGs enter India and penetrate all its domestic institutions. It has compromised the Kshatriya *adhikara* (authority of power and governance) to the globalists.

The government policies on education determine what the Brahmin function of society teaches as educators. Unfortunately, Indian educators are being driven by Western institutions of learning rather than the Indian system of education. Within the SDGs, SDG 4 (Quality Education) includes mandates for Social Emotional Learning. Comprehensive Sexuality Education falls under SDG 3 (Good Health and Well-Being), SDG 4 (Quality Education), and SDG 5 (Gender Equality).⁶⁸ The Brahmin (teacher) function has been disrupted by the development of educational standards based on these mandates. Part 3 of this book is devoted to explaining what India's traditional approaches would be.

The USA and India already suffer poor academic standards, and these standards have been falling even further. Yet, the priority and resources have been diverted toward sex education and Wokeism rather than practical subjects. *The whole purpose of education has changed from math, reading, and writing, to sex education, environmental education, emotionality, global citizenship, and social justice.* This corruption is preparing the next generation to dismantle itself, family, and country and culminate in the Marxist dream of a violent revolution.

This is more severe than what Aghasura did to the children of Vrindavan, because in this case the children are groomed and sent out to fight against and destroy their own families and traditions.

The Vaishya function must fund the educational initiatives in keeping with Indian values as interpreted by its traditional Brahmin exemplars. Sadly, the Indian Vaishyas are craving to be aligned with the global Western oligarchs and have sold out to get a seat at the table alongside the global elites. The Vaishya function is corrupted by enforcing ESG compliance on corporate houses. This amounts to a corporate social credit system that measures corporate virtue as defined by the globalists. The ESG index is the standard used to audit how well companies have incorporated the UN SDGs into their businesses. Now ESG has become widely installed as a management tool to change a company's behavior. It is a carrot-and-stick approach.

For example, a company is forced to be an advocate of the trans agenda, to increase the 'S' score of ESG. This is an extortion racket by large fund managers like BlackRock, Fidelity International, The Vanguard Group, and State Street Corporation, which manage investments of over twenty-five trillion dollars. These are pension funds that belong to ordinary citizens and the fund managers have weaponized them for their agenda. They have a large representation on the boards of almost all *Fortune 500* companies and use this power to force management to implement DEI and Woke marketing campaigns as part of enforcing ESG.

A corporation must comply with this mafia-like system, or else, its access to capital, insurance, and other basic services can be cut off or become prohibitively expensive. A company can also be de-banked for non-compliance and put out of business. Management's bonuses are often based on the DEI rating achieved and it can even get fired if the scores are low. The need to maintain good ESG and DEI scores is the reason we see a flurry of transgenders in advertisements like Nike, Bud Light, and Starbucks India.

The problem is that ESG is subjective, and the criteria for measuring it are artificial. It is set by Western oligarchs and their financial and consulting institutions and is based on *their* values. The UN, the WEF, international consulting, and investment firms use their grip on industry to impose their ESG regime. *Environmental,*

Social Justice, Governance amounts to a Woke takeover of the Vaishya function of society.

The Shudra function, being the masses, should comprise a well-educated workforce to secure respectable careers in the modern world and transform India into an economic power; they should live in mutual harmony amongst themselves across the boundaries of faith, economic strata, language, and ethnicity. However, the reality is that the Indian elites (Kshatriyas, Brahmins, Vaishyas) have sold them out to the foreign nexus, and these nexuses are mis-educating the next generation of Indian youths to become unemployable, over-sexualized, and radicalized against their society.

Diversity, Equity, and Inclusion are now the well-established standards to undermine the quality of the workforce because it is based on the Critical Race Theory that divides society into oppressor and oppressed camps and makes them fight each other. It is not the diversity of thoughts, ideas, and experiences but of race, ethnicity, religion, gender, and skin color, assuming these to be the markers of oppression. Training of DEI seeks to identify and accentuate grievances of one identity camp against another. It is a mechanism to redistribute the resources to achieve equal outcomes, punishing some and rewarding others based on artificial or irrelevant identities. It encourages a divisive society where victimhood is glorified. It undermines meritocracy and thereby produces a society that is less competitive than others like China.

Each of these four aspects of society is being corrupted by the globalists in what could be the final Breaking India battle:

- SDG 2030 is directing the **Kshatriya** role (governance).
- SEL and CSE provide the framework and pedagogy for **Brahmins** (educators).
- ESG is required of **Vaishyas** (industrialists) if they are to receive investments.
- DEI within organizations is bringing conflict among the **Shudras** (workers).

Generation Breaking India: The Brainwashed Generation

When Rajiv Malhotra first wrote about the Breaking India syndrome (which we refer to as Breaking India 1.0), he exposed how the rural poor were being targeted by Marxist ideas on the one hand, and the evangelizing Christian machinery on the other. Rural areas were targeted by NGOs to create a grassroots uprising through Maoists and Christian missionaries.

Our subsequent book, *Snakes in the Ganga: Breaking India 2.0* discussed what we referred to as Breaking India 2.0. The book exposed how India's urban elite, the corporate honchos leveraging their connections with elite institutions like Harvard University, had targeted the highest levels of social, political, economic, and government institutions, and weaponized them to dismantle Indian society.

The present volume goes into a much deeper level that we call Breaking India 3.0. Here we expose a project that co-opts senior architects of India in the government, uses them as elite sepoy to thoroughly brainwash the young generation and decouple them from the nation, their families, and their cultural heritage. This is a continuation of the Breaking India project.

While Breaking India 1.0 was bottom-up and Breaking India 2.0 was top-down, Breaking India 3.0 is *inside out*, thus dismantling India from within by turning its children into agents of self-destruction. An army of foot soldiers is being produced in India to work like termites and destroy from within.

In Breaking India 1.0, missionaries and Marxists resorted to subterfuge and inculturation to indoctrinate the hapless public. Breaking India 2.0 infiltrated the core of Indian industry and its elites producing an army of white-collar commissars, who are foot soldiers in all our institutions through departments like DEI and using indexes of performance that are defined and managed by foreign nexuses.

Breaking India 3.0 is using our children against us, indoctrinating them to complete the Breaking India project. There is a two-pronged

attack to turn children into an angry generation fighting against their very civilization and country:

- Make them uncompetitive compared to global benchmarks compared with China, South Korea, etc. especially in Science, Technology, Engineering, and Mathematics (STEM). This creates a massive population of unemployable youth.
- Over-sexualize them by introducing desire-affirming sex education and installing ‘sexual rights’ as a UN mandate being implemented by the Indian government and its affiliate institutions.

The diagram that follows shows the three levels of Breaking India working in tandem.



Destructive Education

It is irresponsible for the globalists and their Indian accomplices to rapidly scale a new education system that remains untested to study its effects. Furthermore, the average person has no participation in decision-making and the experts who are in control have never been elected. *As India's aspirational poor finally emerge from the ashes of colonialism to give their offspring a shot at a decent education, the elites have sold out their future to the globalists to ensure their subjugation.*

It is a matter of pride that many Indian youth have recently achieved success both internationally and domestically as entrepreneurs and thought leaders. However, as a percentage of India's very large youth population, they represent a tiny percentage. Our concern is with the state of the remaining ninety percent. As we noted earlier, present Indian standards of education are abysmally low, and too many educated youths are unemployed *and* unemployable. India has low average IQs compared to countries in East Asia and Europe. The takeover of education by the latest fads in Western society is only making things worse.

A recent study showed that young Indians are *more* likely to be jobless if they are educated. This demonstrates the poor quality of education relative to the need for employment or a fruitful occupation.⁶⁹ Solving this problem ought to be the primary focus of the education system. Instead, the CSE program focuses on driving children toward sexual pleasure and deviance, in ways that are detrimental to their mental and emotional development. Over-sexualizing children from a very young age prevents them from thriving in careers that are natural for them.

By keeping them sexually distracted and untrained in STEM or other employable skills, they will be subordinates or mind-controlled slaves of the West and China. They will be suitable as a supply of cheap labor or be groomed to fight social justice causes and bring about mayhem.

Children should be the main stakeholders in education. However,

a dangerous generation is being raised as over-sexualized and undereducated with a sense of entitlement, driven by anger and revenge. India's youth dividend could turn into a nightmare if children get weaponized against their society.

Battle for Diversity

The divergence between Indian tradition and Wokeism is rooted in their respective approaches to diversity. Under Woke ideology, the biological categories of male and female are a social construct, and so is the boundary between an adult and a child. All social constructions were created by the oppressors to oppress and exploit. This oppressor/oppressed division of society is fundamental to Marxism; from this emerges the doctrine of mobilizing all sorts of 'victims' to overthrow society's structures.

The flaws in this logic are obvious: What about gender in animals or even plants? Is biology the result of social constructs created by human oppressors? The implications of Wokeism are outlandish and against the basic tenets of science.

According to our Vedic tradition, sexual diversity, and indeed all diversity, is innate in the very architecture of the cosmos. Divine consciousness manifests as the cosmos. The cosmos is nothing but consciousness *as* matter, and consciousness *in* matter. It is the divine expressing itself by transforming into a variegated universe in which differentiation and originality are innate. We call this *integral diversity*, which is diversity as the natural order in the cosmos. Therefore, diversity is not something that humans create. It is the very fabric of the cosmos.

However, when the ego synthesizes entities, it produces *synthetic diversity*. When individuals and institutions are fraught with maladies like selfishness, revenge and egotism formulate the policies, the mandates contain attitudes and orientations that are not aligned with the cosmic order. Imposing top-down targets to achieve those attitudes is not how cosmic diversity works and such initiatives by powerful egos go against the very nature of natural

diversity. The idea of oppressor/oppressed categorizations based on artificially created identity groups (be it gender, sexuality, caste, or race) is all the result of the ego's false cognitions.

In truth, the entire rubric of Western social sciences suffers from flawed premises about the nature of humankind. These social theories are forcing diversity against the natural order and are hence, unstable. Social engineering through education is killing natural diversity by imposing artificial diversity. The importance of reviving Vedic social theories, rooted in the natural order of the cosmos, is becoming even more urgent to help organize society and address problems. *We must differentiate between integral diversity (natural) and synthetic diversity (artificial).*

Wokeism is based on the fundamental premise that sexual/gender diversity is a human social construct, and hence, artificial. Since the dominant/oppressors created all the structures, the time is now ripe to take revenge by demolishing the old structures and empowering the oppressed to build new socially constructed structures. In other words, civilization is a battle between the oppressors and the oppressed fighting to control all structures. Under this worldview, diversity is a battleground.

The Indian government's implementation of UN-mandated CSE and SEL as the cornerstone of education has disastrous repercussions that will affect children adversely and take a toll on their mental and psychological health. It is subjecting children to peer pressure and nudging them in a certain direction. A good education should begin with spirituality and connect with the child's inner intelligence.

Furthermore, the Woke approach to diversity is self-contradictory. On the one hand, it considers binaries like male/female to be social constructs and wants to replace them with gender 'fluidity'. On the other hand, it introduces binary categories like racism/anti-racism, oppressor/oppressed, etc. This raises several questions: Why cannot one make choices on individual issues in an à la carte fashion, rather than being forced into binary camps? Why not allow fluidity of ideological views?

Disrupting Society by Sexualizing Children

The focus of this book is to drill deep into how this globalist disruption affects India, and more specifically, how it is stealing the future of our children by not educating them with the skills necessary to succeed in the competitive world. *In other words, India's education system has been hijacked to raise a 'Breaking India Generation'.*

A useful comparison is with madrassas ruining young Muslim boys by failing to provide them the academic competence required to build respectable careers in modern society, and by channeling their frustrations with ideology and anger to fight mainstream society in the name of Allah.

Let us compare madrasa education with the problem we are explaining:

- Worse than the madrassas, the weaponization of youths we are discussing affects not just boys but also girls and is driven by a secular ideology.
- Rather than training children to join Allah's movement, the child's anger is first built up using Marxist ideology. It is then directed toward a revolution to overthrow all those deemed to belong to the 'oppressor' category—including Hindus, the Jews, Whites, heterosexuals, and others who support them. The children are brainwashed that they must shoulder the responsibility to fight on behalf of the 'oppressed'—including Blacks, Muslims, Dalits, LGBTQIA+, and so on. *This indoctrination is being pushed as 'Social Emotional Learning' and 'Global Citizenship Education' by the United Nations.* A child belonging to a family deemed to be in the oppressor category is pressured to join the fight to dismantle his/her heritage and family—because they are considered oppressors. This is the root cause of self-hatred infiltrating college campuses today. The same is also spreading to schools.

Moreover,

- Sex education is now designed to indulge sexually and defy established norms; it is the fuel being used to propel the angry youth. We shall discuss this in considerable detail in later chapters. This new kind of education system of sexualization begins at birth and promotes sexual pleasure, masturbation, experimenting with one's sexuality, encouraging changing one's gender/sex both psychologically as well as physically, and so on. All this is being done bypassing the parents, because parents are deemed to be the 'problem' that must be defeated. The result is a breakdown of families, which leaves children dangerously exposed.
- Many expressions used in the education standards are open to multiple interpretations; these deceive the naïve public. For instance, the UN's standard for sex education uses the generic and benign term 'sexuality' but its NGO partners use this category to include controversial topics like masturbation, sexual desires and fantasies, eroticism, gender fluidity, trans-surgeries, etc.
- Meanwhile, children are not being sufficiently taught math, reading, science, or the ability to think independently, because the resources of the education systems have been diverted into this political agenda. Robots will replace them!
- Unlike China, India is not developing its laws independently in keeping with its national interest. In fact, the chapters that follow will give concrete examples where it has done just the opposite, like passing bills aligned with foreign interests. It is craving the Western pat on the back and has become one of the biggest importers of this new education system.

Sex education, environmental education, and global citizenship are the marquee issues being championed by the globalists, sidelining the need to make academic performance competitive with world standards. Traditional disciplines like reading, math, and science

have been downgraded and the poor academic performance in countries like the USA and India has fallen even further, let alone reviving Indian Knowledge Systems and pedagogies. A generation of youth whose emotional quotient is destroyed and whose intellectual quotient has not been nurtured or developed is being created.

This is the cascading effect of the leftist takeover of the UN and related international bodies. It is the latest, and most comprehensive, plan ever to control the entire world: this time by indoctrinating children in the guise of sustainability. A chain reaction of social upheavals gets triggered that culminates in the breakup of a nation's social fabric.

India is blindly importing foreign frameworks and their problems and solutions. The holy books of the Abrahamic religions contain demonology of LGBTQIA+ and therefore had historical bans against such diversity. This has made it necessary to actively revolt and dismantle these abusive structures using an organized movement. However, the same historical problem does not apply to Indian society where nobody cares about someone else's gender or sex identity. Hence, introducing these revolts against social structures is not the right approach for India.

It is incorrect to pressure Indian children to become fashionable and join a politicized queer or LGBTQIA+ group. These groups require them to be trendy and pretend to feel a certain way by using artificial pronouns and gender identities. This is emotionally harmful because it makes them feel sexually inadequate for not having the right type, quality, or quantity of sexual experience in some popular identity.

Trans individuals should enjoy full rights and respect, but without eroding the rights of women in sports or private spaces like restrooms. It is also wrong to organize LGBTQIA+ people with anger channeled against those who live as traditional males or females.

To accomplish the violent and unnatural disruption of binary male/female sexuality and gender, children are being sexualized

starting from a very young age. However, puberty should be allowed to take its natural course without introducing pressure to change one's sex and embark on gender transition socially and/or with hormone interventions. It is wrong to teach children below four years to touch their private parts, glamorize nonbinary identities, and access to transitioning/surgeries. Teaching self-indulgence has replaced teaching values like self-discipline.

A Hindu Perspective on LGBTQIA+

In *Snakes in the Ganga*, we shared the story of Deepthi Rao, a Hindu lesbian in the USA who discovered that Hinduism has always had a nuanced view of gender and sexuality. The ancient texts depict a spectrum of gender identities and sexual orientations, indicating a historical recognition of diversity: 'I studied Vedic heritage and discovered the numerous references to people being non-heterosexual'.

However, as Rao got deeper into the American LGBTQIA+ movement, she confronted her new friends who were pressuring her into rejecting her Hindu identity. She decided that 'my Vedic heritage was much more important, even though I now face harassment as a Hindu!' Rao felt that the whole movement was a false and forced unity:

As a lesbian, I am certain of my womanhood and do not want a surgical sex change. But the Queer movement denies the very concept of a woman, calling it a social construct that must be dismantled...Indians belonging to the LGBTQIA+ community are being used by the Queer movement to provide them political strength in numbers, against our own civilizational survival.

We are concerned that the LGBTQIA+ and gender fluidity discourse is politicized and/or divisive. Heterosexual children forming the majority become puzzled by concepts that do not reflect their own experiences. Non-heteronormative identities should also be respected

without anyone being made to feel overshadowed or confused. When we accept and embrace someone the way they are, there is no judgment, bias, prejudice, or label; we simply accept them as human beings.

A significant concern is the bypassing of parental involvement. In Hindu families, parents are the primary guides of their children who teach them the right values. The idea that schools or the state might impose certain ideologies is troubling. Such matters should be approached with sensitivity, preserving the family unit's harmony and cohesion. Rao powerfully states:

What is needed is a movement within Hinduism that integrates, normalizes, and protects the LGBTQA+ people using Hinduism's own traditional resources. This is not just a matter of passive 'tolerance' of diverse genders and sexualities, but an inclusive movement...It requires structures, institutions, leaders, and resources. Otherwise, we Hindus will not only lose a large number of our people to the Critical Race Theory Movement, but also find them being used as a weapon against our own heritage.

The Americans Pushback Against Woke

Mainstream liberal commentators too are taking note of the absolute corruption of American institutions by the mainstreaming of Woke ideologies. Bill (William) Maher, a popular liberal comedian gave some examples of pushback in a documentary about rampant pedophilia with child actors using highly suggestive and derogatory sexual content on a children's TV network.⁷⁰

Similarly, a CNN report discovered that young actresses at Walt Disney Studios were heavily sexualized from an early age. The report exposed the hypocrisy of liberals because when Conservative Florida governor, Ron DeSantis took the issue seriously, he was dismissed as a bigot. Maher called out parents who turn a blind eye by selling out their children for fame and money:

There are Instagram moms these days who are practically only fanning [a popular porn site] their itty-bitty beauty queen daughters by having them wear skimpy bikinis and eat bananas to build social media stardom. They're called *Surenters*, a hybrid of sharing and parenting. *I call them pimps, a hybrid of pimp.* And people who believe in social justice have agreed this is wrong and this is bad and exposing kids to an adult world of lurid costumes and garish makeup borders on abuse.⁷¹

He goes on to talk about *Drag Queen Story Hour*, an event for children that promotes diversity:

Maybe it's time to admit that sometimes Drag Queen Story Hour is more for the queen than the kids...And when I see a 5-year-old tipping at a bar under a sign that says it's not going to lick itself. Do I have to pretend that's cool, to keep my Liberal ID card?⁷²

Maher feels that Wokeness has gone too far and is no longer an extension of liberalism. It has gone beyond advocating for inclusion and instead seeks to promote and entrap:

And contrary to current progressive dogma, children aren't miniature adults wise beyond their years. They're morons. They're gullible morons who believe anything and just want to please grown-ups and they don't have any frame of reference, so they normalize whatever is happening. That's why endlessly talking about gender to six-year-olds isn't just inappropriate, it's what the law would call entrapment. Which means enticing people into doing something they wouldn't ordinarily do... Entrapment suggesting someone into something they wouldn't otherwise do. And if you think that some of that isn't going on with gender in schools, you're not watching enough TikTok videos.⁷³

He calls out the activists who want to take ‘heterosexuality, old school, old fashioned, boring, minding its own business, and lump it in with patriarchy and sexism and racism and tell kids, wouldn’t it be cool if you were anything but that? It also seems to be the theme of kind of a lot of kids books these days’.⁷⁴ Maher thinks it is time to give children a break from the culture wars.

Sustainable Development Goals have been sold as a package deal for the future of humanity. Most nations lack the resources, sophistication, and self-confidence to carry out independent studies and be able to analyze and push back, except for a few nations like China. It is noteworthy that China weaponizes the UN to destroy other countries with these sweeping agendas while exempting itself from their harm; this is elaborated in a later chapter.

The newly self-affirmed Hindus are so excited about being recognized as a successful group that they have become blind to these realities. They have been co-opted under the aura of feeling good. The Indian elites are unable to push back because of ignorance, an inferiority complex, and the attractive rewards of selling out.

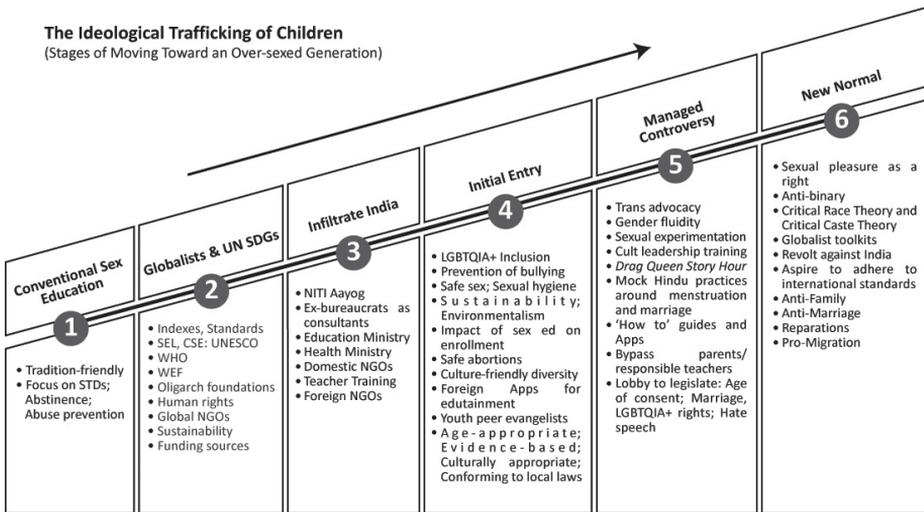
Artificially Conflating Issues

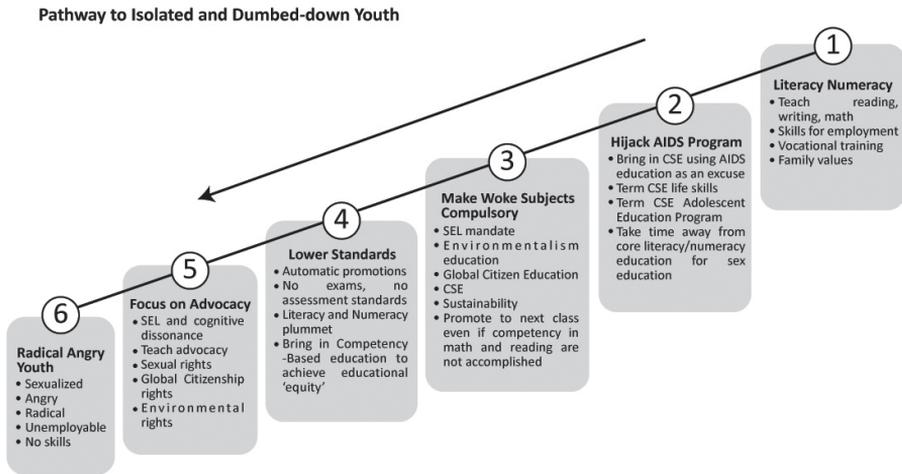
As discussed earlier, sexualization and LGBTQIA+ mobilization have become part and parcel of fighting racism and the sustainability movement. Therefore, if one disagrees with sexualization, one is likely to be declared a racist. This is a form of terror on campuses and schools. It is a way to silence the opponents in the name of diversity, anti-racism, and protecting the climate.

In other words, the education system is being gamified. The rule breakers are rewarded in the name of disrupting oppression. This is leading to campus riots and divisiveness. The coalition of the ultra-Left and Islamists is using these trans-LGBTQIA+ as pawns in their game. The protests do not emanate out of well-informed individuals making free choices, instead they are programmed activities backed by international funding and ideological training with the use of toolkits.

The following diagrams are a visual summary:

- The first diagram depicts how sexualization takes place through several stages. Initially, most people would not understand where things are headed as they appear innocent and even desirable. India is somewhere in the middle of these stages and therefore, few can see the grand scheme behind such a trajectory.
- The second depicts how problematic sex education takes them through stages that lead to isolation and a dumbed-down existence. This makes them unqualified to pursue fruitful careers in the modern world.





Impact on the Family Structure, Society, and Country

The result of this education will manifest in what we refer to as Breaking India 3.0 at four levels:

1. Destroying the next generation with an education that sidelines employment-related disciplines like reading, math, and science while focusing on over-sexualizing the students and turning them into ideological warriors for the Woke army.
2. Destroying the family structure by influencing children to bypass their parents and fight against traditions and specifically targeting girls and *vanavasi* (tribal) populations.
3. Fragmenting society, economy, and culture by restricting Hindu education while giving greater freedom and privilege to non-Hindu educational institutions.
4. Creating civil wars among different identity groups, brainwashed from early childhood to fight one another as oppressed versus oppressors.

Demolishing the Family Structure

Parents aspire to raise their children, protect their childhood innocence, and pass on their culture, heritage, and values. However, they are now being sidelined as trusted custodians. The new education programs want to raise children through the mandates of the United Nations' SEL and CSE programs that impinge on parental rights.

Sex education is being imparted on digital platforms and AI chatbots, and these virtual entities are the confidants trusted by children. All kinds of apps, government programs, and peer educators (i.e. other children recruited as evangelists to promote sex education) are educating our children. These serve as proxies for parents.

The next generation will be kept happy with sexual pleasure supplied to them virtually through various devices, AI sexbots, and other Augmented Reality (AR)/Virtual Reality (VR) technologies. Children are becoming increasingly dependent on apps controlled by globalists and their NGOs, and hence, losing their ability to think independently.

In effect, the government along with international NGOs are stepping into the role of parenting by using systems that circumvent parent involvement under the pretext of providing health care or education. Gradually, the parents are made to feel like relics and traditional parenting is considered obsolete. Such initiatives are completely contrary to nature, as they undermine the traditional family structure. Besides impacting the children, these trends also affect the mental health of parents and cause families to break down. This is a Breaking India Force because families are the building blocks of a society. Children disconnected from family and their surroundings are pushed into isolated bubbles. The result is a cultish mindset dominated by peers and apps.

There has been no study, comprehensive or otherwise, on the long-term effect of such dislocation and dissonance. Nor has this been a topic for public debate involving parents, educators, psychologists, and other stakeholders. What kind of generation

is being produced in such a silo mentality in which dissent and alternative views are blocked?

The Destruction of Hindu Society

As China has shown already, the educational goals and policies should be consistent with the nation-building needs of each country, and not geared to build a generation of slaves working in a Western-dominated world.

Indian authorities already see the dangers of allowing Chinese influences like TikTok. The Indian government banned the app because of its ability to influence young people and gather data that could be used to model their behavior. However, TikTok's ominous mission to spy and indoctrinate young people pales in comparison to the sinister mission of foreign CSE and SEL indoctrination programs that have been invited.

The CSE curriculum is antithetical to Hindu ideas of sexuality. While the same may be true of other faiths too, the issue is that only Hindu children and families are the targets of these radicalizing programs, because the minority institutions get protection from the Right to Education (RTE) laws. Schools of other religions are not required to subject their children to CSE-based sex education.

Unlike the orthodox view of the Abrahamic religions, the Hindu view of sexuality is not repressive or neurotic. Nor does it instill shame or guilt around pleasure. Sexual pleasure falls into the category of *kama*, one of the legitimate pursuits of life when carried out appropriately in a dharmic manner. However, as part of this dharmic system, there is a tradition of upholding *Brahmacharya*—a system that encourages celibacy while a child is a student. Further, we have practices of yoga (including *pranayama*, etc.) and fine arts that can help channel sexual impulses toward creativity and learning.

The UN mandates explicitly allow SEL to be adapted and made compatible with each nation's cultural environment and not conflict with it. A good example is how China has implemented its policies aligned with its national and cultural interests. However, Indians

responsible for implementing the SDGs have failed to do so even though they use Indian jargon to impress.

Why can't Indians use their traditions to formulate Social Emotional Learning instead of cloning foreign versions? We have a rich educational heritage that made ancient India great, and yet India's modern education is not being modeled on Vedic metaphysics. This could be a combination of an inferiority complex, ignorance, and the ego's desire to be aligned with Westerners.

Destroying India From Within

By stripping the next generation of the right to a decent education, and prioritizing sex education as conceived in the West, the result will be devastating for India's future. Apart from rendering children mentally and emotionally traumatized, this will breed a generation that will be less competitive in the world, making them incompetent to contribute in a meaningful way to society. They will be living below the glass ceiling constructed by the West and be only worthwhile as cheap labor. Moreover, SEL programs indoctrinate children with a certain political ideology which is about advocacy and dismantling traditional structures rather than building society.

The Woke foot soldiers are useful idiots to dismantle society and cause chaos and instability. Because instability is hard to endure, people will do anything, succumb to any new rules, and forgo their fundamental rights, just to have a sense of peace and stability. We witnessed a panic of this kind during COVID-19.

It is not an exaggeration to paint India's future as overpopulated with a moronic and unstable youth clamoring for rights and hand-outs, and loyal to apps that are remote-controlled by foreign NGOs. Their ideology will be aligned with the foreign NGOs grooming them, and not to their parents or India. This will create an army of unqualified and unemployable people with a sense of entitlement as promised by the purveyors of sexual pleasure and rights-based indoctrination. Such a generation will be intellectually and

emotionally fragile due to a lack of inner civilizational foundation. We call this ‘Breaking India from within’.

The chapters that follow will show that these programs and the NGOs implementing them are working partners of the Indian government. This reminds us of the way Indian zamindars, sepoys, and babus operated with the British because that layer of Indians bought into the idea of British rule as a civilizing mission under the guise of global progress.

A bipolar world with China controlled by the Chinese Communist Party and the rest of the world controlled by the billionaires through the UN and the WEF is becoming the new World Order. The move to digital currencies, electronic identification cards, and biometrics are all steps in this direction. Once the Woke radicals have done their job of dismantling societies, they will be rendered useless.

The West has a strong pushback movement against this agenda of the globalists, and we hope that India does not remain deluded by emotional platitudes like the Ram Mandir, the Kashi Vishwanath corridor, election victories, cricket and Bollywood, and lofty slogans of ‘yoga as soft power’, superpower and claims to being the *vishvaguru*.

Provocative Questions for the Reader

This book systematically guides the reader through his/her introspection. Our goal is to equip each reader with the information required to make up their mind, decide the course of education for their young ones, and be able to articulate and defend their positions. We encourage the reader to ponder the following points:

Question 1: Islamophobia

- Should Islamophobia be banned, or should there be the right to criticize Islam just like any other religion?

Question 2: Wokeism, Censorship and Racism

- Should Woke ideas be considered like religious dogma in the guise of social justice?

- If one disagrees on sustainability or gender fluidity, does it imply one is a racist?
- Should free thought and debate be denied to those deemed to belong to so-called dominant identities because they are considered oppressors?
- Is it more appropriate to teach respect for everyone without making it political and divisive?

Question 3: Identity Branding

- If a given identity is branded as an oppressor or oppressed, does it implicate all its members one way or the other, or can there be oppressed individuals within the oppressor community and oppressor individuals among the oppressed community?

Question 4: Revolution and Revenge

- To remedy old injustices, is it a good idea to dismantle all the old structures of society, especially through violent means? Is resource redistribution the answer to inequities?

Question 5: Sovereignty

- Should non-Western democracies be pressured to conform to Western standards, indexes, and mandates, or face denigration and even threats of sanctions?

Question 6: Parental Authority

- Woke educators argue that past systemic bias is being perpetuated by parents passing on their values. Hence, parents should be sidelined. Should parents control the way their children are raised, or should the education system control them? Do parents know more about what their children need, or do the activists who work for NGOs?
- Education on sexuality is becoming secretive in classrooms as well as through youth/peers and online apps. Should youth

peers be educating other children on sexual matters? And should parents know about their child's sexual health—HIV, abortions, gender transitions?

Question 7: Gender—Biology vs. Constructivism

- Is biological science right in saying that DNA determines everyone as either male or female, or are these socially constructed binary categories?

Question 8: Sexualization

- Should the legitimate rights of LGBTQIA+ drive education of all including teaching very young children to experiment with gender fluidity, and even have access to 'treatment' to transition? Is the best way to achieve acceptance of transgenders by constantly encouraging all children to explore choosing their gender?
- Should the government sponsor sex change surgeries and cosmetic enhancements with taxpayer money?

Question 9: Childhood Innocence

- Is it a good idea to teach young children promiscuity and sexual pleasure as a 'sexual right' under the ostensible goal of reducing risky sexual behavior?
- Is it okay for an adult to have sex with a minor if the minor initiates and consents to such sexual activity?

Question 10: Rewiring children

- Should educational institutions collect vast amounts of private data on children to rewire them into what are considered favorable dispositions?
- Should the system use neuroscience and psychology to nudge children's behaviors to comply with SDGs?

It is essential to understand the theoretical foundations of Marxist education and the language it employs, as these frameworks shape

policy globally. The language used in policy appears to support our civilizational values while promoting ideas that stand in stark contradiction to them. The complexity and nuance of this language can make it difficult to discern the true intent. This book unpacks the sociological frameworks that inform such policies, revealing how carefully crafted language is used to gain acceptance while facilitating the Breaking India Forces on the ground. It is about *purva paksha!*

This book is a critique of India's posture towards education to serve as a pre-emptive warning to avoid the pitfalls faced by the West. We have analyzed a pattern in other countries following various stages summarized below:

Psychological Violence: Pronouns → Trendiness/Being Cool → Intimidation & Pressure to be Politically Correct → Normalization of Behavior

Legal Violence: Suppression of Free Speech → Official Policy → Exclusion of Parents → Legalization → Criminalization

Physical Violence: Transitioning → Chemical Hormones → Surgery

India is also moving in this direction with many of these very building blocks being laid. The same players that have created education frameworks in the West are playing a role in directing India's education system with no pushback from local leaders. The systemic infrastructure being established in India serves as a precursor to what lies ahead. Once India embarks on this education trajectory, it is nearly impossible to reverse the course.

In the concluding chapter, we propose a path forward by exploring Vedic principles on the purpose of life and the role of education through *samskaras* (values) provoking thoughtful discussion on various topics, including the environment, fellow citizens, humanity, and sexuality.