

Suggestions at State and National level

Prelude

When starting on this document, it is humbly accepted that the Dravidian thought process and atheistic point of view of the Dravidian parties were absolutely necessary for Tamilnadu given the prevalent conditions in our state of Tamilnadu after the independence. There used to be caste rivalry and a lot of misleading religious beliefs which were far from helpful or accurate.

But given that we are currently at this stage in the year 2020, we have to take the next step in our own evolution and the evolution of our state and country. We have to necessarily look at what is required for our people to survive in the new reality that is the 21st century.

Globalisation and IT are a reality in todays world. Therefore, it is very very important for us to learn multiple languages for us to be able to survive and find work. It is now also all the more important to save and pass on our culture to our next generation, therefore an attempt is made to help children learn key specific aspects of our culture through the syllabus suggested here.

The suggestions are by no means perfect. Therefore, modifications and suggestions are welcome.

We should remember that we get better by Vaadham and Prathivaadham – Argument and Counter argument which leads to some sort of consensus on what is the best path forward.

Version 1.0.2

Date	Author	Description of Change
26 th April 2020	Venkatakrishnan Parthasarathy	First Draft – Version 1.0.0
6 th May 2020	Venkatakrishnan Parthasarathy	Second Draft – Version 1.0.1 Added section – For the wellbeing of our youth
17 th May 2020	Venkatakrishnan Parthasarathy	Third Draft – Version 1.0.2 Copied State Syllabus suggestion to National Syllabus suggestion with modifications Removed Sanskrit, Latin and Urdu from syllabus as too much load on kids. Possibly national unification under Hindi after separate state language instead of religion based language.
27 th June 2024	Venkatakrishnan Parthasarathy	Fourth Draft – Version 1.0.3 Included explanation for need of two year compulsory army training for all indian teens. Given that there is a cry for review of agnipath scheme Recommendation for National Syllabus is also updated.

Suggestions for implementation in state

During my stay in Singapore for five years, I had been exposed to how they teach their children to respect each other irrespective of multiple nationalities (not only religions) being present in the same place. They allowed for each nationality to study their own history and practice/maintain their heritage. This automatically develops communal harmony among the residents of singapore. I am attempting to do something similar by suggesting the following syllabus.

State Syllabus (Suggested)

8 sections

1. Arts (by sixth grade the child should know the basic ezhu katta and saptha swarangal, so they can play around with what they learnt as they grow old) (higher than 6th grade should be choice of whether dance / musical instrument / vocal training)

2. Tamil or State Culture (study of tamil language, tamil kaapiyam, tamil kings and their rule periods, tamil astrology -- tamil astrology because it is specific to tamilnadu, astrology is different in every other place of india)

3. National Culture (study of hindi language, national or hindi astrology, for communal harmony, all the kids should understand why we are hindus, muslims and christians even though we are all tamil indians.. therefore, they should be accurately taught about the medieval kings of india, the mughal invasion and the eventual east india company so they know there are multiple cultural beliefs among indians and these should be respected.. also about national and state freedom fighters to understand the national perspective of our struggle and not just the kodi kaatha kumaran point of view alone.)

4. English (so they can travel across the world and spread knowledge of our culture)

5. Russian or Chinese language by choice (After the english speaking population, russian and chinese speakers are the highest so its better to learn)

6. Maths as already prescribed in state board.

7. Science as already prescribed in state board.

8. Geography as already prescribed in state board.

9. World History as already prescribed in state board.

10. Moral Science -- Combination of Hindus (Ramayana/Mahabharatham, gita, a few select puranas) , **Muslims** (their beliefs), **Christians** (the bible)

11th and 12th should be purely science/maths, economics/accounts for helping the children pursue modern pursuits.. Hopefully their respective cultures (hindu/muslim/christian) has been imbued into them by this time. Since they all studied together, they will continue to respect each other after they grow up.

For the wellbeing of our youth

1. Compulsory 2 year Army training for all male candidates passing XII std

Please don't review too much about the newly introduced Agnipath Scheme although some review might be needed. We really need to urgently get the current crop of teens to undergo army training, they are losing nationalist thought process and are aping western civilization without knowing it's wrong. Remember the movie 'Udta Punjab'? On the contrary let us look at one of the movies from Telugu movie industry starring Mahesh Babu - 'Sarileru Neekevvaru' and think about the punishment to the villain in its ending. Where the villain is forced to undergo military training and his brain networking changes to pro-India mode. Hats off to the thought process of the writer or as Rashmika Mandanna squeals right through the movie.. ' I am impressed !!'

I am not being cinematic.. Look at the teens in Tamil Nadu, they now call themselves 'tamil pulleengo' and are equally misled now in 2020s.

2. All kids finishing XII std to be registered with a state run horoscope bureau

- a. Girls from the age of 21 should be sent suitable matches with preference to their locality
- b. A sincere effort should be made to ensure that no girl is left unmarried above the age of 25.

The age of 21 is selected because this gives ample time for the girl to finish a 4 year degree course before being initiated into marriage. Upper age limit of 25 is so they can also get a Masters degree or work experience before marriage.

The parents and girls have the right to disregard the matches sent to them. The state run horoscope bureau is important because an increasing number of girls who would have been happy with an arranged marriage are now forced to find a match for themselves. For the girls who are happy to find their own match, this bureau will not force any choice on them.

3. Consider separate boys and girls educational institutions over co-education - state level debate and input to be got from public for this suggestion.

To promote communal harmony among the current generation

Singapore has this concept of C,M,I,O which means Chinese, Malay, Indian and Others.. this is for each nationality to prosper on its own. All allocations from housing board apartments to just about everything else, the aim is to maintain a balance in the ratio of C, M, I, O

we can attempt something like that in our government jobs and such for ensuring participation of all communities in our state activities. We can have H, M, C, O meaning Hindu, Muslim, Christian, Others. Based on the actual population ratios measured through state census, we can establish a ratio of representation in government departments and government jobs for H,M,C,O. Say something like 50,20,20,10 percent based on the ratio percentage of their population. It is important to reallocate unfilled positions to other communities instead of lowering selection criteria to fill reservation quotas. This will ensure a good standard of service in the government sector.

For all government posts and panchayat jobs preference should be given for local people. This will mean the local people know who is present in their offices and it is easier to hold them accountable by the local population itself incase someone misbehaves. Transfers can still be effected with due consideration to nearest locality person.

Modified Reservation System

If and when this is decided to be implemented, we will have to also look at our reservation system and update it to represent the new foundations that we are laying for a future of communal harmony.

Our old reservation system was created to account for the harmony of people from various castes. The new reality is to maintain communal harmony and we are somewhat past the caste fights to some extent. So looking to the future, we need to change our reservation systems based on where the kids or job seekers are from.. namely - A or B or C centres.

Say there are 3 categories or levels of reservation,

- i - the lowest in the rung** - lets say iii, will be all the people from C Centres.
- ii - the next in the rung** - lets say ii, will be all the people from B centres who are employed and self-employed but not farmers. Farmers of B centres will come under iii
- iii - the top in the rung** - lets say i, will be all the people from A centres who have tax returns above a certain level (Say 8-10 lakhs and above),

all the self-employed in A centres (shop owners, snack/tea centres, vehicle drivers but not large hotels and such) will come under iii, and the people who are above no-tax slab and less than the 8-10 lakhs income should be in ii.

Pictorially, this should look something like..

A Centre		B Centre		C Centre
i		ii		iii
ii		ii		iii
iii		iii		iii

I would suggest a reservation of 10%, 12% and 14% for each of i,ii and iii categories of people which totals to 36% reservation. The national reservation policy need not be bothered with, its the national party's prerogative. We only look at what we can do in the state. The remaining 50% is for open competition.

Suggestions at National Level

Although it was initially thought that space was the final frontier, it has now emerged that online space is the next frontier for our mankind.

Currently it is my understanding that control over the online space is overlapping into and across international boundaries. Therefore it is important to recognise this and protect our population in this new frontier also. So, it is important to develop boundaries and safe-guards in this sphere also just like we have developed land, sea and air defences to protect our population within our borders.

Given the above explanation and new thought process, online resources provision should also be taken up by the central government to ensure that the countries citizens are not ceding national security to foreign powers which control most of online applications and the internet.

If it is accepted that online public use resources should also be protected, we will have to develop the mindset that we allocate fiscal budget in our government spending to create the resources necessary for this just like we allocate fiscal spending for defence in our national budget. Following this line of thinking, the government should nationalize the creation and operation of basic software and hardware which are building blocks for citizens use of the internet without intruding in the private sphere where individuals and companies can provide different solutions to customers based on a capitalist outlook.

This further boils down to the government taking up responsibility to develop

1. Microprocessor / hardware designs for basic hardware used in the country
2. Operating system - both PC and Smartphone.
3. Search Engine, Email and Map software (these three can later be privatised)

Privatization possibilities with due consideration to capitalist aspirations..

-- Our home grown software giants can be helped / advised to possibly create turn key Search Engine, Email and Map software which can then be sold to other countries as a complete solution without eventual oversight from India. This would mean our Indian companies also are able to monetize their work and we also ensure that our friendly neighbours and nations are also ensured their independence in their online spheres also. This will promote the "**Vasudeiva Kudumbakam**" thought process where we allow each country to flower in their own way instead of us stamping or forcing our thought process on them. If we end up developing a friendship or family feeling inspite of and through acceptance of the differences, a sort of Unity in Diversity will come up in this line of thought.

Nationalization of online space can be considered to be on similar lines to establishment of nationalised banks, energy sector and airlines all of which can be divested in a future time based on requirements of that time period.

Central / National Syllabus (Suggested)

the idea is to have evening classes in schools which will teach children the basics of vedic system as they grow. We expect naturally inquisitive nature of the human brain to gain traction and lead the children to learn and practice more of the vedic lifestyle as they grow older.

The evening classes can be on the lines of XSEED system of education started in singapore by an indian national which was popular around the 2014 time frame. These were basically classes in addition to regular classes in schools which was put together by an singaporean organisation called XSEED which was supposed to help children perform better in studies. Now, we can try to use this same concept to help children to move towards vedic system instead of concentrating on scoring more marks.

Details of XSEED can be had at the following websites..

<https://xseededucation.com/>

https://en.wikipedia.org/wiki/Xseed_education

The following are the ideas behind this syllabus -

1. Arts in the form of singing and instruments is included to enhance creative thinking at an early age itself. As we all know there is nothing rote about music and although the fundamentals are etched in stone, everything else about the arts is experiential learning which almost all countries are trying to include in their educational syllabus and inculcate in their kids.
2. It has been scientifically established that a person knowing more than 2 languages is able to retain a significantly higher portion of their brain's grey matter as they age. This greatly helps offset geriatric diseases like alzhiemers. Therefore, ensuring that our kids know atleast 3 languages makes their future more beautiful.
<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3583091/>
<https://www.britishcouncil.org/voices-magazine/does-being-bilingual-make-you-smarter>
3. The so called "Sanskrit Effect" which was coined by the neuroscientist Dr. James Hartzell in his publication in the *Scientific American* - The need for Sanskrit slokas to be memorized by our young leaders is that repeated recitation or chanting of Sanskrit hymns has proven to help increase the size of the brain regions associated with cognitive functions. This greatly improves memory and related abilities.
<http://www.thehindu.com/sci-tech/science/the-sanskrit-effect-and-how-rigorous-memorising-helps-the-memory/article22436878.ece>
4. Our puranas are basically repositories of stories which teach morals to societies. These stories will be a joy to read and remember when compared to the drudgery of social science subject. Moreover pictorial stories of amar chitra katha are always fun for the young ones.
5. From Class IV we teach basic Panchang and proceed to basics of Jyotish when the children reach Class VI, this is to inculcate belief in God at a young age and thought that Guru or Sani are Bagwan who will bestow the fruits of our actions on us. But in-depth Jyotish or Astrology classes are not encouraged here at this time.

We are not creating an entirely new syllabus and are re-using NCERT syllabus

for Languages, Maths and Science. This is a syllabus for primary school and aims for a seamless transfer into the CBSE/State Board based high school syllabus. Children studying this syllabus for their primary education (classes upto VI std) can continue onto CBSE/Matriculation for their High School syllabus.

Since Hindi Script is Devanagiri, we propose to teach kids in the classes I-III std only samskritham. From IV std they can learn Hindi while reading the puranas in Samskritham so that both Hindi and Sanskrit are inculcated in the children. Mother tongue or state language is another compulsory subject.

Syllabus for I Std/ II Std/ III Std

Slokas → Basic Slokas - Saraswathi Vandhanam, etc..
Sanskrit → NCERT Syllabus

Arts - Singing → Fundamentals of Carnatic music / Geethi Samskritam by Samskritha Bharathi, Bangalore.

Arts - Instruments → Mridangam/Thabala/Voilin etc.. Preference given to traditional musical instruments of the state where the classes are.

Puranas/Gita/Itihasa → English Picture books from Amar Chitra Katha - Simple stories covering all the major deities like rama, siva, hanuman

Mother Tongue → NCERT Syllabus

English → NCERT Syllabus

Syllabus for IV Std.

Slokas → Adhitya Hrudhayam; Vedas (Manthrapushpam by RamaKrishna Mission) - Shanthi Manthra (Pg 4), Purushasooktam (Pg 398), Gayathri Manthram (Pg 449)

Arts - Singing → Carnatic music / Geethi Samskritam by Samskritha Bharathi, Bangalore.

Arts - Instruments → Mridangam/Thabala/Voilin etc Preference given to traditional musical instruments of the state where the classes are.

Puranas in Sanskrit → Ramayana in Sanskrit + Basic Panchang + Picture books from Amar Chitra Katha - Ramayana

Mother Tongue, English, Hindi, Maths → NCERT Syllabus

Syllabus for V Std.

Slokas → Vishnu Sahasranamam; Dakshinamoorthy Slokam; Vedas (Manthrapushpam by RamaKrishna Mission) - Shreesooktam (P 403), Vishnusooktam (P 402), Narayanasooktam (P 400)

Arts - Singing → Carnatic music / Geethi Samskritam by Samskritha Bharathi, Bangalore.

Arts - Instruments → Mridangam/Thabala/Voilin etc Preference given to traditional musical instruments of the state where the classes are.

Puranas in Sanskrit → Mahabharatha in Sanskrit + 27 Stars & 12 Raasi & 9 Planets + Picture books from Amar Chitra Katha - Mahabharatha

Mother Tongue, English, Hindi, Maths → NCERT Syllabus

Syllabus for VI Std.

Slokas → Kanakadhara stothram; Mahalakshmyashtakam; Vedas
(Manthrapushpam by RamaKrishna Mission) -Durga Sooktam (P 409), Medhasooktam (P 411), Bhagyasooktam (P 439)
Arts - Singing → Carnatic music / Geethi Samskritam by Samskritha Bharathi, Bangalore.
Arts - Instruments→ Mridangam/Thabala/Voilin etc Preference given to traditional musical instruments of the state where the classes are.
Puranas in Sanskrit → Ramayana in Sanskrit + Lunar Calendar + Picture books from Amar Chitra Katha - Ramayana
Mother Tongue, English, Hindi, Maths → NCERT Syllabus

The following curriculum is advised for Classes above Sixth Standard.

10 sections

1. Arts (by sixth grade the child should know the basic ezhu katta and saptha swarangaal, so they can play around with what they learnt as they grow old) (higher than 6th grade should be choice of whether dance / musical instrument / vocal training)

2. State History earlier prescribed as third language (study of state language, state literature, state kings and their rule periods, state astrology -- state astrology because it is specific to state, astrology is different in every other place of india)

3. National History earlier prescribed as second language (study of hindi language, Hindi astrology, for communal harmony, all the kids should understand why we are hindus, muslims and christians even though we are all indians.. therefore, they should be accurately taught about the medieval kings of india, the mughal invasion and the eventual east india company so they know there are multiple cultural beliefs among indians and these should be respected.. also about national and state freedom fighters to understand the national perspective of our struggle and not just the kodi kaatha kumaran point of view alone.)

4. World History as prescribed for normal history

5. English (so they can travel across the world and spread knowledge of our culture)

6. Foreign Language - Russian or Chinese or other language by choice (After the english speaking population, russian and chinese speakers are the highest so its better to learn)

7. Maths as already prescribed

8. Science as already prescribed

9. Geography as already prescribed

10. Moral Science -- Combination of Hindus (Ramayana/Mahabharatham, gita, a few select puranas) , **Muslims** (their beliefs), **Christians** (the bible)

11th and 12th should be purely science/maths, economics/accounts for helping the children pursue modern pursuits.. Hopefully their respective cultures (hindu/muslim/christian) has been imbued into them by this time. Since they all studied together, they will continue to respect each other after they grow up.