**Mandate of the Special Rapporteur on the right to education**

**Call for CONTRIBUTIONS:**

**THE RIGHT TO EDUCATION, ADVANCES AND CHALLENGES**

*A Report by KAILASH UNION*

*January 13, 2023*

**I. Assessing the achievements made by the mandate of the Special Rapporteur on the right to education over the last 25 years**

**1. In your country, are education issues approached through the lens of the human right to education, and if so, with what challenges and results? In your view, what is the added value of such an approach in your work?**

1. The right to free education is fundamental to the ancient Vedic civilization which has faced persecution and educational and cultural genocide during the colonial rule[[1]](#footnote-1).
2. The indigenous education of the Hindu Aboriginal Indigenous Agricultural Tribes (AIAT)[[2]](#footnote-2) was under constant attack[[3]](#footnote-3) for over a decade by the Hindumisic extremists who also interfered in indigenous religious matters and succession process of children[[4]](#footnote-4) [[5]](#footnote-5). In July 2013, a Salesian clergy named Father Edward Thomas and neo-Hindutva extremist B. Shivaraj Gowda executed a vexatious investigation on Kailasa’s Nithyananda Gurukul to harass the students and their parents and force a shutdown[[6]](#footnote-6). The lawfare continued over the years as multiple deep state elements attacked the indigenous institution[[7]](#footnote-7). AIAT children including declared successors to various ancient spiritual kingdoms have also been subjected to sexual abuse by cult leaders[[8]](#footnote-8) like Sarah Landry[[9]](#footnote-9).
3. The United States of KAILASA has the right to free education, free food, free shelter, free clothing, free medical care (the five basic necessities of life) as its constitutional right, in alignment with the injunctions of the ancient sacred Hindu scriptures, the Vedas and Agamas. In ancient Hindu economic treatise by Paramashiva (primordial Hindu divinity), Paramashiva recommends that no fee should be charged for things that do not perish by sharing – such as education and knowledge.
4. In Asia, the revival of the ancient enlightened Hindu civilization including its education system has faced continuous and persistent backlash by deep state elements, where the AIAT community is systematically persecuted for reviving and preserving this indigenous tradition and culture alive.
5. Despite the persecution of AIAT members[[10]](#footnote-10), the leader of the AIAT community, The Supreme Pontiff of Hinduism (SPH) and the Head of State of KAILASA, Bhagavan Nithyananda Paramashivam, has been successful in reviving the Gurukul and made available for free in the sovereign land of KAILASA as well as globally.
6. The Gurukul is designed and has been successful to make natural capable compassionate leaders living the highest values of life such non-violence, ‘life is for others’, expressing extraordinary innate superconscious powers (shaktis)[[11]](#footnote-11) latent in every human being and radiating the ultimate truth of Paramashivoham - I am Paramashiva[[12]](#footnote-12) (Ultimate Primordial Divinity).

**2. How do you assess the 4 A’s framework of availability, accessibility, acceptability and adaptability as conditions for realizing the right to education? Is such a framework integrated in legal and policy documents relating to education in your country, as well as used in practice? If not, what are the key obstacles? Should the framework be reviewed to include other dimensions? If so, which?**

The framework of the availability, accessibility, acceptability and adaptability to ensure free education to all is integrated in the policy documents of KAILASA and is being implemented, demonstrated by the success of KAILASA in providing free education to millions of children and youth globally.

**AVAILABILITY OF THE HINDU EDUCATION SYSTEM**

1. KAILASA’s Pontifical Council for Education[[13]](#footnote-13) was conceived by the SPH Nithyananda Paramashivam in the year 2000.
2. Currently one of the KAILASA’s state education agencies called KAILASA’s Nithyananda Hindu University, is the largest Hindu University in the world. The Council includes 200 plus primary schools and 628 plus higher education institutions and has served close to 17 million students for the last 20 years.
3. The mode of transmission of knowledge is by direct download process[[14]](#footnote-14) facilitated by the SPH Nithyananda Paramashivam through ancient vedic techniques. These ancient knowledge transmission systems date back to 15,000 years with many significant ‘firsts’ in the fields of yoga, medicine, astronomy, mathematics and navigation, among others.[[15]](#footnote-15)

**ACCESSIBILITY OF THE HINDU EDUCATION SYSTEM**

1. **Primary Education through KAILASA’s Nithyananda Gurukuls and Vidyalayas**
   1. The Council for Primary Education and Literacy promotes the rights and wellbeing of every child towards conscious education. KAILASA works in 33 countries and territories to revive the unique knowledge transmission based education systems in children, and teaching them to awaken and harness every individual’s latent extraordinary potential and powers described in detail in the Hindu scriptures of Veda and Agamas.
   2. The primary educational institutions include residential schools called KAILASA’s Nithyananda Gurukul, day schooling and weekend schools called KAILASA’s Nithyananda Vidyalayas.
   3. KAILASA’s Nithyananda Hindu Universities established worldwide provides free education to one and all on the Internet thus crossing the challenges of accessibility due to economic, social, geographical constraints as well as the recent crises caused by pandemics like COVID-19[[16]](#footnote-16).
2. **Higher Education through KAILASA’s Nithyananda University** 
   1. KAILASA’s Nithyananda University has 34 Hindu Temples and Aadheenams (monastery complexes) worldwide and 1200 spiritual centers many of which operate as extended campuses of the Nithyananda Hindu University where people congregate every day for meditation, yoga, spiritual counseling, powerful Vedic rituals such as homas and pujas (fire offerings and other scientifically proven offerings to the Divine) for destroying individual and collective negativity.
   2. It has the world’s largest Hindu spiritual library with a repository of more than 70,000 publications collected with indigenously developed indological classification system and high-end soft/hard technological infrastructure and available as a digital library for free access.
   3. The SPH Nithyananda Paramashivam has personally delivered about 300,000 hours of public talks and conducted meditation programs, leading millions to choose higher conscious living.
   4. He is the most watched spiritual leader in the world on the internet platform of Youtube with over 93 million views, holds the Asia Book of Records records of delivering the maximum number of public talks[[17]](#footnote-17) for almost 300,000 hours on over 7400 topics; publishing the maximum number of books[[18]](#footnote-18) at 1123 books available for free download as digital books. Numerous spiritual music albums are available for free online and the SPH holds the record by Asia Book of Records for the maximum number of songs[[19]](#footnote-19) (530) to one person alive.
   5. KAILASA’s Nithyananda University has been able to successfully revive the temple sciences and yogic sciences and the SPH holds the record for celebrating the maximum number of Brahmotsavams (traditional temple festivals) in one year[[20]](#footnote-20), the longest chanting of the Rudram mantra[[21]](#footnote-21), performing the maximum number of traditional yogasanas[[22]](#footnote-22).
   6. KAILASA aims through its worldwide physical and digital presence to reach out the benefits of this transmission based education system to all children and empower especially the children who are the most vulnerable and excluded, most disadvantaged (poverty), violence, including those with disabilities, those affected by domestic and sexual violence, those who are affected by environmental degradation through various schemes and programs.
   7. KAILASA specifically aims to provide and support various schemes that empowers and ensures primary education for girls as a priority development project for a healthier, intelligent participation and strive towards building a better future for themselves and the world.

**ACCEPTABILITY OF INDIGENOUS EDUCATION**

1. KAILASA’s ground efforts to revive, spread, reach Hindu indigenous education to all the Hindus has been facing challenges over more than a decade in India specifically where traditional Hindu education through the Nithyananda gurukul, its students, parents of the students, administration[[23]](#footnote-23).

**ADAPTABILITY OF INDIGENOUS EDUCATION**

1. Though indigenous Hindu education has been targeted for elimination for the past over 800 years, the SPH has been striving to revive the indigenous education to its pristine glory and authenticity. KAILASA’s Nithyananda Gurukul and KAILASA’s Nithyananda Gurukul and KAILASA’s Nithyananda Vidyalayas, temples, libraries, various initiatives under SHRIKAILASA Uniting Nations[[24]](#footnote-24), providing support worldwide through free education, free food[[25]](#footnote-25).
2. The indigenous Hindu education and the SPH who is leading the movement to revive it have been especially targeted by deep state elements, Hindumisic media, who have spread massive amount of hate speech and malicious disinformation[[26]](#footnote-26) [[27]](#footnote-27) continuously over print media (newspapers and magazines), television, movies, social media like Youtube and Facebook and Twitter, to incite mob violence, lynching and thus justify the elimination of KAILASA and the SPH[[28]](#footnote-28), especially the women leaders and the indigenous students[[29]](#footnote-29).

**3. The human right to education entails States’ obligations to respect, protect and fulfill the right to education in international human rights law. To what extent are these obligations clearly identified in your country’s legislation and in practice?**

1. Answered in Question (1) above

**4. Has the right to free education been progressively implemented at all levels of education in your country, based in particular on article 26 of the Universal Declaration of Human Rights, articles 13 and 14 of the International Covenant on Economic, Social and Cultural Rights, and article 28 of the Convention on the Rights of the Child? If yes, please provide examples. If not, please explain why not.**

KAILASA’s Nithyananda Gurukul has been providing free education[[30]](#footnote-30) [[31]](#footnote-31) worldwide[[32]](#footnote-32) both physically and online[[33]](#footnote-33) for over two decades. Parents are invited and supported to provide the free indigenous education to their children[[34]](#footnote-34) [[35]](#footnote-35) [[36]](#footnote-36) [[37]](#footnote-37) who are nurtured under the care and protection of the guru who as per Hindu scriptures is responsible for the flowering of the student to the realization of his or her ultimate potential and truth of Paramashivoham[[38]](#footnote-38).

**5. Is the right to education considered a justiciable right in your country and if so which aspects of that right? If so, please provide a short summary of emblematic cases.**

1. Answered to Question 1 and 4 above.

**6. To what extent are the non-discrimination and equality principles respected in implementing the right to education in your country? Have past recommendations made by the Special Rapporteur on the right to education of vulnerable and marginalized populations been taken into account? If so, can you list which ones?**

1. As per the Hindu scriptures, the Vedas and Agamas, the right to education is a fundamental right for all sections of the society, without discrimination. The Constitution of SHRIKAILASA is based on the Vedagamas and the government of SHRIKAILASA works towards providing free education of their choice for all its citizens.

**7. In countries where the Special Rapporteur has undertaken visits, have recommendations been implemented? If so, please list recommendations acted upon.**

**8. In countries to which the Special Rapporteur has sent communications (allegation letters, urgent appeals and other letters), have measures been adopted to address the issues raised and ensure their non-recurrence? Please provide specifics.**

**II. Main challenges and crucial issues for the future**

**9. In your view, what are the main challenges in your country in implementing the right to education?**

**BACKGROUND**

1. Destruction of Indigenous Education by Colonial Powers
   1. Revival of the true indigenous education is especially important with the background of persecution, genocide and intellectual genocide of indigenous knowledge that has been done by ‘civilizing’ the knowledge systems and religious beliefs of indigenous and aboriginal traditions to forcibly align to majoritarianism.
   2. The indigenous education system has been manipulated over the centuries with a curriculum that is designed to systematically subjugate and eliminate the identity, culture, tradition, language, and knowledge of indigenous people by teaching fabricated history, instilling a sense of self-hate and inferiority complex in the minds of children of the community resulting in an identity crisis along with the loss of pride and self-respect[[39]](#footnote-39).
   3. The state system of education introduced by the British colonial power[[40]](#footnote-40) completely replaced the Gurukul (Indigenous Hindu) Education and spread malicious disinformation that the native sciences are unscientific and declared the literature, history, metaphysics, and theology of hinduism to be absurd while the impact of indigenous Hindu knowledge and education system has been appreciated by several Nobel laureates[[41]](#footnote-41) and world leaders of thought.
2. Continuing Destruction of Indigenous Education in post-Colonial Rule
   1. The deep state elements in State Educational institutions in India further targeted indigenous education by injecting hate and false propaganda denigrating and vilifying indigenous ideologies as superstitious in government school syllabus. Branches of KAILASA’s Nithyananda Gurukul, where the children are trained to head apex religious institutions of the indigenous communities were heavily targeted with lawfare and violent attacks by Hindumisic elements to forcibly shut down the indigenous schools and eliminate the educators[[42]](#footnote-42) [[43]](#footnote-43) [[44]](#footnote-44) and through lawfare[[45]](#footnote-45) against the teachers[[46]](#footnote-46) [[47]](#footnote-47) and legal counsel of the indigenous school[[48]](#footnote-48), attempts to intimidate[[49]](#footnote-49), harass[[50]](#footnote-50) and shame[[51]](#footnote-51) the indigenous children, attempts to eliminate[[52]](#footnote-52) the child monks (balasants) who are trained from a young age to be successors of the indigenous kingdoms like Lamas in Buddhist tradition.
   2. Girl children of the AIAT were targeted in the indigenous traditional school and attacked physically[[53]](#footnote-53), shamed[[54]](#footnote-54), shown pornographic material[[55]](#footnote-55). The teachers and administrators were illegally arrested on false and subjected to torture and imprisoned for 3 months and forced to live on the streets during the COVID-19 pandemic.
   3. The largest female monastery-school complex in the world was illegally demolished[[56]](#footnote-56).

**CHALLENGES IN IMPLEMENTING THE RIGHT TO EDUCATION**

* 1. Restoration of the self-respect, trust and pride in Indigenous Education
  2. Accessibility to the entire indigenous knowledge base
     1. The 100 million source scriptures of Hinduism have been systematically destroyed over the centuries of barbaric invasions and colonial rule.
     2. KAILASA's Nithyananda Hindu Library[[57]](#footnote-57) provides Source Knowledge to bring spiritual legitimacy, religious legitimacy, social legitimacy, cultural legitimacy, historic legitimacy, economical legitimacy and political legitimacy to Sanatana Hindu Dharma.
     3. KAILASA's Nithyananda Hindu Library is the world’s largest knowledge center of source scriptures, manuscripts and books on Hinduism – dedicated to Locate, Acquire, Collect, Organize, Preserve, Spread the Veda-Agamas and sharing 20 million Hindu texts.
  3. Providing a safe ambience for indigenous students to get their education
     1. Indigenous education is inherently designed to nurture compassionate, fulfilled, contributing human beings to society.
     2. KAILASA’s Nithyananda Gurukul needs to be given the protection to provide this ambience to indigenous children and to heal the physical and mental trauma that the indigenous students have gone through for over a decade of continued lawfare, abuse and attacks[[58]](#footnote-58).
  4. Awareness and recognition of the persecution and cultural, intellectual and physical genocide of the indigenous traditions
     1. Denial and distortion[[59]](#footnote-59) of the Hindu Holocaust is one of the major challenges to the revival of indigenous education systems. It jeopardises the understanding of one of the most tragic and violent episodes in the history of humanity: the genocide of 80 million Hindus.
     2. Educating about the true history of Hindus is fundamental to
        1. a robust defense against denial and distortion, ideologies of hate, hate speech, disinformation
        2. equip the indigenous peoples to live and preserve their tradition by enabling smart regulation of online platforms and breaking the cycle of algorithms actively amplifying hateful content in the interest of greater engagement and profit
        3. protect the facts of the past and teach critical thinking and media and information literacy and equip the people with the skills they need to detect and resist disinformation and hate speech
     3. Construction of museums, memorials and commemorative events around the world
     4. Recognition of the Hindu Holocaust at international level like the International Court of Justice by presenting the details of the crimes against Hindu indigenous traditions
     5. Spreading awareness through books and publications, including in school curricula, feature films, open debates and other cultural representations both traditionally and digitally
  5. Lack of basic amenities like food due to poverty and other social-economic challenges because of continued persecution of indigenous peoples
     1. SHRIKAILASA Uniting Nations has undertaken various initiatives[[60]](#footnote-60) including providing free food, education, and other support systems.

**10. What are the crucial issues to address, nationally as well as internationally, to ensure the realization of the right to education**

**ISSUES TO ADDRESS INTERNATIONALLY**

* 1. Safe environment for AIAT children to get indigenous education
     1. The indigenous knowledge systems such as Gurukuls should be preserved in a safe and protected environment without forcing mainstream education to promote the adoption at the national, regional and international levels to ensure the promotion and protection of the right to freedom of religion or belief.
  2. Study the use of media for negatively stereotyping Aboriginal indigenous Hindu women, girls and female monks
     1. The use of media (both conventional and social) for negative stereotyping and persecution of Hindu women, girls and female monks, especially from marginalized communities should be studied, added to the scope of Women Observatories, and brought to check.
     2. All the UN Member states must take adequate steps to ensure judiciary is not influenced by brutal media trials.
  3. Stop detribalization of indigenous peoples in the name of modernization
     1. The United Nations should ensure that tribal and indigenous people especially those belonging to Hindu AIAT community should be protected from detribalization and persecution by deep state often waged in the guise of modernization, democracy, affirmative action, women empowerment and child protection, which is essentially a new form of the civilizing mission, and snatches away their freedom to practice their indigenous religious and spiritual traditions without any outside interference.
  4. Declaring Hindu AIAT as an endangered culture
     1. There were close to 10,000 indigenous tribes and spiritual traditions in the Indian sub-continent. Colonization and invasions in ancient times and religious intolerance and caste-based violence and extremism in contemporary times have made them extinct. These traditions need to be protected by internationally declaring them endangered.
  5. Absolute non-interference by executive, judiciary, legislature and media in religious affairs of indigenous people
     1. The nationalization of the Hindu indigenous religious institutes should be stopped and reserved. It is illegal, unconstitutional, and deprives Hindu Aboriginal indigenous agricultural tribes and communities of their human rights.
     2. The UN Member States need to stop interfering in religious succession processes, which are sacred to the indigenous peoples and start early in a child successor’s life.
     3. The international community which is committed to protecting the Tibetan right to appoint its successor should also support the Hindu AIAT community by condemning the interference in the religious appointment of SPH Bhagavan Nithyananda Paramashivam as successor of ancient indigenous religious monasteries like Madurai Aadheenam, Thondaimandala Aadheenam, Chola Samrajya Sarvajnapeetham, Adi Chola Samrajya Kamala Peetha Sarvajnapeetham, Vedaranya Sarvajnapeetham, Panchanadikulam Sarvajnapeetham which form the seat of indigenous Hindu education.

1. The British Colonial Power introduced a state system of education in India for the first time through the Charter Act of 1813 completely replacing the Gurukul Education. The rationale for the British Government to take over the educational system in India is laid out in Lord Macaulay’s infamous “Minute on Education” of February 02, 1835 (<http://www.columbia.edu/itc/mealac/pritchett/00generallinks/macaulay/txt_minute_education_1835.html>). The “*Minute on Education*” is the first indication that the British Colonial power was determined to affect social engineering in Indian society through the medium of the English language. In his Minute, Macaulay writes that “we [the British power] must at present do our best to form a class of persons, Indian in blood and color, and English in taste, opinions, in morals and in intellect.”

   In a paper titled “The Advent of British Educational System and English Language in the Indian Subcontinent: A Shift from Engraftment to Ultimate Implementation and Its Impact on Regional Vernaculars”, the authors analyze the transitional shift from the indigenous/ regional vernaculars to engraftment (translating western knowledge into indigenous languages for teaching) and eventual shift to English as the medium of instruction, which thwarted the process of engraftment and development of indigenous languages.

   The pre-colonial indigenous gurukul education system encouraged harmony amongst all social communities by recognizing the dignity of labor and respect for all professions, for example, the second verse from an ancient treatise on agriculture says, *“Despite being learned of four Vedas (core Hindu scriptures) if a scholar or priest (Brahmin) considers agriculture inferior he is bound to be stuck in a cycle of poverty.” ("चतुर्वेदान्तगो विप्रः शास्त्रवादी विचक्षणः। अलक्ष्म्या गृह्यते सोऽपि प्रार्थनालाघवान्वितः॥२॥" कृषिपराशरम्* [*https://sa.wikisource.org/s/d9w*](https://sa.wikisource.org/s/d9w) *)* The Hindu scriptures taught to respect each human being without discrimination as not just an equal human being but a divine manifestation of God - *“Whether a woman or a man, a drunkard (Cāņdala) or a person who is reborn (Dvija) through education and initiation, there is absolutely no discriminatory comparison. Everyone here is considered like Śiva (Primordial Hindu Divinity)" ("खी वाथ पुरुषः षण्डचण्डालो वा द्विजोसमः। चक्रेऽस्मिन्नेव भेदोऽस्ति सर्व शिवसमाः स्मृताः ॥९७॥“ verse 97 and “जातिभेदो न चक्रेऽस्मिन् सर्वे शिवसमाः स्मृताः। वेदेऽपि स्थितमेवं हि सर्व हि ब्रह्मा चाव्रतीत्॥१०१॥“ verse 101, etc., Kularnava Tantra, 8th Ullasa* [*https://archive.org/details/Kularnava/mode/2up*](https://archive.org/details/Kularnava/mode/2up)*).*

   The planned destruction of the indigenous education intrinsically and prejudicially demeaned any knowledge which was indigenous by faultily characterizing it as inferior and worthy for destruction – *“I have no knowledge of either Sanscrit or Arabic. But I have done what I could to form a correct estimate of their value. I have read translations of the most celebrated Arabic and Sanscrit works. I have conversed, both here and at home, with men distinguished by their proficiency in the Eastern tongues. I am quite ready to take the oriental learning at the valuation of the orientalists themselves. I have never found one among them who could deny that a single shelf of a good European library was worth the whole native literature of India and Arabia. The intrinsic superiority of the Western literature is indeed fully admitted by those members of the committee who support the oriental plan of education.”*  [↑](#footnote-ref-1)
2. The Ādi Śaiva Vēḷāḷar community is one of the Hindu Aboriginal Indigenous Agricultural Tribes (AIATs) of India, who belong to the Śaiva (followers of Bhagavān Śiva) sub-tradition within the vast spiritual architecture of Hinduism, practicing Hinduism in its most authentic form deeply rooted in Vedas (<https://en.wikipedia.org/wiki/Vedas> - the source scriptures of Hinduism that is unadulterated by modern imperialist interventions and consumerist dilutions) and Agamas (<https://en.wikipedia.org/wiki/Agama_(Hinduism)>). These indigenous communities share several cultural, linguistic and religious similarities with Mesoamerican indigenous civilizations and several Canadian indigenous First Nation tribes and their whole identity has been grossly violated through disinformation about their lifestyle, culture, tradition, and their very existence over centuries (<https://nctr.ca/records/reports/#trc-reports>). In Paramananda Agama (2nd Chapter, Verse 7-10), Paramashiva in form of Bhairava reveals the total number of Agamas in Hinduism for all Hindu Sampradayas (Sects) as - “शृण्वत्र ते भिधास्यामि तन्त्राणां गणनां प्रिये॥ ट्सहस्राणि तन्त्राणि वैष्णवानि महेश्वरि ॥७॥ शैवानि दशसाहस्रसंख्यानि परिगण्यते। शतसाहस्रसंख्यानि शाक्ततन्त्राणि वै पुनः ॥८॥ गणेशस्य सहस्राणि सौराणि द्विगुणानि तु। मदीयानि तु तन्त्राणि सप्तसाहस्रकाणि वै ॥६॥ अन्यानि द्विसहस्राणि यक्षभूतादिसाधने। कानिचिद्यामलान्यत्र सिद्धान्तार्णवसंज्ञया ॥१०॥” Vaisnava Sampradaya - 6000 Agamas; Saiva Sampradaya - 10,000 Agamas; Shakta Sampradaya - 100,000 Agamas; Ganapatya Sampradaya - 1,000 Agamas; Saura Sampradaya - 2,000 Agamas; Bhairava Sampradaya - 7,000 Agamas, etc. [↑](#footnote-ref-2)
3. <https://kailasa.hindunation.org> [↑](#footnote-ref-3)
4. 3 May 2018 - the SPH Nithyananda Paramashivam was prohibited by Justice Mahadevan of the High Court of Madras from entering Madurai Aadheenam of which SPH is the successor. Though the order itself violates the constitution of India, the Court threatened the SPH that it would order His arrest if He did not resign from His responsibility as the 293rd Pontiff. As per the Constitution of India, a person is to be treated as innocent until proven guilty, and no one has the right to pass judgment on such a person. The SPH has never been convicted of any crime. Yet, He has repeatedly been treated in a prejudicial manner and presumed guilty. Justice Mahadevan went on to pass an order blatantly violating the fundamental rights of the SPH and on record said, "*I will see that your ashram is vanished. Hundreds of complaints are pending against the ashram.*" ([timesofindia.indiatimes.com/city/chennai/madras-hc-warns-of-issuing-arrest-warrant-against-self-styled-godman-nithyananda/articleshow/62692301.cms](https://timesofindia.indiatimes.com/city/chennai/madras-hc-warns-of-issuing-arrest-warrant-against-self-styled-godman-nithyananda/articleshow/62692301.cms)) The order was inconsistent with the prior judgment of the Supreme Court (In the Supreme Court of India, Ambalavana Pandara Sannathi v. State of Tamil Nadu And Anr, on 28 April, 1980, (AIR 1983 Mad 72)  <https://indiankanoon.org/doc/651773/> that held *“the appointment of junior pontiff is a right of a religious institution and the same cannot be interfered without proper cause.”*), it was also against the Division Bench (a higher authority than the single judge Justice Mahadevan) order of Madras High Court dated 31 Oct 2012, further the order was also against AdiShaiva AIAT custom, and tradition of Madurai Aadheenam documented in a historical record of trust procedures (as per section “*4. Particulars of important customs and usages pertaining to the institution”* and as per section *“2. Particulars of the scheme of administration which refers to government scheme R 5822.60 dated 29/Nov/1960”* ) that is also the authoritative legal reference on religious matters during the contemporary and colonial era.

   10 July 2018, the Madras High court validated the legitimacy of the SPH Nithyanananda Paramashivam’s accession to the throne as the 293rd pontiff of Madurai Aadheenam terming it *“irrevocable”*. This did not stop the state's persecution.

   Immediately after this, despite several court orders directly in favor of the SPH Nithyananda Paramashivam prohibiting the state from impounding His passport (*“The passport of the accused 1 (the SPH Nithyananda Paramashivam) be released into the custody of accused 1 for his interim custody till the disposal of this case”* in CC 204 of 2010 in the Court of Principle Senior Civil Judge Ramanagara dated 23 February 2012<https://shrikailasa.github.io/persecution_evidences/2012-Feb-23-CC204_order-to-return-passport.pdf> ), on 24 August 2018, the Government illegally and arbitrarily canceled the passport of the SPH(<https://shrikailasa.github.io/persecution_evidences/2018-Aug-24_illegal_mea_notice_without_even_signature.jpg> ). On 6 December 2019, the Ministry of External Affairs spokesperson informed (*On 6 December, the Ministry of External Affairs said Swami Nithyananda’s passport was cancelled before its validity was to expire in 2018 and that his application for a new one was also rejected because of the cases pending against him.“* <https://swarajyamag.com/insta/swami-nithyananda-as-many-as-12-lakh-people-have-applied-for-citizenship-of-kailasaa-nation> ) the passport of the SPH was canceled before its validity was to expire in 2018 and the application for the new one was rejected (“Cancelled Nithyananda’s passport, rejected application for new one: MEA” <https://www.youtube.com/watch?v=uPLdljsLgV8> ). With this illegal order, the SPH was pushed into *“de facto statelessness”* (Luingam Luithui And Ors vs Union Of India And Ors on 23 August, 2017<https://indiankanoon.org/doc/51490658/> ).

   The 10 July 2018 court order cleared the fact that the SPH Nithyananda Paramashivam was the 293rd pontiff (Hence this court is of the opinion that the Petitioner’s appointment is irrevocable and hence he [Sri Nithyananda Paramashivam] is the Junior Pontiff of the Mutt.”, order to CRP.(PD)(MD) 818 of 2018 and CMP(MD) 3630 of 2018 Before the Madurai Bench of Madras High Court, delivered on 10 July 2018, <https://shrikailasa.github.io/persecution_evidences/Order_to_Crp.(PD)(MD)_818-of-2018_and_CMP(MD)_3630-of-2018_Madurai_Bench_Madras_High_Court_dated_10-July-2018-(CRP_OS_1000).pdf> ). This was also backed by a Supreme Court order on a similar mattercxx. After the deep-state exiled the SPH, on 14 August 2021, the Tamil Nadu state HR&CE completely discarded the High court and supreme court orders and declared somebody else as the 293rd pontiff (<https://www.news18.com/news/india/we-worship-shiva-he-behaves-like-shiva-madurai-mutt-retorts-after-fugitive-nithyananda-claims-top-post-4100630.html>) [↑](#footnote-ref-4)
5. TheKanchee Kailasa Sarvajnapeetam Thondaimandala Aadheenam is one of the oldest AdiShaiva AIAT Hindu monasteries in the world (dated to at least the first century CE). On 20 Jan 1979, the State arbitrarily and illegally issued an order in HR&CE OA No.1 of 1978 and created a legally deceptive framework called Advisory Committee to politically control the appointment of the future Pontiffs. In 1988, the 230th Pontiff, Sri-La-Sri Gnanaprakasa Desika Paramacharya Swamigal identified the SPH Nithyananda Paramashivam (then known as A. Rajashekaran a young boy of fewer than 10 years of age) as the very incarnation of Lord Shiva and initiated, proclaimed, declared, and coronated Him as the future pontiff after performing all the initiations as per the customs and traditions. By 9 Jan 2009, the State appointed land grabbers as Advisory committee members and started systematically grabbing the rich hereditary land of the monastery. When the 232nd pontiff of Thondaimandala Aadheenam protested, the state completely took over the monastery by a suo moto proceeding in OA No.1 of 2010 (RC No.3972 / 2010 D-2) and issued a notice dated 31 July 2010 where the role of the pontiff was reduced to that of a consultant to the State. On 2 December 2020, the 232nd pontiff passed away. As per his will which he had reiterated in a video statement, he had exercised his religious and constitutional right to declare his successor, he declared the disciple of the SPH Nithyananda Paramashivam - Sri Nithya Sundareshwarananda as his successor 233rd pontiff. On 5 March 2021, the State based on their political interests, unconstitutionally and illegally appointed another pontiff and overridden the appointment done by the 232nd pontiff. [↑](#footnote-ref-5)
6. <http://archive.indianexpress.com/news/nithyananda-ashram-in-child-rights-row/1174496/> [↑](#footnote-ref-6)
7. 17 Sep 2013, the Karnataka State CWC officials forcibly, cruelly, and illegally interrogated children in the Gurukul. It was done without parental consent, without any video recording. CWC representative Radha. K acknowledging with a signed letter that she came to see gurukul with the police([http://shrikailasa.github.io/persecution\_evidences/gurukul/Letter\_CWC\_Representative\_Radhka.\_K\_17-Sep-2013.png)](http://shrikailasa.github.io/persecution_evidences/gurukul/Letter_CWC_Representative_Radhka._K_17-Sep-2013.png). This visit was after 7:30 PM late-night beyond the time permissible by law (6 PM). The State interrogators shamed, ridiculed, and humiliated the children, particularly girls for their traditional dress, pressured them to quit their spiritual-religious lifestyle.

   19 Sep 2013, FIR 340/2013 Bidadi PS dated 19-Sept-2013 IPC 186 against Ragasudha Vasundhara Shivanna, the legal counsel for the school and parents, for intervening in the violation of the rights of children and parents and reminding the police officers and CWC team members that it was not appropriate and illegal in fact to interrogate children in absence of their guardians that also after 6 PM (the official raided at 7:30 PM). For this, the government fabricated an accusation of IPC 186 which reads - *“Obstructing public servant in discharge of public functions. —Whoever voluntarily obstructs any public servant in the discharge of his public functions, shall be punished with imprisonment of either description for a term which may extend to three months, or with fine which may extend to five hundred rupees, or with both.*“

   21 Sep 2013, the Karnataka Government District Children Protection Committee (Women and Children Welfare Department) issued a show-cause notice181, wherein they made false allegations claiming that children were kept there illegally and ordered parents of all children to appear for interrogation. Parents from all over the country had to fly to meet the government demands, which they did.

   15 Oct 2013, the parents of the children fought for their constitutional, religious, and human rights to have their children educated as per ancient AIAT tradition. The State Government officers claimed that the parents were fake and demanded them to produce all documents to prove they are the real parents. The parents established this by producing various documents such as state issued biometric-ids, passports, birth certificates, and other documents(<https://indianexpress.com/article/cities/city-others/nithyananda-ashram-produces-88-students-before-child-welfare-panel/>). However, the State Government officers maliciously maintained that the children were orphans. They criminally intimidated the children pressurizing them to leave the Gurukul and go with their parents or they will be taken away by the Government officers(<https://www.deccanherald.com/content/367261/nithyananda-ashram-scanner-child-rights.html>). The entire attack by the government was reported by various politically owned Kannada language news channels that re-iterated the false claims of the government such as the claim the children were orphans and even absurd claims such as that the parents of the children were fake (<http://shrikailasa.github.io/persecution_evidences/gurukul/Kannada_language_tv_news_channel_tv9_15-Oct-2013.png>). About 19 children and their parents were intimidated and harassed by the Government officers to the extent that they had no choice other than to leave (16 Oct 2013, The Indian Express, *"Nithyananda ashram produces 88 students before child welfare panel"* <http://archive.indianexpress.com/news/nithyananda-ashram-produces-88-students-before-child-welfare-panel/1183244/>).

   16 Oct 2013, it was published that the Karnataka State CWC Officer, Shivalingaiah said, *“We found the children brilliant”*. However, the Officer falsely claimed, *“But they are not receiving formal education. They (the ashram) do not have accreditation from any government agency, they do not follow the law of the land and do not have an authentic syllabus for the children.”* Several other Hindumisic newspapers such as the Deccan Herald also spread misinformation and justified the lawfare by falsely accusing the traditional school of child rights violation whereas in reality the state persecuted the children and their parents using vexatious proceedings (6 Nov 2013, Deccan Herald, *“Nithyananda ashram under scanner for child rights violation”* <https://www.deccanherald.com/content/367261/nithyananda-ashram-scanner-child-rights.html>). [↑](#footnote-ref-7)
8. https://kailasa.hindunation.org/0:/for%20UN%20report/cult%20members.docx [↑](#footnote-ref-8)
9. By 2016, the leader of a cult named Corpus Dei – Sarah Landry a Canadian citizen disguised as a spiritual seeker had entered the AIAT monastery at Bangalore. By January 2017, she had molested several Gurukul children, details of which came to be known to the community only much later.

   AIAT student Sri Nithya Sundareshwarananda and declared by the SPH to be the successor of the ancient spiritual kingdom of Thondaimandala aadheenam, and Sri Nithya Tattvananda were abused sexually by Sarah Landry. [↑](#footnote-ref-9)
10. <https://kailasa.hindunation.org/0:/> [↑](#footnote-ref-10)
11. Awakening of the extraordinary powers or shaktis is through deeksha or initiation making the Shaktis (powers) a living experience for the recipient called Sākshi Pramāṇa.

    <https://nithyanandapedia.org/wiki/Manifesting_Shaktis_Appendix_(Book)> [↑](#footnote-ref-11)
12. In AIAT, Paramashiva is the embodiment of non-duality: cosmic oneness, or Advaita, whose universal consciousness manifests as the universe and all the myriad beings within the universe. Paramashiva taught the fundamental principles of AIAT through the source scriptures known as the Veda-Agamas. The following principles constitute the core beliefs and lifestyle of the AIAT community: nonviolence, vegetarianism, gender equality, racial equality, inclusiveness, LGBTQ+ rights, worship of nature and living beings, organic lifestyle, temple-based living, yoga, and yogic sciences. The Veda-Agamas as revealed by Paramashiva provide clear instructions on how beings may realize the ultimate awareness of the cosmic oneness or Advaita through yogic sciences. Every being can manifest Shaktis or powers from the space and state of oneness to create the reality that they desire. As an Avatar of Paramashiva, the SPH exists in the same space and state of Paramashiva and reveals the Veda-Agamas from the original space that created the Veda-Agamas of ASMT. The SPH is able to reveal the deep and timeless cosmic truths from the source scriptures and make them relevant and user-friendly to the needs of modern humanity, even as the world changes.  [↑](#footnote-ref-12)
13. <http://education.gov.kailasa.sk/kailasas-education-commission/> [↑](#footnote-ref-13)
14. Transmission of knowledge from guru to disciple as per Vedic education rather than education by memorization or transfer of knowledge from teacher to student [↑](#footnote-ref-14)
15. Today indigenous Hindu spiritual sciences such as Yoga, are recognized by the entire world as a holistic approach to health and well-being (<https://undocs.org/A/RES/69/131>) Around 175 member states of the United Nations, the highest number ever for any general assembly resolution (<https://timesofindia.indiatimes.com/india/UN-declares-June-21-as-International-Day-of-Yoga/articleshow/45480636.cms> ) supported the resolution of celebrating June 21 every year as *“International Day of Yoga”*. It shows that ancient indigenous knowledge is not merely relevant for people of the past, but it is an extremely valuable asset to the entire 7.7 billion people living today on this planet. Just like Yoga and Ayurveda (indigenous Hindu medicine system), the indigenous education system and knowledge has offered a lot to humanity and has yet more to offer - in various field such as State Policies, Politics & Statecraft (Samrajya Laxmi Pithika, Niti Shashtra, Artha Shashtra, Manu Smriti), Law (Dharmashastra, Manu Smriti, Parasara Smriti, Yagya Valk, Gautama, Mitakshara), Banking & Accounting (Arthashashtra, Krisi-Parasara), Architecture & Civil Engineering (Kamikagama, Mahaagama, and Suprabhedagama), Performing Arts (Pancharatra Agama), Medicine (Charaka Saṃhitā, Sham Raj, Nighant, Bhashya Parichehed, Madhava Nidan, Vagbhat), Surgery (Sushruta Samhita), Botany (Vrukshayurveda, Bruhat Samhita, Sarngadhara's Vrukshayurveda, Parasara’s Vrukshayurveda), Chemistry and Metallurgy (Rasahrudaya Agama, Rasendra Mangala, Rasarathnakara, Karshaputa, Lohasastra), Music (Gandharva Veda), Agriculture (Krishi Parasara), Astrology (Siddbant Shiromani, Nil Kanthi, Mahurta Chintamani, Brihat Jatak, Shighra Bodh, Parasariya), Shipbuildin (Yukti Kalpa Taru), Manufacturing (Nagalingayna-Kutha, Vishvakurma-Poorana, Kumalesherra Kalikamahata), Food sciences (Bhaga Shashtra), giving breakthrough contributions to humanity such as – knowledge, and application of zero, binomial theorem ((i) Plofker, Kim (2009). Mathematics in India. Princeton University Press. pp. [54-56](https://books.google.com/books?id=DHvThPNp9yMC&amp;pg=PA54). *“Pingala’s use of a zero symbol as a marker seems to be the first known explicit reference to zero.”* ISBN 0-691-12067-6. (ii) [पिङ्गलछन्दःसूत्रम्](https://sa.wikisource.org/wiki/%E0%A4%AA%E0%A4%BF%E0%A4%99%E0%A5%8D%E0%A4%97%E0%A4%B2%E0%A4%9B%E0%A4%A8%E0%A5%8D%E0%A4%A6%E0%A4%83%E0%A4%B8%E0%A5%82%E0%A4%A4%E0%A5%8D%E0%A4%B0%E0%A4%AE%E0%A5%8D)) (200BCE - (i) R. Hall, Mathematics of Poetry, has "c. 200 BC" (ii) Mylius (1983:68) mentions "very late" within the Vedānga corpus.), calculations with zero (The Siddhanta-Sekhara of Sripati: A Sanskrit astronomical work of the 11th century : Cambridge University Press.), positive numbers, negative numbers, generalization of Fibonacci identity, Euler's four-square identity, Lagrange's identity (Henry Thomas Colebrooke. Algebra, with Arithmetic and Mensuration, from the Sanskrit of Brahmegupta and Bhaascara, London 1817, p. 339 ([online](https://archive.org/details/algebrawitharith00brahuoft))), knowledge, and application of infinity ((i) Ian Stewart (2017). [Infinity: a Very Short Introduction](https://books.google.com/books?id=iewwDgAAQBAJ&amp;pg=PA117). Oxford University Press. p. 117. ISBN 978-0-19-875523-4. (ii) वधादौ वियत् खस्य खं खेन घाते खहारो भवेत् खेन भक्तश्च राशिः॥2.18॥ अस्मिन् विकारः खहरे न राशावपि प्रविष्टेष्वपि निःसृतेषु। बहुष्वपि स्यात् लय-सृष्टिकाले अनन्ते अच्युतेभूतगणेषु यद्वत्॥2.20॥ [Bhaskaracharya’s Bijaganita](https://resanskrit.com/concept-infinity-bhaskaracharya/)) (300BCE), average values (Plofker, Kim (2009). Mathematics in India. Princeton University Press. page 71, ISBN 0-691-12067-6) (1150 CE), fractions (Bhāskara II's treatise on mathematics, Līlāvatī) (628 CE), arithmetical and geometrical progressions, plane geometry, angular dimensions, solid geometry, simple, quadratic, simultaneous, and indeterminate equations (B. S. Yadav (28 Oct 2010). [Ancient Indian Leaps Into Mathematics](https://books.google.com/books?id=nwrw0Lv1vXIC&amp;pg=PA88). Springer. p. 88. ISBN 978-0-8176-4694-3, Aryabhatiya), Baudhayana-Pythagoras Theorem ([Thibaut, George](https://en.wikipedia.org/wiki/George_Thibaut) (1875). ["On the Śulvasútras"](https://www.biodiversitylibrary.org/item/114419#page/277/mode/1up). *The Journal of the Asiatic Society of Bengal*. 44: 232–238), Madhava–Leibniz infinite series for the value of pi (Π) ((i) Edwards (1994), The historical development of the calculus, Springer Study Edition Series (3 ed.), Springer, p. 247, ISBN 978-0-387-94313-8 (ii) ഇരിഞ്ഞാറ്റപ്പിള്ളി മാധവൻ നമ്പൂതിരി Madhava of Sangamagrama discovered before Leibniz), trigonometry, infinite series for calculating value of a sine function, Nilakanta-Taylor series (1685 CE), Govindaswami-Newton-Gauss interpolation (1670 CE), calculus ((i) ["Neither Newton nor Leibniz - The Pre-History of Calculus and Celestial Mechanics in Medieval Kerala"](https://web.archive.org/web/20060806040307/http://www.canisius.edu/topos/rajeev.asp). MAT 314. Canisius College. (ii) ["An overview of Indian mathematics"](http://www-history.mcs.st-andrews.ac.uk/HistTopics/Indian_mathematics.html). Indian Maths. School of Mathematics and Statistics University of St Andrews, Scotland.). Somayaji-Newton Power series (1660 CE), Madhava-Gregory’s series for inverse tangent (1632 AD), astronomy, Velocity of Planets (Puthumana Somayaji 1450 CE), Gravity (1114 CE), freely available organic antibiotic remedies (<https://www.nature.com/articles/37838>), free and affordable healthcare (Gopinath BG. Foundational ideas of Ayurveda. Medicine and Life Sciences in India. In: Subbarayappa BV, Chattopadhyay DP, editors. New Delhi: Centre for Studies in Civilizations; 2001. pp. 59–107. History of Science, Philosophy and Culture in Indian Civilization; Part 2. Vol. IV.), vaccinationprocedures (J. Van Alphen; A. Aris (1995). "*Medicine in India*". Oriental Medicine: An Illustrated Guide to the Asian Arts of Healing. London: Serindia Publications. pp. 19-38 [ISBN](https://nithyanandayoga-my.sharepoint.com/wiki/ISBN_(identifier)) [978-0-906026-36-6](https://nithyanandayoga-my.sharepoint.com/wiki/Special:BookSources/978-0-906026-36-6).), surgicalprocedures including plastic surgery, etc (Kansupada, KB; Sassani, JW (1997). "*Sushruta: the father of Indian surgery and ophthalmology*". Doc Ophthalmol. **93** (1-2): 159-67.). [↑](#footnote-ref-15)
16. <https://www.ohchr.org/Documents/Issues/IntOrder/Multilateralism/AdiShaiviteMinorityTradition.pdf> [↑](#footnote-ref-16)
17. 289,984 public talks on 7407 topics <https://kailasa.hindunation.org/0:/for%20UN%20report/asia%20book%20of%20records%20awards/award%20for%20max%20number%20of%20public%20talks.jpg> [↑](#footnote-ref-17)
18. 1123 books - <https://kailasa.hindunation.org/0:/for%20UN%20report/asia%20book%20of%20records%20awards/award%20for%20max%20number%20of%20books%20published.jpg> [↑](#footnote-ref-18)
19. <https://kailasa.hindunation.org/0:/for%20UN%20report/asia%20book%20of%20records%20awards/award%20for%20max%20number%20of%20songs.jpg> [↑](#footnote-ref-19)
20. 13 brahmotsavams - <https://kailasa.hindunation.org/0:/for%20UN%20report/asia%20book%20of%20records%20awards/max%20number%20of%20brahmotsavams%20in%20a%20year.jpg> [↑](#footnote-ref-20)
21. Non stop chanting for 30 hours - <https://kailasa.hindunation.org/0:/for%20UN%20report/asia%20book%20of%20records%20awards/longest%20rudram%20chanting.jpg> [↑](#footnote-ref-21)
22. 508 asanas in 108 minutes - <https://kailasa.hindunation.org/0:/for%20UN%20report/asia%20book%20of%20records%20awards/max%20number%20of%20traditional%20yogasanas.jpg> [↑](#footnote-ref-22)
23. <https://kailasa.hindunation.org/0:/for%20UN%20report/recently%20submitted%20UN%20reports/> [↑](#footnote-ref-23)
24. <https://gov.shrikailasa.org/shrikailasa-uniting-nations/> [↑](#footnote-ref-24)
25. <https://www.facebook.com/UNNFH.SH/> [↑](#footnote-ref-25)
26. <https://kailasa.hindunation.org/0:/for%20UN%20report/Hindumisic%20Extremists%20and%20their%20Incitement%20to%20Genocide%20-%20Details%20of%20Hindumisic%20extremists.pdf> [↑](#footnote-ref-26)
27. <https://www.ohchr.org/Documents/Issues/Expression/disinformation/2-Civil-society-organisations/Nithyanandeshwara-Hindu-Temple.pdf> [↑](#footnote-ref-27)
28. <https://www.ohchr.org/sites/default/files/documents/issues/disappearances/cfi/draft-stm/submissions/2022-09-05/kailash-union-draft-stm.docx> [↑](#footnote-ref-28)
29. <https://www.ohchr.org/sites/default/files/2022-02/Kailasa-Nation.pdf>

    <https://www.ohchr.org/sites/default/files/2021-11/Kailash-Union.pdf>

    <https://www.ohchr.org/Documents/HRBodies/CEDAW/DGD24June2021/51.docx>

    <https://www.ohchr.org/Documents/Issues/Women/SR/Femicide/2021-submissions/CSOs/india-kailash-union.pdf> [↑](#footnote-ref-29)
30. Universal Declaration of Human Rights - "Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory.” [↑](#footnote-ref-30)
31. Article 13 International Covenant on Economic, Social and Cultural Rights - "Primary education shall be compulsory and available free for all." [↑](#footnote-ref-31)
32. <https://gov.shrikailasa.org/embassies-gurukul/> [↑](#footnote-ref-32)
33. <https://www.nithyanandagurukul.com/e-gurukul/> [↑](#footnote-ref-33)
34. Universal Declaration of Human Rights - Parents have a prior right to choose the kind of education that shall be given to their children" [↑](#footnote-ref-34)
35. Article 13 International Covenant on Economic, Social and Cultural Rights - "The States parties to the present Covenant undertake to have respect for the liberty of parents ... to choose for their children schools, other than those established by the public authorities, which conform to such minimum educational standards as may be laid down or approved by the State and to ensure the religious and moral education of their children in conformity with their own convictions. [↑](#footnote-ref-35)
36. Article 18 International Covenant on Civil and Political Rights - "The States Parties to the present Covenant undertake to have respect for the liberty of parents ... to ensure the religious and moral education of their children in conformity with their own convictions.” [↑](#footnote-ref-36)
37. The right of indigenous peoples to education is protected by the UN Declaration on the Rights of Indigenous Peoples, which in Article 14 states that “Indigenous peoples have the right to establish and control their educational systems and institutions providing education in their own languages, in a manner appropriate to their cultural methods of teaching and learning.” [↑](#footnote-ref-37)
38. Experiential understanding of the ultimate truth of Paramashivoham - I am Paramashiva; and manifestation of the extraordinary powers (shaktis) and infinite good qualities (ananta kalyana guna) of the Eternal Primordial Divinity Paramashiva. [↑](#footnote-ref-38)
39. The Colonial Legacy, as is the case with other colonies, was also played out in British India. The British Colonial Power introduced a state system of education in India for the first time through the Charter Act of 1813 completely replacing the Aboriginal Hindu Gurukul Education.

    The rationale for the British Government to take over the educational system in India is laid out in Lord Macaulay’s infamous “Minute on Education” of February 02, 1835. The “Minute on Education” is the first indication that the British Colonial power was determined to affect social engineering in Indian society through the medium of the English language. In his Minute, Macaulay writes that “we [the British power] must at present do our best to form a class of persons, Indian in blood and color, and English in taste, opinions, in morals and in intellect.”

    The impact of Macaulayism is multi-fold – it led to a cultural and intellectual genocide of Hindu Aboriginal Indigenous Agricultural Tribes such as the Ādi Śaiva Vēḷāḷars.

    Macaulay carried pejorative views about indigenous education which was appreciated by the Nobel laureates of literature and physics. His policies directly led to the complete destruction of the indigenous consciousness in the aboriginal people of South Asia. The indigenous Gurukul education of the Hindu aboriginal indigenous agricultural tribes of India, such as the Ādi Śaiva Vēḷāḷar formed a very deep part of their cultural and spiritual identity. [↑](#footnote-ref-39)
40. Charter Act of 1813 [↑](#footnote-ref-40)
41. “Indian philosophers’ subtleties make most of the great European philosophers look like schoolboys”, T.S. Eliot, 1933, https://www.jstor.org/stable/1399046

    Bernard Shaw, “The apparent multiplication of gods is bewildering at the first glance, but you soon discover that they are the same GOD. There is always one uttermost God who defies personification. This makes Hinduism the most tolerant religion in the world, because its one transcendent God includes all possible gods.” <https://citatis.com/a18035/269404/>

    William Butler Yeats, a Nobel laureate in literature, was so inspired387 by the indigenous Hindu scriptures, that he wrote a commentary on the Upanishads as, “The Ten Principal Upanishads”, which was published in 1938.

    Several Nobel laureates in the field of physics, notably quantum physicists such as Werner Heisenberg, Erwin Schrödinger, and Brian David Josephson have variously cited how they found spiritual wisdom in indigenous Hindu literature that even influenced their work in quantum physics.

    Werner Heisenberg, “After the conversations about Indian philosophy, some of the ideas of Quantum Physics that had seemed so crazy suddenly made much more sense.”, [Pride of India (2006) by Samskrita Bharati. p. 56]

    Erwin Schrödinger (1951), My View of the World, (i) “In all world there is no kind of framework within which we can find consciousness in the plural; this is simply something we construct because of the temporal plurality of individuals, but it is a false construction.... The only solution to this conflict in so far as any is available to us at all lies in the ancient wisdom of the Upanishad.”, (ii) “Vedanta teaches that consciousness is singular, all happenings are played out in one universal consciousness and there is no multiplicity of selves.”

    Brian David Josephson, “The Vedanta and the Sankhya hold the key to the laws of mind and thought process which are co-related to the Quantum Field, i.e. the operation and distribution of particles at atomic and molecular levels.” [↑](#footnote-ref-41)
42. Tiruvannamalai - 3 March 2010 - Tamil Murasu - Page 1 - Chennai edition - “Nithyananda Thalaimarivu” ; Salem - (i) 8 March 2010 - Dina Malar, Chennai - Page 2 - “Nithyananda Ashramathil Irunda” (ii) 4 March 2010 Dinakaran - Page 4,15; Namakkal - 4 March 2010 - Dina Mani - Page 2 [↑](#footnote-ref-42)
43. 11 Jun 2012, Newsx Video Clip, <https://www.youtube.com/watch?v=3blhMe1CIE4>, 11 Jun 2012 , The Hindu, Karnataka, [www.thehindu.com/news/national/karnataka/karnataka-chief-minister-orders-arrest-of-nithyananda/article3515274.ece](https://www.thehindu.com/news/national/karnataka/karnataka-chief-minister-orders-arrest-of-nithyananda/article3515274.ece) [↑](#footnote-ref-43)
44. (i) <http://shrikailasa.github.io/persecution_evidences/gurukul/Uttarahalli_monastery_attack_tv_13_01_2014.png> (ii) <http://shrikailasa.github.io/persecution_evidences/gurukul/Uttarahalli_monastery_attack_victim_13_01_2014.png> [↑](#footnote-ref-44)
45. [http://shrikailasa.github.io/persecution\_evidences/gurukul/Karnataka\_State\_minister\_ education\_gurukul\_shutdown\_14-Feb-2014.png](http://shrikailasa.github.io/persecution_evidences/gurukul/Karnataka_State_minister_%20education_gurukul_shutdown_14-Feb-2014.png) , <https://www.thehindu.com/news/national/karnataka/teacherfriendly-transfers-in-the-offing-ratnakar/article5685916.ece> [↑](#footnote-ref-45)
46. Puducherry - FIR 90/2010, 5 Mar 2010, PS Orleanpet, Puducherry <https://kailasa.hindunation.org/0:/for%20UN%20report/puducherry%20FIR.pdf> Sriperumbudur - District Magistrate, Sriperumbudur, Chennai, Crl. O. P No.12783 of 2010, Coimbatore - <https://timesofindia.indiatimes.com/india/Swami-Nityananda-arrested-in-Solan/articleshow_new/5841947.cms> [↑](#footnote-ref-46)
47. <http://archive.indianexpress.com/news/nithyananda-ashram-in-child-rights-row/1174496/> - harassment and intimidation of indigenous students, teachers and parents to force shutdown of indigenous school [↑](#footnote-ref-47)
48. Lawfare against the legal counsel of indigenous school - FIR 340/2013 Bidadi PS on the date 19 September 2013 [↑](#footnote-ref-48)
49. <https://indianexpress.com/article/cities/city-others/nithyananda-ashram-produces-88-students-before-child-welfare-panel/>

    <https://www.deccanherald.com/content/367261/nithyananda-ashram-scanner-child-rights.html>

    <http://shrikailasa.github.io/persecution_evidences/gurukul/DWC_officer_tv_announced_plans_08-Feb-2014.png>

    <http://shrikailasa.github.io/persecution_evidences/gurukul/Karnataka_State_Police_Notice_Gurukul_13-Feb-2014.png> [↑](#footnote-ref-49)
50. <http://shrikailasa.github.io/persecution_evidences/gurukul/CWC_show_cause_notice_17-Sep-2013.png>

    <http://shrikailasa.github.io/persecution_evidences/gurukul/DoWC_harassment_visit_17-Sep-2014.png> [↑](#footnote-ref-50)
51. <http://shrikailasa.github.io/persecution_evidences/gurukul/Kannada_language_tv_news_channel_tv9_15-Oct-2013.png>

    <http://shrikailasa.github.io/persecution_evidences/gurukul/Writ_Petition_WP_8805-2013_END_RED_WP-8830-873-Edexcel-IGCSE-2014-p4.png> [↑](#footnote-ref-51)
52. <https://www.youtube.com/watch?v=jeRtmcwo39Q> - attempt on the life of a balasant who is both the ‘Karuvazhi Varisu’ (successor as per bloodline) and ‘Guruvazhi Varisu’ (successor as per the religious Master-disciple monastic order) of the SPH Nithyananda Paramashivam whose family (<https://kailasapedia.org/thumb.php?f=Family_tree_of_sph.jpeg&width=600>) traditionally used to head the Thondaimandala Aadheenam but political influence was used by the State Finance Minister PTRP Thiyagarajan along with his brother PTRK Vijayarajan (Head of the State appointed Advisory Committee) to illegally oust the SPH who was the 233rd pontiff of the spiritual kingdom of Thondaimandala Aadheenam. [↑](#footnote-ref-52)
53. <https://indianexpress.com/article/cities/ahmedabad/karni-sena-leader-booked-for-rioting-assault-on-women-6490411/> [↑](#footnote-ref-53)
54. <https://www.youtube.com/watch?v=4J0aT4ZfT04> [↑](#footnote-ref-54)
55. <https://indiankanoon.org/doc/74023602/> [↑](#footnote-ref-55)
56. <https://timesofindia.indiatimes.com/city/ahmedabad/got-cbse-affiliation-without-govt-noc-dps/articleshow/72267554.cms> [↑](#footnote-ref-56)
57. <https://kailaasa.nithyanandajnanalaya.org/> [↑](#footnote-ref-57)
58. <https://kailasa.hindunation.org/0:/for%20UN%20report/recently%20submitted%20UN%20reports/persecution%20of%20indigenous%20minorities%20in%20india%20like%20in%20canada.pdf> [↑](#footnote-ref-58)
59. Distortion is done through various means like celebrating (the crime against humanity), blaming (the victims), delegitimizing, smearing (the facts), equating (the genocide to any other event), omitting (hard facts that expose the extent of the crimes against humanity) [↑](#footnote-ref-59)
60. <https://kailasa.hindunation.org/0:/for%20UN%20report/recently%20submitted%20UN%20reports/humanitarian%20initiatives%20of%20Kailasa.pdf> [↑](#footnote-ref-60)