FEMINIST SOCIALISM DEPOPULATE TILL SELF-SUSTAIN AND REDUCE FARMING TO BUILD RAIN FOREST TO REDUCE WARMING!

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CHAPTER – 01

THE WORLD REVOLUTIONS!

1.1 COLONIAL INDIAN ENGINEERING EDUCATGION:

'Muslim European (ME)' offspring of 'Christian European (CE)' female and Arab male missionary the Turks honour killed women and obstructed industrialization of Europe. CE of British, French, Spanish, Portuguese and Dutch the rare human evolution amongst mankind inhabited on less than 1% of global area subjugated not female by 'Family Sex and Servitude (FS&S)' or honour killed not female for sex freedom or publicly lashed not males and females for violating biblical codes by Christian love excelled in science and technology industrialized first. CE in Crusade Wars killed ME Turks ruled Europe up to Istanbul by cannons and guns and sailed in sailing ships, rode on horseback on mountains with Tamils coolies; trekked on rattle snake infested deserts and cobra infested India. By power of patriotism, guns and cannons colonized 77% of global land area. Exterminated Red-Indians from two continents; captured Africans tribal as slaves and trained them to work as farm workers. USA abolished slavery and willing slaves repatriated to thinly populated Africa. European built river dams to divert waters flowing to seas for irrigating Tamils 'Farmer Cultivated Lands (FCL)'; built industries and forced artisan and farmers to work in industry. European built roads, railways, shipping lines, airways and postal communication with wireless services. Drilled for oil; built cars, computers and electronics communication. Published newspapers, scientific journals and built international trade. British educated Indians in par with European by 'English Hybridized Vernacular Languages (EHVL)' medium school education and English language medium university. Soviet Russia united Eastern Europe 'Christian European Nations (CEN)' with Asian 6 'Muslim European Nations (MEN)' and built Communist USSR. USSR spread Communism to the world. USSR built 'Feminist Socialism (FS)' and landed man first on Moon. Communist USSR reformed Asian 'Muslim European (ME)' to give up Burke and polygamy but could not depopulate any ME but CE depopulated in communist dictatorships and in hire and fire capitalist democracy!

1.2 SWEDISH FEMINIST TECHNICS DEPOPULATED!

Swedish Catholic women delivered up to 13 children and Catholics looked to Rome for economic and spiritual leadership. Swedish King proclaimed Protestantism as national religion and himself as head of Swedish Protestant Church. King nationalized all Swedish Catholic Churches and its assets and commanded that all subjects to become Protestants. Approved right for abortion. Protestant Swedes granted equality, fraternity and freedom to date and enjoy sex without babies. Kissing, hugging and pair dancing encouraged as good cultural practices to build harmonious homogenized close-knit nations of one for all and all for one. Swedish Feminist women performed industrial jobs like men; self-sustained and acquired sex equality with economic independence. Swedish 'Labour Market Training (LMT)' paid wages for

unemployed to fit in with market jobs created assurance of life. From early childhood Swedish primary school trained boys and girls to hug all others of opposite sex in classroom and broke childhood fear of opposite sexes. At budding of life, class rooms broke barriers of classes and religions amongst boys and girls of a classroom. Swedish pupils eat national lunch and lived as one family in a classroom. First blossom of life for girl occurred during 10 to 17 years of age. School taught techniques to avoid 'Sexually Transmitted Diseases (STD)' and pregnancy. Girls enjoyed non-populating Krishna sex with immature fellow boys. Schools and colleges granted academic freedom for falling in love. Second blossoms of life occurred between 16 to 25 years of age. Swedes pursued college education or trained as skilful work force and co-habit without bearing children. In third blossoms of life workers lived together as pair with fellow workers. Paired couples enjoyed love-sex without pregnancies up to 34 years. In first three blossoms of life up to 34 years men and women eliminated sex tensions by sex clubs, sex shows, sex films, pornography, sex movies, live sex shows, sex with or without sex partners with sex tools, Sweden permits use of condoms, pills and safer abortions. First delivery age of women increased to 35-year of age and delayed up to 50 years of age. Swedes reduced living generations in family tree by bearing children in fourth blossom of life that occurred between 35 to 50 years of age. Women's life expectancy increased to 88 years. Pairs living average age reduced to 15 years. Swedes reduced lifetime childbirth to 1.7. Monaco royal family of Europe 700-year old. After death of King unmarried Prince at 40 years of age ascended throne since had a son by cohabitation. Christen Kings did not populate nation by own offspring like Afro-Asians.

1.3 SEX LIBERTY, FREEDOM, WINE AND TODDY:

Scientific minded CE accepted sex freedom of women as nation building culture. 'Christian European Nations (CEN)' granted sex freedom to women created scientific discoveries. Feminist Swedes avoided World War II. Out of 8 million Swedes two million immigrant spouses. French vineyards, wine factories, arts, bars, nightclubs, sex clubs, French cuisine and tourism enlarged jobs. French sex, alcohol and food culture created 50% of jobs. Kemal Ataturk, father of modern Turkey abolished polygamy, longer beards and burke. Introduced Latin scripts to write Turkish Language so as to create CE identity to Turks. He abolished calling for prayer in Arabic and Arabic names for ME Turks. Malaysia granted its Muslim women rights to date non-Muslim. After Khomeini religious revolution, Iranian women seek education and military jobs which increased marriage age and reduced child birth-rate below European Turks.

1.4 KENYAN FEMINIST TRIBAL CULTURE:

According to Jomo Kenyatta, first president of Kenya, African farmer tribes in past ages followed neither like Hindus and Muslim fencing partitioning nor enlarged FCL by denuding 'Rain Forest (RF)'. They had wisdom that FCL shall not be enlarged and RF shall not be reduced for employing exploded populations. They assembled periodically adult boys and girls

in village night club like common locations with music, dance and sex. Girls granted privileges of exposing charm of virgin breasts. During sex session, girl selected either one of boys she loved or one of boys who loved her as companion for night. Kenyan feminist cultural rituals forbid boy stripping girls to enjoy sex. After dance session each girl paired with a boy. In privacy of hut girl stripped naked that single male partner to enjoy non-populating sex, companionship and brotherhood built harmonious tribe with 'Economy and Ecology Sustainable Population Level (E&ESPL)'.

1.5 HUNTING TRIBAL RATIONED LIVING CHILDREN:

Amazon tribe educated to ration number of living children per mother to maintain tribal population level in par with hunted animal population in specific ratio. Any surplus child killed after delivery. In primitive society this maintained E&ESPL of tribe.

1.6 LEADER SOCIALIST PATRIOT (LSP):

Japanese inhabited three thousand islands situated 250 km off coast of mainland China. Total inhabitable land area smaller than Montana State of USA. Japan an earthquake prone nation, lacked resources such as oil, coal and large land area etc. Emerging maritime power of USA threatened Japan. So Japanese Samurai gave up sword carrying and tax collecting authority. Led Maiji revolution and became common citizens. Samurais petty king abolished own special privileges of carrying sword and tax collecting authority. Maiji acts unified all Japanese as single strata under emperor and homogenized Japanese. In name of Japanese Emperor; Samurais specified duties and responsibilities. Japanese loyal employees considered working as patriotic act for producing wealth. 'Leader Socialist Patriot (LSP)' employer duty is value added international trade. After World War II, America occupied Japan even then Tokyo remained a city of smiling people. One could leave an idling car or two wheelers and none drove it away.

Short little Japanese with single digit set up time; set, up to 32 machines during a shift. They used mechanization, automation and robotics. Japanese imported sex workers from South Korea since every business deal required sex fun which increased growth of intellect, economy, science, arts, engineering, technology and medicine. Japanese economy became third largest with trillion $ budget and built larger 'Per Capita Wealth (PCW)'. Japanese worker if terminated by LSP employer from employment considered it as greatest insult and for that committed suicide. Japanese marriage is not falling in love but to be able to perform husband family work to build family economic social status. Japanese family life of dedication to family vocation by daughters-in-law or sons-in-law incorporated in family life. Japanese reduced life time childbirth by year 2000 to 1.28 per woman to retain full employment E&ESPL.

1.7 GANDHIJI AND AMISH CHRISTIAN RURAL METHODS:

Gandhiji in South Africa invited Indian multi lingual Hindus, Muslim and other families engaged in fighting for human rights to live in Tolstoy Farm. His family members built intimate contact with Gujarat State, 'United Tamils State (UTS)' (Madras State) and Andhra Pradesh State origins living in Tolstoy Farm. As a result, Gandhiji first son married Guajarati Muslim girl and became Muslim named Abdullah Gandhi. His descendants remained citizens of South Africa. During Indian freedom struggle, Mahatma lived along with freedom fighters in Ashrams. So, another son, Devadas Gandhi married a Tamil girl. Mahatma wished children to cultivate good working habits from childhood so as to become responsible citizens. He produced food for inmates of Tolstoy Farm by employing children in all farming activity as well as in cooking and sanitation since mere white-collar education inadequate. School incorporated language learning, body building, learning trades and homogenization as part and parcel of education. School pupil earns while learning so that after completing education could stand on their own legs. Right kind of education imparted steadfast mind; trained to accommodate with others and enjoyed hard work.

Gandhiji led simple life with minimum of clothing, food and third- class transportation. He drank goat's milk; lived in thatched hut; spanned cotton yarn by hand; wears hand woven cloth and practiced sex abstinence to prevent further childbirth. He approved traditional cattle power farming, hand weaving and other vocations of traditional crafts men since PCI required for decent life lowest. Freedom fighter followers of Gandhiji followed sex abstinence to reduce further childbirth. Amish Christians of USA ploughed by horses and followed simpler rural life; maintained full employment level in manual farming with minimum living standards.

1.8 'FEMINIST SOCIALISM (FS)' DEPOPULATION TILL SELF SUSTAINING OF HINDUS AND MUSLIMS:

Self-job creation most difficult in industrial society. Death 8, birth 20 and unemployed 12 per 1000 population per year need new jobs. So, exploded population denuded warm RF and created FCL to create farming vocation by reducing RF which created Global Warming. Pupils and students attended expensive private education to write competitive examination for seeking job. Queued for capitalists hire and fire jobs. Afro-Asian Hindus, Christians and Muslim denied dating and co-habiting with non-populating sex which quenched sex body heat tension and reduced childbirth. Women's intuitive powers and keener eyes with sex freedom can only build close knit patriotic nation.

01.90 CONCLUSION:

Independence granted with inadequate constitutions to AAL&M 109 nations. Capitalists modernized cattle powered farming and transportation; mechanized weaving and others; reduced major traditional manual jobs. Capitalist accumulated wealth and created hire and fire jobs. Afro-Asian Hindus, Muslims and Christian death 8, birth 20 and needed 12 jobs per 1000 population per year. Major population unemployed and denuded warm RF to build FCL created 'Global Warming (GW)'. What revolution they will take up to combat GW that threaten mankind existence on mother Earth? What would be strategy of colonial powers?

CHAPTER – 02

INDUSTRIALIZATION EXPLODED BACKWARD POPULATION! CREATED GLOBAL WARMING DESTRUCTIONS AND WAR FOR RESOURCES!

2.1 INTRODUCTION!

In 20th century, 'Christian European (CE)' inhabiting 1% global area colonized 'Afro, Asian, Latino and Muslim (AAL&M)' 109 nations with warm 'Rain Forest (RF)' in equatorial 30 degree north and south global 43% area spread industrial society. Five Empires built roads with hairpin bends on RF mountains. Earth movers converted RF of 'Monsoon Catchments Mountains (MCM)' into estates of tea, coffee, cardamom, vegetables, apples, spices and nut farms. CE used colonies as market for industrial production. Industries destroyed vocations of yarn spinners, weavers and indigo farmers. 15 million industrialized farmers dumped on 1500 cattle powered farmers and caused poverty. American mechanized farms created poverty amongst Korean, Thai, Vietnam, China and other cattle powered farmers. Chinese and Japanese sold as slaves to USA. Korean girls soled in mail order to Canada. Indian farmers migrated as coolies to British colonies. Millions of Artisan weavers and indigo farmers died of starvation since could not compete with cheaper industrial products. European medical practices reduced premature death by appendicitis corrective surgery etc. Health department eradicated epidemic diseases and infant deaths. Draught, flood damages, and famine deaths drastically eliminated. Capitalist modernized cattle powered farming and transportation; mechanized hand weaving and others. Tamils farmers immigrated to serve in European industrial ventures in other colonies. AAL&M 109 national global 43% area equatorial warm RF national death 8, birth 20 and 12 new jobs needed per 1000 population per year accumulated unemployed. Exploded population denuded 43% of global area AAL&M 109 national equatorial warm RF for enlarging FCL led to explosion of under-developed populations which created, corruption, greed and luxury. Reduction of tall trees 'Green Vegetative Shield Volume Coverage (GVSVC)' created global warming. Monsoon drifted to Ocean. Himalayan and peninsular glazier, rainfall and snowfall reduced.

2.2 AFTER DECOLONIZATION POPULATION EXPLODED:

West Asian Islamic countries were thinly populated up to year 1900. Kuwait used colonial Indian currency. CE during occupation of global 43% area equatorial warm Rain Forest 109 nations drilled for oil and built mines for oars, minerals, diamond and gold. By marketing minerals, oars, oil, coal, gold, diamond, tin, uranium, tea, coffee and potatoes created money power. After end of World War II, Muslims, Africans, Hindustanis and Latinos got political and economic power to rule. Year 2005, earth quake aerial view exposed dense inhabitation in 'Pakistan Occupied Kashmir (POK)'! POK subjugated women without industrial employment and Muslim lived in tents during severe winter earth quake and cut down mountain trees for fire wood. Look at BBC records of POK earthquake victims; Karachi rain victims and Pakistan flood victims etc. Male dominated national unemployable youngster women wedded without job experience remained as dependent house wives. House wife delivered lots of children and it led to wealth divisions, created poverty, disparity and spread deserts. BBC video picture of Afghan invasion revealed 8 children in all refugee families. Afro-Asian Muslim, Hindustanis and Christian by FS&S of women exploded populations. Mechanization of traditional jobs led to conversion of RF as FCL. It created GW. Billion populations of year 1800 explode in years 2100 to 11 billion reduces GVSVC, sanitation, hygiene and creates 'Global Warming (GW)'.

2.3 KASHMIR MUSLIM EXPLOSION REDUCED RAIN FOREST!

Kashmir holy land of Hindus and heavenly global tourist paradise inhabited by triple inter-married most civilized and hospitable Kashmiri the world renounced butlers with super cuisine restaurants and boat houses attracted Mogul Kings on exile. Queen Victoria employed Kashmiri butler and he was most influential man in her court. This tradition attracted millions of British CE female deserted husbands, to Kashmir Dal lake house boats. Boat attendant butler served delicious food from his shore home by roving his small service boats. He massaged guests; remained night companion guard; taken guest for Dal lake sightseeing; pleased lonely deserted female with Taj mahal building super love and curtesy of Kashmiri butler. So, Briton today have millions of Kashmir origin 'Muslim European (ME)'. Money flowed from Kashmiri spouse Muslim husbands of British CE female to kith and kin Muslim farming households in Kashmir. Kashmiri Muslim exploded by marrying a herd of four subjugated women. Muslim populations reduced farming family average FCL area to 0.5 hectors. Further cattle and goats by grazing denuded RF as meadows created flood tsunami in Sind river. Muslim population became 90% of Kashmiri Hindus Kingdom.

2.4 PROBLEMS OF AAL&M 109 NATIONAL POPULATIONS:

Mechanized cattle powered farming and transportation eliminated traditional jobs. Spinning and weaving mills reduced hand weaving and yarn spinning jobs created unemployment. Ox Farm reduced famine deaths and increased life expectation. Indian 1.9% global area equatorial warm RF population density in year 2000, seven times larger than global average. 80% of vital

equatorial warm RF denuded to enlarge Indian FCL to produce food. Indian 110 million farming household average land holding reduced to 1.5 hectors. Kashmiri farm average reduced to 0.5 hectors while US farms 700 hectors. AAL&M national Muslims, Hindus and Latinos subjugated women in family sex and servitude exploded populations. Death 8, birth 20 and needed 12 new jobs per 1000 population per year exploded jobless population them denuded RF and created FCL by reducing GVSVC of Earth and created 'Global Warming (GW)'. Capitalist created hire and fire jobs. Indians split as pro-Muslim Hindus 884 Million desire by year 2100 to nationalize assets, commerce and industry of capitalist Hindus 370 million them accumulated living resources; continued exploitation of working classes! Capitalist family will be asked to function as scavengers and remain advisers in nationalized organizations to run it properly!

'Refugee, Spouse Muslim and Green cards (RSM&G)' settled in 60 CEN became capitalists and swindled AAL&M national oil and mineral wealth. As profit margins reduced Saudi monarchy from year 2010 cancelled construction investments and reduced charities. Saudi rebels blast tankers and oil spills in ocean. In the meantime, batteries replace petrol and diesel in cars, three wheelers and two wheelers. By year 2250 oil and gas exhausts. How can Muslim if exploded by year 2100 to 4.5 billion populations live for million years like Chinese! Population burned carbonaceous material in homes, farms, township waste dumps, in autos and in industries. Reduced GVSVC of Mother Earth that absorbed solar radiant energy and CDG which produced organic matter and food chain. Greenhouse gases and CDG accumulation in atmosphere increased global warming. Monsoon rains drifted to Ocean.

2.5 REDUCTION OF 'RAIN FOREST (RF)' IN MOUNTAINS AND IN 'PLAINS AND DELTA (P&D)' INCREASED GLOBAL WARMING:

New mountain settlements built by denuding RF of 'Himalayan Mountain Ranges (HMR)', 'Western Ghats Mountain Ranges (WGMR)' and 'Eastern Ghats Mountain Ranges (EGMR)'. Modern irrigation techniques increased use of rain water in mountain plains and slopes. Mountain estates harvested mountain rain water for cultivation of tea, coffee and spices. Thimapur and Impal, the P&D of HMR had multiple seasonal farming of fruits, vegetable, mountain rice, ginger and cash crops. As and when populations exploded cultivation enlarged in mountain tops, plains and hill slopes. Mountain farmer reduced RF for enlarging FCL and increased mountain irrigation for commercial crops. It reduced river flows to P&D. As 80% of Bharatha Desam RF denuded to create FCL; GVSVC reduction reduced absorption capacity of 'Carbon Dioxide Gases (CDG)' and 'Solar Radiant Energy (SRE)' through photosynthesis. So, SRE heated atmospheric air. By year 2000, day time 'Atmospheric Temperatures (AT)' of baron FCL of P&D increased to desert level. It reduced Himalayan Mountain snow fall, rainfall and melted glazier. So, Ganges, Indus, Brahmaputra, Mekong and other river flows reduced. After Chinese completed water-harvesting projects in Tibet; India, Pakistan, Kirgizstan, Cambodia, Vietnam and Myanmar face Cauvery tail end P&D irrigation water shortage problems experienced by year 2000 in TamilNadu state.

2.6 POVERTY AND DISPARITY IN AAL&M NATIONS:

Isolation of boys and girls in schools and colleges violated fundamental human rights. Interaction between immature teenage boys and matured teenage girls created homogenization. TEI Schools starting from 9th class admits 50% girls and 50% boys in any course of study. It creates new LP bench partnerships in every semester to enable puberty attained girls to enjoy sex with sexually immature boy pupils of all castes, religions and linguistic groups. LP offers 0.35 PCI jobs to create economic independence. It is mandatory for boys and girls to learn group dancing as part of academic homogenization program. During industrial tour students grant freedom to travel as mixed groups. Festivals of arts, music, dance and sports events grant opportunity to exhibit his or her excellence to others. Aerobic dance exercises mandatory for boys and girls of a class room. Jogging, swimming, trekking and camping part of curriculum. Schools build 50% boys and 50% girls mixed teams to take up projects, seminars, group discussions and national service. Adolescent friendship relieves biological sex tensions and anxieties. It reduces indulgence in sexy thoughts. Colleges provide sex education and grand freedom and facilities to LP for enjoying fun sex in libraries and student rooms. Fraternity of boys and girls closely monitors for drug abuse and misconduct.

2.7 FARMER REDUCED RAIN FOREST; DEPLETED WATER AND REDUCED ENVIRONMENTAL SUPPORT STRENGTH:

CE replaced 'Tall Rain Forest Trees (TRT)' by tea, coffee and cardamom plantations; constructed mountain roads and made life comfortable in MCM. Mountains runoff water reduced due to enlargement of mountain cultivation with new irrigation techniques. 'Linguistic Racist States (LRS)' to satisfy upstream river Farmer vote banks claimed entire mountain runoff waters. Farmer households subsidized through investment on new dams, irrigation channels and free supply of electricity exploded and they added new commercial crop estates in P&D. Upstream dams for political reasons reduced river water flow to Tamils farmers in tail end P&D. Monsoon rainfall became erratic, feeble and sometimes violent. GWI increased in P&D of TamilNadu state and ground water is not annually recharged and so water table depleted below reaches of open dug wells. Dirty waters percolated through porous soil into ground water reservoirs.

2.8 CONCLUSION:

Warm Rain Forest GVSVC photosynthesis absorbed SRE and CDG. Felling tall trees by logging industries in MCM and in P&D reduced GVSVC. The un-absorbed SRE and carbon dioxide warmed clouds and mists. Increases in atmospheric temperature created erratic and violent monsoon rains and storms which caused disasters in AAL&M nations. Tornados hit USA. Russian forest burned and Siberian icecap melted. Exploded populations of MCM upper reaches reduced river flows. MCM commercial crop estates increased water harvesting. Mountain irrigation reduced water flows in rivers. Enlarging FCL in P&D with pumped irrigation depleted water table and reduced river flows to seas. As and when monsoons failed; ground water not recharged in all P&D and water table depleted by bore well pumping. Dirty waters percolated sandy river beds and poisoned ground water reservoirs. By year 2035, per capita water availability drops by 1/3. Tibetan glaziers and Himalayan glaziers may vanish. Mekong River flow

reduction may affect Burma, Vietnam, Laos, Cambodia and Thailand. Nile river basin population explosion may cause eco-damages and human suffering. Population explosion in South & Central America may reduce RF and increase drug smuggling. If AAL&M nations by religious culture continue to subjugate women by 'Family Sex and Servitude (FS&S)' then global billion populations of year 1800 explodes by year 2100 to 11 billion people. AAL&M nations will suffer from corruption, greed, dictatorship, dynastic rule and from Global Warming. Forest and farmland fire can be more severe than Russian year 2010. River Basin's ecology damages will cause population crash in India and Pakistan like Mesopotamia of Euphrates and Tigris RB becoming Middle East desert.

CHAPTER – 03

PROBLEMS CREATED DUE TO COLONIZATION, INDUSTRIALIZATION AND DECOLONIZATION!

3.1 INTRODUCTION

Before industrialization, Afro-Asian and Red-Indian national ecology neither damaged nor did people suffer; only exception low caste Hindus exploited by capitalist castes in India. 'Ecology Sustainable Population (ESP)' level controlled by natural birth and death of 40 per 1000 populations per year with 22 years of life expectation. 1% land 'Christian European (CE)' annexed global 77% land with their Empire and soled industrial productions in 'Afro, Asian, Latino and Muslim (AAL&M)' 109 nations as market and reduced epidemic diseases deaths, premature deaths, infant deaths and famine deaths. Gandhiji feminist freedom struggle focused on hand spinning of yarn, hand weaving and bullock cart economy. After decolonization AAL&M 109 national politicians-built vote banks and exploded populations by religious patriarchy, life activism, 'Arab Burke Culture (ABC)', reservation and tribalism. Exploded Hindus suffered from money lenders tortures; advertising of jewellery, two wheelers and cars. Capitalist exploited urban workers by unaffordable education, expensive medical services and by sweetshops.

3.2 DECOLONIZED AAL&M NATIONS MISUSED FREEDOM!

After World War II, AAL&M 109 national African, Latinos, Hindustanis, petrol dollar Arab and Persians captured political and economic power of CE. Saudi Royal Family usurped oil wealth and by year 2000 exploded in two generations of rule to 15000 members! Muslims by capitalistic sex practices of alimony married a herd of four women and divorced disobedient wives to marry youngster replacement wives. Family male members honour killed their kith and kin women, publicly whipped, exposed to winter cold without adequate clothing and forced to commit suicide for sex disloyalty. Muslim and Hindus retained women in 'Family Sex and Servitude (FS&S)'. Oil and mineral rich country Muslim transferred Friday charity to Madras-as, Mosque and educational institutions. Hindustani and Persian inter-married offspring female and Arab Muslim missionary male inter-married offspring Kashmiri Muslim males became super civilized butlers of the world. They immigrated with skill of Kashmir cuisine to Briton as Taj Mahal building super love spouse husband of British CE female. British Kashmiri Muslim financial aid exploded kith

and kin in Kashmir. 'Arab Burke Culture (ABC)' created population explosion of Muslims in all nations of the world. Wherever one found burke clad woman in equatorial 30 degrees north and south global 43% area warm 'Rain Forest (RF)' AAL&M 109 nations, then that country had spread deserts or reduced RF. Muslim women clad in burke with FS&S exploded populations in Table A, B, C &D 101 nations. Islam is everlasting childbearing religion. Kashmiri Muslim became 90% since bear lots of children than Hindus women. Hindus reduced to 10% while Kashmiri King continued to be Hindus. Poor super civilized Kashmiri Muslim became slave labour without wife or revolutionary 'Lasker-I-Toyba (LeT)'. Foreign petrol-mineral-narcotic $ flow to united polygamous Muslim with ABC exploded populations larger enough to create Global Warming that will destroy mankind from Mother Earth.

3.3 POLITICAL MISRULE IN INDIA!

Bharatha Desam built Islamic states but Punjab state build not as Khalistan a super Sikh nation like Israel but decimated independence movement of Sikhs. Sikh religious scriptures are in Punjabi. Sikhism eliminated inequality. Punjabi Hindus inculcated with patriotism and bravery. Indian politicians denied autonomy to Dalai Lama as King of Arunachal Kingdom. Politician did not grant autonomy to Christian 'North Eastern States (NES)' to respect Christianity. English abolished as national language and enforced Sanskrit Hindi. Politicians amalgamated Princely States with Republic of India and discontinued 'English Hybridized Vernacular Language (EHVL)' medium education which only united Hindus and others as citizens of Bharatha Desam. Sanskrit Hindi enforced as only national language. Multi-lingual Hindus inhabit Madras State, Bombay state and Assam state fragmented as 'Linguistic Racist States (LRS)'. Politician forced princely states to build LRS and fragmented Hindus such as Assami, Tamils, Telugus, Keralite, Punjabi, Haryana and others as enemy states. Indian constitution continued capitalistic misrule with reservation. Hindustani ruler used Muslim national petrol-mineral dollar inflow for military purposes. Politician built power by vote banks of Hindustanis and Muslims. Banned non-populating sex such as extramarital sex, fraternizing with other males, dancing with other males, exposing charming figure of the female, watching internet sex, traveling along with non-family members, staying in hotels, apartments etc. Politicians approved unrestricted childbirth in life as electoral bribe and created population explosion related poverty, enmity, corruption, greed and riots. Indian 242 million population of year 1900 exploded in year 2000 to 1000 million. Politicians became criminals and swindled nation. Election funds collected by selling permits and licenses to capitalists. Bureaucrats paid ransom to politician for transfer and posting. Politicians and bureaucrats constructed poor quality national infrastructures. Bribed under judicial protection to lead luxurious life. Capitalist under invoiced exports and over invoiced imports. Reservation privileges and distribution of subsidized food exploded pro-Muslim Hindus and Muslims.

3.4 CONFLICTS OF BHARATHA DESAM:

Bharatha Desam army divided as Hindi army, Sinhala army and Urdu army. Military forces expanded day by day and crossed million men strength. Patriots fighting against corrupt-politician are extremists of Khalistan, Andhra Pradesh and 'North Eastern States (NES)' such as

Assam, Nagaland, Mizoram, Manipur, Meghalaya and Bode Land. Hindi army marched into NES and into Khalistan Golden Temple of Sikhs. Sikhs butchered in Delhi streets. SriLanka established Sinhala settlements in Elam and ethnic cleansed capitalist Hindus. SriLankan Tamils fragmented as stateless Tamils, SriLankan Tamils, Muslim Tamils and Christian Tamils. SriLanka by heinous pact with a Hindustani Prime minister evicted two million Tamil Hindus unionized workers of British tea estates disloyal to employers as stateless. Pakistan supported SriLanka to gain special status for Elam Tamil Muslim. Navy did not protect Tamils fisher folk in traditional fishing areas. Capitalist Hindus and disloyal Tamil coolies refused to participate in revolutionary struggle of Myanmar military Junta that saved holiest humane Buddhist civilization in Myanmar from evil capitalism and from exploding Muslim capturing territory. East Pakistan dismembered from West Pakistan. West Pakistan suffered from power struggles amongst linguistic people such as Sindhi, Punjabis, Balochis and Pastus etc. India fought with Pakistan in Kashmir; with China in Arunachal Kingdom borders and with Christian freedom fighters in NES.

3.5 CAPITALIST AND POLITICIANS SWINDLE NATION:

British divide and rule form of government continued without any change. Only change made in 'Republic of India' governor not a Briton. By year 2000, about 500 million engaged in poverty-stricken farming. They sold farm products to 546 million. Government servant two percent of populations of India paid 4 to 25 times of PCI salaries while majority earned less than PCI on irregular jobs. Millions of Politicians and bureaucrats speaking puritan languages swindled public wealth such as river sand, minerals, oars, forest, coal, gas, oil and others. In democracy, one vote majority branded freedom struggle of one vote minority as extremists. Governors, ministers and bureaucrats had taken up luxurious life. Infrastructure construction used to swindle state. Arms purchase commissions, licensing commissions, permit commissions, exporting minerals commissions, military supply contract commission and others strengthened dynastic rule and political power. Political leaders created most corrupt form of government, which damaged moral fibre of people. Licenses and permits soled to capitalists for electioneering expenses helped to gather black money. Dynastic rule established by spending billions on electioneering. Year 1997 research estimated that capitalist and politician deposits in Swiss bank number accounts exceeded national foreign debt. 'Refugee, Spouse Muslim and Green Card (RSM&G)' of 60 'Christian European Nation (CEN)' and Indian capitalists-controlled India. RSM&G bought castles of royalty in Europe.

3.6 EVILS OF 'LINGUISTIC RACIST STATES (LRS)':

In past ages rainfall on MCM was up to three times as that of P&D. So, 'River Basin (RB)' rivers originated from tops of MCM flowed to tail end P&D near sea shore. RB upstream and downstream inhabitant spoke different languages and followed different religions. RB divided as 'Linguistic Racist States (LRS)' and 'Linguistic Muslim States (LMS)' them claimed entire mountain runoff waters. LRS and LMS constructed too many dams in upper reaches beyond filling capacity of rivers in lean years and enlarged cultivation by commercial crops on mountains with mountain irrigation. It reduced water flow to ancient rice fields in downstream tail

end P&D of same RB. Upstream new dams reduced River flows. In lean years delta farmers suffered from reduced river flow due to construction of dams in upstream. Politicians amalgamated Princely States with Republic of India and built LRS. They abolished English as national language. EHVL medium education discontinued which only united Hindus and others as citizens of Bharatha Desam. Sanskrit Hindi enforced as only national language.

3.7 CONCLUSION:

Capitalist abolished traditional jobs by modernization of cattle powered farming and transportation. The handicraft weaving mechanization reduced employment. Capitalist amassed wealth. Death 8, birth 20 and needed 12 new jobs per 1000 population per year. Large population depended on few earning members and state subsidy. Mao only identified root cause for human misery and enforced maximum SCL and mandatory work to all. It is never too late to enforce it in India!

3.8 PROBLEMS AND SUGGESTED ACTIONS:

S.no	PROBLEM	ACTION
1	British, French, Spanish, Portuguese and Dutch 'Christian European (CE)' decolonized with inadequate constitutions AAL&M 109 nations with one billion population of year 1950 them explodes by year 2100 to nine billion! Denude warm 'Rain Forest (RF)' that absorbed solar energy and carbon-dioxide by photosynthesis and converted as organic material reserve. Atmospheric greenhouse gases obstructed reflection of sunlight to universe.	AAL&M exploded industrialized populations caused 'Global Warming (GW)' which will destroy human habitat of Mother Earth! From year 2020 duty of CE to enlarge 'European Union (EU)' to 67 'European Nations (EN)' to build 'European Socialist Union (ESU)' to enforce Mao maximum SCL and Swedish 35-years motherhood to depopulate AAL&M 109 nations to year 1950 level to save mankind by planting RF to save ecology.
2	CE the colonizer and the builder of global industrial society de-colonized warm 'Afro, Asian, Latino and Muslim (AAL&M)' 109 nations covering 30 degrees north and south of Equator the 43% of global area with inadequate constitutions destroys global warm Rain Forest by year 2100!	By year 2020 CE take it as duty to unite all 67 'European Nations (EN)' and build 'European Socialist Union (ESU)' to build as super power to direct decolonized AAL&M 109 nations to depopulate to year 1950 population level; plant Rain Forest to combat 'Global Warming (GW)'.

3	Swedish Catholic women delivered up to 13 children and Catholics looked to Rome for economic and spiritual leadership. Swedish King proclaimed Protestantism as national religion and himself as head of Swedish Protestant Church. King nationalized all Swedish Catholic Churches and its assets! Commanded that all subjects to become Protestants.	From year 2020, AAL&M nations enforce Swedish Feminist socialism child sex parties and teenage jobs to self-sustain at 16-years and by Mao maximum SCL reduce lifetime childbirth! Approve right for abortion. Grant protestant Swedes equality, fraternity and freedom to date, enjoy sex without babies. kissing, hugging and pair dancing.
4	Japanese loyal employees considered working as patriotic act for producing wealth. 'Leader Socialist Patriot (LSP)' employer duty is value added international trade. Japanese worker if terminated by LSP employer from employment considered it as greatest insult and for that committed suicide. Japanese marriage is not falling in love but to build family economic social status by performing husband family work.	From year 2020, spread Great Japanese social duties and responsibilities to AAL&M 109 nations! Japanese family life of dedication to family vocation by daughters-in-law or sons-in-law incorporate in family life. Japanese woman reduced life time childbirth by year 2000 to 1.28 to retain full employment E&ESPL. AAL&M nations enforce Mao maximum SCL; Swedish 35-years motherhood; mother 4-hour job and others 6-hour job.
5.	Gandhiji Tolstoy Farm schools incorporated language learning, body building, learning trades and homogenization as part and parcel of School education.	From year 2020 enforce TEI educations! School pupil earns while learning so that after completing education stand on their own legs. Right kind of education imparted steadfast mind; train to accommodate with others and enjoyed hard work.

CHAPER – 04

AFTER 'CHRISTIAN EUROPEAN (CE)' DECOLONIZED EMPIRES TAMILS DECLINED!

4.1 INTRODUCTION!

English and 'English Hybridized Vernacular Languages (EHVL)' medium education only united Vernacular Kingdoms as Bharatha Desam. After CE left India, Nehru dynasty amalgamated Princely States. Sanskrit Hindi enforced and abolished English as national language. Evil caste system ingrained in Hindus mind prevented homogenization of Hindus. Indian secular states split into inimical 'Linguistic Racist States (LRS)'. EHVL medium education replaced by puritan languages medium education. Politicians enforced reservation, linguistic racism, religious fanaticism, obsolete traditions and promised subsidy to vote banks. Adolescent boys and girls remained untouchables in schools and colleges. By promising polygamy to Muslims; encouraged Islamic Friday charity petrol-narcotic-mineral $ flow to Indian Muslims to gain petrol $ to build military power. American PL 480 wheat supply exploded Hindustanis. Dams and canals built by five year plans exploded male dominated farming populations. By enforcing Sanskrit Hindi in India created linguistic racism. Muslim dominated Pakistan, Hindustani dominated India and Buddhists dominated SriLanka. It failed to bring peace and prosperity to fragmented Tamils.

4.2 'CHRISTIAN EUROPEAN (CE)' DEVELOPED TAMILS!

Hospitable and adventurous Tamils villages inhabit by mono-lingual Tamils along with bilingual Tamil-Telugus, Tamil-Kannadigas, Tamil-Maharastrian, Tamil-Keralite, Tamil-Guajarati (Sourastra), Tamil-Sinhalese, Tamil-Urdu and Tamil-Hindustanis etc. Tamils believed in universal kinship and never indulged in genocide of bi-lingual Tamils, the immigrants to Madras State the 'United Tamils State (UTS)'. European created 'English Hybridized Tamil (EHT)' with 2 set of 26 each English Alphabets (2X26 = 52) and 10 English numerical scripts. Universal English numerical scripts replaced ancient Tamil Language numerical script with Tamil phonemes and English phonemes. British taught 'English Technical and Scientific Terminology (ET&ST)' in Vernacular scripts to introduce EHVL medium education from 6th classes in Indian schools with English. EHVL education united nine-mother tongues spoken Tamils as 'United Tamils State (UTS)'. EHVL reduced language barrier in college 'English Medium Education (EME)'. Tamils immigrated to British, French and Dutch colonies. Tamil became national language in four British colonies.

4.3 HOW POLITICIANS DAMAGED TAMILS BY LRS?

Madras State bilingual border districts truncated and annexed with neighbouring princely states. Majority Puritan language of each 'Linguistic Racist States (LRS)' elevated as official language.

Travancore Princely state the Tamil-Cherar kingdom divided first as Tamils and Keralite. Thiru Anantha Puram bi-lingual Tamils capital city became capital of racist Kerala state. Devikulam, Pirmedu and Palakkad bi-lingual Tamils districts and Malabar Kasaragod annexed with truncated Travancore Princely State to create racist Kerala state. As Gulf petrodollars flowed to Kerala, water harvesting increased in mountains. 'Rain Forest (RF)' destruction in mountains reduced rainfall. After gathering Rainwater in Idukki dam Kerala generated electricity and discharged potable river waters to seas. Kolar, Bangalore and Kollegal the North and West Tamil-Kannada districts annexed with Mysore Princely state. Bangalore, a Tamil-Kannada city of UTS became capital of Karnataka state. Tulu, Kurge, Konkani and northern Non-Kannada tribal territories also annexed with Mysore princely state to build racist Karnataka state that exploded Kannadigas population by increasing cultivation of rice, tea, coffee, pepper and cardamom etc. Kannada farming lands irrigated beyond irrigation capacity of east flowing Cauvery River. Karnataka state violated irrigation conventions to fill old dam first and new upper dams last. It filled its new dams by first monsoon rains before filling Mettur dam the pre-monsoon and post-monsoon storage reservoir of Grand Anaikat. Water consumption increased in Karnataka. Cauvery riverbed pumping schemes reduced water flowing to ancient Tamils civilization.

Andhra Pradesh state enlarged by annexing Tamils Tirupati district. Kerala, Karnataka and Andhra states usurped monsoon water catchment territory of Tamils. Cauvery, Periyar-Vaigai, Palar, Pennar, Arani and Coum River delta farmer suffered from water shortages. Water flow reduced in TamilNadu state rivers. Proofs are the dry sand beds of Vaigai, Cauvery, Palar, Pennar and other Rivers of TamilNadu. Suicide of bankrupted young farmers increased. Youths below 25 years of age stopped working in Cauvery delta farming. 'Atmospheric Temperature (AT)' during summer draught increased in barren 'Farmer Cultivated Land (FCL)' to about 40 to 45 degrees C similar to Mid-West summer in USA. Water table depleted.

4.4 PURITAN LINGUISTS MISRULED TAMILNADU:

Tamils puritan linguist politicians did not aware that TamilNadu state citizens spoke eight mother tongue languages and London gave mother tongue education in 200 languages. They did not simplify eight mother tongue languages by English alphabets combination simple phoneme scripts as computer software compatible languages. Mao reduced 35,000 characters Chinese to 20,000-character to build mono lingual China. Tamils puritan political parties captured political power in TamilNadu and formulated 'Puritan Technical and Scientific Terminology (PT&ST)' for ET&ST. PT&ST enforced on poverty-stricken Burma repatriates, SriLankan repatriates and water starved drought-stricken Cauvery, Palar, Pennai and Vaigai farmers. Schools prevented from using English words. 'English Hybridized Tamil (EHT)' as link language discontinued for eight mother tongues spoken Tamils in TamilNadu. TamilNadu stopped EHT medium education from 6th classes and spread puritan Tamil medium education which led to very costly and difficult 'English Medium Education (EME)' schools. Enforcing Puritan Tamil Language and increasing Puritan Tamil medium school education to 12 years by reducing two years college EME created linguistic barrier in college education. Politicians built corrupt linguistic racist society. Politicians

lacked foresight of chairman Mao; failed to enforce Feminist Socialism, maximum SCL, 35-years motherhood, child sex parties and teenage jobs to self-sustain at 16-years. Adult did not date and cohabit to rise childbirth age to 35-years. Loyalty of employee to employer and compassion of employer to loyal employee lacked in India to industrialize without natural resources like Japan.

4.5 TAMILS POPULATION HOMOGENIZED NOT:

Thousands of ancient massive temples of Telugu-Choler period are evidences for collapse of Choler Empire. Hospitality to an immigrant and denial of inter-marriage killed homogeneity and territorial defence of Choler Empire. Maharastrian conquered Choler Empire. When British sailing ships landed on sea shores; Choler Empire Tamils welcomed British and became loyal soldiers of Robert Clive. Tamils prevented to fall in love and date to build 'Feminist Socialism (FS)' with 'Depopulating Till Self-sustaining (DTS)'! Tamils and other eight bi-lingual Tamils the Telugus, Kannadigas, Keralite, Maharastrian, Guajarati, Konkani, Hindustani and Urdu Muslim lived as distinct linguistic castes without freedom for inter-marriage.

4.6 TAMILS ENDANGERED BY CAPITALISM AND CASTE?

Tamils became exploiting capitalist and unionized disloyal coolies. Tamils coolies-built trade unionism and failed to be loyal to employers. As population explosion gathered momentum Sinhala Buddhist Monks revolted against tea estate capitalist Hindus and unionized Tamil workers of SriLanka. Capitalist Hindus exploited Buddhist Burmese and Sinhala Buddhists. After Tamils became capitalists Tamils got isolated from Buddhist Sinhala and Myanmar Buddhist. Indian politicians misguided them to return penniless to India. Sinhala killed capitalist Hindus in Colombo riots. Buddhist Sinhala industrialized by dating culture. It is model for industrialization. In past ages Tamils Choler kings inter-married with Telugues princess and cross-bred super dynasty spread Hinduism in Indo-China states. TamilNadu extended hospitality to Telugues and others as kith and kin. Invaders and immigrants assimilated by Tamils. Inhabitant of Madras State the 'United Tamils State (UTS)' are Tamil only spoken Tamils and eight bilingual Tamils who speak eight mother tongues at home such as Telugu, Kannada, Malayalam, Marathi, Lambadi (Rajasthani Hindi), Sourastra (Guajarati), Kongoni and Urdu. Eight mother tongue languages spoken Tamils lived without any genocide in all Tamils history. Sanskrit not mother tongue for Brahman caste in TamilNadu since immigrant Sanskrits Hindus in past ages married Vernacular spoken virgin women by 'Kannika dhanam' as gift wives. In UTS cross-bred Brahman caste Hindus population became Tamil spoken Telugu Brahman, Sourastra Brahman, Kannada Brahman, Palakkad Brahman and Tamil spoken Brahman with village name, Ayer and Iyengar as surnames. Tamils politicians did not organize cohabitation of mono-lingual Tamils with eight bi-lingual Tamils similar to multi-lingual European immigrant cohabitation in USA. European immigrant inter-married to become English spoken homogenized Americans. TamilNadu politicians did not homogenize Tamils by eradicating caste divisions amongst Tamils. Tamils

politician projected Tamils goal as linguistic Puritanism and development of Non-Brahman. Tamils Brahman abandoned farming lands and immigrated to major cities. Tamils differentiated as Brahman, Dravidar and Adhi-Dravidar. Brahman, Dravidar and Adi-Dravidar opposed each other. Malaysian Tamils children spoke Chinese, Malay, English and Tamil language. 'TamilNadu (TN)' schools did not teach spoken eight mother tongue's English alphabet simple combination phoneme to children with computer language learning software. Politicians discontinued 'English Hybridized Vernacular Tamil (EHVT)' medium education from 6th classes in school education and discontinued EHVT as administrative language for all seven bilingual Tamils of TamilNadu. Tamils politician replaced 'English Technical and Scientific Terminology (ET&ST)' in Tamil by 'Puritan Technical and Scientific Terminology (PT&ST)'. Politicians failed to declare EHVT as TamilNadu state official n[language and failed to rename Madras State as 'United Tamils State (UTS)'. Capitalist eliminated cattle powered farming, transport and other traditional jobs. Majority people remained unemployed. Politician did not abolish priest intermediary between idol god and Hindus worshipper but enforced linguistic Puritanism a handicap for job seekers, foreign tourists and travellers. Poverty compelled Tamils reverse migration once again to wide world and remit sweat money to family members. Party leader's kith and kin and Government servants swindled TamilNadu State. Even under suffering; Tamils admitted children to costly English and Hindi medium schools. Enlightened Tamils chose non-Tamil names to their wards. Million Tamils farming family members toiled in overseas sweetshops under unbearable living conditions. Cauvery, Periyar and other peninsular east flowing river water flows diminished day by day. Well paid industrial jobs and overseas jobs helped English knowing Tamils to build economy of TamilNadu state. Creation of vote bank jobs increased wages of farm labour by 300%. Tamils working classes exploded populations. Inadequate profit margin in farming destroyed farming as sustainable vocation.

4.7 ELAM CONFLICT:

Elam the land of evolution of Elam Tamils. Sinhalese and Tamils worshipped same war god called Kanda. After fall of Asoka, SriLanka remained without ethnic killing of Buddhists since part of UTS. Elam Tamils cohabited with SriLankan Buddhists. British decolonized SriLanka as Buddhist Sinhala majority dominion. Hinduism damaged Elam-Tamils as evil capitalist exploiters and unionized disloyal coolies. Tamils Hindus did not convert to Shinto Hindus Buddhism in SriLanka. Life expectation increased to European level. Capitalist modernized cattle powered farming and transportation. Weaving and others mechanized reduced traditional jobs. Death 8, birth 20 and need 12 new jobs per 1000 population per year exploded unemployed population. Tamils did not join with main stream Sinhala revolutionaries to find solution for reducing birth rate below death rate for reducing unemployment in industrialized society. Two million unionized disloyal tea workers repatriated by Sinhala government with Indian Prime Minister heinous pact as stateless. Katchathievu belonging to Ramnad Kingdom of UTS donated by Nehru dynasty to SriLanka. From that day SriLankan navy and SriLankan fisherman killed Indian Tamils fisher folk in deep sea. Indian Navy did not protect Tamils fisher folk that served as naval forces to spread

Hinduism in Indo-China. Elam Tamils immigrated as refugees all over the world. Pakistan supported Sinhala to save Elam Tamil Muslims. Hindustanis did not accept Elam as part of UTS. It created poverty in TamilNadu.

4.8 CONCLUSION:

British truncated Madras State the 'United Tamils State (UTS)' and created SriLanka as Sinhala majority Buddhist dominion. After European decolonization, Sanskrit Hindi imposed in India; Urdu in Pakistan and Sinhala in SriLanka as national languages. Indian politician instigated Sinhala to decimate Elam capitalistic Hindus. Karnataka created by annexing Tamil-Kannada bi-lingual Industrial districts such as Kolar, Bangalore and Kollegal with Mysore Princely State. Bi-lingual ancient Travancore Princely state divided as Tamils district and Keralite district. Palakkad, Devikulam and Pirmedu bi-lingual Tamils mountain districts; the south west monsoon rainfall water territory annexed with Travancore Princely state to create Kerala. Tirupati district annexed with Andhra Pradesh state. Non-existed Karnataka and Kerala states created by truncating bi-lingual territory of Madras State. New states stopped river flows to downstream to irrigate TamilNadu state. Monsoon rainfall runoff flows of all east flowing rivers flowing through TamilNadu state into Bay of Bengal continuously reduced. Bore well irrigation depleted water table below reaches of open dug wells. Due to creation of LRS; south west monsoon rainwater and employment resources essential for sustaining remaining territory of Madras State the TamilNadu state reduced. Karnataka and Kerala states blocked river water flow to TamilNadu state. In remainder territory by imposing puritan Tamil as majority language of state created backwardness. Due to reduction of RF, frequent draught increased summer Atmospheric Temperatures. Million men armies of four nations with deadly atomic weapons can easily destroy millions of slum dwelling basement shelters lacking citizens of four republics.

Rich controlled wealth creating and job creating sectors. They paid more for education of wards. Adolescents admitted to schools with higher memorization practices for inculcating higher academic skills to qualify for admissions to subsidized institutions. By giving priority for admission to higher marks scored academic achievers; educational opportunities denied for technologists who invariably scored lower marks. Visual observation of those writing professional entrance examination showed that they are not well-built adolescents. Disappearance of labouring habits and dignity of labour is great loss to India. State builds higher academic skills by reducing labouring capacity.

CHAPTER – 05

HINDUSTANIS AND URDUS MINORITIES EXPLOITED BHARATHA DESAM!

5.1 INTRODUCTION

Politicians brainwashed colonial heritage as disgrace and enforced Sanskrit Hindi in India. 'English Hybridized Vernacular Languages (EHVL)' medium and English medium education downgraded. EHVL discontinued and enforced puritan languages. Autonomy denied for Christian 'North Eastern States (NES)', Khalistan State and Dalai Lama Arunachal Kingdom. In capitalist funded democracy corrupt politician by divides and rule diplomacy colonized majorities. Feminist casteless Sinhala Buddhist revolted against capitalist Hindus exploitation. Nationalized Tea estates, repatriated 2 million unionized Tamil coolies and killed evil capitalist Tamils in Colombo riots. Explosion of Hindustanis and Muslims in India and Muslim population explosion in Kashmir reduced 'Rain Forest (RF)' and created Global Warming. Politicians-built vote banks of poor Hindustanis, Muslims and others to capture power. Mechanization of cattle powered farming and cattle cart transport; weaving and others reduced traditional jobs and created huge unemployment. Death 8, birth 20, and needed 12 new job for 1000 people per year accumulated unemployed. People did not follow Swedish child sex parties and teenage jobs to self-sustain at 16 years. Adults did not date to increase first childbirth age to 35-years. Population exploded and reduced Indian 'Per Capita Farming Land (PCFL)' below 1/6 of China. Farm workers unions reduced working hours below 40% of year 1950 and wages increased many folds larger. Food grains, pulses, sugar and vegetables imported and dumped in Indian farmer market. Food prices reduction increased debt burden of farmer. Manipulation of farm labour as vote banks; reduction of PCFL of farmer and reduction of profit margin in farming killed farming as life sustaining vocation. Unemployed queued up for jobs and capitalist employer reduced salary level. Day by day capitalist became richer tycoons due to lower wage structure for educated urban workers. Corrupt political misrule increased disparity in India.

5.2 POLITICIANS EXPLOITED PATRIOTISM AND RELIGION:

Three languages formula elevated Sanskrit Hindi as 'Administrative Language and Military Language' like that of Urdu in Pakistan. 'Linguistic Racist States (LRS)' elevated 'Puritan Languages' as state administrative language created linguistic racism amongst Hindus. Higher wheat subsidy exploded Hindustanis. Politicians oppressed Sikhs, Tamils and NES. Muslims exploded populations as vote banks of powerful dynasties that approved polygamy as electoral bribe. Muslim woman dressed in burke remained as distinct group and delivered maximum number of children by following Taliban regulations. Muslim established minority educational institutions to prevent inter marriage of Muslim Hindus. Muslim male took up overseas jobs and got Friday charity petrol-narcotic-mineral $ for Mosque and educational institutions.

5.3 STRATEGY OF URDU ROYALISTS OF PAKISTAN:

Urdu government leased military base to USA and remained Muslim military soldiers of America to destabilize South-Central-West Asia. Royal rulers of Persian Gulf paid protection money to Pakistani soldiers stationed in gulf kingdoms. Arab Kingdoms provided largest share of Friday charity petrol-dollars for Arabic Madras-as, Mosque and educational institutions. American military aide, civil aide as well as Gulf Royalty protection money through favoured trade of oil rich Arab nations made Pakistan as evil power. Pakistani 'Inter State Intelligence (ISI)' by supplying counterfeit Rupees to Indian Muslims destabilized India. Pakistan developed closer relationship with China by surrendering occupied Kashmir territory claimed by them to make India as a common enemy. Urdu Muslim projected Hindustanis as enemy to Sind, Punjab, NWFS and Baluchistan the four Vernacular states. By year 2000, out of 141 million Muslims of Pakistan, Urdu spoken Royal family descendant only 12 million but they imposed Urdu instead of English on 'Linguistic Muslim States (LMS)'. Urdu Muslim developed missiles and atomic weapons to destroy Hindustanis.

5.4 CREATED HELL FOR MINORITIES AND WEEKLING:

Bharatha Desam divided into constitutional multiparty republics in which one dominated by Buddhist majority, one dominated by Hindustanis and one dominated by Urdu minority. British created Hindus majority states as Republic of India. Muslim majority states as East Pakistan and West Pakistan. Buddhist majority SriLanka created as a Buddhist dominion. Kingdoms decolonized as independent Princely States. Freedom fighters accepted adult franchise democracy as means to attain self-rule from imperialists. Republic of India by threat amalgamated Princely States. Hindustanis as most pious vote bank exploded as majority. India failed to handover Arunachala Pradesh territory to Dalai Lama worshiped as God Ruler. Politicians colonized Dalai Lama Arunachal Kingdom, Sikh Khalistan and Christian 'North Eastern States (NES)'.

5.5 MISERIES IN BHARATHA DESAM:

Bharatha Desam Army fragmented as Urdu army, Hindi army, Bangladesh army, Maldives army and Sinhala army. Navy blockaded Elam and assisted Sinhala to kill capitalistic Hindus LTTE fighters surrendered with white flag. India aided Sinhala Army to occupy Elam. Politician imported weapons for commissions. 500,000 war alert troops inadequate to prevent 'Lashkar-e-Taiba (LeT)' bomb-blasts in Indian part of Kashmir. Hindustanis states election in year 2003 showed that Hindus supported Muslim. Muslim nations stretching from North Africa in West to Indonesia in East, Tashkent in North and beyond Maldives in south encircled India. Muslim employer countries offered employment and business opportunities to enrich Muslims. Overpopulated 'Pakistan Occupied Kashmir (POK)' created LeT freedom fighters war with Indian Army. Muslim nations provided petrol-narcotic-mineral $ support to LeT suicide human bombers

with serial bomb blasts technology and automobile bombs.

Urdu Royalist Military dictatorship exploded Pakistani Muslims and attacked India. Pakistani Muslim rivalry dominated in every sphere of activity such as Cricket, missiles and atomic weapons. ISI of Pakistan supported ULFA a Hindus political unit that opposed Hindustanis grabbing Assam oil. As Sikhs denied autonomy many Sikhs deserted military services and immigrated abroad as refugees. Adequate Sikhs are not found in Punjab. Demand for separate Sikh state in India vanished due to police suppression. Sikh emigrated and many self-respecting Sikhs depopulate. The eight-mother tongue spoken Madras State bi-lingual border districts truncated and annexed with princely states to create 'Linguistic Racist States (LRS)'. Political rulers by divide and rule suppressed Tamil Hindus, Elam Tamils, Sikh Khalistan and Christian 'North Eastern States (NES)'.

5.6 HINDUS AND MUSLIM DID NOT EMULATE ABDUL KALAM:

Capitalist modernized cattle powered farming and transport. Mechanized weaving and other major employment sector eliminated traditional jobs. Death 8, birth 20 and need 12 new jobs for every 1000 population per year. Created unemployment for exploded populations. Pupils and students seek admission in costly private educational institutions and write competitive examinations. Student life is most difficult. People burden to state and for few earning members. Government did not enforce Mao maximum SCL and did not popularize child sex parties and state jobs for children to self-sustain at 16-years. Adults did not date and co-habit to rise minimum marriage age to 34, raise motherhood to 35-years age, mother 4-hours job and others 6-hours job so as to industrialize. Capitalist caste did not inter-marry lower caste spouse to bear single child and raise to 18 years of age by disciplined family life along with cordial relations with in-laws for inheritance of grandparental land, housing, commerce, industry and wealth for 3 generations to redistribute wealth and create 'Leader Socialist Patriot (LSP)'. Table A, B&C, 70 national Muslims including Indian Muslim united not with Hindus and depopulated not below 1950 population level to reduce global warming and build prosperous future.

5.7 CONCLUSION:

English hybridized Hindustani converted as Sanskrit Hindi and enforced as national language by abolishing English. Madras State, Assam State and Bombay state truncated to create LRS. Capitalist mechanized major traditional jobs of farming and handicraft and created few industrial jobs. Death 8 birth 20 and new unemployed 12 per 1000 population per year exploded unemployed population since job creation difficult. Caste divisions, family affinity, linguistic divisions, political infighting, sect fighting, suppression in Elam, Khalistan and NES created bloodshed and poverty. Indian Navy did not defend Tamils fishermen from SriLankan naval attacks. Hindustanis Prime Minister misguided SriLankan Tamils to return to India as refugees instead of advising to participate in a revolution to find solution to population explosion of AAL&M 109 nations. Hindustanis encouraged Sinhala to kill Elam capitalistic Hindus. Hindustanis and Urdu Royalists developed 'Weapons of Mass Destruction (WMD)' to kill each other. Petrol $ extraction profit reduces due to increasing Saudi military cost due to spilling of oil in ocean due to

tanker blasted by Saudi nationalists. The advent of battery-operated automobile will reduce price of petroleum the major export and income of Islamic nations. Oil and gas charity exhausts before exhausting oil and gas reserves. Then petrol $ charities disappear for 4.5 million Muslims. How can they live million years like Chinese? Table A, B&C 69 nations by ‘Feminist Socialism (FS)’ ‘Depopulation Till Self-sustaining (DTS)’ by Mao maximum SCL; Swedish 35-years motherhood; mother 4-hours job and others 6-hours job build industrial society by following Mao, Swedish, Japanese and Singaporean political techniques to reduce ‘Global Warming (GW)’ destructions to save mankind from annihilation from Mother Earth. Hindus and Muslims emulate unwed President Abdul Kalam to focus mind in their jobs and avoid childbirth.

CHAPTER – 06

BHARATHA DESAM POPULATION EXPLOSION RELATED PROBLEMS!

6.1 INTRODUCTION

After independence, linguistic racists developed 'Puritan Technical and Scientific Terminology (PT&ST)' for ET&ST. During 1980s, 5 years integrated engineering degree courses 'Workshop Technology Practices (WTP)' and 'Laboratory Technology Practices (LTP)' pruned down to formulate 8 semesters of half yearly engineering undergraduate education. First year students of EC attended classes with fear and anxiety while senior students attended classes for fulfilling university minimum attendance regulations. Students' academic load unbearable 63 subjects in same level. American students learned only 40 choice based integrated applied courses at desired levels at one's own learning schedule. Indian student listened for 300% longer time in an academic day than USA. Academic overloads prevented students from toiling and soiling one's hands. It created parental dependency for financing one's education. Authorities denied academic freedom for dating fellow students of opposite sex. Due to lack of freedom, fraternity and liberty in campus, students expected fun during class hours. Indian Institutions scheduled full time education. Authorities forced students to attend classes with threats of fines and suspensions for absence.

6.2 INDIAN TEACHING SCHEDULES, EXAMINATION, VACATION, ODD AND EVEN SEMESTERS:

One batch admission higher education had half yearly courses and not real semester pattern. 'Self-Financed Engineering Colleges (SFEC)' granted 3 weeks semester holidays for faculty members while 'Government Engineering Colleges (GEC)' granted 6 weeks. Affiliated colleges conducted external examinations during last 8 weeks and granted vacations to students. So, 12 weeks wasted without lectures or practical. As a result, teaching duration only 14 weeks. During 14 weeks of a semester taught 6 theory and 3 practical subjects. Convocation annual. EC bachelor degree educational courses can be completed in 8 semesters. In first half of academic year starting from June taught odd semester courses 1, 3, 5 &7. In second half of academic year starting from December taught the even semester courses 2, 4, 6 & 8. The change over from odd to even semester schedule created 38 weeks of forgetting period or discontinuity to teaching faculty members. They delivered lectures once in a year. So, teaching expertise lesser than USA. In general, odd semester courses taught from weeks 0 to 14. But one week lost due to interrupting holidays. Weeks 15 to 18 study holidays for students and vacations for faculty

members. Weeks 19 to 26 practical examinations, theory examinations and semester end vacation for students. Even semester subjects taught during weeks 27 to 40. Study holidays for students and semester holidays for faculty members during weeks 41 to 44. Second semester practical examinations, theory examinations and semester end vacations during weeks 45 to 52. First semester shorter by 10 weeks. Refer to Table 06.10.

ODD SEMESTER			EVEN SEMESTER		
Subject T1 to T6 taught in 14 weeks. One week lost on closed days	4 non-teaching weeks study holidays and vacation for staff	8 non-teaching weeks final practical, theory examination and semester holidays.	Subject T7 to T12 taught in 14 weeks. One week lost on closed days	4 non-teaching weeks study holidays and vacation for staff	8 non-teaching weeks final practical, final theory examination and end semester holidays.
1	14	18	26	40	44	52

Table 06.10 Existing odd and even semester teaching schedule of EC

6.3 ENGG BACHELOR DEGREE TEACHING TIMETABLE:

Total listening and lab periods during a week 35 periods. 26 periods allotted for chalk writing on blackboard and talking teaching of six theory subjects T1, T2, T3, T4, and T5 & T6. Three lab subjects L1, L1A and L1B allotted 9 periods of a week. Each period 50 minutes. Effective teaching weeks of semesters 13. Amongst six subjects, two tough theory subjects allotted 5 periods each per week and semester teaching periods for those subjects 5 x 13 = 65 periods. Four easier theory subjects taught at the rate of 4 periods each and semester teaching periods per subject 13 x 4 = 52 periods. Weekly timetable for six theory subjects T1, T2, T3, T4, T5 & T6 and three labs L1, L1A & L1B of odd semester refer to Table 06.20A.

Period	Monday	Tuesday	Wednesday	Thursday	Friday
1	T1	T3	T4	T5	T6
2	T2	T1	T3	T4	T2
3	T3	T2	T1	T3	T4
LUNCH BREAK					
4	T5	T4	L1B	L1	L1A
5	T6	T5	L1B	L1	L1A
6	T6	T5	L1B	L1	L1A
7	Tutorial	Tutorial	Tutorial	Tutorial	Tutorial

Table 06.20A Odd semester teaching time table for 14 weeks of a semester

Period	Monday	Tuesday	Wednesday	Thursday	Friday
1	T7	T9	T10	T11	T12
2	T8	T7	T9	T10	T8
3	T9	T8	T7	T9	T10
LUNCH BREAK					
4	T11	T10	L2B	L2	L2A
5	T12	T11	L2B	L2	L2A
6	T12	T11	L2B	L2	L2A
7	Tutorial	Tutorial	Tutorial	Tutorial	Tutorial

Table 06 20B. Even semester teaching time table for 14 weeks of a semester

Time table for six theory subjects T7, T8, T9, T10, T11 & T12 and three labs L2, L2A & L2B of even semesters refer to Table 06.20B. College practical group size 1/3 of admission batch size and lab classes L1, L1A and L1B conducted during 9 periods of a week so that lab equipment utilized three times in a week for 3 groups of 1/3 batch size. Laboratory classes commenced from second week. Laboratory practical classes for 3 practical subjects 9 X 13 = 117 periods. Lab practical recording observation in observation books and copying old records at home. So practical not imbibing skills to perform experimental techniques.

6.4. CONCLUSION:

This chapter concludes that EC admitted only single batch in a year. It had half yearly compulsory courses and calling them semester courses misnomer since they not choice based. 10th and Plus two passed PLME students not given ELTC to learn ET&ST. Students avoided games, exercises, health building activities and part time jobs since final examination load 80%. Faculty members neither had academic authority to set syllabus nor to set question papers or to correct answered papers independently. So, students prepared for question bank examinations of affiliated University and reluctantly listened to lectures. Ineffective engineering education imparted by improperly teaching subjects separately as theory and practical. Museum type costly laboratories and workshops utilized for shorter period. Lack of work culture, sports and games prevented muscle building. Institution prevented dating and working as pairs. Group traveling and pairing of boys and girls for combined study with privacy in library forbade. As a result, caste, tribe, linguistic and religious barriers retained. As population level increased day by day government could not assure employment for the educated. National educational policy failed to enforce military guided FS with DTS, maximum SCL, 35-year motherhood mother 4-hour job and

others 6-hour job. Government did not build 'Technology Engineering College (TEI)' by employing DINK 'Socialist Patriot (SP)' as teaching or non-teaching staff of existed institutions by trebling staff strength and living in 30 square meters SBAF GDR with reception and monitoring for dedication to assure lifelong vocation to build million years living nations.

11	Students' academic load unbearable 63 subjects in same level. Indian student listened for 300% longer time in an academic day than USA. Due to lack of freedom, fraternity and liberty in campus, students want fun.	From year 2020 plan for American education of students learn only 40 choice based integrated applied courses at desired levels at one's own learning schedule. Grant academic freedom for dating fellow students of opposite sex.
12	National educational policy must enforce military guided 'Feminist Socialism (FS)' with 'Depopulating Till Self-sustaining (DTS)', maximum SCL, Swedish 35-year motherhood; mother 4-hour job and others 6-hour job. Institution permit dating and working as pairs. Group traveling of boys and girls and combined study with privacy in library.	From year 2020, government build 'Technology Educational Institutions (TEI)' by employing DINK 'Socialist Patriot (SP)' as teaching or non-teaching staff of existed institutions by trebling staff strength and living in 30 square meters SBAF GDR with reception and monitoring for dedication to assure lifelong vocation to politician to build million years living nations.

CHAPTER – 07

CASE STUDY

7.1 INDIAN MECHANICAL ENGINEERING EDUCATION

The tough general mechanical engineering had 38 tough subjects in same level. The mechanical engineering degree education can be simplified by creating specialization such as: 1. Mechanical Engineering Design, 2. Thermal Design, 3. Production Technology, 4. Internal Combustion Engines and Automobile maintenance, 5. Refrigeration and Air-conditioning. The respective degrees are awarded by Mechanical Engineering department. Refer to Table 7.60, for selection of multiple level subjects from existing subjects.

	Five specialization course level in mechanical engineering				
Five branches	1	2	3	4	5
1. Mathematics	4	4	2	2	2
2. English	2	2	2	2	2
3. Applied physics & lab	2	2	2	2	2
4. Applied chemistry & lab	2	2	2	2	2
CIVIL ENGINEERING					
5. Basic civil and drawing	2	2	2	2	2
INDUSTRIAL ENGINEERING					
6. Industrial engineering	2	2	2	2	2
7. Operations research	2	2	4	2	2
8. Quality control and Reliability Engineering	2	2	4	2	2
ELECTRICALS, ELECTRONICS & COMPUTERS					
9. Computer program practice	4	4	4	2	2
10.Basic Electrical & Electronic Eng.	2	2	2	2	2
11. Electrical & Electronic systems.	2	2	2	2	2
12. Electrical technology and practice	2	2	2	2	2
M/C DESIGHN & THEORY OF M/C					
13. Applied mechanics	4	1	1	1	1
14. Engineering mechanics	4	1	1	1	1
15. Mechanics of solids	4	1	1	1	1
16. Theory of machines	4	2	2	1	2
17. Instrumentation	1	1	1	1	1
18. Dynamics	4	2	2	1	2
19. Machine drawing	4	1	2	1	1
20. CAD	4	4	2	1	1
21. Numerical & FEM	4	4	2	1	1
THERMAL ENGINEERING AND SCIENCE					

22. Basic Thermal Engineering.	2	2	2	2	2
23. Thermodynamics	1	4	1	1	4
24. Heat transfer	1	4	1	1	4
25. Energy conversion laboratory	4	4	1	4	1
26. Automobile Engineering	1	1	1	4	1
TURBO M/C & FLUID MECHANICS					
27. Fluid mech. and labs	4	1	1	1	1
28. Turbo-machines & fluid mechanics	4	1	1	1	1
MANUFACTURING ENGINEERING					
29. Basic Mfg. and work. Practice	2	2	2	2	2
30. Mfg. theory and work. Practice	1	1	4	1	1
31. Metrology practice	1	1	4	1	1
32. CAM	1	1	4	1	1
METALLURGICAL ENGINEERING					
33. Material science and metallurgical. Laboratory	4	4	4	1	1
34. Metallurgical practices	4	4	4	4	4
35. Strength of materials and laboratory practical	4	1	1	1	1
INDUSTRIAL MANAGEMENT					
36. Engineering economics & Mgt.	1	1	1	1	1
37. Account. & Budgeting	1	1	1	1	1
38. Near professional Project	4	4	4	4	4

Table 7.60 Mechanical engineering course levels for five specializations.

Refer to Table 7.61 for comparison of contents by graduate level courses, Technology level courses and PT certificate fundamental level courses of a degree in mechanical engineering.

Mechanical Branches	Total courses	Graduate level courses 4^{th} level	Technology level courses 2^{nd} level	Fundamental level courses first level
1	38	17	12	9
2	38	10	14	14
3	38	9	16	13
4	38	4	14	20
5	38	4	16	18

Table 7.61 course contents of five mechanical branches 1 to 5.

CHAPTER -08

THREE TOP CLASS EDUCATIONAL CURRICULUMS COMPARED WITH ENGINEERING COLLEGE

Abstract

This chapter compares educational curriculum of former IIT Madras five-year technology bachelor degree courses, Swedish 'Labour Market Training (LMT)' technology courses and Bradley University engineering as well as technology courses with the 'Engineering College (EC)' courses of India.

8.1 INTRODUCTION:

In year 1967, author began his teaching carrier at IIT Madras. He resigned after one year of service. After globetrotting joined teaching serves in a 'Government Engineering College (GEC)' and then changed over to 'Self-Financed Engineering Colleges (SFEC)'. He observed that students at the beginning of first semester focused on lecture but it declined in higher semesters. Listening habits of significant number of Indian students with very good school academic records declined when they moved on to higher semesters. Final year projects appraisal revealed deficiency in professional expertise. So, for cognitive research on education the author recollected past memories of his education at IIT Madras, Swedish Labour Market Training centre at Liljie Holmen and Bradley university of USA.

8.2 FIVE YEARS UNDERGRADUATE ENGINEERING EDUCATION WITH CONTINUOUS INTERNAL EVALUATION:

After completing 11 years 'Secondary School Leaving Certificate (SSLC)' with 6 years in 'English Hybridized Vernacular Medium (EHVM) and one-year Pre-University course in 'English Medium Education (EME)' students appeared for joint entrance examination for IIT admission. IIT Madras admitted top scoring students in 5 years long bachelor degree 'English Medium Engineering Education (EMEE)'. During inception period, IIT Madras taught subsidized German aided engineering education. In first year of 5 years bachelor degree course in engineering, alternate weeks theory classes or workshop training on carpentry and fitting. So, 50% of first year time spent on work practice. Its inculcated work culture, built muscles and endurance. During second year, 30% of the time spent on turning practice, electrical wiring etc. Third year too included training on many other trades. It incorporated surprise periodical tests, half yearly and annual examinations. Teaching faculty members empowered with academic authority to set question papers; conducted examinations and evaluated without any external examiners. Liberty and fraternity to interact with faculty members prevailed. Education combined theory and academically created 'Workshop Technology Practices (WTP)' and 'Laboratory Technology Practices (LTP)'. It differed from EC. By year 1960s government enforced 'Puritan Language Medium Education (PLME)' which replaced 'English Technical and Scientific Terminology

(ET&ST)' by newly invented 'Puritan Technical and Scientific Terminology (PT&ST)'. By year 1980, IIT probably reduced 5 years undergraduate residential education to four years by reducing practical classes. In year 1986 the author when he attended Swedish LMT courses out of touch with turning operation for 18 years but within short period of retraining, became 'Numerical Control (NC)' lathe operator with membership of Swedish Metal Workers Union. So, it proved that work training given in colleges stood for lifetime. These author's experience at IIT Madras as a student and staff in years 1961 to 1968.

8.3 REVIVING EDUCATION BY SWEDISH LMT.

Author attended 19 months training in Sweden's largest labour market training centre for unemployed and immigrants. The cost $35,000 and gift of Swedish Government. Author dressed in workers overall discovered existence of luxurious adult education known as 'Labour Market Training (LMT)'. For immigrants it consisted of language learning courses, revival of basics of science, mathematics and technical training. Excellent faculty members taught courses. Instructor to student ratio of practical courses 1:5. Lecture classes contained maximum of 40 students. Every 50 minutes of lecture continued with 10 minutes break time. Maximum listening load five periods per day. Only essential mathematics, engineering and sciences taught. Many Swedish trainees received 90% of last drawn salary. Training period extended for those who desired. Examinations not conducted. Institutions had top class cafeteria, locker facilities and excellent infrastructure. It added skill to unemployed people to become employable. Purpose of training to fit the immigrant with employer's requirement. Wages paid to immigrants undergoing courses socialistic mandatory employment and life assurance of Sweden. It certified that so and so attended so many weeks of such and such LMT. Examinations and grading considered as improper act. Author employed the moment he completed courses.

8.4 SWEDEN HELPED CITIZENS TO GET EMPLOYMENT

In year 1860 Sweden suffered from famine deaths. It depopulated by reducing lifetime childbirth by invoking feminism. Swedish primary schools trained pupils to hug fellow pupils of opposite sex in each class room as daily rituals. Pupils of a class room eat same national lunch together to simulate a family nation. Every boy or girl educated and trained as independent and employable. Guided 'Feminist Socialism (FS)' with 'Depopulation Till Self-sustaining (DTS)' depopulated, homogenized and created assurance of life for every Swedish citizen. Swedish reduced population level to 'Economy and Ecology Sustainable Population Level (E&ESPL)'. By year 2000, Indian population exploded to six-times global average and by year 2045 explodes to eight-times global average. So Indian military depopulates by enforcing maximum 'Single Child Law (SCL)' , 35-years motherhood mother 4-hour job and others 6-hour job so, that population reduces to year 1950 level before year 2100. Three new streams of TEI with 'National Socialist Training (NST)' formulate to establish industrial society with Swedish feminist depopulation, education and homogenization . This idea based on author's 5 years industrial work experience in Sweden, which included 19 months of LMT at Liljie Holmen, Stockholm, during years 1985 to 90.

8.5 ENGINEERING EDUCATION AT BRADLEY

Author pursued full time education at Bradley University, Peoria, Illinois, USA 61625. Initially he enrolled for Industrial Engineering degree course. Engineering courses contained 50% core subjects and 50% choice-based subjects from all university departments. For engineering courses professors conducted periodical tests for every 1/3 of syllabus for 33% of marks but final examination covered whole syllabus for 34% marks. After every examination, key answers exhibited on notice board. Corrected answer papers returned to students.

8.6 TECHNOLOGY EDUCATION AT BRADLEY

As production technology the elective at IIT Madras B. Tech. Course and in Swedish LMT; author changed from Industrial engineering to Production Technology. He observed that technology courses simplified form of education which eliminated core subjects. Courses excluded complicated theoretical derivations and memorization of formulas. Essentials required in actual professional practices taught with reference materials. In case of technology courses, after every eight lectures or for quarter of syllabus conducted examination and value of each test 25 marks out of 100 total marks of that course. The result announced before next lecture. Periodical internal examinations of 75 minutes duration and 3 periodical tests 75 marks. In long semester final examination in week number 20. The two hours test covered last quarter of semester syllabus and valued for 25 marks.

8.7 ADVANTAGES OF BRADLEY'S EDUCATION:

Bradley enrolled 'Two Batches for Admission (TBA)' and admitted first batch in fall semester and second batch in spring semester. Its admission capacity 200% as that of Indian EC. Bradley started lectures at 7.20 AM and closed at 9.30 PM. It scheduled 10 periods of 75 minutes per day for 5-days a week. University scheduled weekly 3750 minutes classes while weekly maximum listening time for bachelor degree student only 750 minutes. It scheduled modular courses in 4 levels enabled creation of choices-based credit system education. Bradley modular courses taught from 100 up to 600 levels and student free to learn subject through courses. It had co-habitation, academic freedom for dating fellow students and for falling in love to select life partner.

Bradley pattern the best since it reduced final examination loads and granted sex freedom. Fraternity created by student centre interactions, library sound proof rooms privacy etc. Students had adequate free time for part time employment to earn money while learning. By Bradley techniques one could create half yearly admission and affordable education to pupils of depopulating nations. Above based on author experience during years 1990 to 92 as graduate student at Bradley University, Peoria, Illinois, USA-61625.

8.8 FUTURE USES OF THIS RESEARCH:

Half-yearly admission of one batch in long semesters doubled intake as TBA and halved overhead cost. One batch waited in queue for 6 months. During this half year waiting period, 50% of non-English speaking national students can learn ELTC. American University in 4-semester pattern functioned throughout the year since during 3 semester breaks of one week each it printed out grade cards. Faculty members empowered to conduct IPE&E and taught for

225 days in a year while Indian EC had only 130 effective days of teaching. Bradley's academic assistance program helped 15% of students. It achieved placement rate of 97%. Objective of Bradley University students select courses and learn thoroughly for application. Bradley minimized sedentary listening time and scheduled multiple level modular courses in most of the subjects. Bradley pattern provided higher success rate for students. Bradley's educational curriculum required lesser memorization and lesser mathematical skills than EC education. At Bradley, by taking just 40 courses, bachelor degree students became world-class engineers. EC students confused by attending 63 courses in same level. Bradley's Smith Carrier Centre can be model for 'Placement Centre (PC)' of institutions. Student Assistantship program can be model to provide financial assistance to students. 'Group Dining Residency (GDR)' and 'Differential Amenities and Fees Structure (DAFS)' can be framed from Bradley's techniques. Bradley's educational pattern can be model to develop half yearly admission. Its course teaching time standards; course syllabus formation techniques and pre-planned next semester teaching schedule helps in scheduling choice based multi-level courses credit system. Bradley feminist techniques increase success rate of military guided SCL students.

8.9 CONCLUSION

This chapter points out that IIT Madras 5-years under-graduate education provided in-house technical training through practical classes. It conducted surprise internal examinations and so students studied regularly. 'Swedish LMT does not conduct any examination but trained to fit with available jobs. Bradley University provided engineering and technology courses with less to memorize and listen. Bradley offered choice based modular multiple level courses in most of the subjects and technology courses reduced memorization content. It also created good academic atmosphere to focus mind on studies. Bradley University trained students to apply course knowledge and inculcated feminism. Depopulate AAL&M nations by military enforcing maximum SCL, 35 years motherhood mother 4-hours job and others 6-hours job. Three new streams of feminist TEI create from existing education by method study and time study techniques. Admission capacity increases up to 'Four Batches Admission (FBA)' to reduce educational cost.

CHAPTER 09

LESSONS FROM BRADLEY UNIVERSITY

Abstract

This chapter describes salient features of century old self-financed Bradley University built in 75-acre salubrious campus that provides most efficient form of interactive education for 6000 resident students with 'Internal Periodical Examinations and Evaluation (IPE&E)'. Bradley University has four semesters with three one-week semester breaks. Professional students and faculty members collectively pursue educational goals and develop educational standards. Bradley enrols 'Two Batches Admission (TBA)'; conducts biannual convocations and provides interactive education for 225 days in a year. Faculty members teach multiple level courses in each subject. Two periods per day for 5 days a week for 144 weeks are bachelor degree attendance for 4-year course. Just by learning 40 selected courses with guidance of academic advisors, students become excellent undergraduate engineers. Academic economic assistance provides for 15% of its students. 'Smith Career Centre' provides internship assignments, summer and part time jobs in industry.

9.1 INTRODUCTION:

Lydia Moss Bradley even after the death of her husband and all children before her, held her love for Americans. Probably she considered all Americans as her legal heirs. She worked harder, continued family business and accumulated wealth to start many charitable trusts. Amongst them a technical school became world-renowned University and role model to feminist 'Technology Education Institution (TEI)'. In appreciation of Bradley's services, 30% of its alumnus and public donated about 112 million-dollars for trust centenary funding. Its centenary celebrated in year 1998. Many generations of trust members built it with devotion and they are not founder's heirs or relatives. Bradley offers under graduate and graduate studies in Engineering, Technology, Mathematics, Chemistry, Psychology, Sociology, Commerce, Music, Geology, Management studies, Economics and Theatre. From Bradley's student residences, one could walk in to any college within five minutes. Gymnasium and swimming pools are at close proximity. Larger playgrounds and tennis courts are at cycling range. Residences are mostly cohabiting except for few cultural homes, exclusively for boys or girls. Students allot registration numbers of university and grant freedom to select courses in consultation with academic advisors. During semester breaks, University printed out grade cards. After acquiring adequate credits and finding suitable jobs, students approaches student advisor for recommendation for appropriate degree. Degrees awards during half yearly convocations. In vast and rich continent, Bradley campus is just 75 acres and educates 6000 resident students but Indian Universities have few hundred resident students but occupies hundreds of acres as real estate in a country of poor people.

9.2 SPECIAL FEATURES OF BRADLEY UNIVERSITY:

Bradley enrols 'Two Batches for Admission (TBA)' in a year and admits one batch every half year. Students start attending courses from any of four semesters of convenience. Every

Bradley graduate select applied-courses with choices in fundamental level or technology level or engineering level or graduate level. Bradley's engineering undergraduate student with the guidance of academic advisors by selecting and studying 40 courses of one's choice acquires wonderful professional expertise. Bradley's engineering undergraduate programs with daily academic attendance of two periods of 75 minutes in five days a week would be completed within 144 weeks of 4 years. Examinations distribute throughout semester with equal periods gap and course directors evaluate answer papers then and there. Courses are well integrated with theory, lab and software. During 20 weeks long semesters, maximum study load of bachelor degree student is five courses and maximum class attendance per week is 750 minutes. Depending upon five selected courses either engineering or technology, semester's intermediate examination marks are 330 to 375 and final examination marks are only 170 to 125. Bachelor degree graduation requires pass in forty courses. Student's periodical assessment for graduation is 2,660 to 3,000 marks and final examination assessment is only 1,340 to 1000 marks. Motivated youths alone pursue higher education. Students finance education from own earnings without parental dependency. Bradley students pay fees for selected courses. They attend classes regularly and submit assignments. During end of current semester published next semester university teaching plans for students to select courses of one's choice for next semester. Bradley's, Placement Centre by interacting with industry arranges internship assignments, practicum, summer and part time jobs. Students acquire 'Labour Market Training (LMT)' through industrial internship assignments, cooperative education, practicum, summer and part time jobs. Students maximize professional expertise by proper combinations of industrial training. Bradley students graduate with narrow spectrums of expertise needed by industries. Graduation is a measure of 'Natural Selection of Talents (NSOT)'. Youth is not wasted in young in USA and student pass with custom-made degrees. Indian youths are not vested with responsibility, freedom, fraternity and liberty to select academic courses or for falling in love. Indian failed to use university resident student life for homogenization of the nation.

9.3 TEACHING EFFICIENCY AND INSTITUTIONAL UTILIZATION:

Bradley enrols two batches; admit one batch of students in fall semester and second batch of students in spring semesters. Lecture halls open at 7.20 AM and closes at 9.30 PM. Lecture durations are 75 minutes and break time between periods 10 minutes. It has 10 teaching periods per day and schedules 50 periods in 5 days of an academic week. At Bradley, bachelor degree student's weekly duration of maximum attendance is roughly 10 periods of 75 minutes classes. It offers 50/10 = 5 course choices for course selection. Admission capacity is 200 % more than Indian colleges. Maximum of 52 scheduled courses could be attended by undergraduates during 4-years period. To graduate with bachelor degree in engineering requires just 40 courses. American graduate degree is equivalent to Indian master degree. Students attend average of five periods a week for one and half years. University creates flexible time for practical so that to take up part time jobs to earn money for education. Graduate students earn money for education by performing part time jobs since labs, libraries and computer facilities accesses at flexible time during 24 hours of day. Students attend industrial internship assignments due to advantage of four semesters in a year. Students fraternize to select life partners in university and builds health too by performing bodybuilding exercises. Bradley halves educational overhead cost by giving half yearly admissions. It conducts 5 shifts

equivalent classes to offer choice-based courses with flexible time laboratory practical. It reduces educational cost and increases quality by narrower specialization. It gives opportunity for part time jobs and reduces teaching cost by paying lower salary for professors. It optimizes number of courses for graduation. Prof. Kalman Goldberg, then Provost of Bradley exhibited key answers for his economics 100 level courses on notice board and evaluated answer papers by computers. That system killed all biases and satisfied one and all. All examination related problems and waiting time for evaluations eliminated with transparency. Princeton's review for year 1999 ranked Bradley University as 311 amongst 3600 American colleges.

9.4 ENGINEERING AND TECHNOLOGY COURSES – A COMPARISON:

Engineering graduate **degree** student selects 10 courses for graduation. Student selects at least 50% from core subjects of a faculty of engineering and rest from subjects of any other departments of university. Core subjects have plenty of choices too. Professor complete 1/3 of syllabus in 11 lectures and conducts examination during 12th lecture period. Evaluation completes before commencement of next lecture. Final two-hour examination covers all 32 period instructions but values only for 34 marks. **Technology** graduate **degree** did not specify core subjects and is broad. Every quarter of syllabus completes in eight lectures and examination conducts in 9th lecture period for 25 marks and evaluation completes before next lecture. In long semesters, final examination is on university stipulated date on week number 20. Final examination load is only those last 8 lectures and values for 25 marks. TEI can utilize technology modular courses, curriculum with minimum mathematics and memorization as well as examination pattern.

9.5 BRADLEY BUILDS EXPERTIZE IN FACULTY MEMBERS!

Bradley empowers faculty members with academic authority to set syllabus, set question papers and evaluate students with IPE&E. Course offering professors are syllabus setters, question paper setters and evaluators. They correct answer papers and returns graded papers to students. Honesty and openness prevail. Professor expertise increases by teaching courses up to four levels, many times in all four semesters within a year. Professor evaluates students by assignments, project works and by conducting internal periodical examinations. Industries interact with Bradley since professors by interacting with innovative student assistants develops engineering & technology essential for industrial growth. In author’s observation every Bradley Professor had expertise in specialty subjects. So, Bradley University and USA remained great.

9.6 TEACHING WEEKS, WASTAGES AND SALARY

Bradley university calendar year has two long semesters of 20 weeks each, summer semester of six weeks, interim semester of three weeks and three single week semester breaks during which university issued grade cards. So, university functions 52 weeks of a year. Interactive education days in all four semesters are sum of 90 + 90 + 30 + 15 = 225 days. During 20 weeks long semesters, teaching per course per week is two periods. Final examination and evaluation are in 20th week of long semester. Under graduates selected maximum of five courses during 20 weeks long semesters, two courses in six weeks long summer semester and one course in 3 weeks long Interim semester. In case of summer

semester lasting six weeks, teaching per course per week is five periods. During three weeks interim semester; teaching per week per course is ten periods. One period is 75 minutes. Thus, maximum attendance per week is 10 periods of 75 minutes each which is 750 minutes per week. Student assistants permit to take maximum of three courses during long semesters. Total lecture hours during short semester reduces to 25-28 periods per course from 32 period norms in long semesters. Bradley University plans efficient education by enrolling student for next semester courses during end of current semester. Professor's starting salary is 1.3 times annual 'Per Capita Income (PCI)' of America and four years fees for world class bachelor degree in engineering education is less than 1.5 times of annual PCI of America while it is 8 to 25 times PCI while most of parents are poor. It proves that Indian Engineering College are inefficient and costly. They practice worst kind of educational fraud.

9.7 STUDENT ASSISTANCE PROGRAM:

Bradley academic assistance program benefits about 15% of students. It schedules up to four level choices in each subject. Bright students deserving assistance chose to act as student assistants. Students assist faculty members in academic work such as writing books, solving problems, in research projects and tutoring software courses in computer centres. Students are employed as assistants in software-based education since weaker students need coaching. Students assist fellow students in learning software related courses in labs. Students get trained while assisting dedicated faculty members. Students drive university vehicles; organize university functions, organize university services and seminars. Students assist Professors in conducting courses.

9.8 BRADLEY'S EDUCATIONAL MANAGEMENT:

Bradley enrols TBA and admits one batch of students every half year. It conducts half yearly convocations. Its smallest class strength is six students and largest class has 250 students. Every professor is erudite scholar. Teaching methodology, examination pattern and evaluation techniques avoid biases and subjectivity. Every one of the faculty members follows unique methods. All examinations are internal and answered papers evaluate instantaneously without waiting time. Examination system is transparent, open and completely interactive. Every student selects courses that complement one's innate talents to develop unique specialty.

9.9 CONCLUSIONS

This chapter highlights Bradley University's efficient educational admissions, curriculum and excellent evaluation. Bradley's fees and educational expenses for 4 years bachelor degree course is less than 1.5 times of annual PCI of USA. It admits one batch of students every half year. It conducts half yearly convocation. Bradley faculty members evaluate students' performances periodically in shortest possible time. Students just by learning 40 selected courses with guidance of academic advisors, along with industrial in plant training, practicum, part time jobs and summer jobs become excellent undergraduate engineers. Laboratories and libraries access round the clock at flexible time. Day in and day out Bradley boys and girls study together in libraries, work together in labs, interacts with each other in student centres, jog in campus, perform gymnastics, sunbath and play games. Students focus their minds on lectures

without biological disturbances. Student interactions help to learn man and woman relationships. Bradley's upbringing with freedom to enjoy fun sex is suitable for every child born as only child of parents since it assures companionship and higher success rate for graduation. Indian enrols single batch for Admission and educational cost is 8 to 25 times annual PCI proves that Indian education is costly due to corruption and inefficiency. Sex freedom that homogenizes citizens and creates feminism banned. Indian military builds 'Feminist Socialism (FS)' with 'Depopulation Till Self-sustaining (DTS)' through Bradley type of Engineering College. TEI based on Bradley education builds technology base and dating culture homogenizes citizens of India as one nation.

CHAPTER 10

DEFECTIVE GOVERNMENT ENGINEERING COLLEGE BUILDS DEFECTIVE SOCIETY!

10.1 INTRODUCTION:

Hindus a traditional male dominated artisan society with higher childbirth rate had fewer industrial job openings for graduates. After independence the new constitution failed to create jobs for unemployed without right to strike @ 0.35 PCI pay in 'Public Service Sectors (PSS)'. India probably created modern jobs for about 2.5% of its population in government companies and in government bureaucracy with very high wages and corruption. Successive new governments shelved Rajaji's 'Work Training and Education (WT&E)'. It refused to enforce maximum SCL, 35-year motherhood mother 4-hour job and others 6-hour job. Schools engage school pupils for full day sedentary listening by feeding them with mid-day meals. Schools failed to train on traditional manual farming and artisan activities but imparted only academic memorization skills. It prevented adolescent from toiling and soiling their hands. Village Surajya killed by discouraging apprentice training on rural manual jobs. Village youths became incapable of performing manual farming jobs. It destroyed farming as self-sustaining vocation. By year 2000, farming dependent families exploded to 110 million with 1.5 hector average 'Farmer Cultivated Lands (FCL)'. Farming lands due to fencing partitioning became smaller plots. In year 2009, according to FAO, about 1000 million hungry in AAL&M nations because of recession related unemployment even though food not in short supply. Due to global warming irrigation water reduces and farmers accumulate unbearable debt burden and suffer in poverty.

10.2 FAILED TO BUILD SUSTAINABLE SOCIETY:

In comparison with China, Indian 'Per Capita Farming Land (PCFL)' 1/6. Death 8, birth 24 and needed jobs 16 per 1000 population per year accumulated unemployed. Further 110 million farming households suffered from debt burden due to shortage of irrigation water. Children attended schools denied work culture. AAL&M male dominated national parental misconception deliver and raise as many children as possible instead of either a boy or girl of natural selection. Further within 50 years after independence capitalist modernized cattle powered faming and transport. Mechanized weaving and others eliminated traditional jobs.

Children not trained to perform manual jobs. Indian population exploded three times larger and the politicians did not bother about farmer population explosion. Indian parents failed to give apprentice training on traditional family vocations and did not adequately train wards to perform manual jobs. Capitalist accumulated capital and created hired and fired jobs. Gap increased between rich and the poor. Rich lived in palatial homes while poor lived in slums. AAL&M male dominated population with very many children remained as subsistence farmers, artisans and petty traders. Farmer reduced 'Green Vegetative Shield Volume Coverage (GVSVC)' of Earth and depleted water sources.

Due to shortages and scarcity; human tension increased heart diseases. In near future, death rate increases to theoretical level due to shortages of clean water; deteriorating living conditions of urban areas, cancer, diabetes and heart diseases. Sooner most of the farms will be partitioned and PCFL of farmers will be less than hectors. But by year 2045 Indian population level will be 1632 million. So, it must depopulate by maximum 'Single Child Law (SCL)', 35-year motherhood mother 4-hour job and others 6-hour job. Non-viable farm youngster inter-pairs urbanize.

10.3 SEDANTARY EDUCATION DAMAGED FARMER'S CHILDREN:

Performing work requires will-power, muscle power, endurance, know-how and technical expertise along with ability such as patience for repetition of operations which could be acquired easily by performing parental vocations. Parental occupations will be at every one's reach for acquiring work culture to increase survival chances. Adolescents not given any physical work, exercises and responsibility to earn money but merely fed like zoo animals. Mere sedentary listening and memorization practices considered as right way of adolescent upbringing. Due to full time education farmers, traders, workers, artisans and others failed to apprentice children on their vocations or trades. Parents opinion that wards would study if taught full time. Adolescent boys and girls with higher sex drives undergoing education indulged either in illusion sex by viewing TVs or cinema or reading pornographic magazines or engaging in talking sex or roaming around town for so called sightseeing sex. Students suffered due to lack of biological life needs such as work, love and natural sex. Majority of youth population failed to find real happiness since they did not lead natural adolescent life with freedom for falling in love.

10.4 INEFFICIENT AND INADEQUATE INDIAN EDUCATION:

Bradley University of USA by half yearly admission of one batch admitted two batches every year. It also scheduled four semesters per year. Indian institutions admitted single batch per year for half yearly courses which halved educational capacity and doubled overhead cost. Indian students did not give academic freedom for dating. Boys and girls segregated like Arab institutions. Indian education neither created feminism nor built homogeneous secular society. Courses failed to impart problem-solving skills. Large number of mandatory courses increased sedentary listening periods. As professors not 'Course Directors (CD)' failed to teach applied multi-level modular courses. Student assistants not appointed to assist Indian CD in their work. CD failed to teach theory, practical, software and practical integrated subjects as courses. Indian institutions imparted improper technical education by dividing courses in to theory and practical. Faculty members and students lacked skills to apply their course knowledge. Courses not choice based and not taught in many levels. John Dewey's

principles not adequately followed in educational programs. Degree or diploma course contents not of student's choices.

4-years engineering bachelor degree courses consisted of 8 semesters. Semester subject load in engineering bachelor degree 6 theories and 3 practical subjects. Total of 63 mandatory subject passes required for under-graduate degree. Students attended 2000 minutes of classes per week. Students by listening to all 2000 minutes got exhausted. Final examination load 80% of total marks and conducted by affiliated university. Academically over strained students failed to take up sports and games. For graduation of bachelor degree at Bradley, about 40 choice-based courses of student's preferred levels enough. To learn 5 courses in long semesters, bachelor degree student attended maximum of 750 minutes classes per week. To learn 2 courses in long semesters master degree student attended 300 minutes of classes per week. As a result, students take up part time assistantship jobs.

10.5 DIGNITY OF LABOR NOT INCULCATED:

Indian racist politicians and parents prevented adolescent boys and girls from practicing traditional vocations since income very low in 95% of existed jobs. Cremators, scavengers, farm labours, prostitutes, drummers, dancers, toddy tapers, cobblers represented working classes. Inculcating dignity of labour in the minds of people and removing stigma would be social responsibility. Family effort or national effort requires for creating new jobs. People need not be ashamed of taboos and stigma attached to jobs. Hindus classical dancers now are not looked upon as prostituting Devadasi. If parents ashamed of family vocation due to stigma attached to them, then follow SCL and create vocational labour scarcity. Due to shrinking numbers and increased productivity, Scavengers of USA the Polish immigrants paid more. State fixes higher pay for existing traditional parental vocation stigma jobs.

10.6 FIVE YEAR PLANS:

Indian five-year plans based on Russia but Russia a feminist depopulating European society while Indian a male dominated populating society. The five year plans created permanent jobs to only for about 3% of the population. Less than 10% of the population affluent and at the same time the farmers the 70% of the population became unsustainable. Indian farming society became socially unstable and majority suffered in scarcity and in need of money for education of their children or for marriage or to start enterprises or to build homes. It led to corruption, greed, disparity of rich and the poor. Education became very competitive and education costs about ten million rupees for medical admissions. Dowry for marriage about five million rupees. So, life became difficult.

10.7 CONCLUSION:

Government reform Hinduism as Shinto Hindus Buddhism. Enforce mandatory two weeks Monk training for males and females learn Kama Shastra; train to date males needing sex, love and fun without bearing children up to 34 years of age. Abolish subjugation of female in family sex and servitude. Enforce maximum SCL, 35-year motherhood mother 4-hour job and others 6-hour job to depopulate and establish industrial society. Military guided 'Feminist Socialism (FS)' with 'Depopulation Till Self-sustaining (DTS)' enforces equality of sexes; Cultural

Revolution, Swedish Feminist Socialism and Chinese patriotic capitalism practices to build homogenous and harmonious united society.

CHAPTER 11

PRINCIPLES AND POLICIES FOR BUILDING TECHNOLOGY ENGINEERING COLLEGE

Abstract

This chapter analyses educational principles of eminent educationalist for building 'Technology Education Institutions (TEI). Mahatma insisted that up to 5th classes primary school pupils learn English from birth tongue and from childhood trains to work very hard so that to attain self-reliance. John Dewey's project method imparted problem-solving skills, developed goodness, encouraged good actions, helped to fulfil social needs, individual needs and gave strength to face society. It helped in social evolution. Bertrand Russell showed how national educational policy framed. Mr. Aurobindo demonstrated how Engineering College are to be places of learning, action and fraternity. Vivekananda incorporated national needs and long-range goals in his educational policy for establishing a position amongst world nations. Mr. Vinobaji opposed defined syllabus-based education and said that mathematics needed for life alone teaches.

TEI recruit educated qualified DINK 'Socialist Patriot (SP)' politicians for teaching or non-teaching jobs by trebling staff strength with half existing workload to politician to build feminist TEI by continuing internal education and training. They spread political principles as and when required in class rooms. After class hours and weekends interact with parents to inculcate new political principles to build golden age. TEI incorporates productivity techniques to create affordable education and creates 'Learning Pairs (LP)'. LP trains on work culture by 'National Socialist Training (NST)' since 85% of children born become working classes. TEI develops innate skills by 'Natural Selection of Talents (NSOT)' and 'Natural Selection in Pairing (NSIP)'.

11.1 INTRODUCTION:

Educational trust institutions of India in general moneymaking business entrepreneurships and are not devoid of profit motive like Bradley University of USA. Indian educational policy failed to incorporate sex education and academic freedom for falling in love with safe sex for eradicating barriers of castes, tribes, languages and religions. Engineering College neither broke barriers of castes, tribes, languages and religions through creation of LP nor created NSOT through choice-based education. Pupils faced tougher educational demands of sweatshops and graduated students faced un-employment. Educated Indian after marriage failed to depopulate by maximum 'Single Child Law (SCL)'. Author visited Gandhi Gram at Dindugul and gathered materials on educational principles of Gandhiji, John Dewey, Bertrand Russell, Vivekananda, Mr. Aurobindo and Mr. Vinobaji. TEI will create feeling of one family in every classroom by providing right upbringing to pupils. Further by right education and training creates skills to develop innate talents to increase productivity of citizens to enlarge 'Gross Domestic Product (GDP)'. TEI reforms 'Racist Linguistic States (RLS)', 'Tribal Linguistic States (TLS)' and 'Religious Linguistic States (RLS)' as EHVL and English-speaking feminist.

11.2 MAHATMA GANDHI:

Human right activists and their children lived along with Gandhiji in Tolstoy Farm of South Africa. He became the first teacher of South African Tolstoy Farm and conducted experiments with Gujarat, 'United States of Tamils (UST)' and Andhra Pradesh families. It gave following experiences to Mahatma: How to liberate a multi-lingual and multi-religious Afro-Asian society from colonization? How to create self-reliance to youths through TEI? How to make them homogeneous society? He demonstrated that teacher as 'Socialist Patriot (SP)' builds a better society. Early interaction with pupils up to 5th classes is possible only in mother tongues. Mahatma learned Tamil and Telugu. He taught English in mother tongues up to 5th classes. According to Mahatma, for a healthy life nutritious food, sanitation and physical works essential. He produced food for inmates by employing school pupils in all farming activity as well as in cooking and sanitation. He wished work training shall be part and parcel of life. Pupils shall perform available jobs and earn while learning. Then only stand on own legs after completing education.

Following are the views of Mahatma Gandhi: Animal learns to walk and suckle milk by instinct. Human child takes longer periods to live by self-efforts. If pupils were given right education at right age then, they will become productive individuals. According to Gandhiji, educational goal is to draw out dormant potentials. Institution trains children to accommodate with others. Education helps child to build powerful society by cultivating special skills of speaking, writing, memory, scientific skills, fraternity, entertaining capacity, self-defence, sex-management and co-operative effort. Children should be trained to cultivate good working habits and fraternity from childhood. Schools and colleges impart language learning skills, bodybuilding culture, working habits, desire for learning trades and technology. Students if engaged in useful services appreciate work and enjoy hard work. Education that helped to think is better than that demands memorization and reproduction.

11.3 ROUSSEOU (1712-1778):

Rousseau educational principles are that child neither treat like adults nor feed with information that is not grasped. During education, teacher protects child's mind and childishness. Infancy is 0 to 5 years of age and requires freedom to play in open-air with fellow children. Simple languages use for training them to develop good culture. Child need not be educated for specific position or to perform specific task since their hidden talents and ambitions cannot be predicted in childhood. Early childhood is 5 to 12 years of age and it is an important period to train on learning, swimming, jumping, running, weights lifting etc. Primary school pupils in classrooms train during aerobic group dancing to dynamically hug fellow class mates of opposite sex and eat national lunch together.

Childhood is 12 to 15 years of age and it is suitable period for learning science, languages, mathematics, fine arts and to train on physical work-related tasks. Pupils attain skills by own perusals and teacher helps pupils to bring out all its innate abilities. Instead of child spending time with books; apprentices in work places so that its body works and it learns from interaction during work. Then it becomes kind hearted and wiser in later life. Adolescence period start from 15 to 20 years of age and is most suitable age to properly shape desires and develop contact with nature. At that age; good action rewards and for bad actions reprimands. Students practicing hard tasks build powerful life. Education helps to build a strong body and strong mind. Education is not just lecturing but it is guidance to provide capabilities to adolescence to mature as adult. Attaining fulfilled life is goal of education. Broader education enlarges innate talents of

students and makes them skilled. Student residential education incorporates sex freedom for LP to build depopulating homogenous society.

11.4 BERTRAND RUSSELL

He points out that Japanese educational pattern trained every citizen to develop the nation by serving in national needs. American education aims at unifying divergent people in to one homogeneous society. First duty of teacher is to create amongst pupil's desire to learn so that they pursue formal education by own initiative. After 15 years of age student selects special education of one's choice. Student with achievement appreciates and committing mistakes reprimands. Teachers emphasize that society constructs better through education. If teachers act patiently, then self-control develops amongst students.

11.5 VIVEKANANDHA (1863-1902):

According to Vivekananda, education is essential to build a strong mind in a strong body. Strong mind, best character, broadened views and self-confidence creates in student mind through education. Education develops innate talents and skills. Educate and train students to control inner desire and trains to direct desires for benefit of society. Teacher dedicates to teaching; detaches with life and be compassionate with students. In every student remain individual traits and hence individual differences. Students guide through unique way. The Hindus hermit wished to build million years living nation through educational reforms. Educational policy incorporates national needs and long-range goals for building nations. Vivekananda widened education to engineering, technology, economics and agriculture.

11.6 ARABINDO:

Mr. Aurobindo imparts education through comparison techniques and by making models. He opposed memorization and memory dependent examinations. In his view's institutions are not only places of learning but also places of action and socialization. He says that bookish knowledge alone shall not be given importance but physical training, experimenting skills and cultural program gives importance too. Up to 14 years of age common education imparts and specialization permits from 15 years and higher.

11.7 JOHN DEWEY (1859-1952):

John Dewey's project method of doing and learning incorporated methodical planning, investigation, research, action and review to achieve the goal. Project method follows the following stages: 1. Give opportunity to learn. 2. Select and decide a goal. 3. Investigate. 4. Find a solution. 5. Execute. 6. Record. Colleges propose complicated hypothetical situations and ask students to make researches, investigations, group discussions and brainstorming session to solve them. They evaluate alternate solutions and select solution for testing. Students act with freedom and test decisions freely. He says that all learning is outcome of all actions of learner. That is learning from experience. Curriculum incorporates experimental experiences. Education interrelates to life and society. Self-imposed controls are more suitable than external controls since discipline develops under self-imposed controls. Pupil's desire gives primary importance. Teacher emphasizes psychological principles as and when required. Teachers have compassion to students. Education helps students to socially evolve in the

community. Learner gives proper training, motivation and encouragement so that to discover truths related to problems. Teacher motivates learners and waits till learner venture to gather experience. Social conditions and individual actions decide motivation of life. Motivating student to learn from experience and from experiment to act is best educational method. Education emphasizes social objectives. Education gives problem-solving skills, develop goodness and encourage good actions. It fulfils social needs; individual needs and gives strength to face society.

11.8 VINOBAJI BHAVE:

Good education creates longing for knowledge amongst students, self-thinking, duty consciousness, self-dependence, self-control, helping others and desire for social service. Mathematics required for problem solving taught in Swedish LMT. Bradley's technology courses incorporated minimum of mathematics for learning courses and its syllabus flexible. Vinobaji Bhave opposed defined syllabus-based education and says that mathematics needed for life alone teaches.

11.9 CONCLUSION:

This chapter proposes that TEI primary school pupils attend 12 periods of 45 minutes classes and eat national lunch in class room as a group. They stay in children club till parents fetch them to home for sleeping. TEI shrinks memorization of information and sedentary listening to create time for part time jobs. Pupils train in such a way that they always keep in mind the aphorism “Work is Worship”. Work and learning go hand in hand. Students cycle to high school. Good actions of student rewards and reprimands for bad actions. As emphasized by Rousseau and Gandhiji, student takes up higher education in residential colleges and earns while learning to eke out living. Parents and DINK ‘Socialist Patriot (SP)’ teachers provide work training to LP. LP scientifically forms for breaking barriers of castes, tribes and religions. The author proposes mother tongue up to 5th classes and ‘English Hybridized Vernacular Languages (EHVL)’ medium from 6th classes in schools instead of ‘Puritan Language Medium Education (PLME)’ which replaced ‘English Technical and Scientific Terminology (ET&ST)’ by ‘Puritan Technical and Scientific Terminology (PT&ST)’. EHVL Medium reduced language barriers in English Medium Higher Education (EMHE)’. DINK SP surrendered parental inheritance to military ‘Socialist Trust (ST)’ recruits to double staff strength to build TEI by taking up teaching or non-teaching jobs in existing institutions and lead simple life in 30 square meters SBAF ‘Group Dining Residency (GDR)’ with reception and spy monitoring for dedication. Those who consider public services as a holy service learn sociology and human psychology to handle society to become great nation builders. Shinto worship inculcates harmony. Students may love brilliant DINK SP teachers. Parents and DINK SP play the role of Gandhiji and inculcate dignity of labour in child’s mind and impart work culture by Swedish ‘Labour Market Training (LMT)’. TEI teaches in global language, adopts secular religion and Shinto worship. ‘Catholic Birth Reduction Culture (CBRC)’ saves ecology and EHVL build global communication. Indian EHVL medium starts from 6th classes. EHVL is first language and eight mother tongues as EHVL with English alphabets combination compatible script’s phonemes and scripts in master matrix is second language. TEI schools teach in EHVL Medium from 6th classes and higher education in English so as to build heavenly nations. TEI develops global languages; global religion and Swedish feminist depopulation, education and homogenization build heavenly nations. Indian TEI teaches up to eight mother tongues script’s phonemes and scripts in master matrix as second language. Arts, applied arts,

technology education and applied science education widens through 16 types of 'Technical Universities (TU)'. DINK SP politician takes up permanent carrier in teaching or non-teaching jobs of TEI; lead simple life in 30 square meters SBAF 'Group Dining Residency (GDR)' with reception for spy monitoring for dedication. 'Technology Education Institutions (TEI)' homogenizes citizens of depopulating nation as one family. Dating culture homogenize Hindus, Muslim and Tribal.

13	The five year plans created permanent jobs to 3% and less than 10% affluent. Farmers the 70% of the population became unsustainable. Indian farming society suffered in scarcity and in need of money for education of their children or for marriage or to start enterprises or to build homes. It led to corruption, greed, disparity of rich and poor.	From year 2020 military enforce date males without bearing children up to 34 years of age. Abolish subjugation of female in family sex and servitude. Enforce Mao maximum SCL; Swedish 35-year motherhood mother 4-hour job and others 6-hour job to depopulate to year 1950 level. Capitalist inter-marry low caste spouse for inheritance.

CHAPTER 12

EDCATIONAL COST ESTIMATION AND DIFFERENTIAL AMENITIES AND FEE STRUCTURE ADMISSIONS

Synopsis

In this chapter the author proposes 'Differential Amenities and Fees Structure (DAFS)' admission since existing economic differences cannot be rectified immediately. Applications for admission to Government institutions calls for five economic status groups 1, 2, 3, 4 & 5 with respective quota of 20%, 10%, 20%, 10% & 40%. Class 1 pays 5 times base fees. Class 2 pays 4 times base fees. Class 3 pays 3 times base fees. Class 4 pays 2 times base fees. Class 5 pays base fees. Student claiming as class 5 takes up one day per week of 0.35 PCI jobs to earn money and lives with minimum living standards of student residency. One follows maximum SCL to qualify as class 5 parent. Highly subsidized national institution becomes feminist 'Technical Universities (TU)' or 'Institutes of Technology Arts and Sciences (ITAS)'. Admission intake of One Batch Admission colleges increases up to 'Four Batches Admission (FBA)'. Social disparities continue for two generations. Rich prefers richer amenities while pursuing higher education. To build socialistic society, rich pays higher fees for same education. Economically poor parent's children pay lower fees if parent followed maximum SCL with 35-year motherhood. Poor student lives in student ''Group Dining Residency (GDR)'' with minimum living standards. Lottery system of admission for every economic class frees students from common examinations, caste reservations and religions. TU and ITAS abolish identities of castes, tribes, languages and religion.

12.1 INTRODUCTION:

Conservative non-secular institution that did not homogenize students deny government subsidy and deny multiple batches admissions. Conservative institutions continue with enrolment of One Batch Admission. Prestigious government institutions and nationalized institutions reform as TEI. They expand admission four folds by FBA with fees as per 'Differential Amenities and Fees Structure (DAFS)' admissions for five economic status groups.

Every one of the five economic classes admit by lot system in each economic class. Each class with fixed quota pays specified fees as follows: Class 1 pays 5 times base fees and quota is 20%. Class 2 pays 4 times base fees and quota is 10%. Class 3 pays 3 times base fees and quota is 20%. Class 4 pays 2-times base fees and quota is 10%. Class 5 the economically poorest pays base fees and the quota is 40%. Average fee is 2.6 times base fees. Each one of the five economic status groups offer affordable furnished rooms, food and textbooks. Class 5 students lead within the means of that economic class in 'Group Dining Residency (GDR)' and takes up 0.35 PCI jobs. Quota system applies to 'Self-Financed Engineering College (SFEC)' for 'Forward Caste (FC)', Scheduled Castes and 'Other Backward Caste (OBC)'. In each category, highest bidder is eligible for admission.

12.2 EDUCATIONAL COST ESTIMATION IN ONE BATCH ADMISSION, 'GOVERNMENT ENGINEERING COLLEGES (GEC)':

TamilNadu state in year 1998 had just six GEC. Investment for an ordinary GEC with an admission capacity of 150 students per batch about 150 million rupees. GEC distributed overhead cost only to 4 batches of 150 intake student of the college. College recurring expenses Rupees 15 million per annum. Operating cost per student year distributed to 4 batches of 150 student admission intake of college = 15,000,000 X (1/4) X (1/150) = Rs.25, 000/-. Overhead cost per student year estimated as rupees 150,000,000 (capital) X 16/100 (interest) X 1/4 (batches) X 1/150 (admission) = Rs.40, 000/-. Total minimum educational fees chargeable per student year Rs.65, 000/. Engineering College had two semesters in a year. Minimum fees per semester equivalent Rs.32, 500/-. Government semester equivalent collected fee Rs.3, 250/ which just 10% of cost.

12.3 'DIFFERENTIAL AMENITIES AND FEE STRUCTURE (DAFS)':

Even after enforcing maximum SCL, existing economic and cultural disparity continues for two generations. The ones below poverty limits vanish at the end of first generation. Economically poor gives opportunity to rise up in life by creating FBA, 0.35 PCI jobs and DAFS. Government creates educational opportunity for poor by doubling and quadrupling admission capacity with half year of waiting time. Let patriotic rich contribute more for education and support institutional growth by bearing operating burden. Let weaker in English takes up 6-months of ELTC. It is fair for rich students to live in luxurious rooms and lead posh life by paying higher fees. Feminist policy is that disparity cannot be eliminated immediately. Many kinds of food, rooms, transport and books make available. The goal is to create affordable room rent, food and transport for every economic class. Class 4 & 5 admission is for economically poor and reads 'Desk Top Published (DTP)' class notes and library books. Poor lives in cottages without adequate furnishing and 'Public Distribution System (PDS)' supply food materials entitled to the poor. Poor has lowest mess bills. Self-reliance of poor creates through priority for work scholarships and part-time jobs. Poor train on simplicity, humility and humanness to attain competitive advantages over upper economic and social classes by training them to take up tougher jobs and train to live with lower economic standards so as to develop the poor.

In near future, all free for all state schools and nationalized special schools change over to free education in 'English Hybridized Vernacular Languages (EHVL)' medium from 6th classes while rich invariably attends costly private 'English Medium Education (EME)' schools. Poor

attended EHVL medium education requires 'English Language Bridge Courses (ELBC)' to cope up with EME in higher education. Those opting for lower fees for admission prove that they really poor by taking up one day per week of 0.35 PCI jobs to earn money for higher education since higher education is luxury for mankind. In Indian by year 2000, about 30 million probably eligible to provide income tax returns but only 2 million filed returns. So, if any student demanded financial assistances demonstrate his or her willingness to earn money for education by 0.35 PCI jobs. Education will be same for all economic status groups but living amenities and expenditure budget lowest for poor. Educational cost will be affordable to every economic group if they follow recommended budget for that economic classes. Pursuing higher education by taking up 0.35 PCI jobs and leading minimum living standard creates multiple benefits. TEI expand admission capacity by two-folds by TBA with SO&ESC of theory and action in every period. ITAS and TU quadruple admission capacity by FBA and offer choice-based education.

12.4 FIVE ECONOMIC STAUS GROUP'S FEE STRUCTURE:

Admission calls for five economic status groups with fee structure in multiples of base fees. Base fee differs from institution to institution depending on investment. Students select by lot system from each group. Every parent selects their status group and applies for admission. Class 1 the richest pays five times base fees and allots 20% of seats. Class 2 pays four times base fees and allots 10 % of seats. Class 3 pays three times base fee and allots 20 % of seats. Classes 4 & 5 admission reserves for those raise single child with 35-year mother-hood. Class 4 the lower middle class pay two times base fee and allots 10 % of the seats. Poor parent's children allot 0 % of seats and pay base fees. Multiplication factor for average fees from base is 5 X 0.2 + 4 X 0.1 + 3 X 0.2 + 2 X 0.1 + 1 X 0.4 equal to 2.6. All classes appear for English language proficiency test. Top 50 percentile ranking students admit in first semester and the rest undergoes language bridge course during waiting period. In engineering base fee estimated with choice-based education for FBA Rs.1560/- per semester.

12.5 FEE STRUCTURE OF ONE BATCH ADMISSION, SELF-FINANCED ENGINEERING COLLEGES (SFEC):

Educational institution investment cost of SFEC 1/3 of government colleges. One Batch Admission SFEC educational cost charged only to 4-annual batches. Refer to annual expenses estimate per student per semester in Table 12.50 for management seat, payment seat and free seat for investment of 90 million in an institution with admission capacity of 300 students.

Type of admission	Management seat	Payment seat	Free seat
Capitation fees	7,500	NIL	NIL
College fees	19,250	21,250	6,975
College bus	1,550	1,550	1,550
Books	1,335	1,335	1,335
Day scholar's educational expense	Rs. 29,6735	Rs. 24,085	Rs. 9,860
Room rent	3,750	3,750	3,750

Mess bill	4,000	4,000	4,000
Hostel scholar's educational expense	Rs. 37,385	Rs. 31,835	Rs. 17,610

Table 12.50 SFEC Semester Fees And Expenses In One Batch Admission In 1998.

12.6 FOR TBA SFEC WITH SO & ESC TEI BUDGET:

In the year 1997, SFEC started with the admission capacity of 300 students per batch required investment of 90 million rupees. The expenditure charged only to 4 annual batches since it enrolled one batch admission. Estimation assumed 12 % rate of return, 2 % depreciation and 2 % maintenance on 90 million invested in the institution. Overhead cost equal to 90 X 16/100 = 14.4 million rupees. When same SFEC functioned as TEI with TBA with SO&ESC of theory and action in each period then eight semester batches attend classes. In year 2000, base fee estimated for TBA is Rs.2600/- per semester with SO&ESC in same SFEC. Semester revenue for base fee of Rs.2, 600 for 8 batches of 300 each 8 X 300 X 2600 X 2.60 (factor to get average) equal to 16.2 million rupees. Annual revenue two times semester fees 2 X 16.2 equal to 32.4 million rupees. Then operating fund 32.4 -14.4 equal to 18 million rupees. SFEC would be able to meet out operating expenses since 100% of additionally recruited DINK SPs pay by government. Day scholar budget assumes 'travel + books + fees. Hostel scholar budget assumes 'books + fees + hostel food + rent'. Refer to Table 12.60.

Status.	Quota %	Travel	Books	**Fees**	Days scholar	Hostel food	Rent	Hostel scholar
class 1	20%	800	1,900	**13,000**	15,700	5,500	6,600	27,000
class 2	10%	600	1,100	**10,400**	12,100	3,300	2,200	17,000
class 3	20%	500	650	**7,800**	8,550	2,600	1600	12,650
class 4	10%	450	250	**5,200**	5,900	1,900	1,100	8,450
class 5	40%	450	250	**2,600**	3,300	1,900	1,100	5,850

Table 12.60, SFEC Student DAFS budget for TBA higher education

12.7 SFEC TEI EC FEES FOR FOUR BATCHES ADMISSIONS:

Status.	Quota %	Travel	Books	Fees	Days scholar	Hostel food	Rent	Hostel scholar
class 1	20%	800	1,900	7,850	10,530	5,500	6,600	21,850
class 2	10%	600	1,100	6,265	7,965	3,300	2,200	12,865
class 3	20%	500	650	4,700	5,850	2,600	1600	9,050
class 4	10%	450	250	3,130	3,830	1,900	1,100	6,380
class 5	40%	450	250	1,565	2,265	1,900	1,100	4,815

Table 12.70, SFEC Student DAFS budget for FBA higher education

If 4 batches selected and admitted annually; then base fees drop to Rs.1565. Semester revenue for base fees of Rs.1565 for 16 batches of 300 students is 16 batches X 300 students per batch X 1565 semester fees per student X 2.6 factor = 19.50 million rupees. Annual revenue is 39 million. Overhead cost is same as two batches admission = 90 X 16/100 = 14.4

million. Operating funds 24.6 million will be enough for four batches admission colleges. Refer to Table 12.70.

12.8 CONCLUSION:

In year 2000, educational budget estimate of hostel scholar holding management seat in one batch admission for SFEC for engineering bachelor degree education in table 12.50 Rs. **37,385/-** per semester while free seat hostel scholar budget Rs. **17,610/**. In DAFS budget for hostel scholar for highest economic class in FBA pattern in table 12.70 just Rs.2**1,850/-** which almost half that of the one batch admission management seat in SFEC in table 12.50 while lowest budget for hostel scholar for lowest economic classes 5 in FBA pattern in table 12.70 **Rs. 4,815/-** per semester. It proved advantages of DAFS and shift system. It is a known fact that adolescent trained on right kind of work culture and simplicity will be successful in future life. Economically poor inculcates with essential simplicity so that to increase savings to become rich. Refer to Table 12.50, 12.60 and 12.70 for fee structure of SFEC with ONE BATCH ADMISSION and TEI TBA and FBA with DAFS. Colleges build many varieties of amenities. Those who wished to pay lower fees lead optimum living standard of 'Group Dining Residency (GDR)' and take up 0.35 PCI jobs to earn money. FBA with choice based higher TEI expand capacity to market demand. DAFS creates affordable education to all in TEI. Let SCL pupil pays standard fees. Government by providing admission based on proven poverty and SCL adherence creates social justice. It trains poor youth to take up available jobs while getting educated. Let those paying lowest fees take up 0.35 PCI jobs. Let government apply tender system to racist institutions as per reservation quota for conservative classes of FC, OBC, Scheduled Castes and those that failed to follow SCL with 35-year motherhood.

CHAPTER 13

RAJAJI'S EDUCATION BY MAXIMUM SCL LEAD TO SELF-SUSTAINED NATION

13.1 INTRODUCTION:

Mr. Rajaji probably wanted to hybridize education with apprentice training on farming, handicraft, business, commerce and trade followed by about 99% of people. For inculcating work culture, Mahatma chose Charka while more pragmatic Mr. Rajaji selected then existed traditional family vocations. 'Work Training and Education (WT&E)' planned to develop without foreign or internal borrowing. Even after 50 years of self-rule, Engineering College failed to incorporate tie-up with farms, trades and industries since population level exploded continuously. Market survey could not project from existing vocations new vocations. People neither trained to take up available jobs nor probable future jobs. Educated not placed by 'Campus Interview Jobs (CIJ)'. Full time education prevents adolescents from practicing traditional vocations and physical work. Capitalist modernized cattle powered farming and transport. Mechanized weaving and other jobs eliminated traditional jobs. Government created 2% jobs in government service. Indian death 8, birth 24 and needed new jobs 16 per 1000 population per year explodes unemployment continuously. capitalist created hire and fire jobs for few. Majority female unemployed lived as dependent house wives. Every caste or tribe or religious sect not motivated to depopulate to year 1950 population level before year 2100. Indian AFD built larger vote banks of Muslim, Hindustanis and other populations.

13.2 TRADITIONAL CASTE BASED INDIAN SOCIETY:

Caste based labour-intensive Indian technology produced cotton and silk textiles, precious metal with embedded stone jewellery, artefacts, spices, herbal medicine etc. Technical know-how maintained as family caste secret. To perform work requires many characteristics such as patience, regularity for repeating the operations, endurance, muscle power, know-how and technical skill. Rajaji proposed half day attendance in EHVL Vernacular medium colonial schools so as to learn scientific and technical knowledge and in half day creates apprentice training in farming, rearing pigs, shepherding, handicraft manufacturing, country music, folk art, trading, commerce, small scale industries, professional practices, tradesman practices, barbering, petty trading, toddy tapping, Kawali Walla, liqueur distilling, priesthood, cinema acting, music, eating houses, entertainment homes, restaurants, tea shops, idly shops, hotels, fishing, hunting, traditional medicine etc. Parental occupations would be best choice to impart apprentice training for enhancing survival skills if parents followed maximum SCL with 35-year motherhood.

13.3 BAD EDUCATION AND TRAINING:

Exploiting politicians rejected Rajaji's WT&E and fed school pupils with mid-day meals. They held them on sedentary listening for 7 periods of 45 minutes on an academic day.

Sedentary education given to all rural school pupils comprising 70 % of all pupils which prevented apprentice training in farming, handicraft and trade activity. School pupils neglected apprentice training on parental jobs and on current 'Labour Market Jobs (LMJ)' due to enormous memorization load in education. New generations of educated farm heir's incapable of performing traditional manual farming activities.

13.4 MISMANAGEMENT OF FARMING:

Total wet crops only 25% of cultivation but exploiting politicians distributed freely the wet crops rice. Exploiting politicians created 100 days job assurance by Keynesian rural employment to vote bank and prevented farm labour from engaging in regular farmer's agricultural operations. It created labour shortages. Further labour union increased wages and reduced working hours. Government did not supply idling farm labour for continuing farming even after land hypothecated to banks. Exploiting politician dumped imported agricultural products while 500 million subsisted in farming by producing food for 346 million urban residents and 200 million rural farm workers. Farmers lived without any future plan to face debt burden and land owned farmer's debt burden increased. Age groups under 25 years stopped working as farm labour in Cauvery delta farming villages.

13.5RACIST POLITICIANS' EXPLOITATIONS:

PCW dropped to less than 1% of Japan and 'Per Capita Income (PCI)' less than 2% of Japanese. Male dominated populating nations like Indian exploded populations by subjugating women and adolescents without any consideration for impending 'Global warming (GW)' devastations. Adolescents merely fed and forced to listen and read without any physical work or exercises. Educational program failed to bring out innate potentials. Schools impart only academic skills and prevent adolescents from sweating, toiling and soiling their hands**.** Schools not inculcating dignity of labour in the minds of the youths. Indian caste leaders and business castes exploited. Children educated to become clerks, managers, collectors, doctors, engineers and software professionals. As too many queued up for well-paid jobs; even private sector demanded recommendation or bribes or down payment for issue of appointment orders. For example, one private University receiving UGC grants in South India by year 2000 collected 600,000 rupees for appointment of lecturer. According to Pareto's laws in any free society, 15% of population owned 85% of wealth and remained non-working classes. If 85% trained and employed as efficient loyal and dedicated patriotic workers then only remaining 15 % can be compassionate population with managerial jobs.

13.6 GLOBAL WARMING DEVASTATED FARMERS:

In year 2010, the coldest Russia experienced 40 degree centigrade in summer. Its forests and FCL burned. In Siberia 50% of its glaziers melted and created swamp land. Himalayan glaciers vanish by year 2030, if not sooner. Then Himalayan and Peninsular rivers dry up in between monsoon rains. Nile, Mekong, Amazon, Ganges, Brahmaputra and Indus rivers may reduce flows or like year 2010 heavy flooding tsunami of Pakistan may damage many of the AAL&M nations. By year 2030, due to increase of 1.5-degree C in summer temperature; dry crop loss will be as high as 25%. Water availability reduces by one-third. As rivers dry up, water table falls rapidly due to bore well pumping by free current for farmers. Crop losses in irrigated

and non-irrigated cultivation will be significant. Indian 1050 million population of year 2000 by the year 2045 will explode to 1632 million. In South Asia, according to draft report of inter-governmental panel on climate change; Sea level by year 2100 rise by 40 cm and millions of people will find vast areas of coast line, including some of the most populated city lands inundated. 1000 square kilometres of Bangladesh farm lands will vanish and Bangladeshi can immigrate as West Bengal Muslim to India. By the end of 21st century, as summer temperature rises up to 5.4 degree C above normal, cultivation will be uneconomical to Pakistani and Hindustanis farmers in North India. But Muslim of Table C, 22 countries including Indian will be enriched by petrol-narcotic-mineral $ flows. Then multi-lingual-religious AAL&M male dominated poverty stricken national engage in violence like Kyrgyzstan.

13.7 ENFORCE SCL AND CONFER DIGNITY ON ALL JOBS:

If parents obeyed FS with DTS maximum SCL, 35-year motherhood mother 4-hour job and others 6-hour job; then family-based enterprises can sustain future generations. Family ignores taboos and stigma attached to vocational activity. Worker or tradesman parent sponsored training, inculcates basic technology and increase survival chances. By year 2000, dancing, modelling and acting became respectable vocation. After one generation of enforcing maximum SCL, looking down upon people for performing traditional stigma jobs will stop. If parent ashamed of traditional or family or caste vocation due to stigma attached to them, then parents can create scarcity for those vocations by switching over to vocations prestigious to them. It is noteworthy that in USA; even rich parents advised their wards to earn pocket money by delivering newspapers. By that parents inculcated work culture and dignity of labour in the minds of offspring. Inculcating dignity of labour in the minds of the offspring and removing stigma shall be parental responsibility.

13.8 SALIENT FUTURES OF RAJAJI'S PATTERN:

Roseau said that instead of a child (12 to 15 years) spending time with books, its apprentices in work places so that its body works and it learns from interaction during work. Half day of vocational training on existing jobs increase artisan skills. Half a day of education will inculcate knowledge of modern science and technology. Rajaji's educational plan satisfied Roseau's educational principles and maximum SCL will be a proven tool for combating populating war. Rajaji's educational plans by maximum SCL will create full employment for educated by combining education with then existing work practices. During Rajaji's period parents apprenticed their children on family vocations and author noted at that time Pattukkottai Taluk had only two high schools. But increases to about 50 in 50 years since children not apprenticed on family vocations. If by enforcing maximum SCL, 35 years motherhood mother 4-hour job and others 6-hour jobs will increase living standards of people.

13.9 REFORMATION FOR DEVELOPENT:

Samurais the upper most caste with privileges of carrying sword and authority for collecting tax. The cremating castes lower most untouchable caste. Japanese social pattern like that of Indian Hindus. Samurai the upper most caste surrendered their special privileges of

carrying sword and collecting tax. For building an industrial society, in the name of their Emperor Maiji, Samurais declared equality of castes and dignity for all Japanese. Duties and responsibilities of every citizen specified. Majority of modern jobs of Japan created by petty family enterprises. Japanese Shinto worship eliminated intermediary between worshipper and god or deity. Nationalize all religious institutions and enforce Shinto worship. Shrines operate in Shinto style. Intermediary for worshipping god and religious propaganda bans. Priesthood abolishes to all Hindus castes and reservation for all castes. Farmers and urban working women to eradicate poverty permit sex trades, wine jobs and toddy taping jobs if abide maximum SCL, 35 years motherhood mother 4-hour job and others 6-hour jobs. Grant academic freedom for falling in love and for consenting fun sex amongst school people for homogenizing future generations.

13.10 CONCLUSION:

Mr. Rajaji by half-day school and half-day work combined education and parental occupations to create on the job training and modernization. Mahatma's spinning the yarn and Rajaji's training individual on parental occupation for half-day can impart work practice by incorporating best features of EHVL education and parental occupations. Apprenticeship on existing parental vocations can train children at lowest cost. Rousseau said that instead of a child (12 to 15 years) spending time with books apprentices in work places so that its body works and learns from interaction during work. Parents entrusts with responsibility for providing work training to school pupils. Rajaji's WT&E doubles capacity of schools if admission half yearly and courses half yearly semesters. Maximum SCL reduces childbirth and Swedish feminism homogenizes. WT&E can develop and paves way for full employment with gradual industrialization. Imparting work culture and inculcating loyalty to employer builds industrial society. If citizens take up available jobs and fit not in job offers 0.35 PCI jobs; then nation achieves full employment.

CHAPTER 14

PLANNING OF COTTAGE, HOSTEL, BARRACKS, SBAF AND DBAF, GROUP DINING RESIDENCIES!

14.1 INTRODUCTION:

Decline of 'Himalayan and Peninsula (H&P)' started when racist politicians and Governors exercised authority by corrupt practices and failed to live like Mahatma. To start with armed forces 25% personnel, surrender offensive weapons to elite 75% forces and become 'Depopulating Europeanizing Forces (DEF)'. DEF recruits DINK SP surrendered inheritance to military 'Socialist Trust (ST)' train on teaching or media or religion or judiciary or GDF or GDR jobs with half work load. DINK SP teaches nation building to students, parents and public.

Student hostel develop as 'Group Dining Residency (GDR)' for students and DINK SP faculty members. If rooms will not be available in hostel lives in GDR cottages. 'Technology Education Institution (TEI)' students of TU and ITAS live in GDR. DINK SP educational staff of TEI and 'Military Bureaucracy Service (MBS)' DINK 'Trainee Learning Pairs (TLP)' will live in 30 square meters 'Single Bedroom Apartment Flat (SBAF)' GDR. 'Public Service Sectors (PSS)' administrators would be DINK SPLs and DINK SPV. MP, governors etc. live in 75 square meters 'Two Bedroom Apartment Flat (TBAF)' GDR with reception spy monitoring for dedication. Student LP stays in room or in cottage. Two years 'Emergency MBS (EMBS)' increases strength of bureaucracy and the pairs stay in GDR with military ST monitoring for dedication. As and when bureaucrats retired; DINK TEP, DINK SC, DINK 'Socialist Patriot Volunteer (SPV)' and DINK 'Socialist Patriot Lifetime (SPL)' gradually replace bureaucrats and other government servants for specified period of service.

14.2 STUDENT COTTAGE, COST AND RENT ESTIMATION:

Living area of cottage 10 'Square Meters (SM)' with entry doors in front and back. Each cottage has a pair of 750 X 750 mm windows and two storage racks of 2250 X 750 x 1000 mm. Two-tire cot saves floor space. Two chairs and wall mounted adjustable writing tables with racks use for reading, writing and storing books. In year 1997, rough estimate of thatch roofing with Ferro-cement construction for 20 years life Rs.20,000/. If a cottage shared by a pair of students then capital investment per head Rs.10, 000/-. Interest cost of capital Rs.1200. The depreciation 500. Paddy straw changes Rs.250/- per year. Water supply, roads, garden etc. per head per year 350/-. Annual rent equivalent (1200 + 500 + 250 + 350) equal to rupees 2,300/. Every cottage will have separate bath and toilet. Cottage of 10 square meters locates in 140 square meters of land inclusive of space for garden, walking pathway, parking space, playgrounds and roads. Architects and horticulturists plan space between cottages, width of path ways, sit outs, play grounds, trees, shrub, mess hall, open-air theatre, parking areas, roads, sports grounds etc. Dining, exercising and reception arrangement depends on number of cottages. Student pairs will live in 10-sqm cottages.

14.3 PLANNING OF GROUP DINING RESIDENCIES:

Smallest of GDR will have about 10 cottages or rooms or SBAF or TBAF or Tents. GDR cluster will have mess, reception spy monitoring for dedication and arena for public contact. Large 'Group Dining Residency (GDR)' will have up to 18,000 rooms or cottages for accommodating 36,000 students, many mess halls, open-air theatre etc. Cooked food transports to respective dining halls from centralized food processing plant. Socializing open-air theatre and other amenities such as group lunches, film shows, dramas, music festivals, dance festivals, aerobic group exercises, nightclubs and music facilities plan. Design of open-air theatre and cottages depend on type of monsoon rains of location. Existing regular student hostels reform as student GDR.

14.4 CONCLUSION:

AAL&M 109 nations depopulate by maximum SCL, 35 years motherhood mother 4-hour job; others 6-hour job and live with simplicity in GDR. DINK SP and DINK SPE the TEI educational staff members live in Gandhiji simplicity in group dining SBAF and TBAF as GDR. DINK TLP, DINK MBS, DINK DEF live in 30 SM SBAF as GDR or in military barracks GDR with reception spy monitoring for dedication. DINK SP and DINK SC will not follow corrupt practices to swindle the nation like politicians and capitalists. DINK SP spy monitor and discipline to eliminate corrupt practices. LP imparts NST and trains in Swedish feminism. TEI student LP living in student hostel or cottage of GDR monitors and discipline.

CHAPTER 15

MILITARY GUIDED FEMINIST SOCIALISM MAXIMUM SCL, 35-YEAR MOTHERHOOD REDEEMS BY DEPOPULATING TILL SELF-SUSTAING!

15.1 INTRODUCTION:

First step in depopulating, educating and homogenizing a male dominated populating country is by military enforcing maximum 'Single child Law (SCL)', 35 years motherhood mother 4-hour job and others 6-hour job. Military guides 'Feminist Socialism (FS)' with 'Depopulation Till Self-sustaining (DTS)' and urbanize non-viable farm youngsters. Governing political authority and responsibility distributes to dedicated DINK 'Socialist Patriot (SP)' and DINK SPE with female leadership. DINK SP and DINK SPE grant opportunities to share political administration of state with half workload permanent vocation in education or religion or judiciary or GDF or GDR or media. Manage nationalized religious worshipping Shrines in Shinto style. Inculcate feminist 'Technology Education Institution (TEI)' education for all children. TEI reforms every child by providing larger number of companions for child interaction. Nation will become stronger if young and energetic school and college students are given adequate manual work to build muscles and endurance. During peaks of farming rural school pupils work in farm.

15.2 NATIONAL SOCIALIST TRAINING (NST)':

In 9th class curriculum, 'Learning Pairs (LP)' engages for 2 half days a week in local area in general scavenging and township maintenance work. They educate elders on hygiene and cleanliness as in China. Pupils train in township maintenance and in scavenging jobs to inculcate dignity of labour to self-sustain at 16-years. Stigma on scavenging jobs removes by teaching importance of cleanliness and training school pupils as scavengers. In Cauvery delta villages of TamilNadu state boys and girls below 25 years of age stopped working as farm labour. So, school pupils train to work as farm labour. Student worker trains to perform manual work such as coconut harvesting, spadework, gathering flowers, plucking fruits, gathering nuts and ploughing etc. Students engage in transplanting, weeding, fence construction, cattle care and harvesting. 'Public Service Sector (PSS)' request nationalistic tradesmen, workers, engineering economists, managers, economic advisors, farmers, industrialists and traders to propose welfare jobs @ 0.35 PCI and part time student jobs. 'Placement Centres (PC)' of 'Technology Education Institution (TEI)' distributes part time jobs to LP within cycling distances. Student labour employs in industries, farms and in public works through 0.35 PCI jobs. School pupils build LP and after completing certificate courses become DINK TEP. National bureaucratic administrative cost reduces to minimum by recruiting adolescents at about 18 years of age or before marriage when they will not be corrupt as inter-caste DINK TEP in 'Military Bureaucracy Service (MBS)' etc. 'Emergency MBS (EMBS)' increases efficiency of bureaucracy. 'Emergency Military Bureaucracy Service (EMBS)' builds by recruiting qualified inter-caste pair DINK TEP for specific bureaucracy for reducing workload and increasing effectiveness. The inter pairs trains for 6 months and serve for another one and half years with military court martial regulations. They live in township military camp with reception spy monitoring to eradicate corruption in bureaucracy.

15.3 MILITARY GUIDED 'FEMINIST SOCIALISM (FS)' WITH 'DEPOPULATION TILL SELF-SUSTAINING (DTS)':

Urban nucleus confine to 10,000 populations with majority in urban jobs and rural nucleus holds up to 5,000 populations majority engaged primarily on rural farming, fishing, horticulture and forestry jobs. The eligible electoral candidates will only be DINK SP of the nucleus. Five of them nominate one DINK SP and one of the nominated candidates by lot system selects as DINK 'Socialist Patriot Elected (SPE)' pair. They enforce maximum SCL with mothering after 34 years of age, 'Rain Forests (RF)', EHVL, TEI and 'Feminist Socialism (FS)' in each nucleus. 'Electoral College (EC)' members are DINK SPE pair and DINK 'Socialist Patriot Lifetime (SPL)' pair. EC five members pair nominate one pair; amongst nominated one pair select as 'Member of Parliament (MP)'.

Maximum SCL young parents live near Primary School to enable school pupils to walk under the guidance of senior child of the locality. It is duty of parents to arrange sex parties to school pupils to learn sex and love since girls attain puberty even at 10 years of age but boys are sexually immature up to 17 years of age to cause pregnancy to girls. It is duty of mothers to train immature boy pupils in the art of sex. Child sex party of 12 to 16 years age group and teenage jobs self-sustain at 16 year of age; inculcates equality of sex; breaks barriers of childhood sex as well as caste, racial, linguistic and religious barriers. Higher education students will co-habit as 'Learning Pairs (LP)' to break caste, tribal, linguistic and religious barriers. LP trains as peer leaders to assist farmers in farming. LP after completing 'Polytechnic (PT)' certificate course or after completing 'Technical University (TU)' or 'Institute of Technology Arts and Sciences (ITAS)' diploma or bachelor degree or professional degree qualify for two years national service as DINK 'Trainee Learning Pairs (TLP)'. They serve in class IV or class III services and live in SBAF GDR with reception spy monitoring by DINK SPL; promotes as DINK 'Socialist Citizen (SC)'. Five pairs DINK SCs sponsors one fellow DINK SC to 'Public Service Commission (PSC)' for five years training in class II services trainee DINK 'Socialist Patriot Volunteer (SPV)'. Required pairs selects by lots. After five year-service become DINK SPV. Five DINK SPV sponsors one fellow DINK SPV to PSC for five years of class I services as trainee DINK 'Socialist Patriot Lifetime (SPL)'. Require selects by lots. After 5 years' service promote as DINK 'Socialist Patriot Lifetime (SPL)'. Colonial bureaucracy replaces by MBS etc. to build military guided 'Feminist Socialism (FS)' with 'Depopulation Till Self-sustaining (DTS)'.

15.4 CONCLUSION:

It will be duty of SCL young parents to live in 30 SM SBAF group dining residences near school. Pupil's duty will be to walk to Primary School of the locality and attend 12 periods of 45 minutes classes with five minutes break between periods. In each classroom, opposite sex school pupils hug once in a day as ritual and eat national lunch together. LP of 9th and 10th classes function as workers for 14 hours a week and enjoy LP child sex life and build new pairs in every semester. Thus, build one for all falling in love nations. LP starts with township scavenging and helps in repairing roads and infra structures. They serve farmers with lots of manual work. Work training imparts as part of 0.35 PCI jobs to LP of TEI. TEI student takes-up tradesmen training to acquire competence of tradesmen. DINK TLP take up class IV or class III trainee jobs for two years and after completion confers full citizenship the DINK SC. Five fellows DINK SCs recommend one DINK SC pair to PSC for trainee DINK SPV for five years' service.

Required selects by lots and appoint; after five years' service, elevates as DINK SPV. Five DINK SPV sponsored one DINK SPV to PSC for the trainee DINK SPL. Require selects by lots. After five years services elevate as DINK SPL. DINK SP, DINK SPV and DINK SPL with support of DINK MBS and DINK EMBS citizens selected from DINK TLP increase effectiveness of bureaucracy by military ST monitoring efficiency and exposing corruption. Thus, build heavenly military guided FS with DTS.

CHAPTER 16

'TECHNOLOGY EDUCATION INSTITUTION (TEI)' SCHOOL CREATION FROM EXISTING SCHOOLS

16.1 INTRODUCTION:

Admissions in existing schools are once in a year and final examination load is one year. After school hours school pupil under-goes tutoring classes. They are not undergoing 'National Socialist Training (NST)'. Education neither develops work culture nor breaks barriers of castes, tribes and religions for building homogenous feminist populations. Catholic celibate men and women devote for Gospel duties as Priests and Nuns. At the same time earned money by taking up employment as teachers, nurses etc. So, DINK 'Socialist Patriot (SP)' who surrenders their parental inheritance to military 'Socialist Trust (ST)' serves in existing educational, religious, media and judiciary institution train by existing teachers, priests, media, judiciary and etc. as additional government staff with half workload. They are complementing pairs to handle classes and lead simple life in 30 Square Meters SBAF group dining residencies with reception spy monitoring for dedication. 'Technology Education Institution (TEI)' schools recruit equal politician staff with half work load to manage school children club and act as state parent by serving community hobby centre, refreshment feeding and health care. After returning from work, parents collect their ward from school clubs. DINK SP politician after class hours, weekends and vacation give lectures on Feminist Socialism (FS)' and for nation building.

16.2 PRECONDITIONS FOR CHANGING TO FEMINIST TEI:

AAL&M nationals acquired same level of technological and scientific skills like super races the 'Christian European Nations (CEN)' and 'East Asian Nations (EAN)' but due to male dominated cultures birth-rate is 3 times death rate. As a result, population level continuously increases created unemployment, under-employment, greed, corruption, terrorism and disparities in income. It is impossible to find white-collar jobs to all rural children. Education killed attachment to existing farming, handicraft and trade activity as well as to its soil. In a good nation if 85% employed as blue-collar workers then only about 15% of populations sustains as white-collar workers. Even after 50 years of self-rule, Indian educational curriculum is not correlating to employment in farms, trades, and industries. Poor farmer children long for new vocations. Vocations neither forecasts by Government agencies nor did government create adequate 0.35 PCI relief jobs for unemployed.

Pre-conditions for changing Engineering College as 'Technology Education Institution (TEI)' is enforcing maximum 'Single Child Law (SCL)', minimum age for childbearing age increases to 35 years for all eligible women. It will reduce cost of education and job creation cost. Existing educational staff strength of existing teaching institution doubles by recruiting complementing DINK SP pairs with internal education and training.

From existing school education; the second stream of TEI schools create to inculcate work practices. Staff strength doubles and work load of DINK SP politician halves to create permanent vocation to build TEI. Annual courses subdivide as half yearly courses. Half yearly semester courses with IPE&E reduces final examination load. Specialization ranges halves by trebling teaching staff strength that shares work load. Subjects group as theory subjects and action subjects. Theory reduces to 3 periods of 45 minutes in schools. Action classes increases

to inculcate technician skills. Technical skills imbibe in younger age by making action as 2 periods and lunch break as one period in 3 period shifts. TEI is more advanced pattern to WT&E since it has better curriculum and continuous examination and evaluation. Sedentary listening of theory subjects reduces to optimum level. Rural TEI schools have half yearly semesters. Rural population reduces in year 2100 to 35% of total population. Common people generally perform petty jobs and lives without any vacation. So, majority of school pupils need not be given longer vacations. Admission capacity of feminist TEI schools increase by nationalizing required aided schools. Quality and productivity in education improves by method study and time study.

16.3 CURICULUMS OF TEI SCHOOLS:

School pupils up to 8th classes eat mandatory national lunch and attends NST hobby classes, rest pauses, play and rest facilities. Primary school class daily period increases to 12 periods of 45 minutes with 5 minutes break between periods. Out of first 6 periods; first shift is 3 theory periods; second shift is 2 period actions and one period lunch break. The last 6 periods of school hours are hobby classes with refreshments and NST. TEI primary schools up to 8th classes exempt from rigorous examination and evaluations. Further school pupils provide with regular feeding of refreshments. Children are socially cared till their parents return home. Parents take up employment since children clubs offer child care services to school pupils after class-hours. Child takes care of till it joins with working parents as and when they return from work. Primary school class strength halves compared to high school. In rural areas pupils walk longer distances than urban school pupils. Pupils walk to main school for theory classes, action classes, national lunch, hobby classes, NST and children club. TEI School will be of Swedish-Japanese hybrid model.

From 9th class onwards school pupils scientifically engage as ‘Learning Pairs (LP)’ in every class as girl engaged pairs in odd semesters and boy engaged pairs in even semesters such that new pairs engage in every semester. Individual student grades by marks. But LP open grading is passed, completed and incomplete in each course. In addition to education, 9th and 10th class LP employs for 2 hours a day for 3 days a week. They perform 2 half days of 0.35 PCI sanitation jobs or maintenance jobs. School pupils employ in farming during peaks of agricultural operations such as transplanting and harvesting.

Schools admit one batch every half year to increase capacity to ‘Two Batches Admission (TBA)’. Schools conduct four shifts of simultaneous odd and even semester theory and action Classes. When odd semesters attend 3 period theories then simultaneously even semesters attend 2 period action and one period lunch break. Odd and even semesters attend each 15 period theories, 10 period action classes and 5 period lunch breaks in first two shifts in each academic weak. Thus, doubles admission capacity and halve overhead cost. In thickly populated places, four shifts of 3 periods school time with ‘Simultaneous Odd and Even Semester Classes (SO&ESC)’ doubles school capacity if admission is half yearly. TEI Schools doubles its intake under half yearly admissions by ‘Two Batches Admission (TBA)’ in a year. Educational cost reduces as and when urbanization grows. Educational infra-structure improves through public contributions. Think of national productivity increases when about 25% of school going adolescents performs peak rural jobs of nation and 75% performs urban peak jobs.

16.4 EMPOWERING TEACHERS AND FACULTY MEMBERS:

In Japanese JIT production philosophy, all waiting time is wastage. Inspection performed by external agencies on worker's job after completion is post-mortem activity. But inspection performed by workers on their own jobs at appropriate time during production leads to corrective action then and there. Japanese empowered workers to inspect jobs. To stop wastage in education, DINK SP school teaching or non-teaching TEI staff members empower to impart interactive education and conduct unbiased 'Internal Periodical Examination and Evaluations (IPE&E)' for every half semester syllabus in high schools and quarter semester syllabus in colleges. Thus, teachers collect correct feedback to take corrective action to impart appropriate syllabus. DINK SP teaching or non-teaching TEI staff manages children clubs. New student cottages construct out of bio-degradable materials for 20 years life since school admissions will be continuously diminishing.

16.5 TEI SCHOOLS EDUCATIONAL TECHNIQUES:

TEI need not incorporate long vacations and annual courses but one week of semester breaks like American Universities. Semester breaks interpose during national holidays so that parents and children enjoy vacation together. Academic year divides in to two half-year semester courses of 26 weeks each with one-week of interposed semester breaks. School annual course study material bifurcates as odd and even semesters by splitting annual courses in to two equal halves and halve examination load. TEI schools gradually recruits qualified educated DINK SP as teaching or non-teaching staff who resides in 30 square meters SBAF 'Group Dining Residences (GDR)' with reception spy monitoring for dedication. Government pays salary and head master elects by teachers. Second change is to group subjects as theory and action. Rural primary school schedule theory classes in first 3 periods shift. In second shift schedule two action classes and one period lunch break. In third and fourth shifts schedules 30 periods NST. Up to 8th classes people attends minimum of 12 periods of 45 minutes with 5-minute break between classes in a day. Academic week is 5 days a week. During 5 days of a week school pupil attend 15 period theory classes, 10 period action classes, 5 period national mandatory lunch and 30 periods NST composed of hobby classes, refreshment breaks and rest periods. TEI is closest to 'Gandhiji Tolstoy Farm School' of South Africa. TEI by increasing action classes reduce sedentary listening and memorization to build practical skills. School pupils attend local area school by walking or cycling. They are socially cared. Primary school inculcates equality of sexes and eradicates childhood sex barriers. It creates feeling of one family amongst school pupils of classroom. Shinto type of nationalistic prayers incorporates in TEI. TEI break caste barriers, tribal barriers, sect barriers, religious barriers, linguistic barriers and class barriers. DINK SP teachers attend classes of trainer teacher and get trained on teaching odd semesters during first half of year and even semester in second half of the year. After class hours, trainee teachers assist trainer teacher to prepare 'Computer Based Teaching (CBT)', 'Model Based Teaching (MBT)' and 'Over Head Projector (OHP)' assisted teaching. TEI develops educational curriculum to build strong nation of compassionate employer and loyal workforces. TEI builds homogeneous society by speaking in global language, practicing Shinto religion and following global culture.

In India, for ages boys remained untouchable to girls and men remained untouchable to women. Untouchable citizens built heterogeneous nation. So, Hindus failed to defend territory. From 9th class onwards TEI high schools maintain sex ratio as 50% boys and 50% girls by admitting pairs of boys and girls. From 9th class onwards teachers grade LP in every half

semester in each course. In each course, 9th and 10th class pupils since 50 percentiles higher academic achievers amongst boys and 50 percentiles higher academic achievers amongst girls pursue plus one course. In each course final open grading of a pair is passing, complete and incomplete. Inter-school comparison stops. Individual differences of school pupils reduce along with barriers of sex, religion and languages. Two half days per week of action classes become subsidized work training for LP boys and girls. LP complements each other in work and satisfies mutual biological needs of companionship, sex and love. 9th and 10th classes LP takes oath to take care of each other's educational, emotional and sex needs in life.

Schools have half yearly admissions and in every-shift conduct simultaneous odd and even semester theory and action classes. During first shift of 3 periods, odd semester batches listen in lecture halls for 3 periods and simultaneously even semester batches attend 2 period action classes in even semester action locations with one period lunch break in mess hall. In second 3 periods shift, odd semester batches attend 2 periods' action classes in odd semester action locations with one period lunch break in mess hall while even semester batches attend 3 period theory classes in lecture halls. Third and fourth shifts of high schools incorporate refreshment breaks and offer higher courses in each subject. TEI high school replaces annual examinations by 'Internal Periodical Examination and Evaluation (IPE&E) for every half semester.

16.6 INDIAN EDUCATION AND TEI:

From 9th class onwards TEI High Schools schedule 12 periods of
Classes a day and in 5 days of a week schedule 60 periods. In high school the third and fourth shifts are higher level course choices with refreshment breaks like first two shifts. In 4th shift instead of two action shift classes, they take up 2 half days of subsidized scavenging or city maintenance jobs in every week. TEI high school pupils attend minimum 15 period theories, 10 period action classes and 5 period lunch breaks in first two shifts. Enrolment of TBA and conducting four shifts of simultaneous odd and even semester theory and action classes doubles capacity of institution without any increases in investment on infrastructure. TEI schedules in two action shifts periods, two half day work with 0.35 PCI pay per day in 4th shift. Doubling of admission batches increases productivity in education. Due to extension of teaching weeks to 23 weeks, faculty member's weekly teaching is lesser. In two half year semesters, school pupil attends 750 class periods and 250 lunch periods in first two shifts. Every LP of 9th and 10th classes takes up 14 hours per week of work for 50 weeks a year are 700 hours.

Even though high schools opened for 220 days in a year, school pupils and adolescents actually taught for 178 days. Annual theory listening classes in 178 days @ 6 periods per day 1068 periods and annual action periods in 178 days @ 1 period per day 178 periods. Total of action and listening periods 1246 periods. TEI high school academic education in a year is 50 weeks with 5 working days per week. In every half year it provides one week of semester breaks during national holidays. In a year it imparts education for 250 days. Theory periods in 250 days at the rate of 3 periods listening a day are 750 periods for odd semesters and 750 periods for even semesters. Action periods in 150 days at the rate of 2 periods a day are equal to 300 periods for odd semesters and 300 periods for even semesters. Listening and action classes are a total of 1050 periods. High schools provide higher level choices in third and fourth shifts. Theory teaching covers in existing 1068 period by chalk and blackboard method completes in TEI by 750 periods of OHP, CBT, MBT and other methods of interactive education. Memorization of information for writing examinations reduces. In every academic week

government grants 2 half days of 0.35 PCI jobs instead of 2 shifts action classes. Work per year is 8 hours X 50 weeks = 400 hours. High school pupils take up 2 hours jobs arranged by parents for 3 days a week. It is 6X50 equal to 300 hours a year. Primary school pupils engage in regular theory classes, action classes, lunch breaks, extracurricular activities such as play, feeding, hobby for 12 periods per day X 5 days a week X 50 weeks a year are 3000 periods a year. At the end of classes start club activities and continues till parents fetch them to their homes.

16.7 CONCLUSION:

It is never too late for introducing maximum SCL; 35-year motherhood mother 4-hour job; others 6-hour job and feminist TEI. If childbirth correlates to future employment opportunity then choice-based education leads to 'Natural Selection of Talents (NST)' with living wages. Then educated people of a country get 'Campus Interview Jobs (CIJ)'. New TEI School streams double teachers of existing schools and reduce work load to half of existing to create permanent jobs for DINK SP in 'Feminist Socialism (FS)' so that after class hours, weekend and holidays can mobilize political activity. Educational productivity doubles by scheduling four shifts of simultaneous odd and even semester theory and action classes. To start with 50% of existing schools changes to feminist TEI even by nationalizing needed aided schools. TEI increase productivity in education by creating half yearly semester courses. TEI schools empowers DINK SPs to train educational jobs. Each school becomes unique by incorporating institution specific innovation in curriculum and selection of one week of interposed vacation period. DINK SP teachers handle classes. Schools provide preparation time before every class for teachers. Primary schools provide theory lessons, action classes, hobby classes, rest and additional feeding. It creates children clubs so that children can stay in schools till they are fetched by parents. Feminism inculcates equality of sexes. Medium of instructions from 6th class is EHVL. From 9th class onwards till graduation in each classroom build LP to break barriers of castes and religion. High school pupils take up 2 hours a day of school arranged work training for 3 days a week. Instead of two actions shift classes, they take up 2 half days in a week of 0.35 PCI scavenging or city maintenance jobs. Schools schedule 12 periods of 45 minutes classes with 5 minutes break between classes a day for 5 days a week. Failed courses are not repeated by pupils. TEI gives better upbringing to create better work force with artisan skills.

14	Catholic celibate men and women devote for Gospel duties as Priests and Nuns. At the same time earned money by taking up employment as teachers, nurses etc. Politician can emulate them to serve the nation with a vocation.	From year 2020, DINK 'Socialist Patriot (SP)' surrenders parental inheritance to military 'Socialist Trust (ST)' serves in educational, religious, media and judiciary institution with half workload train by existing staff as politician staff.
15	'Afro, Asian, Latino and Muslim (AAL&M)' nationals acquired same level of technological and scientific skills like	From year 2020, for changing educational institutions as 'Technology Education Institution (TEI)' enforce Mao maximum

	super races the 'Christian European Nations (CEN)' and 'East Asian Nations (EAN)' but birthrate is 3 times death rate and created unemployment, under-employment, greed, corruption, terrorism and disparities in income.	'Single Child Law (SCL)' and minimum for childbearing age 35 years for all eligible women. It reduces cost of education and job creation. In a good nation if 85% employed as blue-collar workers then only about 15% of populations sustains as white-collar workers.
16	Even though Indian high schools opened for 220 days in a year, actually taught for 178 days. Annual theory listening classes in 178 days @ 6 periods per day 1068 periods and annual action periods in 178 days @ 1 period per day 178 periods. Total of action and listening periods 1246 periods. TEI action subjects, games, workshop and labs as 2 periods and lunch break as one period in 3 period action shifts. TEI is more advanced pattern to WT&E.	From year 2020, second stream of TEI school annual courses divide as half yearly. Half yearly semester courses with half yearly admission and 'Internal Periodical Examination and Evaluation (IPE&E)' reduces final examination load. Specialization ranges reduce by trebling teaching staff strength that shares work load. Subjects group as theory subjects and action subjects to conduct 'Simultaneous Odd and Even Semester Classes (SO&ESC)'. Theory reduces to 3 periods of 45 minutes and action and lunch 3 periods to operate SO&ESC.
17	School pupils up to 8th classes eat mandatory national lunch and attends NST hobby classes, rest pauses, play and rest facilities. Primary school class daily period increases to 12 periods of 45 minutes with 5 minutes break between periods. Out of first 6 periods; first shift is 3 theory periods; second shift is 2 period actions and one period lunch break. The last 6 periods of school hours are hobby classes with refreshments and 'National Socialist Training (NST)'.	From year 2020, TEI primary schools up to 8th classes exempt from rigorous examination and evaluations. Further school pupils provide with regular feeding of refreshments. Children are socially cared till their parents return home. Parents take up employment since children clubs offer child care services to school pupils after class-hours. Child takes care of till it joins with working parents as and when they return from work.
18	It is never too late for introducing maximum SCL; Swedish 35-year motherhood mother 4-hour job; others 6-hour job and feminist TEI. If childbirth correlates to future employment opportunity then choice-based education leads to 'Natural Selection of Talents (NST)' with living wages. Then educated people of a country get 'Campus Interview Jobs (CIJ)'.	From year 2020, TEI School streams trebles teachers of existing schools and reduce work load to half of existing to DINK SP and create permanent jobs so that after class hours, weekend and holidays can mobilize nation building. Educational productivity doubles by scheduling four shifts of simultaneous odd and even semester theory and action classes.

CHAPTER 17

FEMINIST 'TECHNOLOGY EDUCATION INSTITUTION (TEI)' SOCIAL REFORMS!

17.1 INTRODUCTION:

Indian population's 'Per Capita Income (PCI)' is less than 2 % of Japan and retains barriers of religions, tribes and languages. Caste, linguistic and religious enmity kills harmony. Patriotism ceases to be any one's responsibility since castes, tribes and religious groups fail to live in specific territory. Boys and girls lack freedom to date beyond caste, linguistic and religious barriers. Fanatics enforced puritan Hindi, puritan Vernaculars and puritan cultures. Rousseau the French educationalist advocated that adolescent shall not live with parent. Co-habitation of adolescent children with parents created miss-directed bonding. Due to misdirected bonding, youth became incapable of falling in love. Feminist 'Technology Education Institution (TEI)' incorporates 'National Socialist Training (NST)'. Higher education students live in 'Group Dining Residency (GDR)'. Every male takes two weeks Monk training and every female learn Kama Sutra and date males needing sex, love and fun without pregnancies. Students speak in 'English Hybridized Vernacular Languages (EHVL)'. AAL&M nations enforce EHVLs as official languages. English elevates as language of higher education.

17.2 GANDHIJI SUPPORTS FALLING IN LOVE:

Gandhiji, a Barrister-in-Law hired by a rich Muslim family of South Africa. Gandhiji built Tolstoy Farm for human rights activists' families of Gujarat, 'United States of Tamils (UST)' and Andhra Pradesh. Gandhiji family very close to inmates. So, one son fell in love with Guajarati Muslim girl and after converting to Islam, married her. 'Feminist Socialism (FS)' activity of Gandhiji permit love marriages in his family. Gandhiji encouraged youth to act according to imprint in selecting spouses. for breaking all castes, religious and social barriers. During Indian freedom struggle, Gandhiji continued association with Tamils. Then one son fell in love and married freedom fighter Rajaji's daughter an inter-linguistic-caste marriage built homogenous harmonious society.

17.3 FEMINIST DEPOPULATING AND HOMOGENIZING:

Gandhiji by sex abstinence reduced further childbirth. 'Indian Socialist Union (ISU)' enforces maximum 'Single Child Law' (SCL)' for all and reduces childbirth. 1000 million populations' annual childbirth reduces from 25 million to 8 million. Male dominated 'Afro, Asian,

Latinos and Muslims (AAL&M)' national military recruit DINK SP as politicians with permanent vocation in government paid services to dedicate life by living in 30 square meters SBAF group dining residences with reception spy monitoring for dedication. Existing teaching institutions double educational staff strength by recruiting DINK SP for building TEI out of existing institutions. Each institution provides in-house education to recruited DINK SP and 'National Socialist Training (NST)' to students. Government builds TEI schools, 'Technical Universities (TU)' and 'Institute of Technology, Arts and Sciences (ITAS)' to inculcate technical skills and homogenize the populations by feminism. TEI builds student 'Group Dining Residency (GDR)' education with 'Placement Centres (PC)'.

17.4 TEI FEMINIST HOMOGENIZING EDUCATION:

TEI primary school boys and girls up to 8th classes train to walk to school and dynamically hug opposite sex school pupils during aerobic group dances in class room as daily ritual. TEI creates girl engaged LP in odd semesters and boy engaged LP in even semesters such that new pairs engage in each semester. TEI School breaks caste, linguistic, Tribal and religious barriers. LP takes up 2 hours a day of part time jobs for 3 days a week and 2 half days a week of 0.35 PCI scavenging jobs instead of 2 action shifts. Work training to LP leads to economic freedom of LP. Swedish parents arrange sex parties to school pupils. LP grants freedom fraternity and liberty to fall in love beyond caste, tribal, linguistic and religious barriers. School pupils up to 10th classes live with parent so that to enjoy parental love. Further learn from parents their sex practices, making love and managing forced sex and love. Girls enjoy sex with sexually immature paired boys up to 16 years. Sex education reduces spread of 'Sexually Transmitted Diseases (STD)'. Childbearing age rises to 35 years to create assurance of life and combat 'Global Warming (GW)'.

17.5 HOSTELS REFORMS AS STUDENT RESIDENCIES:

Engineering Institution hostels built like high security prisons and student residents obeyed stringent segregation regulations. Girl students live in captivity under control of spinsters. Boys and girls prevent from interaction. Communications between student pairs forcibly prevent. Falling in love interaction with opposite sex forbids in co-education and violates fundamental human rights of feminist. TEI after 10th class and plus one incorporates student residential education to eliminate misdirected bonding with family members. Shift football, cricket, and hockey and tennis courts to periphery for building co-habiting student cottages closer to labs, libraries and lecture halls. TEI streams provide 0.35 PCI work training to LP to become economically independent. 'Differential Amenities and Fees Structure (DAFS)' create affordable boarding and lodging to every economic status group. Student labour engages in cooking, maintenance and in other student services of TU and ITAS.

17.6 TEI HOMOGENIZES BOYS AND GIRLS:

TEI reduce listening class hours and memorization so as to encourage interaction of boys and girls for multiple benefits such as homogenization of Hindus, Christian, Tribal, Buddhists, Jains and Muslim. Puritan languages convert as 'English Hybridized Vernacular Language (EHVL)' by incorporating 'English Technical and Scientific Terminology (ET&ST)'; English numerals, English scripts and English computing words. EHVL becomes medium of instruction from 6th classes. 'Indian Socialist Union (ISU)' school pupils learn in master matrix, eight Indian mother tongues' script phonemes and scripts as second language. Chinese learn 20,000 characters and so Indian can learn 2,500 scripts of 8 Indian languages. Every TEI converts student hostels as student residencies for creating residential education and encourages interaction between boys and girls. DINK SP manages student residencies and counsel LP. TEI forms mixed groups of 50% boys and 50% girls' groups for sports and games to unite boys and girls with comradeship. TEI aims at constructing secular society. TEI by creating ambient conditions encourage youth to interact freely. Inter-caste, inter-tribal, inter-linguistic and inter-religious bond creates between boys and girls. Student residencies through dating culture inculcates the art of building friendship with opposite sex irrespective of religions, languages, tribes and castes. Adolescents give lots of opportunity for breaking caste barriers, Tribal barriers, religious barriers and linguistic barriers for building homogeneous depopulating nations. To build muscles and endurance performs hard manual labour. Public Service Sector (PSS) creates 0.35 PCI jobs to inculcate dignity of labour.

17.7 YOUTH ACTIVITIES OF STUDENT RESIDENCIES:

Boys and girls train to fall in love as per imprint beyond caste and religious barriers. Freedom to fall in love and play non-populating sex builds homogeneous productive society. Simpler life styles enforces with cohabitation. In every semester form new LP. Students perform available jobs like Israeli Jews that lives in Kibbutz. Living in student residencies consider as respectable and patriotic act. Students wear simple dresses and eat just required for healthy life. Scavenging declares as national duty. Student residencies manage by DINK SP as educational parents of TEI. Student teaches simplicity, humility and secular living. Inmates engage in cleaning, scavenging, cooking, serving and maintenance. It inculcates working habits by offering part time jobs. Then self-reliance develops amongst students. 'Placement Centre (PC)' of institution distributes jobs to LP. Wealth and capital resources of nation utilize to inculcate work culture to LP by creating student welfare jobs. LP takes-up work training on traditional vocations, current jobs and future industrial jobs. Automobile uses reduce by taking up cycling culture. LP gets freed from parental dependency. Government forbids arranged marriages. During peaks of agricultural operations TEI Schools declare labour days as practiced in Korea. Mandatory rural 0.35 PCI farming jobs create for LP. Every man or woman practice trade or takes up employment; contributes for pension fund and bear children after 35-years of age.

17.8 CONCLUSION:

AAL&M male dominated nations depopulate its citizens by enforcing maximum SCL and 35-year's motherhood mothers 4-hours job and others 6-hour job. EHVL medium adopts by TEI school stream formulated from existing education. TEI increases class hours to 60 periods a week. Primary school pupils train in aerobic group dance classes to hug all fellow classmates of opposite sex on every school day as ritual. From 6th classes, eight mother tongues' vernacular

English alphabets combinations compatible scripts phonemes and script teaches in master matrix. From 9th class onwards schools admit pairs of boys and girls to build LP in each class room. For bringing secularism amongst school peoples, TEI grants freedom of association for boys and girls of all religious, linguistic, tribal and caste groups. TEI organizes adequate institutional festivals to rejuvenate students to construct homogeneous secular society. Boys and girls dine together, serve food, clean mess hall and maintain campus. Jobs create at 0.35 PCI pay for LP to earn and pay mess bills and college dues. LP leads simple life like Gandhiji and learns his ideals of Surajya, simplicity, non-violence and humaneness. DINK SP inculcate renunciation of luxurious life style, breaking barriers of castes, languages, tribes, religion, depopulating practices, secularism, and abstaining from violence towards female. Limited indulgence in non-populating safe fun sex with LP partners builds heavenly life.

19	Rousseau the French educationalist advocated that adolescent shall not live with parent. Feminist 'Technology Education Institution (TEI)' students live in 'Group Dining Residency (GDR)' to incorporate 'National Socialist Training (NST)'.	From year 2020, Every male takes two weeks Monk training and every female learn Kama Sutra and train to date males needing sex, love and fun without pregnancies till 34 years of age. ISU' enforces English and EHVLs as official language.
20	Gandhiji one son fell in love with Guajarati Muslim girl and after converting to Islam married her. During Indian freedom struggle, Gandhiji continued association with Tamils. Then one son fell in love and married freedom fighter Rajaji's daughter. The inter-linguistic-caste marriage build homogenous society. Freedom to fall in love and play non-populating sex builds homogeneous productive society. Simpler life styles enforces with cohabitation.	From year 2020, in every semester new 'Learning Pair (LP)' forms. Students perform available jobs like Israeli Jews that lives in Kibbutz. Living in student residencies consider as respectable and patriotic act. Students wear simple dresses and eat just required for healthy life. Scavenging declares as national duty. Student residencies manage by DINK SP the educational staff members of TEI. Student teaches simplicity, humility and secular living.

CHAPTER 18

CHANGING ONE BATCH ADMISSION 'ENGINEERING COLLEGE (EC)'
AS FOUR BATCHES ADMISSION TECHNOLOGY EDUCATION INSTITUTION

18.1 ONE BATCH ADMISSION ENGINEERING COLLEGES:

Male dominated AAL&M national parents delivered as many children as possible without any regard for 'Economy and Ecology Sustainable Population Level (E&ESPL)' of industrial society. Governments did not depopulate to save from global warming destructions. Indian government did not homogenize the population. Nations with lots of poor people ruled by adult franchise democracy failed to enforce SCL and Cultural Revolution. Even after monsoon rains drifted to Ocean; Government failed to depopulate farmers while China with 1/3 of Indian population density by SCL depopulated. By year 2000, 1050 million Indian populations delivered 25 million children but only 6 million completed higher educations. Only 8 million died and 17 million needed new jobs. Success rate of pupils meagre since 'Campus Interview Jobs (CIJ)' placed not even 1% of graduated students. Educational cost exorbitantly higher and return from education low. Government did not give adequate national directive to parents to follow maximum SCL; 35-year motherhood, mother 4-hour job and others 6-hour jobs. 'Engineering College (EC)' did not follow right kind of educational principles. Politicians created corrupt institutions that collected higher fees and bribed educational institutional regulators.

American institutions enrolled 'Two Batches Admission (TBA)' and admitted one batch every half year. It reduced overhead cost by half. In semester of 20 weeks, effective teaching 18 weeks. For technology courses of Bradley University of USA, final examination syllabus load 25% and final examination marks 25%. So, students studied regularly and played regularly. 40 choice-based theory, software, mathematics and action integrated applied courses with any level of student's choice from 100 to 600 in any subject enough in USA. America produced world-class engineers just with 40 choice-based courses. Indian 'Engineering College (EC)' effective teaching only for 13 weeks in a semester of 26 weeks. Final examination syllabus load 100% and final examination marks 80%. Indian engineering bachelor's degree student shall pass 63 mandatory tough courses in same level to get undergraduate engineering degree required further apprentice training.

Indian EC selected one batch of students every year for four years with 8 half yearly semesters engineering undergraduate degree courses. In first half of academic year had 4-odd semesters teaching schedule and in second half of academic year had 4-even semesters teaching schedule. Semesters taught theory for 26 to 31 periods per week and practical for 6 to 9 periods per week during 14 out of 26 semester weeks. One week wasted on religious and political closed holidays. A week had 5 to 6 working days with 7 to 8 periods of 50 minutes classes. Depending on whether faculty member taught for 'Self-Financed Engineering College (SFEC)' or

'Government Engineering College (GEC)' average semester holidays 3 or 6 weeks and during those holidays' students granted 4 weeks study holidays. Affiliating university final external examinations and semester end vacation for student 8 weeks. Paper evaluation carried out during teaching time.

18.2 PROPOSED REFORMATION:

Indian military enforces maximum SCL; 35 year's motherhood mother 4 hours job and others 6 hours job. Recruits four batches for admission and 50% good in English admit immediately and rest coach for one semester to follow English medium education. 'Engineering College (EC)' reform as feminist 'Technology Educational Institution (TEI)' by employing bachelor or graduate degree holder DINK 'Socialist Patriot (SP)' whom surrender parental inheritance to military 'Socialist Trust (ST)' willing to serve lifelong in a national service vocation with half workload simultaneously serve as politician. Feminist TEI builds by trebling staff strength by recruiting DINK SP them complements each other, lives in 30 square meters SBAF, 'Group Dining Residences (GDR)' with reception spy monitoring for dedication by military ST. DINK SP is normal or lesbian or gay. Educational quality in teaching increases by computer aided projector assisted teaching. 'Course Knowledge Bank (CKB)', 'Desk Top Published (DTP)' course material, data books and reference books prepare for every course. Semester teaching increases from 13 weeks to 23 weeks. Theory teaching reduces from 26 periods of 50 minutes to maximum 12 periods of 75 minutes per week. Action teaching in labs and workshop practical classes changes from 9 periods of 50 minutes to maximum of 10 periods of 75 minutes per week. Daily teaching schedule of 7 periods of 50 minutes changes to 10 periods of 75 minutes per day with third period and eighth period as lunch break. Laboratory costing 55% of institutional investments further develops as in-house practical training centres by making instructors to conduct labs independently with student assistants. About 10% of students employs as 'Student Assistants (SA)'. Dedicated new recruits DINK SP faculty members and instructors operate 'Placement Centres (PC)' and monitor students. TEI student assistants give flexible time for laboratory and workshop classes enable them to take up student assistantship jobs. College opens at 7.20 AM and closes at 9.20 PM. Break between period 10 minutes.

18.3 EMPOWERING FACULTY MEMBERS AND STUDENTS:

Gandhiji dedicated his services as teacher and 'Socialist Patriot (SP)'. American education most cost effective since professor's starting salary in USA only 1.3 times PCI. Pay scale correlates to PCI of the nation since education is an important tool for building nation. Institution develops educational standards through in-house teacher education and teacher training. DINK SP who learns to teach one odd and one even semester theory subject of that institution is lecturer in those subjects. DINK SP instructor trainee with bachelor degree of that institution if able to guide and teach one odd and one even semester lab or workshop subjects become instructor. Japanese quality revolution empowered worker with inspecting functions. At Bradley University of USA academicians pursuing knowledge relentlessly given enormous respect. As universities provided student assistants to faculty members, faculty members became course directors and

expert professors. Course delivering faculty members empowered with authority to set syllabus and for conducting 'Internal Periodical Examinations and Evaluations (IPE&E)'. So, students listened to class lectures. New recruits educate and train by existing faculty members and instructors. In addition to regular subjects, 'National Socialist Training (NST)' and ethics teaches to students.

18.4 SEMESTER TEACHING IN 5 DAYS OF A WEEK IN TEI:

Indian universities stipulated 45 to 50 periods of 50 minutes classes per semester for chalk writing on black board and talking method of teaching. Theory subjects allotted 4 to 5 periods teaching in a week. Effective teaching 13 weeks at the rate of 26 theory periods and 6-9 practical periods per week. In first reformation feminist TEI increases course period to 23 weeks in 26-week semesters. Maximum of theory or action subjects restricts to 5 and allot two periods of 75 minutes each in a weak. It conducts 4 IPE&E for every theory subject. An academic day schedules 10 periods of 75 minutes with third and eighth period as lunch break. Break time in between scheduled periods is ten minutes. Action subjects conduct two periodical examinations for 50% marks to each test since labs open for 7 days a week.

18.5GROUP DINING RESIDENCES:

DINK SP faculty member pairs live in GDR as in Ashram and government pays pocket money by ATM bank cards for living expenses. TEI staff residences are 30 'Square Meters (SM)' area 'Single Bedroom Apartment Flat (SBAF). Student reside in 10 SM area cottages or student room hostel 'Group Dining Residences (GDR) monitored by military ST for dedication of students and faculty members. DINK SP complement each other in managing student GDR and 'Placement Centre (PC)'.

18.6 CONCLUSION:

This chapter points that transformation of One Batch Admission EC as feminist TEI with four batches admission begins by trebling faculty members by recruiting DINK SP. Selects four batches of students for admission and conducts 'English Language Proficiency Test (ELPT)'. 50% students weaker in English undergo one semester 'English Language Terminology Course (ELTC)' and comprehension courses. Two batches admit immediately in FN and AN batch. Two batches wait for one semester to begin course. TEI admits in any course 50% boys and 50% girls. TEI conducts 10 periods of 75 minutes a day with 10 minutes break between periods and teach theory and action subjects with third and eighth period as lunch breaks. It creates 20 weeks of teaching and in 3 weeks conduct four IPE&E in each theory subject and empowers faculty members. Theory and action blended subjects teach in action shift. Theory subjects and action subjects teaches simultaneously for all 4 odd and 4 even semesters. Subjects teaching repeat twice a year. Each one of the lab or theory subject conducts @ 2 periods a week. Maximum 5 action subjects conduct in 10 periods of 75

minutes a week. Combined efforts of faculty members and faculty member trainees improve course standards. CBT techniques use for reducing sedentary listening periods. TEI develops residential education; establish PC and offer NST.

21	Indian engineering graduates' study 63 mandatory tough courses in same level to get undergraduate engineering degree but required further apprentice training.	America produced world-class engineers with 40 choice-based theory, software, mathematics and action integrated applied courses with any level of student's choice in subjects.
22	Indian 'Engineering College (EC)' selected one batch of students every year for 8 half yearly semesters (four years) engineering undergraduate degree courses. One week wasted on religious and political closed holidays in a semester. In first half of academic year had 4-odd semesters teaching schedule and in second half of academic year had 4-even semesters teaching schedule. During eight semesters of EC taught during 14 out of 26 semester weeks.	From year 2020, 200% additional DINK SP recruit as complimenting faculty member trainees. TEI admits 50% boys and 50% girls in any course or in any classroom. It incorporates 23 weeks of teaching with four 'Internal Periodical Examinations and Evaluation (IPE&E)' for theory and two IPE&E for 'Action Theory (AT)' subjects. Course delivering faculty members empower to set syllabus and conduct IPE&E.

CHAPTER 19

CASE STUDY OF MULTIPLE BATCHES ADMISSION WITH INTERNAL PERIODICAL EXAMINATIONS AND EVALUATIONS IN ENGINEERING COLLEGE!

19.1 COST ESTIMATION OF EXISTING GEC EDUCATION:

Admission capacity creating cost for 150 student intakes in 1997, for low budget 'Government Engineering College (GEC)' 150 million rupees and operating expenses 15 million rupees. Overhead cost per student year estimated as 150,000,000 X 16/100 X (1/4) X (1/150) Rs.40, 000/-. Operating cost per student year estimated as 15,000,000 X (1/4) X (1/150) Rs.25, 000/. Government could not build more GEC to satisfy demand for subsidized education since Government fees 10% of cost. So, exploiting politicians and business castes operated 'Self-Financed Engineering Colleges (SFEC)' as profitable business. Overhead cost very high in one batch admission institutions. TEI with morning shift and after-noon shift employing 'Double Income No Kids (DINK) 'Socialist Patriots (SP)' living in 'Group Dining Residency (GDR) as staff increase capacity and reduces cost of education and improve democracy as politicians.

19.2 EC EXISTING ONE BATCH ADMISSION & 7 PERIODS PER DAY MODEL:

Period	Monday	Tuesday	Wednesday	Thursday	Friday
1	T1	T3	T4	T5	T6
2	T2	T1	T3	T4	T2
3	T3	T2	T1	T3	T4
LUNCH BREAK					
4	T5	T4	L1B	L1	L1A
5	T6	T5	L1B	L1	L1A
6	T6	T5	L1B	L1	L1A
7	Tutorial	Tutorial	Tutorial	Tutorial	Tutorial

Table 19.1, EC Existing Odd Semester Teaching Time Table!

'Engineering College (EC)' enrolled one batch admission and in first half of academic year had odd semester teaching schedule for 4 odd semester batches. Odd semester six theory subjects T1 to T6 marks 600. Maximum three odd semester labs L1, L1A & L1B marks 200. Weekly teaching 26 theories class periods and 9 action class periods. Refer to Table 19.00. It had 14 teaching weeks in a semester and one week of closed holidays for festivals, national days etc. Chalk writing on black board and talking teaching method standard practice. Engineering College lecturer's semester workload in one batch admission EC, two-theory subjects, one tutorial and one lab subject. Lab and tutorial required 2 teachers per section. Lab

practical workload 9 periods a week. Tutorial one period a week for technical subject requiring professional guidance. Professors and lecturers taught theory subjects. Theory period included library visits and seminar hours. Professors or lecturers with assistance of instructors conducted laboratory practical. Faculty members of SFEC granted 3 weeks semester holidays while GEC granted 6 weeks semester holidays. Students granted 4 weeks of study holidays. Institution conducted end semester external examinations in last 8 weeks and declared student vacations during semester end unused days.

19.3 REFORMS IN ODD SEMESTER TEACHING SCHEDULE:

THEORY SHIFT IN LECTURE HALLS. Period=75 minutes							ACTION SHIFT IN ACTION LOCATION				
P	Mo	Tue	We	Thu	Fri		Mo	Tue	We	Thu	Fri
1	T1	T3	T4	T5	T3		Idle	Idle	Idle	Idle	Idle
2	T2	T2	T5	T4	T1		Idle	Idle	Idle	Idle	Idle
3	REFRESHMENT						REFRESHMENT				
4	Idle	Idle	Idle	Idle	Idle		AT	AT	L1	L1A	L1B
5	Idle	Idle	Idle	Idle	Idle		Idle	Idle	L1	L1A	L1B

Table 19.2 TEI one batch admission EC odd semester Time Table

EC operating as one batch admission institution requires following reformation: The existing subject groups and separates as theory taught in lecture halls and action subjects taught in laboratories, workshops and other places. Theory teaching is in first shift and action subjects in next shift. Half year semester of institution changes to 23 weeks courses and remainder 3 weeks of half year is simultaneous semester holidays for Students and faculty members. Semester teaching in 23 weeks incorporate 20 weeks teaching and 3 weeks for 'Internal Periodical Examination and Evaluation (IPE&E)'. EC changing as TEI schedules five periods of 75 minutes classes with 10 minutes breaks between periods such that theory subjects teaches in first 2 periods of a day. Third period is lunch break. Practical classes conduct in 4^{th} and 5^{th} periods. Amongst conventional six theory subjects one identifies as action cum theory subject that could be taught in workshops or in computer labs. So, action subjects increase to four in one batch admission EC as TEI have odd semester teaching schedule as given in Tables 19.40.1

19.4 REFORMS IN EVEN SEMESTER TEACHING SCHEDULE:

Second half of academic year had even semester teaching schedule and four even semester batches attended college. Conventional six theory subjects of even semester T7 to T12 shifts one as 'Action cum Theory (AT)' and three even semester labs L2, L2A & L2B. It conducted average of 7 periods of 50 minutes per day for 5 days a week. EC incorporated only 13 weeks of effective academic teaching programs. Weekly working days assumed as five days and classes per day 7 periods of 50 minutes. Refer to Table 19.10.

Period	Monday	Tuesday	Wednesday	Thursday	Friday
1	T7	T9	T10	T11	AT
2	T8	T7	T9	T10	T8

3	T9	T8	T7	T9	T10
LUNCH BREAK					
4	T11	T10	L2B	L2	L2A
5	AT	T11	L2B	L2	L2A
6	T12	T11	L2B	L2	L2A
7	Tutorial	Tutorial	Tutorial	Tutorial	Tutorial

Table 19.3, EC Even Semester Teaching Time Table

One batch admission EC in second half of academic year has 4 even semester batches attending classes. TEI model conducts interactive education with four IPE&E by cancelling all external examinations. TEI empowers faculty members by granting autonomy for fixing syllabus, conducting examinations and evaluating students. To start with 'Course Director (CD)' uses existing text books and syllabus. This mathematical model assumes five working days in a week and academic day as 5 periods of 75 minutes with third period as lunch break. Theory as well as practical will be taught in two 75 minutes periods of a week. Faculty members get one student assistant for every theory course and two student assistants for every action course. Instructors handle action classes independently with existing work practices with guidance of printed lab records. Weekly instructor load increases from 9 assisting periods of 50 minutes to 6 independent instruction periods of 75 minutes and 2 assisting period for AT. Teaching faculty member laboratory work load eliminates. In even semester teaching schedule theory and action subjects will be taught in two periods of 75 minutes a week as given in tables 19.4 and 19.5

THEORY SHIFT IN LECTURE HALLS					
P	Mo	Tue	We	Thu	Fri
1	T8	T11	T11	T10	T7
2	T9	T8	T7	T8	T10
3	RERESHMENT BREAK				
4	Idle	Idle	Idle	Idle	Idle
5	Idle	Idle	Idle	Idle	Idle

Table 19.4 TEI one batch admission EC even semester Theory Time Table

ACTION SHIFT IN ACTION LOCATION					
P	Mon	Tue	Wed	Thu	Fri
1	Idle	Idle	Idle	Idle	Idle
2	Idle	Idle	Idle	Idle	Idle
	RERESHMENT BREAK				
3	AT	AT	L2	L2A	L2B
4	Idle	Idle	L2	L2A	L2B

Table 19.5 TEI one batch admission EC even semester Action Time Table

19.5 PREPARATIONS FOR TWO BATCHES ADMISSION:

The one batch admission EC has TEI time Tables 19.4 and 195 shows lots of idle capacity. Institutional infrastructures are idling for longer periods. So, one batch admission EC as TEI handling new recruits DINK SP faculty members internally educate and train for permanent teaching carrier jobs by existing faculty members. Before introducing model 19.4 at the beginning of first year it recruits 40% of existing staff as new DINK SP faculty member. Before beginning of second year recruits 30% and in the third-year recruits balance 30%. Existing professors or lecturers work load is to handle 2 theory subjects for odd semester and 2 theory subjects for even semesters. CBT and projection practices will be standard teaching practice in TEI. Existing faculty members work load eight periods per week and it continues till the newly recruited DINK SP completely trains to take up educational institutional jobs as permanent carrier jobs. Weekly conventional teaching load shrinks due to increased teaching weeks. Further lab instructors handle lab classes independently. Teaching faculties member devote time for developing 'Course Knowledge Banks (CKB)'; 'Computer Based Teaching (CBT)' materials with computer projector assisted lectures and prepare 'Desk Top Published (DTP)' course materials. They store as CBT, DTP and CKB in internet web site of college. DINK SP faculty members interact with industries to enable students to take up industrial projects. They manage student group dining residences and operate 'Placement Centre (PC)'. As faculty members doubles; subject specialization halves.

19.6 TWO BATCHES ADMISSION METHOD:

Two batches enrol during admission period and conducts 'English Language Proficiency Test (ELPT). Fifty percentiles higher scoured in ELPT admits in first semester in Odd semesters. Fifty percentiles lower scoured in ELPT undergoes 6-months of 'English Language Terminology Course (ELTC)' in odd semester and admits in first semester in even semester. 50% of students attend nine semester course periods. Odd semester students in first two periods attend theory classes in theory locations; simultaneously even semesters attend action subjects in action locations. Third period is common lunch break for all. In fourth and fifth periods, odd semesters attend action classes in action locations; simultaneously even semesters attend theory subjects in theory lecture halls. Institutions handle simultaneously all 4 odd and 4 even semester batches in 4 periods. Weekly classes are maximum 10 periods theory and maximum 10 periods of 'Laboratory, Workshop Classes and Action cum Theory with 5 refreshment break periods. Period is 75 minutes plus 10 minutes break time. Weekly working days are five. Students attend listening classes and action classes in every day.

THEORY SHIFT IN LECTURE HALLS						ACTION SHIFT IN ACTION LOCATION				
Pe	Mo	Tue	We	Thu	Fri	Mo	Tue	Wed	Thu	Fri
1	T1	T3	T4	T5	T3	L2	L2A	L2B	Idle	Idle
2	T2	T2	T5	T4	T1	L2	L2A	L2B	AT2	AT2
3	RERESHMENT BREAK					RERESHMENT BREAK				
4	T9	T8	T7	T8	T10	AT1	AT1	L1	L1A	L1B
5	T8	T11	T11	T10	T7	Idle	Idle	L1	L1A	L1B

Table 19.50 TEI TBA EC odd and even semester theory and action Class Time Table with SO&ESC

Lab duties for one odd semester batch and one even semester batch entrusts to each lab instructor. Instructor handles action classes independently with guidance of printed lab records with standard work practices. Weekly instructor load increases from 9 assisting periods of 50 minutes to 12 independent instruction periods of 75 minutes and 4 assisting periods for AT1 and AT2. The 50% of students complete bachelor degree courses in 8 semesters while the other 50% completes in 9 semesters since they attend ELTC. Additional requirement is language laboratory In TBA theory, action and lunch break schedules with SO&ESC as shown in table 19.50.

19.7 COURSE DEVELOPENT IN TBA TEI:

As the faculty member strength triples conventional work load of EC reduces. Faculty members devote their time to prepare multiple level courses in 63 mandatory existing subjects of EC. 1st and 2nd semester subjects of EC develop in two levels as subjects (2 semesters X 9 subjects X 2 levels) = 36 courses choices. 3rd to 7th semester of EC improves by combining 6 theory and 3 practical semester load subjects of undergraduate engineering semester as 6 integrated applied courses interlinked with practical, mathematics and software support. They are in four levels such as PT certificate course 100 level, polytechnic diploma course 250 level, engineering bachelor degree course 350 levels and engineering master degree course 500 level. They are (5 semesters X 6 subjects X 4 levels) = 120 course choices. 8th semester 5 subjects of EC develop in diploma course 250 level and bachelor degree course 350 level as 5 X 2 = 10 course choices.

19.8 DEVELOPING CHOICE BASED CREDIT EDUCATION:

In TBA method, ‘Course Director (CD)’ prepares multiple level courses in each subject and attains teaching expertise in 100 levels, 250 levels, 350 levels, 500 level and higher. CD specializes in teaching a total of 166 under-graduate courses created out of EC 63 mandatory undergraduate courses. After achieving 80% placement rate in TBA EC as TEI enrolment increases to four batches. Then conduct ELPT to admit 50% of students weaker in English for half year ELTC. FBA EC as TEI creates two 20 weeks semesters, one 6 weeks semester, one 3 weeks semester and three semester breaks of one week each. Then TEI schedules 10 periods of 75 minutes with 10 minutes break between periods so as to offer choice-based education instead of fixed semester load education. It reduces undergraduate listening to 10 periods of 75 minutes a week with practical at flexible times. They strive to achieve world-class standards in preparing ‘Course Knowledge Bank (CKB)’, compiling data books and reference materials for every course.

The four semesters per annum method teaches each subject @ 2 periods of 75 minutes per week in 20 weeks long semesters. Those who will not be taking up industrial training during six weeks long summer semester can learn two subjects @ 5 periods of 75 minutes per subject per week. In three weeks long Interim semester learn single course @ 10 periods of 75 minutes per week. Related practical attends at flexible time in laboratories and in workshops under the guidance of lab instructors. Students select next semester courses at the end of current semesters. It helps institution to plan teaching as per demand from students. American Professors struggled very hard to develop multiple level theory and practical integrated modular

education so that students listened for minimum time and learned essentials to attain professional excellence. In four years, American students by just attending 40 choices-based courses out of 166 courses became expert engineers. If admission capacity increases to 'Four Batches Admission (FBA)' and educational cost reduces to 30% of one batch admission EC.

19.9 CONCLUSION:

The mathematical models of one batch admission EC transforming as TEI with one batch admission, TBA and FBA require modernization of higher education to transform college education as professional university education. It increases quality by reducing teaching subjects load; teaching time of faculty members and reduces educational cost by minimizing courses to be attended for graduation. Further undergraduate engineering degree courses educational cost reduce to 30% of existing one batch admission method and learning load reduces from 63 courses out of 63 courses to 40 courses out of 166 course choices. Similarly, other degree and diploma course load reduces. Thus, by building mass higher education; TEI universities such as TU and ITAS can create choice-based custom made efficient and economical education with better specialization.

23	Engineering College (EC)' enrolled one batch and in first half of academic year had odd semester teaching schedule for 4 odd semester batches. Odd semester six theory subjects T1 to T6 marks 600. Three odd semester labs L1, L1A & L1b marks 200. Weekly teaching 26 theories class periods and 9 action class periods. Teaching weeks 14 only in a semester of 26 weeks and one week of closed holidays	From year 2020, subject separates and groups as theory taught in lecture halls and Action Theory, laboratories and workshops subjects. Theory teaching in first shift and action subjects in next shift. Half year semester of institution changes to 4X5 =20 weeks courses teaching and 3 weeks interposed IPE&E and remainder 3 weeks of half year simultaneous semester holidays for Students and faculty members. Action Theory and practical classes conduct in 4^{th} and 5^{th} periods.

CHAPTER 20

ONE BATCH ADMISSION 'TECHNOLOGY EDUCATION INSTITUTION (TEI)' CHANGING TO TBA

20.1 INTRODUCTION:

By year 1997 low budget 'Government Engineering College (GEC)' with admission capacity of 150 students per year in TamilNadu state required an investment of 150 million rupees and its annual operating cost 15 million Rupees. Overhead cost per student year estimated at 150,000,000 (capital investment) X 16/100 (return %) X ¼ (number of batches attending college) X 1/150 (admission batch size) equalled to Rs.40, 000. Student year operating cost estimates at rupees 15,000,000 (annual operating budget) X ¼ (number of batches attending college) X 1/150 (admission batch size) equalled to Rs.25, 000. Four-year educational cost for

graduation Rs.260, 000 but Government collected only 26,000 rupees as educational fees for 8 semesters. Four-year engineering educational cost 17 times annual PCI while only 1.5 times annual PCI, in a top 10% ranking Bradley University of USA. So, USA remained great and advocated open market education and open market economy. Higher educational cost due to corrupt educational regulations and practices.

20.2 BENEFIT OF TBA IN ENGINEERING COLLEGE OF TEI:

In year 1998, low budget GEC admission creation cost in year 1997 about one million rupees per seat but 'Self-Financed Engineering Colleges (SFEC)' reduced capital investments to 1/3. SFEC started with an admission capacity of 300 students per batch required an investment of rupees 90 million. College enrolled one batch per year and operated 7 periods of 50 minutes classes in an academic day. Four batches of 300 students - a total of 1200 shared overhead and the operating cost. If same institution changes to feminist TEI, then it can enrol TBA. In half yearly courses first batch admits in odd semester and second batch weaker in English undergoes one semester of ELTC in language laboratory. After completing ELTC; admits in first semester in even semesters so that admission capacity doubles. Then 8 batches of 300 students each can attend classes. TEI teaches 6 theory subjects and 3 lab subjects for odd semesters as well as for even semesters. Eight batches of 300 students 8X300=2400 students share overhead and operating cost. Same theory classrooms are enough to teach double the numbers of students. 'Differential Amenities and Fees Structure (DAFS)' method admission calls applications for admission in five economic status groups 1, 2, 3, 4 & 5 with respective quota of 20%, 10%, 20%, 10% & 40%. Class 1 pays 5 times base fees. Class 2 pays 4 times base fees. Class 3 pays 3 times base fees. Class 4 pays 2 times base fees. Class 5 pays base fees. Average fee is 2.6 times base fee. It is mandatory for poor students to live in student residencies cottage if rooms are not available. DINK SP faculty members manage student residencies. Permitting flexible times for labs enable 10% of students to take up Student Assistant jobs and also increase teacher to student ratios. Feminist TEI education by trebling faculty members create teaching carrier for DINK SP with half teaching load to establish military guided 'Feminist Socialism (FS)' with DTS; 35-years motherhood mother 4 hours job and others 6-hour job.

20.3 'SIMULTANEOUS ODD AND EVEN SEMESTERS (SO&ES)'

Engineering bachelor degree SO&ES course method: In this method 4-odd semester batches listen to odd semester theory subjects (T1 to T5) in respective year classrooms simultaneously 4-even semester action subject batches AT1, L2, L2A & L2B attend lab classes in respective locations. The third period is simultaneous lunch breaks for 4-even semesters and 4-odd semesters. After lunch break, starting from periods 4, 4-odd semester batches attend action subjects AT2, L1, L1A & L1B in respective odd semester action locations. Simultaneously 4 even semester batches attend theory classes in respective year lecture halls. Semester teaching time allotted per subject in this method is 2 periods of 75 minutes per week. TEI library websites store lecture content of 'Desk Top Published (DTP) course material in 'Computer Based Teaching (CBT)'. TEI creates 'Course Knowledge Bank (CKB)' for every course. CBT method reduces teaching time by 30% of chalk writing on black board method.

20.4 DOUBLING ADMISSION CAPACITY:

At the beginning of academic year enrols 'Two Batches Admission (TBA)' and conducts 'English Language Proficiency Test (ELPT)'. Students with top 50 percentile higher score in ELPT admit to first semester. Bottom 50 percentile students in ELPT score undergoes 'English Language Terminology Course (ELTC)' in odd semester. They admit at the start of even semester in engineering first semester. They take 9 semesters to complete the bachelor degree in engineering. Teaching program schedules by 'Simultaneous Odd and Even Semester Classes (SO&ESC)' method. TBA halves admission capacity creation cost.

THEORY SHIFT IN LECTURE HALLS							ACTION SHIFT IN ACTION LOCATION				
Pe	Mon	Tue	Wed	Thu	Fri		Mon	Tue	Wed	Thu	Fri
1	T1	T3	T4	T5	T2		L2	L2A	L2B	Idle	Idle
2	T2	T3	T5	T4	T1		L2	L2A	L2B	AT2	AT2
3	RERESHMENT BREAK						RERESHMENT BREAK				
4	T8	T11	T11	T10	T7		AT1	AT1	L1	L1A	L1B
5	T9	T8	T7	T8	T10		Idle	Idle	L1	L1A	L1B

Table 20.40 TEI odd and even semester theory and action Class Time Table of TBA and Two shifts of SO&ESC

ELTC improves PLME student weaker in English to speak in English and in English listening comprehension capacity. TEI admits one batch for every half year like American universities. TEI schedules in a day 5 periods of 75 minutes each with 10 minutes break between periods. The middle third period is lunch break period. TEI by SO&ESC method can schedule in a week, maximum of 10 period theories, 10-periods practical for odd semesters and maximum of 10 period theory and 10-periods practical for even semesters. Action locations have idle periods. The 4 period AT1 and AT2 scheduled in action locations. Refer to Table 20.40.

20.5 LEARNING CURVE BENEFITS TO FACULTY MEMBERS:

If admissions are half yearly for half yearly courses then in SO&ESC method; students of all 8 semester courses engage in every academic day during 5 periods of 75 minutes classes with third period as lunch break. Half yearly admission method doubles admission capacity. Then teaching repetition rate of lectures increases to two per year and reduces out of touch period from 38 weeks to 3 weeks. Teachers require lesser preparation time since repetition period reduces to half year. As per learning curve theory, productivity increases by increasing repetitions. Productivity and expertise of teachers increases. TEI conducts four IPE&E at equal intervals of 20 weeks of teaching. 3 weeks are internal examination and evaluation. Half yearly admission method doubles admission capacity. DINK SP manages new services such as student residencies, operate PC and teach for half year of ELTC for 50% of students. They also qualify as candidates to stand for nucleus elections. TEI helps corrupt developing countries to create mass education and permanent jobs for DINK SPs to reform democracy by military guided FS with DTS.

20.6 CONCLUSION:

One batch admission TEI institution recruits DINK SP as faculty members at the beginning years of reformation as TEI to train them as faculty members by internal education and training. After graduation enrol TBA and one batch with 50 percentiles higher ELPT scores admit in odd semester and weaker batch takes up ELTC for half year. Pupils a maximum of 50% weaker in English avails one semester of ELTC during waiting time. After half year of ELTC course; student admits in first semester of professional courses in even semester. In an academic day, 4-odd semesters and 4 even semesters attend lectures and action classes. Faculty members repeat subjects every six months with assistance of Student Assistants. Half yearly admissions double productivity in teaching and doubles institutional infrastructure utilization by distributing educational overhead and operating cost to eight batches.

CHAPTER 21

AMALGAMATING THREE ONE BATCH ADMISSION POLYTECHNIC TEI AND ONE ENGINEERING COLLEGE TEI CREATES 'INSTITUTE OF TECHNOLOGY ARTS AND SCIENCES (ITAS)'

21.1 INTRODUCTION:

Basic-work training in existing goldsmith, iron-smith, brass workers, sculptures, drummers, dancers, singers, musician, instrumentalist, weaving, painting, sculptures, diamond cutting, cutting and polishing precious stones, terracotta-potteries, handicrafts, ploughing, traditional farming, toddy-tapping, wine-brewing, tree-climbing, masonry, tiles layers, welders, etc. will be enriched by bringing dignity to every one of Indian traditional jobs with skills and sciences as technologist of highly innovative society. Productivity of nation depends on technical skill, devotion of workers as well as marketing. Technology and technical man power quality develop and educate by TEI modular multilevel courses to become professionals and managers by pyramidal admission regulated ITAS, ITI, PT and EC as TEI.

21.2 ITAS INTEGRATES ITI, PT AND EC AS TEI:

Central Government Directorate of Employment and Training, ministry of labour framed ITI courses. State government's 'Directorate of Technical Education (DTE)' framed respective Polytechnics diploma courses. Independent Universities framed syllabus of EC degree courses. These three bodies did not vertically and horizontally integrate education by multi-level modular courses in each subject. So ITAS override the three government bodies that controlled technical education. Existing institution such as ITI, Polytechnics, EC and Arts & Science Colleges had 5 to 8 periods per day of sedentary listening and labs. Theory courses and practical training not adequately integrated and modular courses not developed in multiple levels to enhance application skills. ITAS integrates certificate ITI courses as Polytechnic two years certificate courses with 10 period of 75 minutes theory and 10 periods practical per week. Certificate courses and diploma courses will strengthen Polytechnics as viable institution for providing 'Labour Market Training (LMT)' to unemployed people. ITAS degrees and diplomas build from modular multi-level courses. PT certificate courses are in 100 levels. PT diploma courses are in 250 levels. Bachelor degree courses are in 350 levels and master degree courses in 500 levels. Modular courses integrate theory, software, mathematics and practical training in each subject. A&SC subjects develop as multiple level application-oriented courses.

21.3 TO CHANGE 'ENGINEERING COLLEGES (EC)' AS TEI ITAS EC:

AICTE, affiliating University and 'Directorate of Technical Education (DTE)' of the state licenses EC. Affiliating University prescribed syllabus and conducted examinations for 80% of marks. Minimum qualifications for EC admissions passing Junior College plus two courses. EC undergraduate education four years duration. Government may recruit 200% of additional DINK SP with minimum BE degree for theory teaching faculty members; bachelor degree in engineering qualifications for instructors of labs and workshops to convert EC as third stream

TEI EC. TEI EC continues teaching existing subjects as residential institution; operates PC and offer NST. DINK SP teaching or non-teaching TEI EC staff members live in 'Group Dining Residency (GDR)'. Student residencies provide rituals to motivate student LP for breaking barriers of castes, languages and religion as well as to survive even without parental support. In first stage One Batch Admission EC as TEI enrol 50% boys and 50% girls in any course. Teaching and evaluation extend for 23 weeks in semester of 26 weeks. Four 'Internal Periodical Examination and Evaluation (IPE&E)' incorporates in each theory subject and 2 IPE&E for action subjects by cancelling external university examinations. It schedules 3 weeks simultaneous vacation for students and faculty members. EC as TEI schedules 5 periods of 75 minutes classes with 10 minutes break between periods with third period as lunch break. Refer to Tables 21.20.1 and Table 21.20.2 for teaching time table of odd and even semester of one batch admission EC as TEI.

THEORY SHIFT IN LECTURE HALLS						ACTION SHIFT IN ACTION LOCATION				
P	Mo	Tue	We	Thu	Fri	Mo	Tue	We	Thu	Fri
1	T1	T3	T4	T5	T2	Idle	Idle	Idle	Idle	Idle
2	T2	T3	T5	T4	T1	Idle	Idle	Idle		
3	RERESHMENT BREAK					RERESHMENT BREAK				
4	Idle	Idle	Idle	Idle	Idle	AT1	AT1	L1	L1A	L1B
5	Idle	Idle	Idle	Idle	Idle	Idle	Idle	L1	L1A	L1B

Table 21.20.1 One batch admission EC TEI odd semester Time Table

Theory or practical subject teaching reduces to 2 periods of 75 minutes per week per subject. Memorization of information reduces for writing examination. EC as TEI creates adequate free time for student assistants to perform practical classes at flexible times. It allocates student assistants to every faculty member to assist them to prepare 'Desk Top Published (DTP)' course materials. Theory subjects teach by 'Computer Based Teaching (CBT)' projecting on LED screen or with 'Over Head Projectors (OHP)'. Course standards improves by DTP course materials, CKB, data books etc. 'Workshop Technology Practices (WTP)' and 'Laboratory Technology Practices (LTP)' standard enhances by additional investments to create in-house technical training. Lab instructors of EC as TEI train to conduct lab classes independently with printed lab records with the assistance of student assistants. Students evaluate in any course as 'Learning Pairs (LP)' based on attendance, listening behaviour assessment and 3 best out of 4 IPE&E for theory and 2 for Action cum Theory. LP results are pass or complete or incomplete. Institutional leisure periods use for teacher training and for preparing course materials. DINK SP faculty members live in 30 square meters SBAF group dining residencies with reception spy monitoring for dedication. EC maximum 5 theory subjects of semester teach in 10 periods of 75 minutes and maximum 5 action subjects in 10 periods of 75 minutes in a weak. Courses reduce memorization of information for writing examination and increases application skill.

THEORY SHIFT IN LECTURE HALLS						ACTION SHIFT IN ACTION LOCATION				
P	Mo	Tue	We	Thu	Fri	Mon	Tue	Wed	Thu	Fri
1	T8	T11	T11	T10	T7	Idle	Idle	Idle	Idle	Idle
2	T9	T8	T7	T9	T10	Idle	Idle	Idle	Idle	Idle
3	RERESHMENT BREAK					RERESHMENT BREAK				
4	Idle	Idle	Idle	Idle	Idle	AT2	AT2	L2	L2A	L2B
5	Idle	Idle	Idle	Idle	Idle	Idle	Idle	L2	L2A	L2B

Table 21.20.2 TEI even semester Time Table of one batch admission EC

21.4 POLYTECHNIC AS TEI:

Polytechnics licensed by AICTE and DTE. State Board of Technical Education prescribes syllabus and conducted examinations. Minimum qualification for admission passing in 10th class examination with minimum marks regulation based on caste consideration. Plus-two passed students admitted directly in second year. Theory subjects taught at the rate of 5 periods of 50 minutes per week and practical subjects at 6 periods of 50 minutes per week. In a week theory teaching 15 periods and practical 18 periods. In each semester it had one and quarter months of vacation for faculty members. Institutions scheduled only 14 weeks of lecturing in semester of 26 weeks and it had one week of closed holidays. It had 9750 minutes of theory and 11700 minutes of practical classes in a semester. Courses duration three years. Second and third years half yearly semester courses of 26 weeks each. First year course annual pattern with 11 subjects. TEI Polytechnics first year course divided as two half yearly semester courses. Then TEI Polytechnic diploma 6 semesters. If drawing related subjects treated as practical then it had 3 theory and 3 practical subjects per semester.

THEORY SHIFT IN LECTURE HALLS						ACTION SHIFT IN ACTION LOCATION				
P	Mo	Tue	We	Thu	Fri	Mo	Tue	We	Thu	Fri
1	T1	T3	T1	T2	T3	Idle	Idle	Idle	Idle	Idle
2	T3	T2	T2	T1	Idle	Idle	Idle	Idle	Idle	Idle
3	RERESHMENT BREAK					RERESHMENT BREAK				
4	Idle	Idle	Idle	Idle	Idle	L1	L1	L1A	L1A	L1B
5	Idle	Idle	Idle	Idle	Idle	Idle	L1	L1A	L1B	L1B

Table 21.30 One batch admission Polytechnic TEI odd or even semester Time Table

Each PT trebles its faculty members and instructors by recruiting DINK SP to build Polytechnic TEI. Existing faculty members and instructors train DINK SP by in-house education and training to become complementing lecturers and instructors. DINK SP faculty members live in SBAF group dining residencies with reception and monitoring for dedication. They provide NST; operate PC, create industry institution partnership and enhance employable skills. Half yearly semesters reforms as 23 weeks classes and 3 weeks simultaneous semester holidays for students and staff. It admits 50% boys and 50% girls in any course or classroom and conducts four IPE&E for theory and 2 IPE&E for action subjects during 23 weeks classes of a semester. Three theory subjects teach in 9 periods of 75 minutes per week. Theory subjects teaching incorporate 'Computer Based Teaching (CBT)' projected on LED screen or with 'Over Head Projectors (OHP)'. DTP course materials, CKB, data books and reference books prepare for every course. Professional concepts make easier to understand and reduce memorization of information required for conducting examinations. Action classes changes to 9 periods a week for 3 lab subjects. Additional investment on WTP and LTP improve in-house technical training. Lab instructors of PT train as independent instructors. TEI PT schedules 5 periods of 75 minutes classes in an academic day with third period as lunch break. Refer to Table 21.30 for one batch admission Polytechnic TEI time table of odd or even semester. PT TEI permits practical classes at flexible times to take up part time jobs.

21.5 ITI COURSES IN TEI PT AS CERTIFICATE COURSES:

TEI high school student after completing 10th class seeks admissions in Polytechnics for certificate courses. Admission qualification for existing ITI is 10th class pass. ITI has one-year institutional in-house technical courses with two years industrial training as well as two years institutional in-house technical course with one-year industrial training. The 3-years ITI course period reduces in TEI to two years of institutional education and training in Polytechnic. Existing ITI courses change to PT certificate courses in TEI PT. ITI courses teach in new PT syllabus. They operate 'Placement Centre (PC)' and arrange 0.35 PCI jobs to students. Student provides NST and rituals to create student LP. Listening classes reduces from 20 periods of 50 minutes to 10 periods of 75 minutes per week and action reduces from 20 periods of 50 minutes to 10 periods of 75 minutes per week by incorporating internal periodical tests by cancelling external certification tests. One batch admission fixed semester load institution admits 50% boys and 50% girls in any course or classroom and teach for 23 weeks with four IPE&E for theory subjects and two IPE&E for action subject by cancelling external examination and evaluation. It gives student status and three weeks semester break. It schedules 5 periods of 75 minutes each with third period as lunch break and 10 minutes break between periods. It conducts 'Simultaneous Odd and Even Semester Classes (S0&ESC)' and schedules 20 periods of 75 minutes classes per week. PT certificate course student attends 10 period theories and 10 period actions with 5 periods lunch break. Workers provide subsidized education to increase productivity of the nation. PT certificate courses elevates as 100 level fundamental course of pyramidal admission regulated ITAS by reframing its certificate courses as base to diploma and degree. ITAS elevates PT certificate courses as plus two equivalents. PT certificate courses of TEI frames in such a way that essential 'Industrial Engineering (IE)' subjects such as Method Study, Time Study, Industrial Safety and Quality Control theories as well as arts, sciences and linguistics incorporates in curriculum. PT certificate course students attend three weeks of method study and time study in 3rd semester. In 4th semester attends 3 weeks of quality control and industrial safety.

21.6 PYRAMIDAL ADMISSION AND VERTICAL INTEGRATION OF TEI:

The 80 percentile lower academic achievers amongst boys and 80 percentile lower academic achievers amongst girls of 10th class completed places in Polytechnics certificate courses and after completion seeks citizenship of the nation so that to participate in social and economic activities of the state. Pyramidal admission regulation ratio of admission for certificate courses to diplomas to degrees is 10 is to 3 is to 1 so that to avert over education. Existing Polytechnic has one first year course and 4 half yearly semesters. In the first reformation, first year courses of Polytechnic TEI divides in to two equal semesters. After working hours, worker with PT certificate attends first two semester courses of diploma as part time students. TEI diploma course teaches specific range of interconnecting technologies along with management skill to supervise workers with PT certificates. Diploma holder working as supervisor after passing first year of EC bachelor degree, by part time evening class attains eligibility for admission to under graduate professional degree courses. Residential education is mandatory for second, third and fourth years of bachelor degree. Curriculum enables understanding, applying and managing a domain of technology covered by engineering education of specific branch of study.

21.7 ARTS AND SCIENCE COLLEGES AS TEI:

Arts and Science institutions recruit DINK SP taking up teaching or non-teaching jobs of existing institution to build TEI and lives in SBAF 'Group Dining Residences (GDR)' with reception spy monitoring for dedication. The A & Sc graduates take up training as lecturers and instructors through in-house education and training programs of existing faculty members and instructors. In existing Indian Arts and Science Colleges; weekly academic teaching approximates as 20 periods of 50 minutes of theory and 5 periods of 50 minutes of practical for 5 days a week. Faculty members of government colleges grant 3-months of vacation in every academic year. Even though UGC stipulates 90 working days, actual teaching is only 80 days per semester. So, teaching period approximates as 16 academic weeks with weekly 20 periods lecture classes and 5 period laboratories. TEI Arts and Science colleges one batch admission institution admits 50% boys and 50% girls in any course or classroom and conducts four IPE&E for theory subject and two IPE&E for action subject during 23 weeks by cancelling external examinations. It grants 3 weeks of semester holidays both for students and faculty members. Memorization of information reduces by use of DTP course materials, CBT, Data-books, CKB and reference books for examination. Daily scheduled classes are 5 periods of 75 minutes inclusive of third period as lunch break. It has 20 scheduled classes per week and 5 periods of lunch breaks. Student's academic weekly theory classes are 10 periods of 75 minutes and practical (action) 6 periods of 75 minutes. Every course reform as applied courses leading to employment so that to help individual to become employable. Arts & Science Course incorporates practical training on course application.

21.8 CONCLUSION:

This chapter proposes to start ITAS to integrate EC, PT, ITI and A& SC institutions in to third stream of job-oriented education. One batch admission fixed semester load institution first converts as TEI with 5 periods of 75 minutes with third period as lunch break. It admits 50% boys and 50% girls in any course of study or in any class room. TEI recruits DINK SP, train as complementing faculty member pairs by in-house education; lives in 30 SM SBAF 'Group Dining Residences (GDR)' with reception spy monitoring for dedication. They empower to conduct four IPE&E for theory and two IPE&V for action subjects in existing syllabus; manage student residences and operate PC. American Courses level 100, 250, 350 and 500 are in par with Indian PT certificate level courses, PT diploma level courses, EC bachelor degree level courses and EC master degree level courses.

Basic-technician skill of technologist inculcate in every student to improve technology standards. After completing certificate courses in PT and acquiring expertise at least in one technology of certificate course by working at least for two years in industry; third higher education stream will admit students to attend PT first year courses evening classes as part time education to become supervisors. Diploma holders working as supervisors for two years seek admission to degree courses by attending first year Engineering College courses as evening classes. Diploma holders with supervisory expertise admit to degree courses. Third stream ITAS faculty members train to teach from level 100 to higher level. Capacity ratios in certificate is to diploma is to degree is 10 is to 3 is to 1. Educational wastages reduce by pyramidal admission restricted education. Refer to Table 21.90 for course route from school, ITI and Polytechnic to bachelor degree in engineering.

Course	Basic qualifications for entry and course contents of one batch admission institutions	Basic qualifications for entry and course contents of ITAS one batch admission TEI institutions
PT certificate course	1. 10th passed attended one year in-house technical training courses in ITI and two years apprentice training in industry or two years in house technical training courses in ITI and one-year apprentice training in industry.	After completing 10th admit to PT four half yearly semesters pattern certificate courses with in-house technical training. 3rd semester incorporates 3 weeks of method study and time study. 4th semester incorporates 3 weeks of quality control and industrial safety. Semester holidays one week. It trains workers in English medium in one technology.
Polytechnic-diploma course.	2. After passing 10th undergoes first year and four semester courses.	PT certificate holding workers with two years' experience attend first 2 semesters of polytechnic as part time education. TEI polytechnic other 4 semester courses are residential course. They inculcate supervisory skills to manage group of technologies and capacity is 30% of PT certificate courses pass.
	3. After passing Plus 2 undergoes four semester courses only.	
Engineering under-graduate degree courses	4. Plus 2 passed undergo 8 half yearly semester courses.	Diploma holding supervisors with two years' experience attend first year of bachelor of engineering course of TEI as part time course. 3rd to 8th semesters are residential. Broader spectrum of technology covers in English medium education. Admission capacity will be 10% of PT certificate courses pass.
	5. Diploma passed undergoes 6 half yearly semester courses.	
	6. Course years in existing bachelor degrees in engineering is 10 years school + 2 years Plus 2 + 4 years engineering = 16 years	TEI third stream engineering requires 10-year school + 2-year PT Certificate. + (1-year part time + 2-year residential diploma courses) + (one-year part time + 3-year residential bachelor degree courses) = 19 years

Table 21.90 Advantages of proposed third higher Education stream.

Comparison Of Existing 'Technical Education' With 'Feminist Technical Education'

ITI licensing authority is central government 'Directorate of Employment and Training'. ITI course is one-year course with two years training or two years course with one-year training. Qualification for admission is 10th pass.

Polytechnics diploma licensing authority is Directorate of Technical Education of the state. For 10th pass students diploma courses are three years. For plus two passed student courses are only two years.

Engineering college degree courses licensing authority is All India Council for Technical education, Directorate of Technical Education and Affiliating University of the state. For Plus two passed student bachelor degree courses are four years. For diploma passed students course periods are only three years.

ITAS
Integrate technical education vertically and horizontally. Introduces modular multilevel courses and credit-based graduation and certification.

TU
Integrate technical education vertically and horizontally. Introduces modular multilevel courses and credit-based graduation and certification.

CHAPTER 22

ITAS CREATES CUSTOM MADE EDUCATION BY TWO LEVEL AND FOUR LEVEL COURSES CREDIT

22.1 INTRODUCTION:

This article describes the reformation in 'Institute of Technology Arts and Sciences (ITAS)' for building four semesters per annum with two level and four level modular courses with credit system classes open to entire students of the institution to build custom made education. 'Course Director (CD)' of ITAS creates integrated modular multiple level courses in each subject by combining existing theory subjects and practical subjects with software programs. It requires much effort to create multiple level modular courses in each subject. Further diploma, under-graduate and graduate students attend together any multiple level modular courses. CD teaches theory and practical integrated modular courses fundamentals in 100 level, diploma polytechnic courses in 250 level, bachelor degree courses in 350 level and graduate degree courses in 500 levels in the subject of specialization. Students by modular multiple courses with credit system build their diploma or undergraduate or graduate degrees.

22.2 FOR CHANGING OVER TO MODULAR COURSES:

Bachelor and higher degree holder DINK SP trains and educates to teach theory subjects and diploma holders conduct workshops and laboratories by in-house training to conduct one odd and one even semester lab subjects by existing faculty members. TEI grants master degree for teaching theory, practical and software integrated subjects in fundamental course level, diploma course level, bachelor degree course level and master degree course level. DINK SP faculty member's specialization subjects reduce to half of existing specialization ranges of faculty members. TEI empowers them to continuously develop syllabus and evaluation techniques suitable to each subject. Five DINK SP faculty members of ITAS nominate one DINK SP as candidate for provost and one of them elects by lots as provost (Vice-Chancellor) to manage the institution.

In comparison to chalk and black board teaching method, CBT technique reduces teaching time by 30 %. The group consisting of existing course teachers; DINK SP trainees and student assistants within two semesters of repetition prepares CKB and data-books etc. DTP Course materials enable students to learn easily. TEI ITAS grants one student assistant to every 'Course Director (CD)' to prepare 'Computer Based Teaching (CBT)', 'Course Knowledge Banks (CKB)', data-books and reference books to develop modular multiple level courses. Quality enhances by incorporating interactive education and by providing services of student assistants to faculty members. Faculty members with the help of trainees change over gradually from chalk and black board teaching to CBT. Student pairs trains to use reference handbooks and professional guides. By investing more on labs and workshops creates in-house technical training through WTP and LTP. Lab instructors running 'Workshop Technology Practices (WTP)' and 'Laboratory Technology Practices (LTP)' assist by student assistants. Instructors conduct practical classes independently with the assistance of student assistants. one batch admission EC as TEI reduces memorization of information for writing examinations and trains students to man university facilities. Faculty members empower to set syllabus and evaluate students

based on periodical tests for every quarter of semester syllabus for theory and two for action subjects. PC arranges industrial projects to students to learn up to date skill on engineering and technology.

After achieving 80% placement rate in one batch admission EC as TEI ITAS doubles enrolment by TBA. One method is to double the admission during June admission time by enrolling two batches and conducting 'English Language Proficiency Tests (ELPT)'. The top 50 percentile student in ELPT admits in first semester. Bottom 50 percentile of student provides with six months long 'English Language Terminology Courses (ELTC)' to learn ET&ST as well as English listening comprehension practice in an English language laboratory. Students after completing ELTC start first semester in December. SO&ESC doubles productivity in education. Faculty members' repetition rate of lectures increases two-folds by TBA. As per learning curve theory expertise enhances by repetitions.

22.3 FIVE PERIODS OF 75 MINUTE CLASS SHEDULE:

EC examination and evaluation pattern changes to four 'Internal Periodical Examination and Evaluation (IPE&E)' for each theory subject and two IPE&E for action subjects during 23 weeks of teaching and evaluation. Students evaluate through one periodical test for every quarter of semester syllabus. Balance 3 weeks of half year semester is common holidays for students and staff. Daily teaching schedules changes to 5 periods of 75 minutes with 10 minutes break and third period is lunch break. Maximum 5 theories and maximum 5 Action cum theory, labs and workshops of an Engineering Institution semester load complete in 20 periods of 75 minutes classes. Theory as well as lab classes of Engineering Institution teach in two periods of 150 minutes in a week. Refer to table 22.20 for teaching periods in a day of a week.

Periods	Start	Finish	Duration	Break
1	10.10 AM	11.25 NOON	75 minutes	
2	11.35 AM	12.50 NOON	75 minutes	10 minutes
3	1.00 PM	2.15 PM	75 minutes	10 minutes
4	2.25 PM	3.40 PM	75 minutes	10 minutes
5	3.50 PM	5.05 PM	75 minutes	10 minutes

Table 22.20 one batch admission EC as TEI teaching periods in a day of a week

22.4 MULTIPLE LEVEL COURSES IN EC AS TEI ITAS:

one batch admission EC as TEI ITAS, courses reforms as follows: The 1st & 2nd semester have 9 subjects each. Every one of the subjects prepares in 2 levels. Two levels are the polytechnic diploma courses in 250 level and the bachelor degree engineering courses in 350 levels. They become 36 choice-based courses. Every one of the six theory subjects of every semester starting from 3rd to 7th semesters integrate with practical, software and mathematics. They prepare in 4 levels such as PT certificate course fundamentals in 100 level, diploma course in 250 levels, undergraduate course in 350 levels and graduate course in 500 levels. The choice based multiple-level courses of 3rd to 7th semesters are 5x6x4 = 120 courses. Five subjects of 8th semester prepares as polytechnic diploma course in 250 levels and

undergraduate course in 350 levels. They become 10 courses. Institution motivates faculty members to work hard and dedicate to complete the preparation of all course materials of undergraduate engineering courses in two and four levels. They store them in library web sites. It takes about four years to develop the 36 + 120 + 10 = 166 multiple level courses. Government can buy from any American University the choice based multiple-level courses and course directors further improve them.

22.5 SEMESTER DIVISIONS TO ACHIEVE INDUSTRY – INSTITUTION PARTNERSHIP:

Bradley pattern of two long semesters of 20 weeks, one semester of 6 weeks and one semester of 3 weeks with three semester breaks of one week each builds useful semester divisions. These unequal semester divisions have immense value. Subjects teach at the rate of 2 periods of 75 minutes per week during 20 weeks long semesters and bachelor degree student selects maximum of 5 subjects in a semester. Those who are not taking industrial training during six weeks long summer semesters learn two subjects at the rate of 5 periods of 75 minutes per subject per week program. In three weeks long Interim semester, one learns single course by intensive 10 periods of 75 minutes per week per subject program. Bradley method increases semesters by incorporating teaching days during vacation time.

'Placement Centre (PC)' offers placement to students in industrial in-plant training and in cooperative education. Industries, current employers and institution sign 'Memorandum of Understanding (MOU)' for supply of student labour. Supply of assured number of student labour encourages industries and current employers to create apprentice jobs. Students take up internship assignments by avoiding courses in specific semesters as per postings of PC. Every PC organizes training in industry or in current jobs or traditional jobs and introduces future employers. PC deputes diploma students and bachelor degree students to industry for work training to gain expertise through internship assignments and practical by building partnership with employers. Students as pairs select courses.

22.6 TEACHING SCHEDULE TO INCREASE REPETITION TO MAXIMUM OF 11 TIMES A YEAR:

EC offers 166 courses for under graduate degree students. Students select 40 courses for graduation. Every modular course opens to diploma, bachelor degree and master degree students. EC as TEI ITAS schedules 10 periods of 75 minutes with 10 minutes break between periods during every academic day of a week. In five days of a week schedules 50 periods. Refer to table 22.50. In one long semester a course director offers four modular courses in one subject. In summer semester offer two courses. In interim semester offer one course. Thus, maximum teaching load is 8 periods in long semesters and 10 periods in short semesters. Faculty member has 11 chances to repeat lectures on a subject within 4 levels in four semesters in a year.

Practical conducts at flexible time in laboratories and workshop under the guidance of lab assistants. As subject level choices increase, numbers of students opting for specific course reduces. Classroom strength varies from 15 to 250. So, it requires many sizes of classrooms. It provides in-built learning curve benefits due to repetition and learning. So, it is enough for full time faculty member to specialize in maximum of two subjects as CD.

Academic	Total	Activity	Max	Maxim	Scheduled

week no.	Weeks		period	subjects	modular courses in one subject
1 to 19	19	Course	2	5	100, 350, 250 & 500
20	1	Exam.			
21	1	Break			
22 to 27	6	Course	5	2	250, 100
28	1	Break			
29 to 48	19	Course	2	5	250, 500, 350 & 100
49	1	Exam.			
50 to 52	3	Course	10	1	100

Table 22.50, 11 times a year of lecturing in multiple levels in subjects

22.7 CUSTOMIZED EDUCATION FOR PROFESSIONALS:

Number of subjects for graduation reduces from 63 mandatory courses of EC to minimum of 40 out of 166 applied multi-level course choices in ITAS. ITAS as TEI plans next semester choice-based courses teaching as per students demands based on availability of classrooms with adequate number of students in each class. If course choices are more, it builds additional class rooms. 500 level courses specialize as second or third course in a subject. Students select courses and builds expertise by right combinations of allied inter-disciplinary technology courses. Interaction between innovative youths and professors create synergy in finding new combination of courses to build new specialization. Education is custom made due to choose based courses credit in multiple levels with co-operative education which helps to assimilate industrial experience and academic knowledge in field of choice. Degree content of student differs and leads to customized education. Refer to Table 22.60.

22.8 CONCLUSION:

This chapter concludes that for EC to function as TEI doubles faculty members by recruiting DINK SP. One batch admission EC as ITAS TEI changes over to 5 periods of 75 minutes with 10 minutes break between periods in each academic day and third period is lunch break. Interactive education is for 23 weeks with four IPE&E by cancelling external examinations and evaluations. Theory or practical subjects teaches in 2 periods of 75 minutes in an academic week in 23 weeks long semesters. About 10% of students take up student assistantship or other jobs.

The maximum 5 theories and maximum 5 action cum theory, practical and workshop subjects of engineering odd semesters as well as even semesters of 4 years EC subjects develop as follows: Nine subjects each of 1st & 2nd semesters prepares in 2 levels. So, they become 36 courses. Six integrated subjects each of 3rd to 7th semesters build in 4 levels each.

They become 120 courses. Five subjects of 8th semester prepares in 2 levels become 10 courses. Total course choices become 166 courses with practical at flexible time.

After attaining 80% placement rate in one batch admission EC as ITAS TEI; two batches admit and admission doubles. Those with 50 percentile lower score in ELPT undergoes one semester of ELTC. Then TEI conducts SO&ESC. Institution develops PC and MOU with industries and current employers for providing professional training to students.

When institution attains 80% placement rate in TBA, then it can enrol FBA by conducting ELPT. After CD trained to teach the two/four level modular courses; half yearly semester with fixed semester load changes choice-based education with four semesters per annum. In 20 week long semesters, in five days of a week, maximum of five subjects attend @ of 2 periods per subject in 10 periods of a week. Practical attends at flexible time. In 6-weeks semesters, maximum of two subjects attend @ of 5 periods per subject. In 3-weeks semesters, one subject attends @ of 10 periods a week. Teaching periods per day is 10 periods of 75 minutes duration with 10 minutes break. Teaching repetitions in a subject increases up to 11 times a year when faculty member teaching schedules incorporate four levels teaching in subjects. Courses required for a bachelor degree in engineering reduces to 40 out of 166 applied courses. And students attend needed course levels. It leads to customized education.

Comparison / Subject	Existing education with one batch admission	Proposed TEI schools, ITAS and TU
Annual classes	45,500 minutes	168,750 minutes
Semester course classes	22, 750 minutes	33,750 minutes
Course choices	One	Five
Effective class attendance	26 weeks	45 weeks
Courses per year	16	13
Course required for under graduate for graduation	63 out of 63	40 out of 166
Actual teaching days	130	225
Weekly scheduled periods	35 periods of 50 minutes	50 periods of 75 minutes
Learning Pairs	Forbidden	Mandatory
Boarding and lodging	Segregated Hostels	
Placement centre	Optional	Mandatory
Laboratories open	117 X50 minutes	24 X 60 x 365 min
Four years expenses	5 to 25 times PCI	1.5 times PCI
High schools' theory	178 days @ 6 periods a day	250 days @ 3 periods a day
High schools Action Classes	178 day @ one period a day	150 days at 2 periods a day
High school work hours	Nil	50X14 = 700 annual hours
Primary school classes	200 days @ 7 periods a day	250 days @ 12 periods a day
School Children club	Nil	Engages after class hours and feeds.

Table 22.60 Existing education and Proposed TEI education

CHAPTER 23

ADVANTAGE OF 'INSTITUTE OF TECHNOLOGY ARTS AND SCIENCES (ITAS)'

23.1 INTRODUCTION:

Indian engineering courses teach in single level. Odd and even semester alternates within a year and subjects teach in odd semesters differ from even semesters. Student assistants are not employed to assist faculty members of professional institutions since students have weekly 42 periods of class load in first year and weekly 35-periods in subsequent six semesters, which incapacitates from assisting faculty members. Professional courses are not combining theory and lab practical as integrated applied subjects and subjects are not multiple levels modular choices based applied courses incorporating a technology. Engineering Institutional undergraduate students learn 63 subjects while American students select and learn 40 choices based multiple level modular applied courses for graduation. Engineering Institutional museum type model labs uses for nine periods a week for thirteen weeks in 52-week year. Lab experiments of museum labs are not up to the standard to give 'Labour Market Training (LMT)' or for offering 'Engineering and Technology Workshop Practices (ETWP)'. Graduated students lacked practical training and expertise. Bachelor degree students require further education and apprentice training. Professors are out of touch with their subject for 38 weeks since they are not repeating same subjects in every semester. As a result, Indian professional education is not efficient and is not imparting professional expertise to graduates.

23.2 EMPOWERING DINK SP FACULTY MEMBERS:

Existing institutions recruit DINK 'Socialist Patriot (SP)' for educational jobs of existing institution by trebling staff strength and lead Gandhiji life of simplicity; surrender parental inheritance to 'Socialist Trust (ST)', resides in 30 square meters SBAF group dining residencies with reception spy monitoring for dedication. Existing staff educate and train DINK SP internally through on the job training. Even lower academic calibre faculty members can become expert professors. one batch admission EC after changing over to 'Technology Education Institution (TEI)' cancels external university examinations. It reduces wastages in education by empowering DINK SP faculty member with academic authority to set syllabus and impart interactive education by conducting unbiased 'Internal Periodical Examination and Evaluations (IPE&E)' for every quarter of semester syllabus. They get feedback to take corrective action in teaching the curriculum. ITAS reduces undergraduate class attendance to a maximum of 10 periods of 75 minutes in a week so that students find time to earn money from part time jobs. Faculty members repeat lecturers up to 11 times within a year. Productivity increases as a result of repetition and learning. ITAS builds student group dining residences impart 'National Socialist Training (NST)' and establish 'Placement Centres (PC)'. Specialization subjects of DINK SP faculty member halves so that they could mobilize nation buildings after class hours or weekends or during vacation by using institutional facilities and power.

23.3 GROUP DINING RESIDENCES:

DINK SP manages student residency and imbibe Mahatma's ideals of honesty, secularism, humility and humaneness with work culture. Youth trains to participate in building close knit nation by imparting NST. 'Public Service Sector (PSS)' offers national reconstruction jobs within cycling distances. ITAS students travel in bicycles. They take up jobs in agriculture, 'Rain Forest (RF)', traditional vocations, municipal works and industry. Students take up manual work or student assistantship jobs to earn part of living expenses. Student residency inculcates Swedish feminism for homogenizing boys and girls so that to build friendship based on imprints without parental restrictions. Student residency breaks caste barriers, tribal-barriers, religious barriers and linguistic barriers for building homogeneous nation.

23.4 REFORMATION OF EC AS TEI:

In year 1997 student cottage residency lodging investment estimate Rs.10,000/- per student while admission capacity creation cost in 'Government Engineering College (GEC)' million rupees. In the same year admission capacity of 552 Engineering Institution 150,000 students per annum. Engineering Colleges such as EC for changing as TEI ITAS requires many stages of reformation. The existing one batch admission EC in many stages of reformation reforms as an ITAS EC. In the first stage changes over to 5 periods of 75 minutes classes with 10 minutes break between classes with middle (third) period as lunch break. In semesters of 26 weeks, simultaneous semester holidays for staff and students are 3 weeks. Staff conducts four IPE&E during 23 weeks of teaching. Educational productivity increases by incorporating 'Course Knowledge Bank (CKB)', 'Desk Top Published (DTP)' course materials, etc. The existing 6 theory subjects taught within 26 periods of 50 minutes per week in 13 weeks at one batch admission EC; ITAS EC teaches in 12 periods of 75 minutes per week in 23 weeks with 24 IPE&E. one batch admission EC conducted three laboratories classes in 9 periods of 50 minutes per week in 13 weeks conduct in one batch admission ITAS EC in 6 periods of 75 minutes per week in 23 weeks of a semester with student assistants helping faculty members. 'Workshop Technology Practices (WTP)' and 'Laboratory Technology Practices (LTP)' develop in ITAS EC. Work experience imparts to adolescents along with freedom to build friendship with opposite sex so that to reduce over indulgence in illusion sex. ITAS creates natural life and triggers personality development. Students of third-stream technology higher education are eligible for one day of subsidized apprentice training in industry for 5 days of class attendance. This credit uses to earn money for education and for taking up industrial training with pay. Students take up industrial in-plant training, internship assignments and practicum through Industry-institution partnership agreements for sponsoring students for cooperative education by working in industries during short semesters as well as in long semesters. Poor students earn money by taking up part time campus, industrial and community jobs. Student worker's wages credit for college educational expenditure such as course fees, student residency lodging etc.

23.5 INSTITUE OF TECHNOLOGY ARTS AND SCIENCES:

Three one batch admission 'Polytechnic (PT)' incorporating certificate courses as TEI and one similar one batch admission 'Engineering College (EC)' with its 'Arts & Science (A&SC)' departments as TEI amalgamate and manage by a Provost as 'Institute of Technology Arts & Sciences (ITAS)'. As staff strength doubles by recruiting and training DINK SP faculty members;

specialization ranges of faculty members reduce to half. ITAS is education and training oriented institution. Similar departments of diploma and degree courses amalgamate.

In first reformation one batch admission polytechnics as TEI and one batch admission EC as TEI admit 50% boys and 50% girls in any course and changes over to 5 periods of 75 minutes classes in a day with 10 minutes break. Third period is lunch break. It establishes student group dining residences and 'Placement Centre (PC)'. The Provost of ITAS takes up academic reform. 'Course Knowledge Bank (CKB)', course materials, course application software, data books and reference books select for each course to build modular course. In existing 26-week semesters, semester teaching is 23 weeks and rest 3 weeks become common holidays for staff and students. CD incorporates IPE&E for every quarter of semester syllabus for 25 marks. External examinations cancel. Investment in lab and workshop equipment increases. WTP develops in engineering like that of Swedish LMT centres. In action classes, student pairs evaluate from work output and not from record writing. LTP helps in learning experimental techniques from printed record procedures. Lab instructors upgrade to conduct lab or workshop classes independently with student assistants. Bachelor degree subject course classes for theory subjects as well as lab subjects are weekly 2 periods during 23 weeks of semesters.

After achieving 80% placement rate after graduation in one batch admission doubles by TEI ITAS by enrolling TBA. ITAS conducts 'English Language Proficiency Test (ELPT)'. In ELPT, the 50 percentile lower scored students during half year waiting time attends one semester 'English Language Terminology Course (ELTC)'. Faculty members learn to teach theory and practical as integrated subjects in two or four levels elevates as CD. In case of engineering Bachelor's degree, the six theory and three lab subjects of 1st and 2nd semesters develop in polytechnic diploma 250 levels and bachelor degree course in 350 levels. So, 2 semesters X 9 subjects / semester X 2 choices per subject become 36 course choices. In first and second semesters, LP gives two choices for every existing course. 3rd to 7th semesters integrate as six subjects with proper combination of theory, mathematics, software and practical. Each subject develops in four levels such as fundamentals as PT certificate courses in 100 levels, Polytechnic diploma courses in 250 levels, engineering bachelor degree courses in 350 levels and master degree courses in 500 levels. The 5 semesters X 6 integrated subjects / semester X 4 levels per subject become 120 course choices. Two level choices create for 5 subjects of 8th semester courses in 2 levels are 10 courses. Total course choices of Bachelor degree in engineering become 166 course choices. After preparation of course choices; it attains status of university. They store in library web site for students and for academic references of other institutions. Then ITAS changes over to two semesters of 20 weeks, one semester of six weeks and one semester of three weeks. It has three semester breaks of one week each after bigger semesters. It offers choice-based education with four semesters per annum. Student's listening time for 5 subjects in 20 weeks long semesters reduce to 10 periods of 75 minutes classes per week. Student pair selects five subjects in 20 weeks semesters; 2 subjects in 6 weeks semesters; one subject in 3 weeks semesters. Faculty members guide theory project or prototype model with report as final project course for graduation. Under Graduates attend maximum of 10 periods of 75 minutes classes per week while Graduate students attend maximum of 4 periods a week. After achieving 80% placement rate in TBA; admission capacity quadruples in required Engineering College by enrolment of FBA with half

yearly admission of two batches. Minimum courses requirement for four-year course Bachelor degree graduation is 40 courses. Minimum requirement for 3 years diploma courses is 30 courses. Master degree requirement is passing in all selected 10 courses of 500 levels or higher, without failure.

23.6 ADMISSION CAPACITY OF ITAS:

TEI third higher stream ITAS forms by amalgamating one batch admission EC as TEI with three one batch admission 'Polytechnic (PT)' as TEI to offer choice-based certificate, diploma, undergraduate degree courses and graduate degree courses with FBA. ITAS student admission in PT certificate course is 3PT X 1000S / B X 4B / Y X 2Y=24000 students. PT diploma student capacity will be 3 PT X 300 S /B X 4 B / Y X 3 Y = 10,800 students. Professional bachelor degree admission in one EC is 300 S / B X 4 B / Y X 4 Y = 4,800 students. Professional master degree admission student strength is 50 S / B X 4 B / Y X 2 Y = 400 students. Bachelor degree Arts and Science admission student strength is 100 S / B X 4 B / Y X 3 Y = 1200 students. Arts and Science master degree student strength is 25 S / B X 4 B / Y X 2 Y = 200 students. The total strength increases to 41,400 students.

23.7 CONCLUSION:

Faculty member strength doubles by recruiting DINK SP faculty members by giving internal education and training. Thus, builds new ITAS stream from existing streams so that present stream is for traditionalists. ITAS designs for maximum SCL born students so as to assure 100% success rate. Certificate courses and worker experience are qualification for admission to Polytechnic part time first two semester classes of ITAS. Diploma and supervisory experience are qualification for admission to first two semesters of 4-year EC technical bachelor degree courses of ITAS. ITAS capacity in diploma is 30% of PT certificate admissions and degree course is 10% of PT certificate admissions. Three one batch admission PTs and single one batch admission EC as TEI schedules 5 periods of 75 minutes with 10 minutes break. Middle period is lunch break. It conducts four IPE&E for every subject during 23 academic weeks. At the first stage it reduces weekly maximum instruction of EC bachelor degree courses from 1300 minutes theory and 450 minutes practical to 900 minutes theory and 450 minutes practical per week. Weekly effective teaching increases from 14 to 23 weeks. Lab instructors train to manage lab classes independently with help of student assistants and printed lab records. Top 10% of students offer part time student jobs. Then prepare modular courses. After attaining 80% placement rate in one batch admission, enrols TBA.

After achieving 80% placement rate in TBA and after preparing 166 modular courses enrols FBA and conducts ELPT. Semester duration is 20 weeks each for two semesters, 6 weeks for one semester and 3 weeks for one semester. It has 3 semester breaks of one week each. An academic week has five working days. Lab practical training classes attend in flexible time since labs will be accessible for 24 hours of a day for seven days a week. Daily schedule will be 10 periods of 75 minutes with 10 minutes break between classes. ITAS schedules choice-based education with two level and four level courses. In four semesters per year program student selects next semester courses during end of current semesters. During five working days of a week, bachelor degree student attends maximum of 10 period theory classes. Additional investments on equipment for imparting practical training justifies due to four-fold

increases in user students and user periods. Annual semester class periods schedules are a total of (18 + 18 + 6 + 3) = 45 weeks. In every week students attends maximum of 10 periods a week at 75 minutes per period. Institution functions @ of 50 periods a week at 75 minutes per period for 45 weeks is 168,750 minutes. Total minutes of class attendance in 45 weeks of a year are 33,750 minutes. Students get 5 choices for every course selection.

CHAPTER 24

'TECHNICAL UNIVERSITY (TU)' STREAM OF EDUCATION

24.1 INTRODUCTION:

During the past 50 years after independence in Indian; Admission capacity created up to year 2000 in 'Engineering College (EC)' less than for 0.25 million students while childbirth 25 million children per annum. Admission capacity creation cost per student in low budget 'Government Engineering College (GEC)' enrolling one batch admission cost one million rupees and job creation investment one million rupees. Higher childbirth destroyed goodness and good ethics disappeared. Majority of the male dominated population lived within 3 % of PCI of Japan. SCL of China rapidly depopulated and proved to be a successful military guided 'Feminist Socialism (FS)', 'Depopulation Till Self-sustaining (DTS)'. Enforcing SCL on 1000 million populations reduce childbirth to eight million per annum and protect from global warming. Then the nation reconstructs by feminist homogenizing three streams of TEI education institutions.

24.2 WHAT TU OFFERS AS SECOND HIGHER STREAM:

'Technical University (TU)' offer job-oriented education and encourage research too. TU achieves 'Four Batches Admission (FBA)' enrolment with 'Differential Amenities and Fee Structure (DAFS)' so that to educate economically rich students and economically poor students. Basic qualification for admission to TU is pass in plus one from existing first stream of schools and completion of plus one from proposed second stream of TEI schools. TU offers 3 years diploma, 4 years and 5 years bachelor degree and 2 years master degree in technology, applied arts and applied sciences. Students grant academic freedom to build their own professional capability.

Multi-level modular courses with credit system open to all students of the university. Diploma, bachelor degree and master degree students attend same course together. Pursuit of higher education is at the initiative and effort of pairs of boys and girls. Student pairs select course by course instead of semester loads. They select specific semester for industrial training. Multi-level modular courses increase productivity in education. First two years of TU teaches

professional fundamentals by incorporating pre-professional and basic professional courses. TU first four semesters and 10th semester is in diploma 250 levels and in bachelor degree 350 levels. TU by building 'Learning Pairs (LP)' amongst students inculcate feminism. 'Placement Centres (PC)' of TU builds 'Memorandum of Understanding (MOU) with employers to supply student apprentice labour with 0.35 PCI pay. It creates Industry-Institution partnership. TU students take up part time tradesman apprenticeship training during first and second year. During first two years government offer 0.35 PCI industrial in-plants training credit as part of one day a week of subsidized student job program for LP. Basic apprentice training in technical, scientific and arts trades with multi-level courses and choice-based credit system is specialty of TU.

20% of higher educational admission distributes to sixteen professional TU institutions such as: 1. Engineering and Technology. 2. Agriculture & Horticulture. 3. Medicine and hygiene technology. 4. Non-Human medicine. 5. Trading. 6. Fisheries. 7. Catering. 8. Transport. 9. Information Technology. 10. Imports and Export. 11. Tourism. 12. Law. 13. Economics & Accounting. 14. Engineering Economics & Management. 15. Languages and Journalism. 16. Other professions. In comparison with enrolling one batch admission method, FBA enrolment with choice based multi-level modular courses reduce overhead cost from 70 % to 17.5 %; teaching cost from 20 % to 6.5 % and other cost from 10 % to 6 %. TU reduces cost to 30% of one batch admission.

24.3 CHANGING EC AS 'TECHNICAL UNIVERSITY (TU)':

One batch admission EC changing as TEI TU doubles faculty member strength by recruiting and training DINK SP faculty members. Second stream of higher education TU admits plus one passed from existing stream of school pupils as well as proposed second streams of TEI School plus one completed pupil. Students grant admission to residential student TU education through DAFS. Poor students seeking lower fees take up 0.35 PCI jobs and prove their poverty by taking part time job earnings. Student takes up part time tradesman apprenticeship training during first and second year of five-year TU courses. TU signs Industry-Institution-traditional vocation partnership to supply student labour to industries and traditional vocation institutions.

After achieving 80% placement rate after graduation in one batch admission EC as TEI TU; admission capacity doubles in TU by enrolment of TBA with half yearly admission of one batch. TU conducts 'English Language Proficiency Test (ELPT)' for non-English speaking mother tongue students. Lower 50 percentile scored students attends 'English Language Terminology Course (ELTC)' in first semester. Course period increases to eleven semesters. TU higher education enforces 'Differential Amenities and Fee Structure (DAFS)' admissions for five economic classes by quota system. TU offers choice-based courses. It admits rich students and economically poor students. TU grants complete autonomy to faculty members to frame multiple level modular courses and evaluate students internally.

It is mandatory for students requesting lower fees to take up 0.35 PCI jobs and demonstrate optimum life style by living in student room or cottage residency. To start with one batch admission EC as TEI TU admits 50% boys and 50% girls in any course and builds girl selected 'Learning Pairs (LP)' in odd semesters and boy selected LP in even semesters. The leader in every pair is the female so as to establish feminist society. It changes over to 5 periods of 75 minutes classes in a day with 10 minutes break between periods with third period as lunch break for the day. Weekly classes are 2 periods of 75 minutes for theory subjects as well as lab

subjects. It increases teaching to 23 weeks in a semester and remaining 3 weeks is common holiday for all. TU cancels all external examinations and during 23 weeks of teaching in a semester interposes four 'Internal Periodical Examination and Evaluation (IPE&E)' for theory subjects and two IPE&E FOR Action cum Theory subject, labs and workshop subjects to evaluate students. Investment in lab and workshop equipment increases. 'Workshop Technology Practices (WTP)' develops in engineering like that of Swedish LMT centres. In action classes, student pairs evaluate from work output and not from record writing. 'Laboratory Technology Practices (LTP)' train on experimental techniques from printed record procedures. Lab instructor upgrades as under-graduates for conducting lab or workshop classes independently with student assistants. TU establish student GDR and placement centres.

24.4 PRE-ENGINEERING COURSES CURRICULUM OF TU:

Semester 1 & 2 of first year covers following pre-engineering subjects such as English, Mathematics, Applied Physics, Chemistry, Personality development, Engineering Economics, Industrial Management, Basic Computer & Communications Technology, Physical Sciences lab, Computer Science lab, Automobile Repairs and Maintenance, General Repairs and Construction Practice. Refer to Table 24.30.1 for curriculum and 24.30.2. for time tables.

Code	Subjects	1st semester of TU engineering for 23 weeks. Period is 75 mats			2nd semester of TU engineering for 23 weeks. Period is 75 mts.		
		Weekly period	Theory in 23 weeks	Prac	Period weekly	Theory in 23 weeks	Pra in 23
T1	English	3	69				
T2	Mathematics	3	69				
T3	Basic Computer & Computer Technology	2	46				
T4	Personality Development	1	23				
L1	Computer Science Lab	1		23			
W1	Automobile Repairs.	7		161			
T5	Applied Physics				3	69	
T6	Chemistry				3	69	
T7	Engineering Economics & Industrial Management				3	69	
L2	Physical Science Laboratory				3		69
W2	General Repairs				4		92

	and Constructions						
	Periods / total periods	17	207	184	16	207	161
	Periods/ week		9	8		9	7

Table 24.30.1 Pre-Engineering curriculum of semester 1 & 2 of TU Courses are in diploma and degree level. Students select pre-engineering courses in arts and sciences for diplomas or degrees.

THEORY SHIFT IN LECTURE HALLS							ACTION SHIFT IN ACTION LOCATION				
P	Mon	Tue	Wed	Thu	Fri		Mon	Tue	Wed	Thu	Fri
1	T1	T3	T2	T2	T4		L2	L2	W2	W2	Idle
2	T2	T1	T1	T3	Idle		L2	Idle	W2	W2	Idle
3	RERESHMENT BREAK						RERESHMENT BREAK				
4	T5	T6	T7	T6	T5		L1	W1	W1	W1	W1
5	T7	T7	T6	T5	Idle		Idle	Idle	W1	W1	W1

Table 24.30.2 TU Engineering 1st and 2nd semester theory and action class Time Table of TBA and Two shifts of SO&ESC

24.5 BASIC ENGINEERING SEMESTERS 3&4 CURRICULUM:

Code	Subjects	3rd semester of TU engineering weekly period. Period 75 minute			4th semester of TU engineering weekly 75-minute periods.		
		weekly Period	Theory In 23 weeks	Practical in 23	Weekly	Theory in 23	Practical in 23 weeks
T11	Basic Civil	1	23				
T12	Basic Mech.	3	9				
T13	Basic Chem.	1	23				
T14	Basic Electrical	2	46				
W3	Mfg. Workshop.	6		138			
W4	Turning practice	3		69			
W5	Electronic workshop	1		23			
T15	Basic Electronic				3	69	
T16	Basic Industrial				2	46	
T17	Basic Computer Science				3	69	
T18	Basic Metallurgy.				3	69	
W6	Elect. Workshop				3		69
W7	Chem. workshop				2		46
W8	Comp. hardware				2		46
		17	101	230	18	233	161
			7	10		11	7

Table 24.35.1 TU Basic engineering 3rd and 4th semester curriculum

TU Engineering semester 3 & 4 courses includes Basic Civil Engineering, Basic Mechanical Engineering, Basic Chemical Engineering, Basic Electrical Engineering, Basic Electronic Engineering, Basic Industrial Engineering, Basic Computer-Science & Engineering, Basic Metallurgical Engineering, Basic Manufacturing Workshop Practice, Basic Turning Practice, Basic Electrical Workshop, Basic Chemical Workshop, Basic Computer Hardware and Electronic Workshop. Subjects are wide ranged. Basic professional course curriculum is choice based with related work practices in diploma and degree level. Refer for curriculum of semesters 3 and 4 in Table 24.35.1 and 24.35.2 for time tables.

THEORY SHIFT IN LECTURE HALLS							ACTION SHIFT IN ACTION LOCATION				
Pe	Mon	Tue	Wed	Thu	Fri		Mon	Tue	Wed	Thu	Fri
1	T11	T13	T12	T12	T14		Idle	W8	W6	W6	W7
2	Idle	T12	T14	Idle	Idle		Idle	W8	Idle	W6	W7
3	RERESHMENT BREAK						RERESHMENT BREAK				
4	T15	T16	T17	T16	T15		W5	W4	W3	W3	W3
5	T17	T17	T18	T15	T18		W4	W4	W3	W3	W3

Table 24.35.2 TU engineering 3rd and 4th semester theory and action Class Time Table of TBA and Two shifts of SO&ESC

24.5 ADVANTAGES OF TU 5 YEARS BACHELOR DEGREE:

After passing plus one course, students seek admissions to TU. Essential plus 2 courses related to specific TU integrates with 1st and 2nd semesters of existing sixteen types of TU higher education as pre-professional Arts, Science and technology course in 'English Medium Education (EME)'. It increases EME by one year for all existing 4 years professional courses and 3 years Arts and Science courses as profession specific pre-professional course. 1st and 2nd semesters of TU in engineering and Technology has 7 Theory + 2 Labs + 2 Workshop a total of 11 subjects as given in Table 24.30.1 Each subject prepares in diploma level and bachelor degree course level. So, they are 22 courses. 3rd and 4th semesters curriculum has 8 basics in Engineering technology theories courses and 6 Workshop practice subjects as given in Table 24.35.1. Each one of the 14 subjects prepare in two levels as 28 courses choices. TU in engineering utilizes EC courses as base and creates technology education in engineering, arts and sciences.

3rd to 7th semesters of EC reframe as 5th to 9th semesters of TU. The 6 Theory and 3 lab subjects of each semester integrates as 6 integrated applied subjects and each subject prepares as modular four level courses. Third to seventh five semesters of TU have each 6 subjects / per semester and each subject teaches in 4 levels. They are 120 course choices. 8th semester of EC undergraduate 5 courses reframe as 10th semester of TU and each subject prepares in diploma level and undergraduate degree level. So, they are 5X2 =10 course choices. The five years course choices are a total of 22 + 28 + 120 + 10 = 180 courses.

'Course Directors (CD)' develops and teaches subjects in two and four level courses. The two levels are technology Diploma course level and engineering bachelor degree course

level. The four levels are PT certificate fundamental course in 100 levels, Diploma course in 250 level, engineering bachelor degree course in 350 level and engineering master degree courses in 500 or higher level. CD compiles 'Course Knowledge Banks (CKB)', application software, data books and reference books for each course. Courses reference data books for examinations stores in library websites as well as in hard copies. CD stores multiple level courses of every subject in library websites as courses in 100 levels, 250 levels, 350 levels and 500 level and higher. After completing multiple level course preparation acquire teaching specialization in each course. Multiple level modular courses in certificate course fundamentals level, diploma level, undergraduate level and graduate level is common for 3 years diploma, four and five year undergraduate degree courses of TU. Student strength increases through 3 years professional diploma courses, 5 years professional bachelor degrees, two years professional master degrees, 4 years A&SC bachelor degrees and two years A&SC master degree courses. TU provide 0.35 PCI work training in traditional technology jobs, current jobs and modern technology jobs. That training calls 'Triple Technology Training (TTT)'. Educational aides like laboratories, workshop facilities, curriculum improvements, faculty member's training, 'Course's Knowledge Bank (CKB)' and 'Desk Top Published (DTP)' courses material development increases quality. Student pair start selecting custom made education from first semester.

24.6 SEMESTER DIVISIONS AND COURSE LOAD:

After developing infrastructure to teach 180 courses of TU; changes over to four semester patterns with two and four level courses choices. An academic year divides in to 4 semesters consisting of two 20 weeks semesters, one 6 weeks semester, one 3 weeks semester and three semester breaks of one week each. Under-graduate students select five subjects in any one of four levels in 20 weeks semesters; 2 subjects in 6 weeks semesters; one subject in 3 weeks semesters. Multiple level courses schedule in ten periods of 75 minutes with 10 minutes break between classes in every academic day. WTP & LTP access in workshops and labs during flexible time. Then four semesters per year pattern enables teaching repetition of four level subject courses up to 11 times a year.

24.7 COURSE SELECTION AND GRADUATION IN TU:

EC as TEI reduce course fees by 'Four Batches for Admission (FBA). In four semesters per year education; courses offer in 2 levels and 4 levels. Students have option to study subjects in PT certificate course fundamentals level or Diploma technology course level or engineering bachelor degree course level or engineering master degree course level. Student chooses courses of one's choice. Five years undergraduate degree course reduces subjects for graduation from second year to fifth year of TU from 63 out of 63 to 40 out of 158 courses of 3rd to 10th semesters. As subject level choices increase, numbers of students opting for individual courses decrease in FBA. Classroom strength varies from 15 to 300. Teacher's cabins function as smallest classrooms.

TU diploma students from 1st year to 3rd year attend at least 30 courses including pre-professional courses. The first-year pre-professional courses credit is not counted for four and five-year bachelor degrees of TU. Bachelor degree professional graduation minimum course requirement is 40 courses credit from 2nd year to 5th year of TU. For four years applied arts and sciences bachelor degree courses least requirement is 30 courses credit from 2nd year to 4th year. Master Degree student minimum requirement is 10 courses of minimum 500 levels without

failure. Students apply for graduation after completing minimum courses requirement. The final project is theory project with a report or prototype with project report guided by faculty members. Students continue courses till they graduate and placed in a job.

24.8 ADMISSION METHODS AND CAPACITY OF TU:

'Differential Amenities and Fees Structure (DAFS)' admission method identifies five economic status classes 1, 2, 3, 4 & 5 with respective quota of 20%, 10%, 20%, 10% & 40% by spy monitoring parental economic status. Class 1 pays 5 times base fees. Class 2 pays 4 times base fees. Class 3 pays 3 times base fees. Class 4 pays 2 times base fees. Maximum SCL born class 5 student pays base fees. Average fees are 2.6 times base fees. Student claiming as class 5 takes up one day per week of 0.35 PCI jobs to earn money and leads life with optimum living standards in student residency. Total strength of EC with Admission capacity of 300 students is only 4 years X 300 students per year which are 1200 students. But TU diversifies to 3 years diploma courses, 4 years and 5 years bachelor degree courses as well as two years master degree courses. It has 'Four Batches Admission (FBA)'. The 3 years diploma courses student strength is the largest. Its admissions are 600 'Students (S)' per batch. In 3 years, courses with 4 batches Admission student strength is equal to 7,200 students. In five-years bachelor degrees professional course admission batch size is 200 'Students (S)' per batch. In 5-years courses with 4 batches in each year, total student strengths are 4,000 students. It admits only 100 students per batch in 4 years bachelor degree Arts and science courses. Student strength is 100 S per batch X 4 batches per year X 4 years equals to 1600 students. Professional technology master degree two years course admission is 50 S per batch. Student strength in 2-year courses is 50 S per batch X 4 batches per year X 2 years equals to 400 students. In A&SC master degree courses admit 25 S per batch. Student strength in two-year courses is 25 S per batch X 4 batches per year X 2 years equals to 200 students. Total TU strength equals to 13,400 students.

24.9 JOB ASSURANCE AND CITIZENSHIP QUALIFICATION:

If a student is not placed even after completing adequate courses, then TU advises to gain suitable specialization to increase employability since remaining unemployed punishes by 0.35 PCI labour jobs. Offering additional free courses and LMT to unemployed graduates is one form of placement assurance. Professional bachelor degree, diploma and certificate holding students after building TLP seek MBS services for two years as TLP. After completing two years' service and contributing 0.3 times PCI per pair in pension funds per year qualify as DINK SC to get car driver's license, passport and for inheritance of parental wealth after inter-marriage.

24.10 CONCLUSION:

Plus-one passed admits to TU. TU develops in 16 different subjects as given in paragraph 24.10. Pre-professional humanities arts, sciences and practical and Basics of engineering courses, workshop practices and laboratory practices in all 16 types of TU are specific to each TU. In engineering and technology TU, first four semesters build from plus two; first two semesters of four-year engineering of EC as well as from first year of 3 years applied

Arts and Science College syllabus. It incorporates workshop training requirement for 3 years diploma, 4 years and 5 years professional bachelor degree.

All 16 types of TU professional institutions build student residency and PC. Student residency breaks caste, tribal, linguistic and religious barriers by 'National Socialist Training (NST)'; inculcates work culture and simplify life style. Multi-lingual, multi-religious, multi-racial and multi-tribal populations of AAL&M nations by speaking one global language and practicing Shinto religions build one nation.

To start with one batch admission EC as TEI TU, weekly teaching period per subject changes to 2 periods of 75 minutes for each theory as well as practical subject. Day's class period changes to 5 periods of 75 minutes with 10 minutes break between periods. Third period is lunch break period. Differential fee structure reduces educational cost of poor students. By cancelling external examinations, TU incorporates four IPE&E during 23 weeks of teaching. Weekly teaching days are five.

After achieving 80% placement rate in one batch admission EC as TEI TU enrol, 'Two Batches for Admissions (TBA)' and conducts 'English Language Proficiency Tests (ELPT)'. The top 50 percentile scored ELPT student admits in first semester and bottom 50 percentile scored ELPT students provide with six months long 'English Language Terminology Courses (ELTC)'. one batch admission EC as TEI replace Plus two and existing first semester by 1st and 2nd semesters of TU with total of 7 Theory + 2 Labs + 2 Workshop classes with two levels in each subject as 22 courses. Existing basics of engineering second semester enlarges as 3rd and 4th semesters with 8 Theories + 6 workshop classes in two levels are 28 course choices. The 3rd to 7th semesters of existing EC reframes as 5th to 9th semesters of TU. Integrated subjects prepares in four levels so that to create 5 X6 X 4 equals to 120 course choices. The EC existing TEI 8th semester undergraduate 5 courses prepares in diploma level and undergraduate degree level as 5X2 equals to 10 course choices is 10th semester of TU. Total courses of TU increase to 22 + 28 + 120 + 10 equals to 180 courses. After achieving 80% placement rate in TBA; institution admits up to FBA. The four semesters per year consists of two semesters of 20 weeks, one summer semester of six weeks; one interim semester of three weeks with three semester breaks of one week each. Student pairs give option to select maximum of five integrated courses in 20 weeks long semesters; two courses in six weeks long semesters and one course in three weeks long semesters. For diploma students plus two equivalent first two semester courses credits count for graduation. Five years bachelor degree graduation requires 40 courses credit from 2nd year to 5th year. Four years bachelor degree graduation requires 30 courses credit from 2nd year to 4th year for leading to customize education. Yearbook on courses, fees and facilities of TU publishes like Patterson's guide for American Engineering College.

CHAPTER 25

SUMMARY ABSTRACT

Capitalist modernized cattle powered farming and transport. Mechanized weaving and other jobs eliminated traditional jobs. Government created 2% jobs in government service and capitalist created hire and fire jobs for few. Majority female unemployed lived as dependent house wives. About 2% of educated got 'Campus Interview Jobs (CIJ)'. Majority are under-employed and unemployed. Indian death 8, birth 24 and needed new jobs 16 per 1000 population per year explodes unemployed continuously. Military enforces in 'Afro, Asian, Latino and Muslim (AAL&M)' 109 nations guided 'Feminist Socialism (FS)' with 'Depopulation Till Self-sustaining (DTS)' by maximum 'Single Child Law (SCL)', 35 years motherhood mother 4 hours job and others 6 hours job to control childbirth and within 3 generations create CIJ. Urban retired evicts from urban home invests in 'Kibbutz Farm Resorts (KFR)' 'Group Dining Residency (GDR)'. Military recruits non-viable farm youngster inter-pairs for urbanizing and KFR inspect planting 66 % of 'Farmer Cultivated Lands (FCL)' with 'Rain Forest (RF)'. Republic of India reform as 'Indian Socialist Union (ISU)'. Three streams of 'Technology Education Institutions (TEI)' recruit gradually 200% additional 'Double Income No Kids (DINK)' 'Socialist Patriot (SP)' surrendered parental inheritance to 'Socialist Trust (ST)' for permanent educational jobs with half existed work load; undergo in-house teacher training program from existing teachers and reside in 'Single Bedroom Apartment Flat (SBAF)' 'Group Dining Residency (GDR)' with reception spy monitoring for dedication to national service. Nationalized three streams of 'Technology Engineering College (TEI)' impart 'National Socialist Training (NST)' and Swedish feminism to humanize sex, fear and aggression drives of male and female. Male violence towards female reduces. Golden age builds by inculcating patriotism, nationalism, unity and simpler life style with socialism reduces disparity in living standards.

Primary school conducts 4 shifts of 3 periods in every academic day for five days a week. Each period is 45 minutes with 5 minutes break. School pupils attend 15 period theories, 10 period actions, 5 periods national collective lunch, 30 periods of NST composed of hobby work, aerobic group dances, additional feeding and rest. They stay in children's club social care till parents fetch them. Pupil's duty is to walk to Primary School of the locality and attend schools. Opposite sex school pupils hug once in a day as ritual in each classroom and eat national lunch together. TEI primary school care eliminates nuclear family SCL child loneliness.

Girls attain sexual reproductive capacity even at 10 years of age while boys attain sexual capacity only after 16 years of age or higher. So, 'Learning Pair (LP)' girl train to play sex without fear of pregnancy with immature boys. Girls fear of opposite sex eliminates and feminize boys. State arranges student jobs and parents arrange sex parties for school pupils as in Sweden. The 9th and 10th classes build new pairs after every semester and train with 2 hours of work in three academic days of a week. LP grants 2 half days of 0.35 PCI sanitation jobs and township maintenance jobs instead of 2 action shifts of 4th shift and gets pocket money. LP does manual work and builds one for all nations by falling in love freedom.

TEI schools enforce half yearly admission for half yearly semester courses of 25 weeks with one week of semester holidays. TEI conducts three theory classes in first shift. Second shift the first period is lunch break in mess hall and two periods are action classes. Urban schools have half yearly admissions and conduct four shifts of 'Simultaneous Odd & Even Semester

Classes (SO&ESC)'. SO,&ESC consists of 3 theory period classes for odd semesters in lecture halls and simultaneously in same shift even semesters attend two action classes of 45 minutes in action locations and third period is lunch break of 45 minutes in mess hall. In the second shift, odd semesters attend one lunch break period in mess hall and 2 action periods in respective action locations. Simultaneously even semesters attend 3 theory classes in lecture halls. Third and fourth shifts of high schools are higher level courses incorporating refreshment breaks. Admission capacity doubles by half yearly admissions for half yearly courses with SO&ESC. High school LP offers higher course choices in third and fourth shift.

Teachers use existing text books and gradually select own text books from open market. TEI School starting from 6th classes enforce 'English Hybridized Vernacular Languages (EHVL)' medium education. Indian schools teach English alphabets combination compatible script phonemes and scripts of simplified Indian mother tongues in master matrix as Indian second languages. Computer terminology, interstate communication, 'English Technical and Scientific Terminology (ET&ST)', name boards, street names, postal addresses and numerals write in English scripts and in English numerals. 50% words of non-English language become English. EHVL Medium reduces language barrier in 'English Medium Education (EME)'.

After passing 10th class, 20 percentile higher academic achievers amongst boys and 20 percentile higher academic achievers amongst girls of TEI School admit to plus one. The other 80% admit to 'Polytechnics (PT)' certificate courses. one batch admission 'Engineering Colleges (EC)' as TEI and 'Polytechnic (PT)' as TEI recruit DINK SP degree holder for theory teaching and for practical subjects. Faculty members doubles. After reformation of Polytechnics and EC as TEI; 'Course Director (CD)' formulates 'Course Knowledge Banks (CKB)', 'Desk Top Published (DTP)' class notes, reference books etc. Two student assistant allots to every teaching faculty member. Memorization of information reduces by reformation of syllabus and examination system. Students learn mathematical modelling of problems and acquire application skills. Three Polytechnics and one EC with its arts and science departments amalgamate as one institution called 'Institutes of Technologies Arts and Sciences (ITAS)'. ITAS become third stream of higher education and by modular multi-level courses builds curriculums of 'Polytechnics (PT)' and EC. ITAS reframes ITI courses as 2 years plus 2 equivalent PT certificate TEI courses consisting of four semesters. Five economic status groups admit by 'Differential Amenities and Fees Structure (DAFS)'. Those who seek for lower fees take up 0.35 PCI jobs and lead simpler student life. ITAS academic day first changes to 5 periods of 75 minutes with 10 minutes break between periods. Lunch break is third period of the day. Period 4 and 5 are second shift. Semesters changes to 23 weeks of interactive education and 3 weeks of common holidays for staff and students in 26 semester weeks. Teaching incorporates four 'Internal Periodical Examination and Evaluation (IPE&E)' for every quarter of semester syllabus and action subjects two IPE&E for every half semester syllabus by cancelling external examinations. Student's weekly theory listening classes and action subject classes changes to 2 periods of 75 minutes per subject.

The first obstacle for admission to diploma courses is 2 years worker experience and passing first year diploma examinations. After working hours, certificate qualified workers attend first year diploma courses as evening courses. Capacity of resident diploma courses restricts to 30% of certificate course capacity. Second and third years of existing polytechnics diploma are residential education. The second obstacle of pyramidal admission regulated education is to pass first two semesters of degree courses as part time evening courses while serving as

supervisors. Existing second to fourth year of B.E degree courses are residential with reduced memorization.

After completing certificate courses; boys and girls build inter-pairs DINK 'Trainee Learning Pairs (TLP)' and seek two years 'Military Bureaucracy Service (MBS)' to become DINK SC. Pair DINK TLP lives in 30 square meters 'Single Bedroom Apartment Flat (SBAF)' GDR with reception spy monitoring for dedication. After completing training become 'Socialist Citizen (SC)'. Polytechnic certificate course completed Certificate holder start their carrier as workers and tradesmen. After two years' service 3 out of ten workers can seek diploma education and one third of diploma holders can seek professional and managerial education.

The DINK SP lecturers teach one odd and one even semester theory subject with one 'Student Assistant (SA)' while trained degree holder conducts one odd and one even semester practical with two SA. Quality of action classes improves by selecting open market printed procedures for conducting experiments. one batch admission TEI after achieving 80% placement rate changes over to 'Two Batches Admission (TBA)' and conducts 'English Language Proficiency Test (ELPT)'. Students scoring 50% percentile lower score in ELPT under-goes half-year 'English Language Terminology Course (ELTC)'.

1st & 2nd semester of EC 6 theory subjects and 3 practical subjects of each semester develops in two levels. They are 2 semesters X 9 subjects per semester X 2 levels per subject = 36 course choices. 8th semester of EC subjects develops in two levels each are 5 subjects X 2 levels = 10 course choices. The next academic reformation is integrating 6 theories subjects and 3 practical subjects of 3rd to 7th semester of EC undergraduate courses as six integrated subjects for each semester as four level courses. The related practical teaches in flexible times. DINK SP faculty member teaches integrated subjects in PT certificate fundamental course level, diploma course level, bachelor degree course level, master's degree course level confers master degree in specific subjects. The 4 years bachelor degree modular subject courses are 166 courses choices with practical at flexible time.

After DINK SP faculty member acquired teaching expertise; ITAS function as full-fledged university by dividing academic year in to two semesters of 20 weeks each, summer semester of 6 weeks and interim semester of 3 weeks with three semesters breaks of one week each after big semesters. ITAS schedules 10 periods of 75 minutes classes with 10 minutes break between classes in every academic day. Undergraduate students attend maximum of 10 periods a week in five days of an academic week. At semester ends student pairs select courses for next semester. The final graduation project guides by faculty members. It is theory report or prototype and report. After achieving 80% placement rate in TBA method, ITAS switches over to 'Four Batches Admission (FBA)' and reduces fees. ITAS certificate course student strength is 3 PT X 1000 'Students (S)' per batch X 4 'Batches (B)' X 2 'Years (Y)' equal to 24,000 students. ITAS diploma student strength is 3 PT X 300 S per B X 4 B X 2 Y equal to 7, 200 students. Professional bachelor degree student strengths in one EC are 300 S per B X 4 B X 3 Y equal to 3, 600 students. Professional master degree student strength in EC is 50 S per B X 4 B X 2 Y equal to 400 students. Bachelor degree Arts and Science student strength is 100 S per B X 4 B X 3 Y equal to 1200 students. Arts and Science master degree student strength is 25 S per B X 4 B X 2 Y equal to 200 students. Total is 36,600 students. ITAS awards master degree, bachelor degree and diploma applied arts and sciences degrees and certificate courses in technology.

EC transforms as TEI to build the second higher streams of TU in 16 subjects. Plus, one passed school pupils from existing first stream and plus one completed pupil of second TEI

School Stream admit to TU. TU integrates plus two courses with respective arts, science and technology subjects with required practical in 16 professional fields of education. The 16 different types of TU fields are the following: 1. Technology and Engineering. 2. Agriculture & Horticulture. 3. Medicine and hygiene technology. 4. Non-Human medicine. 5. Trading. 6. Fisheries. 7. Catering. 8. Transport. 9. Information Technology. 10. Imports and Export. 11. Tourism. 12. Law. 13. Economics & Accounting. 14. Engineering Economics & Management. 15. Languages and Journalism. 16. Other professions.

Twenty percentile higher academic achievers amongst boys and amongst girls of 10th class completed admit to plus one. English medium higher education second stream of 'Technical University (TU)' admits those passed Plus One. TU integrates relevant Plus Two subjects and plus two year with related higher education first semester courses. Existing first two semesters of EC expands as four semester courses. Sixteen profession specific TU pre-professional courses of 1st and 2nd semesters are in EME and offers 7 Theory + 2 Labs + 2 Workshop classes in two levels as total of 22 courses. 3rd and 4th semesters propose 8 Theories and 6 Workshop classes in two levels as total of 28 courses. EC 3rd to 7th semester courses are 5th to 9th semesters of TU. Subjects teach in four levels such that 5 semesters X 6 subjects per semester X 4 levels per integrated subjects are a total of 120 course choices. EC undergraduate 8th semester 5 courses teach as 10th semester of TU in two levels such as polytechnic diploma courses in 250 level and undergraduate EC degree courses in 350 level. They are 5 subjects X 2 levels equals to 10 course choices.

TU courses choices totals are 22 + 28 + 120 + 10 equals to 180 courses. After preparation of course materials; building infrastructures and equipping with teaching expertise; EC as TEI attain university status. After achieving 80% placement rate in TBA EC as TEI TU switch over to 'Four Batches Admission (FBA)'. Students scoring 50 percentiles lower in ELPT give half-year 'English Language Terminology Course (ELTC)'. Then it changes over to two semesters of 20 weeks each, summer semester of 6 weeks and interim semester of 3 weeks with three semester breaks of one week each after three big semesters. Like Bradley University of USA, TU schedules 10 periods of 75 minutes classes with 10 minutes break between classes in each day for five days in an academic week. TU schedules 50 period classes in a week and offers two or four choices in each subject.

As admission capacity quadruples fees reduces. TU offers 3 years diploma, four years and five-year bachelor degree and 2 years master course in technology, arts and sciences. In 3-years diploma admits 600 'Students (S)' per batch X 4 'Batches (B)' X 3 'Years (Y)' equals to 7,200 students. In five-years undergraduate professional education admits 200 S per batch X 4 B X 5 Y equals to 4000 students. In master degree in technology admits 50 S per batch X 4 B X 2 Y equals to 400 students. In 4 years applied arts and sciences bachelor degree admits 100 S per batch X 4 B X 4 Y equals to 1600 students. In Arts and science master degree admits 25 S per batch X 4 B X 2 Y equals to 200 students. Institutional total strength increases to 13400 students. TU educational productivity increases by modular courses open to all students of university.

Mr. Rajaji by half-day school and half-day work combined education with job training in parental occupations. Mahatma's spinning the yarn and Rajaji's training individual on parental occupation for half-day imparted work practice by incorporating best features of Vernacular education and parental caste-based occupations which trained children at lowest cost. Rousseau said that instead of a child (12 to 15 years) spending time with books apprentices in work places so that its body worked and learned from interaction during work.

Rajaji's WT&E doubles capacity of schools if admission is half yearly and courses are half yearly semesters. If enforces maximum SCL, 35 years motherhood mother to all can control childbirth and if Swedish feminism enforces then homogenizes. WT&E paves way for full employment with gradual modernization and industrialization. Imparting work culture and inculcating loyalty to employer is a must to build industrial society. If citizens take up available jobs and fit not in jobs takes up military LMT with 0.35 PCI jobs; nation achieves full employment.

TEI increases school class hours to 60 periods a week. Primary school pupils train in aerobic group dance classes to hug fellow classmates of opposite sex on every school day as ritual. From 6th classes, eight mother tongues' English alphabets combinations compatible vernacular script's phonemes and script teaches in master matrix as second language. EHVL medium of education starts from 6th classes. From 9th class onwards, schools admit pairs of boys and girls so that they build LP in each class room. If boys are more than girls, then willing girls build pairs with two boys. Adolescent forms new LP in every semester and enjoy non-populating fun sex without making babies. LP trains to speak in many EHVL to build friendship. For bringing secularism amongst school peoples, TEI grants freedom of association for boys and girls of all religious, linguistic, tribal and caste groups.

TEI organizes adequate institutional festivals to rejuvenate students to construct homogeneous secular society. Boys and girls dine together, serve food, clean mess hall and maintain campus. TEI school stream engages in every semester end new LP them select next semester courses to crack caste and religious barriers.

Jobs create at 0.35 PCI pay for LP to earn and pay mess bills and college dues. LP male takes two weeks of Monk training in a monastery and girl learns Kama Sutra; dates males with non-populating sex till 34 years age; leads simple life and learns Buddhist Dharma to humanize sex, fear and aggression drives become Hindus Buddhist. TEI helps adolescents to build homogeneous society by speaking in many EHVL, practicing feminism and following Shinto worship. Students learn subjects with focused mind. Limited indulgence in non-populating safe fun sex with LP partners enable adolescent to build industrial society. TEI student takes-up tradesmen training to acquire competence of tradesmen. DINK TLP take up mandatory two years conscript citizen trainee jobs and after completion become SC. 'Emergency Military Bureaucracy Service (EMBS)' increases effectiveness by posting additional bureaucrats living in military camps for increasing efficiency and exposing corruption.

It is duty of SCL young parents to live in 30 SM SBAF group dining residences near school. DINK SPE, DINK SPV, DINK SPL, DINK SP educational TEI staff members live in simplicity in group dining residences 30 SM SBAF and 40 SM DBAF; and DINK TLP, MBS and DEF trainee citizens live in simplicity in 30 SM SBAF in military barrack. Group dining residences have reception spy monitoring for dedication. Failing DINK SP sends for Foreign Service to earn and invest in KFR to become directors. Spy monitoring guides students and DINK SP. TEI student LP lives in student hostel rooms or cottage monitor and discipline. LP imparts NST and trains in Swedish feminism. DINK SP Shinto caretakers of Shrines inculcate renunciation of luxurious life style, break barriers of castes, languages, tribes, religion, depopulate, secularize and forbid violence towards female. Swedish successful feminist sociological practices; Japanese Shinto worship and Mao's SCL, equality of sexes and Cultural Revolution follows in India to build homogenous socialistic society.

In year 2000, educational budget estimate of hostel scholar holding management seat in one batch ADMISSION for 'Self-Financed Educational Institution (SFEC)' for engineering

bachelor degree education Rs. 37,385/- per semester while free seat hostel scholar budget Rs. 17,610/. In DAFS budget for hostel scholar for highest economic class in FBA pattern just Rs.21,850/- which almost half that of the one batch ADMISSION management seat in SFEC while lowest budget for hostel scholar for lowest economic classes 5 in FBA pattern Rs. 4,815/- per semester. It proved advantages of DAFS and quadrupling admission capacity by shift system. It is known fact that adolescent trained on right kind of work culture and simplicity will be successful in future life. Economically poor inculcates with essential simplicity so that to increase savings to become rich. Colleges build many varieties of amenities. Those who wish to pay lower fees lead optimum living standard of student and take up 0.35 PCI jobs to earn money. FBA with choice based higher TEI expand capacity to market demand. DAFS creates affordable education to all in TEI. Let SCL pupil pays DAFS fees. Government by providing admission based on proven poverty and maximum SCL adherence by all create social justice. Poor youth trains to take up available jobs while getting educated. Let those paying lowest fees take up 0.35 PCI jobs. Let government apply tender system to racist institutions as per reservation quota for conservative classes of 'Forward Cast (FC)', 'Other Backward Castes (OBC)', Scheduled Castes and those that failed to follow maximum SCL.

CONDENSED ABSTRACT

By year 2100 East Asian Shinto Buddhist nations will overtake 60 'Christian European Nations (CEN)' as most industrialized peace-loving nations. Buddhist Sinhala will establish most advanced industrialized society in Indian sub-continent. But where Buddhism born and from where Emperor Asoka spread Buddhism to the world will suffer from evils of capitalism and population explosion. The developed 60 CEN and 7 'East Asian Nation (EAN)' by feminism, Protestantism, CBRC, Chinese 'Single Child Law (SCL)', Shinto, secularism and Buddhism depopulate and reduce disparity. But male dominated 'Afro, Asian, Latinos and Muslims (AAL&M)' 109 nationals due to inherited cultures explodes populations day by day. Linguistic racism, religious sectarian conflicts, religious fanatics, linguistic fanatics and caste fanatics increase violence day by day. Military enforced Feminist Socialism Depopulating Till Self-sustaining in AAL&M 109 nations combats global warming and save mankind.

INDIAN PROBLEMS:

By year 2000, Indian population exploded to 6 times larger than global average. As a result, East flowing TamilNadu Rivers stopped flowing to the seas while European rivers flows to the seas. Water table depleted below dug well bottom levels. Polluted sewage waters seeped through sand beds of dry rivers and polluted ground waters. The 1050 million Indian populations of year 2000 delivered about 25 million children and 6 million probably graduated but not even 1% placed by 'Campus Interview Jobs (CIJ)'. 'Per Capita Wealth (PCW)' dropped below 1% of Japan and 'Per Capita Income (PCI)' dropped to less than 2% of Japan. Democratic politicians created corrupt heterogeneous society which damaged economy, ecology and harmony. Unemployed farmers immigrated to the wide world as cheap labour. In year 2012, about 40 million Indian students qualified as professionals and competed for 6 million jobs. On the contrary, Singapore a multi-religious-lingual-racial nation within 40 years of independence by directing and guiding by single party rule established richest patriotic nation out of gangsters

and sex play girl with four national languages. Indian male dominated evil capitalist democracy with five-year plans did not take in to account unemployment due to increases in life expectation and elimination of traditional jobs by mechanization of farming, weaving and others. As population exploded continuously for few hire and fire jobs; education became very competitive and dowry for marriage made life difficult. The five year plans created permanent jobs for about 3% of the population. Less than 10% of the population affluent. The farming dependent 70% of Indian population unsustainable on farming. Majority suffered and in need of money for education or for marriage or to build homes for their children. Due to Global warming Siberian 50% of glaziers melted and became swampland. Himalayan glaciers vanish by year 2030, if not latter. By year 2030 per capita irrigation water availability reduces by one-third. Summer temperature rises by 1.5 degrees C and rain fed dry crop yield reduces by 25%. By the end of 21st century 1000 square kilometres of cultivated lands of Bangladesh inundates. Peak summer temperature increases by 5.6-degree C and summer dry crop become uneconomical for Indian farmers. AAL&M national populations explode and increase disparity and corruption.

EDUCATIONAL STREAMS WITH FEMINIST SOCIALISM DEPOPULATING TILL SELF-SUSTAINING:

Military guided 'Feminist Socialism (FS)' with 'Depopulation Till Self-sustaining (DTS)' enforces maximum SCL, 35-year motherhood mother 4-hour job and others 6-hour job. 'Indian Socialist Union (ISU)' nationalize educational, religious, media, GDF, GDR and judicial institutions; and enforce Shinto worship. It homogenizes Hindus by ordering capitalist caste boys and girls build pair with lower caste girls and boys to travel in public; seek education and mandatory two years national service to get passport and driver license. After 34 years age capitalist caste inter-marry lower caste spouse for bearing and raising SCL child till 18 years of age by disciplined family life with cordial relations with all for inheritance of parental wealth, land, housing and jobs. Urban retirees evict from urban homes and force to invest in 'Kibbutz Farm Resorts (KFR)' retiree homes and eco-farming to combat global warming. Military LMT recruit non-viable farm youngsters and urbanize by accommodating in retiree home convert as GDR. Nationalize needed schools to increase admission capacity of 'Technology Education Institution (TEI)' second stream schools and 1st stream school admission reduces gradually by birth-reduction. From existing higher education by method and time study creates 'Technical University (TU)' streams of education and 'Institute of Technology arts and Sciences (ITAS)' streams of education. TU and ITAS quadruple admission capacity; reduce educational cost to 30%. First two-stream of education close. Feminist TEI education humanize psychological drives of AAL&M origins and homogenizes the nation.!