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## HOW JAWAHARLAL NEHRU, BY CONSPIRING WITH THEN COLONIAL BRITAIN, PREVENTED SUBHAS CHANDRA BOSE AND GANDHIJI FROM BECOMING THE REAL LEADERS IN 'FREE' INDIA

### Description

The argument below shows how Jawaharlal Nehru, who never supported Subhas Chandra Bose (he was the real patriotic leader and a true freedom fighter), conspired with then colonial Britain in branding Subhas Chandra Bose as just a “War Criminal” and blocked the sure prospect of Gandhiji in becoming the first prime minister of post-independent India. As a reciprocal parting gesture, the colonial Britain helped Nehru to become the first prime minister of ‘free’ India

Here Nehru indeed thwarted the attempt of Gandhiji to align Swadesi (indigenous mode of development) with nation-building. The tragic consequence is that this ‘Nehruan’ mode of modern scientific development – a clear strategy of the parting colonial power to hoodwink India to this ‘scientific’ tool of exploitation through remote market-scientific control — has brought India to the brink of the inevitable genocidal INDUSTRIAL CIVILIZATION COLLAPSE that is looming large everywhere today. On the other hand, had Gandhiji been at the helm of affairs in the post-independent India – a prospect which then colonial Britain conspired to avoid with her continuing divide-and-rule policy, and helping Nehru to become the first Prime Minister of the post-independent India – the prospect of India, and also that of the whole world, would have been totally different today, and for the better.

The immediate provocation for this argument is the article below: ‘Make in India’ and Medha Patkar: Can the twain meet?

Read More: <http://blogs.timesofindia.indiatimes.com/right-and-wrong/make-in-india-and-medha-patkar-can-the-twain-meet/>

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Jawaharlal Nehru was so much obsessed over a colonialist “scientific temper” that he wanted no truck with those, including Gandhiji, championing indigenous values. While Nehru was greatly fascinated with modern science and went the whole hog in popularising this ‘colonialist trap and tool’ (modern reductionist science, as a colonial legacy) Gandhiji was vehemently opposed to such heavy industrial development for post-independent India. Gandhi had already described industrial civilization is a “disease” in 1926.

Albert Einstein, on whose theory the modern society is exclusively built, and against which Einstein himself regretted in his later years, had described Gandhi, in a letter, as “a role model for the generations to come” and “a human being who can be a light-house to future generations”. Einstein later praised Gandhi: “Generations to come will scarce believe that such a one as this ever in flesh and blood walked upon this earth.”

This diametrically opposite stand of Jawaharlal Nehru and Gandhi on question of massive industrialization of India reinforces the allegation that Jawaharlal Nehru was secretly in collaboration with then colonial Britain that, as a parting gesture, helped Nehru to become the first Indian Prime Minister.

Today the influence of colonial-type education in India is rampant, thanks to our long lingering colonial legacy of western education and colonial modern science, promoted by the post-independent Indian rulers, especially Nehru.

We all think that colonialism has at last become a much discredited condemned event in human history, and that the world has succeeded in sending it packing to the oblivion. But the hard, painful reality is just the reverse. It is the story of the continuing dominance of colonial legacy in every nation where the constitution of the state versus her democracy. And this is the story of how man, society and planet are still badly caught in the vicious circle of colonial legacy. The fact is that it is the colonial legacy that still rules not only almost all the erstwhile colonies and the former colonialist nations in the world today but also the Planet Earth.

Gandhiji was a religious man and had subtle understanding of Indian mysticism and spirituality, but he had not much belief in modernism. Had Jawaharlal Nehru, the first Prime Minister of free India (Nehru was an ardent supporter of modernization and lacked the subtle understanding of Indian mysticism and spirituality) supported Gandhiji and developed India on the philosophy of Gandhiji, India would certainly have been a very healthy and environmentally strong, leading nation in the world. But Nehru went sharply against the much sustainable and pollution-less Gandhian model in nation building. It was the western educated Jawaharlal Nehru who abandoned the Gandhian model of development and went the whole hog of western type heavy industrialization which Gandhiji had described as a “disease”.

Here we will see how the reductionist science-driven modern civilization and massive industrialization resulted in the species-wide degeneration – leading to the imminent extinction of the human race itself. The evils of modern science-driven education can be noticed through the writings of many great sages and philosophers. *“Consider the frightful disorders in Europe. Wherever science arises, the moral health of the nation decays. It was even a saying among the philosophers themselves that since learned men had appeared, honest men were nowhere to be found. Scientific education does not make a man good; it only makes him clever-usually for mischief”* ~ wrote JEAN JACQUES ROUSSEAU (1712 –

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1778), the greatest French Revolutionary and Philosopher in his 'SOCIAL CONTRACT'

About two centuries later Gandhi echoed the same sentiments on Modern science which was the tool of the British colonizers who colonized India, like other third world nations. The British was thrown out by the freedom fighters but not the real colonizer, namely the industrialism against which only Gandhi spoke. Actually the real British agent was Jawaharlal Nehru who went against the anti-industrialism wish of Gandhi who had favoured self-reliant and self-sustaining '*village republics*' which he called '*Gramswaraj*'.

*"The fact is that this industrial civilization is a disease because it is all evil. Let us not be deceived by catchwords and phrases. I have no quarrel with steamships or telegraphs. They may stay, if they can, without the support of industrialism and all it connotes.....I feel that fundamentally the disease is the same in Europe as it is in India, in spite of the fact that in the former country the people enjoy political self-government... Shorn of all camouflage, the exploitation of the masses of Europe is sustained by violence..... The present distress is undoubtedly insufferable."* ~ MAHATMA GANDHI, on Western Civilization (7-10-1926)

Gandhi was made great, not by winning any Nobel Prize or some Booker Prize even though he deserves thousands of such prizes. Good luck that he did not receive such baits. The colonialist, in such an eventuality, would have manipulated Gandhi too the way they did with post-independent Indian rulers like Nehru and other modern Indian thinkers and other modern educationists in India.

## THE GRAVE CONSEQUENCE OF THE PRESENT SCIENTIFIC EDUCATION AND DEVELOPMENT IN INDIA

It is our modern 'study' that is the 'shit' and which have rendered us, modern humans, more and more ignorant of realities and truths. Here we go on studying and updating endlessly, and have stopped living in the process. Suicides among students have raised concern among psychiatrists, paediatricians, politicians, authorities of universities and other educational institutions in India. It only shows how the colonial legacy of divide-and-rule policy keeps the world, especially India, perpetually at war with itself, even as it continues to ruin mankind itself. Indian educational system, which with its strong COLONIAL LEGACY and having long become dysfunctional, continues to trap, pollute and divide the people on the basis of religion, region, caste, class etc. in India.

The following are just a few of the latest reports, in this regard, that have been the news stories coming out from the Indian mainstream media since just the last two weeks:

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### COACHING FACTORIES OF KOTA AND 19 SUICIDES IN ONE YEAR

Jan 20, 2016, By [Swati Vashishtha CNN-IBN](#)

Even after 19 students allegedly committed suicide in Kota in a year, the city's Rs 2000 crore coaching industry continues to pride itself only in its USP of high success rates at the engineering and medical entrance exams. With the coaching institutes refusing to acknowledge the trouble brewing in the city's underbelly, ambitious parents and students

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who sometimes give in to the pressure continue to flock to the Kota. Read more:  
<http://www.ibnlive.com/news/india/coaching-factories-of-kota-and-19-suicides-in-one-year-1192633.html>

- **FIVE DAYS AFTER HYDERABAD UNIVERSITY STUDENT'S SUICIDE, PM NARENDRA MODI TRIES TO DOUSE FIRE**

[Isha Jain](#), TNN | Jan 23, 2016.

Amid heated politics over the suicide of Hyderabad Central University student Rohith Vemula, Prime Minister [Narendra Modi](#) on Friday said the death pained him and there could not be any bigger grief than a mother losing a son. "There will be reasons, there will be politics (over the incident), but the fact remains that a mother has lost her son. I feel the pain very well," an emotional PM said. Read more:

[http://timesofindia.indiatimes.com/india/Five-days-after-Hyderabad-University-students-suicide-PM-Narendra-Modi-tries-to-douse-fire/articleshow/50690686.cms?utm\\_source=facebook.com&utm\\_medium=referral&utm\\_campaign=](http://timesofindia.indiatimes.com/india/Five-days-after-Hyderabad-University-students-suicide-PM-Narendra-Modi-tries-to-douse-fire/articleshow/50690686.cms?utm_source=facebook.com&utm_medium=referral&utm_campaign=)

- **KARNATAKA SEES OVER 500 STUDENT SUICIDES EVERY YEAR**

[Pavan MV](#) | Dec 29, 2015

In March this year, when exam season was at a peak, two class 9 girls of an Adugodi school committed suicide by jumping into the Sankey Tank. The girls were apparently distraught after being reprimanded by teachers for their poor academic performance.

While the incident sent shock waves in Bengaluru (capital of Karnataka state in India) the statistics surrounding student suicides are even more disturbing. On an average every year, more than 500 students commit suicide in Karnataka. And the prime trigger is academic stress. According to the National Crime Records Bureau (NCRB), 560 students committed suicide in 2012. The numbers for 2013 and 2014 were 672 and 570, respectively. Read more:

<http://timesofindia.indiatimes.com/city/bengaluru/Karnataka-sees-over-500-student-suicides-every-year/articleshow/50363054.cms>

- **83% OF INDIAN ENGINEERING GRADUATES UNFIT FOR EMPLOYMENT: SURVEY FINDINGS!**

Report by Ritu Chandna

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**Why are engineering graduates of modern society, especially from India, becoming unemployable?**

India is the biggest supplier of engineering workforce around the world, especially in the UAE, US and UK. Despite being the number one producer of the engineering workforce on the entire globe, India has failed severely in training the very same task force. According to Aspiring Minds, an employee assessment service provider's 2012 National Employability Report about 83% of engineering graduates are unfit for employment. Deemed unfit in communication skills, confidence, presentation, problem-solving capabilities and generic abilities, an alarming figure presenting hard reality has been brought out in notice. The report highlights that only about 17.45% of engineering graduates of the year 2011 were employable. Read more:

<http://engineering.learnhub.com/lesson/21444-83-percent-of-indian-engineering-graduates-unfit-for-employment-survey-findings>

- **OUR UNIVERSITIES ARE OUT OF TOUCH WITH YOUNG INDIA**

January 24, 2016, by [Swapan Dasgupta](#) in [Right & Wrong](#) | [India](#), [Lifestyle](#) | TOI

The different, even conflicting, impulses that propelled a young student activist of Hyderabad Central University into taking his own life are unlikely to be at the centre of any dispassionate analysis in the near future. In death, Rohith Vemula has become a political symbol, an ideological stick that can be brandished for different ends. The heady emotionalism that followed his tragic suicide has made it near impossible for Rohith's intensely personal concerns to be accommodated in the public discourse. He has entered the realms of political mythology.

The furore over Rohith's suicide will no doubt be witnessed in TV studios and the wider public arena. There may even be some political casualties. However, what is unlikely to be at the centre of any sustained dissection is the grim picture the incident has revealed about the state of India's public universities. Read more:

<http://blogs.timesofindia.indiatimes.com/right-and-wrong/our-universities-are-out-of-touch-with-young-india/>

- **19,000 GRADUATES, POSTGRADUATES, MBAs, BTechs APPLY FOR 114 SWEEPERS' JOBS IN UP TOWN**

Jan 21, 2016, by Nazar Abbas

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When the Amroha municipality here advertised for 114 posts of 'safai karamchari' (sweepers), it had hardly imagined that 19,000 applications, mostly from BA, BSc, MA, BTechs and MBAs would come in. While officials of Amroha Nagar Palika are expecting yet more applications, the state government has ordered the selection process to be put on hold as organizations representing sweepers have protested, demanding the posts be reserved only for the valmiki community.

While no educational qualifications are required for the posts, municipal officials have been overwhelmed by the number of highly-qualified applicants so far. "The process of uploading application forms for all 114 posts is still going on and we have uploaded 5,000 of the 19,000 received. Most are graduates, postgraduates, BTechs and even MBAs," said Faiz Alam, Amroha Nagar Palika office superintendent, talking to TOI.

The posts do not require educational qualifications because the work involves manual labour like cleaning streets with brooms, maintaining drainage and municipal sewer lines. Candidates will be informed about the interview stage. The salary for each post is Rs 17,000 per month. It is a reflection on job opportunities available to MBAs and M Techs in UP or is it a reflection on the calibre if MBAs and M Techs that teaching factories of UP turn out? Read more:

[http://timesofindia.indiatimes.com/city/bareilly/19000-graduates-postgraduates-MBAs-BTechs-apply-for-114-sweepers-jobs-in-UP-town/articleshow/50675268.cms?utm\\_source=facebook.com&utm\\_medium=referral&utm\\_campaign=](http://timesofindia.indiatimes.com/city/bareilly/19000-graduates-postgraduates-MBAs-BTechs-apply-for-114-sweepers-jobs-in-UP-town/articleshow/50675268.cms?utm_source=facebook.com&utm_medium=referral&utm_campaign=)

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#### **IITs ARE BEING USED FOR 'ANTI-INDIA, ANTI-HINDU' ACTIVITIES**

RSS alleged that prestigious institutes like IITs were being turned into places for "anti-India and anti-Hindu" activities.

Here we can only appreciate their insistence on indigenous technology. Actually hi-tech institutions like the IITs and IIM's are downgrading local indigenous technology and enslaving India to the developed nations dictates. Colonization is carried out forcibly whereas in a technogenic system the process is done very softly, quietly and little by little. Today this technogenic system – indeed the post-modern society – is exponentially growing like a giant global cage or prison in which the inmates are the modern humans.

Read more: <http://indianexpress.com/article/india/india-others/rss-claims-iits-are-being-used-for-anti-india-anti-hindu-activities/>

#### **HOW MODERN SCIENCE, AS THE BASIC COLONIAL TOOL OF HI-TECH EXPLOITATION, CONTINUE TO DESTROY EVERYTHING LIVE ON THIS PLANET**

The following are just a few of the latest the reports, in this regard, that have been the news stories coming out from the global media since just the last two weeks:

- **MOST THREATS TO HUMANS COME FROM SCIENCE AND TECHNOLOGY, WARNS HAWKING:**

19 January 2016

Speaking ahead of his BBC Reith Lecture on black holes, Stephen Hawking discusses the danger inherent in progress and the chances of disaster on Earth. The human race faces one its most dangerous centuries yet as progress in science and technology becomes an ever greater threat to our existence, [Stephen Hawking](http://www.theguardian.com/science/2016/jan/19/stephen-hawking-warns-threats-to-humans-science-technology-bbc-reith-lecture?CMP=fb_gu) warns. Read more: [http://www.theguardian.com/science/2016/jan/19/stephen-hawking-warns-threats-to-humans-science-technology-bbc-reith-lecture?CMP=fb\\_gu](http://www.theguardian.com/science/2016/jan/19/stephen-hawking-warns-threats-to-humans-science-technology-bbc-reith-lecture?CMP=fb_gu)

- **HOW TECHNOLOGY HAS STOPPED EVOLUTION AND IS DESTROYING THE WORLD**

Doug Tompkins, founder of The North Face, on battles with Steve Jobs and why we need to dismantle our techno-industrial society. It has become something of a mantra within the sustainability movement that innovations in technology can save the world. But rather than liberating us, Doug Tompkins, the cofounder of retail brands The North Face and Esprit, believes technology has enslaved us and is destroying the very health of the planet on which all species depend.

Tompkins, 70 has used his enormous wealth from selling both companies to preserve more land than any other individual in history, spending more than £200m buying over two million acres of wilderness in Argentina and Chile. He challenges the view that technology is extending democracy, arguing that it is concentrating even more power in the hands of a tiny elite. What troubles him the most is that the very social and environmental movements that should be challenging the destructive nature of mega-technologies, have instead fallen under their spell.

Read more: [http://www.theguardian.com/sustainable-business/technology-stopped-evolution-destroying-world?CMP=share\\_btn\\_fb](http://www.theguardian.com/sustainable-business/technology-stopped-evolution-destroying-world?CMP=share_btn_fb)

- **NASA STUDY CLAIMS “END OF OUR CIVILIZATION IS NEAR.” PERIOD.**

Jan 13, 2016

A study by NASA sponsored by the Goddard Space Flight Center was conducted to procure answers to questions like, why civilizations over a period of time come to an “abrupt end”?, and what factors are behind their collapse?



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While most of us were busy to even remember our loved ones' birthdays, anniversaries, insurance deadlines, or loan repayments, a few were questioning the logical reason behind the rise and collapse of civilization behind the closed doors. Read more:

<http://www.speakingtree.in/blog/nasa-study-claims-end-of-our-civilization-is-near-period>

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**ALERT: GERALD CELENTE WARNS \$6 TRILLION GLOBAL STOCK MARKET CARNAGE JUST A PRELUDE TO THE DISASTER THAT LIES AHEAD**

January 20, 2016

On the heels of the Dow plunging more than 550 at one point in the trading day before the U.S. Plunge Protection Team intervened in the stock market, today the top trends forecaster in the world warned King World News that the \$6 trillion global stock market carnage is just a prelude to the disaster that lies ahead. Read more:

<http://kingworldnews.com/alert-gerald-celente-warns-6-trillion-global-stock-market-carnage-just-a-relude-to-the-disaster-that-lies-ahead/>

**HOW COLONIAL LEGACIES CONTINUE TO RULE MANKIND – SOON TO ITS IMMINENT DEMISE**

This is the story of how the erstwhile colonialist forces, in their new evolution as the global corporate, continue to rule the world. And they do it by the help of the long lingering colonial legacies, in the forms of their erstwhile colonizing tools, like, the faulty modern dualist science, dualist philosophies, dualist monopolistic mass media, organized religions, highly market-led politics, arts, sports etc.

For almost 99% of today's humans who are the descendants and both beneficiaries and victims of colonists, settlers, and displaced peoples, the question of decolonizing ourselves, our hearts and minds, and the stories, narratives, and pathways that brought us to where we are today, is a complicated, touchy, double-edged one. How do we understand our identity and narrative? How do we understand who we are and where we came from? How can and do we reclaim what has been lost or forgotten? And how does that understanding inform our strategies and tactics?

Earlier, Mahatma Gandhi had warned: "God forbid that India should ever take to industrialism after the manner of the West. The economic imperialism of [England] is today keeping the world in chains. If [a country as large as India] took to similar economic exploitation, it would strip the world bare like locusts." No different was the advice, to the world, of Dr. Arnold Toynbee, British Historian when he wrote: "It is already becoming clear that a chapter which had a Western beginning will have to have an Indian ending if it is not



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to end in the self-destruction of the human race. At this supremely dangerous moment in history, the only way of salvation for mankind is the Indian way.” – Dr. ARNOLD TOYNBEE, British Historian. The “Indian way” which Toynbee referring was the India of his historic vision of India before her colonization, and not the post-independent India today.

## MODERN SCIENCE IS NO HOLY COW

During a visit to Pakistan, Prime Minister David Cameron stated that many of the modern world’s problems were the product of Imperial Britain’s legacy. These words do not merely apply to the conflict and strife that prevails from Syria and Egypt, to Israel and Palestine, but also to the destitution, the poverty, the illiteracy, the corruption, and the deep-rooted public sector inefficiencies and nepotism institutionalised by British rule, which today afflicts vast swathes of the (re)developing world.

It is of no irony that virtually all former British colonies, from Kenya to India, and Egypt to Pakistan, have been cursed with almost identical Imperial footprints; the same set of existential problems, the same Victorian social character, and the same wholly disingenuous post-colonial narrative.

Fundamentally, it is wrong to say that Europeans colonized most of the nations in the world that began since the 17th century, and which raised then Great Britain as “an empire without sunset.” Essentially the colonizers were a classical combination of the highly systematized modern education, and its off-shoot, the industrial society, that was driven by the highly commercialized modern science and the degenerated religions that first colonized Europe.

Europeans and, consequently, the whole world permanently thus became the so-called ‘empire without sunset’ of this hi-tech market civilization. Even today the whole mankind, including the Europeans, is indeed the pathetic victims of colonization by this highly mechanized market force that continues to use humans as just another sort of use-and-throw-away commodity.

World today claims that it has driven out colonialism. What it has actually driven out is only the carriers of colonialism but not the methodologies of colonialism which it has kept intact and updated in every nation once ruled/infected by colonialism. In the “indigenous” colonial dispensation, the world today has indeed under the worst colonialism of its updated VERSION and this colonial loot has left the whole world a completely squeezed and juiced out shell and now look forward to ways of extending colonization to the space.

Dr. Ananda K Coomaraswamy (1877-1947) the late curator of Indian art at the Boston Museum of Fine Arts, and author of *The Dance of Shiva: Essays on Indian Art and Culture*, wrote:

*“One of the most remarkable features of British rule in India has been the fact that the greatest injuries done to the people of India have taken the outward form of blessings. Of this, Education is a striking example; for no more crushing blows have ever been struck at the roots of Indian evolution than those which have been struck...” It is sometimes said by friends of India that the National movement is the natural result by English education, and one of which England should in truth be proud, as showing that, under ‘civilization’ and the Pax Britannica, Indians are becoming, at last, capable of self-government. The facts are all the anti-national tendencies of a system of education that has ignored or despised almost*

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*every ideal informing the national culture.”*

“Yes, English educators of India, you do well to scorn the Babu graduate; he is your own special production, made in your own image; he might be one of your very selves. Do you not recognize the likeness? Probably you do not; for you are still hidebound in that impervious skin of self-satisfaction that enabled your most pompous and self-important philistine, Lord Macaulay, to believe that a single shelf of a good European library was worth all the literature of India, Arabia, and Persia. Beware lest in a hundred years the judgment be reversed, in the sense that Oriental culture will occupy a place even in European estimation, ranking at least equally with Classic. Meanwhile you have done well nigh all that could be done to eradicate it in the land of the birth.” .... “A single generation of English education suffices to break the threads of tradition and to create a nondescript and superficial being deprived of all roots – a sort of intellectual pariah who does not belong to the East or West, the past or the future.”

(source: The Wisdom of Ananda Coomaraswamy – presented by S. Durai Raja Singam 1979 p. 38-40). For more on education, refer to chapter on Education in Ancient India and Hindu Culture II).

*“British-educated Indians grew up learning about Pythagoras, Archimedes, Galileo and Newton without ever learning about Panini, Aryabhatta, Bhaskar or Bhaskaracharya. The logic and epistemology of the Nyaya Sutras, the rationality of the early Buddhists or the intriguing philosophical systems of the Jains were generally unknown to them. Neither was there any awareness of the numerous examples of dialectics in nature that are to be found in Indian texts. They may have read Homer or Dickens but not the Panchatantra, the Jataka tales or anything from the Indian epics. Schooled in the aesthetic and literary theories of the West, many felt embarrassed in acknowledging Indian contributions in the arts and literature. What was important to Western civilization was deemed universal, but everything Indian was dismissed as either backward and anachronistic, or at best tolerated as idiosyncratic oddity. Little did the Westernized Indian know what debt “Western Science and Civilization” owed (directly or indirectly) to Indian scientific discoveries and scholarly texts.”*

Dilip K. Chakrabarti (Colonial Indology) thus summarized the situation: “The model of the Indian past...was foisted on Indians by the hegemonic books written by Western Indologists concerned with language, literature and philosophy who were and perhaps have always been paternalistic at their best and racists at their worst..”

Elaborating on the phenomenon of cultural colonization, Priya Joshi (Culture and Consumption: Fiction, the Reading Public, and the British Novel in Colonial India) writes: “Often, the implementation of a new education system leaves those who are colonized with a lack of identity and a limited sense of their past. The indigenous history and customs once practiced and observed slowly slip away. The colonized become hybrids of two vastly different cultural systems. Colonial education creates a blurring that makes it difficult to differentiate between the new, enforced ideas of the colonizers and the formerly accepted native practices.”

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For more on this topic, please read the Note: MODERN SCIENCE IS NO HOLY COW:  
[www.facebook.com/notes/john-muthukat/modern-science-is-no-holy-cow/10205144565875858](http://www.facebook.com/notes/john-muthukat/modern-science-is-no-holy-cow/10205144565875858)

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- **WHY STUDENTS COMMIT SUICIDES DUE TO STUDY STRESS: STOP STUDYING START LIVING**

It is our modern 'study' that is the 'shit' and which have rendered us, modern humans, more and more ignorant of realities and truths. Here we go on studying and updating endlessly, and have stopped living in the process. Hence it is better now to *Stop Studying and Start Living*. You may first think it as a bizarre notion, but the essay below will convince you for a rethink. Please read: <http://www.humanfirst.in/essays/stop-studying-start-living/>

- **The Birth Of Machine And The Death Of Man**

In practical terms, modern science is filtering down to be an ideology of self-delusion and self-destruction. Modern reductionist science, as the basic cause, lies behind the dualistic thinking that misleadingly regards Nature as wholly knowable, technologically manageable and accurately replaceable, which is a fundamentally flawed theory that turned evolution as devolution, leading to the consequential ecological and social crises of contemporary modern society. Nature is not a "problem" to be solved, or an Object to be manipulated, controlled and conquered. Incidentally science is rapidly reaching its limit and has degenerated to a system that is less about understanding and more about manipulating, and hence the evolution of a 'culture of denial'.

Read more here:: The Birth Of Machine And The Death Of Man ((taken as excerpts from the book 'Life On Meltdown') <http://www.humanfirst.in/essays/the-birth-of-machine-and-the-death-of-man/>

- **How Societies, by Promoting Collective Stupidity, Choose to Self-Destruct:**  
<https://www.facebook.com/notes/john-muthukat/how-societies-by-promoting-collective-stupidity-choose-to-self-destruct/10204982609867059>

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**Category**

- Articles

**Date Created**

January 2016

**Author**

admin