



# MONTHLY THEME

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## KASHMIR RIGHTS FORUM CUSTODIANS OF HUMAN RIGHTS IN KASHMIR

The Kashmir Rights Forum (KRF) is an informal, secular, apolitical and forward looking interactive platform highlighting human rights violations perpetuated against innocent Kashmiri population by terrorists either directly supported by separatists and their over ground workers or indirectly by sympathizers over last three decades as a result of proxy war initiated by Pakistan on our homeland.

KRF is dexterous, focused forum with overarching mission to mobilize expertise and public opinion to counter the organized attempt to violate human rights of common innocent Kashmiris of all generations by the nexus and tarnishing the image of government and security forces by certain section of media, intelligentsia and conflict entrepreneurs by flaring up allegations of human rights violations on them, thus diverting attention from the real perpetrators of these violations.

We, at KRF encourage response by likeminded or otherwise, people and organizations, on documents, articles & video content produced on multiple social media platforms by us to apprise all citizens of such violations. KRF will endeavor to expose the designs of the perpetrators by studying the past and present and producing the facts for public scrutiny as part of our research and highlight such events in present, earliest on occurrence.

# SYSTEMATIC SUBVERSION OF EDUCATION SYSTEM IN J&K



## STATE BOARD | CBSE | ICSE FULL COMPARISON



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## SUBVERSION OF EDUCATION SYSTEM IN J&K : RESULT OF TERRORISM

### PREFACE

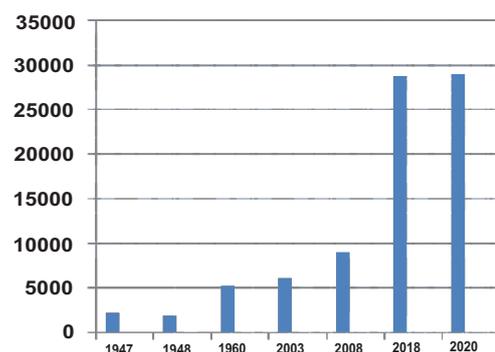
After the world was taken hostage for a long time by the terrorism somewhere around the period of 9/11, a paradigm shift was thought to be put in vogue so that the growth of radicalization could be taken over effectively. A deep consensus was developed throughout the world to counter the narrative as it had the dangerous consequences for the peace and stability of the world. The same was offering deep problems for Kashmir scenario and induced into youth a picture of glorification after the brainless romanticism was enjoyed. However becoming the pioneer for keeping the large chunk of population on toes, the radicalization was spread through a conspiracy at first and later took to ground in a fragmented way and focused on a bottom-up approach. The research informs us that extremism is in many ways driven from the top down, i.e., via country-level education systems, laws, and politics. The drivers for the same are yet to be fully analyzed, however various ailments were seen in our piece of land sponsored by the Pakistan to defame the area and propagandize before the world. The whole focus of Pakistan is laid into creating an environment where malicious plans can later fit and carry them along a set of years and repeat their game play. Every time new challenges are put forth to perpetuate the growth of religious extremism and radicalism.

Studies are at an early level in seeking to make experience of the 'causes and remedies' of radicalization in the context of youth and education; yet our assessment indicates that educators have to practice prevention through humanistic, compassionate, sensitive, relational and inclusive pedagogics. However, counter-radicalization efforts tend to bring about the usage of 'harder' prevention strategies that could have terrible influence on education. Although scholarly output is growing, effectiveness proof on those troubles stays vulnerable. Greater attention must receive to examine how the counter-radicalization discourse is merged with education, and with what results. In the pursuit of radicalizing the Kashmiri society, our efforts are into what garners its growth and to what extent education system that is its base needs to be procured to attain a level of peace and devolution to radicalism. The ailment of the 90's disseminated into Kashmiri society through the Tanzeems via literature and other ways have to be evaluated intensely to reach some productive conclusion.



### AN INSIGHT INTO PAST PRACTICES TO IMPART EDUCATION IN J&K

In the year 1947 there were 2,158 educational institutes in the state of Jammu and Kashmir. After the partition the educational institutes in J&K dwindled down to 1,835 proving a numerical display of the conflict's causing detrimental effect on the education system. The locals of the region had deep interest of people in the region towards education resulting minimum educational standards were maintained despite the political uncertainty that plagued the region during that time. Just a year after partition, in 1948, a Textbook Advisory Board was established alongwith the University of Kashmir. By 1960, State education from pre-primary to higher education was completely free and there were 5,133 Primary Schools, 1,354 Middle Schools, 559 Secondary Schools, 19 Technical Institutes, and 9 Colleges. The 1965 Indo-Pak war uprooted many students from their homes which negatively affected their school routine. Post 1965 Indo-Pak war, the State moved to revamp their education system. The State government of J&K established its own education board namely the 'Board of School Education' in the 1970s (J&K Board of School Education, 2008). A subsequent restructure of the education system in J&K occurred which included a revision of curriculum, a new calendar school year and a survey of the region to determine locations of Educational Institutes. A more youthful, highly educated and politically cognizant generation emerged in Kashmir in the 1980s as a result of an improved education system.



However, economic development and employment opportunities did not expand comparatively due to the conflict which led to a rise in unemployment among the educated. Frustrated and jobless, many unemployed yet educated youth fell into the 'gun culture' of the late 1980s, which eventually led to the insurgency and consequential military uprising during the 1990s. J&K officials stated that hundreds of damaged or burnt down school buildings in the 1990s had negative implications to the overall education system, all of which were related to the ongoing conflict in Kashmir.

In early 2008, the first Army School in Kashmir was inaugurated by the Chief of Army Staff General Deepak Kapoor and in his inaugural address he stated that the education system in Kashmir was totally demolished by two decades of militancy (India News, 2008). The education system has slowly rebuilt itself after the two decades of continuous violence and uprisings. In the past decade, the Ministry of School Education in Jammu and Kashmir has opened over 3,500 primary schools and renovated 26 over 3,300 middle and high schools with substantial funding from Central Government. Opening of these schools ensured greater end to radicalism driven institutions of Jel and its affiliated organizations. The schools working under the supervision of army gave fruits within years of their opening. It hit hard on the organizers of violence with their ill-plans of propagating the radical narrative. The central government educational welfare schemes like SSA and RUMSA were implemented in the state as a result Primary and Secondary Education has got a boost and the dropout rate from schools in Jammu and Kashmir decreased from 19% in 2003 to 5% in 2008 (Government of Jammu & Kashmir, 2007). These schemes fought the Madrassa phenomenon to a large extent. The same phenomenon was deteriorating the generations with a narrow mentality that was supposed to drive the narrative of radicalism in the future. Due to sincere efforts of department of education, a large number of school buildings had been constructed and many vacant teacher posts in rural area have been filled, but there still remains overall lack of educational development caused by the conflict is one of the most crucial barriers to the peace process in Kashmir. These schemes provided employment and community benefits of the Kashmir. A small war broke out between

India and Pakistan in the 1999 and things have remained tense since this war, called "Kargil War". Educational development and employment opportunities are serious issues which the Government of India as well as the Government of Jammu and Kashmir are to address on priority.

#### CURRENT SCENARIO OF EDUCATIONAL SYSTEM IN JAMMU AND KASHMIR

Although having a literacy rate of 67.16% as per 2011 census, Jammu and Kashmir does not reflect a great education system right from its implementation. However, the increase in number of schools and higher educational institutions has shown significant progress to uplift the level of education across the state. While the tendency towards radicalism is less at the higher levels but is found more prominently at the lower 5+3+3 level where a few subjects were over-emphasized to cultivate the objectives of furthering the radical discourse. As a result of these schemes Jammu and Kashmir is likely to indicate the positive impact of various government schemes on their education system at different levels. The state has been following the 10+2+3 pattern like other parts of the country till date. However, as per the new education policy, the pattern will shift to 5+3+3+4. The same will be implemented soon by the State as well as the Central Government. The former pattern of education system resulted in producing graduates in thousands but lacked the skill of research and practicability, no vocational training and less employability skills, adding another feather to the radicalism. Education is directly linked with the growth of the economy and the government has taken steps for the same. As per the budget analysis for the year 2021-22, Rs 27,957 crores has been allocated under Sarva Shiksha Abhiyan. The Ministry of Education deducted more than Rs 10,000 crore from Samagra Shiksha Abhiyan (SSA) in 2020 following the aftermath of COVID-19, showing the revised estimates for the 2020-21 financial year. The Samagra Shiksha Abhiyan scheme's budget was revised down to Rs 27,957 crores instead of the Rs 38,750.50 crore allotted to it in Budget for year 2020-21. The Ministry has allocated Rs 93,224 crore in the year 2021-22, resulting an annual increase of 2.1% over the actual expenditure in 2019-20. Now the question arises, when the government has been providing all the necessary schemes and proper infrastructure then where does the problem arise. The Annual Status of Education Report (ASER) 2018 indicated that at only 42 % of students surveyed at the 5th standard were able to read the standard 2nd books. The report also reflects the poor reading skills of the students of valley. Same condition was witnessed with the arithmetic and writing skills.

**THE ANNUAL STATUS OF EDUCATION REPORT (ASER) 2018 INDICATED THAT AT ONLY 42 % OF STUDENTS SURVEYED AT THE 5TH STANDARD WERE ABLE TO READ THE STANDARD 2ND BOOKS. THE REPORT ALSO REFLECTS THE POOR READING SKILLS OF THE STUDENTS OF VALLEY. SAME CONDITION WAS WITNESSED WITH THE ARITHMETIC AND WRITING SKILLS.**



### AFFILIATION OF EDUCATIONAL INSTITUTIONS

The schools of Jammu and Kashmir are affiliated to Jammu and Kashmir State Board of School Education (JKBOSE), Central Board of Secondary Education (CBSE) and Indian Certificate of Secondary Education (ICSE). The state has a total of 28,863 Government Schools including primary, secondary schools, as well as 2700 private schools and 11 KVs. Majority of schools in the state are affiliated to ICSE, JKBOSE or CBSE and they follow the streamlined syllabus issued by the NCERT and ICSE boards. Jammu and Kashmir State Board of School Education (JKBOSE) is responsible for prescribing textbooks for all the subjects and also distribution of classes for the schools that are affiliated with JKBOSE. Therefore, the textbooks available in Jammu and Kashmir are designed using the guidelines issued by the Jammu and Kashmir State Board of School Education (JKBOSE) for each subject. Apart from these boards, Madrasas affiliated with different religious ideologies are also imparting education. However they specifically focus on religious education thus paralyzing the analytical capacity of a student. They fail to cope up with the technological advancements of the 21st century, making them susceptible for radicalization.

### COMPARISON OF JKBOSE, ICSE, CBSE AND MADRASSA CURRICULUMS

It is quite evident from the analytical study of the current scenario that many educational institutions are now switching from Jammu and Kashmir Board of School Education (JKBOSE) to Central Board of School Education (CBSE) and Indian Certificate of Secondary Education (ICSE) in search of quality education. One understands from the past that the JKBOSE failed to update itself from traditional way of imparting education.

**IN ADDITION TO THIS UNPROFESSIONALISM AND LACK OF ORDER DUE TO INFLUENCE OF TERRORISM FURTHERED THE PROBLEM. SUCH AN ENVIRONMENT PERSISTED DUE TO THE LACK OF ACCOUNTABILITY ON PART OF THE TEACHERS.**

Our students fail to compete with the students from other states in a run for the better education and employment opportunities. Since it is need of the hour for Kashmiri students to compete in exams at all India level

examinations, JKBOSE has several shortcomings that it has miserably failed to do away with. Those who wanted to reform it are given boot and transferred to remote places by the enemies of Kashmir. The biggest hindrance in the reform has been the outright denial of the JKBOSE officials of third-party evaluation. Also the sub standard of teachers made the education suffer in multiple ways. Firstly, the education system in Kashmir was always taken hostage by the hostile elements to spread radicalization at some or the other stage. Secondly, the Madrassa Phenomenon has entirely left the enrollments in their institutions paralyzed due to their traditional cum religious way of learning.

They are unable to do the basic mathematics, and lack the analytical capacity as compared to the students of other education boards. The syllabus that a student of 7th is taught has merely any relevance with the syllabus of 8th standard and due to difference in pattern the educational growth is hampered, thus giving an impetus for switching over to the CBSE. The books of JKBOSE have grave mistakes and lack the proper updation. In the era of drastic digitalization JKBOSE is unable to pace up to the standards set by CBSE which is constantly undergoing updation and ensures activity based learning. Comparatively CBSE and ICSE curriculums are designed in such a way that it enhances the comprehensive levels and logical reasoning power in a child.

A lot of syllabus of JKBOSE is irrelevant and has an adverse impact on the minds of a student. CBSE and ICSE boards infer to inculcate higher ideas in a child's mind at the very threshold of his/her educational journey, while as JKBOSE speeds up differently. The lack of relevance of lower standards to the higher standards hamper the educational growth of the children to a great extent. In the end when a student appears in a national level examination, he finds it a different story altogether as compared to what he had studied at his school and college level, falling into the trap of radicalization when no option for career comes to his way. On one side, he has a degree in hand and on the other, having no discretion to qualify for the national level competitions. The flaws in the education system have been equally responsible for the growth of radicalism as had been the other pre-cursors. CBSE and ICSE perform career counseling at the critical juncture for children to avoid any puzzlement at a given stage. ICSE and CBSE follows a methodology-based teaching style and JKBOSE follows a simple theoretical-based teaching style. In addition to this CBSE and ICSE execute IQ testing, reasoning and analytical capacity check, in order to bring forth the strengths and weaknesses of a child which finds no place under JKBOSE curriculum.

## IN ADDITION TO THIS CBSE AND ICSE EXECUTE IQ TESTING, REASONING AND ANALYTICAL CAPACITY CHECK, IN ORDER TO BRING FORTH THE STRENGTHS AND WEAKNESSES OF A CHILD WHICH FINDS NO PLACE UNDER JKBOSE CURRICULUM.

	CBSE	ICSE	JKBOSE
<b>Maths</b>	Integers Fractions and Decimals Data Handling Simple Equations Lines and Angles The Triangle and its Properties Congruence of Triangles Comparing Quantities Rational Numbers Practical Geometry Perimeter and Area Algebraic Expression Exponents and Power Symmetry Visualising Solid Shapes	Number System Algebra Arithmetics Geometry Mensuration Statistics Coordinate geometry Set Theory	Introduction Fractions and Decimals Data Handling Simple Equations Lines and Angles The Triangle and its Properties Congruence of Triangles Comparing Quantities Rational Number Practical Geometry Perimeter and Area Algebraic Expressions Exponents and Powers
<b>Science</b>	Nutrition in Plants Nutrition in Animals Fibre to Fabric Heat Acids, Bases and Salts Physical and Chemical Changes Weather, Climate and Adaptations of Climate Winds, Storms and Cyclones Soil Respiration in Organisms Transportation in Animals and Plants Reproduction in Plants Motion and Time Electric Current and its Effects Light Water- A Precious Resource Forests- Our Lifeline Wastewater Story	Physical Quantities And Their Measurements Motion Energy Light Heat Sound Electricity Acids, Bases, and Salts Air Water Physical and Chemical changes Elements, Compounds, and Mixtures Fundamentals of Chemistry Our Environment Food Micro-Organisms Animals Plants Cells and Tissues	Nutrition in Plants Nutrition in Animals Fibre to Fabric Heat Acids, Bases and Salts Physical and Chemical Changes Weather, Climate and Adaptations of Animals to Climate Winds, Storms and Cyclones Soil Respiration in Organisms Transportation in Animals and Plants Reproduction in Plants Motion and Time Electric Current and Circuits Light Water Forests : Our Lifeline Waste Water Story

By comparing the above syllabi, we came to the conclusion that the pattern of syllabus followed by JKBOSE is outdated. The topics that are being taught in 7th standard are covered in 6th level of ICSE and CBSE. Late learning is leaving a gap for the students admissions to the various reputed mathematical and analytical when a comparison is made reputed institutions. As far as focuses more on the reading impress upon the communication speech, verbatim and vocabulary international level education. than enhancing the vocational



who aim to crack different exams for their institutions of the country. The capacity of the child remains affected against effective curriculum of the highly English is concerned, the JKBOSE comprehension while CBSE and ICSE level of the child. The body language, are relied more to adhere to the JKBOSE takes interest in literature rather skills of a child at such stage. There is a

**C** **BSE AND ICSE HAVE DEEPER FOCUS ON THE ACTIVITY BASED LEARNING - THEIR INSIGHTS INTO LABS AND PRACTICALS IS MORE WHICH HELPS THE CHILD TO DEVELOP SCIENTIFIC TEMPTER AT AN EARLY STAGE. HIS CURIOSITY TO SEEK ANSWERS ENHANCES WITH THE PRACTICAL BASED LEARNINGS. HOWEVER THE MADRASSA SYSTEM LACKS ANY SUCH STRUCTURE OF CURRICULUM RESULTING IN RUINING OF A CHILD'S BEDROCK STRUCTURE IN CAREER.**

dire need for a uniform syllabus to be taught to the children of valley so that their competency level could match the challenges put forth by other boards of the country. The Subjects like history must be taught in a similar way as that of other boards. The foreigners that invaded our country had to be pointed as foreigners rather than explaining them to be the heroes. There are lot of flaws that needs to be rectified in order to go away with the problem of radicalization. In addition to this, CBSE and ICSE have deeper focus on the activity based learning - their insights into labs and practicals is more which helps the child to develop scientific tempter at an early stage. His curiosity to seek answers enhances with the practical based learnings. However the Madrassa system lacks any such structure of curriculum resulting in ruining of a child's bedrock structure in career. The responsibility to delve into this falls upon the shoulders of the intellectual and conscious class of Kashmir to do away with this discriminatory system of imparting education.

### **EDUCATION VS RADICALIZATION**

Throughout the world, the efforts undertaken to counter extremism/radicalism over the last 20 years were belated when they began, and were never as concentrated as the effort to counter terrorism. They were also fragmented and focused on a bottom-up approach and research informs us that extremism is in many ways driven from the top down i.e., via country-level education system, law, and politics. As mentioned in the above paragraph, the quality of education imported failed to provide a job at hand and added up to the growth of radicalism in the valley of Jammu and Kashmir due to faulty teaching process. Having an experience in discourses but the pattern followed hindered the process of cracking the competitive exams.

**AS MENTIONED IN THE ABOVE PARAGRAPH, THE QUALITY OF EDUCATION IMPORTED FAILED TO PROVIDE A JOB AT HAND AND ADDED UP TO THE GROWTH OF RADICALISM IN THE VALLEY OF JAMMU AND KASHMIR DUE TO FAULTY TEACHING PROCESS.**

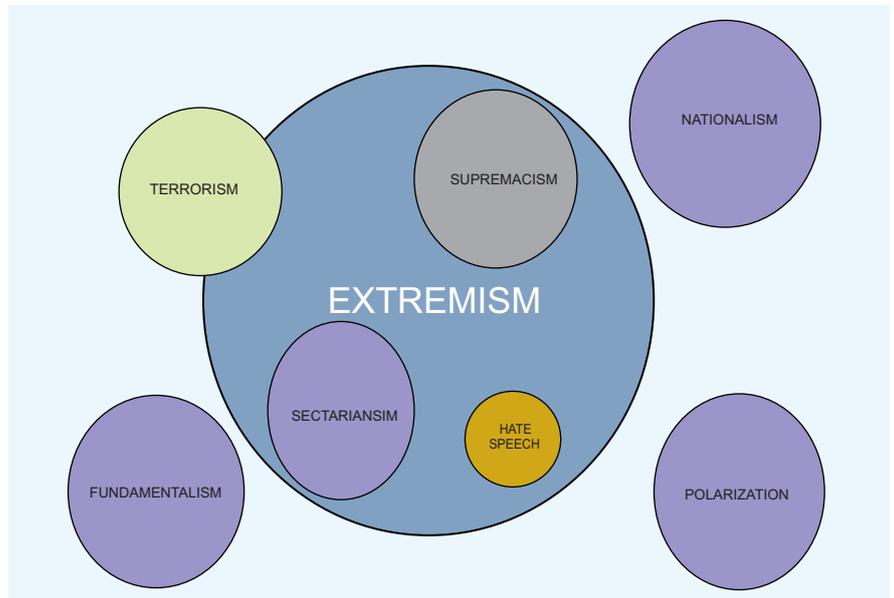
Our approach consequently proposes a new paradigm for countering extremism, primarily based on a top-down, country-degree technique that makes a specialty of training and equipping residents with essential questioning capabilities to counter extremist propaganda. Train the teachers to trickle down the positivity rather than discussing the events in a negative manner to do away with the radicalism. There is requirement of conferences on training and extremism, and feature them, below that framework to attain a settlement in line with which signatory personalities could decide to make formal training structures and media compliant with fixed guidelines — including doing away with hate cloth from curricula and coaching tolerance, essential questioning to counter extremist propaganda, and to decipher the credibility of records visible or acquired through both mainstream and social media. The blessings of this technique could amplify to countering all sorts of extremism. Only education is the tool that can eradicate the menace of radicalism in all its passive and active forms from the roots of the Kashmiri society.

### **PRECURSORS FOR KASHMIRI RADICALIZATION**

Albeit, being a universal problem containing different manifestations and forms encompassing entire spectrum of indistinct human behavior and their ultimate outcomes, the country's owing to ignorant behavior on religious lines. At first pumped the radicalization to rake up the cry for decentralization of Islamic Jurisdiction, later had to cost some 100 Billion dollars to wipe its outcome —terrorism and paid a huge toll of 70 thousand lives to the after-effect of the same. Nevertheless, it is still trying its hand to wipe it out. It started the campaign for stretching the religious extremism into valley to deter the sentiments of the Muslim majority section, spread it to the maximum extent possible. The boot-lickers in Kashmir were devouring a soft corner for them, owned the doctrine and garnered it some three decades. With an aim to polarize the Kashmiri society, a lot of methods were induced to give a religious shape to the sponsored narrative.

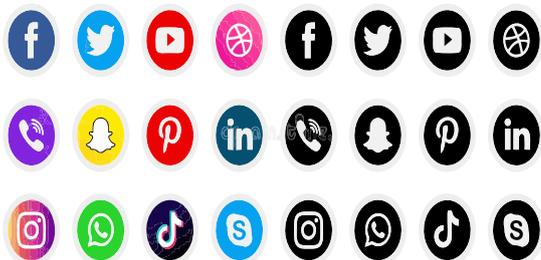
Arms and ammunition was also provided to the delinquents whose mindsets were in sync with them. During the pioneering stage, the current-derailed-section (Hurriyat Leaders) responsible for the inception of radicalism in the valley, held great reverence in the eyes of innocent population which was transferred to them from the good deeds of their past generation. Innocent Kashmiris over the time kept on falling to the honey-trap formula set out by these hypocrites, dual-faced thugs. Due to their constant efforts, huge funding from Pakistan, and high approaches which they put into vogue while exploiting the religious sentiments simultaneously, pressured and motivated by the Pakistani handlers, the indoctrination was possible.

Primary consideration was the elementary educational institutions to be brought into congruence with the terror ideology so that a fashion for weapons of destruction is facilitated in which they were highly successful at that time. Though it was a sloth process and took a lot of time, consequently managed to keep away from the eyes of the government, in the meantime wrought a blue print for the destruction of the harmonious educational system. Since the valley had a heterogeneous society, the provoking was easy to handle, hence the result came out as Pandit Exodus way back in 90's. It came to limelight after the strategy was wholly energized into segments of the society. Children had remembered the illicit names – innocent killings were given the impetus of heroism, vagabond style of terrorists retained fame and the terminology of radicalism was publicized— a warning sign for the better and prosperous future of the J&K. Better late than never, successive government came into action and took a solemn oath to put a stop on these unlawful activities of the inimical elements who had been responsible for ruining of developmental plans with their often repeated tools like Bandhs, stone-pelting and destruction to infrastructure. They were successful in saving the Kashmir to highest possible extent. The laws were implemented over the period of time to entirely shut the shops of conflict entrepreneurship. For quite some time, people were misguided and ill-advised regarding these laws which were implemented to safeguard the Kashmiri society from the ill-intents of



terrorists-separatist-OGW nexus. In the first phase, propaganda machinery misled the people by malicious acts of rumor-mongering using the social media and offline communication platforms. The phase passed and Kashmiris were subjected to hybrid provocation mainly by engaging the You Tube and Facebook channels, though the other platforms were also employed, however the former two having a large domain propelled the narrative of hatred through web savvies. Before hitting to the streets, the web savvy would require two essential protest tools; a scarf for his face and a cell phone to show what is happening –narrative and base for propaganda. Social networking sites, presumably under the government surveillance, proved to be more effective than previous political communication in the valley. The hate-mongering on the roads and in the cyber corners had mutually complementary nature. The stone pelters used Facebook to debate the weekly calendar of protests, discuss ways to hold Kashmiri leaders accountable and trade daily news updates.

Global events such as the decline of secular forces within the Arab world after the 1967 defeat from Israel and ascendancy of the conservative Gulf regimes led by Saudi Arabia, with an aim to tackle the growing appeal of revolutionary, democratic, and 'Republican' Islam. Post the Iranian Revolution of 1978-1979, it had an indirect impact on the valley. Conservative and hereditary regimes in the Gulf region with their growing financial clout, began to counter Iran by invoking Sunni consciousness among Muslims. <sup>[1]</sup> Saudi Arabia began to promote a hardline interpretation under its Wahhabi brand of Islam. The Impact concerning this rupture in the canyon was that, an off-course in consideration of new mosques begun creating sectarian identifications, more exceptionally Salafi mosques indicating the Saudi influence and capital. These mosques help spread more radical explanations of Islam.



Salafi-Wahhabi Sunni Islam is a principle that is reactionary in allure range. This principle basically preaches the necessity of a 'clean' puritanical form of Islam.

### FACTORS RESPONSIBLE FOR RADICALIZATION IN KASHMIR

- Insurgency in Backdrop of Afghan and Iranian
- Dissemination of Jel Ideology
- Introduction of Salafism
- Jamiat-Ahl-e-Hadees Factor
- Rumour-Mongering About Islam in Danger
- Hurriyat Factor
- Madrassa Phenomenon
- Militant Factor

### INFLUENCE OF Jel LITERATURE IN FORMING RADICAL NARRATIVE

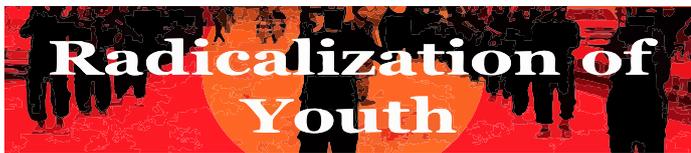
Jamaat-e-Islami, the base of Kashmir's radicalization rely on using religion to expand the political party's approach could help change the Kashmiris' view of eventually establishing Islam. With intent, it has helped political forces operate for many years and can therefore gain a stronger foothold in the political landscape of Jammu and Kashmir. It has turned social and political beliefs towards radicalism and extremism. It restructured Kashmiri society and government institutions and posed threat to the liberal Kashmir and came up with the ideas to evolve the education system. It employed the like-minded persons in their institutions to prolong their organization's motive of spreading the radical Islam though being moderate in outlook. It spreaded pro-Pakistani propaganda among Kashmiris. J&K's Jamaat-e-Islami was founded in Shopian in 1942 and aligned with Pakistan's Jamaat-e-Islami to abandon basic concepts of secularism and socialism and believe in an Islamic-inspired political system. Various other political organizations and factions have found it beneficial to use religious fundamentalism to survive and thrive in the Kashmiri political arena and tried to sow the seeds of radicalization. It would spread incriminating literature that has been banned by the government authorities to spearhead their intents more vehemently. The new members were attracted to their pragmatic way of teaching the Islam; however the radical narrative is indoctrinated later once the person falls in sync with their ideology. Since the organization has its base in spreading Islam, commoners find it benevolent and get caught in the honey-trap fantasizing the few over-exaggerated teachings of the religion.



The teachers of the local origin who had been influenced with the terror ideology openly supported the gun-culture back in 90's. Multiple instances to support the argument lie centered in the reports that were published by different media organizations. After facing humiliating defeats in wars with India in 1947-48, 1965 and 1971, Pakistan decided to maneuver the discontentment among Kashmiris in 1989. Pakistan had profitably aided and abetted the Jihad against the USSR's presence in Afghanistan by arming and training the so called Afghan Mujahideen. As per the reports, Pakistan had opened about 39 training camps on the same model for disillusioned elements that were eager to take up arms against the mainland India. The ISI initially used the Jammu and Kashmir Liberation Front (JKLF) for this task. The JKLF, which was set up in 1965, was originally a Pakistan-based militant outfit committed to confronting India's control over J&K. This terrorist organization was used to bring the youth of J&K, train them and send them back to agitate against the government and spread terrorism. The discontented youth were weapon-handled by Pakistan to sponsor the terrorism in valley. In the way, alluring the local youth into it, JKLF was the first militant group to advocate the secession of J&K. From its inception till 1988, the JKLF focused on propagating its secessionist cause and building its militant base through indoctrination and arms training. It had separate wings for publication and propagation of literature among the different locations of the valley. That literature was used to exploit the anger of the the youth by handing the arms and ammunition to them. A co-founder of the JKLF, Maqbool Butt, was arrested and sentenced to death for the murder of an Indian intelligence operative. Attempting to secure his release, JKLF members, in early 1984, kidnapped an Indian diplomat posted in London, Ravindra Mahtre. Mahtre was executed when the release demand was not met and Maqbool Butt was hanged in February 1984. Some forty-four different terrorist organizations initiated terrorism in Kashmir Valley in 1989. In addition to JKLF, other prominent terrorist organizations were Hizb-ul-Mujahideen, the Student Liberation Front,

People's League, etc. They sought fundamental guidance and direction from Pakistan. All these people primarily acted surreptitiously and organized a colossal propaganda. In addition to securing wide publicity from the local press, these subversive elements brought enormous literature and propaganda machinery to spread hate against India in the shape of songs, tapes, radios, periodicals, etc. The aim was to advocate widespread Jihad with a radical façade to ensure huge engross of memberships. The problem started to proliferate when the radicals entered into the government jobs, especially the education system.

The induction of persons with radical mentality brainwashed the children right from the very young age. The impetus came out as a reactionary segment asking questions on every government move. In the fight of nefarious narratives, Kashmir lost a generation to the bullets. No home was left without any loss of life. The situation turned even worse when the debris of the damage was put on security forces and through a well proposed plan to invigorate the sentiments of hatred even more. The scenario witnessed a bad scene from either side however the radical narrative strengthened due to incorporation of religious clerics into the politics of gun.



### THE ISLAMIZATION OF KASHMIR

In 1980, the Islamization of Kashmir began with full force. The Abdullah Government changed the names of about 2500 villages from their original names to new Islamic names. For example, the major city of Anantnag was to be known as Islamabad (same name as the Pakistani Capital). The Sheikh began giving communal speeches in mosques as he used to in the 1930s. Further, in his autobiography he referred to Kashmiri Pandits as “mukhbir” or informers (of the Indian government). There was clearly an orchestrated public relations campaign to change the Kashmiri people. There was the distribution of a pamphlet titled the “Tragedy of Kashmir”. Suddenly thousands of copies of Pakistani writer Muhammed Yusuf Saraf’s book “Kashmiris Fight for Freedom” appeared in the Valley, as did “On Guerrilla War” by Che Guevara. Then an elected Member of State Parliament released a pamphlet called “The Conspiracy of Converting Kashmir Muslim Majority into a Minority.” With Abdullah’s death in 1982, the secessionist leadership emerged in full force. Despite having Abdullah’s support in his final days they turned against him and his National Conference. Farooq Abdullah, who succeeded his father as leader of the National Conference lost the 1984 State Election.

## JAMMU AND KASHMIR IS THE ONLY STATE IN INDIA THAT HAS MADE EDUCATION FREE TO ALL ITS CITIZENS AT ALL LEVELS. NONETHELESS, LITERACY AT 54% LAGS BEHIND THE ALL-INDIA LEVEL OF 65%.

The state of Jammu and Kashmir holds the 31st ranking in the country with a literacy rate of 68.74%, showing a poor literacy rate in the state. The average literacy rate compared to the country is pretty low in Jammu and Kashmir. The main reason behind the poor literacy rate in the state is because of the constant emergency situation and terrorist attacks. The government of Jammu and Kashmir constantly works in providing quality education to the citizens of the state. Still, they definitely need to work harder in providing quality education to its citizen. Jammu and Kashmir Board Education of School Education (JKBOSE) is responsible for regulating the policies as well as the schemes that have been developed by the government of Jammu and Kashmir for the promotion of education in the state. Jammu and Kashmir is the only state in India that has made education free to all its citizens at all levels. Nonetheless, literacy at 54% lags behind the all-India level of 65%.

The impact of conflict on school education is often overlooked. Education in such times can be a sustainable tool for achieving post conflict peace and providing stability and normalcy to the region. It is also a means of instilling hope and positivity as well as offering opportunity to the youth who are surrounded by violence. One of the major challenges of education in situation of conflict is the discontinuities it creates. This impact students' academic performance as well as their Psycho-Social developments. Militancy crippled the education of this generation and its supporters destroyed. Through the first half of 1990s, the schools were either closed or the roads leading to them were closed. That is in case they were not destroyed by arson the night before. The examination system was hijacked by use of force till mid 1990s and later subverted in other ways. Youth fell into the 'gun culture' of the late 1980s, which eventually lead to the insurgency and consequential military uprising during the 1990s. Several hundred damaged or burnt down school buildings in the 1990s had negative implications to the overall education system, all of which were related to the ongoing conflict in Kashmir. The result was an educational system which struggled for funds. Though a lot of infrastructure came up during the succeeding years, the crying needs for educational aids,