

“Political Instability in the J&K State From the Past Two Decades and its Impact on Education System -A Study.” (1989 - 2011)

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Abstract : The study depicts the contemporary trend of political instability in the state of J & K from the past two decades and its impact on education system, from 1989-2011. Even after this sensitive period of fluidity, This work shows current status of state in education, after the turmoil period of political instability during the said era . By this area of work, on said and said caption we can check the status of contemporary educational standard of the state of J & K with the rest of states of the union of India in a comparative way.

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1. Introduction

When we view the fate of education on the historical base of factual details, i.e. the ancient, medieval and modern periods. The historical record of trends shown during ancient period, Brahman's were the sole contributors and preacher of education. They emphasize the education of higher classes only and deprived the marginal sections of society. During medieval period in India, Muslim dynasties were the guardians of education. In this period, education was compulsory, the concept of education for all was implemented on equality basis. But the education provisions of non-Muslims were getting least attention. During Muslim period (medieval Era) in India the state heads decide the fate of education. Till the regime of Aurangzeb (1707 A.D), the education provisions of Muslim sect flourish. In modern period we have to view the pages of history on basic foundation of East India Company Act-1600 A.D, on chronological data line frame oriented base, show the rise of colonial rule in India, than its impact on the state of Jammu and Kashmir. The old Bharat i.e 'Hindustan' prior to independence, in which the today's India and Pakistan was an integrated one union-'Bharat'. During the modern period, British rule and its role towards Indian education can be evaluated from the recommendations of charter-1813, by which the British viceroy's desire to develop a cream of literate masses which should be Indian in blood and English in taste. These English taste oriented masses can be used as Baboos to rule the native of Indian on communicative grounds. The conflict of donated funds to India for India education was finalized by Lord Macaulay in 1835 on logical grounds. The sequence of commissions put forwarded by the British administrative bench on education i.e. 1854, 1859, 1882, 1904, 1917, 1937 and 1944 upto Sargent report to direct and regulate the Indian masses

towards education and what should be the policy of British towards education so that they can save and secure their vested interests to rule India and the Jammu and Kashmir state as well. After Indian independence Act-1947 and partition Act by which the native territory was segmentalized into two nations India and Pakistan. Further it was considered, Pakistan as Muslim dominated state after the recommendation of Ali Mohd Jenna as per the rule of his "two nation theory". The state of Kashmir remains as such in which some part of it remain with Pakistan as "Pakistan occupied Kashmir" and the rest of the area of the Kashmir measuring 222,236 Sq. Kms with Indian Union as "Indian administered Kashmir" by the "Agreement of Accession" with "Maharaja Hari Singh" on October 26, 1947. The effect of accession maintains status quo till date on prima facie basis.

After Independence Act implementation to the Union of India and the Maharajas Accession of Kashmir to India, Now the education of the state of J&K remains within the Jurisdiction of the Union of India. Various Commissions and Committees put forward their recommendation for the development of Education in India in general and the state of Jammu and Kashmir in particular. The various Commissions of Union on Education are as Radhakrishnan Commission (1949) Mudaliar Commission (1952), Ford Foundation term (1954), Pires Committee (1956), Kothari Commission (1964-66), National Commission on Teacher's (1983-85), NPE (1986), NCERT (1961), NCTE (1973), Kazmi Committee Report (1950), Bhagwan Sahai Committee Report (1973) and ASC's (1987). The recommendation of one commission get updated and revised by the another in a chronological order for the achievement of education goals in India and the state of J&K for the upliftment of integrated

development in terms of GDP growth i.e. economy, political awareness and efficiency of services.

From the evaluated historical facts of India, from ancient up to the current modern as well as contemporary period shows the political strength of the union of India and the state of J&K. *The chronological contemporary period from 1989 up to 2011*, the political instability of Jammu & Kashmir during this period attracted the global attention. The state of India-J&K remain politically sensitive, which affects the other parameters of the state, i.e. state Economy, Development and Education. The political instability was generally because of the quoted term "External Influence of Terrorism". Which have the slogan i.e. "Act for Liberation". The two decadal period of terror continued with wild Fires, killings, strikes, official shutdown's, Administrative Lockouts, "call for Quit-Kashmir Moment" and Cordon's by armed forces in both rural and urban areas. These prevailing conditions disturb the psychological and educational temperament of the literate age group of the state, which can be summarized.

2. Jammu and Kashmir's political instability during 1989 upto 2011 and its impact on education system of state.

- 1) The hierarchical stages of education viz; elementary, secondary, higher and professional education get severely affected by the instable conditions of the state.
- 2) The infrastructures get ample damage during these two decades of instability.
- 3) Various physical plants of education were turned into ashes.
- 4) The daily, weekly and monthly plans of education proved to be in vain, because of instability.
- 5) The teacher student ratio get increased by which the service of effective education remain an ideal only in the papers of authorities.
- 6) The time table management remains as an utopian sign in education institutions, because of prevailing conditions of state.
- 7) The political fragile conditions of state get over ridden with low growth rate and low state capital budget, which in turn affects education.
- 8) The administrative management of state remain under the shackles of fear & fuss at gross root level no one rebukes the policies of operation.
- 9) Latest developments in education, on global & national level does not get introduced for said developments, in the state of J&K.
- 10) The tentativeness of training to human resource was quite lagging with the rest of the states of the union.
- 11) The requisition, recruitment and work excellence cannot get maintained as per the union plan due to state seizure of political freedom.
- 12) The 6th, 7th, 8th, 9th, 10th and 11th five year plans shows under achieved progress in state.
- 13) The elite budgeting from state, education get quite minimized share because the gross integrated budget was invested on the armed forces and on law and order purpose.
- 14) The state and national emergencies frequently gave violent blow to educational growth.
- 15) The female gender shows negative attitude towards education, because of low standard of law and order, and security provisions in the state.
- 16) The psychological bent of mind of parents get demoralized to provide education to new generation.
- 17) The concept of value systems get deteriorated by the armed suppression to victims in the state.
- 18) The risk factor of Article-21 i.e. 'right to life' was in fluidity which shows negative polarity towards education.
- 19) The achievement motivation of teacher and taught get halted, which affects educational achievement.
- 20) The parental motivation to enroll students was without any personal interest, due to political crump's.
- 21) The said decades increase, the percentage of wastage and stagnation in the state.
- 22) These decades also enhanced the out of school cases at very fast rate.
- 23) The orphanage score of subjects get increased, due to state turmoil.
- 24) The grant in aid, scholarship and flagship programmes were not run for the special orphanage and gifted individuals of the state.
- 25) The provision of Navodia Vedayalas, Kanderya Vedayals and boarding schools were not adequate, only the recommended patronship cases and children of armed forces get admission on priority basis.
- 26) The interest of the youth towards UPSC and PSC exams was quite reversed.
- 27) The race towards higher education, either by the formal provision of universities or correspondence and distance wings were quite limited.
- 28) Eligible subjects of schools become the victims of child labour, either by orphanage or by absolute poverty.
- 29) The updated policies of employment, placement, competition, quality education and easy access to lower and higher education remain dream during these decades of instability in the state of J&K.

- 30) During study, it was evaluated that 25% calendar year's were declared as strike period out of the period, ranging from 1989 upto 2011.
- 31) The last three years of the second decade of political turmoil was super sensitive and complete sessions of students, professionals, educators, administrators and scholars get vanished from their precious calendar years into the slogan of strike (Hartaal).

3. Current status of state in education, after the turmoil period of political instability (1989 upto 2011)

The contemporary periods development in education even after the political instability was by the recommendation of different commissions and committees at national and state level depicts the following trends of progress:-

- ❖ Development by the recommendation's of "Yash Pal Committee" by framing (NCHER) National Commission for Higher Education and Research- June 2009. In which higher education cannot be separated from technical and general education was the pivotal motto.
 - ❖ Development by the recommendations of "Rangnath Commission- Dec 2009". This recommends 10% reservation for Muslims in general as a national minority, which enhance state progress in anticipatory base.
 - ❖ Developments by the "Right to education Bill"- Aug 2009. In which the education right get changed from general 'Legal Right' to 'Fundamental Right'. By the 86th constitutional amendment, by the provision of article 21 (A) i.e, provision of free and compulsory education from 6-14 years age group.
- Also the 86th Amendment chalks out for private sector of education to maintain the reservation quota of 25% in their institutions for poor and orphan applicants without any recommended fee.
- ❖ National knowledge commission 2006-2009 also provides road map of development, for the general progress in nation and the J&K state too.
 - ❖ 'SSA'-*Sarva Shiksha Abhiyan*, Government of India's Flagship programme to achieve UEE universalization of elementary education, in a time bound manner by 2012, shows war footing progress in elementary education to catter masses and unprivileged ones of the state also.
 - ❖ 'RMSA'- *Rashtriya Madhyamik Shiksha Abhiyan*, Government of India's another flagship programme to achieve 'USE' universalization of secondary education, made its initiatory provision from 2010, to raise

infrastructure, funding and teaching cum non teaching human resource on patent basis to reach secondary education to every nook and corner of the nation and the state of J&K as well.

Recommendation for girl education programmes like, 'NPEGEL', National programme of education for girls at elementary level, 'KGBV' Kasturba Gandhi Balika Vidyalaya to enhance the rate of girl education in the state.

- ❖ Recommendation for the gifted cases versus economically deprived one schemes like 'MCMS' Merit cum Means Scholarship and 'NTST' National Talent Search Tests were firmly used in the state of J&K.
- ❖ The international funding from the agencies like UNICEF, UNESCO, WHO and NGO help on timely basis raise the development of education in the state.
- ❖ The role of state cannot be ignored in the progress and prosperity of education in the Jammu and Kashmir.
- ❖ The statistical trends of infrastructure also show the developmental parameter's of state, i.e, number of primary schools – 10,483, number of middle schools – 3,104, number of secondary schools 1,351 and the number of universities working 6 to 7 respectively (survey report- 2001).
- ❖ As per survey report (2001) the state of J&K had the literacy rate 54.46%, while at the national level had 65.38, with the most literate district- Jammu (73.3%) and least literate district- Kupwara (40.8%) accordingly. (survey report - 2001).

4. Conclusion

The patent document addresses the area titled, "political instability in the J&K state from the past two decades and its impact on education system- A study". The paper reads as the political instability in Kashmir and its impact on education. Also in turn the still developments in education during the turmoil period of 1989 up to 2011, to reach the current milestone development of the state of Jammu and Kashmir.

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