

Conflict Resolution and Peace Building in J&K State: Need for an Integrated Educational Framework

Dr Renu Nanda
Prof Ashok Aima

“Literacy unlocks the door to learning throughout life, is essential to development and health, and opens the way for democratic participation and active citizenship.” ~ Kofi Annan

Jammu and Kashmir State is located in extreme North of the country sharing International borders with Pakistan, Afganistan and number of Central Asia countries on the periphery. As such influences of social, cultural and ideological cross currents have for centuries impacted the societal milieu of the state, especially valley of Kashmir from Jhelum basin to the mountain peaks of Pirpanchal. Most of the invasions into Indian peninsula emanated from Central Asian region which in turn not only changed the demographic character of the state but also the socio-cultural edifice. Emerging from the yoke of colonial rule the state embarked on transformational trajectory by providing free education from 1950's onwards. In normal course such a dispensation of free education should have resulted in generational empowerment paving way for socio-economically well-off of masses across the board. However the rise of armed insurgency and cross boarder terrorism beginning from 1990's has demonstrated some fundamental flaws in the prevailing educational framework. However in recent times both the Central and state governments have diversified the portfolio of educational avenues by creating better access and opportunities, especially in the rural and backward areas of the state. The present paper examines various issues which are associated with conflict resolution and peace building in the State of Jammu & Kashmir. The paper therefore starts with the present scenario of education in the State, highlights the factors for its educational backwardness, commitments made by the State to eradicate illiteracy and finally suggests strategic interventions for the

promotion of education for peace building on the basis of technology driven integrated approach to create access and equity in spread of education overcoming institutional and spatio- temporal constraints. The biggest challenge today is “that” delivery system of education which enhances employability among the educated youth, otherwise as the recent events in the State suggest that they become vulnerable to such anti State forces which lure them on monetary and ideological considerations. Education must liberate minds from prejudices, dogmas, fundamentalism and help to channelise youth potential in the productive pursuits for individual career opportunities creating quality of life.

In India one in every 10 children in the age group 6-10 is out of school; only around two-thirds of the grade I reach the last grade of the primary cycle; around 84% of primary graduates transit to upper primary level; enrollment and attendance in upper primary level is relatively much lower (GER 71%); and the public current expenditure per pupil at the primary and secondary levels (as % of GNP per capita) is 9.0 and 16.7 respectively, it would be interesting to examine the growth trends and development approaches in the early education sub-sector. As greater economic growth and social equity are associated with balanced public educational investment (World Bank, 1993, 2005; Wood and Mayer, 1999), the study of early education reform policies, approaches and programmes in India would not only help identify the development direction but also provide clues for future policy planning.

Jammu & Kashmir is the only state where education is free up to university stage. Yet the state is educationally backward. Against the national literacy rate of 74.04% the state has a literacy figure of 68.74% literacy among male is 78.26% and that of female is 58.01 % (2011 census). The educational backwardness of Jammu & Kashmir State has been since long and can be dated back to pre – independence era. To answer the urgent need of providing better facilities for education, the State Government decided as early as in 1930 to introduce a scheme of compulsory education for boys up to the primary standard. For this a law entitled “The Primary Education Act 3 of 1986 was enacted and was made applicable to few districts though was not implemented. The very low percentage of literacy in the State is a legacy of the past and the cumulative effect of several factors:

- i) insufficient number of educational institutions
- ii) economic constraints to finance education of children

- iii) religious preachings and fundamentalism
- iv) learner isolation
- v) inadequate infrastructure
- vi) low literacy rate
- vii) out of school children
- viii) lack of monitoring and evaluation
- ix) no feedback
- x) absence of input output outcomes
- xi) technical problems
- xii) lack of social interaction

Even today our state has the lowest literacy as compared to major states and Union Territories. In As per 2011 Census, J&K State ranks 30th in literacy among the states of India just above Andhra Pradesh, Jharkhand and Rajasthan. the national educational scenario, J&K is subsumed as educationally backward with reference to the established indices namely, literacy rate, teacher - pupil ratio, drop-out rate and the absorption pattern of the educated persons.

The various schemes launched in J&K State so far are as follows:

1. Operation Blackboard

This Scheme, started in 1987-88, aimed at improving the class room environment by providing infrastructural facilities, additional teachers and teaching- learning material to primary schools. The Scheme was implemented in 197 educational blocks in the State. Under the scheme about 2,450 schools were constructed.

2. Mid-Day Meal Scheme

The National Programme of Nutritional Support to Primary Education, commonly know as the Mid-Day Meal Programme was launched on 15th August, 1995. It aims to give a boost to universalisation of primary education by increasing enrolment, retention and attendance and simultaneously improving the nutritional status of students in primary classes. The Scheme was started with an initial coverage of one lakh children but subsequently all the children from classes I to V were covered under the Scheme. They are provided with cooked and hot meals comprising a minimum of 450 calories and 12 grams of protein content.

3. Sarva Shikha Abhiyan

This special scheme was specially launched in India in 1999-2000 and in State of Jammu & Kashmir in 2003-2004 for universal enrollment, universal retention and quality education. As a consequence efforts were made to realise the ultimate goals of universal education in the State.

4. EDUSAT

India is the only country to launch EDUSAT in 2004 for improving educational facilities for all. In Jammu & Kashmir some selected educational institutions had access to this facility though much could not be achieved through this use.

The proposed model for promoting peace education for conflict resolution in Jammu & Kashmir State calls for experimentation, innovation, diffusion and sharing of information and best practices with policy dialogue in education.

A Framework for Action is proposed focusing the following essentials for Quality education with access and equity :

- (1) motivated students;
- (2) trained teachers for active teaching learning techniques;
- (3) availability and use of adequate facilities and learning materials;
- (4) relevant curriculum and text books to match the knowledge and experience of the teachers and learners;
- (5) encouraging learning environment ;
- (6) accurate assessment of learning outcomes,
- (7) good governance and management; and
- (8) engagement with local communities and cultures
- (9) educational reforms(access, equity & quality)
- (10) leadership as agent of change
- (11) community involvement and participation
- (12) girls education
- (13) inclusive education

(14) supporting positive change

(15) strengthening systems

(16) innovation and creation

“We live in a complex world and the motivation to use violence to solve problems needs to be seriously questioned. It is essential that we help our children perceive peaceful alternatives. We need to use these troubled times as an opportunity to create a new vision for the future.”-- [Naomi Drew](#)

The following **suggestions** have been put forth for conflict resolution and peace building through an integrated educational framework in Jammu & Kashmir State:

1. The utilization of funds for rural development schemes in the state should be increased. It is also necessary that adequate funds are provided for completion of on-going schemes. Only after the requirement of ongoing schemes is met in full, funds shall be earmarked for new schemes. There is also a need to accelerate the pace of the implementation of programmes.
2. Efforts are needed for the development of infrastructure, generation of employment and alleviation of poverty in rural areas to bring about the desired socio-economic development of Jammu and Kashmir. It is also essential that the schemes proposed under selected sectors in order of priority are completed quickly and become available to the people living in the border villages.
3. A multi-pronged strategy is required to deal with problems of border areas which include willingness to meet and discuss the legitimate grievances of the people, counter violence more effectively, and undertake activities for infrastructure development create employment opportunities, ensure good governance and effective decentralization.
4. The issues regarding problems of displaced people in border areas due to artillery exchanges have to be seriously looked into.
5. There is a need for boosting the NGOs that can play a very important role in supplementing and complimenting efforts of the government in socio-economic development of the people in border areas. NGOs can be involved for socioeconomic development and rehabilitation of the disadvantaged segment of society. A financial

crunch should be no excuse for the disruption of social services being rendered by different NGOs.

6. Development and implementation of self instructional modules on conflict resolution through peace education both formally for children and youth in educational institutions and informally by informal agents of education (family, relatives, neighbours, playground, religious institutions etc) by the State.
7. There is an urgent need to undertake an impact assessment study of the schemes implemented by the government on the socio-economic conditions of the people. Such a study would help in assessing the ground realities about the schemes.
8. A rough guideline about the programme needs to be given to the implementing agencies so that they are aware of appropriate concepts and methods and their proper implementation takes place.
9. To tackle militancy in Jammu and Kashmir, the government has formulated a multi-pronged action plan regarding the activities of security forces and intelligence agencies and related matters as militancy is the biggest hindrance in the education of J&K youth.
10. Networking and appropriate linkages through aid programmes and projects as they have the potential to contribute to turnaround.

J.Krishnamurti, "The responsibility for building a peaceful and enlightened society rests with the educator".

Conflict resolution and peace building through an integrated educational framework provides opportunities to reflect on our underlying beliefs and values and priorities that we choose and act upon. This journey has just begun. It is a journey of self discovery with deep reflection to rethink the purpose of education. The way to peace is a road with many diversions. We need the will and courage to remain committed to the path of education for peace. These attempts may seem small and insignificant but perhaps the most missionary, Mother Teresa (1975) said, "We ourselves feel what we doing is just a drop in the ocean. But the ocean would be less because of that missing drop."

"There is no way to peace, peace is the way", Mahatma Gandhi

Bibliography

- Bush, Kenneth D and Saltarelli, Diana (2000) *The Two Faces of Education in Ethnic Conflict*, United Nations Children's Fund, Innocenti Research Centre, Florence, Italy.
- Chinapah, V. 2006 *Review and Stocktaking of EFA Progress (RASEP) Programme Proposal*, Education Sector, UNESCO, Paris
- Chinapah, V. 2010c *Education of Quality For All – A Global Perspective. Keynote Address at the International Seminar - The Development of a Framework for Basic Education Quality Indicators*, 5th August, 2010, Beijing – China
- Conflict on Children [online] Available: http://www.unicef.org/graca/a51-306_en.pdf [18 January, 2005].
- D. Burde. *It takes a village to raise a school*. New York Times, September 16, 2010.
- Delors, J et al (1996) *Learning: The Treasure Within Report to UNESCO of the International Commission on Education for the Twenty-First Century*, UNESCO Press, Paris
- Delors, J et al (1998) *Education for the Twenty-first Century: Issues and prospects*, UNESCO Publishing, Paris.
- Foster, P. (1966), "The Vocational School Fallacy in Development Planning", in *Education and Economic Development*, Anderson, C.A. and Bowman, M.S. (eds.), Aldine Publishing Co.
- Fitz-Gibbon, Andrew(2010) "Positive peace; reflections on peace education, nonviolence, and social change"
- Government of India (1966), *Report of the Education Commission 1964-66: Education and National Development*. Ministry of Education, Government of India, New Delhi
- Government of India (2009), *Framework for Implementation of the RashtriyaMadhyamik Shiksha Abhiyan* Department of School education and Literacy, MHRD, New Delhi

Government of India / MHRD (1986), National Policy on Education, Ministry of Education,

[Government of India, White Paper on Jammu & Kashmir, Delhi 1948, p.3,46,77](#)

Hargreaves, A., Earl, L., Moor, S., & Manning, S. 2001. Learning to Change: Teaching Beyond Subjects and Standards. Jossey-Bass, San Francisco

International Commission on Education for the Twenty-first Century, UNESCO Publishing, Paris

Khan Academy Accessed: February9,2012

MIT., MIT Open Courseware Project <http://ocw.mit.edu/donate/why-donate/>. Accessed: February 9, 2012

Nanda R., “Concerns about Primary Education in Rural Areas –An in-depth Study of Rajouri District (J&K State)” in Indian Educational Review, Vol. 42, No. 2, July, 2006 by NCERT, New Delhi. Page 51-70; ISSN 0972-561X

Pant Daya & Gulati Sushma (2010), “Ways To Peace”, NCERT, New Delhi

Pigozzi, M (1999) Education in Emergencies and for Reconstruction: A developmental Approach, UNICEF working paper series.”

Puri Balraj, *Kashmir: Towards Insurgency*, New Delhi 1993, p.19

Schofield Victoria, *Kashmir in Conflict*, New York 2000, p.125

Times of India, Aug 30, 2012, “Conflict, resolution & peace in J&K discussed

UNESCO (2001) Education For All: initiatives, issues and strategies, Report of the Working Group on Education For All held at UNESCO Headquarters, 22-24 November 2000, UNESCO, Paris

UNICEF (1999) Education in Emergencies and for Reconstruction, Document No. UNICEF/PD/ED/99-1, UNICEF, New York