



TERRORISM V/S MODERN EDUCATION SYSTEM: WITH REFERENCE TO INDIA

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ABSTRACT—

Today, terrorism has become a grave world problem. Terrorism consists of two words: **'terror'** and **'ism'**. 'Terror' means panic, fear forbid and awe etc. and **ism** means an ideology, principles and propaganda etc. In this way terrorism means an **ideology of terror/principles or fenther support**. Terrorism is creation of a felling of fear. Terrorists create the situation of lawlessness by killing some very important persons to achieve their distinctive objectives. Murder and physical loss is the main objective of terrorist activities which attracts the attention of administration and related people. The terrorism in India was started by Naxalies from Northen end of Bangal in 1967. At present time in India terrorism spreads in Jammu Kashmir, Tripura, Manipur, Assam, Bihar, Nagaland, Punjab, New Delhi etc. In India under the provision of **Article 22** of constitution for eradication contrive, several act are **MISA, TADA and POTA**. Education teaches people to become disciplined, to respect others as equals regardless of faith, culture or nationality and to live peacefully within a community. Terrorists have lack of education. Terrorism can be combated if education is combined with employment opportunities, eliminate poverty and empowerment for those who are recruited to terror groups from weaker section of society.

KEYWORDS— TERRORISM, EDUCATION, INDIA, MISA, TADA and POTA.

INTRODUCTION

"Terrorism is the deliberate killing of innocent people, at random, to spread fear through a whole population and force the hand of its political leaders".

Michael Walzer (2002)

Terrorism is a manmade disaster, aimed at disrupting life and property, besides creating fear, chaos, and insecurity amongst population. The term "**international terrorism**" means terrorism involving citizens or the territory of more than one country. Terrorism has far reaching effects, which include adverse health effects. Health is a matter of concern for all. It has various dimensions such as physical, social, mental, environmental and spiritual aspects.

- F.B.I. says — "**Terrorism is the unlawful use of force or violence against person or Property to intimidate or coerce of government, the civilian population, or any segment thereof, in furtherance of political or social objectives.**"
- Grand Birdle has defined terrorism as "**terrorism is use of violence of a threatening by an individual or group to support or upper power.**"

Terrorism is, in the broadest sense, the use of intentionally indiscriminate violence as a mean to create terror, or fear, to achieve a political religious or ideological aim. Serious international discussion on terrorism began after the 9/11 attacks in the United States of America. The September 11, 2001, terrorist

attacks on the World Trade Center in New York City and the Pentagon were the first in a series of dramatic and destructive terrorist attacks in which Islamist extremists sought to coerce Western and pro-Western governments into changing at least some of their policies. Subsequently, there were major attacks in the United Kingdom, Spain, Algeria, Egypt, and Jordan by Islamist radicals. Arab states believe that these actions should be considered a legitimate form of resistance against an occupying power. Every country is doing something to kill terrorism, but they still cannot eliminate all terrorist. They can kill some terrorists today, but they cannot kill the other terrorist tomorrow or after tomorrow. Black money is the main root cause of terrorism because terrorists can do nothing without money, so the government should find who support the terrorist. The objective of terrorism is to create panic and terror in the general public by killing helpless and innocent people and to force the government to fulfil their political objectives by disobeying legal and social traditions and breaking down the government machinery. Murder and physical loss is the main objective of their activities which attracts the attention of administration and related people. While they act according to different motivation and goals, all terrorists groups have tactic in common: to achieve maximum publicity in order to intimidate and generate a message as a means to attain its objectives. Often damage is done with an improvised explosive device although chemical weapons have been used on many such occasions. A source of concern is also a possible use of a nuclear weapon or biological weapons. Terrorism is an attack on human rights. Terrorism affects different aspects of the society including its political, social and economic set-up. A country like India has been struggling against terrorism, yet it continuously faces terrorist attacks which disturbs its economic progress and its social fabric. Not only India the whole world is struggling to overcome this burning problem. Due to wide spread terrorism people of the world are resisting to move away from their native countries and hence they do not want to send their children to study to other countries as a safety measure. Cyber terrorism is the burning example of the dark side of Internet. It combines both cyber space and terrorism and it is the use of intentional violence against computer systems that support or protect the health of human communities or the information stored in these systems. Causes of Cyber Terrorism include:-

- ✓ Money
- ✓ Personal emotions and vendettas of cyber criminals.
- ✓ Environment where cyber crime is committed.
- ✓ Little interference from law enforcement.
- ✓ Collaboration among cyber terrorists.
- ✓ More storage of information online.

Cyber terrorism is a global challenge, but it is particularly important for the development community. Increasingly, development practitioners are interested in preventing terrorism for two reasons. First, most terrorism victims live in developing countries. The vast majority of terrorist attacks have occurred in just five countries: **Iraq, Nigeria, Afghanistan, Pakistan, and Syria**, with private citizens and property being the prime target of most attacks. Second, violence and instability have negative impacts on development outcomes. **Fair and Shepherd** (2006) and **Mousseau** (2011) use 2002 Pew Global Attitudes data to study the demand for terrorism in 14 Muslim countries. They find that women, Youth, computer users, those who believe that Islam is under threat and those who believe that religious leaders should play a larger role in politics are more likely to support terrorism. They also find that the very poor are less likely to support terrorist attacks. However, their results show significant variation across countries, suggesting caution in generalization. **Kiendrebeogo and Ianchovichina** (2016) use Gallup survey data from 27 developing countries to study the characteristics of radicalized individuals. They find that the typical radicalized individual is more likely to be young, unemployed, and struggling to meet ends, relatively uneducated, and not as religious as others but more willing to sacrifice their own life for his or her beliefs. There are several studies and reports on the profiles of extremist leaders and terrorists, and recent research indicates that they are generally better educated than the broader population. According to research conducted by **Russell and Miller** (1983), more than 50 per cent of terrorists involved in terrorist activities in Europe, Asia, and Latin America

from 1966 to 1976 were university graduates (Ekici, Akdogan, and Kapti, 2011). Berrebi (2007) points out that 65 per cent of suicide bombers in Gaza between the late 1980s and May 2002 had more than high school level education, compared to 15 per cent of the local population in Gaza. Professionals, such as journalists, professors, doctors and lawyers, generally fill leadership positions in extremist organisations (Sageman, 2004). The Arab newspaper *Al-Sharq Al-Awsat* reported (December 26, 2014) that ISIS is using the Internet to recruit doctors, nurses, lawyers, engineers and accountants to set up state institutions and social services (ITIC, 2014). *Harakat al-Muqawamah al-Islamiyya* (HAMAS) and **Palestinian Islamic Jihad** (PIJ) are currently designated by the US Secretary of State as Foreign Terrorist Organizations. In particular, if much of the education is religious, then it might on one hand encourage radical thought while only on the margin increase productive opportunities in the labour market. Highly educated individuals may be more aware of occasional instances of injustice and discrimination, and may be more aggravated by their implications; that aggravation might be channelled into membership in terrorist organizations and participation in terrorist activities. Similarly, education may contribute to the development of a sense of social responsibility and civic engagement, so that highly educated individuals may feel the need to contribute to particular causes. If an individual is a proponent of a belief that is primarily advocated via terrorism, further education might increase his likelihood to engage in terrorist activities. The causality could also be reversed, so that individuals initially interested in joining terrorist organizations might be more likely to get more education in an attempt to become an active terrorist. This would be especially plausible if education improves performance in terrorist organizations and in the implementation of terror activities. Domestic terrorism occurs as economic crime, violent activity or far-right extremists, and hate crimes. Economic crimes are generally motivated by financial gain. Economic discrimination is considered to be the inequality between different cultural groups. When there are fewer economic opportunities for all cultural groups, the country is at an increased risk for a terrorist attack. Boko Haram's leader, **Abubakar Shekau**, expressed support for ISIS in July 2014 and since then, Boko Haram has adopted much of the semiotics of ISIS. Boko Haram has edited its own logo to feature the **black flag of jihad**, also used by ISIS, and placed the flag on top of its previous logo of crossed guns over the Quran. ISIS leader Abu Bakr al-Baghdadi obtained a Master's degree and PhD in Islamic Studies from the Islamic University of Baghdad with a focus on Islamic culture, history, sharia, and jurisprudence (Chulov, 2014; Zelin, 2014). Other reports say that he earned a doctorate in education from the University of Baghdad (Beaumont, 2014). Some extremist groups include:

- The Lord's Resistance Army (LRA) located in Uganda
- Al-Shabaab (translated as Movement of Jihadi Youth) located in Somalia and Ethiopia
- Al-Qaeda in the Islamic Maghreb (AQIM) located mostly in Algeria but with members across Chad, Mali, Mauritania, Libya, Nigeria, and Tunisia
- Al-Qaeda in the Arab Peninsula (AQAP) located primarily in Yemen

Poverty at the national level may indirectly affect terrorism. If the international community attempts to use education as part of a strategy to reduce terrorism, it should not limit itself to increasing years of schooling, but must also consider the content of education.

OBJECTIVES OF THE STUDY

A study based on the terrorism in India and role of education in decreasing terrorism.

RESEARCH METHOD

The research method which is used in present study is based on Philosophical research method.

TERRORISM IN INDIA

Terrorism in India can be attributed to India's many low intensity conflicts within its borders. If terrorisms can be defined as "peacetime equivalent of war crime", then these sites of low intensity conflicts are prime spots for terrorism in India. The regions with long term terrorist activities today are Jammu and

Kashmir, central India (Naxalities) and seven sisters state (independent and autonomy movements). In the past, the Punjab insurgency led to terrorist activities in the Indian state of Punjab as well as the national capital Delhi (Delhi serial blasts, Anti-Sikh riots). The increased terrorist activities, all pointing to Islamic terrorism have given rise of right wing politics. Leading to violence (Godhra riots) and the Bombay bomb blasts in recent the Delhi and the Varanasi bomb blasts were aimed not against the Indian state. The terrorist activities have gone up significantly after 1990 following the involvement of Pakistan government under the cover of its intelligence agency ISI Islamic militant groups armed, trained and financed by Pakistan. The terrorism in India was stated by Naxalities from Northern end of Bengal in 1967. It was after words spread fast to Telangana and Kakalam. It came to an end after the emergency of 1975. At present, Kashmir is the cause of terrorism. Terrorism activities are still continued as cross-border terrorism from Pakistan side. Terrorist act-bomb blast etc. is being interested in different parts of the country by Pak-trained terrorist. Attack on Akshar Dham Temple in Gujrat and Raghunath temple in Jammu was a part of terrorist activity. Likewise terrorist attacked on Parliament House of India on Dec. 13, 2001 at 11:40 in the morning with A. K. 47 Rifles and grenades which was foiled by security personnel by killing terrorist a firing of half an hour. If terrorist would have been successful in their objective, hundreds of parliamentarians along with central minister would have been killed. SATP (South Asian Petrol) has listed 180 terrorist groups that have operated within India over the last 20 years, many of them co-listed as transnational terror networks operating in or from neighbouring South Asian countries such as Bangladesh, Nepal and Pakistan. Of these, 38 are on the current list of terrorist organisations banned by India under its first schedule of the UA (p) Act, 1967. As of 2012, many of these were also listed and banned by the United States and European Union. North eastern India consist 7 states (also known as the seven sisters):- Assam, Meghalaya, Tripura, Arunachal Pradesh, Mizoram, Manipur and Nagaland.

- **Nagaland-** The NSCN (K) has been designated a terrorist organisation in India under the unlawful activities (Prevention) Act, 1967. As per the Indian Government report this is the major insurgent group operating in Nagaland. The first and perhaps the most significant insurgency were in Nagaland from the early 1950s until it was finally quelled in the early 1980 through a mixture of repression and cooperation. The National socialist council of Nagaland-Isak-Muivah (NSCN-IM) has carried out several attacks on Indian military. These groups are NSCN-IM, NSCN-K, NSCN-KK NSCN-U and NSCN-R.
- **Assam-** after Nagaland, Assam is the most volatile state in the region. The United Liberation Front of Assam (ULFA) and ALFA have carried out several terrorist attacks in the region targeting the Indian military and non-combatants.
- **Tripura-** Tripura witnessed a surge in terrorist activities in the 1990s. NLFT and ATTF are insurgent groups in Tripura.
- **Manipur-** Many soldiers were ambushed and killed by 20 rebels from the Kanglei Yawol Kanna Lup (KYKL) terrorist organisation. Some insurgent groups in Manipur are KCP, MPLF, PREPAK, PLA and UNLF.
- **Mizoram-** Hamara peoples is a terrorist organisation in Mizoram.
- **Kashmir-** all India hurriat party is a terrorist organisation in Kashmir.
- **Bihar-** although terrorism is not considered a major issue in the state, existence of certain groups like the CPI-ML, peoples war, MCC, Ranvir Sena and Balbir militians is a major concern as they frequently attack local policemen and politicians.
- **Andhra Pradesh-** M.C.C. is a terrorist organisation active in Andhra Pradesh. The terrorism in Andhra Pradesh stems from the People's War group (PWG) popularly known as Naxalites.
- **Karnataka-** 2008 Bangladesh serial blasts occurred on 25 July 2008 in Bangalor, India. 2010 Bangalore stadium bombing occurred on 17 April 2010 in M. Chinnaswamy stadium, Banglore, India.

TERRORISM ERADICATION ACTS

Under the provision of **article 22** of constitution for eradication contrive, several act have been made by central and state government. The main acts are given below:-

- ✓ Maintenance of internal security act (**MISA**), 1971
- ✓ **TADA**- This act was more effective and most stringent. It was challenged in Supreme Court areas the constitutional branch of Supreme Court declared TADA valid with a majority decision in 1994.
- ✓ **POTA**- In October 2001 POTA was promulgated and it got the shape of act in 2002. POTA is called the soft edition of TADA. Under this act 25 organisation in 2001 (Simmi, Litte, Dinar, Anjuman, ULFA etc.) and in 2002 from more organisation were included.

INDIAN EDUCATION SYSTEM

Indian education system started approximately 4000 B.C. from nowadays. Indian education system was itself importance in the world. According to **Dr. A. S. Altekar** *"The pre-eminent position which Indian once occupied in the contemporary world, was mainly due to the success of her educational system."* In ancient times, India had the **Gurukula** system of education in which anyone who wished to study went to a teacher's (Guru) house and requested to be taught. Women education was neglected in ancient time. **T. N. Siqueira** says *"Education of women was to the barest elements of reading and writing"*. In 15th century trader had comes in India to establish trade. But some missionaries had also comes with them for the purpose of spread his Occidentalism religion. Missionaries established many school in English language. After that Indian education system changed. According to **T. N. Siqueira** *"The flag followed trade. And with the Trade came education."* **Nurullah & Naik** says *"To the missionaries belong the honour of being pioneer in the modern educational system of India"*. The modern school system was brought to India, including the English language, originally by **Lord Thomas Babington Macaulay** in the 1830. Nowadays there are many governmental and non-governmental schools, colleges and institutions which provide well education in regular, online (E-learning) and distance mode. Central Advisory Board of Education (**CABE**) was established in 1921, which gives advice to states to improving education system. Some Indian authors and holy books define education as follows:

Rig-Veda: *"Education is that which makes a man self-reliant and selfless."*

Shankaracharya: *"Education is the realization of self."*

Panini: *"Human education means the training which one gets from nature."*

Altekar: *"Education was regarded as a source of illumination and power which transforms and enables our nature by the progressive and harmonious development of our physical, mental, intellectual and spiritual powers and faculties."*

Education is believed to begin with the entrance of a child to the school and end with his departure from the university. The central and most state boards uniformly follow the "10+2+3" pattern of education in modern India. In this pattern, 5 years of primary school, 5 years of High School and 2 years of senior secondary school. This pattern originated from the recommendation of the Education Commission of 1964–66. Indian education system was placed in a concurrent list from 1976. Indian education system can be described as follows:

Pre-Primary Education: Pre-primary stage is the foundation of child's knowledge, skills and behaviour. It was never regarded as a state obligation. Wood-Abbort report, 1937 first suggested for the organisation of pre-primary education in governmental level in India. For the first time in 1944 the report of the Central Advisory Board of Education (**CABE**) on post-war educational development in India recommended that pre-primary education should be *'an essential adjust of any national system of education'*, though the main object of teaching at this stage should be to give young children social experience rather than formal instruction. According to **Kothari Commission Report (1964-66)** *"Pre-primary education is of great significance to physical, emotional and intellectual development of children."* Famous educationalist **Frobel** of Germany is considered as father of pre-primary education. He established first world Pre-primary school in **Blankenburg** of Germany. In India first pre-primary school **Laareto** in Lucknow and **Sant Hilttoo** in poona were opened by missionaries. In 1939-40 Maria Montessori came in India and enforced pre-primary education. The pre

primary education in India is also known as **Kindergarten**. Pre-primary education in India is not a fundamental right. Age limit for admission in pre-nursery is 2 to 3 years, nursery is 3 to 4 years, Lower Kindergarten (**LKG**) or Junior Kindergarten (Jr. Kg) stage is 4 to 5 years and in Under Kindergarten (**UKG**) or Senior Kindergarten (Sr. Kg) stage is 5 to 6 years. Aaganbaari, baalbaari and child care centres are also doing work as pre-primary education in present India.

Primary Education: In ancient time primary education gives only by informal way. In these time home is only means for primary education. According to **Altekar** there is no organisation of primary education till 400 B.C. in ancient India. After that some Bhraman started this work. Primary education consists of the first five years of formal education. It is also known as **elementary** or **basic** education. Primary education is compulsory. Report of **Hartog Committie** says "**Primary education is ineffective, unless it is at least produces literacy**". Many primary schools were opened after 1851 by circle- school system of James Thomsan. In 1854 **Lord Dalhogy** were established many primary school in Bengal. All India Council for Elementary Education (**AICEE**) established in 1957 to the purpose of take some improvements in primary education. The District Primary Education Programme (**DPEP**) was launched in 1994 with an aim to universalise primary education in India. The current scheme for universalisation of primary education for all is the Sarva Shiksha Abhiyan (**SSA**) was launched in 2001, which is one of the largest education initiatives in the world. The first efforts were made by Baroda Ruler **Maharaj Sayaji Gaayakwaar** in 1893 by providing free and compulsory education in 9 villages of his state Amreli Taluka. After that **Gopal Krishan Ghokhale** was motivated and presented a resolution of free and compulsory education on 19 marches, 1910 to the front of Imperial Legislative Assembly. They suggested that this free and compulsory education must be used in whole country. **Jawaharlal Nehru** says "**It is the duty of the state to provide education for every child in the country.**" Education has also been made free for children for 6 to 14 years of age or up to class VIII under the Right of Children to Free and Compulsory Education Act 2009. Operation black board scheme started in primary school from 1987-88. Mid-day meal scheme started from 1995 in primary schools, but now also in aaganbaari and junior high schools.

Secondary Education: Secondary education covers children aged 12 to 18. The final two years of secondary is often called **Higher Secondary (HS)**, **Senior Secondary**, or simply the "**+2**" stage. Missionaries are considered as originator of secondary education. **James Thomsan** is known as father of secondary education in India. A significant new feature has been the extension of SSA to secondary education in the form of the Rashtriya Madhyamik Shiksha Abhiyan (**RMSA**) was launched in 2009 with aim of universalisation of secondary education. Integrated Education for Disabled Children (**IEDC**) programme was started in 1974 with a focus on primary education. But which was converted into **Inclusive Education** at secondary Stage. The central government started the **Kendriya Vidyalaya** project in 1965 to provide uniform education in institutions following the same syllabus at the same pace, which are distributed throughout the country. **Navodaya Vidyalaya** opened from 1986 also provides secondary education, which are managed and organised by Navodaya Vidyalaya Samity. This is autonomous body under M. H. R. D.. These schools are affiliated with CBSE. The National Council of Educational Research and Training (**NCERT**) established in 1961 is the apex body located at New Delhi. NCERT makes the curriculum, provides support, guidance and technical assistance to a number of schools in India and oversees many aspects of enforcement of education policies. Other curriculum bodies governing school education system are: The state government boards SCERT, Central Board of Secondary Education (**CBSE**). The Council of Indian School Certificate Examination (**CISCE**) conducts three examinations, namely, the Indian Certificate of Secondary Education (**ICSE** - Class/Grade 10); The Indian School Certificate (**ISC** - Class/Grade 12) and the Certificate in Vocational Education (**CVE** - Class/Grade 12). All India Council for Secondary Education (**AICSE**) established in 1955 which gives advice for secondary education.

Higher Education: In ancient time only primary education gives in gurukul. As the time passes, higher education started after secondary education. In ancient India only Bhraahman, Shyatriya and Veshya have right to take education and education were considered useless for Shudras. **Takshyashila** was the first university of India and also of world, but now in Pakistan. After passing the Higher Secondary examination students may enroll in degree programmes such as bachelor's degree in arts, commerce or science, or professional degree programme such as engineering, law or medicine. Higher education, also called tertiary, third stage, or postsecondary education, is the non-compulsory educational level. Tertiary education is normally including undergraduate and postgraduate education, as well as training and research. Colleges and universities mainly provide tertiary education. *Rashtriya Uchchattar Shiksha Abhiyan (RUSA)* is a holistic scheme of development for higher education in India launched in 2013. India's higher education system is the third largest in the world, after China and the United States. The main governing body at the tertiary level is the University Grants Commission (**UGC**) established in 1953 and considered as a statutory body in 1956 by parliament act. Which enforces its standards, advises the government, and helps coordinate between the centre and the state? Accreditation for higher education is overseen by 12 autonomous institutions established by the U. G. C.. National University of Educational Planning and Administration (**NUEPA**) and National Council for Teacher Education (**NCTE**) are responsible for the management of the education system and teacher accreditation. Universities are classified as central and state universities on the basis of administration. But on the basis of organisation these are affiliated, unitary and federal universities.

International Schools: As of January 2015, the International Schools Consultancy (**ISC**) which is situated in United Kingdom listed India as having 410 international schools. ISC defines an 'international school' in the following terms "ISC includes an international school if the school delivers a curriculum to any combination of pre-school, primary or secondary students, wholly or partly in English outside an English-speaking country, or if a school in a country where English is one of the official languages, offers an English-medium curriculum other than the country's national curriculum and is international in its orientation". **Kodaikanal international school** also known **Kodai School** is located in Tamil Nadu, is the first international school in India founded by **Margaret Eddy** in 1901.

Technical or Vocational Education: Vocational education is a form of education focused practical training for a specific trade or craft. Vocational education may come in the form of an apprenticeship or internship as well as institutions teaching courses such as carpentry, agriculture, engineering, medicine, architecture and the arts. Gautama dharma sutra describes of 24 craft in Vedic period. Malinda panho describes of 13 crafts in Buddha's period. An apex body for regulation and development of higher technical education is All India Council for Technical Education (**AICTE**).

Correspondence Education: At first Central Advisory Board of Education (**CABE**) suggested to central government for starting correspondence education. So on the basis of this suggestion at first **Delhi University** started correspondence education in 1962 as a department only for graduate level in art subjects.

Open and Distance Learning: Open education started in India first in higher education after that started in secondary education. At first in India **Madurai University** provides open education by establishing a wing of Open University in 1977. But independently the first Open University was **Dr. V.R. Ambedkar University** (Hyderabad) established in 1982. At higher education level, Indira Gandhi National Open University (**IGNOU**) established in 1985. At the school level Central Board of Secondary education (**CBSE**) started first open education program by establishing a open school in 1979 in New Delhi. Now National Institute of Open Schooling (**NIOS**) provides opportunities for continuing education to those who missed completing secondary school education.

Adult Education: Adult is considered of age 15-35 which do not achieve formal education. **Hunter commission** first recommended for adult education in 1882. Adult education promoted by National Adult Education program (**NAPE**) was launched in 2 October, 1978 and then National Literacy Mission (**NLM**) was launched in 1988 also worked through female tutors in villages. National Institute of Adult Education (**NIAE**) was established in 1991 for Adult education. **Saakshar Bharat Mission (SBM)** was launched in 1 October, 2009 for Female Literacy. This mission aims to bring down female illiteracy by half of its present level.

Teacher Education: Broadly speaking teacher education institutions may be categorised under eight heads-

- (i) **Pre-primary teacher training institutions-** Catering to the needs of kindergarten, montessory, shishu mandir, bal bihar.
- (ii) **Training schools for elementary teachers-** Providing teachers for primary schools.
- (iii) **Secondary training schools-** Providing teachers for middle or junior secondary schools.
- (iv) **Training colleges for graduate teachers-** Providing teachers for middle, high and higher secondary schools. Degree awarded is B.T., L.T. or B.Ed.
- (v) **Training colleges for M.Ed. and Ph.D. classes-** Providing opportunities to students to pursue master of education and Ph.D. courses.
- (vi) **Training colleges for specialists-** Preparing teachers in certain subjects like physical education, home science, aesthetic education and languages.
- (vii) **Regional colleges of education-** These colleges are designed to represent a new enterprise in teacher education to train competent teachers and teacher educators in certain critical areas like science, technology, industrial crafts, commerce and agriculture and multipurpose schools at Ajmer, Bhubaneswar, Mysore and Bhopal. The first three started in 1963, while the latter in 1964.
- (viii) **State institutes of education-** These institutes provide in-service training to teacher educators and the inspecting staff connected with elementary education. These institutions investigate problems and evaluative studies especially at the elementary stage.

By the declaration of national education policy (**NPE, 1986**) District Institute of Education Training (**DIET**) are established from 1987. This body gives training to pre-service and in-service primary teachers, organise adult education and non-formal education. **N.C.T.E.** is the main agencies which conducts teacher education. But some national and state agencies also help in improving in teacher education. U.G.C., N.C.E.R.T., N.I.E.P.A., I.C.S.S.R. are some national agencies and C.A.S.E., S.B.T.E., U.D.E./U.F.E., C.T.E.C., D.T.E., or C.T.E., S.I.E., and C.T.E., or I.T.E. are some state agencies of teacher education. In 1716 Den missionaries established a first normal school in **Trancuber** for training of teacher. These teachers were appointed in primary school. After that in 1793 **Kerry Saahab** and his friend **Marsh men** and **Ward** established another teacher training centre in Bengal (**Shree Rampur**). After that many teacher education schools are established in India. In 1917 some training department of teacher education are opened in some universities in India. After 1929 teacher education program are clarify necessary in three level as graduate level (L.T.), primary level (H.T.C.) and secondary level (C.T.).

THE ROLE OF EDUCATION IN DECREASING TERRORISM

Education is the most important aspect of civilised society. It has several meaning and thus the term education is considered very broad and hence it is difficult to define it comprehensively. It is a subject which has its separate dictionary. The new born infant is a helpless human being. He has neither friends nor enemies. He is not aware of the social customs and traditions. He is not even keen to achieve any ideal or value. But as he grows older, he is influenced by the informal and formal agencies of education. He develops his physical, mental and emotional self and social feelings. He solves the problems of life successfully. Education is a process which draws from within. Each child is born with some innate tendencies, capacities and inherent powers. Education draws these powers out and develops them to the full. Education seeks to

nourish the good qualities in man and draw out the best in every individual. Our education begins at home. Thereafter as we grow we go to schools, colleges and other educational institutes. Education brings positive changes in human life. Without education man is like an animal. Any nation cannot progress without education. It enhances the knowledge, skills, values, beliefs, habits and intelligence of a person and enables him to lead a successful life. Above words establish that education is the process of development of humanity. Education develops the individual like a flower which distributes its fragrance all over the environment and contributes in the growth and development of the society, thus education is the foundation stone of national development and prosperity. India is a developing democracy hence for development and prosperity we need a development system of education which largely develops upon the quality of educational research. Education can take place in **formal** (school, universities) or **informal** (family, community, religious institutions) and **non-formal** (social groups or organisation). Education is a primary solution to terrorism. The government should educate the people to understand the differences in culture, religion, belief, and human behaviours. All people should think of the peace, freedom and equality of all human beings, not just "their group of people" Eliminate the root of terrorism: The way this world is attacking terrorism is funny.

In India there is no specific course on countering violent extremism and terrorist attacks have been both politically and religiously motivated. However, indirectly, school curricula address values issues through courses on morality, civics, citizenship and human rights education.

At the national level, the NCERT has developed both material and a model of human rights and citizenship education for all levels of the school curriculum. There are many private madrassas in several parts of India that are mostly funded by donations and in which the curriculum varies, although all of them focus on religious teaching. The madrassa schools have been the subject of much debate since the rise of Islamist militancy and have been sensationalised in the mass media as there have been allegations of them being training grounds for terrorists. We have found that education is used to develop resilience in citizens through critical citizenship and ethical values, resulting in social cohesion, and civic and economic well being at the individual and societal levels. Courses on Peace Education focus on causes of inequities and means of resolving conflicts, while Human Rights courses look at legal provisions at the global and local levels that provide people with rights and duties. Citizenship education aims at developing critical, active citizens who are caring and responsible and work together towards a peaceful life at the local, national and global levels.

These and several other courses have been advancing a global narrative that promotes peaceful ways to create a just society. Thus, education not only has a role in offering a narrative about extremism, but also a role in posing a counter-narrative to extremist ideology.

This provides educators with a long-term opportunity to educate students to become resilient citizens. Furthermore, it is difficult to establish a causal relationship between educational programmes and a decline in extremist and terrorist incidents since military force, surveillance and other policing measures are also actively involved. Education is one of four ways to counter terrorism. Within education, there identifies some cornerstone approaches. The first cornerstone is to improve the general level of education for the whole population in order to tackle unemployment among young people, as being unemployed can frustrate and discourage people to the point at which they choose to engage in terrorist activities. Second, schools can foster critical thinking so that students adopt civic values in order to make sound decisions. Schools can also create an environment where children "learn about terrorism, how to prevent it, its negative effects, how to face it and how to avoid being caught or recruited by terrorist organisations". Young people can be made aware that they are vulnerable to fall prey to extremist manipulation within the classroom as well. Educating children to prevent and combat terrorism should be "part of the normal teaching programmes in every African school" and should prepare the next generation to be vigilant about terrorist organisations. Third, students can learn how to combat terrorism by analysing media and recognising proponents of extremist messages. Fourth, it is important to educate children on how to use and understand electronic intelligence and cyber security. Fifth, security personnel should be educated in a similar manner. Several

countries globally have curricula that include values that should inculcate good citizenship. These values may be in the form of courses on multiculturalism (inclusive, diversity, and anti-racist education), human rights, moral and/or religious education, and so on. The role of education is thus to respond to those multidimensional factors that fall within the purview of the classroom. Education can indoctrinate and develop a fear of others, as well as reinforcing attitudes that predispose people to accept monochrome understandings of the world. However, if prepared and properly led, education can instil in young people the ability to critically assess, engage and rebut extremist ideas. The radicalisation pathways of young people vary and are dictated by their level of education. Adequate and effective teacher training must be developed to support teachers in discussing sensitive, controversial and polarising issues in the classroom. Passive or 'banking' educational techniques that are teacher-centred can fail to build resilience amongst young people, and can often do more harm than good, being associated with indoctrination. Student-centred approaches that incorporate dialogical methods, critical pedagogy and co-operative learning should be fostered. Security responses are important, but not sufficient, and will not tackle the many underlying conditions that breed violent extremism and drive youth to join violent extremist groups. We need soft power, such as education. In particular, we need relevant, inclusive and equitable quality education. The most common causes or roots of terrorism include civilisations or culture clashes, globalization and religion. More personal or individual-based reasons for terrorism are frustration, deprivation, negative identity, narcissistic rage, and/or moral disengagement. Education is the only powerful weapon by which frustration, negative identity, egotistic anger, and moral detachment can be cured and once the upcoming generation is emotionally, psychologically and physically developed, growth of nation is possible. Major role can be played by education in combating terrorism. Education makes the society enlightened.

CONCLUSION

The challenge is really big but needs to be curbed as soon as possible. Terror attacks involve violence or the threat of violence. These attacks not only create panic in the actual area of incidence but they also have psychological effects that reach farther beyond the impact on the immediate victims. World at large is facing this evil threat. India being the fourth in terms of facing terror attacks across the world in recent past. Terror attacks leads to significant and long-lasting negative effect on the economy, especially economy of the affected area. State like Jammu and Kashmir which is directly dependent on tourism, have major hit by such inhuman incidences. Any disturbance in Punjab or in Jammu and Kashmir has greater impacts on all other states of the country. Consequently, this leads to lower GDP growth and adverse effect on sectors like education, health, rural development and infrastructure. India has witnessed economic ups & downs because of terrorism. Terrorism is like a fire that is spreading through the globe. Combating terrorists will not put an end to terrorism, but further ignite it. Terrorism is not related to any religion or community, it is single minded in its pursuit of goals through violent means that harm others. Young people are the main targets of recruitment strategies and fall victim to extremist violence. This phenomenon alerts us to the risk of losing a generation of youth to despair and disengagement. With the help of modern technology and science we can detect and foil the game plan of terrorist. The beauty of a nation is not how developed the nation is but how it treats people of other countries as well. We Indian always cherish the philosophy of "Atithi Devo Bhava" ('the guest is equivalent to God' or 'be one for whom the guest is God') is a Sanskrit verse, taken from an ancient Hindu scripture which became part of the "code of conduct" for Indian society. Terrorism has affected tourism in the state of Jammu & Kashmir. If law enforcement can initiate ties with members of the community, some terrorist attacks could be avoided. The evidence we have presented, tentative though it is, suggests little direct connection between poverty or education and participation in terrorism.

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