

DELTA, the change agent has become DELTA, the FC agent

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The recent visit of the female students of Delta school, a private institution in Turbat Kech, at FC headquarter Turbat Kech on 18th of January, 2025 portrays the colonial education system. The female students of 9th and 10th classes were sent to FC headquarter by the principal Murad Ismail. In school, students were misled. They were told that it would be a study visit to educational institutions but later on students were brought to FC headquarter where they had interactive session with armed forces at FC headquarter. Students were taken out from schools without informing the parents that their children are being sent to FC headquarter. In FC headquarter various documentaries, short films and videos were shown to students which oppose the Baloch, Baloch national struggle and Baloch movement and these videos contained hate speech and hate content against Baloch nation. This is not the first time that the said school has done such a shameful act, the school principal has previously used the students for his personal interest. Delta school Turbat and DELTA (Dynamics English Language Teaching Academy) have been working to promote the colonial interest of Pakistan. Every colonizer uses education system as a tool to strengthen its colonial rule. The Pakistani forces are using Delta school Turbat to promote and justify its colonial policies in Turbat, the second largest city of Turbat. let's discuss colonization, colonial education system, colonial education system in British era, impact of colonizer's language, how Delta school Turbat is promoting Pakistani colonial

education system and how Delta, once the hope for Baloch nation turned and became the recruiting cell for Pakistani establishment.

Colonization and colonial education system

Colonization is the process by which one nation or region takes control over another, either by force or acquisition. As a result of colonialism, the colonizing nation establishes its own system of education within its colonies. Two colonial education researchers, Gail P. Kelly and Philip G. Altbach, define the process as an attempt "to assist in the consolidation of foreign rule". Often, the installation of a new educational system leaves colonial people with a limited understanding of their history. Indigenous history and practices, which were formerly practiced and observed, are gradually disappearing. Growing up in the colonial school system places many colonized children in a state of hybridity, where their identities are shaped by a variety of cultural forms, practices, beliefs, and power relations. Colonial education blurs the line between the conquerors' new, enforced ideologies and previously accepted native behaviors. Ngũgĩ Wa Thiong'o, a citizen of the formerly colonized Kenya, expresses his displeasure that colonial education wreaks on colonized peoples. He claims that the process "annihilates a people's belief in their names, in their languages, in their environment, in their struggle heritage, in their unity, in their capacities, and finally in themselves." It causes individuals to regard their history as a wasteland of non-achievement and to seek to isolate themselves from it. It causes

individuals to desire to identify with what is most distant from themselves" (Decolonizing the Mind).

Colonial Education system in British colonies

The construction of educational institutions in British colonies was not a humanitarian effort. Colonial education was intended to benefit the Empire by generating a class of people capable of assisting in the administration and control of the colonies. Education became an important tool for colonial administrations to regulate the social fabric of colonized cultures. It was not intended to nurture genuine intellectual progress, but rather to cultivate a cadre of local elites who would serve colonial objectives. The colonial mindset was based on British dominance, with colonized populations seen as intrinsically inferior and in need of Western civilization. Education became a tool for imposing British cultural norms and values on the colonized, portraying them as passive beneficiaries of a supposedly superior culture. Colonial education also served to justify the colonial goal itself. By emphasizing the "**civilizing mission**," colonial authorities presented their presence as advantageous, if not necessary, for the "advancement" of colonized peoples. This narrative easily obscured the exploitation and subjugation that characterized colonial rule.

Language as a tool of colonization

A crucial component of the colonial educational system is language. In subcontinent, despite the variety of languages spoken in the colonies, English was positioned as the main language of teaching in the majority of colonial institutions. The British systematically devalued indigenous languages and traditions by imposing English as the language of instruction. A class of English-speaking elites who were culturally estranged from their own communities was also produced, in addition to the erosion of native knowledge systems.

English promotion also had a more pragmatic purpose: it allowed the British to communicate with their people in a wide range of geographical locations. The British made administration and government simpler by requiring the colonists to learn English. But there was a hefty price for the adoption of English. Local epistemologies, oral traditions, and indigenous languages were diminished or perhaps eradicated. Deep social and cultural divisions were brought about by the emphasis on English as the language of prestige and authority, and these divisions lasted long after colonialism ceased.

The British made sure that education would support their authority by regulating both what and how it was taught. While their own histories and cultures were portrayed as inferior or archaic, students were taught to respect British accomplishments. This served to uphold the social hierarchies that supported colonial authority by reinforcing colonial conceptions of racial and cultural superiority and inferiority.

Delta and the colonial education system

Delta school openly supports and promotes the Pakistani colonial education system. In Delta school and DELTA language center, Murad Ismail and Barkat Ismail promote such literature which keeps Baloch nation away from their history, culture and tradition. Students are forbidden to read the books which are related to Baloch history, culture, tradition and Balochi literature. Students are forced to read books which are assigned by the administration. Administration gets the names of books from the Pakistani establishment and forces the students to read them. These books make students only robots by limiting down their creativity level. These books make the students selfish and cut off them from the society. A student told,

“They take huge amount as fine if a student refuses to read the assigned books.” Additionally, Barkat Ismail the chairperson of DELTA preaches in his every gathering with students to join the Pakistani army and Pakistani corrupt bureaucracy. Instead of being well educated, he preaches to be corrupt bureaucrats.

Furthermore, the officials of armed forces occasionally visit the schools and have interactive sessions with students, where they brain wash the Baloch Students against the Baloch movement and motivate them to join armed forces. Delta school has become a primary recruiting unit for FC and intelligence institutions.

Delta once the hope of nation

Initially Delta school, established in 2004, and DELTA (Dynamic English Language Teaching Academy), the English language center founded in 2001, were established to promote quality education among the Baloch Students, especially in Turbat, where there was no proper education in governmental schools. The legendary personalities Shaheed Ilyas Nizar, Shaheed Rasool Jan and other have given their day and night for these institutions; but today these institutions have become the puppet of establishment.

DELTA once was a hope for poor students. The chairperson of DELTA, Barkat Ismail preached that DELTA is for poor students. No one will be taken out from classes because of not submitting fees. On the contrary, now DELTA takes fees in advance. Failing to pay fees, students are insulted and taken out from the classes.

Delta school and DELTA center have left their purpose, educating the nation and now they are serving the establishment against the Baloch national cause. DELTA, the change agent has become DELTA, the FC agent and Delta school has become a recruiting unit for Pakistani forces.

Conclusion

Now is the time for the Baloch nation, especially Baloch students, to make a firm decision. Will they continue to accept and be part of this colonial institution, or will they reject it

completely? This institution, instead of serving the Baloch people, is being used as a tool to brainwash Baloch students and make them believe in the so-called “**positive**” image of the Pakistani army. But how can an army that has been committing war crimes against the Baloch people for decades suddenly claim to be their well-wisher?

How the same army that has killed thousands of innocent Baloch, forcibly disappeared countless others, and continues its campaign of suppression, expect the Baloch to trust them?

This is not just about a few speeches or visits to FC camps; this is a well-planned strategy to manipulate and weaken the Baloch resistance. The Pakistani army knows that it cannot win through force alone, so now it wants to control the minds of the younger generation. They want to create confusion, erase the history of Baloch suffering, and make students believe that the enemy is their friend. But the Baloch nation is aware. The families of the forcibly disappeared, the mothers who have lost their sons, the students who have been harassed and targeted, however, none of them will forget the crimes of this army.

DELTA must remember that no amount of propaganda can erase the truth. The Pakistani army is responsible for the occupation, suffering, and genocide of the Baloch people. The Baloch nation has never accepted this army, and it never will. Those who betray their people by aligning with the oppressors should know that history will not be kind to them. The only path forward is resistance, awareness, and unity.