

## **Abstract**

**Name of the Research Scholar:** Shaikh Shamshul Aarfin

**Name of the Supervisor:** Prof. Azra Razzack

**Department/Centre:** Dr. K. R. Narayanan Centre for Dalit & Minorities Studies

**Topic:** Education of Children in Conflict Situation: A case study of Kashmir

### **Keywords**

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Conflict across the world has existed in different forms and nomenclatures, be it violent, armed, ethnic, religious, historical, regional or even political; bringing colossal damage to life and livelihood. Conflicts disturb millions of people and result in loss of human lives (deaths and injuries), loss of existing private / public or government infrastructure (damage to schools, bridges), loss of opportunity in terms of economic growth and human development that involves significant private and social cost. This acts as a vicious cycle as the increased magnitude of private and social cost in developing countries (due to conflict) creates unparalleled civil unrest and internal forms of psychosocial political instability. Most of the research in this direction has highlighted various kind of repercussions that conflict brings with them, directly or indirectly affecting the education of children. People and children become prey to depression, dejection and emotional tiredness leading to misunderstanding and alienation at all levels of the social fabric.

The present research was undertaken in order to investigate the relation between armed Conflict and Education, in the context of the State of Jammu and Kashmir. The study began with understanding the concept of conflict and its causes, armed conflict and the historical evolution of armed conflict in Kashmir. It was established at the very beginning of this study that conflict is visualized as a determined and many times as a prolonged struggle between multiple stakeholders who use social, economic or political influence to defeat or eradicate their opponents in order to gain position/power/status, resources or worse still, impose their ethics over other social

groupings. A more violent form of conflict exists in the garb of armed conflict that has been the characteristic of the Kashmir valley ever since.

Children growing amidst armed conflict are the most adversely affected. Many a times, they do not experience a life outside that of living within situations plagued with civil war, guerrilla insurgency, militancy, etc. Other than being directly affected by the conflict, a large number of children are affected in indirect ways. They undergo severe psychological, physical and emotional turmoil during and after the events of ethnic cleansing; become refugees as a result of conflict induced displacement and separate from family etc. Given this background of armed conflict and its context-specific nature in the Kashmir valley, this research set out to investigate the the ways, extent, and nature in which armed conflict has affected the education and schooling of children, current educational status of children in present day conflict and the impact of conflict on girl child.

The study has covered in seven chapters. Chapter I covers the background and theories of conflict. It also presents the glimps of conflict in the world as well as in India which further focus on the Kashmir region. The second chapter covers the historical background of Kashmir and its conflict which has its repercussion on the valley till day. Chapter three and four covers the review of related literatures and methodology adopted for the study respectively. Chapter five covers the educational status of Jammu and Kashmir which includes history of educational development in the state and present status school education with the help of secondary data collected from UDIES and census. Chapter six covers the findings of the research and chapter seven contains the concluding remark and recommendations.