

CHAPTER- I

INTRODUCTION

1.1 Meaning of Conflict

According to Cambridge dictionary the literal meaning of conflict is the dissimilarity between those people with different opinions or laid down principles or tussle between two or various groups of people. A political rift in which laced armed combats involves the heavily armed forces of a state/ non armed factions pitching to gain to get over all control of all, subsequently wherever general masses get assassinated and is a genre of conflict called armed conflict. Much of the violence in the world today has been a result of this very conflict. Over the last few decades there has been a steep rise in conflicts across the world.

Practically speaking, clash of interest lies at the root of any conflict. When individuals or groups believe that a particular set up, norm, rule, and principle does not serve their interests, they attempt to fluctuate and meet their interests, they try to change that setup and try to replace it with the one that suits their interests. Conflict is inevitable in any environment in which a group of individuals or various groups exists. Thus is the difference between the reality of the situation and what ought to be.

All human societies feature conflicts in various forms and degrees. Its meanings vary in everyday life, while for some conflict refers to action for others it is behaviour. Nevertheless, it is what has been said to be “contested incompatibility’ (Pettersson & Wallensteen, 2015)¹. Contest presumes manifestation or expression as a necessary qualification for it. Conflict; the term is very wide in its scope and meaning. In its popular usage conflict is identified as a quarrel or a verbal contention between two or more groups and suggests in both common parlance and scientific domain or literature as state of clash, disagreement, incompatibility or opposition. It is a competition between the actors identified as parties to or actors of conflict for the same end, so that progress or advance or success of one is always at the cost of other.

¹Pettersson, T., & Wallensteen, P. (2015). Armed conflicts, 1946-2011. *Journal of Peace Research*, 49(4), 565-575. doi: 10.1177/0022343312452421.

Conflict has been one of the recurring themes in the philosophy of Hegel and Marx, while for Hegel conflict or antithetical contestations of various manifestations of spirit lead to its development to higher forms of perfection of it for Marx conflict or antithesis within the modes of production has lead to and will continue to lead to historical development. Struggle for survival was how Darwin explained the evolution of biological entities. Similarly Sigmund Freud identified the conflicts and struggles within an individual leading to growth and insight.

Notwithstanding all these diverse conceptions of conflict, the conflict that is subject of this study is essentially a political conflict with its myriad manifestations in economic, social, psychological domains etc. and is limited in its scope to Kashmir and concerns only that section of youth who are studying in colleges. How conflict affects their psychological wellbeing and academic achievements is what this study is aimed at.

1.2 Concept of conflict

Conflict has been conceptualised in ways more than one. It has been understood as “contested incompatibility” quarrel, clash and disagreement. Although enlightening in many ways, these definitions and modals of conflict often cave in certain scenarios and contexts which are unique in many ways. I propose to study conflict as a market of competition in which the actors in that very competition, seek to maximise their gains, after having conceptualised or identified their interests, towards fulfilment of those interests and any gain that accrues to any actor/ or acting group in pursuit of its interest is invariably *at the cost of others* in the fray, which obtains conflict in that context or milieu. In such scheme of things interests of certain groups overlap and those groups can be bracketed together in view of those overlapping interests. This model has been developed keeping in view the certain peculiarities in context of Kashmir.

Competition Milieu

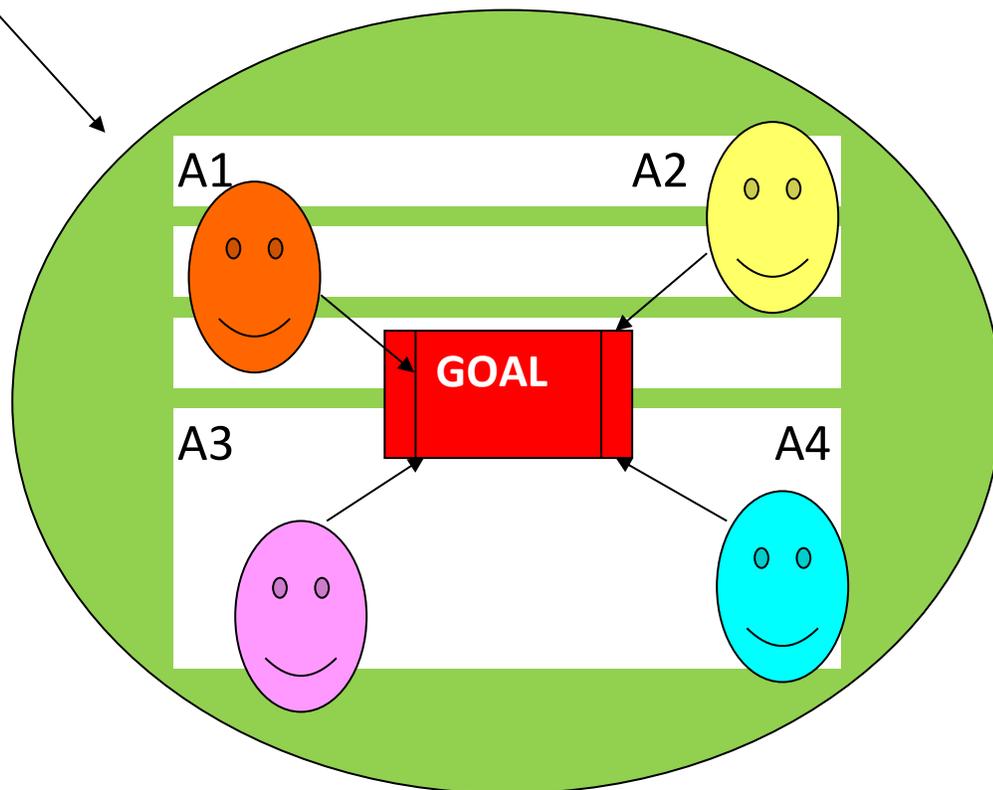


Figure 1: Figurative representation of the conflict that this study has conceptualised.

In Kashmir, the conflict transpired as same competition as has been envisaged above. The competition was played out at the political turf primarily, which also manifested in social, economic, psychological domains as well. Attainment of political power within the ambit of constitution or outside it was the object of pursuit in this competition. Since most of the college going students who are objects of my study were born between last decade of 20th century and 1st decade of 21st therefore goal of this research is not to trace the roots of conflict in Kashmir and historicize it. My aim in this study has been to take up only that phase of conflict which concerns and correlates with the environment in which college going students of my study were brought up and socialized. I have identified such period as starting from 1989 when the conflict was participated into by some actors with the wide use of arms. For the first time there was a spectrum of actors/ or acting groups in this competition which differed in both methods of attaining their objectives and also in their identified interests. In the competition milieu the

armed groups included Hizbul Mujahideen, JKLF etc. Moreover, there were groups, disillusioned with the democratic institutions and their working in Kashmir, which resorted to use of other methods of political mobilizations which includes public demonstrations, shutdown calls etc. Hurriyat (M) and Hurriyat (G) were such groups. Pakistan was another actor in this competition which directly confronted its rival, India through war, which happened in 1999 and by supporting its proxies in Kashmir. In pursuit of its interests within the Indian Federal setup regional parties such as NC (National Conference) had to contend for more political devolution and decentralization with centre on one side, on the other side they had to contain both armed and unarmed political groups who aspired for the political future which tended to be extra constitutional. India as one of the players in the fray directly confronted through armed action or counter-insurgency measures (such measures spawned the armed groups such as Ikhwan and Muslim Mujahideen) any group or organisation which resorted to arms to fulfil its goals, while also securing or tightening its borders against Pakistan. Centre tried to hammer out the differences with separatist factions and consistently maintained its reservations against any aspiration of autonomy by regional parties. However this doesn't mean that the conflict developed in this model is monolithic in nature e.g. the conflict between regional parties and centre can simply fit in centre- state conflict within federal scheme of things, but it is totally different from the conflict between India and Pakistan with its proxies working in Kashmir or for that matter between Centre and Hurriyat. As already said that attainment of political power was goal of every actor within the competition. What makes this contest different from the usual interparty contestations within a multiparty democratic system is that in Kashmir the sovereignty became also subject of conflict and arms were used in the pursuit of interest in it by some groups (Militants) which had to content the coercive apparatus of Indian state.

The conflict was a protracted that spanned almost 70 years. The impact of such conflict on the college going youth and correlation with psychological wellbeing and Academic Performance is what this study has built.

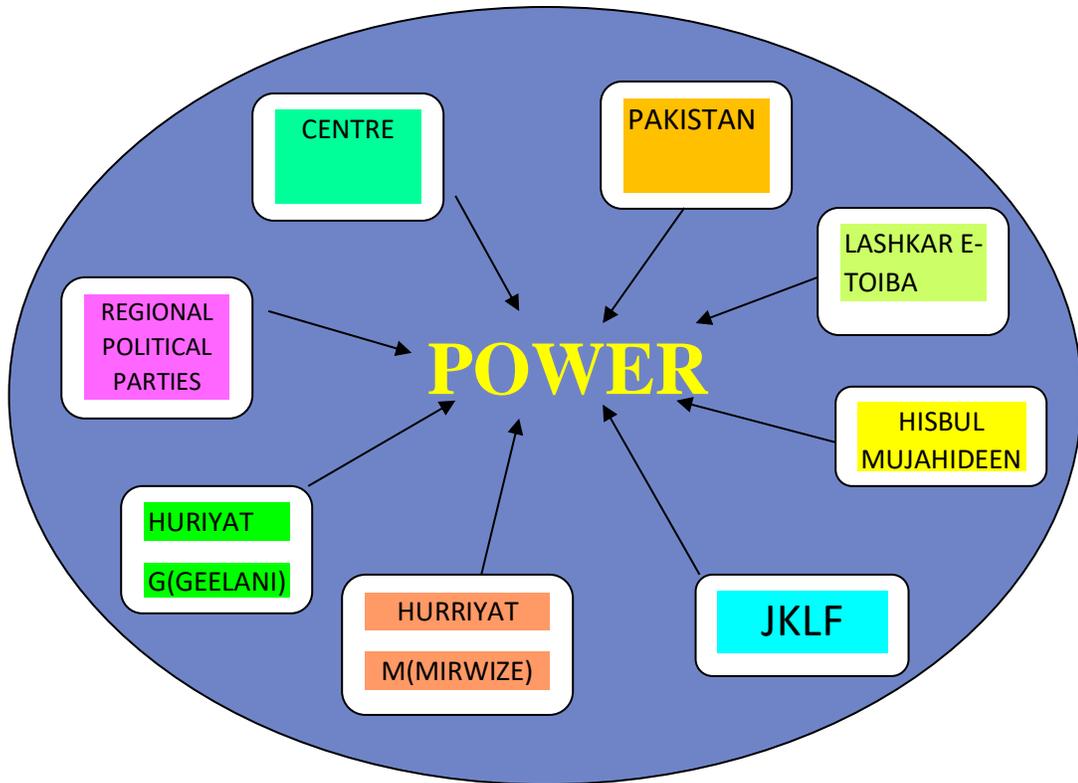


Figure 2: Application of above model on Kashmir conflict (starting from 1989)

The unsettled territorial dispute between India and Pakistan has invited three full scale wars. Kashmir has been a bone of contention between these two warring countries and this dispute has claimed millions of lives. In 1989, the dispute took an ugly turn when Kashmir youth, supported by Pakistan, took up arms against India for separation. The reason was that 1987 election witnessed huge participation of Kashmiri people who supported Muslim United Front leaders; however, the election results were quite shocking as people could not digest Congress- National conference leaders being declared winners. People’s alleged mass rigging in the election and felt betrayed as peoples trust in Indian democratic set up was broken; the result was that local youth joined militancy.

Education sector became the first casualty as the environment of peace got disrupted youth left colleges and Universities to join the militant groups. Joining militancy was glorified by the erstwhile Muslim United Front leaders in their public speeches in response to this growing militancy India has been sending more and more troops to crush it by an iron hand

for last thirty years. The conflict has got through, many stages claiming millions of lives on both sides.

The present study is a candid effort to understand the impact of the on-going armed conflict on the psychological well-being and academic performance of the graduate level students. Post Amarnath land row in 2008. The separatist tendencies in the valley geared up and valley witnessed long term shutdowns, curfews and restrictions. The daily work in the colleges got disturbed and often resulted in closure of colleges and other educational institutions for months together.

1.3. Aspects of Conflict: The aspects of conflict can be discussed under three headings

1.3.1 Psychological

1.3.2 Political

1.3.3 Social

1.3.1. Psychological

From the psychological point of view, conflict means when an individual is motivated to remain engaged in those activities which are mutually exclusive. It has been observed that conflict may occur at different levels like symbolic, emotional or verbal level. On symbolic level conflict occurs when ideas clash and produce cognitive dissonance and at verbal level an individual wants to speak truth but fear to offend. Freud suggested that in the unconscious part opposite instincts exists side by side without any disruption. Conflict occurs when the emotional, visceral and symbolic responses are required to fulfil motive that are incompatible to those required to fulfil another.

An individual experiences personal conflict in a society, when the demands and the pressures of the group he belongs in order to play the role in the group. The whole process of socialization has been evaluated as a tussle between society and individual. Furthermore, Sigmund Freud suggested that human civilization which is outcome of controversy which

outcome of clash between the incompatibility demands of social conformity and biological urges (Breuer & Freud, 2001)².

All humans strive to bring slowly and gradually the consistency and to properly function in this universe. Internal consistency leads persons towards the imbalance and motivates for reduction of the cognitive dissonance. People trap in this situation tend to make modifications by attempting to justify situation by add on of new things to cognition which leads to psychological dissonance and contradictory information likely to increase the magnitude of the cognitive dissonance (Festinger, 1957)³.

The term psychological conflict firstly was used in work of Hysterical Neuroses by Joseph Breuer and Sigmund Freud. Hysterical symptoms were explained as a consequence of a conflict between incompatible ideas (Breuer,_)⁴. Furthermore, one important figures in the field of psychology namely Kurt Lewin explained that psychological forces which he termed them as vectors. According to the Lewin the total life span of an individual is termed as psychological field, because it is conditioned by physical and social environment. In one's life span the psychological forces determine the direction of the goal which are attached to the positive and negative valences. He further mentions that if there is only one force or vector the direction is towards the vector and if the forces are of the same magnitude towards the goals then conflict arises (Lewin, 2007)⁵. Conflict occurs at time Dollard and Miller (2017)⁶ emphasis when the drives compete importantly with one another, this creates imbalance in personality which blocks persons efforts from achieving the goal of the life and a person becomes frustrated and this frustration leads him towards anger and then aggression.

²Breuer, J., & Freud, S. (2001). *Studies on Hysteria*. London: Vintage Press.

³Leon, F. (1957). *A theory of cognitive dissonance*. Stanford, CA: Stanford University Press.

⁴ Ibid.

⁵Lewin , K.(2007). *A dynamic theory of personality*. Mc Graw Hill Company, Lewin Press.

⁶ Lewin , K.(2007). *A dynamic theory of personality*. Mc Graw Hill Company, Lewin Press.

1.3.2 Political

Conflict is attributed as a component of social interaction. From political point of view the term conflict implies a state of aggression between two groups within a state or between the state and a group of individual or between states interest. The cause of such conflict is usually the power and authority, territory, resources, governance, exploitation of poor population. Usually this potential conflict is associated with the use of force and much often results in violence. During the course of hostilities one state uses excessive force and other state responds to it, the hypothetical speculation is that the responding side has agreed in toto and the dire consequences is but obviously integrative but importantly coercive relationships on the other side, when one state uses force viz-a-viz the other side out rightly refuses to respond. Thus turns into passive resistance, involving compatible rules and regulations of warfare. Here both the sides seek to accomplish the same aim and object and thus play incompatible goals, which undertake means of fulfilling their purposes.

1.3.3. Political dimension of Conflict in Kashmir

After the assent of princely state of Jammu and Kashmir to India in 1947, Kashmir has swerved between the times of peace, conflict and warring periods. However the alienation of people and their involvement in conflict has been as a result of weakening of democratic structures in valley by centre. Mridu Rai and Sumit Ganguly argue that while on one side centre introduced in Kashmir the democratic structure on one side, it was centre which compromised and undermined those democratic institutions and concomitant processes leading to disbelief, disillusionment and mistrust of people towards those institutions. Very little platforms and avenues were left which had truly representative character. People, after feeling alienated, started to contest more for their democratic rights, which centre within its institutional ambit failed to provide them (Ganguly & Rai. 1998).

1.3.4 Social

From the social perspective point of conflict is concerned, conflicts are the primary social facts. There can be no society in which there is no conflict. Social conflict means struggle between the groups or individuals in order to achieve the power, resources and

status. In social conflict, the purpose of the conflicting parties are not only to grab the position but want to eliminate, injure or neutralize the opposite party. This type of conflicts takes place between the individuals and with large number of persons, besides this intra and inter group conflicts are also seen as characteristic feature of social life (Jeong, 2000). When the conflict take place in the society over the scare resources such as income, goods and power over ecological position or territory. The social structure of the society is depending on the nature of flexibility. When aggression breaks out in the society it leads adjustment in the existing patterns in the social institutions. Moreover, the flexible system allows progressive changes for the betterment of the society. Whereas rigid societies do not allow to make such social adjustments and ultimately suffer internal decay. “Parson” talked about the normative structures which plays significant role in establishing peace, harmony and tranquillity and social order in the society. He is of the view that conflict is primarily dissociating, disruptive and dysfunctional and considers mainly conflict a “diseases”. Parson agree with the Shakespeare view that “when degree is shaken... the enterprise is sicked (Jeong, 2000).” When the division of the society takes places on the basis of the social inequalities and which pays way to the different competing interests among the groups or individuals, this give rise to social disharmony and disunity in the societies. Communication is basic element of social process in a society, because it helps us to communicate the messages, ideas from one person to another. Parson highlights the views of the Lundeberg in view of the communication that restraining a person from the communication is also responsible factor which determines the conflict situation. A person performs various functions in the social system in an oscillating motion this social system acts as equilibrium which helps them towards the adjustment (ibid)⁷.

1.4. Characterizing Conflict

Conflict, to put it simply, is a disagreement which is more often aggressiveness among the groups or parties (Nicholson, 1992). Conflict obtains in a situation where the parties to the conflict are aware of the incompatibility of their interests and each party tries to achieve its

⁷ibid

interest against other participants. Therefore conflict has been understood as “contested incompatibility” which often concerns pursuit of power, political participation, territory, identities etc. To put it in simpler terms, conflict is said to have occurred when due the pursuits of ends by parties to it, often resorting to armed weapons, which have resulted in at least twenty five deaths in a year due to it (Pettersson & Wallensteen, 2015). Government or state must be one of the parties to the conflict. According to the level of intensity conflicts can be ramified into two ways, and both of which have been defined according to the number of deaths that have occurred due to the armed conflict in a year. Firstly there are armed conflicts which are minor in which the number of conflict related deaths range from to 25 to1000. Secondly if the death count due to conflict surpasses upper limit of minor armed conflict i.e. 1000, it has been understood as a war. Moreover conflicts can be interstate, in which case, two or more states are its parties or internationalised where government of the state is in conflict with groups which are internal to state supported by other states in the form of arms and troops. Furthermore intra-state armed conflicts is a form of conflict which transpires between different opposition groups within a particular state and its government (ibid).

There was a steady increase of major armed conflicts after World War II culminating in 1980’s. when number of major armed conflicts rose to forty. However this number witnessed a decline till 1996 and again increased after that (Carlton-Ford, 2009). The increasing trend of conflicts continued into 21st century with 2014 representing a sharp increases 18% in just one year. While as 34 active conflicts were reported in 2013, this number rose to 40 in 2014; 11 of which surpassed the intensity levels of minor armed conflicts into wars (Pettersson, T., &Wallensteen, 2015)⁸.

1.5. Present Conflict Scenario

Past century saw a huge bloodshed which was a result of antagonistic ideologies which had divided the world in two power blocks. Generally, aggression and conflicts crop up when masses are disappointed with the way they are being governed, when general masses feel intimidated despite the fact whether the perception of threat is real in nature. Then it becomes two-hand to sooth people and assure them the way they are threatened.

⁸ibid

In past century, the western powers usually America fought farce wars to attain the position of a sole world power in which it succeeded. However, after the World War II the main focus of America is to maintain the position which the US has attained after huge bloodshed. For that matter it has ever since been engaged in bloody wars usually in the Central and West Asia in order to exploit its natural resources especially petroleum. The western powers have boosted their Gross Domestic Product (GDP) by the export of sophisticated arms to the Central Asian and South-East Asian Countries. Their policy is very much clear as they add fuel to the fire in straining the relation of two neighbouring countries and throw them into a quagmire of armed conflict. Once these neighbouring countries become each other's staunch enemies, these western powers know how to manipulate them for their own benefit and offer them huge quantity of sophisticated weaponry against huge quantity of money. Let us take the example India- Pakistan relations. From 1947 these two countries have confronted each other thrice and every time huge quantity of ammunition was exhausted which was usually supplied by the western powers and Russia. Similarly, now a day's numerous countries have been engaged in unholy wars for petty issues which has resulted in the advancement of the interests of U.S. Russia, Israel, France and other countries at the cost of millions of innocent lives. The world has now become a dangerous place to live. The on-going Syrian war has claimed displacement of more than two million people. Similarly is the result of on-going war in Yemen, Afghanistan, Kashmir and Palestine etc.

Uppsala University in Sweden, the department of peace and conflict conducted a survey during the ending phase in the year 1997. It is estimated that one hundred three armed conflicts at different locations ranging up to 69 locations around the globe. In the year 1998 there were twenty seven in twenty six countries in the year 1994 there were approximately thirty six aggressions. These armed aggressions increased since then. In the contemporary times there are ample number of wars which are very much disturbing. Simultaneously there is a very potent threat to overall health and welfare of tens and lakhs of masses throughout the world. The armed conflicts result in the overall severe impact on the present population which

also poses greater risk to the general masses rather than conventional wars which used to happen during the past time (Peter & Sollenberg, 2001)⁹.

During the last decades, some regions of the world like, Argentina, Cambodia, South Pacific, Africa, Somalia, Sri Lanka, Middle East, Central and South Asia, , Indonesia, Chechnya and other countries lived up with the precedent of post conflict situation so many conflicts which happened and brought down the information technology collapse of the then government and has severe impact on the institutions like judiciary and police (ibid)¹⁰.

Conflicts are invariably characterized by loss not just of the human lives but of resources and infrastructure as well. Moreover, the psychological disadvantages that occur due to the conflict over the population, mostly children and women are huge. Jeans Dreze (2000)¹¹ rightly points out that “war” (which is true of conflict as well) subjects people to psychological “deprivations” which often accompany crises in health care and physical proximity violence. By, more often than not, disrupting rendering of public services and the various institutions of governance. Conflict undermines the future development prospects. Thus conflict ridden societies are hard put to achieve the millennium development goals. Shekhawat (2009)¹² on the other hand has attempted to build the relationship between development and conflict which according to him creates a vicious circle in which hampered development due to conflict complements the increased vulnerability of the subject population. Development failures thus, according to Shekhawat substantially add to the vulnerability. This conflict hampers the sustainability of development endeavours and increases the deprivations in the society affected by it. Further more reversal of the socio-economic development may entail intergenerational impact manifested in increased level of

⁹Wallensteen, P., &Sollenberg, M. (2001).Armed conflict, 1989-2000.*Journal of Peace Research*, 38(05), 626-644.

¹⁰ibid

¹¹Dreze, J. (2000). *Militarism, Development and Democracy.Economic and Political Weekly, April 1, 1171-1183.*

¹²Shekhawat, S. (2009). Fragile Kashmir, Costs and Hopes for Peace, *Journal of Alternative Perspectives in the Social Sciences*, 1(3), 976-981.

poverty, malnutrition and illiteracy (UNICEF, 2004)¹³. The prolonged conflict situation weighs heavily on the macro-economic situation in many cases. The case in point is Rwanda. The estimate worked out by Lopez and Wodon (2005)¹⁴ about the fall of GDP makes it simple to understand. According to them Rwanda's per capital GDP in the absence of Genocide that occurred in 1994 would have been 25 to 30 % higher.

Conflict tends to harm the people across all the spectrum of class, gender and age group. However, the effects differ in varying degrees of intensity. Effect on particular social section is conditioned by class background, adaptability, gender, age, family background and in many cases the identity of an individual. UNICEF report published in 2004¹⁵ points out that the women and children constitute 80% of deaths. Besides the UNICEF report many other reports point towards the vulnerability of children. In other report 'The State of the World Children 1996'¹⁶ UNICEF revealed that long score of children killed in conflict was two million. Besides these four to five million children were rendered homeless and still numerous children got subjected to illness and malnutrition and got affected by psychological trauma.

Besides exposing children to the usual deprivations such as hunger and illness Machel in her report to U.N assessing and investigating the impact of conflict on children, added that sexual violence too featured in such situations (Machel, 2006)¹⁷. Further more children have to endure displacement and are often uprooted to various places from their original inhabitations. Conflict can also be major cause of illness and might result in increased mortality rate among children. In a report to the UNICEF "The State of World's Children" it

¹³UNICEF. (2004). *The State of the World's Children 2005: Childhood under Threat*, New York: UNICEF

¹⁴Lopez, H., &Wodon, Q. (2005).The Economic Impact of Armed Conflict in Rwanda.*Journal of African Economies*, 14 (4), 586–602.

¹⁵UNICEF. (2004). *The State of the World's Children 2005: Childhood under Threat*, New York: UNICEF

¹⁶UNICEF.(1996). *The State of the World's Children*. New York: Oxford University Press.

¹⁷Grac'a, M. (1996). *Impact of Armed Conflict on Children: Report of the Expert of the Secretary General*, New York: United Nations General Assembly.

was mentioned that under-five mortality increased by 13% in a war that lasted for five years. This report was reaffirmations of what Murray et-al stated that in a conflict ridden situation conflict can be a major factor behind illness and mortality. The major share of victimhood more often than not goes unnoticed is what can be inferred from these estimates. Comparing the three variables of malnutrition under-five malnutrition and maternal mortality in between the twenty one countries that did not witness the conflict in recent past. The 21 conflict ridden countries in Sub-Saharan Africa, Southall and O' Hare found out that there was a significant difference between two scenarios (2007)¹⁸.

The countries not witness to any sort of conflict in recent past faced quite well in these variables. Compared to their counterparts that were conflict ridden 6.7 % of the diseases (WHO, 2001)¹⁹ estimated in 2000 were due to conflict. War exposes children to psychological trauma. 10 million children suffered in the world from psychological trauma due to war experiences of war (FAO, 1996)²⁰. Conflict entails its impact in directly as well as indirectly. The impact of the conflict spans even after it is formally over. Frequent usage of light weapons impacts children on a very large scale. The case in point is usage of landmines, children inhabiting 68 countries live amid 110 million mines (Machel)²¹.

1.6. Conflict & Youth

Notwithstanding the debates and variations about what constitutes “youth” the college going students remain very important part of it. In-fact, they form the very core of what has been variously understood and conceptualised as youth, be it how United Nations has defined

¹⁸O'Hare, B., A. &Southall, D., P. (2007). First do no harm: The impact of recent armed conflict on maternal and child health in Sub-Saharan Africa. *Journal of the Royal Society of Medicine*, 100 (12), 564–570.

¹⁹WHO. (2001). *The World Health Report 2001-Mental Health: New Understanding, New hope*, Geneva: World Health Organization (WHO).

²⁰FAO. (1996). *Study on the Impact of Armed Conflict on the Nutritional Situation of Children*, Rome: Food and Agriculture Organization (FAO).

²¹Ibid.

youth as people falling in age segment of 15 to 24²² years or how Indian states policies or Acts from time to time have defined it (which is again people falling in age segment of 15-35 years)²³. My object of study being college going youth (students) and how their psychological wellbeing and academic performance gets affected in Kashmir, which has been understood as a conflict zone, is to be precise, about students most of whom belong to age segment that range from late teens to early twenties.

According to UNDP, 2014²⁴ report more than 600 million youth inhabit the conflict ridden territories all over the world. Although it is quite automatic that no section of society is left unaffected by the armed conflicts. On the other side it has been argued by some scholars that where youth form significant chunk of population the possibilities of armed conflict increase, specifically with respect to weaker economic performance and weak and inefficient governance. Conflict is more often than not characterized by exposition of people, including youth, to torture, displacement, psychological trauma, unemployment, economic and physical insecurity. Conflict with its multifarious consequences reflects in and is often correlative to various activities people undertake not the least of which is academic pursuit (UNDESA, 2013)²⁵.

1.7. Impact of conflict on youth

Armed conflict affects people and society at many levels. The people caught in conflict have to face social and economic dislocations. For one conflict, especially when it is long-drawn has a direct correlation with the processes of socialization. It increases the chances of

²²UNESCO. Retrieved from <http://www.unesco.org/new/en/social-and-human-sciences/themes/youth-definition>.

²³UNDP.(2014). Human Development Report. Retrieved from http://hdr.undp.org/sites/default/files/nhdr_guidance_note_youth_2pdf.

²⁴UNDP. (2014). Empowered youth, Sustainable future UNDP Youth strategy 2014-17. Retrieved from http://www.undp.org/content/dam/undp/library/Democratic%20Governance/youth/UNDP_Youth-strategy-2014-17_web.pdf.

²⁵UNDESA.(2013). *Youth and armed conflict*. Retrieved from <http://www.un.org/esa/socdev/documents/youth/fact-sheets/youth-armed-conflict.pdf>.

young people to remain socially and economically dependent. Conflict tends to intervene in and often destroys in peoples assumptions of safety (United Nations, 2005)²⁶.

There is visible increase in the health risks that conflict exposes the youth especially women to frequency of stress and anxiety and psychological ailments increase. Drug abuse is often a fallout of such an environment which is obtained by conflict. The people especially young women experience steep in intensity or frequency of sexual assaults. Since priorities of the governments change in conflict situations. The conflict zones often witness the breakdown in terms of health and social support system (UNDESA 2013)²⁷.

Education is one of the biggest casualties of conflict. Violence and displacement often result in dropout rates. Access to education is often the function of secure environment; which is messed up by conflict. It has been observed that conflict reverses the gains made in education prior to the onset of education.

Psychological wellbeing is documented to have affected the people especially youth in conflict ridden areas. Displacement, economic dispossession and bereaving, breakdown of social networks often deteriorate the psychological wellbeing and as a result affects socialization, cognitive development and sociability. PTSD (Post traumatic syndrome), depression and distress with their myriad manifestation are ubiquitous in conflict –specific contexts (United Nations, 2005)²⁸.

1.8. Jammu & Kashmir Conflict

Historical origins of conflict are too well known to discuss. However it is pertinent to provide some background to the conflict and in which the present day college going students in Kashmir have been brought up and find themselves in as of now.

²⁶United Nations. (2005). *World Youth Report: Young people today and in 2015*. Retrieved from

<http://www.un.org/esa/socdev/unyin/documents/wyr05book.pdf>

²⁷UNDESA.(2013). *Youth and Armed Conflict*. Retrieved from <http://www.un.org/esa/socdev/documents/youth/fact-sheets/youth-armed-conflict.pdf>

²⁸United Nations. (2005). *World Youth Report: Young people today and in 2015*. Retrieved from <http://www.un.org/esa/socdev/unyin/documents/wyr05book.pdf>.

Kashmir has been subject to competing claims by two countries of Pakistan and India. These nations witnessed fighting of four wars from 1947 onwards in the pursuit of their ends. The phase of the conflict that concerns us here has its roots in late 1980's. National conference, led by Farooq Abdullah entered into power sharing arrangement with congress for elections that were to be held in 1987 and which witnessed marked increase in participation of people. Due to huge rigging the peoples' trust in Indian democratic set up was" profoundly compromised" and exacerbated the disillusionment of people and resulted in ethno religious insurgency. Since then Kashmir has witnessed the armed conflict in which a spectrum of stake holders, in order to fulfil their perceived goals took up arms. Since 2008, this conflict entered a new phase marked by significant public participation and shutdowns. The conflict torn Kashmir has had multifarious consequences to bear which were directly connected with conflict, not the least of which is, what is manifested in psychological well-being and academic performance of graduate students. The impact of this long drawn out conflict is reflected in marriages, mental health, employment, Drug usage, Suicides etc.

1.9. Impact on Mental health

As already discussed, conflict ridden areas have a sorry tale of psychological mayhem to relate. Kashmir, being no exception to that has had and continue to have its share. Psychological ailments which can directly be correlated to conflict. According to an NGO which goes by the name of Action Aid, conflict exposes people and youth to torture, death, humiliation, violence, rape and feelings of revenge which leave deep impression on psychological makeup of people (Hussain, et. al, 2016)²⁹. This prolonged situation and the challenging environment in the Kashmir zone have increased in the number of diseases like increase in the high cholesterol and blood pressure (Brunner & Marmot, 1999)³⁰.One more

²⁹Hussain, A. et al. (2016), Mental Health Illness in the Valley: A Community-based Prevalence Study of Mental Health Issues in Kashmir, Srinagar: ActionAid Association.

³⁰Brunner, E. & Marmot, M. (1999). Social organisation, stress and health, In: Marmot, M and Wilkinson, R. G. (Eds.), *Social Determinants of Health*. Oxford: Oxford University Press, pp. 11-43.

study which was conducted by (MSF2016)³¹ which revealed that 45% of Kashmir adults suffer mental distress.

1.10. Impact on Education

There are numerous ways in which conflict has direct impact on the academic target of academic learners and education system as a whole. Kashmir has been subject to a protracted conflict and conflict often witnesses the death of non-combatants and local combatants. Many of those who get killed or are maimed are wage earners, or employed on whom depend their wives and children. Their death forces youth to attend to more pressing problems of earning livelihood and compromising on academic pursuit. School buildings, colleges and other educational infrastructure is direct causality. According to one report 928 school building got destroyed due to conflict, suspension of academic activity due to frequent curfews, shutdowns and strikes entails in low attendance in colleges (Mahapatra&Shekhawat2008&Puri, B. 2005)³². Bribery, illegal appointments in colleges and schools etc. adversely affect the quality of education (Oxfam, 2003)³³. This study aims to underline many important issues and problems faced by the college going students, which have never been discussed or debated before, but need to be discussed threadbare and addressed to. Some of the various issues are enlisted below:

1.10.1. Conflict affects academic activities

Academic activities get deeply hampered due to frequent shutdowns, and curfews which often last for months together in Kashmir. The shutdown in the backdrop of Amarnath land row in 2008, shutdown of 2010 killings, the shutdown post Burhan Wani killing in 2016

³¹MSF (2016), *Muntazar: Kashmir Mental Health Survey Report*, New Delhi: Medecins Sans Frontieres (MSF).

³²Mahapatra, D., A. &Shekhawat, S. (2008). The Peace Process and Prospects for Economic Reconstruction in Kashmir, *Peace & Conflict Review*, 3(1), 1-16.

³³Oxfam. (2003). *The impact of violence on the student community in Kashmir*. New Delhi: Raj Press.

or the recent shutdown post scrapping of Article 370 on 5 August 2019, all these shutdowns lasted for 3 to 6 months and caused great disruptions in the academic activities in Kashmir. The classes were deeply hit, private coaching was halted, the whole academic sessions got protracted and the examinations could not be taken on time and the ultimate result of this was that the results were not declared in time and students missed the chance to appear in many State level as well as National level tests and entrances. Although the State government took notice of the situation and gave relaxations in syllabus as well as mass promotions but it can't be considered as the proper remedy to compensate for the irreparable damage already done to the student community. Frequent societal disturbances cause deep educational crises as the atmosphere to get quality education is disturbed. Most often the students prefer to move outside the valley for getting education for which they have to spend a lot of money and effort.

1.10.2. Snapping of internet services affects academic achievement

As already mentioned above the shutdowns lasted for months the people became violent or make public demonstrations. The authorities' snapped the internet services as a measure to check the spreading of fake news on the social media. On one hand the measure of snapping the internet services is effective in controlling the situation but on the other hand snapping of internet for month's together hits the economic as well as education sector the most. The students find it difficult to attend online classes, browse the internet for study material and especially can't get information about various examination or admission, service job notifications. If they get such information it is very difficult to apply for their online job or exam notifications. This results in the loss of precious time of the students as well as in the unemployment of qualified and uneducated youth.

1.10.3. Conflict decreases aspiration level of students

Long term conflict decreases the aspiration level of students because the whole atmosphere is filled with chaos, confusion and uncertainty. As mentioned above the students often miss the precious golden opportunities in the form of admissions, entrance exams and jobs which result in the ruining of their careers. The fuel to the fire is added by the high level of nepotism and corruption prevalent in the conflict hit valley where in the blue eyed and non-deserving candidates are selected for employment and genuinely deserving candidates are

shown the door. After experiencing this situation the aspiring students get disheartened, dismayed and loose the morale to get the desired job and often fall prey of people who exploit them by pushing them into militancy or the drug abuse.

1.11. Social impact of Militancy

Militancy is the state of belligerency in which the competitors or stakeholders in the conflict resort to use arms or weapons to pursue their ends in the conflict. Militancy is often identified with those groups who are now state actors and pursue their objectives against the coercive apparatus of state. Kashmir has witnessed militancy in its varied denominations right after the transfer of power to the dominions of India and Pakistan in 1947. However militancy that this study has concerned itself with pertains to that phase of it which started from 1989 onwards till present it was unprecedented in both scale and intensity.

The militancy in Kashmir left an indelible impact on it. It caused the disruption in the way education was disseminated to the students, by leading to destruction of schools, Colleges etc. frequent shutdowns and strikes connected to it often led to inaccessibility of the institutions. Incompletion of syllabus, caused by this disruption lead to cumulative incompetence in higher classes. Students often found it difficult to cope up with syllabus of higher classes when the syllabus of preceding classes had not been grasped in its content.

The militancy often led to breakdown of health systems. In Kashmir it also led to the demographic changes. The migration of Kashmir Pandits due to the insecure environment generated by militancy is of the opprobrious blots in its history. Kashmiri Pandits were considered to be the important section of the society because they were highly qualified and it put a blot on the academic system of the Kashmir valley. Militancy often generated an environment that stuck often and insecurities in people at large. Moreover the metaphors and symbols pressed into service by militants were often drawn from religions. Feeling of revenge and vindictiveness often associated with performance pressure (to contribute) often

compounded the anxieties of youth. This often translated into increasing cases of depression and stress. Also, connected to it was increase in cases of PTSD among youth (Dabla, 2000)³⁴

Damages to property, unemployment caused both by changed priorities of govt. and poor investment, climate for industries, were some of the economic repercussions of militancy. Militancy also resulted in the increase of widows and orphans in the valley. Survey conducted by Prof. Bashir Ahmad Dabla in 2000 and revised the estimated in 2009, the number of figures in valley was 32400 and orphan 97200 (total=129600). The survey also mentioned that there are 10000 cases of half-widows whose husbands are missing. Another factor which militancy has contributed in valley is the huge number of disabled persons. Disabled section of society which is also an alarming situation in the Kashmir valley.

1.12 Factors responsible for frustration among graduate students

Besides stimulating the environment which has direct bearing on the psychological well-being of the people, conflict and its correlation with the psychological well-being is mediated by societal and economic disruptions caused by it. Such disruptions are reflected in the growing unemployment, Frequent shutdowns etc. which lend more dynamism to the performance of these variables under the influence of growing various unpleasant activities. This study has identified some of the heads which are spawned by the conflict itself and further complicate the performance of these variables in a society characterized by conflict and unpleasant activities. These heads can be discussed as under:

1.12.1. Frequent shutdowns: Kashmir being a politically sensitive and a militancy hit region, the frequent shutdowns are common throughout the year especially since 2008 i.e. Post Amarnath land row. Controversies are deliberately made by some vested interests more often at the behest of their masters across the borders in Pakistan and seldom by political alas of J&K. The result is that people are manipulated, brainwashed and mobilised to serve their interests. Sometimes the situation becomes so grave that the authorities have to impose restrictions, internet shutdown and curfew for long durations. Education is the first causality

³⁴Dabla, B., A. (2000). Report on Suicides in Kashmir valley. Centre for study of social change and development, *New Hope Journal*, 23(21), 43-44.

during such times. The students lost track of their studies when the schools, colleges and other educational institutions remain shut. Online study courses get disrupted resulting in the loss of precious time of students besides money (Sharma, M. & Mohammad., S. 2019)³⁵.

1.12.2. Incompletion of syllabus: as already mentioned the working of educational institutions got disrupted by frequent shutdowns as such the syllabus remains incomplete and sometimes if shutdown continues for the whole semester the whole syllabus remains uncovered. In such situation government announces mass promotion or huge syllabus relaxation in the exams. The students pass the respective class without studying and understanding the basic concepts of different subjects, this result in underperformance in the higher classes as well as lack of interest in studies.

1.12.3. Postponed exams and re scheduling of date sheets: in order to cope with the long term lockdown the government often issues notifications whereby extra time is given to the educational institutions to complete the syllabus. Somehow if the date sheet is issued a new shutdown spoils the whole affair. In this way exam get postponed and the date sheet is re scheduled. A sort of uncertainty about exams hovers throughout the exam season (Mahapatra&Shekhawat 2008 & Puri, B. 2005)³⁶.

1.12.4. Delay in recruitments: Completion of exams and completion of degree courses in time gives an edge to the students while applying for various posts throughout the country. The delayed exams often end up in late announcement of the results. The students loose the chance of applying for various posts/ jobs outside Kashmir. Students have to wait for new job notification which usually takes months or years together. Sometimes the recruitment process itself gets disrupted as recruitment boards or institutions find it difficult to start the recruitment process due to turmoil or law and order disruption in the conflict zone (ibid)³⁷.

³⁵Sharma, M. & Mohammad., S.(2019).The Impact of Insurgency on Education Sector in Kashmir: Issues and Concerns.*International Journal of Recent Technology and Engineering (IJRTE)*,7, (65), 379-384.

³⁶ Ibid.

³⁷ Ibid.

1.12.5. Lack of Industrial setup and unemployment: Peaceful atmosphere and healthy economic condition are basis for creation and continuation of better employment opportunities. However in a conflict zone like Kashmir both these conditions are missing. In such case it becomes very difficult to get an appropriate job in government or private sector. Even starting a small business is near impossible, this situation results in heaping of unemployed educated youth who often fall prey of drug mafia or other antisocial activities (Ganie, R & M, Towseef. 2015)³⁸.

1.12.6. Migration: The income pressure pertaining to self-survival, marriage, family etc. forces the educated youth to migrate from the conflict zone for seeking better income opportunities in different cities of India or in foreign countries especially gulf countries. (Dabla, B.2005)³⁹.

1.13. Psychological well-Being

The psychological well-being is extremely significant in one's life. In common parlance by well-being we understand enjoying all the aspects of life to the fullest. The decisions we take in our life determine the quality of life we live. All our important life decisions are connected with effects on well-being and the philosophy of well-being and the philosophy is therefore a major part of investigation into how to live. Through this investigation our conception of well-being become clear in other fields like economics, medicine, law as well which are ultimately concerned with how to protect or promote well-being sometimes it is not only the decisions we make for ourselves but also the decisions of others, having control over us, which affect our life. As a result of these decisions both positive as well as negative things happen in our life. Among the things which are positive are achievements, friendships, feeling absolutely fine about ourselves etc. on the other hand the things negatively affect our life are stress and strain, lack of money, lack of liberty and diseases etc.

Well-being has a long history which is rooted in the religious and spiritual beliefs. It is linked with the mental, spiritual and emotional health and is rapidly increasing field of

³⁸Ganie, R & M, Towseef.(2015).Impact of insurgency on education in Kashmir.*Journal of Education and Practice*,6,(1), 82-84.

³⁹ Ibid.

alternative medicine and therapies (Corrywright, 2009)⁴⁰. “The World Health Organization defines health as total mental, physical and not only the absence of infirmity”. Keeping in view above definition in consideration it means the complete well-being, a person has to strike a balance among physical, mental and social states. This will in turn help them to build good and positive relationships with others and to develop their potential and contribute to the society (Field, 2009)⁴¹. Moreover, psychological well-being can be elucidated as person’s capability of self-satisfaction without allowing others to impact on the self- satisfaction (Diener et al., 2003)⁴².

The subject of study here is Psychological well –being, as such it is relevant to deserve a special mention of things that positively affect psychological wellbeing are the things mentioned above i.e. the things like strain, worry, lack of liberty, lack of self-esteem, financial constraints etc. Then political decisions which our leaders have taken vis-à-vis the Kashmir valley have directly or indirectly affected the lives of College going students, which is the subject matter of this study, more negatively than positively. Kashmir valley is basically a disturbed area, a conflict zone and therefore its residents especially the college going students have gone through a psychological turmoil due to prevailing militancy. Most of the youth live a stressful life which ultimately pushes them towards having destructive mentality and usually get radicalised. There has not been any sincere and constructive set up on part of the authorities at helm to check the psychological alienation of college students.

However, very recently on 5th August 2019 one of the most important decision vis-à-vis J&K was taken wherein Article 370 was scrapped from the constitution of India which

⁴⁰Corrywright, D. (2009). ‘Well-being and spiritual’, paper for ESRC seminar series, Emotional well-being and social justice, 22 July 2009, Oxford Brookes University.

⁴¹Field, J. (2009). Well-being and Happiness: thematic paper 4, Inquiry into the Future for Lifelong Learning. Leicester: *National Institute of Adult and Continuing Education*.

⁴²Diner, E., Oishi, S., Lucas, R.E. (2003). Personality, Culture, and subjective well-being. *Annual Review of Psychology*, 54,403-425. <http://dx.doi.org/10.1156/annurex.psych.54.101601.145056>.

provided for special status to J&K state. The centre also took the decision of bi-furcating the erstwhile state into two Union territories (J&K & Ladakh). It is to be seen whether this decision the authorities will have positive bearing on the psychological well-being of the people of valley, especially the college going students, or will negatively impact the psychological well-being of college students and cause further psychological alienation.

1.14. Theories of well-being

The concept of well-being has been divided into two major theories:

1.14.1 Hedonistic Theory

1.14.2 Eudiamonic Theory

Hedonistic Theory: This theory is most influential theory of well-being Epicurus Mill (1863) and Bentham (1789) are historically defenders of this theory. The vision of the theory entirely based on the how you feel. The assumption of this theory is that all positive experiences are good and negative experiences are bad for an individual. For many persons this theory is an eye-catching but rudimentary to others. From the perspective of Hedonic approach well-being is explained as gladness, pleasure and the lack of pain (Diener et al. 1984 & Bradburn 1969)⁴³. A person is motivated towards the things, if we expect from the things that it will give positive effect and allow us to avoid from the negative consequences. The aim of the psychological hedonism is to express the real behaviour of an individual, whereas hedonism about well-being is to depict what is good for us (Guy, F. 2016)⁴⁴.

Eudiamonic Theory

This approach consists of two words “eu” which means good and “daimon” means spirit. It has been derived from Greek philosophy in the work of Aristotle and later this work was carried by Mills and his colleagues. It was the core concept in the Aristotelian ethics. It emphasis on the concept of human flourishing which according

⁴³Diener, E. (1984). Subjective well-being. *Psychological Bulletin*, 95(3), 542–575. Retrieved from <http://www.ncbi.nlm.nih.gov/pubmed/21228133>.

49. Bradburn, N. M. (1969). *The structure of psychological well-being*. Chicago: Aldine

⁴⁴Guy, F. (2016). *The routledge handbook of philosophy of Well-being*. Routledge

to Edumonia means highest human good. It is not only related with the satisfaction or happiness, but is considered a broader and multi- factored set of need. This theory adopts the concept of maximising pleasure and avoiding pain as same work was also found in the work (Pleasure and Pain theory) of Bentham in which Bentham has emphasised the idea of greatest happiness of greatest number commonly called Bentham's utilitarianism.(Muglan, T. 2007)⁴⁵.

1.15. Bio Psychosocial Model

This Bio Psychological model proposed by George L. Engel in 1977, which is inter related and interdisciplinary model whereby talks about sociological, biological and factors which have social bearing and thus play pivotal role in designing the personality of individual. Hereditary, culture and Environment play important role in the developing for the holistic development of the individual.



Figure 3: Representing Bio-Psychosocial Model by George L. Engel.

1.16. Academic performance

College going students are projected as future of tomorrow. And have major goal in life to perform well in the academics i.e. Academic achievement. To achieve this essential goal a good and congenial atmosphere is needed which must be free from distractions and needs cordial relationship with the teacher. This stage of student is passing through lot of

⁴⁵Muglan, T. (2007). Understanding Utilitarianism. Routledge

challenges and responsibilities (Imonikebe, 2009)⁴⁶ this situation sometimes leads the students towards the stress. To succeed in the academic pursuits they need sound mental health. Due to increases in the academic demands new social relations are established and the students are not in a position to meet the future challenges (Dwyer & Cummings, 2001)⁴⁷. For the affective and interpersonal progress is concerned academic life is an important challenge. Academic achievement is assessed by the class tests and examinations held the schools, Universities, institutions and other school boards.

The credit of the term Academic achievement goes to Greek Philosopher namely Plato. According to Plato “Academic achievement means the attainment level, at which student functions in his or her school task through a regular curriculum in a fixed place which named as academy”. Actual ability and capacity are the two terms which are used in the academics, actual ability is attached to academic achievement and the term capacity is associated with the potential ability. So academic achievement refers knowledge and skills which a student had obtained in the different subjects taught in the educational institutions (Mahmood, K., &Maqsood, M. 2015).⁴⁸

The main aim of any educational institution is to bring out the best from the learners. It is measured as a holistic learning in the end of the course. In the educative setup the learning objectives are measured with their achievement. In order to access the terminal behavior of the students. Performance assessment is the method which helps to measure this behavior. It plays significant role in determining the right choices of their carrier in the future life. Academic achievement refers to knowledge gaining ability in different tasks assigned in the

⁴⁶Imonikebe, B.U. (2009). Strategies for promoting the nutritional and health status of students in higher institution of learning in Nigeria for sustainable national development. Paper presented at the fourth regional conference of higher education for sustainable development in Africa. Organized by HERPNET in collaboration with Kampala International University, Kampala, Uganda. August 17th-20th, 2009

⁴⁷Dwyer, A.L. &Cummings,A.L. (2001). Stress, self-efficacy, social support and coping strategies in University students.*Canadian Journal of Counselling*. 35 (3), 205-220.

⁴⁸Mahmood, Khalid.,& Muhammad, Maqsood.(2015). Psychological Adjustment and Academic Achievement among Adolescents.*Journal of Education and Practice*,6(1),39-42.

schools or different educational institutions which is measured by standardized tests and articulated in grades based on the performance of the pupil.

The knowledge and the skills which is gained/ developed in subjects which are taught in the schools and is designed and assigned by teachers and test-scores refers to academic achievement (Good, 1959)⁴⁹. Academic performance includes performance of students in both scholastic and co scholastic activities. The learners perform their ability in an efficient way in the classroom, due to which effective outcomes of learning comes in picture. The result of learning modifies the overall behavior style of students (Mehta, S. 1969)⁵⁰. Furthermore, academic achievement is articulated scholastic success in a specific division of knowledge after a particular period of time and training (Singh., & Kumar, P. 1977)⁵¹.

1.17. Factors responsible for Academic Performance

Psychological, Environmental and Personal are the predominant factors which are wholly and solely responsible for up and down achievements of students (Sharma,G.2016)⁵².

- I. Psychological factors are those factors which include intelligence, creativity and motivation, level of aspiration and self-concept.
- II. Environmental factors is related to the surrounding which include family environment, educational system and teacher efficiency.
- III. Personal factors include age, sex and health which affect the academic achievement.

⁴⁹Good CV (1959). Dictionary of education (2nd edition), New Delhi, Mc Graw hill book com.

⁵⁰Mehta, A.P. (1969). Achievement motive in high school boys monographs of National Council of Educational Research and Training (NCERT). New Delhi, 61, 12-14.

⁵¹Singh.B.,& Kumar, P. (1977). Anxiety and Academic Achievement. *Journal of Psychological Researches*, 21(1), 56-60.

⁵²Sharma.(2016).Teacher support as determinant of academic achievement. *The journal of Educational Research*, 2, (7), 1-9.

1.18. Significance of the study

This study has been conducted with the belief that conflict zones are special areas where the academic needs of the college going students are markedly different from those living in the regions which are not characterized by conflict. The challenges both for the students and the education systems in these regions need to be brought to limelight. While much has been done in this regard in other parts of the world there is still long way to go as far as Kashmir is concerned. The education system needs to be rationalized to cater to the special needs which are afforded by the conflict zones like Kashmir. Such steps can be taken efficiently when the decisions in this regard are informed by research. This study has made the focus of its research some of the much neglected but very important dimensions of the education dissemination in Kashmir. The education system in the conflict zones like Kashmir, as this study will show, have to be remodelled keeping in view the special responsibilities that accrue to that very system in view of the correlation of the Academic performance and psychological well-being with the conflict. In the absence of the research which makes its focus these variables the road maps to and policy formulations concerning the providing of education to the youth will be blinkered and insensitive and therefore inefficient and unproductive. Psychological well-being of the students is prerequisite to the productivity of any system of education and is reflected in the academic performance of the college going students, but answer does not always lie in the treatment of students for their psychological conditions that they might be effected by. Conflict driven psychological states and conditions require not just the medical attention but also the political and administrative measures to create the stimulating environment which is conducive not only to the psychological well-being *per se* but better academic performance as well. Therefore, this study is needed to help us understand how this environment could be engendered.

Academic performance and Psychological well-being are some of very important psychological determinants whose influence reflects heavily on academic performance of students. There is research work done on the individual variable like Psychological wellbeing, and academic performance in different contexts from different perspectives but none of these variables has been analyzed in the background of conflict driven frustration. My research work is not to examine the individual variable but it will analyze the collective impact of all these

variables with reference to conflict driven frustration. Therefore it seems very clear that this work is very new in its character in terms of conflict variable. In addition there has been no work on such type of research in Kashmir division. I personally believed this might be the first research work focusing on conflict and education relationship qualitatively and quantitatively. Therefore it might bring to surface new findings and there solutions.

The educational processes and policy in Kashmir needs to be sensitized to the psychological makeup of among college students and correlation of how the policy addresses these important concerns needs to be built. The study that aims to lay bare these influences is to need of the hour in two ways, firstly it would inform and sensitize the policy formulations and secondly it would help engender a stimulating environment in colleges to foster the quality academic performance in college's e.g. After the elimination of Burhan Wani in July 2016, all the educational institutions remained literally closed for six months. These long term Hartals and curfews keep the students aloof from their main concern i.e. Education. Such long term aloofness coupled with frequent protest demonstrations and the resultant police action giving rise to a cycle of violence that continues for months together. The use of lethal weapons like pellet guns etc. on the part of security forces results in permanent handicapping of civilians especially the college going students. This prolonged violence has drastically affected the general outlook of the college students towards education and seem to be pushing them to a state of destructive mentality. The situation stands so bleak that even the good and progressive initiatives on the part of government are doubted to be beneficial. Post Burhan Wani killing the government authorities, to somehow motivate the students to appear in the annual exams, tried every bait like relaxation in syllabus, leniency in examination centers with limited check on copying by students, transport service to and from the examination centers etc. But the question arises, is passing the exams by hook or by crook the goal of education? Is it proper to conduct examination without completing the full academic session and for that matter the greater part of syllabus? These are some of the questions which this research seeks to answer.

Finally Kashmir being a conflict zone and level of mobilization having increased from last three decades and being territory where politicization of educational institutions tends to be a norm, this research proposal is an earnest endeavor to inform our discourse that aim at bringing educational on the trajectory where they are academically efficient and psychologically sound.

1.19. Statement of the problem

“Conflict Driven Frustration: A Critical Study of Psychological Well- Being and Academic Performance at Graduate level.”

1.20. Variables of the study

1.20.1 Independent variables

a. Conflict Driven Frustration

1.20.2. Dependent Variables

a. Psychological well-being

b. Academic Performance

1.21. Operational Definitions of Key Terms

1.21.1. Conflict Driven Frustration

In the present study the Frustration caused by the ongoing conflict ridden atmosphere which traps the student’s community in the state of depression and anxiety which heavily effects on their mental setup. In this study conflict driven frustration refers to scores obtained on Conflict driven frustration scale.

1.21.2. Psychological well-being

Psychological well-being means feeling good, functioning effectively and to develop the one’s potential in order to develop positive relationship with others. Psychological wellbeing of a person may be defined as a psychological state in which the mental faculty is free from stress, trauma or anxiety which affects the whole personality of that individual. In the present study, Psychological well-being refers to sores obtained on Psychological well-being scale used by the researcher in this study.

1.21.3. Academic Performance

Academic performance simply means to what extent the students have attained mastery of knowledge and skills which can be measured through different assessment

techniques in order to achieve the educational goals. Academic Performance in the context of this study will mean Academic performance of under graduate students in their previous examination results.

1.22. Objectives

1. To study the effect of Conflict Driven Frustration on Psychological well-being and Academic Performance at graduate level.
2. To study the dimension wise effect of Conflict Driven Frustration on Academic Performance at graduate level.
3. To study the dimension wise effect of Conflict Driven Frustration on Psychological wellbeing among graduate level.
4. To study the Effect of Conflict Driven Frustration on different dimensions of Psychological well-being at graduate level.
5. To study the relationship of Gender, Locality and Stream with Psychological well-being at graduate level.
6. To study the effect of Gender, Stream and Locality on Academic Performance at graduate level.
7. To study the effect of Conflict Driven Frustration on Gender, Locality and Stream of the graduate level.
8. To study the relationship of conflict Driven Frustration with Psychological well-being and Academic Performance at graduate level.

1.23. Hypotheses

1. There will be no significant effect of Conflict Driven Frustration on Psychological wellbeing and Academic Performance of graduate level.
2. There will be no significant dimension wise effect of Conflict Driven Frustration on Psychological well-being and Academic Performance of graduate level.
3. There will be no significant dimension wise effect of Conflict Driven Frustration on Psychological well-being among graduate level.
4. There will be no significant Effect of conflict Driven Frustration on different dimensions of Psychological well-being among graduate level.

5. There will be no significant relationship of Gender, Locality and Stream with Psychological well-being at graduate level.
6. There will be no significant effect of Gender, Stream and Locality on Academic Performance at graduate level.
7. There will be no significant effect of conflict Driven frustration on Gender, Locality and Stream at the graduate level.
8. There will be no significant relationship of conflict driven frustration with psychological well-being and Academic Performance at graduate level.

1.24. Delimitations of the study

Any study is not incomplete itself. It is found to have some limitations which depend on the resources of the investigator these are termed as delimitations of the study. So the present study is delimited to:

1. The college students of Kashmir Division only.
2. The study is confined only to 3rd year students of Kashmir division.
3. The Study is confined only to the sample of 1000 college students of Kashmir.
4. The study is confined to the Government degree colleges of Kashmir division only

ENDNOTES

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⁹ibid

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