Summary

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, Hartals, restrictions, encounters, cordon and search operations. The daily work in the colleges got disturbed and often resulted in closure of colleges and other educational institutions for months together.

Meaning of Conflict

The literal meaning of conflict as per Cambridge dictionary is an active disagreement between people with opposing opinions or principles or fighting between two or more groups of people or countries. A political conflict in which armed combat involves the armed forces of at least one state (or one or non-armed factions seeking to gain control of all or part of the state) and in which people get killed 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 rise in armed conflict across the world.

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 competition in which the parties or actors in that 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.

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

- o Psychological
- o Political
- o Social

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 viewed a conflict between society and individual. Furthermore, Freud suggested that civilization which is product of clash between the incompatible demands of biological urges and social conformity (Breuer & Freud, 2001).

Political

Conflict is an important element of social interaction. From the political point of view the term conflict implies a state of hostility between two or more 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. If in the course of conflict situation one side uses force and other submits, the assumption is that the submitting side has 'agreed' and that the consequences is an integrative but essentially violent and coercive relationships- on the other hand when one party uses force and other refuses to submit and turns into some method of passive resistance, then there is highly disintegrative conflict situation involving compatible rules of warfare. Here both the side seek to process the same object, occupy the same space or the same exclusive position, play incompatible goals and undertake mutually incompatible means of achieving their purposes.

Political dimension of Conflict in Kashmir

After the accession 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.

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 depend on the nature of the flexibility. When conflict broke 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 maintaining social order and stability 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 shaked… 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).

Characterizing Conflict

Conflict, to put it simply, is a disagreement which is often violent between two or more opposing groups or individuals (Nicholson, 1992). Conflict obtains in a situation where the parties to the conflict are aware of the incompatibility those interests and each party tries to achieve its interest against each other participants. Therefore conflict has been understood as "contested incompatibility" which often concerns pursuit of power, 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, results in at least 25 deaths in years due to it (Pettersson&Wallensteen,2015).

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, conflicts arise when people are unhappy with how they are governed, when people feel threatened, regardless of the fact whether the threat is real. Then it becomes two-hand to sooth people and assure them when they are threatened or angry.

In the 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.

According to Department of peace and conflict Research at Uppsala University in Sweden, during the decade ending in 1997 there were 103 armed conflicts in 69 locations around the world. In 1998 there were 27 in 26 countries in 1994 there were 36 conflicts. These armed conflicts have increased since then. Nowadays conflicts and wars are numerous and very often extremely cruel. As such there is a serious threat to health and well-being of millions of people throughout the world. Emerging political struggle, armed conflict and wars have a very different and serious impact on present population than the conventional wars of the past (Peter &sollenberg, 2001).

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 youth as people falling in age segment of 15 to 24 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). 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, 2004 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, especially in context of poor 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).

Impact of conflict on youth

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 young people to remain socially and economically dependent. Conflict tends to intervene in and often destroys in peoples assumptions of safety.

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 falloutof such an environment which is obtained by conflict. The people especially young women experience increase in the intensity and frequency of sexual violence. Since the priorities of the governments change in conflict situations. The conflict zones often witness the breakdown in terms of health and social support system.

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.

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.

Kashmir has been subject to competing claims by two states of India and Pakistan. These two countries have fought 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 wellbeing and academic performance of college going students. The impact of this long drawn out conflict is reflected in marriages, mental health, employment, Drug usage, Suicides etc.

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 continueto 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). 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). One more study which was conducted by (MNF,2016) which revealed that 45% of Kashmir adults suffer mental distress.

Impact on Education

There are numerous ways in which conflict has direct impact on the academic achievements of students 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). Bribery, illegal appointments in colleges and schools etc. adversely affect the quality of education (Oxfam, 2003). 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 important issues and problems are as follows:

Conflict affects academic activities:

Academic activities get deeply hampered due to frequent shutdowns, Hartals 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 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.

Snapping of internet services affects academic achievement:

As already mentioned above the shutdowns last for months the people become violent or make public demonstrations. The authorities' snap 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 the education sector 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.

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 admission, entrance exams and jobs which result in the ruining of their careers. The full 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 lose 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.

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 sate. 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

Psychological well-Being

The psychological well-being is extremely important 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 positive things are pleasurable experiences, friendship, meaningful work, feeling good about ourselves, achievements. Leisure and intelligence etc. on the other hand the things negatively affect our life are stress, worry, disease, injury, insufficient money, misery, lack of freedom and lack of self-worth 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 alternative medicine and therapies (Corrywright, 2009). The World Health Organization defines health as a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity. Keeping in view the above definition in consideration it means for the complete well-being, a person has to maintain a balance between mental, physical 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). Moreover, psychological well-being can be defined as person's ability of self-satisfaction without allowing others to impact on the self- satisfaction (Diener et al., 2003).

Theories of well-being

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

o **Hedonistic Theory**

o **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 defined as happiness and pleasure and the absence of pain (Diner etal. 1984 &Bradburn 1969). 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 (Fletcher).

Eudiamonic Theory

Eudiamonia approach consists of two words "eu"which means good and "daimon" means spirit. It is the core concept in the Aristotelian ethics. According to him he stressed that highest human good is eudaimon he further says that living well and doing well.Eudiamonic approach realising human potential is the ultimate goal of human (Diener et al. 1984).

Bio Psychosocial Model

This model was proposed by George L. Engel in 1977, which is an interdisciplinary model which talks about the biological, sociological and social factors which plays an important role in shaping the personality of the individual. According to Engel the interaction above mentioned components Hereditary, culture and Environment play significant role in the developing for the development of the individual.

Academic performance

College level students are projected as leaders of tomorrow. They 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 challenges and responsibilities (Imonikebe, 2009).

Factors responsible for Academic Performance

Psychological, Environmental and Personal are the factors which are responsible for the high and low achievement of the students (Sharma, 2016).

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

Significance of the study

Psychological well-being and academic performance are some of the very important psychological determinants whose influence reflects heavily on academic performance of students. There has been 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 examined 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 killing 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.

Statement of the problem

The statement of the problem may be entitled as "Conflict Driven Frustration: A Critical Study of Psychological Well- Being and Academic Performance at Graduate level."

Variables of the study

Independent variables

  o   Conflict Driven Frustration

Dependent Variables

  o   . Psychological well-being
  o   Academic Performance

Operational Definitions of Key Terms

  o   **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.

o **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.

o **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.

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. Students.

5. To study the relationship of Gender, Locality and Stream with Psychological well-being among graduate level students

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.

Hypotheses

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

Delimitations

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. Procedure and plan are one of the significant parts of the research journey. The plan is an overall scheme or programme of research. It includes an outline of what the investigator will do from writing the hypothesis and their operational implications to the final analysis of data (**Kerlinger, 1973**).

Research method

The method of research used to complete the present study is essentially descriptive cum survey method. It describes and interprets the existing conditions. The present study is about conflict Driven Frustration: A Critical Study of Psychological well-being and Academic Performance at graduate level.

Population

In the present study the population includes all the students of B.A, B.SC. part III students studying in government degree colleges of Anantnag, Budgam, Bandipora, Baramullah, Kupwara, Kulgam, Ganderbal, Pulwama, Srinagar, Shopian district of Kashmir division. A total 9169 students are enrolled in Govt. degree colleges of Kashmir division.

Selection of the sample

In the present study, multi stage random sampling technique was employed to draw the required sample. Since the study was pertaining to all the ten districts of Kashmir division, the researcher first prepared a sampling frame of all Govt. Degree colleges of Kashmir division. The total number of colleges in Kashmir Division happened to be 46.The investigator decided to select 22 colleges i.e. 47% of the total number of colleges in the Kashmir Division as the rule of thumb suggests that 30% or above of the total population is a representative sample. Then the 22 colleges were distributed among ten districts of the study area according to the share of each district in total number of colleges and were selected randomly. After the random selection of sample colleges the investigator decided to select a sample size of 1000 students comprising of Male, female, Rural , Urban, High and Low conflict college students

studying in part third of the three year degree course in the sample government degree colleges. The sample of 1000 students was divided among sample colleges of each district using a standard formula. Finally the sample respondents were selected randomly from the sample colleges. The details of the sample drawn from the 16 different Govt. degree colleges of Kashmir Division.

Table 3.2 College wise details of Sample Students

Districts	NO. of Colleges	Sample Size	Gender		Locality		Stream	
			MALE	FEMALE	RURAL	URBAN	SCIENCE	ARTS
ANANTNAG	04	177						
1	GDC Boys Anantnag	33	33	NIL	16	17	16	17
2	GDC WomensAnantnag	68	NIL	68	43	25	34	34
3	GDC Kokernag	35	16	19	17	18	17	18
4	GDC Uttresso	41	41	NIL	20	21	21	20
BUDGAM	**01**	**43**	**22**	**21**	**22**	**21**	**22**	**21**
5	GDC Budgam	43	22	21	22	21	22	21

BARAMULLA HA	03	151	74	77	88	63	71	80
6	GDC Women's Baramullaha	61	NIL	61	35	26	30	31
7	GDC Boys Baramullaha	60	60	NIL	35	25	28	32
8	GDC Sopore	30	14	16	18	12	13	17
BANDIPORA	02	102	55	47	51	51	52	50
9	GDC Bandipora	40	20	20	20	20	20	20
10	GDC Hajin	62	35	27	31	31	32	30
GANDERBAL	02	74	38	37	37	37	37	37
11	GDC Gaderbal	54	27	27	27	27	27	27
12	GDC Kangan	20	10	10	10	10	10	10
KULGAM	02	74	32	42	37	37	36	38
13	GDC Kulgam	14	NIL	14	07	07	05	09
14	GDC Kilam	60	32	28	30	30	31	29
KUPWARA	01	50	27	23	23	27	25	25
15	GDC Langate	50	27	23	23	27	25	25

PULWAMA	**02**	**97**	**56**	**41**	**46**	**51**	**44**	**53**
16	GDC Pulwama	50	34	16	23	27	24	26
17	GDC Tral	47	22	25	23	24	20	27
SHOPIAN	**01**	**51**	**16**	**35**	**23**	**28**	**22**	**29**
18	GDC Shopian	51	16	35	23	28	22	29
SRINAGAR	**04**	**181**	**113**	**68**	**93**	**88**	**87**	**94**
19	GDC Srinagar	35	17	18	16	19	17	18
20	Sri Pratab Singh College	46	46	NIL	27	19	20	26
21	Amar Singh College	60	30	30	30	30	30	30
22	Islamia College Hawal	40	20	20	20	20	20	20
TOTAL	**22**	**1000**	**522**	**478**	**516**	**484**	**484**	**516**

Fig. no 4. Representing the break –up- wise sample

Gender	Locaility	Stream
• Male 522 • Female 478	• Rural 516 • Urban 484	• Arts 516 • Science 484
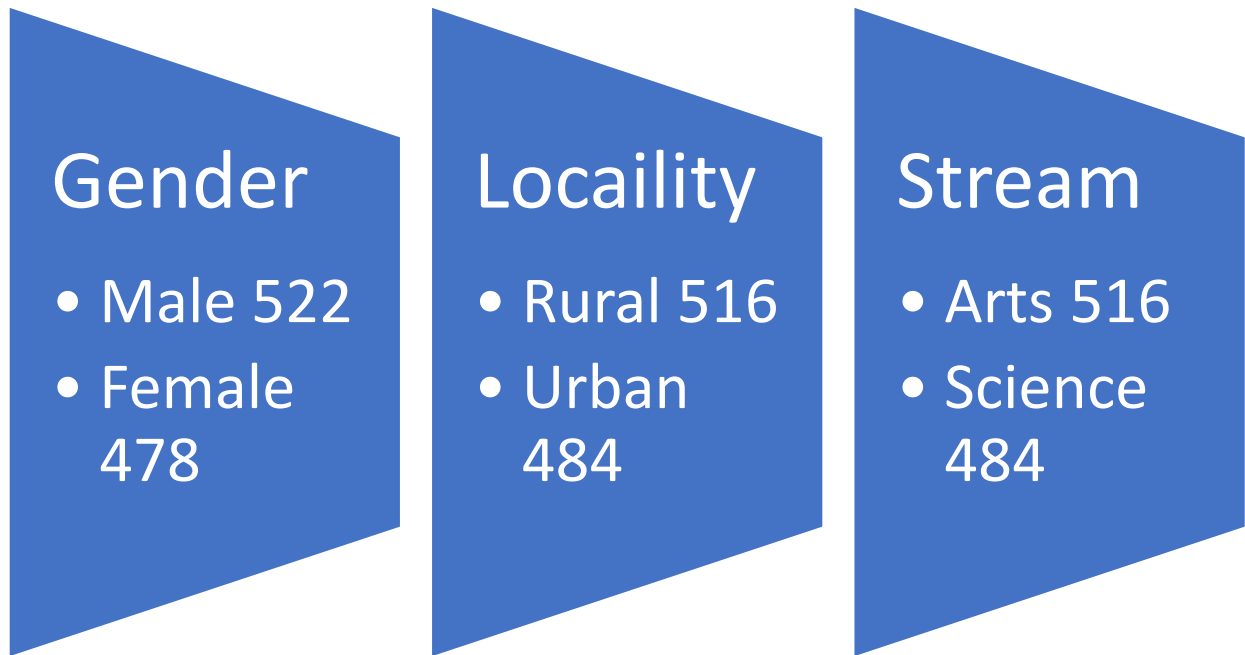
variables studied

- **Independent variable**
- **Dependent variable**

Independent Variable

- ❖ Conflict Driven Frustration

Dependent variable

- ❖ Psychological well-being
- ❖ Academic Performance

Selection of research tool

It is the fundamental aspect in the research journey which guides a researcher to be on the right track. it fulfills the aim of the researcher to achieve the goal of study. Selection of tools is very important in any research study. The researchers efforts will go in vain if he will not use the suitable and appropriate research tools. He has to use such tool which will fulfill the procedural techniques and furthermore will answer hypotheses and objectives.

The researcher after selecting topic, find various tools for the data collection With the help and guidance of supervisor after the threadbare discussion and finalizing the topic. Finally researcher selects the appropriate research tool. The following variables were selected for the present study.

- ❖ Conflict Driven Frustration
- ❖ Psychological well-being
- ❖ Academic Performance

Challenges faced during collection of data

It is very significant part of research journey, so far as the opinion of the researcher is concerned data collection is very herculean task. The researcher visited 23 colleges of Kashmir division which is now (Union Territory). During the field visit the researcher faced various problems while collecting data, i.e. some colleges Principals did not allow the researcher to collect the data pertaining to the research work, for that matter the researcher went personally to different authorities to convince the college principals for permission. After receiving the permission the second challenge was to face the students as well as concerned teachers of the college. During the 45 minutes duration of the class it was very difficult for the researcher to distribute the questionnaire and collect it back. Some students did not complete the items in the questionnaire during 45 minutes and they had to take the questionnaire to their home for its completion and the researcher had to wait for the second day to collect the questionnaire and some students did not reo the researcher, researcher put several request through the concerned teacher to get back the filled questionnaires. It was not the case in every college whom the researcher visited, some college principals and teachers cooperated very well with the researcher and helped him during the data collection process.

Processing of data

After collection of data another step is the processing of data, the researcher did scoring of the variables as per the manual instruction, the researcher put the raw data scores in the excel sheet for further analysis.

Handling ethical issues during data collection

While collecting data every researcher has to keep in mind to respect the sentiments of the respondents. First and foremost step in the data collection is to obtain permission from the authority is also an ethical practice. Furthermore, it is responsibility of the researcher to take the participants in confidence and to keep the identity of the respondents confidential which will develop trust among the participants. Moreover, one more aspect in the ethical issue in

data collection is not to disclose the results of the project with others which are not part of the research process. In addition to this one more ethical issue which a researcher has to adopt in the data collection is, not to force the participants to participate in the data collection, instead, the researcher has to respect their wishes and to select other participants for data collection (Creswell, 2012).

Analysis and Interpretation of Data

Objective 1: To study the effect of Conflict Driven Frustration on Psychological well-being and academic performance at graduate level students.

[1]**H_0:** There will be no significant effect of Conflict Driven Frustration on Psychological wellbeing and Academic Performance of graduate level students.

Table 4.1: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.923[a]	.678	.656	8.876

Table 4.1 shows a significant relation between the Conflict Driven Frustration, Psychological wellbeing and Academic Performance as depicted by the R value in the model. The R square value shows that 67% variation in the dependent variable is explained by the independent variables i.e. the model is well fitted.

Table No. 4.2: ANOVA

	Model	Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	21255.026	2	10627.513	148.025	.000[b]
	Residual	220408.045	998	221.293		
	Total	241663.071	1000			

Table 4.2 shows that F- ratio for the model is statistically significant at 0.05 level of significance.

Table 4.3: Coefficients Summary

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	161.974	4.942		32.775	.000
Psychological Well-being	.212	.023	.284	9.384	.000
Academic performance	-.202	.061	-.101	-3.329	.001

Table No. 4.3 shows that the variables are statistically significant at 0.05 level of significance representing that conflict Driven Frustration has a significant influence on both the variables i.e. Psychological wellbeing and Academic performance. Thus the null hypothesis stated that there is no significant influence of conflict Driven Frustration on Psychological wellbeing and Academic Performance stands rejected as both these variables are statistically significant at 0.05 level of significance. Thus the results have shown that conflict in the Kashmir valley has affected not only the psychological wellbeing but also the Academic Performance of the students studying at graduate level. This result can be generalized that the conflict in general has badly affected the youth by creating psychological unrest which henceforth is responsible for downgrading the academics of the students in the Kashmir valley.

Objective 2: To study the dimension wise effect of Conflict Driven Frustration on Academic Performance at graduate level.

[2]**H_0:** There will be no significant dimension wise effect of Conflict Driven Frustration on Academic Performance at graduate level.

Table 4.4: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.421[a]	.290	.288	16.686

The above table 4.4 shows a significant relation between the dimension wise Conflict Driven Frustration and Academic Performance as depicted by the R value in the model. The R square value shows that 29% variation in the academic achievement is explained by the dimension wise conflict driven frustration i.e. the model is well fitted.

Table 4.5: ANOVA Summary

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	1278.138	3	426.046	7.212	.000[b]
Residual	58775.348	997	59.071		
Total	60053.485	1000			
Total	60053.485	1000			

Table 4.5 depicts the model is well fitted as the F- ratio is significant at 0.05 level of significance.

Table 4.6: Coefficients Summary

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	62.319	3.638		17.128	.000
Social dimension	-.091	.037	-.084	-2.470	.014
Political Dimension	.086	.036	0.083	-2.329	0.012
Economic Dimension	-.153	.055	-.096	-2.800	.005
a. *Dependent Variable: Academic performance* b. *Political dimension does not effect and both the effect*					

Objective 3: To study the dimension wise effect of Conflict Driven Frustration on Psychological well-being at graduate level.

[3]**H[0]**: There will be no significant dimension wise effect of Conflict Driven Frustration on Academic Performance at graduate level students.

Table 4.7: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.443[a]	.296	.294	18.768

Table 4.7 shows a significant relation between Conflict Driven Frustration and Psychological wellbeing. The R square and adjusted R square value for the model depicts that about 30 % variation in the dependent variable is explained by the independent variable.

Table 4.8 : ANOVA Summary

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	85594.439	3	28531.480	81.000	.000[b]
Residual	350830.272	997	352.239		
Total	436424.711	1000			

Table 4.8 depicts the model is well fitted as the F- ratio is significant at 0.05 level of significance.

Table 4.9: Coefficients Summary					
	Unstandardized Coefficients		Standardized Coefficients		
Model	B	Std. Error	Beta	t	Sig.
1 (Constant)	99.561	8.876		38.153	.000
Social Dimension	.110	.090	.038	1.228	.220
Political Dimension	0.080	0.093	.033	.847	.540
Economic Dimension	0.036	.130	.008	.274	.784

Looking the dimension wise influence of Conflict Driven Frustration on Psychological wellbeing it can be inferred from the table 4.9 that out of three (Political, Social and Economic) dimensions of the conflict Driven Frustration the values of Political, Social and Economic dimension are insignificant, it means that there is insignificant effect of Conflict Driven Frustration on Psychological well-being at graduate level. Which means there exists no significant effect of Conflict Driven Frustration on Psychological well-being. Hence, the hypotheses stating that there will be no significant dimension wise effect of Conflict Driven Frustration on Academic Performance at graduate level students stands accepted at 0.05 level of significance.

Objective 4: To study Effect of Conflict Driven Frustration on different dimensions of Psychological well-being at graduate level.

[4]**H0:** There will be no significant Effect of conflict Driven Frustration on different dimensions of Psychological well-being at graduate level**.**

Table 4.10
Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
	.347[a]	.120	.116	14.646

a. Predictors: (Constant), Irritating, Mental health, Satisfactory, Social , Efficient

The above table 4.10 shows that the value of r is .34 which means that there is significant relationship between conflict driven frustration and different dimensions of

psychological wellbeing. The value of r square shows that 12 % variation in dimensions of psychological wellbeing is explained by the conflict driven frustration.

Table 4.11 : ANOVA Summary

Model	Sum of Squares	Df	Mean Square	F	Sig.
1 Regression	29190.428	5	5838.086	27.218	.000[b]
Residual	213210.123	995	214.497		
Total	242400.551	1000			

a. Dependent Variable: Conflict Driven Frustration
b. Predictors: (Constant), Irritating, Mental health, satisfactory, Social , Efficient

Table 4.11 depicts the model is well fitted as the F- ratio is significant at 0.05 level of significance.

Table 4.12: Coefficients Summary

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	156.876	4.112		38.153	.000
Satisfactory	.174	.094	.065	1.997	.046
Efficient	.139	.100	.056	2.733	.008
Social	.643	.104	.227	6.154	.000
Mental health	-.337	.087	-.121	-3.855	.000
Irritating	.253	.096	.103	2.633	.009

a. Dependent Variable: Conflict Driven Frustration

From the above table it can be stated that the values for all the dimensions of psychological well-being are statistically significant at 0.05 level of significance. This means

that conflict driven frustration affects the dimensions of psychological wellbeing (i.e. satisfactory, efficient, social, mental health and irritating dimension). This means that the psychological wellbeing of the undergraduate students of Kashmir valley is affected by the conflict driven frustration.

Objective 5: To study the relationship of Gender, Locality and Stream with Psychological well-being at graduate level.

[5]**H$_0$:** There will be no significant relationship of Gender, Locality and Stream with Psychological well-being at graduate level.

Table 4.13 : Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
	.101[a]	.010	.007	20.826

Table 4.13 shows that R square and adjusted R square value is very low representing that variation in dependent variable is not explained by the independent variables. Thus the null hypothesis stated that there is no significant difference between psychological wellbeing and gender, locality, and stream stands accepted. Table 4.14 reveals that F- ratio for the model which although is significant is very low which is not a good sign for the model.

Table 4.14: ANOVA Summary

Model	Sum of Squares	Df	Mean Square	F	Sig.
1 Regression	4447.850	3	1482.617	3.418	.017[b]
Residual	431976.861	997	433.712		
Total	436424.711	1000			

Table 4.15 : Coefficients Summary

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	161.97	1.249		145.224	.000
	Gender	.388	1.294	-.099	.256	.432
	Stream	.447	1.319	.011	.339	.735
	Locality	.733	1.320	.018	.556	.579

While looking the effect of gender, locality, and stream on the psychological wellbeing of the students table 4.15 reveals that Gender, Stream and Locality does not have any influence on psychological wellbeing as all the three variables are statistically insignificant. Therefore, the null hypothesis stating that there will be no significant relationship of Gender, Locality and Stream with Psychological well-being at 0.05 level stands accepted.

Objective 6: To study the effect of Gender, Stream and Locality on Academic Performance at graduate level.

[6]**H0:** There will be no significant effect of Gender, Stream and Locality on Academic Performance at graduate level.

Table 4.16 : Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
	.027[a]	.001	-.002	7.148

Table 4.16 shows that there is no significant relationship of gender, locality and stream on   academic performance as all the values like R, R Square and Adjusted R square are very

low representing that variation in the dependent variable is not explained by the independent variables. Therefore, it shows that the stated relationship is totally insignificant.

Table 4.17 : ANOVA Summary

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	38.375	3	12.792	.250	.861 b
Residual	50837.813	997	51.093		
Total	50876.188	1000			

Table 4.17 shows that the model is not well fitted because the value of F- test is insignificant at all levels of significance.

Table 4.18 : Coefficients Summary

	Model	Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	49.521	.429		115.418	.000
	Gender	-.257	.458	-.018	-.562	.574
	Stream	.296	.453	.021	.654	.514
	Locality	-.033	.453	-.002	-.073	.942

In order to see whether gender, locality and stream is going to have any influence on the academic performance of the college level students it is observed from the table 4.18 that none of the said variables have any effect on the academic performance of the students because all the three variables are statistically insignificant at all levels of significance. This means there exist no significant effect of Gender, Stream and Locality on Academic Performance at graduate level at 0.05 level of significance. Thus it can be generalized that whether the students belong either to urban or local area, or to arts or science stream, the students do not differ much in their academic achievement. Same is the case with gender i.e. the sex does not matter

as the academic performance is concerned. This might be due to that girls are doing as well as the boys in their respective fields from the last few years. The reason for nullifying the difference between rural and urban area might be that the students who are good in their studies in the urban area prefer other courses than academics because of better exposure and improved access to all types of facilities. While those at par with the rural students prefer academics that is why not much differences have been seen in terms of area because majority of students in rural area prefer academics as compared to urban area otherwise there is a difference between the rural and urban area so for as the academic performance is concerned. Thus null hypothesis stating that there will be no significant effect of Gender, Stream and Locality on Academic Performance at graduate level stands accepted.

Objective 7: To study the effect of Conflict Driven Frustration on Gender, Locality and Stream at graduate level.

[7]H$_0$: There will be no significant effect of Conflict Driven Frustration on Gender, Locality and Stream at the graduate level.

Table 4.19 : Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.028[a]	.001	-.002	15.594

Table 4.19 shows that this relationship is not as important as all the values R, R Square, Adjusted R square are very low representing therefore that the variation in dependent variable is not explained by the independent variables.

Table 4.20 : ANOVA Summary

Model	Sum of Squares	Df	Mean Square	F	Sig.
1 Regression	192.952	3	64.317	47.264	000.[b]
Residual	242207.599	996	243.180		
Total	242400.551	999			

shows significance at 0.05 level of significance
shows significance 0.01 level of significance

The F-Ratio for the model is statistically insignificant at 0.05 level of significance as shown in the table 4.20 because the calculated value is less than the tabulated value therefore resulting the acceptance of null hypothesis that there is statistically no significant relation of conflict related frustration with gender, locality and stream among college going students.

Table 4.21: Coefficient Summary

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	189.581	.936		202.651	.000
	Gender	.448	.999	.014	2.56	.001
	Stream	.031	.987	.001	2.72	.007
	Locality	.759	.988	.024	3.50	.001

shows significance at 0.05 level of significance
**shows significance 0.01 level of significance*

Looking the gender, locality and stream wise influence of conflict related frustration among college going students in the Kashmir valley, it can be visualized from table 4.21 that all the variables are statistically significant at 0.5 level significance. Thus the stated null hypothesis that there is no influence of conflict on gender, stream and locality stands rejected which means that all the three variables get affected by the conflict driven frustration.

Objective 8: To study the relationship of Conflict Driven Frustration with Psychological well-being and Academic Performance at graduate level.

[8]**H_0:** There will be no significant relationship of Conflict Driven Frustration with Psychological well-being and Academic Performance at graduate level.

Table 4.22: Correlation Summary

		Conflict Driven Frustration	Psychological wellbeing	Academic Performance
Conflict Driven Frustration	Pearson Correlation	1	-.005	-.002
	Sig. (2-tailed)		.873	.937
	N	1000	1000	1000
Psychological wellbeing	Pearson Correlation	-.005	1	.078*
	Sig. (2-tailed)	.873		.013
	N	1000	1000	1000
Academic Performance	Pearson Correlation	-.002	.078*	1
	Sig. (2-tailed)	.937	.013	
	N	1000	1000	1000

***. Correlation is significant at the 0.01 level (2-tailed).**

*. Correlation is significant at the 0.05 level (2-tailed).

Table No 4.22 indicates the relationship of conflict driven Frustration with psychological wellbeing and academic performance. Looking the relationship of conflict driven frustration with the psychological well and academic performance it can be observed that the relationship of conflict driven frustration with both the variables are negative showing therefore that it negatively affects the psychological wellbeing and academic performance which means that when the conflict is more the academic and psychological wellbeing. is low and vice versa. However ever looking the relationship between academic performance and psychological well-being it can be seen from the table 4.22 that the relationship is positive showing therefore that better psychological wellbeing leads to better academic performance.

FINDINGS, DISCUSSION, SUGGESTIONS AND RECOMMENDATIONS

MAJOR FINDINGS

I.   There is significant difference of conflict driven frustration on psychological well-being and academic performance at graduate level.

II.   There is significant dimension wise effect (Social Dimension, Political Dimension and Economic Dimension) of Conflict Driven Frustration on Academic Performance at graduate level.

III. There is no significant dimension wise effect (Social Dimension, Political Dimension, and Economic Dimension) of Conflict driven frustration on Academic Performance.

IV. There is significant effect of conflict Driven Frustration on different dimensions psychological well-being such as Satisfactory, Efficient, Social, Mental Health, Irritating psychological well-being at graduate level .

V. There is no significant relationship among gender, locality and stream with Psychological well-being.

VI. There is no significant effect of Gender, Stream, Locality on Academic Performance at graduate level.

VII. There is significant effect of conflict Driven Frustration on Gender, Locality and Stream at graduate level.

VIII. There is significant relationship but negative relationship of Conflict Driven Frustration with Psychological well-being at graduate level.

DISCUSSION

Conflict is a very serious issue at global level. Past decades saw rise in the conflict across world. Its effect can be seen in every corner of the world. It heavily affects on the entire fabric of the society, which brings pain, misery, loss of infrastructure and resources. College students being a vital aspect of any nation, they became the more victims and vulnerable sections affected by conflict. The present study is conducted on the college going students of Kashmir zone, the main focus of the study is to describe the period in which militancy was at its peak.. The researcher tried to access the factors which are responsible to invite the conflict and which became the driving forces for the frustration among youth. Besides, these factors researcher tried to access the effect of conflict on psychological wellbeing for that purpose

researcher used standardized scale on collegiate students and to know the effects of conflicts on different spheres of their life. Conflict ruins the education system (Lai & Thyne, 2007), which negatively effects on the enrolment ratio of the students, which often deteriorates health system (Akbulust-Yuksel, 2014). One more study which supports above mentioned statement that conflict impacts on educational outcomes which can be measured through various quantitative educational outcomes like school attainment, enrolment and attendance (Buvinic et al., 2013; Leon, 2012; Justino, 2012; UNESCO, 2011). From the findings of the study which shows that conflict Driven Frustration which is one of the independent variable in the study which affects heavily on the psychological well-being and academic performance of the college going students. Similar study which supports the present research finding conducted by (Mir, zoya, etal.2104) which showed that conflict effects on the college students which gave rise to mental tension an which reduces the aspiration level among the college students. One more study which supports the researchers findings was conducted by (Cardozo & Other, 2004) in Afghanistan where the symptoms of depression and anxiety were very high among the college youths.

So far as the dimension wise findings of conflict driven frustration on Academic performance is concerned which shows significant relation between dimension wise on Academic Performance, social dimension, political dimension and economic dimension among these dimension social dimension which plays an important role in the society, interaction in the society which develops cordial relation among the members of the society. In conflicting situation when the communication process is blocked which develops frustration among the students. Cultural, customs, traditions and cultural patterns of the society can only be shared with the help of the social process, one the important aspect of cultural

transmission is only possible with the social process. When this process gets chocked with the conflicting situation it paralyses the patterns of the society and the society comes in the disequilibrium state. Another finding which shows that economic dimension which is also important factor which plays a vital role for the development of the society and nation. in any society where conflict arises it collapse the entire system of the society. Students belong to the poor families whose parents are daily workers are totally dependent on the income of their parents, when they do not get any work due to the conflicting situation it hampers on their academic achievement. The findings of the study showed that economic dimension in the present study effects a lot the academic achievement and psychological well-being of undergraduate students.

Another finding of the study showed that significant correlation exists between the variables, the results showed that the independent variable are negatively correlated with one other. Conflict Driven Frustration is negatively correlated with psychological well-being and Academic performance of graduate level students. It means that the level of conflict in Kashmir valley effects a lot on the mental set up of the student community which traps them in the frustration, when this level reaches at a peak it discourages their aspiration level.

National importance of the study

Education is one of the fundamental rights enshrined in Indian constitution. Its importance in edifying and elevating people cannot be overestimated. This study seeks exposition of the special environment engendered by the special history, as it has unfolded and continue to unfold in Kashmir, and its bearing on the psychological well-being of the college going students. This study has also correlated the psychological well-being with the academic achievements possible in such an ambience.

163

One of the very significant aim of the education dissemination is the stimulation of critical faculties in its subjects. Therefore one of the aims of inquiry in this study has been, how Kashmir, being a politically unstable region obtains the stimulating environment or lack thereof in facilitating the critical engagement with curriculum. In doing so, this study having understood the dynamics of education dissemination, has sought to engage with the prescriptive models which might be adopted as a matter of educational policy by the state now (Union territory) to cater to the special needs of the youth in their academic pursuit.

This study has also unraveled some of the impediments in the actualization of the potential of people as a very important resource in nation building. India has a demographic advantage inasmuch as much of its population belongs to youth. Transformation of this potential resource into an asset for the economy would need the identification of the problems which hinder development of human resources in this country. This study aims to identify these problems at the collegiate level.

Education is one of the very effective tools of social mobility; however, it has been one of the fundamental assumptions of this study that education's effectiveness as instrument of social mobility correlates directly with the academic credentials. In this context the college education holds the pride of the place. What hinders the academic achievement in college directly undermines the social mobility of poor section of the society.

To conclude the aim of his study is to illuminate the special conditions in which education is disseminated and received at collegiate level and its correlation with psychological well-being of students. Pursuit of this is done with the aim to make a case for the adaption of educational policy that is rationalized to the special conditions of Kashmir.