

Fighting Conflict through Educating Women

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“You educate a man; you educate an Individual. You educate a woman; you educate a generation.” — Brigham Young

Abstract

Jammu and Kashmir is a difficult region for students. The students face difficulties. Nafees Fatima conducted a study in the area and looked at transformation of the state through education of women. Her study is presented here. She has looked at ways of handling and managing conflicts through education.

Keywords: conflict, education, challenges

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Understanding Conflict

'Conflict' is an ambiguous word that carries different meaning to different people in different contexts. As described in the Cambridge dictionary, 'conflict' is "an active disagreement between people with opposing opinions or principles", "fighting between two or more groups of people or countries". Conflict has been defined as an occurring whom two or more persons or groups manifest the belief that they have incompatible objectives (Kriesberg, 1998).

This means that individual or group, commonly called actor or parties think that the realization of one or more of their goals is being or will be let down by another party. According to the International Encyclopedia of Social Science, conflict results from competition between at least two parties, a party may be a person, a family, a lineage, or a whole community, or it may be a class of ideas, a political organization, a tribe or a religion. In general term conflict occurs when two or more parties believe they have incompatible objectives in power, resources, wealth, and status. The major impetus can range from ethnic and social divisions, failure of government institutions and so on.

Conflict situations need not however, be grounded upon actual issues or events. Realistic conflicts are based on past occurrences that have led to the perceptions of incompatible goals and conflicts of various intensities and scopes, whereas unrealistic conflicts may emerge from misperceptions and confusion, or may be pursued

for the sake of conflict participation rather than any particular goals. Majority of conflictive situation contain both realistic and unrealistic elements. Conflict has its greatest impact on the poorest communities in the poorest countries, and children and adolescents under age 18 are among the most severely affected in these communities. Accordingly to the United Nations, some 20 million people have been killed in over 150 armed conflicts in developing countries since the Second world war, the majority being women and children and adolescents: one in every 230 persons in the world is a child or adolescent who has been forced to flee from his or her home. The impacts on children may be direct and apparent, as in the case of death, wounding, family separation, or dislocation, but they are frequently far less obvious, as with economic impoverishment, hazardous labour, early marriage, or the loss of opportunities for education and health.

1.1 Defining Armed Conflict

'Armed Conflict' is defined as the use of armed violence to resolve local, national and or international disputes between individuals and groups that have a political, economic, cultural and/ or social (as opposed to inter-personal or criminal) origin (Boyden Jo, 2002). As per the Uppsala Conflict data project armed conflict is a contested incompatibility which concerns government and / or territory where the use of armed force between two parties, of which at least one is government of a state, results in at least 25 battle related deaths. Armed revolve around an incompatibility of some kind between organized

groups of people, in response to which the conflicting parties resort to the use of force to achieve their objectives (Dupuy, 2008). Armed conflict is not a homogeneous phenomenon. Armed conflicts vary in magnitude (scale, duration and intensity); in geographical scope – whether they are international (interstate) or internal (intra – state, domestic, civil); in the extent and nature of foreign intervention; and in the level of military technology used for warfare. International humanitarian law distinguishes two types of armed conflicts, namely:-

- International armed conflicts, exist whenever there is resort to armed force between two or more states. Such conflict can stem from many sources such as cross border issues, including resource competition over minerals etc. conflict exists between India and Pakistan over Kashmir ever since 1947.
- Non – international armed conflicts exist between governmental forces and non-governmental armed groups or between such groups. For example conflict between Sri Lanka government and LTTE groups, Indian Armed Forces with Naxalities, Maoists, ULFA and other insurgency groups.

Armed conflicts have occurred all over the world, and can be seen as social conflict between two or more parties. Armed conflict involves the use of arms and physical forces between nations, countries, or other large-scale armed groups. The outbreak of armed conflict is a combination of frustration (repression, suffering), opportunity (enough freedom to organize; access to finances,

weapons, and soldiers), and a common identity (cohesion facilitates mobilization).

The legacies of contemporary armed conflict are devastating: death, disease, destruction, population displacement, economic dislocation, human and capital flight, massive impoverishment and social breakdown. In many cases, armed conflict results in the destruction of private and public property, of communications systems, food stocks, natural resources, livestock, water supplies, sanitation systems and practically all manufactures and natural resources. Forced migration both internally and international, displacement occurs a lot.

The UK government white paper (2000) on globalization states that, '*Violent conflict is one of the biggest barriers to the development in many of the world's poorest countries. Of the 40 poorest countries in the world, 24 are either in the midst of armed conflict or have only recently emerged from it.*'

In the present research by the armed conflict it means the fight going on in Kashmir Valley between armed forces of government on the one side and various terrorist organizations on the other side.

1.2 Armed Conflict in Global and Indian Context

In the First World War, a total of over 35 million people were killed, wounded or listed as missing. The Second World War was more destructive still with deaths alone estimated to have exceeded 60

million, including 32 million civilians. As results of this destructive conflict it reduced the population of countries such as Germany, Latvia, Lithuania Poland and The Soviet Union by over 10 per cent. Elsewhere, it killed around 10 million Chinese people, 2.5 million Japanese and 500,000 Americans. The incident of Hiroshima and Nagasaki incidence killing almost 300,000 civilians confirmed the start of a new period of conflict and violence dominated by the threat of weapons of mass destruction (Jacoby, 2008:5).

A continuing state of conflict, tension and competition existed after World War II in the form of Cold war which began in the mid – 1940s and lasted into the early 1990s, during this period most of the conflict used to be international or external. Throughout this period, the conflict was expressed through military coalitions, weapons development, invasions, propaganda, and competitive technological development etc. After these periods also many armed conflict were recorded across the countries. During the 14 – year period 1990-2003 there were 50 different major armed conflicts are Iraq versus Kuwait, Ethiopia versus Eritrea, India versus Pakistan and the conflicts are Iraq and the USA, United Kingdom and Australia. In 2004 there were 19 major armed conflicts, two of which were interstate conflicts. In 2007, 14 major armed conflicts were active in 13 locations around the world. For the fourth consecutive year no interstate conflict was recorded in 2007. Only three major armed conflict were fought between states during the entire period 1998-1007; Eritreia – Ethiopia (1998-2000); India – Pakistan (1998-2003) and Iraq versus United State of America

and its allies 2003. In 2007, six major armed conflicts were recorded for Asia, making it the region with the highest number of major armed conflict. Three major armed conflicts was recorded for Europe and Africa, were only one major armed conflict was recorded for Europe and Africa, were only one major armed conflict was recorded for each region in 2007 (Harbom & Wallensteens, 2008).

Since the end of the cold war, most major armed conflicts have been internal. Internal conflict” occurs between the government of a state and internal opposition groups without intervention from other states. “ Inter-nationalized internal conflict “occurs between the government of a state and internal opposition groups with intervention from other states” (Gleditsch et al. 2002, 619). Thus, today the most common type of conflict is internal armed conflict.

Armed conflicts either internal or external often cause widespread human suffering and human rights violations, extensive economic damage, massive movements of refugees, and the internal displacement of persons. Internal conflicts are often a threat to regional stability, and may in some cases also threaten global stability and development.

Like the roots of a tree, the roots of armed conflict are multiple and intertwined, no one branch necessarily feeding the strife on its own. In Southeast Asia, the underlying factors that contribute to and facilitate fighting arise out of several political, historical, social and economic processes.

If we look at the scenario of conflict in south Asia such as in South Asia as in Afghanistan, Sri Lanka, Nepal, India, Bangladesh, most of the conflict has been intra state conflict – a situation that lead to internal disputes. In the case of Sri Lanka country, the conflict between the Liberation Tigers of Tamil Eelam (LTTE) and the government of Sri Lanka has lasted for almost twenty years, cost an estimated 60-100,000 lives, and caused the current displacement of around 800,000 people (Armed Conflicts Report 2000, www.ploughshares.com) Nepal has lost 8,000 lives in its devastating seven and half years long struggle between the scurrility forces and the Maoist insurgents. Since 2000, around 7,600 people have been killed – an average of 5 persons per day. Police records show 27 out of 75 district of Nepal, including the capital city Kathmandu is either deeply or partially affected by the insurgents’ activities (Rajamohan, 2004). In India, armed violence is of many types, including the international disputes with Pakistan (a fellow nuclear power) over Kashmir which remained unresolved despite three wars and series of multilateral and bilateral negotiations involving India and Pakistan; communal rioting along caste and religious line; the low intensity violence of insurgency in the North East (NE) and the local level victimization of minority groups everywhere.

The state of Jammu & Kashmir has been in the midst of armed conflict for more than eighteen years with clashes between insurgents – who want an independent Kashmir – and armed forces causing high levels of distress for local people.

NE India alone is home to over 300 different ethnic or linguistic groups many of whom have distinct political interests and claims and are in conflict both with each other and with the national government. This area has been marked by both intra-tribal fighting and anti-state insurgency. There is no denying fact that the region is home to above fifty insurgent organizations (according to the report of Home Ministry, Government of India), of which United National Liberation Front (UNLF) of Manipur, Naga Socialist Council of Nagaland (NSCN) and United Liberation Front of Assam (ULFA) constitute the oldest and most notorious organizations in South Asia Pacific regional level. The demands of insurgent organizations operating in the region range from ethnic assertion or creation of autonomous regions (within the Indian State) to creation of separation countries. North East insurgency in a general perception is terrorism, disturbance and law and order problem. The imposition of Armed Forces Special Powers Act (AFSPA), which gives the security forces special powers including shoot to kill, and the huge deployment of security forces, has helped develop a culture of violence and impunity in the region.

1.3 Reflections Of Armed Conflicts On Children

Armed conflict in any form affects the everyday lives of the people and children are the most vulnerable section of the population who suffers the most. They are the primary victims of armed conflict; they get killed or hurt, made orphans, abducted, deprived of education and health care

and left with deep emotional trauma. Children of this region are witnesses, survivors and direct victims of different forms of armed conflict. Many have seen the loss of many lives in the continuous armed conflicts. Children are not just getting caught in the crossfire but are also being targeted in many cases and are bearing the brunt of violence. The trauma caused to children who are rendered homeless, orphaned and destitute through the indiscriminate and senseless killing of their parents and relatives, has created a fear psychosis in their minds. These children are going up as disturbed individuals, many of them affected by depressive illness.

The armed conflict is devastating to children. Out of the 20 million killed in the 150 armed conflicts between 1945 and 1982, the majority of deaths were women and children (Bueran, 1994:810). It is estimated that during the decade between 1986 and 1996, UNICEF has estimated armed conflict killed 2 million children, injured 6 million, traumatized over 100 million and left more than a million orphaned. These figures indicate that children are disproportionately affected by armed conflict, and this need jointly plan action/attention to solve problem. Countless others have been forced to witness or even to take part in horrifying acts of violence. Being victims of violence can increase a person's sensitivity to other violent acts. Feelings of fear and threat impact lower levels of the brain, and continued exposure to those emotions can change the actual chemistry of the brain making higher level thought less likely and more difficult. Realizing the need of protection of children during conflict,

in International Humanitarian Law children are entitled to general protection.

Since 1990, 90 per cent of deaths related to armed conflict have been civilians and, of those, 80 per cent are children and women (Save the Children Alliance 2006). Today, in approximately 50 countries around the world, children are suffering in the midst of armed conflict and in its aftermath: children are being killed and made orphans; children are being maimed, uprooted from their homes, raped and sexually abused; children are being deprived of education and health care; they are being exploited as child soldiers and left with deep emotional scars and trauma. Over the last decade, 2 million children have been killed in conflict situations, over a million have been made orphans, over 6 million have been seriously injured or permanently disabled and over 10 million have been left with grave psychological trauma. A large number of children, especially young women, have been made the targets of rape and other forms of sexual violence as a deliberate instrument of war (UN, 1996:6). Three times as many have been seriously injured or permanently disabled. Millions of others have been forced to witness or take part in horrifying acts of violence.

The cognitive development of children is also harmed during war, as skills such as literacy; numeracy and critical thinking are delayed. In her landmark study of the impact of armed conflict on children, Graca Machel describes how conflict harms children not just physically, but socially and emotionally:

Not only are large numbers of children killed and injured, but countless others grow up deprived of their material and emotional needs, including the structures that give meaning to social and cultural life. The entire fabric of their societies – their homes, schools, health systems and religious institutions – are torn to pieces (Maachel, 1996).

It is found that one of major threat of impact of armed conflict is on the mental health of children. Exposure to violent situation lead to serious mental health problem that lead to academic stress among students, ultimately affect the academic outcome. Mental health is how people think, feel and act. According to World Health Organization, health is a state of complete physical, mental and social well being and not merely the absence of disease or infirmity. Mental health is an integral part of this definition. Stress is defined by a set of circumstances under which an individual cannot adequately to environment stimuli or can so respond only at the cost of excessive were and tear on the organism. For example worry, tension, lose of esteem etc. (Das & Singh, 2007). For the present research, academic stress is defined as perceived stressfulness of selected academic experiences and situations by the individual physical environment, psychological climate, institutional demands, instructors – student interaction, personal affectivity and competitive climate for high performance. Academic performance was defined as the knowledge attained or skills developed in the school subjects, usually determined by the test scores or marks assigned by teachers or both (Carter, 1953). For the research purpose academic performance or

outcome were developed by the averaging the class VII, VIII and IX annual examination.

In conflict situations, children become separated from their families, displaced or abandoned, and are at risk of being recruited into armed forces. The vast majority of armed conflicts involve the use of child combatants under the age of 18. In 2003, more than half of armed conflicts used combatants under the age of 15 (save the children alliance 2006). Children recruited as soldier are denied education and protection, and are often unable to access essential health care services. There has been a high pitch of international concern about child soldier and other children caught up in conflict since the landmark UN report on the subject by Graca Machel in 1996. The latest approximations, announced in a statement from the then UN's Special Representative on children in Armed Conflict, Olara Otuunu, to the UN security council meeting on children and Armed conflict held in February 2005, suggest that over 250,000 children are currently serving as child soldier (UNICEF, 2006:62). Those who are displaced, refugees or separated from the families face similar deprivations. Conflict heightens the risk of children being exposed to abuse, violence and exploitation. Although there are few evidence of the impact of armed conflict on children, UNICEF came up with report "The state of the world's children: Excluded and Invisible" (2006) states that of the 12 countries where 20 percent or more of children die before the age of five, nine have suffered a major armed conflict in the past five years. Armed conflict also has devastating effects on primary school enrolment and

attendance. For example, the nine conflict – affected countries where 1 in 5 children dies before the age of five have an average net primary school attendance ratio of 51 per cent for boys and 44 per cent for girls, well below the corresponding averages of 60 and 55, respectively. For the least developed countries as a whole.

The impact of armed conflict on children began to receive global attention at the end of the cold war with the outbreak of armed conflict across several regions, particularly in Africa, where the end of superpower rivalry created space at times for the violent expression of many long – standing conflicts. In these largely intra-state conflicts, civilians have been the focus of violence as witnessed , for example, in the conflicts in Liberia, Sierra Leone, Democratic Republic of the Congo, Sudan and Northern Uganada. In many instances, children have been targeted in multiple ways. The civil war in Liberia set the scene with the recruitment of children as young as eight years by the National Patriotic Front of Liberia to fight as soldiers in its war against the Samuel Doe regime. The voluntary and forced recruitment of children as soldiers in war has since become a pattern in the many armed conflicts in Africa since 1990 (Olonisakin, 2004). Some reports estimate that “300,000 million children under 18 years of age are recruited and used by armies and armed groups in violent conflicts in almost 30 countries worldwide” (Peters, 2005).

Since the end of the Cold War, the number of ongoing conflicts, most of which affect developing countries, has increased considerably,

with a very negative impact on education as a whole both in the conflict-ridden countries themselves and in neighboring states. According to UNICEF, 80 percent of the world’s war are fought in Africa and Asia, leaving more than 27 million children and youth in countries affected by conflict without access to formal education. The children’s right to education is well established in international law. However in conflict areas, the right to education is one of many human rights that is violated on a regular basis.

According to save the children report “ Rewrite the Future: Educating children in war zones” 2006 reveals that ;

1. In 2003, more than half of armed conflict had children under 15 as combatants.
2. More than 5 million primary school age children (6-11 years) are out of school in the Democratic Republic of the Congo and more than 6 million 12 to 17 years olds have never been to school.
3. In Nepal, between January and August 2005, more than 11,800 students were abducted from rural schools for indoctrination or forced recruitment into the militia.
4. In Afghanistan, most qualified teachers fled the conflict. Now fewer than 15 percent of teachers of professional qualifications.

In the Afghan Situation, school system had been virtually destroyed by 25 years of war, many students were registered in schools that were in fact, nothing more than rubble, and girls had been forbidden to attend school under the Taliban

regime. Most qualified teachers, head teachers and trainers fled the conflict. Now, fewer than 15 per cent of teachers hold professional qualifications. Conflicts like those in Sierra Leone and Liberia have created situations where educational reconstruction must address the concerns of large numbers of child soldiers returning to formal education. Government ministries are often not functioning or have recently been re-established records have been destroyed and communications between different regions are difficult (Pualson and Rappleye, 2007).

An overview of Jammu and Kashmir

Jammu and Kashmir is the northern most state of Indian union bounded by China in the north and

east, Afghanistan in the northwest and Pakistan in the west. In the south the state touches the boundaries of Himachal Pradesh and Punjab. Geographically the state of Jammu and Kashmir is divided into three distinct regions; Jammu, Kashmir Valley (summer capital) and Ladakh. Jammu being the winter capital of Jammu and Kashmir State, nestling in the foothills of Himalayas, is important not only because of its administrative status, but also because of it being the city of temples and the base camp to Shri Mata Vaishno Devi Cave Shrine which is located in Trikutta Hills (Outer Himalayas). Throughout the year there is huge inflow of pilgrims and tourists in the city of temples.

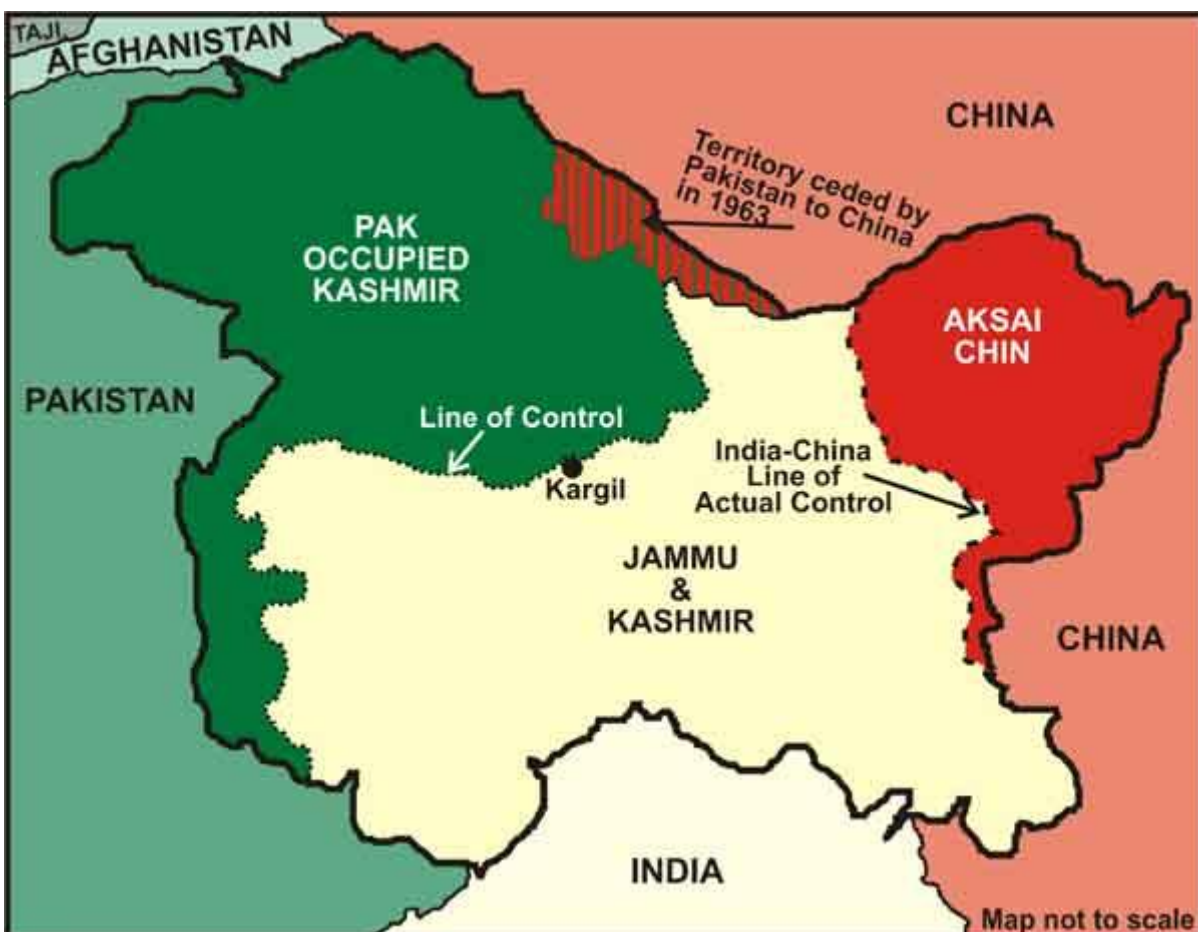


Table 1.1: State Profile (Census of India, 2011)

Jammu and Kashmir State Education Profile - “ As per census report of 2011, though state of Jammu & Kashmir stands at 23rd place among Indian states with over all literacy rate 68.7% . The percentage of literacy rate of the state as per the census report of 2001, was 55. 52%. It clearly shows that the state of Jammu and Kashmir has increased the literacy rate by 13.18%”

Population	12,548,926
Percentage of male population	53.94%
Percentage of female population	46.89%
Literacy Rate	68.74%
Male Literacy Rate	78.26%
Female Literacy Rate	58.01%
Female Population	47.16%
Urban Literacy Rate	68.75%
Rural Literacy Rate	53.61 %
All India Average Literacy Rate	74.04%
Number of Primary Schools	14171
Number of Upper Primary Schools	6665
Number of High Schools	1194
Number of Higher Secondary Schools	597
Number of Sainik Schools	02
District Institute of Education (DIETs)	22
State Institute of Education (SIEs)	02
Number of KGBVs	79

Conflict has been a feature of human society since the time immemorial which affects overall development of society as well as of the human being (Murshed, 2002). During the armed conflict

Rationale of the Study

women and children are worst affected and victimized. It is one of the reasons that transform the lives of millions of children and women. Girls suffer from malnutrition, psychological problems and lack of education which is seriously affecting the child development and well being.

Education is considered to be an essential tool for human development; empowerment and poverty eradication. It is instrument for upward mobility and ultimately succeeds fully in life. After home, school is best place to impart education and it also represents miniature of social world. Besides the formal educative values that a school imparts, this agency of knowledge instills upon a child the value of socialization, provides a safe environment and grooms one to be a better citizen. Thus, schools are vital in protecting children and supporting their emotional and social development by giving them comfort, security, and opportunity. The routine of school develop a sense of normality and the environment is one in which children are allowed to be children. In situations of armed conflict, women's education becomes a serious casualty. Hence, even in situation of conflict, it is important to carry out on educating women and young people, irrespective of the circumstances. Education protects women from the most damaging aspects of conflict and plays a significant role in building peace, restoring countries to a positive development path and breaking the cycle of violence.

Recognizing the importance of education at the time armed conflict the summary note of The United Nations High Commissioner for Refugees (UNHCR) "Strategy and Activities concerning

Refugee Children" (2005) has identified five main global priority for the protection of children in emergencies where education is one of them which states that Education is crucial for refugee girls and boys from the onset of an emergency, since:

- Going to school, brings stability and security back into the lives of children affected by armed conflict and displacement.
- Education, by providing a potential "safe place", may shield children from dangers such as child labor, military recruitment or sexual exploitation, abuse or violence, and may prevent teenage pregnancies and HIV infection while registration as a student also allows for follow-up and monitoring.
- Education enables children to gain the social skills development of childhood and provides them with the hope of a better future.

Education as a right in term of access to school should be maintained at all times, even in the most difficult circumstances and not neglected during times of conflict. Girls rarely get a second chance at education. Where the opportunity of education has been lost due to conflict, it is not just a loss to the individual, but also a loss of social – cultural capital and the capacity of a society to recover from the conflict. Even in situations of armed conflict, it is important to carry on educating girls and women, no matter how difficult the circumstances. All possible efforts should be made to maintain education systems during conflicts. Inequalities in educational access can lead to other inequalities –

in income, employment, nutrition and health as well as political position, which can be an important source of conflict.

The provision of education is a means of providing protection, a 'normal' life, social support and opportunities for the future. Many developing countries struggle to provide an adequate education system during peacetime; during times of violent conflict, the disruption to the education system makes this even more difficult. This leads to lack of resources for good quality education, low attendance rates, additional pressure not to ensure that girls go to school and other difficulties (Roger Williamson, 2007:10).

It is also found that the conflict issues, problems or proposed solutions for educating children affected by conflict, are largely absent from educational planning documents, international conferences on education, and debates about education for all. An urgent and effective action need to be taken in order to achieve the target of education for all. Thus the proposed study will provide a picture of conflict issues, problems in accessing the education of women in the Srinagar district of Jammu and Kashmir State.

Education must be regarded as an integral part of the response even during conflict. This study endeavors to create an understanding of the links between conflict and education. The study will look upon the socio-cultural, political and historical factors of the conflict and how it's affecting the status of education for women in the Srinagar sector of Jammu and Kashmir. It is also expected to help in improving and reforming the

education system for achieving better quality and equity.

Due to armed conflict the adolescent mental health is being affected which has also bearing on their academic performance. The study will also explore the academic facilities for women staying in the conflict sector of Srinagar in Jammu and Kashmir. This study will be able to help us in knowing how conflict situation has influenced the education of women who are on the crucial phase in the academic journey.

For the study one district Srinagar is selected. Srinagar district often experiences curfews as it is also the summer capital of the state and the district experience armed conflict at varying level of intensity. Based on school management government and private school is taken into consideration as they have girls enrolment.

In the post cold war, the sense of urgency to address conflict and education extends beyond individual humanitarian efforts, to a broader necessity to develop and understand best practices, to investigate ways in which education systems can contribute in peace building. It's time to address the complex dimensions of women affected by armed conflict in more comprehensive way.

The proposed research study will be focused towards answering the following questions:-

1. What is the status of secondary education for girls in Srinagar Sector.

2. What are the factors of armed conflict as perceived by Secondary Grade Girls student, teachers, parents, Principal and Education Officers.
3. Do the secondary students face access related problems in Education during conflict situation?
4. What are the roles of Principals, teachers and education officers in managing the education at the time of conflict situation?
5. What are the government initiatives for provisioning of school education during conflict.
6. How the mental health, academic stress and academic outcomes of the secondary students is affected during the conflict situation.

Statement of The Problem

Education of women in Conflict Zone in Srinagar Sector of Jammu & Kashmir.

1.8 Objectives

1. To study the factors of conflict as perceived by the girl students, principals, teachers, parents and education officers in the Srinagar District of Jammu & Kashmir.
2. To study the access related problems during conflict by girl student, principals, teachers, parents and education officers in the Srinagar District of Jammu & Kashmir.

3. Consequences of conflict on school education as reported by the respondents.

Hypothesis

1. There will be different factors of conflicts according to the perceptions of Xth Grade students, Principals, Teachers, Parents and Education Officers in Srinagar district of Jammu and Kashmir.
2. There will be difference in the status of Secondary education specifically the enrollment of girls and boys ration due to conflict.
3. There will be access related problem in secondary education during conflict by girls.
4. There will be difference in the role of Principals, Teachers and Education Officers in managing girls school during conflict situation.
5. There will be different government initiative for provisioning of school education time to time.
6. There will be differences in the health and academic stress and academic trajectories in girl students in government and private and government schools.

1.10 Delimitations of the Study

The study is limited to two schools (One Private schools and one government schools) from Srinagar district. Stratified Random sampling technique was applied. Total of 02

principals, 14 teachers, 87 Students, 10 parents and 02 Education officer were selected.

Implications, Findings, recommendations and

Conclusion

Important factors:

1. When schools are destroyed, and children have to travel long distances, girls are more likely to stay at home, as they may be at increased risk of abduction, sexual violence and exploitation. Furthermore, boys are able to go out and engage in income-generating activities to give their family financial assistance.
2. Girls who are separated from their families and live with relatives may lack the support and encouragement to continue their education and are expected to do household tasks.

FINDINGS

1. A major drop in the attendance of girl students during conflict situation.
2. In the villages, family sizes are large while very few earning members.
3. Girls provide the much needed helping hand to their mothers in their household work.
4. Preference for higher education is given to boys as they can go out to peruse higher studies.

5. Preference is also given to boys due to financial factors.

1.13 THERE IS ACCESS RELATED PROBLEMS DURING CONFLICT

Activities related to education are largely affected by the frequent bandhs, general strike. Majority of the students of both government/ private schools are unable to attend their schools due to frequent school closure.

Teachers are unable to cover syllabus and rush through the chapters. Access to school is also a problem of teachers and Principal.

A decline in the attendance of students and teachers is seen and postponing the examination dates hampers the school management.

1.14 There will be differences in the role of Principals, Teachers, Parents and Education Officers in managing the school education during conflict situation.

Principals are motivators for the teachers and teachers should be motivated to be regularly taking classes. They should be encouraged to take special extra class.

To tackle the problem of teacher absenteeism principals should always have substitute teachers to take the class.

As for education officers the main role is to put an effort to deliver quality and continuous education as well as to increase access to education.

1.15 There are different government initiatives for provisioning of school education from time to time.

The finding revealed that state government is not taking up initiatives to resolve the conflict and to protect education during the conflict.

Almost all the respondents are not happy with the current conflict situation.

No counselor is appointed by the school who can counsel parents and girl students.

RECOMMENDATIONS

1. To achieve quality education, frequent bandhs and general strikes must be stopped and education institution should be made free zone where children can freely access and complete school.
2. Steps must be taken to ensure immediate restoration of peaceful academic atmosphere in the state. An appeal should be made to make education a free zone in order to allow the educational sector of the state to flourish.

3. When the forces occupy schools, children's lives are put in risks. Seeing the uniform military forces with guns will also affect the children mental health as it might create fear and anxiety among the students.
4. The Supreme Court has ordered to remove all the military from schools. Schools must be protected.
5. Efforts should be made to hold dialogue with the agitating organizations. Initiatives of dialogues and reconciliation between the government and these groups should be initiated.
6. Capacity building should be taken up for government officials, teachers and principals.
7. Measures should be taken to encourage regular attendance. It can be achieved by building more and more boarding schools for girls.

CONCLUSION

In situations of armed conflict, it is important to carry out on educating children and young people, irrespective of the circumstances. Education protects children from the most damaging aspects of conflict and plays a significant role in building peace, restoring countries to a positive development path and breaking the cycle of violence.