

Border Dispute and its Impact on Mental Health among Students: A Sociological Study

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Abstract

Border conflict is the product of aggression between the nations. Borders are not just physical barriers, but also psychological barriers between the neighbouring countries. Health issues in terms of both physical and psychological are adding further problems among children which later became the hurdle in continuing their education. The sample for the study has been collected from the temporarily displaced people, who are getting displaced at the time of firing and shelling in border regions. This paper aims to understand the impact of border conflict on the health among children. This study adopted qualitative method in which, thirty children living in the bordering villages were interviewed. No particular age group was taken for interview. Interpretations are used to explore the lived experiences of the children. The findings of the study described the impact of border conflict under four sections viz. (a) disturbed school functioning and student hood; (b) frequent dislocation due to intense concern for security. And by combining both impacts on health and particularly mental health among students.

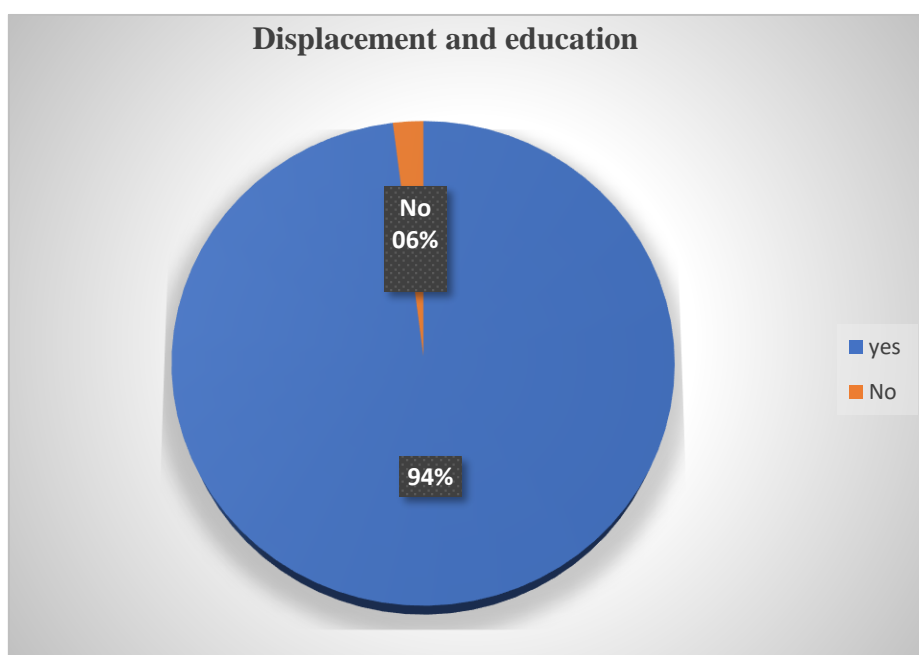
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Introduction

Displacement is a significant consequence of the characteristics of modern conflict. People suffer from international conflicts because of the deaths, destruction of property and infrastructure, occupation, and forced emigration. The extent of homelessness is one sign of a conflict's ferocity, along with the number of casualties and its duration. Massive displacement is uncommon. Although conflict has no boundaries, which is a frequent fact. It permeates all aspect of life, whether it is social or political. Also, border disputes occur all around the world, not just in one single nation. Without a doubt, developing countries constantly need resources

for their economies, employment opportunities, food supplies, and communication infrastructure growth. Without a question, developing countries are constantly in need of resources for their food supply, education, economies, jobs, and development of their roads, bridges, water supplies, markets, and other forms of communication and transportation. Nevertheless, it does not stop there; it also lowers the demand for and supply of education, which in turn lowers access to education. Non-governmental organisations (NGOs) with the capacity to give learning opportunities in such contexts have frequently filled the government's lack of competence to provide educational chances for displaced children. Yet students who live in border regions also lack this kind of relief.s

Figure1: *Respondent's response on displacement and Education*



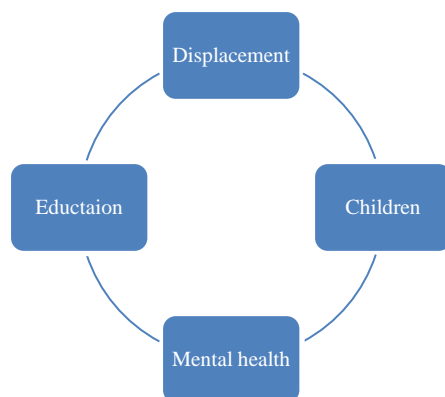
Source: *Developed by the researcher*

The above Figure 1, is clearly indicating that 94% of people are considering displacement by border dispute the main issue responsible for the disturbance in education among children while 6% are considering other reasons for the same, other than displacement. And other reasons may be poverty, less interest, shortage of facilities in education, drop-outs, gender discrimination, child labour and so on.

Adversities of border dispute on mental health among children

Children are especially vulnerable to the effects of war since they frequently make up at least half of the population in a conflict zone. They feel anxious and insecure as every aspect of their existence is upended. Children who have been uprooted are more prone to suffer from disease, malnutrition, sexual and physical abuse, and family separation. As displaced individuals or refugees, they may experience extreme poverty, abuse, exploitation, and psychosocial distress. Research creates a link between behaviour, academic performance, and displacement. As Hurricane Katrina research examined the impact of migration on academic performance. According to one study, about one-third of kids from homes that had been relocated or otherwise seriously impacted by the disaster were at least a year older than their grade level, which was double the pre-Katrina norm for that region (Abramson et al, 2010). Students' behaviour might also be affected. For example, most principals who responded to a survey following Hurricane Katrina noted that the attendance and social behaviour of the

displaced students were similar to those of the student body prior to the disaster, though a smaller proportion of principals reported increased discipline difficulties (Pane et al, 2006). During Hurricane Katrina, attendance problems were found to be more severe among displaced kids than in non-displaced students in Mississippi schools, albeit the impact was less pronounced two years later (Ward et al, 2008). The academic performance of relocated students was lower and their rates of not being promoted were higher both before and after the crisis. Moreover, more students were punished and expelled; while these problems existed before to the tragedy, they appeared to be becoming worse. Below figure will indicate the relationship between displacement by such conflicts and its impact on children's mental health which later goes on and on to their educational career.



Prepared by the Researchers

The above Figure 2, is showing the relationship between displacement to mental health among children which later results with a great loss in education. The impact of displacement on children's education can be both positive and adverse. Families are denied access to educational possibilities, for instance, anytime they are physically displaced, which may endure for a longer or shorter amount of time. Children frequently imagine themselves in a situation where they would not have access to educational institutions before moving to a new location. The family can also reside in an isolated rural location without any nearby schools. In addition, children who have been forced to flee are typically more susceptible to contracting various diseases, going hungry, and being subjected to social norms like child marriages, all of which can have a severe negative effect on the children's ability to attend school. Transnational displacement may also lead to larger financial and material losses during the war and the requirement for children to work at jobs that pay a wage. The effects of displacement can be severe and often endure a long time, having an impact on many facets of a person's life. One of the crucial factors that can suffer if someone must migrate is access to educational opportunities.

Legal Framework; (A Brief Overview)

By going to a brief discussion on educational rights the International and National guidelines for promotion of education, the Convention on the Rights of the Child (CRC, 1989) was the first international agreement to include the civil, cultural, political, and social rights of children on an equal footing within the Universal Declaration of Human Rights. By moving to a brief discussion on educational rights the International and National guidelines for promotion of education (UDHR, 1948). All people have the right to education under UDHR Article 26. When the World Conference on Education for All (EFA) took place in Jomtien, Thailand in 1990, it gave basic education a new lease on life because of its commitment to universal access (UNESCO 1990). Guidelines to improve access to safe and supportive schooling are

recommended by the Inter-Agency Standing Committee's¹ 2007 Mental Health and Psychosocial Support (MHPSS) report. The main initiatives were to strengthen access to education for all, support and improve formal and non-formal education, and promote safe learning settings. The Minimum Standards were divided into five categories: the Foundational Standards, the Access and Learning Environment, Teaching and Learning, Teachers and Other Education Personnel, and Education Policy (IASC-International Agency Standing Committee-2007). In order to address the issue of armed conflicts during educational session, the Global Alliance to Protect Education from Attack was established in 2010. The agency emphasises the frequency and effects of attacks as well as the increased insecurity among important actors. In order to promote accountability in schools, it also emphasises building public support for safe education, keeping an eye on the situation, reporting events, and developing preventive measures (Global Coalition to Protect Education from Attack 2018). The Incheon Declaration was approved at the 2015 Global Education Forum in the Republic of Korea's Incheon. It provides strategies to implement, coordinate, finance, and monitor Education 2030 to promote inclusive and equitable quality education and lifelong learning opportunities for everyone. It intends to mobilise all nations and partners around the Sustainable Development Goal (SDG) on education and its targets (World Education Forum, 2015).

The Ministry of Women and Child Development was established as a standalone Ministry in 2006. It has been a department of the Ministry of Human Resources Development since 1985. The Ministry's major responsibility is to promote inter-ministerial and cross-sectoral convergence to establish gender-equitable and child-centered laws, policies, and programmes. It also addresses gaps in State action for women and children. Every child has the right to a full-time elementary education, according to the Right of Children to Free and Compulsory Education (RTE) Act of 2009, which symbolises the constitutional law envisioned under Article 21 A. All children between the ages of six and fourteen are required by this Act to attend a neighbourhood school for free. (Ministry of Human Resource Development) (MHRD 2009). A comprehensive programme for school education from preschool to senior secondary levels is the Samagra Shiksha Programme (2018). According to the Ministry of Human Resource Development (MHRD) (2018), the scheme's main goals are to provide students with high-quality instruction, improve their learning outcomes, close social and gender gaps, and ensure equity, inclusion, and minimum standards at all levels of education. Under the Commission for Protection of Child Rights (NCPCR) Act 2005, the National Commission for the Protection of Child Rights (NCPCR) was established as a statutory body within the Ministry of Women and Child Development in 2007 to safeguard, advance, investigate, and defend children's rights throughout the nation (MoWCD, 2007). The National School Safety Policy (2016) strives to create a safe learning environment for kids where all kids, their instructors, and other school community members are safe from any form of threats related to natural hazards (National Disaster Management Authority, 2016).

Area of Study

In India's north sits the recently created Union Territory of Jammu and Kashmir. Its borders are shared with China to the east, Pakistan to the west, Afghanistan to the northwest, Himachal Pradesh to the southeast, and Punjab to the southwest. The UT has changed over time into a point of contention between all of its neighbours, but especially between India, Pakistan and China, who contend that they have a legitimate claim to the region, turning it into

¹ The Inter-Agency Network for Education in Emergencies (Inter-Agency Network for Education in Emergencies (INEE) 2005) is a global network working together to ensure the right to education during emergencies and post-crisis reconstruction.

a hotbed of ongoing hostilities. The Line of Control (LOC)² passes across the Jammu and Kashmir Union Territory's Rajouri district. According to the 2011 Census, Rajouri district had a total population of 642,415 people, a population density of 240/km², a literacy rate of 68.17%, and a sex ratio of 860. The border district of Jammu and Kashmir Union Territory, Rajouri, has a number of problems related to the international border. In order to better understand the overall underdevelopment of the area, this study looked at the district of Rajouri's educational advancement.

Methodology

The difficulties that needed to be studied were found using an explorative research methodology. The researcher's primary data sources served as the foundation for the current investigation. To choose the study's sample size, both snowball sampling and purposeful sampling methods were employed. The study was carried out using a qualitative methodology. The focused group interviewing strategy was planned and validated by the experts before it was scheduled. To investigate the effects of conflict-induced displacement on education, the majority of rural households were examined. Audio and video recordings were used to collect all the data. The researcher transcribed every recording for analysis, and themes were developed based on the data gathered.

Discussion

The right to an education belongs to every person. There is still a long way to go before gender equity in access to education is achieved throughout the nation. Residents who are prone to conflict are currently experiencing its repercussions. The citizens are not only denied access to necessities but also lack a life insurance policy. The majority of locals admitted that the conflict between the two surrounding countries has a negative impact on their ability to pursue higher education. When there is intense shelling and firing in border areas, people are compelled to leave their homes and temporarily reside at government-run camps. The educational facilities were converted into displaced person camps, and the community's education was frequently impacted by displacement. The educational facilities were converted into displaced person camps, and the community's education was frequently impacted by displacement. According to the report, 94% of respondents believe that border disputes caused by displacement are the primary cause of the disruption in children's education, while 6% believe there are other factors to blame. However, there may be additional factors, such as poverty, a lack of motivation, inadequate educational resources, dropout rates, gender discrimination, child labour, etc.

Conclusion

The most important phase of human development is childhood. Conflicts regularly affect children who live near borders, endangering both their childhood and future. The rights of children, including the right to life, the right to be with family and community, the right to health, and the right to be fostered and protected, are gravely violated in such geopolitical and socioeconomic contexts. People struggle to form future plans when exposed to excessive violence. It has turned into a barrier to learning for kids and teachers alike. The child's overall development was put in danger by such conflicts. The children always experience uncertainty,

² The Line of Control is a military control line between the Indian and Pakistani controlled parts of the former princely state of Jammu and Kashmir -a line which does not constitute a legally recognized international boundary, but it serves as the de facto border.

a threat to their safety and security, and a constant fear of death and injury. The population is uprooted from their houses as the situation deteriorates and relocated to safer locations at least 10 kilometres away from the border. People are exposed to many developmental dangers as a result of this, and the children are placed in an unprecedented and alienating scenario (Chowdhary 2012). The international community should support countries in overcoming political and administrative impediments so they may implement changes in policy and provide the resources in order to ensure that all displaced children are included in the national educational system. All children should have access to high-quality educational opportunities, so adhering to Sustainable Development Goal 4 should be a key indicator of development. National governments and democratic institutions may better establish inclusive SDG 4 plan and guarantee that underprivileged children are not left behind by include the needs of the forcibly displaced children and measures to satisfy those needs in the monitoring and evaluation process related with SDG. An explorative method of research was used to identify the problems under study. The present study is based on the primary sources of data gathered by the researcher. Purposive and snowball sampling techniques were used to select the sample size of the study. A qualitative approach was used to conduct the study. The study focuses on challenges for educational opportunities in displaced settings, including constraints to access, prolonged nature of displacement, less social integration, and the desire to achieve the goal of excellence. The study focuses on barriers to access, the duration of displacement, a lack of social integration, and the desire for academic achievement as difficulties for educational prospects in displaced settings.

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