

CHAPTER 2

REVIEW OF RELATED LITERATURE

2.1 INTRODUCTION

This chapter presents the related literature that has been reviewed internationally, nationally and locally with regard to the objectives of the study. The related literature has been classified into four categories – namely general overview of ethnic conflict, effect of ethnic conflict on education, psychosocial effect of ethnic conflict, effect of ethnic conflict on children and literature gap. These are discussed below:

2.2 GENERAL OVERVIEW OF ETHNIC CONFLICT

2.2.1 Meaning of Conflict

The term conflict refers to the serious disagreement, an armed struggle, a difference of opinion between two opposing groups. It is a situation in which people perceive a threat to their wellbeing. Conflicts happen when people perceive that, as a consequence of disagreement there is a threat to their needs, interests and concerns. Conflict is a condition of action and reaction. It is usually based on difference over objectives, goals and expectations of the different groups. Conflict is an expressed struggle between at least two interdependent parties who perceive incompatible goals, scarce resources and interference from others in achieving their goals (Dutta, 2014). According to Pruitt and Rubin, “conflict means perceived divergence of interests or as a belief that the parties’ current aspiration cannot be achieved simultaneously”.

Conflict refers to some form or friction, disagreement, or discord arising within a group when the beliefs or actions of one or more members of the group are either resisted by or unacceptable to one or more members of another group. Conflict can arise between members of the same group, known as intra-group conflict, or it can occur between members of two or more groups and involve violence, interpersonal discord and psychological tension, known as intergroup conflict (Wikipedia). Conflict is an ever present process in human relations. It has been defined by A. W. Green “as the deliberate attempt to oppose, resist or coerce the will of another or others. Girin Phukan defined conflict as the pursuit of incompatible goals by different groups. Conflict is the resultant of powerful vested interests, not of religion, caste, or language as many scholars believe. According to Gillin and Gillin, “Conflict is the social process in which individuals or groups seek their ends by directly challenging the antagonist by violence or threat of violence.” As a process, it is the anti-thesis of cooperation. Almost any human action is likely to toward the hopes or interferes with the plans of someone else. Such action becomes conflict, however, only if the deliberate attempt is to oppose. When a candidate secures a job, it implies that the job is denied to others. But in the action of the successful candidate there is no deliberate intent to oppose, resist or coerce and it cannot, therefore, be called a conflict situation. Conflict is, in other words, a competition in its more occasional, personal and hostile forms. It is a process of seeking to obtain rewards by eliminating or weakening the competitors. Flogger, Poole and Stuntman has defined conflict as the interaction of interdependent people who perceive incompatible goals and interference from each other in achieving those goals.

2.2.2 Meaning of Ethnic Conflict

An ethnic conflict is a dispute about important political, economic, cultural, or territorial issues between two or more ethnic communities. Ethnic conflicts can be defined as conflicts between ethnic groups within a multi-ethnic state, which have been going on some time, which may appear to be unsolvable to the parties caught up in them.

2.3 STUDIES RELATED TO EFFECT OF ETHNIC CONFLICT ON EDUCATION

Bush & Saltarelli (2000), *The two faces of Education in Ethnic Conflict: Towards a Peace Building Education for Children*, tries to develop a better understanding of dimension of contemporary ethnic conflict namely the constructive and destructive impacts of education. The study also examines possible steps towards the creation of a peace building education, outlining guiding principles and goals, including the demilitarization of the mind, the introduction of alternatives to suspicion, hatred and violence, and the value of memory.

Seitz's (2004), *Education and Conflict: The Role of Education in the Creation, Prevention and Resolution of Societal Crises-Consequences for Development Cooperation*, discusses about the consequences of conflict, how it hinders the smooth functioning of education systems and leads to tremendous damage to the educational infrastructure and prevents children from attending school.

Sany's (2010), *Education and Conflict in Cote D'Ivoire*, discusses the relationship between Conflict and Education. He is of the view that conflict destroys the education

system, relegates education to the bottom of the national priority list and prevents thousands of stakeholders both students and teachers from gaining access to education.

UNESCO's (2010), *The Quantitative Impact of Conflict on Education*, examines the effect of armed conflict on the population of twenty-five countries. This study shows the negative effect of conflict on the proportion of the population with formal education, the average years of education attained and the literacy rate.

Nasongo & Muola (2011), *The Effect of Inter-tribal Post Election Violence Conflict Trauma on Academic Performance among Secondary School Students in Mt. Elgon District, Kenya*, examines the effect of conflict on academic performance among secondary school students and finds that 98% students had a negative performance in the examination and it also shows that 70% female students could not perform well in the examination.

Parlow's (2011), *Education and Armed Conflict: the Kashmir Insurgency in the nineties*. His study reveals that students affected by conflict could not complete their primary schooling and insurgency had a negative impact on girls' education in primary schools.

Poirier's (2012), *The Effects of Armed Conflict on Schooling in Sub-Saharan Africa*, focuses on the negative impact of conflict on education of the students. The study shows that, the dropout rate and enrollment rate of the students in the schools were very high due to conflict.

Singha's (2013), *Conflict, State and Education in India: A study in Manipur*, examines educational development status during conflict in Manipur. He discusses about how conflict affects the students' education and makes them to migrate to some other places for their studies.

Tfaily, et. al. (2013), *Educational Disparities and Conflict: evidence from Lebanon*, examines the relationship between Lebanon's civil war and inequalities in education among the country's religious sects and regions. This study shows the negative impact of conflict on the education of men.

Wangechi's (2013), *Effects of Armed Ethnic Conflict on Education of Children and the Implication for Peace Education: A case study of Nakuru County, Kenya*, describes about effects of armed ethnic conflict on education of children as well as emotional and psychological effect of armed ethnic conflict on the children and how armed ethnic conflict leads to burning and closing down of some schools. This study gives us the knowledge about the negative impact of ethnic conflict on the students.

Wahu's (2013), *Influence of Ethnic Related Conflicts on Students' Access to Public Secondary School Education in Tana Delta District, Kenya*, discusses about the effect of conflict on the students and how parents and teachers' displacement affect their education and leads to drop out of school. It also shows that, lack of teachers' leads to merging of some classes and increases absentees.

Amirrachman's (2014), *Education in the Conflict-Affected Moluccas: Local Tradition, Identity Politics and School Principal Leadership*, examines the nature and impact of peace education projects supported by foreign agencies in selected schools in the province. This article discusses about the hatred between Muslim and Christian students in the schools. The author also describes the importance of the leadership quality of the school principal in helping to create a peaceful atmosphere in the schools.

Ahmed's (2015), *Influence of Armed Conflict on Pupil's Performance in Kenya Certificate of Primary Education in Mandera North Sub-County*, discusses the effect of armed conflict on the students' performance in the school. The study also reveals that teachers displacement and insufficient infrastructure facility during conflict, affect students' performance in the school.

Wachira's (2015), *Influence of Ethnic Conflict on Pupils' Participation in Education in Public Upper Primary Schools in Tigania East Division, Meru County, Kenya*, discusses how ethnic conflict negatively affects pupils' participation in education, reduces pupils' enrollment and retention in education. It also shows that teacher-pupil ratio is affected due to ethnic conflict in the region.

Omoeva, et. al. (2016), *The Effects of Armed Conflict on Educational Attainment and Inequality*, discusses the effect of conflict on the equity of educational opportunity". This study shows that conflict hampers educational attainment of the students and brings inequality in education.

Roy & Singh (2016), *Gender Bias in Education during Conflict: Evidence from Assam*, examines the impact of violent conflict on female students' enrollment rates and the study shows that there is a negative impact of conflict on the enrollment rates of female students.

2.4 STUDIES RELATED TO PSYCHOSOCIAL EFFECT OF ETHNIC CONFLICT

Hassan & Shafi (2013), *Impact of Conflict Situation on Mental Health in Srinagar, Kashmir*, discusses the effect of conflict on the mental health of the kashmiri people. The study reveals that mental illness resulted in deterioration of their physical health and unawareness of people about any rehabilitation centers and showed grievances towards the Government.

Attaelmanan, et. al., (2014), *Socio-Psychological Impact of the Darfur War on Women and Children*, discusses the consequences of war on the people and violence against women. It also describes displacement of children and behavioural deviations and the drug trade due to war.

Basumatary's (2014), *Psychological Impact of Conflict on Tribal Girl in Northeast India and its Intervention*, discusses about the different psychological effects of conflict on tribal girls living in relief camps. This study brings awareness about the psychological problems to the people as well as to the policy and plan makers.

Talukdar & Das (2015), *Psycho-Social Care; Strategy for Rehabilitating Women Victims of Ethnic Violence*, focuses on the experience of the victims of Bodoland Territorial Area Districts (BTAD), Kokrajhar and discusses the importance of psycho-social care for the victims of ethnic conflict in BTAD region.

Cherewick's (2016), *Trauma, Coping and Resilience among Conflict-Affected Youth in Eastern Democratic Republic of Congo*, examines youth coping strategies within the socio-cultural context of the Eastern Democratic Republic of Congo and evaluates associations with mental health and well being outcomes. The result shows that home environment and caregiver health had a significant impact on psychological distress, while peer relationships, community relationships and enrollment in school benefitted well being. This study also suggests that intervention should target support for multiple coping strategies at the individual level.

Gawell's (2016), *Mental Health and Psychosocial Effects of Armed Conflict and Violence*, is a workshop report from international workshop, Stockholm. In this report, mental health and psychological support (MHPSS) to people exposed to armed conflicts and violence is elaborated on. It is based on experienced shared at an international workshop organized by the Swedish Red Cross in collaboration with partners within the Red Cross and Red Crescent Movement in Stockholm 14-15 December 2016.

Mir, et. al., (2016), *Effect of Armed Conflict on the Mental Health of Youth in Kashmir*, discusses the level of neuroticism, overall anxiety, mental tension, guilt proneness, level of maturity, suspiciousness and level of self control in youth of Kashmir. The findings reveal that there is a significant difference in the level of neuroticism overall anxiety,

mental tension, guilt proneness, level of maturity, suspiciousness and level of self control in youth due to armed conflict.

2.5 STUDIES RELATED TO EFFECT OF CONFLICT ON CHILDREN

Goldson's (1996), *The Effect of War on Children*, discusses about the physical impacts of war on children during the 20th century. He highlights various consequences of war on the people and children.

Machel (1996), in her report on *Children and Conflict in a changing world*, discusses about the impact of conflict on children. The study shows that there is an increased attention to mitigating the direct consequences of conflict, such as unlawful recruitment, gender-based violence, killing and maiming, separation from families, trafficking and illegal detention. In her study it is found that, the number of conflicts in 2005 ranged from 17 to 56 worldwide. The lower figure pertains to conflicts with more than 1,000 battle deaths; the higher derives from a threshold of 25 battle deaths, allowing for the inclusion of lower –intensity conflicts and those in which a State was not a party to the conflict.

Mckay's (1998), *The Effects of Armed Conflict on Girls and Women*, discusses the gender-specific effects of armed conflict on girls and women that are addressed by the Machel study. It also highlights the various points made by the Machel study on the effects of armed conflict on girls and women.

Bhan's (1999), *Impact of Ethnic Violence on Youth: A Study of Tribal –nontribal Violence in Kokrajhar, Assam*. In her study she discusses the various consequences of ethnic violence on youth. This book highlights the urgency of developing the peace education movement in the country to mobilize and equip its prevention, management and resolution of ethnic conflict and promotion of peace in general.

Alva, et. al.(2002), *The Hidden Costs of Ethnic Conflict: Decomposing Trends in Educational Outcomes of Young Kosovars*, focuses on the impact of ethnic segmentation in education on educational outcomes. The result shows the effects of the parallel system on the expected years of education for the younger individuals that enrolled in secondary school.

Skybo's (2003), *The Impact of Violence on School-Age Children*, discusses children's exposure to violence and their biopsychosocial responses and determine the relationships among gender, types and frequency of exposure and appraisal of violence. This study provides health care providers with information about the biopsychosocial impact of witnessing violence on school-age children.

Ntakiyimana's (2004), *Impact of Armed Conflicts of Children, Families and Communities*, discusses on the effects of the Rwandan war on children, families and communities. In this report, he tries to highlight the psychological impact of conflict on the children.

Kvitashvili (2005), “Youth and Conflict” analyses key issues related to youth participation in violence, discusses lessons learned in developing programs for at-risk youth, and includes illustrative monitoring and evaluation tools.

UNICEF’s (2005), *The Impact of Conflict on Women and Girls in West and Central Africa and the UNICEF Response*, highlights a number of innovative programs of UNICEF and implements to address the impact of the numerous conflicts that have racked the region for more than a decade. This study gives some recommendation on how UNICEF can take a more proactive role as the leading institution for the rights of girls.

Dagbah’s (2010), *Ethnic Conflict and Symptoms of Post –Traumatic Stress in Children: A Study of Children from Bawku in North-Eastern Ghana*, focuses on Ghanaian children exposed to low intensity warfare experience symptoms of PTSD as described in the DSM-IV and discusses about culturally specific ways of displaying the symptoms and in dealing with the trauma.

Lloyd & Penn (2010), “Working with Young Children Who are Victims of Armed Conflict”, reports the recent evidence on psychological interventions designed to mitigate the impact of armed conflict on young children’s development.

Tamashiro’s (2011), *Impact of Conflict on Children’s Health and Disability*, is a background paper for Education for All Global Monitoring Report 2011. This report describes about the impacts of armed conflict on children.

Minoiu & Shemyakina (2012), *Armed Conflict, Household Victimization, and Child Health in Cote d'Ivoire*, examines the impact of 2002-2007 civil conflict in Cote d'Ivoire on children's health status. The study reveals that children from regions more affected by the conflict suffered significant health problems compared with children from less affected regions.

Wachira's (2012), *Exploring Violence through the Narratives of Youth in Kenyan Secondary Schools: Implications for Re-conceptualizing Peace building*. The investigator seeks to find out approaches to peace building and the Kenyan education systems that can respond to youth violence. The findings of the study show that despite responses to youth violence in the school and wider Kenyan society, the violence is unabated.

Borooah & Begum (2013), *Rights of Children Affected by Communal Violence in Assam*, examines the rights of children in relief camps in three districts, namely Kokrajhar, Chirang and Dhubri in relation to education, health, play, leisure, right to protection of children from the illicit use of narcotic drugs and psychotropic substances, right to be protected from economic exploitation.

Weru's (2013), *Impact of Violent Conflict on Pre-School Children (A Case of 2007-2008 Post Election Violence in Kibera, Kenya)*. The study examines the physical, economic and psycho-social impacts of conflict on pre-school children. It is found that violent conflict had a negative impact on the children. The study recommends for protection of children in conflict prone areas.

Bruck, et.al. (2014), *Learning the Hard Way: The Effect of Violent Conflict on Student Academic Achievement*, discusses the effect of a violent conflict on academic achievement of high school students. The findings show that the conflict reduces the probability to pass the examination and to be admitted to the University. The magnitude of the effect of the conflict on academic achievement varies with the type of violent event to which the student is exposed to and with the ability level of the student.

Das (2015) in her article, *Ethnic Conflict and its Impact on Human Security*, Special reference to BTAD areas, focuses on ethnic conflict in BTAD areas and its impact on Human Security. The findings of the study show that due to ethnic violence, the human insecurity prevails in the region.

Reidy et al. (2015), *The Political Socialization of Youth in a Post-Conflict Community*, examines experiences of political socialization and explores the interpersonal and societal dynamics that facilitate or inhibit positive intergroup relations for a generation born after mass atrocity.

UNICEF's (2015), *Growing up in Conflict: The Impact on Children's Mental Health and Psychosocial Well-being* is a report on the symposium held in New Babylon Center, The Hague. This article discusses about the State of the art in mental health and psychosocial support programming for children in humanitarian settings. It also discusses the impact of armed conflict and displacement on children during the life cycle, with particular focus on their mental health and psychosocial well-being.

Yahaya & Tinab (2015), examines about the Socio-Economic Effects of Conflict on Women and Children in Bawku Municipality. It reveals that conflict leads to poverty, divorce, internal displacement, denial of sources of livelihood, under-nourishment and malnutrition, school dropout, psychological trauma, insecurity, physical injuries, work overload on women and child abuse. It recommends the government and stakeholders to provide scholarship facility to children to retain them in school.

ACERWC's (2016), *The Impact of Conflict and Crisis on Children in Africa*, examines the impact of conflict crisis situations on children through children's voices in order to trigger political commitment and action by African leaders to address the issue as matter of urgency. The findings of the study show that accountability for violations in conflict situations remains a serious problem. No lessons seem to have been learned from earlier conflicts; the same violations continue and States remain aloof to the plight of their children.

Onyango, et. al. (2017), *The Impact of Armed Conflict and Terrorism on Children and Youth*, is a report of international conference. The report focuses on the review and recognition of the conventional and emerging forms of conflict and their impact on children and youth and it recommends protection of children as a national priority.

Brahma's (2017), *Armed Conflict and Girl Child*, discusses the consequences of women and girl child in armed conflict situation. This article highlights some remedial measures for the improvement of the affected women and girl child in the armed conflict.

Pathak's (2017), *Conflict, Livelihood and Children in the Conflict Affected Kokrajhar District BTAD, Assam*, discusses about the livelihood insecurity of the people living in conflict prone areas and its impact on the children of the area. The findings of the study show that during 2012 ethnic conflict, houses were burnt, cattle were taken away and schools remained closed for a few months.

Narzary in his article, examines the vulnerabilities of children, developmental impact and coping strategies of children living in existing relief camps due to ethnic conflict at Kokrajhar and Chirang districts of BTAD, Assam. The findings of the study show that ethnic conflict has affected the children physically, mentally, socially, economically and culturally. Ethnic conflict has also affected the education of the children living in relief camps.

Nedan Foundation's article, *Children in Ethnic Conflict*', highlights the psycho-social support activities for children affected in ethnic conflict. It also focuses on peace building programme in the region.

Nedan Foundation's article, *Impact on Child Protection and Adolescents Empowering from 25 Displaced Locations Kokrajhar, BTC, Assam*, is a project report which highlights the child protection and education intervention of BTC area. It aims to enable children from displaced communities to have equitable access to quality education and ensure their right to education across 25 locations in Kokrajhar BTC, Assam.

NERSWN in his article, *Impact of Conflict on Children in Assam and Manipur States of India*”, examines the effect of armed conflict on children in two districts each of Assam and Manipur. The study describes how fundamental rights have been neglected like the right to education and justice to children. This report also suggest for strong action in solving the problems faced by the children in the State.

2.6 LITERATURE GAP AND CONCLUSION

From the above literature survey, it is seen that many studies on effect of ethnic conflict and armed conflict in relation to education, children and women have been conducted internationally, nationally and locally but none of the existing studies had focused on impact of ethnic conflict on the high school students in Kokrajhar district. So, there exists a gap between the previous and the present study. Hence, this study had been taken up in order to fill the gap that existed in literature. This study would fill the gap in literature and also draw people’s attention towards the problem. It is hoped that this present study would bring awareness among the people and the Government regarding the consequences of ethnic conflict in the society. It is also hoped that this study would be able to bring changes and benefit among the common people in the society. It is also hoped that this study would be able to change the minds of the people in the society.