

Ensuring Educational Continuity: India's Scholarship Schemes for Afghan Students

Author: Mohammad Mohsin Saberi

Abstract

India has played a pivotal role in supporting Afghanistan's education sector through long-term investments in capacity-building, institutional development, and scholarship programs. Since the early 2000s, India has expanded its assistance to include higher education opportunities, vocational training, and school reconstruction as part of its commitment to Afghanistan's socio-economic development and regional stability. This study critically examines India's educational initiatives particularly those administered through the Indian Council for Cultural Relations (ICCR), and other scholarship schemes, available to Afghan students after the collapsed of the government in August 2021. Employing a qualitative desk-based methodology, the study draws exclusively on secondary sources such as policy documents, official government reports, NGOs official publications and academic literature. The Findings indicate that India's scholarships have been essential in ensuring educational continuity for many Afghan learners during a period of political upheaval. However, students continue to face substantial barriers, including limited digital access, financial constraints, gender-based restrictions, and uncertainty regarding their academic and professional future under Taliban rule.

This study highlights Indian scholarships schemes as a critical pathway for sustaining Afghan education during crisis conditions while identifying key policy gaps that hinder equitable access, particularly for female students. The study concludes with recommendations to strengthening inclusive, resilience scholarships frameworks in conflict-affected contexts.

Keywords: India-Afghanistan Relations, Scholarship schemes, Educational Diplomacy, Post-2021 Crisis, Afghan Students.

1. Introduction

Education is a fundamental driver of socio-economic development and peacebuilding, particularly in nations facing prolonged conflict and instability. Afghanistan's education system has endured severe disruption over recent decades, which intensified following the collapse of its government in August 2021 (Mehta A.D & Joshi R, 2024). These political upheavals have severely restricted access to quality education, especially for marginalized populations such as women and girls (Ministry of External Affairs (MEA), 2023). Recent UNESCO data (2024) indicates that female enrollment in secondary education dropped to 12% while male enrollment remained at 45% highlighting a stark gender disparity and the urgent need for targeted interventions. In addition, boys' education quality has deteriorated due to teacher shortages, restricted curriculum and exposure to psychological violence (UNESCO, 2025). India has maintained a longstanding commitment to Afghanistan's educational development, recognizing education as a catalyst for regional stability and economic growth. Since 2001, India has invested extensively in rebuilding Afghanistan's education infrastructure, including constructing schools and vocational training centers, as well as fostering higher education opportunities through scholarship programs primarily administered by the Indian Council for Cultural Relations (ICCR) Approximately, over 60,000 Afghan students have benefited since 2001, with approximately 30% being female students and 70% male, reflecting efforts toward gender inclusivity in educational programs (Pimparkar A P, 2025). These initiatives included undergraduate, postgraduate and technical education programs, demonstrating India's comprehensive approach to Afghan human capital development.

Following the Taliban's return to power in 2021, India adapted its educational support to new realities by expanding online scholarship programs. This initiative enables Afghan students to continue their studies despite

travel restrictions and security concerns. For the 2024-25 academic year, the Government of India has announced Approximately, 1,000 online scholarships for Afghan students under the special scholarship scheme for Afghan Nationals (SSSAN) offered through the e-Vidya Bharati (e-VB) platform in collaboration with the selected Indian universities (Ministry of External Affairs (MEA), 2023).

This study focuses on India-Afghanistan educational cooperation post-2021, with particular attention to scholarship programs, their impact on Afghan students' academic progression, psychosocial well-being, and gender experiences. It also examines the evolution of scholarship programs, contrasting on-campus and online student experiences, and identifying key challenges related to access, digital infrastructure, and psychosocial stressors.

The findings are expected to contribute to policy discussions on sustaining educational access amid conflict, strengthening regional cooperation, and supporting Afghan human capital development through adaptive scholarship models.

Despite extensive research in India-Afghanistan educational cooperation, limited studies have examined the post-2021 context particularly following the Taliban resurgence. Existing literature focuses mainly on scholarship statistics and policy frameworks, but few explore Afghan students lived experiences, online learning challenges, psychosocial impact, and the effectiveness of adaptive strategies such as e-Vidya Bharati. This study seeks to fill this gap by providing a comprehensive analysis of scholarship programs, student experiences and emerging challenges thereby contributing to the literature on educational diplomacy.

Objectives Of the Study

1. To examine the evolution of India Afghanistan educational cooperation post-2021, focusing on scholarship programs and capacity-building initiatives.
2. To analyse the transition from on-campus to online scholarships modalities and their accessibility for Afghan students.
3. To investigate the academic, psychosocial and gender related challenges faced by Afghan students pursuing education through Indian scholarship programs.
4. To assess the role of educational diplomacy in fostering regional stability, people to people ties and long-term socio-economic development in Afghanistan.

Research Questions

Based on the objectives, this study seeks to answer the following questions:

1. How have India's scholarship programs evolved in response to the post-2021 Afghan context?
2. What are the differences in access, experiences, and outcomes between on-campus and online scholarships modalities for Afghan students?
3. What academic, psychological, gender related challenges do Afghan students face while pursuing education through Indian scholarships programs?
4. How does educational diplomacy through scholarship programs contribute to regional stability, human capital development and socio-economic growth in Afghanistan?

2. Literature Review

The historical and geopolitical relationship between India and Afghanistan has significantly influenced educational cooperation between the two nations. rooted in centuries of cultural exchange, strategic alliances, and shared histories. This relationship provides essential context for contemporary scholarship programs and capacity-building initiatives (Khan O. H, 2024). The spread of Buddhism from India into Afghanistan and the legacy of empires like the Mughals highlight the depth of Indo-Afghan ties that extend far beyond political alignment (Paliwal, 2017).

During the British colonial era, Afghanistan's position as a neutral buffer state placed it at the centre of imperial rivalries, complicating regional development trajectories and shaping long-term geopolitical dynamics (Afridi, 2023). After independence, India's democratic and secular policy framework increasingly emphasized cultural and educational diplomacy as crucial instruments for strengthening relations with Afghanistan. This included sustained investment in reconstruction efforts through the establishment of schools, universities and vocational training centres (Mangu, 2024)

Decades of conflict, however, have severely undermined Afghanistan's socio-economic and educational systems. The Taliban's resurgence in August 2021 marked a critical turning point, intensifying educational exclusion particularly for girls and women as modern curricula were dismantled and gender-based bans reversed earlier gains. This development deepened systemic vulnerabilities and widened regional disparities, challenging the sustainability of educational cooperation. (Human Rights Watch, 2024).

India has remained a consistent development partner, most notably through its scholarship and capacity building programs administered largely by the Indian Council for Cultural Relations (ICCR, 2023). The council's efforts to introduce and expand online scholarship opportunities in response to Taliban restrictions reflect an adaptive strategy to evolving geopolitical and logistical constraints (Ministry of External Affairs (MEA), 2023). Collaboration with Afghan institutions, such as the Afghan National Agricultural Science and Technical University (ANASTU), further demonstrates India's commitment to aligning educational assistance with sector-specific development needs.

Despite these contributions, existing research identifies several persistent gaps. There is limited qualitative research examining the lived experiences of scholarship recipients, and concerns remain regarding the recognition of online qualifications, digital literacy challenges, and infrastructural deficits that hinder effective remote learning (Alemi Q, 2023). These issues highlight gaps in understanding the psychosocial, academic, and professional impacts of the transition to online education models after 2021.

Overall, this literature review positions the current study within broader debates on geopolitical relations, educational diplomacy, and post-conflict reconstruction. It provides a foundation for examining the evolution of scholarship programs, the experiences of Afghan students, and the policy implications of India's educational engagement. By integrating historical context with contemporary diplomatic and educational frameworks, this study advances critical insights necessary for developing pragmatic interventions that support equitable and sustained educational access for Afghan learners.

3. Methodology

This study adopts a secondary data analysis design to assess the evolution and effectiveness of India's scholarship programs for Afghan students, with a focus on ICCR initiatives. This approach enables a systematic review of existing data on scholarship trends, policy adjustment, and shifts in educational delivery. The research draws on multiple reputable data sources including:

- ICCR scholarship portals and annual reports, providing statistics on scholarship allocation, gender distribution, and delivery modes
- (MEA) policy documents and official releases, offering diplomatic and educational cooperation context.
- Government online platforms, particularly e-Vidya Bharati (e-VB), supplying enrolment figures statistics and programs guidelines.
- Academic literature and credible reports from UNESCO, UNICEF, Human Rights watches, etc.

The study employs a descriptive and comparative analysis to examine scholarships distribution between 2005 and 2025. Particular attention is given to the shift from on campus learning to online delivery mode after 2021.

Trends are analysed by gender, discipline and mode of delivery to identify disparities and assess institutional responsiveness.

This study’s reliance on secondary data imposes limitations including potential underreporting of informal or non-institutional scholarship participants. The absence of primary qualitative data from scholarship recipients restricts deeper understanding of lived experiences. Additionally, rapidly changing geopolitical and infrastructural conditions in Afghanistan may lead to discrepancies or gaps in publicly available data. Despite these constraints, the chosen methodology provides a robust foundation for assessing program scale, outreach, and adaptability in a volatile context.

4. Afghanistan’s Education Crisis Post-2021

The return of the Taliban to power in August 2021 has precipitated a profound and unprecedented crisis within Afghanistan’s education system. This Reversed decades of progress in access, quality, and gender equity. The Taliban’s restrictive policies have barred millions particularly for girls and young women from continuing their education beyond the primary level, making Afghanistan the only country globally where girls and women are legally prohibited from attending secondary and higher education (UNESCO, 2025).

The ban on girls’ secondary education has excluded an estimated 1.5 million girls, dismantling over twenty years of advancement in gender parity. Female educators, had constituted nearly 40% of the urban teaching workforce prior to 2021, have been systematically removed from public education, resulting in a critical decline in instructional quality and worsening shortages of trained teachers (Qargha, 2025). Boys’ education has likewise suffered as the curriculum has been restricted to ideological content, teacher shortages have intensified, and punitive disciplinary practices have increased (Human Rights Watch, 2023).

By 2025, the education crisis had become inseparable from Afghanistan’s broader humanitarian emergency. Internal displacement exceeded 2.9 million people, and widespread poverty and food insecurity have forced many families to withdraw children out of school for agriculture or wage labour (Humanitarian Action, 2025). The psychological impact manifested as anxiety, depression, and trauma has been severe among the youth, marginalized populations. (Shayan et al, 2025).

In response to widespread school closure, communities have attempted to sustain learning through informal, underground, and community-based education initiatives. However, these efforts face significant risks, as Taliban authorities frequently restrict or criminalize such activities, placing teachers, students and families in vulnerable position (UNESCO, 2025). Despite these challenges, the determination of Afghan communities to preserve access to education reflects a strong societal commitment to learning in the midst of coercive and highly constrained conditions.

Table 4.1: Afghanistan Education Access and Outcomes (2019–2025)

| Indicator | Pre-Taliban (2019/2020) | 2022-2025 (Most Recent) |
|-------------------------------------|-------------------------|-------------------------|
| Enrollment, All Ages | 9.5 million | 6.5–7.0 million |
| Primary School Enrolment | 6.8 million | 5.7 million |
| Out-of-School Children (Total) | 3.5 million | 4.2 million |
| Girls Denied Secondary Education | 0.8–1.0 million | 1.5 million+ |
| University-Age Women Excluded | 0 | 100,000+ |
| Literacy (Women Age 15+) | 29.8% | Declining |
| Regions With <15% School Completion | 7 Provinces | 7 Provinces |

Note: data Source adapted from (UNESCO, 2025), (Human Rights Watch, 2023), (Amnesty International, 2025).

5. India’s Scholarship Programs (ICCR Initiatives)

The Indian Council for Cultural Relations (ICCR), founded in April 1950 by Maulana Abul Kalam Azad, serves as India’s principal institution for cultural diplomacy and international educational cooperation. Since its integration under the Ministry of External Affairs in 1970, ICCR has expanded its global footprint by promoting academic exchanges, cultural engagement, and people-to-people linkage (ICCR, 2025).

ICCR administers 21 scholarship schemes for over 180 countries, offering more than 3,000 scholarships annually across undergraduate, postgraduate, doctoral, vocational and cultural disciplines. Afghanistan has been a major beneficiary since 2005 through the special scholarship scheme for Afghan Nationals (SSSAN). These scholarships aim to build human capacity, strengthening bilateral ties, and contribute to Afghanistan’s socio-economic development while representing a key pillar of India’s soft power diplomacy (Khan O. H, 2024).

5.1 On-Campus Scholarships for Afghan Students (2005–2023)

Launched in 2005 with initial allocation of 500 scholarships annually, the Special Scholarship Scheme for Afghan Nationals (SSSAN) scheme provides Afghan students opportunities to pursue undergraduate, postgraduate, and vocational courses at leading Indian universities (ICCR, 2005). This scheme expanded to 750 awards by 2011 and 1,000 by 2016, integrating the (ITEC) fellowship that offered short-term professional and technical training in governance, health, agriculture, engineering and technical fields critical for Afghanistan’s reconstruction (Singh P.k, 2017). Although scholarships covered tuition, accommodation, and stipends (ICCR, 2022) the Taliban’s return in 2021 led to severe disruptions. Embassy closure, visa delays, and travel restrictions caused a decline in new admissions and increased uncertainty among Afghan students in India, many of whom faced mental health concerns, financial strains and academic discontinuity (The Times of India, 2023).

Table 5.1: ICCR On-Campus Scholarships Scheme for Afghan Nationals (2005–2023)

| Academic Year(s) | Scholarships Offered | Age of Participation (%) | Key Details |
|------------------|----------------------|--------------------------|---|
| 2005–2010 | 500 | 18-35 | Focus on undergraduate & vocational training |
| 2011–2015 | 750 | 18-35 | Addition of postgraduate courses and skill development fellowships |
| 2016–2020 | 1,000 | 18-35 | Peak program moment including ITEC short courses |
| 2021–2022 | ~650 | 18-35 | Abrupt decline due to Taliban takeover, visa restrictions, and embassy closures |

Note: data Source adapted from (ICCR, Enrolment for online Undergraduate and Postgraduate Programmes/Courses for Afghan Nationals for the Academic year 2023-24 commencing from July 2023 on e-VidyaBharati (e-VB) Portal., 2023), (Ministry of External Affairs (MEA), 2023) (Singh P.k, 2017).

The scholarships covered tuition, accommodation and living expenses, though required students bore travel costs and medical insurance. Afghan scholars received education at reputed institutions.

However, the Taliban resurgence precipitated travel restrictions, leading to drastic reduction in new enrolment and fostering uncertainty among the Afghan academic diaspora in India. Many students experienced visa delays, financial difficulties and academic discontinuities, heightening stress and attrition risks.

5.2 Online Scholarship Programs for Afghan Students (2023–2025)

To maintain educational support amid mobility constraints, ICCR launched the e-Vidya Bharati(e-VB) digital scholarship program in 2023, offering 1,000 fully online seats annually for Afghan nationals (ICCR, 2023). Courses are delivered through a secure learning management system with virtual classrooms assessments, and academic support.

Partner universities include Jamia Millia Islamia, IGNOU, Anna University, and Kurukshetra University offering programs in management, IT, education, social sciences, and humanities (Ministry of External Affairs (MEA), 2023). Despite remarkable outreach, challenges persist, including unstable internet, electricity shortages, limited digital skill, and concern about international recognition of online degree (Rahmany G.M, 2025)

Table 5.2: Online Scholarship Program for Afghan students (2023–2025)

| Year | Scholarship Offered | Age of Participation (%) | Delivery Mode | Key Universities | Program Highlights |
|-----------|---------------------|--------------------------|-----------------------|--|---|
| 2023–2024 | 1,000 | 18-35 | Fully online/distance | Jamia Millia Islamia, IGNOU, Anna University | Digital learning, inclusive access, female empowerment |
| 2024–2025 | 1,000 | 18-35 | Fully online/distance | Same as above | Expanding accessibility, coping with infrastructure challenges |
| 2025–2026 | 1,000 | 18-35 | Fully online/distance | Same as above | Emphasis on digital literacy, curriculum relevance, and support |

Note: data Source adapted from (ICCR, Enrolment for online Undergraduate and Postgraduate Programmes/Courses for Afghan Nationals for the Academic year 2023-24 commencing from July 2023 on e-VidyaBharati (e-VB) Portal., 2023), (Basu .N. & Krishnankutty.P, 2022), (Ministry of External Affairs (MEA), 2023).

6. Discussion

The ICCR scholarship program has played a critical role in supporting Afghan students’ higher education access and capacity development over the last two decades. Its progression from predominantly on-campus scholarship awards to incorporating online education reflects both adaptive strategy and ongoing commitment amid Afghanistan’s volatile political landscape.

The notable expansion of the program between 2005 and 2020 contributed to building Afghanistan’s human capital in key sectors like health, engineering, and governance. Female participation improvements during this period underscore India's strong support for gender equity in education even before the 2021 disruptions.

Post-2021, the program faces multifaceted challenges. The Taliban’s restrictions on female education and the closing of India’s Kabul embassy have disrupted student mobility, reducing on-campus enrollments significantly. The online e-Vidya Bharati program, while innovative, confronts Afghanistan’s infrastructural deficits such as limited internet access and unstable electricity instability, which impede equitable educational delivery.

Students’ experiences reveal persistent uncertainties driven by visa delays, scholarship disbursement interruptions, and concerns over the international recognition of online degrees. These factors not only affect academic performance but also psychological well-being, especially among female students who remain disproportionately marginalized.

Despite these limitations, ICCR alumni who have completed studies continue to contribute meaningfully to Afghanistan’s reconstruction in civil services, healthcare, education, and infrastructure. This highlights the crucial role of educational diplomacy as soft power, advancing geopolitical and development objectives for India.

Going forward, sustaining and enhancing this scholarship program requires multilateral support, expanded psychosocial and academic support services, and mechanisms for validating online qualifications. Strengthening collaboration among regional partners and international bodies is essential to maximize program impact in a complex and constrained environment.

7. Conclusion

The scholarship programs have played a vital role in nurturing Afghanistan's human capital over two decades, adapting innovatively to geopolitical upheaval by transitioning to online education modalities. Despite facing serious challenges from political instability, infrastructural deficit, and gender barriers, these programs provide indispensable educational access to Afghan youth, empowering a new generation of professionals crucial for their country's future.

Sustained policy attention, expanded digital enablement and comprehensive support systems are crucial to amplify the positive impact of these scholarships. As India continues its educational diplomacy with Afghanistan, these initiatives symbolize hope for regional stability, development and enhanced people-to-people tie.

This analysis demonstrates the need for more granular, longitudinal research based on primary qualitative data from Afghan scholarships recipients to deepen understanding of lived educational experiences, evolving challenges and opportunities for program improvement.

8. Acknowledgment

The completion of this research on India's scholarship schemes for Afghan students and the broader educational challenges in Afghanistan would not have been possible without dedicated support of Dr. Nandita Kaushal, Department of Public Administration, University of Lucknow. I'm deeply grateful for her expert supervision, constructive guidance, and unwavering encouragement at every stage of this study. I also extend my sincere appreciation to the Indian Council for Cultural Relations (ICCR), the Ministry of External Affairs (MEA), and various Indian universities whose publicly available reports and databases provided essential material for this analysis. Special thanks are owed to Afghan students, humanitarian organizations and international agencies whose experiences, publications and field-based insights significantly enriched the depth and relevance of this research.

9. References

- Afridi, A. A. (2023). The Great Game of 19th Century: The Significance of Tribal Belt as Buffer to the Buffer State of Afghanistan. *Global Social Sciences Review*, 1-8. Retrieved from <https://www.humapub.com/admin/alljournals/gssr/papers/CsF1RduDh4.pdf>
- Amnesty International. (2025). Afghanistan: Authorities must reinstate formal legal frameworks, rule of law and end four years of injustice and impunity. Amnesty International. Retrieved from <https://www.amnesty.org/en/latest/news/2025/08/afghanistan-four-years-of-injustice-and-impunity/>
- Deepak S. Mehta A & Joshi R. (2024). India's role in rebuilding Afghanistan's education sector post-2001: Challenges and achievements. *International Journal of Asian Studies*, 89–107pp. retrieved from https://www.researchgate.net/publication/389240730_Role_of_India_in_Strengthening_Afghanistan%27s_Educational_Infrastructure?utm_source
- Human Rights Watch. (2023). Schools are failing boys too: The Taliban's impact on boys' education in Afghanistan. Human Rights Watch. Retrieved from <https://www.hrw.org/report/2023/12/06/schools-are-failing-boys-too/talibans-impact-boys-education-afghanistan>
- Human Rights Watch. (2024). Women's and Girls' Rights. *Journal of Human Rights Watch*. Retrieved from <https://www.hrw.org/world-report/2025/country-chapters/afghanistan>
- Humanitarian Action. (2025). Humanitarian Needs and Response Plan: Afghanistan. Humanitarian Action. Retrieved from <https://humanitarianaction.info/plan/1263/ge/7884>
- ICCR. (2005). Annual Report. New Delhi: Indian Council for Cultural Relations,. Retrieved from <https://iccr.gov.in/annual-reports>
- ICCR. (2022). Annual reports. New Delhi: Indian Council for Cultural Relations. Retrieved from <https://iccr.gov.in/annual-reports>
- ICCR. (2023). Enrolment for online Undergraduate and Postgraduate Programmes/Courses for Afghan Nationals for the Academic year 2023-24 commencing from July 2023 on e-VidyaBharati (e-VB) Portal. New Delhi: India Council for Cultural Relations,. Retrieved from <https://iccr.gov.in/scholarships-afghan-nationals-online-courses-ay-2023-24>
- ICCR. (2025, February 28). History of Indian Council for Cultural Relations. New Delhi: Indian Council for Cultural Relations. Retrieved from Indian Council for Cultural Relations: <https://a2ascholarships.iccr.gov.in/>

Khan O. H. (2024). An Analysis of the Historical Relationship Between India and Afghanistan. *International Journal of Research in Humanities & Soc. Sciences*, 1-6pp. Retrieved from https://www.rajmr.com/ijrhs/wpcontent/uploads/2024/06/IJRHS_2024_vol12_issue_03_05.pdf.

Mangu, V. (2024). India's Role in Afghanistan's Reconstruction: A Comprehensive Analysis. *International Journal of Trend in Scientific Research and Development*, 1-6. Retrieved from <https://www.ijtsrd.com/humanities-and-the-arts/political-science/67145/indias-role-in-afghanistans-reconstruction-a-comprehensive-analysis/dr-vishnu-prakash-mangu>

Ministry of External Affairs (MEA) Government of India. (1950). Treaty of Friendship between India and Afghanistan. New Delhi: Government of India. Retrieved from <https://mea.gov.in/bilateral-documents.htm?dtl/6584/Treaty+of+Friendship>

Ministry of External Affairs (MEA) Government of India. (2023). India-Afghanistan scholarship programs 2023-24. New Delhi: Ministry of External Affairs (MEA) Government of India,. Retrieved from <https://www.mea.gov.in/index.htm>

Ministry of External Affairs(MEA) Government of India. (2015, December 25). Joint Statement between India and Afghanistan. New Delhi: Ministry of External Affairs(MEA) Government of India,. Retrieved from Ministry of External Affairs-Gov of India: <https://www.mea.gov.in/outgoing-visit-detail.htm?26247/Joint+Statement+between+India+and+Afghanistan+December+25+2015>

Ministry of External Affairs, G. o. (2023). India's Relationship with afghanistan, Parliamentary Question No: 183. Ministry of External affair, Government of India. Retrieved from <https://www.mea.gov.in/lok-sabha.htm?dtl/37428/QUESTION+NO+183+Indias+Relationship+with+Afghanistan>

Ministry of External Affairs-Gov of India. (2005, August 28). India-Afghanistan Joint Statement. Retrieved from Ministry of External Affairs, Govt of India: <https://mea.gov.in/bilateral-documents.htm?dtl/6859/IndiaAfghanistan+Joint+Statement>

Pimparkar A P. (2025). India- Afghanistan Relation since return of Taliban. *Journal of Politics for India*, 1-12pp. Retrieved from <https://politicsforindia.com/india-afghanistan-relations-since-return-of-taliban/>

Qargha, G. (2025). FROM OUT-OF-SCHOOL TO OUT-OF-EDUCATION CHILDREN, WHAT AFGHANISTAN TEACHES US ABOUT. Center for Universal Education at Brookings, 1-21PP. Retrieved from https://www.brookings.edu/wp-content/uploads/2025/05/Afghanistan-brief_FINAL5.pdf

Rahmany G.M. (2025). India-Afghanistan Relations: Connecting Asia. ResearchGate, 174-200. Retrieved from https://www.researchgate.net/profile/Debasish-Nandy-2/publication/369204193_Connecting_Asia_Understanding_Foreign_Relations_Organizations_and_Contemporary_Issues_Kunal_Books_New_Delhi_2020/links/64105e2ba1b72772e4f930af/Connecting-Asia-Understanding-Forai/

Shayan et al. (2025). Challenges and prospects: women's education in contemporary Afghanistan. *Journal of Frontiers*, 1-10pp. Retrieved from https://www.frontiersin.org/journals/global-womens-health/articles/10.3389/fgwh.2025.1477145/full?utm_source

Singh P.k. (2017). Peacebuilding Through Development Partnership: An Indian Perspective. *Journal of Springer Nature*, 69-91PP. Retrieved from https://link.springer.com/chapter/10.1007/978-3-319-60621-7_4?utm_source=chatgpt.com

The Times of India. (2023). Over 100 afghan students in PU face scholarships woes. New Delhi: The Times of India. Retrieved from <https://timesofindia.indiatimes.com/city/chandigarh/over-100-afghan-students-in-pu-face-scholarship-woes/articleshow/102464460.cms>

UNESCO. (2011). Education and fragility in Afghanistan: A situation analysis. Retrieved from <https://unesdoc.unesco.org/ark:/48223/pf0000184038>

UNESCO. (2025). Afghanistan: Four years on, 2.2 million girls still banned from school. United Nations Educational, Scientific and Cultural Organization. Retrieved from <https://www.unesco.org/en/articles/afghanistan-four-years-22-million-girls-still-banned-school>

UNESCO. (2025). Banned from education: A review of the right to education in Afghanistan. United Nations Educational, Scientific and Cultural Organization. Retrieved from <https://www.unesco.org/en/articles/banned-education-review-right-education-afghanistan>.