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**TOPIC OF RESEARCH: Education of the Palestinians in the Israeli
Occupied Territories: An Analytical Study**

FINDING

The thesis presents a critical analysis of the Palestinian education system under prolonged Israeli occupation, emphasizing how systematic discrimination, military control and socio-political dynamics have disrupted access to quality education for Palestinian in the Occupied Palestinian Territories (OPT). The Research explores the historical context of the Israeli-Palestinian conflict, the evolution of Zionism, and the policies pursued by the Israeli state, highlighting their direct and Indirect consequences on Palestinian education.

A Significant findings of the study I that the Israeli occupation has created a Multi –layered structure that curtails Palestinian access to the basic rights, especially education, The thesis identifies several impediments : Military Checkpoints, restriction on movement, and frequent Military Incursions into the educational institutions. These barriers have made education in the West Bank, Gaza Strip and East Jerusalem highly unstable, unsafe and inequitable.

The work also details how the Israeli authorities have exercised control over Palestinian curriculum and renovation of schools and employment of educators, especially priors to the Oslo Accords of 1993. Even after administrative control was transferred to the Palestinian Authority, Israel continues to exercise structural constraints. For instance, school building requires Israel permits, which are often denied, resulting in

unauthorized school structures being demolished. This tactic, coupled with economic blockades and the destruction of civil infrastructure, has contributed to what the author terms as a form of “Sociocide” a systematic destruction of Palestinian Social Institution.

The Thesis situates these educational challenges within the broader framework of settler colonialism, ethnic cleansing and denial of the self-determination. It shows that how the policy of the Judaization has been aggressively pursued at the expenses of the Palestinians identity, culture and rights with education being a targeted casualty. The thesis argues that Israeli policies are in clear violation of International law, particularly the Universal Declaration of Human Rights (Article 26) which upholds education as a fundamental human right.

Further the research exposes how economic hardship and insecurity force Palestinian children to drop out of school to support their families, The thesis notes a decline in the quality of education, partly due to under-resourced institutions, poorly paid teachers, and trauma faced by both students and staff due to continued military aggression. It is found that even UNRWA run schools are not immune to these systematic pressures.

Finally, the study calls for robust international intervention to ensure protection of Palestinian educational rights and greater accountability for human rights violations. It emphasizes the need for a long term political resolution and urges the international community to pressure Israel to respect international conventions and the right to education for all.