

Impacts of Terrorism on Education System in Khyber Pakhtunkhwa, Pakistan.

DOI: 10.5281/zenodo.8344165

*Dr Shabana Noreen,
**Mr. Nasir Khan,
***Ms. Farah Noreen



Abstract

For millennia, numerous acts of terrorism have been conducted out in various regions of the world by various organizations for a variety of reasons. These atrocities are sometimes blamed on a communist organization, sometimes on a fascist outfit, and sometimes on radical and separatist forces. Terrorism's nature evolves in response to changing global situations, and it gains in influence and strength as new technologies emerge. Terrorism is the most heinous of crimes. The global outrage over the events of September 11, 2001, and the "War on Terror," have increased the global threat of terrorism many times over.

Keywords: *Terrorism; War on Terror; Revelation;*

Background of the Study

Terrorism entails harassing, demolition, suicide attacks, and the execution of innocent people for a purpose. Fear-based oppression aggravates residents, damages foundations, reduces monetary success, causes political instability, and shatters (Gunaratna & Iqbal, 2012). Terrorism is not a novel phenomenon in Pakistan. For many years, it has become a reality, but it has taken on a new breadth since the terrible events of September 11, 2001 in the United States. Terrorism has claimed the lives of many political and military figures (including former Pakistan Prime Minister Benazir Bhutto Shaheed), security officials, regular civilians, and innocent women and children (Justino, 2011).

Pakistan was significantly involved in assisting the Mujahideen who were battling Soviet invasion in the decade preceding the withdrawal of Soviet forces from Afghanistan in 1989. General Zia-ul-Haq, Pakistan's military ruler from 1977 to 1988, did significant damage to Pakistan's economic, political, and social structures by tracking policies that not only provided the fundamental elements in Afghanistan but also endorsed intense extremism in Pakistani-society. Support from fundamentalist elements, according to Zia, would earn him worldwide acceptability (because to the containment strategy),

.....

*Assistant Professor Department of Political Science, Islamia College Peshawar

** Lecturer, Department of Political Science, Islamia College Peshawar.

***M Phil Economics, Department of Economics, Qurtuba University Peshawar.

Boost political Islam, and internally solidify his government. He allied Pakistan with the US in the Afghan conflict without considering the negative consequences of identifying with and fostering terrorism as a state policy. During this time, Washington openly sponsored and promoted extreme Islam as a bulwark against pagan socialism, oblivious to the consequences for the region's tranquility and stability ([Nayak, 2005](#)). From the mid-1960s forward, Pakistan used various aggressor groups as a tool of state arrangement; however, together with US policy, they acquired prominence during General Zia's administration.

To legitimate his standard, he also allied himself with preservationist and extremist religious groups who were sympathetic to these crazies. Furthermore, as a result of the fighting within their country (civil war/war among local warlords), a considerable number of Afghan displaced persons were streaming over the border into Pakistan, creating a humanitarian and security difficulties for the host country by radicalizing its population. Since Pakistan's inception, India has remained the primary threat to Pakistan's security by portraying itself as the region's, which has now become more controversial with India's changing status of occupied Kashmir. India erroneously accuses Pakistan of using terrorist proxies to undermine India's expanding economic and military strength. India has consistently emphasized Pakistan's asymmetric forces, which were intended to further Islamabad's-strategic interests but have become sufficiently strong and independent to challenge official authority ([Wirsing, 2008](#)).

In all spheres, the implications of insecurity presented significant threats to Pakistan. The state's education system, in particular, has been devastated as a result of these informative underpinnings being undermined and assailed by various adversaries ([Nayak, 2005](#)). Khyber Pakhtunkhwa was targeted, and its educational agenda has been severely harmed, as evidenced by the case of Army Public School (APS) assaults, which killed more than 150 innocent students and teachers, pastings on various educational institutions, for example, Aitazaz Hassan, who died at a school in Hango, an instance of Malala Yousafzai tragedy, and numerous other assaults, all of which have exacerbated the official situation.

Terrorism has social, economic, and political reasons, and it had the same socioeconomic, economic and political influence on the state as well as society ([Fair, 2008](#)). In the case of Pakistan, one of the major reasons of terrorism was terrible military operations in Pakistan's tribal areas, which are now part of Khyber Pakhtunkhwa Province due to the 25th amendment. To remove terrorism, the Pakistani government chose to begin military operations against these terrorist and militant organization ([Zahra, 2011](#)). In Khyber Pakhtunkhwa, innocent civilians suffered more as a result of these military activities. Socially, the inhabitants of Khyber Pakhtunkhwa's education, health, and moral beliefs were all impacted, as were their economic situations, companies, and infrastructure (Farzana Bari). Terrorism and military actions have resulted in around 5 million Internally Displaced Persons (IDPs)

being relocated to various camps in Pakistan. All of these losses had a long-term and harmful influence on people's thinking.

Khyber Pakhtunkhwa, the province in which the educational institutions are located, is one of Pakistan's most troublesome areas. Between 2009 and 2012, over 830 schools were demolished in the area. Militant organizations have frequently targeted students. Malala Yousafzai was shot by terrorists in District Swat in October 2012 for speaking out in favour of female education ([Justino, 2011](#)). Aitazaz Hassan Bangesh, a ninth-grader from district Hangu, gave his life in January 2014. The insurgents recognize that education is critical to building a tolerant, healthy, and lenient society, which is necessary for supporting a dynamic economy and poverty. Illiteracy and poverty, on the other hand, foster extremism, radicalism, and terrorism. Illiteracy and poverty, on the other hand, foster extremism, terrorism and radicalism ([Markey, 2008](#)).

Attacks on students and educational infrastructure have a disastrous effect on literacy rates, government, and society in general. It is difficult enough for Khyber Pakhtunkhwa, a resource-poor province, to afford to repair and renovate schools. Addressing the psychological impact of terrorism on afflicted students and their families adds another burden to school administrators who are already stretched thin. In 2011, the government stopped all schools in the province for three (3) days in remembrance of the dead children and school employees, as well as to treat the trauma caused by pupils affected by the tragedy ([Justino, 2011](#)). While such measures are comprehensible, they result in a further loss of valuable learning-time and deprive children of their essential access to an education.

Khyber Pakhtunkhwa province is on top among the much-suffered regions in Pakistan owing to terrorism erupted after September 11 attacks on US and its retaliation by waging war against terrorism. Khyber Pakhtunkhwa is adjacent to Afghanistan, which resulted in the high migration of rogue and fundamentalist elements into the tribal regions of Pakistan. Those rogue elements adopted the strategy of attacking the soft targets in Pakistan by blaming it for its support to US in war against terrorism and providing logistic and strategic support to the US for abolishing the Imarat-e-Islamia (Taliban Regime) in Afghanistan. In Pakistan in general and in KP especially they started attacking on female education institutions and destroyed hundreds of schools, killed innocent students and teachers. The province which is already considered backward for female education now facing some new problems as people seem reluctant for sending their beloved ones to school. Lack of infrastructure is another problem which the people of this region are facing especially in case of female institutions. Owing to the destroyed economic conditions, government is not funding enough to rebuild the school and infrastructure. This study intends to highlight the critical impact of terrorism on the education of Khyber Pakhtunkhwa.

The study's goal is to learn about the components that contribute to growth. Militancy concerns such as threats to educational-institutions, unemployment, poverty, a lack of health-facilities, analphabetism, and a lack of fairness are regarded as important causes of militancy in Pakistan, particularly in Khyber Pakhtunkhwa. Terrorism has a significant impact on education and health, two of the most essential organs of the state. The research effort contributes to the restructuring and rebuilding of these two essential state pillars through effective policies and efficient use of existing resources. The study's relevance is to learn about the roots of terrorism and its effects on education. It also suggests specific cures for overcoming these harmful and frightening factors.

Literature Review

According to ([Jan, 2010](#)) believe that while military operations against insurgents and extremist organizations are critical to maintaining peace, refugees require maximal government help for financial-losses. [Gregory \(2007\)](#) finds that the Pakistani army discovered numerous Al Qaeda militants in Pakistan's tribal areas, crippling the economic, social, and political structures of such places. These extreme groups have abused human-rights in order to sanctuary and maintain their hold on tribal areas where the public-activities have been hampered. According to [Adora \(2010\)](#), augmented militancy has an influence on economic-activity, lowering the quality of life. The militants in this conflict primarily aim economic-resources in order to challenge the region's socioeconomic system. Similarly, according to ([Hudson, 2002](#)), in every location, a society's aggressive conduct leads to terrorism. It considers the movement of people, economics, and political activity in a society that can be controlled by counter-terrorism.

According to [Omrani \(2009\)](#), Al Qaida has had an adverse influence on human-life, including economic, social, and political violence, as well as damaging the infrastructure beauty of countries such as Pakistan and Afghanistan. Terrorism and military activities have an impact on the province's social and educational framework. [Ismail \(2007\)](#) has a plan in place to combat militancy in Khyber Pakhtunkhwa and inhabited regions. They addressed in depth the backdrop of terrorism and its effects on the province's educational spheres from many perspectives, and has proposed particular solutions in this respect. The campaign had a significant impact on school enrollment, particularly among females. According to IRIN News, terrorist attacks resulted in the shutdown of Nine-hundred (900) schools and a roughly 60% drop in female enrollment between 2007 and 2009. According to an Amnesty International investigation, 1,000' of children in Khyber Pakhtunkhwa have been denied an education ([Justino, 2011](#)). Other accounts said that instructors were too scared to reappear to work long after the attacks, even afterward the Taliban were defeated militarily in Swat ([Afridi & Gul, 2018](#)). According to Guardian report, girls' return to school was still occurring three years after the Taliban were defeated in Swat.

Methodology

To conclude the paper, descriptive-analytical technique has been used. The portion which is consisted of explaining the loss of education sector is in fact descriptive. In this description, this study highlights the damages of infrastructure of education institutions, killings of innocent students, ransom case of teachers, vice chancellors etc. While in second part which is based on analytical explanation, it is tried to find out the impact of terrorism on the life of people of Khyber Pakhtunkhwa and their children. It is also analyzed the strategies adopted by the government to eradicate the phenomenon of terrorism from the province are effective or not.

Data Analysis

Terrorism in Khyber Pakhtunkhwa

Pakistan, as a US ally, conducted a military campaign along the Afghan border against al-Qaeda, foreign terrorists, and local Taliban ([Rānā et al., 2010](#)). Pakistan offered the United States with land, air, and maritime support, as well as logistical and security aid ([Murphy & Malik, 2009](#)). In 2001, the Pakistan Army started "Operation Enduring Freedom" in North Waziristan ([Jones & Fair, 2010](#)). As a result, they were advocating for Prevez Musharraf's assassination ([Khokhar, 2011](#)). Here, a sociopolitical struggle between the society and state occurred ([Naz et al., 2013](#)). That battle gave many reasons to aid and join terrorist groups. People, political parties, religious political parties, and other prominent groups were outraged by Musharraf's action, which jeopardized Pakistan's and Muslims' sovereignty and integrity. Al-Qaeda and the Taliban also carried out suicide assaults on Musharraf and planned several terrorist attacks against high-ranking officials, government personnel, and security sites. These suicide and militant strikes were motivated by military operations against the Tehrik-e-Taliban Pakistan and rogue elements in Afghanistan's border area ([Salaman, 2012](#)).

Fear mongering in Tribal Areas (TAs) and Khyber Pakhtunkhwa is motivated by unemployment, destitution, inequality, and a deteriorating legal system. These factors are contributing to the rise of fear-based tyranny throughout Pakistan, notably in TRIBAL AREAS and KP (Khan, 2012). In the tribal territory, fear-based oppression is caused by the issues of education, labor, and destitution. Religious teaching created as a religion's self-translation cannot be overlooked as a source of fear-based subjugation in tribal areas ([Javed, 2017](#)). The grounds for emotional warfare and extremism in Khyber Pakhtunkhwa include negligence of government plans, lack of education, foul play, weak master structure, lack of thriving, and Taliban use of unsanctioned radio to gather promotion for their ideology (Markey, 2008). Other factors include weak civil-military collaboration, the need for administration improvements (Justice and Court System), landless people in need of assistance, and the establishment and reproduction of essential framework ([Aziz & Luras, 2010](#)).

Terrorism is on the increase in Khyber Pakhtunkhwa for similar reasons. The government's negligence, ignoring initiatives for such regions as Malakand Division and Northern Districts, poverty, and a severe lack of education are all factors that contribute to the area's fear-based subjugation. Alternative components included financial separation and injustice, allowing non-state-provided assemblies to have equilibrium in Khyber Pakhtunkhwa ([Afridi et al., 2014](#)). Ideological clashes also erupted in Malakand division, fueling militancy in the region. Mulana Fazl-ul-Allah, Sufi Muhammad's son-in-law, founded the TNSM in 2002 following the detention of Sufi Muhammad, then in late 2007, after the Lal Masjid (Red Mosque) action, he joined the Tehrik-e-Taliban Pakistan (TTP) ([Islam, 2008](#)). He also stated a similar slogan, namely, Shariah execution and cessation of assistance to the US and other foreign forces.

Military actions are the primary result of fear-based tyranny, and these duties have an impact on the political, economic, and social life of the general populace in Khyber Pakhtunkhwa. This weakness has an impact on monetary opportunity. The backing of essential managements, for example, health and education, was also greatly affected, and the financial basis requires improvement ([Zahra, 2011](#)). Military activity and fear-based persecution impacted six locations in the Malakand division. Two areas, Swat and Buner, have been heavily impacted by military operations, while the other has been influenced just somewhat. Many innocent people were slaughtered and injured, and their houses were destroyed. A vast number of people were internally displaced (Internally Displaced Persons IDPs) around the country. Military duties and fear-based oppression had a clear impact on schools, education, exchange, the tourist sector, and so on in the Malakand division ([Islam, 2008](#)).

Military activity has a significant impact on Tribal Areas' political, social, and economical structures ([Jaspal, 2010](#)). According to the survey, many individuals reported it had an impact on their health, education, homes, jobs, wages, horticulture, business, and political Jirga framework. According to them, it also causes setbacks, wounds, handicaps, and familial tragedy ([Chughtai, 2013](#)). Pakistan's financial advancement is largely influenced by psychological warfare. It also undermined the health and educational basis, resulting in a lack of food, clean water, and therapeutic care. It also had an impact on foreign direct investment (FDI), which directly influenced financial development ([Hyder et al., 2015](#)).

Fear mongering in many forms and systems defies the modern world. Fear mongering has caused innumerable catastrophes for the state and the general public, as has been authoritatively stated time and again. Many people were relocated from the Swat area of KP and Tribal Areas as a result of military operations against psychological oppressors. Fear-based oppressive drills have also harmed Pakistan's image in the international world. Terrorism has weakened Pakistani society's cohesion, stability, and prosperity ([Ali, 2010](#)).

Impact of Terrorism on General Education

Education is a way of progress. Militants damaged and demolished a number of girls' and boys' schools in Khyber Pakhtunkhwa as part of a plot to instill militant beliefs in the area's youngsters. In 2008, 119 schools were assaulted; in 2009, 188 were attacked; in 2010, 129 were attacked; and in 2011, 142 were attacked. In 2011, there were 79 assaults in KP and 56 in the tribal belt. Girls' schools were targeted 62 times, while boys' schools were targeted 51 times. In KP, militants burned about 1,000 schools, the majority of which were girls' institutions. In 2010-11, 401 schools were damaged in Swat Valley alone.

According to the Education Department of KP, terrorists destroyed 758 schools across the province. Militants damaged culture and prohibited music attending and leisure activities. The operations in tribal regions have severely impacted the educational-system of this region, which, before now has significant illiteracy-rates.

The literacy-rate in tribal areas is 17.00%, according to government figures (Government of Pakistan, 2009). The extremists have harmed the meager educational infrastructure that exists in these communities. In Swat roughly 188.00 girls' and 97.00 boys' institutes have been damaged by the Taliban ([Shah, 2008](#)). Female's education is in particularly bad shape because radicals forbid females from attending schools and institutions. Not just in tribal regions, but also in established areas, females' institutions get anonymous letters from militants demanding correct pardah, veil, and threatening severe repercussions otherwise.

Impact of Terrorism on Islamic Madrassa

The Taliban's campaign was coordinated through public and private schools. Madrassas with a religious educational component were not the focus of danger or violence, as contrast to Ministry of Education-approved educational programs. The Taliban requested that students attend madrassas rather than regular schools in a section of the compromising letters they distributed. Parents may remove their children enroll them in Madrassas as a result of the Taliban's campaign. Because to General Zia ul-Haq's Islamization drive, madrassa education has been spreading across the country since the 1990s. According to 2014 research, there were over 22,000 madrassas in the country. In any event, Khyber Pakhtunkhwa never had a large number of substitutes chosen in madrassas.

The madrassa enrollment in 2014 was higher than it has ever been, owing in large part to the effects of the Taliban's struggle. The examination of psychological insurgent incidents against schools. In 2007, the GTD documented three events in Khyber Pakhtunkhwa, 37 in 2008, and 42 in 2009. Swat was the site of the majority of the assaults between 2008 and mid-2009. Peshawar became the Taliban's main priority after they were driven out of the Swat Valley.

Impact of Terrorism on Women Education

Terrorist and anti-fear mongering actions in tribal areas have significantly impacted this region's educational system, which is already dealing with high illiteracy-rates. According to statutory data, the education rate in tribal areas is 17.00% (Government of Pakistan, 2009). The activists have undermined the minor educational structure that exists in these areas. Activists have damaged around 188.00 young ladies' and 97.00 young men's schools in Iran, and ongoing vulnerability discourages understudies from attending educational institutions. Ladies' education is in predominantly bad shape, since campaigners prevent young women from attending institutions and colleges. In both indigenous and settled areas, mystery letters delivered by attackers are received emphasizing acceptable cloak and pardah.

Main Findings

Legal check and equity must be given in Khyber Pakhtunkhwa for schools, professional-foundations, and other religious and modern facilities up to higher education. The recovery process also necessitates a sufficient and adequate budget in order to determine the greatest feasible compensation for IDPs and other impacted individuals and provide them grants.

The economic foundation of Khyber Pakhtunkhwa requires an emergency declaration for its advancement, and the government must help outside and private enterprise to provide adequate opportunities and assets for sustainable monetary development and improvement in each district. Khyber Pakhtunkhwa framework requires replication and improvement. Other key estimations, like as pay exercises, should be advanced to ensure continuing monetary development. Young vitality should be exploited to create resources for Khyber Pakhtunkhwa, which will also boost financial growth. Destitution must be eliminated by job opportunities. This political, social, and monetary progress should be reestablished in order to strengthen Khyber Pakhtunkhwa's image as a secure.

Conclusion & Recommendations

The war on terror claimed over 50,000 lives and caused more than US\$ 100 billion in losses, as well as countless sociopolitical and monetary calamities. Currently, Pakistan must devise a strategy to resolve this issue, which will result in national unity and agreement. First, the political, legislature, regulatory, and authorities must understand the true and authentic causes of fear-based tyranny in Pakistan. Then it requires honest policies to create and implement it in those areas with proper knowledge. Following that, the administration must make the media, religious and political, organizations aware that fear-based oppression is a matter that must be addressed. The legislature should fully support all concerned citizens, political groupings, and religious organizations in their fight against fear mongering. The latter aims to reduce mistrust between the general public and the government, as well as between the Taliban and the government, and to bring them all back into national focus.

The administration must take necessary initiatives and measures to combat educational backwardness, underdevelopment, and unemployment. KP need adequate employment, training, and development techniques. It requires financial development, and management plans in KP should be concentrated on these components. Illicit and unlicensed radio transmissions, as well as religious facilities, should be limited, and suitable organizations should be established in KP. Professional training facilities must be built, and female education and training must be given due consideration in KP. Outside or residential financial professionals should be encouraged to build factories, enterprises, and other changes that will open doors for the general population, particularly the area's youth. The government should place a greater emphasis on the situations of provincial areas. To provide them with a suitable training framework, to strengthen the economy, to create jobs, and to conduct legal checks and equalization on local and administrative initiatives, so that this type of ugly condition does not occur again.

The instructional structure should be revamped. It should be designed to assist make the general public reliant on information, collaboration, and strengthening. As a result, the first step should be to focus on areas such as underfunding and immature administrative limits, which have resulted in a low grade of education. Along with distributing the most extreme available assets to the training division, it is critical to ensure effective and optimal utilization of allotted assets and increase the framework's internal effectiveness. With a large proportion of Pakistan's population being uneducated, the education rate should be increased. This should be feasible through financially sound schools, improved educational programs, and more mindfulness among the broader public. The training area, madrassas, and militancy are all inextricably linked.

Along with reducing the influence of madrassas, high-quality education would raise political awareness among the public, encourage balance, opposition, and settlement, and therefore contribute to militancy control. According to Human Rights Watch, Pakistan should develop a comprehensive strategy for protecting students, particularly young women and educators, as well as schools and colleges, from assault and military use, and engage all relevant service personnel at the central and local levels in implementing this strategy. Securing schools has been mostly left to local governments, and these attempts have been intermittent and varied among areas, with little emphasis given to the specific requirement to safeguard young females' education. Generally, responsibility for updating and maintaining security has been delegated to class specialists. This has resulted in increased hardship and disarray. Criminal charges have been leveled against teachers and principals for failing to take safety precautions.

Despite many assaults on professors, students, and educational groups, the Pakistani government has failed to adequately prosecute the perpetrators in many cases. This

disappointment was highlighted in June 2015, when it was revealed that eight of the ten persons arrested and accused for the assault on Malala Yousafzai were exonerated, despite the fact that they all acknowledged to their role in court. When schools are attacked, Pakistan's national government should collaborate with customary specialists to construct a development fast reaction framework so that these offices are instantly repaired or remodeled and demolished instructional material is replaced so that children may return to class as soon as possible. During recreation, participants should be given training and, if required, psychosocial support.

Pakistan should sign the Safe Schools Announcement, a non-binding political pact that was made available for state support at a global gathering in Oslo, Norway, in May 2015. Nations that accept the Safe Schools Declaration vow to restore access to training after schools are attacked, as well as to make it more unlikely that students, teachers, and schools would be attacked in the first place. They agree to deter such attacks by vowing to investigate and prosecute violators, including schools, and to limit the use of schools for military objectives so that they do not become targets for attack. "The Pakistani government should do everything possible to prevent future attacks on education, beginning with improving school security and providing reliable information on dangers," Sheppard added. "Assaults on education not only harm the students and families who are directly affected, but they also have a long-term negative impact on Pakistani society." Recommendations for improving educational infrastructure in tribal areas can be visualized: the district's peace situation necessitates strong political reforms and their well-planned implementation.

The wellness and security of all partners might be a controlling standard for all advancement activities, as it would guarantee their best assistance in the instructional method and thus in the improvement of the social structure. Tribal Areas must be trained in need motivation by the administration. Only an enlightened indigenous society can secure the area's reliability and growth. This is a necessary procedure, albeit a long one, to eliminate the risk of fanaticism and psychological domination in society (Markey, 2008). As a result, allocating greater funds for education in tribal areas may be the appropriate strategy. The legislature should make it a priority to rebuild the ruined schools in various offices and guarantee that they are not destroyed again by the bastards in the future. Furthermore, new schools should be established in the far-flung and inaccessible districts of Tribal Areas to increase the competence rate among tribesmen. The administration should oversee educator postings in schools, since the understudy to instructor ratio in the majority of schools is insufficient to support the task.

As a result, instructors should be encouraged to enroll in the schools that they are offered with. Schools should also hire new teachers to fill a large number of open positions. Female education requires special concern since young ladies' schools are great targets for aggressors in today's world. Female education was at the time lasting

due of traditionalist inborn civilizations and ideals, although efforts may be made to alter the reasoning. Individuals might be convinced to educate their daughters and sisters by ensuring that community norms and societies are observed within the educational foundations.

The general public could also approach and contribute to encouraging local organizations and persons in their efforts to improve education in underserved areas. The work of local NGOs and native Maliks is critical in this regard. They can help the legislators with mindfulness programs, open their own schools, or resist bad-faith advertising against training, notably against female teachers, by extremist and moderate members of the ancestral society. Education is a concern for everyone and is essential for everyone, regardless of personality. The simple purpose for training is to provide ordinary people with the opportunity to improve their life and escape abject destitution and brutality. It is, in reality, the best way to go forward and bring about development and long-term progress. Regardless of the above-mentioned controversy, and education division is being concentrated by activists in Tribal Areas; yet, this remains one of Pakistan's most deprived and immature areas. There are several reasons why activists focus on educational foundations in tribal communities, but there is no doubt that the general population in Tribal communities suffers the most of any partner. The circumstance does not help the warring sides' tensions, and they have made little mention of the consuming issue.

In this approach, the Government of Pakistan's role becomes a point of convergence, namely in safeguarding educational institutes. In addition, if they are devastated by the aggressors, the government must ensure that these institutions are adjusted and the training process continues uninterrupted. The role of ordinary people in this regard is also critical and truly vital. Activities by the general public to promote awareness among people about the importance of education and efforts to gather funds for the reformation of ruined schools might be a beneficial commitment. The military and police are also in desperate need of assistance since they are charming aggressors. Concerned groups and partners should also be convinced to take immediate and persuasive steps to provide alternative solutions to difficulties arising from the harmful consequences of militancy on the education sector in tribal areas.

The War on Terror has taken its toll on KP, notably its Pashtun population in the inborn districts along the Durand Line. Because of their closed culture and strong commitment to social values and the principle of accommodation, the inherent areas are viewed as a safe haven for Taliban aggressors. Previously, Pakistan leveraged these socio-social linkages to produce fundamentalist and renegade apparatuses in the inherent-zones. In that role, it is now the goal of both large-scale fear-based autocrat and anti-emotional autocrat activities. Activities in ancestral-zones have weakened the distinctive construction of the Khyber Pakhtunkhwa's social, political, and monetary system, as well as the innate territories in general. Furthermore, anti-fear initiatives

in Khyber Pakhtunkhwa are viewed as an attempt to destroy the Pashtuns of the inherent-zones and a threat to their traditional and Islamic-identity. These factors have resulted in increased militancy and a local Taliban revolt in the area. Furthermore, it has had severe consequences for the mainstream rule coalition legislature in Khyber Pakhtunkhwa. The administration must change to other strategy alternatives that are near to the exercise of authority. The administration has initiated a number of exceptional initiatives in impacted regions to win the hearts and compensation packages for impacted persons. In addition, Rs.500 million has been set out for indigenous development firms. Nonetheless, because to a lack of transparent cooperation, these businesses have failed to gain the support of the broader public. Such ventures are viewed as an impediment into their difficulties and an attempt to modernize their overall public against their desires by the inherent guys.

References

- Adora, C. U. (2010). Managing tourism in Nigeria: The security option. *Management Science and Engineering*, 4(1), 14-25.
- Afridi, M. K., Yousufi, M., & Khan, M. (2014). Military operation as a response to terrorism: A case study of Malakand division Pakistan. *Mediterranean Journal of Social Sciences*, 5(20), 2000-2006.
- Afridi, S. A., & Gul, S. (2018). Pakistan Counterinsurgency In Swat: A Critical Review Of Literature. *Central Asia*(82). doi: [http://journals.uop.edu.pk/papers/08%20Shahid%20Ahmad%20Afridi%20\(143-159\).pdf](http://journals.uop.edu.pk/papers/08%20Shahid%20Ahmad%20Afridi%20(143-159).pdf)
- Ali, A. (2010). Economic Cost Of Terrorism: A Case Study Of Pakistan. *Strategic Studies*, 30(1/2), 157-170. doi: http://www.issi.org.pk/wp-content/uploads/2014/06/1299569657_66503137.pdf
- Aziz, K., & Luras, H. (2010). Swat: Main Causes of the Rise of Militancy: JSTOR, Retrieved from <https://www.jstor.org/stable/pdf/resrep07949.pdf>.
- Chughtai, M. W. (2013). The Impact of Rising Terrorism and Military Operations on Socio Economic Culture of Federally Administered Tribal Areas (FATA) of Pakistan. *A Journal of Peace and Development*, 3(1), 18-32.
- Fair, C. C. (2008). Pakistan's Relations with Central Asia: Is Past Prologue? *Journal of Strategic Studies*, 31(2), 201-227. doi: 10.1080/01402390801940344
- Gregory, S. (2007). The ISI and the War on Terrorism. *Studies in Conflict & Terrorism*, 30(12), 1013-1031. doi: 10.1080/10576100701670862
- Gunaratna, R., & Iqbal, K. (2012). *Pakistan: Terrorism ground zero*: Reaktion Books.
- Hudson, S. A. (2002). 30 Days in Active Worlds: Community, Design and Terrorism in a Virtual World. In R. Schroeder (Ed.), *The Social Life of Avatars: Presence and Interaction in Shared Virtual Environments* (pp. 77-89). London, : Springer London, Retrieved from <http://www.casa.ucl.ac.uk/andy/papers/30dayschapter.pdf>.
- Hyder, S., Akram, N., & Padda, I. U. H. (2015). Impact of terrorism on economic development in Pakistan. *Pakistan business review*, 839(1), 704-722.
- Islam, S. (2008). Building democracy and fighting extremism in Pakistan: a role for the EU. Policy Brief, European Policy Centre. Brussels;, 1(1), 1-4. doi: https://www.files.ethz.ch/isn/55181/PB_Apr08_Build.pdf
- Ismail, N. H. (2007). Al Qaeda's Southeast Asia, Jamaah Islamiyah and regional terrorism: Kinship and family links. *Japan Focus*, 5(1), 1-11. doi: https://apjjf.org/-Noor_Huda-Ismail/2318/article.pdf

- Jan, M. A. (2010). *Contested and Contextual Identities: Ethnicity, Religion and Identity among the Pakhtuns of Malakand, Pakistan*. (PhD), University of York. Retrieved from <https://etheses.whiterose.ac.uk/1179/>
- Jaspal, Z. N. (2010). Threat of extremism & terrorist syndicate beyond FATA. *Journal of Political Studies*, 17(2), 19-49. doi: <http://pu.edu.pk/images/journal/pols/Currentissue-pdf/Zafar2.pdf>
- Javed, A. (2017). Pakistan counter terrorism policy since Zarb-i-Azab: Challenges and prospects for peace and security. *Journal of Politics and International Studies*, 3(1), 21-35.
- Jones, S. G., & Fair, C. C. (2010). *Counterinsurgency in Pakistan: RAND Santa Monica*, Retrieved from <https://apps.dtic.mil/sti/citations/ADA522727>.
- Justino, P. (2011). Violent conflict and human capital accumulation. *IDS Working Papers*, 2011(379), 1-17. doi: https://doi.org/10.1111/j.2040-0209.2011.00379_2.x
- Khokhar, A. Y. (2011). Operation Neptune Spear: A watershed in the war against terrorism. *Strategic Studies*, 31(3), 109-123. doi: <https://www.jstor.org/stable/48527651>
- Markey, D. S. (2008). *Securing Pakistan's tribal belt: Council on Foreign Relations*, Retrieved from <https://www.cfr.org/report/securing-pakistans-tribal-belt>.
- Murphy, E., & Malik, A. R. (2009). Pakistan Jihad: The making of religious terrorism. *IPRI Journal*, 1(2), 17-19.
- Nayak, P. (2005). US security policy in South Asia since 9/11: Challenges and implications for the future: Asia-Pacific Center for Security Studies, Retrieved from <https://apps.dtic.mil/sti/citations/ADA445096>.
- Naz, A., Hussain, M., Khan, W., Alam, A., Daraz, U., & Mughal, I. (2013). Militancy: A Myth or Reality An Exploratory Study of the Socio-economic and Religious Forces Behind Militancy in Khyber Pakhtunkhwa, Pakistan. *Bangladesh e-Journal of Sociology*, 10(2), 25-40.
- Omrani, B. (2009). The Durand Line: History And Problems Of The Afghan-Pakistan Border. *Asian Affairs*, 40(2), 177-195. doi: 10.1080/03068370902871508
- Rānā, M. ‘., Sial, S., & Basit, A. (2010). Dynamics of Taliban insurgency in FATA: Pak Institute for Peace Studies, Retrieved from <https://www.pakpips.com/web/wp-content/uploads/2017/11/169.pdf>.
- Salaman, M. (2012). An analysis of Pakistan policy in the war against terrorism and its implications in KPK Pakistan. *International journal of business and social science*, 3(5), 242-249.
- Shah, A. (2008). Pakistan after Musharraf: Praetorianism and terrorism. *Journal of Democracy*, 19(4), 16-25.
- Wirsing, R. (2008). Challenges Facing Pakistan's Federally Administered Tribal Areas (FATA). *NBR Analysis*. Washington: National Bureau Res, 19(3). doi: <https://www.nbr.org/publication/introduction-emerging-trends-and-developments-in-pakistans-fata-implications-for-the-united-states/>
- Zahra, N. (2011). Terrorism, Realism and the State. *Pakistan Horizon*, 64(1), 61-74.