RELIGIOUS EXTREMISM AND GIRLS' RIGHT TO EDUCATION IN PAKISTAN

History, Development, and Prospects:
The case of the SWAT valley

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ABSTRACT

This thesis deals with the aspect of religious extremism in Swat Valley of Pakistan along with the aspect of woman's right to education which are integrally correlated. The first chapter of this thesis deals with the introduction of the topic along with setting objectives and aims for the research process. In this thesis following research questions were mainly addressed: In what ways is religious extremism threatening girls' basic right to education in Pakistan? Have there been any changes in the last decades? Which? What could be the adequate responses to this situation? The second chapter of this thesis deals with the literature review to evaluate the existing research and articles about the insurgence of religious extremism in the Swat valley along with the impact of this in the education system of women and the cultural harmony of the locality. In chapter three, research methods were established. These methods are very much concentrated on the secondary data analysis that is based on the literature in order to carry out the desired outcome from the existing data about the Islamic terrorism and women education in SWAT valley. The case of Malala being shot by terrorists is specially elucidated in the research to depict the level of extremism along with the resistance from Malala for advocating the free education for women. The chapter four deals with thematic data analysis in order to select themes for portraying the knowledge from existing research processes. In the chapter five, I discuss the growing trend of militancy and what social, political and religious factors gave fertile environment to religious extremism in Swat Valley. In chapter six, I analyze how religious extremism effect Women education in the study area. Last chapter consists of conclusion and recommendation. It has been concluded that the Pakistani education system for girls has much improved in the last decade. Finally, it was recommended to prevent and eradicate the terrorist group radicalization.

Chapter 1

1. Introduction

1.1 Background

The right to education is considered as one of the most important right in the life of every individual as it helps in transformation of lives. In the modern-day world, it is very difficult for individuals to survive without even the basic knowledge of education and therefore every country have given equal importance to the development of their education system as it is considered as one of the major backbone of the country as without its presence no country can survive. Education not only helps in the transformation of an individual but it also helps in the transformation of an entire nation. Today education has become the demanding for every individual after fulfilling their basic needs. The government of every country has put special effort so that every individual of their country get opportunity for education and they have imposed several measures and policies to ensure that no individuals are deprived of their basic right to education. Earlier the education system was biased and apart from the developed countries very few countries had provisions for equal educational opportunity for both male and female. The reason for the biasness was negligence towards the rights of education and the superiority approach of the then male dominated society. But with the passage of time slowly all the backward and underdeveloped countries came to realize about the importance of equal education for all gender categories in order to facilitate the growth of the nation in a more progressive manner. In order, to ensure the proper growth of the nation it is very important for the government and administration of the country to develop a system which will fulfil the right of basic education of all the individuals of the country irrespective of gender and other such parameters. It is very necessary to put special attention towards the female education system of the country to promote women empowerment and to develop the economic condition of the country.

But the condition of girls' education and right to its access is not very favorable in Islamic countries such as Pakistan due to wide differences in gender equality, traditional societies, religion and culture. This situation became worst due to religious extremism and opposition demonstrated towards females as religious extremist hold the belief that education would make girls equal to the boys which is against the beliefs of secularism and Islam.Religious extremists hold the idea that educational institutions propagate western values. Thus, the

religious extremists oppose education. They (the conservative religious) hold the belief that gender secularism is opposed to Islam and anti-Taliban. Thus, they oppose the idea of female education and attack those institutions or personalities that support the education of girls.

1.1.1 Effect of Tehreek-e-Taliban (religious extremists) on the education for girls

According to Masood and Walsh (2013), the effect of Taliban challenged the education of the children in swat valley since the year, 2007. The issue of education of the children became a battleground when the extremists and local people came down to war. The education for the girls seemed to be an inexplicit question that was mostly inconclusive between 2007 and 2011 when Maulana Fazlullah led the Tehreek-e-Taliban Swat and destroyed 400 schools out of which many of the schools were giving education mainly for the girls (Akbar et al. 2017). As opined by Avis (pp 3, 2016), the schools are being targeted for the destruction as the protection in the schools is less as compared to any police station or any government buildings. They were opposed to education to the children, as they believed that the public and the private schools are imparting education that are non-Islamic and western and hence, should not be taught in schools (Faheem and Marwat 2016).Many girls became orphans during the war with Taliban. The gunmen went to classroom to shoot the teachers, parents and students so that they could stop the education (Shah et al. pp 73, 2016).

The numbers of attacks on the girls and place of educations have lost count (Khan and Seltzer 2016). The data that is present may not be able to reveal the exact figure properly. The Global Terrorism Database that is maintained by the University of Maryland can throw some light upon some data. Between 2007 and 2015 there have been 867 attacks on the educational institutions (Human Rights Watch 2017). The attacks have resulted in 724 injuries and 392 deaths. Further data was collected from the Global Coalition to Protect Education from Attack where it was revealed that between 2009 and 2012, 838 schools were being attacked that killed 30 students and left 97 injured (Hashim, pp 2, 2012). As per the data, more than 100 lives have been claimed since 2012.

The education for the student and especially the girls has come under serious threats with the attacks (Winter 2014). They keep a check that the girls are unable to go to school or get any kind of education. The year 2009 has been worse from the educational aspects for the girls as Tehreek-i-Taliban Pakistan (TTP) which was formed in year 2007 has full control over Swat Valley till 2012 as was evidenced by assassination attempt on girls' right activist

MalalaYousafzai (Merkin 2016). The Tehreek-i-Taliban Pakistan (TTP) which is still active took special care to see that the education of the girls could be stopped. They forced the closure of about 900 schools. Around 120,000 students could not go to school. Not only the students but also around 8000 female teachers were not able to go to school (Masood and Walsh 2013). They also issued edicts to ban the educations for the girls in Swat Valley. The spokesperson from Taliban said that they would not allow the school that give educations to girls to operate in Swat Valley as encourage obscenity and vulgarity in school.

1.1.2 Past challenges became more challenging

Khan et al. (2017) stated that the religious extremism has deepened the issues that are faced by the people living in Pakistan as far as education is concerned. Pakistan and especially Swat Valley has already been suffering through various challenges due to poor access to facilities, low enrolment rates in schools, biasness among genders, lack of teachers who are well-trained, poor infrastructure. The religious extremism has further deepened the issues and education has come to a halt in those regions (Jamal 2015). The terrorists have threatened the parents to keep their girls away from schools and that is an important reason that education for the girls has been deeply affected.

1.1.3 Fault of the government

As rightly pointed out by Rashid, Feng and Rashid (2016), the education for the girls is more affected due to the decisions taken by government. During the war and other religious upheavals, at times, schools and colleges are sued as military base campus (Ford 2017). As a result, the direct influence is on the curriculum of the students.

1.1.4 Contribution of MalalaYousafzai

In a time when Swat Valley was dipped in problems regarding the education of the girls, MalalaYousafzai came forwarded and fight for the education of the girls (Tolentino, Uhl and Ahmad 2015). Just of fourteen, she took a stance to fight against the extremists who were creating havoc against the education for the girls in Swat Valley. Malala at a young age protested against the violation that was done against the girls at swat valley. She was shot by the terrorists while she was protesting against them (Sher, Bussmann and Hart 2017). Fortunately, she was saved but the attacks did not stop her from continuing her revolt against the terror attacks and she continued her fighting for the education for the girls and went to get the Nobel Prize.

1.1.5 Steps taken by the Government

The Pakistan Government also showed little interest for the protection of the schools (Akbar et al. 2017). It was the attack the Army Public School in the year, 2014, that they took the protection of the school and the children seriously. Before the attacks the schools did not even have a boundary wall. 5,000 public schools in KP, 49,000 public schools in Sindh, 3,600 public schools in Balochistan and 2,600 public schools in Punjab did not have any boundary walls (Avis 2016). After the attacks at Peshawar, they rise the boundary walls of the school. In addition to this, the teachers are being trained to use weapons in case of emergency (Faheem and Marwat 2016). The students as well as the teacher are also given mock security drills so that they are able to protect themselves during the time of attacks (Shah et al. 2016).

1.2 Background and Motivation

Pakistan has been the center of terror attacks for decades (Human Rights Watch 2017). The work 'terror' and Pakistan has got attached to each other to such an extent that even common man from Pakistan is considered a terrorist in other countries. It becomes troublesome for the students who are hailing from Pakistan to lead a proper life even if they are leaving the country (Hashim 2012). In addition to this, due to improper development, Pakistan is not being able to keep up with the rest of the world. The education for the girls is still not given proper attentions. Amidst of all the shortcomings and way of belief among the people in Pakistan and rest of the world, it is one of the girls from Pakistan of 14 years named Malala Yousafzai, who stood out for the education for the girls and even received the Nobel prize (Winter 2014). During the attacks of Taliban, the schools were being hugely targeted and the education for the girls was almost banned. Many people lost their lives and many children became orphans (Merkin 2016).

The main motivation for carrying out the research is to bring the issues that Pakistan is facing to the world. The research will throw light on the severe conditions that the people of Pakistan have faced. The research will be helpful in understanding the situations in Pakistan and especially at the Swat Valley. The poor conditions of the educations for the girls will be highlighted in the research paper and that will help in at attracting the attentions of the people around the world so that they are able to contribute in their own ways to help Swat Valley recover from the attacks and help the girls to get proper educations. The research will clear the notion that not every person for Pakistan is a terrorist and at times, it is the people of Pakistan who are affected due to the attacks that are done on them by the terrorists. The

improper development of the country that will be highlighted in the paper will help in attracting the attention of the government of the country. Even though, the government of Pakistan has realized the problem and has taken steps to secure the education for the girls as well as secure the schools, yet further development is needed in the country to make the place safe for the children so that they are able to get proper education.

1.2.1 Introduction

The constructed research methodology is majorly for aiding the researcher in determining appropriate solutions to the already formed research questions. Hence, the methods ascertained are majorly adhering to the objectives of this research. In order to provide further clarity, this chapter presents the objectives in a below-given manner:

To ascertain whether religious extremists' resistance to women education changed and if any, what are they. Furthermore, the research intends to identify whether such change is a result of change of tactics or a real ideological shift

To determine the reasons which make Pakistan a good place for talibanization and to decipher any change in the area observed in the last decade

- To decipher the reasons which make Pakistan vulnerable to such attacks and seek shreds of evidence which support the changes that government implemented in the country. Hence, in order to determine an appropriate research methodology that suffices the above-stated objectives, this chapter presents several research techniques and tools which have been primarily used by the researcher. The techniques used to facilitate the researcher to acquire true, valid and reliable data. Furthermore, following and undertaking a specific research method has availed the researcher in making relevant choices and allowed the researcher to complete the overall research procedure in a certain standardized manner. Furthermore, it has enabled superior clarity by unveiling several underlying aspects which are related to this particular research topic. Moreover, through this procedure, the researcher may acquire certain findings which may enrich the existing domain of knowledge. This chapter constructively presents the research philosophy which is to be followed along with detailed description of the applied research approach, design, data collection procedure, data analysis techniques, tools, methods of sampling, the sample size and the respective population of sample required.

1.3 Research Onion
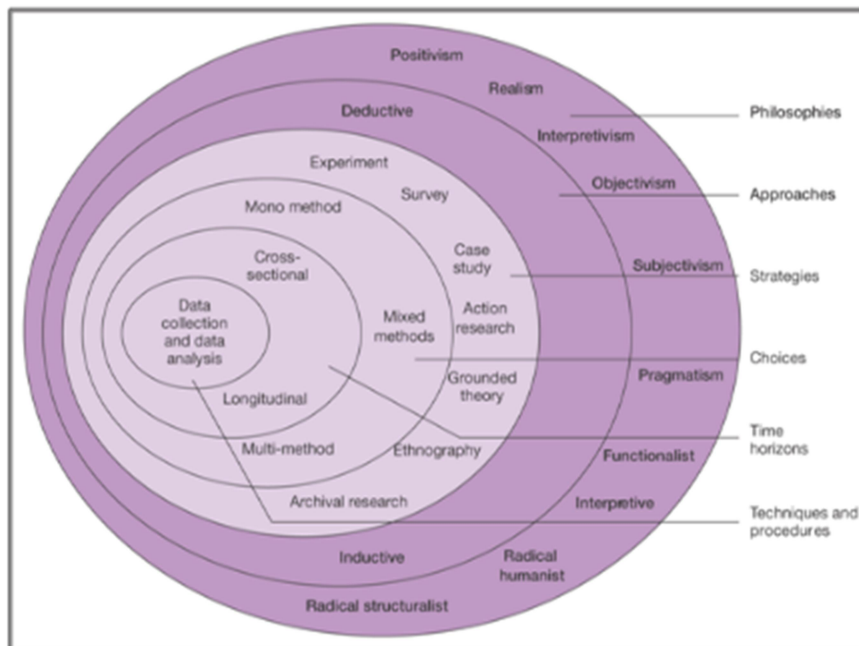
Figure 1: Research Onion

(Source: Saunders, 2011)

1.4 Research philosophy

Like every research procedure, this research adheres to one particular research philosophy which is deemed appropriate for fulfilling the stated objectives. As a matter of fact, a specific research philosophy essentially refers to a particular trajectory complying with which data relevant to research topic needs to be gathered to assure validity and reliability of the collected information. Furthermore, the research philosophy determines whether the collected information is related to the research objectives. The researcher here considers the positivism theory for seeking necessary information and subsequently deduces a certain conclusion through an unbiased and unprejudiced method. This particular philosophy has majorly assisted the researcher to shed light on all major aspects of this research topic as well availed the researcher to look into the underlying factors.
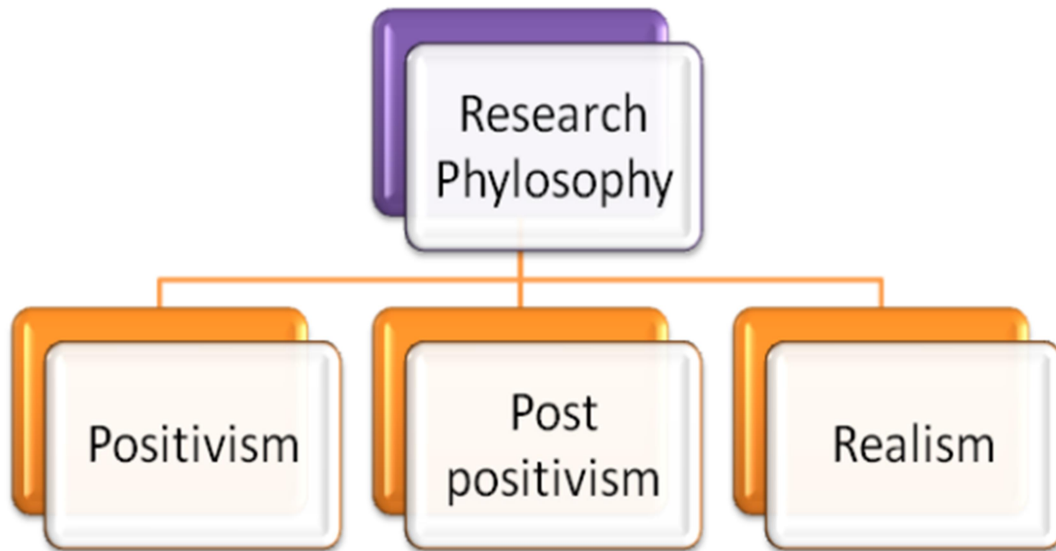
Figure 2: Research philosophy

(Source: Choy, 2014)

1.5 Research design

In order to provide a constructive base for the research to proceed, the researcher here needs to define the research design. A research design essentially refers to a certain procedure through which valid data adhering to all the variables of this study are collected and gathered. This essentially aids the researcher to acquire true data which are relevant to the stated research problem. It further aids in gathering appropriate or crucial information adhering to a certain desired manner. The current paradigm of research procedure offers three basic research designs which are explanatory, exploratory and descriptive research design. An explanatory design is essentially chosen to inquire certain phenomenon thereby, aiding the researcher in procuring new concepts. Moreover, an exploratory design is employed for studies which have not been considered previously in an elaborate manner. A descriptive design is applied for describing a plethora of topics which have received adequate attention from other academics. An explanatory design predominantly aims to explain the existing facts which may result in procurement of newer dimensions (Kumar and Phrommathed, 2005). For this research procedure, a design which is descriptive in manner is most suitable as the objectives and the relevant ideas are necessary to be explained after obtaining data from various literary sources. Hence, this research design has aided the researcher in deciphering the changes of extremism along with which the regime of women education

changed. Moreover, the research design facilitated the researcher to decipher major reasons of vulnerability that Pakistan faces and factors that influence Taliban to reside in Pakistan.
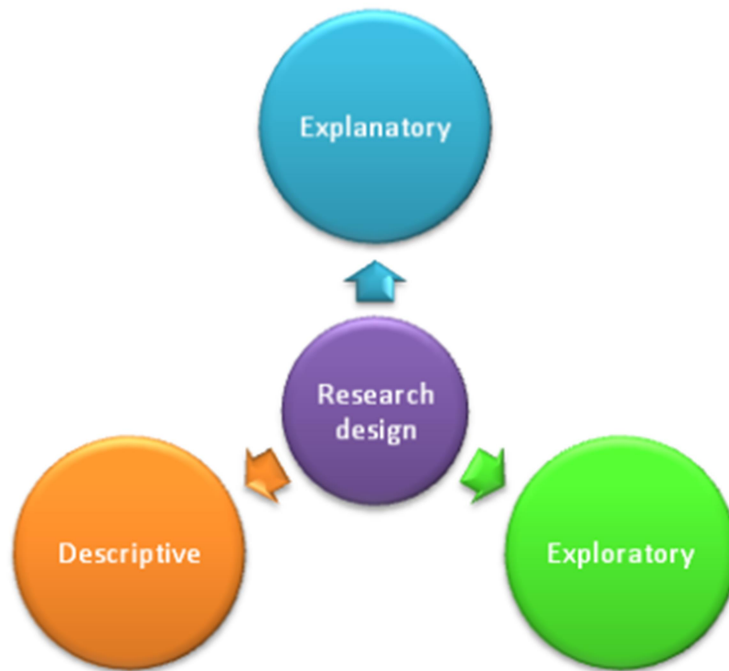
Figure 3: Research design

(Source:Bryman and Bell, 2014)

1.6 Research approach

The course of this research is further provided a definite trajectory by the essential selection of research approach (Reinharz and Davidman, 1992). Considering a specific research approach is extremely crucial for major academic studies as it creates a basic framework for conducting any research procedure in a certain standardized manner. Therefore, a definite approach of research avails a constructive base for the procedure and aids the researcher to assure that the study adheres to certain standardized regulations and rules. There are two most predominately applied research approaches which are namely deductive and inductive approach. The former allows the researcher to deduce essential conclusions and information from existing body of work which may include knowledge and theories. The inductive approach aids the researcher to form new theories and reinforce such as certain new concept based on the essential gathering of information and data. For the purpose of this particular study, the researcher has considered a deductive approach which aids in utilization and incorporation of all pre-existing theories regarding Taliban's religious extremism and Pakistan vulnerability which hindered women education (Silverman, 2016). Furthermore, the same approach is applied to seek evidence of change and how it impacted women education.

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By incorporating all major existing literary works the researcher deduces several conclusions which suffice the stated objectives constructed during the commencement of this chapter. This research approach has further aided to unveil several underlying aspects which were embedded in the current domain of literature by facilitating the researcher to evaluate the existing theories.

1.7 Research Questions

Setting the research questions, objectives and the aim of the research work is important for any research paper (Zainal 2017). Many times, the research questions help the readers to get a quick idea about the topic of the research paper and the things that will be covered in the research paper. The research questions are not only helpful for the readers but also for the person who is carrying out the research work (Nuttin 2014). It acts like list for the researcher whenever the individual is setting out to collect the data or any information related to the paper. The researcher will be able to keep a track of the list or the factors that should be considered and then the exact data could be retrieved (Jamshed 2014). The research questions are helpful while writing the literature review as well as drawing the conclusion. The theme of the literature review and the information are arranged based on the research questions that are taken into consideration (Wildemuth 2016). The researcher can follow the questions and decide on the themes based on which the literature review could be arranged. It goes for the conclusion part as well. The conclusion part may not have any theme but the readers should be aware that the objectives of carrying out the research are fulfilled at the end (Smith 2015). The research question or the objectives are linked with the findings and the concluding at the end of the paper. The readers should know that the main aim of carrying out the research is fulfilled once they will see that the findings of the researcher and the conclusion of the research per are in accordance with the research questions of the paper.

The following research questions will be taken into account while carrying out the research work:

- Has the religious extremist resistance to girls' education changed and what are the signs of these changes? Is such change a tactics or real shift in ideology and what are the reasons for this shift in thinking?
- Why is Pakistan such a good place for Talibanization and what are the factors involved? Has there been a change in this area since last decade and what are its future prospects?

- What are the reasons that made Pakistan vulnerable to such attacks, and what positive changes have been implemented by the government since then? What are the signs of positive changes, and what could be the reasons for this change?

Based on the research questions, the following research objectives will be considered. They are:

- To study the effect of religious extremism affected the education of Pakistan
- To evaluate the way war affected the education for the girls in Pakistan?
- To identify the reasons that made Pakistan vulnerable to such attacks and to assess positive changes have been implemented by the government since then

1.8 Data types and source

The first thing that should be decided while carrying out a research work is the type of data that a person would require (Rageh, Melewar and Woodside 2013). For the present research, the secondary data will be taken into consideration to get the result of the research work. Many of the people have died while they were being attacked by the Talibans. Moreover, many people who have lost their near and dear ones will be difficult to find or they may not be ready to talk about the issues all over again. Many people were very small and they might not be able to recall the things properly. In the online data, much such information is available where they have talked about their ordeals. In addition to this, many authors have written about the issues about the education for the girls during the extremist's attacks. The online data will be retrieved to get the result for the research work.

1.8.1 Data source

Date sources majorly refer to several ways through which a particular researcher acquires reliable and suitable data thereby availing the researcher to gather information to majorly address and suffice the research objectives. For this particular study, the researcher has majorly chosen secondary sources of data that aided the researcher to gather helpful and suitable data from existing literary sources. This selection has aided the researcher in gathering in-depth and first-hand information adhering to the constructed research topic. Moreover, the researcher here has considered several existing articles, researchers, studies and journals written on Taliban's extremism and their methods of subduing women education. Furthermore, the research has considered several existing works where Pakistan's vulnerability is explored and explained.

1.8.2 Data Collection Technique

There are three types of data collection techniques available to a researcher, they are qualitative data collection technique, quantitative data collection technique and mixed data collection technique (Méndez 2013). Qualitative data collection technique will be applied in the research paper. The research nor is carrying out any primary data collection neither it taking the feedbacks of the participants by asking them questions. The research will collect the data from the online sources or from other books and articles and analyses so that a proper result could be drawn from the data.

1.8.3 Data Collection Tools

Consideration of data collection tools further remains extremely crucial for every research study as it imparts necessary repercussions on the obtained conclusions. Therefore, for this research study, the researcher has majorly incorporated the following exhibited secondary sources which aided the researcher in forming a certain qualitative analysis (Panneerselvam, 2014). They are:

- Several government publications depicting the plight of women education in Pakistan during the Taliban period

- Sources which are government sponsored thereby aiding the researcher to acquire the changes that government imparted for the purpose of elevating women education in the country

- Furthermore, there are many journals and books which describe women's plight during the reign of Taliban and how Pakistan is the most victimized state with respect to the matters of women education

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- There are several trade and marketing journals of many NGOs which describe how women were denied from education in certain areas of Taliban controlled Pakistan

- Newspaper and magazines may provide argumentative details which are relevant to research objectives

- Major academic publications which were also referred for deriving necessary information with respect to the repercussions of Taliban reign and how it impacted women education. Furthermore, there are books that explore the changes of religious extremism and how the change influenced betterment of women education

- Syndicated data from several households.

Therefore, the above stated data collection tools are predominately secondary literary sources thereby availing acquirement of relevant data which aids the researcher in finding suitable solution for the stated research problems. Reliability of these data were validated on the grounds that majority of the data were obtained from books and journals of renowned academicians, the works of whom were acclaimed worldwide. Furthermore, secondary tools such as newspaper and government publications had facilitated the researcher in acquiring insights regarding several government efforts which augmented the scope of women education in Pakistan.

1.8.4 Data Analysis and data techniques

No statistical data analysis will be involved in the research paper. Descriptive data and detailed information will be retrieved in the secondary data. As a result, the data will be analyzed by in the form of descriptive manner (Calvert 2013). Various information will be compared with each other to get the result of the research.

The research procedure further emphasizes on the importance of analyzing data in a suitable manner which happens to be as important as gathering it. It is a matter of common fact that it essentially affects final research outcomes and majorly impacts this research's conclusion. For this particular study, the researcher has considered a certain thematic analysis in order to analyze the obtained qualitative data from the above presented literary and academic sources. Moreover, this is a certain manual textual analysis which had aided the researcher in evaluating the acquired data by employing qualitative research method (Smith, 2015).

The researcher considers performing a certain thematic analysis of the acquired data. It happens to be the most essential forms of analysis in the respective qualitative research as it

emphasizes on pinpointing, recording and examining the patterns or the themes as deciphered from the collected data. Themes are observed patterns present across several data sets which are essentially important to the observed description of major phenomenon and they are associated with the specific research interrogations or questions.

The chosen procedure of data analysis imparts the following advantages and disadvantages. Thematic analysis essentially renders flexibility as it avails the researcher in applying multiple theories during the overall research procedure across a plethora of epistemologies. Hence, this allows the researcher to seek the factors which influenced Taliban to impose religious extremism and how religious extremism forced women to a certain obscurity without education. Moreover, this research considers several data tools for acquiring large set of secondary qualitative data. Hence, it is stated that thematic analysis is best suited for large data sets. Furthermore, it avails the researcher to essentially and constructively expand the range of this particular study beyond any identified individual experiences. Astonishingly, this form of analysis is great for multiple researches. Moreover, this is a form of interpretative research where interpretation of the obtained themes is required to be supported by data. The thematic analysis avails such. Thematic analysis is essentially applicable to several research questions which majorly go beyond all the individual experience. However, this form of analysis procedure has several loopholes as the matter of reliability is an essential concern due to the wide array of interpretations from multiple academicians and researchers. Moreover, it has been witnessed that a certain thematic analysis may miss nuanced data. This is a flexible procedure of analysis and it renders difficulty in determining what aspects of the obtained data to concentrate on. Furthermore, it is noticed that verification and discovery of several codes and themes majorly mesh together. This form of analysis exhibits limited interpretive competence if the procedure of data analysis excludes the stated theoretical framework. It is crucial to understand that this form of analysis provides certain hindrances in maintaining the required sense of continuity of the obtained data in determined individual accounts. Last but not the least, thematic analysis never allows the researcher to make certain claims about the usage of language.

1.8.4 Sampling Method

A researcher can make use of two types of sampling techniques, probability sampling and non-probability sampling (Zainal 2017). For the present research, non-probability sampling will be taken into considerations. The research will find only those sources and sites from

where he or she could get the data for the research work. There is a need to carry out a biased search where the information required for carrying out the research work could be retrieved. Choosing any random information would not help in proper execution of the research work (Nuttin 2014).

1.9 Accessibility Issue

It is also noticed that researcher often faced several problems and challenges while acquiring relevant, reliable and accurate information and appropriate data in accordance to the topic of the research. It is extremely essential for the researcher to be acquainted with several accessibility issues which may hamper or reduce the reliability of the research conclusion. For this particular research procedure, the researcher majorly has faced repercussive issues while gathering the secondary data or information related to this particular topic. It is noticed that all the journals, books, academic and other sources which have been considered for this research procedure consist of these information in certain haphazard way. Therefore, obtaining such was essentially time consuming (Choy, 2014). Hence, the researcher employed Chi square text in order to conduct the reliability and the validity of the secondary sources. However, it should be noted that there are several benefits associated with secondary data. It is economic to obtain secondary data and it essentially saves expenses and efforts. Furthermore, comparing with the obtaining procedure of primary data, collecting secondary data can be essentially time savings. Through analyzing the secondary data, the researcher was able to decipher and obtain the deficiencies and gaps which enabled the researcher in seeking additional information which are to be collected for the purpose of fulfilling the stated objectives. However, it should be noted that secondary data seldom fits within the constructed framework of the overall research procedure. Moreover, there are viewpoints that are obtained from contradicting and argumentative interpretations and hence, the data accuracy was comprised to certain extent.

1.10 Ethical considerations

The researcher here has considered various ethical considerations and they were majorly focused on while conducting the overall study which assures that the research has been done in a certain standardized manner. In case of primary analysis, all major participants would have been made aware of the intentions or aims and objectives of this particular research. Furthermore, they would have been majorly assured of their personal information's safety as on ethical grounds such should be kept anonymous. However, this is primarily a secondary qualitative research and hence, the researcher has adhered to policies of Data Collection Act

(1998) in order to assure the relevance of critical information which is majorly related the stated objectives of this research. The secondary data sources are interpreted here in order to acquire an interpretative analysis framework. However, the researcher had paid heed that none of the information or data is misinterpreted or sentiment invoking. Moreover, the researcher here in this segment assures that the data acquired from existing literary sources are used only for academic purposes only. Abiding by these stated ethical considerations, the researcher proceeded with the analysis segment of this paper. The analysis segment is majorly in form of interpretation where the procedures of thematic coding are applied.

1.11 Issues concerning reliability and validity

Furthermore, validity and reliability of this particular research topic is crucial to deduce necessary conclusion. The various validity and reliability tests were considered by the researcher in order assure that the gathered results which are valid and reliable. Parallel and Test-retest reliability tests were considered for evaluating the data that is gathered from secondary sources. This further augments the clarity of this research methodology.

1.12 Outline of the Study

The research work will be divided into seven chapters.

Chapter 1 will be introduction. In the first chapter, the readers will come to know the reason behind carrying out the research work. The objectives and the aims will be stated in the first chapter. The outline of the research work will also be mentioned in the first chapter. In Chapter 2 will be Background as it is necessary for the readers to know the background before they get into the main part of the research work.

Chapter 3 will be the literature review. The past works by other authors will be presented in the literature reviews section. It forms the base of the research; the readers will be able to get an idea about the topic before they get to know the actual research dine in the paper.

Chapter 4 will present reports of Human Rights, UN etc. to evidence topic of project and will discuss extensively on violence in Pakistan, preventive measures on these attacks and reasons behind such religious extremism.

Chapter 5 will show a local case of Religious extremism and violence in local regions of Pakistan specifically cases from Swat valley.

Chapter 6 will present the data, findings and the analysis of the findings. This would be the most important part of the paper as it contains the main information of the paper. The

information that has been retrieved from the participants or from the secondary research will be presented in this chapter. The analysis will help in getting the result of the research work. Chapter-7 will conclude the research paper and recommendations will be given for further studies. This chapter summarizes the entire research. The last chapter should be arranged in such a way so that if anybody just reads the fourth chapter, he or she will be able to understand the result of the research. The objectives or the research questions are kinked with the conclusion to show that the objectives that have been fixed in the beginning of the research have been fulfilled. The recommendations are being given so that the readers know about the alternatives. The limitations of the research are also mentioned in the conclusion part so that the readers have an idea about the things that are not included in the paper.

Chapter 2

2. Background

Basic education is the right of every individual of the modern world in which we live in as without knowledge of even fundamental education it is very difficult for people to survive in this competitive world and therefore education has been transformed as one of the most sought after needs after the three basic needs of human being for food, shelter and clothing. The right to basic education should not be restricted to any particular gender and it should be made available to both male and female as it is the fundamental right of both the genders to get access to basic education system. As the society was male dominated for a long period of time earlier there had been several hurdles in context to the right of basic education of girls as they were mostly considered weak and fragile. But slowly with the passage of changing time and with the rise of various eminent female personalities in different spheres all over the world the mentality of the society has slowly started to change regarding the capabilities of women and therefore the demand of basic education for girls have become increasingly popular.

It is very important for every country to fulfil the right of basic education for females as it is clearly evident by the fact that in order to empower an entire country and an entire society it is very important for the women of that country to get empowered because from these women only their educational values and cultures can get definitely passed on to her future generations as inheritance that is essential for development of society and wellbeing of humans as well as a nation (Purewal and Hashmi, 2015).

Basic education for girls is also very important as without the participation of women the transformation of the society will be incomplete and moreover in many cases it is observed that women are better than their male counterparts in various tasks and therefore in order to carry out those tasks in a skillful and eventful manner the right to basic education for girls must be stressed upon. Basic Education is very necessary for girls as without basic education they cannot contribute to the growth of a nation or to the development of the economy of their own country as the economic progress of a country depends on the per capita income of the population in which women also belong and therefore it is never possible for men to contribute single handled towards the growth of an economy or a nation. Therefore, in order to facilitate the development of the country and an economy as a whole the participation of

female in the economy is very necessary and it is not possible if basic educational knowledge for females is threatened (Faheem and Marwat, 2016).

By promoting the right of basic education for girls every country can get rid of their various social problems which affects them badly in form of hurdles towards proper development as with basic education knowledge only these females can dare to stand on their own feet and not be dependent on their male counterparts for their survival which would further solve various social problems regarding injustice towards females (Faheem and Marwat, 2016).

Basic education for girls is also very necessary in order to protect their future as it is mostly found that uneducated girls are victims of trafficking as there are no other alternatives left for them to earn a stable income which could help them prosper. But with the knowledge of basic education, more women will be able to earn on their own through empowerment and knowledge which will reduce the rate of trafficking and other illegal activities which are harmful for the society. Further, education for girls is also very necessary in order to protect them from various diseases and infections about whose effects and consequences they are completely unaware off such as HIV/AIDS and other sanitary health issues. In various international health researches and studies, it has been found that in most of the patients who are infected by HIV/ AIDS there is lack of proper knowledge or awareness regarding the causes and consequences of these diseases and therefore it is very essential to promote basic education mostly for girls so as to educate them about these diseases and its consequences in order to fight and reduce the occurrence of such diseases (Faheem and Marwat, 2016).

Basic education is also necessary for girls in order to facilitate proper family planning. In most of the cases it is seen that due to lack of education and lack of family planning knowledge often families are large in size which creates various types of problems and therefore it is very essential to promote basic education among girls so that they can gain knowledge regarding family planning which would help in the reduction of family size and related social problems. Moreover, basic education for girls is also important in order to help females take their own decision by judging and studying a situation completely rather than being influenced by others as it is often seen that it is very easy to influence a person who has no idea or understanding regarding a particular topic. Whereas an educated person makes use of their knowledge to judge a situation and take decisions based on it. Therefore, it is very

necessary to promote basic education for girls in order to develop their own ideology rather than being influenced by ideology of others.

Though the need of basic education for girls have been understood and implemented in action in most parts of the world there are still few parts of the world where it has not been accepted due to male dominance approach and conservative ideas towards the females of the society. Various developing and underdeveloped countries are facing problems regarding implementing basic education for girls due to variety of reasons such as male dominant approach, religious views, pressure of extremist's groups and conservative outlook and therefore these countries are facing backwardness in terms of development and advancement with the rest of the society. The dominant religion of a particular country plays a great role in influencing the education system of that country and therefore in case of underdeveloped and developing countries too, the religious outlook and views of the dominant religion of the country is causing various problems in the implementation of the basic educational rights for girls (Purewal and Hashmi, 2015). In the following sections various aspects on the right of basic education for girls in mainly the underdeveloped part of Pakistan, where there is gender disparity and conservative outlook due to religious ideologies and threat from religious extremism have been explained and examined in evidence with literature on religious history and political history of Pakistan and literature on experiences of Malala Yusafazai.

2.1 Personal Experience

Pakistan is considered one such country which is considered backward in terms of basic education for girls and there are a variety of reasons behind this low girls' education rate in Pakistan. Pakistan is an Islamic country with majority of population being Muslim and therefore the Islamic outlook prevails in the country. Islam is considered to be one of the most conservative religions of the world and therefore they maintain a conservative approach in all their policies. Pakistan is also one of the most terror affected countries of the world with various terrorist's groups and extremists groups dominating various parts of Pakistan. There are various conflicting ideas which are dominant among the various extremist's groups of Pakistan regarding education of girls and therefore there has been low progress in the education rate of Pakistan.

In my personal opinion formed after reading of literary work of Dogar et al., (2015). I believe that as Pakistan is an Islamic country it is dominated by Islamic religious views and therefore

more emphasis have been made on imparting religious education through educational institutes which are known as Madrasas in order to educate individuals more about their religious outlook rather than general education Whereas, modern education system prevails in various developed areas of Pakistan such as Lahore, Peshawar, Karachi etc. where there are number of private institutions imparting general education to the children of those areas and in these regions the rate of girls taking part in the education is slightly more than other areas of Pakistan. But from my studies I found that majority of the residents of Pakistan cannot afford the expenses of the private institutional system which has paved the way for dependency on the Madrasas to take over the educational system in majority of Pakistan as it provides free education and boarding to the individuals. These Madrasas are being led by various religious leaders and extremist's groups who believe that religious education is more important for the people of Pakistan than general education as it educates the people about the views of their religion. Mostly these traditional Madrasas system of education do not have provisions for girl education due to their conservative nature and as they prefer confiding women to household work and family works rather than allowing girls to take part in the development of the society and the country which has resulted in limited access of girls to educational system and its structure prevalent in most regions of Pakistan (Dogar et al., 2015).

The Swat region of Pakistan is one such area where the basic right to education for girl child is being ignored and the extremists group namely Taliban which dominates these areas are mostly against education for girls as they considered it to be un- Islamic in nature. The Swat region of Pakistan came to the forefront and headlines in 2012 when a girl activist named Malala Yousafzai was shot and injured by Taliban extremists as she was in favor of education for girl child which the Taliban opposed (Khurshidand Guerrero, 2016). The Swat region of Pakistan may have gained headlines due to the Malala incident but it was long before that such ideology were prevailing in that area. The Taliban in the Swat region destroyed hundreds of educational institutions in order to prevent girl child from getting education and whoever opposed to those ideas were either threatened or being killed by the Taliban's. The Taliban were of the view that girl education is un-Islamic in nature and it is their duty to protect their religious views. Therefore, they opposed to girl education but there are no such evidences in the Islamic holy book Quran of girls' education being regarded as un-Islamic in nature. From various studies of literature, I firmly believe that the main aim of the extremists groups was to prevent the empowerment of the society and the country of

Pakistan as by gaining education the people would no longer be influenced by the self-created ideologies of these extremists groups and these would diminish their power and influences of extremists groups such as Taliban and political parties who support religious extremism in Pakistan.

In my opinion, the main reason behind the decreasing rate of girls' education in Pakistan is due to lack of proper educational infrastructure and lack of qualified teachers, mostly female teachers. The Pakistan government though has declared educational development as one of their major aims but it does not reflect on their actions as only 2.7% of the GDP of the country has been spent towards public expenditures on education which is not encouraging in a country where the number of males enrolled in secondary education is almost double than the number of females. As a result of such lack of educational infrastructure qualified teachers have not come to the forefront which adds to the crisis of the situation and the extremists group have taken advantage of this situation by claiming that they would only support right of basic education for girls if there are adequate number of female teachers for girls students. In order to justify their claim the extremists groups and several other political parties claim that it is against their ideologies to allow girl child to receive benefits such as education and treatment from the opposite gender as they are conservative in nature regarding the women of the society. Therefore it is evident from the fact that girl education in Pakistan is subject to gender disparity and imbalance (Ahmad, Said, Hussain and Khan, 2014).

The extremist's groups and the political parties are keen on imparting religious education to the people of their society and banning general education to people as the main aim of these extremists groups is to use these types of people for their own benefits such as in religious war as it will be easy to influence less educated or a person having religious education in compassion to a person who has sense of general education.

Ever since the military forces of Pakistan have gained control on the extremists affected parts of Pakistan such as the Swat valley, peace and education system has been slowly improving and mostly the system of education for girls is getting better in these regions. This is evident from the fact that there is an increase in the rate of girl child seeking education in Swat and other extremist affected regions of Pakistan. But in my opinion the main problem is that these regions of Pakistan are still deprived of general education system for girls and therefore they have to depend on the Madrassas for their basic education where mostly knowledge about

their religion and learning on religious ideologies is being preferred over the general education.

In my opinion, in the modern competitive world there is no other alternative to general education system as it makes a person worthy to secure their future and conquer various challenges but in case of religious education it is not possible as traditional system of religious education is only confined to the religious ideologies and their teachings which is fully not capable of competing with general education. Therefore, religious education system does not help to maximize the capability of an individual as strongly as is possible in case of general education system (Ahmad et al., 2014).

In case of basic education for girls the same can be said as the mode of general education will help females to earn a lot of skills and knowledge which will help them in conquering various obstacles of life and will also help them to rediscover themselves whereas in case of religious education their development would be confined to a limited area where there is a similarity in the religious outlook and view-points.

2.2 Malala Yousafazai

Malala Yousafzai is a Pakistani education advocate who became the youngest person to receive a Nobel peace prize at the age of 17 after surviving a brutal assassination attempts by the Taliban is At a tender age Malala Yousafzai protested against the Taliban policy of not allowing girls to receive basic education in Pakistan and voiced her concerns and protests several times against the Taliban's and she demanded that girls of Pakistan should be allowed to receive Pakistan education which resulted in Taliban Gunmen shooting Malala Yousafzai in her head in 2012 when she was on a bus returning from her school. The assassination attempt of Malala Yousafzai by the Taliban, enraged people all around the worlds and as a result further demands were made in support of girls receiving education in Pakistan. After being discharged from the hospital after her treatment Malala still continued to voice her support towards supporting girl education all over the world and she also delivered a speech regarding the same matter in the United Nations. As a result of her contributions and activities towards supporting and demanding girls' education she was awarded the Nobel peace prize in 2014.

Malala Yousafzai was born in Mingora, in the beautiful Swat valley of Pakistan on July 12 1997. The Swat area, in which Malala was born, was earlier a famous tourist spot owing to its beautiful scenic locations but after the Taliban's gained control over the Swat area the demographics and situations of Swat valley started to change critically. Malala in her childhood attended a school which her father, Ziauddin Yousafzai , an educationist himself had founded. After the Taliban's started to attack the schools of the Swat valley in order to stop the education system of that place and restrain boys and girls from attending schools. Malala voiced her concern regarding this situation in a speech which she delivered in Peshawar in 2008 stating that the Taliban's had no right to take away her basic right to education.

In the early 2009 Malala Began to blog for the BBC and voicing her concerns regarding the threats of Taliban in her area and how strongly she opposes to such practices. In order to protect her identity she used to write the blogs under the name of Gul Makai but her actual identity was revealed in the same year as a blogger for the BBC.

Due to the growth of her image in various public platforms Malala further raised her concerns and demands her basic education rights and education right of all girls in her country which resulted in Malala being nominated for the International Children Peace Prize in 2011 and in the same year she was awarded with the Pakistan National Youth Peace Prize.

Upon being popular among the masses regarding her articles and regarding her concerns and demands, Malala and her family learnt that the Taliban had actually issued a death threat against Malala because of her activism and her family who were themselves anti-Taliban activists in nature became worried about but they had a belief that the Taliban group may not harm or kill a child (Tolentino, Uhl, and Ahmad 2015).

On the 9th of October in 2012, when the 15-year-old Malala was returning by a school bus with her friends a group of Taliban gunmen stopped their school bus on the way and boarded the bus and inquired about Malala. Upon being inquired about the identity of Malala, her friends looked towards Malala which made the Taliban gunmen confident about the identity of Malala and after which they shot bullets targeting Malala, hitting Malala on the left side of her head and which later travelled down her neck. In the incident two other girls were also injured in the incident alongside Malala.

The shooting incident resulted in leaving Malala in a very critical condition and as a result of which she was airlifted to Peshawar for better treatment facilities where a part of her skull was removed to treat her swelling head and in order to receive further transferred to Birmingham in UK. After being admitted in UK, she successfully recovered from a medically induced coma and multiple surgeries were conducted on her, which included facial nerve surgery in order to treat the paralyzed left side of her face and after being released from the hospital she started to continue her studies in a school in Birmingham in UK (Ryder 2015).

The shooting on Malala resulted in massive protests from all individuals all over the world and the Taliban's were heavily criticized for their act. But sadly, even after all these incidents the Taliban's still considers Malala a target of them though Malala does not gets moved by the threats issued against her and she still continues to voice her concerns regarding the right of basic education for every child in the world.

Apart from the Nobel peace prize Malala also received various others awards which includes Sakharov prize for the Freedom of thought which was awarded by the European Parliament. Recently in April 2017 Malala was appointed the United Nations Messenger of Peace to promote girls education in the world. She was also vested with the Canadian citizenship in the same month by the government of Canada (Biography.com 2017).

In the year of 2015 a documentary in the life of Malala Yousafzai was released which was directed by David Guggenheim with the name "HE NAMED ME MALALA", which reflected on the life of Malala, her family and her commitment towards supporting girls education all around the world.

Recently few months back it was known that Malala has been accepted in the Oxford University of UK where she will be studying economics, politics and philosophy. On her 18th Birthday in July 2015 Malala took a further step towards promoting the right of basic education for girls by setting up a school for the Syrian refugee girls in Lebanon , which was funded by the Malala fund, started by Malala herself and it targets to impart education to 200 such children between the age of 14-18. In her speech she also requested the leaders of the world to invest in developing the education system of the world and not simply for developing their military system. After opening school for the girls Malala in the website of

Malala Fund stated that that the world leaders have the capability to invest in developing the education system of the world but instead they chose to invest in improving the military system of the world.

Malala is still an active educational activist throughout the world who raises various issues regarding the education system and the basic right to education for girls and has received immense praise and credit throughout the world for her actions and activities.

2.3 The Religious History of Pakistan

The religious history of Pakistan can be divided into two distinctive eras namely modern era and ancient era. In the modern era the state religion of Pakistan is Islam which is practiced by more than 95% of the people in the country. The constitution of Pakistan has provisioned the freedom of religion in Pakistan. The remaining 5% of the population of the country practice several other religions such as Hinduism, Buddhism, Christianity, Sikhism and other such religions. The Muslim population of Pakistan is mainly divided into two sects namely Sunni and Shia. The Shia Muslims constitute about 5-20% of the population while the remainder of the population are dominated by Sunni Muslims. Majority of the Sunni population of Pakistan belong to the Hanafi Fiqah Islamic Law School while majority of the Pakistan Shia Muslims belong to the IthnaAshariyyah Law School. The reminder of the population majority belongs to the minority name group Ismailism which comprises of Mustaali, Nizari, Dawoodi Bohra, Sulaymani and several others. As mentioned above the constitution of the country has established Islam as the state and official language of the country and it provides the right to all the citizens of the country to practice profess and propagate their religion in the country. The constitution of the country also states that all the laws are to conform to the injunctions of Islam as being stated in the Quran and Sunnah. The constitution of Pakistan also limits the political rights of the non-Muslim citizen in the country and states that any non-Muslim are not allowed to become the President and Prime Minister of the country and also does not allow the non-Muslims to serve as judges in the Federal Sharia Court of the country (Qasmi 2015).

In the ancient era before the advent of Islam, the majority of people in the current region of Pakistan belonged to several other religions such as Buddhism, Zoroastrians and Pagans or Shamanists. In the ancient era Brahmanists and Shaivites were considered a majority in current region of Pakistan. The current region of Pakistan was a part of the Indus Valley

Civilizations and the Harappans did not practice any of the Hindu deities and the Aryans who settled in that region later also did not practice much Hindu deities. Under the Persian rule Zoroastrianism started to spread in the region and similarly under the rule of the Greek, the Greek Paganism started to spread in the region. Asoka helped in bringing Buddhism in the region and in the later period Buddhism was propagated in the region along with Zoroastrianism and Paganism under the rule of various dynasties such as Bactrians, Sakas, Parthians and Kushans though Buddhism was a not a popular religion during the time of White Huns.

A significant percentage of the minorities of Pakistan are descendants of various invaders and migrants such as the Arabs, Iranians, Turkish, Mughals and Afghans, who are just like the rest of the population of Pakistan regarding their ancestors as their ancestors too belonged to various religions such as Buddhists, Zoroastrians and Pagans before Islam.

The pre-independence region of the present day Pakistan comprised of 15% of non-Muslims among whom half of them were Sikh population and the rest non-Muslim population were Hindus. The majority of Hindu population of that region belonged to present day region of Hindu who migrated to that present day Pakistan region under the British Rule. The majority of Hindu population in the present day Pakistan region migrated mainly from Rajasthan and Gujarat as a result of the economic boom which was seen in Karachi in those days (Akturk 2015).

2.4 The Political History of Pakistan

The political history of Pakistan begins from 1947 with the birth of Pakistan as a nation as a result of the partition which occurred between India and Pakistan. In its 70 years of independence Pakistan have mainly been ruled by its powerful military as the democratically elected government by the people have failed to complete their terms in majority of times and alternatively being removed by the president of the country or by the military army chiefs. Till the current time there has been two instances in which the parliament of Pakistan have served full time, the first time under General Pervez Musharraf, who was a military dictator as bot the president of the country and the army chief and the other being the Pakistan People Party Government under Prime Minister Asif Ali Zardari which lasted from 2008 to 2013.

The political history of Pakistan can be divided in two distinctive eras namely the democratic Era and the military era with various sub eras under the main two eras. The first democratic era lasted from its time of inception of the country in 1947 to 1956. In the year 1947 Pakistan came into existence after the partition of the Indian sub-continent mainly into Hindu India and Muslim Pakistan. The first government which was formed in Pakistan was under the leadership of Muhammad Ali Jinnah who was the first governor general of Pakistan, and Liaquat Ali Khan who became the first prime minister of Pakistan. After the formation of the new government a constituent assembly was created in order to act as parliament and also to draft the constitution of Pakistan. In the year 1948 after the death of Muhammad Ali Jinnah due to tuberculosis, Khwaja Nazimuddin became the next governor general of Pakistan. In the year 1951, Prime Minister Liaquat Ali Khan drafted the objectives resolution was assassinated in Rawalpindi. The objective resolution which was being drafted by him, today acts as the Preamble of the Pakistan constitution. In the year 1956 Pakistan got its first constitution which transformed the country to an Islamic Republic from an autonomous domination.

After the end of the first democratic period, the first military period of Pakistan came into existence which lasted from the year 1858 to 1971. In the year 1958 the then President of Pakistan Iskander Mirza carried out a coup d' etat and suspended the constitution of the country. Shortly after the suspension of the constitution the then Army Chief of Pakistan General Ayub Khan deposes President Mirza of the post and declares himself the new President of the country and appointed a commission in order to formulate a new system of government which would govern the country. In the year 1962, the second constitution of Pakistan which was prepared outlined a presidential form of government comprising of 156 members National Assembly and an Electoral College comprising of 80000 basic democrats. The members of both the bodies were equally divided between the then West Pakistan, now known as Pakistan and the then East Pakistan which is today known as Bangladesh. In the year 1965 the then president of Pakistan General Ayub Khan defeated Fatima Jinnah in a poll which was closely contested and was controversial in nature. In the year 1969 General Ayub Khan was forced to resign as the President of Pakistan and he handed over the power to the then Army chief of Pakistan General Yahya Khan and shortly after the taking over the power of the country General Yahya Khan proclaims martial law and all the assemblies of the Pakistan were dissolved. In the year 1970 when the general elections of Pakistan were held, East Pakistan or present-day Bangladesh's leader Shiekh Mujib-urRehman's party emerges to

be victorious the results of the polls were contested. In the year 1971 the controversy which was created regarding the general election of Pakistan leads to a war which also involved India resulting in the independence of East Pakistan or Bangladesh after a brutal Pakistani army action (Riaz 2016).

After the end of the first military period, the second democratic era in the politics of Pakistan started which lasted from 1972 to 1977. In the year 1972 the martial law which came into existence earlier was lifted and Zulfikar Ali Bhutto was appointed the president of Pakistan, who launched the nuclear program of Pakistan. In the year 1973 a new parliament was enacted in the country which declared Pakistan as a parliamentary democracy, with the prime minister of the country as the head of the state who will be leading a bi-cameral legislature and as a result Zulfikar Ali Bhutto becomes the prime minister of the country from the president of the country. In the year 1976 General Zia-ul-Haq was appointed the chief of Army staffs by Prime Minister Zulfikar Ali Bhutto. In the year 1977 general elections were held in Pakistan in which the political party of Zulfikar Ali Bhutto won majority of the seats in the national assembly of the country, but after the win the oppositions alleged the winning party of several allegations against the winning party such as vote rigging which prompted General Zia-ul-Haq to step in and removing Zulfikar Bhutto in a coup and declaring martial law in the country yet again and suspending the constitution (Cloughley 2016).

After the Second democratic period, the second military period in Pakistani politics started which lasted from 1978 to 1988. In the year 1978 Zia-ul-Haq was sworn in as the President of Pakistan and he also retains the office of army chief. In the year 1979 Zulfikar Ali Bhutto was executed after being found guilty of conspiracy to murder, which was largely debated and criticized as it was influenced by Zia-ul-Haq. After the execution of Zulfikar Bhutto, Zia-ul-Haq enacted the controversial Hudood Ordinance, a law which was considered a part of Zia-ul-Haq'sIslamisation policy which prescribed punishments which were in line with the Quran. In the year 1982 Zia-ul-Haq formed a federal council of technocrats which he had nominated after putting off elections in the country and banning political activities. In the year 1984 Zia-ul-Haq held a referendum on his Islamization policies and his government claimed that majority of the votes were in favor of Zia-ul-Haq. In the year 1985 general elections were held in the country on a non-party basis and Martial law was lifted from the country and the freshly elected national assembly of the country ratified Zia-ul-Haq's actions over the last eight years and later elects him as the president of the country with Muhammad

Khan Junejo being elected as the prime minister of the country. In the year 1988 there were rifts which were seen between Zia-ul-Haq and the government of the country which resulted in Zia-ul-Haq dismissing Junejo's government and new elections were promised by Zia-ul-Haq in the upcoming 90 days but however during that period Zia-ul-Haq was killed in a plane crash (Cloughley 2016).

After the second military period in the country, the third democratic era started in Pakistan which lasted from 1988 to 1998. In the year 1988 when the general elections were held the People's Political Party of Pakistan came into power with Benazir Bhutto being elected the prime minister of the country. In the year 1990 president GhulamIshaq khan dissolves the national assembly of the country and the Benezir Bhutto government over charges of corruption and as a result fresh election were held in which Nawaz Sharif, the head of the IslamiJamhooriIttehad party wins the majority and gets elected as the prime minister of the country. In the year 1991 the National Assembly of Pakistan adopted the Shariat Bill into the Pakistani Legal system. In the year 1993 president Ishaq Khan dissolves the national assembly and the Nawaz Sharif government on charges of allegation and after that he himself resigns after which fresh elections were held in which Benazir Bhutto's party wins the majority with Benazir Bhutto becoming the Prime Minister and FarooqLeghari as the president of the country. In the year 1996, President FarooqLeghari dissolved the National assembly of the country and Benazir's Bhutto's government on charges of corruption and in the next year when fresh elections were held Nawaz Sharif's party came into power with Nawaz Sharif becoming the prime minister and Rafiq Tarar being the president of the country (Von Vorys 2015).

The third military period which lasted from 1999 to 2007 came into existence in Pakistan after the end of the Kargil War when General Pervez Musharraf took power in a coup by replacing Nawaz Sharif and placing all other leaders of the country in house arrest. In the year 2000 the Supreme Court of Pakistan validates the coup imposed by Pervez Musharraf and granted him executive and legislative power of the country for a period of 3 years. In the year 2001 General Pervez Musharraf took over as the president of Pakistan and remains the chief of the army staffs of the country. In the year 2002 General Pervez Musharraf wins a referendum which allowed him to stay 5 more years in his post and when the general elections were held later in that year PML-Q party which was formed by Pervez Musharraf and was also loyal to him won the general election and Zafarullah Khan Jamali was

appointed the Prime minister of the country. In the year 2007, Pervez Musharraf declared a state of emergency in the country due to nation-wide protest on dismissing the chief justice of the Supreme Court of Pakistan and meanwhile the national assembly of Pakistan for the first time since its inception completes its 5 year term in the parliament of the country.

The forth Domestic era of Pakistan has started in the year 2008 and it is still currently in term. In the year 2008, the general elections were held in the country in which the PPP won majority of the seats and Yousuf Raza Gilani was elected as the prime minister of Pakistan and Asif Ali Zardari was elected as the president of the country. In the year 2010 Pakistan parliament passed the 18th amendment act in the 1973 constitution which helped in modifying various laws which were imposed by Pervez Musharraf and removed the power of the President to dissolve the parliament of the country unilaterally. In the year 2012 Prime Minister Yousuf Raza Gilani and President Asif Ali Zardari became illegible to hold public offices anymore as a result of not following the orders of the Supreme Court and later Raja Pervez Ashraf succeeded Yousuf Raza Gilani as the prime minister of the country. In the year 2013 the PPP government was the first democratically elected government to complete its 5 years term and in the upcoming general election of 2013 the IJI party under the leadership of Nawaz Sharif wins the majority and Nawaz Sharif gets elected as the Prime Minister of the country and the IJI led party is still continuing its term in Pakistan (Von Vorys 2015).

2.4 Recent Developments

The current situation of education and the right to basic education for girls is slowly and steadily recovering and improving in Pakistan and efforts are in place to develop the education system of the country by implementing various policies and the government focusing more on increasing the rate of education in the country.

The recent improvements in the action adopted by the government of Pakistan to develop the education of Pakistan is due to the Malala incident which created a storm of protests all round the world and created a negative image of Pakistan in the global scenario. After the initiatives and lack of support of the Pakistan government towards the education of girls and receiving basic education came under scrutiny, the Pakistan government decided to change their policy regarding education. As a result of change in the mindset of the Pakistan Government, the Pakistan army increased their efforts to eliminate militants and extremists groups from various affected areas of Pakistan, mostly from the Swat valley in order to stop their

intervention in the government policy and regarding receiving basic rights by the citizens which were sanctioned to them in the constitution. As a result of rigorous military actions the extremists groups and the militant groups were forced to leave those areas in which they had settled which helped in bringing normal life back to those areas. As a result of domination by the extremists groups and the militants the local people of those areas were deprived of those basic fundamental rights and normal life has slowly started to come back in those areas (Khalid and Khan 2006).

In order to develop the education system the Pakistan government has also started to open schools in those areas which were affected by the extremists and the militants and efforts are also made to re-open those schools which were either closed or were destroyed by those groups in order to prevent imparting education to the children of those areas. The Pakistan government has recently adopted various policies and initiatives to convince parents in order to send their children to school to receive basic education which are their fundamental rights. The local people of those areas are slowly gaining the courage to send their children to school after they were threatened by the extremists groups regarding not sending their children to school. Due to the development which have been noticed in Afghanistan as a result of imparting basic education to the children of those areas, there has been noticed a change of approach of the Pakistan Taliban's regarding their views on allowing basic education to the children of those areas and therefore they are considering to allow both boys and girls to receive religious education from religious institutes such as Madrasas under certain terms and conditions. This leniency approach of Taliban is considered to be a moral victory for the common people of those areas which were previously affected by these groups.

Chapter 3

3. Religion and development

Religion and development are two separate identities in the society which are both indispensable for the society and therefore at several juncture of time it is observed as religion and development act in co-operation with each other while at some other juncture of time it is observed that there is a conflict between religion and development. In different parts of the world there are different views regarding religion and development as in some part of the world religion is considered an indispensable factor which influences the development process while in several parts of the world religion is seen as an obstacle to development. Development in this context refers to the development of the society and mankind as a whole in the form of economic development, social development, political development and human resource development. The reason to consider development as an integral factor in the development process of the society in some parts of the world is due to the fact that religion beliefs and practices influences the social lifestyle of the people and also influences the political structure of a country and therefore religion is considered an indispensable element in the development process of some parts of the world. The reason to consider religion as an obstacle to development process in certain parts of the world is due to the fact that it encourages the practices of several beliefs, traditions and taboos which hinders social reforms and development and also due to the fact that the development boards of those societies considers secular education more effective than religious education for the development of the society (Haynes, pp 3-5, 2007). The current chapter emphasizes on the role of religion in developmental processes considering the fact that religion is an instrumental factor in development goals, religion helps in the formation of the people's value which are considered as legitimate development, religious freedom and worship is the fundamental and basic right of every individual which should be respected, religion is considered as a constituent part of the well-being of the people of the society along with health, knowledge and other similar dimensions and religion is considered as a political force which helps in shaping the society's social, economic and political structure either through the participation in civil society or by directly participating in the political parties and influencing the politics of the society.

3.1 Religion and Education

Religion in the world exists from ancient period with various religions and their ideologies dominating in various parts of the world. Religion was and will always be an indispensable component in the life of an individual and therefore every religion have its own ideologies

and beliefs whose approaches were different from each other, but however the common element which is present in every major religion of the world is its approach towards education and knowledge may it be religious or worldly knowledge. The holy books and transcripts of every religion of the world focused on the importance of education in order to be a complete human being and therefore every religion right from the primitive times focused on the importance of gaining education for all their followers irrespective of their ages and genders. Every major religion of the world such as Christianity, Islam and Hinduism advocated about the importance of education in order to make their followers able to read and understand the teachings of their religion as written in their holy books and transcripts and so that they could also teach others about their religious teachings and beliefs which will help them to propagate their religion and also help in imparting religious education and worldly knowledge to their followers. All the religions focused on the importance of education and made it mandatory for their followers to follow it in order to develop the human civilization. In the ancient period each and every religion focused on making education mandatory for their followers not only to gain religious knowledge and ideas but also to gain worldly knowledge in order to survive and prosper in the world in a perfect and systematic manner (Deneulin 2013).

Christianity is considered one of the oldest religions present in the world and right from its advent; Christianity made it a mandate for their followers to be able to read and write properly in order to gain a proper understanding of the Bible and also to teach others about the teachings and beliefs of Jesus Christ. Christianity was one of the first religions in the world to have started to a system of imparting education both to male and female together in order to make both the gender aware of the teachings of the Bible. In order to propagate the teachings and lessons of the Bible to various tribes in various distant parts of the world, the Christian followers learnt the language and transcripts of those tribal people in order to preach them the teachings of the bible in their own language and accent (Li, 2014). Therefore Christianity promoted education right from the time of its advent in order to impart religious and worldly knowledge to the people for their prosperity and survival and they were also one of the first religions to promote the culture of equal education for all genders.

Islam is also one of the most followed religions in the world and it is also considered one of the primitive religions which stressed on the importance of education to their followers. The framework of Islamic though depicts a comprehensive view of the life and the universe and

therefore according to its holy book The Quran, a Muslim is required to acquire both religious and worldly knowledge. It was evident from various early transcripts and other works that Islam advocated knowledge at a time when the rest of the world was filled with ignorance. After its few years of establishment the earlier generations of Muslims were transformed into learned and refined people as the teachings of Islam have helped them to become faculty of intellect. The earlier generations of the Muslims believed that from the teachings of their religion that useful knowledge is necessary for not only for their self-benefit but also for the benefit of the entire humanity (Mizy 2015). When the entire Europe was progressing through the dark ages, the religious Muslims made great strides in the fields of general science, medicine, astrology, literature, geography architecture and historic documentation. The progress of the Muslim community in the field of science came to a standstill when their followers lost their sight in religious beliefs and obligations but prior to that ancient Muslims were one of the major pioneers of advocating the necessity of education for all their followers right from the time of their birth till they reach their grave. The importance of education in Islam is further highlighted from the teachings of Prophet Mohammed in the holy book of Quran which starts with the word "Read" and which also states that a Muslim should also considering gaining education from a place even it is far off. Hinduism is also considered one of the major religions of the world and the teachings of Hinduism also advocated on the importance of education in order to achieve the four aims of human life which according to them are virtue, wealth, pleasure and liberation. It also lays stress on education in order to help their followers to regulate their family, society and live their life in peace. According to the ideologies of Hinduism education is considered as a medium by which an individual can gain knowledge, control their desires and learn to perform their obligatory duties with a sense of detachment and devotion to God and by which he can overcome egoism, attachment and delusion in order to achieve liberation. In Hindu tradition an illiterate person is considered to be equal as an animal as it believes that without education an individual cannot rise above their physical self.

Therefore, it can be concluded that all major religions of the world had considered education to be a vital component of human life without which one cannot prosper and survive in the world and therefore all the religions have advocated about the importance of education in the life, both religions and worldly, of an individual although through different approaches and different ideologies.

3.2 Status in Research

A lot of research work till date have been conducted on the similar topic of girls education in Pakistan and there have been also evidences of research work on other similar issues which are relevant to the current topic such as education in Pakistan and the key issues, problems and the new challenges which are arising regarding the development of a proper education system in Pakistan. The current research work is built on the research work of other researcher and therefore it becomes very important to know about the research status of the work of other researchers.

A journal of management and social sciences with the name of Education in Pakistan: The key Issues, Problems and the new Challenges by Ghulam Rasool Memon in his research states that that the quality of education in Pakistan is on the decline considering the fact that the then government of Pakistan have taken drastic measures in order to develop the quality and quantity of education in the country. The researcher also states that that the quality of the primary teachers remains still questionable at the present point of time. The researcher through his research has identified that it is impossible to transform the education system of the country without the transformation of the teachers of the country. The researcher also states that an educational reform was implemented in order to transform the quality of teacher but that too have failed considering the vision of the reform which have further detoriated the educational standard and therefore the education system of Pakistan is far from being at par with the educational system of other countries in that region. (Memon, pp. 49-52, 2007).

An international journal of academic research with the name of Quality school education in Pakistan: Challenges, Successes and Strategies by Dr. Saeed-ul-Hasan Chishti, Shahhen Ashraf Tahirkheli, Saddaf Ayub Raja and Shahinshah Babar Khan states that the government of Pakistan is doing its level best in order to provide education to its masses and as a result the government is utilizing its local resources, international funds and human resources. The research also states that the government is facing several problems and challenges in its way which is slowing down its pace of implementation and thus affecting quality education system in Pakistan and therefore the government of Pakistan is hoping for international co-operation in order to solve their problems. The researchers through their researchers have concluded that the main priorities of Pakistan government at the current point of time is

Training of teachers, and development of curriculum and textbooks in order to develop the education system. (Chisthi, Tahirkheli, Raja and Khan, pp. - 974, 2011).

A journal of Female education by Sultan Alam stated that there are several social problems which are responsible for a negative impact on female education such as low family income, domestic violence, lower age of marriage, lack of security and lack of proper parental education. Along with these social factors the main factor according to the researchers which have created problems for female education is the co-educational model of school as the common people of the backward regions of Pakistan are still influenced by various religious conservative outlook and as a result they do not prefer to send their girl children to co-educational schools and therefore the need of the hour according to the researchers in order to solve the current problem is to create schools for girls with female teachers and instructors and provide scholarships and other incentives to female children in order to encourage their parents and send them to school.(Alam, pp.35, 2017).

3.3 Tension and new approaches

The main issue which the education system of Pakistan is facing right now in order to develop the education infrastructure of the country and to improve the education rate of this country is the fear in the minds of the common people of the country regarding sending their children to educational institutions to gain education. The various religious and extremists groups which dominated various areas of the country destroyed numerous educational institutions in the country in order to prevent the children to gain education and they used to terrorize and threaten the local people in order to prevent them sending their children to school and various educational institutions for education and therefore the local people of the country did not send their children to school and various educational institution in order to save their lives. Therefore the main challenge for the government of Pakistan is to eliminate the fear of threats which were once issued against them in order to encourage them so that they send their children to school without any fear of further threats. There for the main challenge for the government of Pakistan at the current time is to develop a confidence in the mind of the common people and to develop a proper image of the government in the minds of the people so that the common people starts to develop a trust and faith regarding the activities of the government.

Another issue which the Pakistan government faces in order to develop the education system of the country is to develop and repair the educational institutions which were destroyed by the religious extremist's groups in order to prevent the propagation of education to the children of the society. Thousands of schools and other educational institutions all over Pakistan were destroyed severely by the Taliban extremist's groups and therefore the main aim of the government of Pakistan remains to repair and re-open those educational institutions which will act as medium to impart quality education to the common people of Pakistan. The Pakistan government needs to make significant investments in order to repair and re-open the damaged educational institutions and also to open various new educational institutions which will be responsible for the economic and social development of Pakistan (Mahmood, Khattak, Haq and Umair 2018). The government of Pakistan also needs to adopt a new approach regarding improving the educational infrastructure of Pakistan as various researches by internal organizations and also by various researchers and scholars indicated that one of the main reasons behind the poor education system of Pakistan is lack of proper educational infrastructures which includes lack of proper curriculum, lack of well-equipped study materials and lack of well-equipped labs and libraries which helps in improving quality education. The lack of infrastructure is further highlighted by the fact that the investment of the government towards the development of education is only about 2.2% of the GDP which is considered very low in relation to other countries and as a result very little investment are made in the education system of Pakistan which results in low economic development of the country (Aziz, Bloom, Humair, Jimenez, Rosenberg and Sathar 2014). Therefore, the Pakistan government needs to change their approach towards education and invest heavily towards the development of the education system as it will help in the development of the economy and also will help in the overall development of the society. Another approach which the Pakistan government must adopt is developing the standard of the teachers who are responsible for imparting education to the children. At the present moment it is observed that one of the main reasons behind the deteriorating education system of Pakistan is due to lack of trained teachers in the country, lack of proper educational qualifications of the teachers due to improper educational system, and lower educational eligibility criteria. The Pakistan government must adopt various approaches in order to provide proper training to the teachers so that they become fully capable of imparting proper education to the students and also improve the educational qualifications required to become the teachers as in the current scenario it is observed that many individuals are working as teachers who are simple matriculate in nature and are without any certified trainings and certifications. The

government of Pakistan particularly needs to focus on improving the girls education system of Pakistan and its related infrastructure as by developing the infrastructure related to girl education as it will help in attracting girl child towards education and also towards becoming teachers which will help in solving the gender disparity which is prevalent in Pakistan and will also help in eradicating various social problems (Farid, Ahmad, Niaz, Arif, Shamshirband and Khattak 2015).

The most important issue which the government of Pakistan needs to focus on in order to develop the educational system of Pakistan is to re-modelling the education system of Pakistan along with its curriculum. As it is evident from the earlier part of the literature that the system of education which is best suited for Pakistan is a combination of general education and religious education by virtue of which the individuals will be able to prosper in life in various aspects and spheres and at the same time possess vast knowledge about their religions and beliefs which will help them remain loyal to their religion values and ideas. The present education system of Pakistan is very much social class oriented in which the members of the upper and elite class of the society have their access to higher education as a result of their financial domination and they also enjoy various subsidies and rewards and they have access to advanced higher educational institutions of Pakistan or in foreign countries and mostly it is seen that they settle abroad in their future which means that they do not have any contributions towards the economic development of the country whereas the middle and lower level of the society have either limited or no access to proper educational systems and as a result they are inclined towards religious education which does not help their causes as by religious education they do not gain the necessary knowledge which is necessary for the proper survival in the present highly competitive world and the rest of the society, mainly the lower levels of the society gets attracted and misleaded by various terrorist outfits and organization who in turn misutilize them and as a result the economy of the country does not improve due to lack of proper employment in the country. Moreover the religious education system which is being widely followed in the country is not static in nature and its curriculum is based on various events and incidents all round the world which affects the image of Islam. In the earlier period Islam was considered as one of the greatest contributor towards the development of science, literature, inventions and discoveries as their religious education system emphasized more on the development of individuals through education but in the later period the Islamic religious education system changed their approach upon the emergence of various colonial powers all over the world as a result the religious education system got

modified in nature and it was based on more on the ideologies and beliefs of Islam rather than encouraging the development of their followers through education. In the modern scenario, as the entire world is mostly influenced by western culture and ideologies, the religious education system have further underwent a massive change and the main aim of their religious education is to preserve their ethics and beliefs and do not focus on the modern development needs of their followers which have resulted in the creation of a gap between the Islamic education system and the general education system and also the present religious education system of Islam is focused more on improving the image of Islam in the world which gets disrupted as a result of various terrorists attacks which are carried out mostly by various Islamic extremists groups and terrorists organizations. Therefore the educational policy makers in Pakistan in collaboration with the religious leaders of Islam of Pakistan must devise an educational system for not only Pakistan but for the entire Muslim community of the world who prefers religious education which will help in creation of a link between the general educational system and religious educational system which will help the children to gain religious knowledge along with other basic knowledge which are necessary for their existence and survival in the world. The religious education system must be revised and modified in such a way that it reflects the ancient religious educational system which encouraged overall development of the society through religious education which will not only help in developing the education system of Pakistan and developing the economy of Pakistan but will also help in the preservation of Islamic values and ethics among the people and the society (Haynes 2007).

Another main issue which hinders the implementation of a sound educational system in Pakistan is the corruption among the political system and in the recruitment system of the country. In the early parts of the literature it was already discussed that the corruption in the political field of Pakistan is a major reason regarding the under-development of the education system of the country along with several other problems. The corruption in the politics of Pakistan is one of the major reason due to which the country have experienced only 3 instances in which the government elected by the people have completed its tenure in the parliament and the rest of the period of the independence have experienced rule of the army. As a result of corruption there is no such clarity regarding the recruitment of teachers and regarding the investment made on educational sector and therefore the majority of the teachers who were recruited lack desired qualification and the rest of the teachers who are qualified are underpaid which discourages other individuals to take up the profession. As a

result of corruption various politically and financially backed individuals are recruited to high posts without proper qualifications in order to supervise the educational system and therefore a lack of proper management is eminent in controlling and supervising the educational system and the Government of Pakistan must undertake a strict approach in order to avoid corruption and ensure that only qualified personnel's are appointed to various posts in the educational posts which will help in the efficient management of the educational system and will provide a permanent solution in developing the educational system of Pakistan (Ahmad, Said, Hussain and Khan 2014).

Lastly the government of Pakistan needs to adopt an approach where they should provide various rewards and incentives to those families who are ready to send their children to educational institutions for education which will encourage more parents to send their children to school and will also prevent various children and youths to take up gun in their hands instead of pen and paper which will help in reducing the rate of conversion of youths and children into terrorists and will also help in resolving various social problems prevalent in the country.

From the discussions and literature review of the above chapter it is clear and evident that religion and development must work in co-operation in order to ensure the overall development of the society from all aspects and if religion and development co-inside with each other there would be a conflict of ideas and approaches which would provide obstacle to the development process. In order to ensure that the development process is effective in nature, the development board of various societies and culture must consider the religious values of the people of the society as religion is an indispensable component in the social life of an individual and therefore the development process must ensure that it does not hurt or ignore the religious values and sentiments of the people of the society. Religious values and sentiments should not be ignored in the development process of the society as there are various parts of the world which have undergone development and social up-liftmen as a result of efforts put in various religious groups and identities and as worshiping and practicing religions views and beliefs are considered to be a basic fundamental right, therefore the development process of the society must take in to account that during the development process they do not deprive the basic rights of the people of the society. From this chapter it is also evident and clear that every religion in the world supports education as all the religion in the world consider education as the main contributor towards the

development of an individual and in order to progress in their life. There are some differences which are observed among various religions regarding the education system which are to be followed by their followers but in general the main aim of very religion remains to promote the importance of education in order to ensure the up-liftmen and overall development of their followers. From the above report it is also clear that the main problem which is prevalent in the society is the missing link between secular education and religious education which as a results creates conflicts regarding the propagation of education to all parts of the world and therefore in order to ensure that the education system remains free from all kinds of conflicting ideas and policies it is very important to establish a link between religious education and secular education so that an individual can prosper in life by gaining general education and at the same time have sound knowledge regarding their religion and its beliefs.

Chapter 4

4. Religious Extremism and Violence in Pakistan

Violent extremism is described as faiths and attitude of people who back or use violence to attain several ideological, religious and political objectives and such violent extremism consist of terrorism, certain form of politically motivated actions like communal and sectarian violence. All such forms of extremism regardless of their motives often seek change in society through fear, violence and scare tactics rather than through positive democratic practices (Weinbaum, pp 40, 2017). These religious extremist acts often engage violence means to enforce their beliefs by targeting mostly weaker sections of society such as women, children and other civilians thereby creating a threat to the lives of masses by setting severe forms. Extremists use violence as they think that fear and terror are justified means to achieve ideological or social change and as such become advocates of violent extremism.

There are several factors that motivate or triggers extremist's groups to use violence as a measure to attain their ideological objectives. These are mainly push and pull factors. Push factors are adverse components of societal fabric mainly social, cultural and political environment that triggers in pushing exposed individuals over the pathway of violence extremism and consist of root causes like poverty, unemployment, illiteracy, discrimination and political or economic marginalization. Whereas, Pull factors are conclusive components or benefits that are put by extremist groups to lure or pull vulnerable individuals to join. These often include group's ideology like intensity to change social condition through violence rather than through laid back or passive democratic ways, substantial brotherhood and sense of belonging, acceptability building, prospect of fame and other socialization interests. In context of Pakistan, push factors like poverty, unemployment, illiteracy and economic marginalization have compelled individuals to join extremist's associations as many such groups pay young people for joining their religious organizations and henceforth exploit these vulnerable minds (Haider, pp, 22-30, 2014). A study of Human Rights Report has proclaimed that young vulnerable people prefer to join extremist organizations as they achieve power, self-esteem which otherwise would not have been given to them in society. Pakistan is one of the countries in the world that is gripped with severe forms of extremist violence like target killing, terror attacks and suicidal killing.

Religious extremism and violence's are serious paradoxes that are briskly rising in Pakistan and exist deep rooted in other South Asian countries as well where government has flopped to cut roots and wipe out fundamentalism from society. The dominant reason of such extremism in these provinces and Pakistan in specific is unbridgeable gulf that has been developed amid the government and several religious radicals. In context of Pakistan, the government is criticized for its affinity with anti-Islamic forces due to which religious extremist groups are cropping up every day with latest agendas and a conservative Islamic approach. In general, the society of Pakistan is tolerant and moderate where most civilians maintain non-violent consciousness of Islam but other than these majorities there even exists a powerful proportion of population belonging to religious establishments advocating perceptions of fundamentalism within the society (Khan and Javaid, pp 405, 2016). As such religious extremism has harsh consequences for Pakistan as it has made the society more exposed thus resulting into lack of adherence and unity in people of different religions and the fundamentalist approach of religious radical groups have led to exploitation of young adults in the society.

The reasons for rise of religious extremism in Pakistan can be drawn back to Sunni dictated war between Iran-Iraq as Sunnis of Iraq acquired huge support from large population of Pakistan for the then turned war and from stand-in war initiated by US troops against Soviet Union which were go forward stones of religious extremism as they used Mujahedeen who was trained through religious indoctrination. These two events changed the social, political and economic environment of Pakistan since the year 1979 and paved path for religious extremism. Another cause of extremism rise was during autocracy rule of General Zia before which religion was not a disputed issue in Pakistan. Before the year 1979, religious parties and establishments were not able to receive political dominion but under the autocracy rule of General Zia several religious groups became active and powerful enough to widen roots of religious extremism within the country (Fair, Littman, Malhotra and Shapiro, pp 16, 2016). The regime of General Zia is contemplated worst in context of presence of sectarian violence and fundamentalism in Pakistan who used extremism as tool for violence. Further, the triumph of US troops in displacement of Soviet Union from Afghanistan resulted into emergence of Jihadi movements for Kashmir liberty in Pakistan and all these popularized jihad culture within the country thus leading to emergence of establishment like Madrassas where children from underprivileged families of society were given free food and education. All such Madrassas naturally acted as magnets to draw talibs and materialization of jihadi

culture led to suffering of minorities thereby giving rise to despair, frustration and intolerance among people. It was under these religious and sectarian movements that exploited people found relief with a place to live, get free food and education thus promoting extremism thoughts and violence's. Ideological extremism and terrorism are dominant national security threats faced by Pakistan along with radicalization which is a sizeable issue for society of Pakistan. These religious extremists are used as a medium to gain military-mullah alliance and as means to suppress anti-imperialist reactions oscillating in the country.   Pakistan has become lately victim of terrorism due to rise in extremist activities and the year 2007 turned out to be the worst hit year due to suicide attacks and routine bomb blasts which have increasingly become affairs of every other day in the lives of Pakistanis thus leading to killing of masses of innocent people and sending waves of terror among them. The alarming facet of these attacks is now that they are not limited to tribal areas but are have outreached into cities including capital of the country-Islamabad. Militancy seems to have increased in Pakistan resulting into frequent terror attacks and hence there is an immediate need to root out extremism and fundamentalism from the country which have posed threat to Pakistan's sustainability and stability (Fair, Littman, Malhotra and Shapiro, pp 20, 2016). The situation though abysmally bad is not out of hope and resolution lies in both short and long-term strategies to deal with radicalization and violence which needs concrete government initiatives, education and orientation of people and political rulers of the states.

4.1 Attacks

According to the Country Reports on Terrorism 2015 published by Bureau of Counterterrorism and Countering Violent Extremism some vital patterns were observed in context to terror attacks. According to the information published by these reports the overall frequency of terror attacks in the year 2015 was observed to be reduced by nearly 13% while total loss of lives due to these violent incidences were reported to have reduced by 14% in comparison to previous year 2014. These significant drops in statistics of terror attacks across the world since the year 2012 was mainly due to fewer attacks and violence's across Iraq, Pakistan and Nigeria, which are the main terror belts in the world. However, in certain other terror prone countries such as Afghanistan, Bangladesh, Egypt, Philippines, Syria and Turkey, it was found that overall terror attacks and resulting death incidences had increased in year 2015 (Haider, pp. 149, 2014), Around 92 countries faced terrorist attacks and violent extremism in 2015 and majority of these were geographically concentrated with nearly over 55% of these overall attacks occurring in Iraq, Afghanistan, Pakistan, Nigeria and India and

more than 74% of overall fatality due to terror invasions taking place in Iraq, Nigeria, Syria, Afghanistan and Pakistan. Although the Islamic State of Iraq and the Levant (ISIL) was guilty for 31% of these terror invasions in Iraq, however, the count of terror attacks carried by them in Syria had increased by 39%. The topographical capacity of attacks by ISIL and their associates had enlarged as many terror groups had obligated their adherence to them. Furthermore, ISIL activities were most active in Afghanistan, Pakistan, Egypt, Libya and Yemen.

Particularly, according to these reports, it was proclaimed that in year 2015, the overall count of terrorist outbreaks in Pakistan had declined by nearly 45% while overall count of fatalities due to violent extremism even dropped by 39%. Meanwhile, the overall count of people injured in these attacks also declined by 53% as compared to previous year 2014. It was even reported that for around 72% of all extremism attacks in Pakistan, source materials who claimed responsibility for attacks were not established by any perpetrator associations while the remaining 31% of attacks were executed by Tehrik-i-Taliban Pakistan (TTP). Although in year 2015, TTP prevailed to be most active and destructive perpetrator association, it was reported that count of lethal attacks conducted by them had remarkably decreased. Categorically, between years 2012-14, the extremist attacks carried out by TTP in Pakistan had caused fatalities of nearly 500-600 people every year and injured around 700 to 1400 civilians (Haider, pp 312, 2014). Whereas, in year 2015, outbreaks carried out by TTP in Pakistan killed approximately 240 civilians and injured nearly 282 people. Additionally, a number of other religious extremists and nationalist associations emerged who were mainly active in Balochistan such as Baloch Republican Army, the Baloch Liberation Front, the Baloch Liberation Army, the United Baloch Army and the Baloch Liberation United Front who were majorly behind terror and violence attacks within Pakistan. Further, the freshly established Khorasan Chapter of the Islamic State were responsible for terror outbreaks in Dec 2014 in Pakistan who were active till 2015 and carried out approximately 12 violent attacks. The form of target patterns who were most periodically attacked in Pakistan maintained a finite figure with nearly 22% of all these attacks being principally aimed at private citizens and properties, another 22% aimed at the police and around 11% on the whole aimed at government entities. Nonetheless, outbreaks against services mainly electricity and gas infrastructure were also four folded as commonplace in Pakistan around 8% of all attacks compared to such incidences worldwide amounting to around 2% of overall attacks.

Although extremist and violent attacks declined in most provinces of Pakistan including Khyber Pakhtunkhwa and Sindh in year 2015 but the concentration of attacks rapidly expanded in Baluchistan from 23% in year 2012 to around 40% in year 2015.Religious and violence extremism is on peak in Balochistan and many factors have contributed to these but the concerning among them is Baluchistan's northern frontier particularly Zhob district which borders with Federally Administered Tribal Areas (FATA). This is because after Operation Zarb-i-Azb in FATA, many Tehreek-i-Taliban Pakistan (TTP) militants and other illegal religious outfits infiltrated deeper inside Baluchistan province where they had reformed and as an outcome, Quetta the capital of Baluchistan had been noticing deadly attacks and violence's (Khan and Javaid, pp 217, 2016). Example in Aug 2016, bombing of Quetta City Hospital killed around 70 people, which was followed by another attack in Oct 2016 on Police Training College and in Nov 2016 attack at Sufi Shrine of Shah Norani in Khuzdar district of Baluchistan that sent terror waves across Pakistan and world over.

The major reason of religious extremism attacks in Baluchistan had not been a sudden one but rather a phenomenon that matured over time since Baluchistan became a secular district in the mid 1970's. As Baluchistan and Khyber Pakhtunkhwa share border with Afghanistan, so many Afghan Mujahideen refugees were given safe sanctum in these provinces. It was the impact of these Afghan refugee's appearances in these provinces including Quetta that religious extremism came to Baluchistan. From the Pashtun region to Baluchistan up to Sibi, many religious principles and particularly Mujahideen principles carried with them affect of Jihad and henceforth these provinces has been vulnerable to religious extremism attacks. In Baluchistan, religious extremism attacks were first visible in Kech district specifically in the region of Mand, which later expanded and become apparent in Nushki and Chaghi. Earlier these narrative and attacks occurred to hinder the pan-Shia-ism in Baluchistan as the extremist groups backed Sunni groups and all these religious attacks emerged as a result of rivalry between Shia and Sunni (Khan and Javaid, pp 289, 2016). Meanwhile, a new development had been noticeable that was taking place in Baluchistan in mid 1980's which was targeting clashes against Shia Hazara which is continuing up till today though they have become violent and nearly 2000 Hazaras had been assassinated by sectarian attacks so far mainly by groups of Lashkar-e-Jhangvi and associates. Mainly Baluchistan's Northern Province that is inhabited by local Pashtuns contain the roots of religious extremism which is now penetrating into other territories such as Central Baluchistan and Mastung that have

turned into epicenter of religious extremism activities and these advancements have also radicalized youths elsewhere within the regions of Pakistan.

4.2 Prevention of attacks

Currently, other than terrorism, the paradox of violent extremism in pattern of religious, sectarian and ethnic clash is a considerable threat that is being faced by Pakistan. At present years, the prevalence of violent extremist attacks by terrorist groups and religious establishments and their connection with hateful foreign agencies have disturbed the social environment of Pakistan and have also acutely affected the national economy and development. Further, Pakistan is also experiencing the aftermaths of crisis in Syria, Yemen and more sectarian war prone sub regions of Middle East. Post-independence, Pakistan had witnessed disparate but inter-connected clashes of all kinds that lead to violence's. Pakistan withstands the most of ethnic, sectarian and religious radicalization which are promoted by both internal and external players who contribute not only narrative but also funds for both religious and non-religious militancy (Yusuf,pp 114, 2014). Nonetheless, the severity of violent extremism has heightened manifold after the alliance of Pakistan with the US in the WoT (War of Terror) as it had acutely rattled the social fabric of the society of Pakistan. Moreover, the acceleration of terrorism after 9/11 attacks had severely troubled the security bearings in Pakistan and it has endured a great deal in context to threat of lives, loss of economic opportunities and had also withstand damages to schools, hospitals and other infrastructural facilities. Nonetheless, the annual losses from terrorism declined in the year 2014-15 by 1/3rd to \$ 4.5 billion due to increase in military operations in regions of tribal areas of Pakistan and Karachi Operations to combat nuances of terror rise.

However, the worldwide appearance of Pakistan is predominately defined by mis-perceptions on its contribution in international terrorism and it has been denying all accusations, contending on the role of foreign intrusions within its territories leading to such disorders which are widely neglected by international communities. All these affairs were heightened when Pakistan contributed three dossiers with UN, giving documentation on interferences over Balochistan, FATA and Karachi which fueled ethnic and religious violence. Nonetheless, with its vital importance due to geo-strategic location of Pakistan between Afghanistan and India and its significance for US and other parts of the world, however, Pakistan can show a constructive role in context to CVE (Countering Violent Extremism). In spite of severe losses, Pakistan can continue being committed to eliminate terrorism and violent extremism

by considering huge role of government of Pakistan and international support in countering extremism attacks. After actualizing that violence and extremism in all its demonstrations bears a severe threat to national harmony in Pakistan, the government has contributed serious efforts to bring forward an exhaustive CVE strategy as counter measures of control (Yusuf, pp 225, 2014). This strategy has embraced an international model of CVE such as of engagement and de-radicalization and counter-radicalization as forms to be used. Pakistan's CVE initiative is bifurcated as de-radicalization and counter-radicalization where rehabilitation arrangements for brainwashed youths are introduced under the guidance of Pakistan Army. Related programs are also popularized in parts of Punjab supervised by Counter Terrorism Department while many are organized in association with non-government agencies.

Also to prevent religious and violent extremism Pakistan's National Assembly introduced National Counter Terrorism Authority Bill in year 2013 and declared it's first ever National Internal Security Policy (NISP) in the year 2014 as a major step in this context. NISP is established on three components i.e. discourse with all stakeholders, desolation of terrorists from support systems and building up deterrence and dimensions of security apparatus to counterbalance the risks to internal security of Pakistan. Some major counter moves and decisions taken by Pakistan government was launch of Operation Zarb-e-Azb in year 2014 in tribal areas and Operation Radd-ul-Fasaad recently in year 2017 which have proved to be outstanding in debasing and demolishing the organizational set up of militant outfits active in different regions of Pakistan including FATA (Federally Administered Tribal Areas). These have assisted in fixing the security conditions inside the territory and have furnished scope for better regional coordination to counter terror attacks and advocate stability within Pakistan. Other initiatives to counter the violent extremism attacks in Pakistan were inception of National Action Plan (NAP) after the barbarous attacks on Army Public School in Peshawar in year 2014 (Yusuf, pp 243, 2014). The NAP distinctly exemplifies the government of Pakistan's role in counter radicalism and counter terrorism strategies and diverse steps taken includes establishing a counter terrorism force, judgement call of terrorists through military courts and alteration of criminal system. In order to prevent and control extremist's violence of all forms madrasah reforms have also been introduced and inspection of all religious materials are made compulsory to counter spread of hate speech and materials. FATA reforms, concerns of Afghan refugees, Balochistan settlement and expanding the Karachi Operations to legitimate conclusions were vital steps taken under NAP

pledge by Pakistan. Nonetheless, generalized opinion is that military dimensions of NAP plans have been executed capably and there is a robust confidence that civilian dimensions of NAP have been operationalized adequately. All these have encouraged government to manage with the risks of violent extremism.

Further, the government's determination of zero tolerance for extremism in context to hate speech and accelerating of sectarianism is a counter strategy in the right oversight but it needs to be carried out fully and effectively. Furthermore, auditing of madras accounts and displacement of their funds through banks need to be monitored regularly in addition to initiatives of government taken to bar terrorist funding through Hawala and Hundi. These security measures would reflect downward movement in frequency of extremist violence's within Pakistan. Moreover, the rising radicalism resulting into violent extremism needs for reinforcement of internal security based on collective consent of all stakeholders so as to enforce a strong governance within Pakistan which has till late been a major obstacle in dealing with extremism menace (Cragin, pp 342, 2014). Strong and effective governance will lead to creation of institutions and policies besides delivering systematic unity among these bodies and action plans as well as society on a whole, which will furthermore bring political and economic stability that is an essential imperative to deal with external challenges. All these preventive measures that are discussed are inter-connected and needs to be addressed immediately as it is in the interest of Pakistan's development. Hence, in order to deal with extremism attacks and challenges it is the liability of civil, political and religious leadership to oppose the conception that terror groups such as ISIS, Al-Qaeda and Taliban represent Islam as these are misrepresentations that encourages terrorist narratives. So these ideas need to be condemned through education, political reforms and bold actions to counter future threats and violence's as it is a noted fact that investments in education, socio-economic developments will lead to stability, peace and harmonious society within Pakistan by eradication of terrorist beliefs and activities.

4.3 Reasoning b behind the attacks

4.3.1 Religious

Many religious associations including Madrassas are confounded and criticized for expanding Jihad culture among distressed youths of Pakistan and are blamed to promote anti-American values in them. Such brain washing attitude of religious groups is considered to be the cause behind religious and Islamic extremism that invokes suicide bombings and mass killing

attacks. These Madrassa are organized religious institutions that provide free religious education, boarding and lodging for poor but the government policies in early 1980's in Pakistan resulted into fast expanding breed of Madrassas that promoted the idea of sectarian divide. Most students of Madrasas memories teaching of Quran to hold office of local mullahs in area mosques but often these youths find difficulty in finding employment and as such are attracted to various religious militant bodies that are often frontline bodies involved in attacks. Some of the Madrassa even impart military training where youths are brain washed and pushed to embrace extremism ideologies often in lure of better opportunities and ignorance (Juergensmeyer, pp 110, 2017). Often these Madrassa get little financial aid from government Zakat fund and are mostly run by foreign funds or organizations, which have resulted into rise of sectarian conflicts in Pakistan that is related to booming of madrassas. These Madrassa culture has posed threat to internal security of Pakistan as all communities have their own madrassa that has contributed to sectarian divide and different religious groups are promoting extremism through use of religion which has injected religious intolerance within the country. While some of the Madrassa are breeding ground of Jihadi groups and religious militancy which have contributed actively to spread of fear and attacks.

4.3.2 Cultural

Many cultural aspects of society create circumstances that lead to frustrations, oppressions and grievances which become grave enough to push people into feeling of anger and apathy. These underlying cultural dimensions, lack of social justice, discrimination often result into conflict, feeling of alienation and humiliation. Moreover lack of democracy and issues like poverty have direct correlation with extremism and social violence's. Extreme cultural influences, atrocities against Muslims and feeling of humiliation invoke anger among people and these injustices turn into violence. Many militant leaders use this agitation and crisis as source to promote radicalization as they often expand the idea that violence against unfairness and victimization can provide liberty and power (Juergensmeyer, pp 118, 2017). So they sympathized frustrated people to provide narratives, language and sentiments to express violence behavior to bring social revolution that would promote equality and justice. Moreover, poor societies with weak cultural structure are often exposed and targeted to carry out civil wars to bring about development and prosperity at lower levels of society and hence cultural fragmentation, struggle of weak and powerful facilitate influences upon expanding extremism and attacks.

4.3.3 Political/ideological

Extremism is established on the perception of socially correct and complete ideologies which makes extremist thinkers perceive that they are particular from rest of people based on cultural, linguistic, ethnic and sub-religious aspects and as such use attacks and disorder as means to express their integrity and carry forward their ideologies, social, economic and political intentions. Extremism has been a rapidly growing phenomenon in Pakistan and it is one of the countries in the world which is witnessing severe impacts of religious and extremist violence's like target killing, suicidal attacks. These violence's and attacks are related with political intentions which have put the country's democratic environment under threat through promoting flawed militant ideologies of Islam. These extremism ideas have their own identity, values and perceptions which have become more powerful with support of political backing and became more evident since the rule of President Zia-ul-Haq who for winning support during his political regime supported Sunni Fiqqah and did not worry about ShaiFiqqah. This very controvertible political footfall during the Zia regime had much influence on development of religious extremism in Pakistan (Juergensmeyer, pp 223, 2017). In response to his political move of mandatory Zakat collection by the state, the Shia sect expressed strong reactions as they felt fear from dominance of Sunni sect due to enactment of Zakat. Shia society anticipated a resisting image of the then Zia government and in order to resist perceived threats and protect the interest of Shiites they formed religious-politico groups such as Tahreek-i-Nafaz-i-FiqahJaafria. Whereas, Sunni society under the support of Zia rule and post Iranian Revolutions established Sunni groups like Sipah-e-Sahaba Pakistan. In reaction to this militant groups backed by Shia society came with Sipha-e-Mohammad. All such extremist organizations had their individual identities, ideologies, values, perceptions and mis-interpretations in Pakistan due to which the country had been suffering since 1977 till today because of extremism. Sunni and Shia are two major societies in Pakistan who hold their distinctive interest, beliefs and identities but the Zia rule brought clashes between these major communities due to their political interest. Also both Shia and Sunni sect have their own madrassa culture and both desire to intensify their power position to lessen dominance of other community. Nonetheless, Sunni and Shia Ulama have contributed to widen the gap between these two communities thereby increasing the negative identity of both societies and moreover damaging the situation leading to violence's, crumbled relations between both the communities. Further, negative perceptions, difference of interests and values resulted into misrepresentation which led to sectarianism and attacks within Pakistan. This was because

ideologies largely affect interactions between impersonators and hence Shia and Sunni conflicts affected Pakistan's stability and internal security at both national and international level making it more vulnerable to militancy and attacks (Juergensmeyer, 231, 2017). These Shia Sunni misperceptions widened sectarianism and extremism within the country and Pakistan witnessed extreme attacks and sectarian clashes between the mid 1980 to the early 2000. And in the year 2007 there had been an acute renaissance of sectarian and extremism violence's in Pakistan which resulted into target killing of innocent people due to Shai-Sunni clashes in Karachi, Peshawar, Quetta and other provinces of Pakistan as differences in ideologies and political encouragement to clashes between communities played a major role of encouraging extremism attacks in the country.

Chapter 5

5. A Local Case: The Swat Region

5.1 Historical Background

5.1.1 Growing Influence of Taliban's Religious Extremism and Militarism in Swat Valley

Swat valley has a prosperous history, which dates back over 2,000 years. Despite being known as *the Switzerland of Pakistan,* Swat has been burning for last few years because of atrocities committed by Taliban rule. Swat valley has been known as strategically significant region in which three countries of Asian continent intersects, such as South Asia, China and Central Asia. After the establishment of Taliban regime in Swat region, radical fundamentalists started to develop its systematic activities in the valley since 2007 (Yasin, 2009). Taliban took the policy of militarization for instilling a fear in the minds of inhabitants. Within a short span of time, a dreaded atmosphere has been created in Swat region because of which many inhabitants residing in the region had been left with no option but to abide by their draconian rules and regulations. Under the leadership of Mullah Fazulullah, Taliban had been able to gain power in Swat region (Mount Holyoke College, 2018). Because of the consolidation of Taliban regime, the Government of Pakistan ended up losing 80 percent control in the Swat region. Islamic fighters of Uzbek, Chechen and Tajik origin played a vital role in fortifying Taliban rule in Swat region. Hotel and tourism industry has been affected to a considerable degree along with infrastructure, agriculture and education due to the existence of Taliban regime (Orakzai, 2011, p.40). Freedom of speech has been sacrificed at the altar of religious extremism and fundamentalism. Many girls have been compelled to refrain from going to schools and colleges because of growing influence of religious extremism and militarism in Pakistan's Swat valley and women empowerment was turned into a mere farce with the enforcement of strict interpretation of religious dogma and doctrine (Ahmad, 2012, p.28).

It can be said that there are various factors, which played pivotal role in facilitating the growth of influence of religious extremism in Swat Valley (Avis, 2016). Lack of the Government's will in introducing good governance and eradicating socio-economic deficits has also contributed to the development of religious militarism and fundamentalism in Swat valley. Socio-economic disparities in the Swat region have been manifested because of the

lack of good governance. Civil society's lack of participation in the reformation of society in local areas has created hindrance in implementing the principles of women empowerment. Civil society has not shown active involvement in Swat region for reducing socio-economic disparities and bringing about enlightenment in society through reformation. Consequently, regional socio-economic fabric has not been able to witness necessary transformation in terms of women empowerment. It has been found out that there are various socio-economic constraints, which have been creating hindrance in implementing the principles of women empowerment and girls' education, such as poverty, economic dependency of females on males, illiteracy and rampant unemployment (Ahmad *et al.* 2014, p.342). In addition, it can be said that vocational education has not been provided with appropriate supporting facilities, as a result of which, the idea of women empowerment has not been realized (Aziz *et al.* 2014, p.3).

5.1.2 Endangered Girls' Educational System and Women Empowerment in Pakista with Consolidation of Religious Militarism and Extremism

Because of the emergence of Taliban regime in Swat region, girls' educational system and women empowerment had been endangered. Campaign against female education is considered as one of the vital aspects of Taliban's brutal regime in Swat valley. Taliban regime is considered as brutal because its ideology is driven by apparent misogyny and it promotes the idea of implementing gender apartheid. As per Taliban regime's doctrine, women are not surmised to play any pivotal role in society. For promoting social backwardness and maintaining the tradition of Sharia in local society, Taliban regime in Swat valley used various methods, such as killing, systematic persecution, beating, confinement and others. Through introducing parallel legal system based on the Sharia principles, female education system's development has been hindered to a considerable degree. Due to Mullah Fazulullah's speech and campaign against girls' education, over 30 percent of girls dropped out of schools and colleges in the year 2006 and 2007 (The Washington Times, 2009). Many girls have not been able to attend studies due to attacks on educational institutions by religious extremists and militants. Female teachers have not been provided with proper housing facilities because of the growing influence of religious militarism and extremism in Swat region (Jamal ud Din, 2013). Leadership of women in education and women empowerment have totally been denied under the brutal regime of Taliban in Swat region. Even, non-governmental organizations and education promoted by Western Government have been refrained from conducting their activities in Swat region on the grounds of allegation

that they do not comply with the principles of Islam and Sharia(Orakzai, 2011, p.45). Since 2006, the number of girls attending educational institutions in Swat region has been decreased to a considerable degree (from 120,000 to 40,000) (Orakzai, 2011, p.41). Because of their opposition to the principles of progressiveness, cultural enlightenment and education, this belief was instilled in the minds of local people that it is not appropriate for women to attend educational institutions for conducting studies. Fundamentalist leaders started to view women empowerment as an element of opposition to the idea of religious principles (Chishti *et al.* 2011, p.974). In this way, majority of areas associated with Federally Administered Tribal Areas have been deprived of education and cultural enlightenment. Even, the Government of Pakistan has not been able to attain success in providing emergency relief to affected population because of growing influence Taliban militants since 2007. After Taliban gained control over Swat Valley after 2007, Swat Education Department has not been able to attain significant success in implementing educational initiatives in Swat region because of ongoing pressure from local religious leaders. In the period 2007-2009, approximately 200 girls' schools were burnt down because of ongoing crisis in Swat region due to militants' activities (US Department of State, 2010). In this context, it can be said that 8,000 women teachers have been become unemployed because of religious extremism and militarism in Swat region (Jamal ud Din, 2013). Concept of liberation and empowerment of women has been viewed as a part of Western Conspiracy by religious leaders in Swat's Pashtun society and culture (Orakzai, 2011, p.42). For example, introduction of English education system is viewed as violation of Islamic principles by Taliban. In addition, progressive ideas like gender co-existence and feminism have been undermined under the barbaric rule of Taliban in Swat valley. Hence, it can be deduced that Taliban regime has played a pivotal role in promoting ultra-patriarchal thinking in local society of Swat Valley. Furthermore, it can be notified that religion and nationalism in Pakistan played a vital role in shaping the identity of nation and secularism has not been given vital place in socio-economic strata. Consequently, it paves the way for the emergence of radical fundamentalism in the society (Akturk, 2015, p.798). The promotion of e-learning process has been hindered to a considerable degree due to various reasons, such as lack of instructional design process, quality assurance process and practical orientation (Farid *et al.* 2015, 166). However, the Government of Pakistan invested sincere efforts in implementing concept of women empowerment and liberation. In this context, it can be asserted that Pervez Musharaf invested sincere efforts in applying the principles of enlightened moderation policy with the objective of bringing about necessary reformation through promoting women's empowerment and education. For example, the

average percentage of girls' enrolment at primary and middle educational level was 40.98% and 40.89% respectively during 2001-2004. In addition, average percentage of girls' enrolment in high school level is 41.6% during same period (Sandhu, 2012, p.133). In this way, the Government of Pakistan has shown sincere efforts for minimizing the influence of reactionary and fundamentalist forces in Swat region. In addition, the Government of Pakistan tried to create an environment, in which people, especially women and girls can be prevented from being vulnerable to killing, atrocities and ill-treatment. Despite these efforts, the Government of Pakistan has not been successful in hindering the growth of religious militarism in Swat region. Threat of religious fundamentalism pervades entire Swat region along with Northwestern frontier and tribal belt bordering Afghanistan (Fair *et al.* 2012, p.12).

5.1.3 Decline in Religious Extremism and Militarism Sponsored by Taliban

In order to minimize the effective of religious extremism and militarism sponsored by Taliban, the Government of Pakistan conducted military operation so that entire region can come out of the influence of Taliban-sponsored terrorism and religious fundamentalism. In 2012, fifty Islamic scholars associated with Sunni Ittehad Council issued a ruling on a point of Islamic law against Taliban based on the assertion that Taliban's interpretation was a deviant from actual interpretation of Islamic principles (Dawn, 2012). In addition, it has also been asserted that sacredness of Muslim's life has been given a vital place in the religious principles preached by the Prophet Muhammad and killing of women has been denounced in Islam. In addition, women's education and empowerment has been preached in the religious principles of Islam. In this way, it can be exhibited that Muslim scholars have played a vital role in countering distorted version of Islam promoted by Taliban and their idea of killing women in the name of establishing the foundation of Caliphate and Sharia (Dawn, 2012, October 11).

On the other hand, Pakistan Government took strict action against the promoters of religious extremism and fundamentalism through conducting military operation. In the year 2007, first battle of Swat took place between Pakistan army and two religious extremist outfits, i.e. Tehrik-i-Taliban and Tehreek-e-Nafaz-e-Shariat-e-Mohammadi. In this battle, Pakistan had been able to ensure tactical victory, which led to the short-lived ceasefire. After a couple of years, Pakistan has been able ensure decisive victory in Swat valley through capturing and killing major leaders of Al-Qaeda. Lashkar-e-Islam and Tehreek-e-Nafaz-e-Shariat-e-Mohammadi. Through the successful implementation of Operation Rah-e-Rast, Pakistan

army was able to take Swat region from the control of terrorist outfits (Cloughley, 2016, p.345).

5.2 Trend of Development

5.2.1 Overview on Background

In the name of setting up and consolidating the principles of Sharia and Caliphate, Taliban has unleashed atrocities in major areas of Khyber-Pakhtunwala province including Swat region. Through delivering open-condemnation against the Governmental agencies and policies, they have been able to gain support from local people. Many people who took defiant approach against Taliban's regime became vulnerable to atrocities and torture. Over 400 schools have been destroyed because of the Taliban's campaign against liberal education and women empowerment. Women and girls were refrained from going to educational institutions (Symington, 2013, October 9).

However, Pakistani Population Council sheds light on certain factors, played important role in creating hindrance for women education in Swat region, such as getting access to schools because of long-distance and dangers of sexual violence. In addition, cultural constraints, early marriage or pregnancy, lack of sanitation and water in schools can be considered as vital factors for creating hindrance in the way of exercising girls' rights to education. Before Pakistan Government gained control in the Swat valley in the year 2009, socio-economic inequality was at rise in the region. As per a statement of European Parliament manifested through a resolution in the year 2012, it has been asserted that Pakistan has been fettering the implementation process of girls' rights and empowerment. In support of this statement, it can be said that more than 700 primary schools have been opened for boys whereas only 425 schools have been introduced for girls in the year 2009 (European Parliamentary Research Service, 2013, November 14). This statistical representation of data shows how the idea of women empowerment and girls' rights has been ignored. For dealing with such condition, it is essential to improve the quality of education.

However, this trend was not existent from the very beginning. Since 1990, the Government of Pakistan invested sincere efforts to improve female literacy in Swat Valley. These efforts have been concentrated in rural areas. Pervez Musharaf introduced enlightened moderation policy for promoting women's empowerment and education (Sandhu, 2012, p.132). In Swat region, women have been encouraged to take up jobs in local governmental agencies. Non-

governmental organizations were encouraged to create employment opportunities for people residing in Swat region. However, these positive efforts of Government of Pakistan met with resentment and opposition from civil society since it was regarded as a capitulation to the demands of militants (Pop Flock, 2018). For opposing the existence of secular elements in education system in Swat, extremist outfits like TNSM and Taliban adopted the policy of bombing, persecution and atrocities in the name of encountering so-called Western conspiracy. Through committing horrific violence, Taliban and other religious extremist outfits created hindrance for girls so that they could refrain themselves from acquiring formal education.

5.2.2 Development of Controversy with the Emergence of Swat Accord and Nizam-e-Adil Regulations (2009)

Swat Peace Accord and Nizam-e-Adil Regulation (2009) have been introduced with the objective of compromising with extremist and radical elements in Pakhtun society. With the introduction of Swat Peace Accord, the Government of Pakistan literally accepted the suzerainty of Taliban's doctrine in Swat region. Simultaneously, it has been decided that Taliban will not create interference in implementing good governance principles in Malakand region including whole of Swat (United Nations Peacemaker, 2009). In addition, it was decided that operation of militant training camps would not be conducted by Pakistan Army at any cost. Nizam-e-Adil Regulation was introduced and consolidated through acquiring support of the then president of Pakistan Asif Ali Zardari (Sahi, 2015). However, these efforts met with mixed reaction from Pakistan's society. On one hand, some people associated with civil society condemned this step claiming that it would strengthen the root of religious fundamentalism and extremism in entire Malakand division including Swat region. For them, it was nothing but a mere compromise with reactionary and ultra-fundamentalist elements and lacks long-term orientation. On the other hand, some people praised this effort claiming that it would create an opportunity for transforming the idea of girls' rights and women empowerment into a reality. In this context, it can be said that compromise with fundamentalism cannot facilitate the promotion of progressive ideas, such as human rights, feminism and education for girls and women. In order to promote progressive ideas, it is important to raise awareness amongst people so that they can understand the value of human rights, women empowerment, gender co-existence and girls' education. In accordance with a estimation made by Human Rights Commission of Pakistan, 4,000 schools (with an

enrolment of 40,000 girls) have been compelled to be shut down after the enforcement of Nizam-e-Adil Regulstions in the year 2009 (Faheem and Marwat, 2016).

5.2.3 Present Situation and Changing Trend

Despite investing these positive efforts, it cannot be asserted that it served the interests of girls and women in terms of guaranteeing their rights to education and empowerment. In the annual period of 2011-2012, overall girls' enrolment for schools was 99,477 (Jamal ud Din, 2013). However, the changes in this trend were maintained in the subsequent annual period. In the annual period of 2012-13, overall girls' enrolment for schools exceeded 120,000 at district level. This was made reality due to the Pakistan's Government's efforts for implementing the principles of female education and empowerment. In the year 2018, The Big Heart Foundation and Malala Fund took an active participation in ensuring that girls in Swat valley can be enabled to exercise their rights to education in an effective manner. For serving this purpose, 700,000 USD have been raised in the form of donations (Business Wire India, 2018, January 19). In addition, comprehensive stabilization and socio-economic development strategy have been developed for ensuring good governance along with the implementation of the ideas of women empowerment. In accordance with a study conducted by Institute of Social and Policy Sciences, gender parity in 2009 was 67%, which was increased to 93% after five years (Annual period of 2013-14) (Alam, 2015, November 16). In the field of middle and higher school education, 11% increase (43% to 54%) was witnessed in the annual period of 2013-14).

However, the Government will have to a long way for maintaining this trend of progress and development in the field of women education and empowerment. Despite making improvement in terms of guaranteeing women's rights and empowerment, over 50% girls' schools in Swat valley do not avail basic sanitation facilities along with purified drinking water. These things need to be taken into consideration by the local and central Governmental bodies for ensuring that girls can be encouraged to exercise their rights to education and empowerment.

Chapter 6

6. Data findings and Analysis

This research process has encompassed secondary data analysis through the mechanism of thematic analysis for elucidating the in-detail data of the secondary knowledge about religious extremism and woman education in SWAT valley of Pakistan.

6.1 Theme: Pakistan as a place of Talibanization

The rise of Taliban forces was noted from the year 1994 with the fall of USSR and communist government of Afghanistan. The removal of the progressive government led the society to the insurgence of right-wing religious extreme forces like Taliban and Al Qaeda. For the last decades, the Afghanistan society become more orthodox on religion and that led to gradual dismissal of all the civil rights of women like education or employment in public and others. Hence, the insurgence of the forces like Taliban started to control the political and social sphere of the country and Pakistan became immediate sufferer for this incident and neighbouring areas like Swat valley was tormented with religious extremism from Taliban forces and their endeavours to dominate the society (Akturk, 2005). During the years, the Taliban forces used religious terror to use against progressive social norms and that created fear among the people to disallow their girls to get proper education in regular schools. The Swat religion was liberal and progressive with influences of Western culture like Music Street, Pir Baba Buner and other cultural affinities but the insurgence of Taliban forces led it to build a true Islamic order with terror and abduction of local and foreigners. The war against the infidels of Taliban also spread the influence on Swat region and other places of Pakistan (Avis, 2016). The resistance from the Pakistan government even was not enough to prevent the terrorist attacks and suicide bombings in their land. In order to build a true Islamic order of society, the Taliban believed the women to remain under Burkha in the inner area of houses whereas education of women is termed by them as a great sin and impose prohibition in the area occupied by them and Swat was also not any exception.

The call of Maulana Fazlullah in 2007 to burn down the music shops, computers and television sets was the greatest blow by Taliban on the liberal values of the people of Swat region. The Taliban forces even disassociated Swat people from medical science as they dictated the polio vaccination as anti-Islamic. US abandoned the Jihadi after fall of USSR and that created a religious fanaticism whereas the Swat region got radicalized with free flow weapons and Afghan opium (Yusuf, 2014). The conflict of Pakistan with India over Kashmir

issue also enhanced the radical extremism in Pakistan that aided the Taliban forces. The efforts of Pakistan was barred with Presser Amendment of 1989 by USA that enhanced the political instability of Pakistan border areas like Swat region. The lack of initiative from Pakistan government to procure complete cure of Taliban forces in Pakistan soil led the Taliban forces to create despotic governments in Afghan-Pakistan border areas for creeping through Pakistan soil (Javaid *et al.* 2016). The Taliban also used the dismay of local tribes for the social and economic inequality of Pakistan and turned them hostile to the Pakistan government whereas the missile and drone attack by US on religious seminaries of Pakistan helped extreme forces to persuade more people for their war of religious existence.

6.2 Theme : Religious extremism and the impact on Swat Valley

Pakistan has been construed as a religious fanatic country. The native of Pakistan are fanatic about their religious dogmas and beliefs. There is huge difference between the status of religion in Pakistan now and since when it was formed (Akturk, 2015). The precursors and ancestors of this country had a different view of promulgating religious beliefs among the people. However the concept got distorted in present times. Religious dynamics have taken the shape of extremism nowadays. This religious fanaticism has reached to such an extent that it has outraged the Pakistan's image globally. Militant activities are random causing profuse destruction. Owing to this extremism culpable homicide is prevalent in the country and the numbers are increasing every day. Terror is spread in the name of "jihad" through mass killings and gruesome activities. The social-economic life of Pakistan has been disrupted greatly. Education which a cornerstone in building a society falls prey to this frenzy of religious orthodoxy (Calvert, 2013.) The 9/11 incident had been successful in trembling up the entire world and spreading terror amongst the innocent people. This incident not only shook the United States but also proved as catalyst in making way for graver terrorist activities. Off late Pakistan has become a nest of anti-social affairs and terror den for the militants. The 9/11 disaster also contributed to the rising Taliban movements and an urge to strictly abide by it by the anti-social groups (Haider, 2014). Talibanization has taken a major control over the Pakistani religious code of conduct. It has majorly affected the tribal areas; however its implication has mushroomed to the cities and towns even in present times. The Pakistanis stubbornly pursue the Taliban beliefs and lifestyle. According to the Taliban religious testimonials women are deprived of education and are strictly kept away from coming to the forefront. The causes of Pakistan being a favorable place for Talibanization are discussed further.

Pakistan being a religiously orthodox country had always been a focal point for the other Muslim countries, mainly Afghanistan. Afghanistan constantly endeavored in spreading its extremism worldwide convince other countries to follow their footsteps. Pakistan is a Muslim nation with a strong militant base and huge availability if nuclear weapons and an eternal rival of India and china. This makes the country even more empowering for the Afghanis to settle their extremist base. The Durand line sketched by the United Kingdom in the 19th century led to the migration of Afghani tribes to Pakistan (Deneulin, 2013, p.24). This movement invited Talibanization of Pakistan and made it more and more evident. With the inception of Talibanization and the immigration of Pashtuns the Pakistani militant and religious groups provided an all-round support to these Afghanis for conducting their antisocial activities. They even backed the Taliban to fight the civil war in Afghanistan. The Taliban which had initially started as a group consisting of only 800 members had evolved into a robust force of militant enthusiasts. The United States of America had made a major mistake way back in the year 1989, when they deserted the 'jihadists'. This gave rise to a fortified bonding between the Afghanistan and Pakistan to shake hands together in the path of destruction. This was probably the greatest fault by the US in not letting into a tryst with Najibullah and Mujahedeen. The soviet-afghan had let Afghanistan in bits and pieces. Post Russian invasion in the year 1979 Afghanistan had undergone a tremendous aftershock of the soviet attack. Most of the afghan refugees fled to Pakistan to take shelter. These refugees together formed a group known as mujahedeen. This particular group later emerged as the Taliban's. These Afghanis being refugees did not have proper documents and ID proofs, this further helped them to indulge in illegal and antisocial activities as the law would not be able to trace their origin. Such illegal activities gave rise to accumulation and trafficking of unofficial arms and ammunitions. These unlawful dealings and transactions imposed its impact on the young Pakistani crowd who thought that such activities would mean more capital in a short span of time. Kashmir had always been a point of greatest conflict between India and Pakistan till date. Pakistan tries out every effort to acquire Kashmir by hook or crook (Cragin, 2014.). This rivalry between the two nations having two different prevalent religions has given rise to heavy import and utility of arms and ammunitions. The Pakistan militants are fighting to free Kashmir from the map of India and build it as an autonomous state. There is a significant portion in Kashmir which the Pakistani militants claim as pak acquired Kashmir. This portion is known as AJK and is a hub of growing jihadists. The jihadists conduct their terrorist activities from this area and have built an easy access to latest

nuclear weapons. The shia-sunni drift is because of Iran and Saudi Arabia's constant efforts in stimulating sectarianism. Way back in the year 1990 Iran and Saudi Arabia had encouraged the concept of sects in the book of religion. Sipah-e-Muhammad and Sipah-e-Muhammad were financially backed by these two countries. These two sects later took a more serious shape and augmented the difference between the shia and the sunnis. All these factors have well accelerated to the growth of Taliban ideology in Pakistan. The idiosyncrasy of Talibanization has engulfed the Pakistanis to a large extent on date. The TTP or the Tehrik-Taliban-Pakistan appeared as a strong militant group in Pakistan in the year 2007 under the leadership of Baitullah Mahsud (Alam, 2015). It is a combination of 5 militant groups who operate widely on the Pakistan land. It has a pan Pakistan presence. It ramifies into the areas of Khyber Pakhtunkhwa including the subsidiaries of Swat, Malakand and Dara Adam Khel. At present TTP has as much as 54 groups under its name. With the spread of TTP Pakistan has continuously been under social disturbance. The TTP is responsible for assassinating hundreds of Pakistani civilians just to propagate the concept of jihad. Educational institutions, government offices, religious institutions fall in their hit list. As an aftermath of 9/11, Pakistan has developed as a hotspot for Talibanization. These are some of the important factors that has geared up the rise and spread of Talibanization.

6.3 Theme : Religious extremist resistance girls for education

In the various research articles, journals, and newspapers report, there it is became a common headline that the education system of Pakistan is attacked again by the Taliban. As because the religious book of Islam said about the ultimo devote to the lord (Allah), therefore a misinterpretation of that statement has been perceived by the Taliban; In order to strengthen their values for the religion belief, they forcefully attack over the public's, who are showing western culture ideology. They perceived the message of their almighty and determined that the girls education in against the ethics in Islamic religion. Although nowhere in the Quran has, this type of statement can clearly found.

Nevertheless, the religious dogmatists are always tried to disseminate fear in the psychology of the people about the girls' education. They still believe in this post globalized era that if the girls are being educated then it will brings curse for them religion. This superstitions and false beliefs stag he Pakistan country from being developed. There the education system has been entirely demolished by the Taliban. They are also attack the Nobel Prize awardee Malala Yousafzai for spreading the information of girls' education to the mass of the SWAT valley.

Through her speech she wants to encourage the girls for continuing their education in any circumstances. This aspects was not perceived by the Taliban in good perspective, they directly attack on Malala with head gunshot but that does not affects them events of the Malala in negative manner. Moreover she gets the support of words most two developed country that is United states of America and Britain, where she have been treated and from there she carry on her attempts to keep the girl of the Pakistan to continue their education in kind of suppressive situation. The Taliban region always tried to stop the education system and moreover in the SWAT valley the Pakistani citizen does not get the scope to take basic education from schools. Although boys are also not get permitted to take education from schools in SWAT valley, the northern region of Pakistan. Therefore it is clearly understand that the right of education has not been experience by the girls in SWAT valley, as because the Islam religion though it as their contrast factor of the ethical practice of Muslim religion.

6.4 Theme: Signs of changing scenario compare to the previous situation of Pakistan

After the incident of Malala Yousafzai, the education system has been refurbished by the government. The march of mass against the Taliban brutal attack forced the government to take decision for the girls' reinforce the education system in their country. In the law of Pakistan, there has existence of act, which does require the compulsory right to education until 16 years, but the phobia and fear of the citizen to get physically wounded by the terrorist stops them to peruse their student life and as results the development and the modern concept's notion in the society and also in the thinking pattern of the public has been so progressive. This aspects stag behind all the teenagers, especially girl child and their families to improve themselves with the support of education system; the notable signs compare to the previous situation of education system can be seen in the percentage of attendance of government schools. Day by day the number of attendance particularly the girl child enthusiasm and their family support is improved (Purewal and Hashmi, 2015). In previous situation the family of girl child or teenagers was scared to send their children to the schools as because it is highly contrast of the Islamic values. But now the scenario has been totally changed. The percentages of school going students are increased more than the previous time. Now the immigration records of foreign countries shows that 1 percent of total foreign students of post doctorates are coming from Pakistan in last two decades.

6.5 Theme : Effect on ideology of the citizen and government of Pakistan

As an effect on ideologies of the people after the Mala Yousafzai incident it can be said that the thinking pattern of the people are now became changing. Before the incident of Malala,

people who want to send their children in the schools but afraid of attacks of Taliban community, they are now beliefs that only the right of education can fade the dark side of the false beliefs. Some people who are not been known about the Quran in thoroughly, it was there anthropological outcome that if girls are become educated then it will create an adverse effects for the whole religion. Presently the families who want to spread education throughout their future generation also organizes clubs, meeting and opening social media pages for encouraging the parents to send their children to get the basic education at least until their 16 years by overcoming all the obstacles(Malik, 2015). Some international journals claimed that because of the rise and booming of Taliban community, there must have the support of government but some another journals or researched articles depicted that, the government of Pakistan has changed their policies for the girls' education. Presently the numbers of schools have been increased by the government initiative and the most important factor is that, government now allows the female candidate easily to peruse the higher studies in the foreign universities. As per the statement of Hashmi *et al.* (2015), all these changes are a proven fact that the notion of unethical practice for girl education has been changed and positively affect the psychology of the citizen and the government as well.

6.6 Theme : Critical evolution of the changes and discussion about the reason for the shifting in thinking pattern of the citizen

The reason behind changing this situation is the enlighten factor of the citizen after reading those articles of global context that the development of education system brings development in the society in all perspective. All these stories are now well known by the citizen of Pakistan. Presently this situation takes place in the practical world because of the improvement of the information and communication technology (Jamal, 2015). The free flow of communication system makes enables every sates to keep themselves connected with each other. This scope also enables the government and the citizen to know about the incidents and make their own strategies for renovating their education system for the purpose of bringing more development in their states.

6.7 Theme : Reasons that made the Pakistan vulnerable to the World

Pakistan is remarked as a slow developing country as per the development index of the United Nations. Apart from that, the developed western countries along with neighbors like India always alleged the government and specially the military forces of Pakistan for their probable intimacy with the terrorist and extremist forces. Pakistan became a high destructive country in terms of practicing terrorism by the anti-law users. In the last decade the total

34.000 numbers of native citizens were killed by the terrorist, along with that they are not spare the children by entering into the schools the Taliban terrorist has killed more over 100 children (Holden and Ashraf, (2016). This is just the internal situation of the Pakistan country in the context of terrorism, but if its neighbor country like India, Bangladesh can be noticed there also it is evident that the mutual understanding pertaining with the boarder protection has not been properly abided by the Pakistan. Consecutive attacks proved this fact that the Pakistani government would not take up any effective strategies to take control over this issue. For this reason, the relation between Pakistan and its neighbor countries have been deteriorated day by day (Shaila *et al.* 2012). The above-mentioned conditions are giving the hints or indication that Pakistan became vulnerable to the other members of United Nations. The UNDP department of UN has already given notification to Pakistan and many discussions of United Nations members meetings were occupied with the topic of emergence of terrorism in Pakistan.

6.8 Theme: Positive changes implemented by government for refurbishing the governing system of Pakistan

The government of Pakistan now has been taken some initiatives which can bring a positive outcome in the Pakistan country. Along with the economic growth the government has now launching some of the sachems by how the human development index will be improved and the quality of livelihood would become more vibrant for both the citizen and the Pakistan government. This initiative is taken to improve the socio-economy of the people from the disturbed regions like Swat Valley. The poverty and dependence on government can also be considered as a cause for the vulnerability of the people from terrorist activities. The implementation of those policies can enhance the financial and social stability of the people to foster local level protest and resistance against Taliban to improve the operational ability of government forces. The law of with to education has now amend by the Pakistani government for the purpose of providing scope to the female candidate to do their higher studies from the states or from the other foreign universities as well (Khan and Niazi, 2016). This effect was seen in the other governing system as well such like equality, no discrimination for people irrespective of color, religion, sex and status in any kinds of right of the people secured in the constitution of Pakistan country. All these systems have been revised by the government of Pakistan in order to change the stereotype governing system and to proper like the developed countries as well. There are many incidents which can act as the symptom of positive changes happened or happening in the Pakistan state, some of them

are mentioned previously. the reason for bringing the changes in the state is to establish themselves as a major controlling power of the Southeast Asia and another is to use the available resources for some positive actions which may bring the desirable outcome, such alike high GDP, growing per capita income and acquiring the purchasing power parity with highest level; all these objectives can be obtained by the Pakistan country if the government can regulate their governing system in positive manner. All these factors can be seen as the reason for bringing the change in the state.

6.9 Theme : The incident of Mallala and its impact on the extremism of Swat valley

The Malala incidents have been taken place with great importance in all over the world. Therefore it can be said that, this incident have taken place in the Pakistan as a milestone for speeding the education among the girls, In this order it can be said that the government and the citizen are became influence about the initiative of Malala, after that the education system of the SWAT valley have changes its scenario and now the number of the girls students have been increased. The attack on Malala and the resistance of her with the advocacy of the entire world has helped the Swat Valley to rejoice to an extent against the Taliban rules. The protest of Malala generated strength among the girls and women of the valley along with the normal society to fight back for the peace through creating barrier for religious extremist powers to create terrorism in the valley. The fight of Malala also advocated social plea to raise for the woman education by nullifying the Fatwas of the Taliban terrorists. The thinking pattern of female aspirants and their families have drastically changed and they also encouraged the other rural people to accept the constraints for bringing the overall development (Jamal, 2015). In this way the Malala Yousafzai incident shaken the entire education system of Pakistan and keeps a positive impact over the global education system particularly for the girls education system.

Chapter 7

7. Conclusion

As a conclusion it can be stated that the Pakistani education system has been improved day by day after the Malala incident and her recognition in front of the whole world inspire the female aspirants to continue their higher studies. There are many incidents which can act as the symptom of positive changes happened or happening in the Pakistan state, some of them are mentioned previously. the reason for bringing the changes in the state is to established themselves as one of the developed country and another is to use the available resources for some positive actions which may bring the desirable outcome, such alike high GDP, growing per capita income and acquiring the purchasing power parity with highest level; all these objectives can be obtained by the Pakistan country if the government can regulate their governing system in positive manner.

7.1 Findings

7.1.1 Finding: THE TALIBAN AND GIRLS´ EDUCATION IN PAKISTAN AND AFGHANISTAN

From the article "TALIBAN AND GIRLS´ EDUCATION IN PAKISTAN AND AFGHANISTAN" it is evident that religious extremism group such as Taliban essentially opposed girls' education in the regions of Pakistan and moist of the regions in Afghanistan. This article provides several evidences which prove that Taliban movement had imparted severe repercussions on the education system of Afghanistan and some areas of Pakistan. Taliban had damaged and destroyed both girls' and boys' schools in several regions of Pakistan, which had been evidenced by glaring exemplification about the circumstances of SWAT valley, a region primarily dominated by Taliban (a religious extremism group).

Now citing out another clear reference of this issue, Ahmad *et al.* (2014) opined that Taliban in their reign of 2 years destroyed several girls schools, claiming the girl education is forbidden in Islam. Through this work, the authors have ascertained Taliban's ideologies about education especially girls' education. As a matter of fact, this organization has been resisting NATO and US forces since Afghanistan since the year 2011. In this article the authors claimed that Taliban had banned female education adhering to the chronicles of religion. However, Ahmad (2012) argued that there is no such doctrine or command in Islam which invokes people against female education. Therefore, it is evident that religious

extremism had deteriorated female education in those regions. Alam (2015) stated that while they hindered women education in the region by using Islam, in practicality this religious extremism group adhered to the traditional patriarchal ideology, which happens to be deeply rooted within the Pashtun population in the regions of Pakistan and Afghanistan.

7.1.2 Finding : Religious extremism group terrorised girls' schools, thereby hindering girls to acquire necessary educational rights

This incident created a stir in entire regions of Pakistan. As a matter of fact Thousands of school girls had been compelled to abandon their respective education after religious extremists considered bombing their schools. Moreover, there were instances where the extremist group issued public threats to almost all female pupils in the regions along with their respective teachers. However, this time it was not Taliban to blame. The Islamist group cited that girls' right to education was Non- Islamic in nature and hence their views complied with the chronicles of Pakistan. The repercussion on girls' education will be felt in the province, as the area where the incident occurred is considered to be Pakistan's most impoverished areas. The religious and orthodox extremism has taken the region 100 years or century back. It has impacted the society as there are several regions with below bar literacy rate. Bryman and Bell (2014, p.21) opined that religious extremism group condemned girl education as they simply adhered to the principles of gender inequality, considering women as an inferior gender.

7.1.3 Finding : Assassination attempt of Malala Yousafzai   and the reason of the attempt

The incident of Malala Yousafzai is another essential exemplification which exhibits extremist's groups overall atrocities that hindered women's right to education. Being a survivor of assassination attempts by Taliban, the young girl had advocated women's right to education and voiced against several norms that Islamic preach against women's right to enjoy basic necessities such as education. However, one needs to comprehend why major Islamic terrorism group considered assassinating her. There are documented evidences that the girl voiced her opinions against the Taliban for not availing the rights of acquiring basic education. She publicly demanded for basic right to education, which she and her fellow women were denied off, resulting in a near-demise experience. However, it could be stated that this particular assassination attempt enraged and infuriated people all over the world and resulted in increased support for girls' education in several regions in Pakistan. Now, down the years, she has emerged as one of the most eminent female rights advocates and preaches

women rights and need of education in major societies around the globe. Her speech in UN was received with universal acclaim. The Taliban though Malala as a great threat as a senior leader Rasheed said that they believed that Malala and her efforts of woman education is a smearing campaign against Taliban.

7.1.4 Finding: Talibans were not the only people that opposed women education, regional Pashtun groups and clerics hindered education too

Akbar *et al.* (2017) stated that it is not only the Taliban's who opposed women Education in the regions of Pakistan (SWAT valley), but also major Pashtun leaders who conspired against girls in order to keep them away from literacy and education. The authors stated that Taliban happens to be a recent example only. According to their works, education has become a soft target during 20th and 19th centuries. However, they claim that the only thing that had changed during the recent times happen to be the modus operandi applied to scare people away from school. As a matter of fact Pashtun tribes essentially straddle the borders of Pakistan and Afghanistan and they number more than 40 million. The religious extremism can be ascertained from the views of these tribesmen, as they believe that sending children to schools is a way of inviting Allah's wrath. They claimed that symmetric campaign against education has majorly influenced several gullible tribes, where women were subjected to atrocities and injustice mostly. It often witnessed that Pashtun leaders often invite clerics to urge their major congregation to essentially stay clear of any system of modern education, in order to stay a pure Muslim. In a campaign, which was against education, several extremist militants destroyed about 700 schools, out of which 500 happened to be girls' school only.

7.2 Scope of further research

The present research work offers a future scope to include data and statistics from secondary sources. Including data from secondary sources offers facts, figures, statistics, and past trends at minimum cost, time and labor. Furthermore, mere collecting quantitative data from respondents cannot be considered sufficient. In future, the number of samples can be increased considerably to include respondents from the Swat valley. In addition, a qualitative analysis of the feedbacks would help in more effective analysis and arriving at a better conclusion.

7.3 Research limitations

In addition, qualitative analysis of the comment of few people also cannot be considered as sufficient input to conclude anything. Furthermore, only literature and theories have been collected from the secondary sources but data, figures and facts from secondary sources have

been ignored. Significant data and statistics can be obtained from secondary sources like journals, books, and authentic websites.

7.4 Recommendations

In any case, now, with security at last enhancing, inhabitants are discharging a long time of worry by rushing to new shopping and excitement outlets whose presence would have been unbelievable when the Taliban was executing men for shaving or ladies for dancing. Though the occupants of Swat have for quite some time been more instructed and wealthier than those in numerous other country zones of Pakistan, the changing ways of life here offer a look into how rapidly a territory can begin modernizing when fears of Islamist aggressors fade. A far-reaching impression in famous and web-based social networking is that the wellspring of radicalization by the Taliban, ISIS or Boko Haram is the Islamic confidence, lectured in hardline mosques or madrassas. In any case, Preacher's hands on work, in the same way as other insightful request, underscores that fanatics select in divergent ways, regularly by misusing the defenseless. The Taliban prey prominently on young people who are distanced or secluded from their families or groups, regardless of whether by destitution, low economic wellbeing, avoidance from schools, or the nonappearance of their fathers, Peracha's group has found. They target young men sufficiently youthful to shape, commonly in their initial adolescents, yet as youthful as 10.

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