

Journal of Indian Studies

Vol. 11, No. 1, January– June, 2025, pp. 47 – 60

The Marginalization of Balochistan: Educational and Infrastructural Disparities Amidst Conflict

Umme Hani

Research Scholar, International Relations, Department of Political Science and
International Relations (DPSIR), University of Management and
Technology, Lahore, Pakistan.

Email: f2021188042@umt.edu.pk

Received:
Mar, 28, 2025

Published:
Jun 30, 2025

Sadaqat Ali

Section officer, Ministry of Inter Provincial Coordination, Islamabad, Pakistan.

ABSTRACT

The paper looks into the never-ending conflict between the Baloch people and the Pakistani state, which is, in the eyes of most Baloch, perceived as a Punjabi-dominant institution and delves into the effects of this conflict on the marginalization of Balochistan, mainly in the areas of education and infrastructure. The research is concerned with the historical and contemporary issues, such as human rights violations and socio-political dynamics, that are needed to unearth the roots of the conflict and to find out the consequences of this problem for the region's development. This paper, through the examination of the Baloch community's views and the state's role in the development and underdevelopment, attempts to find the reasons behind the ongoing underdevelopment and disenfranchisement in Balochistan. It tries to expose the complicated relationship between political ignorance, economic inequalities, and cultural clashes, and at the same time gives advice for the achievement of peace and the support for the development that is inclusive. The findings prove the immediate necessity of the talk, the educational reform, the infrastructural investment, and the human rights protection to solve the problems that are the main reasons why the Baloch people are getting marginalized and to stop the further escalation of the conflict.

Key Words: Balochistan, Marginalization, Socio-Political Dynamics, Economic Inequalities, Human Rights Violations, Educational Reforms, Infrastructural Investment

Introduction

The Baloch people versus the Pakistani state has been a conflict for a long time that has significantly led to the marginalization of Balochistan, especially in the education and infrastructure areas. This region, although it has the most resources and is of the greatest strategic importance, is the most underdeveloped area in Pakistan. The Baloch see the state of Pakistan, controlled by the Punjabi clique, as an oppressive entity which is more interested in oppression than in equitable

development. This attitude has generated a circle of resistance and repression, which in turn has contributed to the socio-economic inequalities all over the world.

As a child, many of us heard a lot of news about the Balochistan crisis, which made us ask what the real reasons for this long-time conflict are. General findings of the field research conducted with the Baloch people have shown that they are completely against the state, and this is the reason for the grievances they have against the state. These insights compel a deeper exploration into the fundamental issues at play: To find the main problems of the group of people that is the representative of both parties. What is the role of the conflict in the further marginalization of the Baloch people, especially in the fields of education and infrastructure? How come this exclusion is more noticeable in Balochistan, in contrast to other parts of Pakistan?

The paper I am writing is about the socio-political dynamics which has been the cause of the non-inclusion of the Baloch community. It finds out the causes of the long-term neglect of the development needs of Balochistan and the consequent insurgencies against the state. Through this research, the study mainly covers the marginalization in education and infrastructure; thus, it aims to reveal the underlying reasons and effects of this conflict. This paper also investigates the human rights violations and their function in increasing the turmoil, thus illustrating the importance of a complete and compassionate approach to the resolution of these problems. The main impulse of this research is the personal experiences and the observations of the Baloch people's situation. The dialogues with people like Adnan Khan Baloch, who passionately express the feelings and hope of the community, make it clear that the problem is very serious and we have to quickly find a solution. The objective of the paper is not only to make a contribution to the academic understanding, but also to present a detailed perspective on the conflict and its effect on the Baloch people. Through the detailed study of the complex nature of this struggle, the research is expected to generate a discussion that will be of the basis for the lasting peace and development in Balochistan.

Problem Statement

The difference in a Balochi nation and Pakistani state has borne great educational and infrastructural failure in Balochistan. Such marginalization constitutes one of the domestic perpetrators of this ongoing economic inequity and has further driven the conflict and opposition.

Research Questions

- What are the effects of the ongoing dispute between the Baloch and the Pakistani state on education and infrastructural factors of the Baluchistan province?

The Marginalization of Balochistan: Educational and Infrastructural Disparities Amidst Conflict

- To what extent does the conflict and marginalization of the Balochistan region caused due to human rights violation?

Research Objectives

- The Balochistan conflict affects the educational development and infrastructure will be a sub-goal of my research.
- Investigation of such role of human rights abuses in exacerbating the conflict and the aggravating case of Balochistan marginalization.

Limitations of the Study

Sample Size: The sample may inadequately reflect the entire population of Balochistan.

Security Concerns: Depending on the volatile security conditions, it may be difficult to get transportation to some regions.

Subjectivity: In some cases, subjectivity could be present even though efforts had been made to ensure triangulation and reflexivity for the qualitative data.

Literature Review

The Balochistan conflict, which is characterized by a long-lasting and complex struggle for self-determination and the control of resources, has had a great impact on the province's education and infrastructure. The historical background of this conflict, the political and economic issues related to it, and their effect on the socio-economic condition of Balochistan, especially with a special attention to education and infrastructure, are all discussed in this literature review. Finally, there is a research gap that requires more research.

Historical Context

In his article “Balochistan – Past, Present, and Future,” Zahid Latif Mirza, who was published in the NDU Journal (2013), presents the whole history of the Balochistan conflict. He goes through the beginnings of the conflict, from the time of Pakistan's creation, and points out the fighting among the people who wanted the Kalat State to be a part of Pakistan in 1948. Mirza describes the aftermath of the disturbances that have hit the region, and it is all due to the political and administrative neglect by the successive Pakistani governments. He maintains that these failures have resulted in the decline of the people's trust and the alienation of the Baloch people, thus worsening the province's socio-economic problems. (Mirza, 2013)

Political and Economic Dynamics

Nasser et al. (2017), in their paper "Impact of Identity Politics on Education in Pakistan: The authors of the article "A Comparison between Balochistan and Punjab," which is published in Education, Citizenship and Social Justice, analyze the political factors that are responsible for the marginalization of Balochistan. They claim that the Punjabi-dominated leadership in Pakistan leads to a lack of funds for Balochistan's development, which in turn causes Balochistan to be less developed. The political imbalance, together with ethnic clashes, has caused the Baloch people to have a poor quality of education and limited socio-economic opportunities. Their research shows that the centralization of political power and resources in Punjab is the reason for the economic disparities, and the Balochistan conflict is still being maintained. (Nasser et al., 2017)

Impact on Education

The educational system of Balochistan has undergone a lot of changes due to the conflict, a fact that is proven by the number of sources. The Economic Survey of Pakistan indicates that the province has the lowest literacy rate in the country, with 46% of the population having the right to vote, while Punjab has 59% of people with the right to vote. In his paper on the educational problems in Balochistan, the financial and cultural difficulties are the causes of the low educational outcomes in the region. He stresses that poverty, cultural barriers, and inadequate funding are the major reasons for these issues to be present. Bashir points out that the improvement of educational facilities and the reduction of socio-economic inequalities are the main factors in the increase of the literacy rate of the province. The Asian Development Bank (ADB), through its report "School Education in Pakistan, Sector Assessment," also stresses the importance of the education poverty issues in Balochistan. The ADB highlights the fact that schools are devoid of basic facilities, such as electricity and sanitation, hence the learning environment is difficult. The aforementioned issues are further intensified by the fact that the schools are being attacked by militant groups, thus creating a climate of fear and instability that makes school attendance and educational activities hard because of the fear of militant attacks. (Nasser et al., 2017)

Impact on Infrastructure

The infrastructural development in Balochistan has been quite slow and insignificant, mostly because of the province's difficult geography and the federal government's indifference. Mirza, in his thorough examination, states that the difficult terrain and the few people make the construction of the infrastructure projects very expensive, and the logistics of such projects are also quite challenging. He uses historical exemplification, like the Sui gas postponement to Balochistan, to show how the federal government does not want to invest in the development of the region. The major projects, such as the CPEC, that are supposed to be the economic growth sputters, are still the object of local

The Marginalization of Balochistan: Educational and Infrastructural Disparities Amidst Conflict

opposition, as they are seen as the ones that are centered on the exclusion of the benefits.

Nasser and his colleagues also go deeper into the political neglect, which would, in turn make the infrastructural problems worse. They claim that the central government is dedicated to the more populous provinces like Punjab and Sindh, which are assigned to be the electoral prize, thus leaving Balochistan out (Nasser et al., 2017).

Human Rights Violations

The issue of human rights violations is the main aspect of the Balochistan conflict. Mirza gives some examples of the people who were kidnapped, killed, and tortured by the state security forces. The abuses have caused the Baloch to be deeply hated, and the insurgency in the country has become worse as a result. Conversely, the militant groups in Balochistan have also perpetrated terrible human rights violations, for example, the killing of the non-Baloch settlers and attacks on the infrastructure. In this way, such behaviors as reoccupying the RUF-controlled areas, executing the humanitarian work and crushing the peace negotiations were leading the region to instability and, thus, stopping the humanitarian efforts (Mirza, 2013).

Research Gap

Although the previous studies enrich the knowledge on the historical, political, and socio-economic aspects of the Balochistan problem, there is still a substantial research gap in the area of the registered experiences of the Baloch people in the midst of these issues. In particular, it is necessary to conduct in-depth qualitative research, which can be used to portray the personal stories of Baloches concerning their easy access to education and their views on the infrastructural development. Besides, the existing research is very limited that deals with the psychological effects of the conflict on Baloch youth and their educational trajectories. Mentioning these zones will give us a clearer picture of how the conflict is affecting the daily life of the Baloch people, and thus, it will be easier to make policies that are more effective in Balochistan.

Research Methodology

Research Design

This study is based on a qualitative research design to examine the Baloch community's marginalization in education and infrastructure as a result of the conflict with the Pakistani state. The qualitative method is a tool that can capture the depth and complexity of the experiences of the Baloch people.

Data Collection

Secondary Data

Document Analysis: The examination of government reports, policy documents, and publications of the Asian Development Bank and Human Rights Watch made it possible to re-release the study.

Literature Review: Researching of academic articles, books, and scholarly works on the history, politics and socio-economic conditions of Balochistan.

Theoretical Lens

The theoretical basis for this research adopts some of the constructivist elements and Galtung's theory of negative peace. Constructivism looks into the way the identities and the perception of both the Baloch and the Pakistani state affect their actions and interactions. This view is the crucial one for grasping the ongoing conflict that makes it possible to distinguish the influence of the social constructs, beliefs and identities on the behavior and policies of the parties involved. Whereas the theory of Negative Peace fits directly into the context of Balochistan's marginalization, as it explains how peace is not simply the absence of war but also the absence of structural violence (Galtung, 1969).

Discussion and Analysis

The analysis of this research paper is supported by what is already written in the literature, internet articles, and news reports. The initial analysis is designed to give an overall picture of the core problems of the Baloch people being marginalized in education and infrastructure, which they are having conflict with the Pakistani state.

Educational Marginalization

The conflict in Balochistan has been the major factor that has ruined Balochistan's educational infrastructure and access. As a result, Balochistan's literacy rate is much lower than the other provinces, which is 46% in comparison to Punjab's 59%. The difference in the use of cars by poor and rich people is because of the socio-economic factors, such as poverty, cultural resistance, and the lack of government investment. Schools in Balochistan are usually under-equipped with such facilities as electricity, water, and sanitation. Only 21. 9% of schools have electricity, and 39% have toilets, which underlines the fact that the schools in these areas are mostly lacking in infrastructure.

The Marginalization of Balochistan: Educational and Infrastructural Disparities Amidst Conflict

The Asian Development Bank (ADB), in its report “School Education in Pakistan, Sector Assessment,” confirms the seriousness of the poverty situation on education in Balochistan. The report points out that most schools are deficient in even the simplest facilities, which in turn spoil the learning environment and make school attendance unappealing. This situation is worsened by the constant militant attacks on schools, the climate of fear and instability which is created by this, which in turn, the students from going to school. The Baloch people are convinced that the state’s disregard of the education sector in Balochistan is a calculated tactic to keep the region underdeveloped and helpless. This interpretation is heavily based on the wider political conflict where the Baloch think of the Pakistani state as a Punjabi-dominated one that is focused on the development of Punjab and neglects the other regions.

This viewpoint is backed by many reports from the Baloch people who voice their annoyance and disappointment with the state's education system in their region. One of the major effects of the lack of exercise on the education of the Baloch youth is the long-term impact on their socio-economic mobility. As a result of the lack of quality education, the young Baloch are denied the chances to rise from their current situation, which in turn causes a vicious cycle of poverty and disconnection. This absence of education, in turn, is the cause of the bigger conflict since the youth who are not educated are more likely to join the militant groups in order to show their frustration and to seek the redress of their problems (Khan et al., 2023).

Voices from the Ground: Student Perspectives from Balochistan

To see the real impact of marginalization in Balochistan, we need to listen to those who live it, most importantly, the students. Many Balochistan students interviewed or reported by NGOs and local media often complain about the lack of basic educational services and fear they will be targeted by the government. Balochistan Voices reported in 2022 that school closures in Quetta and Khuzdar are frequent for university students because of security operations, a lack of electricity and protests against the disappearances of their peers. A student interviewed told us, “We have the impression that the state has forgotten us.” All of our classrooms are dark, our libraries are abandoned, and we do not know what comes next. Similarly, the HRCP is worried about the harassment and profiling of Baloch students studying in Punjab and Sindh. Examples have shown that students have been kidnapped without legal justification and accused of sedition for joining peaceful protests or publishing nationalist messages on the internet. They break basic rights and discourage youth from continuing their education, which helps maintain poverty. It is not only about bad infrastructure but also about being watched, left out and having one’s identity taken away. It is important to remember, as Galtung’s ideas suggest, that even though structural violence is hard to see, it still does great harm, just as Baloch students notice every day in school.

Interview Q&A Paragraph (Student from UMT)

A semi-structured interview was held with a final-year International Relations student from Turbat at UMT, Lahore, to better understand students' experiences. When I asked about his time in schools and universities in Punjab, he explained:

“Being in Lahore is a privilege academically, but mentally, it’s isolating. Most people here don’t understand what we go through back home. Whenever I tell someone I’m from Balochistan, they either get quiet or ask if it’s safe there. We are constantly monitored, especially if we speak up about enforced disappearances. A few of my friends were called in by the authorities just for posting on social media. We’re students, not threats.”

On the issue of development back home, he added:

“Even basic things like electricity and internet access are rare in my village. How can a child dream of becoming a doctor or engineer without a school or stable power? The government builds roads for CPEC, but our local hospital still doesn’t have a doctor. It feels like we’re only seen when the state wants to exploit our land.”

He points out that, even when they have access to education, Baloch students struggle with being marginalized, uncertain about who they are and watched closely. He illustrates the way development can result in people feeling more isolated, backing up the claim that being left out leads to more resistance.

Infrastructural Marginalization

The fact that the infrastructure development in Balochistan has greatly lagged behind compared to other provinces is the reason. The province's firmly fixed difficult geography and sparsely populated areas are the primary factors that make it difficult to construct infrastructure projects. The federal government, for a long time, has been delaying the solutions to these problems, and therefore, these problems have become more complex. In other words, Balochistan is the main provider of Pakistan's natural gas, but the region itself, even years after its discovery, did not have a natural gas supply. The informality of the road development in Balochistan is one of the ways that the federal government handles

The Marginalization of Balochistan: Educational and Infrastructural Disparities Amidst Conflict

the problem due to the lack of attention given to the infrastructural development, and consequently, the underinvestment in Balochistan.

The China-Pakistan Economic Corridor (CPEC) is one of the biggest examples of these projects that have resulted in infrastructural developments; nevertheless, these projects have been mostly opposed by the local people. The Baloch people think that these projects do not work for them at all. They are the programs planned by the stakeholders from outside, the Chinese companies and the investors from other Pakistani provinces. The apartness of the local people has intensified the resentment and the conflict in the region, because the local inhabitants view these projects as another violation of their resources without giving them anything comparable to the region. The deficit of the infrastructure in Balochistan is not only about the energy supply but also about the roads, healthcare facilities, and other services that are essential in its province.

The vast majority of the areas in Balochistan still do not have the basic things, such as paved roads and clean water, which are the fundamental facilities of the state. The inadequacy of the infrastructure is the cause of the economic development's stagnation and the reason for the social isolation of the region. The political situation is also a key factor in the infrastructure issues. The government's concentration on the provinces that have a majority of the voters, like Punjab and Sindh, which are its main electoral constituencies, therefore, Balochistan becomes the only one. The absence of a political urge to tackle Balochistan's infrastructural issues makes its economic isolation and underdevelopment more persistent. This neglect is seen by the Baloch people as a calculated move to keep the region underdeveloped and hence, dependent on the central government, which in turn is used to control the region by the Baloch people (Samad, 2014) (Asif, 2025).

Human Rights Violations

Human rights breaches are one of the dimensions of the Balochistan conflict. The Human Rights Watch and other organizations of the world have taken the reports of the enforced disappearances, extrajudicial killings, and the torture of Baloch activists and civilians by the state security forces. The abuses have been the main reason for the deep resentment that the Baloch people have developed and this has been the basis for the insurgency. The state's strong side managing style of coping with the conflict, usually by military operations, has resulted in widespread human rights violations and thus, the local population was more and more alienated. The enforced disappearances, specially, have been turned into a defining feature of the state's method of dealing with Balochistan. Experiencing thousands of Baloch activists, students, and everyday citizens have been reportedly abducted by security forces, then they are found dead later or they disappear without a trace. The above-mentioned actions have been the cause of a climate of fear and repression, which, in turn, has pushed many Baloch into the arms of militant groups, thus, making them act against the state. On the other hand, militant groups in Balochistan have also done some serious human rights violations which include

attacks on non-Baloch settlers and infrastructure and in some cases, individuals were killed. The actions of the belligerents are unapologetically worsening the situation and hindering the humanitarian work. The unstable security situation has been a difficult factor for the international organizations to work in the region; thus, many communities have been left without access to the much-needed services and support. The insurgency and counter-insurgency measures have initiated a circle of violence that still wrecks the region's socio-economic fabric.

Psychological Impact of Conflict on Baloch Youth

As well as physical problems and less development, the conflict in Balochistan has deeply affected the psychology of its young people. For many, decades of feeling ignored, threatened by the military and watched have led to fear, isolation and hopelessness. Local organizations and mental health workers say they see more Baloch students and children experiencing anxiety, depression and behavioral problems due to trauma.

The Pak Institute for Peace Studies (PIPS) conducted a study in 2021 that showed Baloch youth now feel they are victims of violence and repression by the state. Therefore, this situation encourages radicalization, as students who feel left out may join militant or separatist organizations.

As a result of identity policing, through language and speech restrictions, campus monitoring and enforced disappearances, Baloch youth suffer mentally. A lot of people feel cut off from their government and what lies ahead for them. One student told a crowd in 2023, "Not only do we not get an education, but we are denied our right to be ourselves."

Understanding this impact is very important when trying to build peace. Fixing the invisible problems of trauma and exclusion is necessary before developmental reforms can bring lasting peace to Balochistan.

Constructivist Perspective

Constructivism approach explains that the identities and perceptions of both the Baloch and the Pakistani state are the key factors in the development of the ongoing conflict. The Baloch identity is linked to a feeling of historical wrong and marginalization that gives rise to the resistance against the state. This identity is formed through a common history of the feeling of the exploitation and the neglect by the central government that is thought to be the driver for the Punjabi majority's interests while the Baloch people are ignored. The contrary stands with the state's image of Balochistan as a security threat which is the reason for the heavy-handed military approach of the state. The main government sees the Baloch nationalist movement as a threat to its sovereignty and territorial integrity, and therefore the military response to the insurgency is made. This is the way people see it and it is explained by the fact that Balochistan has the strategic importance and the geopolitical significance which makes the region a focus for the state's security apparatus. This is the reason why the cycle of violence and mistrust is created and then strengthened. The state's actions, which are seen as oppressive, the Baloch

The Marginalization of Balochistan: Educational and Infrastructural Disparities Amidst Conflict

nationalist sentiment is strengthened, and Baloch resistance, which is viewed as insurgency, is the reason why the state repression is more intense. The constructivist lens stresses the role of dealing with the problems of identity and perception which are the agents of the cycle. The dialogue and the inclusive development policies that the Baloch people are implementing to both recognize and to solve the historical grievances are the most important factor that can lead the way to a better relationship between Balochistan and the Pakistani state.

Peace Theory Perspective: Galtung's Negative Peace

Besides the constructivist view, the framework of this study is based on Johan Galtung's ideas of Negative Peace and Positive Peace which are key concepts in peace and conflict research. Galtung explained that when there is no open violence, that's Negative Peace—but Positive Peace includes justice, equality and meeting basic human rights (Galtung, 1969). Using this view in Balochistan, we can see that Negative Peace appears only in moments when fighting is not happening, yet underlying structural violence continues to exist in the forms of chronic underdevelopment, political exclusion, human rights abuses and economic disparity. The lack of access to schools and essential services, together with the deliberate persecution of free speech, are all forms of violence Galtung felt were as damaging as real fighting. As a result, Galtung's theory helps us see that Balochistan's marginalization is also a problem of peace and justice, not only of development. If the main causes of inequality and lack of power are not solved, a period of peace will only hide older grievances. Negative Peace remaining in Balochistan may keep a cycle of anger, opposition and control going.

Conclusion

The analysis based on the existing literature and reports shows the way the Baloch people face the multidimensional marginalization. Educational and infrastructural gaps, along with human rights abuses, have created a circle of disenfranchisement and conflict in Baluchistan. The Pakistani state has in the past neglected and been too harsh in its approach to governance in the region, which has made the problems of the Baloch more serious and the Baloch people harbor a lot of resentment and mistrust. The area's hard geography and the sparsity of the population are the reasons why people are finding it difficult to enhance the infrastructure and the public services. The Punjabi-dominated state is seen by some as the one that deliberately marginalizes the others and hence, the nationalist feeling and the resistance movements have started and they all make it a self-supporting cycle of violence and repression. The need to tackle these complicated problems is so important that a whole range of approaches, including the fair distribution of resources, political reconciliation and the development of tailored strategies, must be considered. The recognition and treatment of the historical problems of the Baloch people through talks and the inclusive policies is one of the main tasks for the peaceful and the development in Balochistan.

Recommendations

The main to the marginalization of the Baloch people is being tackled by the suggestions that are derived from the analysis. First, the Pakistani government should give the emphasis on the distribution of the resources in a fair manner that will make sure that Balochistan also will get the share of the resources from the country. The following is the measure of bridging the development gap between Balochistan and other provinces which includes the investments in education and infrastructure. The first factor is to always have a strong unanimity among the countries, to adopt the rules after discussing it and making a well-planned decision. Second, there should be an active measure to protect human rights in that area. This is the process of which the security forces are held responsible for violating the principle of human rights, ending the enforced disappearances and ensuring justice for the victims. The setting up of independent watchers who will monitor the human rights practices can be a way to re-establish the lost trust. Thirdly, the political reconciliation plans should be strengthened. This also means setting up a mechanism of communication with Baloch leaders and meeting their genuine demands by the way of political and administrative changes. Moreover, the incorporation of the Baloch people into the national political and economic sphere will not only reduce the sense of being left out but also will also lead to national unity. At the end, the importance of the civil society and international organizations in Balochistan will be increased which, in turn, will provide a big support for the development and human rights activities and, as a result, a more comprehensive and sustained effort will be made to achieve peace and development.

The Way Forward

The future, therefore, will involve a multifaceted and inclusive approach to solve the problems in Balochistan. The federal government has to come up with a development-centric strategy, which means that the main focus should be on the enhancement of the region's education and the infrastructure. This incorporates the construction of new schools, the improvement of the current infrastructure, and the guarantee of quality education to all the children living in Balochistan. The infrastructure projects should be designed with the aim of improving connectivity and accessibility, which in turn would make the remote areas easily reachable and at the same time, they would be integrated into the national economy. Besides, the

The Marginalization of Balochistan: Educational and Infrastructural Disparities Amidst Conflict

promotion of a culture of discourse and collaboration among the state and Baloch leaders is very important. Setting up forums for the communication of the problems on a regular basis can be a way of solving them and therefore the trust will be built. Strengthening the local governments and including the local communities in the way of decision making will also guarantee that the development projects are in tune with the needs and desires of the Baloch people. In the last place, the world's international community should be used to solicit both the technical and financial support for the development projects and the human rights protections. The adoption of these all-round measures will be the key to a more inclusive and prosperous Balochistan, which will lead to the reduction of the conflict and the establishment of lasting peace and development in the region.

References

- Nasser, A., Kyriazi, T., Paris, C. M., & Ahmad, M. (2018). Impact of identity politics on education in Pakistan: A comparison between Balochistan and Punjab. *Education, Citizenship and Social Justice*, 13(3), 280-294. <https://doi.org/10.1177/1746197917743954>
- Galtung, J. (1969). Violence, Peace, and Peace Research. *Journal of Peace Research*, 6(3), 167–191. <https://doi.org/10.1177/002234336900600301>
- Understanding Pakistan Volume I. (2014). In *SPO DISCUSSION PAPER SERIES*. Strengthening Participatory Organization. <https://admin.brizy.io/customfile/f37ecfd965f77d54b4f76b93e5b9b01e.pdf#page=189>
- Basit, A. & Editorial Board (Eds.). (2013). *NDU Journal*. *NDU Journal*, XXVII. <http://www.ndu.edu.pk>
- Samad, Y. (2014). Understanding the insurgency in Balochistan. *Commonwealth and Comparative Politics*, 52(2), 293–320. <https://doi.org/10.1080/14662043.2014.894280>
- Khan, A., Bashir, S., Bazai, P., & Rehman, M. U. (2023). Higher education in Balochistan: status and way forward. *Journal of Social Sciences Review*, 3(1), 68–85. <https://doi.org/10.54183/jssr.v3i1.116>

- Asif, A. (2025, February 9). *Insurgency in Balochistan: Then & Now*. Paradigm Shift. <https://www.paradigmshift.com.pk/insurgency-in-balochistan/>
- Tribune. (2023, November 26). Education crisis in Balochistan. *The Express Tribune*. <https://tribune.com.pk/story/2448003/education-crisis-in-balochistan>
- Hamid, S. (n.d.). *The Death of Merit in the Educational System of Balochistan - Strafasia | Strategy, analysis, News and insight of Emerging Asia*. Strafasia | Strategy, Analysis, News and Insight of Emerging Asia. <https://strafasia.com/the-death-of-merit-in-the-educational-system-of-balochistan/>
-