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### REFORMS OF PAKISTAN TAHREEK E INSAF IN ELEMENTARY AND SECONDARY EDUCATION IN KHYBER PAKHTUNKHWA: A CRITICAL APPRAISAL

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#### ABSTRACT

This study analyses educational reforms at the Elementary and Secondary level education introduced by the Pakistan Tahreek e Insaaf's (PTI) government in Khyber Pakhtunkhwa during its rule from 2013 to 2022. The study focuses on the impacts of hard and soft infrastructure comprising construction of new educational institutes as well as reforms on teachers, heads of schools, educational managers, and students in district Malakand of Khyber Pakhtunkhwa. Data was collected by conducting personal interviews with relevant stakeholders and thematic analysis was used for processing and analysing the data. It was found that the PTI government in Khyber Pakhtunkhwa provided huge funds for construction, repair and installation of solar system at school level. The government also introduced Independent Monitoring Unit which brought a positive change in teachers' and students' attendance. Enrollment drives and double shift were introduced. New teachers were inducted without proper pre-service training which can lower the quality of education. Based on the findings of this study, it is recommended that the inducted teachers need to be trained properly, and pre-service training need to be adopted as criteria for the induction of teachers to raise the overall quality of teaching and learning.

**Key words:** Government of PTI, Reforms, Elementary and Secondary Education.

#### Introduction

The Khyber Pakhtunkhwa formerly called North-West Frontier Province (N.W.F.P) was made a separate province in 1901 by the British imperial power. At that time, the educational institutes of the province were traditional religious madrassas,

missionary schools of the British Government, educational institute of Haji Sahib Turangzai and Azad schools by Anjuman e Islahul Afghania of Khan Abdul Ghaffar Khan. To modernize the education in the province, Sir Sahibzada Abdul Qayoom established different institutions like Islamia College Peshawar in 1913, University of Peshawar, Agricultural University and Khyber Medical College (Ullah et al., 2023). In 1937, Sahibzada Abdul Qayyum being the minister of Education of the province, worked for the progress of education (Sohail, Kanwal & Rizwan, 2018).

Following partition of the British India and Independence of Pakistan in 1947, as per the 1956 Constitution of Pakistan, the status of education as a subject was ambiguous and there was no article to explain the term. However, in the 1962 Constitution of Pakistan, it was included in the provincial list (Khan, Mirza and Kanwal, 2019). In the 1973 Constitution, education was made a subject matter of both the federal and provinces and hence was included in the Concurrent List. In the eighteenth amendment, the Concurrent List was abolished, and education was made a provincial subject (Constitution of Pakistan, art.25 A, 2018). Under this amendment, the Elementary and Secondary level education was transferred to provinces, while the Higher Education remained under the federal's control through Higher Education Commission (HEC) (Butt, Khan and Malik, 2020). In addition, article 25A which ensures right to free education for all citizens from 5-16 years age was also included in the 18th Amendment of the 1973 Constitution (Siddique, 2017; Moeed, 2019). Thus, equal education opportunities for boys and girls, marginalized communities and special students were ensured (Suhag & Khan, 2020).

Being a responsible member of the United Nations (UN), Pakistan has always agreed upon and committed to internationally recognized development goals including the Millennium Development Goals (MDGs) and Sustainable Development Goals (SDGs). In both sets of goals, attainment of inclusive and equitable quality education and promotion of lifelong learning opportunities for all have remained central. The former was a target till 2015 while the SDGs are to be achieved by 2030. Unfortunately, Pakistan failed to achieve the MDGs in health, education, social welfare and other areas (Ali, 2019). The SDGs are an opportunity for developing countries like Pakistan to achieve universal literacy rate. There is no doubt that the issue of acute poverty can be effectively resolved by ensuring quality education for all (Diemer, 2020).

### **Reforms of PTI and its impact on Education: an overview**

The Pakistan Tehreek-e-Insaaf came into power in Khyber Pakhtunkhwa in the 2013 general elections by winning 46 seats while the Jamaat-e-Islami (JI) won 8 seats. The PTI, the JI and the Qaumi Watan Party (QWP) formed a coalition government in Khyber Pakhtunkhwa (Usman, 2013). The first tenure of the PTI government (2013-18) in Khyber Pakhtunkhwa worked hard to achieve its development goals by ensuring

service delivery in different sectors. Soon after coming into power, the PTI declared an education emergency and introduced drastic reforms in education sector. The PTI also introduced some important Acts in other sectors like the police Act, local Government Act, Conflict Interest Act, and the Right to Information Act 2013 (Reforms Implementation Cell, 2014). In the 2018 provincial elections, the PTI got a clear majority by winning 63 seats and formed a government again. This consecutive victory in elections (2013 and 2018) is unique in the history of the PTI (Khattak, 2019). The educational reforms introduced by the PTI in Khyber Pakhtunkhwa are as follows.

According to the new Induction policy 2017 introduced by the PTI government in the province (Indris et al., 2021), the need of a professional educational degree for teachers' induction has been nullified and only a nine-month training will be given to the new teachers (Ahmad and Ali, 2018). This nine months' training was given to the teachers with the help of modern technology by using Learning Management System (LMS) (Choudhary et al., 2021). In addition to soft infrastructure, the PTI government made significant improvements in providing physical facilities to the education sector plan 2015-16 and 2019-20 at elementary and secondary education level (The Nation, 2018). Khan (2017) noted that in 2013, there were 397 non-functional schools while these were reduced to 125 in 2015-16. He added that the government spent PKR 100 billion on the 1,400 newly constructed community schools. About 1,231 schools have been provided with classrooms and 12,198 with clean drinking water facilities. However, Khan (2017) also criticized the lack of improvement in infrastructure at the college or university level.

Idrees and Iqbal (2021) argued that the PTI government in its first tenure (2013-2018) increased students' enrollment in government schools. According to The News (2018, July 02), the PTI government in Khyber Pakhtunkhwa made efforts to encourage parents for enrolling their children in government schools. About 150,000 children migrated from private schools to government schools due to the better performance. Alam (2022) asserts that during the year 2019-2020, the Khyber Pakhtunkhwa government allocated 166.47 billion under the Education Sector Plan (ESP) to decrease the percentage of out-of-school children of age (05 to 16). The student enrollment rates in government schools since 2013 has been increased by 16% with a further increase of 2.44% till 2019-20. Along with this, a second shift was started in 1,123 schools in the merged districts in the erstwhile tribal districts of Federally Administered Tribal Areas (FATA) with the help of Parent Teachers Councils (PTC).

Ullah et al., (2020) added that the PTI and the JI coalition government (2013-18) in Khyber Pakhtunkhwa considered the reforms introduced by the ANP Government in curriculum in 2008 as inappropriate to the cultural, religious and social context of the province. Zia (2014) observed that the PTI government removed girls'

pictures without dupattas and replaced good morning with Assalam Alaikum in the textbooks. Furthermore, the chapters on Raja Dahir and Ranjit Singh in Pakistan Studies were removed. As per the Reforms Implementation Cell (2014), with these Changes, 4.5 million new books were ordered to be printed. Besides that, a uniform medium of instructions was devised from Grade 1 to Grade 10 all over the province.

Islam et al., (2019) emphasized that initiatives introduced by the PTI for building teachers' capacity in Khyber Pakhtunkhwa have yielded positive but missed results. Khan (2017) added that Khyber Pakhtunkhwa assembly has passed an act ensuring free education is for all children of (5-16) years' age. In addition, reforms in merit-based recruitment through NTS were introduced. It has resulted in reduced political interference. Furthermore, free books (Khan, 2017), stori da Pakhtunkhwa scholarships (Bureau Report, 2021) and Rehmatul Lil Alameen scholarships in 2021 were distributed under Ehsaas Initiative to provide financial support to talented and deserving students (Islam, Shah, Sarir & Jan, 2019).

**Table: I Progress of Education Indicators during the PTI government (2013-2022) in KP**

INDICATORS	2013	2014	2018	2021	IMPACT
Teacher presence	81%	--	90%		increased
Student absenteeism	38%	--	21%		reduced
Basic facilities	50%	--	78%		increased
Enrollment rate in primary schools	--	--	20% increase	Net 87%	
Education budget (Billion PKR)	84.69	93.61	136.194	34,424 million	increased
Out-of-school children (million)		2.4	1.8	2.1/4.7	reduced
Literacy rate	52%	53%	57%	56%	increased

Source: Authors, compiled from government reports.

As education indicators illustrate in Table I, during the PTI rule in the province over the last ten years, primary school enrollment increased by 20% while middle school enrollment increased by 21%. In addition, teachers' attendance has increased 86% (Daily Times, 2018). In 2018, after five years of the PTI government in Khyber Pakhtunkhwa (2013-2018), education budget had increased 114% (Daily Times, 2018). However, education budget for the year 2017-2018 was 15% more than that of the fiscal year 2016-2017 (The Express Tribune, 2017). The education budget of Khyber Pakhtunkhwa has continuously increased from fiscal year 2021-2022 (Rs.34.42 billion)

to fiscal year 2025-2026 (Rs.70.26 billion) (Yousafzai, 2025). Furthermore, about 443,320 female students benefitted from the girls' stipend scheme (British High Commission, 2017). In 2013, the teacher presence rate was 81% which improved to 90% in 2018 (Global Delivery Initiative, 2019). The Independent Monitoring Unit (IMU) brought positive change in the education system of Khyber Pakhtunkhwa as the teachers' absenteeism has reduced by 20% during the eight-year rule of the PTI government (Alam, 2021). However, as far as the student absenteeism is concerned, it was 38% in 2013 which reduced to 21% in 2018 (Global Delivery Initiative, 2019).

According to Alif Ailaan report, in 2014, the total out-of-school children in Pakistan were 24 million among which 2.4 million were from Khyber Pakhtunkhwa. As per the UNICEF statistics, in 2021, out-of-school children in KP were reduced to 2.1 million. It shows that somehow the government has been able to increase overall enrolment. Basic facilities in schools such as toilets, electricity, drinking water and boundary walls had also increased from 50% to 78% in the time span of 2013-2018 (Global Delivery Initiative, 2019). The net enrollment achieved in primary schools in KP during the PTI government, till 2021 was 87% (UNICEF, 2021).

Pakistan has embarked upon a series of efforts to form education policies. However, the government failed to fully implement these reforms because of lack of resources and inapplicability and inefficiency of these policies. With the passage of the eighteenth amendment in 2010, a huge responsibility is given to the provinces by including education as a subject in the Provincial List. Khyber Pakhtunkhwa is a war-torn province with lower literacy rate. The province needed to devise their education policies such that they could overcome these hindrances and give a positive effect in ensuring quality education. In this research, the PTI Government's education reforms at the Elementary and secondary level from 2013 to 2022 in Khyber Pakhtunkhwa are analyzed and their impact on the education sector is brought under focus.

The study followed the question regarding what educational reforms were introduced by the PTI government in Khyber Pakhtunkhwa during its tenures from 2013 to 2022 and whether these reforms have an impact on the educational sector of the province or not. Research objectives of the study were to appraise the educational policies introduced by Pakistan Tehreek-e-Insaf (2013-2022) and to analyse their impact on the education sector of the province.

### **METHODOLOGY**

The exploratory method of qualitative research design was used in this study. Both primary and secondary data collection methods were used. Primary data collection was done through interviews while for secondary data annual reports, and governmental policy documents were consulted. The population of the primary data collection consisted of teachers from schools, and colleges, managers from the education

department, principals and education experts in district Malakand of Khyber Pakhtunkhwa. The method used for sampling was non-probability convenient/purposive sampling. The sample consisted of fifteen participants. The tool for data collection was personal interview. Data collected through interview was analysed by using thematic Analysis (Braun & Clarke, 2006).

## **RESULTS**

The collected data through personal interviews with the fifteen participants was properly transcribed, familiarized, coded, categorized and the following twelve themes and three sub-themes were generated.

### **Theme 1: Infrastructural developments**

#### **Sub-theme 1.1: Provision of Funds**

Most of the participants viewed that the PTI government provided funds for infrastructural development at the elementary and secondary levels of education. One participant specified that for the fiscal year 2017-18, an amount of PKR 136.119 billion was allocated for elementary and secondary education in KP. These funds were transferred to Parent Teacher Counsel (PTC) Bank accounts from provincial and district governments to the District Education Officer (DEO) through the district account office.

The respondents appreciated that the process of transferring these funds was easy, rapid, and included less bureaucratic hurdles. The monitoring of the construction was timely done by the DEO office and independent monitoring Unit (IMU). The amount per room was two types: 1. Rs. 5,000 petty repairs (to repair anything broken in the class) of classroom and 2. 6,000/classroom consumed (whitewash, board, chalks etc.). A total of 11,000 per room were given on annual basis.

Participants witnessed that the proper use of funds transferred to PTC has ensured positive change. It has enhanced the physical condition of the school building and its basic needs. However, the respondents pointed out that there were complaints of corruption regarding the quality of material used in construction and the inefficiency of heads of PTC in some schools. They added that some of the schools are still in need of the construction of boundary walls, water systems, laboratories, furniture and classrooms.

#### **Sub-theme 1.2: Providing Facilities**

Facilities like, electricity, solar systems installation, lavatories, playgrounds, installation of equipment in play areas of the schools, funds for purchasing the teaching aids, establishment of IT/computer labs and science laboratories, personal tablets for teachers, provision of computers and printers, purchase of science-related gadgets, installation of CCTV cameras, purchase of weapon for gatekeepers, purchase of different types of furniture, telephone and internet facilities, general beautification/white wash/painting, plantation were made available in the schools.

However, the above mentioned facilities were almost missing in many schools, particularly at primary levels. In a few cases, these funds were not provided regularly. While interviewing the participants, one thing that came to notice was that high schools were provided more recourses as compared to primary schools.

### **Sub-theme 1.3: Construction of Schools and Literary Centers**

The PTI government constructed new schools, literacy centers, skill development program centers for male and female population, early childhood education, and launched social awareness. The Early Childhood Education (ECE) was initiated in pilot schools, and there are fully equipped classrooms for developing creative skills in children. So far the number of the establishment of new schools, colleges and universities is concerned; participants opined that the number was greater in the government of the ANP as compared to the PTI government.

Some of the participants provided important information that provides arguments against the construction of more schools in the government of the PTI. For instance, one participant mentioned that no school was built in Batkhela as per the increasing population of the area since 2015. This discussion shows that schools were constructed by the government of the PTI but the ratio of construction was not the same in all areas. In addition, participants also viewed that the ANP government had also done an appreciable development in Khyber Pakhtunkhwa in this regard.

### **Theme 2: Revival of the Parent Teacher Council (PTC)**

Participants reported the fact that the PTI renewed the official status of Parent Teacher Council effectively which was present even before. Suitable representation was given to community members and parents of the students of the concerned school. Its members were comprised up of a retired servant, Imam, counselor, an elder, four parents and head of the school. The chairman of the council is chosen among the parents. The PTC records were written in a separate register for proof of the developmental work done. All the expenditures were thoroughly monitored and recorded on the expenditure register along with vouchers, demands and receipts under the vigilance view of the counsel. The council mostly did not show unnecessary interference in school matters. The membership of the PTC was volunteer work and no incentives are given to them. It was noticed while interviewing that few participants did not seem satisfied with the efficiency of the PTC. Some considered the reason for inefficiency as the volunteer membership of the PTC, as no one is ready to provide their services without any incentive.

### **Theme 3: Teachers' induction policy**

The PTI government introduced a new induction policy according to which the previous pre-service professional training was eliminated and induction was made to be based on the ETEA and the NTS tests. Furthermore, only a nine months training was

introduced for the newly inducted teachers and weightage of the B.Ed. and the M.Ed. decreased to only five marks each in the recruitment process. Some of the participants thought that it was fair and merit-based, yet the criticism still persists.

From the discussions of the participants, it is extracted that this induction policy has devalued the efforts of all National Education Policies and developmental plans since 1947 of teachers' training. The National Education Policy 2009 conditioned four years of pre-service teacher training for elementary and secondary level teachers based on which universities are providing four years professional teacher training programs (B.Ed. honor 4 years Elementary/secondary, BS Education 4 years). On the other hand, the PTI government abolished the pre-service training criteria for induction of the teachers in the province. This miscommunication has created confusion.

Education experts expressed their opinion in the light of service experience that if the students of BS Education degree (four years) were inducted as teachers, it would have uplifted the quality of education in a sense that dedicated and intelligent people would prefer to take admission in education departments. In these four years of teacher training, the candidates are trained in the subject contents, pedagogy and pedagogical content knowledge side by side. They become skillful in the methods of teaching. Students of other professions like engineering have opted for teaching to seize the opportunity and get a job there is a risk that all these inducted teachers from another profession might leave teaching once they get the job of their choice.

The respondents further emphasized that the induction training was conducted by ordinary senior teachers who were not fully competent in pedagogy, pedagogical content knowledge and other professional matters needed for the teachers' training. Furthermore, the duration of this training was not enough for the purpose. The government initially provided books, learning material, laptops and android mobiles to the trainee for online participation in these training programs. It has been a serious issue to link HEC, Provincial Teachers' training institutions, departments of teacher education/IERs in the universities and the elementary and secondary education department of Khyber Pakhtunkhwa.

#### **Theme 4: Student support program**

The PTI government launched students' support programs like merit scholarship, Stori da Pakhtunkhwa, Ihsas Scholarship, Scholarships for girl students enrolled in government schools, scholarships for talented students of government schools to complete studies from grade 8 to 12 in well reputed English medium schools/colleges. Stipends for female students and poor students through Ihsas program were allocated.

Thousands of students have received support scholarships and have got the opportunity to continue their studies. One participant criticized the elimination of the



laptop scheme initiated by the previous government of the PML-N. Many poor students got the opportunity to pay their educational expenses. This in turn minimized the dropout rate specifically for females at high school, metric and intermediate levels. With the innovation of IMU and Ihsas program and stipend for female students, the dropout rate has been minimized.

#### **Theme 5: Assessment/examination**

To improve the performance of students in examinations, the PTI government took the initiative of making the school head accountable for poor results and rewarding him in case of good results. Heads of good performance schools were awarded cash prizes and bad performance was reprimanded with censure. This initiative aimed to improve the learning process. But unfortunately, the impacts of this initiative proved to be otherwise. To protect themselves from punishment, teachers and heads of the school started using unfair means to ensure good results in the examinations.

#### **Theme 6: E-transfer policy**

The e-transfer policy introduced by the government of the PTI in Khyber Pakhtunkhwa was an electronic system for transfer of teachers. This policy aimed to increase accountability and transparency in the system of transferring. But the applicability of the policy has raised many questions. Participants were of the view that it is a good initiative of valuing the merit-based system of transfer but the policy is not implemented in true spirit. Even now manual transfers take place which is plagued by politicization and bribery.

#### **Theme 7: Improved performance**

The PTI government took several initiatives to improve the performance in the education sector. For this, the government pointed out some indicators including teacher attendance, student attendance, enrollment rate, students' participation in co-curricular activities, and results of external exams. To bring rapid progress in this regard, the government awarded prizes for best performance at the school level, for the performance of teachers, the head of the school and students from the pupil funds. About Rs., 50,000/- were given to each teacher as a reward for best performance and Rs 100,000 were given to the head of the best schools. As far as the impact of this policy is concerned, performance did not improve much. Fake records of teachers and students' attendance were brought into the record, ghost students were enrolled in the schools and mal-practices were used in the exams to get rewards. Participants appreciated the distinctive step of the PTI government of initiating awareness programs among students about cleanliness, literacy, diseases like; Malaria, Dengue, Corona-virus, terrorism and others. Some of them denied that no such awareness programs were conducted in their schools.

### **Theme 8: Increase in Enrollment**

The government of the PTI took initiatives for increasing student enrollment in schools. A participant narrated that as a principal of school, he telephonically contacted from the secretariat office of education on account of the decrease in students' enrollment of the school.

In those areas where schools were not sufficient in number and the population was huge, double shift teaching was started to enroll more students. This helped to increase the enrollment rate in the far-flung areas by using the same resources and teachers. However, to mention the negative aspect, this policy resulted in the fake enrollment of students and decreasing the rate of dropout led to the elimination of fear and hence increased absenteeism.

### **Theme 9: Independent Monitoring Unit (IMU)**

For check and balance in schools, the Independent Monitoring Unit was introduced. The monitoring officers would check teachers' attendance, students' attendance, and the availability of facilities and allied infrastructure in schools. However, they have nothing to do with the teaching-learning process. This policy has produced good effects by increasing teachers' and students' attendance. The IMU has brought a positive change in the education sector. Respondents added that the monitoring system of the government is an appreciable step, it restricts teachers from short leave, has a good effect on the teaching process and increases strength in government schools.

### **Theme 10: Single National Curriculum**

The PTI government made efforts to introduce a Single National Curriculum. It has been applied in Khyber Pakhtunkhwa till the primary level. According to the participants, this initiative will have no such effect on the quality of education as the PTI government has not developed a new curriculum rather they have just brought little changes in the textbooks. Respondents argued that the SNC introduced by the PTI government in Khyber Pakhtunkhwa is nothing more than the reproduction of curriculum 2006.

### **Theme 11: Digitalization and specific initiatives in Corona situation**

The PTI government introduced specific initiatives in the Corona situation; imposed lockdown, introduced smart syllabus for matric and intermediate level, but no proper Learning Management System (LMS) for online classes was introduced at the school level.

While communicating with the participants, most of them showed their concern over the initiative of introducing a smart syllabus from Grade 1 to Grade 12. They narrated that this initiative will certainly produce a negative impact on the quality of education, as no such management was done to teach the remaining course of the

textbooks. Results of examination given during Corona situation were about 100% which would be a great injustice as compared to previous and coming students when they will compete with other students. One participant specified that the PTI had introduced several initiatives for providing online facilities but it was out of reach of far-flung students and hence was not much effective as an alternative of in-person teaching-learning process.

### **FINDINGS**

- 1.** The PTI government provided funds for infrastructural development at the elementary and secondary levels of education. The transfer of funds was easy, rapid and included less documental work. The use of these funds for the betterment of school infrastructure brought positive change. On the other side, there were complaints about the misuse of these funds, provision of funds and their sufficiency. Some of schools are still in dire need of building and infrastructure.
- 2.** The Parent Teacher Council was present even before the government of the PTI, but it was revived and granted legislative bases and made effective by giving representation to parents, teachers, and the head of the school and imam as members. Membership in PTC was volunteer work and it is one of the reasons for the inefficiency of PTC in some schools.
- 3.** The PTI government spent funds for the renovation, fresh construction and repair of the infrastructure. It provided clean drinking water, and electricity, installed solar systems, built playgrounds, IT Computer labs, science laboratories were constructed, equipment for science labs were made available, CCTV Cameras were installed, and beautification and plantation drives. The primary level was not provided with many facilities as compared to the higher level.
- 4.** The PTI government introduced Teachers' induction policy, according to which the pre-service training was abolished. Induction was based on NTS and ETEA. Nevertheless, nine months of training was made compulsory for the inducted teachers. This policy has put the quality of education at stake as teachers are inducted without any pre-service training. Graduates from all subjects and other professional discipline like engineering and agriculture were allowed to be appointed as teachers on passing NTS/ETEA tests.
- 5.** The PTI government introduced different students support programs including stipend programs for female school students, stori da Pakhtunkhwa scholarship at the intermediate level and other merit scholarships for talented students. These support programs have been very beneficial for students to complete their studies without hurdles.

6. The PTI government introduced a system of IMU to keep a check on the schools and colleges. IMU has brought a positive change in the education sector with special reference to teachers' and students' attendance rate.

7. The E-transfer policy introduced by the PTI government was another step to control politicization and illegal transfers and bring transparency to the process but the PTI government could not maintain this policy in practice and even now manual transfer takes place under the political control.

8. The performance of the PTI government in the education sector in the Corona situation was not satisfactory. The PTI government has not introduced any online medium of learning for the school level. Students of far-flung areas faced the immense issue of internet availability.

### **DISCUSSION**

This study aimed to critically appraise educational reforms in Khyber Pakhtunkhwa in the government of the PTI (2013-22) and analyse the impact of these educational reforms. The study has found that the induction policy of the PTI government in Khyber Pakhtunkhwa, i.e. Teacher Induction Policy 2017, is not aligned with the aim of delivering quality education in the province. While formulating this policy, the experts in the Institutes of Education and Research (IER) were not taken into account (Butt, Khan and Malik, 2020) which has led to declining quality of education in the long term. This flawed policy making is disastrous on the part of students as untrained teachers are allowed to teach. The participants interviewed in this study explained that nine months are not sufficient for teachers' training and the contents of this training do not fulfill the necessary training of teachers (Indris et al., 2020). The related literature and this research's findings concur on this issue. There have been critical voices arguing that a nine month training does not fulfill the needs of teacher education. As per the reforms in education regarding the provision of physical facilities in schools are concerned, the PTI government has made significant improvements. The participants from whom interviews were conducted asserted that the PTI government has allocated huge funds to building infrastructure in the province of Khyber Pakhtunkhwa during their tenure (2013-22). The non-functional schools were 397 in 2013 while it was reduced to 125 in 2015-2016 (Khan, 2017). Ali (2020) argued that e-transfer policy was formulated to bring transparency to the transfer process. Yet, this research has found that the e-transfer policy was not implemented in its true spirit and hence could not fulfill the aim of de-politicizing the transfer process. The study also found that the manual transfer remained politicized as before. The enrollment rate in Khyber Pakhtunkhwa has increased and huge migration to government schools has taken place. Alam (2022) and the participants during interview mentioned that the second shift was started to increase enrollment in areas of less available facilities and teachers.

This study has also found that in order to show the increase in the enrollment rate, the fake information was uploaded in some areas by enrolling ghost students. According to Ali and Hussain (2020), IMU introduced in Khyber Pakhtunkhwa has achieved its objective to a larger extent. It has improved the attendance of teachers and students. The teaching process has been made more interested through monitoring system. This study further added that school performance has increased by eliminating the short leave system. Ullah et al., (2019) noted that the PTI's first tenure (2013-2018), the JI was its coalition partner due to which reforms introduced in curriculum included addition of Islamic content. Besides that, the medium of instruction i.e. English was made uniform in all schools till the SSC. However, this study has found that minor changes were introduced in the curriculum which had done no good in uplifting the quality of education. According to a Bureau report (2018) and the interviewed participants, the PTI government has provided many facilities to students including free textbooks and scholarships like Stori Pakhtunkhwa, Ehsas and the Rehmat ul lil Alameen scholarship.

### **CONCLUSION**

This study concludes that the PTI government has come up with considerable reforms in infrastructural development, e-transfer policy, increase in enrollment, IMU, teacher Induction program, digitalization, student support programs, improved performance in the external examination and enhancing the attendance of teachers and students. However, for some of the cases these initiatives were not implemented in true spirit and thus could not ensure the expected results. The teachers' induction from other professional disciplines like engineering and agriculture through ETEA or NTS without pre-service training in education was the most criticized policy of the PTI government.

### **RECOMMENDATIONS**

Based on the conclusions drawn, the following recommendations are proposed:

1. Parent-teacher Council should be made efficient and transparent in terms of the proper use of funds for developmental work.
2. Corruption should be controlled strictly and the quality of construction material used in building educational institutes should be brought under check.
3. Primary schools should be given proper attention in terms of availability of infrastructural facilities, properly trained teachers, creative strategies of learning etc.
4. More schools specifically for females should be built to enroll out-of-school children in the education institutes.
5. Pre-service training should be re-introduced/made compulsory for teachers' appointment; talented candidates should be given priority while inducting teachers.

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