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Educational Planning in PML-N's Electoral Manifesto and Its Implementation Under PML-N's Government in Punjab (2012-2018): An Analysis

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International Islamic University Islamabadazra.msps80@iiu.edu.pk**Dr. Safi Ullah Khan Marwat**Assistant Professor, Department of History and Pakistan studies
International Islamic University Islamabad**ABSTRACT**

This research work is conducted to analyze educational reform's implementation in the Punjab under the election manifesto of PML-N (2013 to 2018) using mixed method i.e. qualitative and quantitative. This research work focused on educational legislation in the Punjab initiated by the PML-N government during specific time period. The Punjab government implemented several reforms in education sector including development of school infrastructure, provision of free textbooks, scholarships, stipends to poor children, initiative in teacher trainings programs, establishment of classrooms in early childhood education, and upgradation of schools in most of the Punjab districts. Similarly, skills development programs were also launched by the Punjab government which included technical and vocational training institutions with the main purpose to develop skills among the students throughout the Punjab. The analysis of the data from the survey and interviews showed that most of the teachers had the perception that PML-N government made implementation of educational reforms in the Punjab Province. But implementation challenges remained in rural areas.

Keywords: election manifesto, educational reforms, PML-N, Implementation process

INTRODUCTION**1.1 Background of the Study**

Historically, the Punjab was ruled by the different Empires which included Aryans, and Mughals, etc. The history of this region also goes back to the Indus valley civilization. This region was conquered by Muhammad Bin Qasim and thus he brought the message of Islam to this region and before that, the population of this region was predominantly Hindus. Then, with the passage of time, this message was spread by Sufi Saints. In 1524-1739 this region was ruled. by the Mughal Empire. They developed this region and Badshahi Mosque and Shalimar garden was constructed. The most prominent leader of this region was Maharaja Ranjeet Singh. He

established the great Sikh Empire. When Ranjeet Singh died the region was controlled by the British Empire and after two Anglo-Sikh Wars in 1849 the Punjab was annexed. A large number of developments took place under British rule like an introduction of western education, revenue, and a new administrative system. The Punjab is called the land of five rivers as all the river of the country flows through this region. It is the largest province of the country population-wise. According to the 1988 census, it contains 7,25,85,000 of the population. Geographically, on the north side of this region province of Khyber Pakhtunkhwa and the federal city of Islamabad is situated. To the north-east side of this region, India is situated. To the South-West side of this region Sindh province is situated and to the western side the province of Baluchistan and Fata is situated.¹

The Punjab Assembly established the education foundation of the Punjab through PEF Act of 1991. The purpose of legislation was to provide grants by PEF for the building of schools so that education should be promoting to all individuals and every individual easily access to education. Similarly, with the passage of time in 2004, PEF pay similar attentions for the development of education. Another broad mission of PEF remained broadly the same in order to support the private schools so that education can be provided to the poor student's. Initially, the focus of PEF was on school administration, teachers and on parents to improve the education and provide accessibility of private school's education to all individuals.²

1.2 Statement of the Problem

The Punjab educational sector witnessed significant changes during the tenure of the PML-N government from 2013 to 2018. Despite the implementation of various educational reforms this research aim at enhancing the quality and accessibility of education, as there is lack of comprehensive analysis of these educational reforms in the Punjab. This study seeks to examine into the educational reforms and initiatives introduced during this period, examine their implementation process, identifying potential shortcomings or obstacles faced by the government in educational policies. One of the main objectives of this research is to conduct an in-depth evaluation of the educational reforms introduced by the PML-N government administration in the Punjab. This investigation is focusing on analyzing the strategies employed, resources allocated to the education sector and the institutional framework established to execute these reforms.

1.3 Significance of the Study

The selected topic is important in order to know the implementation of educational reforms, which includes improvement in curriculum design, literacy rate, teaching methodologies, infrastructure development, in short overall educational standards in the Punjab during the time period from 2013 to 2018. Similarly, the topic keeps significant importance in order to know the reason behind educational reforms, legislation on education and how these laws have been tackled the existing educational problems in the Punjab. This study is providing valuable insights

into whether the introduced educational laws have effectively reduced the educational problem or not. By examine these aspects, this research contributes to informed policymaking, regional progress as well as better understanding of how political goals were relate to actual policy outcomes. The study is also important because it is providing a source of information for policy makers, academicians, in order to understand the impact of these educational reforms formulated by PML-N government from 2013 to 2018.

1.4 Research Objectives

1. To investigate the reasons that forced PML-N government (2013-2018) to address legislative reforms in the area of education in the Punjab during the specific time period.
2. To analyze the implementation of these educational reforms at various level of educational system in the Punjab during PML-N government.

1.5 Research Questions

1. What were the factors that led government of PML-N to initiate legislation in educational sector in the Punjab from (2013-2018)?
2. How effectively were these educational reforms implemented at various level of educational system in the Punjab during PML-N government?

II. Literature Review

2.1 Review of Previous Research:

Capital Development of Human Performance 2013-2018 website of PML-N highlighted that PML-N government ensured access to basic education for all. Also PML-N government increased enrollment ratio from 83% to 92 % of more than seven hundred thousand previously out of school children. Similarly, under DSA ten thousand students enrolled in fourteen newly established school. Also early childhood education was introduced in public schools. Report also highlighted that PML-N government awarded need based scholarship and introduction of early childhood education in selected public school, but it did not mention the implementation of the educational reforms hence the present study is focusing to find out these gaps.³

Dawn, The PML-N Made Bold Claims in its 2013 Manifesto. How many of those promise did it keep? News report highlighted that the PML-N in its 2013 election manifesto claimed to achieve public spending of 4 % and 2% of GDP for education. It was also highlighted that the government would spending on health and education. But it was not highlighted properly that implementation of educational reforms in the Punjab. Hence the present study is focusing to find out these gaps.⁴

Government of the Punjab help out to gain 100 % enrollment by 2018 to bring improvement in education sector said by educational minister of the Punjab Rana Mashhood Ahmad Khan in Educational World Forum held in London. The purpose of education world forum was to review the system of education. Education minister of the Punjab also said that budget for education also increased 379 % from 2008. He said that our priority was the provision of education.

Similarly, early childhood education classrooms and qualified teachers will be provided in 10 thousand primary school by March 2018.⁵

A research report on *Performance Evaluation of the Punjab Education Sector Programme Review of Education Sector Performance: Final Report 2021*, analysis that performance evaluation of UK support to education in the Punjab through second phase of PESP that had run from 2013 to July 2023. The report analysis that more children were enrolled in the Punjab schools. Participation rate have been growing over a period. But the report did not explain about the educational reforms under PML-N government. Hence, the present study is focusing to find out these gaps, although the report contain a detail information on education system of Pakistan in all its five district.⁶

Similarly, a study by Sara Maqbool *A Study On the Equity of Higher Education in the Punjab in Context of Equal Opportunities in Higher Education* highlighted that crisis in the educational system of Pakistan is also due to failure of students in examination largely at graduate and post graduate. The report highlighting that Pakistan has facing serious educational crisis such that neglecting educational reforms. Report also highlighted that Higher Education System performs specific role in educational quality hence it become important to bring change in the dynamics of educational system. The report also highlighted that in the Punjab there were more than 18th public sector universities but the study did not give proper information on educational reforms during PML-N government hence the present study is focusing to find out these gaps.⁷

III. RESEARCH METHODOLOGY

3.1. Research Design

3.2.1 Mixed-Method Approach

The study is analytical. The study is based on qualitative as well a quantitative methodology for data collection. In qualitative approach study is mainly base on primary and secondary sources. Primary sources are including election manifesto of PML-N, legislative bills of educational reforms, reports, speeches, debates, press release, and interviews etc. Whereas, secondary sources include books, articles, and online newspaper etc. On the other hand, for quantitative methodology random sampling technique is used for research purpose including online survey and the participant of the study is government school teachers of the Punjab government.

3.2 Population and Sampling

3.2.1 Population

It is including the educational experts, academicians, politicians and all document related to the educational policies, government school teachers, reports, official records and survey of the Punjab government.

3.2.2 Sampling Technique

Random sampling technique is used for research purpose. It is including the male and female teachers of the Punjab government schools.

3.2.3 Sample Size

A size of **25 respondents** is chosen from district Attock, Gujrat, Multan, Rawalpindi, Murree, Sialkot and Toba Tek Singh.

3.2.4 Instrument

Unstructured interviews or open ended questions as well as closed ended questions are use in this research purpose. Unstructured or open ended questions were asked from academicians and educationist whereas, in structured interviews, closed ended questions were asked from government school teachers of the Punjab through online survey.

3.3 Data Collection

Primary data is collected from Directorate of education The Punjab, Election Commission of Pakistan, Ministry of Education, Higher Education Commission of the Punjab, Provincial Assembly of the Punjab, and online survey etc. Whereas, secondary data is collected from online sources like newspaper, articles, research paper, thesis, books etc.

3.4 Data Analysis

Data is analyzed through content analysis. It is further analyzed through thematic and chronological order.

IV. Educational Reforms in 2013 Election Manifesto.

PML-N talked in broader perceptive about education in their 2013 election manifesto. The following points of PML-N regarding the education were discussed in the election manifesto of 2013.

- PML-N had declared national education emergency in to eradicate illiteracy from the country.
- PML-N promised to launch the national literacy movement and volunteers from different segments of the society.
- PML-N also coordinated with provinces in order to initiate legislation to provide road map for 100% enrollment of the students up to middle level and 80% up to universal literacy and also meet the target of Millennium Development Goals regarding education.
- For Pakistan's education system 2025 formulated by PML-N. These vision objectives included the transforming of Pakistan education system in compete with world's education system.
- PML-N also ensured to overcome the problems arising from multiplicity of education by introducing uniform system of education.
- Initiatives of Free text books and incentives especially for girls were taken by PML-N and decrease dropout rate at primary level and providing missing facilities.

- Collaboration made with Provincial government in order to provide facilities for teachers and also improve the quality of education and quality teacher in every classroom.
- PML-N gave Special initiatives for teacher's development like providing better salary and improved better structures and selection of teachers will be based on merit through transparent selection process.
- PML-N made pledge that for the improvement of the curricula in different subject's federal government coordinate with provincial government.
- PML-N make sure the allocation of resources and funds for education in order to meet the objectives of MDG by 2018.
- In all secondary school's grants provided to established science laboratories.
- In all government school's computer labs established and laptops provided to every student.
- For the better future of students PML-N should introduced career counseling in schools, colleges and universities.
- In all provinces Danish schools shall be formulated.
- PML-N Provide higher education to needy and poor students through Education Endowment Fund.
- Higher education Commission given higher authority in order coordinate with provinces in matters like curriculum and scientific research.
- For HEC Scholars Technology Development Fund established after completing PhD.
- PML-N the recruitment on merit basis like all public universities vice-chancellor shall be appointed on merit base.
- PML-N surely established higher educational institutions in remote areas.
- In rural and remote areas vocational education given to promote education.
- Financial resources provided to Madrassa students and vocational training to every student to become entrepreneur.
- Through evaluations and monitoring authority's, education sector was monitor.
- Government will focus on special education for special children.

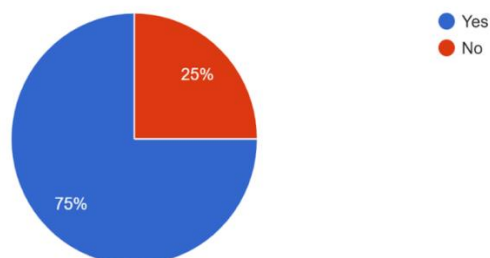
4.1 Responses of the Punjab Government School Teachers in Bringing Reforms in Education Sector by the Punjab Government (2013-2018).

Researcher conducted online survey among teachers of government schools in various districts of the Punjab. It included district Attock, Gujrat, Multan, Rawalpindi, Murree, Sialkot and Toba Tek Singh from where responses have been received.

4.1.1 Reforms in education sector

Do you think that government of Punjab bring reforms in education sector.

16 responses



The above graph shows that the Punjab government has implemented reforms in education sector at different educational level across the Punjab. 75% of the Punjab school government teachers believed that reforms in education sector have been implemented by government. While, 25% teachers were disagreed with the Punjab government bringing reforms in education sector.

4.2 Education Enrolment Emergency Campaign in The Punjab Primary, Middle, Secondary and Higher Secondary schools.

On 14th August 2013, the Punjab government announced education emergency in the Punjab. The purpose of this campaign was to increase enrolment ratio up to 100%, because during that year approximately, two million children were out of school. Under the initiative of chief minister of the Punjab this campaign was launched and in this way education department made remarkable progress in order to bring out of school children. Teachers played important role in conducting door to door survey of out of school children.⁸

Tenure of PML-N government in the Punjab made remarkable progress in educational development from 2013 to 2018. Similarly, the enrollment ratio especially the primary school net enrollment ratio was increased throughout the Punjab. By the end of 2016, student enrollment increased from 45 % to 70 %. Besides, the monitoring system and the quality of teaching much improved. Although these reforms have not impacted positively on education development in the Punjab because a large number of children remained out of school especially, in middle and high school's enrollment ratio remained poor as 0.5 million enrolled in middle and on the other hand only 0.2 million enrolled in high school.⁹

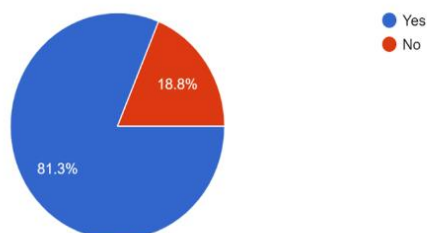
The year 2013 marked the large number of enrollment in the Punjab. Approximately half a million primary-age children were enrolled, a great achievement in history. The enrollment ratio increased mostly in rural areas and especially girl's enrollment ratio increased. The enrollment

ratio increased as one and a half million children enrolled in school.¹⁰ During the year 2016-2017, the enrolment ratio at the primary level in the Punjab increased up to fourteen million.¹¹ It shows that successful implementation of enrolment drive in the Punjab.

4.2.1 Enrollment ratio of students in Punjab schools

Do you think that students enrollment increased during specific time period.

16 responses

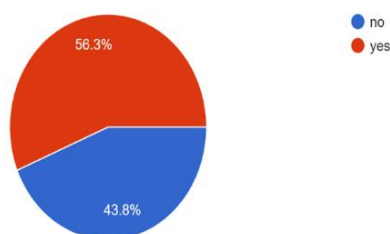


The above graph shows that large number of teachers 81.3% were agreed with reform implementation in enrolment campaign. While, 18.8% teachers did not agree with the implementation of enrolment emergency campaign which shows that the Punjab government did not remain successful in achieving 100% enrolment.

4.2.2 Literacy Reforms in the Punjab at Primary, Middle, Secondary and Higher Secondary Schools

Do you think that literacy rate improved during specific time period.

16 responses

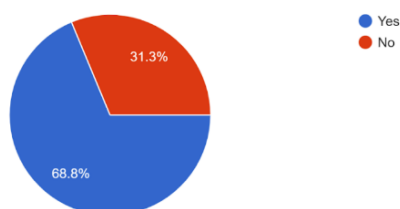


The Punjab government also focused on increasing literacy rate throughout province. According to Pakistan economic survey 2013-2014, the overall literacy rate in the Punjab during the year 2013-2014 was 62%. Male literacy rate was 71% while female literacy rate was 54% of the age ten years and above. These figures show that literacy rate was more which reflects that high percent of population was able to read and write.¹² The literacy rate in the Punjab jumped during the year 2014-2015, as compared to the previous year. According to the Pakistan economic

survey 2014-2015, the overall literacy rate in the Punjab was 63% which shows increased in percentage compared to the last year. The male literacy rate was 71% and female literacy rate was 55%. It shows that the positive impact of enrolment campaign by the Punjab government due to which literacy rate in the province became improved.¹³ The above graph shows that 56.3% of teachers were agreed that there was a significant change in literacy rate, while 43.8% of teachers were not agreed with the improvement in literacy rate. These percentage shows that the literacy rate remained neutral, because teacher's opinion suggest that literacy rate not increased significantly.

4.2.3 Educational reforms impact on students learning

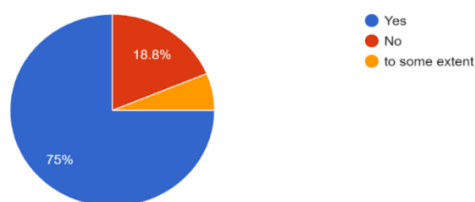
Do you think that reforms in education sector positively impacted on students learning.
16 responses



The above graph shows that 68.8% teachers were agreed that students learning have been improved but 31.3% teachers were not agreed with the improvement in student learning. It reflects that there was improvement in learning of students. However, this change was not significant.

4.2.4 Infrastructure and Basic Facilities Reforms at Primary, Middle and Secondary Schools

Do you think that government of Punjab provided basic facilities to schools such as electricity, washrooms, boundary walls, drinking water etc.
16 responses



The above table shows that 75% of teachers were agreed that government provided basic facilities in schools included the availability of drinking water, electricity, boundary wall, and washroom etc. Whereas, 18.8% of teachers were not agreed on availability of basic facilities in schools.

From the year 2013 to 2017 large number of basic facilities have been provided in the Punjab schools. There was a significant increase in availability of basic facilities. In the Punjab more than

96% schools have basic facilities included toilets, drinking water, electricity and boundary walls. Similarly, 97% schools have been the facility of gates while, sewerage system was available in 89% of schools.¹⁴

Availability of Drinking water

The Punjab government implemented basic facilities throughout the Punjab during the year 2017. Although, the percentage of these facilities varies from district to district level. Almost in the Punjab 99% schools have the availability of drinking water. Except Rajanpur, Attock and Rawalpindi schools where availability of water was 96%, 97% and 98%.

Availability of Washrooms

In the Punjab 99% schools have been availability of washrooms whereas, in Rajanpur 97% schools having this facility.

Availability of Electricity

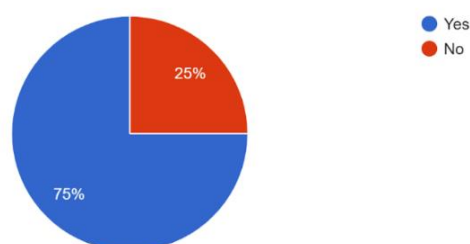
The availability of electricity in the Punjab schools shows different percentage. 81% schools in Rajanpur have been the facility of electricity. The percentage for D.G Khan, Rahin Yar Khan, Sheikhpura, Bahawalpur, Muzaffargarh and Narowal shows different percentage which consisted 86%, 91%, 93%, 95%, 95% and 96% respectively.

Availability of Boundary Wall

In the Punjab all schools have been the facility of boundary wall. But the percentage of schools with this facility was different. 98% of all schools in the Punjab have been the availability of boundary wall except Sahiwal, Jhang, T.T Singh, Rawalpindi, Bahawalnagar, Okara and Rajanpur where the availability of boundary wall in these schools was 92%, 93%, 93%, 94%, 97%, 97%, 97% and 97%.¹⁵

4.2.5 Reforms in infrastructure of school

Do you think that Punjab government work on the infrastructure of schools.
16 responses



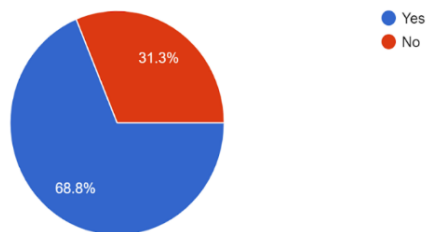
The above graph shows that 75% of teachers were agreed upon the developments in infrastructure of schools in the Punjab. While, 25% of teachers were not agreed in school infrastructure developments.

4.2.6 Reforms in upgradation of Primary and Middle Schools

During these years approximately, 4300 primary schools were upgraded and further the Punjab government set target to upgrade 10,000 more schools. It was a great initiative of chief minister of the Punjab on the development of primary level of education. Similarly, the chief minister of the Punjab made conferences with the education minister and educationist in order to know the performance of the education in the province. Similarly, the Punjab government also upgraded middle schools to high schools. Thirty middle schools have been upgraded to high schools. It shows that the Punjab government implemented reforms in upgradation of schools.¹⁶

Do you think that number of schools were upgraded during specific time period.

16 responses

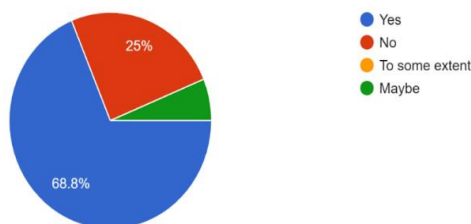


The above graph shows that 68.8% of teachers were agreed that government upgraded number of schools. While, 31.3% of teachers were not agreed about the upgradation of schools by the Punjab government.

4.2.7 Reforms in Early Childhood Education at Primary Level

Do you think that Punjab Government took initiative to bring reforms in Early Childhood Education.

16 responses



It can be seen from above graph that 68.8% of teachers were agreed on the implementation of early childhood education reforms in the Punjab it shows that government took initiative in early childhood education, early childhood classrooms were established in the Punjab various districts. Whereas, 25% of teachers were not agreed about the implementation of reforms in early childhood education.

The government of the Punjab made a policy to bring reforms in ECE. Access to ECE was a top priority agenda of the government. During the years 2013 to 2017 government of the Punjab made numbers of ECE classrooms in government primary schools of every district. Between the years 2013 to 2015, the government successfully implemented the policy of ECE classrooms. Approximately, 1225 ECE classrooms were established. Similarly, in 2016 additional 900 classrooms were established. International organizations played an important role including UNICEF in establishing the ECE classrooms in the Punjab. ECE was introduced in different schools having different criteria for example 50% were consolidated schools, 30% of schools had the highest enrollment ratio, and 20% of schools were community model schools where ECE was introduced.¹⁷

Implemented ECE Classrooms in the Punjab (2013 to 2018)

Year	Establishment of ECE Classrooms
2013-2015	1,225
2015-2016	900
2016-2017	1,400
2017	5,000
2018	10,000

Source: The Punjab Early Childhood Education Policy, *School Education Department Program Monitoring and Implementation Unit, Government of The Punjab*, P. 29

The Punjab government established 1,225 ECE classrooms during the year 2013- 2015. Similarly, 900 more schools were established and the number of schools further increased to 1,400 during the year 2016-2017. The government achieved a large number of targets by establishing more classrooms about 5,000 during the year 2017. Similarly, government achieved highest numbers of classrooms approximately 10,000 during the year 2018 which was a big target achieved by the Punjab government. It shows that every year, the Punjab government increased the number of classrooms for ECE in the Punjab which shows a remarkable initiative especially, in the education sector and the successful implementation of the reforms.¹⁸

Impact of ECE on Student's Enrollment Before and after the initiative of ECE in district Sheikhpura

Enrollment status before ECE Rooms	
Nursery	Grade one
1444	875
Enrollment status after ECE Rooms	
Nursery	Grade one
1678	1103

Source: Implementation of the scheme titled "Introduction of early childhood education in 1000 primary schools with highest enrollment and improvement of environment of school to convert them into child-friendly schools" Accessed from [http://gaed.edu.pk/images/content-images/ece/Comprehensive%20Report%20on%20Early%20Childhood%20Education%20\(ECE\).pdf](http://gaed.edu.pk/images/content-images/ece/Comprehensive%20Report%20on%20Early%20Childhood%20Education%20(ECE).pdf)

Impact of ECE on Students Enrollment before and after establishment of ECE Rooms in district Nankana Sahib.

Enrollment status before ECE Rooms	
Nursery	Grade one
1509	999
Enrollment status after ECE Rooms	
Nursery	Grade one
1653	1015

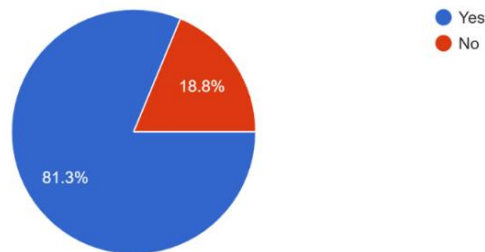
Source: *Ibid*

The above tables show the impact of ECE on children enrollment in districts Sheikhpura and Nankana Sahib. It can be seen that the enrollment ratio increased positively in both districts after the establishment of ECE. It shows that successful implementation of ECE also leads to a positively increased enrollment ratio of children.

4.2.8 Provision of IT Labs at Primary and Secondary Schools

Do you think that IT labs were provided at various level of schools

16 responses

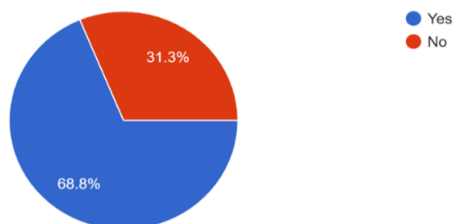


The above graph shows that large number of teachers agreed with the establishment of IT labs in schools. Whereas, 18.8% of teachers were not agreed with the provision of IT labs in schools. It shows that government provided many of IT labs in middle or secondary schools but some schools also lack with this facility. During the year 2013-2014 the Punjab government implemented reforms in provision of IT Labs. Six hundred and thirty-six IT Labs have been provided in upgraded high and higher secondary schools. Similarly, at elementary level five hundred IT have been provided.¹⁹ Similarly, the Punjab government provided computer Labs in five-hundred schools at elementary level throughout the Punjab. On the other hand, in six hundred high school's computer labs were provided during the initial year of the PML-N government.²⁰

4.2.9 Reforms in Scientific education

Do you think that School Education Department focused on the provision of scientific education in schools.

16 responses

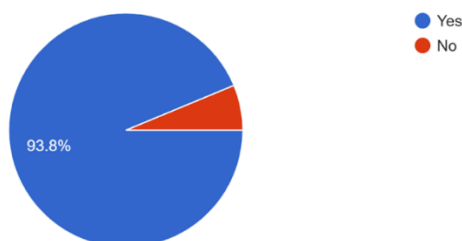


The above graph shows that 68.8% of teachers agreed with the performance of school education department in focusing on science education. While, 31.3% of teachers did not agreed with performance of school education department in providing science education at middle or secondary level of education across the Punjab.

4.2.10 Reforms in assessment to improve learning of students

Do you think that education department conducted assessment at different level to access learning outcomes.

16 responses

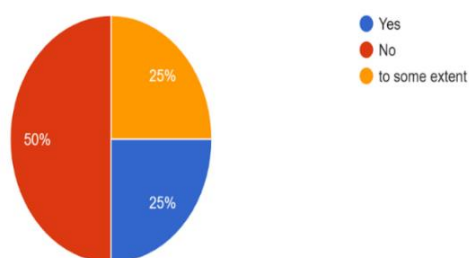


The above graph shows that 93.8% of teachers agreed that school education department focused on conducting assessment at various level of education including primary, middle and secondary etc.

4.2.11 Recruitment of Teachers, Upgrading scales and Teacher Training Programs in the Punjab

Do you think that Punjab government recruited number of teachers or successfully implemented.

16 responses



The above graph shows that 50% of teachers were not agreed on the reform implementation of teacher's recruitment in the Punjab. It shows that large number of teachers were of opinion that government did not recruited teachers. While, 25% of teachers were agreed on the implementation of recruitment policy of teachers by the Punjab government. It shows that the Punjab government did not bring reforms in recruitment of teachers over the years. The Punjab government recruited large number of teachers. During the year 2014, the number of teachers recruited in the Punjab was almost 110,000. These recruitment was based on merit. Similarly, government of the Punjab also hired extra teachers that always present at schools. Similarly, for improving teaching methodologies, the Punjab government also distributed lesson plan among teachers in almost sixty thousand government schools. The impact of these reforms

implementation can be seen that approximately, two hundred thousand teachers at primary level were trained by using that lesson plans.²¹

	2013	2014	2015	2016	2017
Number of teachers	323,217	321,064	336,629	342,781	403,172

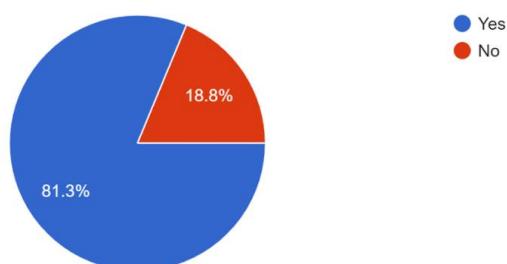
Source: Report on Annual School Census 2017, Available at https://opendata.com.pk/dataset/3560f1d7-b9ab-4a1d-b0e9-150ae853dd12/resource/30bc89bd-171d-4856-8df0-eb93a58ed06b/download/report_on_annual_school_census_2017_18.pdf

The above table shows that the number of teachers in government school of the Punjab according to the report of annual school census 2017. The number of teachers increased during the year 2013 to 2017. These figure shows that the during these five years, the Punjab government recruited teachers at various level of education system in the Punjab. According to the school education department, teachers have been recruited at various level of education throughout the Punjab. Similarly, during these years' teachers scale has been upgraded and posting of teachers at different schools in the Punjab have also been implemented.²²

4.2.12 Reforms in teacher training programs

Do you think that government took initiative for teachers training programs.

16 responses

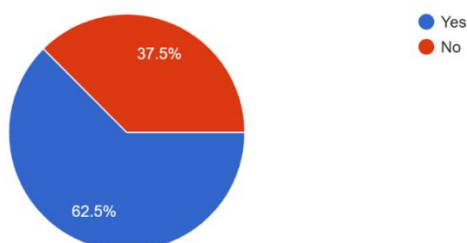


The above graph shows that 81.3% of teachers were agreed on implementation of reforms in teacher training programs. While, 18.8% of teachers were not agreed with the implementation of reforms in teacher training programs in the Punjab.

4.2.13 Reforms in upgradation of teacher's scale

Do you think that government upgraded teacher scales at various level of education.

16 responses

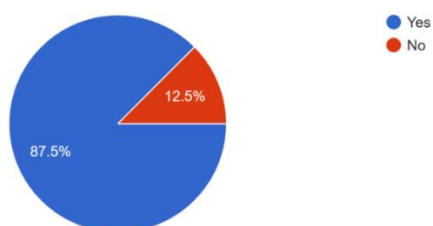


The above table shows that 62.5% of teachers were agreed on the implementation policy of upgradation of teacher's scale. While, 37.5% of teachers did not agree with the policy implementation of teacher's scale. It can be seen that the Punjab government bring reforms in implementation of teacher's recruitment, upgrading of scale and providing teaching courses.

4.2.14 Legislation in Provision of Free and Compulsory Education at Primary, Middle and Secondary Schools

Do you think that Punjab government successfully provided free and compulsory education.

16 responses

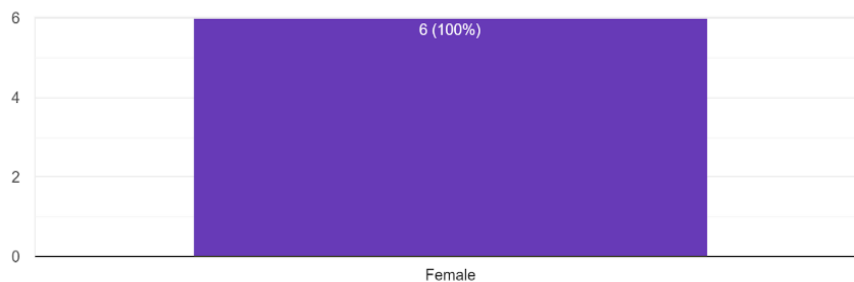


The above graph also shows that 87.5% of teachers were agreed that government provided free and compulsory education across the Punjab. While, 12.5% of teachers were not agreed with government implementation policy. But, it shows that the Punjab government provided free and compulsory education from grade one to matric. On 16 May 2014, this bill was presented in the Punjab Assembly by Rana Sana Ullah. The bill was then sent to the education committee for further suggestions.²³

Opposition members also expressed their opinions regarding the bill. After a full reading of the bill, the Punjab Assembly passed it on 27 October 2014, and it became an act. Governor of the Punjab assent this act on 08 November 2014, then after it was published in the Punjab Gazette on 10 November 2014. The act consists of six chapters, and different terms were explained. Part 1 of the act defines different terms, such as the term "child", which means that every child from

the age of five to sixteen can receive free and compulsory education without any discrimination. Similarly, the term “education”, is defined as including all forms of education, such as madrasa, school, technical, vocational, and special education which should be provided to every student. Chapter two of the act explained that the government should considered the provision of free and compulsory education to every child from grade one to ten. The next part of this act explained that local authorities and the government should be responsible for providing funds. Similarly, the government shall establish schools in order to implement this act. The next part of the act explained that the private sector should also provide free education, and outlined the duties of parents and teachers for child development, etc. The last chapter of the act explained that for the implementation of this act, the government should take necessary steps. The government should consult with local government for the effective implementation of this act. Hence, this bill passed by the government in the Punjab was one of the main crucial initiatives in the field of education to provide free and compulsory education to every child according to the constitution of Pakistan.²⁴ In order to know the implementation of the Act, a questionnaire was distributed among the government teachers of the Punjab Schools which include Government Girls High School Manga Murree and Government Girls High School Dhoke Hassu Rawalpindi.

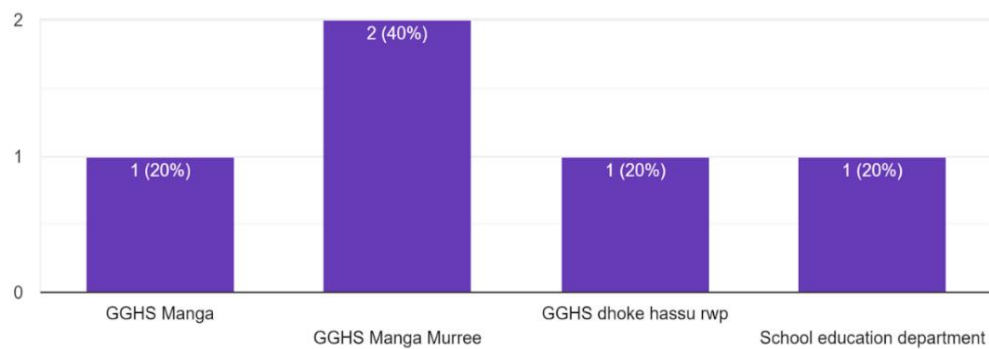
Gender
6 responses



The above graph shows that six female teachers gave response to the implementation of free and compulsory education.

Institution Name

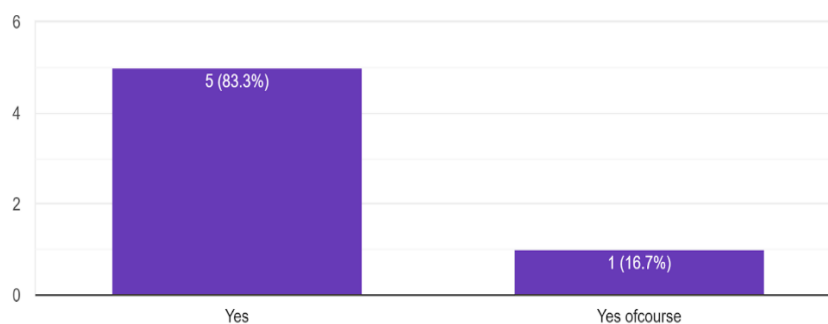
5 responses



The above table shows the name of government schools of the Punjab that were participant of the survey from where researcher got response.

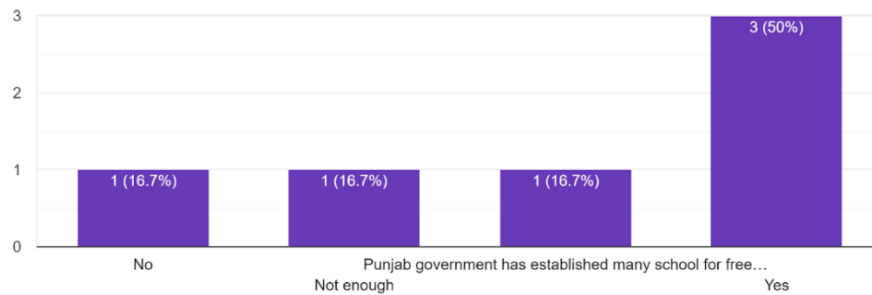
Do you think that the Punjab Government or local authorities provided funds for the implementation of this Act?

6 responses



Do you think that the local authorities established number of schools for providing free education?

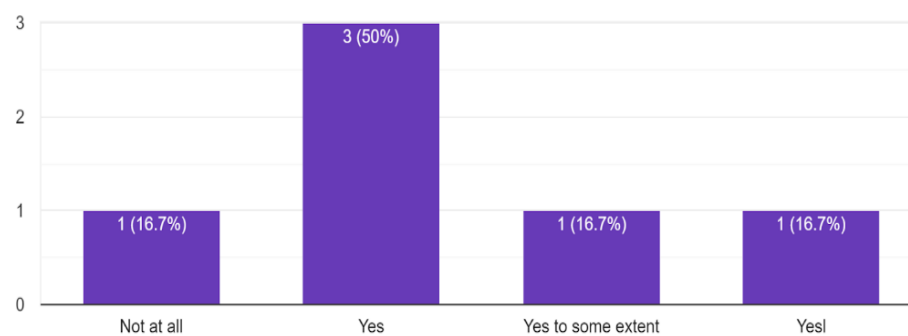
6 responses



The above table shows that 50% of teachers have been agreed on the establishment of schools by local authorities.

Do you think that parents positively response in sending their children for free education?

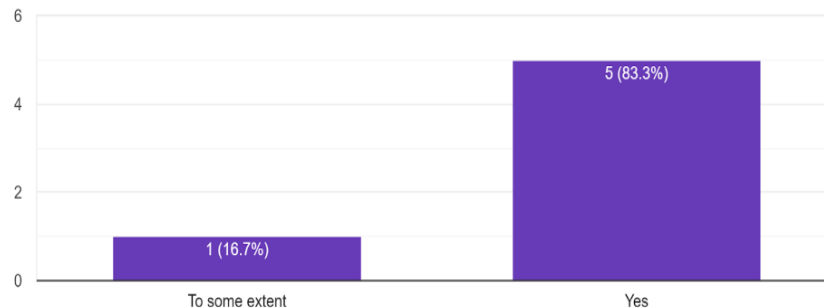
6 responses



The above graph shows 50% teachers have been agreed on the positive response of parents in sending their children to school.

Do you think that there was monitoring system for the implementation of the Act?

6 responses



The above graph shows that 83.3% of teachers were agreed on the monitoring system of this act.

Researcher got different responses from the female teachers as most of the teacher's opinion was that provision of free and compulsory education reduce illiteracy and dropout rate of the children. Similarly, from the age of five to sixteen free education was provided to every child. Some of the teachers responded that local bodies and the Punjab government provided funds and many schools were established for the implementation of the Act. Some of the teachers responded that local bodies did not established schools for free education. Beside this, most of the teachers responded that there was a proper monitoring system for the implementation of the act. But the major challenges faced by educational institution was child labor, funding constraint, teacher's shortage, assessment and evaluation of the children due to which 100% enrollment of children get affected.

This act was implemented up till "free education" because government provided free books, uniforms, and stipends but not implemented "compulsory" because the Punjab government have not achieved 100% enrollment. Large number of children are still out of school and also school going children drop out ratio still persist. There were many barriers behind this like cultural barriers, lack of proper check and balance by family side, lack of monitoring system and other many factors which creates hurdles due to which enrollment ratio get affected.²⁵

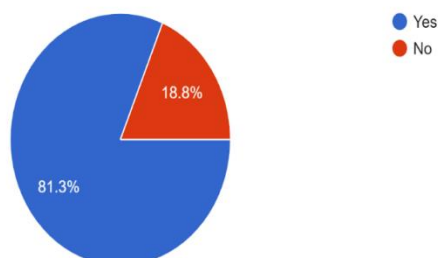
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4.2.15 Reforms in curriculum

Do you think that Punjab government successfully redesign the curriculum.

16 responses

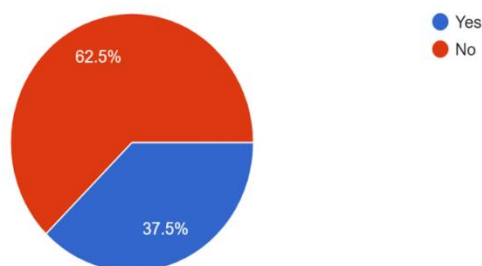


The above table shows that 81.3% of teachers were agreed on the curriculum development by the Punjab government while 18.8% of teachers did not agree with the implementation of redesign policy in curriculum.

4.2.16 Reforms in establishment of government schools

Do you think that number of government schools were increased.

16 responses



The above graph shows that 62.5% it means large number of teachers were not agreed that government did not established new schools. Similarly, 37.5% of teachers agreed that government established new schools. Overall, it shows that the Punjab government not established new schools during the specific period.

3.1 Thematic Analysis of Educational Reforms Implementation in The Punjab Schools

The Punjab government took vigorous steps in implementing educational reforms across entire Punjab. Responses of the Punjab government school teachers shows the percentage of teachers that agreed upon the reform implementation in the Punjab.

S. No	Reforms In The Punjab Sector	Yes	No

1.	The Punjab government bring reforms in education sector	75%	25%
2.	Students enrolment increased during the specific time period	81.3%	18.8%
3.	Reforms in education sector positively impacted on student learning	68.8%	31.3%
4.	Literacy rate increased during specific time	56.3%	43.8%
5.	The Punjab government provided basic facilities to schools such as electricity, washrooms, boundary walls, drinking water etc.	75%	18.8%
6.	The Punjab government work on infrastructure of schools	75%	25%

7.	Number of school were upgraded	68.8%	31.3%
8.	The Punjab government took initiative to bring reforms in early child hood education	68.8%	25%
9.	IT Labs were provided at various level of schools	81.3%	18.8%
10.	School education department focused on the provision of scientific education in schools	68.8%	31.3%
11.	School education department conducted assessment at different level to access learning outcomes	93.3%	----

12.	The Punjab government recruited number of teachers	25%	50%
13.	The Punjab government took initiative for teacher training programs	81.3%	18.8%
14.	The Punjab government upgraded teachers scale at various level of education	62.5%	37.5%
15.	The Punjab government provided free and compulsory education	87.5%	12.5%
16.	The Punjab government redesigned the curriculum	81.3%	18.8%
17.	Number of schools were increased	37.5%	62.5%

Conclusion

Summary of Findings

PML-N in its election manifesto of 2013 gave detail agenda in bringing reforms in education sector. Particularly, in the Punjab, the implementation of these reforms was very effective. The

Punjab government made a remarkable initiative in primary, middle and secondary level. Chief minister of the Punjab made a great initiative in enrollment of children by starting enrolment emergency campaign which positively affected on the increasing enrollment of children especially, at primary level. The enrollment ratio also gets increased over the time. But still, the government did not achieve 100% enrollment of children. Initially, increase in enrollment positively impacted on the literacy and learning of students Apart from these developments in education sector, The Punjab government successfully implemented basic facilities included availability of drinking water, electricity, and boundary walls in primary, middle and secondary education. However, the percentage of these facilities were also increased from the previous years and government also worked on the development of infrastructure. Government also upgraded number of schools from primary to middle and middle to high and IT labs, computer labs and science labs were established. Along with these reforms in education sector, government also bring reforms in early childhood education. At primary level, early childhood classes were established. Education department also focused on the learning of the students for this purpose assessments were conducted on regular base at primary and middle schools. Similarly, government also bring reforms in development of teachers. These reforms included recruitments of teachers, upgrading teacher scales and training programs. Free and compulsory education were also provided by the government as the Punjab Assembly passed Act for it. As it was mention in the manifesto of PML-N government special focus would be given on the curriculum development. In the Punjab particularly, reforms in curriculum have been implemented. It can be seen that promises made in election manifesto was somehow implemented in the Punjab.

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