

Erum Gul *

A History Of Development Of Private Schools System In City Mandi Baha-Ud-Din, Punjab

Abstract

This is a study of the development of the private educational institutions in the city Mandi Baha-ud-Din (MBDin afterward). It is significant that there has been a tradition of private enterprise in this very field even before independence of the sub-continent. However, these institutions belonged to different communities of Hindus, Sikhs and Muslims living there in the city and its surrounding villages. Independence witnessed the change of composition of the population in both new country of India and Pakistan. The city MBDin is no exception. The new population in the city was Muslim and besides the public schools for girls and boys who were taken over by the new government, they enthusiastically participated in establishing new institutions. However, the characteristics of these changed with the passage of time and the initial ideological observance converted into professionalism. This change is tried to be evaluated by conducting surveys, interviewing parents and teachers of the city.

Key words: Surveys, private educational system, facilities in the school, aims and objectives of education, Affiliation to the society.

Introduction

A consensus is emerging globally in favor of private and quasi-private provisions of educational services compared with public provisions. This policy priority has given rise to privatization of certain components of educational services, for example in the building of physical facilities, teacher provision or private adoption of school with some public support. A more compromised preference has appeared through the policies of public-private partnerships.¹ Privatization and establishment of private institutions is also on rise in Pakistan. The governmental census of educational institutions reveals that 33% of educational institutions were in private sector in 2005,² whereas recently it is 42% of all institutions in Pakistan.³ At primary level, 34% children (of the age of 5-9 years old) of total net enrollment are enrolled in private schools, among whom 34% are boys and 33% are girls.⁴ The rise of low-fee private schooling has been the most significant development in Pakistani Education in the last fifteen years.⁵ However, the standard of education varies institution to institution as some schools are providing quality education whereas many others barely meet the desired standards of education. Likewise capacity of all the existing schools is much lesser than the

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actual number of students required to be enrolled.⁶ The 1992 and 1998 education policies gave importance to the private school systems and encouraged the establishment of private schools to enroll more students and to enhance their role in rising literacy rate to achieve the objectives as proposed in these policies.⁷ Consequently, Private sector enrollment is increasing, it is also because of provision of overall facilities in these institutions other than the quality of education, as compared to public sector. Quality of education is decreasing gradually in public schools owing to several factors in administrative and policy implication. This causes the parents to turn to the private schools. On the other hand, private education may also be categorized fee wise or also standard of education wise. LEAPS (Learning and Education Achievement in Pakistan Schools) survey reported in 2008 that only 11 percent private schools charge a monthly tuition fee of more than PKR 800,⁸ hence the enrollment of the private institution is increasing particularly from the middle classes of the society.

Education System In MBDIN

Private Franchise was functional in the city prior to independence of the subcontinent.⁹ The city MBDin comprised the Sikh, Hindu and Muslim Communities until August 1947 and same was the composition of the private institutions. Khalisa School was run by the Sikh Community, the followers of Arya Samaj had developed their own school in Arya Samaj Mandirs. In addition, the church of Scotland Mission, and Sanatan dharam were responsible for the local enterprise in Gujrat including MBDin.¹⁰ Small schools often consisting of one or two room were functioning as primary school for boys and girls like Dharam Shala in Sahna Pind.¹¹

Muslim were in minority in the city and entered the field late when Malik Muhammad Din Awan (popularly known as Sufi Muhammad Din), only Muslim member of the Municipal Committee until 1947,¹² established schools, two for primary section and one *Islamiya* High School,¹³ with Science Subjects and a furnished Science Laboratory. He donated twelve kanal land for the high school building.¹⁴ It was the foundation stone in initiating the educational entrepreneurship in the city to fulfill the need of educating the community in the city after independence.

The city was built by the British Colonial Government as a market city and a part of the agrarian system devised in Punjab province to enhance the economic activity in the field of agriculture. Which in turn increased the revenue to be utilized by the British in administration of the area as well as to accumulate for their own colonial objectives.¹⁵ However, they specified places for the schools as well separately for boys and girls.¹⁶ Similar pattern was adopted in the formation of the city MBDin. The Public schools were well in function under the headship highly educated headmaster belonging to the Hindu community. The first headmaster of the boy's high school known as MB High School was Sri Ram Sethi, who run the school from December 05, 1938 to August 14, 1947.¹⁷ These

schools have been serving the peoples in the city till this day and have prominent names in its honour list of the students.

However, the period following the partition witnessed the extended educational activities in the city bearing the characteristics of smaller entrepreneurs by the personalities belonging to the migrant as well as the local¹⁸ communities. Initially, this activity was more ideological and purpose oriented to educate, train as well as to make efforts for assimilation of various cultures of the communities gathered in the city after 1947. Later, they participate in creating new businesses, and in turn jobs, intensify competition and harnessing the available resources in the city with the passage of time, attaining the characteristics of the educational entrepreneurship; which are to present the new horizon to the educated masses extending into new fields of study or professions. The entrepreneurs, who start new organization, are visionary thinkers. They believe they can change the way things are done.¹⁹ This process gives birth to innovations to invest into new fields, increasing the economic activities and circulation of wealth. The economy at earlier stages does not stagnate but expands by the educated lot. They focus more broadly on personal development, mindset, skills and abilities, whereas the term entrepreneurship education has been defined to focus more on the specific context of setting up a venture and becoming self-employed.²⁰ Therefore, an entrepreneur is a person who always looking for change, responds to change, and exploits it as an opportunity.²¹ If blended with technological changes, it may increase productivity.²² The variables of capital, education facility, personal creativity and intelligence backed by socio-cultural and economic factor may determine the direction of change to the development of the society. Educational entrepreneurs have several crucial roles.²³ They act as catalyst of change by creating a combination of competition and cooperation that cannot be neglected by the stake holders of the educational system. They are venues of new skill sets and mindset. The organizations that entrepreneurs create often have the kind of culture that draws and retains achievement-oriented employees.²⁴ They also practice as developers of learning laboratories where experimentation and ongoing learning are encouraged. As problem-solvers, entrepreneurs are constant learners who regularly review seeking improvement and to keep pace with the change in society.²⁵

Private school system is not new to the Muslim Societies. The flourishing of knowledge, religious or scientific in the Muslim world, was mostly informal undertaken mostly in private capacity of the teachers, though state acted as patron in provision of financial resources to the center of learning but scarcely influenced the educational process.²⁶ Muslim Madrassah and Maktab and Hindu Path Shala functioned side by side in India in the same way. During British rule the indigenous communities established their own institutions to fulfill their community needs of education under the aegis of different personalities or organizations. Therefore, there were non-profit or less profit, need based institutions, with a pursuit of departing education, religious or ideological oriented or liberal thinking and innovation. This trend developed more after independence and more institution were set up on voluntary basis accommodating the various level of society. Later, this process became more profit oriented, particularly in the last decades of the 20th century. These institutions were innovative and introduced

modern methodologies in teaching and utilizing technology and played an important role in bringing about change in society in the field of education.

Private School System In MBDIN

Change of composition in the city MBDin followed independence and the public schools were also enrolled by the Muslim Students belonging to the migrants as well as the nearby villages. However, the increasing number of students disturbed the teachers-student ratio. Increase in population and incapacity of the government institutions led the innovative people of the city to enter the educational entrepreneurship. Moreover, individuals had preferences and ambitions to implement their own pedagogical techniques. Consequently, new institutions began to flourish which was pioneered by Ashraf Shah commemorated Sir Sayyid Ahmad Khan by establishing Sir Sayyid High School²⁷ close the Municipal Committee offices.²⁸ Public High School for girls was founded in 1960s as a first private girls' high school that shared the increasing burden of the Government Girls High School (GGHS) with quality and laborious teaching. Zikriya Bhutta, former, headmaster MB High School founded Tameer-e-Millat High School. Sheikh Umar Din's family of Sufi Pura laid foundation of a Junior Model School in 1970s. Sheikh's daughter, the first female lecturer in geography in the newly established female college in 1974, supervised it. Another eminent teacher Sir Muhammad Shafi patronized Iqbal Model School. Fauji Foundation and Rangers High School and College also jumped in the race in the last decade of the twentieth century and became prominent owing to their resources and patronage. Little Angel Academy was founded by Muhammad Bashir, a post graduate student in Punjab University and Khawaja Irfan Shahzad, a businessman. It also became an example of combined ventures by locals and immigrant population. It has developed into Al-Noor High School System now with separate campuses for Girls and Boys. Faran School System in 1988 was the first example of joint ventures of the expatriates with people of the city.

Motives of these institutions were mostly to educate the community on less profit base as well as to provide jobs to the educated persons, therefore performing function of private entrepreneurs; providing jobs to the educated youth as the teachers in these institutions were employed mostly from the urban and rural educated population of the city. Therefore, these institutions performed the services of the provider of source of income at the home station along with disseminating education on nominal fee. These private institutional systems also based on particular ideology in compliance with the sentiments of Pakistan movement as most of the Patrons and owners themselves participated in this process and were highly educated and capable person who produced positive and useful citizens in co-ordination with their team. They served the society by choosing best of the teachers among the enthusiastic, intelligent and hardworking youth. These institutions aimed at learning not just earning.

Prime Miniater Zulfiqar Ali Bhutto government nationalized many of these institutions in 1972. Public School for girls became GGHS Public School and Sir Sayyid and Islamiya schools for boys were nationalized. Fortunately, the early enthusiasm and passion to serve the fellow city residents persisted was intact and

quality of the process of education was not affected.²⁹ Fee was already charged much lower which became nominal after nationalization. Later, while competing the private schooling system, the above-mentioned institutions created super classes for the talented children showing good results and aptitudes in curricular and co-curricular activities and pay attention to them to compete in a better way with the children in private institutions.

Side by side these prominent schools, a number of schools in every mohalla were flourishing providing education at least at primary level to the low-income families.³⁰ These private schools sprouted like mushrooms throughout 1990s and after the year 2000; the number has extended to almost 150 schools in and around Tehsil MBDin.³¹ These schools recruit employees usually from the same street or mohalla. The methodology of these schools is traditional like in the public schools and they teach normally the Punjab Text Book Board syllabus.³² In this way the parents, aspiring their children to send to private schools become satisfied within their circumstances. There is a long list of such schools serving within the street, however, social segregation among the students has been increasing.

A very significant aspect of this process is the participation of the female educationists, who may be titled as the leader of feminist cause in the city struggling for female education and became prominent in this field. Mrs. Azra Chughatai and Ms. Asima spent decades, their whole lives departing education for decades at the premises of Sir Sayyid Model School and Jinnah Public School respectively. Ms. Shabnoor Shafi succeeded her parents and developed Iqbal Model School in School Mohalla. These Schools are co-education at primary level and converted into girl's school at middle and high sections. They are respected and reliable for the female education in the city.

The last decades of the 20th century observed the decreasing quality of education in the early established public as well as private institutions giving way to more private entrepreneurship, who were more professional and market oriented. The earlier teams gathered in the pioneering schools, dispersed seeking for higher education or better opportunities. Brain-drain to abroad created hollowness among the teacher folk. The founder personalities retired or had to leave due to introduction of new commercial ventures, which they could not cope with. However, they had struggled hard as educationists and set precedence of working for the betterment of the community. Their influence and legacy of enthusiasm, hard work and love for knowledge had been instilled among their students and their fellow teachers.

Aims And Objectives Of The Private Schools

The Objectives of these institutions may be summarized from the aims and objectives as explained by the owners or those laid in the prospectus of these schools as below:

1. To educate the children and produce generations, aware of Rights and Duties to live in a society, social integrity within the emerging and establishing society.

2. To impart the high objectives of ideologies of freedom and its essentials in a free country; social equality, availability and utilizing of economic opportunities and political freedom making them prepared to participate in the development of the society.
3. To keep students aware of the development in science and technology around the world.

Questions propel whether parents prefer which of these schools; private or public and what reasons lie behind their motives in choosing any of these institutions. It is also important to probe whether the aims and objectives of education as laid by these institutions have been achieved or seems to be working on. These questions were sought answer in different surveys keeping in view of the objectives of Education as postulated by French philosopher Emile Durkheim and the Arab sociologist Ibn-e-Khaldun. Both philosophers are agreed to the point that the purpose of education is to teach the students specialized skills and to transmit the shared values of the society to the next generations. It should create homogeneity within the society that is imperative for its survival. Education at school should perform the functions and fulfill three purposes; teaching the 'sense of discipline', 'attachment to groups' and 'autonomy of will.'³³ Durkheim's morality is called *adab* by Ibn e Khaldun in his *Muqaddimah*, which reproduces the values aiming at improvement and salvation of human beings, requiring the acquisition of certain forms of behaviour and the assimilation of certain rules and values.³⁴

A large number of members of society belonging to various strata of life; parents, educationists, businessmen, government employees, private institutions employees, politicians, general citizens and wage workers were asked to opine in any mode open ended or closed ended. The modern technology of Phone Calls, WhatsApp, Messenger and Facebook were used to collect data. Unfortunately, a large number hesitated or avoided to reply. Therefore, the results were drawn on the basis of data received by those who cooperated in conducting these surveys. The questions asked and the replies by the respondents are put together in the following tables. The analysis of these is given along with in text and by the bar charts.

SURVEY 1

ON CHOICE OF EDUCATIONAL INSTITUTION BY PARENTS

QUESTIONS ASKED:

1. In which school your children study: government or private?
2. If your child is in private school, why you prefer the private school?
3. And if in government school why you prefer it?
4. Are you satisfied with quality of education in your children school?
5. What facilities are available in your children' school?
6. What are your future aims for your child or children?
7. Do you think the quality of education and facilities you were promised for your children are fulfilled?

Table 4. Response of the questions asked in Survey 1

S.No	Name	Q 1	Q 2	Q 3	Q 4	Q 5	Q 6	Q 7
1.	Sidra Iqbal Assistant Professor of economics , BZU, Multan	Private	It has good infrastructure and English medium of instruction	N/A	No	Air conditioned classrooms, library, play grounds	It's too early	No
2.	Fouzia Ch SST in Govt School	private(S PS Bahawalpur	due to good quality of education	No	yes satisfied	Every facility is available..	doctor	fully fulfilled beyond our resource
3.	Atia Bukhari SST in Govt School	One in govt, other in private	Private school r better to some extent.	I'm govt teacher, so, should send my own child in this sector	Not fully satisfied...	An average Pakistani school's facilities	To b a good citizen	I never promised any type of facilities. ..
4.	Gulshan nisa, M.sc. Botany House wife	Private	Due to course books, individual attention, healthy environment for studies.	N/A	Not up to the mark	Good space n activities for their mental n physical health, proper building	Let them grow n decide themself es	To some extent ...
5.	Shahbaz Ahmad Area Manager, BOP, MBDin	Private	.individual attention and focus on students issues.	govt sector is not paying attention to everyone	I am partially satisfied	laboratory , library, computer lab, play grounds, clean water.	I want to make them healthy part of society.	---

						neat airy rooms.		
6.	Mrs. Shamim Arif, AP Islamiyat, GPGCW, MBDin	govt.	Nil	because of its location, affordable cost of attendance	Yes	separate hostel, transport facility, library, canteen, good teaching staff	want to see my child as a DOCTOR, who is always there at the service of humanity	the facilities are satisfactory
7.	Salma zubair AP Urdu, GCW, Bhalwal	Private	Good Facilities	---	Yes	Laboratory, library	Will decide according to the child aptitude	Almost 60%
8.	Mrs. Atika Bilal, MA Islamiyat, House wife	Private	Water filtration +electric coolers' generator, labs	because government school has very large strength	No	there are some facilities	i wants to see them qualified persons	if they work hard they can achieve every thing
9.	Nagina Majeed School Teacher	Private	Quality of Education is better	N/A	Fifty / fifty	Proper building and play grounds	Become a good citizens	Yes
10.	Mrs. Abida Nazli, Laboratory Assistant, Government Nawaz Sharif College for Women, MBDin.	Government	---	because govt teachers are very experienced	Yes	Almost all facilities that a good institute should provide. (Good teachers, first aid, Cooperative and friendly environment e.t.c)	To be a part of Armed forces	Almost all, yes (Humna Govt. Municipal Model Girls High School and Ahmad from Sir Sayyid High School for Boys.)
11.	Mrs. Ambreen Tahira, AP Urdu, GPGCW, MBDin	Both government and private	Individual attention, co-curricular activities, creative activities	Better Preparation for middle and high class exams in govt. inst. Highly educated staff, selected on merit hardworking and dutiful	Private for primary section and government for middle and high classes	Private schools provide facilities according to the fee. Govt schools has labs and libraries are up to date now	To be a good human being and good citizen of Pakistan and self reliant	Parents required facilities are nowhere but students learn in school much more, it was manifested particularly during lockdown
12.	Mrs. Rubina	Private	School atmosphere	School atmosphere	Quality of education	Good ground	To be good	---

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	Asif, AP Political Science, GPGCW, MBDin		e and study standard	re and study standard was not good in governme nt schools	and provision of facilities depend upon school managem ent	range rs security in rangers school, Federal board. Co- curricular activities.	citizens and choose their own line	
13.	Mirza Adnan, entreprene ur, owner of ALHUAA Technology, MBDin	private Rangers Public School	Discipline	----	Yes	pick n drop, air condition ed room and like somethin g many more	Not clear Children will decide themselv es	Yes
14.	Mrs. Razia Principal, Faran Public School, MBDin	Private FPHS, MBDin	More attention is given	----	----	----	----	To an extent
15.	Mehwish Iqbal, AP Botany	Private	Reputation and syllabus	----	Parent attention is necessary	Qualified teachers, good education , sports activities	Will try to give best to the children	Not hundred percent
16.	Samia Rasool, Teacher GGHS, MBDin	Private	Individual attention	No	To some extent	Medium	Civil Service & good citizens	To some extent
17.	Fozia Amin Govt. Teacher	Private	Good education	Nil	Somehow not fully	Normal school facilities	To be good human being	Not properly fulfilled
18.	Mrs. Kosar Naeem, Manual worker	Governm ent Schools	Private are not affording,	education is good	Its ok	Its ok	To be educated and to become officer	Its ok
19.	Mrs. Nusrat Manual Worker	Governm ent Schools	----	Its ok	----	----	To build their future	---
20.	Professor Zain ul Abidin retd.	Govt. institution s	Private are traders	Good education, qualified teachers	Its ok	satisfactor y	To be independ ent and good citizens	Need to be more provisio n of facilities
21.	Ghulam Abbas Raan AP Mathemati cs, GCB, Bhalwal	Two children in private	Govt. schools are overcrowd ed STR is alarming	One in Govt. Better at middle and high section	Fifty percent	Class rooms, security, wash rooms, drinking water, teachers, canteen	Good humans and citizens	No

S. NO.	Q. 1	Q.2	Q.3	Q.4.	Q.5	Q.6	Q.7
SUMMARY OF RESULTS	13 G/ 5 P/ 3 BOTH	Good Infrastructure, Quality Of education, Individual Attention, Facilities	Qualified Staff, better preparation for board exams, better lab facilities and libraries	Not satisfied, partially satisfied, Satisfied. Fraction prefers both for different reasons	Facilities depend upon the status of school	Mostly want their children to be good citizens and independent self-reliant	There is always room for improvement
<p>Affordability is also an important factor. Almost all the middle and business class as well as the employees prefer their children to be in private schools however, the lower class which comprises manual workers prefer the government institutions. But a small fraction among government employees of gazetted posts even preferred government institutions for different reasons as responded against question number three. Hundred percent respondent wished to send their children to the government schools if there would be all facilities and proper attentions to all students.</p>							

Most of the parents in the city who belonged to the teaching profession are of the view that private schools are better at primary level for individual attention and better teacher-pupil relationship but for middle and specifically matriculation level, the government schools are best as these have comparatively high qualified staff, laboratories and libraries, too. The teachers prepare their students better for these exams. However, high-income businessmen class preferred the private institutes but chose carefully, whereas the low-income class was contended on street schools or public schools. The question asked for the need of the private schools the parents as well as educationist almost all agree to the establishment of private schools as it is a need to accommodate more children in schools rather than leaving them roaming outside.

SURVEY 2

ON PURPOSE OF EDUCATIONAL INSTITUTIONS

(IN CONTEXT OF DURKHEIM AND IBN-E-KHALDUN'S PURPOSE OF EDUCATION AND THOSE LAID BY THE PRIVATE INSTITUTIONS)

(Conducted via WHATSAPP, FACE BOOK and MESSENGER owing to the covid-19 emergency)

Following questions were asked to the parents, educationists, politicians, and others.

1. Are our educational institutions creating in the students sense of discipline?
2. Sense of attachment to the group or society?
3. Sense of asking questions or exhibiting curiosity?
4. Autonomy in thinking?
5. And exercise of free will?

Table 4. Results of Survey 2 (Nu for Neutral)

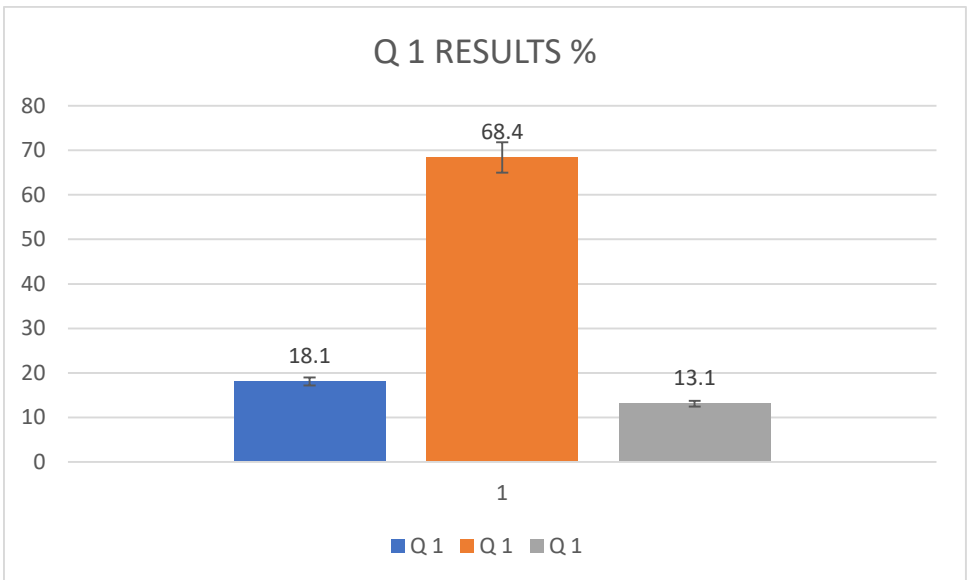
S. NO.	NAME & DESIGNATION	Q. 1	Q. 2.	Q. 3.	Q. 4.	Q. 5.
1.	Amer Farooq legal advisor to Shifa International, lawyer and senior editor	No	No	No	No	No
2.	Kashif Iqbal MPhil English, Teaching English in Superior College Phularwan, Bhalwal.	No	No	No	No	No
3.	Mazhar Hussain Assistant Prof, Dept.of History, IUB	No	No	Yes	No	No
4.	Professor Mrs. Rubina Tariq Principal Retd. GPGCW, MBDin	Yes	Yes	No	No	No
5.	Mrs. Tair Nigar Associate Professor of History, GDCW, Abbotabad	Yes	Yes	No	No	No
6.	Mrs. Ambreen Naqvi, AP Urdu, GPGCW, MBDin	Nu	Nu	Nu	No	No
7.	Mrs. Rubina Asif AP Pol. Sc., GPGCW, MBDin	No	No	No	No	No
8.	Mrs. Ruhi Akram AP Urdu, GPGCW, MBDin	No	No	No	No	No
9.	Mrs. Shamim Arif AP Islamiyat, GPGCW, MBDin	Yes	Nu	Yes	Yes	Yes
10.	Mrs. Sadaf Suhaib AP Botany, GPGCW, MBDin	No	No	No	No	No

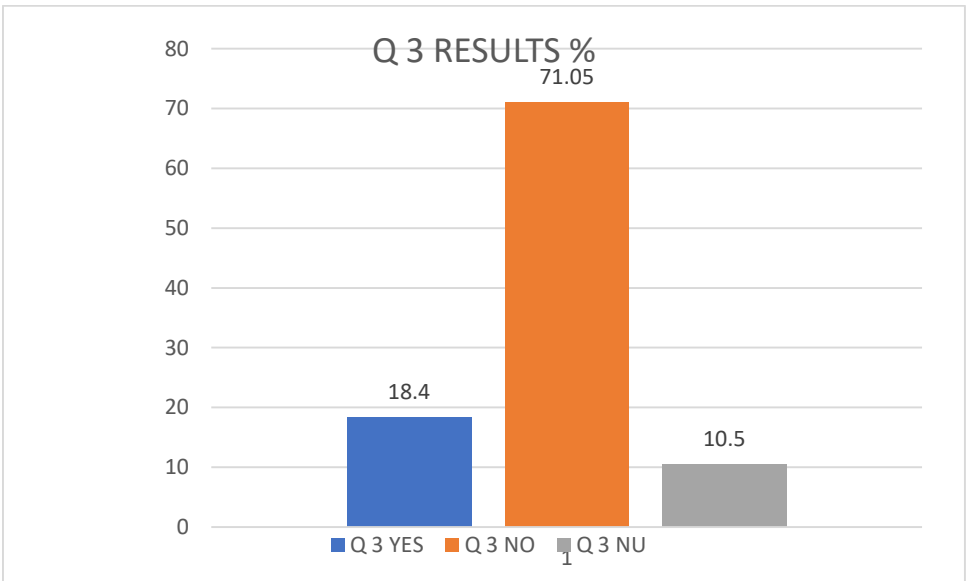
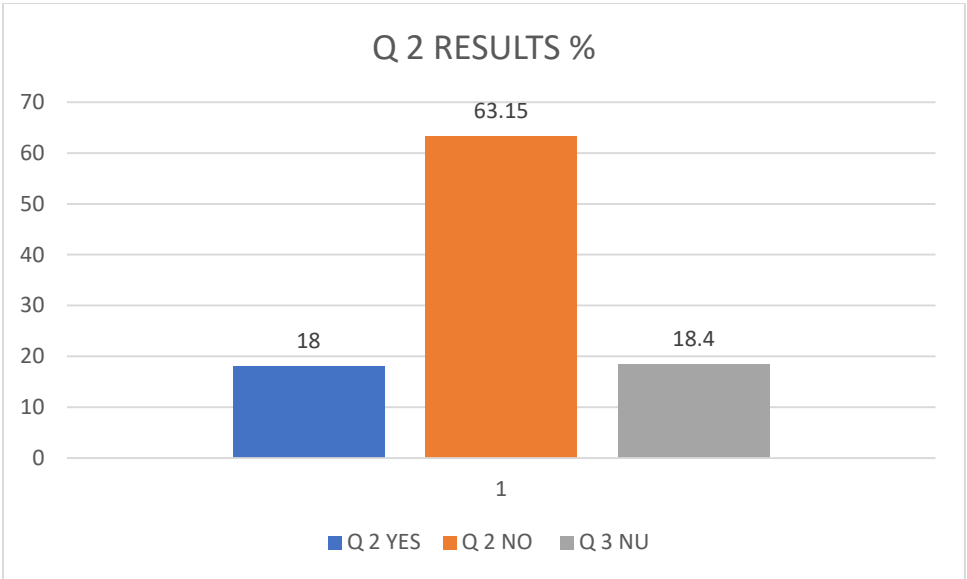
11.	Mrs. Parveen Yousuf Lecturer in English, GCW, Kot Radha Kishan Lahore	No	No	No	No	No
12.	Mrs. Tanzeela Shahid AP Economics, now in GCW, Rahwali, Gujranwala	No	No	No	No	Yes
13.	Mrs. Azra Bilal AP Islamiyat, GCW, Bhalwal	No	No	No	No	No
14.	Mrs. Farhat Jabeen AP Education, GCW, Bhalwal	No	No	Nu	No	Nu
15.	Mrs. Salma Zubair AP Urdu, GCW, Bhalwal	Nu	No	Nu	No	No
16.	Mrs. Samra Imran AP English, GCW, Bhalwal	No	Nu	No	No	Nu
17.	Ghulam Abbas Raan AP Mathematics, GCB, Bhalwal	Nu	No	Yes	Yes	Yes
18.	Mrs. Hira Bilal, AP Psychology GCW, Bhalwal	No	Yes	No	Yes	Yes
19.	Mamoona Yousuf Lecturer in Bio, GCW, Bhalwal	Yes	No	Yes	No	No
20.	Aqsa Mustafa, intern of Computer Science, GCW, Bhalwal	Nu	No	No	No	No
21.	Ms. Soniya Malik, Lecturer in Pol. Sci. Member TVP	No	No	No	No	No
22.	Syed Anees Sales Manager, Jang Publishers, Lahore	No	No	No	No	No
23.	Mrs. Sajida Kousar, AP Mathematics, GCW, Sargodha	Yes	Yes	Yes	Yes	Nu
24.	Khurram Saeed Ahsan Owner of Bradford Grammar School, MBDin	No	No	No	No	No
25.	Nabeel Qadir, In charge Computer Department, DCO Office, MBDin	Yes	Nu	No	No	No
26.	Dr. Shahid Anwar, Professor of Pol. Science, Asghar Mall, Rawalpindi	No	Yes	No	No	No
27.	Mrs. Sartaj Bakht AP English, Gujranwala	No	Yes	No	No	No
28.	Ahmad Ammar Seismologist from MBdin, Works in MI, Islamabad	No	No	No	No	No
29.	Lubna Khan AP English, member TVP	No	No	No	No	No
30.	Shahbaz Ahmad Manager, BOP, MBDin	Yes	Yes	Yes	Nu	Yes
31.	Ali Ahmad Ghouri, Lecturer in English, Choa Sedan Sha	No	No	Yes	Yes	Yes
32.	Asif Bashir Bhagat,	No	No	No	No	No

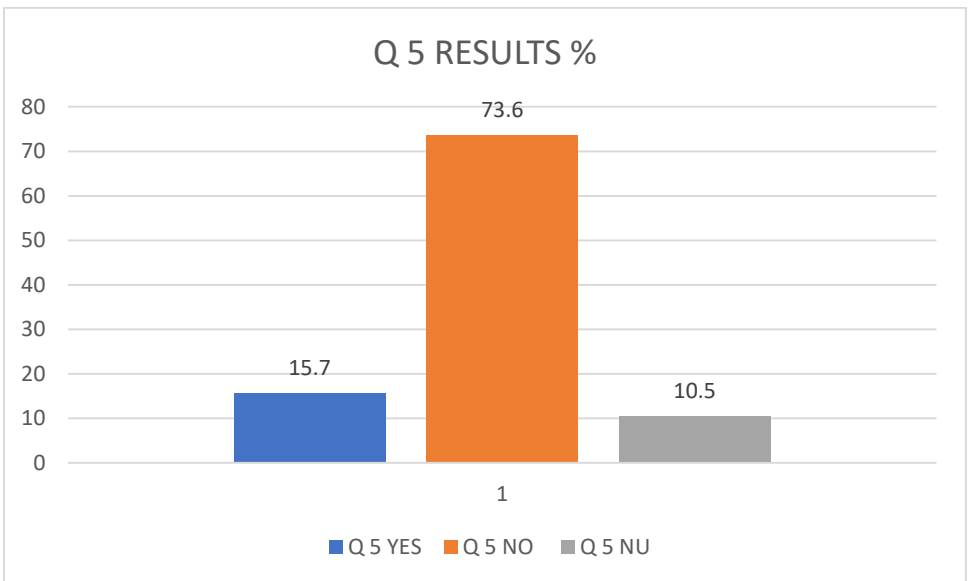
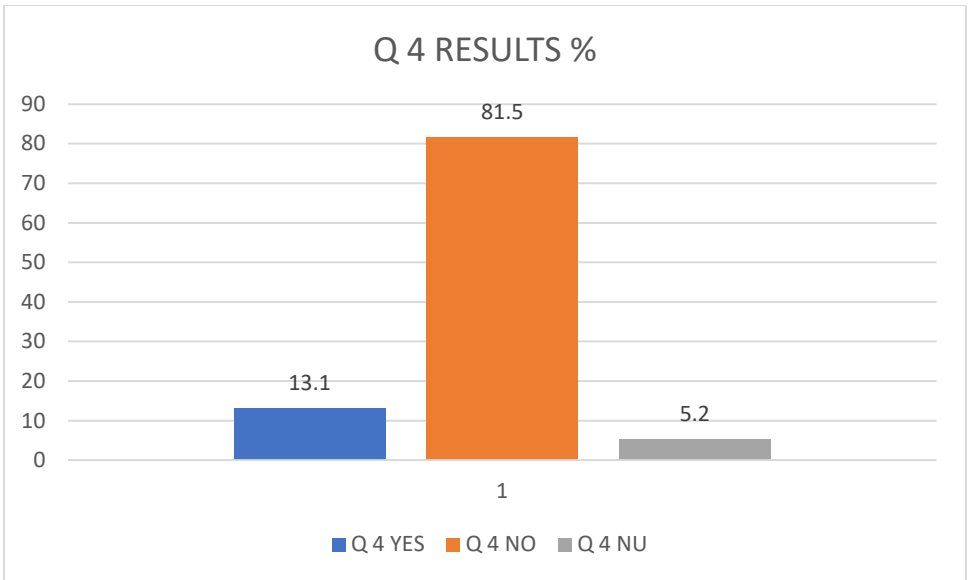
	Zamindar, Politician, MBDin					
33.	Sadaf Suhaib AP Botany, GPGCW, MBDin	Nu	Nu	No	No	No
34.	Suhaib Ahmad Adv. Legal Consultant, Dewan Group of Co., belongs to MBDin	No	No	No	No	No
35.	Hameeda Waheeduddin MPA PP-116, MBDin	No	No	No	No	No
36.	Barkat Syed	No	No	No	No	No
37.	Fazal Karim, Senior Citizen, MBDin	No	No	No	No	No
38.	Chaudhry Khurram Mushtaq, secretary information, PMLN, Gujranwala	No	No	No	No	No

RESULTS %

S. NO.	Q. 1 Total no. of yes /%	Q. 2	Q. 3	Q. 4	Q. 5
YES	07- 18.4%	07- 18%	07- 18.4%	05- 13.1%	06- 15.7
NO	26- 68.4	24- 63.15	27- 71.05	31- 81.5	28- 73.6
NEUTRAL	05- 13.1	07- 18.4	04- 10.5	02- 5.2	04- 10.5







Majority of the respondents answered 'No' for every question which rose above sixty percent. However, around fifteen percent respondents are hopeful for positive outcome of the educational system. Whereas about ten percent are still in ambiguity in this regard. They viewed institutions are not successful in creating sense of discipline among the students. The answer to the inquiry about creating attachment to the group or society or *Asbiyyah* was also in negation by the majority. But the senior educationists viewed that these institutions; public or

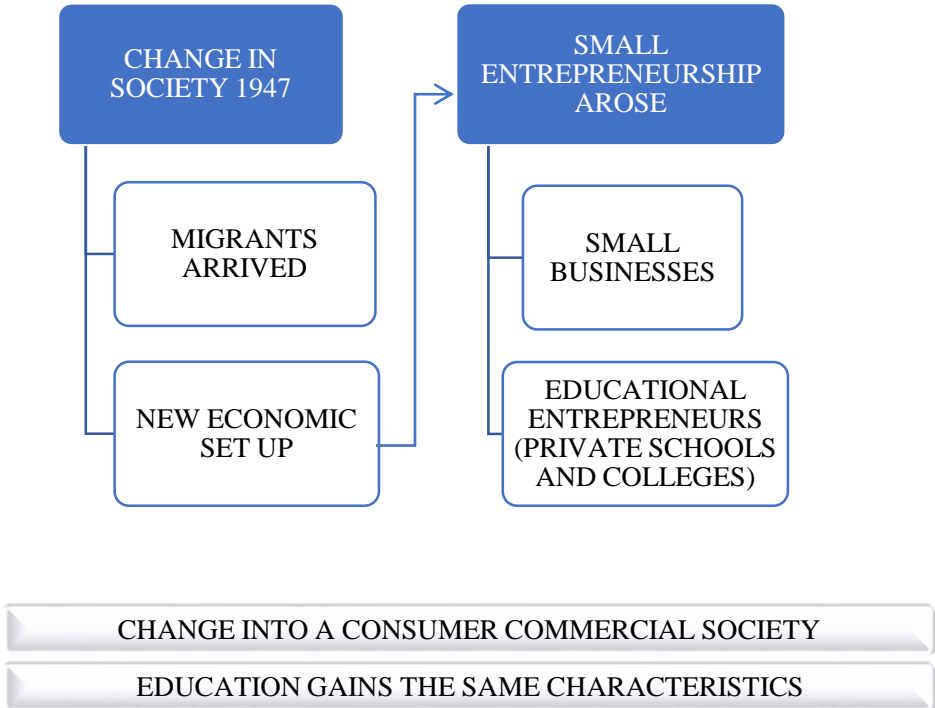
private have been satisfying economic and inculcating political awareness and a better civic sense in the people of the city.³⁵ They made efforts to instill social norms and understanding of socio-economic values, and tried to prepare them for political and economic leadership for the city according to their specific world views.³⁶ Student Union also played an important role in this process until General Zia imposed a ban halting all the activities of the students at campuses.³⁷ Appreciation of the students to ask questions or to exercise free will or in thinking process was strongly denied.³⁸ These opinions expounds that the real task to achieve the aims of education is still needed on wider basis. The private schools are preferred despite of the fact that they do not provide the expected facilities to the students but the student teacher ratio (STR) is not compromised. The students at least at primary level secure more individual attentions that leads the parents to choose these institutions.³⁹ Public school teachers are generally more qualified but the excessive STR prevent them to give individual attention and this creates the segregation among the students, particularly those from lower middle classes or those who respond to studies passively.⁴⁰

The choice of private education by the majority of the parents led the later to be more commercialized. This process had been piercing into the system gradually but gained pace at the end of the 20th century. Some of these objective based institutions lagged behind and vanished after serving the community as English medium institutions on low fee. They had to rely on employing the medium qualified persons owing to their low income. They did not get along with the pace of technological development, too, consequently, failed to compete in disseminating quality education. Sheikh Umar Din Junior Model School expired in 1990s, Rabia Ibrahim Memorial school closed in 2019 after providing primary education to the generations from 1980s.

Conclusion

Emile Durkheim argued that education “is only the image and reflection of society. It imitates and reproduces the later, it does not create it.”⁴¹ The establishment and thriving of educational institutions reflect the ambitions and obsessions of the communities in the city. There were Khalsa School, Arya Samaj School, and Islamiya School in the city or small Path Shala in Mandirs and Maktabas in Mosques were rendering services to their respective communities. Similarly, the schools established after independence expressed the aspirations of the migrants. Later educated families and individuals joined hand to educate their children at grass root level in the city as well as in their villages. The migrants and local counterpart both worked toward their own communal identity and safeguarding their own particular cultural traits and customs. Their family culture influenced the educational set up and pedagogy of education; the spectrum of human differences leaves impacts continuously on society’s attitudes about race, class, ethnicity, gender, social conflict and equality on both teacher and students. The entrepreneurship nature continued changing with this outlook of the city and a consumer oriented commercialize society has been emerging therein since 1990s. Same is true for the education profession. After a long tradition of serving selflessly and departing education it has turned into a profession at the threshold of the 20th century.

The history of the process of development of private school system in the city MBDin may be concluded and explained by the following diagram:



Notes & References

¹ M. Hameed-ur-Rehman & Salima Musaa Sadruddin Sewani, “Critical Analysis of the Educational Policies of Pakistan,” *The Dialogue* 8, no. 03 (July-September 2012), 250, <http://www.qurtuba.edu.pk/thedialogue/The%20Dialogue/83/DialogueJulySeptember2013247-260.pdf> (February 04, 2021).

² *Ibid.*, 251.

³ Zainab Qureshi & Ayesha Razzaque, “Busting the Myth that Private Schools are only for the Elite in Pakistan,” last updated: April 24, 2021, <http://macropakistan.com/private-schools/> (accessed May 27, 2021).

⁴ Muhammad Azeem Ashraf & Hafiza Iqra Ismat, “Education and Development of Pakistan: A Study of Current Situation of Education and Literacy in Pakistan,” *US-China Education Review B*, 6, no. 11, (November, 2016), 651, doi: 10.17265/2161-6248/2016.11.003.

⁵ Tahir R. Andrabi, Jishnu Das and Asim Ijaz Khwaja, “Education Policy in Pakistan: A Framework for Reform,” International Growth Centre Pakistan, Policy Brief December 2010, 1.

⁶ 5- Year Strategic Plan for the Promotion of Literacy in Pakistan 2010-2015, National Commission for Human Development Ministry of Professional & Technical Trainings, 7/27/2012, 9.

⁷ S. Abdul Ghaffar, Educational Policies, 71-76.

⁸ Zainab Qureshi, “Private Schools.”

⁹ H. S. Williamsons, *Gazetteer of the Gujrat District, 1921*, Volume XXV-A (Lahore: The Authority of the Punjab Government, 1921), Reprinted and published by Niaz Ahmad (Lahore: Sang-e-Meel Publications, 2007), 154.

¹⁰ *Ibid.*

¹¹ Mrs. Rubina Tariq, Principal retd., Government Post Graduate College for Women, Mandi Bahauddin, interview with Erum Gul, Mandi Bahauddin, April 07, 2021.

¹² In the capacity of the only Muslim member and a prominent social status Sufi Sahb had the right of casting vote in proceeding of the Municipal Committee. Therefore, he sometimes was a decisive factor in decision making and he benefitted this status by approving a few projects for the city. Dak Khana Sufi Sahb in Purani Pindi was approve by his efforts and named after him. he was also a Hakim, made medicines one of these Amrat Dhara also called Aab e Hayat was even used by the British officers and were posted through this Dak Khana. Faiz Rasul. Interview.

¹³ Sibgha Farooq, *Majalla Sufi: Muslim Sahafat k Aeenay mai* (Urdu), (Lahore: Urdu Academy Pakistan, 2001), 79.

¹⁴ *Ibid.*

¹⁵ Inran Ali states three purposes in the introduction of his research work, which lie beneath the making of the agrarian arrangements in Punjab. These were namely, enhancement of revenue, effective and strengthened political administration and recruitment for British Army in India. Inran Ali, *The Punjab under Imperialism, 1885-1947* (New Delhi: Oxford University Press, 1989).

¹⁶ James Heitzman, “Middle Towns to Middle Cities in South Asia, 1800-2007.” *Journal of Urban History* 35, no. 1 (November 2008), 27-28. <http://juh.sagepub.com> (accessed January 07, 2021).

¹⁷ His name is still inscribed on the school honour board. Abdur Rauf, EST, MB High School, MBDin.

¹⁸ It is an anomaly in the society of Pakistan that after more than seventy years segregation between muhajirs and local exist and the respective communities are still called by these names.

¹⁹ Kim Smith, & Julie Landry Peterson, in “What is Educational Entrepreneurship?” in *Educational Entrepreneurship: Realities, Challenges, Possibilities*. Frederick M. Hess, ed.

(Harvard Education Press, 2006), 3-4, <http://social-capital.net/docs/educationalemprepreneurship.html>.

²⁰ Martin Lackeus. "Entrepreneurship in Education: What, Why, When, How." Report published by OECD: European Commission., 2015, 7, http://www.oecd.org/cfe/leed/bgp_entrepreneurship-education.pdf (accessed February 18, 2018). He states that two most frequent terms of enterprise education and entrepreneurship education are used now. The term enterprise education is primarily used in United Kingdom, the other one in United States of America.

²¹ Rahma Akhter & Farhana Rahman Sumi, "Socio-Cultural Factors Influencing Entrepreneurial Activities: A Study on Bangladesh," *IOSR Journal of Business and Management* 16, Issue, 9, Ver. II (Sep. 2014) 1, e-ISSN: 2278-487X, p-ISSN: 2319-7668, www.iosrjournals.org (accessed May 11, 2020).

²² Zoltan Acs, "How is Entrepreneurship Good for Economic Growth?," *Innovation* (Winter 2006): 97-107, <https://www.mitpressjournals.org/doi/pdf/10.1162/itgg.2006.1.1.97> (accessed October 23, 2016).

²³ Smith, "Educational Entrepreneurship," 6.

²⁴ Ibid.

²⁵ Ibid., 7-8.

²⁶ Salim Mansur Khalid & M. Fayyaz Khan, "Pakistan: The State of Education," *The Muslim World* 96, (April, 2006), 306. 305-322. <http://doi.org/10.1111/j.1478-1913.2006.00130.x> (accessed February 04, 2021).

²⁷ Muhammad Bashir, District President All Pakistan Private Schools Management Association (APPSMA). Principal Al-Noor Public School System, interview with Erum Gul, MBDin. April 12, 2020.

²⁸ Government High School for Girls was working before the partition and its staff and the students mostly belonged to Hindu and Sikh families of the city.

²⁹ Mrs. Abida Nazli, Lab Assistant, Nawaz Sharif College, Mrs. Shamim Arif AP Islamiyat and Mrs. Ambreen AP Urdu and Iftikhar Ghauri, a shopkeeper inclined to send their children to these institutions for better education and preparation of board exams.

³⁰ Saman Nazir & Hafsa Hina, "The Yardstick of *What School Do You Go To?* An Estimation of School Socioeconomic Segregation in Urban Pakistan," *PIDE Working Papers*, No. 2021:1, 3. <http://www.pide.org.pk> (accessed March 19, 2021). &

Zainab Qureshi & Ayesha Razzaq, "Busting the Myth," states that about 40 percent private schools are providing education on minimum fee of PKR 400. However, this data relates the year 2008 and this fee structure is valid before that particular year. Recently minimum fee has surpassed this figure to thousands.

³¹ Muhammad Bashir, District President, All Pakistan Private School Management Association, interview with Erum Gul, Mandi Bahauddin, April 12, 2020.

³² Rabia Ibrahim Memorial School, Crescent School, education House, and many others were founded specifically for this purpose to educate the children in this pattern, keeping the fee to the maximum of PKR 500, but they could not keep the pace with commercialism of the co-profession and was closed just after one and half decade in 2019.

³³ Lawrence J. Saha, "Educational Sociology," in *International Encyclopedia of the Social & Behavioral Sciences* Vol. 7. 2nd edition, James D. Wright, ed. (Oxford: Elsevier, 2015), 308, doi: 10.1016/B0-08-043076-7/02366-4 (accessed May 27, 2021).

³⁴ Abdesselam Cheddadi, "Ibn Khaldun," *Prospect* XXIV, no, 12 (1994), 2, reproduced by UNESCO: International Bureau of Education, 2000. <https://www.scribd.com/document/408200892/UNESCO-1993-Thinkers-on-Education-vol-3-pdf> (accessed April 27, 2021).

³⁵ Mrs. Rubina Tariq, Principal retd. GPGCW, MBDin, interview with Erum Gul, via Whatsapp Call, May 09, 2021.

³⁶ Ibid.

³⁷ This topic will be discussed in the chapter political development of the city.

³⁸ Survey 2.

³⁹ Survey 1.

⁴⁰ Saman Nazir, “School Socioeconomic Segregation in Urban Pakistan,” 3-5.

⁴¹ Durkheim, 1897/1951: 372-373 quoted in Alan Singer & Michael Pezone. (4/28/2016).

“Education for Social Change: From Theory to Practice,” doi: <http://louisville.edu/journal/workplace/issue5p2/singerpezone.html> 1/10 (accessed July 21, 2019).