Physical Education, Health and Social Sciences

https://journal-of-social-education.org E-ISSN: 2958-5996

P-ISSN: 2958-5988

Education and Social Change in Nankana Sahib: *A Historical Study of Post-Partition Educational Development*

Muhammad Hasan Rai

Assistant Professor, Department of History, Government Guru Nanak Graduate College Nankana Sahib

DOI: https://doi.org/10.63163/jpehss.v3i4.1745

Abstract

This study examines the development of education in Nankana Sahib after the Partition of British India in 1947, with particular attention to literacy, the expansion of primary education, and the availability of institutions for secondary and higher studies. Nankana Sahib, like many other areas of post-Partition West Pakistan, faced considerable challenges in the development of its educational infrastructure. The 1961 Census recorded a literacy rate of only 7.5 percent in Nankana Sahib tehsil, indicating the extremely limited educational opportunities available to the population during the first decade and a half after independence. The absence of a higher secondary school or college in the tehsil until 1964 further demonstrates the limited institutional foundations of formal education in the early post-Partition period. Using census material, contemporary newspaper reports, and official educational records, this study traces the gradual expansion of educational facilities from 1947 to 2005. Particular attention is given to the establishment of primary schools and the changing pace of educational expansion during different periods. The available records indicate that 281 new primary schools were established between 1947 and 1977, while another 239 were established between 1978 and 2005. Although these developments substantially increased educational access, the relatively slow expansion during the earlier period illustrates the difficulties faced by the area in overcoming its educational backwardness. The study argues that the educational transformation of Nankana Sahib was a gradual and uneven process shaped by the expansion of state institutions and changing access to formal education.

Keywords: Nankana Sahib, Education, Literacy, Primary Schools, Post-Partition Punjab, Educational Development, Pakistan

Introduction

Education occupies a central position in the social and intellectual development of a society. It not only provides individuals with knowledge and skills but also contributes to social awareness, economic mobility and the development of civic consciousness. In post-colonial societies such as Pakistan, the expansion of education was therefore closely connected with the broader objectives of state-building and social development. Yet the availability of educational institutions and opportunities was far from uniform across different regions. Rural and relatively underdeveloped areas often remained considerably behind the major urban centres in terms of literacy and educational infrastructure.

Nankana Sahib provides an important case for examining this uneven development. Following the Partition of British India in 1947, the area experienced major demographic, social and

administrative changes. These transformations created new requirements for educational institutions, but the expansion of education did not occur immediately. During the first years after independence, the educational infrastructure of Nankana Sahib remained limited, and the area continued to experience a very low level of literacy.The available evidence provides a clear indication of the scale of the problem. According to the 1961 Census, the literacy rate of Nankana Sahib tehsil was only 7.5 percent. In other words, more than nine out of every ten persons were unable to read and write according to the prevailing census definition of literacy. This figure places the educational condition of Nankana Sahib within the wider context of the serious literacy challenges confronting Pakistan during its early decades. A particularly significant indication of the limited educational infrastructure was the absence of a higher secondary school or college in Nankana Sahib until 1964. Consequently, students seeking education beyond the primary level faced restricted opportunities and, in many cases, had to depend upon institutions outside the tehsil. The development of primary education was subsequently pursued through the establishment of new schools. Records relating to the educational administration of Nankana Sahib indicate that 281 new primary schools were established between 1947 and 1977. This represented an average of approximately 9.37 schools per year. During the following period, from 1978 to 2005, another 239 primary schools were established, producing an annual average of approximately 8.85 schools. The comparison suggests that the numerical expansion of primary schools continued during both periods, although the rate of establishment was slightly lower during 1978–2005.The history of education in Nankana Sahib therefore cannot simply be understood in terms of the number of schools established. It also requires consideration of the broader question of how an educationally disadvantaged area gradually developed an institutional framework for literacy and formal education. The establishment of primary schools was an important first step, but access to secondary and higher education remained another major challenge. The chronology of educational expansion also raises questions concerning the role of the state, administrative priorities, population growth and the changing social demand for education.

This study traces the development of education in Nankana Sahib from 1947 to 2005. It focuses particularly on three interconnected dimensions: the condition of literacy in the early post-Partition period, the expansion of primary educational institutions, and the gradual development of opportunities for secondary and higher education. By examining these developments historically, the study seeks to understand how Nankana Sahib moved from a position of severe educational disadvantage towards a more developed educational infrastructure.The study is based on census evidence, contemporary newspaper material and official educational records. These sources make it possible to reconstruct the gradual institutional expansion of education and to identify changes in the pace of development over time. Rather than treating educational development as a linear process, the study considers it as a gradual and uneven transformation that unfolded over several decades.

Nankana Sahib also remained backward in education sector like other sectors. Its educational progress started almost after two decades. According to 1961 census report, literacy rate of tehsil Nankana Sahib was just seven and half percent (7.5 %). Ninety three persons were illiterate out of hundred that statistic clearly unclosed that Nankana Sahib was one of the educationally backward tehsil in West Pakistan.[i] No concrete steps had been taken by the government to enhance/improve literacy rate of tehsil Nankana Sahib after partition. There was not even a higher secondary school or college for higher studies in tehsil Nankana Sahib up till 1964. Two hundred and eighty-one new primary schools were opened at the ratio of 9.37 schools per year in tehsil Nankana Sahib from 1947 to 1977. Two hundred and thirty nine new primary schools were established at the ratio of 8.85 schools per year in tehsil from 1978 to 2005.[ii] Almost one percent decrease was noticed from comparison between both phases.[iii]

Below table shows that decade-wise number of primary schools in tehsil Nankana Sahib from 1947 to 2005.

Table:

Decade	No. of Primary Schools
1947-1950	10
1951-1960	48
1961-1970	98
1971-1980	145
1980-1990	180
1991-2000	31
2001-2005	08

The researcher has prepared this table with the help of multiple sources including interviews of school headmasters, Record provided by EDO education district Nankana Sahib and books.

There were only six high schools in tehsil Nankana Sahib till 1971.Those schools produced approximately twenty five thousand matriculate students from 1947 to 1971 but during twenty four years Nankana Sahib could not produce hundred graduate students.[iv]First private school *"Munir Model"* middle school was established in 1960 by Laal Khan. It was located to the West of Rai Bashir Ahmad Bhatti's residence. It was an English medium school. It was nationalized in 1972 after introduction of Bhutto's policy of nationalization. Currently a Govt.Primary school is situated there.[v]

The demand of a college was made for many times from different persons on multiple occasions till 1963. Every time new hope was given but nothing happened in practical. Barkat Ali Ghayoor wrote many articles for highlighting the issue in different newspapers. Finally, his voice was heard at government level. On the occasion of Baba Guru Nanak's birth celebration in November, 1963, Chaudary Zahoor Illahi, general secretary of winning party and finance minister Mohammad Shoaib visited gurdawara Janamasthan. Both promised on the proposal by Gyani Mahinder Singh,general secretary Sharomani Gurdawara Parbhand Committee Amratsar that a modern hospital and a college after the name of Baba Guru Nanak were built in Nankana Sahib by using the income of gurdawara.[vi] Finally, the young and handsome member of West Pakistan assembly Rai Mansab Ali Khan Kharal(1938-2015) from constituency Sheikhpura 3 (Nankana Sahib) personaly had a meeting with deputy commissioner Sheikhpura Abdul Sami Qureshi in that context in june,1964. He stressed on the establishment of new college in Nankana Sahib.[vii] The aforementioned efforts bore fruit. A college was established on June 8, 1964 under the order of deputy commissioner Sheikhpura.It was adjacent to gurdawara Janamasthan to the West.[viii] Municipal Committee Nankana Sahib took the foundation of Municipal Intermediate College. It was initially established in the building of *Lungarkhana* of gurdwara Janamasthan. Squadron Leader Muhammad Hussain Chaudhary (remained principal from 1964 to 1967) was appointed as first Principal. There were five faculty members including Gulzar Mohammad, Mohammad Khan Ashraf, Shamim Farhat Chughtai, Makhmoor Ahmad Goheer and Nasir Hussain Bokhari. At first a few students got admission but later the number of students increased.[ix]

The sources of income of the college were insufficient to meet expenditures. The college committee was established with the name of *"Anjuman Islah Tahleem"* to generate funds for the college. Khan Mohammad Sardar Khan was nominated as the chairman of *"Anjuman Islah Tahleem"*, who was very influential person of Nankana Sahib. Anjuman took grants from many government departments includinng Municipal Committee Nankana Sahib, District Council

Sheikhpura, and Evacuee Trust Board to run the college affairs. As, Anjuman failed to meet the expenditures, so total control was delivered to Evacuee Trust Board in 1969. First Trust changed its name with Guru Nanak Memorial College. Trust was financially very sound, so made a plan for making the college exemplary. New college building was planned to be constructed on a big area. Map was finalised but Zulfiqar Ali Bhuto nationalised all private educational institutions in 1972, so Guru Nanak Memorial College was also nationalised under the policy. After nationalisation again college name was changed with Government Guru Nanak Memorial College. The college promoted higher education, literary activities, and student politics in the region in the years to come.[x]

Govt Guru Nanak Degree College for Women also established by Evacuee Trust Board in 1969 on Baba Guru Nanak's 500th birthday.It was situated at old building of "Khalsa Library" (now Guru Nanak G School) on tehsil Morh railway road.Principal of Boys college looked after all the administrative affairs than teaching of Govt Guru Nanak Degree College for Women. Its name was changed with Govt Guru Nanak Memorial College for Women after nationalisation in Bhutto's era.

No new college was established during that phase (1978-2005) but two principals played their role in uplifting of both colleges already established. Prof. S.A.Hamid came to Nankana Sahib as Principal on Febrary 09,1980 and remained as Principal till November 30,1983.He shifted the Govt Guru Nanak Degree college from old building of *"Langar Khana"* to its own campus which comprised of six class rooms, two lecture theatres, three laboratories, one library and an administration block. He took approval from the then governor Jelani of eight million for upgradation of both the colleges. Girls College was also shifted from old building of "Khalsa Library" to new campus near district hospital during his tenure. He provided strong foundations to both institutions forever. His role cannot be denied in the education history of the region.

Another Principal became immortal due to his achievements for the college during his tenure of ten years. Govt Guru Nanak Degree College was notorious for cheating during examination, student politics based clashes and political influence etc. Prof. Afzal Hussain Alvi took the charge as a principal on March 25, 1992.He was very literate, brave and intelligent person. He believed in meritocracy. He had fear of Allah only. He wrote column in daily newspapers off and on and author of many valuable books. He did not have any soft corner for shirkers. He took a lot of reforms in the college. He himself was very regular and punctual, so he ensured both things among students and faculty members. He curbed cheating mafias and discouraged student politics. He did not bother any political influence in the college affairs. He played a significant role in giving separate status of Girls College from Boys College in 1992. He took approval of nineteen grade principal seat and degree classes for the college by the then Punjab government. Dr Shamim Chaman was appointed as the first nineteen grade principal at the college. He constructed a new double storey block in college campus in 1994 which consisted of ten class rooms, Principal office and staff rooms etc. He retired from his job on January 5, 2001.[xi]

Beyond the aforementioned qualities, Alvi's personality also harboured negative traits, specifically an aversion to the Punjabi language and the mistreatment of the students of Sikh community. He intensely disliked Ghulam Rasul Azad, a teacher of Punjabi; leveraging his influence, he orchestrated Azad's transfer to Sheikhpure in 1992 and effectively eliminated the Punjabi department from the land of Nanak. Consequently, a vibrant Punjabi department was shut down. In place of Punjabi, he promoted his own subject, Persian. He viewed Sikh students with disdain, when the Sikh student Sardar Daya Singh became a parade commander during National Cadet Corps(NCC), Alvi had him sent to the back rows that attitude stemming primarily from his specialization in Persian and his ideological affiliation with Jamaat-e-Islami.[xii]

A terrible incident took place in the history of Govt. Guru Nanak degree college Nankana sahib. A letter from higher authorities was received by the then principal Abdul Karim Tabussum mentioning that the building be vacated with immediate effect and to shift to Govt. Guru Nanak High School in connection with uplifting of tehsil Nankana Sahib as district. Principal highlighted the letter in a staff meeting. The staff strongly rejected it and informed the students about the letter. The staff and students gathered for taking out a procession in revocation of the letter. They reached the main gate of gurdawara *"Janamasthan"* and raised the slogans against the authorities. In the mean while a rumour spread that college staff and the students attacked on gurdawara *"Janamasthan"*. The news was telecasted at national and international TV channels even BBC telecasted the news. The news hurt the Sikh community all over the world. The police started raid for arresting participants. A committee was constituted to enquire into the whole matter. The committee gave its findings against the principal by saying that he did not understand the crux of the letter,so all that happened and suggested a probes committee to investigate the principal. A committee was constituted under Dr Anwar's chairmanship. The college staff fully supported the principal especially three members including Mumtaz Ahmad (lecturer in English), Khurshid Aalam (lecturer in English) and Mazhar Abbass Shah (lecturer in Persian) gave evidence in favour of the principal. The committee finally announced the decision that the principal should be transferred and the two increments were stopped. Abdul Karim Tabussum was transferred to *"Jarhanwala"* college as vice principal.District government of Nankana Sahib handed over the half portion (now DC complex) of the college with the promise of constructing a new block in remaining portion of the college.[xiii]

Private Sector

Along with public sector institutions, private sector also grew up in Nankana Sahib. The role of private sector in education of Nankana Sahib remained very significant after 1980. Private sector introduced new trends in the education of the region. Three private schools were established at Warburton including Safdar Memorial School, Iqra Modal School and Abdullah Modal School in 1980, 1982 and 1999 respectively.

Miss Rehana Safdar opened Safdar Memorial School at Warburton after the death of her husband in 1980.[xiv]Mohammad Azeem Sail established Iqra Modal School at Warburton in 1982. It was a primary school. Mohammad Azeem's son Mohammad Sultan Tippu became its first principal. Almost one hundred students were enrolled in the beginning from Warburton city and rural area of the region. The school administration decided fees twenty rupees per child. Parents themselves provided pick and drop services to their children. It was uplifted as middle school in 1992.[xv]An NGO *"The Citizen Foundation"* set up *"Abdullah Model School"* at Warburton to Feroz Watto'an Road and other two schools at *"Feroz Watto'an"* in 1999. Later Mian Younas, the owner of Sapphire Textile mills made a contract with *"The Citizen Foundation"* that he would donate all the expenditures of the school in response the school would enrolled the children of workers who work in Sapphire Textile mills on concessional fees. *"The Citizen Foundation"* also changed the name after *"Sapphire school of Learning"* after the agreement.[xvi]

Four new private schools were established in Nankana city during Zia's era. All four schools claimed to be English medium but in reality all were semi English medium. Two out of four owners were Christians. Madam Naghama Mushtaq opened *"Zaib Junior Modal School"* at *"Guru Bazar"* opposite Dr Farooq Aslam Clinic in 1980.It was a small project. She set up at ground floor of her house. Her family also run a whole sale business in the same building.It was again beginning of private sector in Nankana Sahib after *"Munir Model School"*.[xvii]

Mr and Mrs Samuel P. Sharf[xviii] started Saint Pual English School on the request of their friends of Kot Rai Hussain Khan Bhatti including Rai Zafar Ali Khan Bhatti, Rai Sarwar Khan Bhatti, Rai

Mohabbat Khan and Rai Bashir Ahmad Khan Bhatti etc and many other from educated class of Nankana Sahib included Malik Yaqoob Grooser, Rai Hidayat khan Kharal Advocate, and Mahr Aslam Nasir Advocate etc.They insisted Mr and Mrs Samuel P. Sharf that both of them were educated, so they must open a private school in Nankana city. It was a great need of the hour, so they agreed on it.[xix] Samuel P. Sharf narrated that their daughter grew up and entered into the school going age, so they decided for opening a private school in Nankana city with the motto of *"Education for All"*. They had also a missionary passion and were in search of positive activity for spending time. It was established in May, 1985 by them. It was a middle school. Samuel P. Sharf appointed his wife Azra Sharaf as proprietor or Principal and Mr B.K. Austen as a manager. The aim behind the school was not a business purpose but served the humanity. It was located at Bhashir Bhatti Road in *"Jafari"* building on a rent. Mr and Mrs Samuel P. Sharf loved their students like their real parents. They also provided pick and drop services for their students on nominal fare. They got fifty rupees as transportation charges for city students and one hundred rupees for rural students. They also hired two vans for that purpose. They were very kind and God fearing. They established endowment fund for needy students. They provided free books, uniform and financial assistance for school fee. The school fees was just fifty rupees per child. After seven months Austen left the school on some issue and opened a new school. Samuel replaced him with Mushtaq Ahmad as an advisor. Mushtaq Ahmad was very committed and hard worker man. He had good command on English language. The strength of students reached four hundred. The school had not proper infrastructure but response was awesome because people did not have any alternative in this context.As strength increased, expenditures also raised ,so they started to find out a donor and later they got Mr Bishop John Joseph.He was also a World famous missionary. He promised them for donating two million for their school new building and better infrastructure but unfortunately he was killed on sectarian issue by a Christian. Mushtaq Ahmad also left the school in 1987 and opened his own school. The school had been running successfully till 2004 but after it Samuel handed over the charge to his son who just completed his graduation.His son could not properly run the school.The total strength remained just one hundred students. Later the school was shifted in *"Noori"* Mosque Street and his son failed to run the school. The school was in progress till 2005.[xx]

Saint Marry English School was established by Austen in 1986 at Nankana city after the difference with Smuel P. Sharf. It was located at a corner of the street which was opposite of mosque near municipality office Nankana Sahib. It was also a middle school. It was remained active till 2000. It received great response from the public because lack of inflation in that era. The monthly fees per child were just fifty rupees. The salary of a faculty member was in-between three hundred to four hundred per month. Official line and educated communities of the region warmly welcomed the initiative by Austen and requested him that did not leave or went back just like Muneer Model School. Austen introduced new modern trends in his school. He made school name printed dairies, pencils and sharpeners etc. The result was reported in English monthly, quarterly and annually but parents were unable to read it. He sent Eid greeting cards to children's parents in English language in 1987. Eighty percent of the parents came to me next day and asked me about the card that either it was a challan form or something else because they were illiterate. The remaining twenty percent who were educated thanked me and highly appreciated his act. He decided after it starting bilingual teaching in Urdu and English than only in English. Austen promoted liberal image of the school because more than ninety-five percent population of the region were Muslim. He hired Muslim teachers for Islamic studies. He vigorously celebrated all Muslim celebrations as his own. For instance, on the occasion of *"Eid Milad Ul Nabi"* in 1989, he prepared his students so beautifully when they entered into the procession, their entry and dresses were more beautiful and unique than all other participants. They wore Arabic dresses on the occasion. All the participants impressed

their participation and unanimously decided that they would lead the procession. Even the participation of his school endorsed in *"Jumma"* address that Muslim perception was wrong towards Chirstian of the region after that participation that they were biased towards their religion but then they proved that they were true Pakistani like other Pakistanis.

Tahmir e Watan English Medium School was founded in 1987 by Mushtaq Ahmad and Rai Hadiyat Khan Kharal Advocate at Housing Colony Road. It had better infrastructure than above mentioned school. Mushtaq Ahmad was principal who had already served as an advisor in Saint Pual English Medium School. He was very good teacher as well as administrator. He keenly looked after all the affairs relating faculty and students. He himself took extra classes of English and hand writing. He even pursued his students during summer vacations. He visited their villages for taking their updates about home work of summer vacation. Tahmir e Watan English Medium School soon reached on top in rating of private sector schools due to his untiring efforts. Its student's strength also increased up to one thousand. In the beginning it was single storey school but after a few years the strength increased its capacity, so management constructed a new storey. All prominent families of the region enrolled their children in it.

Chuadry Abdul Razzaq Raza formed "Raza Public School" in 1989 near mosque *"Sheikhan"* at Nankana Sahib.[xxi] In the same way Buland Adeal School was came into being in 1993 by Buland Iqbal at *"Mahala Sheikhan.*[xxii]Akhtar Bhatti set up Hassan Bhatti Memorial School in 1995 at *"Mahala Kirpa Ram"* Nankana Sahib in the memory of his father.[xxiii]Pak Garrison School was established in 1997 by Mohammad Yasin Sohrwardy at Housing Colony Road. Mohammad Yasin Sohrwardy is a very hard working person and active principal. He also introduced new trends in private sector. It was the first boarding school in the region. He introduced army uniform among his students and also started second shift. Soon his school produced good results at tehsil as well as district level. His students beat all previous record of marks in the region.

One year later Hira Public School was founded in 1998 by Qaisar Irfan Chaudry. It was situated at Nankana Sahib to Sant Ram road in the West opposite *"Shora Khothi"*. Hira Public School also followed the footsteps of Pak Garrison School,so soon it had gained valuable position among private schools.Both schools have healthy competition in co-curricular and extra co-curricular activities at tehsil and district level in every year.

Sardar Mastaan Singh founded Guru Nanak G School in 1999 at *"Tehsil morh"* on railway road. Only Sikh students enrolled in it but later its management earned good repute among Muslim community also, so they also sent their children in Guru Nanak G School.[xxiv] Sardar Mastaan Singh is famous as Sir Syed Ahmad Khan among Sikh community. There was no trend of education in Sikh community of Nankana Sahib before this school. They were mostly illiterate but after the establishment of the school, the Sikh families started to send their children into the school. This school ended the insecurities of Sikh communities which they had in other Muslim dominated schools. Mostly Sikh could not intermingle with Muslim community of the region. The Sikh community which lived in Nankana Sahib is Pashto speaking and migrated from FATA after 1971 war. Guru Nanak G School is successfully running and has a good rating among all private sector schools.[xxv]Solomen Convent Girl High School was established in 2000 by Mrs Sohrab Khan after taking donation from "*Karitass"* (a Catholic construction company), at Youngsonabad. Later Mrs Sohrab Khan took the school on lease from the company.[xxvi]

Above narrative clearly shows that all three communities including Muslims, Chirstians and Sikhs played their active role in uplifting of the private education sector. The contribution of private sector was very essential to increase the literacy rate of the region. Private sector promoted the atmosphere of competition among students. They cannot bear negligence from their employees at any stage because they had to produce results at any cost otherwise they could losen the confidence of students and parents. Private sector is based on profit otherwise cannot be sustained. A quality

management is required for producing good results. Private sector produces quality education than public sector, so parents prefer to get admission in private schools. For instance, a student remains absent more than one day without intimation, the school management enquires him from his parents about absent. Private sector hires teachers and lecturers from public sectors school and colleges. They are qualified teachers than the faculty of private sectors. They produce good results in private sector than public institutions. Even they work more against nominal salaries there due to strict management but on the other hand in public sector, they are paid more against less duty due to lose management. They only love their own interest than National interest. This culture brought into tehsil Nankana after the establishment of Pak Garrison School and Hira Public School. On other side at public sector, situation is entirely different from private sector. There is poor management in public sector, political influence always involved which protected shirkers, so institution head could not establish his writ against them. Influenced employees went on long leaves but their roll call marked regularly because of close binding with top brass.Private sector played very vital role in education of Nankana Sahib.

Conclusion

The history of education in Nankana Sahib after 1947 demonstrates the gradual nature of social and institutional development in a relatively educationally backward area of Punjab. At the beginning of the post-Partition period, educational opportunities remained severely limited. The literacy rate of only 7.5 percent recorded in the 1961 Census provides a significant indication of the magnitude of the educational challenge confronting the area. The absence of a higher secondary school or college until 1964 further illustrates the limited institutional opportunities available to students beyond the primary level.The subsequent expansion of primary education represented an important stage in addressing this deficiency. The establishment of 281 primary schools between 1947 and 1977 and a further 239 schools between 1978 and 2005 indicates sustained institutional expansion over the period under study. At the same time, the annual rate of establishment declined slightly from approximately 9.37 schools per year during 1947–1977 to 8.85 during 1978–2005. This suggests that educational expansion continued, but its pace was not uniform across the entire period.

The development of education in Nankana Sahib was therefore a long-term process rather than an immediate consequence of independence. The evidence suggests that the area required several decades to develop a broader educational infrastructure capable of serving its growing population. The expansion of primary schools created the foundations for increased access to basic education, while the later development of secondary and higher educational institutions gradually widened opportunities for further study. The experience of Nankana Sahib also demonstrates that the expansion of education should be understood not merely through literacy statistics but through the development of institutions that make literacy possible. Schools, teachers and opportunities for progression from primary to higher education collectively shaped the educational transformation of the area. By 2005, Nankana Sahib had moved considerably beyond the extremely limited educational infrastructure of the early post-Partition decades. Nevertheless, the historical trajectory shows that overcoming educational backwardness was a gradual process requiring sustained institutional expansion over generations.

References

[i] Imroze,11-12-1963.
[ii] Record provided by rai Iqbal, EDO education office, district Nankana Sahib.
[iii] Ibid.
[iv] Syed Qasim Mahmood, "Basti Basti(2)", Siyara Digest, May,1971.
[v] Interviewed with Rai Mohammad Khan Nasir who is an old student of that school, 02 February, 2017.
[vi] Ibid
[vii] Imroze,09-06-1964
[viii] Ibid
[ix] The Midra'b: Golden Jubilee Volume 2018.File No. 6, Issue No.6. Nankana Sahib: Govt. Guru Nanak Postgraduate College, 2018.
[x] Muhammad Akram Shahid, ''Nankana Sahib Mazi o Haal ke Aaine Ma", Magazine Mazrab, Government Degree College ,Nankana Sahib ,October,1986,87,88.
[xi] Interviewed with many staff members of Govt. Guru Nanak Post Graduate College Nankana Sahib.
[xii] Interviewed with Sardar Dia Singh,an old student of Govt. Guru Nanak Post Graduate college Nankana Sahib,10-11-2026.
[xiii] Interviewed with Mumtaz Ahmad, AP at Govt. Guru Nanak Post Graduate college Nankana Sahib,05 August, 2017.
[xiv] Interviewed with Mohammad naeem Akthar who was an ex-principal of Govt. Guru Nanak Post Graduate College, Nankana Sahib, 01 August,2017.
[xv] Interviewed with Mohammad Sultan Tippu who was ex—principal of Iqra Modal School, Nankana Sahib, 01 August, 2017.
[xvi] Interviewed with Zaheer Abbass Malik,a clerk posted at Feroz Watto'án branch,08 August, 2017.
[xvii]Interviewed with Madam Naghama Mushtaq who is the owner of the school, Housing Colony,Nankana Sahib,09 August, 2017.
[xviii] Both Mr and Mrs Samuel P. Sharaf were educated from missionary schools.They lived at Martinpur. Azra sharaf was in medical profession. They served in abroad for ten years.They had only daughter who was eight years old when they came back to Pakistan.
[xix] Interviewed with Smuel P. Sharaf, who was the owner of the school, Village Martinpur,01 August, 2017.
[xx] Ibid.
[xxi] Interviewed withChuadry Abdul Razzaq Raza who is the owner of the school, Mohallah Sheikhan, Nankana Sahib,08 August, 2017.
[xxii] Interviewed withBuland Iqbal who is the owner of the school, Anaarkali Bazzar, Nankana Sahib,09 August, 2017.
[xxiii] Interviewed withUmer Farooq Hayee, Nankana Sahib, 08 August, 2017.
[xxiv] Interviewed with Sardar Mastaan Singh Purana Nankana, Nankana Sahib, 29 July, 2017.
[xxv] Interviewed with Sardar Kalyan Singh , Lecturer in Punjabi at GCU Lahore, 2 January, 2017.
[xxvi] Interviewed with Farzand Shaiq, Village Martinpur,06 August, 2017.