

# Contribution of Madarsa Education System in Present Scenario

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## *ABSTRACT*

This paper deals with the Madarsa Education System, its origins, its progress, role and contribution. This paper also includes the analysis and suggestions to improve the madarsa system. NPE –National Policy on Education CPD- Continuous Professional Development, MHRD- Ministry of Human Resource Development.

**Keywords: Professional, Human, Community, Opportunities, Religious, Constitutional, Sustainable**

### **Introduction:**

Education is given highest importance in Islam and it has been considered as compulsory for each male and female. It is a process to develop the personality of the individual to realize the Allah and do all desired work and contribute for the betterment and welfare of the human progress. The very first verse of the Quran says, “Read, in the name of who created, created man from a clot, Recite, and your Lord is most bountiful, who taught knowledge by pen and Taught man what he knew not”. In a Quran many times this words of knowledge and education have been repeated and also in the words of Prophet and he used to speak people the importance of knowledge and education, usually in the evening in a particular place which is called Ashab e Suffa and considered as a first Madarsa. The aims of education in Islam is to produce a good human being to fulfill his duties as a servant of Allah and a khalifa on earth, to inculcate values, to contribute for the welfare of human progress and national development. Islam gives full importance to Education and for this purpose educational institutions have been established which are known as Maktabs and Madarsas. The Purpose of these institutions to prepare the child for here and hereafter, to prepare a person to develop good society and nation.

National Education Policy -2020 also stated in its introductory remarks that “Education is fundamental for achieving full human potential, developing an equitable and just society, and promoting national development. Providing universal access to quality education is the key to India’s continued ascent, progress, and leadership on the global stage - in terms of economic growth, social justice and equality, scientific advancement, national integration, and cultural preservation.” Therefore Education is only tool to develop the individual as well as society, nation and the world. In India the National Commission for Minorities has identified Muslims, Christians, Sikhs, Buddhists and Parsees which constitute 20.22% of the total population of the country as religious minorities, while Hindus are the majority group. It has also been reported that the dropout of the Muslim Students from schools and other educational institutions is of higher rate. Female literacy among the Muslims is also significantly low and this is one of the important reasons of ignorance and illiteracy in Muslim community. In this perspective the contribution of madarsa education is highly significant.

### **Madarsa Education**

It is to understand that madarsa is a complete system of Education, its history is difficult to narrate

but it started from the Ashab e Suffa where Prophet used to speak people in the evening in a particular place, then during the time of Jaffar bin Sadiq madarsa concept emerged and during the Selzuki period his wazir Nizamul Mulk Tusi established many madarsas and madarsa Baghdadia is one of them where Al Ghazli was teaching. In 970 Jamia Al Azhar established in Cairo, Egypt and in India Darul Uloom Deoband was established in 1866 by Qasim Nanotvi, Warren Hasting established Calcutta Madarsa 1780 and in Lucknow Nadwatul Uloom established in 1898 and Ashrafia, Misbahul Uloom and thousands of madarsas have been established across the country. In our country it is divide into three major categories, one is Government aide madarsas , second is recognized madarsas and third is un-recognized or un registered madarsas. The number of madarsa are thousands and thousands. Most of the madarsas are teaching upto elementary level very few are teaching after Master level and research portion is very less. There are various states like Bihar, West Bengal, Chhatishgarh, Madhya Pardesh and Uttar Pradesh have madarsa Board. These boards affiliate madarsas, make norms, recognize degrees and having monitoring powers also. The nomenclature of certificates and degrees vary from state to state and also its level. Sachar Committee established by Government of India on March 9, 2005 under the Chairmanship of Justice to report on the social, economical and educational status of Muslim Community submitted its report o November 17,2006 and stated despite a common belief that a large number of of Muslim Children attend madarsa for primary education, only three percent of Muslim Children among the school going age go to madarsa, instead many Muslim students enrolled in Maktaba. As per report Muslim students 66 percent go to Government schools, 30 percent Private schools and 04 percent Madarsas but it seems that the number of madarsa going is more than the reports say. Ministry of Human Resource Development, Government of India constituted a 13 Members High Level Committee under the Chairmanship of Mr MAA Fatmi the then Minister of State MHRD

which submitted a report to implement the recommendations of Sachar Committee on 31,01,2007. The committee suggested the Action Plan in 13 chapters and 39 points Action Plan to fulfill the aspirations of socio, economic and educational aspirations of the Muslim Community. Fatmi Committee minutely studied the Sachar Committee Report and also the efforts made by Ministry of HRD and added some suggestions which include to provide best coaching centre for Muslim Students, Muslim students should also be given scholarship, A public fund should also be created for the education of Muslim girls, Anganwali centre should be established where more than 20 percent population is there, Loan should be accessible easily to this community so that school can be opened, Easy accessibility in all school of the states should be for Muslim students ,88 Districts where more than 20 percent Muslim population reside 2507 primary and 4465 upper primary school should be opened, 458 KGBV schools and same in 427 blocks also accepted, NCERT books for Madarsa from 1 to class 12 should also be prepared, Centre for Promotion of Urdu Medium Teachers in Jamia Millia Islamia, Aligarh Muslim University, and Maulana Azad National Urdu University accepted, Five new campus of AMU at Bhopal, Kishanganj, Murshidabad, Mallapuram and Pune accepted and opening of many Centre of MANUU also accepted as these all directly or indirectly linked to Madarsa students also. In India all the madarsas are established and run under the Constitutional Provisions which states in its Article 30 para (i) that All minorities, whether based on religion or language, shall have the right to establish and administer educational institution of their choice an its para (ii) read that the state shall not in granting aid to educational institution discriminate against any educational institutions on the ground that it is under the management of a minority whether based on religion or language. In these madarsas people of all religions are getting education.

Madarsa Education system is a sound system and has a unique chains of educational institutions

which also help Government of India to fulfill its obligation to give education to all children upto age of 14 years under Article 21(a) as a fundamental right not only this it also fulfill the concept of early childhood care and education under Article 45 for a very long time as students generally go to madarsa at the age of 3 to 4 years and study there basic knowledge. In other way we see that most of the students belong to economically weaker section but madarsa do all its best for their education without any fee many madarsa also provide free lodging and fooding with the support of community so it also fulfill the Article 46 which says that the state shall promote with special care the educational and economic interest of the weaker sections of the people. It also fulfill the vision of Article 350 which highlight all the matters relating to the safeguards provided for the linguistic minorities and their development. In this way its role is unique.

#### **Contributions:**

Despite many ups and down madarsa system is running beautifully not only in India but all over the world. It is generally running by the support of the community. It provides everything to its students. Most of the madarsas are residential which give education free of cost and also residential facility even dining facility. Teachers are working in a very least salary just with a concept to work for the betterment of the society and they are shouldering the responsibility of being teacher. The relationship between teacher and taught is really that of father and sons. Students are well disciplined here. Curriculum is both religious and modern. Most of the madarsas are having English, Hindi, Science and Social Science in their syllabus. Many madarsas established vocational courses training centers and willing to educate their children in skills and modern subjects. They are catering the needs of the weaker section, they are giving light to the poor and showing and guiding the people to fulfill their vision and aspirations even in the odd situations.

#### **Issues:**

Madarsas are running in scattered form there is no central agency, all madarsas are independent in itself though some madarsas are affiliated to madarasa board and some are getting aid from Government but generally madarsa board has no regulatory body, no proper rules and regulations for students and teachers its appointment and promotions. No systematic, proper and unanimous curriculum is there all are running for their own purpose. They are imparting religious education and modern education too but job and work opportunities are less to madarsa students, financially madarsas are not strong they always lack proper resources.

#### **Suggestions:**

Madarsa Education system is a unique concept and asset to the society and the Government so both should give its attention towards this beautiful system. There is a need to recognize the certificate and degrees of Madarsa at par with CBSE and other state boards and higher education degree as par University degrees. Nomenclature of Certificate and degrees should be made same every where and accordingly if required minimum quantum of knowledge should be decided and for this curriculum should be reconstructed. Proper system should be developed regarding number of teachers required, its basic qualifications and process of promotions. Provisions should be made for pre-service and in service training of teachers and also time to time continuous professional development work and seminar and workshop. Number of female teachers is very less in madarsa system, this is time we should establish more and more Banat madarsas( Girls Madarsas) and required number of female teachers should not only be appointed in girls madarsas but in general madarsa also. Those which are aided madarsas here Government gives only salary which is not enough it is highly required to construct building, grant for proper library, labs, playgrounds and toilets, drinking water etc. It also realized that all schemes of Government which are

running in schools are not available in Madarsa so Government should compulsorily implement all its schemes for student's welfare in all madarsas whether aided or not aid. Local people, social workers, alumni and community should care madarsa and its system

### Conclusion:

Madarsa Education System in one of the best education system of the world which has a unique chains of institutions and imparting religious and modern education, generally catering the needs of the poor section of the society and it is mainly run by the support of the people. Parents, students and teachers have a unique relationship and aspiration and hope for education but many issues are there like lacking updated curriculum, not availability of trained teachers, no proper building, no availability of required educational resources, no proper play ground, no validity of certificates and degrees across the county, no systematic process of higher education and research, Generally no skills and vocational education/course and less job opportunity etc. There is urgent need to recognize the contribution of Madarsa Education System and provide grant for all these required resources as well as develop a rules and regulations for curriculum construction, teachers training, appointment, promotion, degree validation, starting more courses of job oriented also to bring the

madarsa as a centre of religious and job oriented modern education. It will not only help to fulfill the Constitutional obligation, increasing GER but also to achieve the target of Sustainable Development Goal (SDG) by 2030.

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