



Role of Madarsa in Education System

For Prelims: [National Commission for Protection of Child Rights \(NCPCR\)](#), [Supreme Court](#), [Right to Education](#), [Khorasan](#), [Uttar Pradesh Board of Madarsa Education Act 2004](#), [Secularism](#), [The Constitution](#), [Fundamental rights](#), [National Council of Educational Research and Training \(NCERT\)](#).

For Mains: Significance of Right to education, Role of madrasas in education system.

Source: [HT](#)

Why in News?

Recently, the [National Commission for Protection of Child Rights \(NCPCR\)](#) has submitted before [the Supreme Court](#) that the curriculum imparted in madrasas lacks comprehensiveness and thus contravenes the mandates of the [Right to Education](#).

- The Commission contends that the textbooks utilised in these institutions promulgate teachings centered on the **doctrinal primacy of Islam**.

Madrasa

- Madrasa, derived from **Arabic**, refers to an **educational institution** primarily associated with **Islamic teachings**.
- In the formative centuries of Islam, **mosques functioned as centers of education**. However, by the 10th century, madrasas evolved as distinct institutions, imparting both **religious and secular knowledge across the Islamic world**.
 - The **earliest documented evidence of madrasas** originates from regions such as [Khorasan](#) and [Transoxania](#), encompassing **present-day eastern and northern Iran, Central Asia, and Afghanistan**.
- Larger madrasas often provided residential facilities, particularly catering to students from economically disadvantaged backgrounds.

What are the Recent Development Related to Madrasas in UP?

- The [Allahabad High Court judgement](#) dated **March 2024**, declared [Uttar Pradesh Board of Madarsa Education Act, 2004](#), as “unconstitutional.”
- The Court's ruling was based on the premise that the Act contravened “[the principle of secularism](#)” enshrined in the [Constitution](#) and violates [fundamental rights](#) guaranteed under **Article 14 (right to equality before the law)**.
- The NCPCR made its **submission to the Supreme Court in response to** a set of appeals challenging a **verdict by the Allahabad High Court**.

- NCPCR has recommended that **all Muslim and non-Muslim children be removed from Madrasas and enrolled in schools** to receive fundamental education as per the **RTE Act, 2009**.

Note:

- In 2023, approximately **1.69 lakh students appeared for examinations** conducted by the Uttar Pradesh Madrasa Education Board, which are **equivalent to the Class 10 and 12 levels in mainstream education**.
- Uttar Pradesh, along with several other states, also maintains a **separate board for Sanskrit education**, operating **parallel to the madrasa system**.

Uttar Pradesh Board of Madarsa Education Act, 2004

- The Act aimed to regulate and govern the functioning of **madrasas (Islamic educational institutions)** in the state of Uttar Pradesh.
- It provided a framework for the establishment, recognition, curriculum, and administration of madrasas across Uttar Pradesh.
- Under this Act, the **Uttar Pradesh Board of Madarsa Education** was established to oversee and supervise the activities of madrasas in the state.

What is the State of Madrasas in India?

- **Number of Madrasas in India:**
 - As of 2018-19, India had a total of 24,010 madrasas, of which 19,132 were recognised, while **4,878 remained unrecognized**.
 - Recognised **madrasas are affiliated with state madrasa education boards**, while **unrecognized madrasas follow** curricula set by prominent seminaries such as **Darul Uloom Nadwatul Ulama** (Lucknow) and **Darul Uloom Deoband**.
 - **Uttar Pradesh has the largest share of madrasas in the country**, with 11,621 recognised and 2,907 unrecognized institutions, representing 60% of India's total madrasas.
 - **Rajasthan had the second highest number of madrasas**, with 2,464 recognised and 29 unrecognized.
 - Certain states and Union Territories, including Delhi, Assam, Punjab, Tamil Nadu, and Telangana, reported **having no recognised madrasas**.
- **Categories of Madrasas in India:**
 - **Madrasa Darse Nizami:** These **operate as public charitable institutions** and are **not required to adhere to the** state school education curriculum.
 - **Madrasa Darse Aliya:** These are **affiliated with state madrasa education boards**, such as the Uttar Pradesh Board of Madrasa Education.
 - Over **20 states** in India have established their **own madrasa education boards**, which are administered by the respective state governments.
 - Teachers and officials in recognised madrasas under these boards are appointed by the state government.
- **Education and Curriculum:**
 - **Curriculum:** Education in madrasas **mirrors the structure of mainstream school and higher education**, with students progressing through various levels like **Maulvi** (equivalent to **Class 10**), **Alim** (equivalent to **Class 12**), **Kamil** (equivalent to a **Bachelor's degree**), and **Fazil** (equivalent to a **Master's degree**).
 - **Medium of Instruction:** The medium of instruction in charitable **Madrasa Darse Nizami includes Arabic, Urdu, and Persian**, while **Madrasa Darse Aliya uses** textbooks either published by **state textbook corporations** or prescribed by the **National Council of Educational Research and Training (NCERT)**.
 - A significant number of madrasa boards across India have adopted the NCERT curriculum, with **compulsory subjects such as Mathematics, Science, Hindi,**

English, and Sociology.

- In addition to the core subjects, students can choose an **optional paper**, selecting **either Sanskrit or Deeniyat** (religious studies, including the Quran and other Islamic teachings). The Sanskrit paper includes Hindu religious scriptures and teachings.

▪ **Funding:**

- The primary source of funding for madrasas comes from the respective state governments, with supplementary support from the central government under the **Scheme for Providing Education to Madrasas/Minorities (SPEMM)**.
 - **SPEMM** offers financial assistance to madrasas and minority institutions across the country, facilitating their educational development and support.
 - **It has two sub-schemes:**
 - **Scheme for Providing Quality Education in Madrasas (SPQEM):** It focuses on improving educational standards.
 - **Infrastructure Development of Minority Institutes (IDMI):** It addresses infrastructure enhancement.
 - In April 2021, SPEMM was transferred from the Ministry of Minority Affairs to the **Ministry of Education** for more streamlined administration.

What are the Initiatives Related to Education?

- **Sarva Shiksha Abhiyan (SSA)**
- **Rashtriya Madhyamik Shiksha Abhiyan.**
- **Rashtriya Uchhatar Shiksha Abhiyan (RUSA)**
- **National Programme on Technology Enhanced Learning.**
- **PRAGYATA**
- **Mid-Day Meal Scheme**
- **Beti Bachao Beti Padhao**
- **PM SHRI Schools**

What is the Role of Madrasas in the Indian Education System?

- **Cultural Preservation:** Historically, Madrasas have served to **preserve and transmit Islamic culture, beliefs, and values among Muslim communities in India**, fostering a sense of identity and community.
- **Education and Literacy:** They **provide an educational platform** for many Muslim children, particularly in areas where access to formal schooling is limited.
 - However, **concerns exist regarding the quality of education** and the comparatively lower literacy rates among Muslim communities, with many **students unable to progress beyond secondary education.**
- **Influence on Ideology:** While Madrasas **can promote positive values**, some have been **criticized for fostering extremist ideologies and anti-national sentiments**, potentially contributing to social divisions and communal tensions within the country.
- **Legal and Funding Issues:** The existence of Madrasas **raises questions about secularism and equality in education funding.**
 - Critics argue that public funds should not be used to support religious education without equally funding other religions to ensure uniformity and adherence to secular principles.
- **Challenges to Integration:** Many graduates of Madrasas face difficulties in integrating into the broader workforce due to a **lack of vocational skills and modern education.** The **educational approach often leads to isolation from mainstream society**, hindering opportunities for upward mobility and social cohesion.

Way Forward

- **Vocational Training:** Introduce **vocational and skill development programs within Madrasas to equip students with practical skills** that enable them to compete effectively in the job market.

- **Quality Standards and Accreditation:** Establish **regulatory frameworks and quality standards for Madrasas**, including an accreditation system to ensure compliance with modern educational practices.
- **Equitable Funding:** Implement **fair funding policies** that support all educational institutions, ensuring that **public funds enhance educational quality** and infrastructure without promoting religious ideologies.
- **Community Engagement:** Foster **awareness and collaboration with parents, community leaders, and NGOs to emphasize the importance** of holistic education and literacy, encouraging families to prioritize formal education for their children.

UPSC Civil Services Examination, Previous Year Question (PYQ)

Prelims:

Which of the following can aid in furthering the Government's objective of inclusive growth? (2011)

Promoting Self-Help Groups

Promoting Micro, Small and Medium Enterprises

Implementing the Right to Education Act

Select the correct answer using the codes given below:

- (a) 1 only
- (b) 1 and 2 only
- (c) 2 and 3 only
- (d) 1, 2 and 3

Ans: (d)

Mains

Despite Consistent experience of high growth, India still goes with the lowest indicators of human development. Examine the issues that make balanced and inclusive development elusive. (2019)

“Education is not an injunction, it is an effective and pervasive tool for all-round development of an individual and social transformation”. Examine the New Education Policy, 2020 (NEP, 2020) in light of the above statement. (2020)