



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 Uchhattar 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:

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

1. Promoting Self-Help Groups
2. Promoting Micro, Small and Medium Enterprises
3. 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

Q. 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)**

Q. "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)**