

**Name of the Scholar:** Mozaffar Islam  
**Name of Supervisor:** Prof. Sohrab Ali  
**Name of the Department:** TT & NFE (IASE) F/O Education, JMI

**Title of the Thesis:** A Case Study of Madrasa Education in Bihar

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Educational institutions are the places where the student's personality is developed by disciplining the body, intelligence and mind. It is a classic example of how a community, passing through the traditional phase from medievalism to modernism can continue to the social and economic progress of society. Madrasa is a kind of an ancient and traditional educational institute. The word Madrasa derived from Arabic word 'dars' which means Lesson', is a Muslim educational institution, a centre for studies, teaching, research etc. In its popular usage, the term stands for an institution specializing in the teaching of the Arabic language and Islamic studies. The primary stage of Madrasa is called *Maqtab* or *Nurani Madrasa* or *Furqania Madrasa* ('Furqan' is derived from Al-Furqan). The primary education centre giving lessons on reading and reciting the Holy Quran are known as '*Darse Quran*'. Usually the local mosques serve as the centre for primary education for boys and girls of nearby families. The *imams* and *muazzins* of local mosques work as teachers. The present study has seven objectives and four tools were used.

### **Findings of the Study**

- The means and resources required to run the madrasa were not sufficient and they were continuing with their work with full commitment. Generally people work for better remuneration and facilities but the personnel's of the non government enterprises were working against a very low payment and sometimes they worked without any remuneration this indicates their sincere efforts toward the development of madrasa education.
- Current status of Madaris in Bihar is that there are 1,127 aided Madrasa and 2,460 un-aided madrasa and 180 Madaris for girls.
- A majority of the madrasa or governing organizations of the madarsa were not registered with any Board or Registrar or Waqf Council or Waqf Board which are called "C" type Madaris and run through donations. The C type madrasa is doing good than "A" type and "B" type.
- Students with madrasa degree can also be considered for the appointment in the schools of Bihar as Urdu teachers.
- Madrasa teachers are not getting full salary like school teachers. Madrasa teachers are not aware of the schemes for modernization of madrasa . The process of these schemes are too lengthy for them to understand.
- Due to lack of mid-day meal in Madaris, students get transferred to government schools.
- Madaris education lacks co-curricular activities.

- Mostly management were in favour of introducing modern subjects in Madaris without taking any assistance from the government as they felt that financial assistance from the government for this purpose will affect the autonomy of the Madaris.
- For accepting governments' assistance for teaching modern subjects most of the managements preferred to receive it in the form of teachers, text books, book bank etc. and very few favoured the view of receiving this assistance from the government in cash.
- Even the salaries of the teachers were found to be very low and causing general dissatisfaction among the teachers.
- Teachers were attending Madaris on all working days of the week and spending one to one and a half hours there for teaching modern subjects to madrasa children.
- It is found that there is a need for the improvement in the implementation of the schemes and teachers' salaries were also substantially very low.
- The general madrasa teachers were mostly in younger age group of 20-35 years, they were qualified maulavis and fazils with some having done graduation and post graduation from renowned university and years of teaching experience.
- Most of the madrasa teachers reported that modern subjects were being taught in the madrasa but this teaching was confined to only lower primary classes.
- A majority of general madarsa teachers were totally unaware of the existence of any scheme of modernization of madrasa education launched by the government. And those who were aware of it were not clear about the main objectives of the scheme.
- There was a lack of understanding and confusion among the madrasa teachers, head teachers and management about the motive of the government behind launching the modernization of madrasa education scheme. They also felt that the terms and conditions particularly the condition of registration of madrasa or its managing body should not be pressed for.
- It was pointed out that proper planning by way of preparing text books and other material specific to the needs of madarsa children especially in Urdu medium was not done by the government.
- Many libraries of Madaris have a rich collection of rare books, but they are in a deplorable condition. Most of them do not have catalogues. As a result the books of immense value are lying unutilized.
- There were no hygienic conditions of the pupils . Other aspects, such as food distribution and fixation of study hours which also require improvement. There was no arrangement for physical exercise, excursion, sports and games, which could help students to achieve coordination and alertness of body and brain.