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Maktabs and Madrasas in India: A Look at Statistics based on 8th All India School Education Survey

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Abstract

During British rule in India, these institutions were targets of tirade of Trevelyan in that Macaulay's recommendations of 1835 envisaged stopping of the printing of Arabic books and abolition of the Madrasas and the Sanskrit pathshalas. During the period, the Persian, Arabic and Urdu Maktabs and Madrasas and Sanskrit Pathshalas were succeed without expansion, but found a congenial atmosphere for expansion in the post-Independence era however, post independence government had not shown keen interest in the expansion of Maktabs and Madrasas. Under 8th AISES (2009), information on Oriental School in the country has been collected. As per 8th AISES report, only Maktabs (816) and Madrasas (3,879) are functioning in the country. Present paper is focusing on some more statistics on various parameter of Maktabs and Madrasas status in the country.

Keywords: Maktabs, Madrasas, Macaulay, Schools, Enrolment, Teachers.

I. Introduction

The Eighth All-India School Education Survey is unique in the sense that it aimed at finding out enrolment of students at all stages of education and in all types of institutions with reference date 30th September 2009. The institutions covered include the schools from pre-primary through higher secondary, Oriental Institutions such as Maktabs, Madrasas and Sanskrit Pathshalas. The information about Maktabs, Madrasas and Sanskrit Pathshalas has been collect in a separate schedule named Village Information Form (VIF) and Urban Information Form (UIF) (NCERT, 1978).

The maktabs/madrassas were originally meant to be a purely religio-cultural institution, aimed at preserving and propagating Islamic traditions (Sultanat, 2003). The British period is

generally considered a period of strong set back to Indian education system. But at the same time; Madrasa education also continued, flourished and saved Indian Muslims from being affected by the western culture. It was during this period the several well-known seminaries were established. They include Durul-Ul-Ulum Deobond (1866) Nadwat-Ul-Ulema Lucknow (1894) and even Jamia Arabia Islamia Nagpur (1938) (Haque, 2013). With the passage of time, maktab/madrassas lost their sheen and utility. Especially the post-Mughal period saw the waning of madrassas as „centres of knowledge and excellence“. To make matters worse, even the institution got enmeshed in a vice-like grip of orthodoxy and conservatism, leading to its stagnation and subsequent downfall (Sultanat, 2003).

After independence, there are many persons who believe that due to the influence of secularism in India, the religious educational institutions have lost their relevance. But, in fact; the maktab/madrassas education system is still strong in their own position and has been increasing and progressing by leaps and bounds in the country.

The new challenges of the 21st century (the century of Knowledge) can not be encountered without considering the problems of Muslim education in India, because Muslims are the biggest minority community of this nation comprising 13.4 Percent of it's population. And maktab/madrassas education is a significant part of the History of Muslim education and Islamic studies in India. Late Shri Madhavrao Scindhia, the then Minister of Human Resources Development (HRD) while addressing a muslim education conference held in Delhi on May 7, 1995, stated that there were 125000 Madrassas in India during the time of Mughal reign in India. The report of all India survey by Hamdarad education society published in the June 1996 confirmed the said figure (Sultanat, 2003).

Although these were the only institutions imparting education in the country before the British introduced the formal school system, no serious attempt seems to have been made to study the functioning of these institutions and to assess support they needed from the government. However, the Sanskrit Commission of 1956 was the first to look into their needs. Probably the main reason for this was that these institutions functioned in isolation rather than in an organized way and hence the follow up of these institutions was an ordeal (NCERT, 1978).

II. History of Maktab and Madrasas

The madrasa was originally meant to be a purely religio-cultural institution, aimed at preserving and propagating Islamic traditions. It was devoid of any political agenda or ideology. However, the political patronage that they were receiving enabled them to influence policy-making in an advisory role (Sultanat, 2003).

As there is no documentary evidence for starting point of the maktab/ Madrasas. The sources have not yielded any direct information concerning the architecture or curricula of early madrasas (colleges for higher religious studies) and maktab. There are references to maktab-khānas (i.e. school buildings) in several legal documents from the tenth to the fifteenth century, however, and useful visual evidence for the interiors, teaching materials and code of conduct for students and teachers (maktabdārs) may be gathered from miniatures of the Shiraz and Herat schools of the fourteenth to the sixteenth century, for which school settings were a favourite

subject, but all this evidence is from later times. As a rule, the maktab was attached to the local mosque and was often located in the teacher's house, where he and his wife looked after boys and girls separately. From the tenth to the twelfth century and later, notwithstanding the well-developed network of maktabas, teaching was often informal and amateurish. A significant proportion of families remained content to teach their children at home (UNESCO, 1996).

The first educational institution in the Muslim world was the mosque built at Medina early in the seventh century by the Prophet Muhammad and his Companions. From then on, mosques were used for teaching purposes, especially for the teaching of law and theology, but as society developed, study circles were held not only in the mosques but also in the palaces, in the streets and even in the market-places. The study circles also grew in number and quality during this period, forming the nuclei of what were to become the madrasas, colleges intended for adults who had already received their primary education in private schools or mosques. In the tenth century the madrasas emerged as an independent institution distinct from the mosque, although madrasas – at least in the early days – were set up either for a single jurist or to teach the tenets of a particular legal school. Thus was born a new kind of educational institution, destined in future to become a centre of religious and secular learning in the Islamic world and a place where the representatives of the official class were educated in the spirit of Muslim orthodoxy.

The history of Madrasa education in India starts since the arrival of Muslims in India and it began in the 10th century with the establishment of Maktabas and Madrasas in the towns of Sind, Dabel, Mansura, Multan by the Arab traders and settlers (Haque, 2013).

After the passage of time, this system was gradually developed and hundreds of mosques during this period were flourished. Oudh, Multan, Lahore, Khairabad, Patna, Surat, Delhi, Agra were the main centres of Madrasa education and Islamic studies (Haque, 2013). The appearance of Urdu institutions was in the period of Akbar in 16th century. Its period was also called as period of secular rule. The people were forced to study in Urdu institutions along with Muslims. As a result, with this intermingling of Hindus and Muslims, a new language came into existence as Urdu which has Persian script and includes many Arabic and Persian words.

During British rule in India, these institutions were targets of tirade of Trevelyan in that Macaulay's recommendations of 1835 envisaged stopping of the printing of Arabic books and abolition of the Madrasas and the Sanskrit college at Calcutta. However, the then Governor-General, Lord William Bentinck was more generous in that, although he endorsed Macaulay's views, he promised that the "existing institutions of oriental learning would not be abolished as long as pupils study there and that the stipend then given to teachers and pupils would not be stopped, though no new stipends shall be given hereafter."

During British rule, the Persian, Arabic and Urdu Maktabas and Madrasas and Sanskrit Pathshalas were succeeded without expansion, but found a congenial atmosphere for expansion in the post-Independence era.

III. Source of Statistics

Since 1957, Government of India is collecting the information on schooling facilities in the country for policy prospective. It collected information on school access, enrolment, teachers, physical facilities, ancillary facilities, etc. available in the school at census basis. First survey was conducted by then Ministry of Education, Government of India. After first census, NCERT conducted school surveys at the behest of Ministry of Education/MHRD. In the series, last survey, Eighth survey called as Eighth All India School Education Survey (8th AISES) is conducted with reference date September 30th, 2009. This survey has also collected information on oriental schools such as Maktabas, Madrasas and Sanskrit Pathshalas. The statistics/reports of the 8th AISES as well as previous surveys are available at AISES web portal www.aises.nic.in .

This article is an attempt the present the statistics on Maktabas and Madrasas collected in the 8th AISES as on said reference date.

IV. Maktabas/Madrasas (Following System of General Education)*

According to the NV (statistical) report of 8th AISES, there are 816 Maktabas and 3,875 Madrasas in the country, which following system of general education (see **table 1**). Out of total 816 Maktabas, 82.97% (677) Maktabas are situated in rural part of the country and only 17% (139) are in urban areas. Of these total Maktabas, 87.13% (711) Maktabas are of primary category[†], 10.6% (87) Maktabas are upper primary category, 1.56% (13) are secondary and 0.61% (5) are higher secondary type Maktabas. Out of these, most of the Maktabas are in rural areas. Around 83% primary category, 85% upper primary category Maktabas, 85% secondary and 60% higher secondary Maktabas are located in rural areas. On the other hand, out of 3,875 Madrasas almost 35% Madrasas are located in urban areas and rest 65% of Madrasas are functioning in rural India. Almost same trend is also seen at different category of Madrasas. In primary type of Madrasas, these figures are 887 and 1,561 (36% and 64%), in upper primary category, it is 372 and 701 (35% and 65%), in secondary it is 70 and 192 (27% and 73%) and in higher secondary, 27 and 65 (29% and 71%) for urban and rural areas respectively.

Table 2 reveals that of total (711) Maktabas of primary category, 50% (354) Maktabas are of Government/Local Body managements where 81% (286) Maktabas are in rural areas and 19% (68) are in urban areas. Rest 50% (357) are managed by private management. Out of them, half of

* Maktabas/Madrasas (following system of general education) means in these Maktabas/Madrasas education is giving in the form of formal education system of the country in addition to the religious education.

[†] School category will be determined as per state pattern on the basis of the highest class in a school. For example, in a state where classes I – V, VI-VIII, IX-X and XI- XII form primary, upper primary, secondary and higher secondary stages respectively, the category of the school will be decided as follows:

- A school having classes up to V will be termed as Primary school.
- A school having highest class either VI, VII or VIII will be termed as Upper Primary school.
- A school having highest class either IX or X will be termed as Secondary school.
- A school having highest class either XI or XII will be termed as Higher Secondary school.

Maktabs are private unaided but recognised. However, 29% (104) are private aided recognised and 20% (70) are unaided unrecognised Maktabs in the country. This situation is only in primary category of Maktabs.

In case of Upper Primary category, out of total (87) Maktabs, 57% (50) are managed by Government/Local Body and 43% (37) are by private managements. Out of 37 private management institutions, 17 Maktabs are aided, 14 are unaided but recognised and 6 are unaided unrecognised. In rural areas, there are 74 upper primary Maktabs out of which 38 are Government/Local Body, 17 are Private aided, 13 are Private Unaided (Recognised) and 6 are Private Unaided (unrecognised). However in urban areas, 12 Government/Local Maktabs and only Private aided (recognised) upper primary Maktab School.

In case of secondary and higher secondary category of Maktabs, there are only 13 and 5 Maktabs in the country respectively. Of them 11 and 3 are located in rural areas while each 2 are in urban areas respectively. Out of 13 secondary Maktabs, 8 have Government/Local Body Management and 5 are managed by private management out of them 4 are aided recognised Maktabs and 1 is recognised but unaided. On the other hand, 3 higher secondary Maktabs are running by Government/Local Body and 2 Maktabs are by private (aided) management.

As discussed in above para about Maktabs category schools, same scenario is reflected in Madrasas also. Out of total Madrasas of primary, upper primary, secondary and higher secondary category, almost 50% of Madrasas have Government/Local Body Management. The statistics of distributions is given in the table 3. Of the total primary, upper primary, secondary and higher secondary Madrasas, 1034 (42%), 418 (39%), 132 (50%) and 47 (51%) Madrasas are managed by Government/Local Body Management respectively. However, out of total 1,097 private aided Madrasas, 653 (60%) are primary, 370 (34%) are upper primary, 52 (5%) are secondary and 22 (2%) are higher secondary Madrasas. In case of unaided Madrasas which are divided into recognised and unrecognised, there are 900 recognised private aided Madrasas and 247 unrecognised Madrasas in the country. The share of these Madrasas is around 30% in total Madrasas in the country.

The present survey reveals that as on September 30th, 2009 (given in table 4), there are 806 Maktabs institutions in the country where primary stages/sections[‡] education facility is available. Of them, 83.25% (671) primary sections are in rural areas while 13.75% (135) are in urban areas. However, there are 99 upper primary stages/sections, 18 secondary and 5 higher secondary

[‡] School Stages/sections: Combination of classes for different school stages differs from state to state. Various combinations of classes of the school system constitute primary, upper primary, secondary and higher secondary stages/sections.

Generally in most of the states classes I-IV/I-V constitute primary stage/section; classes V-VII/VI-VII/VI-VIII constitute upper primary stage; classes VIII-X/IX-X constitute secondary stage; and classes XI-XII as higher secondary stage.

Some of the States and Union Territories have provision for junior colleges, independent Pre-University Classes (PUC), intermediate colleges and degree colleges having the higher secondary classes. In this survey, these classes/colleges will be considered along with the higher secondary stage.

stages/sections are recorded in the survey. Out of them, 86 and 13 upper primary sections, 14 and 4 secondary sections and 3 and 2 higher secondary sections are situated in rural and urban areas respectively. It reflects that Maktab which following system of general education is mainly concentrated at primary stages only. In case of Madrasas, similar situation is found. There are 3,812 Madrasas which have primary stages as recorded in 8th AISES. Out of which 2,482 (65%) are located in rural areas while 1,330 (35%) are in urban areas. For upper primary education, out of 1,407 upper primary stages of Madrasas, 942 (67%) are in rural and 465 (33%) are situated in urban part of the country. The percentage of these Madrasas is 67 and 33 respectively. Same situation followed in secondary and higher secondary stages of Madrasas in the country.

V. Statewise Distribution of Maktab/Madrasas Following System of General Education

As discussed above, there are 806 Maktab have primary stage education, 99 Maktab have upper primary stages, 18 Maktab have secondary and only 5 Maktab have higher secondary stages in the country. At the same time, 3812 Madrasas have primary stage, 1407 have upper primary stage facility, 352 are have secondary and 92 Madrasas have higher secondary education facilities.

In case of primary stage, Uttar Pradesh states have highest 321 Maktab where primary stage education facility is available. Out of these 321 Maktab, around 86% (275) are situated in rural part of Uttar Pradesh while only 14% are in urban areas. This followed by Assam state where 124 Maktab having primary stage education facilities with 119 (96%) primary facility in rural areas and 5 (4%) such Maktab in urban areas. West Bengal has 102 Maktab with primary facility while Bihar state has 87 Maktab with primary education facilities. On the other hand, the states like Andaman and Nicobar Island, Arunachal Pradesh, Chandigarh, Chhattisgarh, Daman and diu, Dadra & Nagar Haveli, Goa, Himachal Pradesh, Lakshadweep, Mizoram, Nagaland and Puducherry does not have primary stage education facility.

In case of upper primary level education, out of 99 Maktab where this facility is available in the country, 26 Maktab are functioning in Uttar Pradesh state where 22 (85%) Maktab are in rural areas and remaining 4 (15%) are in urban Uttar Pradesh. It followed by Assam state where 18 Maktab are in rural and single Maktab is in urban area. There are 18 Maktab where facility of secondary stage education is available and only 5 Maktab where higher secondary stage education facility is available. In state of Uttar Pradesh, Odissa and Assam each have 4 Maktab where secondary stage facility is available.

On the other hand, out of total 711 primary category Maktab, five states which have highest number of primary category of Maktab are Uttar Pradesh with 296 (254 in rural and 42 in urban) followed by Assam have 105 (101 rural and 4 urban), then West Bengal have 88 (78 in rural and 10 in urban areas), Bihar with 79 Maktab (62 in rural and 17 in urban areas) and so on. Of 87 upper primary Maktab, 23 are reported in Uttar Pradesh where 19 are in rural areas and 4 are in urban areas. This followed by Assam with 19 upper primary category of Maktab followed by West Bengal with 13 Maktab in the state. However, the state of Odissa, Assam and Uttar Pradesh have 4, 4 and 2 Maktab respectively and States like Andhra Pradesh, Karnataka and Punjab have only single Maktab.

In case of Madrasas which having primary stage, Uttar Pradesh state have highest number of Madrasas i.e. 996 where primary stage education is available. Out of 996 Madrasas, 739 (74%) Madrasas are situated in rural part of Uttar Pradesh while 257 (26%) are in urban areas. This followed by Rajasthan state where 703 Madrasas spread in 347 (49%) in rural and in 356 (51%) urban areas. Then the state of Madhya Pradesh where 499 Madrasas are distributed in rural (79) and urban areas (420).

Out of 1407 Madrasas where upper primary level education is available in the country, out of them, 334 Madrasas are functioning in Uttar Pradesh state where 212 (63%) Madrasas are in rural areas and remaining 122 (27%) are in urban Uttar Pradesh. It followed by Madhya Pradesh state with 14 (9%) Madrasas in rural and 145 (89%) Madrasas in urban area. It followed by West Bengal with 184 Madrasas in the state.

There are 352 Madrasas where facility of secondary stage is available and 92 Madrasas where higher secondary stage education facility is available in the country. In case of secondary stage education facility, the state of Uttar Pradesh has highest number of Madrasas i.e. 83 (24%) where 46 Madrasas are in rural areas and 37 Madrasas are in urban areas. On the other hand, West Bengal state has highest number (32) of Madrasas where higher secondary facility is available, which followed by Uttar Pradesh with 22.

On the other hand, out of total 2448 primary category Madrasas, five states which have highest number of these Madrasas recorded are Uttar Pradesh with 684 (536 in rural and 148 in urban) followed by Rajasthan with 647 (333 rural and 314 urban), then Madhya Pradesh have 343 (66 in rural and 277 in urban areas), West Bengal with 167 Madrasas (149 in rural and 18 in urban areas) and so on. Of the 372 upper primary category Madrasas, 256 are reported in Uttar Pradesh where 168 are in rural areas and 88 are in urban areas. This followed by Madhya Pradesh with 158 upper primary category of Madrasas which followed by Assam with 133 where 132 in rural areas and single Madrasas in urban area.

Out of total 264 secondary category Madrasas, the state of Uttar Pradesh have highest number of these Madrasas recorded as 62 where 39 in rural and 23 in urban. This followed by West Bengal where 38 Madrasas are in rural areas and 5 are in urban areas, then Karnataka which have 35 Madrasas (22 in rural and 13 in urban areas) and so on. In higher secondary Madrasas, in total 92 Madrasas are functioning in the country. Out of which, West Bengal state have highest number of these category of Madrasas i.e. 32 where 30 in rural and 2 in urban areas). This followed by Uttar Pradesh state where 8 Madrasas are in rural areas and 14 are in urban areas. In total, there are 22 Madrasas in Uttar Pradesh.

VI. Teachers and Enrolment in Maktab/Madrasas Following System of General Education

5.1 Teachers and Enrolment in Maktab Following System of General Education

From the statistical report of 8th AISES on Maktab and table 5, it reveals that in total 2276 teachers are employed in Maktab where around 87% (1,964) are male teachers and only 13% (312) female

teachers are teaching in these Maktabas. Of total teachers, around 77% teachers are teaching in Maktabas situation in rural areas and 23% teachers are teaching in urban Maktabas.

Of these total teachers, 57% (1288) teachers are working in Government/Local Body setup while 43% (988) are in private maktabas. However, out of total private Maktabas, 85% (838) teachers are working in recognised private institutions and rest are in unrecognised. There are 443 teachers are attached with private aided management Maktabas and 395 are in unaided private Maktabas.

Of the total teachers (248) in rural areas, around 50% (873) teachers are in Government/Local body institutions. In private recognised Maktabas, they are approximately 45% (787) while in unrecognised Maktabas only 5% (95) teachers are teaching. In urban Maktabas, out of total teachers, around 80% (415) are teaching in Government/Local Body schools however almost equal number of teachers performing their duties in private recognised as well as unrecognised Maktabas.

According to the report of 8th AISES, in total 96,202 students are studying in all Maktabas which following system of general education where 53% (50,624) are boys' students and 47% (45,578) are girls' students. On comparing enrolment of student in different types of management of Maktabas, it is noticed that approximately 54% (51972) students are enrolled in Government/Local Body Maktabas followed by 40% (38801) in recognised private institutions where 21% (20253) in aided type Maktabas and 19% (18548) enrolment in unaided Maktabas. In unrecognised private Maktabas, only 5.64% (5429) students are going. The ratio (in percentage) of boys and girls students in these Maktabas are 54:46, 51:49, 50:50, 53:47 respectively.

Out of total 96,202 students, 82.49% (79361) are studying in rural Maktabas and only 17.50% (16841) are studying in Maktabas located in urban areas (see table 5). The percentage students are 52% (boys) and 48% (girls) in rural areas and in urban areas, 55% (boys) and 45% (girls) respectively. Out of total enrolment in rural areas, 50% (39800) students are studying in Government/Local Body Maktabas and 50% (39561) in private Maktabas. In urban areas, around 72% (12172) students are studying in Government/Local Body Maktabas and rest 28% (4669) students are in private Maktabas. On other hand, in private recognised rural Maktabas, 47% (36968) students are enrolled however in urban areas there are only 10% (1833) students in private recognised type of management. While in urban areas, 17% (2836) students are enrolled in unrecognised private unaided Maktabas. In rural areas, this percentage is around 3% (2593) only. It is also observed that in rural Maktabas, the ratio of boys and girls is 51:49 in all management. However, percentage of girls' enrolment in urban areas is little less to 44.

In the country, total 96,202 students are studying in different stages of Maktabas. Out of which, 86,435 are in primary stage, 8,652 are in upper primary stage, 933 in secondary and 182 are in higher secondary stage. Of the total primary stage enrolment, 82% (71004) students are in rural schools and only 18% (15431) students are enrolled in urban areas where ratio of boys and girls is around 53:47 in both the areas. In case of upper primary, secondary and higher secondary stage, more than 80% students are attached with rural based Maktabas. While observing enrolment of boys and girls, it is found that in primary and upper primary stages their ratio is almost same to 52:48 for rural and 54:46 for urban area Maktabas. In secondary stage, the ratio of boys and girls is goes up to 70:30 in both areas. However, at higher secondary stage, girls' enrolment in rural areas is slightly

higher than boys enrolment (47:53) while in urban areas, boys enrolment increased to 86% compared to girls enrolment.

5.2 Teachers and Enrolment in Madrasas following System of General Education

According to the 8th AISES statistical tables on Madrasas and table 6, there are in total 15,054 teachers are teaching in Madrasas where 80% (12,099) are male teachers and around 20% (2,955) female teachers. Of the total teachers around 68% teachers are working in rural areas and 32% teachers are in urban Madrasas.

Of the total teachers, 41% (6,230) teachers are working in Government/Local Body setup while around 59% (8,824) are employed in private Madrasas. Out of total teachers teaching in private Madrasas, nearly 50% (4,453) teachers are working in recognised aided private institutions and rest teachers are teaching in unaided Madrasas. Of the total unaided Madrasas, there are 3,473 (79%) teachers are employed in unaided recognised Madrasas while 898 (21%) teachers are employed in recognised unaided private Madrasas.

Of the total male (9112) and females (1164) teachers in rural Madrasas, 50% (4583) male teachers and 45% (520) female teachers are teaching in Government/Local body institutions. In private recognised Madrasas, the count of teachers is around 42% and 49% respectively while in unrecognised Madrasas, only 7% male/female teachers are teaching. In urban Madrasas, out of total male-female teachers, only 24% teachers are teaching in Government/Local Body schools however 76% (3,651) teachers providing their services in private recognised as well as unrecognised Madrasas. Out of these 3,651 teachers, 47% (1708) are giving their services to aided Madrasas and rest 53% (1,943) teachers giving their services to unaided Madrasas.

According to the report of 8th AISES, total 5,78,101 students are studying in all Madrasas which following system of general education. In these Madrasas, there are 53% (3,05,025) boys students and 47% (2,73,076) girls students are studying. On comparing enrolment of students in different managements of Madrasas, it is noticed that approximately 46% (268316) children are enrolled in Government/Local Body Madrasas followed by 48% (283002) in recognised private institutions where 28% (162650) children enrolled in aided type Madrasas and 20% (120372) are enrolment in unaided Madrasas. In unrecognised private Madrasas, only 5% (26763) students are studying. The ratio of boys and girls students in these Madrasas are 51:49 in Government/Local body and Private aided Madrasas and 58:42 in both private unaided Madrasas.

Out of total 5,78,101 students, 70% (402438) are studying in rural Madrasas and 30% (175663) are studying in Madrasas located in urban areas. The share of boys and girls studying in these rural and urban institutions is 53:47 and 52:48 respectively. Out of total enrolment in rural and urban areas, 54% (217662) students are studying in Government/Local Body Madrasas situated in rural areas and 29% (50654) students are enrolled them in urban Government/Local body Madrasas. On other hand, 41% (165440) students are enrolled in private recognised rural Madrasas while in urban areas, there are 67% (117582) students are studying in private recognised Madrasas. However, in urban areas unrecognised private unaided Madrasas, only 4% (7427) students are enrolled themselves and in rural areas this percentage is 5% (19336) only. It is also observed that in

all managements of Madrasas, the ratio of boys and girls is 52:48. However, in unaided Madrasas, the percentage of boys' enrolment is slightly higher than average.

In the country, total 578101 students are studying in different stages of school education in Madrasas. Out of which, 397156 are in primary stage, 135692 are in upper primary stage, 35473 in secondary and 9780 are in higher secondary stage. Of the total primary stage enrolment, 66% (263329) students are in rural schools and 34% (133827) students are enrolled in urban areas where ratio of boys and girls is around 53: 47 in both the areas. In case of upper primary, secondary and higher secondary stage more than 77% of students are studying with rural based Madrasas only. It is noticed that the ratio boys and girls enrolment are 52:48 in primary stages and 54:46 in upper primary stages of Madrasas in both areas. On the other hand, in secondary and higher secondary stage, the ratio of enrolment of boys and girls is almost equal.

VII. Maktab (Which not Following System of General Education): Their Numbers, Teachers and Enrolment in Them

According to the report of 8th AISES, there are 3,189 Maktab are functioning in the country which are not following system of general education. Out of them, 90% (2,857) Maktab are located in rural part of the country and only 10% (332) are in urban part. On comparing all the states, the state of Assam has highest number of Maktab which are not following system of general education. Their count is 1015 where 995 Maktab are in rural areas and only 20 such Maktab are located in urban areas. This followed by West Bengal with 927 Maktab out of them 893 Maktab are in rural areas and 34 are in urban areas. In Uttar Pradesh, total Maktab are 319 where 263 are in rural areas and 56 are in urban areas. Haryana has 150 Maktab in rural areas and only Maktab in urban area while in Maharashtra, total 124 such Maktab are functioning. On the other hand, the state of Arunachal Pradesh, Chandigarh, Chhattisgarh, Dadra Nagar Haveli, Lakshadweep, Mizoram and Nagaland does not have any Maktab which not following system of general education.

Since, these Maktab are not following system of general education so instead of classwise enrolment, children have been enrolled according to different age groups. These age groups are (i) below 6 years, (ii) 6 to below 11 years, (iii) 11 to below 14 years and (iv) 14 years & above. According to the report of 8th AISES and table 3.10 (given below), enrolment reported in these groups are 63,850, 118028, 53134 and 18226 where percentage of boys' enrolment are 48, 49, 49, 50 and girls' enrolment percentage are 52, 51, 51, 50 respectively. In rural areas, the percentage of boys and girls against total enrolment in all groups are approximately 48% and 52% respectively. For urban areas, girls' percentage is above 53 in group below 6 years however in rest of groups, boys are more than 51% (see table 7).

VIII. Madrasas (Which not Following System of General Education): Their Numbers, Teachers and Enrolment in Them

It reveals from the report of 8th AISES and table 3.11 (given) that there are 10519 Madrasas (which not following system of general education) are running in the country. Out of these Madrasas, 81% (10519) are in rural areas and 20% (2016) are in urban areas. In the country, the state of Kerala has highest number of Madrasas which are not following system of general education. Their count is

5877 where 4794 (82%) are in rural areas and 1083 (18%) Madrasas are located in urban areas. This followed by Uttar Pradesh with 1002 Madrasas out of them 914 (91%) are in rural areas and only 9% (88 Madrasas) are in urban areas. In Assam state, total Madrasas are 660 where almost all Madrasas are in rural areas and only 10 are in urban areas. Then in Karnataka and Bihar, there are total 285 and 235 Madrasas in respective states. However, the state of Arunachal Pradesh, Dadra Nagar Haweli, Mizoram and Nagaland does not have any such type of Madrasas.

As discussed in above section, in these Madrasas also children have been enrolled according to same four age groups, namely (i) below 6 years, (ii) 6 to below 11 years, (iii) 11 to below 14 years and (iv) 14 years & above. As per the report of 8th AISES, enrolment reported in these group are 234823, 565089, 303764 and 111823 where percentage of boys' enrolment are 52, 53, 55, 62 and girls' enrolment are 48, 47, 45, 38 respectively. In rural areas, the share of boys and girls against total enrolment in respective groups are 52%, 52%, 55%, 62% and 48%, 48%, 45%, 38% respectively. Almost same ratio is recorded in urban areas in all age groups (see table 8).

IX. Figures and Tables

Table 1: Category-wise Number of Maktab/Madrasas Following System of General Education

School Category	Maktab			Madrasas		
	Rural	Urban	Total	Rural	Urban	Total
Primary	589	122	711	1,561	887	2,448
Upper Primary	74	13	87	701	372	1,073
Secondary	11	2	13	192	70	262
Higher Secondary	3	2	5	65	27	92
Total	677	139	816	2,519	1,356	3,875

Table 2: Management - Wise and Category-wise Number of Maktab Following System of General Education

Area	Management	Primary	Upper Primary	Secondary	Higher Secondary	Total
Rural	Government/ Local Body	286	38	6	1	331
	Private Aided	98	17	4	2	121
	Private Unaided (Recognised)	170	13	1	0	184
	Private Unaided (Unrecognised)	35	6	0	0	41
	Total	589	74	11	3	677
Urban	Government/ Local Body	68	12	2	2	84
	Private Aided	6	0	0	0	6
	Private Unaided (Recognised)	13	1	0	0	14
	Private Unaided (Unrecognised)	35	0	0	0	35
	Total	122	13	2	2	139
Total	Government/ Local Body	354	50	8	3	415
	Private Aided	104	17	4	2	127
	Private Unaided (Recognised)	183	14	1	0	198
	Private Unaided (Unrecognised)	70	6	0	0	76
	Total	711	87	13	5	816

Table 3: Management-wise and Category-wise Number of Madrasas Following System of General Education

Area	Management	Primary	Upper Primary	Secondary	Higher Secondary	Total
Rural	Government/ Local Body	759	369	110	43	1,281
	Private Aided	378	169	37	10	594
	Private Unaided (Recognised)	329	105	26	9	469
	Private Unaided (Unrecognised)	95	58	19	3	175
	Total	1,561	701	192	65	2,519
Urban	Government/Local Body	275	49	22	4	350
	Private Aided	275	201	15	12	503
	Private Unaided (Recognised)	295	99	28	9	431
	Private Unaided (Unrecognised)	42	23	5	2	72
	Total	887	372	70	27	1,356
Total	Government/Local Body	1,034	418	132	47	1,631
	Private Aided	653	370	52	22	1,097
	Private Unaided (Recognised)	624	204	54	18	900
	Private Unaided (Unrecognised)	137	81	24	5	247
	Total	2,448	1,073	262	92	3,875

Table 4: Number of Maktab/Madrasas Following System of General Education According to the School Stages

School Stages	Maktab			Madrasas		
	Rural	Urban	Total	Rural	Urban	Total
Primary	671	135	806	2,482	1,330	3,812
Upper Primary	86	13	99	942	465	1,407
Secondary	14	4	18	256	96	352
Higher Secondary	3	2	5	65	27	92
Total	774	154	928	3,745	1,918	5,663

Table 5: Management-Wise Enrolment and Teachers in Maktabas following System of General Education

Area	Management	Number of Teachers		Enrolment in Maktabas at								Total Enrolment	
				Primary Stage		Upper Primary Stage		Secondary Stage		Higher Secondary Stage			
		Male	Female	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Rural	Govt./Local Body	733	140	18,751	15,789	2,421	2,258	352	124	50	55	21,574	18,226
	Private Aided	380	50	9,033	9,061	931	678	132	95	21	26	10,117	9,860
	Private UnAided (Recognised)	315	42	7,979	8,023	438	517	18	16	0	0	8,435	8,556
	Private UnAided (Unrecognised)	79	16	1,209	1,159	111	114	0	0	0	0	1,320	1,273
	Total	1,507	248	36,972	34,032	3,901	3,567	502	235	71	81	41,446	37,915
Urban	Govt./Local Body	363	52	5,761	5,010	634	541	141	55	26	4	6,562	5,610
	Private Aided	11	2	160	116	0	0	0	0	0	0	160	116
	Private UnAided (Recognised)	34	4	880	668	4	5	0	0	0	0	884	673
	Private UnAided (Unrecognised)	49	6	1,572	1,264	0	0	0	0	0	0	1,572	1,264
	Total	457	64	8,373	7,058	638	546	141	55	26	4	9,178	7,663
Total	Govt./Local Body	1,096	192	24,512	20,799	3,055	2,799	493	179	76	59	28,136	23,836
	Private Aided	391	52	9,193	9,177	931	678	132	95	21	26	10,277	9,976
	Private UnAided (Recognised)	349	46	8,859	8,691	442	522	18	16	0	0	9,319	9,229
	Private UnAided (Unrecognised)	128	22	2,781	2,423	111	114	0	0	0	0	2,892	2,537
	Total	1,964	312	45,345	41,090	4,539	4,113	643	290	97	85	50,624	45,578

Table 6: Management-wise Enrolment and Teachers in Madrasas Following System of General Education

Area	Management	Number of Teachers		Enrolment in Madrasas at								Total Enrolment	
				Primary Stage		Upper Primary Stage		Secondary Stage		Higher Secondary Stage			
		Male	Female	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Rural	Govt./Local Body	4,583	520	66,441	62,434	30,057	32,152	9,665	11,055	2,766	3,092	1,08,929	1,08,733
	Private Aided	2,330	415	40,029	36,813	9,875	9,333	2,126	1,591	632	157	52,662	47,894
	Private UnAided (Recognised)	1,576	152	24,458	20,063	13,933	3,714	1,644	466	456	150	40,491	24,393
	Private UnAided (Unrecognised)	623	77	7,388	5,703	2,891	2,434	423	423	65	9	10,767	8,569
	Total	9,112	1,164	1,38,316	1,25,013	56,756	47,633	13,858	13,535	3,919	3,408	2,12,849	1,89,589
Urban	Govt./Local Body	845	282	20,418	18,263	4,243	4,226	1,379	1,164	517	444	26,557	24,097
	Private Aided	864	844	23,420	24,227	5,959	6,086	1,092	784	437	89	30,908	31,186
	Private UnAided (Recognised)	1,115	630	23,437	19,128	4,860	3,679	1,165	2,275	252	692	29,714	25,774
	Private UnAided (Unrecognised)	163	35	3,063	1,871	1,733	517	179	42	22	0	4,997	2,430
	Total	2,987	1,791	70,338	63,489	16,795	14,508	3,815	4,265	1,228	1,225	92,176	83,487
Total	Govt./Local Body	5,428	802	86,859	80,697	34,300	36,378	11,044	12,219	3,283	3,536	1,35,486	1,32,830
	Private Aided	3,194	1,259	63,449	61,040	15,834	15,419	3,218	2,375	1,069	246	83,570	79,080
	Private UnAided (Recognised)	2,691	782	47,895	39,191	18,793	7,393	2,809	2,741	708	842	70,205	50,167
	Private UnAided (Unrecognised)	786	112	10,451	7,574	4,624	2,951	602	465	87	9	15,764	10,999
	Total	12,099	2,955	2,08,654	1,88,502	73,551	62,141	17,673	17,800	5,147	4,633	3,05,025	2,73,076

Table 7: Maktabs which NOT following system of general education: Its numbers, Enrolment and Teachers

Areas	Number of Mak tabs	Number of Children Enrolled in the Age-Group								Number of Teachers	
		Below 6 Years		6 to Below 11 Years		11 to Below 14 Years		14 Years and Above		Male	Female
		Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls		
Rural	2,857	27,771	30,551	48,721	52,588	21,639	23,171	7,205	7,493	4,471	505
	(89.59%)	47.62	52.38	48.09	51.91	48.29	51.71	49.02	50.98	89.85	10.15
Urban	332	2,595	2,933	8,605	8,114	4,497	3,827	1,950	1,578	651	170
	(10.41%)	46.94	53.06	51.47	48.53	54.02	45.98	55.27	44.73	79.29	20.71
Total	3,189	30,366	33,484	57,326	60,702	26,136	26,998	9,155	9,071	5,122	675
		47.56	52.44	48.57	51.43	49.19	50.81	50.23	49.77	88.36	11.64

Table 8: Madrasas which NOT following System of General Education: Its Numbers, Enrolment and Teachers

Areas	Number of Madrasas	Number of Children Enrolled in the Age-Group								Number of Teachers	
		Below 6 Years		6 to Below 11 Years		11 to Below 14 Years		14 Years and Above		Male	Female
		Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls		
Rural	8,503	1,00,474	91,318	2,34,613	2,12,986	1,36,296	1,12,765	56,297	34,948	28,714	2,013
	(80.83%)	52.39	47.61	52.42	47.58	54.72	45.28	61.70	38.30	93.45	6.55
Urban	2,016	22,607	20,424	62,122	55,368	31,446	23,257	13,331	7,247	7,160	936
	(19.17%)	52.54	47.46	52.87	47.13	57.48	42.52	64.78	35.22	88.44	11.56
Total	10,519	1,23,081	1,11,742	2,96,735	2,68,354	1,67,742	1,36,022	69,628	42,195	35,874	2,949
		52.41	47.59	52.51	47.49	55.22	44.78	62.27	37.73	92.40	7.60

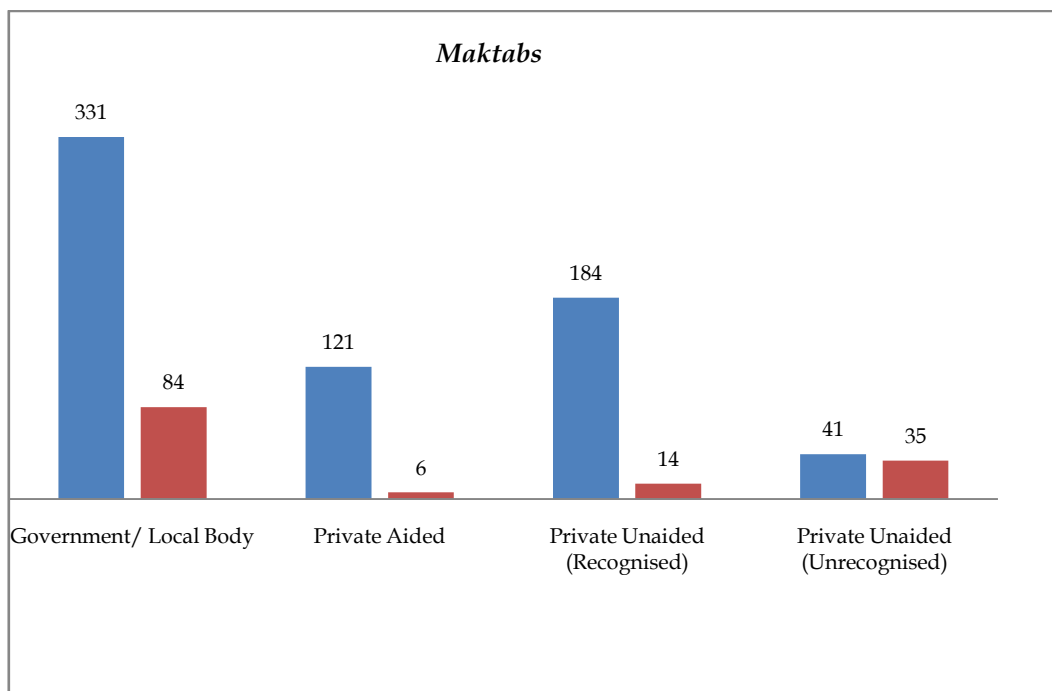


Fig. 1: Management-wise Maktabs Following System of General Education

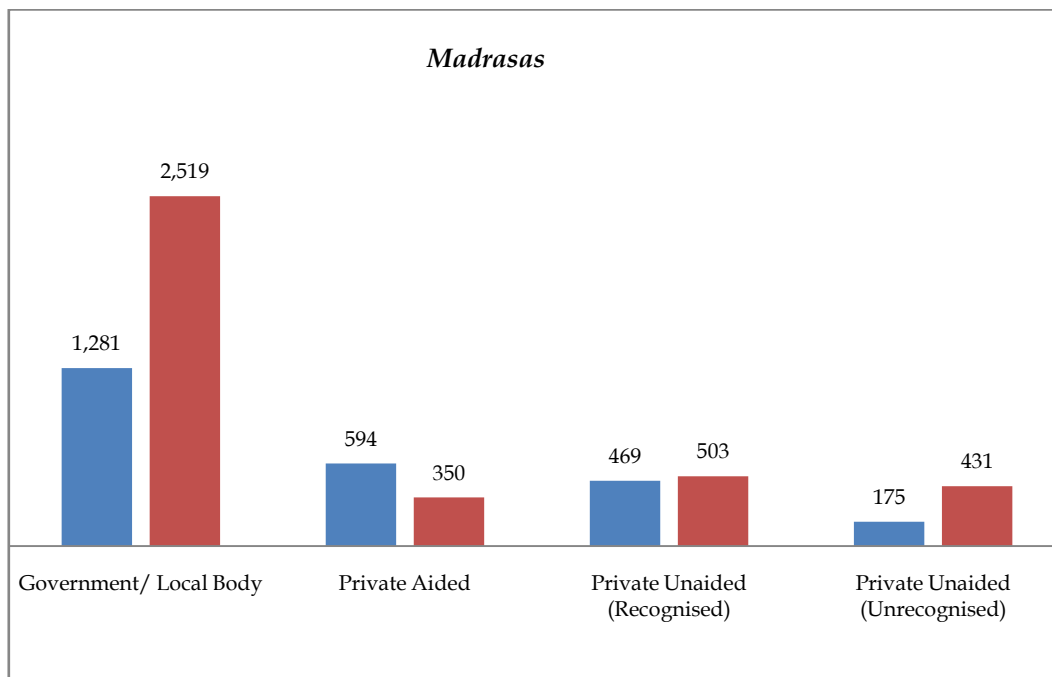


Fig. 2: Management-wise Madrasas Following System of General Education

X. Conclusion

The study highlights the status of Maktab and Madrasas in India as reported in the Eighth All School Education Survey conducted in the country as on September 30th, 2009. The report highlights the status of enrolment in Maktab and Madarsas which are following or not following system of general education of the country.

The Maktab and Madarsas needs to be revitalized to meet the challenge of the modern world. Strong emphasis will need to be laid on quality of education and expanding the base of science, information and technology, because this is the need of our present era of competition. The contribution of these Maktab and Madarsas has been so important that one cannot strategize the educational development of Muslim community by neglecting or overlooking their services to the community. These Maktab and Madarsas form a parallel education system which completely blocks the roads of economic growth and prosperity of the Muslims who resort to it and consequently Muslims are most educationally backward religious community in India. So there is an urgent need to modernize or improve Maktab and Madarsa education systems in India to educate the Muslims at that level which help them to compete to the children belong to modern education system. This will develop the confidence of Muslim children as well as helpful in the empowerment of whole Muslim community in India (Asma and Shazli, 2015).

XI. References

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