CHAPTER-V
CONCLUSION

Arabic is the most famous branch of the Semitic family of languages, like other branches, it remained confined within a limited area till the advent of Islam. With the spreading of Islam, Arabic language started its journey. The Holy Quran and the prophetic traditions are in Arabic. So, Arabic became the means of communication in the field of Islamic teaching. The followers needed to learn Arabic to spread their opinions and to produce the references. The holy Quran and Hadith opened new doors through which Arabic literature developed and reached its highest position in the last part of 20th century with the Egyptian famous writer Najib Mahfuz, who received the world's highest honour Nobel Prize in the literature.

Arabic teaching developed with the advent of Islam and gradually educational institutions were opened by the Muslims for imparting Arabic language, literature and other branches of studies. In every country where Muslims began to settle, the idea of establishing formal educational institutions came into social ideology of the preachers and rulers. In this contemporary period, we find that Arabic teaching has been bearing the importance in all levels of education started from Maktab upto University level throughout the world, in both religious and secular institutions.

In the early part of the 14th century, Islam formally and successfully extended in Sylhet region and then Kachari Kingdom which became the part of Barak Valley. In sultanate period, Islamic educational institutions were established in greater Sylhet which became a part of Barak Valley of Assam.
So, it is clearly found that Islam brought first the idea of establishing various kinds of institutions for imparting education in this region of the country. The process of establishing an educational institution is related with Islamic faith. Wherever a Mosque was established a Maktab necessarily came into existence.

In the colonial period, the revolt of 1857 inspired Ulama to establish more Madrassa so that the Muslims of India would not loss their religious identity. Both the Quami and govt. Madrassa education system developed in Barak Valley, and scholars were produced by them took part in creating pure national feelings among the Muslims of this region, and as such they contributed in the change of political scenario.

In this period Arabic was introduced in the secular institutions wherever Muslim students were available. The teaching of Arabic in M.E. school, M.E. Madrassa, High schools, High Madrassas, Higher secondary school, colleges and Universities developed in the post independent period.

The teaching of Arabic in college levels is an important aspect for getting various development. The teaching of Arabic in post graduate studies in Assam University has also became an important feature, and the provision for researches in Arabic department of Assam University has made a tremendous impact in Barak Valley. Thus Arabic teaching in secular institution is a fascinating characteristics of the higher education in the Valley.