CHAPTER -- IV

Contribution Of Government And Private Enterprises Towards The Development of Madrasas in Assam
Development of madrasas education, has always been attached to the persons or group of persons with zeal and eagerness towards the Islamic education. Hence, the credit always goes to private enterprises. In early Islamic period, too, the Islamic education was imparted by the individuals and the group of individuals. There was no Government agency to undertake the responsibilities to impart education to Muslims. However, during the later period of Islam, apart from the private enterprises, government agencies were developed and they took the responsibility of imparting education to the people.

In India, the system of Islamic education started along with the advent of Muslim rulers. The individual sultans took initiatives to establish the institutions of Islamic education. They provided huge amount of funds from the royal treasury to run these institutions. “Efficient and poor students were given scholarships as well as facilities of free food and lodging”.¹

During the period of Mughal emperors, we find that both Private and Government enterprises contributed towards the development of Madrasa education. However, the individuals had to face a lot of hardships towards the development Islamic education. Though the rulers always supported to such individuals.
With the advent of British rule in India, the madrasa system of education got a set back. In this critical juncture, the Ulema had to face all the hardships for the survival of madrasas. There was no support from the Government agencies.

A detailed discussion about the history of the development of madrasa system of education has already been made in chapter number III.

As far as the contribution of Government and Private Enterprises in the development of Madrasa Education in Assam is concerned, it can be traced back during the period of Ikhtiyar Uddin Bakhtiyar Khilji in 13th century A.D. But Madrasa Education was very much lacking in its nourishment. It was simply because of the fact that Assam remained cornered during the reign of the Muslims as well as during the days of the British Government. It was full of jungles and was considered as a land of deadly diseases like Malaria and Black Fever and habitation for the wild animals. Muslims started to settle in Assam in large number in the post-independence period.

Before independence, the settlement process was slow. They basically migrated from Eastern Bengal, having Bengali origin. With the passage of time, they sacrificed their mother tongue and accepted Assamese as language of
communication’. Though a large number of people got their identity as Assamese but a good number of people till today remain with their original identity i.e., Bengali identity. The three districts of Barak Valley i.e. Cachar, Hailakandi and Karimganj have single majority of Bengali people. ‘Reports show that the areas dominated by Bengali Muslims have larger number of madrasas in average’. These madrasas had started to grow up from 19th century onwards and are continuing till today. Here, the contribution of private individuals and organizations is unmeasurable. Along with the whole of Indian subcontinent, specially, the Northern part, Assam took part in the uprising of 1857 against the British Administration. The result was that the British Administration targeted the madrasas and the people who were attached with them. In that critical juncture, the Ulema and the Muslims remained steadfast in their mission. They started to establish the madrasas, challenging the Government for which they had to face a lot of hardships. Inspite of all the hardships, the development of madrasas was continuing, though with a slow pace. The pace increased when the situation became stable and the Government stopped resisting the establishment and running the madrasas.
directly. The situation was changing completely as the people were coming in groups to help those individuals who were taking initiatives for the establishment and run of the madrasas. They helped in all respects, morally, emotionally and financially. The people donated their lands for the establishment of madrasas. Besides all these, the people were also sending their children to those madrasas to get Islamic Education and this enhanced the enrolment in madrasas. The private enterprises along with the enthusiastic individuals were working hard to raise the consciousness among the Muslims through organizing discussions, seminars and counseling programmes. They were united in the mission for the progress of the madrasa education.

Gradually, the madrasa education system started to make its base strong and step-by-step it took hold of a good number of Muslim students of the society. As days passed on, the madrasa education system became more systematic and came in the mainstream of educational system.

With the lessening of British atrocities, the Muslims made their best efforts to make madrasa education system flourish. During thirties of the twentieth century, the madrasa system of education came to be systematic in Assam. With the establishment
of Assam State Madrasa Board in 1934 at the Sylhet Government Madrasa, the interference of the Government started. With the establishment of the Board, the Government made an attempt to bring all the madrasas of the North-Eastern part of the undivided India under a single umbrella. Later on, another non-Government organization namely Azad Deeni Shiksha Board was established in 1937, which is serving even today as a Non-Government organization, with a very small number of madrasas under it in the districts of Barak Valley, especially, in Hailakandi district. In 1955, the bigger Non-Government organization, the All Assam Tanzim Madaris Qawmiya was founded to look after all the Non-Government madrasas in Assam.

Looking at the contribution of both the Government and private enterprises controlling the madrasa education system, it can be said that from the very beginning, they started to capitalize side by side, but their bigger contribution started to enhance during the last decade of the 20th century, though the development had already started with the independence of India in 1947.
Contribution Of The Government Enterprise:

The Government enterprise i.e., the State Madrasa Education Board, Assam, was working on its own in the beginning and was concentrating, specially, for its own stability and systematization. Side by side, the Board was working for increasing the number of madrasas. The madrasas were running on their own and were financially in an awkward position. This was going on until 1965 when the Government gave the order of deficit grant-in-aid to 9 (nine) such madrasas. Among these, 4 (four) madrasas were situated in the Barak Valley Region. 2 (two) madrasas were in Karimganj district and 1 (one) each in Hialakandi and Cachar district of the present day. With this, the burden of such madrasas had lessened a bit. The teachers also started taking more interest in teaching and proper counseling, which increased the madrasa enrolment. This is the start of the golden period for the madrasas.

To bring the matter to the notice of the Government, proper justification of the subject was the ultimate need of the time. The Government enterprise, i.e. the State Madrasa Education Board, Assam, worked in different directions right after the first scheme of deficit grant-in-aid. The justification needed was to show the utility of such a system for the society. The Board contributed towards the
development of the madrasas and brought the desired changes in the curriculum.

'In 1968, the madrasas under the old scheme were taken under a new scheme of curriculum. Modern subjects like English, Hindi, MIL (modern Indian languages); Mathematics and Science etc. were introduced under new scheme'. The scheme worked immediately with the fabulous result of the award of Metric (high school) valuation as an additional qualification to the students passing out of senior madrasas by the Guwahati and Dibrugarh Universities'. This was a great contribution towards the development of madrasa education system. This now enables the madrasa pass outs to come into the mainstream of education. Now a days, there are a number of lecturers in universities, lawyers, engineers and experts in other fields too who are madrasa pass outs. This means that people have got an opportunity to get educated both in Islamic field as well as in the modern field of education. This system has helped a lot towards the development of madrasa education system in Assam as well as in Barak Valley Region.
Later on, the Government took 65 (sixty five) more madrasas under the deficit scheme till 1993. This was the result of the painstaking efforts of the officials of the State Madrasa Education Board, Assam, who tried their best in all aspects to bring the matter before the Government. The ex-Deputy Director Mr. S.M. Habibul Haque made efforts to bring more and more madrasas under the deficit grant-in-aid and in 1993, brought 25 (twenty five) madrasas under the deficit system.

With effect from 15th August 1994, under a special Government notification, in 1995, with the initiative of the Government Madrasa Education Board, all the 74 (seventy-four) madrasas were bought under Provincialisation Scheme. This means that the madrasa staff under Provincialisation Scheme have got a job security. This scheme had a moral boasting effect on the teachers which resulted in more dedicated service to the madrasas.

In 1996, the Government Madrasa Education Board made another attempt to facilitate the madrasas under it by separating Pre-Senior level Madrasa from the Senior Madrasas. In this connection, 'the Government Madrasa Education Board took a decision to establish separate Pre-Senior Madrasas to serve as Feeder Institution for Senior Madrasas with effect from 1st January,
1996'.

This means that, now the Senior Madrasas would be receiving students well accustomed to the syllabi of the higher level of Madrasa Education.

‘In 1999, the State Madrasa Education Board, Assam, took another step to make madrasas prosper. It passed a resolution to open a Multimedia Computerized Calligraphy training center at Hatigaon, Guwahati-38, to make the madrasa products well trained in the field of computer too’.

In 2005, the Government took a decision to provide financial assistance to 239 (two hundred thirty nine) of such Pre-Senior Madrasas with effect from 1st April, 2005. Every year, a lump sum amount is being sanctioned to every pre-senior madrasa.

However, the Madrasa Board faced a number of problems. One of the important problems was that there was no separate Directorate of Madrasa Education. This problem was solved in 2005, with the declaration of separate Directorate of Madrasa Education in the state cabinet meeting. Now, all the Government madrasas are directly under the control of Director of madrasa education.
The Directorate of Madrasa Education has a systematic administrative set-up given below:

**ADMINISTRATIVE SET UP**
Of
DIRECTORATE OF MADRASA EDUCATION

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  ↓
DIRECTOR

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DEPUTY DIRECTOR OF MADRASA EDUCATION (Administration)  SECRETARY STATE MADRASA EDUCATION BOARD (Academic)

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SUPERINTENDENT ACCOUNTANT CLERK RESEARCH OFFICER

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SUPERINTENDENT ACCOUNTANT CLERK RESEARCH OFFICER
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The Directorate of Madrasa Education has a Director as its head. For his assistance, there is a Deputy Director who functions in two capacities. He has to look after both the administrative as well as the academic work. While he is looking after the administrative work, he acts as the Deputy Director of Madrasa Education and when he is looking after the academic work, he acts
as Secretary State Madrasa Education Board. The Deputy Director, is being assisted by a number of official staff like superintendent, accountant, clerk and assistant research officer.

In 2006, a special building grant of rupees 4(four) lakhs was provided to every madrasa from the Chief Ministers special fund.

As regards the salary of the teachers, it is looked after by The Inspector of the Schools of the district concerned, as the Madrasa Board has not yet developed contact with the treasury. Regarding the teachers training programme, the Board is taking steps to introduce the programme at the state level.

The Board undertakes the inspection of the different madrasas in the state. The inspection team is headed by the Director along with Assistant Research Officers and a principal or superintendent of any madrasa chosen at random by the Directorate. The inspection is done once in a year. The areas of inspection are:

1) **Inspection of Instructional Work**: The effectiveness of the methods of teaching in a madrasa, the time table enforced to carry out the instructional work, the distribution of
work among the staff and a few other aspects are taken under inspection.

2) **Inspection of the Co-curricular Activities**: As the co-curricular programme is an important part of education, it comes under inspection programme. The various co-curricular activities being organized and the mode of students discipline is inspected.

3) **Inspection of Institutional Environment**: The cleanliness of the surroundings, of the lavatories, beautification of the campus, proper arrangement of the drinking water etc. comes under inspection.

4) **Inspection of the Official Records**: The inspecting team also inspects all the records and registers maintained by the institution. They make audit of the accounts and funds to see whether the funds are properly used or not.

5) **Inspection of Developmental Aspects**: The inspecting team also checks the steps taken by the institutions to serve the locality where it is situated. The rapport developed by the
madrasa with the local community, sometimes, also comes under the inspection.

6) **Inspection of Pupil Growth:** There is also inspection of the academic, cultural and physical development of the students.

Thus, it can be said that the Government enterprise is contributing a lot for the rehabilitation of the existing madrasas education system. This would encourage the madrasas to work more seriously towards making the society prosper.

**Contribution Of The Private Enterprise:**

The private agencies are also not lagging behind to contribute for the development of the madrasa system of education in Assam, specially in the Barak Valley Region. They are working in full swing for the advancement of the Non-Government madrasas. The Non-Government agencies have a good number of madrasas under them. The All Assam Tanzim Madaris Qawmiya alone have more than 400 (four hundred) madrasas under it. The Azad Deeni Siksha Board is having about 50 (fifty) such madrasas working only in Barak Valley Region and especially in the district of Hailakandi.
Both the agencies are running on public help and support. The income comes from the public donations.

The All Assam Tanzim Madaris Qawmiya, right from its establishment in 1955, took great interest for the development of madrasa education in Assam including the Barak Valley Region. It was conducting examinations and awarding the degrees right from the beginning. A good number of qualitative scholars are still coming out of these madrasas. People opine that more efficient Islamic scholars are coming out of these madrasas than the madrasas run by Government agencies. But in comparison to Government madrasas, the development of Non-Government madrasas is a bit slow, specially, due to financial problems. These Non-Government madrasas are, sometimes called orphanages as they are working for the education of Muslims by spending money on the students from their own sources. The residential madrasas are providing food and lodging free of cost to the students. The Board does not help them financially. But it was and is still working very sincerely for the academic development of the Non-Government madrasas. New madrasas are coming into existence and the Board was taking the responsibility on its own shoulder.
Now a days, effort is being made to bring the madrasas in the mainstream of formal system of education.

The All Assam Tanzim Madaris Qawmiya has a distinct administrative setup given below:

**ADMINISTRATIVE SET UP OF ALL ASSAM TANZIM MADARIS QAWMIYA**

MAJLIS-E-MUNTAZIMA (Managing Committee)  
MAJLIS-E-AMILA (Executive Committee)

PRESIDENT  
GENERAL SECRETARY

ASSISTANT GENERAL SECRETARY (TWO)

17 (SEVENTEEN MEMBERS FROM THE MAJIS-E-MUNTAZIMA)

ALL THE HEADMASTERS AND ACCOUNTANT CLERK SECRETARIES OF THE MADRASAS

The administrative setup indicates that the All Assam Tanzim Madaris Qawmiya, is run through the following two committees:

1) MAJLIS-E-MUNTAZIMA (Managing Committee) and
2) MAJLIS-E-AMILA (Executive Committee)

The president of the Majlis-e-Muntazima presides over the meetings held, at least, twice in a year. The Managing Committee has one general secretary, two assistant general secretaries, one accountant and one clerk. Apart from this, all the headmasters and the secretaries of all the madrasas run under the All Assam Tanzim Madaris Qawmiya are members of this Committee.

The Executive Committee is consisting of 17 (Seventeen) members selected from the Managing Committee. One third of the total members of the Committee must be Aalim. The president and general secretary of the Managing Committee is also the president and General Secretary of the Executive Committee.

To assist the Executive Committee, different District Boards or Local Boards are set up. These Boards have their own Managing and Executive Committees.

Like the Government enterprise i.e., the State Madrasa Education Board, Assam, the All Assam Tanzim Madaris Qawmiya also improved its position towards contributing to the madrasa education in the last decade of the 20th century. Earlier, it was working slowly and it is found that, in the period between 1955 to
1965, a good number of madrasas came under it. During the decades, i.e., 1965-1975 and 1975-1985 it got lesser number of madrasas under it. The situation improved after 1985 and is improving till date.

The Board holds its consultative meeting every year to look after the proceeding from the previous year. The agenda of the meeting includes the implementation of the passed resolutions in the previous meeting, audit of accounts of the last year, and the approval of the budget for next year etc. It also takes decision about examination and inspection. The inspection team is formed in the meeting. It consists of 10-15 members selected from the Board as well as from different madrasas. The report of the previous inspection is also submitted in the meeting. The whole process of inspection of the total madrasas takes a time of 3 to 4 months. The inspection team has to make inspection in the following areas:

1) Inspection team has to look after the academic aspect of the madrasa;

2) It has to inspect that the syllabus is being taught thoroughly within the stipulated time;
3) The teaching load of the teachers is taken under special consideration;

4) The discipline, the cultural as well as spiritual development of the students of the concerned madrasa is one of the important items of inspection;

5) The surrounding of the madrasa building are also being inspected;

6) The office records like registers and the books of accounts are properly inspected to ensure that the funds collected are properly utilized.

In the Board meetings, different resolutions are passed for the upliftment of the Board, keeping all the Khariji or Non-Government madrasas under the consideration.

In 2001, the Board took a decision to introduce the syllabi of Dar-ul-Ulom, Deobond, in its consultative meeting. Earlier to this, a similar syllabi was going on in those madrasas, but it was not upto the mark. Now with the introduction of the new syllabi, the standard of teaching and learning has been much improved. Consequently, the products of such madrasas are well equipped to get admission in other pioneer institutions like Darul-Uloom, Deobond and Nadvat-al-Ulema, Lucknow for higher studies.
Apart from this, the Board is in the process of introducing the vocational courses to make the students economically self-dependent. Under this programme, large number of madrasas specially in Barak Valley Region have taken up the programme of vocational education as the part of the curriculum. They have weekly training programmes in their respective madrasas where the students get training in tailoring, typing etc. But all the madrasas could not introduce vocational training due to financial constraints. Some madrasas, which are financially stable, have started computer-training programme in their madrasas. The Board is sincere to introduce vocational education as part of madrasa education system. It is expected that it would be implemented properly in the later days to come.

"In April 11, 2005, the Board held a seminar for the development of madrasa education and to take remedial measures to overcome the existing problems. It was held at Nilbagan in the district of Nagaon". Discussions were made for the progress of madrasa education in different areas.

As a follow up action, a meeting of the Working Committee of All Assam Tanzim Madaris Qawmiya was held in July 2005. In the meeting a major resolution was passed for the task of training the
teachers of the madrasas. Immediately, in July 27, 2005, the first programme for teachers training was held at Khairamari of Nagaon district. Other programmes were also undertaken at other places in the following years. The resource persons for the training programmes are selected by the Board itself and the programmes are done on a zonal basis. The number of trainees in a training programme is between 40-50 with minimum of 2 teachers from one madrasa. The training is given to the teachers of primary as well as the teachers of higher level of madrasa education separately. This will increase the teachers' efficiency, as they would get new teaching techniques through these training programmes. Thus, they would be able to serve better to the madrasas.

As far as conducting of examinations is concerned, the Board is conducting common examination up to the fifth standard. The examination papers are set by the Board and it conducts the common examination in both Barak Valley and the Brahmaputra Valley Regions. Answer books are examined in the Board's office at Nilbagan. Board itself from its own fund bears the whole examination expenditures, though a very meager amount is
collected from the madrasas. The Board itself declares the results of the said examinations.

In another development, the Board held another seminar on 13th November 2006 to upgrade the standard of teaching and learning process.²⁰

Thus, it can be said that, the All Assam Tanzim Madaris Qawmiya and the Azad Deeni Shiksha Board have done a lot in the past and is also working till today for the upliftment of the madrasa system of education in Assam. The Muslims should extend their help and support to strengthen these madrasa organizations so that they may undertake their task effectively. If these Boards get the required support, as discussed above, the madrasa education institutions would become the forerunner institutions for educating the Muslim masses.

Thus, it can be said that both the government and private enterprises contributed a lot in the past and are contributing till today for the development of madrasa system of education in Assam. Their contribution to develop the madrasa education in Assam, specially in Barak Valley Region will always be appreciated. The society must provide sufficient help and support in all respects to make both the enterprises strong and flourish.
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3. Ibid, pp-6, 7.


8. Reorganized Senior Madrasa Education Curriculum, Courses and Syllabi, State Madrasa Education Board, Assam Kahilipara, Guwahati, 1983.


11. State Madrasa Education Board, Assam, Resolution no-8, Kahilipara, Guwahati, 1996.

12. Ibid,


18. Resolution no. 8, Board Proceeding, All Assam Tanzim Madaris Qawmiya, Nilbagan, Nagaon, Assam, July’2005, p.18.
