

Original Article

Ranking Academic Facilities Provision in Consonance with 21st Century Reformatations for the Madrasah Talibs in Pakistan

Arshad Hussain Hashmi^a, Muhammad Asif Nadeem^b &  Zaibunisa^c

^a Pakistan Institute of Development Economics, Islamabad

^b Department of Education, The Islamia University of Bahawalpur-Pakistan

^c Department of Education, Hazara University of Manshera

Abstract

The Present study deals with the academic facility provision in Pakistani Madaris. This study aims to explore the provided facilities by Madaris in consonance with the 21st century to compete with all other institutions on national and international levels in Pakistan. All the Talibs (learners) and Muslim (teachers) of Madaris were the population of the study. The population consisted of 3085 registered Madaris in Pakistan. Out of these, 10 residential Madaris were selected through a purposive sampling technique. From each selected Madrassah, 15 respondents (5 teachers and 10 students) were selected thus making a sample size of 150 respondents respectively. The collected data was analyzed with the help of SPSS (Statistical Package for Social Sciences) to draw conclusions and results. The data retrieved from the respondents identified that the existing Madaris require up gradation of internal and external facilities to match and cope with the 21st century skill. Major problem stated by the respondents were: financial issues, patronage from the Government for provision of facilities, teacher training workshops, provision of vocational education and ICT facilities. The research recommends that the governmental organizations should supervise and support the Madaris like other educational institutions because it is the responsibility of the government to provide religious education like other education.

Keywords: Madrasa Education, Madrasa Reforms, Historical perspective of Madaris, Teaching in Madaris, Madrasa Education in Punjab.

1. INTRODUCTION

History of Madaris in Sub Continent began since Muslims occupied this part of the land during reign of Sultan Muhammad Ghauri (Shahab, 2020). The culmination of Madrisah education rise during Mughal era. These Madrisahs delivered free education and the Italiq (teacher) get pay from the government. The British colonial system abolished this system of free education which gave sub-continent 90 percent literacy (Team.2022). The word “madrassah” is taken from the Arabic word “Darasa” means study. Word “madrassah” means a school or institution where religious education is given. Madaris are the major source of the Muslims for their religious education. Islam emphasizes upon Muslims to get knowledge from anywhere they found it. The first ever educational center initiated in Islam was Soffah and Daar-e-Arqam where Prophet Mohammad (PBUH) trained morally and religious values (Rafiq-uz-Zaman, 2019). The first Islamic institute was Al-Azhar, established in Cairo (Egypt). In 459 A.H, In Baghdad; the city of the Middle Eastern Asia the first madrassah Nizamiyya was established. Nizam ud Din Tusi established a series of madaris in his period (Zafar, 2022).

In Pakistan, madaris work as private organizations which provide Islamic education to the Muslim



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Corresponding Author: Arshad Hussain Hashmi, Pakistan Institute of Development Economics, Islamabad

 registrar@pide.org.pk

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children with free residential and academic facilities. Education in Pakistan is divided into three kinds that are: public school system, private school system and religious madaris system (Maydan, 2019). Current division of Madaris is based on sect and this system of Madaris has their own education system, curriculum and boards. Conduct of annual exams and distribution of degrees or certificates (affiliated with Govt of Pakistan) to students is the fundamental responsibilities of these religious boards. Major religious boards of madaris are five and their umbrella organization which established in 2003, is Ittehad-e-Tanzeemat-e-Madaris-e-Deenia (ITMD) (Jabeen, 2022). These boards are following;

- Tanzeem-ul-MadarisAhl-e- Sunnat Pakistan (Sunni Barailvi school of thought) Lahore
- Rabita-tul-Madaris Al-Islamia (Sunni Deobandi,Jamaat-e-Islami,) Lahore
- Wifaq-ul-Madaris al-Arabia Pakistan (Sunni Deobandi school of thought) Multan
- Wafaq-ul-Madaris Al-Shia (Fiqah-e-Jaafria) Lahore
- Wafaq-ul-Madaaris al-Salfia. (Sunni, Non- Follower) Faisalabad

First three board among the five above-mentioned boards, are Sunnies and followers of Hanfi Maslik; a school of thought, fourth of them have Fiqah-e-Jaafria and last one has no Maslik or Fiqah, it follows the Siha –Sittah books of Hadith according to Hadith instruction.The number of registered madaris in Pakistan under this Umbrella is: 13,405 in 2015 (NEMIS, 2015). Importance of Madaris system of education in Pakistan is undeniable at all levels. Pakistan is Muslim state and the inhabitants are mostly devoted towards Islam. Other than these 5 boards 5 other boards were recognized by government of Pakistan in 2021. These 5 boards are known as madaris Al-Arabia Pakistan for Deoband Sect, Ittihad-ul-Madaris Al-Islamia for Ahl-e-Hadith sect, Nizam-ul-Madaris Pakistan and Wafaq-ul-Madaris Al-Islamia-Al-Rizviafor Bralvi sect, and Majma-ul-Madaris Taleem-ul-Kitab Wal-Hikmat for the Shia sect (Ali, 2021).

Madaris system of Education does not seem to follow organized, modern and innovative curriculum. The government of Pakistan seemed least concerned with the expansion of non-registered Madaris and there is no legal audit system of the findings received to these Madaris. Special concerns were showed during Musharraf regime that regularized reforms for the Madaris. Madaris have great contribution in society building. It is the major part of society. Madaris can initiate social mobilization that encourages social groups to take part in inter-cultural and cross-cultural exchange. This can help to promote understanding and tolerance between different cultures and religions (Butt & Khalid, 2017).

Regularization of these Madaris and planning for the production of the Talibs produced from these Madarish can help in literacy development. There is dire need to set curriculum facilities, libraries, modern teaching learning techniques and institutional ranking system to develop positive competition among educational institutions (Asadullah and Maliki, 2018). The students of madaris are facing many issues like poor infrastructure unemployment, lack of water, power shortage, related to its names with terrorism, fundraising, which have negative effects to ego, self-respect and emotions of the students. There is another problem for the students of madaris, which increases economic difficulties.

2. DELIMITATIONS

This research was delimited to the following statements due to lack of financial resources and time to access remote areas.

- The study was delimited to Districts of Southern Punjab .
- The major madaris of Districts of Southern Punjab were selected for the study.
- The study covered 150 respondents from 10 selected madaris of Districts of Southern Punjab because it is difficult for researcher to access all the madaris.
- Respondents from rural and urban areas were included.
- Respondents were selected from those madaris which have residential facilities.

Rational of the Study

The significance of untapped potential of Deeni Madaris to increasing the country's overall literacy rate can be gauged from the figures reported in Pakistan Education Statistics (PES). Madaris can help to increase the literacy rate of Muslim communities in Pakistan (World times, 2019). The Constitution

of Islamic Republic of Pakistan says, “The state of Pakistan shall remove illiteracy and provide free and compulsory secondary education within minimum possible period” . Madaris can help to increase the literacy rate in Pakistani society, especially among the Muslim community (Khizar, 2020). Madaris are an important part of the Pakistani education system. By providing traditional education, increasing the literacy rate, providing free education, providing religious authority, and promoting cultural exchange, Madaris are helping to create a more educated, tolerant, and prosperous society in Pakistan. However, there is a need for Madrassa reforms to improve the quality of education and address the lack of personal guidance, confidence, and aims among Madrassa students (Tahir, 2022). The system of school education is not too much developed in rural areas. Literacy rate of people and quality of education is very low. No alternative of madaris available for poor people. Therefore, this study will be conducted in Districts of Southern Punjab to rank academic facilities provision in consonant with 21st century reformatations in Madaris of Pakistan. This study will be helpful for development of madaris and its quality to compete other institutions.

Objectives of the Study

- To explore the academic facilities of madaris in 21st century
- To identify contemporary educational reforms in Pakistani Madaris
- To find out teaching facilities available in madaris
- To identify the satisfaction level of students about madaris education
- To recommend suggestions regarding improvement of madaris academic achievements in Pakistan.

3. RESEARCH METHODOLOGY

Population and Sampling

The Population of the study were the students and teachers of 101 residential registered madaris of Pakistan. Due to limited resources and access in all over the Pakistan it was not feasible to attain data from the entire Madaris of Pakistan so using the purposive sampling technique out of total population, students and teachers of 10 major (8 male and 2 female) madaris of Southern Punjab (Multan, Bahawalpur, Dera Ghazi Khan, and Rajanpur Districts) were selected which have residential facilities and Dars-e-Nizami classes. The sample size was justified through purposively from each selected madrassah, 5 teachers and 10 students were selected by purposive sampling technique, thus made a sample size of 150 respondents (50 teachers (Male and Female) and 100 students (male and female) were selected for the data collection.

Data Collection & Analysis Techniques

After much modification, two well-structured questionnaire (one for teacher and second for students) were used to gather data from purposed respondents. A checklist was used to collect needed information from respondents. The researcher used Likert scale in research instrument to measure the responses of respondents. Different Likert scales were used according to the statements, situations and requirements. Last three open ended questions were used to collect some suggestions and recommendations of respondents.

After data collection, the responses were checked and verified. SPSS software was used to analyze the gathered data to draw results and conclusions. Results are managed characteristically by means of descriptive and arithmetical investigation by SPSS. (Syar. et al., 2020). The researcher checked and cleaned the files and recalculated the frequencies to get correct statistical values and results.

Review of Related Literature

The madaris in Pakistan play a vital role for religious education to the followers of Islam. These are centers of spiritual and free education to low income citizens of Pakistan. Major focus of Madrasa education is on training the personalities and development of Muslims, madaris were centers of achievements for Islamic Education due to that reason madaris has great influence on Muslims societies. Mohi-ud-Din (2018) stated that the madaris has been growing rapidly since 1947 in Pakistan. The number of madaris has increased from 245 to 13,405 in 2013-2014. In public sector, 393 madaris were working while 13,012 in private sector according to Pakistan educational statistics. The enrolment in madaris was 1.83 million; 0.05 million in the public sector and 1.78 million in the private sector. 1.14 million Students were males and 0.69 million females by gender. The number of teachers performing their duties were 58,600; 1,800 were in the public sector and 56,800 in the private sector. Around 45,000 of the teachers were males

while 13,000 females. Majority of these madaris are not registered under government and affiliated with their sectorial boards. The facilities available in these Madaris are: education, residential, nutrition and other fundamental needs of life (Cultural Selection: Madrasas as Universal Centers, 2023).

(Aasha Khosa, 2022) stated that the research studies have also studied original and historical evolution of madaris but in the present era, where Madrassah's education is important and where is not, it does not matter that Where, why and how was this system of education developed? Today's significance is that this education can be better to continue because it is the basic need of Muslim community. There are many students in madaris which survive their lives there. They fulfill their religious needs. Madaris should restore like Turkey's king Mustafa Kamal Pasha, which brought a big change in madaris education and modern education to compete European powers and education system. Huma et al., (2016) stated that many madaris established without proper aims, goals and objectives therefore, the direction of education is not clear in madaris. Academic teaching in these religious institutes follows conventional teaching methods and teaching and learning techniques and some articles in a non-scientific perspective.

Madaris lack basic facilities, like well-constructed building, classrooms, furniture, hostels, library, nutrition, sanitation, curricular and non- curricular, teaching, transportation, A.V aids, equipment and modern curriculum. They still emphasize on the traditional old subjects by memorization. Apart from this, the defective system of evaluation and examination is used. Weak financial condition and management, lack of innovation, experience, and investigation in planning and administration are major deficiencies in the madaris educational system (Syaraf, 2020). Anjum (2017) stated in his study on madaris that critics are vocal in their consideration that madaris are promoting sectarian rifts, political and social views towards the terrorism, extremism and other non-curricular activities. 21st century demands the basic need deliverance and specified directions of madaris towards positive and real religious education. There is a need to provide a valuable curriculum, trainings, and all academic facilities so, that the graduates of madaris become responsible citizen of society. The system of education in madaris has not potential to provide jobs equal to other education systems. Due to this, the graduates of madaris are participated in non-curricular activities after their graduations from madaris. Madaris have no facilities of technical education for their students to earn some money in practical life in the place of religious professions.

Data Configuration

Table 1

Description of ranking scale of Internal and External factors provision of Academic Achievement

Internal factors	Weighted Score	Mean Value	Standard Deviation	Rank Order
Freedom of thoughts	168	3.36	0.942	1
Teaching methods	155	3.10	0.974	2
Liability of education	138	2.76	0.822	3
Quality of education	135	2.70	0.789	4
Physical punishment	128	2.56	0.705	5
Traditional education system	127	2.54	1.182	6
Free education system	117	2.34	1.042	7
Objectives	94	1.88	1.423	8
Independent like other	62	1.24	0.625	9
Scale: 1=Very Satisfied, 2=Satisfied, 3=Neutral, 4=Dissatisfied, 5=Very Dissatisfied				
External factors	Weighted Score	Mean Value	Standard Deviation	Rank Order
Govt. Policy	217	4.34	0.982	1
Job opportunities for graduates of madaris	172	3.44	1.431	2
Respect pays by society	156	3.12	1.272	3
Community involvement	145	2.90	1.182	4
Social criticism	141	2.82	0.983	5
Donors	136	2.72	1.051	6
Scale: 1=Very Satisfied, 2=Satisfied, 3=Neutral, 4=Dissatisfied, 5=Very Dissatisfied				

4. ANALYSIS & DISCUSSION

Table No.1 describes the responses about internal and external factors of madaris in which “Freedom of thoughts” was ranked 1st with weighted score 168 and mean value 3.36 fell between “neutral” and “dissatisfied” categories but tended toward “neutral” category. It also defines that the factor “teaching methods” was ranked 2nd with weighted score 155 and mean value 3.10 and fell between “neutral” and “dissatisfied” categories but tended toward “neutral” category while the ranked 3rd, 4th, 5th and 6th factors “Liability of education”, “quality of education”, “physical punishment” and “traditional education system” were fell between “satisfied” and “neutral” categories but tended toward “neutral” category with weighted scores 138, 135, 128 and 127 and mean values 2.76, 2.70, 2.56 and 2.54 while the factor “free education system” which was ranked 7th with weighted score 117 and mean value 2.34 and fell between “satisfied” and “neutral” categories but tended toward “satisfied” category while 8th ranked factor “objectives” was fell between “very satisfied” and “satisfied” categories but tended toward “satisfied” category with weighted score 94 and mean value 1.88 and the last factor in table “independent like other” was ranked 9th and also between “very satisfied” and “satisfied” categories but tended toward “very satisfied” category with weighted score 62 and mean value 1.24. The system of madaris education is running without determining goals objectives, missions and vision; it creates confusion for managements, students and teachers to get fulfill results ((The New York Times, 2021; A New Era of Sectarian Violence in Pakistan, 2022).

The second portion of the table 1 identified the external factors of madaris in which the factor “govt. policy” which was ranked 1st in this table with weighted score 217 and mean value 4.34 was fell between “dissatisfied” and “very dissatisfied” categories but tended toward “dissatisfied” category while the 2nd ranked external factor “job opportunities for graduates of madaris” was fell between “neutral” and “dissatisfied” categories but tended toward “neutral” category with weighted score 172 and mean value 3.44 furthermore the 3rd ranked external factor “respect pays by society” was fell between “neutral” and “dissatisfied” categories but tended toward “neutral” category with weighted score 156 and mean value 3.12. The factors “community involvement”, “social criticism” and “donors” which were ranked 4th, 5th and 6th with weighted scores 145, 141 and 136 and mean values 2.90, 2.82 and 2.72 were fell between “satisfied” and “neutral” categories but tended toward “neutral” category.

Table 2

Description of Internal and External challenges of rank orders in Madaris of Pakistan

Internal Challenges	Score	M	S.D	R.O
Disuse of ICT	220	4.40	0.67	1
Medical	214	4.28	0.991	2
Monopolization	206	4.12	1.023	3
Residential	204	4.08	1.085	4
Unavailability of books	186	3.72	1.325	5
Financial	184	3.68	1.571	6
Sanitation	172	3.44	1.181	7
Transportation	171	3.42	0.95	8
Security	154	3.08	1.209	9
Electricity	150	3.00	1.107	10
Unprofessional staff	146	2.92	0.922	11
Health	140	2.80	1.195	12
Building	138	2.76	0.981	13
Language	137	2.74	0.944	14
Food and dining	137	2.74	1.259	14
Methods of teaching	129	2.58	0.971	15
Curriculum	127	2.54	0.503	16
Classroom	126	2.52	0.677	17
Time table	120	2.40	1.05	18
Physical punishment	120	2.40	0.969	18
Only religious education	119	2.38	1.383	19

Administration	111	2.22	1.148	20
Teachers	109	2.18	1.004	21
Scale: 1=Not at all a Problem, 2=Minor Problem, 3=Neutral, 4=Moderate Problem, 5=Serious Problem				
External Challenges	Score	M	S.D	R.O.
Govt. Policies	246	4.92	0.396	1
Ignorance of govt.	246	4.92	0.396	1
Lack of govt. Supervisions	246	4.92	0.396	1
Difficult registration system	233	4.66	0.688	2
Terrorism attached with madaris	226	4.52	0.863	3
Security agencies	224	4.48	0.886	4
Extremism attached with madaris	223	4.46	0.838	5
Limited sources	197	3.94	1.463	6
Media	186	3.72	1.485	7
Poverty	177	3.54	1.501	8
Govt. Conditional aid	154	3.08	1.978	9
Sectarianism	146	2.92	1.353	10
Anti-state elements	141	2.82	1.395	11
Unemployment	140	2.80	1.294	12
Politics	128	2.56	1.072	13
International involvement	123	2.46	1.054	14
Selfish donors	117	2.34	1.507	15
Intolerance	96	1.92	1.441	16
Scale: 1=Not at all a Problem, 2=Minor Problem, 3=Neutral, 4=Moderate Problem, 5=Serious Problem				

Table No.2 explains the levels of internal problems in madaris in which the 1st , 2nd , 3rd and 4th ranked problems “missuse of ICT” , “medical” , “monopolization” and “residential” were fell between “moderate problem” and “serious problem” categories but tended toward “moderate problem” category with weighted scores 220, 214, 206 and 204 and mean values 4.40, 4.28, 4.12 and 4.08while the 5thand 6thranked problems “unavailability of books” and “financial” were fell between “neutral” and “moderate problem” categories but tended toward “moderate problem” category with weighted scores 186 and 184 and mean values 3.72 and 3.68. The table reveals that 7th , 8th and 9th ranked problems “sanitation” , “transportation” and “security” with weighted scores 172, 171 and 154 and mean values 3.44, 3.42 and 3.08 were fell between “neutral” and “moderate problem” categories but tended toward “neutral”.

The 10th ranked problem “electricity” in this table was fell in “neutral” category with weighted score 150 and mean value 3.0while the 11th to 17thranked problems“unprofessional staff” , “health” ,“building” , “language” , “food and dining” and “methods of teaching” ,“curriculum” and “classroom” with weighted scores 146, 140, 138, 137, 129, 127 and 126 and mean values2.92, 2.80, 2.76, 2.74, 2.58 , 2.54 and 2.52 were fell between “minor problem” and “neutral” categories but tended toward “neutral”. The two problems “time table” and “physical punishment” were same ranked 18th and fell between “minor problem” and “neutral” categories but tended toward “minor problem” with same weighted score 120 and same mean value 2.4.Theproblems “only religious education” , “administration” and “teacher” were ranked 19th, 20thand 21st and fell between “minor problem” and “neutral” categories but tended toward “minor problem” with weighted scores 119, 111 and 109and mean values 2.38, 2.22 and 2.18.

Second part of the table 2 deals with the external factors which briefly explain the level of external problems in madaris in which three major problems that are “government policies”, “ignorance of government” and “lack of government supervisions” were same ranked 1st and fell between “moderate Problem” and “serious problem” categories but tended toward “serious problem” category with weighted score 246 and mean value 4.92 furthermore the external problem “difficult registration system” was ranked 2ndand fell between “moderate problem” and “serious problem” categories but tended toward “serious problem” category with weighted score 233 and mean value 4.66. The problem “terrorism attached with madaris” was ranked 3rd and fell between “moderate problem” and “serious problem” categories but tended toward “serious problem” category with weighted score 226 and mean value 4.52 while the external problems “security agencies” and “extremism attached with madaris” were ranked 4thand 5thwith weighted scores 224 and 223 and mean values 4.48 and 4.46 and fell between“moderate

problem” and “serious problem” categories but tended toward “moderate problem” category.

The table also reveals that the 6th to 9th ranked problems “limited sources”, “media”, “poverty” and “govt. conditional aid” which had weighted scores 197, 186, 177 and 154 with mean values 3.94, 3.72, 3.54 and 3.08 were fell between “neutral” and “moderate problem” categories but tended toward “moderate problem” category while the 10th to 13th ranked problems “sectarianism”, “anti-state elements”, “unemployment” and “politics” were fell between “minor problem” and “neutral” categories but tended toward “neutral” category with weighted scores 146, 141, 140 and 128 and mean values 2.92, 2.82, 2.80 and 2.56. The problem “international involvement” was ranked 14th and fell between “minor problem” and “neutral” categories but tended toward “minor problem” category with weighted score 123 and mean value 2.46. The 2nd last problem of above table “selfish donors” was ranked 15th and fell between “minor problem” and “neutral” categories but tended toward “minor problem” category with weighted score 117 and mean value 2.34 and the last one problem of above table “intolerance” was ranked 16th and fell between “not at all a problem” and “minor problem” categories but tended toward “minor problem” category with weighted score 96 and mean value 1.92.

Government was not funding any type of assistance especially financial to the madaris and does not supervise the madaris. Madaris were not auditable and answerable to any government authority; it is the lack of government supervision (Dogar, 2010). Government ignores the madaris and misuses for its interest or on foreigner instructions. Madaris are facing financial problems and financial problems are serious problems for madaris lives (Khandker Wahedur Rahman, 2022). Government of Pakistan has not paid serious attention to the education system of madaris since 1947. The government has not done enough work for madaris (Muhammad et al., 2012).

5. FINDINGS

The data retrieved from the respondents identified that Science laboratory, its equipment and lab experts, computer labs, internet facility, availability of Wi-Fi, study cabins in libraries, learning material, interactive whiteboards, availability of projector, provision of vocational education, use of ICT, use of A.V aids, air conditioner, furniture in hostels, television, mess hall, canteen, government supporting, foreigner scholarships, special toilet for handicapped, doctor, transportation, CCTV cameras, detection and alarm system, communication, voluntary management were not available in madaris. All respondents said that facilities were required for the betterment of madaris.

Classroom, staff, library, teaching learning material, hostel, teacher and students support, health and sanitation, curriculum, security facilities were very poor.

The respondents were very dissatisfied about Infrastructure, classroom, information technology, residential, teachers and students support, health and sanitation, transportation, technical education, communication and security facilities and very dissatisfied about controlled, voluntary, staff assets, financial and career counseling managements. They were also very dissatisfied about internal and external factors.

The respondents were also dissatisfied about nutrition, curriculum and staff facilities. They were also dissatisfied about examination and evaluation and timetable managements.

The respondents identified major challenges which they were facing while studying in the Madaris under research that there were scarcity of Buildings, unavailability of books, disuse of ICT, residential, financial, monopolization, limited sources, difficult registration system, extremism and terrorism attached with madaris, security agencies, media, poverty, government policies and conditional aid, ignorance to madaris by government, lack of government supervision and unemployment problems were serious problems in madaris. It was also found that Transportation, unprofessional staff, sectarianism, health and sanitation, security and medical problems were moderate problems in the madaris.

Conclusion

In the wake of the data deduced from the respondents (teachers and students) working in the Madaris it may be concluded that the educational system of Madaris may also be dealt as the government deals with the other educational institution. The provision of the grants/funds and internal and external facilities may also be given to the Madaris where Talibs (students) are studying. The religious institutions should be kept under quality check and all other quality enhancements may also be reported for the madaris. There should be equal internal and external academic facilities may be provided to all the madaris and there should be an arrangement to check the registration and affiliation with the higher educational

institutions. This may develop and help in growth of the learners and religious scholar would be able to serve the country in a better way and as per demands of the 21st century. After conducted the study the researcher concluded that mostly respondents belonged to rural areas and survived in available facilities of madaris. Majority of the respondents proclaimed regarding unemployment of graduates of madaris and no carrier counseling about future planning for the graduates of the students. Government does not seem to supervise the madaris in financial matters.

Recommendations

The recommendations based on observations, results and findings of this research are given as under:

School education, ICT, science laboratories, infrastructure, financial and many more facilities were not available in madaris. The Federal and Provincial Ministry of Education may arrange these facilities to madaris as they arrange it for the school level of learning. An equal distribution of facilities and funds is recommended for public sector as well as in Madaris.

The Secondary board secretaries may devise a plan for induction of exams for the madras Talibs. It is recommended that there may be central board of education under one syllabus and curriculum and the curriculum should be taught according to the needs of modern era.

The provision of modern facilities, teacher training and management of all administrators of madaris should be undertaken by the government organizations so that there might be equality in all educational sectors of Pakistan.

Competing Interests

The authors did not declare any competing interest.

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