

**STATUS AND QUALITY OF MADRASAS IN BHOPAL CITY IN TERMS OF
TEACHERS' RELATED DIMENSIONS**

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Abstract

All the Madrasas of Madhya Pradesh, which are registered and affiliated to the Madrasa Board, have been providing elementary education up to class VIII through regular face-to-face mode and secondary education up to class XII through distance education mode in collaboration with State Open School. The school subjects are Hindi, English, Mathematics, Science, Social-studies and Environmental Education along with religious education. Modernization process of Madrasa include linking Madrasas with Government Policies, Supervision and Monitoring of Madrasas, providing free training to Madrasa teachers through RIE and DIETs, organizing state level competition of games, literary and cultural activities is taking place. In this way, government is spending a vast amount of funds on Madrasas. Now the question arises, how far is it being utilized in a proper way and does it improve the professional competencies in teachers of madrasas? Objectives of the study are: 1-To examine the existing status of teachers' position. 2- To examine teachers' preparation before going to class. 3-To examine in-service training programme for madrasa teachers. Findings of the study are: Most of the teachers (67.30%) have degree of high school and only one teacher (03%) is post-graduate. Only one teacher (03%) has D.Ed. degree. Only 17 teachers (32.6%) prepare teachers' dairy which is provided by the madrasa. Most of the teachers (75%) are preparing or arranging teaching-learning material before going to class and no teacher is making a lesson plan for their classes. No teacher had an opportunity from government or NGO to do D.Ed. or B.Ed. degree. Only 6 teachers (12%) attended workshop conducted for professional development of madrasa teachers.

Key Words: Madrasa, Quality, Status, Teacher

Introduction

To seek Knowledge is the duty of every Muslim in Islam, irrespective of any discrimination. United Nations Educational, Scientific and Cultural Organization's (UNESCO) also propose the right to education as a fundamental human right, which is the heart of UNESCO's mission, enshrined in the Universal Declaration of Human Rights (1948) and many other international human rights instruments.

The right to education is one of the main goals in the Education Agenda and Sustainable Development Goal 4 (SDG4). Yet [millions of children and adults](#) remain deprived of educational opportunities, many as a result of social, cultural and economic factors.

India is a country with diversity with different socio-economic status, culture, region and religion. On the basis of these diversities so many majority and minority groups formed. But the major group is prevalent in the country is on the basis of religion.

There are mainly six minority communities in India includes Muslims, Sikhs, Christians, Buddhists, Parsis and Jains. Muslims are the major minority group in the country with 13.4% (census 2001) of total population. Muslims also enjoyed the place of rulers in the country for so many decades. Yet the educational status of Muslims in India is not in a very good condition. There is no controversy about the fact that Muslims of India in general as a backward community, whatever criteria one may employ to identify the overall backwardness of the community. There is general lack of education among Muslims and this is true for every region of the country. As Sachar Committee's Report (2006) reveals that Muslims are lagging behind in the field of Education, Government and Administrative services, Political representations, Socio-Economic-Status, and so on.

Education is the main tool to improve the economic and social condition. Most of the poor children from Muslim Minorities are going to Madrasas for their formal education. In villages 15 to 30% Muslim children are going to Maktabas and Madrasas (Soni 2010), Sachar Committee Report 2006 also supports the same that Madrasas are the main source of providing education to poor muslim children: "Aided Madrasas are often the last recourse of Muslims especially those who lack the economic resources to bear the cost of schooling, or households located in areas where 'mainstream' educational institutions are inaccessible."

Madrasa System of education in India came with the Muslim Rural and focus on Quran and Islamic learnings. Madrasa is usually set up alongside a mosque with do not to have the required area. Madrasas charge no fees most of them provide full

boarding and lodging, teaching students the fundamentals of their faith is their basic objective. Gradually need arise to provide modern education in madrasas, as to make children able to earn their livelihood.

In current madrasa system of education in India, there are two types of madrasas: one for providing only religious education or traditional education and the another is for providing modern education with religious or traditional education. In some states, like-Bihar, West Bengal, U.P., Madhya Pradesh and Assam, where state Madrasa Boards have been constituted, the state government allocates certain funds to those Madrasas that are registered with the board.

According to the Sachar Committee Report: “Madrasas (though not a substitute for regular schools) is necessary for Muslims as, apart from providing basic education, they serve as an important instrument of identity maintenance for the Community. Many a time Madrasas are the only educational option available to Muslim children, especially in areas where no schools have reached the Muslim masses. Very often children go to the Madrasas not out of choice but due to non-availability and inaccessibility of other schools. Needless to add here that, as of today, only the poor segment of Muslim community is resigned to sending their children to Madrasas which not only offer them free education but also free boarding and lodging. (Justice Siddiqui, 2009)

Syed Shahabuddin (2000) puts it nicely, “Hunger for education is increasing and even poor families are investing in education. In Muslim areas, one sees private schools sprouting as also private madrasas. They compete with each other. Naturally the well-to-do go to schools; madrasas care for the poor”. Given what is said to be the dismal level of Muslim access to education, Madrasas are often the only available educational option for children from poor Muslim families. Madrasas have thus been playing an important role in promoting literacy among the Muslims, who have the dubious distinction of being, along with Dalits, the least educated community in India (Khan, A. U., Saqib, M. and Anjum, Z. H., 2003). According to Soni (2010) the major key factors in Muslim community responsible to choosing a Madrasa education

are charging no fee for educating, housing and feeding the students and Lack of Urdu medium schools or primary schools.

Although Soni (2010) claimed that the role of madrasas in Muslim education as well as their scope for improvement or modernization cannot be denied. So many Government Schemes are introduced to improve the quality of madrasas and education provided by madrasas, such as:

Scheme for Providing Quality Education in Madrasas (SPQEM) seeks to bring about qualitative improvement in Madrasas to enable Muslim children attain standards of the National education system in formal education subjects.

The salient features of SPQEM scheme are:

- To encourage traditional institutions like Madrasas and Maktabas by giving financial assistance to introduce Science, Mathematics, Social Studies, Hindi and English in their curriculum so that academic proficiency for classes I-XII is attainable for children studying in these institutions.
- To provide opportunities to students of these institutions to acquire education comparable to the National Education System especially for secondary and senior secondary levels.
- To strengthen State Madrasa Boards opting for assistance by enabling them to monitor the Madrasa modernization programme and enhance awareness about education among the Muslim community.
- To provide quality components in Madrasas such as remedial teaching, assessment and enhancement of learning outcomes, RashtriyaAvishkar Abhiyan etc.
- To provide in-service training of teachers appointed under the scheme for teaching modern subjects of Science, Mathematics, Social Studies, Hindi and English to improve their pedagogical skills and quality of teaching.

2) **Infrastructure Development of Minority Institutes (IDMI)** has been operationalised to augment Infrastructure in Private Aided/Unaided Minority Schools/Institutions in order to enhance the quality of education to minority children.

The salient features of IDMI scheme are:

- To facilitate education of minorities by augmenting and strengthening school infrastructure in Minority Institutions (elementary/ secondary/senior secondary schools) in order to expand the facilities for formal education to children of minority communities.
- To encourage educational facilities for girls, children with special needs and those who are most deprived educationally amongst the minorities.

The National Commission for Minority Education Institutions

The government also recognized the need for minority communities to set up institutions specifically for particular communities within a particular area and with this in mind, set up The National Commission for Minority Education Institutions in 2004 as an act of Parliament under Section 30 of the Constitution. (National Commission for Minority Education Institutions, 2004)

Rationale of the Problem

The Madrasas of India are unable to provide quality education and lacking behind from other parallel formal institutes providing school education such as, missionary schools, private schools, etc. The Sachar Committee's Report (2006) asks government not only to modernise madrassas but also provide good quality, subsidised 'mainstream' education and create an adequate infrastructure for education of Muslims.

Further, the Census data (2001) says that the literacy rate among Muslims was 59.15% which was far below than that of average national literacy (i.e. 65.31%). And it was the far less in case of Muslim women with 50% literacy rate. The Sachar Committee's Report reveals that the drop-out rate among Muslim children is the highest at school level, only 17% of Muslims above the age of 17 years have

completed Matriculation Examination as compared to 26% for all Socio-Religious-Communities and this gap becomes still narrow down in the prospect of completing graduation. It seems that the Muslim community faces a lot of problems in school education. Today, Madrasas, across the country, provide free education to the poor Muslims. “Around 36 per cent of all school age children in the age group of 6-18 years have been found to be studying in Madrasas in India. During initial years of schooling, more than half of the Muslim children are sent to Madrasas and of those who seek enrolment in Madrasas, only 22 percent of boys and 17 per cent of girls and 20 per cent of total students manage to reach up to Class VIII. (Khan et al, 2003)” All these facts indicate the backwardness of Muslim community. In view of the fact this problem of backwardness seems to be only the Muslims’ problem but it must be treated as a national problem also. It should be the concern of the largest democratic and secular government to deal with the problems of the deprived communities and bring them in the mainstream of the nation. In order to uplift the deprived sections of the society and to enable them to progress, education plays a vital role. Madrasas are considered to be the major agency for imparting the education to Muslim children. They are the nucleus of the cultural and educational life of Muslims. These Madrasas, as an invaluable instrument of traditional education, have played a vital role in spreading literacy among the down-trodden segments of the Muslim society. Madrasa education is, hence, an emotive issue of deep resonance for Muslims. They are found even in the remotest rural areas, where often no other educational facilities exist. (NCMEI, 2006-07)

As Islamic education developed in all its diversity, the gap between forms of non-Islamic education and Madrasa education grew wider. The following examples may illustrate the extent to which both education systems co-exist today without allowing for many points of contact. One of the noteworthy steps taken by our government in solving the educational problems of the Muslims, is the establishment of Madrasa Board which gratifies the educational needs of our nation in general and of the Muslim community in particular. Thus, in Madhya Pradesh Madrasa Board came into existence on 21st Sept. 1998. The objective was to modernize all the

Madrasas with educational inputs of contemporary education without affecting Religious education of the Muslims. In this scheme, the Madrasas have to teach voluntarily the school subjects like, Urdu, Hindi, English, Mathematics, Science, Social-studies and Environmental Education along with the religious subjects. The financial aid is provided by state government for the purchase of Science Kits, Maths Kits, Books and salary of an additional teacher to those Madrasas which are registered and affiliated according to Government Acts. The main purpose of Madrasa Board is to acquaint all the traditional Madrasas with modern and contemporary education so that the Muslims may get into the mainstream of the nation. This step has strengthened our national campaign called “Universalization of Elementary Education”.

Adequate emphasis is being laid on the Universalization of Elementary Education (UEE) now a day. In this connection Madrasas may play as the key role in achieving the target of UEE. For this great mission, all the Madrasas has to imbibe the contemporary education and to modernize themselves.

All the Madrasas of Madhya Pradesh, which are registered and affiliated to the Madrasa Board, have been providing elementary education up to class VIII through regular face-to-face mode and secondary education up to class XII through distance education mode in collaboration with State Open School. The school subjects are Hindi, English, Mathematics, Science, Social-studies and Environmental Education alongwith religious education. Modernization process of Madrasa include linking Madrasas with Government Policies, Supervision and Monitoring of Madrasas, providing free training to Madrasa teachers through RIE and DIETs, Organizing state level competition of games, literary and cultural activities is taking place. In this way, government is spending a vast amount of funds on Madrasas. Now the question arises, how far is it being utilized in a proper way and does it improve the professional competencies in teachers of madrasas?

Statement of the Problem

The statement of the problem is “**Status and Quality of Madrasas in Bhopal City in terms of Teachers’ related dimensions**”.

Operational Definitions of the Variables

Definitions of the Variables used in the study are as follows:

Teachers: Teachers Teaching in Madrasas

Status: Status refers to the current position of something. In the present study status refers to the position of teachers' educational and professional qualification etc.

Quality: Quality refers to the eight components as suggested in SSA, such as, infrastructural facilities, school management and community support, school and classroom environment, curriculum, learning materials and teaching, teacher and teacher preparation, classroom practices and processes, Opportunity Time (Teaching - Learning Time).

In present study quality indicators related to teacher and teacher preparation are included in the study.

Objectives

1. To examine the existing status of teachers' position.
2. To examine teachers' preparation before going to class.
3. To examine in-service training programme for madrasa teachers.

Research Questions

1. What is the educational qualification of teachers?
2. What is the professional qualification of teachers?
3. What is the status of teachers' preparation before going to class?
4. What is the status of in-service Teachers Training Programme?

Delimitations

Following are the delimitations of the study:

1. The study was conducted to the Madrasas of Bhopal City only.
2. The Madrasas affiliated to Madrasa Board of Madhya Pradesh are included in the Study.
3. The study is confined only to the teachers of Madrasas.

Methodology

Research Methodology is employed to achieve the objectives of the study. Keeping in view the nature and objectives of the study, appropriate sample was selected and tools was developed.

Population

Population of the study is Teachers of madrasas in Bhopal.

Sample

Simple Random Sampling is used for the study. There are 1119 madrasas in Bhopal, out of these only 26madrasas and 52 teachers from these madrasas are selected randomly for the study.

Method of the Study

Descriptive survey research method was employed for present study. Descriptive survey research is a study designed to depict the participants in an accurate way. More simply but, descriptive research is all about describing people who take part in the study.

Tools Administered

Questionnaire for Teachers of Madrasas developed by the investigator was used to collect the data.

Data Collection Technique

After taking permission with the Head Teacher of the Madrasas, questionnaire was administered after maintaining rapport with the madrasa teachers.

Technique used to Analyse the data

The scores were entered and summed by using spread sheet package 'Excel'.Percentage Analysis was employed to analyse the data.

Result and Interpretation

Results and their interpretation are presented objective wise under following captions:

- Teachers'educational and professional qualification
- Teachers' preparation
- In-service training to teachers

Teachers' position

Teachers' educational and professional qualification are examined under following table:

Table 1: Teachers' educational and professional qualification

S. No.	Qualification	Number of Teachers (%)
1	Educational: 10 th	35 (67.30)
	12 th	10 (19)
	Graduate	06 (11)
	Post-Graduate	01 (03)
2	Professional: D.Ed.	01 (03)
	B.Ed.	00 (00)

Numbers in parenthesis are percentage

Table 1 reveals that most of the teachers (67.30%) have degree of high school and only one teacher (03%) is post-graduate. Only one teacher (03%) has D.Ed. degree.

Teachers' preparation before going to class

Teachers' preparation before going to class are examined under following table:

Table 2: Teachers' preparation

S. No.	Items	Number of Teachers (%)	
		Yes	No
1	Prepare Teacher's Diary	17 (32.6)	35 (67.4)
2	Teachers' Dairy given by Madrasa	17 (32.6)	35 (67.4)
3	Prepare Teaching-Learning Material	39 (75)	13 (25)
4	Make Lesson Plan	00 (00)	52 (100)

Numbers in parenthesis are percentage

Table 2 reveals that 32.6% teachers prepare teachers' dairy which is provided by the madrasa. Most of the teachers (75%) are preparing or arranging

teaching-learning material before going to class and no teacher is making a lesson plan for their classes.

In-service training programme attended by madrasa teachers

Status of in-service training programme attended by madrasa teachers are as follows:

Table 3: In-service training programme attended by madrasa teachers

S. No.	Items	Number of Teachers (%)	
		Yes	No
1	D.Ed.	00 (00)	52 (100)
2	B.Ed.	00 (00)	52 (100)
3	Workshop	06 (12)	46 (88)

Numbers in parenthesis are percentage

Table 3 shows that no teacher had an opportunity from government or NGO to do D.Ed. or B.Ed. degree. Only 6 teachers (12%) attended workshop conducted for professional development of madrasa teachers.

Findings

Findings of the study are:

- Most of the teachers (67.30%) have degree of high school and only one teacher (03%) is post-graduate. Only one teacher (03%) has D.Ed. degree.
- Only 17 teachers (32.6%) prepare teachers' dairy which is provided by the madrasa. Most of the teachers (75%) are preparing or arranging teaching-learning material before going to class and no teacher is making a lesson plan for their classes.
- No teacher had an opportunity from government or NGO to do D.Ed. or B.Ed. degree. Only 6 teachers (12%) attended workshop conducted for professional development of madrasa teachers.

Educational Implications of Findings of the Study

For Policy Makers/Government officials:

- Government should organize Long term trainings programmes

- Government should provide in-service teacher training (D.Ed. or B.Ed.) programmes for madrasa teachers

For Head Teachers:

- Head Masters should conduct workshops or short-term training programmes in their madrasas

For Teachers:

- Teachers should complete their educational and professional qualifications
- Teachers should prepare themselves before going to class

Suggestions for Further Studies

Suggestions for further studies are as follows:

- Comparative study may be conducted with different states
- Same study may be conducted in different cities.
- Comparative study may be conducted with urban and rural area or slum and non-slum area.
- Same study may be conducted with different variables.
- Study can be replicated after some time, as the society is changing rapidly in the era of technology

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