

# THE SCOPE AND NEED FOR IN-SERVICE ENGLISH LANGUAGE TEACHER TRAINING: A STUDY OF MADRASAS OF SIDDHARTHANAGAR IN UTTAR PRADESH

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## **ABSTRACT**

This paper seeks to better understand the scope and need for in-service English Language teacher's training in Siddharthnagar district of Uttar Pradesh. Madrasas. Right to Education Act implemented that it is the duty of the state to ensure each child enrolled in school and get a proper education. The Sachar Committee Report supported a lot of insight into the plight of the Muslim community and its information is decoded in relevance to this paper. Teacher training is an area of utter neglected in normal teaching-learning situation, despite that reports and commissions have highlighted its importance in raising the quality of teacher education. If the quality depends on the teacher, it's the teacher who needs training for bringing the quality of teaching-learning outcomes.

The purpose of the present study is to understand the status of in-service teacher training for Madrasa education in India, keeping the Sachar committee reports as its backdrop. The paper seeks to focus on the training issues, and problems, suggestions in the context of teacher training for Madrasa education.

## **INTRODUCTION**

India is a land of religion, languages, and customs. Many religions are flourishing here from centuries, Islam is one of the important religion of our country. Muslims constitute about 14% of our total population. Particularly in Uttar Pradesh the total population of Muslim is 19.26 (According to the Literacy rate of Census 2011). Islam constitutes the world's second largest religious group. According to a study in 2015, Islam has 1.8 billion adherents, making up about 24% of the world population. Our country has the third position in the world with respect to Muslim population which comes after Indonesia and Pakistan. According to 'The Holy Quran', 'Education is the greatest duty of man'. Prophet Mohammad had said, 'Search knowledge though it is in China' (Miasahib, 1991). Therefore, for educating their mass Muslims has developed a system of education, which is known as 'Madrasa Education System'. Madrasa an Arabic word, literally means place of dars i.e. teaching. The dictionary meaning of the term 'Madrasah' is 'School' (Huges, 1988).

**Background Definition.** The Arabic word madrasa (plural: madaris) generally have two meanings: (1) in its more common literal and colloquial usage, it simply means "school" (2) in its secondary meaning, a madrasa is an educational institution offering instruction in Islamic subjects including, but not limited

to ,the Quran ,the sayings (hadith)of the Prophet Muhammad ,jurisrudence (fiqh),and law.Histrocally madrasa were distinguished as institutions of higher studies and existed in contrast to more rudimentary schools called *kuttab* that taught only the Quran.(Blanchard.M,2008)

**Meaning Of Madrasa.**The dictionary meaning of the word Madrasa is school.The word is derived from Arabic word 'darasa' which means to impart lessons.to this word 'darsa' the syllabus ma is added as a prefix, and as per the Arabic grammar with this addition, the word Madrasa implies the place at which the act (of imparting lessons )is performed.In other words, Madrasa means the place of imparting knowledge.(Monjural Haque,2013).Leiden E.J Brill (1965) in Encyclopaedia of Islam, defined Madrasa as,' institutions of learning, where Islamic sciences including literacy and philosophical ones are taught'.According to Peter and Pandey (2006), Madarsas vary from country to country or even from town to town. They can be a day or boarding school, a school with a general curriculum, or a purely religious school attached to a mosque. Constitutional Rights and Provisions of Minorities pertaining to Education

The Constitution provides many safeguards for the rights of minority communities in India. The most elaborate provisions are as follows:

Article / Schedule	
13	Laws inconsistent with or in derogation of the Fundamental Rights.
15	Prohibition of discrimination on grounds of religion, race, caste, sex or place of birth. Right to Education [Inserted by the 86th Amendment in December, 2002 and passed by the Parliament in July, 2009. The provisions of the Act came into force from 1st April, 2010]
28	Freedom as to attendance at religious instruction or religious worship in certain educational institutions
30	Freedom as to attendance at religious instruction or religious worship in certain educational institutions

Madrassa is doing constructive work Despite recording relative improvement in education indicators over time, progress towards EFA goals in the three most populated South Asian countries (India, Pakistan, and Bangladesh) remains slow (UNESCO 2008). The weakest performer is Pakistan, which together with Nigeria is expected to contribute one-third of the global total of out-of-school children by 2015, and also has particularly wide gender gaps in enrolment (UNESCO 2008). Now' days a lot of written academic and popular press talks about madrasas in the country as well as in the world. since September 11 some writers have shown the institution as a training ground for terrorists while others have argued that nothing like that happens in any madrasa. However, the government has taken the initiative to modernize madrasa. Moving one step further on 'Sabka Sath Sabka Vikas' Modi government has allocated a budget of 100 crores for Modernization of Madrasa.

### **MADRASA EDUCATION SYSTEM**

'Learning has been defined as the highest attainment of humanity, a way leading to right conduct and cultivation of virtue. But learning without putting it to practical use would be meaningless'. (Kaur, 1989) Madrasas, in most Muslim countries today, exist as part of a broader educational infrastructure. Most of the educational sector gives opportunity to be a quality Western-style education for those students who can afford high tuition costs. Because of their relatively lower costs, many people turn to state schools, where they exist. Recently more impoverished nations, the rise shortages of public and private educational institutions have encouraged parents to send their children to madrasas. The U.S. Agency for International Development's (USAID) 2003 strategy paper Strengthening Education in the Muslim World advocates of these viewpoints. Hasan (2008) argues that the main aim of the Madarsa education is to produce graduates like those from modern style schools, but is distinguished by its having a better understanding of Islam.

Madrasas students, because most of them come from poor families, and are sent to the madrasa by their parents in the hope that after completing their education they will be able to earn a livelihood as Imams in Mosques or as teachers in maktabas and other madrasas (Sikand, 2008). The judicial system itself was also related to the religious beliefs of the society, so education was usually imparted by the pathshala for the Hindu and the madrasa for the Muslim. The notion of Madrasas as centres of specific religion-centered education had not yet evolved. As many people have pointed out, the word Madrasa itself originally meant a centre of learning, not religious learning. (Gupta, N, 2009)

At present there are a large number of Madarsas in India, which are providing free education to the specially deprived section of the Muslim society. Taking advantage of Indian constitution (Article-30) providing the minorities special privilege for establishing their educational institutions, there was a spurt in expansion of Madarsa education in India. Also there are various estimates about their number. At present there are a large number of Madarsas in India, which are providing free education to the specially deprived section of the Muslim society. Taking

advantage of Indian constitution (Article-30) providing the minorities special privilege for establishing their educational institutions, there was a spurt in expansion of Madarsa education in India. Also there are various estimates about their number.

### **CONTEXT OF MADARSA EDUCATION:A RECENT DEVELOPMENT**

After independence; India became a democratic and secular country. 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 Madrasa education system is still strong their own position and has been increasing and progressing by leaps and bounds in the country. 2 Mr. 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.

The contribution of Madrasa education in India is so important because as we have seen Madarsa has contributed the educational development of Muslims and we can't imagine by neglecting the Madrasas and Maktabas. Ulema produced by these educational institutions are good leaders but they contributed also to religious and social issues very well. Although after appreciating the achievements of Madrasa education in India, the system has some shortcomings that are not completely free from hindrance.

*Some major and important shortcomings of madrasa education system are stated as below:-*

The absence of definite aims and objectives, though they may be present in the mind of authorities of madrasa education, they are never clearly spelled out.

Unscientific approaches of some of the curricula of Madrasas.

Lack of basic facilities like proper building, classroom and especially furniture, blackboard and other TLM and types of equipment in some of the Madrasas.

Teachers Training: Outdated traditional methods and technique of teaching and learning. Factors that push children to a madrasa education.

There are some factors clearly shows a reason to pick a madrasa education after depth analysis of the working of a madrasa.

- Lack of stable employment of parents.
- Madrasas charge no fee for educating, housing and feeding the students.
- Lack of basic amenities to sustain school going children.
- Failing public school set up.

Modernization of Madrasa will target to focus of public initiative and reformation policy

.The key initiatives in uplifting the Muslim poor must be in the form of public sector initiatives targeting Muslim dominated areas.

### ***Government Initiatives***

- The Sachar Committee Report
- Scheme for Providing Quality Education in Madrasas



- Minority Education Institutions
- National Institute of Open Schooling
- Modernisation of Madrasas

## **CONTEXT OF MADRASA EDUCATION IN SIDDHARTHANAGAR: THE STUDY AREA**

Uttar Pradesh is the most populous state in the Republic of India. The densely populated state, located in the northern region of the Indian subcontinent, has over 200 million inhabitants. Spread over an approximate area of 240000 Sq. km. the state has many places of strategic and cultural significance. ([https://en.wikipedia.org/wiki/Uttar\\_Pradesh](https://en.wikipedia.org/wiki/Uttar_Pradesh)). It was created on 1 April 1937 as the United Provinces during British rule and was renamed Uttar Pradesh in 1950. Lucknow is the capital city of Uttar Pradesh. It is the second largest Indian state by an economy, with a GDP of ₹14.46 lakh crore (US\$230 billion). According to the 2011 Census, the Literacy rate in Uttar Pradesh has seen an upward trend and is 67.68 percent as per 2011 population census. Of that, male literacy stands at 77.28 percent while female literacy is at 57.18 percent total population of Muslim is 19.26% out of that 42.7 percent, Muslims have the highest percentage of illiterates (according to Census 2011 data on education level by religious community and gender)

## **DATABASES AND METHODOLOGY**

The present research is entirely based on primary data collected through extensive and intensive level field work at different round. The reason of the selected of district is, Siddharthnagar is an extremely poor district of Uttar Pradesh. According to the Ministry of Panchayati Raj ‘ Siddharthnagar districts ranked under 50 in Uttar Pradesh currently receiving funds from the Backward Regions Grant Fund Programme (BRGF)’.



<i>District</i>	<i>Number of the selected Madrasa</i>	<i>Muslim population</i>	<i>Literacy Rate</i>	<i>Sex Ratio</i>
Siddharthnagar	120	29.23%	67.81%	970

(Based on Demographics Reports of Census ,2011)

'Siddharthnagar district is considered one of the "educationally backward" districts of Uttar Pradesh ranking 34 districts in Uttar Pradesh currently receiving funds from the Backward Regions Grant Fund Programme'. (BRGF).(Ministry of Panchayati Raj,2006) Its population growth rate over the decade 2001-2011 was 25.17%. Siddharth Nagar has a sex ratio of 970 females for every 1000 males, and a literacy rate of 67.81%.

### 3.2 Human Development Indicies for the blocks of the Siddharthnagar

As per the Human Development Indices for Siddharthnagar registered by the government data in the year 2010 and 2015 we have seen Human Development Indicates are raising from 0.552 to 0.665 including (Income index, Educational index, and Health index).As a result Income index is decreasing by 0.432 to 0.367(2010 to 2015). Although Education index (0.578 to 0.678) and Health index (0.367 to 0.589) is increasing respectively.

Table 2: Human Development Indicies for District Siddharthnagar in 2010 and 2015

Indices of Human Development	Siddharthnagar (2010)	Siddharthnagar (2015)
Human development index (HDI) value	0.552	0.665
Income index	0.432	0.367
Education index	0.578	0.678
Health index	0.367	0.589

(Govt. of Uttar pradesh, 2010; Govt. Of Uttar pradesh, 2015)

## **TEACHER PROFESSIONAL DEVELOPMENT Need**

### **Analysis of Madrasa Teachers**

In Madrasa schooling system in India, teachers have been recruited massively over the past two decades.As a result, the profile of the teachers in the country has changed and many ways.This development changed the demographic profile of the teachers increasing the lower age group, women, lower caste groups and more local recruits in the workforce.

Above mention issues one of the major area is In-service training . It may used for training teachers within a specific programme and period of time within Madrasa education system. In-service training

can be effective methods for helping teachers develop skills and knowledge necessary to become strong members of a system. For this a study is carried out to assess the challenges which Madrasa Teachers are facing today and provide them a need based training specific training to enable them to cope their problems at their own space with following objectives

1. To produce skilled, competent, dedicated, productive teachers with in-service training programmers through appropriate and adequate training measures at Primary level of Madrasa education.
2. To promote needs driven skills development interventions informed by the Workplace Skills Plan.
3. To appreciate the importance of assessing training needs of teachers and trainers systematically before organizing their training.
4. To understand different areas of training needs.

### **DATA COLLECTION**

This study have been conducted in Secondary Madrasas of Siddharthnagar district of Uttar Pradesh in India .Sidharthnagar district includes five blocks .The Madrasa investigated from the given five blocks of Siddharthnagar (see the table)

Siddharthnagar District,Uttar Pradesh ,India

Block 1	Naugarh	25
Block 2	Shohratgarh	27
Block 3	Bansi	20
Block 4	Itwa	22
Block 5	Domariyaganj	26

The fieldwork took period between July 2016 to December 2016.Data collected in this research work had been taken from each block of the Siddharthnagar. Table –Categorization of Madrasa

Area-wise	Board-wise	Category-wise
Rural Madrasa	Government aided Madrasa	Boys Madrasa
Urban Madrasa	Non-Government aided Madrasa	Girls Madrasa

1. Teacher Questionnaire
2. Key informant Interviews

#### **Teacher Questionnaire**

Total 120 questionnaire of Madrasa English teachers had been randomly selected for the study.It was divided into various part given under.

#### ***Section -1***

#### ***Demographic and Background Characteristics N (%) ,(N=120)***

- 1.Respondents details
- 2.Madrasa information
- 3.Educational qulaification background

Variables	Study Area- Siddharthnagar
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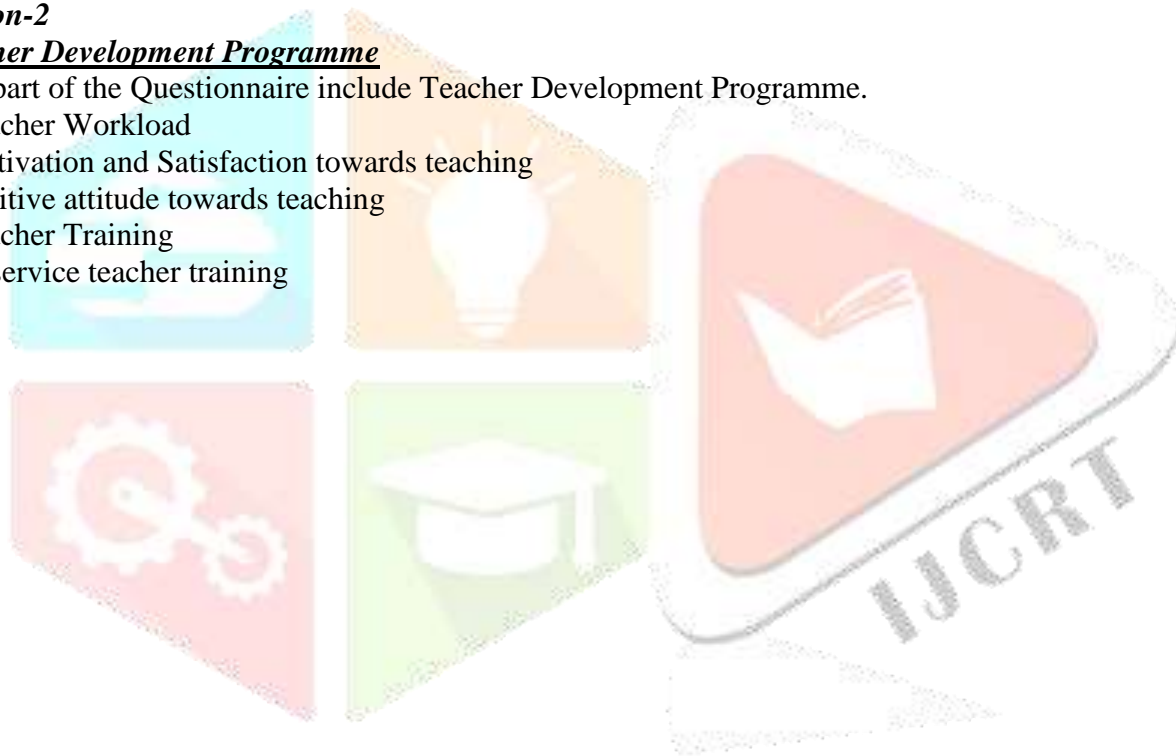
<i>Gender</i>	
Male	77 (64.1)
Female	43 (35.9)
<i>Age</i>	37.5 (Average)
<i>Education</i>	
Class 10	08%
Class 12/diploma	17.3%
Graduation /Fazeelat	46.4%
Masters	11.7%
Hafize- Quran	22%
B.ed	3.6%
Diploma in Education	9.6%
Btc	2.8%

### ***Section-2***

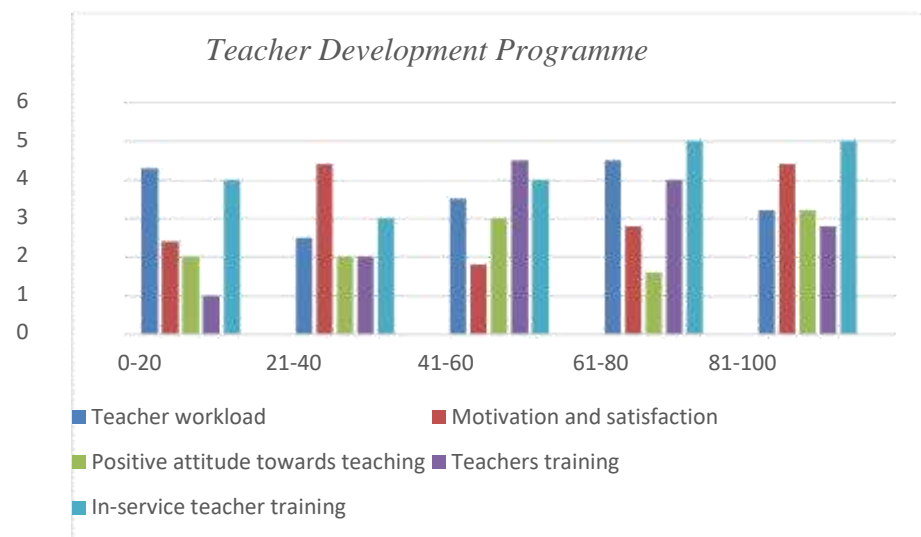
#### ***Teacher Development Programme***

This part of the Questionnaire include Teacher Development Programme.

- 1)Teacher Workload
- 2)Motivation and Satisfaction towards teaching
- 3)Positive attitude towards teaching
- 4)Teacher Training
- 5)In-service teacher training







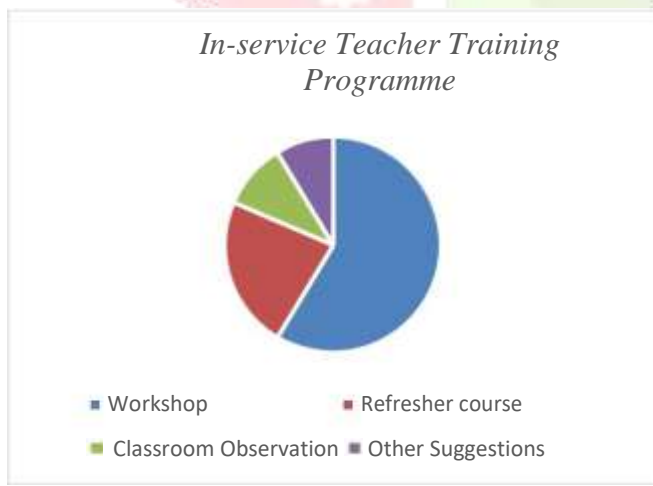
This shows that Teacher workload is relatively high in Teacher Development Programme in Madrasa of Siddharthnagar. English Madrasa teacher has good motivation and satisfaction towards their teaching. They have positive attitude towards in their teaching as well.

As far as the question of teacher training programme, In-service teacher training is an integral part of Teacher Development programme. Madrasa teacher needs in-service teacher training programme.

**Section-3**

**In-service Teacher Training Programme**

- 1) Workshop
- 2) Refresher course
- 3) Classroom Observation
- 4) Other suggestions



Madrasas in-service English teacher needs more workshops as well as more refresher courses. Some teachers suggest that they need Classroom Observation. In addition to give more suggestions, they gave more suggestions that all programme should be conducted in appropriate timings, so they can attend it. Workshop and refresher courses will focus on new issues in teaching pedagogy.

### **Suggestions by Madrasa Teachers**

After assessing the needs there should be in-service refresher training programme to Madrasa teachers.

- Teaching through modern methods and techniques
- Voluntary in service training
- Individual development plan.

### **CONCLUSION**

Different method of activity based teaching for teachers teaching, so that student would learn lesson to special design teaching materials, such a type of learning would enhance their innovative thinking, creativity and learning skills, there is no such scheme of in-service training or obligation to any institution to refresh their teachers, so it becomes obligatory for education institutions to convince the madrasa administration to send their teachers for the training.

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