

STUDY OF SARVA SHIKSHA ABIYAN AMONG MADARSA STUDENTS

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ABSTRACT

The present study is conducted to assess the impact of Sarva Shiksha Abiyan support to Madarasas on academic achievement of the Madarasas students in non formal subjects. Ninety Madarasas were covered from the three regions of Uttar Pradesh by stratified random sampling method. It is found that all the vidya volunteers appointed by the support of the Sarva Shiksha Abiyan are engaged in teaching non formal subjects in the Madarasas. Further, there is a gradual and significant increase in enrollment and retention in the Madarasas. The academic achievement of the Madarasas students in non formal subjects ranging from 63.06% to 72.82% to different classess from 1st to 5th. Their Mean achievement is above average and good. There exists slight positive correlation between achievement in English and Mathematics subjects. In view of the findings it is suggested to support the Madarasas in teaching non formal subjects which will ensure making Madarasas education comparable to the regular school education. Suggestions to ensure this were provided in this article.

Keywords: Madarasas, Achievement, Formal subjects, Vidya volunteers, Mid day meals.

INTRODUCTION

Madarasas and Maktabas are places where reading and writing is taught. A Madarsa may be called a primary school which is run as a full time residential school. Where as the classes of a Maktab are commonly held in a mosque and taught by its Imam. The word Maktab, derived from the Arabic kitabat, was a place meant for elementary religious teaching. The aim of Islamic primary education is to impart knowledge of the alphabet and teach prayers. This shows that the

curriculum of Maktab is based on Quran studies; hence Maktabas and Madarasas education plays a significant role in the attitude and behavioral development of students at an early age. The kind of education imparted to learners within their religious bounds not only gives shape to their political, social, economic and cultural development, but also develops their character and outlook of life.

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Sarva Shiksha Abhiyan

Sarva Shiksha Abhiyan is an effort to universalize elementary education by community-ownership of the school system. It is a response to the demand for quality basic education all over the country. The SSA programme is also an attempt to provide an opportunity for improving human capabilities to all children, through provision of community-owned quality education in a mission mode.

Aims of Sarva Shiksha Abhiyan

The Sarva Shiksha Abhiyan is to provide useful and relevant elementary education for all children in the 6 to 14 age group by 2010. There is also another goal to bridge social, regional and gender gaps, with the active participation of the community in the management of schools.

Support to Madrasas Under SSA

Under Sarva Shiksha Abhiyan (SSA) support to Madaras is being extended under the EGS and AIE (Education Guarantee scheme & Alternative Innovative Education) component of the plan. Provisions were made to extend all the facilities on par with the formal school for the Madaras recognized by the Govt. or by the state Madarsa board. Provision was also made to support the Madaras that are not affiliated by the Govt. or by the Madarsa Board and being run by the community by treating them as education Guarantee centers.

SSA is providing the services of Education Volunteers duly meeting the expenditure on their

honorarium and TLM Grant, free supply of formal education textbooks and Mid Day Meals. In order to motivate the community on the importance of formal education along with the religious education, series of Workshops and Orientation programmes were organized at Hyderabad to bring awareness among the community members on the importance of the formal education to their children.

Objectives

(1) To find out the status of support given to Madaras by S.S.A.
 (2) To find out the impact of S.S.A. support on the achievement of the students in formal subjects (English, Mathematics and Environmental studies).
 (3) To suggest measures to improve the achievement of the students in Madaras.

Ravi et al. (2001) made a status study on 'Quality of Primary Schools' in Madurai district of Tamil Nadu. From their finding, it is clear that factors like infrastructure facilities, student teacher participation in learning, students' participation in curricular and co-curricular activities, availability of teaching aids and teacher, parents and community participation in school activities enhanced the quality of primary education.

Methods

In the present study survey method is used. Survey represents one of the most common types of

quantitative social science research methods. In survey research the researcher selects a sample of respondents from a population and administers the questionnaire to them to collect the data and analyze the results to interpret the characteristics of the population.

Sampling

In the present study stratified Random Sampling technique was used. Ninety Madarsas were selected across Andhra Pradesh based on the stratified random sampling method. 50 madarsas from Telangana, 20 Andhra and 20 from Rayalseema region were covered.

After the tools were finalized the permission of the Correspondent / Head Master of the Madarsa was obtained to collect the information. To get the co-operation of the Correspondent / Head Masters of some of the Madarsas concerned permission letter from State Project Director was obtained. The researcher in person visited the Madarsas with the support of some of the field workers and obtained the data. The institutional data sheets were given to Head Master/ Office in-charge to provide pertinent information.

The interview schedule was administered individually to Correspondent / Head Master of the Madarsa in person by the researcher. Individuals were explained about the confidentiality of the data which is meant to be used for the purpose of research thus confidentiality of the data was

assured. Their co-operation is providing objective responses were sought. The researcher has to interact with great patience for long time to convince them for giving their responses.

Results

Mean values of the achievement of the students in formal subjects (English, Mathematics and Environmental Sciences) from 1st to 5th classes region wise and Total (A.P.). Maximum marks for the achievement test conducted was 100. The Mean achievement of the students of different classes is from a minimum of 52.4 to 75.81 which is more than 50% of the maximum marks.

Hence, the achievement of the Madarsas students in formal subjects is above average for all regions and for all classes. Further, the Mean achievement values of total (A.P.). Madarsas students are from 63.06 to 72.82 for various classes which shows the achievement of all the classes students is above average and above 60%.

Further, the answer scripts of the students and interaction with Head Masters and Correspondents and teachers revealed that the Madarsas which are supported by S.S.A. are teaching the same curriculum prescribed by the Government of Andhra Pradesh for the recognized elementary schools. The fundamental difference is teaching in most of the Madarsas is through Urdu/Arabic medium.

However, the academic competencies of these students after the introduction of formal subjects is

comparable to any other elementary school students. This was not the case few years ago before the introduction of formal subjects. Prior to introduction of formal subjects teaching in Madarsas was confined to learn Arabic/Urdu mostly religious based texts and customs.

It can be observed that the Correlation coefficient between achievement in English and Mathematics is 0.39 which shows there exists slight positive correlation. Further, there is no significant correlation in achievement between English and Environmental Sciences(0.16) and between Mathematics and Environmental Sciences(0.13).

Some important findings are as follows. All the 349 (100%) Vidya volunteers are engaged in teaching one or more formal subjects in the Madarsas. Out of the 349 gender wise there are 166 (48%) Male and 183 (52%) Female Vidya volunteers are working in the Madarsas. Qualification wise there are 129 (37% Vidya volunteers with S.S.C. Qualifications, 74 (21%) with Intermediate, 111 (32%) Graduates and 35 (10%) Post graduates and zero (0%) above Post Graduate who are working in the Madarsas. There are 241 (69%) Vidya volunteers having up to 5 years experience, another 84 (24%) with 6 to 10 years of experience and 24 (7%) are with more than 10 years of experience. This shows majority of the Vidya volunteers working in Madarsas are having experience up to 5 years. Three Madarsas were given support in 2005 which was the first year of support given to Madarsas by sanctioning Vidya volunteers followed by 13 (14.4%)

in 2006, 21 (23.33%) in 2007 , 28 (31.11%) in 2008, 20 (22.2%) 2009 in 2009 and 5 (5.5%) in 2010 out of the 90 Madarsas. This shows that there was a gradual increase from 3 in 2005 to 20 in 2009 in number of Madarsas given support and the same decreased to 5 in the The achievement of the Madarsas students in formal subjects is above average for all regions and for all classes. Further, the Mean achievement values of total (A.P.).

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Suggestions

(1) As the study found that all the Vidya volunteers (100%) are mainly engaged in teaching formal subjects, it is important to support the Madarsas to continue

the teaching of formal subjects in Madarsas. This will help the Madarsas education making them comparable to normal primary schools.

(2) Majority of the Vidya volunteers working in Madarsas (90%) are untrained. Therefore, there is a need to provide them orientation to begin with and training such as D.Ed/ B.Ed., as per their qualifications.

(3) Regular orientation and in service raining programs will help to maximize their abilities in facilitating the learning. of the students.

(4) The financial support given by sanctioning Vidya volunteers to the Madarsas made it possible to teach formal subjects to the students.

The achievement of the students in formal subjects and their abilities in these subjects speaks volumes about the results. However, as on date there is no system which recognizes these institutions and establishing equivalence of their studies to move in to the recognized schools. Therefore, measures needs to be taken to recognise the education provide by Madarsas in line with primary schools which facilitates the students movement from Madarsas to regular schools. Alternatively, provision of Right to Education (RTE) Act to admit them directly in to the age appropriate classes may be utislised.

As the results shows the achievement of the girls is better than that of the boys. This indicates how Madarsas are abele to cater to the educational needs of girls and ensuring their

achievement. In view of this encouraging more female teachers and enrollment of girls in Madarsas needs to given special attention by supporting more Madarsas providing education to girls.

(5) Emphasis on vocational training along with formal subjects teaching can make the Madarsas education more useful and acceptable for the students and parents.

(6) Special programme to increase enrollment in Madarsas needs to be taken to develop the awareness among parents.

(7) Every step taken to support Madarsas education is a step forward towards educating the poorest of the poor as the main target population these Madarsas serving belongs to that category.

(8) As the Madarsas takes care not only educational needs but also providing them food and shelter during the course. There is a need to look in to the needs of Madarsas and do the needful in this area.

Mostly farmers are illiterate, the knowledge and skill of the farmers should be improved by training.

Empowerment of small and marginal farmers with suitable technical knowledge and technical skill for cultivation of improved crops should be encouraged and ensured. This is possible only with effective and meaningful combination of different extension teaching methods along with information technology.

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