



## Central Sponsored Scheme for Providing Quality Education in Madrasa (SPQEM): A case Study of Bhopal City

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### ABSTRACT

The Central Government implement scheme, namely Scheme for Providing Quality Education in madarasas (SPQEM) in Private Aided/Unaided Minority Institutes. Under SPQEM, the Ministry of HRD provides financial assistance to the madarasas which introduce modern subjects i.e. science, mathematics, social studies, Hindi and English in their curriculum so that academic proficiency for class I-XII is attainable for minority children studying in Madarasas. This study examines the attitude and problems of parents, teachers and students regarding the implementation of this scheme. For this study researcher selected the madarasas of old city area located in Bhopal District. Self-prepared attitude scale was used for measuring the attitude of teachers, students and parents towards SPQEM Scheme on the basis of seven dimensions of SPQEM Scheme. Researcher also done focus group discussion with parents, teachers and students to know the barriers in enrollment, reasons to drop out and problem faced by the students in Madarsa. Findings of this study suggests that there was no satisfactory attitude among parents, teachers and students towards this scheme, it may be due to delaying of fund discharge to the institutes and there are so many loopholes and weakness which comes across in the mainstreaming of Madrasa students in regular education. These will be discussed in full paper

**KEYWORDS : SPQEM Scheme, MADARSA Students**

### Introduction:

According to the Sachar Committee Report (based on the Social, Economic and Educational Status of the Muslim Community of India), one-fourth of Muslim children in the age group of 6-14 years have either never attended school or are drop-outs. For children above the age of 17 years, the educational attainment of Muslims at matriculation is 17%, as against national average at 26%. Only 50% of Muslims who complete middle school are likely to complete secondary education, compared to 62% at national level". The Report has also drawn attention to the low levels of educational attainment among Muslim women, Muslims in rural areas as well as in technical and higher education.

In this regard, Ministry of Human Resource Development (MHRD), Government of India was initiated a Scheme for Providing Quality Education in Madrasas (SPQEM) in 2009. Under this scheme, for strengthening the libraries/book banks and providing teaching learning materials at primary/middle/Secondary and senior secondary levels, one time assistance upto Rs.50,000/-is provided. Similarly for strengthening the different laboratories, they providing financial assistance for purchasing the Science kits, Maths kits, and other essential pedagogical equipment for teaching modern subjects and a grant upto a maximum amount of Rs.15000/- will be provided. Financial assistance will also be provided for establishment of Science/Computer Labs/workshops in Madrasas at the Secondary/Senior Secondary levels upto a maximum of Rs.100000 for each of the labs followed by an annual grant of Rs.5000 for maintenance/ purchase of consumables.

For the betterment of Education status in Madrasa, it is realized that the appointment of qualified & competent staff; computerization of offices; office equipments; research & evaluation; and create awareness amongst the Muslim community for participation in education is very essential component.

In Nut Shell, following are the areas where the financial assistance provided to Madrasa under the SPQEM Scheme:

- Recruitment of Teachers for Maths, Science, Soc. Sc., Languages, Computers, etc.
- Strengthening of libraries and laboratories by Purchase of Science kits and other Teaching Learning Materials (TLM)
- Establishment of computer / science labs/workshops.
- In-Service teacher's training of Madrasas through SCERT/DIET/ BRC.
- Registration of students in NIOS – for Secondary and Senior Secondary level.
- Up to 100% financial assistance provided to meet NIOS expenses of registration examination and study material cost.
- Opportunity for Vocational Courses opted by Madrasas - NIOS
- Linkage between Madrasa and industries, such as IT's, etc.

Efforts are made by the Government for bringing children of backward community to the mainstreaming are seems to be sufficient, but a no. of questions arises, like why the enrollment, number of students is not more and drop-out ratio is more in Madrasa in comparison of public and government schools. Why Madrasa students are facing lots of problem in getting higher education. In search of answer of these questions, researcher formulate following objectives:

### Objectives of the study

- To study the attitude of teachers towards SPQEM Scheme
- To study the attitude of students towards SPQEM Scheme
- To study the attitude of parents towards SPQEM Scheme
- To study the barriers in enrollment of students in Madrasa.
- To study the reasons to drop out the students of Madrasa.
- To study the problem faced by the students of Madrasa.

### Sample of the Study:

The sample of the study consists of 50 teachers, 50 parents and 50 students of 10 Madrasa of Bhopal City. Researcher visited ten different Madrasas of Bhopal City of Madhya Pradesh State.

### Data Collection tool:

Researcher prepared attitude scale for measuring the attitude of teachers, students and parents towards SPQEM Scheme on the basis of seven dimension of SPQEM Scheme. Researcher also done focus group discussion with parents, teachers and students to know the barriers in enrollment, reasons to drop out and problem faced by the students in Madarsa .

### Results and Discussion:

For first objective that is to study attitude of teachers towards SPQEM Scheme researcher collect the data through self prepared tool from teachers, parents and students. It was found that the attitude of teachers towards SPQEM is of average level it is due to the delay of fund dispersing from authority institute. Theoretically this Scheme (SPQEM) suggests that, each full time Graduate teacher is paid a salary Rs.6000/-p.m. and a post Graduate/B.Ed., Rs. 12000/- p.m. However, in some madrasa of Bhopal city researcher found that teachers hired under the earlier, Madrasas modernization scheme are continuing to get only Rs 1500/- p.m. as salary. May be this is the one of main reason of unfavourable attitude towards SPQEM.

Due to this reason the teachers tend to lose their motivation to teach properly which affects the education of students. Many of the teachers in Madrasa were found to be under huge debt because their salaries were not paid on time. It reveals that it is the main root cause of all the problems of education status of Madrasas. It loses the interest of teacher to teach properly and simultaneously they are engaging some other works for earning, so that they can fulfill the basic needs of their family.

### Attitude of Parents towards SPQEM Scheme

Parents are not having proper attitude towards SPQEM Scheme as should be, most of the parents are found uneducated or having very low education. Overall they are not aware about the SPQEM. There are so many reason for unfavorable attitude towards this, scheme.

### Attitude of Students towards SPQEM Scheme

Similarly students are unaware about the SPQEM Scheme (Central Government implement scheme), it may be due to the children are involved in only in teaching-learning process.

### Barriers in enrollment of students in Madrasa.

Enrollment analysis of data collected from District Information System for Education (DISE, National University of Educational Planning and Administration (NUEPA), 2012), the number of Muslim children enrolled in schools in elementary education increased from 1.58 crore in 2005-06 to 2.55 crore in 2011-12. This data clearly shows that enrolment of Muslim children as a percentage of total enrolment has also increased from 8.84 % to 12.79%. In Madrasa the enrollment of students are not up to the mark due to the following factors. Access to school within a reasonable distance is important in ensuring participation of children in schooling. **Distance of the madrasa** from their houses are the main reason for not adequate enrollment in Madrasa, especially girls are the sufferer. The system is failed to develop interest among parents and children towards education. **Fee of the institution** is one of the major issues in backward class family. At the time focus group discussion with parents of Madrasas it reveal that most of the parents are auto-rickshaw driver, bus driver, manual labourers, agricultural labourers, zari workers, tailors and sabji seller. They thought that how can they pay fee regularly in Madrasas.

### Reasons to drop out the students of Madrasa.

Parents of **economically weaker** class are usually take help from their children in order to supplement their family income. If they send their children to the Madrasa for education, who will help them, so some parents are not preferred, enroll their children in educational institutes or some of them enrolled their children but after sometimes they prefer to drop the madrasa. Regularity is one of the main causes of drop-out of madrasa student; this irregularity looses interest in education.

### Problem faced by the students of Madrasa.

Parents of economically weaker class are usually take help from their children in order to supplement their family income. Most children knew some kind of craft or skill so the parents force their child to drop the madrasa and help them.

Unavailability of nutritious diet in economically backward classes is also the reason of poor health of children. Unhealthy state of body of children is also the cause of loosing interest in attending the class.

Most of the teachers recruited by the Madrasas have lack of experience and qualification to teach modern subjects that they are supposed to teach. While there is a provision for mid-career teacher training, but still many teachers of madrasa are found untrained.

Irregularity of friends also stimulates the wrong attitude of peer group, due to this they also learn to bunk the madrasas.

Misconception of religious thought that *deen seekhna hi ilm hai y naye mazmoon to duniyavi hai* is giving support the parents and children for not attending the madrasas and schools

In most of madrasas, there is found the lack of coordination between parents and teachers. Too many students report that they are absent in the madrasas because of they went to attend marriage ceremony of relative or too many reports that *ki wo mehmandaari me gaye the is liye madrasa nahi aye*, this type of statements reveal that the parent and student are not cautious that they leave the studies in those days and break the link of whatever they studied. This is also the reason for lack of interest among children of Madrasa.

Minority affairs of India form different policies and programmes regarding the welfare of minority children, but during focus group discussion it was found that, there is lack of awareness schemes among parents as well as in students. If this awareness level becomes high in minorities, it may be benefited.

Unavailability of resources on proper time is also the main reason of drop-out and less enrollment in Madrasas.

Infrastructure of Madrasas are not found up to the mark, they have no spacious building, no appropriate space of playground, library, laboratory, staffrooms and classrooms.

### Conclusion:

- The Scheme prepared and implemented by the government look like it is fruitful but when it comes to the implementation stage the bitter truth becomes evident that these schemes are not up to the mark at implement level. That is the major reason, for unchanging conditions of minority students.
- In actual practice the amount of salary is not sufficient for fulfilling the basic needs of a person or his/her family members, so there should be increase in amount of salary of teachers.
- Continuous evaluation and implementation of recommendation given by report should be implemented.
- Madrasas management should appoint qualified & competent staff for the betterment of Education status in Madrasa,
- The teachers of most of the Madrasas should make an effort to make the classroom conducive for learning by making it more interesting for the students to learn. The use of flash cards and charts, with poems and songs written on them, will make them more interesting. However, many of the teachers should use folk and invented new and interesting methods for teaching children.

### References:

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