



ORIGINAL RESEARCH PAPER

Education

ENTRY-LEVEL ACADEMIC, SOCIAL AND TECHNOLOGICAL PROBLEMS OF MADARSA STUDENTS

KEY WORDS:

Dr. Akhtar Parveen

Assistant professor Department of Education & Training MULANA AZAD NATIONAL URDU UNIVERSITY HYDERABAD

ABSTRACT

Education is a important tool to vary one's life. It improves, knowledge, skills, and develops attitude and personality. Education helps us to think rationally, analyze critically, judge rationally, and take suitable decisions in life. It improves ways of communication, teaches discipline, makes conscious of the price of leisure and money. It a ray of sunshine within the darkness, a ray of hopes for a far better life, and teaches the last word reality of life. There are many sources of education like formal schools, informal schools, non-formal schools, Sanskrit pathashalas, Madarsa, and Maktab. Maktab and Madarsa were originally meant to be a purely religio-cultural institution, aimed toward preserving and propagating Islamic traditions (Sultanate, 2003). Most of the scholars of Madarsa and Maktab are joining the mainstream to urge a far better educational qualification to acquire an honest job and better living. When the scholars of Madarsa join the formal educational system they face several problems at the initial entry-level. The environment within the Madarsa is entirely different from the formal educational environment. The courses they study, curriculum, method of transaction varies. Madarsa students aren't conscious of Technology. Once they enter into a proper system of education they'll face, educational, social, and technological problems. Hence this study attempts to review entry-level social, academic, and technological problems of Madarsa students who took admission into various courses of Moulana Azad National Urdu University-Hyderabad.

The word "Madarsa" got its origin from the Arabic word which suggests "a place of study" or "a place where learning and studying take place". Madarsa-E-Nizamia is that the first official academic institution established by the Vazir Nizam-ul-Mulk during the late Abbasid period..

Madarsa & Islamic Education

Islamic education means education within the light of Islam within the light of the Quran. Islamic education is predicated on Monotheism or oneness of God. Islamic school offers two sorts of Education.

1. Hafiz Course-Teaching memorization of the Quran. The scholar who memorizes the Quran is understood as Hafiz.
2. Aalim course- is an accepted scholar within the community after 12 years of study.
3. Evening Madars for those that cannot continue their religious education

The regular Curriculum included Arabic, History, Quranic interpretations, saying and deeds of Prophet Mohammed, Sharia, logic, etc. consistent with the stress of society English, foreign languages, science, politics, and world history etiquette, grammar, syntax, poetry was also taught. The important function of Madarsa was to supply education and training to the Orphans and poor children. Women's education was also encouraged in Madarsa which were meant for girl students.

Madarsa Education in India

In India Warren Hastings, the primary Governor journal of Malay Archipelago Company established Madarsa the primary institution in Calcutta in 1780 a number one centre of Islamic and Muslim education.

In the British period, Madarsa education flourished well and saved the Indian Muslims from the influence of Western culture. Darul-Uloom Deoband (1866), Nadwat-Ul-Ulema Lucknow (1894), Jamia -Arabia-Islamia Nagpur (1938) are the famous Madarsa established during British period.

Madarsa is widely spread across the country. Within the post Moghal period Madars lost its popularity as centres of data and excellence. They're more within the Northern and Eastern parts of India. As per the 8th AISES report, only Maktab (816) and Madrasas (3,879) are functioning within the country (All India survey of faculty education 2009). The eighth report of

AISES gives details of Maktab and Madarsa which are following the overall educations system and which aren't following the overall educational system along side Islamic education and their enrolment. It recommended revitalizing the Madarsa education and improving quality of it by including science, information, and technology with various professional courses, as they're the parallel education system that hinders the economic process and development of the Muslim community in contributing and serving the state. Modernization of Madarsa education will empower and develop confidence within the Muslim community.

History reveals that Madarsa and Maktab were meant for the preservation of faith and culture. Industrialization, Modernization, Urbanization, globalization brought many changes in Indian society, their thinking process, and therefore the attitudes of the people. Education isn't an exception. The goals of education change consistent with the changing needs of society. In 21st-century Information communication and technology plays a really important role. It's revolutionized the whole system of education and therefore the working sorts of the people.

Maulana Azad National Urdu University (MANUU) is a Central University established at the National Level in 1998 by an act of Parliament to market and develop the Urdu language and to impart vocational and technical education in Urdu medium through conventional and distance modes. It's a platform for Madarsa students who want to enter into the formal educational system and pursue education through the Urdu medium. It mostly caters to the tutorial needs of the scholars from Kashmir, Bihar, Utter Pradesh, Kerala, Andhra Pradesh, and Telangana states.

The students who have completed their Madarsa studies like Aalimat, Fazil, Adeeb, Sharia courses, take part various courses of MANUU through Entrance examinations. While joining Madarsa students face problems within the online mode of applying, adjusting during a hostel, adjusting with a coevals, formal curriculum, instructional strategies, internal and external assessments, and evaluations. But after due course of your time, they get adjusted.

The main purpose of this study is to seek out the social and academic problems of Madarsa students in MANUU. This study helps to know the issues of Madarsa students in formal education from different perspectives to assist them to

regulate during a better way in and be mentally healthy, productive adjustable personality.

RESEARCH REVIEWS

1. Joddon Park & Sarforoz Niyozov (2008) conducted research on Madrasa education in South Asia and Southeast Asia: current issues and debates. They made extensive analysis of 90 articles related to Madarsa education in South Asia and South East Asia and mentioned that Madarsa education is facing many issues and challenges to uphold the tradition. Those Madarsa which were accepting the modernization, willing to collaborate are bring promising change and hope change in the Muslim community in 21st century.

2. Peter A. M. Mwaural and Kofi (2009) Marfo conducted research study on Bridging Culture, Research and Practice in Early Childhood Development: The Madrasa Resource Centers Model in East Africa. They examined some of the key features of Madarsa resources centers integration of research into service delivery system. They proposed that University partnerships with such programme could yield productive benefits to local universities, community based programme and developmental sciences.

3. Hilal Wani (2012) has conducted study on Madarsa Education in India –Need for reformation. He said that Madarsa are following age old syllabus and they abstain from modern education. Hence he recommended the educated Muslims to accept the change and modernize Madarsa education shedding off the prejudice and bias towards modern education

4. Rafiq-ul-Zama (2013) have submitted his MEd thesis entitled Ibtedayee Madarsa-How parents and teachers view the role and contribution of Madarsa Education. He has conducted focus group discussions, semi-structured interviews and document reviews to gather the information from teachers, student and parents of Madarsa. He concluded that most of the parents wanted their children to be well acquainted with Islamic education, teaching of Prophet Mohammed, and Islamic way of life. He also suggested some strategies to improve Madarsa education.

5. Abul Kalam Azad (2018) Conducted study on Capital Factors of Socioeconomic Status and the Epistemological Shift of Madrasa Students in Bangladesh: PLS-SEM Analysis. It aimed at finding association between the epistemological shift of Madarsa students in Bangladesh and their family origin or social class. Data was collected from 120 Madarsa students shifted to general education at tertiary level using snowball sampling technique. 7 point Likert scale was used as tool and smart PLS software was used to find reliability and validity of the data. Results reveal that the coefficient of determination is 0.522 of the variance in shift. Overall the model has moderate predictive power and relevance.

6. Alice Sabrina Ismail, Nurul Syaheera Aziz (2018) conducted study on An Assessment on Madrasa Design as Symbol of Communal Value Using Semiotic Analysis – Case Study of Rustem Pasha Madrasa. The purpose of study was to propose an appropriate design solution for Madarsa as a center of communal value development. Results reveal that five communal values are embedded in Madarsa build up. Those are transparency, propriety, modesty, gratitude, and obligation.

7. Sutarman, Heru Kurnianto Tjahjono, Yusron Masduki, Dwi Santosa(2019) conducted research on Religiosity and Character value of education of multilingual programme Madarsa Muallimaath Mohamadiya Yogyakarta Indonesia of Industrial revolution era 4.0. It is descriptive qualitative research. Information was drawn from Madarsa stake holders, and students. Results of the study revealed that Madarsa

education instill religious values, transform character, an attitude of empathy and helpfulness towards others, ability to manage moods, and build excellent communication with others.

8. Rabia Ijaz (2019) conducted research on Problems and Prospect s of Female Muftis in Pakistan. This study focuses on the problems faced by female Muftis in their pursuit of Ifta and possibility of entering into public and governmental domain for the welfare of people.

9. Ahmad Shofiyuddin Ichsan, endidikan Guru Sekolah Dasar, (2020) conducted research study on Type of learning style on Madarsa ibtidaiyah students in Reviewing Al Quran in Yogyakarta. This is a qualitative research using case study strategy in two schools MI Negeri Bantul and MI Yappi Gubukrubuh Gunungkidul. Observation, in-depth interview and documentation was used to gather the information. Result revealed that there are four types of learning of Quran. Visual, auditory, kinesthetic and social learning.

METHODOLOGY

Title of the project: Entry-level Academic, social and technological problems of Madarsa students of MANUU

Research questions:-

1. What are the Academic problems of Madarsa students who enter into the formal educational system of MANUU?
2. What are the Social problems of Madarsa Students who enter into the formal educational system at MANUU?
3. What are the problems related to the use of the technology of Madarsa Students who enter into the formal educational system at MANUU?
4. Is there any gender difference between the academic and social problems of Madarsa students in MANUU?
5. Is there any age difference between groups in the academic and social problems of Madarsa students in MANUU?

2. Variables:

Independent variables: Age, Gender

Dependent variables: Academic problems, Social problems U & Technological problems

3. Objectives

1. To find out the academic problems of entry-level Madarsa students of MANUU.
2. To find out the Social problems of entry-level Madarsa students of MANUU
3. To find out the problems related to technology use of entry Madarsa students of MANUU
4. To find out the gender difference in Academic and social problems of entry-level Madarsa students of MANUU

4. Operational definition:

In this study

1. Gender refers to the male and female Madarsa students who took admission into various courses in the first semester of MANUU.
2. Academic problems mean the problems related to curriculum, instruction, internal assessment
3. Social problems mean the problems related to admission, interpersonal relationship with the peer group, interpersonal relationship with teachers
4. Technological problems mean the problems related to the use of technology like the internet, cell phone, laptop, etc.
5. **Population:-** Population constitutes Madarsa students.
6. **Sample,-:** The sample selected for this research study is entry-level Madarsa students of MANUU from social sciences.

Table showing total number of Madarsa student

Second semester	Fourth semester
41	14

Table showing sample from various courses

DELED	BED	MED	BA	MA	OTHERS	TOTAL
19	17	8	5	4	2	55

Table showing state wise sample

Bihar	Utter Pradesh	Other states
39	9	7

7. Sample procedure:- Entry-level Male and Female Madarsa students will be selected from social sciences groups for the study from the total students of the social sciences group.

8. Sampling Technique:- Sampling technique is Purposive sampling Technique Technology use means the use of the internet, online application filling

9. Sample size:- It consists of 50 students of social sciences of MANUU

10. Tools and Techniques: The researcher uses a self-constructed and standardized questionnaire

11. Description of the tool:- The researcher constructed five point rating scale with three components. Those components are problems related to technology use, academic problems while undergoing the course of study and social problems during the course. There were 38 statements. Technological component consists of 14 statements, academic component consists of 10 statements and social component consists of 14 statements. Each statement has five options strongly disagree, disagree, neutral, agree, strongly agree. positive items score 1,2,3,4,5 and negative items score 5,4,3,2,1.

12. Data collection procedure:- the researcher prepared Google form and sent a link to the Madarsa students of MANUU studying various courses in social sciences. Students responded through Google form.

13. Statistical analysis:- Percentages were used to analyze the problem.

14. Delimitations of the study

1. This study is limited to Madarsa students of MANUU only
2. This study is limited to the department of social sciences only.

INTERPRETATION AND ANALYSIS

OBJECTIVE-I

To find out the problems related to technology use of entry Madarsa students of MANUU

The tool consists of three components and there were 14 items in first technological components. It had items related to problem in applying online during admission, filling the forms getting print outs, saving the forms, checking attendance, results, downloading hall tickets, watching educational videos, drawing material from internet etc.

- 32.1 % students said that they had problem during admission while applying.
- 50% students said they took the help of their friends while applying online.
- 27.8% students said they do not know how to pay fee online.
- 18.5 % students do not know how to fill online form.
- 18.9% students told that they were unable to save form after filling it.
- 26.9% of students told that they were unable to take print out of the filled in forms.
- 53.8% students told that they were unable to register the course subjects online.
- 11.3% students told that they had problem while checking their attendance online.
- 40.4% students told that they have taken the help of their friends to register the course subjects.
- 25% of students told that they do not know how to check their internal marks online

- 53.8% students told that they do not know how to generate hall ticket online.
- 50% students said that they can check their results online.
- 34.6% students can access the educational videos online.
- 40.4 % students said that they found it difficult to search course content related material online.

On the whole 51.63% Madarsa students were facing technological problem in MANUU in applying online during admission, filling the forms, getting print outs, saving the forms, checking attendance, results, downloading hall tickets, watching educational videos, drawing material from internet.

OBJECTIVE-II

To find out the academic problems of entry-level Madarsa students of MANUU

Second component of the tool is academic problem of Madarsa students. It consists of 14 items related to structure of the course, its difficulty level, syllabus, its novelty, assignments of the course, instructional methods, participation in co curricular activities, preparation for tests, academic environment.

- 23.5% students told that they thought they cannot complete the course at the beginning.
- 54.9% students told that they were not clear about the structure of the course.
- 28 % students thought of leaving the course in the beginning.
- 45.1% students thought that the course is very difficult one.
- 76.5% students told that the course subjects are entirely new for them.
- 49.1% students felt that the assignments are very difficult to write.
- 15.7% students found it difficult to understand the content of the course.
- 60.8% students felt that the instructional methods in formal course are entirely different to that of Madarsa course.
- 74.5% students said that they always used to compare the methods of teaching in Madarsa and formal BED course.
- 50.9% students said they always got many doubts related to the content..
- 52% students felt it difficult to prepare for the tests and examinations.
- 38% students said they found difficulty in writing examinations and tests.
- 87.7% of students said that they have actively participated in co curricular activities of the course.
- 90% students said they were comfortable with the academic environment of MANUU.
- On the whole 65.60 % of Madarsa students have academic problem to structure of the course, its difficulty level, syllabus, its novelty, assignments of the course, instructional methods, participation in co curricular activities, preparation for tests, academic environment.

OBJECTIVE-III

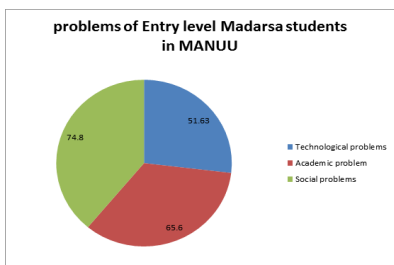
To find out the Social problems of entry-level Madarsa students of MANUU

Third component of the tool is social problems. It has 10 items related to making of friends, participating in discussions with friends, interpersonal relationships with friends, sharing of materials, being comfortable etc.

- 27.5 % student told that they found it difficult to make friends.
- 39.2% students told that they were unable to participate in discussions with their non madarsa friends.
- 74% students told that their friends helped them in doing course related work but 10% students told that nobody helped them.
- 80% students told that their friends shared the study material with them but 20% said nobody shared study material with them.

28.6% students told that their classmates did not talk to them freely.
 49% students told that they were feeling lonely at the beginning.
 37.6% students told that nobody helped them in completing the course work.
 24.4% students told that their friends were selfish.
 24.4% students told that they do not trust their friends.
 81.6% students felt that the teachers of MANUU are more supportive and sympathetic.

On the whole 74.80 % Madarsa students of MANUU have social problems related to making of friends, participating in discussions with friends, interpersonal relationships with friends, sharing of materials, being comfortable etc.



DISCUSSION-

The results reveals that 51.63% of Madarsa Students have problem with the use of Technology and 65.60% of students have academic problems, and 74.80 % students have social problems in MANUU. It means most of the students who are not aware of technology take the help of their friends to get the things done.

The results were astonishing as 74.80 % of students have social problems. They feel lonely, and isolated, Madarsa and University set up is entirely different. There are more restrictions in the Madarsa, beating, humiliation, physical torture are more common things in the Madarsa. They follow age old traditional methods of teaching and do not accept modernization. (Hilal Wani 2012). They try to uphold the tradition and have many challenges and problems. (Joddon Park & Sarforoz Niyozov (2008).

These students need additional supportive system to enable them to feel more comfortable in the formal educational system.

Suggestions to solve technological problems of the Madarsa students:

1. Offline facility for the Madarsa students who can apply in the university
2. Help line numbers to assist the students and clarify their doubts
3. An assistant to assist the students in DSW office during admissions, and to attend any technical problems
4. Basic Training in computer MS office for Madarsa students who join in the University along with Communicative English course.
5. Students corner with internet facility to search course material

Suggestions to solve academic problems of the Madarsa students

1. Separate instruction to the Madarsa students to familiarize formal system of education
2. Clear instructions related to course content allotting time to clarify their doubts
3. Boost up their morale through guidance and counselling in the department through mentorship
4. Educational Guidance should be provided to understand the course structure, note taking, note making, preparing for tests

and examinations, writing assignment , field works and projects.

Suggestions to solve social problems of Madarsa students

1. Introductory session
2. Counseling for new comes, making aware of rules and regulations of the university
3. Frequent visits by the warden, proctor to attend the issues of the students
4. Creating friendly secure atmosphere in the hostel
5. Developing academic atmosphere in the hostels, libraries and campus
6. Promoting good interpersonal relationships among the students
7. Encouraging co curricular and extracurricular activities in the department

OBJECTIVE-IV

To find out the gender difference in Academic of entry-level Madarsa students of MANUU

Table showing Gender wise M, SD, n & t values of Madarsa students with academic problems

Gender	M	SD	N	t-value
Male	44.65	6.439	40	2.64*
Female	51.00	8.165	10	

Significant at 0.01 level

From the above table it can be seen that the t-value is 2.64 which is significant at 0.01 level with df=48. It reflects that the mean scores of Female students is 51.00 and male students is 44.65. It means that female Madarsa students face more academic problem than the male Madarsa students. There is gender difference in Academic problems of Madarsa students.

OBJECTIVE-V

To find out the gender difference in social problems of entry-level Madarsa students of MANUU

Table showing Gender wise M,SD,n,t values of Madarsa students with social problems

Gender	M	SD	N	t-value
Male	29.13	6.370	40	1.998*
Female	33.10	5.425	10	

Significant at 0.05 level

From the above table it can be seen that the t-value is 1.998 which is significant at 0.05 level with df=48. It reflects that the mean scores of Female students is 33.10 and male students is 29.13. It means that female Madarsa students face more social problem than the male Madarsa students. There is gender difference in social problems of Madarsa students.

Suggestions for girls students of Madarsa

As the study indicate that there is gender difference in academic and social problems of Madarsa girl students. Hence special assistance, guidance and counselling should be provided to overcome academic and social problems in MANUU.

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