

**New Education Policy 2019  
and Madrasas**

**- Compiled**

**iosnewdelhi@gmail.com**

**Institute of Objective Studies**

**162, Jogabai Main Road**

**Jamia Nagar, New Delhi – 110025**

# **New Education Policy 2019 and Madrasas**

**The Government is planning to introduce modern subjects in the curriculum of Madrasas, Gurukuls, Pathashalas or Buddhist Schools so that it would be easy for them to get into mainstream once they complete their course.**

**According to survey conducted by National Institute of Planning and Administration (NIEPA), it is found that:**

**So far under Scheme for Providing Quality Education (SPQEM) in Madrasas, over 21000 Madarsas spread over different states have been covered and given financial assistance to the tune of Rs. 1138 crores. In the four states, as reported 2020816 children are being provided education in 10,680 Madrasas spread over 4 states (Chhattisgarh, Madhya Pradesh, Tripura and Uttar Pradesh).**

**As it is mentioned in New Education Policy 2019:**

**As per the government education in madrasa is a specialized course. Therefore the big question is whether the religious schools (Madrasas, Gurukuls, Pathashalas or Buddhist schools) are running a specialized school? Can a framework be designed for religious schools so that it would be easy for them to get into mainstream once they complete their course?**

**Madarsas and Maktabas may be provided with options to avail financial assistance from the government to introduce contemporary subjects. However, it should not be made mandatory. Rather, the madarsas and maktabas should be encouraged in their private capacity to introduce modern subjects in their curriculum.**

**Allowing multiple models for schools, and loosening the input restrictions of the RTE Act:**

**To make it easier for both governments as well as non- governmental philanthropic organisations to build schools, to encourage local variations on account of culture, geography, and demographics, and to allow alternative models of education such as gurukulas, paathshaalas, madrasas, and home schooling, the RTE Act requirements for schools will be made substantially less restrictive. The focus will be to have less emphasis on input and greater emphasis on output potential with respect to desired learning outcomes.**

**Strengthening madrasas, maktabas, and other traditional or religious schools, and modernising their curriculum:**

**Existing traditional or religious schools, such as madrasas, maktabas, gurukuls, pathshalas, and religious schools from the Hindu, Sikh, Jain, Buddhist and other traditions may be encouraged to preserve their traditions and pedagogical styles, but at the same time must be supported to also integrate the subject and learning areas prescribed by the National Curricular Framework into**

**their curricula in order to reduce and eventually eliminate the underrepresentation of children from these schools in higher education.**

**The programmes being implemented to encourage traditional or religious institutions to modernise their curriculum will be expanded and strengthened:**

- a. Financial assistance will be provided to introduce science, mathematics, social studies, Hindi, English, or other relevant languages in their curriculum in order to enable children studying in traditional cultural or religious schools to attain the learning outcomes defined for Grades 1-12.**
- b. Students in madrasas, maktabas, and other traditional or religious institutions such as schools in Buddhist monasteries, etc. will be allowed and indeed encouraged to appear for State Board Examinations and assessments by the National Testing Agency in order to enrol in higher education institutions.**
- c. Capacities of teachers in teaching of science, mathematics, language, social studies will be developed, including orientation to new pedagogical practices.**
- d. Libraries and laboratories will be strengthened and adequate teaching- learning materials made available.**

### **Review of the RTE Act:**

**The RTE Act will be reviewed comprehensively in light of this policy, to enable the policy, and at the same time to improve it on the basis of the experiences and learnings of the past decade.**

- a. Schools such as gurukulas, madrasas, pathshalas, home schools, alternative schools, etc. will be allowed and enabled to deliver a quality education and participate in the education system (e.g., in BOAs). Specific norms will be developed (including with respect to educational outcomes), so that a wide variety of schools can be recognised and enabled to deliver a quality education; these norms will be minimal but essential and used with great probity, and will be strictly enforced to prevent misuse.**

### **Evaluation of the Implementation of the Scheme for Providing Quality Education in Madrasas (SPQEM) from survey of NIEPA:**

**The evaluative study was based on the collection of both secondary and primary data. While secondary data were collected from documents, Progress Reports, Guidelines, etc., primary data were collected through semi-structured interview schedules/Questionnaires and informal interactions with the concerned stakeholders (such as Students, Teachers, Members of the Madrasa Boards and Madrasa Management Committee, and other concerned functionaries, State Nodal Officer in Charge, District Minority Welfare Officer, and others.)**

- 1.1 The Scheme for Providing Quality Education in Madrasas (SPQEM) is a centrally sponsored scheme of the Government of India to provide modern formal education through religious educational institutions like Maktabas and Madrasas.**
- 1.2 The main objectives of the SPQEM are:**

- a) To encourage Madarsas and Maktabas to introduce formal subjects i.e. Science, Mathematics, Social Studies, Hindi and English;
- b) To enable the children studying in Madarsas and Maktabas to achieve academic proficiency for classes I to XII;
- c) Madarsas/Maktabas/Dar-ul-Uloom to become accredited study centers with National Institute of Open Schooling (NIOS);
- d) To provide opportunities of vocational training to the children in Madarsas/Maktabas/Dar-ul-Uloom aged above 14 years; and
- e) To strengthen Madarsas Board for monitoring and generating awareness.

1.3 The scheme started during the XIth Five Year Plan in 2009-10, is currently in implementation in 18 states in the country. So far under SPQEM, over 21000 Madarsas spread over different states have been covered and given financial assistance to the tune of Rs. 1138 crores.

## 2. Findings of the Study: Status, Issues and Concerns

2.1 While the programme is being implemented in 18 states, the nature and extent of the coverage of the scheme varies from state to state. The Madrasas under the SPQEM are focused mainly on Junior Basic or elementary education. The coverage of higher levels of education under the scheme is very limited.

2.2 As per the latest available data, among the four states keeping in mind the size of the Muslim population in the states, Uttar Pradesh has reported the highest coverage of highest coverage (i.e. 18,27,566 children in 8584 Madrasas), Tripura has reported coverage of 8,914 children in 129 Madrasas.

2.3 It is also to be noted that girls' enrolment is either equal or more than the boys' enrolment in the Madrasas. The gender composition of enrolments in the Madrasa over three years indicates increase trend in the girl's enrolment.

After the introduction of modern education into the Madrasa system, the number of students has increased, leading to over-crowded classrooms in many Madrasas. During the visit, in a few Madrasa, the students of two to three classes were found sitting in one room. The students were sitting on the mat. In some Madrasas, there was lack of proper ventilation and lighting. Except Tripura, where the Government has constructed buildings for the SPQEM Madrasas, in most of the states the Madrasas are running mostly in rented buildings and rooms.

2.4 As provided, usually up to three teachers have been appointed in the Madrasas under the scheme. The salary provisions for the teachers appointed under the scheme vary from state to state in terms of their qualification.

2.5 Although most states have been paying salaries to the teachers as per the norms prescribed under the scheme, some variations were also noticed among the states. Keeping in mind the

needs and demands from the teachers, some of the states have added additional amount into the SPQEM provision. For example, while Uttar Pradesh government has added additional amount into the prescribed teachers' salary such as Rs 2000/- to the Graduate Teachers (i.e. Rs. 6000/- + Rs. 2000/- = Rs. 8000/- pm) and Rs. 3000/- to the Post Graduate Teachers (i.e. Rs.12000/- + Rs. 3000/- = 15,000/- pm), Tripura has increased the salaries of the SPQEM teachers at par with the salaries of the regular teachers, from the state funds.

- 2.6 The recruitment and appointment of teachers in the Madrasas is an internal affair. The teachers under the scheme have been recruited by the Madrasa Management Committee. Only a very few Madrasa Management Committees (MMC) advertise the vacant post of teachers in local newspapers.
- 2.7 Most of the teachers appointed under the scheme have academic qualification in Humanities and Language. The appointment of Science and Maths teachers is much less than the required numbers. Further only a few teachers have pre-service professional qualifications such as, DEEd, BEd and MEd degrees. Very often the teachers with academic qualification in humanities and languages were found teaching science and maths, as there was no teacher with the requisite qualification and experience in teaching these subjects.
- 2.8 The students were seen using the conventional method of learning used in learning Quran and Islamic subjects, for the modern subjects such as science, social studies etc. The teachers were also seen following the conventional method of teaching, 'Chalk and talk' in teaching modern subjects. This may be due to lack adequate training and sensitization, as most of them were not trained on teaching methodologies.
- 2.9 As far as the curriculum and syllabus of the Madrasas under the scheme is concerned, while for Deeniyaat or religious education, there is no standard curriculum for modern school education, the Madrasas follow mostly the curriculum and syllabus of the State curriculum except in Uttar Pradesh, where NCERT textbooks are prescribed. While Islamic books available in limited numbers at the Madrasas are kept inside the Madrasas for use within the classroom, the school textbooks as per the arrangement within the states are supplied to the children.
- 2.10 As far as computers, Science Kits and Library facilities are concerned, the Madrasas admitted having these items once, but also pointed out that no additional money for maintenance specified in the scheme were provided to them. Consequently, most of the computers were found not functioning and out of use. One of the reasons also might be lack of teachers/instructors who could operate them. The Science Kits and Library were found not much in use.
- 2.11 The Madrasa Boards which usually look after registration of Madrasas, curriculum and examination, have been constituted and are functional in three states (Uttar Pradesh, Madhya Pradesh and Chhattisgarh). In Tripura, the roles usually assigned to the Madrasa Boards, are being performed by Tripura Board of Secondary Education, Agartala.

- 2.12 Some of the Madrasa Boards, such as UP and MP Madrasa Boards have moved ahead by installing on-line system for the registration of Madrasas and updating of records. The Uttar Pradesh Madrasa Board (earlier called Arabi Pharsi Board) has designed and installed a separate webportal dedicated to Madrasa Board (madrashboard.upsdc.gov.in) for electronic profiling of all Madrasas registered in the state. This is expected to make things transparent. This is a welcome initiative and may be replicated in other states.
- 2.13 As reported, there is often delay in supply of textbooks to the children in the Madrasas. Even if supplied, the books reach late to the Madrasas. The teachers and parents often manage with the last year's books. It was also reported that the not all children get the books, as the number of books supplied is less than the number of children enrolled in the Madrasas. Moreover not books of all subjects are supplied.
- 2.14 The Flow of funds to the Madrasas under the scheme has been an area of major concern in almost all the states, as the Madrasas reported non-receipt of grants on time. The grants have been irregular and inadequate, leading to closure of the scheme in Madrasas.
- There are backlogs in release of funds in most states. Uttar Pradesh reported the amount of Rs. 470.92 crores as funds pending for release. It was also pointed out that delay is also due to the delayed submission of Utilization Certificates by the states to the Centre.
- 2.15 As far as the distribution of incentives such as uniforms, Mid Day Meals (MDMs) and Stipends are concerned, the situation varied from state to state.
- 2.16 With regard to regular compliance of incentives which otherwise under RTE would have become entitlements, many of the Madrasa functionaries urged to bring the SPQEM Madrasas under RTE Act. According to them, this will solve most of their problems.
- 2.17 Despite provisions under the scheme, the linkage of Madrasas with NIOS under the SPQEM in terms of certification and vocational education has yet to evolve properly. While the SPQEM coverage has been mainly focussed on primary and upper primary education, the NIOS initiatives have been mostly on secondary education in terms of admission, accreditation and vocational education. There is lack of awareness among the Madrasa officials and teachers regarding the provision of such grants for accreditation with NIOS under the scheme.

### 3. Recommendations and Suggestions

- 3.1 Some of the key recommendations and suggestions for the effective implementation of the SPQEM are as follows:
- There is a need to take the holistic view of the tasks at hand of bringing out of school children among the Muslim minority groups in terms of current and emerging needs. For which, adequate funds provision should be made.
  - There is need to generate awareness among all the stakeholders including the parents

and community members about the significance of the opportunity provided under the scheme.

- There is a need to develop proper management and administration of the Madrasas for the smooth and effective implementation of the SPQEM. The example of UP Madrasa Web Portal may be studied for developing similar system in other states having larger number of Madrasas.
- The scheme should follow implementation of Direct Benefit Transfer (DBT) to all the stake holders in the scheme. The process of allotment U-DISE code should be simplified and proper guidance should be made available to the Madrasa functionaries and teachers. All the students and teachers should have Aadhaar Card numbers.
- The Ministry may take an initiative to link the Madarsas with PMKVY (प्रधानमंत्री कौशल विकास योजना) so that the students passing out from these institutions may have an access to the employment.
- These Madarsas may be linked with "NAI ROSHNI & SEEKHO AUR KAMAO" of Minority Affairs Ministry. The Ministry may write a letter in this regard to the Ministry of Minority Affairs.
- As requested by the Madrasas, the SPQEM Madrasas should be brought under the ambit of the RTE Act, so that these children, like other children receive the incentives as entitlement.
- There should be proper convergence and co-ordination between the Education Department and the Minority Welfare Department for the effective implementation of the scheme.
- Since SPQEM is basically an educational scheme, management and control of the implementation of scheme should be primarily with the Education Department in the states, and not with the welfare department as currently in practice in some states.
- Since most of the activities related to the successful implementation of the scheme depend on the active involvement of the various stakeholders involved at different levels in within the state, it will be good, if the scheme is gradually transferred to states with associated funds.

**Further research is required to get reactions of students of Madrasas.**

**Source:**

1. <http://www.businessworld.in/article/The-National-Education-Policy-2019-An-Alarming-Attempt-To-Redefine-India/31-07-2019-174188/>
2. Draft NEP 2019 EN Revised.
3. Evaluation of the Implementation of the Scheme for Providing Quality Education in Madrasas NIEPA Jan 2018.