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EXECUTIVE SUMMARY

1. Background

- 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, Soci;al 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.
- 1.4 An evaluative study of the implementation of the scheme has been conducted in four states (Chhattisgarh, Madhya Pradesh, Tripura and Uttar Pradesh)

2. Objectives of the Study

- 2.1 The main objectives of the study are as follows:
- To study the implementation of SPQEM in selected Madarsas and Maktabas receiving financial assistance under the scheme;
 - To cover the states where the scheme is in operation and financial help has been provided continuously since its inception;
 - To study the mechanism for the disbursement of funds including teacher's honorarium from state to district level and time lag in the disbursement of honorarium;

- To study the effective utilization of funds for components such as pedagogical support for teaching modern subjects, strengthening libraries, teaching learning material, establishment of science/computer lab, etc.
- To suggest suitable measures for improvement in the implementation and monitoring of the scheme.

3. Methodology

3.1 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.)

4. Findings of the Study: Status, Issues and Concerns

4.1 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.

4.2 In the four states, as reported 20,20,816 children are being provided education in 10,680 Madrasas spread over 4 states (Chhattisgarh, Madhya Pradesh, Tripura and Uttar Pradesh). 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.

4.3 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.

4.4 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.

- 4.5 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.
- 4.6 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.12,000/- + 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.
- 4.7 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.
- 4.8 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, DEd, 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.
- 4.9 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.

- 4.10 As far as the curriculum and syllabus of the Madrasas under the scheme is concerned, while for Deeniyat 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.
- 4.11 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.
- 4.12 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 Chharrisgarh). In Tripura, the roles usually assigned to the Madrasa Boards, are being performed by Tripura Board of Secondary Education, Agra.
- 4.13 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 (madrasaboard.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.
- 4.14 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 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.
- 4.15 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.

4.16 As far as the distribution of incentives such as uniforms Mid Day Meals and Stipends are concerned, the situation varied from state to state. While children and teachers in the Madrasas in Tripura and Chhattisgarh admitted receiving MDMs, uniforms and other items regularly, the Madrasas in Uttar Pradesh and Madhya Pradesh admitted either not receiving these incentives, or receiving at regular intervals.

4.17 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.

4.18 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. Among the four states selected under the study, the situation is better in Madhya Pradesh which has reported upgrading and mainstreaming of children into higher levels of education after completion of the Madrasa education. In other states, this needs to be given further and due attention.

5. Recommendations and Suggestions

5.1 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 through environment and capacity building exercises.

- 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 Aadhar 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. And they are provided all the facilities, as the children in general schools are provided or expected to be provided.
- 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. The reason being that the welfare department does not have sub-district level field functionaries and staff for monitoring the implementation of the scheme.
- 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.

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Indian society is well known for having a very strong tradition of vibrant indigenous educational institutions, such as Madrasas, Pathshalas, Tols, Vihars, etc. since the ancient and medieval times, which played active roles in religious, educational and all aspects of social life. These institutions suffered setbacks during the Colonial period when modern formal education was introduced based on the administrative and economic requirements in the form of new educational institutions. The growth of the modern education in India has been slow, limited and uneven among groups whereby some of the disadvantaged groups, especially the SCs, STs and Minorities have fallen much behind other groups. The educational condition of the Muslims especially Muslim girls is pitiable. The Maktabas and Madrasas which survived as community based institutions by playing a critical role in imparting religious education among the Muslims, have not been actively involved in modern education. However since Independence, the Commissions and Committees have pointed out the need to accelerate educational development among the Muslims. The recommendation of the Sachar Committee for enhancing the scope of modern formal education among the Muslims is significant. In this respect, there have been efforts to engage the Maktabas and Madrasas to take up additional tasks of imparting modern education alongside religious education. The present study is an evaluation of implementation of the SPQEM in selected four states (Chhattisgarh, Madhya Pradesh, Tripura and Uttar Pradesh). The report is an outcome of the collaborative exercise of individuals and institutions. The study would not have been possible without their co-operation, support and guidance.

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ABBREVIATIONS

BEEd	Bachelor of Education
BRC	Block Resource Centre
CGIAC	Central Grant-In-Aid Committee
DBT	Direct Benefit Transfer
DEI.Ed	Diploma in Elementary Education
DEO	District Education Officer
DIET	District Institute of Education and Training
DISE	District Information of School Education
IDMI	Infrastructure Development in Minority Institutions
ISO	International Organisation for Standardization
LDC	Lower Division Clerk
MANAS	Maulana Azad National Academy for Skill
MEEd	Master of Education
MDM	Mid Day Meal
MHRD	Ministry of Human Resource Development
MMC	Madrassa Management Committees
MOMS	Modernization of Madrassa Schemes
MWD	Minority Welfare Department
NIC	National Information Centre
NIOS	National Institute of Open Schooling
NIEPA	National Institute of Educational Planning and Administration
PMKVY	Pradhan Mantri Kaushal Vikas Yojana (प्रधानमंत्री कौशल विकास योजना)
SCERT	State Council of Educational Research and Training

SGIAC	State Grant-In-Aid Committee
SE & L	School Education and Literacy
SPQEM	Scheme for Providing Quality Education in Madrasas
TLM	Teaching Learning Material
TOR	Terms of Reference

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CHAPTER 1. BACKGROUND, OBJECTIVES AND METHODOLOGY

1. Background

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. The scheme provides an opportunity to students in the Madarsas/Maktabas to acquire education comparable to standards in the national education system.

1.2 The main objectives of the SPQEM are: a) to encourage Madarsas & 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 Boards for monitoring and generating awareness.

1.3 The scheme launched in 2009-10 during the XIth Five Year Plan, is currently in implementation in 18 states in the country. The operational mechanism of the scheme is demand based whereby the State Governments send their proposals to the Central Grant-In-Aid Committee (CGIAC) constituted with the Secretary, School Education and Literacy (SE&L) as its chairperson. The CGIAC scrutinizes the proposals as per the norms of the scheme and approves them based on the recommendations. The Grants under the scheme are given in two forms: a) Fresh Grants and b) Renewal Grants. 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.

1.4 To teach modern subjects to the students at the Madrasas, the scheme supports with resource and activities such as, honorarium to teachers, strengthening of library and book banks, establishments of Computer Labs, Science Kits, Teaching Learning Materials, in-service training of teachers, linkage with NIOS for examination and vocational education, etc (*See Annexure*).

2. Objectives of the Study

2.1 The main objectives of the evaluation of the SPQEM scheme are as follows:

- To study the implementation of SPQEM in selected Madarsas and Maktabas receiving financial assistance under the scheme;
- To cover the states where the scheme is in operation and financial help has been provided continuously since its inception (Chhattisgarh, Madhya Pradesh, Tripura and Uttar Pradesh);
- To study the mechanism for the disbursement of funds including teacher's honorarium from state to district level and time lag in the disbursement of honorarium;
- To study the effective utilization of funds for components such as, pedagogical support for teaching modern subjects, strengthening libraries, teaching learning material, establishment of science/computer lab, etc.; and
- To suggest suitable measures for improvement in the implementation and monitoring of the scheme.

3. Methodology

3.1 The evaluative study is based on the collection of both secondary and primary data. While secondary data have been collected from documents such as, Progress Reports, Guidelines, etc. primary data have been collected through semi-structured interview schedules/Questionnaires and informal interactions with the concerned stakeholders. The following tools were used to gather relevant details and information.

- i) Madrasa Information Schedule
- ii) Teacher Interview Schedule
- iii) Student Interview Schedule
- vi) MMC Member Interview Schedule

Besides the above tools, interactions were also held with the Madrasa Board Members, State and District level Minority Welfare and Education Department officials and functionaries concerned with Madrasa Education, SCERT Directors, DIET Principals and faculty members. The field interaction was also supplemented by the wrap up meetings under the chairmanship of the apex

level officer or public representative dealing with this activity. For instance, in Tripura a state level Madrassa Advisory Meeting was held in the Legislative Assembly Hall under the Chairmanship of the Hon`ble Education Minister.

3.2 While the scheme has completed over 8 years of implementation, the NIEPA was entrusted with the task of evaluating the scheme. As per TOR, 4 states (Chhattisgarh, Madhya Pradesh, Tripura and Uttar Pradesh) were selected for a field based inquiry. Besides scrutiny of the documents and data given by the MHRD and the states, the team visited sample Madrasas in the four states.

Table 1.1
No. of Covered and Sample Madrasas under SPQEM in Four States

Sl. No.	State	No. of SPQEM Madarsas	SPQEM Madrasas visited
1.	Chhattisgarh	282	5
2.	Madhya Pradesh	1,685	14
3.	Tripura	129	7
4.	Uttar Pradesh	8,584	20
	Total	10,680	46

(Source: State Documents and Fieldwork, 2017)

4. Fieldwork

4.1 Besides scrutiny of the documents and literature made available in Delhi by the MHRD, the Evaluation Teams in batches (with two NIEPA faculty members and state level co-ordinators) visited the four states and observed functioning of the Madrasas covered under the scheme and held interactions with the students, teachers, MMC members and officials/functionaries concerned with the implementation and monitoring of the scheme. Although sample Madrasas were selected in consultation with the state functionaries, but at times visits were also made to a few uncheduled Madrasas, to know the real state of affairs. The field interactions also involved some Focus Group Discussions among the MMC members where ever possible.

CHAPTER 2. THE CONTEXT

2.1 Introduction

Chapter II presents the context in which the SPQEM is being implemented in different states of the country. It first shows the demographic composition and educational condition of the Muslims in the country. Second, it presents a historical overview of the growth of Madrasas in India. Third, it explains the initiatives taken for modernising the Madrasas and providing modern formal education through Madrasas.

2.2 Demographic Composition and Educational Condition

As per 2011 census, the Muslims constitute 13.43 per cent of the total population in India. Although Muslim population is spread over throughout the country, its concentration and composition of the Muslim population varies from state to state, with Uttar Pradesh having the largest number and Lakshdweep having the highest per centage of Muslim population among the states and Union Territories. In terms of education and economic indicators, the Muslims fall behind other social groups.

Table 2.1
Statewise Muslim Population and Literacy Rate (2011 Census)

S.No.	State	Population %	Muslims		
			Total Literacy Rates	Male Literacy Rates	Female Literacy Rates
1	Andhra Pradesh	9.56	73.58	79.94	67.11
2	Arunachal Pradesh	1.95	67.69	73.49	59.36
3	Assam	34.22	61.92	66.74	56.85
4	Bihar	16.87	56.34	63.81	48.36
5	Chhattisgarh	2.02	84.55	90.34	78.46
6	Delhi	12.86	75.59	80.43	69.84
7	Goa	8.33	84.73	87.63	81.51
8	Gujarat	9.67	80.82	87.15	74.14
9	Haryana	7.03	53.39	67.59	37.44
10	Himachal Pradesh	2.18	67.52	75.37	58.17
11	Jammu & Kashmir	68.31	61.03	71.02	50.50
12	Jharkhand	14.53	66.21	75.38	56.43
13	Karnataka	12.92	78.89	83.53	74.12

14	Kerala	26.56	93.29	95.85	91.08
15	Madhya Pradesh	6.57	74.90	81.76	67.64
16	Maharashtra	11.54	83.56	87.57	79.13
17	Manipur	8.40	67.76	80.33	55.22
18	Meghalaya	4.40	54.00	58.11	49.50
19	Mizoram	1.35	77.87	82.42	68.71
20	Nagaland	2.47	57.86	64.32	48.20
21	Odisha	2.17	79.95	85.40	74.26
22	Punjab	1.93	61.88	67.40	55.40
23	Rajasthan	9.07	62.68	75.38	49.35
24	Sikkim	1.62	76.52	78.86	71.53
25	Tamil Nadu	5.86	88.17	92.76	83.69
26	Tripura	8.60	83.16	87.34	78.83
27	Uttar Pradesh	19.26	58.76	66.42	50.59
28	Uttarakhand	13.95	63.18	70.46	55.07
29	West Bengal	27.01	68.75	72.52	64.77
	INDIA	14.23	68.54	74.73	62.04

Source: Census 2011

The total literacy rate among the Muslims is merely 68.54 per cent in comparison to the overall literacy rate of 74 per cent in the country. There is wide variation among states in terms of literacy rates, from 93.29 per cent in Kerala to 53.39 per cent in Haryana. The literacy rate is higher among the Muslim males (74.73 per cent) than the Muslim females (62.04 per cent). The female literacy rate goes down to merely to 37.44 per cent in Haryana. Besides low literacy rates, the Muslim participation in formal education is very low at all levels of schooling. The recent data also indicates higher drop-out among the Muslims at school level, in comparison to other disadvantaged groups.

Table 2.2
Average Drop-out Rate by Educational Level among Muslim: 2014-15

State/UT	Elementary			Secondary		
	Boys	Girls	Overall	Boys	Girls	Overall
Chhattisgarh	7.53	3.00	5.42	25.17	17.46	21.17
Madhya Pradesh	9.01	7.23	8.14	25.51	21.36	23.43

Tripura	7.30	6.90	7.10	35.81	38.52	37.35
Uttar Pradesh	18.90	16.95	17.95	19.49	16.41	17.92
All India	8.16	6.84	7.45	24.71	23.58	24.12

Source: U-DISE 2015-16

2.3 Madrasa Education in India

Madrasas and Maktabas are age old institutions for imparting religious education among the Muslims based on Islamic theology and religious practices. The Islamic Education has different stages, from the beginner's stage to the highest level, almost comparable to the modern education in terms of levels of education (Table 2.1). Almost every mosque has Maktabas/Madrasas where Muslim children are introduced to the Quran and religious rituals and practices. As the children complete early stages, there is scope for gaining higher knowledge and degrees based on Islamic theology and jurisprudence in Madrasa.

Table 2.3

Islamic and Modern Formal Education - Levels

Islamic Education	Modern Formal Education
Tehtania	Primary Education
Fauqania	Middle Education
Alia	Secondary/Higher Secondary Education
Kamil	Graduate level
Fazil	Post Graduate level

Source: adapted from different sources

The Madrasa thus, is a well established institution of imparting Islamic education with strong roots in theology and religious practices. The Madrasa education system was started in India after arrival of Muslims in 10th century. It is often said that Maktabas and Madrasas were initially established in the towns of Sind, Dabel, Mansura and Multan. With the passage of time, they gradually spread across different parts of the country, such as in Oudh, Multan, Lahore, Khairabad, Patna, Surat, Delhi and Agra for religious teachings (Haque 2013, 14). The British period is generally considered a period of set back to the traditional/indigenous education system in India. However the Madrasa education also continued and survived as there was wide acceptance and support for Madrasa education system among the Muslims (Haque 2013, 15). The Madrasas/Maktabas engaged in

imparting religious education, are found across the country in different parts as inhabited by the Muslim population.

The organization of Madrasa in India and its working has remained all religion-centric with minor variations. The subjects related to Islam continually dominated its curriculum in India from the beginning. While carrying forward the legacy of Perso-Arbaic education thought Indian Madrasa steadily propagated the conservative and attitude of a larger section of Indian Muslims. The greater importance of theological aspect of Islam in curriculum of Muslim education largely ignored the growth of scientific knowledge and technology in modern education. It is claimed by Muslim educationists that there is strong rationalist tradition in Islamic education but the Madrasas are unable to keep pace with modern education in changing socio-economic scenario (Upadhyay, 2003).

The Madrasas are working as a vehicle for articulating the Islamic cultural heritage and values that are deeply embedded in the tradition, consciousness and identity of the Muslim community. A few Madrasas although with greater emphasis on religious education, have also introduced modern education where ever feasible having a balance of both tradition and modernity. In majority of the Madarsas, the students have no access to modern education. However, there is general agreement that if modern education is provided along side the religious education in the Madarsas, it will create conditions for promoting modern outlook among the students and empower them to participate as equal partners in an inclusive society (Ishtiyaque and Abuhurera 2014, 85; Asma and Shazli 2015, 10).

There are different types of Madrasa in India (1) Registered Madrasas receiving government grants for salaries and infrastructure (2) Community based Madrasas. They are also of four types (a) Maktab- Primary level (b) Duraul Qura'an- High school level (3) Madrasa- College level (4) Jamia- University level. These types of Islamic institution are known as Madrasas. They are run by Muslim community through donation (Qasmi, 2005).

The Curriculum of Madrasas in India is regulated by three major Islamic institutions, namely, Darul Uloom Deoband, Darul Uloom Nadwatul Ulama Lucknow and Jamiatul Hidayah Jaipur. Darul Uloom covers syllabus for four stages like, primary, middle, high school and specialization. It includes subjects like Urdu, Persian, Hindi, English, Mathematics, Geography, Arabic Grammar

and Composition in its curriculum. Darul Uloom Nadwatul Ulama Lucknow covers the complete primary education as prescribed for general schools besides giving a sound religious base to its students. Jamiatul Hidayah Jaipur begins at the upper primary stage i.e. from class VI and continues for a period of nine years divided into two levels of Sanwi and Aali. It includes Hindi, English, Social Sciences and intensive technical training in its syllabus besides Islamiyat (Qasmi, 2005).

2.4 Modernisation of Madrasa

Madrasa education in India has been a matter of great concern since 1837 when modern education was introduced in India. Many Muslim leaders like Sir Syed Ahmed Khan and Fazlur Rehman like educationists and other Muslim leaders realized the need for Madrasas to change with the modern times and advocated it (Ansari 2016, 101). Though a section of Muslim thinkers supported the Aligarh Movement launched by Sir Syed Ahmed as a positive response to modern education, the largest majority of Muslim mass supported Deoband movement which favoured Islam centric education. They strongly opposed the Aligarh movements launched by Sir Syed Ahmed who tried to inculcate modern and scientific education among Muslim community in India (Upadhyay, 2003). After independence, first education minister, Maulana Abul Kalam Azad emphasized on the need for an All India Madrasa Board.

The Government of India had paid attention for the uplift the status of Muslim in the beginning of 21st century. As result, Sachar Committee had been recommended by the Prime Minister Office in 2005 for the preparation of report on the social, economic and education status of the Muslim community of India. The Committee was to consolidate, collate and identify areas of intervention by the Government to address relevant issues relating to the social, economic and educational status of the Muslim community. The committee stated that the Muslim community in India is way behind the national averages in most of the social development area. It was found that there was a lack of authentic information about the social, economic and educational status of the Muslim community of India, which comes in the way of planning, formulating and implementing specific interventions, policies and programmes to address the issues relating to the socio-economic backwardness of this community (Centre for Study of Society and Secularism 2014, 9).

2.5 Modern Education through Madrasa - MOMS and SPQEM

The Union Government and the state governments initiated a number of schemes, like Modernization of Madrasa Schemes (MOMS) and Scheme for Providing Quality Education in Madrasas (SPQEM) to introduce modern subjects in Madrasa education to bring Madrasa graduates at par with the graduates of public institutions (Ansari 2016, 101).

Although there have been some limited experimental efforts of using Maktab/Madrasas for spreading modern formal education in the past (such as Alternative Schooling through Maktab in Assam), SPQEM is the latest programme initiative of the Government of India to provide quality modern education to the children who are attending the Madrasas for religious education. The centrally sponsored scheme has been in implementation for around a decade and has received wide acceptance among the Muslim community and parents across the states and has been considered as boon to the Muslim poor children especially girls. The evaluation of the scheme in four states, throws on some of the implementation issues and way forward for improving the functioning of Madrasas operational under the scheme.

CHAPTER 3. IMPLEMENTATION OF THE SPQEM – STATUS, ISSUES AND CONCERNS

3.1 Coverage of the Madrasas under the Scheme

While the programme is being implemented in 18 states, the nature and extent of the coverage of the scheme varies from state to state. There are varieties of Madrasas having offering different levels of education (from primary to higher education). While in Chhattisgarh, all the Madrasas covered under the scheme are under the junior basic category, covering mainly children of the elementary schooling going age, in other states the Madrasas have students from primary to higher education stage. The Madrasas differ in terms of residential facilities; a) residential Madrasas and b) non-residential Madrasas. Among the four states selected for the study, Uttar Pradesh has reported the highest coverage of Madrasas (8584), Tripura has reported the same for 129 Madrasas. Table 1 shows the coverage of the numbers of Madrasas covered, students enrolled and teachers appointed under the SPQEM scheme in the four states.

Table 3.1
No of Madrasas, Students and Teachers covered under SPQEM in 4 States

S.No.	Name of State	Number of Madarsas covered under SPQEM	Number of Students covered under SPQEM	Number of Teachers appointed under SPQEM
1	Uttar Pradesh	8,584	18,27,566	25,550
2	Madhya Pradesh	1,685	1,66,137	3,594
3	Chhattisgarh	282	18,199	757
4	Tripura	129	8,914	324
	Total	10,680	20,20,816	30,225

(Source: State documents and reports)

There are gaps in the coverage in terms of duration, number and types of activities. The status reports of the SPQEM in the states show declining trend over the years since its implementation. In recent years, the numbers of Madrasas under the scheme have declined due to various reasons.

Table 3.2
Gender wise % Enrolments from Class I to VIII in Four Visited States

Sl. No.	States	2014-15		2015-16		2016-17	
		Boys	Girls	Boys	Girls	Boys	Girls
1	Uttar Pradesh	59.24	40.76	49.82	50.18	48.14	51.86
2	Madhya Pradesh	26.45	73.55	27.61	72.39	25.98	74.02
3	Chhattisgarh	64.71	35.29	72.39	27.61	68.32	31.68
4	Tripura	48.62	51.38	47.53	52.47	51.24	48.76
5	Total	52.82	47.18	46.76	53.24	45.26	54.74

(Source: Madrasa Enrolment Records, 2014-17)

3.2 Infrastructure Facilities in the Madrasa

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 most of the Madrasa, the students of more than one Class, were found sitting in one room and the students were sitting on the mat. Some of the Madrasas suffered lack of proper ventilation and lighting. As far as other facilities are concerned, some of the Madrasas reported having been provided with computer and green blackboard recently.

3.3 Teacher's Appointment and Training

Usually three teachers have been appointed in the Madrasas under the scheme. The teachers are recruited by Madrasa Management Committee. A very few Madrasa Management Committees (MMC) advertise the vacant post of teachers in local newspapers. The normal practice is they put vacancy of teachers on the notice board of Masjid/ public places. Sometimes during the JUMMA time, they make announcements about the vacancy of teachers and the eligible candidates apply for the post of teachers. The teachers have academic qualifications, but most of them lack professional degrees, such DEEd, BEd and MEd degrees.

One of the core components of SPQEM is the appointment of modern teachers in the Madarsas. Under the SPQEM scheme Madarsas are given up to 3 teachers with a modern education background. The rationale is to build the capability of the students who are generally trained in

oriental education & increasing job opportunities that are otherwise only searching livelihood in the informal/unorganized sector with meager salaries. Their working significantly decides the fate of the modern education in Madrasa. Although, the *'Modern teachers'* appointed under SPQEM are not the only category of modern teachers available in the Madrasas. Most of the Madarsas were found to have appointed modern teachers apart from the SPQEM programme on the permanent basis.

In all states, the recruitment and appointment of teachers is an internal affair, as Madarsas follow their own procedure to identify, select and appoint teachers. The teachers are recruited mainly through the Madarsa Management Committee (MMC). In most of the cases, MMCs do not follow the advertise procedue in filling up the vacant positions of teachers. The common practice is to put notice on the notice board of the Madarsa/Masjid. In some cases announcement is made in the Friday prayer for the vacant positions. In many cases it was found that most of the appointments were made after the prescription from the members of the management committee.

There are also some good examples which need to me replicated in other states. The state of Tripura has set a unique precedence by mainstreaming the appointment of the Madarsa teachers under SPQEM scheme. The state incentives has given a big boost to the programme and raised the dignity of the profession. The advertisement for the vacant positions is widely published in the local newspapers. The transparent procedure has helped to attract the most suitable candidate. One more appreciable feature by the state of Tripura is the enhancement of the salary of the Madarsa teacher at par with the state government teachers. Unlike other states, Tripura has successfully resolved the salary issues of the Madarsa teachers. The regular delivery of the salary has helped to retain the SPQEM teachers in the Madarsa.

Apart from the issue of salary and appointment, one important concern which has been observed by the team is the concept of Modern education is very loosely defined by the Madarsa. Appointment of the modern teachers has been made from various disciplines like Language, Humanities, Maths, etc. In the case of UP, it was found that most of the modern teachers were appointed with social science and language background, subjects which are unlikely to be qualified as modern education in the present context. The scheme needs to have little more clarity on this issue.

3.4 In-service Training of Teachers

Under the SPQEM, there is provision of teachers to be given in-service training to up-grade pedagogical skills by SCERT/DIETs/ BRCs. The training is residential and the state provides Rs. 100 per teacher per day for fifteen days. According to both trainers and teachers, the prescribed unit cost approved is meagre amount for providing three times food to teachers. Therefore, the teachers during the training mostly stay on their own. Thus, the very purpose of imparting the residential training to teachers is defeated. Furthermore, to up-grade the computer skills, the computer training is also given to SPQEM teachers by the state government. However barring a few Madrasas, this computer training is hardly used by the teachers.

3.5 Teaching – Learning Process – Use of TLMS/ Science Kits

The teachers teaching modern subjects although a bit different from other Madrasa teachers, still use conventional methods. There is hardly any experiment on their part, in the area of pedagogy. In almost all the Madrasas, ‘chalk, talk and board’ method is used. But interestingly the students were found much more inclined towards modern education than religious education. Even where the Science Kit was provided, its use was lacking. In one of the Madrasas visited, the science kit which was provided around two years ago was opened in front of the visiting team. There is need of intensive training of training teachers on the innovative styles and methods of teaching.

Modern teachers although fulfill academic qualification but lack professional qualification such as D.El.Ed; B.Ed and M.Ed. Provision to provide in-service training to the teachers has been made under the scheme but the actual status is far from satisfaction. Government of India provides Rs 100 per teacher per day upto twenty days for in-service training of the modern teachers. In most of the states DIET look into this issue but in some other states like Tripura SCERT is playing a leading role in providing training to the modern teachers. The updates from other states show the irregularity in the programme. For example in UP very few teachers were found to have undergone training. The meager money to support the training programme (Rs 100 per day per teacher) makes the functioning very difficult. There is hardly any experiment in the area of pedagogy. In most of the Madarsa ‘Chalk, talk and Board’ is in use. It was found that the ‘Science kit’ given to Madarsa was never used by the teacher.

3.6 Curriculum, Textbooks and Evaluation

Insights from the field visit inform the absence of Madarsa specific curriculum and textbooks. The curriculum & textbook development is typically a SCERT domain which has no direct linkages with the Madarsa board. Presently there is hardly any prescribed format for the curriculum to be taught in the Madarsa. Therefore the curriculum is mainly guided by the Islamic law in addition to the prescribed textbooks from the state education board. As noted, many Madaras are hardly running any science courses; therefore curriculum prescription remains mainly an internal affair of the Madarsa. Team also identified some self initiatives by the Madrasas to introduce computer education which need to be expedited by the state governments by providing expert teachers in the respective areas.

The absence of Madarsa board's role to prescribe textbook directly affects the transaction of modern education in the Madaras. For example insight from Varanasi shows that many Madarsa do not prefer to run Maths & Science streams after 5th standard. This way the concept of *modern education* remains limited only to language and humanities, and accordingly the *modern teachers* are appointed under the scheme. In some states delay in annual high school and higher secondary examination was also noticed. In 2017 annual examination was held in May (which should have held in Feb 2017), delay of 3 months. The result is not yet declared even after 5 months (Nov 2017, at the time of visit). This urges for the streamlining the functioning of the Madarsa board who is responsible for all these affairs and to avoid wastage of academic year of the students.

In reference to the course transaction and student's evaluation, all the Madaras follow typically the old method of 'Chalk, Talk and Board'. Even the student evaluation is done in the form of unit test over the year by taking written test. In some Madarsa it was found that student were evaluated in co-curricular activities, especially in speech competitions to build up their oratory. Therefore teacher training and modern pedagogy needs immediate concern for assuring the quality education in the Madrasas. Most of the *modern teachers* appointed needs to be trained in the art of pedagogy to make the scheme successful.

3.7 Management of Madrasas under SPQEM

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. The scheme is currently operational in 18 states of the country. The state governments receive the demand of setting up new madarsa through Madrasa Board of the state governments and renewal of existing of existing of madrasas. The discussion is held at two levels i.e. State Grant-In-Aid Committee (SGIAC) and the Central Grant-In-Aid Committee (CGIAC) constituted with the Secretary, School Education and Literacy (SE&L) as its chairperson. The Central Grant-In-Aid Committee (CGIAC) is attended by secretaries of the concerned state government departments, representatives of Madrasa teachers association and Madrasa Boards. The CGIAC scrutinizes the proposals as per the norms of the scheme and approves them based on the recommendations. Based on the recommendations of CGIAC, two types of grants i.e. fresh Grants for new madrasas and renewal grants for the existing madrasas.

3.8 Madrasa Management Committee

Each Madrasa has one Madrasa Management Committee (MMC) with variation in number of members in MMC from 9 to 11. There is no election, only selection or nomination of members to the Executive committee of MMC. The committee meets three to four times in a year. The majority of members attend the meeting. They discuss about the construction of building, minor repair of rooms, supply of fresh drinking, furniture for children, appointment of teachers, etc. The purpose of visit of members to Madrasas is to see the management of MDM, check the attendance of teachers and children, etc. The Muslim community members provide resource support for money, material and labour for repair and renovation of Madrasa building. The joint bank account is being operated by the President, Treasurer and Secretary. There is no provision for the orientation or training of MMC members on the management and supervision of its functioning.

In Madrasa, there is committee like Madrasa Management Committee, the role of such committee is the day to-day management of madrasa. There is no fixed members MMC and it varies from state to state.

In Uttar Pradesh, there is no election, only selection or nomination of members to the Executive committee of MMC. The committee meets three to four times in a year. The majority of members

attend the meeting. They discuss about the construction of building, minor repair of rooms, supply of fresh drinking water, furniture for children, appointment of teachers, etc. The purpose of visit of members to Madrasas is to observe the management of MDM, check the attendance of teachers and children, etc. The Muslim community members provide resource support in the form of money, material and labour for repair and renovation of Madrasa building. Every Madrasa has a joint bank account being operated by the President, Treasurer and Secretary. There is no provision for the orientation or training of MMC members on the management and supervision of its functioning. It was found that there are minimum 7 and maximum 37 members of MMC in 17 Madrasas visited by the team.

In Madhya Pradesh, Madarsas are managed by Madarsa Management Committee (MMC) with variation in number of members i.e. from 9 to 11. The term of the MMC is for two years. The MMC members are selected on the basis of nomination not by selection to the Executive committee of MMC. They work on the basis of bylaws of the Madarsa. The committee meets three to four times in a year. The majority of members attend the meeting. They discuss about the issues related with construction of building, minor repair of rooms, supply of fresh drinking water, furniture for children, appointment of teachers, etc. The purpose of visit of members to Madarsas is to observe the management of MDM, check the attendance of teachers and children, etc. The Muslim community members provide resource support in the form of money, material and labour for repair and renovation of Madarsa building. The MMC get grant from different sources like Iqra, Jzakat and Hadia (donation/presentations) very Madarsa has a joint bank account being operated by the President, Treasurer and Secretary. There is no provision for the orientation or training of MMC members on the management and supervision of its functioning. The grants payable to the Madarsas are often insufficient or meagre. The managing committee members reported that government grants are not exceed half the total running cost. Wakf Board funds are also spent on running Madarsas. Some traditional leaders and groups are currently vying with each other to get financial help from the oil-rich west Asian Countries for running the Madarsas or Islamic educational centres. Nobody has made any serious efforts to persuade these countries to finance modern educational institutions.

In Chhattisgarh, there is variation in number of members in MMC from 9 to 11. There is no election only selection or nomination of members to the Executive committee of MMC. The

committee meets three to four times in a year. The majority of members attend the meeting. They discuss about the construction of building, minor repair of rooms, supply of fresh drinking, furniture for children, appointment of teachers etc. The purpose of visit of members to Madrasas is to see the management of MDM, check the attendance of teachers and children etc. The muslim community members provides for money, material and labour for repair and renovation of Madrasa building. The joint bank account is being operated by the President, Treasurer and Secretary. The main problem of Madrasa is delay in payment of salary of teachers. For the last two years teachers have not received the salary.

In Tripura, members of School Managing Committee varies from 9 to 13. There is no election only selection or nomination of members to the Executive committee of MMC. The committee meets eight to ten times in a year. The majority of members attend the meeting. They discuss about the construction of building, minor repair of rooms, supply of fresh drinking, furniture for children, appointment of teachers etc. The purpose of visit of members to Madrasas is to see the management of MDM, check the attendance of teachers and children etc. The joint bank account is being operated by the President and Incharge Head teacher. The main problem of Madrasa is delay in payment of salary of teachers by central government. The SPQEM teachers received the salary of 2015-16 in September, 2017. The problems of Madrasas are the boundary wall, free uniform for children, electricity, no LDC for office work, pension benefit, science kits, supply of drinking water, Urinals for children, Kitchen shed, furniture, increase of salary of cooks, regularisation of teachers, computers, furniture etc. In one of Madrasa the Muslim community has provided the gas through pipe line connection for preparation of mid day meals. The community pays Rs.500-Rs.600 per month towards the consumption of gas.

3.9 Strengthening of Madrasa Board

Under SPQEM, there is provision for strengthening of the Madrasa Board to take up the task of supervision and monitoring of the functioning of the Madrasas. The Government of Chhattigarh established the Madrasa Board in year 2003. Earlier it was functioning in a rented house. Now it has rooms within the building of the Collectorate. There are seven members of the Board. The Board is headed by a chairperson who is a political person in the rank of Minister of State. The total number of staff is 16. The day to day affairs are being managed by the Secretary who is assisted by the Assistant Director and other ministerial staffs. The major role of Board is to monitor the

functioning of Madrasas. The Board examines Classes from I –VIII. The total number of Madrasas (SPEQM) at primary level are 168 and middle level are 66. New Madrasas at the primary level are 32 and for middle level 16. In these Madrsas 12672 students and 3267 are enrolled in primary and middle level Madrasas. In new Madrasas at the primary level 1677 students and at middle level 583 students are enrolled. The total number of teachers are 454 at primary level and 178 teachers at middle level. The central government provides grants to the staffs for appointment of three teachers for Primary school and three teachers for the Middle schools under SPQEM.

In Madhya Pradesh, the Madarsa Board established in 1998 under the state Act, is fully functional and actively engaged in the management of Madarsas. The aim of Madarsa Board is to monitor the Madarsa modernization programme and enhance awareness about education among the Muslim community. The Board is headed by a chairperson who is a political person in the rank of Minister of State, with 7 members on the Board. In 2017 for better governance and management the Board has been awarded ISO9001:2008 status. No other Board has received such status yet. The major role of Board is to monitor the functioning of Madarsas, up to Classes from I –VIII. The Board is also taking initiative in the state government’s e-governance programme. The state government has made M.P online portal through which various services are provided. The Board in all the 51 districts has made mandatory to apply online for- registration of Madarsas, registration of MMC, recognition and renewal of Madarsas, etc. There are more than 10,000 kiosks in the state and through nearby kiosks Madarsa has to apply on line. The DISE code had been made compulsory for all the Madarsa, and mapping of the Madarsa students is being done by Janshikshak through Samgra ID. Mapping ensures the prevention of duplicity in same admission in Madarsa and school.

With the initiatives of the Chairman, the Board is able to mobilise Rs. 25000/- from the state government. To provided benefit to children who are studying in Madarsas, MOU is signed with Maulana Azad National Academy for Skill (MANAS) from the Ministry of Minority Welfare Department, to link Madarsas with PMKVY (PM Vocational Education Programme). In addition they organise several activities viz. celebration of national festivals, made students aware about plantation of trees, swachata Abhiyan. Rs. 50 lakh grant one time is given to Madarsa Board that is very -meagre. Monitoring system of Madarsa is well established in the state. It is carried out at three stages: (a.) through the “Sankul Prachrya” i.e. teacher from Government model school of that area, who knows Urdu language. (b). through the team of DEO (c). By Madarsa Board. The “Sankul

Prachrya” inspects the results of the Madarsas that come under their cluster. The examinations are conducted trice in a year (1st term, 2nd term and annual examination). First, “Sankul Prachrya” approves annual exam results, then it is sent to the Madarsa Board for final approval and thereafter copy is forwarded to the concerned Madarsa. The affiliation of Madarsa is renewed only after approval of the results by the Board. DEO with the help of team monitor and inspects all the documents related to SPQEM scheme, teaching learning process, etc.

In Uttar Pradesh, the Madrasa Board in collaboration with the NIC, has designed its Web Portal to bring transparency and improving the efficiency of the system.

In Tripura, State Level Madrasa Advisory Committee is headed by Director, Secondary Education

In Chhattisgarh, the Madrasa Board is headed by a chairperson who is a political person in the rank of Minister of State. Since it is a political post, the chairperson changes with the change of government in the state. There are 17 members on the Board. The chairperson is assisted by Secretary, Assistant Director, Subject specialist, Assistants and Class IV staffs. The Board is entrusted with the power to implement the SPQEM scheme. The Board has power to recognise or withdrawal of recognition of Madarsa. For the smooth functioning of Madrasas it constitutes various committees like Recognition Committee, Examination Committee, Finance Committee, etc. It is the responsibility of the Board to conduct examination of primary and middle level. In addition to this, Board has developed the mechanism for inspection and supervision of Madarsas and proper implementation of state and central government schemes.

3.10 Flow of Funds – Transfer and Disbursement

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.

Disbursement of funds – Although the Madrasas admitted receiving funds from the state, but there have been delays in the payment of salaries to the teachers. This has created discontent among the teachers, leaving SPQEM teaching job for another job. The delay in the release of SPQEM funds

from the MHRD to the states was also pointed. For example, in Chhattisgarh, the grant of 2015-16 was received by the state government in April 2017. They also pointed out their salary as meager amount to survive and remain in the profession.

3.11 NIOS Linkage

Under SPQEM, the National Institute of Open Schooling (NIOS) has been assigned roles of accreditation of the Madrasas and conducting assessment of students' learning achievement and providing opportunity of skill building under vocational education. Besides granting accreditation to Madrasas reconized by NCMEI, the NIOS has granted equivalency to Madrasa Boards in 5 states (MP, UP, Bihar, Chhattisgarh and West Bengal) for conducting examination of their courses and treating their certificates as equivalent. However the focus of the NIOS has been more on Secondary Education as reflected in the following table.

Table 3.3
Madarsa Admission Status through NIOS (2016-17)

S.No	State	Secondary		Sr.Secondary		Total	No of Aided Madrasa
		Male	Female	Male	Female		
1	BIHAR	88	21	73	28	210	5
2	CHHATTISGARH	0	0	0	0	0	2
3	GUJARAT	675	202	0	0	877	8
4	JHARKHAND	10	0	0	0	10	2
5	KERALA	538	75	940	247	1800	10
6	MADHYA PRADESH	1422	634	479	243	2778	33
7	MAHARASHTRA	264	0	0	0	264	1
8	PUNJAB	34	4	0	0	38	1
9	RAJASTHAN	359	224	69	41	693	4
10	UTTAR PRADESH	815	299	220	71	1405	115
11	UTTRAKHAND	439	279	0	0	718	12
12	WEST BENGAL	5	4	0	0	9	1
		4649	1742	1781	630	8802	194

Source: NIOS, 2017

As the coverage of SPQEM has been mainly on providing quality elementary education in Madrasas, the institute has made limited impact on the implementation of the scheme. There is lack of awareness among the Madrasa officials and teachers regarding the NIOS provisions under the scheme. Despite provision of financial assistance to meet the requirements of registration and examination fees, the linkage of Madrasas with NIOS under SPQEM in terms of certification and vocational education has yet to evolve properly. Among the four states selected under the study,

the situation is better in Madhya Pradesh which has reported upgrading and mainstreaming of children into higher levels of education after completion of the Madrasa education. In Chhattisgarh and Tripura, as the Madrasas covered under the scheme are mainly catering to elementary grade students, the involvement of NIOS is yet to evolve. There is need to spread the roots of the institutions in different parts of country where it is needed most.

CHAPTER 4. CONCLUSION AND RECOMMENDATIONS

The SPQEM is one of the innovative educational schemes of the Government of India to provide modern education through traditional institutions. It caters to educational needs of one of the most disadvantaged minority groups, especially the Muslim girls. The scheme, innovative in its approach and strategies, has been receiving massive support among the community. Despite various implementation issues, there is a hope among the community about the Modern education through Madrasas as an alternative to the mainstream modern formal education.

There is greater degree of enthusiasm among the Muslim parents and community members for enrolling children under the SPQEM, as they consider it preferable mode of education for getting both traditional and modern education at the same institutions. With the introduction of modern education into Madrasa education system, the aspiration of students has risen to achieve higher goals in their life and career. The Madrasa students are also thinking of becoming doctors or engineers or civil servants or police officers. The Madrasas although report very low rate of drop-out from modern school education, but a large number of students were found absent in the school on the day of the visit. In some cases, absenteeism went beyond 50 per cent.

In the four states, as reported 20,20,816 children are being provided education in 10,680 Madrasas spread over 4 states (Chhattisgarh, Madhya Pradesh, Tripura and Uttar Pradesh). 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. 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.

The children in the Madrasas are getting the MDM and free text books. They are served hot cooked meals under MDM scheme. In Raipur, all the Madrasas and government schools are provided with

MDM through centralised kitchen. However, in two districts namely Rajnandangaon and Durg, the MDMs are prepared inside the Madrasa. As per the state government directives, the MDM facility is provided to the children having Aadhar card. During the visit to one of the Madrasas, it was found that as only 50% children were having Aadhar card the remaining 50% children without Aadhar card were provided with MDM from the funds generated by Madrasas. The Madrasas are trying to contact the parents of the children to prepare the Aadhar card.

- Although the programme is being implemented in 18 states, the Madrasas under the SPQEM are focused mainly on Junior Basic or elementary education. The coverage of higher levels of education, such as secondary education under the scheme is very limited.
- 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.
- 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.
- 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 Uttar Pradesh and Tripura. To everyone's surprise, Tripura has increased the salaries of the SPQEM teachers at par with the salaries of the regular teachers, from the state funds, a practice rarely seen in states.
- 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.

- 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, DEI.Ed, 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.
- 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.
- As far as the curriculum and syllabus of the Madrasas under the scheme is concerned, while for Deeniyat 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.
- 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.
- 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 Chharrisgarh). In Tripura, the roles usually assigned to

the Madrasa Boards, are being performed by Tripura Board of Secondary Education, Agratala.

- 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 Pharasi Board) has designed and installed a separate webportal dedicated to Madrasa Board (madrasaboard.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.
- There is often delay in supply of textbooks to the children in the Madrasas in most of the states. The teachers and parents often manage with the last year's books. Not all the children get all the books needed as per prescribed curriculum, as the number of books supplied is less than the number of children enrolled in the Madrasas.
- 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. It was also pointed out that delay is also due to the delayed submission of Utilization Certificates by the states to the Centre.
- As far as the distribution of incentives such as, uniforms, Mid Day Meals and Stipends are concerned, the situation varied from state to state. While children and teachers in the Madrasas in Tripura and Chhattisgarh admitted receiving MDMs, uniforms and other items regularly, the Madrasas in Uttar Pradesh and Madhya Pradesh admitted either not receiving these incentives, or receiving at regular intervals.
- 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.

- With regard to linkage of the SPQEM Madrasas, 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. Among the four states selected under the study, the situation is better in Madhya Pradesh which has reported upgrading and mainstreaming of children into higher levels of education after completion of the Madrasa education.

Recommendations and Suggestions

Some of the key recommendations and suggestions for the effective implementation of the SPQEM are as follows:

- There is need to take a 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 through environment and capacity building exercises.
- There is a need to develop proper management and administration of the Madrasas for the smooth and effective implementation of the SPQEM.
- The scheme should follow implementation of Direct Benefit Transfer (DBT) to all the stakeholders in the scheme. All the students and teachers should have Aadhar 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.
- There should be proper convergence and co-ordination between Education and Minority Welfare Department.

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ANNEXURE

STATE REPORT: CHHATTISGARH

Like other states, in Chhattishgarh, Madrasas are linked with the SPQEM scheme to provide modern education up to elementary level from 2009. Earlier the students from these Madrasas were getting religious education only. After introduction of the SPQEM scheme in the state, the students have access to both the types of education at the same venue viz. access to mainstream education as well as religious education. The subjects like Hindi, English, Maths, Science and Social Studies are taught in these Madrasas. However, the process of modernization of traditional Madrasas is voluntary. The SPQEM is a demand driven scheme. Madrasas which have been in existence at least for three years and registered under central or state government acts or Madarssa Board or with Wakf Boards are eligible to apply for assistance under this programme. There are two types of Madrasas (i) Residential (ii) Day boarders. In residential Madrasas the lodging and boarding facilities are available for the students.



The scheme of Modernization of Madrasa has received overwhelming response amongst the stakeholders, since its inception in 2009. MMC members, parents, teachers and other Madrasa

functionaries are of the view that the scheme is very beneficial for Muslim minority children. On the one hand it helps in bringing down dropout rate and mainstreaming children from backward and rural areas and on the other hand, the scheme reduces the economic burden on the state government as with less cost incurred through the scheme more students are obtaining modern education. The students are getting opportunity to learn both religious education and modern education such as Science, Maths, English, etc. without any financial burden. Prospects of pursuing careers in different fields have also become possible for the students. Thus both types of knowledge students receive- one the knowledge that is essential for material world and simultaneous teaching of Deeni Taleem helped them to satisfy spiritual needs. Even after the introduction of modern education, not only more girls started joining the Madrasas, but their aspiration level has also increased. When asked their future plans they reported that they want to become teacher, doctor, engineer or police officer. The aspiration level has become possible because of introduction of Modern Education in the curriculum that has exposed them to the job market. Prior to introduction of modern curriculum boys have only option to become the Maulvi or Hafiz in Masjid and girls are involved in their family life. If 200 children are being graduated from one Madrasa out of them only one or two students (boys) have chances to become Maulvi/Hafiz. The remaining students are become jobless and their future becomes uncertain.



For the smooth functioning of SPQEM scheme, the responsibility has been entrusted with the Madrasa Board, which had been established in year 2003. The Board has power to recognise or

withdraw recognition of Madrasas up to Classes I –VIII. For the smooth functioning of Madrasas the Board has constituted various committees like Recognition Committee, examination Committee, Finance Committee, etc. It is the responsibility of the Board to conduct examination of primary and middle level Madrasas smoothly in the state. In addition the Board has developed mechanism for inspection and supervision of Madrasas for proper implementation of the scheme. It is carried out through the “Sankul Prachrya” i.e. teacher from Government school of that area, who knows Urdu language and are familiar with the Madrasa Board.

The “Sankul Prachrya” inspects the results of the Madrasas that come under their cluster. The examinations are conducted trice in a year (1st term, 2nd term and annual examination). First, “Sankul Prachrya” approves annual exam results, then it is sent to the Madrasa Board for final approval and thereafter copy is forwarded to the concerned Madrasa. The affiliation of Madrasa is renewed only after approval of the results by the Board. Earlier it was functioning in a rented building. Now it is housed in the Collectorate. There are seven members of the Board. The Board is headed by a chairperson who is a political person in the rank of Minister of State. The total number of staff is 16. The day to day affairs are being managed by the Secretary who is assisted by the Assistant Director and other ministerial staff.

Coverage of SPQEM Scheme in the State

During the year 2016 -17, there were 282 Madrasas covered under SPQEM in 13 districts. The number of students covered in these Madrasas were 18, 199 with 757 teachers (Table 1).

Table 1A.1
Coverage of Madrasas, Students and Teachers under SPQEM in Chattisgarh

Name of State	Number of Madrasas covered under SPQEM	Number of Students covered under SPQEM	Number of Teachers appointed under SPQEM
Chhattisgarh	282	18,199	757

(Source: State documents and reports)

Table 2 shows that during 2015-16, at the primary and middle level there were 162 and 52 Madrasas that increased in 2016-17 to 168 and 66 Madrasas respectively. In the year, 2015-16, number of new Madrasas at the primary level increased from 27 to 43 and middle level increased

from 2 to 14. Hence at the primary level increase was 16 Madrasas and at the middle level the increase was observed to be 12 from 2015-16 to 2016-17 (Table 2).

Table 1A.2
Total Number of Madrasas and Students in Chattisgarh

Year	Number of Madrasas				Enrolment			
	Renewal		New		Renewal		New	
	Primary	Middle	Primary	Middle	Primary	Middle	Primary	Middle
2015-16	162	52	27	2	12178	2573	486	113
2016-17	168	66	43	14	12672	3267	1677	583

(Source: State documents and reports)

Table 3 reveals the enrolment at the primary level increased from 12,178 to 12,672 and at the middle level 2573 to 3267. In the year 2015-16, in the new primary and middle level Madrasas, there were 486 and 113 enrolment that increased to 1677 and 583 respectively in 2016-17. The Table also indicates total number of teachers in the state at the primary level was 424 that increased to 465 and at middle level teachers were 134 that increased to 184 from 2015-16 to 2016-17. In new Madrasas number of teachers working at the primary level increased from 67 to 120 and at middle level increased 6 to 38 during same period.

Table 1A.3
Number of Teachers and their Salary under SPQEM

Year	Teachers				Salary Total Amount		Salary-Total Amount	
	Renewal		New		Renewal		New	
	Primary	Middle	Primary	Middle	Primary	Middle	Primary	Middle
2015-16	424	134	67	6	2,94,48,000*		36,00,000	8,64,000
2016-17	465	184	120	38	1,37,52,000**	3,94,56,000	1,41,84,000	48,24,000

(Source: State documents and reports)

Note: *both for primary and middle released in 2017 March, **Not released yet.

The above table gives the salary component of teachers in Madrasas. The salary of teachers in renewal Madrasas of primary and middle level for the year 2015-16 was Rs. 2,94,48,000/- . For the year 2016-17 the salary for primary level teachers was Rs.1,37,52,00 and Rs. 3,94,56,000/-. In case of new Madrasas the increase of payment of salary at the primary level was Rs. 36,00,000 to Rs. 1,41,84,000 and at the middle level the salary component has increased from Rs. 8,64,000 to Rs. Rs. 48,24,000/-.

Implementation and coverage

The evaluation team visited five Madrasas, out of them three were situated in Raipur, one was from Durg and one from Rajnandangaon (Table 6). In all the Madrasa the scheme was introduced in 2009. Out of the five Madrasas, one Madrasa was for boys, two Madrasas were for girls and two Madrasas were co-education, i.e. both for boys and girls. Out of these five Madrsas, one was running in double shift. Morning from 8 a.m. to 11 a.m. the theological classes are run and thereafter from 11.30 a.m. regular classes starts. In the morning all the Madrasas start with morning assembly.

Morning Assembly in a SPQEM Madrasa in Chhhtisgarh



The attendance of children was very less because of the in-coming Muharam festival in all the Madrasas. The Display Board below shows the attendance of class 4 students in one of the visited Madrasa. In addition, the team interviewed Head Masters, teachers, students of middle level Madrasa and had discussions with the Madrasa Management Committee (MMC) members. The team members also interacted with the officials from Ministry of Education, who are involved in SPQEM scheme. In addition, meeting was held with the Chairman, Board of Madrasa, Chattisgarh.

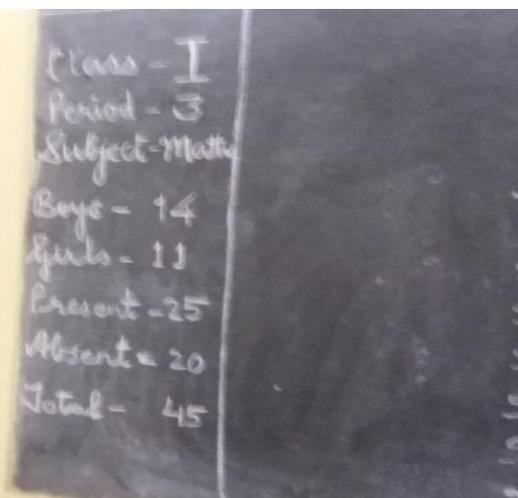
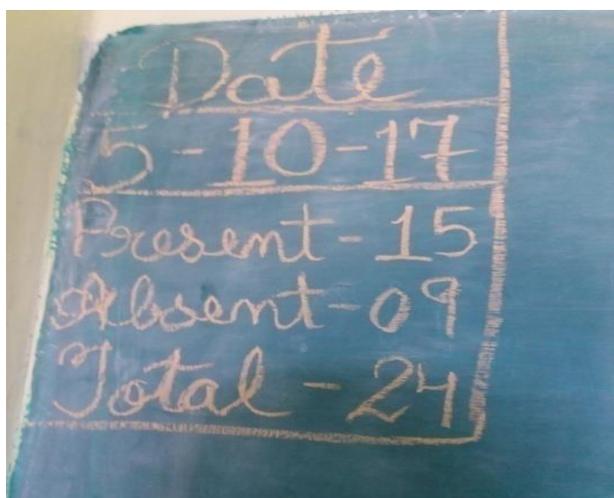


Table 1A.4
Number of Selected Madrasas in Chhattisgarh

S.No.	Address of Madrasa	District	Type of Madrasa	Level of Madrasa	Year of Estb	SPQEM introduced
1	Jamia Arbia Faizan Raze Darshana, District Raipur, Chhatisgarh	Raipur	Boys	Primary	2008	2009
2	Santoshi Nagar, Shivaji Chowk Raipur Chhatisgarh	Raipur	Co-education	Primary	2003	2009
3	Tasneem Khan, Madrasa Nurani, PIMS, Pandri Rajatalab, Raipur	Raipur	Girls	Upper primary	2005	2009
4	Nikhat Quresi, A D Pendri, Rajnandgaon	Rajnandgaon	Co-education	Upper primary	1998	2009
5	Madrasa Darul Uloom, Ashrafia, Kasaridih, Durg	Durg	Girls	Upper primary	1988	2009

As after introduction of modern education, the number of students increased in Madrasas. It was observed during visit that most of the Madrasas are running adjacent to the Masjid. These Masjids provided have very less space for Madrasas. Because of absence of proper space, it was found that in one of Madrasas three classes (VI, VII and VIII) are running in one room. Even students did not

have benches and desks to sit. The students were sitting on themat (Figure). Even in some of the Madrasas proper ventilation facilities and lighting facilities in the classrooms were absent.



The Table 7 indicates that not only boys, girls also started joining the mainstream education and studying together (Figure). The girls were not confined to only religious education. In both the co-education Madrasas visited by the team members, the number of girls percentage was substantial, in-fact during 2014-15 the number of girls enrolled was more than the boys. Later in subsequent years in one of the co-education Madrasa percentage of girls decreased than boys. On the contrary in other co-education Madrasa, girls percentage increased from 54.87 percent (2014-15) to 62.19 percent (2016-17).

Table 1A.5
Enrolment in 2014-15, 2015-16 and 2016-17 (Chhattisgarh)

	2014-15			2015-16			2016-17		
	Boys (in %)	Girls (in %)	Total	Boys (in %)	Girls (in %)	Total	Boys (in %)	Girls (in %)	Total
1	100.00	-	236	100.00	-	299	100.00	-	255
2	37.20	62.80	164	54.01	45.99	137	55.33	44.67	150
3	-	100.00	122	-	100.00	118	-	100.00	119
4	45.13	54.87	195	44.39	55.61	205	37.81	62.19	201
5	-	100.00	138	-	100.00	146	-	100.00	170



Recruitment of Teachers

It was pointed that the teachers in the Madrasas were recruited by the Madrasa Management Committee. Very few Madrasa Management Committees advertised the vacant post of teachers in local news-papers. The normal practice is that the MMCs put the notice of vacancy of teachers on the notice board of Masjid/ public places. Sometimes during the JUMMAN time, they make announcement about the vacancy of teachers and the eligible candidates apply for the post of teachers.

Salary and Disbursement of Salary

Qualification and Recruitment of Teachers of the Selected Madrasas

During interaction, it was found that teachers were getting salary as per SPQEM norm. The person having Graduation degree is getting Rs. 6000/- per month and Rs. 12000/- is paid to teachers those who are having post-graduation degree (Table 8). It was observed that the teachers are not getting their salary regularly because of delay in release of funds by MHRD under SPQEM. The grant of 2015-16 was received by the state government in April 2017. Because of delay of grants MMC give 50% or less than that salary to teachers as prescribed under SPQEM. The teachers get de-motivated because of less payment of salary, and instead of every month, their salaries were given quarterly or half yearly. Teachers also reported that they receive only 1500/ per month to 2000/- as against

stipulated minimum Rs. 6000/- that teacher is entitled under the scheme. Because of this problem many teachers leave the job in-between. Again reappointment of teacher's takes time and students suffers because of non-availability of teachers. It was also observed that some of Madrasa imparting of modern education were found closed because of non-availability of grants in time by MHRD.

The teachers are recruited by the MMC members. It was observed that in Raipur and Rajnandgaon, all the teachers were not from Muslim community. Teachers from other community were also recruited. The recruitment of teachers by the MMC members, sometimes poses problems. Most of the time biasness in recruitment of teachers comes they recruit their relatives and known people as teachers. As a result quality teachers are sometimes compromised.



Table No. 1A.6
Teachers' Qualification and Salary Per month

S.No.	Address of Madrasa	Graduation	Salary	P.G.	Salary
1	Jamia Arbia Faizan Raze Darshana, District Raipur, Chhatisgarh	-		3	36,000
2	Gousiya Madrasa Urdu School, Santoshi Nagar, Shivaji Chowk Raipur Chhatisgarh	1	6,000	2	24,000
3	Madrasa Noorani, PIMS, Pandri Rajatalab, Raipur	1	6,000	5	60,000
4	Mohiddise Azam Mission School, Pendri, Rajnandgaon	2	12,000	2	24,000
5	Madrasa Darul Uloom, Ashrafia, Kasaridih, Durg	3	18,000	3	36,000
	Total	7		15	

In-service Teacher Training

The teachers recruited for teaching modern subjects by the MMC members not only lack professional degree like B.Ed. and M.Ed. but also lack experience in teaching these subjects, especially to Muslim minority children. The provision of training provided by Madrasa Board is quite insufficient. In SPQEM provision is made for in-service training to teachers for up-grade pedagogical skills by SCERT/DIETs/ BRCs. The training is made residential so that teachers not only learn from the academic faculty but also from peer group. The state provides Rs. 100 per teacher, per day for fifteen days. This is meagre amount for providing three times food to teachers. Therefore teachers were encouraged to stay on their own. Thus the very purpose of imparting the residential training to teachers is defeated. To up-grade the computer skills, the computer training is also given to SPQEM teachers by the state government. However this computer training is hardly used by the teachers in the Madrasas

School Managing Committee

There is variation in number of members in MMC from 9 to 11. The members to the Executive committee of MMC are selected not nominated. The committee meets three to four times in a year. The majority of members attend the meeting. They discuss about the issues related with construction of building, minor repair of rooms, supply of fresh drinking, furniture for children, appointment of teachers etc. The purpose of visit of members to Madrasas is to see the management of MDM, check the attendance of teachers and children, discipline, morning assembly etc. The Muslim community members provides for money, material and labour for repair and renovation of Madrasa building. The joint bank account is being operated by the President, Treasurer and Secretary. The main problem of Madrasa is delay in payment of salary of teachers. For the last two years teachers have not received the salary.

Table No. 1A.7
General Information about MMC in Chattisgarh

Sl. No.	MMC formed	No. of MMC Members	Procedure adopted for passing resolutions/making decisions	No. of Meetings in 2016-17	Issues of discussion in MMC	Purpose of visit in Madrasa
1	2004	9	Unanimously/by consensus	3	Examination, teachers appointment, maintenance of building, checking of	To check maintenance of building

					accounts	
2	2008	7	Unanimously/by consensus	3	Half Yearly Exam, MDM, Health Checkup of students	MDM, attention on teachers, morning assembly
3	2004	11	Majority	4	Examination, teachers appointment,	morning assembly, MDM, Dicipline
4	2006	11	Unanimously/by consensus	4	Examination, teachers appointment, accounts check	Discipline, morning assembly
5	1998	11	Unanimously/by consensus	4	Examination, teachers appointment, maintenance of building, to up keep cleanliness of school, preparation of independence day and Republic day	to check newly appointed teachers, Cleanliness, to check documents, staff meetings

Utilisation of Funds

By and large funds have been utilised according to the allocation made. For strengthening the libraries/book banks and providing teaching learning materials at primary /middle/Secondary and senior secondary levels, one time assistance up to Rs.50,000/-followed by an annual grant ofRs.5,000/- is provided to each Madrasa.

Infrastructure Facilities

It was observed that the scheme helped in up-gradation of infrastructure facilities in Madrasas which helped in attracting the students. The scheme has provision of Rs. 15,000/ for purchasing teaching aids such as Science kits, Maths kits, and other pedagogical equipments for teaching modern subjects.

These equipments/materials are purchased by the Madrasa Board and supplied to all the Madrasas. All the Madrasas were provided with one computer. Some of the Madrasas had utilised the grant provided by scheme very effectively and made the students to teach through these aids. However it was also observed that in few Madrasas teachers still use conventional teaching methods like other counterpart teachers. There is hardly any experimentation in pedagogy on their part. They use, 'chalk, talk and board' method. Even where the Science Kit was available in the Madrasa, it was

rarely used by the teachers for teaching purpose in the absence of technical training. The teachers either were not aware about its use or they did not believe in its utility for the students, thereby defeating the very purpose for which they had been purchased. In one of the Madrasas visited the science kit provided under LEP programme in the school about two years back had never been used by the science teacher. Often single computer provided was found to be put to office use with the children only occasionally getting to use them.

An attitudinal change is required on the part of teachers. Also there is need of intensive training of teachers on the innovative styles and methods of teaching. When students were asked about the learning of science and mathematics in the Madrasas it was found that the students were much inclined towards learning science and maths than simply getting religious education.



Strengthening the Libraries/book banks

As per SPQEM Rs. 50,000/- is given to each Madrasas by the Madrasa Board as one time grant to establish library. It was observed that substantial amount had been spent in books on religion as well as on modern subjects. Most of Madrasas had spent money in purchase of books and other library related requirements like book shelves, almirahs, rugs, etc. Even in some of the Madrasas because of improper space to keep the books, they were lying in one corner or at the place where neither teachers nor students have access to it.



Good Practices

In one of the Madrasas (Madrasasa Ashrafia Yateemkhaanna) they have started practice like donating old clothes by hanging it outside wall of Madrsas (NEKI Ki Dewar). Those who are dire need of clothes they can pick the clothes, without intimating to Madrasa. Another good practice was they have put “PALNA Sishu Swagat Kendra” at the entrance Madrsa for unwanted born children. The third good practice was “NEKI KA KHANNA” that those who have left over food, may keep the food in Kendra. The poor and hungry people come and pick up the food.

NIOS Accreditation

In the state the Madrasas catering mainly to the elementary stage children, are not registered under NIOS. There is also lack of awareness among the Madrasa functionaries regarding the provision of grants under SPQEM for getting the Madrasas accredited with NIOS.

Fund Flow

The process of fund flow is well laid down structure wherein the State give annual proposal for the Madrasas and funds are provided to the States for different components of quality education (Library, setting up of laboratories, Computer labs, teachers training and teacher salary). The MHRD GOI, release funds to the State Education Department. The State Education Department transfers the funds to Madrasa Board. Thereafter Madrasa Board directly transfers the funds to Madrasas. However the Flow of funds to the Madrasas under the scheme has been an area of major concern in the state. The Madrasa Board officials reported that from last two years they have not

received the funds in spite of submitting the utilization certificate of Rs. 9,90,27,250/- as balance amount for the year 2014-15 and 2015-16.

Suggestions

- The salaries offered to Madrasa teachers is one of the stumbling block in recruiting qualified teachers. All the MMC members and Teachers are of opinion that the amount of teachers' salary is very meagre and should be increased.
- There is need to provide intensive orientation and trianing to the Heads of Madrasas, MMC members, teachers and parents about their expected roles and responsibility

STATE REPORT: MADHYA PRADESH

In Madhya Pradesh, SPQEM scheme has been implemented since 2009 to provide quality modern education in Madrasas. Earlier in those Madrasas the students were getting religious education only which included NAZRA, Hifz (Memorization of Quran), and Hadith (sayings of prophet). At this level the students get education of pre- Aalim and Moulvi level. After introduction of the SPQEM scheme, the students have access to both types of education viz. access to mainstream education as well as religious education. For religious education, they follow the “Dar e Nizamiyah pattern” and for modern education, the syllabus is covered as per the state norms of Education Department. The subjects like Hindi, English, Maths, Science and Social Studies are taught in these Madrasas. The process of modernization of traditional Madrasas and Maktabas is voluntary and demand based. In addition, Maktabas/Madrasas can opt to become accredited study centers with the National Institute of Open Schooling for offering Senior Secondary level programmes as well. The scheme also provides opportunities for vocational training for children studying in Madrasas opting to enter the job market and encourage entrepreneurship. The SPQEM is a demand driven scheme. Madrasas which have been in existence at least for three years and registered under central or state government acts or Madarssa Board or with Wakf Boards or NIOS, are eligible to apply for assistance under this programme.

In 2016-17 in M.P. although there were 5453 registered Madrasas, out of them, 2535 Madrasas were given recognition to teach modern subjects (M.P. Madrasa Board, 2017). 1685 Madrasas had started providing modern education along with religious education and 1.66 lakh students are availing the facility of modern education through 3594 teachers, appointed under the SPQEM (Table 1). At the Secondary and Senior Secondary level, Madrasas opting to be covered by distance education mode and availing of government grant will need to be accredited with the NIOS. Madrasas applying for financial assistance under the scheme to the state Government would have to provide documentary evidence of their affiliation /accreditation to the State Madarssa Boards/NIOS.

Table No. 2A.1
Coverage of Madrasas, Students and Teachers under SPQEM (M.P.)

Number of Madrasas covered under SPQEM	Number of Students covered under SPQEM	Number of Teachers appointed under SPQEM
1,685	1,66,137	3,594

(Source: State documents and reports)

Methodology

In Madhya Pradesh, the evaluation team visited fourteen Madrasas. Out of them, while twelve are functioning in Bhopal district, remaining two located in Indore district (Table 2). The team interviewed the Head Masters of the Madrasa, teachers, students and held discussions with Madrasa Management Committee (MMC) members. The team members also interacted with the officials from Directorate of Public Instruction and various officers from Rajya Shiksha Kendra (RSK), Bhopal who were involved in implemented of the SPQEM scheme. In addition meeting was done with the Chairman, Board of Madrasa, M.P.

Table 2 shows that out of the total Madrasas visited, while twelve Madrasas were up to elementary level, one Madrasa was up to secondary level and another was up to senior secondary level. The Senior Secondary Madrasa, was the oldest one established in 1958. All these Madrasas charge very nominal fees that range from Rs. 50 to R. 200/- depending upon the condition and locality, where Madrasa is situated and also economic condition of students.

Table No. 2A.2
List of Number of Madrasas visited by the Evaluation of SPQEM Team Members

S.No.	Address of Madrasa	Type of Madrasa	Year of Estab	SPQEM Curriculum introduced year
1	23 Asad villa, Neelam Colony, Lily Talkies, Bhopal	Upper primary	1997	2009
2	Aam Wali Masjid Jahangirabad, Bhopal	Upper primary	1999	2009
3	Madrasa Ziaul Uloom, Noor Mehal Road, Bhopal	Upper primary	1999	2009
4	Balaipura Noor Mehal Road, Bhopal	Upper primary	1998	2009
5	Aman Colony Kanod Bhopal	Upper primary	2000	2009
6	Madrasa Zeba Al-E-Aehli, H.No. 116 A Gali No. 4 Murli Nagar, Bhopal	Upper primary	2004	2009

7	Madrasa Al-Qalam, Near Gadi, Khanu Gaon, Bhopal	Upper primary	2003	2009
8	164 Putlighar Colony Shahjahanabad, Bhopal	Upper primary	1996	2009
9	Behind Lady Hospital Islampura, Bhopal	Primary	1998	2009
10	Madrasa Deeniyat 25 Jinsi Road, Jahangirabad, Bhopal	Sr. Secondary	1958	2009
11	53 Chatai Pura, Budhwar Bhopal	Upper primary	1995	2009
12	Jamia Aisha Carewell Girls Model Madrasa, Scheme No. 71, Dhar Road Indore	Secondary	2005	2009
13	Madrasa Fazul Quran, Mahu District Indore	Upper primary	2003	2009
14	Madrasa Falah E Daren Darul Banat, Near Hockey Stadium, Aish Bagh Bhopal	Upper primary	2000	2009

Increase in Enrolment

Table 3 indicates the trend of increase or decrease in enrolments in the sample Madrasas. It shows that out of the fourteen Madrasas three were girls Madrasas and remaining co-education. The Table also reflects about the pcentage of girls enrolled in the Madrasas has been increasing from 2014-15. A large number of girls are getting enrolled in the Madrasas which is a very good achievement for the SPQEM scheme.

Table No. 2A.3
Enrolments in Madrasas during 2014-15,

S.No.	Address of Madrasa	2014-15		2015-16		2016-17	
		Girls (I-VIII)	Total (I-VIII)	Girls (I-VIII)	Total (I-VIII)	Girls (I-VIII)	Total (I-VIII)
1	Aam Wali Masjid Jahangirabad, Bhopal	36 (45%)	80	36 (48%)	74	38 (54%)	70
2	Madarsa Ziaul Uloom, Noor Mehal Road, Bhopal	28 (52%)	54	27 (55%)	49	32 (52%)	61
3	Balaipura Noor Mehal Road, Bhopal	31 (56%)	55	31 (59%)	52	32 (65%)	49
4	Aman Colony Kanod Bhopal	18 (40%)	44	26 (53%)	49	27 (51%)	53

5	Madarsa Zeba Al-E-Aehli, H.No. 116 A Gali No. 4 Murli Nagar, Bhopal	72 (58%)	124	77 (54%)	142	74 (61%)	122
6	Madarsa Al-Qalam, Near Gadi, Khanu Gaon, Bhopal	126 (53%)	236	133 (52%)	257	138 (51%)	268
7	164 Putlighar Colony Shahjahanabad, Bhopal	36 (84%)	43	35 (94%)	37	29 (76%)	38
8	Behind Lady Hospital Islampura, Bhopal	15 (46%)	32	25 (44%)	57	14 (41%)	34
9	Madarsa Deeniyat 25 Jinsi Road, Jahangirabad, bhopal	126 (53%)	236	133 (52%)	257	138 (51%)	268
10	53 Chatai Pura, Budhwar Bhopal	203	203	194	194	231	231
11	Jamia Aisha Carewell Girls Model Madarsa, Scheme No. 71, Dhar Road Indore	387	387	369	369	396	396
12	Madarsa Fazul Quran, Mahu District Indore	73 (48%)	152	84 (55%)	154	93 (54%)	171
13	Madarsa Falah E Daren Darul Banat, Near Hockey Stadium, Aish Bagh Bhopal	261	261	246	246	292	292
Total		1432	1947	1450	2003	1570	2121

Regularity of Students

A large number of students were found absent in the Madrasas on the day of the visit. In some cases, absenteeism went beyond 50 per cent. The MMC members and Madrasa teachers reported that because of festive season, the students were absent. However, there is quite low drop out of the students owing to introduction of modern subjects.

Incentives to children

The children in the Madarsas were getting various initiatives like MDM, free text books and in certain cases stipends. The MDM scheme is looked by the Panchayti Raj Institutions in the state. They supply hot cooked meals under MDM scheme to Madarsas also. All the Madarsas and government schools were supplied MDM through centralised kitchen, which were linked with Aadhar card. During the visit to one of the Madarsas, it was found that MDM was not delivered as per the stated Menu, out of three items (Rice, Dal and Vegetable) only two items (Rice & Dal) were supplied and the food supplied was also of very low quality. When discussed with HM, it was reported that this is a common practice.

Infrastructure Facilities in the Madarsa

With regard to infrastructure facilities like building, classrooms, library and laboratory facilities, computer laboratory huge difference was observed during visit to small and large Madarsas. The large Madarsas (having enrolment above 150) were having proper classrooms for each class and also separate classrooms for different sections, proper lighting facility, water facilities, functional toilets, library, separate computer laboratory, etc. On the other hand out of fourteen Madarsas visited, in seven Madarsas children of different classes viz VI, VII and VIII or III, IV or V were sitting in one classroom and one or two teachers were teaching to students. In some Madarsas, there was lack of proper ventilation and lighting.



Appointment of Teachers

In M.P., unlike other states, for the teaching of modern subjects, all the full time graduate and post graduate teachers were paid salary for 12 months @Rs. 6000/- per month. None of the P.G. teacher was getting salary Rs. 12,000/- as given in the TOR. Usually teachers are appointed in Madarsas varied from 1 to 3 depending on the number of students enrolled. Recruitment of teachers is an issue in most of the Madarsas. The teachers are recruited by Madarsa Management Committee. No Madarsa Management Committee (MMC) advertises the vacant post of teachers in local Newspapers. The normal practice was they put vacancy of teachers on the notice board of Masjid/public places. Sometimes during the 'JUMMAN KI NAMAJ' time they make an announcement about the vacancy of teachers and the eligible candidates apply for the post of teachers or through known sources if candidate comes to know about the vacancy in the Madarsa they apply for the post. As a result, as the teachers' vacancies are not widely circulated, the Madrasas have not been able to recruit qualified and professional teachers.

It was observed that:

- Teachers although having academic qualifications, usually lack professional qualifications, such as D.El.Ed., B.Ed and M.Ed degrees.
- Madarsas where enrolment was more than 150 teachers were from both Muslim as well as from other community in comparison to small Madarsas.
- The salary of teachers is sent into direct teachers account through e-transfer.
- From last two years funds from the Centre for the SPQEM grant are received late, the MMC, pay to teachers very meagre salary i.e. up to Rs. 2000/ only. The members of MMC also mentioned that because of delay of funds under SPQEM scheme, difficult for the teachers to work with meagre salary, though they pay from the Madarsa account at least a small amount. When grants are received, remaining amount is paid to them. However they shared their experiences that as salary goes into direct bank account of teachers, those teachers who left the job sometimes don't return the amount, which teachers already received. Hence forth litigation cases have also increased in Madarsas.

In-Service Training

Under the SPQEM, there is provision to provide in-service training to up-grade pedagogical skills of teachers. For this purpose, funds are provided to States by the GOI @ Rs. 100 per teacher per day for twenty days (10 days at BRC level and 10 days at CRC level). In M.P., the Directorate of Public Instruction looks after planning and administration of SPQEM scheme and for in-service training to teachers is imparted by Rajya Shiksha Kendra (RSK) through DIETs/CRCs. Lack of coordination among both the Directorates regarding the scheme was observed. The in-service training was discontinued from last three years and no Directorate pointed it out. When the issue was discussed with DPI, the officers concerned showed ignorance and the officers from RSK, mentioned that in-service training of teachers of Madarsa, was not included in DIETs/BRCs training calendar. From next year, they would include them in the training calendar. Under the scheme, although all the Madarsa visited have computers for administration as well as for teachers and students. However, only providing computers are not enough, need is its usability. Therefore in-service training is very much needed for all the teachers.

Teaching-Learning Process – Use of TLMs

The Madaras where enrolment is more than 150, teachers were using TLMs. In these Madaras classrooms were decorated with charts and models, whereas in the smaller size Madaras, teachers were teaching through ‘chalk, talk and board’ method. Therefore, need of intensive training of teachers is required on the innovative styles and a method of teaching and also how to deal with multi level classes.



To deal with the shortage of teachers training to be given to both types of teachers—who are teaching religious education and those teaching modern subjects, so that they can teach all the subjects. When students were asked about the learning of modern subjects in the Madarsas, it was found that the students were much inclined towards learning these subjects than simply getting religious education.



Aspiration Level of Students

With the introduction of modern education into Madarsa education system, the aspiration of students has risen to achieve higher goals in their life and career. There was difference between aspiration level of students of rural and urban areas. The urban areas Madarsa students aspire for becoming doctors or engineers or civil servants or police officers and students from rural areas still have limited aspiration up to becoming Hafiz or Molana. Majority of the children after completing early junior basic education, move on to the mainstream formal education.



Madarsa Management Committee

Madarsas are managed by Madarsa Management Committee (MMC) with number of members varying from 9 to 11. The term of the MMC is for two years. The MMC members are selected on the basis of nomination not by selection to the Executive committee of MMC. They work on the basis of bylaws of the Madarsa. The committee meets three to four times in a year. The majority of members attend the meeting. They discuss about the issues related with construction of building, minor repair of rooms, supply of fresh drinking water, furniture for children, appointment of teachers, etc. The purpose of visit of members to Madarsas is to observe the management of MDM,

check the attendance of teachers and children, etc. The Muslim community members provide resource support in the form of money, material and labour for repair and renovation of Madarsa building. The MMC get grant from different sources like Iqra, Jzakat and Hadia (donation/presentations) very Madarsa has a joint bank account being operated by the President, Treasurer and Secretary. There is no provision for the orientation or training of MMC members on the management and supervision of its functioning.



Financial position of the Madarsas

The grants payable to the Madarsas are often insufficient or meagre. The managing committee members reported that government grants are not exceed half the total running cost. Wakf Board funds are also spent on running Madarsas. Some traditional leaders and groups are currently vying with each other to get financial help from the oil-rich west Asian Countries for running the Madarsas or Islamic educational centres. Nobody has made any serious efforts to persuade these countries to finance modern educational institutions.

Disbursement of funds

The SPQEM grants approved by the GOI is received by the State for Direct transfer to Madarsas. The State Government (DPI, Bhopal) e-transfer the grants into DEO's account responsible for SPQEM scheme. The DEO, again e- transfer funds related to development of Madarsa into MMC's account and salary of teachers into teachers bank account.

The state personnel reported that there is a clause in disbursing the grants to Madarsas. The grants were released three times in a year. Looking at the utilisation certificate of Grants of the first quarter of the year, next instalment for next quarter of the year is released and thereafter after utilisation certificate for grant of that quarter, the grant to Madarsa is sent for rest of the year. If grants are released late by the Centre, the whole process of utilisation certificate also get delayed. For 2015-16 grants were released in April 2017. The state government cannot send the utilisation certificate up to the end of financial year as per the clause for utilisation of funds.

Achievements of Madarsa Board

In Madhya Pradesh, the Madarsa Board established in 1998 under the state Act, is fully functional and actively engaged in the management of Madarsas. The Chairman of Madarsa Board has the status of Cabinet Rank Minister. The aim of Madarsa Board is to monitor the Madarsa modernization programme and enhance awareness about education among the Muslim community. The Board is headed by a chairperson who is a political person in the rank of Minister of State, with 7 members on the Board. In 2017 for better governance and management the Board has been awarded ISO9001:2008 status. No other Board has received such status yet. The major role of Board is to monitor the functioning of Madarsas, up to Classes from I –VIII. The Board is also taking initiative in the state government's e-governance programme. The state government has made M.P online portal through which various services are provided. The Board in all the 51 districts has made mandatory to apply online for- registration of Madarsas, registration of MMC, recognition and renewal of Madarsas, etc. There are more than 10,000 kiosks in the state and through nearby kiosks Madarsa has to apply on line. The DISE code had been made compulsory for all the Madarsa, and mapping of the Madarsa students is being done by Janshikshak through Samgra ID. Mapping ensures the prevention of duplicity in same admission in Madarsa and school.

With the initiatives of the Chairman, the Board is able to mobilise Rs. 25000/- from the state government. To provided benefit to children who are studying in Madarsas, MOU is signed with Maulana Azad National Academy for Skill (MANAS) from the Ministry of Minority Welfare Department, to link Madarsas with PMKVY (PM Vocational Education Programme). In addition they organise several activities viz. celebration of national festivals, made students aware about

plantation of trees, swachata Abhiyan. Rs. 50 lakh grant one time is given to Madarsa Board that is very -meagre.

SPQEM Linkage with NIOS

Secondary and Sr. secondary level education in Madarsas is linked with NIOS. Around one lakh fifty thousand students at primary/middle level and around 1000 students at Secondary and Sr. secondary level are being benefitted by SPQEM scheme. Now these students, after passing out from the Madarsas are becoming teachers, going in the fields of medicine (Unani), ITI and other courses. Some students are pursuing higher education from Mailana Azad National Urdu University.

Monitoring and Supervision of Madarsas

Monitoring system of Madarsa is well established in the state. It is carried out at three stages: a) through the “Sankul Prachrya” i.e. teacher from Government model school of that area, who knows Urdu language; b) through the team of DEO; and (c) by Madarsa Board. The “Sankul Prachrya” inspects the results of the Madarsas that come under their cluster. The examinations are conducted trice in a year (1st term, 2nd term and annual examination). First, “Sankul Prachrya” approves annual exam results, then it is sent to the Madarsa Board for final approval and thereafter copy is forwarded to the concerned Madarsa. The affiliation of Madarsa is renewed only after approval of the results by the Board. DEO with the help of team monitor and inspects all the documents related to SPQEM scheme, teaching learning process, etc.

Recommendations and Suggestions

Some of the key recommendations and suggestions for the effective implementation of the SPQEM scheme are as follows:

- All recognised Madarasas that come under the SPQEM scheme need to be linked with RTE Act 2009, so that students of Madarsa be benefitted with all the schemes of government. The Madarsas are serving to down trodden members of the society and imparting both types of education- modern education with religious education to more than 1,50,000 students at less cost. The per-student cost in government school is Rs. 3800/-, whereas through the

SPQEM scheme the expenditure is Rs. 650/- per student. Thus, providing modern formal education through SPQEM is an economical proposition.

- Grants from Centre need to be released on time and be given total sanctioned grant not in parts.
- On the basis of strength of students teacher's position need to be sanctioned.
- Teachers to be given in-service training on regular basis. The D.El.Ed. program has been launched through NIOS for enhancing the quality of education for government/affiliated school teachers. The Madarsa teachers need to be included in the scheme.
- The Madarsa Board is associated with education, so need to be affiliated with state education department, not with Minority Welfare Department.
- In all committees related with the development of education, especially committee of text-book preparation, there need to be a representation from Madarsa Board.
- NIOS may provide accreditation to Model Madarsas for D.El.Ed. programme so that untrained Madarasa Teachers may obtain the diploma and provide quality education to Madarsas.
- The provision need to be made for orientation of MMC members on management and supervision of Madarsas.
- To implement the scheme effectively coordination among the DPI, Bhopla and RSK need to be established. They need to be members of each other's committee of SPQEM.
- **Providing a Unique ID to Madarsa:** The MHRD is facing lot of problems in gathering the statistical data from the state governments and the Madarsas as how many students are registered, how many appeared in the examinations and how many have passed out. By providing the unique ID MHRD can have a watch on the progress of the scheme and its implementation. In this each Madarsa has to register itself on the portal of the Ministry/SPQEM wherein the Madarsa would upload all its documents like, registration certificate list of management members list of teachers list of students
- **E-affiliation:** The Madarsa can be affiliated/accredited under this section by providing linkage with NIOS/Madarsa Education Board or State Education Board.
- **Linkage of Madarsa:** Every Madarsa may be linked with the portal, where the MHRD can upload the notices, circulars and orders, and Madarsa can comply with them digitally on the

portal itself. The Ministry can organize online Video conferences and can take the feed backs from the Madarsa (stake Holders).

- **Creation of student Data:** The record of each and every student registered in the granted Madarsa can be maintained, viz a viz by collecting their full Data (Academic, Aadhar, Birth certificate, Caste Certificate, and other relevant) and every student will be provided with the unique Student ID. Each student may be given a facility for creating email Id for further communications.
- **Selection of Course by Madarsa:** The Madarsa can be given an opportunity to select need based vocational courses according to the area specific needs and availability of resources.
- **Online Study Materials:** As SPQEM provides the computers to the Madarsas under the scheme online course materials may be provided for felicitation of students.
- **Assessment of Students:** Results sheets May be uploaded on the portal with e-copy of mark sheet to student's email ID.
- **Placement of students:** The placement record of each student may be maintained under this section.
- **Utilization certificate:** The Madarsas can submit the Utilization certificate online within the given time frame so that the delay in submission of UC can be checked.
- 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.
- The 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.

STATE REPORT: TRIPURA

Tripura is small state having population of 36.74 lakhs. The state has four districts (West Tripura, North Tripura, South Tripura and Dhalai). According to 2011 Census, the majority of population of Tripura is Hindus being 83.40% followed by Muslim population (8.60%). More than 15% of Muslim population are concentrated in North Tripura district. The percentage of Muslim population in rural area is just double the population as compared to the urban areas. In 2012, with the creation of four new Districts, six Sub-Divisions and five Blocks, there has been further decentralization of the administrative set-up which would enable people to have better access and reach to the services delivered by the government. There are now 8 Districts, 23 Sub-Divisions and 45 Blocks. There are 129 junior basic Madrasa being run by the state. Another 51 schools (junior basic schools, senior basic schools, Alim (Secondary and Fazil (Sr. Secondary) under Grant-in-aid scheme. The state government fully provides funds to 51 schools which are not covered SPQEM of central government. For the first time in 1983, privately managed Madrasas were brought under State Grant-in-Aid (GIA). During 1996-97, 88 privately managed Maktabas were brought under Modernisation Madrasa Scheme by Govt. of India. During 2008-09, the erstwhile Modernisation Madrasa Scheme was renamed and restructured as Scheme for Providing Quality Education in Madrasas (SPQEM). There are two types of Madrasas. They are Recognized and Aided Madrasa and Unrecognized or Privately Managed Madrasa. Again the Recognized and Aided Madrasas are of two types namely Grant-in-Aid Madrasa (GIA) - fully funded by the State Government and Scheme for Providing Quality Education in Madrasa (SPQEM) –Centrally Sponsored Scheme. The table no.1 gives the number of Madrasas, number of students, teachers, number of Madrasas developed the infrastructure etc.

Table No. 1C.1
Status of Madrasa at a Glance in Tripura

S. No.	Type of Madrasas	Number of Madrasas	Category-wise Number	Number of Students	Total Teacher	Infrastructure Developed
1.	SPQEM	129	All are Junior Basic	8914	373	84
2.	Grant-in Aid	51	Fazil (H/S)-03 Alim (High)-04 Senior Basic-04 Junior Basic-40	5605	149	51
	Total	180		14519	522	135

Table No.2 provides the complete picture of number of SPQEM and GIA Madrasas under 15 subdivisions of the whole state.

Table No. 1C.2
Subdivision-wise number of Madrasas in Tripura

Sl. No.	Name of sub-division	SPQEM	GIA
1.	Sonamura	47	09
2.	Bishalgarh	13	02
3.	Sadar	26	02
4.	Khowai	01	00
5.	Teliamura	01	00
6.	Kailashahar	12	22
7.	Dharmanagar	08	14
8.	Kanchanpur	01	00
9.	Udaipur	11	01
10.	Amarpur	03	00
11.	Belonia	02	00
12.	Santirbazar	01	00
13.	Sabroom	01	00
14.	Kamalpur	01	01
15.	Lt valley	01	00

	Total	129	51
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Mid Day Meals

Mid Day Meal program has been extended to all the SPQEM and Grant-in-Aid Madrasas, which has been running successfully in all the Madrasas. Out of five Madrasas visited by the evaluation team, only one madras is not having the kitchen shed. They prepare food for the children in private house and serve the meals to the children. The government is going to construct the Kitchen shed inside the school premises. In one of the Madrasa visited, the community has played a commendable role by providing the gas connection through pipe to the Kitchen shed and pays per month an amount of Rs. 500/- to Rs. 600/- towards the gas connection. The weekly menu is given in Table No.3

Madrasa Students taking Mid-Day Meal (Tripura)



Curriculum, Textbooks and Evaluation: Free Text Books prescribed by SCERT/TBSE are given to the students of Madrasas including Arabic subjects. All the academic matters related to teaching and learning in the Madrasas are looked after by the Madrasas. All selected Madrasas follow the state government pattern of evaluation. There are four unit tests, Quarterly, Half yearly and final examination.

Aspiration Level of Children

After the introduction of modern education, the aspiration of student has increased. Every student is thinking of becoming either doctor or engineer or civil servant or police officer or teacher. Only two students are aspired to become Maulvi. The aspiration level has become possible because of

introduction of Modern Education in the curriculum that has exposed them to the Job market. Prior to introduction of modern curriculum children of Madrasa have option to become the Maulvi in Masjid.

Infrastructure Facilities

After introduction of modern education, the number of students has been increased in Madrasas. However, during the visit it was found that in one of Marasas two classes are going on in one room because of two teachers. Further while in some Madrasas, furniture (bench and desks) were available for the students, in others, the students are found sitting on the mat. Electricity was not available in most of the Madrasas visited.

Madrasa Management Committee

There is variation in number of members in MMC from 9 to 13. There is no election only selection or nomination of members to the Executive committee of MMC. The committee meets eight to ten times in a year. The majority of members attend the meeting. They discuss about the construction of building, minor repair of rooms, supply of fresh drinking, furniture for children, appointment of teachers etc. The purpose of visit of members to Madrasas is to see the management of MDM, check the attendance of teachers and children etc. The joint bank account is being operated by the President and Incharge Head teacher. The main problem of Madrasa is delay in payment of salary of teachers by central government. The SPQEM teachers received the salary of 2015-16 in September, 2017. The problems of Madrasas are the boundary wall, free uniform for children, electricity, no LDC for office work, pension benefit, science kits, supply of drinking water, Urinals for children, Kitchen shed, furniture, increase of salary of cooks, regularisation of teachers, computers, furniture etc.

Progress Report of Madrasa Children

One of the important indicators of quality of school education is number of students graduated from the school. The pass percentage of madrasa children is outstanding for the past five years except for the year 2014 it was around 67% at higher secondary stage. The year wise pass percentage is given Table No.4

SCHOOL REPORT CARD - 2015-16

U-DISE ©NUEPA New Delhi

District	SEPAHIJALA		School code & Name : (16050201016) BISHALGARH ISLAMIA HIGH MADRASSA				Pincode		799102	
Cluster	GHANIAMARA H.S. SC		Revenue Block		BISHALGARH		Village		BISHALGARH	
City			Educational Block		Bishalgarh		Panchayat		RAGHUNATHPUR	
Habitation	KARAI MURA		Constituency		No-16 Bishalgarh		Municipality		Rural / Urban	
School Particulars			Affiliated to Board		Sec. 2 - State Board		Hr. Sec. 5 - Other		Year of Recog.	
School Category			6 - Pr. Up Pr. and Secondary Only		Year of Establishment		1990		Year of Upgrad.	
School Management			Elementary 14 - G-I-A MADRASSA		Type of School		Elementary Co-Education		1990 2010	
			Secondary 14 - G-I-A MADRASSA						Med. 1 02 - Beng	
			Higher Secondary 99						Med. 2 98 - None	
Anganwadi?			No		Pre-primary?		No		Classes in school	
									Lowest 1 Highest 10	
Residential			Yes		Distance from block H.Q.		10		from CRC 5	
					Bldg. used as Shift school		No		School Funds	
Teacher Primary			1		0 Total		4 CWSN Trained		0 Graduate & Above	
Upper Primary			1		0 Male		4 with Disability		0 with Prof. Qual.	
Secondary			2		0 Female		0 on Deputation		Teachers > 55 Age	
Higher Secondary			0		0 Nature of Appnt.		Regular 4		Contract 0 Part-time 0 H.Sec. 0	
Facilities			Total Funct.		Drinking water		5 - None		Functional? Yes	
Boys toilet			2		2 toilets with water		0 CAL Lab Available		No	
Girls toilet			2		2 toilets with water		0 Electricity in school		Yes	
Computers			0		0 Other rooms		0 Playground?		1	
#classrooms(Ele)			8		Good condition		8 Major repair		0 Minor repair	
Secondary			2		Good condition		2 Major repair		0 Minor repair	
Hr. Secondary			0		Good condition		0 Major repair		0 Minor repair	
Enrolment			Total		SC enr.		ST enr.		OBC enr.	
Grade			All		Boys		Girls		Boys	
I			5		5		0		0	
II			8		8		0		0	
III			8		8		0		0	
IV			12		10		2		0	
V			20		18		2		0	
VI			11		11		0		0	
VII			10		10		0		0	
VIII			4		4		0		0	
IX			3		3		0		0	
X			4		4		0		0	
XI			0		0		0		0	
XII			0		0		0		0	
Total			85		81		4		0	
Incentives (Previous)			Enr & Rep by stream		Arts		Sci.		Com.	
Acad. year			Primary		Up. Pri.		Enrolment		NA	
Free text books			53		25		Class XI		Boys	
Free stationary			0		0		Girls		0	
Free uniform			0		0		Class XII		Boys	
Scholarship			0		0		Girls		0	
Prepared Campus Plan?			No		0		Total		0	
Hostel for Boys			Yes		#of B 60		Repeaters		Boys	
Hostel for Girls			No		#of G 0		Class XI		Girls	
Full-time Librarian			NA		0		Class XII		Boys	
Newspaper / Magazine			No		0		Girls		0	
Toilet for Disabled/CWSN			No		0		Total		0	
No. of Urinals available for Boys			0		0		No. of Urinals available for Girls		0	
NR = No Response			NA = Not Applicable		www.schoolreportcards.in		www.dise.in		www.nuepa.org	

Table No. 1C.3
Progress Report of Madrasa Fazil (H.S.+2 Stage) Arts students under Tripura Board of Secondary Education

Year	Appeared			Passed			Pass %
	Male	Female	Total	Male	Female	Total	
2013	01	07	08	01	06	07	87.50
2014	02	04	06	01	03	04	66.66
2015	03	10	13	03	09	12	92.30
2016	05	06	11	05	06	11	100
2017	02	06	08	01	05	06	75.00

The progress report of Madrasa Fazil (H.S.+2 Stage) Theology students under Tripura Board of Secondary Education is outstanding. The pass percentage is 100% for the last four years. The current year the pass percentage is 92%. The year wise pass percentage is given table no.6

Table No. 1C.4
Progress Report of Madrasa Fazil (H.S.+2 Stage) Theology students under (Tripura Board of Secondary Education)

Year	Appeared			Passed			Pass %
	Male	Female	Total	Male	Female	Total	
2013	15	00	15	15	00	15	100
2014	14	00	14	14	00	14	100
2015	14	01	15	14	01	15	100
2016	11	00	11	11	00	11	100
2017	18	07	25	17	06	23	92.00

Recruitment and Payment of Salary of Teachers

The teachers are recruited by the state government with open advertisement in local newspapers. The teacher having graduation and post graduation degree apply for teaching post. Only interview is conducted to select the teachers. The salary of the teachers having simple graduation degree is being paid Rs. 6000/per month whereas teachers with B.Ed. and post-graduation degree are paid Rs.12000/- per month under SPQEM by the central government. Government of Tripura has

enhanced the salary of the SPQEM Teachers at par with the salary of the State Government Teachers. Additional fund excluding the fund from Government of India is being borne by the State Government. This is unique development throughout the country so far as the payment of salary of teachers of Madrasas under SPQEM is concerned. The state government pays the salary of teachers regularly. The table no.7 provides the comparative chart of funding from Govt. of India and State Govt. for salary of SPQEM Teachers.

S.L. NO.	NAME OF TEACHER'S	Mobile No.	Designation	Qualification	Date of Birth	Date of Joining Service	Date of Supervisor	Adhar No.	Pen Card No.	PHOTO
1.	MAHARAM ALI	9862178003	Asstt. Teacher	B.A. Hon's Political Science	03-01-1976	02-01-2012		24212980011	AMPL32418	
2.	BILLAL HOSSAIN	9436591957	T.I.C	B.A. Passed	08-01-1981	16-01-2014		72865158579	AC0PK359P	
3.	ANACHUR RAHAMAN	8794314677	Asstt. Teacher	F.M. Passed	12-04-1984	02-01-2012				

Table no. 1C.5

Funding from Govt. of India and State Govt. for salary of SPQEM Teachers

S.No	Category of Teachers	Fund received from Govt. of India (in Rs)	Additional fund provided by the State Govt. (in Rs)	Total Salary
1.	Post Graduate Teachers	12,000	22,579	34, 579
2.	Graduate Teachers	6,000	21,365	27, 365
3.	Under Graduate Teachers	NIL	21,662	21, 662

Since 2008-09 the Govt. of India has not revised salary & other financial assistance teacher working under SPQEM. The table no.8 gives the details of salary components, training cost of teachers, annual financial assistance for Madrasa Board, Annual grant for library etc.

Table No. 1C.6
Funding from Govt. of India under SPQEM

S. No.	Component	Amount (Rs)	Remarks
	Salary of teachers		
1.	Graduate teacher (GT)	6,000	Govt. of India has not revised salary & other financial assistance after 2008-09 (i.e. inception)
	Graduate teacher with B.Ed. (GT)	12,000	
	Post graduate teacher (PGT)	12,000	
2.	Training cost (per teacher)	1,500	
3.	Annual financial assistance for madrasa board (T.B.S.E.)	5,00,000	
4.	Annual grant for libraries/book bank maintenance	5,000	
5.	Computer lab for 2 newly upgraded high madrasa	2,00,000	

Scholarship/Stipend to Minority students

The Tripura Wakf Board and the Department for Welfare of Minorities are making the payment of Scholarship/Stipend to the children from Class I to Class X. The Tripura Wakf Board pays the stipend to the Muslim students those who are studying at primary level and have passed Class I to V on merit basis. Those Muslim students who have secured 34% to 49% of marks Class I to III are paid Rs.500 per annum and Class IV to V are being paid Rs. 600 per annum. The Tripura Wakf Board disburses the amount of stipend through RTGS/ NEFT to the bank account of the concerned students on receiving the list of selected students from the Inspector of Schools. Those students who have secured 50% of above marks in Class I to X are being paid Rs. 1000 per annum. Those children (Class VI-X) who are studying in Madrasa and staying in the hostel are provided the stipend Rs. 55/- per day per students for 322 days in year by the Department for Welfare of Minorities. The pre-matric stipend is provided to the minority students of class V to VIII @ Rs.40

per month and class IX to X @ Rs.50 per month. The post-matric stipend is provided to the minority students of class XI to XII @ Rs.65 per month. There is no marks bar but the annual income of parents of students should not more than Rs. 44,500/- for getting the stipends. Madrasa students are provided stipend / scholarship from Minority Welfare Department, Government of Tripura. The class wise rate stipend is given in the table no. There is increase in stipend for Class I-III in 2013-14 from Rs. 300 to Rs.500 in 2016-17. There is also increase of Rs.250 from 2013-14 to 2016-17. The year wise and Class wise Stipend for Madrasa Student is given in Table No. 9

Table No. 1C.7
Stipend for Madrasa Student

Year	Class	Rate per year (Rs.)
2013-14	I – III	300
	IV - V	350
2014-15	I – III	300
	IV - V	350
2015-16	I – III	400
	IV - V	500
2016-17	I – III	500
	IV - V	600

Training for SPQEM Madrasa Teachers

In-service Teacher Training is provided to the SPQEM Madrasa Teachers through the State Council of Educational Research and Training (SCERT, Tripura) and Vikramshila Educational Resource Society, Kolkata. The State government pays the money to the SCERT directly to train the Madrasa teachers under SPQEM to improve and up-grade their pedagogical skills. The SCERT has designed the Modules for the training of the teachers. The training is residential and the duration of training is from 7 to 10 days. All the madrasas teachers and teachers working under the state governments join the residential training being organised by the SCERT. So far 161 teachers have been trained by SCERT in 2017 and the remaining teachers will be trained shortly.

Report Card for Madrasa Students and AADHAAR Enrolment of SPQEM Teachers

Separate Report Card for Madrasa students has been developed and distributed to all Madrasas. 1,00,000 Report Cards have been printed through SCERT, Tripura during the year 2017. As per instruction of Govt. of India, all SPQEM Teachers have been Aadhaar enrolled for payment of salary.

Minority Educational Institution

All the 129 SPQEM and 51 GIA Madrasas in the State will be declared as Minority Educational Institution as per NCMEI Act 2004. Accordingly, Secretary, Minority Welfare Department has been appointed as Competent Authority for issuing the Minority Educational Institution Status certificate. Issuance of Minority Educational Institution Status Certificate is under process.

Table No.1C.8
Late Release of Fund under SPQEM from Govt. of India

Year	GoI release	Expenditure	UC sent
2014-15	288.72	288.72	288.72
2015-16	318.415	318.415	161.9075*

*Out of Rs. 318.415 lakhs released by GoI for 2015-16, balance amount of Rs.156.5075 lakhs has been released on 11-09-2017.

Table No. 1C.9
Budget proposal for year 2016-17 and 2017-18

Year	Budget proposal sent	GoI release
2016-17	330.455	NIL
2017-18	338.885	NIL

Non-release of fund on time by GoI is a matter of concern and has created hindrance for regular payment of salary to SPQEM teachers.

Administrative Hierarchy

Hon'ble Education Minister, Govt. of Tripura

Principal Secretary, Education Department

Directorate of Elementary Education

Director

Joint Director

OSD

Madrasa Cell

DEO

Inspector of Schools

Madrasas

**Daodharani Siddiquia Fazil (HS) Madrasa awarded
Best School Award, 2017, on 56th Teachers Day**



State Government Initiatives for Development of Madrasa Education

Infrastructure Development

Government of Tripura has taken steps to develop infrastructure in all the SPQEM & GIA Madrasas. So far, more than 84 SPQEM Madrasas have been developed with infrastructure and more 23 Madrasas are under active consideration during 2017-2018. All the 51 GIA Madrasas have their own buildings. Till date Rs.13,95,93,970 for infrastructure development in SPQEM Madrasas and Rs.22,47,05,434 have been sanctioned by the State Govt. for GIA Madrasas.

Newly constructed SPQEM & GIA Madrasa



Introduction of Modern Curriculum

Modern curriculum as applicable in the State Government Schools has been introduced in Madrasas in addition to Theological subjects.

Theological subjects:-

- i) Arabic Studies:- From Class I – V :- 50 Marks
VI – X :- 100 Marks
- ii) Islamic Studies:- From Class I – V :- 50 Marks
VI – X :- 100 Marks

Furniture

Furniture are being supplied to the Madrasas from State Govt. Fund. During 2011-12, Rs. 18,00,000 has been sanctioned for furniture of Daodharani Siddiquia Fazil (H.S.) Madrasa. During 2015-2016, State Govt. has sanctioned Rs. 50,00,000 and accordingly furniture have been supplied to 80 SPQEM Madrasas in the first phase. During 2017-2018, proposal for sanction of fund amounting Rs.91,00,000 has been sent to the Planning (P&C) Department for procurement of furniture for the SPQEM and GIA Madrasas. Hostels attached with GIA Madrasas have been provided hostel furniture from State Fund. During 2016-17, Rs. 35,00,000 has been sanctioned for Tilla Bazar Fazil (H.S.) Madrasa for hostel furniture.

Hostel Facilities

Six hostels are attached with Grant-in-Aid Madrasas. They are :-

- Daodharani Sidhiquia Fazil (H.S.) Madrasa, Sonamura.
- Tilla Bazar Fazil (H.S.) Madrasa, Kailashahar.
- Kurti Fazil (H.S.) Madrasa, Dharmanagar.
- Darul Uloom High Madrasa, Udaipur.
- Barnarayan Islamia High Madrasa, Sonamura.
- Sonapur Islamia Senior Basic Madrasa, Sonamura

Boarding House Stipend is being provided for the boarders of these hostels by the Minority Welfare Department.

Good Practices

The Government of Tripura has taken a bold step in making the salary of SPQEM teachers at par with state government teachers. This is the unique development through out the country. In one of Madrasa the Muslim community has provided the gas through pipe line connection for preparation of MDM. The community pays Rs.500- Rs.600 per month towards the consumption of gas.

Recommendations

- The payment of salary of SPQEM teachers should be regular.
- It was found that the salary of SPQEM teachers for the year 2015-16 was released in September, 2017. There should be revision of Salary of SPQEM teachers by Govt. of India.
- The Kitchen shed may be constructed in all Madrasas.
- The uniform/dress Grant should be provided by Govt. of India for Madrasa Students.
- There should be provision of fund for furniture to all Madrasas by Govt. of India.

STATE REPORT - UTTAR PRADESH

Introduction

Uttar Pradesh, having the largest Muslim population in the country, also has the largest number Madrasas functioning in the state. In total, there are SPQEM 8,584 Madrasas in the state, out of which 560 Madrasas are Grant-in-aid from the state government. There are varieties of Madrasas offering different levels of education (from primary to higher education). An initial review and interaction with the selected Madrasas under SPQEM provided important observations, needs to be verified from broader set of data. The table 1 shows the coverage of the numbers of Madrasas covered, the student enrolment and the teachers appointed under the SPQEM scheme in the state of Uttar Pradesh.

Table No. 1D.1
Coverage of Madrasas, Students and Teachers under SPQEM in Four States

S.No.	State	Number of Madarsas covered under SPQEM	Number of Students covered under SPQEM	Number of Teachers appointed under SPQEM
1	Uttar Pradesh	8,584	18,27,566	25,550

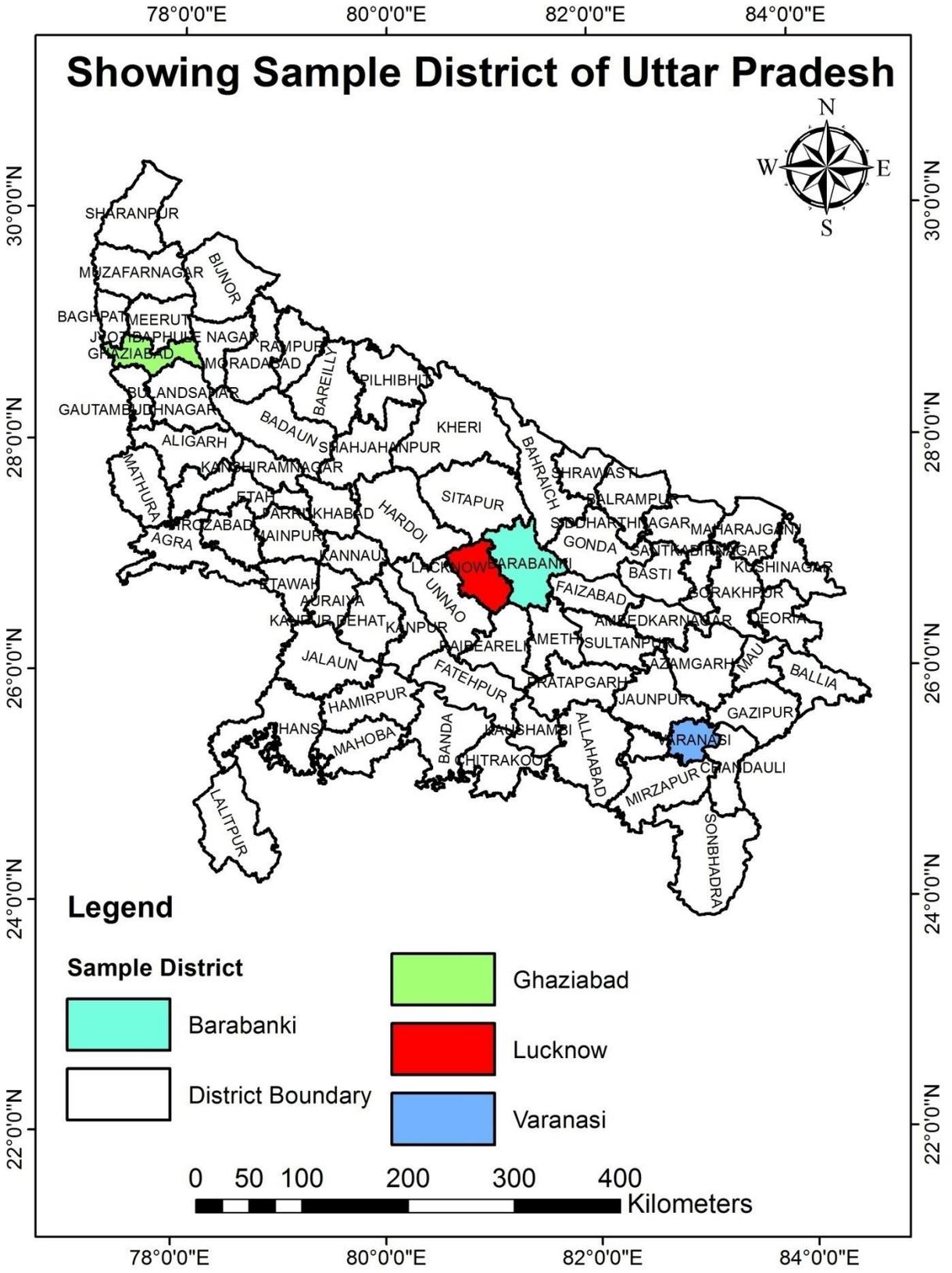
Methodology

The present study has been carried out to know the status of SPQEM in 20 Madrasas of Uttar Pradesh. The field visit included random visit to 20 Madrasas across different districts of Uttar Pradesh such as Ghaziabad, Barabanki, Lucknow, and Varanasi. The Madrasas visited for collecting details regarding the scheme belong to different school levels: Secondary level Madrasas (9); senior secondary Madrasas (6); Upper primary Madarasa (4); and Primary Madrassa (1).

Table 1D.2
Madrasa Information in Uttar Pradesh

S. No.	Types of Madrasa	Number
1	Secondary	9
2	Senior Secondary	6
3	Upper Primary	4
4	Primary	1
	Total	20

Visit to the selected Madrasa involved detailed interview with the Madrasa head, all the modern teachers appointed under the SPQEM, Madrasa management committee members and students. The information was collected through a uniform interview schedule prepared for the study. Detailed discussion with the teachers and Management members was also conducted to know their specific opinion and concern.



Flow of Funds

Disbursement of funds

Most of the Madrasas are unaided in nature; therefore the government's interference into these institutions is almost negligible. Madrasas are mainly funded by non-state actors. Most of the Madrasa's pointed *Zakat* as the major source of their finance. It was also noticed that some of the Madrasa were also charging nominal fee under different headings to meet their expenditures. Therefore the major financial sources for Madrasa are 1) *Zakat*-a religious donation, and 2) Fee charged under different heading to the students. Madrasa also manage to get sponsorship from the community in the form books and literature. Field visit informed that most of the unaided Madrasas are very reluctant to get grant-in-aid from the state as it would hold them responsible for further auditing and scrutiny of the course curriculum and interference in the working of the Madrasas. The state government has authorized the DMO (District Minority Officer) for disbursement of funds to Madrasas in Uttar Pradesh.

Unregulated Madrasas from the state machinery could also be one of the reasons for the failure to introduce quality education. For example, there are around 16,000 madrasas in the state of Uttar Pradesh, out of which only 560 are fully-aided. Madrasas are governed by different bodies in different state. There is a need for streamlining the governance structure of the Madrasas. Recently there are some initiatives to streamline the Madrasas. For example in the state of UP, Madrasas will be geo-tagged and uploading of the whole inside-outside structure of the building. Each Madrasas has to be registered in the newly launched Portal.

Appointment of Teachers

Appointment of 'Modern teachers' is one of the important issues which need urgent attention from the government. 'Modern teachers' are the core agents of SPQEM. Their working significantly decides the fate of the modern education in Madrasa. Although, the '*Modern teachers*' appointed under SPQEM are not the only category of modern teachers available in the Madrasas. Most of the Madrasas were found to have appointed modern teachers apart from the SPQEM programme on the permanent basis. It was found that some Madrasas have appointed modern teachers under SPQEM from Urdu and humanity background. This has undermined the spirit of the SPQEM scheme. The reason being there is no proper vigilance and regulation to supervise the functioning of SPQEM.

The teachers are appointed by the management committee and approved by the Madrasa board later. It was found that teaching staff in the Madrasas has very good number of staff strength...ranging sometime upto 60 teachers (apart from Teachers appointed under SPQEM). In total around 38 teachers were working under SPQEM in the selected 20 Madrasas. Most of these modern teachers are Postgraduate (20) and remaining are under graduate (18). The current survey has recorded that there are 20 teachers who have obtained post graduation degree and remaining 18 teachers have graduate degree (table 4) in different disciplines. Most of these teachers are trained in Urdu and humanity background. Therefore there is a need to relook whether to train already existing staff or appoint adhoc new staff with meager salary. There is also a need to redefine the content and meaning of modern education under SPQEM. Most of the Madrasa limit its meaning only to the transaction if language courses (English and Urdu) which limit the scope of the scheme.

This has undermined the spirit of the SPQEM scheme. The reason being there is no proper vigilance and regulation to supervise the functioning of SPQEM. The Teachers are appointed by the management committee and approved by Madrasa board later. It was found that many Madrasas are reluctant in appointing modern teachers under SPQEM as there is a too much delay in the disbursement of salaries to their account. The DMO which directly transfer salary to the accounts of the SPQEM teachers have not disbursed any penny for the last one and half year. Therefore the plight of the modern teachers is very miserable.

Table No. 1D.3
Teacher's Qualification under SPQEM Program

S. No.	Under Graduate	Post Graduate	Total
1	18	20	38

Teacher Training and Use of TLMs/ Science Kits

Very few teachers were found to have undergone professional training under SPQEM programme. Madrasa board does prescribe professional training for the modern teachers but failed to develop any training module. Few years back DIET offered training teacher training programme which was attended by some Madrasas. There is a need to increase the frequency of the teacher training programme at the regular interval for the quality induction of the SPQEM teachers. There is hardly

any experiment in the area of pedagogy. In almost all the Madrasas ‘chalk, talk and Board’ method has been used. The students were found much more inclined towards modern education than religious education. The teaching tool kit provided under the SPQEM programme is lying unused in most of the schools.

Enrolment, Attendance and Retention of Children

Boys and Girls Enrollment in Madrasas: The percentage of boys (59.24 percent) is more in the session 2014-15 as compared to the percentage of girls (40.76 percent). The girl’s enrolment has increased in Madrasas 50.18 percent in 2015-16 to 51.86 percent in 2016-17 as compared to boy’s enrolment ratio is 49.82 percent and 48.14 percent in above mentioned academic years. The study has pointed out that there are 10 Madrasas where girl’s enrollment is below 50 percent in the academic year of 2014-15. The girls are enrolled below 50 percent in 8 Madrasas in the academic year 2015-16 and which is also followed in session 2016-17 where the girls are enrolled below 50 percent in 6 Madrasas. It has been observed that the dropout level in the Madrasa is relatively lower but on spot attendance was found relatively half.

Table 1D.4
Boys and Girls Enrollment in Madrasas of Uttar Pradesh

S. No.	Year	Boys	Girls
1	2014-15	59.24	40.76
2	2015-16	49.82	50.18
3	2016-17	48.14	51.86

Incentives to children:

Presently none of the Madrasas were found with functional Mid-day meal programme. The contract of the DMO office has got over and all the Madrasas are waiting for the renewal of the contract since January 2017. It was also found that most of the Madrasas against MDM. The urban student population of the Muslim population is hardly interested in the MDM. BSA (Basic Shiksha Adhikari) office provides books and uniforms up to junior levels in Madrasa.

Madrasa Management Committee

Each Madrasa has one Madrasa Management Committee (MMC) with variation in number of members in MMC from 8 to 37. There is no election, only selection or nomination of members to the Executive committee of MMC. The committee meets three to four times in a year. The majority of members attend the meeting. They discuss about the construction of building, minor repair of rooms, supply of fresh drinking water, furniture for children, appointment of teachers, etc. The purpose of visit of members to Madrasas is to observe the management of MDM, check the attendance of teachers and children, etc. The Muslim community members provide resource support in the form of money, material and labour for repair and renovation of Madrasa building. Every Madrasa has a joint bank account being operated by the President, Treasurer and Secretary. There is no provision for the orientation or training of MMC members on the management and supervision of its functioning.

Table No. 1D.5
Number of Members in MMC

S. No.	Number of Madrasa	Number of Members in MMC
1	2	8
2	2	7
3	2	17
4	2	11
5	2	15
6	2	13
7	1	9
8	1	25
9	1	37
10	2	-
Total	17	

Strengthening of Madrasa Board

In Uttar Pradesh, the Madrasa Board in collaboration with the NIC, has designed its Web Portal to bring transparency and improving the efficiency of the system and is involved in conducting examinations for the students of the Madrasas in the state.

U.P. BOARD OF MADRASA EDUCATION, LUCKNOW
Arabic and Persian Examination, Uttar Pradesh

MUNSHI EXAMINATION - 2017
MARKSHEET - CUM - CERTIFICATE

ROLL NO.	REGULAR/PRIVATE	TYPE OF EXAM	OPTIONAL SUBJECT	RELIGION/SECT
01051857	REGULAR	FULL EXAM	SOCIAL SCIENCE	SUNNI

This is to certify that according to the Board's record **ABU SUFFIYAN** Son/Daughter of Mr. MOHD ATEEQ born on 01/01/1996 has passed **MUNSHI** examination held in 2017 from Madrasa SHEIKH FARZAND ALI MEMORIAL ISLAMIYA SCHOOL PEERBATAWAN, with **SECOND DIVISION**, conducted by this board.

Marks obtained by the candidate in subjects are as under

S.NO.	PAPER	MAX MARKS	MARKS OBTAINED (PAPER WISE)				GRAND TOTAL & RESULT
			I	II	III	Total	
1	THEOLOGY (SUNNI)	300	50	48	51	149	497/1000 PASSED SECOND DIVISION
2	PERSIAN LITERATURE	200	50	51		101	
3	URDU LITERATURE	200	47	50		97	
4	GENERAL ENGLISH	100	51			51	
5	GENERAL HINDI	100	43			43	
6	SOCIAL SCIENCE	100	56			56	

The minimum percentage of marks required for passing in the first, second and third division are 60%, 45%, 33% respectively in aggregate. Distinction marks 75% in subject

(Rahul Gupta)
Registrar

Checked by
Uttar Pradesh (India)

SPQEM Linkage with NIOS: Although NIOS has appointed one staff stationed at Allahabad, for developing liaison with Madrasas, no selected Madrasa is found to have any link with NIOS. None of the Madrasa is offering any vocational education to the students.

Syllabus and Curriculum: Presently there is hardly any prescribed format for the curriculum to be taught in the Madrasa. Therefore the curriculum in the madrasas is taught under Islamic law. There are some self initiatives by the Madrasas to introduce computer education which need to be expedited by the state governments by providing expert teachers in the respective areas. Teacher

training and modern pedagogy needs immediate concern for assuring the quality education in the madrasas.

Skill Education: Under the SPQEM provisions were made to link Madrasas with National Institute for Open Schooling (NIOS). This would provide accreditation as well as mobility for higher education to the Madrasa graduate while assuring the quality education. But the NIOS efforts to provide vocational education and skill to the madrasa remained very unsatisfactory. The programme called HUNAR (muslim girls) needs to be revitalized while matching with the aspiration of the madrasa students. It include various skill training courses like Gram Sakhi, Cutting, Tailoring and Dress Making, Basic Rural Technology, Jute Production, Bakery and Confectionery, Beauty Culture and Early Childhood Care and Education. There is a scope to expand its scope while including various other modern courses as well as extending to the male students as well.

Recommendations and Suggestions

1. There is a need for proper management and administration of the Madrasa.
2. There is a need to delink graduate studies from the Madrasa Board. Award of degrees (graduation and post graduation) needs to be linked with the university system. Presently
3. Madrasa principals do not like to be regulated by minority office. Instead there is a demand that Madrasas to be regulated by BSA (Basic Shiksha Adhikari).
4. It was found that Madrasas are finding it difficult to open account for every student for the disbursement of scholarship. Though there is a complaint from Madrasas that a very meager number of students are given scholarship. Some Madrasas also pointed out the unnecessary delay of the scholarship. Principal blames less support from Banks
5. There is negligible provision of computer lab and science laboratories in the Madrasas. No special funding is given for the establishment libraries and laboratories, it compromised the scientific spirit of the students.
6. Initial observations also informed about the confusion and ambiguity regarding the SPQEM guidelines on many issues. For example leave guidelines and mandatory teaching hours etc. Even the DMO and Madrasa board has no clarity on this issue. Therefore there is need to clarify the guidelines.

7. New Syllabus was introduced under SPQEM but no special books were provided to the Madrasas. Therefore Madrasas are teaching the same books on the names of modern education.
8. Madrasa Boards in the State need to have convergence with the Directorate of school education in the States and lay down detailed guidelines for proper management and administration of the Madrasas in order to have smooth and effective implementation of the SPQEM.
9. The scheme should follow implementation of Direct Benefit Transfer (DBT) to all the stake holders in the scheme.
10. 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.
11. 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.
12. There should be proper convergence and co-ordination between Education and Minority Welfare Department.
13. Since the scheme is being run by the GOI and establishment of the effectiveness of the scheme is not possible, it will be in the fitness of the existing system that the scheme be transferred to the States gradually. States will be able to get data at BRC and district level and help the Madrasas in appointing qualified teachers as per their policy and provide in-service training to the appointed teachers to promote quality education in minority institutions.

Conclusion

The study implies that the SPQEM has promoted modern education curriculum in Madrasas. The initiative of SPQEM is working as a bridge between modern education and religious education in Madrasas. Basically, SPQEM was started to introduce to modern education system with Muslim children who are being educated from religious education. On the one hand SPQEM has introduced the Muslim children with modern subjects such as Computer, English, Maths and Science which has promoted the holistic development of the minority society

according to time and needs. On the other hand there are so many problems in the implementation of SPQEM like fund is not released on time and lack of teachers accordingly SPQEM curriculum.

Central Sponsored Scheme for Providing Quality Education in Madrasa (SPQEM)

Introduction

National Policy on Education (NPE) has adopted the concept of national system of education, implying that up to a certain level all students irrespective of caste, creed, language or sex have access to education of comparable quality. The Policy lays special emphasis on removal of disparities and equalizing educational opportunities by attending to the specific needs of those who have remained educationally backward so far. Suitable incentives therefore, have to be provided to educationally backward sections of the society.

The National Policy on Education commits itself to provide all possible means for the uplift of the educationally backward minorities. The children of the educationally backward muslim minorities attend Maktabs/Madrasas/Darul-Ulooms with very little participation in the national mainstream education system. These institutions provide by and large, religious teaching. In order to provide them with access to education in modern subjects, the Central Government has been implementing the Area Intensive and Madrasa Modernisation Scheme. The scheme as implemented during the X Plan had two components, namely infrastructure support for educational institutions catering to educationally backward population and introduction of modern subjects in traditional institutions of Madrasas.

The National Monitoring Committee for Minorities Education (NMCME) was constituted in 2004 to look into all aspects of education of minorities and suggest ways and means to improve the conditions for educational empowerment of minorities and visited several states and interacted with the leaders of the Muslim minority community, educationists and Madrasa Managements. An Expert Committee of the NMCME was constituted to give inputs for revising the programme of modernization of Madrasas and submitted its report. The Expert Committee has suggested that Madrasas be provided a linkage with the National Institute of Open Schooling (NIOS) to provide

for certification of academic levels, linkages with vocational education, improving the quality of education in modern subjects, introduced teacher training, enhancement of teacher salaries, strengthening of State Madarssa Boards for monitoring and raising awareness about education programmes for the Muslim community.

The scheme for providing quality education in madarssas has been recast after taking into account the inputs of the Expert Committee of NMCME.

Budget Provisions

An amount of Rs. 325 crore is proposed for the scheme as per budget provision made by Planning Commission in the XIth Five Year Plan.

Objectives

(The objective of the Scheme is to encourage traditional institutions like Madarasas and Maktabas by giving financial assistance to introduce science, mathematics, social studies, Hindi and English in their curriculum so that academic proficiency for classes I-XII is attainable for children studying in these institutions. However, the process of modernization of traditional Madrasas and Maktabas will be voluntary.

The scheme will provide opportunities to students of these institutions to acquire education comparable to the National Education System especially for secondary and senior secondary levels. This will enable children studying in these institutions to progress to higher levels of learning and also open up better job opportunities for them. Maktaba/Madrasas/Dar-ul-Uloom can opt to become accredited study centres with the National Institutions of Open Schooling (NIOS) for primary and middle levels of education or/and for secondary and senior secondary levels as well. Assistance would be given to Maktabas, Madarasas and Dar-ul-Uloom for activities, which contribute to these objectives.

The scheme also will seek to provide opportunities for vocational training for children studying in madarasas opting for assistance above 14 years of age, to enhance their opportunities for entering the job market and encourage entrepreneurship.

The scheme will also strengthen State Madrasa Boards opting for assistance, by enabling them to

monitor the Madrasa modernization programme and enhance awareness about education among the muslim community.

The scheme will address in-service training of teachers appointed under the scheme, for teaching modern subjects of science, mathematics, social studies, Hindi and English, to improve their pedagogical skills.

Coverage

The SQPEM is a demand driven scheme. The Scheme will endeavour to cover a total of 4,500-6,000 Madrasas and provide honorarium to about 13,500-18,000 teachers in Madrasas all over the country during the 11th Plan period.

This will include Madrasas for which recurring grant will be given in continuation and the new Madrasas covered. It is expected that a total of about 7 lakh students of Madrasas will pursue modern education in addition to their traditional education.

Components and Financial Pattern

Financial assistance to Maktabas/Madrasas/Dar-ul-ulooms will cover the following items:-

- a) For appointment of teachers for teaching Science, Mathematics, Social Studies, Languages, Computer Application and Science, subject to availability of a minimum of ten students in each subject, each full time Graduate teacher will be paid salary for 12 months @ Rs.6000/- p.m. and post Graduate/B.Ed. Rs. 12000/- p.m. State Governments/Madrasa Boards would ensure that larger Madrasas with higher student enrolment recruit better qualified teachers.
- b) 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/- followed by an annual grant of Rs.5000/- will be provided to each Madrasa. The libraries & book banks must be used only for books for supplementary learning of mathematics, Science subjects, Social Science subjects and languages such as Urdu, Hindi, English and the regional language. The book bank can also include State Govt. prescribed text books for elementary, secondary & senior secondary schools. Book Selection Committee must include a local State Govt. school Headmaster from the Education Department.

- c) For purchase of Science kits, Maths kits, and other essential pedagogical equipment for teaching modern subjects a grant upto a maximum amount of Rs.15000/- will be provided.
- d) Financial assistance will also be provided for establishment of Science/Computer Labs/workshops in Madrasas at the Secondary/Senior Secondary levels upto the a maximum of Rs.100000 for each of the labs followed by an annual grant of Rs.5000 for maintenance/purchase of consumables.
- e) Financial assistance will be provided for conducting in service teacher training programmes for the teachers appointed under the scheme in Madrasas to upgrade their pedagogical skills. Training will be arranged in groups by SCERTs/DIETs/BRCs etc. and the funds for this purpose will be provided to the training institution through the State Government. Rs. 100/- per day per teacher trainee for a maximum of 15 days training, will be paid to the training institution to cover training expenses and TA/DA of the trainee teacher.
- f) Financial assistance will be provided to meet registration fees, examination fees and cost of study materials supplied by the National Institute of Open Schooling (NIOS) upto 100% for each student opting for study through NIOS at secondary and senior secondary level.
- g) Madrasas can also opt for vocational courses offered by NIOS after fulfilling norms & standards set by NIOS. The registration fees would be met from the scheme as in (f) above. There will be linkages of Madrasas with industry, ITIs set up by the Ministry of Labour and Employment etc. which are in the vicinity, for use of workshops and for promoting employment opportunities.
- h) Financial assistance will be provided to State Madrasa Boards opting for assistance, to strengthen their capacity to monitor the SPQEM, by providing recurring financial assistance of Rs. 5.0 lakhs per year for each Madrasa Board. The assistance will be for appointment of qualified & competent staff; computerization of office; office equipments; research & evaluation; and awareness generation amongst the muslim community for participation in education.
- i) For purposes of publicity, monitoring & evaluation of the scheme at the level of Government of India, a recurring grant upto a limit of Rs. 50 lakh per year, will be provided.

Eligibility Conditions

Madrasas which have been in existence atleast for three years and registered under Central or State Government Acts or Madrasa Board or with Wakf Boards or NIOS shall be eligible to apply for assistance under this programme.

All Madrasas opting to be covered by distance education mode and availing of government grant will need to be accredited with the NIOS. Madrasas applying for financial assistance under the scheme to the State Government would have to provide documentary evidence of their affiliation/accreditation to the State Madrasa Boards/NIOS. The Madrasa would for this purpose send an application for accreditation/affiliation to NIOS. Once the Madrasa has been accredited by the NIOS, as study centers the NIOS shall take thereafter, all necessary steps for conducting the academic activities of the study centres in such Madrasas.

Training will be arranged in groups for Madrasa teachers appointed under the scheme by SCERTs/DIETs/BRCs and the funds for this purpose will be provided to the training institutions through the State Government. Submission of certificate for successful completion of training duly signed by the representative of the training institution will need to be maintained by the State Government and furnished to the Central Grant-in-aid Committee annually.

Madrasas with respect to whom expenditure on account of honorarium of the teachers is met by the State Government will not be eligible for salary component under the scheme. However, such Madrasas will be eligible for financial assistance under other components of the scheme.

Madrasas receiving financial assistance for teacher training, text books, computers, science/math's kits etc. from any other State/Central Scheme will not be eligible for that component under this scheme.

Pattern of Funding and other conditions

The Central Government will provide 100% funding for the scheme during the 11th Plan.

The financial assistance will be given yearly under the scheme through the State Governments/Union Territory Administrations in whose jurisdiction the institution is situated.

Funds will be provided as per the norms of the scheme. Allocations under the scheme are to be

regarded as outer limits and actual releases should be in accordance with actual beneficiaries. The Madrasas/State Madrasa Boards receiving assistance would be required to furnish audited expenditure certificate in the format prescribed, duly certified by the audit officer.

The grant will be admissible to only those organizations/institutions that submit updated and certified statement of accounts showing each component separately, for the grant-in-aid received in the previous year. No claim for recurring grants will be admissible if such claim is not made within one year of the previous grant.

The records of accounts and activities of the organization will, on demand, be made available for inspection by Central/State Government.

State Government and grantee institutions shall submit annual progress reports and utilisation certificates and they shall be open to financial scrutiny and audit by the Central Government, Controller General of Accounts (CGA) or Comptroller & Auditor General or their nominee.

The Central Government shall inspect the grantee institutions at any time whenever such an inspection is considered necessary.

Implementation and Monitoring

The following procedures will be adopted:

1. The scheme will be implemented by the State Governments. All requests for financial assistance shall, as a rule, be entertained by the State Government in the prescribed Application Form at Annexure, Part I (Format I to IV) is for Madrasas, Part-III for (Format-VI) for State Madrasa Boards seeking assistance under the scheme The State Government shall forward their recommendations to the Govt. of India in Part-II (Format V) for Madrasas and in para-8 of Part-III In respect of State Madrasa Boards seeking assistance under the scheme..
2. To scrutinize and recommend the proposal under the scheme, the States/UTs shall constitute a State level Grant-in-Aid Committee under the chairmanship of the Secretary of the relevant Department and include a nominee of MHRD on it.
3. On receipt of proposals from the State Government, the Grant-in-Aid Committee setup in the Ministry of Human Resource Development, Govt. of India will consider the same on

merit and accord approval.

4. The Central Grant-in-Aid Committee will have the following composition: Secretary, Department of SE&L, Chairman, Joint Secretary, Department of SE&L, Member Secretary, Financial Advisor MHRD, One/Two representatives from Madrasas Education Management/Boards, one eminent educationist, representatives of the Ministry of Home Affairs (Policy & Planning), the Ministry of Minority Affairs and the State Government concerned whose proposals are listed in the agenda.
 - a. The Government of India and the State Government/UT administration will monitor and evaluate the scheme. The feedback on the number of students appearing in National Open School and qualitative improvement in their achievements will be collected by the State Govt./UT Administration/Madrassa Board and placed before the Central Grant-in-Aid Committee. The Central Grant-in-aid Committee will organize reviews & evaluations on the progress of the scheme as appropriate. An independent & in-depth evaluation of the scheme will be conducted after two years of implementation.

(To be submitted in duplicate)

Scheme for Providing Quality Education to Madrasas (SPQEM)**APPLICATION FORM****PART-I**

(To be filled by the applicant)

1.	Name of Organization/Society running the Madrasas* (With complete address)	
2.	Name with address of the Madarasa seeking Financial Assistance	
3.	Objectives and activities {give brief history of the organization/society running the Madrasa(s)}	
4.	Whether registered under central or state WAKF Acts/ State Madrasa Board or accredited center of NIOS. If yes, Regn No. (A copy of the registration /accreditation certificate may be attached)	
5.	Specific educational activities in modern subjects of the Madrasa seeking financial assistance under the scheme.	
	(a) Whether the Madrasa seeking financial assistance has any experience in teaching of subjects like science (Phy., chem., Bio.), Maths , social studies (history, geography, civics etc.); Languages (State language/Hindi/English) etc.? If so, brief description may be given.	
	(b) whether State curriculum, NIOS or any other curriculum followed; please specify;	
	(c) number of children studying these subjects by class and by gender. If there are any children with special needs (disabled children), number and class may be	

	mentioned. [Extra sheet may be attached, if necessary]	
	(d) No. of teachers already working and teaching modern subjects. Please give details including year of recruitment; whether they are trained teachers (with pre-service qualifications as per NCTE norms); information be given disaggregated by level of teaching (primary/upper primary/secondary/ senior secondary subjects); Subject wise break up be also mentioned. {EXTRA SHEET CAN BE ATTACHED}	
6.	Infrastructure details of the Madrasa:	
	(a) Whether the Madrasa is located in its own or rented building? Give details.	
	(b) No. of rooms available for teaching & administrative purposes.	
	(c) Is the present accommodation sufficient for the teaching of traditional as well as modern subjects? Give details.	
	(d) Whether the Madrasa has a separate room(s) for science laboratories & computer education labs. etc. [applicable only for Secondary/ Sr. secondary level Madarasa(s)] Give details.	
7.	Accreditation with NIOS:	
	(a) If already accredited by NIOS give details of (i) number of students registered with NIOS (ii) number of students who have obtained certification from NIOS for class 3,5,8, 10 and 12, separately for each of the years of accreditation.	
	(b) If not yet accredited, whether the Madrasa	

	<p>seeking financial assistance is interested in NIOS accreditation? If so, whether applied to NIOS (reference number of application be given) and by when NIOS accreditation is expected for</p> <p>(i) academic stream (class 3,5,8,10 & 12) and/or</p> <p>(ii) vocational stream (secondary & senior secondary)</p>	
8.	Details of proposal for financial assistance:	
	<p>(i) No. of additional teachers and amount required for teaching modern subjects as well as provision for their training.</p> <p>Requirement be given in Format I enclosed.</p> <p>(These appointments may be on contract basis. This scheme does not provide for a cadre or regular appointment. These are purely on short term basis).</p>	
	<p>(ii) Number and amount required for Libraries/Book banks/Text books/ Science labs/computer labs/ Science & Maths kits etc. for teaching modern subjects.</p> <p>Requirement be given in Format II enclosed.</p> <p>[Laboratories/Science labs/Computer labs are for secondary & senior secondary level only].</p>	
	<p>(iii) For library books has a selection criteria been developed and a purchase committee been set up by the Madrasa?</p>	
	<p>(iv) Amount required by Madrasas opting for NIOS accreditation for academic stream in modern subjects.</p> <p>Requirement be given in Format III enclosed.</p>	
	<p>(v) Amount required by Madrasas opting for NIOS accreditation for vocational stream.</p>	

	Requirement of funds to be given in Format IV enclosed.	
9.	Total amount required.	
10.	Whether the Madarasa is getting any financial assistance for teaching of modern subjects from any other source. If so, the amount and the purpose for which it is intended, be mentioned. [No duplication should be done].	
11.	Net amount requested from Government (10-11)	

Date:

Place:

Signature of President/Chairman/Secretary

Format-I (Physical & Financial)

Funds requirement for Teacher Salary & Teacher Training

1	2	3		4	5			6				7					
Total nos of teachers in position in Madras a (for moderate subject s)	Total No. of children in Madras a (for moderate subject s)	Teacher pupil ratio		Total No. of teachers proposed under SPQEM for the year [cannot exceed 3 per Madras a]	How many teachers proposed in Column 4 are existing & how many to be newly recruited			No of teachers proposed in column 4 to be deployed by level of education £				No of teachers proposed in column 4 by subject. ££					
		Primary / Upper Primary Classes	Secondary/ Sr. Sec. classes		Existing	To be recruited	Total	For primary level	For upper primary level	For secondary level	For Sr. Secondary level	Science	Maths	Lang.	Social Study	Computer Education	

£ IF teacher will teach more than one level pl. mark in only the highest level.

££ IF teacher will teach more than one subject show in both subjects e.g. two teachers will teach Sc. & Maths, then write 2 maths & 2 Science

Teachers contd.....

8							9								10	11			
Total amount required [not more than 3 teachers per Madrasa]							No. of teachers to be provided annual training in modern subjects by level								Agency/s through which training will be imparted	Total amount required			
Graduate teacher			Post Graduate/ B.Ed.				Grand Total	Science		Social Science		Lang.		Maths		Total		Unit Cost	Total
No. of teachers	Unit Cost	Total	No. of teachers	Unit Cost	Total	EE*		SE**	EE	SE	EE	SE	EE	SE					

* Elementary Education level

** Secondary and Senior Secondary level

Format II (Physical & Financial)

Fund Requirements for Libraries/Book Banks/Teacher Learning materials /Science Kits/Maths Kits/Science Labs/Computer Labs

	1	2	3		4	5	6
	Type of Equipment/Materials sought	Numbers to be purchased	No. of children to be benefited by class		Amts. Required [maximum amt. admissible for norms cannot be exceeded] *Initial Grant	Annual Grants	Total fund required
		No. by class	Children				
1)	a) Science Kit/ [primary/upper primary only]						
	b) Maths Kit [primary/upper primary only]						
2)	Science Labs [only for Sec./Sr. Secondary]						
3)	Computer Labs [only for Sec./Sr. Secondary]						
4)	(a) Teaching Learning Materials/textbooks (define type of materials) NB: (NIOS teaching learning materials are included in registration fee & cannot be duplicated here)						
	(b) Book Banks						
	(c) Library Books	NA	NA				
	GRAND TOTAL:						

**Initial only in first year of association under this scheme*

NA – not applicable

Format III

Madraras opting for NIOS accreditation (Academic) (To be submitted under joint signature of Madrasa & NIOS)

1	2	3	4	5										6							
Sl No	Name of Madrasa with full address / tehsil / distt./State	Date of accreditation with NIOS [attach photocopy of accreditation letter]	No. of students registered with NIOS [students per class to be given]	Requirement of funds										Grand total of Amt. required [5(a)+ 5(b)+ +5(C)]							
				5(a)		5(b)					5(c)										
				Accreditation fee £ [copy of receipt be attached]		Registration fees (includes cost of materials)					Examination Fees										
				Open Basic Edn. (Class 3,5 & 8),	Sec.	Sr. Sec.	No. of Children				Amount Required	No. of children	Unit Cost		Amount required						
Boys	Girls	CWSN**	Total				Unit Cost	Total Amount													

* Cannot be duplicated with free text book grants in Format-I

** CWSN – children with special needs

£ to be costed as per NIOS norms & requirements.

Madarsa Signatory

NIOS Signatory

Format – IV

Madrasas opting for NIOS accreditation (Vocational Stream)

[for Secondary & Sr. Secondary level only] (To be submitted under joint signatures of Madrasa & NIOS)

1	2	3	4	5				6		7	
Sl. No.	Name of Madrasa with full address / tehsil / distt. / State	Date of accreditation with NIOS as Accredited Vocational Institution(AVI) [attested photocopy of letter of accreditation be attached]	Accreditation fee [copy of receipt of accreditation fee issued by NIOS]	No. of Children registered with NIOS for Vocational Education & training (by trade)				Amt. Required for Registration Fee		AVI Details	
				Trade	Boys	Girls	Total	Unit Cost by trade	Total Amt Reqd.	Number/ Name of trainers by trade	Premises in which practical trg. for vocational education will be imparted
TOTAL:											

.....
Madarsa Signatory

.....
NIOS Signatory

PART – II

(RECOMMENDATION OF THE STATE GRANT-IN-AID COMMITTEE)

A. Checklist for State grants-in-aid-committee

1. Whether State govt. has drawn up & disseminated a criteria for selection of Madrasas under this scheme	Yes	No
2. Whether proposals being recommended for financial assistance, are in accordance with this criteria?	Yes	No
3. Whether proposals have been received in the specified application form & annexures as prescribed?	Yes	No
4. Whether proposals have been scrutinized and are in accordance with the eligibility and financial parameters of the scheme?	Yes	No
5. Whether proposals with NIOS linkages have the concurrence of NIOS?	Yes	No
6. Whether State Govt. has facilitated & made arrangements for training of Madrasa teachers as envisaged in the scheme?	Yes	No
7. Whether it has been ascertained that Madrasas being recommended for funding are not duplicating funds received from other State/Central Govt. schemes/programmes for the same purpose?	Yes	No
8. Whether the Madrasa whose case is being recommended has furnished audited accounts, utilization certificates, annual report & any other performance report as specified, which were due till date of forwarding of case?	Yes	No
9. The Order of Priority in which the case of madrasa is being recommended?		

[give number in figure & words]

B. Details of Proposal in Format V to be attached.

C. The application has been examined and it is certified that the organization is eligible for assistance and has the capability of taking up a programme applied for.

(Signature of the Member Secretary)

Format – V

(To be filled in by State Govt. after approval in GIAC to Central Govt. for assistance)

Details for assistance under the Madrasa Modernization Programme

State:.....

Sl. No.	District/ Tehsil	Name & address of Madarsa Level of madarasa eg: primary, upper primary, secondary, senior secondary be stated.	Date of establishment and registration with Madrasa Board/ Waqf Board/ NIOS	Details of assistance received by central/ State schemes in the past	Total Number of students in the Madarsa	If accredited with NIOS, number of students appeared for certification of class, 3,5,8, 10 and 12	Total number of teachers for whom assistance is proposed	Details of equipment and teaching learning materials required for Science/ Computer labs* and Science kit/Math kit**	Details of textbooks/ Books /Library required for students.	Accreditation with NIOS is required, if not accredited	Remarks
1	2	3	4	5	6	7	8	9	10	11	12

* For secondary/ hr. secondary level Madrasas

** For Primary/ Upper Primary level Madrasas

(Signature of the Member Secretary of State GIAC)

(To be submitted in duplicate)

Scheme for Providing Quality Education to Madrasas (SPQEM)

APPLICATION FORM FOR STATE MADRASA BOARD

PART- III

(To be filled by the applicant)

1. **Name with address of the State Madarasa Board (SMB)** seeking Financial Assistance
2. **Whether registered** under State WAKF Acts or any other State Act? If yes, Regn No. (A copy of the registration may be attached)
3. **Objectives and activities of SMB** (as per Act/Charter)
4. **Specific educational activities of the SMB**, brief description may be given
5. **Details of the SMB:**
 - (a) Whether the SMB located in its own or rented building? Give details.
 - (b) No. of rooms available for administrative purposes
 - (c) Number of Madrasas registered with SMB; number of children, boys and girls, enrolled in these Madrasas.
 - (d) Whether the SMB.. has notified a formal educational curriculum for Madrasas or has adapted/adopted the State formal curriculum for teaching/learning of formal subjects in Madrasas. (Please give brief description).
 - (e) Brief description of monitoring system in SMB.. with respect to Madrasas receiving grants from SMB. The approved outlay for monitoring activities of SMB and expenditures for last two years.

- (f) Awareness generation programmes undertaken by SMB to promote formal education amongst the Muslim community (briefly describe methodology; coverage; content etc.) and funds allocated and spent for this purpose in the last two years.

6. Funds for educational activities in SMB

- (a) Nature and amount of funds received by SMB. from the State Government for educational programmes per year, for last two years.
- (b) Number of Madrasas benefiting from above grants.
- (c) **Mechanisms by which funds are transferred by SMB to Madrasas for carrying out educational activities.**
- (d) (i) Mechanism for audit of SMB accounts Give brief description and attach a copy of the audited accounts for last three years.

(ii) Brief description of SMB guidelines in place for audited accounts and utilization certificates from Madrasas participating in schemes covering 6(a) &(b) above.

7. Proposal for funding under SPQEM for the SMB.:-

- (a) Enclose proposal as per Format-VI of the application form.
- (b) Attach relevant annexures for any details or activities on Extra Sheets to be attached, if needed.

Date:

Place:

Signature of President/Chairman/Secretary* of SMB

*Signatory to be specified by the State Government.

8. (To be filled in by Secretary State Grants-in-Aid Committee)

The State Grants-in-Aid Committee has examined the proposal for funding for the State Madrasa Board for the State of _____, and recommends the same, for funding under the SPQEM Scheme of the Govt. of India, as it is within the parameters of the said scheme

Place:

Date:

Signatures:.....

Member Secretary of the State GIAC

**Terms of Reference
For
Evaluation of the Implementation of the Scheme for Providing Quality Education in
Madrasas (SPQEM)**

About the Scheme

The SPQEM started with XI five-year plan. Funding started in 2009-10. Institutions in need of financial assistance apply to their respective state governments. So far over 21000 Madrasas under SPQEM have been given financial assistance in nearly 18 States across the country. More than Rs. 1138 crores have been disbursed under the schemes. MHRD has requested the agency to undertake an evaluation of the implementation of this important scheme keeping the objectives of the schemes in mind.

Introduction of SPQEM

1. SPQEM provides an opportunity to students in Madrasas to acquire education comparable to standards in the national education system.
2. State Governments send their proposals to be scrutinized in the Central Grant-In-Aid Committee (CGIAC) meeting under the chairpersonship of Secretary SE&L. CGIAC approaches or rejects the proposals as per the norms of the scheme.
3. Two types of Grants are given
 - i. Fresh
 - ii. Renewal

Objectives of SPQEM

1. Encourage Madrasas & Maktabs to introduce formal subjects i.e. Science, Mathematics, Social Studies, Hindi and English
2. Children studying in Madrasas and Maktabs attain academic proficiency for classes I to XII

3. Madrasas/Maktabs/Dar-ul-Uloom can opt to become accredited study centers with National Institute of Open Schooling (NIOS) for which proper assistance will be provided.
4. Children above 14 years in Madrasas/Maktabs/Dar-ul-Uloom will be given opportunities to attain vocational training.
5. Strengthening of Madrasas Board for Monitoring and Awareness.

The following are the objectives in accordance with which the selected agency will carry out evaluation of the SPQEM scheme.

- To cover 35 Madrasas and Maktabs receiving financial assistance under the SPQEM
- To cover the states where the scheme is in operation and financial help has been provided continuously since its inception – Uttar Pradesh, Madhya Pradesh, Chhattisgarh and Tripura.
- To study the mechanism for disbursement of teacher’s honorarium from state level to district level and time lag in the disbursement of honorarium.
- To study the effective utilization of funds for components such as pedagogical support for teaching modern subjects, strengthening libraries, teaching learning material, establishment of science/computer lab etc.

Methodology and Sampling

In all 35 Madrasas from 4 different states receiving financial help will be covered (from the list provided). The Scheme is in operation in a scattered manner across different states and different districts. It has been decided that approximately 2% Madrasas from the States will be covered. The following Table shows the actual number of Madrasas to be covered in different sample States.

Table No. 3.1
State-wise Covered and Sample SPQEM Madrasas

S.No.	Name of State	Total Number of SPQEM Madrasas	Number of Madrasas for Evaluation (Fresh TOR)
1	Uttar Pradesh	7239	20
2	Madhya Pradesh	1819	5

3	Chhattisgarh	225	5
4	Tripura	129	5
	Total	9412	35

The methodology will focus on studying the pedagogical and effectiveness of integration with mainstream/formal education.

- Pedagogical Development – The scheme makes specific provisions for training of teachers, provision of teaching aids, honorarium etc. The study will measure the effectiveness with which these have been implemented-timely disbursement of honorarium, availability of teaching aid/computers, frequency of training of teachers, availability of trained teachers.
- Integration with formal education – Since the purpose of the scheme is to integrate Madrasas with the formal education system through tie-ups with the NIOS, the number of students who appeared in the NIOS exam, number of students who passed, the availability of funds from NIOS for running of study centers etc. will be studied.
- To justify/recommend about the continuation of the scheme.
- To suggest measure for improvement of implementation and monitoring mechanism for the scheme.

Table No. 3.2
Time Schedule

Plan of work/Month	1 Month	2 Month
Preparatory Work and Preparation of questionnaire within 10 days from award of the Study		
Field visits to be completed within 20 days from award of the study		
Data Analysis to be completed within 45 days from award of the study		

Report Writing to be completed		
Draft report with copies to be submitted within 60 days from award of the study		

Deliverables

- Submission of interim report:
- Submission of final report:

Review of the Report

- A Committee of the Department constituted for the purpose assigned will conduct a **mid-term review** of work/job carried out by the consultant with respect to the following
 - a. Objectives being followed
 - b. Process of data collection
 - c. Following the sampling process
 - d. Methodology followed to analyze the data
 - e. Pace of work being carried out by the consultant
 - f. Future plan of action so that task is completed on time
 - g. Draw guidelines ways to improve upon
- i) **Interim report – 10 hardcopies and a soft copy on CD**
Report should cover the following areas
 - Relevance of the scheme in the context of its objectives such as:
 - i) Timely disbursement of salaries among teachers
 - ii) Establishment of computer lab.
 - iii) Strengthening of Madrasas board.
 - iv) Opportunities to attain vocational training for children above 14 years.
 - Effective utilization of funds provided for different components.
 - Extent of benefits of the scheme in introducing modern education in Madrasas
 - Implementation of Direct Benefit Transfer (DBT) in the scheme
 - Recommendations about continuation of the scheme.

ii) Final Report (on completion)-hardcopies and a soft copy on CD

It should address all the objectives of the study and make recommendations for the future based on the findings of the study.

iii) All the raw data and tables generated from the data on a CD.

S.No.	List of Sample Madrasas visited under the Study	Year of establishment
Uttar Pradesh		
1.	Qari Md. Yusuf Azizi, 476/361 TG Hostel Road, PakkaPul, Khadra Lucknow	1995
2.	Md. Shafiq Banki, Barabanki	1997
3.	Md. BaidhAshad, Peer Batawan Ward, Barabanki	2003
4.	DarulNizamia Madrasa Lucknow	2003
5.	Qasi Md. Sabir Hussain, Madrasa Maulana Azad Memorial Arabic School	1987
6.	Lal Mohammad, Madrasa School Chinhath, Lucknow	1932
7.	DarulUloom Madrasa	2005
8.	Madrasa AlfirmosRehmani School, Rehmat Nagar Ring Road, Dubagga Lucknow	
9.	Md. Zeeshan Siddiqui, Madrasa BahrulUloom, Lucknow	2007
10.	Ideal Girls School, Indira Nagar Lucknow	1980
11.	Md. MasrurAlam, N 12/375 G-I Makhdoon Nagar, Varanasi	2007
12.	Md. Yaqoob, Madrasa HafiaGdausiaBagardiha, Varanasi	1972
13.	Md. Ibraheam, Madrasa Ahya. Bajardiha, Varanasi	1950
14.	Taib Ali Raza Ansari, Madrasa Jamia Farooqia, B18/205 Reori Talab Varanasi	1811
15.	Waseem Ahmad, Madrasa Jamia Islamia, Madanpura, Varanasi	
16.	Madrasa UmmulMomineen Aisha Siddiqui, N-12/362 A-1, Varanasi	2006
17.	Abdul Avwal, Jamia RehmaniaMadanpura, Varanasi	1857
18.	SitaraSaifi, Mehar Urdu Academy, Village KalluGarhi, Post Dasna, Ghaziabad	2009
19.	Anees Ahmed Khan, Madrasa Taqwa Convent School, Ward No.2, YaseenGarhi, Dasna Ghaziabad	2011
20.	Noor Md. Madrasa Islamia, JameulUloom, Vill and Post Massoorie, Ghaziabad	1997

Madhya Pradesh		
21.	23 Asad villa, Neelam Colony, Lily Talkies, Bhopal	1997
22.	AamWali Masjid Jahangirabad, Bhopal	1999
23.	Madrasa ZiaulUloom, Noor Mehal Road, Bhopal	1999
24.	Balaipura Noor Mehal Road, Bhopal	1998
25.	Aman Colony Kanod Bhopal	2000
26.	Madrasa Zeba Al-E-Aehli, H.No. 116 A Gali No. 4 Murli Nagar, Bhopal	2004
27.	Madrasa Al-Qalam, Near Gadi, Khanu Gaon, Bhopal	2003
28.	164 Putlighar Colony Shahjahanabad, Bhopal	1996
29.	Behind Lady Hospital Islampura, Bhopal	1998
30.	Madrasa Deeniyat 25 Jinsi Road, Jahangirabad, bhopal	1958
31.	53 Chatai Pura, Budhwar Bhopal	1995
32.	Jamia Aisha Carewell Girls Model Madrasa, Scheme No. 71, Dhar Road Indore	2005
33.	Madrasa Fazul Quran, Mahu District Indore	2003
34.	Madrasa Falah E Daren Darul Banat, Near Hockey Stadium, Aish Bagh Bhopal	2000
35.	MD M.S. Nazim, Madrasa DarulKair, Near Kotwali, Bhopal road, Seehor	1950
36.	Abdul Rahaman, Vill. Mographool, Seehor	2002
Chhatisgarh		
37.	Md. Rizwan Khan, Jamia ArbiaFaizan Raze Darshana, District Raipur, Chhatisgarh	2008
38.	Shahira Parveen, Santoshi Nagar, Shivaji Chowk Raipur Chhatisgarh	2003
39.	Tasneem Khan, Madrasa Nurani, PIMS, PandriRajatalab, Raipur	2005
40.	NikhatQuresi, A D Pendri, Rajnandgaon	1998

41.	Madrasa DarulUloom, Ashrafia, Kasaridih, Durg	1988
Tripura		
42.	Chubaniya Junior Madrasa, Rajnagar, Agartala, Tripura	1996
43.	DarulUloomJiraniaBarjala Madrasa, Tripura	2010
44.	No. 2 Chandranagar Madrasa, Agartala	1986
45.	West Pratap GarhKamaliya Madrasa, Agartala	1995
46.	Shankar Bazar Madrasa, Agartala	2012

Madrasa Information Schedule

A. Background

1. Name of the Maulvi/Head and address of Madrasa

2. Type of Madrasa: Primary----- Upper Primary -----Secondary -----Sr. Secondary-----

3. Year of Establishment of Madrasa _____

4. Which year SPQEM started _____

5. When SPQEM curriculum was introduced in Madrasa? _____

6. Madrasas have residential facilities: Yes_____ No_____

If yes, upto what level _____

B. Enrolment in Madrasa

Total Enrolment _____

1. Enrolment as on 30th September in Classes I to VIII (Up to Elementary Level)

Year	I		II		III		IV		V	
	Total	Girls								
2014-15										
2015-16										
2016-17										

Year	VI		VII		VIII		Total (I-VIII)	
	Total	Girls	Total	Girls	Total	Girls	Total	Girls
2014-15								
2015-16								
2016-17								

Enrolment as on 30th September in Classes IX to XII (Up to Secondary Level)

Year	IX		X		XI		XII		Total (IX-XII)	
	Total	Girls	Total	Girls	Total	Girls	Total	Girls	Total	Girls
2014-15										
2015-16										
2016-17										

C. Total Number of Teachers in Madrasa under SPQEM:

	Madrasa	Under SPQEM	Total
Junior Basic (I-VIII)			
High/Senior(IX-XIII)			

D.1 Whether free Text Books are prescribed to Madrasa students by SCERT along with Arabic subjects.

Yes _____ No _____

D.2 Is Mid-Day-Meal provided to all children in Madrasas?

Yes _____ No _____

If yes, please explain in details.

E. Financial Assistance

(1) Timely financial assistance is disbursed by the Center:

(1.2) Yes ----- No -----

(1.3) If no, what are the reasons, please mention in brief.

(2) For how many teachers Salary is given to the Madrasa (SPQEM Teachers)

Amount in Rs.	Qualification of teachers
1	
2	

3	
Total grants for Salary	

2.1 Whether salary of teachers is distributed regularly, Yes _____ No _____

If yes, please specify

(i). Every month----- (ii). Quaterly----- (iii). Half Yearly----- (iv). More-----

2. 2 If not paid regularly reason for it:

(i). Delay of funds by the Central Government

(ii). Any other reason, please mention-----

(iii). Utilisation certificates are send in time

2.3. How salary of teachers is disbursed and procedure of disbursing salary (please \checkmark):

(i) Direct transfer into teacher's Bank Account

(ii) Through Cheque

(iii) Cash

2.4. Teachers entitlement for benefits (please \checkmark):

(i). Casual leave

(ii). Maternity/Paternity leave

(iii). Medical leave

(iv). Any other leave

(3) Financial Assistance provided for strengthening Library:

Grants received	2014-15	2015-16	2016-17
One time			
Annual			
No. of books added in the library			

(5) Establishment of Laboratory (Senior Secondary Level)

Grants received for Science Lab	2014-15	2015-16	2016-17
One time			
Annual			
No. of students participate			

Grants received for Computer lab	2014-15	2015-16	2016-17
One time			
Annual			
No. of students participate			

Grants received for the purchase of equipments for teaching modern subjects	2014-15	2015-16	2016-17
One time			
Annual			

Grants received for the Purchase of Science Kits, Maths Kit & Other	2014-15	2015-16	2016-17
One time			
Annual			

(6) Total Financial Assistance for In-service Training for Teachers

Year	Grants Received	Number of Teachers trained
2014-15		
2015-16		
2016-17		

(7) Details about the in-service programme attended by the teachers:

Total No of Teachers	Year	Types of Courses	Name of the Organisation which offered course	Duration

(8) Financial assistance for the conduct of examination

Financial Assistance	No. of students- Secondary Level	No. of Students at Sr. Secondary Level	Registration fees	Examination fees	Study material by NIOS
2014-15					
2015-16					

2016-17					
---------	--	--	--	--	--

8.1. Students enrolled in NIOS

Year	Total Grants Received	Number of students enrolled at Secondary level	Number of students enrolled at Sr. secondary level
2014-15			
2015-16			
2016-17			

8.2. The vocational courses offered by NIOS – Opted by Madrasa: Yes/NO

Financial assistance received by Madrasa for vocational education.

2015-16 Rs. _____

2016-17 Rs. _____

8.3. The vocational courses running in the Madrasa

- (i).
- (ii).
- (iii).
- (iv).

8.4. Problems and constraints faced by Madrasa in implementing SPQEM.

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

Suggestions for improvement _____

Remarks by the field investigator _____

Questionnaire for Madrasa Board

- A. How many Madrasas are covered under Madrasa Board?
- B. Total Financial assistance received by Madrasa Board under SPQEM
2013-14: in Rs. _____
2014-15: in Rs. _____
2015 -16: in Rs. _____
- C. For purposes of publicity, monitoring and evaluation of the scheme any recurring grant received from the GOI.
- D. Organisational Structure and Staff strength of the Board.
- E. How does the Madrasa Board supervise and monitor the functions of Madrasas?
- F. Separate report cards have been developed for Madrasas and given it to Inspectors of schools.

Yes _____ No _____
- G. Number of Hostels for students in the District _____

Problems and constraints faced by Madrasa Board in implementing SPQEM:

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

Suggestions for improvement of the Scheme:

Teachers Schedule
Evaluation of the Implementation of the Scheme for Providing Quality Education in
Madrasas (SPQEM)

1. Name of the Madrasa:
2. Name of the Teacher:
3. Age:
4. Religion:
5. Gender: Male female
6. Educational Qualification
 - a) Higher Secondary
 - b) Graduation
 - c) Post-graduation
 - d) Other
7. Professional education:
 - a) B.Ed
 - b) M.Ed
 - c) Diploma in Education
 - d) Any other
8. Appointment under what scheme:
 - a) SPQEM
 - b) Any other
9. Is your position permanent?
10. Are you getting regular salary/honorarium?
11. Have you undergone in-service training?
Yes No

If yes, please mention number of times:

12. What was the duration of time gap between professional training courses?

- a) 1 year
- b) 2 years
- c) 3 years
- d) Others__

13. Do you think that your in-service training has been useful in the transaction of curriculum?

No Yes

If yes, please mention the relevance: _____

14. Your proficiency in computer applications?

- a) Possess degree in computer applications-
- b) Possess generic information regarding computer applications
- c) No knowledge of computer applications

15. Do you want to suggest any changes in the professional education?

16. Do you have earlier Service/Experience? If Yes, Mention with full detail and duration.

17. How many subjects do you teach?

18. Has the modern education been introduced in your Madrassa?

Yes No

If yes, at what level the modern education is introduced.

19. What are the types of teaching methods used in the class?

Yes Yes

If yes, please mention:

20. Do you find difficulties in transacting the course?

21. Medium of instruction used in the class teaching?

22. What are the Recruitment processes of teacher?

23. Receptiveness of the students towards modern education?

24. How do you see modern education curriculum and its relevance?

25. Do you think school education curriculum is suitable for the Madrasa students?

Yes No

If yes, mention: _____

26. How important do you think is the inclusion of modern subjects at the primary level in Madrasas?

A) Very Important B) Important C) Not so important

27. What importance should modern subjects is given as compared to religious subjects in the curriculum and why?

A) Equal Importance

B) More Importance.....

C) Less importance.....

28. To what extent students are open to modern school education?

a) Very Open

c) Not so open

b) Open

d) Reserved

29. What are the driving factors that make people admit their children in Madrasas?

a) Socio-economic factors

b) Religious factors

c) Other Factors (Specify)

30. What do you think of a madrasa modernization program where all the subjects will be taught as in a state/central board school also, besides religious subjects?
31. What kind of employment does a Madrasa pass-out seek? What are the chances of economic mobility of these students?
32. What are the challenges that you face in educating the children from varied Islamic sects?
33. Student Evaluation Method?

STUDENT SCHEDULE

1. District Name _____
2. Name of the Madrasa School (SPQEM) _____
3. Name of the Student _____
4. Age _____ Sex _____
5. Grade (As per SPQEM) _____
6. Language spoken at home (Mother Tongue) _____
7. Why do you come to Madrasa?

8. When and how did you start attending school education in this Madrasa?

9. Are you attending any formal school in addition to Madrasa? Yes No
If yes, (i) Grade _____ (ii) School _____
10. What school subjects you study among the following?
Hindi English Maths Science Social Studies
11. Are you facing problem in studying school subject? Yes No
If yes, what are those problems? _____
12. How do you feel while studying at Madrasa?
Very Happy Happy Unhappy

13. Do the teachers give you adequate time for learning school textbooks? Yes No

14. Do you use school library? Yes No

If yes, how often? _____

15. Do you use computer in the school? Yes No

If yes, how often? _____

16. What materials did you receive from the Madrasa on school textbooks?

a) Free Textbooks _____

b) Mid Day Meal _____

c) Uniform _____

d) Stipend _____

e) Any other _____

17. If yes do not understand teaching, do the teachers explain you again and again?

Yes No

18. Whether the teachers use Teaching Learning Materials (TLM) or not?

If yes, specify the following:

19. Do the teachers give you home-work? Yes No

20. If yes, do you face problems in completing home work? Yes No

If yes, what are the problems? _____

21. What do you want to do after completing school education in the Madrasa? Yes No

22. Remarks by the field investigator

Dated:

Signature of the investigator

Evaluation of the Implementation of the Scheme for Providing Quality Education in Madrasas (SPQEM)

(Interview Schedule for Presidents and Executive Members of Madrasas Management Committee)

General Information

1. State ----- 2. District----- 3. Block/Town-----4. Village/Ward-----

2. Specify the year when the Madrasas was provided special recognition for providing general education

3. Board which provided the recognition

Waqf Board State Madrasas Any Mention

4. Name of respondent:

5. Position held in MMC:

6. Gender: Male Female

7. Educational Qualification

Illiterate Primary Middle Secondary Senior Secondary

Graduate P.G. and above

8. Professional Qualifications: (if any)

Please mention.....

Madrasas Management Committee (MMC)

9. Since when the MMC is managing the Madrasa? Please mention the year:

.....

10. What is the total number of members of MMC?

11. What procedure is generally adopted for passing resolutions/making decisions in MMC?

- i. Unanimously/by consensus
- ii. By majority
- iii. By some influential individuals

12. How many MMC meetings were held in the last year i.e. 2016-17?

13. What were the issues of discussion of the last meeting? If you recall please list out the issues and items of last meeting:

- i)
- ii)
- iii)
- iv).....

14. Whether the minutes of the discussion of MMC are recorded in the register?

Yes No

14.1. Whether actions are taken on the agenda items discussed in the meeting?

Always Sometimes Never

15. How many members take part in the meeting?

All Majority A few

16.1 If only a few members participate, please mention the reasons for others non-participation

- i)
- ii)
- iii)
- iv).....

17. Do you visit to the Madrasa? Yes No.

18.1.If yes how often you visit to the Madrasa?

Regularly Occasionally Rarely Never

(a) Please mention the frequency of the Madrasa.

Once in a week Twice in a month Once in a month once in 2-3 months

(b) Please mention the purpose of visit.

- i)
- ii)
- iii)
- iv).....

19. Do you know whether the salary disbursement of teachers in Madarasa is made in time?

Yes No Do not know

19.1. If no, please give reasons.

.....
.....

20. Does the community provide money, material, labour etc. required for the repair and renovation of the Madrasa building?

Yes No

20.1. If yes, please mention the contribution as mentioned below:

i) Material

ii) Money.....

iii) Physical Labour.....

21. Whether state government directly pay the financial aid to Madrasa? Yes No

21.1 If no, mention the mechanism of fund flow to Madrasa

22. Whether MMC receives the aid NGOs and any other societies? Yes No

23. Does the MMC maintain the bank account? Yes No

23.1. If yes what kind of account is it?

i) Joint account of MMC President and Head teacher of the Madrasa

ii) Only MMC President

iii) Only Head master of the Madrasa

24. Does the MMC maintain the registers for the income generated and expenditure incurred for the Madrasa?

Yes No

25.1 If yes, pl. gives the details for the last one year

Amount Received	Amount spent

26. What are the priority areas of the MMC for expenditure?

.....
.....

27. Does the MMC encourage the sports, cultural and extra-curricular activities of the Madrasa?

Yes No

28. Have you ever been involved in the following activities pertaining to children of the Madrasa?

- Distribution of Mid Day Meal Yes No
- Payment of Scholarship Yes No
- Award given to talented children Yes No

29. Do you coordinate with health check up of the Madrasa children?

Yes No

30. Whether the school has mentally and physically handicapped children?

Yes No Don't Know

30.1. If yes, what are the aids and appliances given to these children?

.....

31. Do the people from the village volunteer to teach in the Madrasa? Yes No

31.1. If yes how many person have volunteered to teach in the school during the last two years?

32. What are the major problems and constraints faced by the MMC in supervision and functioning the of Madrasa?

i. Problems :

- a.
- b.
- c.
- d.

ii. Measures :

- a.
- b.
- c.
- d.