Abstract

Teaching of English in Selected Madrasas of India: A Program Evaluation

This study intends to evaluate the status of the English language teaching programs at select Indian Madrasas, including target needs of learning English, testing and evaluation system, proficiency level of students, teaching methodologies, syllabus and material, students' learning strategies, and need for teachers' training programs. The study contains nine chapters.

Chapter 1 explains why English language teaching and learning programs at Madrasas need to be studied. A historical background of Madrasas, Madrasa curriculum, and need for English are also discussed.

Chapter 2 contains the review of literature, focusing on Madrasa education system, and need for modernization of Madrasas.

Chapter 3 focuses on Research Methodologies and Framework. The study was carried out among three hundred students, studying at the Senior Secondary Level and thirty-one English teachers at seven Madrasas of India. Descriptive, inferential, and self-observatory methods are used in order to analyze both qualitative and quantitative data.

Chapter 4 analyzes English test papers designed by the Madrasa teachers and an evaluation of the diagnostic English test papers administered by the researcher.

Chapter 5 evaluates and analyzes the Intermediate English textbooks prescribed by Uttar Pradesh Board of High school and Intermediate Education taught at select Madrasas in terms of the language skills they focus on and whether the content of the textbooks is appropriate in accordance with students' Islamic background.

Chapter 6 analyzes the data collected through two questionnaires for teachers and students and interaction with them during a survey at select Madrasas with special reference to teaching methodologies.
Chapter 7 is a case study of the Haque Education and Research Foundation in Kanpur, established for providing a two-year Diploma course in English Language and Literature (DELL) for those Madrasa graduates who have already spent 10-12 years in any Madrasa, studying Islamic religious education.

Chapter 8 is a SWOT analysis of the study based on chapters 4, 5, 6, and 7, which tries to examine strengths, weaknesses, opportunities, and threats.

Chapter 9 is a conclusion of the study, which also recommends lessons on prose, poetry, and short stories for 16-20 years old Madrasa learners, studying at High school or Intermediate level, according to their Islamic background and proficiency level.