Preface

As a student of Jamea tul Hidaya Jaipur, Rajasthan, a Madrasa (Islamic seminary)—well-known for its approach to the culmination of both religious and modern education in its curriculum, I spent 8-9 years (1996-2004) there. I noticed many problems and challenges there. One of the major problems was the lack of competent and trained English teachers. No student by the end of his graduation degree appeared to be able to fulfill his needs of communication in English effectively. After having completed my graduation degree from the institution, I wanted to do something beneficial for my Madrasa fraternity, especially to develop there the English language and teaching (EFL) programs seemed to be a Herculean task for me. It was impossible for me to meet the challenge until or unless I myself had a good knowledge of the field.

In order to accomplish my goal of the advancement of the EFL programs at Madrasas in India, first, I got admission to a bachelor course of Communicative English at the Department of English, Aligarh Muslim University, Aligarh, that Alhamdulillah (all praises be to God Almighty) I successfully completed after initially facing hardship in following my teachers’ lectures and understanding the material in English. My purpose was not fulfilled yet, so I did my masters in English language teaching (ELT), and then I got enrolled for the PhD program in ELT there.

My dream of working for the advancement of the EFL programs at Madrasas seemed to come true, when my topic of Ph.D. thesis, entitled “Teaching of English in Selected Madrasas of India: A Program Evaluation” under the supervision of Professor A.R. Kidwai was accepted by the University. The aim of the study is to evaluate the status of the English language teaching and learning programs at Madrasas in order to ascertain what type of the study material is suitable for the Madrasa learners in terms of their Islamic cultural background by suggesting a number of lessons on poetry, prose, and short stories according to students’ age, level of proficiency and Islamic background and to offer training content for Madrasa English teachers.

The study will turn out to be a good source for the Madrasa administrators, Madrasa well-wishers, policy makers, and ELT practitioners to look into the pathetic
condition of the EFL programs at Madrasas spread all over India and take some special remedial measures for their advancement.

(Nazir Hussain)