CHAPTER - 4

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In the recent years, there has been a trend towards unprecedented expansion of education everywhere throughout the world. Rapid industrialization has also necessitated the inclusion of Vocational subjects into the curriculum putting more emphasis on the same than ever before. The open market system that gave birth to economic globalization has also brought about far reaching developments that have eventually led to the need for changes in the educational curriculum. Along with globalization the new concept of world citizenship has also emerged. As a result, system of education all over the world has now to be chalked out so as to inculcate among the new generation learners to cope with the latest global changes. Only then the feeling of world citizenship will grow among them and this will pave the way for the universal brotherhood of man.

Arabic being a widely spoken international language has also to be thought now-a-days keeping in view the aforesaid ideas. Therefore the teaching of the language in the state of Assam should have also been influenced by the contemporary global trends of education. The
different ways in which these trends have to have their impact on the Arabic teaching in Assam have been summarized below. When we go through the above mentioned subject matter we find some problems before the teachers as well as the learners of Arabic language in this state which are to be discussed separately in the conclusion of this chapter.
4.1. Economic Globalization and Employment Opportunities in the Countries of Arabian Gulf:-

Globalization implies the removal of trade barrier in the international sphere. It is grounded in the political ideology of cap lib that emerged in the last decade of the 20th century. It is a political and ideological way to quench the bourgeois - gluttony of capitalist trade magnets. Education has become a commodified profit-making industry due to the introduction of globalization and liberalization policies. As an attempt to establish world hegemony over resources and people around every nook and corner of the world the super power and its buddies put pressure on other countries of the world to accept their neo-liberal policies according to which market is the determinant of the utilization of "service" or "commodity". One of the quintessential of neo-liberal policy leads to state withdrawal from higher education. In India the new education policy 1991 has given education a new dimension. It has now got a market orientation. Govt. policies on education mirror directives of international devours like IMF and other Multi-National companies. It emphasizes on industry oriented courses and R&D work in favour of industrialists. The aim of new productive education is to produce techno experts to materialize the dreams of those industrialists. On the other hand hike of fee structure to make educational institutions self-reliant will deprive a majority of students from education. As a result, although, the basic objective of educational institution is to generate knowledge, creativity
and intellectual development, government now wants them to produce business oriented skilled professionals, keeping in mind the changing global economic perspective.

Economic globalization has made marked changes all over the world. The countries of the Arabian Gulf are wealthy states as they are the potential sources of oil. Therefore, they are the good hunting grounds for marketing.

Multi-National Companies are naturally competing to earn money by selling their products in these countries, but Arabic being the native language of the people living there has to be acquired by those who are sent there for the purpose of sales. Therefore, youngsters well versed in Arabic are likely to be picked up for the jobs in those countries. Hence, the new trend to teach Arabic in Assam is that it is thought from a commercial point of view. The learner’s aim is to prepare themselves to cope with the business world and communicate easily in the language in business related matters. It is observed in the formulation of latest syllabus of undergraduate studies in Arabic of Assam University. That it has adopted applied grammar papers for both Hon’s and Pass courses covering the chapters designed with conversations between two supposed persons in the events that take place in every day life of a person.

In early 2007, a number of Arab countries like Yemen, U.A.E, and Kuwait etc. have signed separate pacts with India for the promotion
of bilateral trade. Yemen has invited the ONGC to build 100000 barrels per day refinery on its Arabian Sea coast.

U.A.E. banks, encouraged by the huge opportunities offered by the booming Indian market, are looking forward for expansion of its economy over the region. In addition to the presence of representative officers of ICICI Bank, HDFC and Punjab National Bank in the U.A.E Banks have large Indian centric operations in order to tap the vast market.

India and Kuwait have also recently signed on labour agreement incorporating steps for job protection, checking exploitation of Indian workers and ensuring payment of salaries and other benefits. Thus human resources well-versed in the Arabic language have huge chances of getting employed in the Arab countries. This is a remarkable development as a result of globalization.
4.2. Arabic Language Teaching in Madrasas
Providing Employment Avenues:-

The teaching of Arabic in Madrasas mainly produce religious personals whose job may be (a) to teach religious matters to the youths (b) to work in educational institutions or Mosques.

Non-Arab people, particularly those from the Indian sub-continent, living in the Gulf have a tendency to opt for teachers for their kids or for the purpose of leading prayers in the mosque, people from their native places. Thus, Arabic teaching in Madrasas may also produce a section of people who can earn their livelihood in the Gulf countries. Moreover, if they are taught the language with a global outlook, they can work even in their native country more effectively.

In this age of electronic and print media, persons having knowledge in Modern Arabic language and especially those having Madrasa background may easily get job in domestic and international fields.

The employment opportunities to the Madrasa graduates in the state of Assam may in detail be illustrated as follows:
(i) 'Imamat' or leadership in Mosques and teaching in Maktabs,

(ii) Teachership in Qaumi Madrasas.

(iii) Teachership in provincialized Madrasas.

(iv) Arabic teachership in M.E Madrasas, High Madrasas, M.E Schools and High Schools.

(v) Teachership in Primary Schools.

(iv) Employment in various establishments of the Govt. of Assam.

(i) 'Imamat' or Leadership in Mosques and the Maktabs attached therewith:- In the whole state of Assam, at present there are more than 10,000 mosques and mosques attached traditional Maktabs controlled by two major organizations i.e., North East India Emarat-e-Shar’iah and Nadwatut Tameer and Deeni Talimi Board under Jamiat Ulama-e- Hind. According to the annual reports of both these two organizations. Beside these, there are other Maktabs that do not follow any syllabus or they are not controlled by any organizations. Apart from the above, there are about 200 Mosques situated in Arunachal Pradesh, Nagaland, Mizoram and Meghalaya, where Imams are required from Assam because no permanent settlers are there among Muslims. About two third of the above mentioned mosques along with Maktabs require two Madrasa graduates at a time i.e., two posts in each. All this posts require at least an Alim or Fadil from Qaumi Madrasa system or an intermediate passed or FM or M.M. as the case may be on the
basis of the level of Shariat problems in the locality. Every year minimum 15% of the total posts fall Vacant and required fresh Madrasa passed personals.

(ii) Teaching in Qaumi Madrasa:- There are about 500 Qaumi Madrasas in Assam where in about 3000 teachers are engaged. Every year 5% of the posts fall vacant due to superannuation, death, better chance etc. Every year fresh Madrasa graduates are required where in Qaumi Madrasa as well as govt. Madrasa learners may get employment.

(iii) Teachership in provincialized Madrasas:- In Assam there are all together 78 provincialized Madrasas of which (a) 3 Arabic Colleges, (b) 8 title Madrasas and (c) 67 senior Madrasas, in which the staff pattern is as follows.

(a) In each Title Madrasa there are (i) 7 M.M. posts of lecturer including the post of principal (ii) 1 F.M. post of librarian (iii) 1 post of L.D. Asstt. preferably with Arabic in H.S.L.C.

(b) In each Arabic College there are (i) 10 posts of M.M. (ii) 4 post of F.M. (iii) 1 post of Madrasa Intermediate (iv) 2 Arts graduates posts (v) 2 science graduates posts (vi) 1 general (Intermediate in Arts) post (vii) 1 post of librarian preferably having Arabic in H.S.L.C. (viii) 1 post of L.D. Asstt. preferably having Arabic in H.S.L.C.
(c) In the senior Madrasas as the staff pattern is as follows: (i) 6 M.M. posts including the post of Superintendent (ii) 2 F.M. posts (iii) 1 Madrasa Intermediate post. (iv) 2 Arts graduate posts (v) 2 science graduate posts (vi) 1 under graduate (Arts) post. (vii) 1 Librarian Madrasa Intermediate (viii) 1 L.D. Asstt. Preferably with Arabic in HSLC.  

In all the M.M. / F.M. or Madrasa intermediate posts only the government Madrasa passed M.M./ F.M. degree holders are entertained.

Apart from the above, there are another 78 Madrasas that are recognized by the State Govt. of Assam having the same staff pattern. These Madrasas need Madrasa Graduates to fulfil their staff.

Besides, there are 250 recognized Pre-Senior Madrasas and 115 permitted Pre-Senior Madrasas in Assam, in everyone of which four posts are for Madrasa graduates. These are the scopes where Madrasa graduates get themselves absorbed.

In recent times, following the Sachar Committee’s recommendations, the Government has initiated to appoint Urdu Teachers in L.P. and Middle Schools in the Muslim localities. These are the scopes of employment for the Madrasa Graduates too.

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4.3 Arabic language Teaching in secular Institutions and employment prospects:

Secular institutions like Schools, Colleges, or Universities have a greater scope for preparing the future efficient citizens who can probe very successfully in job-hunting. Since Arabic is taught in almost every country of the world, a student of Arabic can be an eligible job seeker in various countries including the Gulf. Along with Arabic, knowledge of any other foreign language can be an added advantage for such learners. Since secular institution provides for the learning of English compulsorily, a student of Arabic getting a degree or diploma from such an institute, can get job in teaching, translation works or as officials in foreign embassies as well as in Indian embassies in gulf countries. The learners of the Arabic language may explore jobs of sales promotion of various kinds of Indian food products in the markets of the Gulf countries, because India is an important partner of the middle East market both in terms of exports and imports. It is also to be noted here that India exported agro products to Middle East market in the year 2005-06 to the extent of US Dollar 1,325 million out of its total export turn over US$ 3,977 million which is 33 % of India’s export of APEDA products. This is a reflection of Middle East’s strategic importance to India with regard to its agro exports.” said Mr. K.S.Money, the Chairman of APEDA. ^

In a recent development it is found that an industrial establishment of Abu Dhabi recruited 2 graduates to the Asstt. Managerial posts. Both of candidates got preference because of their
acquaintance with Arabic knowledge. One is a graduate from Karimganj College under Assam University. He is Md. Hussain Ahmad who passed B.A with honors in Arabic in the year 2005.7

Keeping in mind the above facts and the like, a new trend of inclusion of Arabic in the curriculum of privately run English medium schools have been observed in various parts of the Assam. Markazul Ma’arif is an NGO which was established in 1982 at Hojai. At present, it has several branches all over India. The Markaz authority has established an English medium girls’ Madrasa at Dimrupar near Hojai in 1993 and a school for boys at Hojai in 1994. The former is named as Markaz Model Girls’ Madrasa, while the latter is named as Markaz Academy.8 At present, this Markaz Academy has nine other branches at various places having the same name i.e., Markaz Academy. In Markaz Model Girls’ Madrasa and Markaz Academy and all its branches, Arabic is compulsory. The two main institutions have produced four and three successful batches respectively that passed the H.S.L.C. Examination with luminous result. All of the students have exhibited excellent performance in Arabic and are pursuing Certificate and Diploma courses in Functional Arabic, simultaneously with their regular studies in Science, Commerce and Arts. This is a new idea introduced in the school education system that has been transformed into other private school networks in the state, such as Guru Charan Group of Institutes at Bhanga in the Karimganj district has introduced Arabic for Muslims and Sanskrit for Hindus in Secondary level and Arabic has been adopted as an optional subject in their XI and XII classes, keeping in mind the bright prospects of the learners in further studies and employment fields.10

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4.4 Need for introducing various courses of the Arabic Language for the learners of other disciplines.

As a result of globalization and the changes and the developments in education followed by it, learners of other disciplines may also get promoted to acquire the knowledge of Arabic so as to prepare themselves for the new world of jobs. Hence, diploma courses or certificate courses or education through distance learning mode may be provided for meeting this demand.

The teaching of Arabic in Assam has to be greatly influenced by the contemporary international trend of education. It can play a pivotal role in bringing about a new era in the field of education in general in Assam.

In this regard, mention may be made of National Council for Promotion of Urdu Language, New Delhi, under the Ministry of Human Resource Development, Government of India. The council introduced One-Year Certificate Course and Two-Years Diploma Course in Functional Arabic which may be treated as an eye opener to those who studied Arabic in High School or High Madrasa level and further their studies in Commerce or Science and then Medical, Engineering, Computer Science etc. where scope of Arabic studies is not available. The Council has recently launched a Certificate Course in Arabic-English Translation Course through some of its recognized centres. These courses may, however, be very useful for those who desire to
study journalism. These will make their fields expanded. The teachers of Madrasas may also upgrade their efficiency by doing these courses. As these courses require primary knowledge in Arabic, so the scope of Arabic teaching and learning at Secondary level is also required.

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End Notes:

1. Nath, Bhaskar J; Globalisation, Challenges and South Asia. (Article) Published in Assam Tribune, July 25, 2005.


7. Ahmad, Hussain: Field Survey: Mr. Hussain Ahmad, an ex student of Karimganj College met me and reported about his appointment because of Arabic subject in his graduation level. He further encouraged the new learners to promote Arabic studies to easily get jobs.

8. Field Survey: I visited Markazul Ma’arif, Hojai on 13th June, 2008. I collected all the informations from the secretary of the Markaz, Mr. Azimuddin Choudhury. He further informed that Arabic along with Islamic Studies has been adopted as a compulsory subject. The learners are taught Arabic through English medium.

9. Website: www.urducouncil.nic.in. I visited the website on 15th December, 2008 and collected the information.

10. Field Survey: I visited the office of the Guru Charan Group of Institutes at Bhanga. The Secretary of the group, Mr. Asaruddin and the Principal of Guru Charan Jr.College, Mr. M.C. Chanda narrated about all things and ideas behind adopting Arabic in their institutions at an interview taken by me. The interview took place on 16th December, 2008.

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