

Madrasas in India

Organisational Climate and Issues

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Abstract

Educational system is the backbone of the development of any country. Changes have taken place in education system according to the need of the time. Madrasa education system has a very important place in Indian society from its beginning. This system has played a silent but important role in educating millions of Muslims of the country. Organisational climate plays a very crucial role in outcomes of any institution. In case of Madrasas, there is a dire need of reform in its organisational climate, because traditional types of organisational climate of Madrasas are hardly able to cater the need and demand of the time. The present study is an effort to know about the organisational climate and issues of Madrasas in India.

INTRODUCTION

Education is a continuous process necessary for the full and harmonious development of individual as well as of society. Education is the strongest tool for bringing personal, social, economic and cultural developments in any society. It is the basic necessity of our present day world. It brings betterment and prosperity in the life of people and nation.

Education prepares ground for the proper utilisation of resources for the development of the society as well as nation. All-round development of the personality of children is the ultimate aim of education. According to the National Policy of Education (1986), "Education is the investment for national development which depends upon quality leadership, which is provided by quality education and

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quality education is the result of quality of teachers.” Therefore, the learning experiences provided to students prepare them to contribute in national as well as social development. It is the best means of creating a new generation of men and women without losing touch with their culture and tradition.

The Islamic system of education began with the study of the Holy Quran. Islamic education trains the sensibility of pupils in such a manner that in their attitude to life, their actions, decisions and approach to all kinds of knowledge, they are governed by the spiritual and deeply felt ethical values of Islam. The aim of Islamic education is the harmonious development of the personality as “balanced growth of the total personality...through training Man’s spirit, intellect, rational self, feelings and bodily senses...such as faith is infused into the whole of his personality” (Al-Attas, 1979). The Muslim community occupies an important position in Indian society. Indeed, in India Muslims are the second largest majority. Madrasa education system has a very important place in Indian society from its beginning. This system has played a silent but important role in educating millions of Muslims of the country. Madrasas in India are the lifeline of Muslim community and the foundation stone of Muslim education and every Muslim child generally attends the *maktabs* in the initial years of his/her life.

There are various studies on conditions and problems of Madrasas (Gupta, 2012; Basant, 2012), but less emphasis is given on the organisational climate of Madrasas. Though the organisational climate of any institution plays a very important role in achieving the goals, but less importance is given to this aspect. A good organisational climate gives an opportunity to work cooperatively and in a free and open environment, resulting in satisfactory outcomes. Glimmer (1966) defined organisational climate as “those characteristics that distinguish the organization from other organizations and that influence the behaviour of people in organization”. According to Singh and Patel (2012), “the organizational climate may ultimately be defined in terms of interaction that takes place between organisational members as they fulfil their prescribed roles while satisfying their individual needs”.

According to Moos (1979), organisational climate involves three dimensions: the relationships between members of the organisation, the personal development of the members, and the maintenance and change of the organisation. In organisational climate there are relationships between student–teacher, teacher–principal, principal–students, and relationship of all these with the non-teaching staff. With the help of balanced cooperation and healthy climate of school organisation, the educational objectives can be achieved easily.

Kopelman et al. (1990) defined organisational climate in terms of five elements common in past research on employee work perceptions: goal emphasis, means emphasis, reward orientation, task support and socio-emotional support. These five elements are necessary for a successful organisational climate.

IMPORTANCE OF HEALTHY ORGANISATIONAL CLIMATE

Education works through an organisation supported with definite objectives, plans, personnel and finance. Organisation simply is a means through which a given objective is attained. Educational organisations distinguish with regard to the achievement, efficiency, and finally product of the organisation is not only the institution's infrastructure, the number of classes, students and teachers and the other quantitative features.

Every school has its own unique climate, principles and characteristics. The organisational climate of a school is the outcome of the practices, communication and interactions between the working groups within the school, namely the principal, the teachers, the administration and office staff and the students. According to Verghese (1959), a good organisation takes into account:

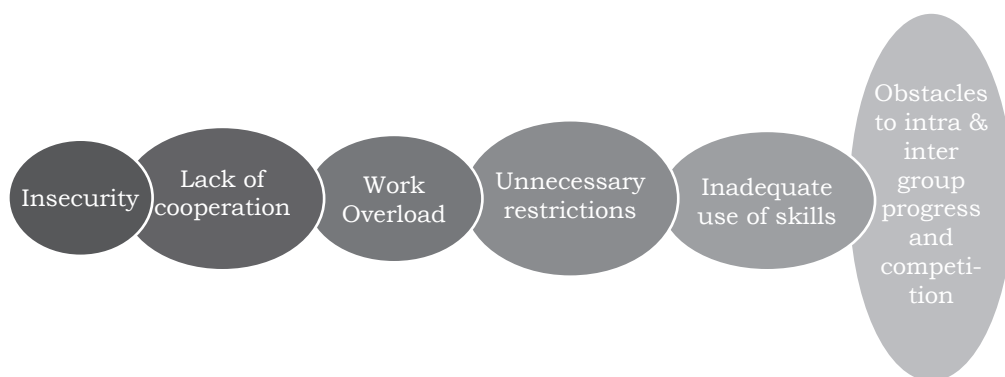
- A clear and distinct aim to be accomplished.
- An idea of the method by which the goal will be best attained.
- An idea of the obstacles.

In a healthy organisational climate while school personnel perform their duties, they try to create a balance between the structural, personal, group and cultural systems of the school.

The importance of organisational climate to teachers' effectiveness is a significant one (Babu and Kumari, 2013). Here, teachers and students feel comfort and burden-free environment; resulting in positive outcomes. On the other hand, in an unhealthy organisational climate, pressure, conflict and stress are dominant, which is reflected in the behaviour of teachers, headmaster and students.

Working in a closed and unhealthy organisational climate brings about negative attitudes and feelings on the part of the teachers, students and staff of the school. These conditions produce dissatisfaction, psychological stress, tension and finally job alienation leading to occupational stress. There are various reasons of unhealthy organisational climate of the schools, such as: the organisational climate in the school is a relatively stable quality of the school's inner environment which is under the influence of the headmaster and all the components of the school work like a well-oiled machine with the vision of reaching the definite goal. Importance of healthy organisational climate can be summarised in the following lines:

- A healthy organisational climate reduces stress, psychological pressure and burden of teachers, students and non-teaching staff.



- Good relationship between principal and teachers, relationship between teacher and students and relationship among all components can be seen in such type of climate.
- It depends on effective leadership of principal and his/her behaviour with other members of the school.
- In a healthy organisational climate, objectives can be achieved easily because everyone tries to give his/her best in such an environment.
- A healthy organisational climate prepares students to cope with all types of anxiety.
- Healthy organisational climate develops school leaders by clarifying their responsibilities, providing access to appropriate professional development throughout their career, and acknowledging their pivotal role in improving school and student performance.
- Non-teaching staff also works with enthusiasm if principal and teachers are cooperative.

- Healthy organisational climate also helps to improve the overall performance of the students.

Therefore, organisational climate is a form of organisational energy which affects the school depending upon how this energy is channelled and directed. Principals can play key roles in utilising this energy into productive channels. For example, teachers often form closely knit and highly familiar groups or cliques. Some among the groups use their energy to help in making the school work better, but other groups may use the same energy to promote and cause problems and difficulties. The key is whether the group identifies with and is committed to the school and its purposes.

ISSUES OF ORGANISATIONAL CLIMATE OF MADRASAS

Right from the beginning, all *maktabs* and Madrasas have enjoyed full freedom and autonomy in all aspects of their functioning. Madrasas are the means of providing access

to education to the lower socio-economic population of Muslims, and the number of Madrasas in India is estimated to be 30,000 to 40,000 (Akhtar and Narula, 2010). They have been independent in framing their own curricular activities, using their own methods of teaching and training and evaluating their students internally using their own methods. After independence, the market scenario gradually changed and Madrasas started to think that their individual certification should also be approved from a recognised body of their own or of the State, so that they are able to produce opportunities for education and employment for their students.

But, in the absence of clarity of objectives in the present-day situation and socio-economic needs of Muslim community, Madrasa administrators and managers have failed to play a positive role (Upadhyay, 2003). The condition of Madrasas is not so good in the view of organisational climate. There is lack of cooperation among the principal, teachers and non-teaching staff, which affects the health of the organisational climate of Madrasas. The principals have to play a key role in improving the organisational climate of Madrasas, but most of them are not oriented about their roles, responsibilities and duties. A congenial school climate, which is the result of leadership behaviour of the headmaster, produces a feeling of satisfaction, improves teachers' morale which in turn influences the

teaching-learning process in the classroom (Singh and Patel, 2012). Traditional methods and techniques of teaching and learning dominate in Madrasas, making the classroom environment dull and static, 'outdated pedagogy and corporal punishment in daily routine, which is seriously harming the children' (Halder, 2013).

As previously mentioned, a healthy organisational climate should have a clear and distinct aim to be accomplished. Madrasa organisers in India never thought of how far its curriculum would be relevant in the changing environment (Upadhyay, 2003). Absence of definite aims and objectives, though they may be present in the mind of authorities of Madrasa education, are never clearly spelt out (Phukan, 2015).

The issue of teacher demand and supply is both complex and multi-dimensional, as it reflects several interrelated challenges: how to expand the pool of qualified teachers in Madrasas; how to address shortages in specific subjects; how to recruit teachers to the places where they are most needed; how to distribute teachers in equitable and efficient ways; and how to retain qualified teachers over time. Thus, the quality of teacher also affects the organisational climate of Madrasas. Almost 99 per cent of teachers associated with Madrasa education are professionally untrained (Haque, 2013).

There is lack of proper coordination among Madrasas (Phukan, 2015).

Madrasas have been playing a major role in promoting education among Muslims but they hardly share common points with the contemporary modern system of education and scientific approach (Jhingra, 2010; Sikand, 2001).

In many Madrasas, infrastructure is not good, there is a lack of basic facilities such as small classrooms, lack of fans, lack of furniture, bad ventilation system, etc. Resource utilisation is not done in a proper way.

Poor quality of planning, administration, management and poor financial condition are also the reasons of poor conditions of Madrasas (Haque, 2013; Phukan, 2015).

Though the central government introduced Scheme for Providing Quality Education in Madrasas (SPQEM) in XI five-year plan and proposed ₹ 325 crore for the assistance to the Madrasas, and in 2014 Union Budget the Centre allocated an additional amount of 100 crore for modernisation of Madrasas (Poonawala, 2015), but the need of the time is not just extra financial assistance, but successful implementation of schemes and creation of a new, fresh organisational climate in Madrasas. Attitude of Madrasas is not positive towards any change in organisational climate and they wish to remain in the current system. They exert their own influence on the organisational climate.

SUGGESTIONS FOR REFORM IN ORGANISATIONAL CLIMATE OF MADRASAS

Reform in organisational climate of Madrasas is the most pressing desideratum in the educational reconstruction of Muslim India. Goals should be reasonably clear to the system members as well as accepted by them. The goals must also be realistic and appropriate, consistent with the demands of the environment. Communication is relatively distortion free; it should produce a good and prompt clue, which sense the internal strains. Members have the information that they need to function efficiently. Educational workshops are needed for parents and community to establish linkages between Madrasa and communities, and regular monitoring of their children (Gupta, 2012).

Administrator can define the school's educational goals, ensure that instructional practice is directed towards achieving these goals, observe and evaluate teachers, suggest modifications to improve teaching practices, shape their professional development, help solve problems that may arise within the classroom or among teachers and liaise with the community and parents. They are also in a position to provide incentives and motivate teachers to improve the quality of instruction. A common aspect of schools that concern those

who wish to see improvement in educational outcomes is the way that they are organised to meet the critical educational needs of their students. Roles range from those of administrators to those of teachers, whose core responsibilities are for teaching and learning, to those of support staff, who ensure the school is safe and orderly, not to mention providing a host of ancillary or specialised services and administrative support. The most important step for the heads of Madrasas is to have exposure to the field of planning and management; therefore, they need capacity-building programmes (Gupta, 2012). Madrasas should be affiliated to the training institutes of the universities and research projects also should be undertaken on various stages of Madrasa education (Phukan, 2015).

- Motivation feedback and reinforcement should be given to students, teachers and staff of Madrasa.
- The good organisation invents new procedures, moves towards new goals. So, Madrasa principals should encourage new ways of organising effective climate resulting in positive outcomes.
- The organisation should be active and not passive to the environment. It demonstrates some independence from the outside forces.
- The Madrasa organisation should have the ability to bring about corrective changes in it to grow and develop.

- Problem-solving mechanisms should be developed in Madrasas by principals and teachers.
- In Madrasas, the managerial level principal should have the ability to coordinate, mediate and gather sources for teachers, foster loyalty and support of the school staff.

CONCLUSION

On the basis of the present condition of organisational climate of Madrasa, it can be concluded that there is a dire need of reform in this field. Though the centrally sponsored scheme for providing quality education in Madrasa introduced for the upliftment of the conditions of Madrasas, would contribute in the healthy organisational climate of Madrasas, however, it is the duty of principals and teachers to improve the health of organisational climate of Madrasas. Every component of the Madrasa is responsible to work cooperatively and in a systematic manner, resulting in a good organisational climate. This is necessary because healthy organisational climate helps in achieving the educational goals of Madrasas. Thus, with the better performance Madrasas will also play a prominent role in generating good citizens who will contribute in the development of the nation. Better organisational climate of Madrasas helps in confidence building of students and also enhance their mental capabilities by improving their thinking level. This will enable them to compete in the present era and they can easily be in the mainstream

in the society like students of other modern institutions. Thus by analysing the present condition of Madrasas, we can say that reform in organisational climate of Madrasas is an urgent necessity to meet the emerging needs of Muslim community in India.

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