

Effects of induction of English and General Science Courses in Wifaq-ul Madaris affiliated Institutions of District Quetta, Balochistan.

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Abstract

Madrassa education is well deep rooted in indo Pak subcontinent including, Afghanistan and Bangla Desh. They are engaged in preparing the individuals typically from religious perspective and have engaged about one million youth both male and female across Pakistan. They often memorize the Holy Quran and also get education about Islam, history, basic Arabic courses, Tafseer and Hadith in eight years compulsory course. The curriculum was added with science and English in last decade. This study has been designed to evaluate the effects of induction of these courses in Wifaq-ul Madaris Madrassa functional in district Quetta. All the informations regarding the curriculum were gathered using prestructured questionnaire involving a sample of 300 students selected randomly from 20 different madrassas followed by a focus group discussion with the teachers of the same madrassas. The students who could answer about 50% of the given questions were considered pass. Results revealed that both of the subjects were considered with tertiary importance. Students were very weak in understanding the science concept. Similarly, learning capabilities of English language were also poor. The average qualification of recruited teachers for these subjects was undergraduate level. Further, science laboratory along with suitable conducive environment for these subjects was not found in the madrassa premises. These results depicts real weak picture of these subjects in the madrassas of the area. Government should implement strict and vigilant policies in order to regularize these madrassas and appoint qualified professional Science and English teachers in order to bring the educational standards of the madrassas at par with the globe.

Key Words: Madrassa, Curriculum, English, Science, Quetta