

The Existing Challenges Faced Islamic in Middles Schools SBA, Sindh

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Abstract

The of Islamic is a compulsory subject in elementary and middle classes of sindh. This subject is source of Islamic leaning language and trained our students to understand the holy Quran. The aim of this study to evaluate the existing challenges for Islamic in middles schools sba, sindh. The study was conducted on the basis of 5 themes of Islamic s, 1st the trainings of Islamic teachers, 2nd the role of admin to facilitate the of Islamic 4th motivated students towards Islamic subject, , 6th methodologies applied. In the classes, this research will be helpful for the Islamic teachers as well as curriculum designers also, same time the H,M and administration also take benefit from this research to remove the weakness from this subject. The research methodology of this study was quantitative survey, the questions were asked from the teachers of District Shaheed Banzier abad. The population of this research was all the middle schools of Sindh , the sample of this study was consist 100 HST schools teacher of district Shaheed banzier abad. These teachers are neutral and aware all the activities of schools process. In this way no chance for any biases. The all 5 themes of the Islamic and their faced problem. research technique was used to prepare the questionnaires with five likerate scale regarding each theme, and conclusion of this research that the Finding of this research is that the Govt run this subject just formality , and not provided sufficient assessment for this subject as well as time is almost in last classes of the days/periods. Teachers weekly monthly performance was not checked in majority of the school's students draw same questions papers, in their answer copies, admin and parents and students have no interest in this subject because Islamic question are not asked in any examination of entry test of medical, engineering or job. Now this subject is ineffective among the

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student and not given any fruitful result to our students, it is also recommended that all the higher authorities once again revisit this subject and all the 5 themes carefully observed and make any effective policy to implemented this subject among the students effectively and increase the understanding of Qur'an and Islamic thoughts.

Keyword: Analysis: investigate Existing: current, challenges: encounters

Introduction

Today we are facing the 21st century; this is the century of education. And it is that Education is a tool of progress and development of nations, nation connected with each other by their language, so language has given the greatest importance in developing connections of social, ethical, educational values among nations. ¹. For this, many countries are exchanging its knowledge, skills, culture among it selves. Similarly the traditions. Trading and education also exchange with each other.

Pakistan is Islamic country and created on the name of islam same it is remains very close with the Arabs countries and people of Pakistan also like the Islamic & languages, here is also Islamic education in Madaris as well as in formal education like wise schools colleges and in unincersites , Madaris are toughing speacilaly Islamic langaue arabics also. In this sense Arabs especially Saudi Arabia also remains the friend of Pakistan and a great number of Pakistani people are working in Arab countries like Abu- Dubai and Saudi Arabia. Oman, Kuwait, and other Arabs countries. In this regard Islamic subject is taught in all the schools of Pakistan. ²

Islamic language prepares our students more active by the reading, writing, and speaking according to Islamic and make their moral conditions also. By this, students will be more active in their learning and by the islamiate students are increasing the understanding of the students properly Islam is the religion which is completely helpful for our modern education ,because mostly Islamic language belong to logical example of Quran, hadith, its grammar complete and also full fill modern requirement of learning.³

So teacher of today use the board for the of Islamic and new modern methods to transfer it language. If you use the board for five minutes in front of students hopefully fully students will gain from it. You will feel that everyone's eyes are on the board and there is a attraction of interest because the student is in an ideological manner suspended by a person and in a reasonable manner.⁴

According to Muhammad Murad Halijwee that Islamic should be is easy language and almost all the Muslims states of the world easily speak it. They easily read and understand it if using easy methods , due to understanding this, they read holy Quran's message. Allah advice in Quran to read it again and again.⁵

National Assembly constituted" Arab Il 2015 "as a cause of terrorism due to the discussion not being included in such a curriculum during the discussion of it was said the of Islamic education. Declared. The bill presented by the member assembled Pakistan Muslim League-N MP Parwan Masood Bhatti they supported the bill saying that terrorism is increasing in Pakistan because students are not studying Arabic and Islamic education properly.⁶

it was also made the law by the national assembly constituted for the Islamic bill 2015, in which one member also told that if the Islamic languages was properly taught in our school then we would refrain our youth from bad activities like wise terrorisms and ethical evil because this language connected our youth to Holy Quran and Hadith. In this way we should

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use this language in our institutions for enhancing the knowledge.⁷

Now a day this language also included in chine curriculum .china also introduced so many courses in Islamic educations in their curriculum. ⁸It is very painful that enemies of Islam using Arabic languages for the batter of their countries ,Arabic & Islamic education is essential in Israeli schools this was also passed resolution from the Israeli parliament.

It is also said that every fifth person in the world is connected with Quran education or Islamic language⁹. And in this way this language is given great importance in the Muslim countries and Pakistan govt also realize this importance and included it in our curriculum. In 1979 and also president general ZiaulHaque made this subject compulsory in our schools.¹⁰

Back Ground

In this perspective Govt of Sindh appointed Islamic teachers in School and every middle school to higher secondary schools has sectioned a post of Islamic teacher ¹¹ of Remedial English and the Problems of the Students: A Case of University of Sindh, Jamshoro, Sindh, Pakistan. and after this in educational policy 1998 also emphasized the Quran education will compulsory and Islamic will be given preference in the curriculum.¹²

In Pakistan, this subject is given great importance and favored to make Islamic compulsory,¹³ According to the educational policy 1972, 1979, Islamite was made compulsory and Islamic was also given great importance also this and language also helpfull to translation of holy Quran. And holy Quran was also made compulsory to teach in early eight classes, in 1992, 1998 they were clearly emphasized on education of holy Quran with translation and student must translate the holy Quran after passing ten class.¹⁴

This language is greatly impacted us by the religious point of view because, by this language, we can understand our religious books and language.

In this way the importance of this language increased in the life of Muslim and every one want to enhance this language. Due to this, our Pakistani people also love this language and sending their children's toward sMadersa to learn Islamic and holy Quran's message easily. ¹⁵

In every policy of education, the Islamic teachers posts were sectioned, teacher is appointed on the education of the top most degree of Islamic Maderis, that is passed out from the higher degree of madaris, which is called waffaql Madaris or sannadul Farragh, Allmiyia, these are five board of Islamic education running in the Pakistan and these five are represented all five sects of madaris.

Review of Literature:

This is the completely new topic and it is first research on this topic in Sindh. The Same researcher did not find such topic of research throughout Pakistan, though the help was taken from the internet.

Research Statement

By this research paper focused on the existing of Islamic subject in the schools of Sindh.

Justification

Though this is directly related to our religious education & books, and it is taught in our schools since 1980 as a compulsory subject from class three to class viith . Our Govt also invested very huge human resources as well as finance over this islamiate subject, in this

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regard our Govt also wants to connect Islamiate from the classes 3rd to final classes of all the degrees and by the Islamite connected our country with Arabs countries

Objective.

By this study evaluate the existing of Islamic teacher's effectiveness in secondary schools SBA, Sindh.

Significance

This study will be helpful for the policy maker as well as curriculum makers. This will be helpful for the teachers and administrators of the schools, collages' holder of the process. Same time this will be helpful for the students and all the students ,by this study students will learn a lot about the islam and will be fruitful for the social society .

Research Methodology

This is descriptive research method used with quantitative analysis of the Islamic teacher's existing position in the schools of Sindh and for the reliability of this research 35 statements are prepared about the Islamic teachers. These questions were asked from the HST, teacher. Who's are closely attached to all the activities of schools and almost all the responsibilities are on the shoulder of these people. About the effectiveness of Islamic subject. here someone can raise the question about the validity of this research and its effectiveness, for this there were many reasons, firstly these all questions are directly related to the Islamic teacher, secondly, these all HST teachers are free to give their response openly, thirdly, these all are intelligent teacher as well as well aware form this problem, in this way, this is the most effective method to ask question from the neutral respondents directly and reach on the real position.

The population of this study was all the HST teachers from the SBA, in the sampling 100 HST teacher was selected from the SBA's Four districts1) Nawab Shah, 2) Sanger, 3) NowsheraFeroz , And 4) Dadu HST were selected from the population which means these also most of neutral in research process research instrument are five likerate scale questionnaire these are close questions. Data analyzed by spss by frequency &percentage.

Each Research Questions	contain	item statement
The effectiveness of training capacity building program for Islamic teachers.		05
The effectiveness of administration role to enhance the of Islamic .		05
The effectiveness of Islamic teacher's passions to wards of learning Arabic.		05
Effectiveness of Islamic teachers to motivated to wardsIslamic subject		05
The effectiveness of behavior in Islamic learning.		05
The effectiveness of skills methodology towards Islamic subject.		05
The effectiveness of Islamic teacher's role in schools co-curriculum subjects.		05
TOTAL THEME 7	ITOM STATEMENTS	35

To Effectiveness of training capacity building program for Islamic teachers.

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Tab: 1.1

S.N	Statement	response	%	Rank	Result
1	Almost Islamic teachers are not trained from the recognized training institutes.	S. Agree Agree No. Decision S.D. Agree D, Agree	12%23 %05% 29%34 %	- Majority	No Almost Islamic teachers are not trained from therecognized training institutes.
2	Islamic teachers are called Time to time for the training program.	S. Agree Agree No.Decisi on S.D. Agree D.Agree	10%21 %07% 26%36 %	- Majority	No Islamic teachers are not called Time to time for training program
3	Islamic teachers are willing to attend the teachers training program.	S. Agree Agree No.Decisi on S.D. Agree D.Agree	26%34 %05% 12%23 %	+Majority	Yes,Islamic teachers are willing to attend the teachers training program.
4	Islamic teachers training have maximum training program in every year.	S. Agree Agree No.Decisi on S.D. Agree D.Agree	12%22 %05% 27%34 %	- Majority	No Islamic teachers training have not maximum training program in every year.
5	Student is taking interest in learning of Islamic classes.	S. Agree Agree No.Decisi on S.D. Agree D.Agree	32%22 %07% 23%16 %	- majority	No Student isnottaking interest in learning of Islamic classes.

Result

N,o	Statement	Result
1	Almost Islamic teachers are trained from there cognized training institutes.	Not trained
2	Every year Govt send Islamic teacher for the capacity building training program.	Not send training
3	Islamic teachers are willing to attend the teachers training program.	Yes willing
4	Islamic teacher is using the Islamic & methodology.	No, it is not
5	Student is taking interest in learning of Islamic classes.	Not taking

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	interest
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Conclusion:

Regarding the above respondents that Islamic teacher has not provided training in a proper way, so they are ineffective to use methodologies properly, as well as create interest in their classes.

To Effectiveness of administration role to enhance the of Islamic .

Tab: 1.02

S.N	Statement	Response	%	rank	Result
1	Admin gives Islamic subject importance as English or another subject.	S. Agree Agree No.Decision S.D. Agree D. Agree	14 %2 3% 08 % 23 %3 2%	- Majo rity	No Admin did not give Islamic subject importance to English or another subject.
2	Admin provide Islamic subject in last classes.	S. Agree Agree No.Decision S.D. Agree D. Agree	24 %4 2% 03 % 13 %1 8%	+ majo rity	Yes, Admin provides Islamic subject, last classes.
3	Admin provides Islamic classes, three days a week.	S. Agree Agree No.Decision S.D. Agree D. Agree	24 %4 5% 03 % 10 %1 8%	+ majo rity	Yes, Admin provides Islamic classes three days a week.
4	Monitoring Islamic subject also very poor	S. Agree Agree No.Decision S.D. Agree D. Agree	24 %4 2% 05 % 11 %1 8%	+ Majo rity	Yes Monitoring Islamic subject also very poor

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5	Islamic classes are given the least important in schools.	S. Agree Agree No.Decision S.D. Agree D.Agree	25 %3 2% 05 % 13 %2 5%	+ Majo rity	Yes,Islamic classes are given the least important in schools.
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Result

N,o	Statement	Result
1	Admin give Islamic subject importance as English or another subjects.	Not importance as other subject
2	Admin provide Islamic subject in last classes.	Yes Islamic subject last classes
3	Admin provides Islamic classes three days a week.	Yes 3 days in weak
4	Monitoring Islamic subject also very poor.	Yes monitoring is weak
5	Islamic given the least important in schools.	Yes Islamic has least important

Conclusion: regarding the above respondents that the administration did not cooperate with the Islamic teacher and almost Islamic subject have three days a week and classes are conducted also in last hours of the day without any importance and monitoring of the subject.

The effectiveness of Islamic teacher's passions to wards of learning Arabic.

Tab:1.03

S.N	Statement	response	%	rank	Result
1	Student has interest in this subject.	S. Agree Agree No.Decision S.D. Agree D.Agree	14 %2 3% 05 % 32 %2 6%	- Major ity	No Student have notinterested in this subject.
2	Student wants to take extra classes on this subject.	S. Agree Agree No.Decision S.D. Agree D.Agree	31 %3 0% 04 % 13	- Major ity	No Student don'twant to take extra classes in this subject.

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			%2 2%		
3	Islamic teacher create passion among the student for the learning of Arabic	S. Agree Agree No.Decision S.D. Agree D.Agree	17 %2 5% 05 % 23 %3 0%	- Major ity	No Islamic teacher does not create passion among the student for the learning of Arabic
4	Student show interest in speaking of Islamic language,	S.Agree Agree No.Decision S.D. Agree D.Agree	10 %2 4% 02 % 27 %3 7%	- Major ity	No Student does not show interest in speaking of Islamic language,
5	After the Islamic learning, the student is able to translate the holy Quran.	S. Agree Agree No.Decision S.D. Agree D.Agree	10 %2 2% 05 % 30 %3 3%	- Major ity-	No After the Islamic learning, the students are not able to translate the holy Quran.

Result

N,o	Statement	Result
1	Student have interest in this subject.	Nointerest of student
2	Student wants to take extra classes in this subject.	No any extra classes
3	Islamic teacher create passion among the student for the learning of Arabic	Not passion of Arabic
4	Student show interest in speaking of Islamic language,	Not speaking to other
5	After the Islamic learning, the student are able to translate the holy Quran	Not translate holy Quran

Conclusion: regarding the above respondents that the Islamic teacher could not increase the passion of learning among themselves, so they could not increase the interest of student to take extra classes or asking any question from their class teacher in this way student could not translate holy Quran education easily.

Effectiveness of Islamic teachers to motivationto wards Islamic subject

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Tab:1.04

S. N	Statement	response	%	rank	Result
1	Teacher aware students about the Islamic	S. Agree Agree No.Decision S.D. Agree D.Agree	24% 42% 05% 13% 16%	+ majority	Yes,Teacher aware student about the Islamic
2	Teacher are making the thrust of Islamic learning among the students	S. Agree Agree No.Decision S.D. Agree D.Agree	14% 23% 07% 22% 34%	- majority	No,Teachersare not making the thrust of Islamic learning among the students
3	Student are speaking the Islamic language	S. Agree Agree No.Decision S.D. Agree D.Agree	24% 42% 05% 13% 16%	Highly+	No,Teachers are not speaking this language.
4	Student are asking question about the lesson of Islamic units	S. Agree Agree No.Decision onS.D. Agree D.Agree	24% 42% 05% 13% 16%	- majority	No,Student arenot asking question about the lesson of Islamic units
5	Islamic teacher inspire the student as a role model teacher in the schools	S. Agree Agree No.Decision on S.D. Agree D.Agree	14% 22% 5% 23% 36%	- majority	No,Islamic teachers do not inspire the student as a role model teacher in the schools

Result

N,o	Statement	Majority of responses
1	Teacher aware students about the Islamic .	Not aware of Arabic
2	Teacher making the thrust of Islamic learning among the students	Not any thrust of Islamic
3	Students are speaking Islamic language .	Not peaking of Arabic
4	Students are asking question about the lesson of Islamic units	Not asking Islamic quest
5	Islamic teacher inspire the students as a role model teacher in the schools	Islamic teachers are not inspired

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Conclusion: Islamic teacher could not create awareness of subject among the student, and not create thrust of knowledge and not to make an atmosphere of speaking among themselves. Same they could not make themselves as a role model for the student. The effectiveness of behavior in Islamic learning.

Tab: 1:05

S.N	Statement	Response	%	rank	Result
1	Islamic teachers cooperate with HM	S. Agree Agree No.Decision S.D. Agree D.Agree	12 %2 4% 05 % 23 %3 6%	- maj orit y	No,Islamic teachers do not cooperate with HM
2	Islamic teacher participates in all the activities of students	S. Agree Agree No.Decision S.D. Agree D.Agree	14 %2 2% 09 % 20 %3 5%	- maj orit y	No,Islamicteacher does not participate in all the activities of students
3	This teacher also working together with another cadre of staff easily.	S. Agree Agree No.Decision S.D. Agree D.Agree	15 %2 5% 06 % 23 %2 5%	- maj orit y	No,Theseteachersare not working together with another cadre of staff easily.
4	These Teacherare enhance the co-curriculum activities among the student	S. Agree Agree No.Decision S.D. Agree D.Agree	24 %4 2% 05 % 13 %1 6%	- maj orit y	No,These Teacherdon't enhance the co-curriculumactivities among the student
5	They are making the good relation among the student	S. Agree Agree No.Decision S.D. Agree	24 %4 2% 05	- maj orit	No,They are not making the good relation among the student

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		D.Agree	% 13 %1 6%	y	
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N,o	Statement	Majority of responses
	Islamic teachers are cooperated with HM	Not much co-operated
	Islamic teacher are participated in all the activities of students	Not participate in all
	They improve the working relation with other cadre of staff.	Not making working relation
	These teacher enhance the co-curriculum activities among student	
	They are making the good relation among the student	

Conclusion: regarding the above respondents that the administration did not co-operated with the Islamic teacher and almost Islamic subject have three days a week and classes are conducted also in last hours of the day without any importance and monitoring of the subject. Effectiveness of Islamic teacher's role in schools co-curriculum subjects.

Tab: 1.06

S.N	Statement	response	%	rank	Result
1	These teacherare participated in all the schools program.	S. Agree Agree No.Decision S.D. Agree D.Agree	24 %4 2% 05 % 13 %1 6%	- Majo rity	NoThese teacherare not participated in all the schools program
2	These are making success the program of schools.	S. Agree Agree No.Decision S.D. Agree D.Agree	24 %3 2% 05 % 13 %2 6%	+ majo rity	No These are not making success the program of schools
3	Teacher are making learning environmentswith the other teachers to success the schools	S. Agree Agree No.DecisionS.D. Agree	24 %4 2% 05 %	+ majo rity	No Teacher are not working other teachers to success the schools functions.

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	functions.	Agree	13 %1 6%		
4	They are prepare the students for the schoolsactivities.	S. Agree Agree No.Decisio n S.D. Agree D.Agree	14 %2 9% 05 % 23 %2 9%	- majo rity	NoThey are not prepare the students for the schools program.
5	They are making the friendly environment for the schools programs.	S. Agree Agree No.Decisio n S.D. Agree D.Agree	24 %3 2% 05 % 13 %2 6%	- majo rity	NoThey are not making the friendly environment for the schools programs.

Result

N,o	Statement	Majority of responses
1	Teacher aware student about the Islamic language	Not aware of Arabic
2	Teacher making the thrust of Islamic learning among the students	Not any thrust of Islamic
3	Student are speaking Islamic language	Not peaking of Arabic
4	Student are asking question about the lesson of Islamic units	Not asking Islamic quest
5	Islamic teacher inspire the student as a role model teacher in the schools	Islamic teachers are not inspired

Conclusion: regarding the above respondents that the administration did not co-operated with the Islamic teacher and almost Islamic subject have three days a week and classes are conducted also in last hours of the day without any importance and monitoring of the subject. Effectiveness of skills methodology towards Islamic subject.

Tab:1.07

S.N	Statement	response	%	Rank	Result
1	Islamic teachers are using the different skills.	S. Agree Agree No.Decisio n S.D. Agree D.Agree	14 %2 2% 05 % 33	- majo rity	No Islamic teachers are not using the different skills.

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			%2 6%		
2	They are remain the centered teacher	S. Agree Agree No.Decision S.D. Agree D.Agree	24 %4 2% 05 % 13 %1 6%	+ majo rity	Yes They are remain the centered teacher
3	They are using Av, Aids in classes	S. Agree Agree No.Decision S.D. Agree D.Agree	14 %2 2% 05 % 33 %2 6%	- majo rity	No, They are using Av, Aids in classes
4	Islamic teacher using learning by doing activities in the class	S. Agree Agree No.Decision S.D. Agree D.Agree	14 %1 2% 05 % 33 %2 6%		No Islamic teacher are not using learning by doing activities in the class.
5	Teachers are using model, charts in the classes	S. Agree Agree No.Decision S.D. Agree D.Agree	24 %4 2% 05 % 13 %1 6%		Teachers are not using model, charts in the classes

Result

N,o	Statement	Majority of responses
1	Islamic teachers are using the different skills.	Not using different skill
2	They are remain the centered teacher	Yes they are center teacher
3	They are using av,aids in classes	Not using Av,Aids in classes.
4	Islamic teacher using learning by doing activities	Not using learning by doing

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	in the class	ways
5	Teachers are using model, charts in the classes	Not using models, charts

Discussion

Findings of the research are as under:

According to findings that Islamic teacher have not provided proper trainings for their process, in this regard the Islamic teachers methodology is also very weak. In this sense these teacher have no interest in learning process. Similar students are not taken interest.

Administration have not understanding about Islamic language, have not knowledge of Islamic teacher's degrees. The Islamic subject is not checked properly as other subjects, in this way they are not taken interest in Islamic process, same it was also observed that Islamic subject is only taught in middle, secondary classes. While in higher classes Islamic is not require even medical, engineering, and any other jobs there is not asked question from the Islamic subject, so it is denied from the teachers student, administration, only consider these subject which is need of fulfill the document. So the administration is not sincere in this subject teacher. If we are looking the Islamic teacher's passions to wards of learning Arabic. They have not modern skill as well as they have not seen, such atmosphere in previous institutions before these school so their interest in these subjects are low, while the Islamic teachers are not motivate towards Islamic subject, Student always motivated from their benefits, so Islamic is not favor able for student, almost this education stopped in secondary level and its knowledge is not used in higher classes as well as in any entry test of engineering, medical. behavior of Islamic learning skills are not well, always increased by the skills, if skill are low and subject is unknown then student fell problems and way of also not favorable for the learning, Almost Islamic teachers skills are weak, so the students are unable to understand their methods, and this is also very ineffective for the learners. In this way student could not achieve the maximum benefit from the teachers. Must be effective if the way of is interesting and engage all the student with books and lectures listening. Teacher could not play an Effectiveness role for Islamic learning. Teacher's role inspire in school by their and engaging student in fruitful activities so these are not participated in such schools co-curriculum activities.

Conclusion:

From the above finding it is clear that islamic teachers have not facilitate in the schools they are not given the proper teaching training for their schools they are not provided proper training for islaimate teachers as well as the islamiate subject is not given preference in other subject almost this subject is taught s formality in teaching learning process, regarding the above responses that Islamic teacher are not using skills and remain the center teacher in the class, same the teacher not using Av.Aids for learning by doing of language skill, not used modals and charts in the classes. From these also above facts it is clear that islamiate teaching is not delivered properly and it's not a good impact on students learning and this is almost neglected from the society and authority also.

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Recommendation:

The recommendations are given according the themes results & conclusions.

- ❖ The Islamic teachers are appointed on the basis of O,T,C training Course from regular training colleges.
- ❖ Time to time send them for in-service teachers training program.
- ❖ Islamic teachers also provided English, Islamic languages speaking atmosphere.
- ❖ Must observe their lessons and provided them guide line for methodology & skills.
- ❖ Administration should take interest in Islamic subject and properly observe their lessons and also give them instructions.
- ❖ There classes should be increased as per week, and given target for holy Quran with translation.
- ❖ Encourage them to conducted Islamic speaking atmosphere during the Islamic subject.
- ❖ Islamic teacher also bounded to make the lesson plan for with full skills.
- ❖ Same the teacher not using Av-Aids for learning by doing of language skill, not used modals and charts in the classes.
- ❖ Islamic teacher also bounded to conduct weekly exam test, and announce result hurriedly.
- ❖ Islamic teacher have given responsibilities in every co-curriculum activities.

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