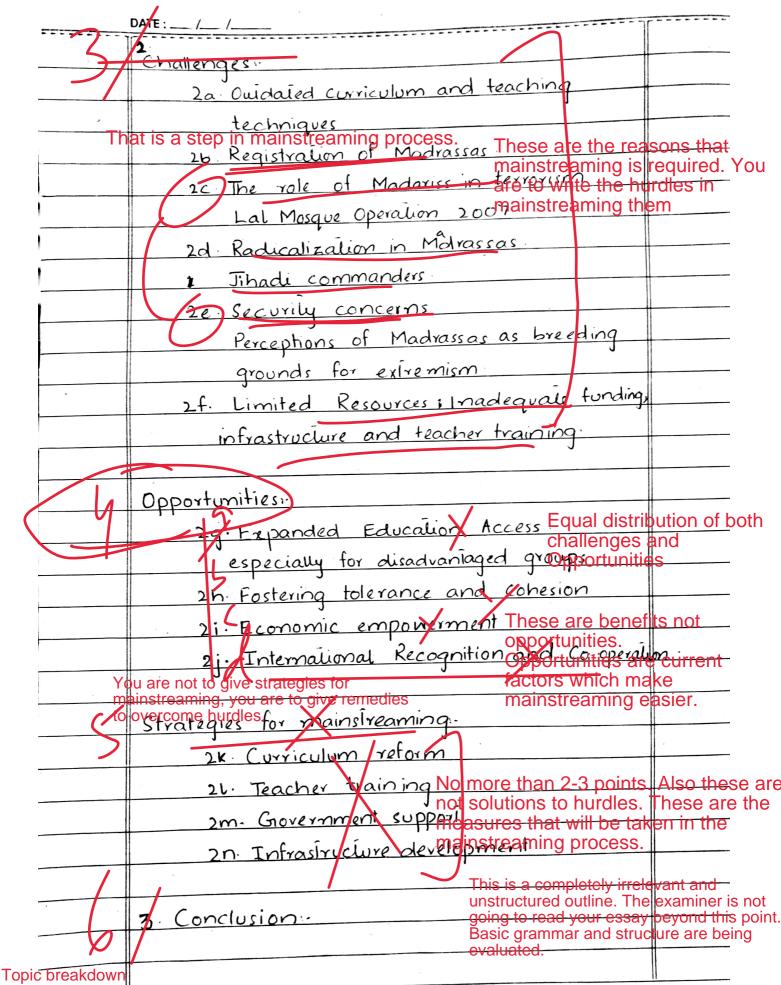
General quideline. Essay Maintain the tone of the topic Answer the asked part Pay attention to the tense of the topic and <u>Challenges</u> and <u>Opportunities</u> in elleville reaming <u>Madrassa</u> <u>Educationevidence</u>. Use forma - the given keywords Provide substantial research-backed Use formal language always Pakistan. No use of 1st and 2nd person pronouns. Maintain unity of idea in a single paragraph. Outine: Introduction 1-Background of Madrassa Education in Pakistan. 2-Importance of mainstreaming Madrassa Merge these two in a single paragraph. Education. 3. Madrassa Education in Pakistan presents both challenges and opportunities. Don't clump opportunities and The topic does not ask about the challenges and Opportunities challenges under one main heading. presented by madrassa education in Pakistan. The topic is Use separate headings for both. challenges and opportunities in mainstreaming madrassa education in Pakistan.





Simple topic. Discuss 7-8 Challenges and 7-8 Opportunities in mainstreaming madrassas in Pakistan. Be mindful that opportunities are not benefits. You can discuss 2-3 points to overcome the challenges but it's not necessary.



| · · · · · · · · · | The history of Madrassas education in | Don't start |
|-------------------|--|-----------------------------|
| _ | Pakislan has been originated by the advent of | introduction |
| | | with a historical |
| | ering of Sindh by Mohammed Bin Quisim in | background. |
| | 712 A.D. After the formation of Muslim rule at | You can use a historical |
| | Dalbi in 1203 Atta a quater of Indian-subcont | attention |
| | tineni population had converted to Islam over | grabber but not give the |
| | the next five centuries and Madrassahs were | whole history |
| | established in India . Evenively the Madrassas | introduction. |
| - | were grown up as school of leaving in 11th century | |
| | in Multan as stated in the book "Tareekh-e- | |
| | Farishta". In Pakistan since Independancy | |
| | Madrassachaste provided education to millions of | <u> </u> |
| | students. As an alternative to formal education | |
| | religious education is a supplement for society | <u> </u> |
| | from which large chunk of society is benefited. | |
| | This needs not to be overlooked that Madrassa | |
| | have been in existence for centuries and | |
| | produced several leaders and eminent leaders | |
| | like President Erdogan of Turkey, Hassan | |
| | Rouhan of Iran, who got their education from | |
| | Madrassas, Mainstreaming Madrassa education in. | · · |
| | Pakistan is complex endeavor that poses signific Not challenges, including resistance to change, the | ani - |
| | challenges, including resistance to change, the | mentioned in outline |
| | curriculum differences, inadequale intrastructur | - |
| | ing simulaneously offers protound opportunities | |
| | for promoting social cohesion, economistrodu | noper |
| | empowerment, and education equily, thereby | |
| | and it is a more beneficial society ust o | eneric w of the |
| | history. | |



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|--------------|--|----------------------------|
| No paragr | Mosi Madrassas teach mosily Islamic Mosi Madrassas teach mosily Islamic | 2.5 |
| | Mosi Madrassas teach mosily and Quran), subjects such as tafseer (interpretation of Quran), badith finds and Arabic but include some | |
| | subjects such as tatseer surt include some | |
| | Subjects such as tafseer (interpresented some hadith, figh and Arabic but include some non-Islamic subjects such as mathematics, logic | |
| | non-Islamic subjects such as Triand when | <u> </u> |
| | and philosophy on the other hand when | 7 |
| | | |
| | the accorrassas | |
| | alian will have due aducation starter | ٢, |
| | Quidaled curriculum binders suderios | d' |
| × | In acquire relevant skills and knowledge me | and a |
| | for modern world. On the other hand teachers | d' |
| · · · · | of madrassas feel fear To use technology and | |
| | are concerned about whether is allowed in | |
| | religion or not; feel afraid to do new experiments | × · |
| | and technology work. Teachers bear students with | - X |
| | sticks, corporal punishment is allowed which | |
| | affects the students motivation and inspiration | 0 |
| | To learn something new Hence, making I overall | Z |
| | difficul To get itself mainstreamed, in education | |
| - | suctions of Pakistan. | |
| Vhere is the | first challenge paragraph? Additionally, there are and | n't start the |
| | estimated 30,000 madrassas in Pakislan thala | ragraph with |
| | | ote. |
| | unregistered contrasted with only 244 colleges fac | erence or t. |
| | This imbalance in the educational system has | o relation to |
| | 5 | e topic. How |
| | prompted a deficiency of trained specialistis | |
| | which has obstructed economic development of | allenge in ainstreaming |
| | MOSLUG Unregistered, Tradinassus are used as the | em?? |
| | a Lool to brainwash people. Since 9/13 eparate | argument |
| 11 | madrassas in Pakistan have been at the | |
| No consiste | ency in paragraph No relevant argumentation no analysis | in the |

No consistency in paragraph length. All paragraphs should range between 120-150 words.

No relevant argumentation no analysis in the paragraph



| vortex of intermitional sludies due to their alleged linkage with extremism subsequently teading to religious extremism subsequently teading to religious extremism | DATE :// |
|--|--|
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However, critics argue that come madrassas DATE : ____ /___ / have been hijacked by extremist ideologies, perpetualing radicalization among students Madrassas affiliated with jihadi build play a key role in radicalizing students as they invite jihadi commanders in visit and recruit students by glorifying their experiences and cause while leaders of sectorian outpils further motivale sudents against other sects through speeches and distribution of literature For. example, a éroup of Esmatullah Moavia, Splinter of Jaish-e-Mohammad, a Kashmir focused from is affisiated with TTP and recuits from Madrassas. Besides radicalization, security experts claim that some madrassas in Patristan provide sanduary. To militants, particularly those with ties to banned organizations Terrorism suspects have allegedly jaken refuge in these institutions before carrying out allacks in response the governm. ents have conducted raids on several madrassas arresting terrorisi and seizing meapons For insiance a 2001 maid on Jamia Usmania Dera Grazi khan resulted in the death of one terrorist and arrest of two other along with a truckload of lethal weapons. Despite these findings modrassa leaders deny any involvement in perforism, altributing allegation To political propaganda



DATE : ____ /___ /____ Above all, the povernment doesnot invest enough in education. In 2017, I speni 2.2 percent of GDP on Training. This is well below the average of 4.6 pergeni for agricul tural nations the absence of interest in schooling has prompted a decrease in education. Madrassas have been especially impacted by this downfall. Numerous madrassas cannol give quality schooling bacause of such variables as absence of povernment financing qualified instructors, and access to course readings and instructional material. On the other hand, Madrassas can help address educational disparities in Pakistan by expanding the access to education in terms of providing accessible and affordable education To marginalized groups promoting educational equity, and ensuring that all cilizens have access to quality education, regardless of their socio-economic background As, madrascas provide their students with free accomodation and basic necessities of life Ð

CS CamScanner