

JAMIA HAMDARD, NEW DELHI - 110062



**UGC – LEARNING OUTCOMES-BASED
CURRICULUM**

**DEPARTMENT OF ISLAMIC STUDIES
BA (Hons.)Islamic Studies Programme**

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PARTICULARS

Programme Name: BA (Hons.) Islamic Studies

Programme Code: 314

Academic Session of Introduction of Programme: 2011

School Name: School of Humanities and Social Sciences

Department Name: Department of Islamic Studies

Department of Islamic Studies
School of Humanities & Social Sciences
Jamia Hamdard, New Delhi

Bachelors in Islamic Studies

Bye-Laws

Subject to relevant rules/bye-laws/ guidelines and other statutory decisions as laid down from time to time by the University and statutory bodies of the Government of India, the Bye-laws governing the course are as follows.

Eligibility for Admission

45% marks in the aggregate in the 10+2 or equivalent examination recognised by the statutory bodies of India and Jamia Hamdard. The process of selection will be as determined/laid down by the Department/University from time to time.

Duration

Six consecutive semesters (three years). However, students may be permitted to clear backlog paper(s) within a span of five years.

Attendance

75% attendance is mandatory for writing end semester exams.

Examination & Evaluation

Department follows a credit-based letter grade system.

- Pass percentage will be 40% (i.e. in P in letter grade system) in each paper.
- The ratio between the end-semester examination and internal assessment marks will be 75:25.
- Internal assessment/performative assessment is a continuous process. In each semester, students are expected to write two term papers either essays/field study-based reports, literature reviews, or as instructed or specified by the course teachers, followed by two seminar presentations.
- Before submission of the dissertation, students will be required to make a pre-submission presentation for peer comments and improvements.

Supplementary and improvement examination

There will be supplementary/ improvement examination after each semester/ annual examination. A student may have choice to appear in the backlog papers in the supplementary examination or in the subsequent regular semester/ annual examination with a prescribed fee as laid down by the University from time to time.

A student who cleared all the papers of a semester/annual examination of a programme/course will be eligible for Improvement Examination on the following conditions:

- (i) A student shall be eligible to appear at the improvement examination if he/ she secures 'C' and 'P' grade in any course.
- (ii) For the purpose of determining the SGPA/CGPA, the better of the two performances (regular and improvement) in the examinations shall be taken into consideration.
- (iii) The supplementary examination will be held within one month of declaration of result.
- (iv) The improvement examination will be allowed only once within one year of the date of the original examination.
- (v) The marks/ grades scored by the students in the improvement examinations shall not be considered for award of ranks, medals, prizes etc.
- (vi) The students who will take Repeat/ Supplementary Examinations, will not be entitled to be considered for the award of medals, prizes, ranks, etc.

Re-evaluation of Answer books

Students may be allowed to seek re-evaluation of his/her answer book by submitting a written application, along with the necessary fee, within one week after the declaration of results. Re-totalling of marks examinations will be allowed within one week from the date of declaration of results.

Promotion criteria from semester/ annual examination

A student will be required to clear minimum 50% of his/ her papers in a semester/annual examination to be eligible for promotion to the next semester/ year.

Approval Date of Board of Studies Meeting for the Present Syllabus: **06.03.2020**

Approval Date and Number of Academic Council Meeting for the Present Syllabus: **03.09.2020**, 40th AC, agenda item no. 5

Revised syllabus and Byelaws effective from the academic session **2020-21**

Department of Islamic Studies
School of Humanities and Social Sciences
Jamia Hamdard

Vision Statement

The Department aims to become an excellent academic centre for the study of Islam's unique civilizational contribution, with a special focus on India, and on building a humane and caring society

Mission Statements

MS1: To provide multidisciplinary education through a curriculum that is in tune with current requirements, enabling students from all over India (and abroad), especially those from madrasas and weak socio-economic backgrounds, to become competent, creative scholars of Islamic Studies

MS 2: All-round development of students through extensive academic and extra-curricular activities focused on enhancing their employability and relevance in a fast-changing, globalised, pluralistic world

MS 3: To train students in the highest research standards currently prevalent, provide them a conducive environment, and equip them with necessary tools to enhance their research skills

MS 4: To establish linkages, and collaborate with world-class institutions in the fields of pedagogy and research, in order to standardise our academic output, so that it is on par with the latest developments in the concerned fields

Name of the Academic Program: BA (Hons.) Islamic Studies

QUALIFICATION DESCRIPTORS (QDs)

Upon the completion of BA (Hons.) in Islamic Studies, students will be able to:

QD-1: Understand Islamic teachings for peaceful coexistence in society, and acknowledge the message of Islam through its main sources of the Quran and Hadith.

QD-2: Collaborate with other global organizations with a proper understanding of Islamic teachings, and contribute to the society to spread the peaceful message of Islam,

QD-3: Learn the historical account of Islam throughout the ages and areas of world history.

QD-4: Understand the computer applications and office automation tools.

QD-5: Introduce the knowledge of Sociology, its theories; Economics, principles of economics, and learn the political systems, and politics in India.

Mapping Qualification Descriptors (QDs) with Mission Statements (MS)

	MS-1	MS-2	MS-3	MS-4
QD-1	3	2	2	2
QD-2	2	2	2	3
QD-3	3	2	2	2
QD-4	3	2	2	2
QD-5	2	3	2	2

DEPARTMENT OF ISLAMIC STUDIES

Name of the Academic Program: B.A. (Hons) Islamic Studies

PROGRAM LEARNING OUTCOMES (PLOs)

After completing this program, the students should be able to:

PLO- 1 Demonstrate Islamic viewpoints to people from all walks of life and demonstrate the competence for higher studies or careers in the public or private sectors.

PLO- 2 Derive principles and theories from the sources of Islamic jurisprudence and compare views of different schools of thought by applying principles of jurisprudence.

PLO- 3 Get the Knowledge of the origin and development of Muslim sects, and their contribution to the development of various religious sciences from the early phase of Islam up to the modern period.

PLO- 4 Address modern issues related to family and social life from the Islamic perspective, and give solutions for disputes related to inheritance and Endowments.

PLO- 5 Pursue higher studies in Islamic studies, Human rights, and other fields, illustrating the modern techniques and usage of computers.

PLO- 6 Emphasizing the importance of adherence to a high standard of ethical behavior. Explain the concept of economics, its development in India since independence, the parameters of human development, the monetary and banking system in India, agricultural and industrial policies in India, and the system of economics in India.

PLO- 7 Describe and explain the political theory, political systems around the world, and politics in India. Analyze the Indian constitutional provisions, major legislations, and reforms.

PLO- 8 Explain the sociological perspective, broadly defined; use sociological theory to explain social problems and issues; make theoretically-informed recommendations to address current social problems; and demonstrate the utility of the sociological perspective for their lives.

PLO- 9 Broaden the knowledge in the areas of Islamic sciences which include the *Quran, Hadith, and Sunnah*. Also to translate and interpret texts from Arabic to English and vice versa.

PLO – 10 Demonstrate comprehensive knowledge of the important themes of the Islamic intellectual tradition as interpreted by leading scholars over time, in response to changing historical circumstances, so as to equip students to engage with and respond to contemporary issues and challenges facing Muslim communities

PLO – 11 Recognize and understand the Socio-economic and political conditions of Pre-Islamic Arabia and the development of Islam from the early period up to the modern period.

PLO – 12 Get the Knowledge of Major Dynasties, Ottoman and Other Empires, Reform Movements of the Islamic World, and area-specific studies related to Islamic histories like Islam in India, Central Asia, Africa, Spain, West Asia as well as the areas of modernization and Islam.

PROGRAM SPECIFIC OUTCOMES (PSOs)

After completing this Course, the students should be able to:

PSO-1 To consolidate the historical and cultural base of Islamic history and culture.

PSO-2 To learn the specific domains of Islamic policy, economy, sociology & develop the skills of jurisprudence according to modern needs.

PSO-3 To equip students about Islamic thought and sciences.

PSO-4 To understand Islamic modernity and to equip them to respond positively to contemporary challenges faced by Muslim thought and culture.

**Mapping of Program Learning Outcomes (PLOs)
With Qualification Descriptors (QDs)**

	QD-1	QD-2	QD-3	QD-4	QD-5
PLO-1	3	3	3	2	1
PLO-2	3	2	2	1	1
PLO-3	2	2	3	1	1
PLO-4	2	3	1	1	1
PLO-5	1	2	1	3	1
PLO-6	3	3	1	1	3
PLO-7	1	1	1	1	3
PLO-8	2	1	1	1	3
PLO-9	3	2	1	1	1
PLO-10	1	1	1	1	1
PLO-11	2	2	3	1	1
PLO-12	1	1	3	1	1
PSO – 1	2	1	3	1	1
PSO – 2	3	3	3	1	1
PSO – 3	3	2	3	1	1
PSO – 4	3	2	2	1	1

Consolidated Semester-wise Programme Details

S. No.	Course Code	Course Title	Type* of Course	Teaching Hrs/ Week	Credits	Marks		
						Internal	External	Total
Semester I								
1.	BAIS-101-C	Emergence of Islam & the life of the Prophet PBUH	C	05	06	25	75	100
2.	BAIS-102-C	Quran and Tafsir	C	05	06	25	75	100
3.	BAIS-103-S	Political theory and ideology	S	05	05	25	75	100
4. a or b.	BAIS-104-L	Arabic language-I OR English language-I	E	05 x 1 Choice of any one	05 x 1	25 x 1	75 x 1	100 x 1
Semester II								
1	BAIS-201-C	Khilafat-e-Rashida	C	05	06	25	75	100
2	BAIS-202-C	Hadith & Sunnah	C	05	06	25	75	100
3	BAIS-203-S	Politics & political system in India	S	05	05	25	75	100
4 a or b.	BAIS-204-L	Arabic language-II OR English language-II	E	05 x 1 Choice of any one	05 x 1	25 x 1	75 x 1	100 x 1
Semester III								
1	BAIS-301-C	The Umayyad period	C	05	06	25	75	100
2	BAIS-302-C	Fiqh (Jurisprudence)	C	05	06	25	75	100
3 a or b.	BAIS-303-S	Introduction to Sociology OR Principles of Economics	E	05 x 1 Choice of any one	05 x 1	25 x 1	75 x 1	100 x 1
4	BAIS-304-CS	Computer Applications	C	05	05	25	75	100
Semester IV								
1	BAIS-401-C	The Abbasid period	C	05	06	25	75	100
2	BAIS-402-C	Major dynasties of the Islamic world	C	05	06	25	75	100

3 a or b.	BAIS- 403-S	Indian society (social system) OR Indian economy	E	05 x 1	05 x 1	25 x 1	75 x 1	100 x 1
4	BAIS- 404-CS	Office Automation Tools	C	05	05	25	75	100
Semester V								
1	BAIS- 501-C	The Ottoman Period	C	05	06	25	75	100
2	BAIS- 502-C	Reformers and reform movements	C	05	06	25	75	100
3	BAIS- 503-E	Islam in Africa and Spain	E	Choice of any two	06 x 2	25 x 2	75 x 2	100 x 2
4	BAIS- 504-E	Medieval Muslim thinkers	GE					
5	BAIS- 505-E	Political system in Islam	E					
Semester VI								
1.	BAIS- 601-C	Islam in India	C	05	06	25	75	100
2.	BAIS- 602-C	Colonialism, modernity and Islam	C	05	06	25	75	100
3	BAIS- 603-E	Islam in Central Asia	E	Choice of any two	06 x 2	25 x 2	75 x 2	100 x 2
4.	BAIS- 604-E	Muslim sects	GE					
5.	BAIS- 605-E	Islamic economics & finance	E					
					Total Credits 136			

***Note:** In Type of Course, 'C' indicates a 'Core or Compulsory' Course, 'E' indicates an 'Elective or Choice-based' Course, and 'GE' indicates an 'Generic Elective or Choice-based' Course.

Rules and Regulations of the Programme

As mentioned in the Byelaws above.

COURSE DESIGN
DEPARTMENT OF ISLAMIC STUDIES

Name of the Academic Program: BA (Hons.) Islamic Studies

Course Code: BAIS 101 – C; Title of the Course: Emergence of Islam and the life of the Prophet
(Core/Compulsory Course)

L-T-P: 5 – 1 - 0

Credits 06

(L=Lecture hours, T=Tutorial hours, P=Practical hours)

COURSE LEARNING OUTCOMES (CLOs)

After completing this course, the students should be able to

CLO-1 Explain the Socio-economic and political conditions of Pre-Islamic Arabia. (cognitive level: Understand)

CLO-2 Analyse the different aspects of Prophet Muhammad’s (PBUH) life from his birth till the establishment of an Islamic state in Madinah. (cognitive level: Understand)

CLO-3 Discuss the various stages of Prophetic Mission and preaching. (cognitive level: Understand)

CLO-4 Analyze the impact of the Prophet on the Makkan Society. (cognitive level: Analyse)

CLO-5 Identify and understand the basic teachings of Islam. (cognitive level: Analyse)

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Programme Specific Outcomes (PSOs)

	PLO 1	PLO 2	PLO 3	PLO 4	PL O 5	PL O 6	PL O 7	PL O 8	PL O 9	PL O 10	PL O 11	PL O 12	PSO 1	PS O2	PS O3	PS O4
CLO1	1	1	1	1	1	1	1	1	1	1	3	1	1	1	1	1
CLO2	1	1	1	1	1	1	1	1	1	1	3	1	3	1	1	1
CLO3	1	1	1	1	1	1	1	1	1	1	3	1	3	3	3	1
CLO4	1	1	1	1	1	1	1	1	1	1	3	1	3	1	1	1
CLO5	2	2	1	1	2	1	1	1	3	1	1	1	3	3	3	2

Detailed Syllabus:

BAIS-101-C-Emergence of Islam & the life of the Prophet PBUH

This paper explores the history of Islam prior to its beginning till the last message of the Prophet Mohammad PBUH. Different aspects of Prophet Muhammad PBUH’s life from his birth till the establishment of an Islamic state in Madinah as well as the prominent teachings of Islam constitute the scope of this study.

Unit I – Pre-Islamic Arabia

12 hours

- a) Tribal society: structure & significance
- b) Socio-economic and political conditions

- c) Religious, political and economic significance of Mecca
- d) Arabia's relations with other societies

Unit II – Emergence of Islam and life of Prophet in Mecca **12 hours**

- a) Muhammad PBUH
- b) Prophetic mission
- c) Opposition to Islam
- d) Islam in Makkah

Unit III – Islam in Medina **12 hours**

- a) *Hijra* and the emergence of the city state (*Meesaq-e-Madinah*)
- b) The battles of *Badr*, *Uhd* and *Khandak*
- c) Conquest of Mecca and the expansion of Islam
- d) Socio-political order as established by the Prophet PBUH

Unit IV – Basic Teachings of Islam **12 hours**

- a) *Aqaid wa Ibadaat* (beliefs and worship)
- b) *Muamalaat wa Akhlaaq* (dealings and ethical teachings)
- c) Special consideration of women, slaves and other marginal groups
- d) *Khutba-e-Hajjatul Vida*: last message of the Prophet PBUH

Reference Books:

1. Hitti, P.K. (1970). *History of the Arabs*. London: Palgrave.
2. Armajani, Y. (1986). *Middle East: Past and Present*. N.J: Prentice Hall.
3. Hamidullah, M. (1992). *Introduction to Islam*. New Delhi: Kitab Bhavan
4. Saulat, Sarwat. (1989). *Millat-e-Islamia ki Mukhtasar Tarikh*. Lahore: Islamic Publishers.
5. Moinuddin, Shah. (1939). *Tarekh e Islam*. Azamgarh: Maarif Press.
6. Khan, Akbar Shah. (2004) *Tarekh e Islam*. Lahore: Maktaba Khalil.
7. Ameer Ali, S. (1899) *History of the Saracens*. London: Macmillan and Co. Ltd.

Teaching-Learning Strategies in brief

Teaching and learning is through classroom teaching, discussion and debate, two-way question and answer sessions, presentations, guided self-study, and online resources.

Assessment methods and weightages in brief

A variety of assessment methods that are appropriate to the subject area and program of study are used to assess progress towards the CLOs and PLOs. Priority is given to formative assessment. Progress towards achievement of learning outcomes is assessed using the following: time-constrained end-semester examinations, and internal assessment based on written tests; assignments; oral presentations, including seminar presentation, attendance etc. and other approaches as per the context and need.

COURSE DESIGN
DEPARTMENT OF ISLAMIC STUDIES

Name of the Academic Program: BA (Hons.) Islamic Studies

Course Code: BAIS-102-C; Title of the Course: Quran and Tafsir (Core Course)

L-T-P: 5-1-0

Credits: 06

(L = Lecture Hours, T = Tutorial Hours, P = Practical Hours)

COURSE LEARNING OUTCOMES (CLOs)

After completion of this course, students should be able to-

CLO 1 Explain Revelation, Importance, and Preservation of the Quran (cognitive level: Understand)

CLO 2 Explain the Compilation and Central idea of the Quran (cognitive level: Understand)

CLO 3 Analyze and explain development and principles of tafsir and differentiate between types of Quranic verses. (cognitive level: Analyze)

CLO4 Compare major tafasir such as Tabari, Zamakhshari, Razi, Ibn Kathir (cognitive level: Analyze)

CLO 5 Summarize major Urdu tafasir such as Bayanul al Quran, Tafhim al Quran, Tadabbur al Quran etc. (cognitive level: Create)

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Programme Specific Outcomes (PSOs)

	PL O 1	PLO 2	PLO 3	PL O 4	PL O 5	PL O 6	PLO 7	PLO 8	PLO 9	PL O 10	PL O 11	PLO 12	PSO 1	PS O 2	PS O 3	PS O 4
CLO1	1	1	1	1	1	1	1	1	3	1	2	1	1	1	3	1
CLO2	1	1	1	1	1	1	1	1	3	1	2	1	1	1	3	1
CLO3	1	3	1	1	1	2	1	1	3	1	1	1	1	1	3	1
CLO4	1	2	1	1	1	1	1	1	3	1	1	1	1	1	3	1
CLO5	1	1	1	1	1	1	1	1	3	1	1	1	1	1	3	1

Detailed Syllabus:

This paper underlines the fundamental sources of all Islamic teachings i.e. Quran and its exegeses. The scope and importance of this paper is that it remains as the source paper for all the other branches or papers dealing with mainly theology or social sciences.

Unit I- The Holy Quran

12 hours

- a) Revelation: its meaning, importance and types.
- b) Preservation of Quran.
- c) Compilation of the Quran
- d) Central idea of the Quran (Tawhid, Justice, Equality, *Amr bil maruf wa nahi anil munkar*)

Unit II- Science of Tafsir

12 hours

- a) Meaning, origin and significance
- b) Development of Tafsir
- c) Principles and forms of Tafsir
- d) *Mohkam , Mutashabeh , Nasikh , Mansookh , Shane Nuzool and Israiliyat*

Unit III- Major Tafasir

12 hours

- a) Tabari
- b) Zamakhshari
- c) Razi
- d) Ibn-e-Kathir

Unit-IV- Major Tafasir in Urdu

12 hours

- a) Bayan-ul-Quran (Maulana Ashraf Ali Thanwi)
- b) Tafsir-e-Naeemi (Maulana Ahmad Yar Khan Naeemi)
- c) Tafhim-ul-Quran (Maulana Abul A'la Maududi)
- d) Tadabbur-e-Quran (Maulana Amin Ahsan Islah)

Reference Books:

- 1- Suyuti, Jalaluddin. (2008). *Al-Itqan fi Ulum al-Quran* (Urdu Tarjama). Karachi: .Darul ishaat.
- 2- Houtsma et. al. (1991). *Encyclopaedia of Islam* (Relevant chapters) Leiden: E.J.Brill.
- 3- Hareeri, Ghulam Ahmad. (2000). *Tarikh-e-Tafsir wa Mufasssireen* (Urdu). Faisalabad: Malik sons.
- 4- Ali, Syed Shahid. (2001). *Urdu Tafasir Bisvin Sadi me*. New Delhi: Kitabi Dunia.
- 5- G.Y. Anjum. (2019). *Qurane karim ke Hindustani Tarajum w Tafasir ka Ijmali Jaizah*. New Delhi: NCPUL.

Teaching-Learning Strategies in brief

Teaching and learning is through classroom teaching, discussion and debate, two-way question and answer sessions, presentations, guided self-study, and online resources.

Assessment methods and weightages in brief

A variety of assessment methods that are appropriate to the subject area and programme of study are used to assess progress towards the CLOs and PLOs. Priority is given to formative assessment. Progress towards achievement of learning outcomes is assessed using the following: time-constrained end-semester examinations, and internal assessment based on written tests; assignments; oral presentations, including seminar presentation, attendance etc. and other approaches as per the context and need.

COURSE DESIGN
DEPARTMENT OF ISLAMIC STUDIES

Name of the Academic Program: BA (Hons.) Islamic Studies

Course Code: BAIS-103-S; Title of the Course: Political theory and ideology(Subsidiary Course)
L-T-P: 5-0-0 Credits: 05

(L = Lecture Hours, T = Tutorial Hours, P = Practical Hours)

COURSE LEARNING OUTCOMES (CLOs)

After completing this Course, the students should be able to:

CLO-1 Discuss the theories, approaches, concepts and principles of political theory. (Cognitive level: Analyze)

CLO-2 Gain an in depth knowledge of the approaches to the study of Political Science. (Cognitive level: Evaluate)

CLO-3 Analysis the important philosophical, theoretical, and ideological foundations in the study of political science. (Cognitive level: Analyze)

CLO-4 Analyzes important political concepts such as equality, liberty, justice, rights, democracy. (Cognitive level: Analyze)

CLO-5 Understand the relationship between the individual, society and the state. (Cognitive level: Create)

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Programme Specific Outcomes (PSOs)

	PL O1	PL O2	PLO 3	PL O 4	PL O 5	PL O 6	PL O 7	PL O 8	PL O 9	PL O 10	PL O 11	PL O 12	PS O 1	PS O 2	PS O 3	PS O 4
CLO1	1	1	1	1	1	1	3	1	1	1	1	1	1	1	1	1
CLO2	1	1	1	1	1	1	3	1	1	1	1	1	1	1	1	1
CLO3	1	1	1	1	1	1	3	1	1	1	1	1	1	1	1	1
CLO4	1	1	1	1	1	1	3	1	1	1	1	1	1	2	2	1
CLO5	1	1	1	1	1	1	3	1	1	1	1	1	1	2	1	1

Detailed Syllabus:

This paper introduces the fundamental approaches to the study of political theory from the traditional to modern approaches. It also analyzes important political concepts such as sovereignty, equality, liberty, justice, rights, democracy and others are studied so that students could reconcile political theory and practice through reflections on the ideas of political thinkers. The course will thus enable students to discuss major theories and concepts in political science and develop critical thinking in the working of political systems.

Unit 1: Meaning and nature of politics

12 hours

- a) Politics as art of government
- b) Politics as power
- c) Politics as public affair
- d) Politics as art of compromise

Unit 2: Political ideology

12 hours

- a) Liberalism
- b) Socialism
- c) Capitalism
- d) Gandhism

Unit 3: Political theory

12 hours

- a) Rights
- b) Liberty
- c) Equality
- d) Justice

Unit 4: Nation, nation-state and nationalism

12 hours

- a) Meaning of nation, nation-state and nationalism
- b) Theories of nationalism
- c) Nationalism and citizenship
- d) Nationalism and multiculturalism

Reference Books:

1. Acemoglu, D. and Robinson, J.A. (2006). *Economic Origins of Dictatorship and Democracy*, Cambridge: CUP.
2. Arendt, H. (1966). *The Origins of Totalitarianism*, London: Allen and Unwin.
3. Barry, B. (1965). *Political Argument*, London: Routledge & Kegan Paul.
4. Basu, D D. (2009-10). *Commentary on the Constitution of India (08 Vols set)*, Nagpur: LexixNexis Butterworths Wadhwa.
5. Basu, D D. (2010). *Shorter Constitution of India*, 14th ed. (02 Vols set), Nagpur: LexixNexis Butterworths Wadhwa.
6. Basu, D D. (2010). *Introduction to the Constitution of India*, 20th ed., Nagpur: Lexix Nexis Butterworths Wadhwa.
7. Baxi, Upendra. (2002/2006). *The Future of Human Rights*, New Delhi: OUP
8. Biersteker, T. J., and Weber, Cynthia. (1996). *State Sovereignty as Social Construct*, Cambridge: CUP

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COURSE DESIGN
DEPARTMENT OF ISLAMIC STUDIES

Name of the Academic Program: BA (Hons.) Islamic Studies

Course Code: **BAIS-104-L (E)**; Title of the Course: **English Language-I** (Language Elective)

L-T-P: 5 – 0 - 0

Credits 05

(L=Lecture hours, T=Tutorial hours, P=Practical hours)

COURSE LEARNING OUTCOMES (CLOs)

After completing this course, the students should be able to:

CLO-1: Learn the basics of the concerned language. (Cognitive level: Understand)

CLO-2: Understand the functional grammar of the language. (Cognitive level: Analyze)

CLO-3: Practice the spoken language. (Cognitive level: Apply)

CLO-4: Evaluate the techniques of the language and apply in the daily usage. (Cognitive level: Evaluate)

CLO-5: Develop the writing skills in the concerned language. (Cognitive level: Create)

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Programme Specific Outcomes (PSOs)

	PLO 1	PL O 2	PL O 3	PL O 4	PL O 5	PL O 6	PL O 7	PL O 8	PL O 9	PL O 10	PL O 11	PL O 12	PS O 1	PS O 2	PS O 3	PS O 4
CLO1	1	1	1	1	2	1	1	1	3	1	1	1	1	1	1	1
CLO2	1	1	1	1	2	1	1	1	3	1	1	1	1	1	1	1
CLO3	1	1	1	1	2	1	1	1	3	1	1	1	1	1	1	1
CLO4	1	1	1	1	2	1	1	1	3	1	1	1	1	1	1	1
CLO5	1	1	1	1	2	1	1	1	3	1	1	1	1	1	1	1

Detailed Syllabus:

The main objective of this paper is to explore the techniques to learn the communicative language as well as to prepare the students with efficient writing skills at a later stage. The LSRW (Listening, Speaking, Reading and Writing) skills are given due importance.

Unit-1: The functional grammar-1

12 hours

(From *English for Speakers of Urdu: A Proficiency Course*, Gulfishaan Habeeb, Orient Black Swan.)

- a) The letters and sounds of English and Vocabulary
- b) Number
- c) Gender
- d) Pronouns

Unit-2: The functional grammar-2

12 hours

(From *English for Speakers of Urdu: A Proficiency Course*, Gulfishaan Habeeb, Orient Black Swan.)

- a) Articles
- b) Genitives

- c) Quantifiers
- d) Adjectives and comparison of adjectives

Unit-3: Spoken English

12 hours

(From *English for Speakers of Urdu: A Proficiency Course*, Gulfishaan Habeeb, Orient Black Swan.)

- a) Introducing oneself and others
- b) Requesting and commanding
- c) Asking for the time and for directions and seeking permission
- d) Getting people's attention and interrupting

Unit-4: Composition & comprehension

12 hours

(From *A Junior English Grammar and Composition*, N.K Aggarwala, Goyal Brothers Prakashan Publications.)

- a) Informal letters
- b) Formal letters
- c) Notices
- d) Paragraph writing

Reference Books:

1. Habeeb, G. (2014). *English for Speakers of Urdu: A Proficiency Course*. Hyderabad: Orient Black Swan Publishers.
2. Aggarwala, N.K. (2011). *A Junior English Grammar and Composition*. New Delhi: Goyal Brothers Prakashan publication.
3. Redman, Stuart. (1997). *English Vocabulary in Use (Pre-Intermediate & Intermediate)*. UK: Cambridge University Press.
4. Wren & Martin. (2013 revised edition). *High School English Grammar and Composition*. New Delhi: S. Chand & Company Pvt. Ltd.

Teaching-Learning Strategies in brief

Teaching and learning is through classroom teaching, discussion and debate, two-way question and answer sessions, presentations, guided self-study, and online resources.

Assessment methods and weightages in brief:

A variety of assessment methods that are appropriate to the subject area and programme of study are used to assess progress towards the CLOs and PLOs. Priority is given to formative assessment. Progress towards achievement of learning outcomes is assessed using the following: time-constrained end-semester examinations, and internal assessment based on written tests; assignments; oral presentations, including seminar presentation, attendance etc. and other approaches as per the context and need.

COURSE DESIGN
DEPARTMENT OF ISLAMIC STUDIES

Name of the Academic Program: BA (Hons.) Islamic Studies

Course Code: BAIS 104-L (A); Title of the Course: Arabic Language (Elective course)

L-T-P: 5-0-0

Credits: 05

(L=Lecture hours T=Tutorial hours, P=Practical hours)

COURSE LEARNING OUTCOMES (CLOs)

Upon successful completion of the course, the students will be able to:

CLO1 Demonstrate a familiarity with Reading and writing skill in Arabic language. (Cognitive level: Understand)

CLO2 Apply the basic usage of Arabic grammar. (Cognitive level: Apply)

CLO3 Identify the vocabulary, months, counting and alphabets. (Cognitive level: Analyze)

CLO4 Design the sentences in Arabic. (Cognitive level: Create)

CLO5 Apply Arabic text to translate into English. (Cognitive level: Apply)

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Programme Specific Outcomes (PSOs)

	PL O 1	PL O 2	PL O 3	PL O 4	PL O 5	PL O 6	PL O 7	PL O 8	PL O 9	PL O 10	PL O 11	PL O 12	PS O 1	PS O 2	PS O 3	PS O 4
CLO1	1	1	1	1	1	1	1	1	3	1	1	3	1	1	1	1
CLO2	1	1	1	1	1	1	1	1	3	1	1	3	1	1	1	1
CLO3	1	1	1	1	1	1	1	1	3	1	1	3	1	1	1	1
CLO4	1	1	1	1	1	1	1	1	3	1	1	3	1	1	1	1
CLO5	1	1	1	1	1	1	1	1	3	1	1	3	1	1	1	1

Detailed Syllabus:

This paper is aimed to teach the basic lessons of Arabic language so that a student may become familiar to the resource language which is the language of the principal sources of Islamic teachings.

12 hours per Unit

- یونٹ ۱۔
- ۱۔ حروف البجاء، ششی اور قمری حروف
 - ۲۔ واحد، ثثنیہ، جمع
 - ۳۔ اعراب اور کلمہ
 - ۴۔ اسم اشارہ
- یونٹ ۲۔
- ۱۔ مرکب تام مع امثلہ
 - ۲۔ مرکب ناقص مع امثلہ
 - ۳۔ مرکب توصیلی مع امثلہ
 - ۴۔ مرکب اضافی مع امثلہ
- یونٹ ۳۔
- ۱۔ تذکیر و تانیث مع امثلہ
 - ۲۔ تعریف و تکلیف مع امثلہ
 - ۳۔ مبتدا و خبر مع امثلہ
 - ۴۔ اسم ضمیر مع امثلہ
- یونٹ ۴۔
- ۱۔ معرب و ننی مع امثلہ
 - ۲۔ اسم موصول مع امثلہ
 - ۳۔ حروف مشبہ بالفعل مع امثلہ
 - ۴۔ اعداد: ۱۰۰ تک، ونوں اور مہینوں کے نام
- مقررہ کتب:
- ۱۔ کتاب الخو، حافظ عبدالرحمن امرتسری، مکتبہ بلال، دیوبند، ۲۰۱۰ء
 - ۲۔ عربی کا معلم، عبدالستار خاں، قدیمی کتب خانہ، کراچی، ۲۰۱۳ء
 - ۳۔ معلم العربیہ، غلام مکی انجم، کتب خانہ امجدیہ، دہلی، ۲۰۰۵ء

Teaching-Learning Strategies in brief

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Assessment methods and weightages in brief

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COURSE DESIGN
DEPARTMENT OF ISLAMIC STUDIES

Name of the Academic Program: BA (Hons.) Islamic Studies

Course Code: BAIS-201-C; Title of the Course: Khilafat-e-Rashida (The righteous caliphate).
(Core/Compulsory Course)

L-T-P: 5 – 1 - 0

Credits 06

(L=Lecture hours, T=Tutorial hours, P=Practical hours)

COURSE LEARNING OUTCOMES (CLOs)

After completing this course, the students should be able to

CLO 1. Understand the process of selection of the Caliphs and their powers and functions. (cognitive level: Understand)

CLO 2. Explain the economic condition of the state during the Caliphate. (cognitive level: Understand)

CLO 3. Explain the ideological and political conflicts in the Islamic State. (cognitive level: Analyze)

CLO 4. Discuss the expansion of the Islamic state under the Caliphs. (cognitive level: Understand)

CLO 5. Understand the multicultural society under the Islamic law/ Sharia. (cognitive level Analyze)

**Mapping of Course Learning Outcomes (CLOs)with Program Learning Outcomes (PLOs) and
Programme Specific Outcomes (PSOs)**

	PL O1	PL O2	PL O3	PL O4	PL O5	PL O6	PL O7	PL O8	PL O9	PL O10	PL O11	PL O12	PS O 1	PS O 2	PS O 3	PS O 4
CLO1	1	1	1	1	1	1	1	1	1	1	3	1	3	1	2	1
CLO2	1	1	1	1	1	1	1	1	1	1	3	1	3	1	2	1
CLO3	1	1	1	1	1	1	1	1	1	1	3	1	3	1	2	1
CLO4	1	1	1	1	1	1	1	1	1	1	3	1	3	1	2	1
CLO5	1	1	1	1	1	1	1	1	1	1	3	1	3	1	2	1

Detailed Syllabus:

BAIS-201-C-Khilafat-e-Rashida (The righteous caliphate)

This paper explores the period known as the righteous caliphate period of the companions of the Prophet. It builds an understanding of the beginning of the ideological and political conflicts in the Islamic state.

Unit I – Hadhrat Abu Bakr and the Consolidation of Islamic State

12 hours

- a. Hadhrat Abu Bakr: a brief biography
- b. Wars against apostates and false Prophets
- c. Compilation of Quran
- d. Conquests and achievements

Unit II – Hadhrat Umar and the Expansion of Islamic State

12 hours

- a) Hadhrat Umar: a brief biography
- b) Expansion of the Islamic State

- c) Administration of Hadhrat Umar
- d) Major contributions (*Awwaliyaat*)

Unit III – Hadhrat Uthman and the Regulation of Islamic State

12 hours

- a) Hadhrat Uthman: a brief biography
- b) Political and religious turmoil (*Fitna*)
- c) Conquests and contributions
- d) General administration

Unit IV – Hadhrat Ali and the Upholding of the Caliphate

12 hours

- a. Hadhrat Ali: a brief biography
- b. Civil wars (*Jamal* and *Siffin*)
- c. Sectarian conflicts
- d. Major contributions

Reference Books:

1. Hitti, P.K. (1970). *History of the Arabs*. London: Palgrave
2. Armajani, Y. (1986). *Middle East: Past and Present*. N.J: Prentice Hall
3. Hamidullah, M. (1992). *Introduction to Islam*. New Delhi: Kitab Bhavan
4. Saulat, Sarwat. (1989). *Millat-e-Islamia ki Mukhtasar Tarikh*. Lahore: Islamic Publishers.
5. Moinuddin, Shah. (1939). *Tarekh e Islam*. Azamgarh: Maarif Press.
6. Khan, Akbar Shah. (2004) *Tarekh e Islam*. Lahore: Maktaba Khalil.
7. Ameer Ali, S. (1899) *History of the Saracens*. London: Macmillan and Co. Ltd.
8. Fischer, Sidney. (1997). *A History of the Middle East*. New York: Mc Graw-Hill
9. Lewis, Bernard. (2002). *Arabs in History*. USA: Oxford University Press.

Teaching-Learning Strategies in brief

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COURSE DESIGN
DEPARTMENT OF ISLAMIC STUDIES

Name of the Academic Program: BA (Hons.) Islamic Studies

Course Code: BAIS-202-C; Title of the Course: Hadith and Sunnah (Core Course)

L-T-P: 5-1-0

Credits: 06

(L = Lecture Hours, T = Tutorial Hours, P = Practical Hours)

COURSE LEARNING OUTCOMES (CLOs)

After completion of this course, students should be able to-

CLO 1 Discuss the Significance, Preservation, and Compilation of hadith. (cognitive level: Understand)

CLO 2 Discuss the Major collections of hadith. (cognitive level: Understand)

CLO 3 Classify different types of hadith and chain of narrations. (cognitive level: Apply)

CLO 4 Compare the eight basic collections of hadith books (cognitive level: Analyze)

CLO 5 Appraise the contribution of major Indian hadith scholars (cognitive level: Evaluate)

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Programme Specific Outcomes (PSOs)

	PL O 1	PLO 2	PLO 3	PL O 4	PL O 5	PL O 6	PLO 7	PLO 8	PLO 9	PL O 10	PLO 11	PLO 12	PSO 1	PSO 2	PSO 3	PSO 4
CLO1	1	1	1	1	1	1	1	1	3	1	1	1	3	1	2	1
CLO2	1	1	1	1	1	1	1	1	3	1	1	1	3	1	2	1
CLO3	1	1	1	1	1	1	1	1	3	1	1	1	3	1	2	1
CLO4	1	1	1	1	1	1	1	1	3	1	1	1	3	1	2	1
CLO5	1	1	1	1	1	1	1	1	3	1	1	1	2	1	2	1

Detailed Syllabus: This paper aims to explore the second fundamental source of all Islamic teachings following the study of Quran i.e. Hadith and its exegeses.

Unit I- Science of Hadith

12 hours

- a) Meaning and significance
- b) Preservation of Hadith in the early Islamic era.
- c) Compilation of Hadith in the Umayyad period.
- d) Major collections of Hadith.

Unit II- Special terminology of Hadith

12 hours

- a) *Sanad , Matan ,Riwayah and Dirayah.*
- b) *Mutawatir, Sahih, Hasan, Dai'if.*
- c) *Hadith Marfu, Mauquf, Maqtu and Maudhu*
- d) *Asma-ul- Rija and Jarh-o-Tadil*

Unit III-Classical Hadith Collection

12 hours

- a) *Muwatta* of Imam Malik and Musnad of Imam Ahmad Bin Hanbal
- b) *Sahih Bukhari* and *Sahih Muslim*
- c) *Sunan-e Tirmizi* and *Sunan-e Abudaud*
- d) *Sunan-e Nasai* and *Sunan-e Ibn-e Maja*

Unit-IV- Contribution of Indian Muhaddithin

12 hours

- a) Imam Raziuddin Hasan Saghani
- b) Shaikh Abdul Haq Muhaddith Dehlavi
- c) Shah Waliullah Muhaddith Dehlavi
- d) Allama Anwar Shah Kahsmiri

Reference Books:

- 1- Gilani, Munazir Ahsan. (2005). *Tadweene Hadith*. Lahore: Al Mizan.
- 2- Al-Tabbakh, Raghīb. (2000). *Tarikh-i-Afkar wa Ulum-i-Islami*(Urdu). Delhi: Markazi maktaba Islami
- 3- Nadavi, Taqiuddin. (1975). *Mohaddisin aur un ke Karname*. Lucknow. Nadwatul ulama.
- 4- Houtsma et. al. (1991). *Encyclopaedia of Islam* (Relevant chapters) Leiden: E.J.Brill
- 6- Naeemi, Mohammad Ahmad. (2017). *Islam aur Hindu Dharam ka Taqabuli Mutala* (Related chapters). Delhi: Kutubkhana Amjadia.

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COURSE DESIGN
DEPARTMENT OF ISLAMIC STUDIES

Name of the Academic Program: BA. Islamic Studies

Course Code: **BAIS-203-S**: Title of the Course: - **Politics & political system in India (Subsidiary)**

L-T-P: 5-0-0

Credits: 05

(L = Lecture Hours, T = Tutorial Hours, P = Practical Hours)

COURSE LEARNING OUTCOMES (CLOs)

After completing this paper the students will be able to:

CLO-1. Analyse the basic ideals of Indian Constitution. (Cognitive level: analyze)

CLO-2. Understanding critically analysing legislature, executive and judiciary system of India. (Cognitive level: Evaluate)

CLO-3. Awareness of the basic governing system as well as development measures. (Cognitive level: Evaluate)

CLO-4. Examining the Institutions of Rural and Urban local self-government and Discussing the constitutional amendments and challenges before local self-government. (Cognitive level: Apply)

CLO-5. Analyze the citizenship rights given by the constitution to minorities of India. (Cognitive level: Analyze)

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Programme Specific Outcomes (PSOs)

	PL O 1	PL O 2	PLO 3	PL O 4	PL O 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11	PLO 12	PS O 1	PS O 2	PS O 3	PS O 4
CLO 1	1	1	1	1	1	1	3	1	1	1	1	1	1	1	1	1
CLO 2	1	1	1	1	1	1	3	1	1	1	1	1	1	1	1	1
CLO 3	1	1	1	1	1	1	3	1	1	1	1	1	1	1	1	1
CLO 4	1	1	1	1	1	1	3	1	1	1	1	1	1	1	1	1
CLO 5	1	1	1	1	1	1	3	1	1	1	1	1	1	1	1	1

Detailed Syllabus:

The subject forms the backbone to the study of political science for Indian students as it deals with the basics of Indian political system. Covering a wide range of topics such as the Constitution of India, the powers and functions of the three organs of the government- the executive, the legislative and the judiciary, the decentralization of powers as well as the challenges to Indian polity such as communalism, casteism and regionalism. The subject, being an important part in civil services and other competitive examinations, is also job-prospect and will train students for such exams.

Unit 1: Indian Constitution

12 hours

a) Philosophy of the Constitution

- b) Fundamental Rights, Duties & Directive Principle of State Policy
- c) Organization of polity (executive, legislature and judiciary)
- d) Federalism in India

Unit 2: Party system in India

12 hours

- a) Nature and characteristics of party system
- b) Major national parties
- c) Major regional parties
- d) Coalition system

Unit 3: Local government in India

12 hours

- a) Panchayati Raj Institutions (PRIs)
- b) Urban Local Bodies (ULBs)
- c) Political participation in local government
- d) Challenges to local government

Unit 4: Major challenges of Indian democracy

12 hours

- a) Regionalism and ethnic movements
- b) Communalism and communal riots
- c) Caste and politics
- d) Challenges of general growth

Reference Books:

1. Burgess, Michael. (2006). *Comparative Federalism: Theory and Practice*, London: Routledge.
2. Caramani, Daniele. (ed). (2008). *Comparative Politics*, New York: OUP.
3. Chhibber, Pradeep K. and Kollman, Ken. (2004). *The Formation of National Party Systems: Federalism and Party Competition in Canada, Great Britain, India and the United States*, Princeton: Princeton University Press.
4. Cox, G.W. (1997). *Making Votes Count*, Cambridge: CUP.
5. Dahrendorf, R. (1959). *Class and Class Conflict in Industrial Society*, Stanford: Stanford University Press.
6. Dalton, R. J. and Klingemann. (eds). (2009). *The Oxford Handbook of Political Behaviour*, Oxford: OUP.
7. DeSouza, Peter Ronald and Sridharan, eds. (2006). *India's Political Parties: Readings in Indian Government and Politics*, New Delhi: Sage Publication

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COURSE DESIGN
DEPARTMENT OF ISLAMIC STUDIES

Name of the Academic Program: BA (Hons.) Islamic Studies

Course Code: **BAIS-204-L (E)**; Title of the Course: **English Language-II** (Language Elective)

L-T-P: 5 – 0 - 0

Credits 05

(L=Lecture hours, T=Tutorial hours, P=Practical hours)

COURSE LEARNING OUTCOMES (CLOs)

After completing this Course, the students should be able to:

CLO-1: Learn the second level of basics of the concerned language. (Cognitive level: Understand)

CLO-2: Understand the functional grammar of the language. (Cognitive level: Analyze)

CLO-3: Practice the spoken language. (Cognitive level: Apply)

CLO-4: Evaluate the techniques of the language and apply in the daily usage. (Cognitive level: Evaluate)

CLO-5: Develop the writing skills in the concerned language. (Cognitive level: Create)

**Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and
Programme Specific Outcomes (PSOs)**

	PL O 1	PL O 2	PLO 3	PL O 4	PL O 5	PL O 6	PL O 7	PL O 8	PL O 9	PL O 10	PL O 11	PL O 12	PS O 1	PS O 2	PS O 3	PS O 4
CLO1	1	1	1	1	2	1	1	1	3	1	1	1	1	1	1	1
CLO2	1	1	1	1	2	1	1	1	3	1	1	1	1	1	1	1
CLO3	1	1	1	1	2	1	1	1	3	1	1	1	1	1	1	1
CLO4	1	1	1	1	2	1	1	1	3	1	1	1	1	1	1	1
CLO5	1	1	1	1	2	1	1	1	3	1	1	1	1	1	1	1

Detailed Syllabus:

The main objective of this paper is to explore the techniques to learn the communicative language as well as to prepare the students with efficient writing skills at a later stage. The LSRW (Listening, Speaking, Reading and Writing) skills are given due importance.

Unit-1: The functional grammar-1

12 hours

(From *English for Speakers of Urdu: A Proficiency Course*, Gulfishaan Habeeb, Orient Black Swan.)

- a) Verbs and tenses
- b) Auxiliary verbs
- c) Concord
- d) Questions

Unit-2: The functional grammar-2

12 hours

(From *English for Speakers of Urdu: A Proficiency Course*, Gulfishaan Habeeb, Orient Black Swan.)

- a) Question tags
- b) Active and passive voice

- c) Direct and reported speech
- d) Punctuation

Unit-3: Spoken English

12 hours

(From *English for Speakers of Urdu: A Proficiency Course*, Gulfishaan Habeeb, Orient Black Swan.)

- a) Inviting, congratulating, complimenting, offering condolences and apologizing
- b) Describing people, places and things and talking about the weather
- c) Talking on the telephone
- d) Dialogue with role play (practical in class)

Unit-4: Composition & comprehension

12 hours

(From *A Junior English Grammar and Composition*, N.K Aggarwala, Goyal Brothers Prakashan Publications.)

- a) Story writing
- b) Report writing
- c) Essay writing
- d) Comprehension

Reference Books:

1. Habeeb, G. (2014). *English for Speakers of Urdu: A Proficiency Course*. Hyderabad: Orient Black Swan Publishers.
2. Aggarwala, N.K. (2011). *A Junior English Grammar and Composition*. New Delhi: Goyal Brothers Prakashan publication.
3. Redman, Stuart. (1997). *English Vocabulary in Use (Pre-Intermediate & Intermediate)*. UK: Cambridge University Press.
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COURSE DESIGN
DEPARTMENT OF ISLAMIC STUDIES

Name of the Academic Program: BA (Hons.) Islamic Studies

Course Code: BAIS-204-L-(A); Title of the Course: Arabic Language II (Language Elective)

L-T-P: 5-0-0

Credits: 05

(L = Lecture Hours, T = Tutorial Hours, P = Practical Hours)

COURSE LEARNING OUTCOMES (CLOs)

After completion of this course, students should be able to-

CLO 1 Identify different types of Nouns, verbs, tools of verbs (cognitive level: Understand)

CLO 2 Use interrogative sentences, Vocative Particles in Arabic sentences (cognitive level: Apply)

CLO 3 Reproduce and translate select Quranic chapters (cognitive level: Apply)

CLO 4 Report ten prophetic narrations on ethics. (cognitive level: Apply)

CLO 5 write the names of ten body parts and vegetables in Arabic (cognitive level: Apply)

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Programme Specific Outcomes (PSOs)

	PL O 1	PLO 2	PLO 3	PL O 4	PL O 5	PL O 6	PLO 7	PLO 8	PLO 9	PL O 10	PLO 11	PLO 12	PS O 1	PS O 2	PS O 3	PS O 4
CLO1	1	1	1	1	1	1	1	1	3	1	1	1	1	1	1	1
CLO2	1	1	1	1	1	1	1	1	3	1	1	1	1	1	1	1
CLO3	1	1	1	1	1	1	1	1	3	1	1	1	1	1	1	1
CLO4	1	1	1	1	1	1	1	1	3	1	1	1	1	1	1	1
CLO 5	1	1	1	1	1	1	1	1	3	1	1	1	1	1	1	1

یونٹ نمبر - ۱

- ۱۔ فعل ماضی معروف و مجهول، تعریف اور گردان
- ۲۔ فعل مضارع معروف و مجهول، تعریف اور گردان
- ۳۔ فعل امر، تعریف اور گردان
- ۴۔ فعل نہی، تعریف اور گردان

یونٹ نمبر - ۲

- ۱۔ اسم فاعل، تعریف، گردان اور استعمال
- ۲۔ اسم مفعول، تعریف، گردان اور استعمال
- ۳۔ اسم ظرف، تعریف، گردان اور استعمال
- ۴۔ اسم آلہ، تعریف، گردان اور استعمال

یونٹ نمبر - ۳

- ۱۔ حروف جرمع امثله
- ۲۔ حروف ندایع امثله
- ۳۔ حروف استفہام مع امثله
- ۴۔ حروف علت مع امثله

یونٹ نمبر - ۴

- ۱۔ سورہ فاتحہ، سورہ کافرون، سورہ ناس، سورہ فلق اور سورہ اخلاص مع ترجمہ
- ۲۔ اخلاقیات سے متعلق ۱۰ چھوٹی احادیث (متن مع ترجمہ یاد کرنا)
- ۳۔ ۲۰ انسانی اعضا کے نام
- ۴۔ ۱۰ پھل، ۱۰ سبزی اور ۱۰ ذرائع نقل و حمل کے نام

مقررہ کتب:

- ۱۔ عربی کا معلم، عبدالستار خاں، قدیمی کتب خانہ، کراچی، ۲۰۱۲ء
- ۲۔ معلم العربیہ، غلام نبی انجم، کتب خانہ امجدیہ، دہلی، ۲۰۰۵ء
- ۳۔ قواعد النحو، ساجد علی مصباحی، مجلس برکات، مبارک پور، اعظم گڑھ، ۲۰۰۹ء
- ۴۔ حفظ حدیث کورس، جامع اشرف، اہل سنت ریسرچ سینٹر، ممبئی، ۲۰۱۷ء

12 Teaching hours for each Unit

Teaching-Learning Strategies in brief

Teaching and learning is through classroom teaching, discussion and debate, two-way question and answer sessions, presentations, guided self-study, and online resources.

Assessment methods and weightages in brief

A variety of assessment methods that are appropriate to the subject area and programme of study are used to assess progress towards the CLOs and PLOs. Priority is given to formative assessment. Progress towards achievement of learning outcomes is assessed using the following: time-constrained end-semester examinations, and internal assessment based on written tests; assignments; oral presentations, including seminar presentation, attendance etc. and other approaches as per the context and need.

COURSE DESIGN

DEPARTMENT OF ISLAMIC STUDIES

Name of the Academic Program: BA (Hons.) Islamic Studies

Course Code: BAIS-301-C; Title of the Course: The Umayyad Dynasty (Core Course)

L-T-P: 5-1-0

Credits: 06

(L = Lecture Hours, T = Tutorial Hours, P = Practical Hours)

COURSE LEARNING OUTCOMES (CLOs)

After completing this Course, the students should be able to:

CLO-1 Discuss the establishment of Umayyad rule and its territorial expansion. (Cognitive level: Analyze)

CLO-2 Evaluate the roles played by different Umayyad rulers in suppressing the opposition and consolidation of their dynastic rule. (Cognitive level: Evaluate)

CLO-3 Analyze the social, political and economic conditions during the Umayyad period. (Cognitive level: Analyze)

CLO-4 Explain the intellectual development during the Umayyad period. (Cognitive level: Create)

CLO-5 Explain the Umayyad's contributions in the development of Islamic culture. (Cognitive level: Create)

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Programme Specific Outcomes (PSOs)

	PLO 1	PL O 2	PL O 3	PL O 4	PL O 5	PL O 6	PL O 7	PL O 8	PL O 9	PL O 10	PL O 11	PL O 12	PS O 1	PS O 2	PS O 3	PS O 4
CLO1	1	1	1	1	1	1	1	1	1	2	2	3	3	1	1	1
CLO2	1	1	1	1	1	1	1	1	1	2	2	3	3	1	1	1
CLO3	1	1	1	1	1	1	1	1	1	2	2	3	3	1	1	1
CLO4	1	1	1	1	1	1	1	1	1	2	2	3	3	1	1	1
CLO5	1	1	1	1	1	1	1	1	1	2	2	3	3	1	1	1

Detailed Syllabus:

This paper explores the history of the establishment of hereditary rule which directly conflicted with the Islamic political system taught by Prophet Mohammad and practiced during the righteous caliphate period. But later on this hereditary rule became the established phenomenon throughout the history of Muslim rule except in few rare cases. This period is marked as the beginning of the prominent Muslim dynastic rule.

Unit I –Establishment of the Umayyad rule

12 hours

- The founder: Amir Muawiyah
- Hereditary rule and its opposition

- c) Consolidation of the Umayyad rule: Abdul Malik
- d) Expansion of the Umayyad territories: Al Walid-I

Unit II –Later Umayyad period **12 hours**

- a) The period of Sulaiman and Umar-II
- b) Hisham and the military expansion
- c) Decline of the dynasty
- d) Umayyads of Cordova

Unit III – Social, political and economic conditions **12 hours**

- a) Central and provincial Administration
- b) Social conditions (Mawalis, Zimmis, Women and Slaves)
- c) Economy conditions, trade and commerce
- d) Army and Navy

Unit IV – Cultural and intellectual development **12 hours**

- a) Art & Architecture
- b) Calligraphy
- c) Education
- d) Literature

Readings

1. Hitti, P.K. (1970). *History of the Arabs*. London: Palgrave
2. Armajani, Y. (1986). *Middle East: Past and Present*. N.J: Prentice Hall
3. Hamidullah, M. (1992). *Introduction to Islam*. New Delhi: Kitab Bhavan
4. Saulat, Sarwat. (1989). *Millat-e-Islamia ki Mukhtasar Tarikh*. Lahore: Islamic Publishers.
5. Moinuddin, Shah. (1939). *Tarekh e Islam*. Azamgarh: Maarif Press.
6. Khan, Akbar Shah. (2004) *Tarekh e Islam*. Lahore: Maktaba Khalil.
7. Ameer Ali, S. (1899) *History of the Saracens*. London: Macmillan and Co. Ltd.
8. Fischer, Sidney. (1997). *A History of the Middle East*. New York: Mc Graw-Hill
9. Lewis, Bernard. (2002). *Arabs in History*. USA: Oxford University Press.

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COURSE DESIGN
DEPARTMENT OF ISLAMIC STUDIES

Name of the Academic Program: BA (Hons.) Islamic Studies

Course Code: BAIS-302-C; Title of the Course: Fiqh (Jurisprudence) (Core Course)

L-T-P: 5-1-0

Credits: 06

(L = Lecture Hours, T = Tutorial Hours, P = Practical Hours)

COURSE LEARNING OUTCOMES (CLOs)

After completion of this course, students should be able to-

CLO 1 Explain meaning, significance, and development, of Fiqh. (cognitive level: Understand).

CLO 2 Describe the Sources of Fiqh, and Principles of *Usool-e-Fiqh* (*Aam*, *Khas*, *Mutlaq* and *Muqayyad*) (cognitive level: Analyze)

CLO 3 Compare the early jurists among the companions and the successors (cognitive level: Analyze)

CLO 4 Analyze the major schools of jurisprudence (cognitive level: Analyze)

CLO 5 Summarize four major fatawa literatures from India (Tatarkhania, Alamgeeri, Imdadul Fatawa, and Fatawa Razavia) (cognitive level: Create)

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Programme Specific Outcomes (PSOs)

	PL O 1	PLO 2	PLO 3	PL O 4	PL O 5	PL O 6	PLO 7	PLO 8	PLO 9	PL O 10	PLO 11	PLO 12	PS O 1	PS O 2	PS O 3	PS O 4
CLO1	2	3	1	1	1	1	1	1	2	1	1	1	1	1	3	1
CLO2	2	3	1	1	1	1	1	1	2	1	1	1	1	1	3	1
CLO3	2	3	1	1	1	1	1	1	2	1	1	1	1	1	3	1
CLO4	2	3	1	1	1	1	1	1	1	1	1	1	1	1	3	1
CLO5	2	3	1	1	1	1	1	1	1	1	1	1	1	1	3	1

Detailed Syllabus:

This paper is the third fundamental source (*Makhaz*) of all Islamic teachings which is known as Jurisprudence or *Fiqh*. The scope and importance of this paper is that it remains as the source paper for all the other branches or papers dealing with mainly theology or Islamic sciences.

Unit I- An Introduction to Fiqh

12 hours

- a. Meaning and significance
- b. Origin and historical development
- c. Sources of Fiqh (Quran, Sunnat, Ijma and Qayas)

d. Principles of *Usool-e-Fiqh*(*Aam , Khas, Mutlaq and Muqayyad*)

Unit II-Select early jurists among *Sahaba and Tabaeen*

12 hours

- a) Abdullah ibn Masud
- b) Hadrat Aisha
- c) Ibrahim Nakhai
- d) Saeed ibn Musayyib

Unit III- Major Schools of Fiqh

12 hours

- a) Hanafi
- b) Maliki
- c) Shafai
- d) Hanbali, Jafari

Unit-IV- Indians' Contribution to Fiqh

12 hours

- a) Shaikh Fariduddin Alim bin Ala (author of *Fatawa Tatar Khania*)
- b) An introduction to *Fatawa-e-Alamgeeri*
- c) Maulana Asharaf Ali Thanvi (author of *Imdadul Fatawa*)
- d) Maulana Ahmad Raza Khan (author of *Fatawa-e Razavia*)

Reference Books:

- 1- Nadwi, Abdussalam. (1961). *Tarikh-e-Fiqh-e-Islami* (Urdu). Azamgarh: Maarif
- 2 Raghīb al-Tabbakh. (2000).*Tarikh-i-Afkar wa Ulum-i-Islami*(Urdu). Delhi: MMI.
- 3 Nadawi, Taqiuddin. (1975). *Mohaddisin aur un ke Karname*. Lucknow: Nadwatul ulama.
- 4 Houtsma et. al. (1991). *Encyclopaedia of Islam* (Relevant chapters) Leiden: E.J.Brill
- 5 Amini, Taqi (1973). *Fiqh-e-Islami ka Tarikhi Pas Manzar* (Urdu). Delhi: Nadwatul Musannefin.
- 6 Khan, M. H. (1991). *The Schools of Islamic Jurisprudence*, Delhi: Kitab bhawan.
- 7 Nadvi, Muzaffaruddin. (1983). *Muslim thought and its sources*. Delhi: Idara-e- adabiyat.

Teaching-Learning Strategies in brief

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Assessment methods and weightages in brief

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COURSE DESIGN
DEPARTMENT OF ISLAMIC STUDIES

Name of the Academic Program: BA (Hons.) Islamic Studies

Course Code: BAIS- BAIS-303-S; Title of the Course: Introduction to Sociology (**Subsidiary, Elective**)
L-T-P: 5-0-0 Credits: 05

(L = Lecture Hours, T = Tutorial Hours, P = Practical Hours)

COURSE LEARNING OUTCOMES (CLOs)

After completing this Course, the students should be able to:

CLO-1. Explain basic concepts of sociology, define sociology along with its subject matter. Explain nature and scope of sociology and learn about its relationship with other subject. (Cognitive level: Evaluate)

CLO-2 Explain concept of Auguste Comte theory and his contribution in development of sociology. (Cognitive level: Evaluate)

CLO-3 Analysis sociological thoughts of, Spencer, Talcott Parsons, Emile Durkhiem, Marx and Weber. (Cognitive level: Analyze)

CLO-4 Understand the basic of conflict and functional perspectives. (Cognitive level: Analyze)

CLO-5 Acquaint themselves with the basic concept of sociology like society, community, association, institution, social structure, culture, status & role, Norms & values. (Cognitive level: Create)

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Programme Specific Outcomes (PSOs)

	PL O 1	PL O 2	PLO 3	PL O 4	PL O 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11	PLO 12	PS O 1	PS O 2	PS O 3	PS O 4
CLO1	1	1	1	1	1	1	1	3	1	1	1	1	1	1	1	1
CLO2	1	1	1	1	1	1	1	3	1	1	1	1	1	1	1	1
CLO3	1	1	1	1	1	1	1	3	1	1	1	1	1	1	1	1
CLO4	1	1	1	1	1	1	1	3	1	1	1	1	1	1	1	1
CLO5	1	1	1	1	1	1	1	3	1	1	1	1	1	1	1	1

Detailed Syllabus:

The course is intended to introduce the students to a sociological way of thinking. In this program provides specific types of development in students for the sociological knowledge and skills that will help them to face all the critical and imaginative thinking about society and social issues. It provides an understanding of the discipline of Sociology and sociological perspective. It also provides foundation for other more detailed and specialized courses in sociology.

Unit-I: Introduction to Sociology

12 hours

- (a) Meaning and Scope
- (b) Origin and Development
- (c) Interface with other disciplines
- (d) Sociology and Islam

Unit-II: Major Thinkers

12 hours

- a) August Comte
- b) Emile Durkhiem
- c) Max Weber
- d) Talcott Parsons

Unit-III: Sociological Theories

12 hours

- (a) Structural – Functionalism
- (b) Symbolic Interactionism
- (c) Conflict Theory
- (d) Feminism

Unit-IV: Sociological Concepts

12 hours

- a) Role, Norms, Status, Values and Customs
- b) Society, community and Association
- c) Culture and civilization
- d) Socialism and Personality Development

Reference Books:

1. B. McKee, J. (1974). *Introduction to Sociology*. Pennsylvania: HR&W Inc.
2. Bottomore, T. B. (2010). *Sociology: A Guide to Problems and Literature*. New York: Routledge.
3. Horton, P.B & Hunt, C.L. (2004). *Sociology*. New Delhi: Tata McGraw-Hill.
5. Mitchell, D.D. (1959). *Sociology: The Study of Social Systems*. London: University tutorial press
6. Johnson, H. M. (1960). *Sociology: A Systematic Introduction*. New Delhi: Allied publishers.

Teaching-Learning Strategies in brief

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COURSE DESIGN
DEPARTMENT OF ISLAMIC STUDIES

Name of the Academic Program: BA (Hons.) Islamic Studies

Course Code: **BAIS-303-S**; Title of the Course: **Principles of Economics**(Subsidiary/Elective)

L-T-P: 5 – 0 - 0

Credits 05

(L=Lecture hours, T=Tutorial hours, P=Practical hours)

COURSE LEARNING OUTCOMES (CLOs)

After completing this course, the students should be able to:

CLO-1: Explain the basic concepts of economics. (Cognitive level: Create)

CLO-2: Analyse the monetary and banking systems. (Cognitive level: Analyze)

CLO-3: Assess the various theories of economic developments. (Cognitive level: Evaluate)

CLO-4: Analyse the different market factors.(Cognitive level: Analyze)

CLO-5: Present the system of economics.(Cognitive level: Evaluate)

**Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and
Programme Specific Outcomes (PSOs)**

	PL O 1	PL O 2	PL O 3	PL O 4	PL O 5	PL O 6	PL O 7	PL O 8	PL O 9	PL O 10	PL O 11	PLO 12	PSO 1	PSO 2	PSO 3	PSO 4
CL O1	1	1	1	1	1	3	1	1	1	1	1	1	1	2	1	1
CL O2	1	1	1	1	1	3	1	1	1	1	1	1	1	2	1	1
CL O3	1	1	1	1	1	3	1	1	1	1	1	1	1	2	1	1
CL O4	1	1	1	1	1	3	1	1	1	1	1	1	1	2	1	1
CL O5	1	1	1	1	1	3	1	1	1	1	1	1	1	2	1	1

Detailed Syllabus:

This paper introduces the principles of economics which would be serving as the basic conceptual knowledge to the students who are being introduced to this subject for the first time.

Unit-I: Basic concepts of economics

12 hours

- a) Demand
- b) Supply

- c) Price determination
- d) Rent, interest and profit

Unit-II: Monetary and banking system **12 hours**

- a) Barter and monetary economies
- b) Banking system
- c) Public finance
- d) Budget and taxation

Unit-III: Development economics **12 hours**

- (a) GNP, an indicator of development
- (b) Theories of development
- (c) Geographical development
- (d) Dualistic development

Unit-IV: Markets **12 hours**

- a) Introduction to markets
- b) Competition
- c) Monopoly
- d) Supply curve

Reference Books:

1. Case, Karl E. and Fair, Ray C. (2007). *Principles of Economics*, Pearson Education, Inc., 8th edition
2. Mankiw, N. Gregory (2007). *Economics: Principles and Applications*, Indian edition by South Western, a part of Cengage Learning, Cengage Learning India Private Limited, 4th edition.
3. Stiglitz, Joseph E. and Walsh, Carl E. (2007). *Economics*. New York: W.W. Norton & Company, Inc., New York, International Student Edition, 4th edition.

Teaching-Learning Strategies in brief

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Assessment methods and weightages in brief

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COURSE DESIGN
DEPARTMENT OF ISLAMIC STUDIES

Name of the Academic Program: BA (Hons.) Islamic Studies

Course Code: **BAIS-304-CS**; Title of the Course: Computer Applications (Compulsory Skill-based)
L-T-P: 5 – 0- 0 Credits 05

(L=Lecture hours, T=Tutorial hours, P=Practical hours)

COURSE LEARNING OUTCOMES (CLOs)

After completing this course, the students should be able to:

CLO-1: Describe the definition, features, and classification of computers, advantages and limitations of computers. (Cognitive level: Create)

CLO-2: Understand the concept of Software and its types.(Cognitive level: Analyze)

CLO-3: Understand the fundamental hardware components that make up a computer's hardware and the role of each of these components. (Cognitive level: Apply)

CLO-4: Appreciate the role of peripheral devices. (Cognitive level: Analyze)

CLO-5: Understand the theoretical framework of the internet and associated application of the internet.(Cognitive level: Create)

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Programme Specific Outcomes (PSOs)

	PL O 1	PL O 2	PL O 3	PL O 4	PL O 5	PL O 6	PL O 7	PL O 8	PL O 9	PL O 10	PL O 11	PL O 12	PS O 1	PS O 2	PS O 3	PS O 4
CLO-1	1	1	1	1	3	1	1	1	1	1	1	1	1	1	1	1
CLO-2	1	1	1	1	3	1	1	1	1	1	1	1	1	1	1	1
CLO-3	1	1	1	1	3	1	1	1	1	1	1	1	1	1	1	1
CLO-4	1	1	1	1	3	1	1	1	1	1	1	1	1	1	1	1
CLO-5	1	1	1	1	3	1	1	1	1	1	1	1	1	1	1	1

Detailed Syllabus:

This paper delves into the basic knowledge of computers, introducing the computer applications to the students who are seeking to learn this skill-based subject for the first time.

Unit-I: Introduction to Computer Applications

12 hours

- a) Introduction to Computers
- b) Generations of Computers
- c) Advantages & limitations of Computers

- d) Applications of Computers

Unit-II: Hardware and Software

12 hours

- a) Input device and Output device
- b) Difference between hardware and software
- c) Types of Software
- d) Types of PC's

Unit-III: Study of Peripheral Devices

12 hours

- a) Keyboard, Mouse
- b) Types of Printer,
- c) Scanner, Plotter
- d) Types of Storage Drive

Unit-IV: Internet

12 hours

- a) Introduction of internet and intranet
- b) Uses of internet
- c) Applications of internet
- d) Creating an Email account and Email terms

Reference Books:

1. Miller, M. (2019). *Computer Basics*. Indianapolis: Que Publishers.
2. Gates. B. (1995). *The Road Ahead*. New York: Viking Press.
3. White, R. (2014). *How computers work: the evolution of technology*. Indianapolis: Que Publishers.
4. Nisan, N. & Schocken, S. (2008). *The elements of computing systems*. Cambridge: MIT Press.

Teaching-Learning Strategies in brief

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Assessment methods and weightages in brief

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COURSE DESIGN
DEPARTMENT OF ISLAMIC STUDIES

Name of the Academic Program: BA (Hons.) Islamic Studies

Course Code: **BAIS-401-C**; Title of the Course: **The Abbasid Dynasty** (Core/Compulsory)

L-T-P: 5 – 1- 0

Credits 06

(L=Lecture hours, T=Tutorial hours, P=Practical hours)

COURSE LEARNING OUTCOMES (CLOs)

After completing this Course, the students should be able to:

CLO-1: Learn about the Abbasid dynasty and its territorial expansion. (Cognitive level: Understand)

CLO-2: Evaluate the roles played by different Abbasid rulers in consolidation of the dynasty. (Cognitive level: Evaluate)

CLO-3: Analyze the social, political and economic conditions of the Abbasid dynasty. (Cognitive level: Analyze)

CLO-4: Explain the modern science to be the legacy of the Abbasids' contribution. (Cognitive level: Apply)

CLO-5: Produce the outcome of the Abbasids intellectual contribution. (Cognitive level: Create)

**Mapping of Course Learning Outcomes (CLOs)with Program Learning Outcomes (PLOs) and
Program Specific Outcomes (PSOs)**

	PL O 1	PL O 2	PLO 3	PL O 4	PL O 5	PL O 6	PL O 7	PL O 8	PL O 9	PL O 10	PL O 11	PL O 12	PS O 1	PS O 2	PS O 3	PS O 4
CLO1	1	1	1	1	1	1	1	1	1	1	3	2	3	1	1	1
CLO2	1	1	1	1	1	1	1	1	1	1	3	2	3	1	1	1
CLO3	1	1	1	1	1	1	1	1	1	1	3	2	3	1	1	1
CLO4	1	1	1	1	1	1	1	1	1	1	3	2	3	1	1	1
CLO5	1	1	1	1	1	1	1	1	1	1	3	2	3	1	1	1

Detailed Syllabus:

BAIS-401-C- The Abbasid period

The aim of this paper is to provide detailed information about the Abbasid dynasty. After studying this paper student will be able to understand the causes of the establishment and decline of the Abbasids as well as their tremendous contribution to education and knowledge due to which their period was regarded as the golden period of Islamic history.

Unit I – Establishment of the Abbasid rule

12 hours

- a. Establishment and consolidation
- b. Important Rulers: Mansoor, Haroon, Mamoon
- c. Select Later Abbasid Rulers: Al- Motasim, Al-Wasiq, Al-Mutawakkil
- d. Decline of the Abbasid rule

Unit II- Society and administration **12 hours**

- a) Social Conditions
- b) Economic Conditions
- c) Civil Administration
- d) Military Organization

Unit III– Contribution to knowledge **12 hours**

- a. Mathematics
- b. Astronomy
- c. Medicine
- d. Geography

Unit IV- Cultural and intellectual development **12 hours**

- a) Art and architecture
- b) Education and literature
- c) Religious sciences
- d) Philosophy & Social sciences

Reference Books:

1. Hitti. P.K. (2002). *History of the Arabs*, London: Palgrave Macmillan.
2. Saulat, Sarwat. (1989). *Millat-e-Islamia ki Mukhtasar Tarikh*. Lahore: Islamic Publishers.
3. Moinuddin, Shah. (1939). *Tarekh e Islam*. Azamgarh: Maarif Press.
4. Khan, Akbar Shah. (2004). *Tarekh e Islam*. Lahore: Maktaba Khalil.
5. Ameer Ali, S. (1899) *History of the Saracens*. London: Macmillan and Co. Ltd.
6. Fischer, Sidney. (1997). *A History of the Middle East*. New York: Mc Graw-Hill
7. Lewis, Bernard. (2002). *Arabs in History*. USA: Oxford University Press.

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COURSE DESIGN
DEPARTMENT OF ISLAMIC STUDIES

Name of the Academic Program: BA (Hons.) Islamic Studies

Course Code: BAIS 402-C; Title of the Course: Major Dynasties of the Islamic World (Core course)

L-T-P: 5-1-0
hours, T=Tutorial hours, P=Practical hours)

Credits: 06 (L=Lecture

COURSE LEARNING OUTCOMES (CLOs)

Upon successful completion of the course, the students will be able to:

CLO1 Explain the establishment, rise and the reason of decline. (Cognitive level: Understand)

CLO2 Trace the socio-religious conditions and political system. (Cognitive level: Apply)

CLO3 Analyze the basic features of Art and architecture. (Cognitive level: Analyze)

CLO4 Evaluate the Scientific and intellectual contribution of all four. (Cognitive level: Evaluate)

CLO5 Explain the basic features of these dynasties. (Cognitive level: Understand)

**Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and
Programme Specific Outcomes (PSOs)**

	PL O 1	PL O 2	PL O 3	PL O 4	PL O 5	PL O 6	PL O 7	PL O 8	PL O 9	PL O 10	PL O 11	PL O 12	PS O 1	PS O 2	PS O 3	PS O 4
CLO 1	1	1	1	1	1	1	1	1	1	1	1	3	3	1	1	1
CLO 2	1	1	1	1	1	1	1	1	1	1	1	3	3	1	1	1
CLO 3	1	1	1	1	1	1	1	1	1	1	1	3	3	1	1	1
CLO 4	1	1	1	1	1	1	1	1	1	1	1	3	3	1	1	1
CLO 5	1	1	1	1	1	1	1	1	1	1	1	3	3	1	1	1

Detailed Syllabus:

This paper aims to acquaint students with four major dynasties of the medieval Muslim world, spanning North Africa, Central Asia and Iran, from the early tenth century to the first quarter of the eighteenth century. The purpose is to give an outline of their political rise and fall, polity and administration, socio-religious conditions, as well as their intellectual and artistic contribution.

Unit I: The Fatimids

12 hours

- a. Rise and downfall

- b. Socio-religious conditions
- c. Scientific and literary progress
- d. Art and architecture

Unit II: The Saljuqs

12 hours

- a. Rise and downfall
- b. Administration and polity
- c. Scientific and intellectual contribution
- d. Religious and cultural contribution

Unit III: The Mamluks of Egypt

12 hours

- a. Rise and downfall
- b. Contribution to Literature and Social Science
- c. Scientific developments
- d. Art and architecture

Unit IV: The Safawids

12 hours

- a. Rise and downfall
- b. Socio-religious conditions
- c. Intellectual contribution
- d. Relations with the Ottomans and Europe

Reference Books:

1. Hitti, P. K. (1984). *History of the Arabs*. London: Macmillan Publishers Ltd.
2. Saulat, Sarwat (2003). *Millat-e Islamia ki Mukhtasar Tarikh*. New Delhi: Markazi Maktaba Islami
3. Hasan, Masudul. (2013). *History of Islam*. New Delhi: Adam Publishers and Distributors.
4. Bosworth, C. E. (2004). *The New Islamic Dynasties*. Edinburgh: Edinburgh University Press.
5. Ali, Ameer. (2010). *A Short History of the Saracens*. London: Routledge.
6. Armajani, Y. & Ricks, T. M. (1986). *Middle East: Past and Present*. New Jersey: Prentice H.
7. Ali, Abdul. (1996). *Islamic Dynasties of the Arab East: State and Civilization during the Later Medieval Times*. New Delhi: M. D. Publications Pvt. Ltd.
8. Petry, Carl F. (Ed.). (2008). *The Cambridge History of Egypt, Vol. I, Islamic Egypt, 640-1517*, Cambridge: Cambridge University Press.

Teaching-Learning Strategies in brief

Teaching and learning is through classroom teaching, discussion and debate, two-way question and answer sessions, presentations, guided self-study, and online resources.

Assessment methods and weightages in brief

A variety of assessment methods that are appropriate to the subject area and programme of study are used to assess progress towards the CLOs and PLOs. Priority is given to formative assessment. Progress towards achievement of learning outcomes is assessed using the following: time-constrained end-semester examinations, and internal assessment based on written tests; assignments; oral presentations, including seminar presentation, attendance etc. and other approaches as per the context and need.

COURSE DESIGN

DEPARTMENT OF ISLAMIC STUDIES

Name of the Academic Program: BA (Hons.) Islamic Studies

Course Code: BAIS-403-S; Title of the Course: **Indian Society (Social System) (Subsidiary/elective)**

L-T-P: 5-0-0

Credits: 05

(L = Lecture Hours, T = Tutorial Hours, P = Practical Hours)

COURSE LEARNING OUTCOMES (CLOs)

After completing this Course, the students should be able to:

CLO-1. Explain feminist and also emergence of families along with its type. (Cognitive level: Evaluate)

CLO-2 To aware about religious Practices and its coexistence with different culture. (Cognitive level: Analyze)

CLO-3 Give reason behind social change in modern India by knowing about sanskritization and westernization, concept of modernity. (Cognitive level: Analyze)

CLO-4 Understand the social mobility with reference to social stratification. (Cognitive level: Create)

CLO-5 To aware about the caste and class system and provision for ST & SC. (Cognitive level: Create)

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Programme Specific Outcomes (PSOs)

	PLO 1	PL O 2	PL O 3	PL O 4	PL O 5	PL O 6	PL O 7	PL O 8	PL O 9	PL O 10	PL O 11	PL O 12	PS O 1	PS O 2	PS O 3	PS O 4
CLO1	1	1	1	1	1	1	1	3	1	1	1	1	1	1	1	1
CLO2	1	1	1	1	1	1	1	3	1	1	1	1	1	1	1	1
CLO3	1	1	1	1	1	1	1	3	1	1	1	1	1	1	1	2
CLO4	1	1	1	1	1	1	1	3	1	1	1	1	1	1	1	1
CLO5	1	1	1	1	1	1	1	3	1	1	1	1	1	1	1	1

Detailed Syllabus:

This paper is expected to bring familiarity in a student about Indian society. It will present a comprehensive, integrated and empirically –based profile of Indian society. It is hoped that the structure and processes operative in the society, the change agents operating in Indian society presented in this course will also enable students to gain a better understanding of their own situation and region. It critically engages them into the various theoretical paradigms. The course extensively deals with numerous and diverse theories that deal with social stratification and discusses its applicability in the contemporary scenario. It furthermore critically engages the students with the bases of stratification that is Caste, Class, Status, Race, Ethnicity and Tribe and how they have transformed in contemporary times.

Unit-I: Structure of Indian Society**12 hours**

- a) Family and groups
- b) Tradition and modernity
- c) Faith and religion
- d) Emerging trends

Unit- II: Social Processes**12 hours**

- a) Social mobility and change
- b) Sanskritization and Westernization
- c) Urbanization and industrialization
- d) Modernization

Unit- III: Social Stratification**12 hours**

- a) Caste and class system
- b) Social inequality
- c) Gender inequality
- d) Poverty and social equity

Unit- IV: Social Pluralism**12 hours**

- a) Concept and dimensions
- b) Identity and minority
- c) Rights and legal protection of minorities
- d) Multiculturalism

Reference Books:

1. Srinivas, M. N. (1980). *India: Social Structure*. New Jersey: Transaction Publishers.
2. Dube, S.C. (1992). *Indian Society*. New Delhi: National Book Trust.
3. Ahmed, Imtiaz (ed.). (1983). *Modernization and Social Change among Muslims in India*. New Delhi: Manohar Books.
4. Singh, Y. (1974). *Modernization of Indian Tradition*. Myanmar: Oriental Press in Komm

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COURSE DESIGN
DEPARTMENT OF ISLAMIC STUDIES

Name of the Academic Program: BA (Hons.) Islamic Studies

Course Code: **BAIS-403-S**; Title of the Course: **Indian Economy**(Subsidiary/Elective)

L-T-P: 5 – 0- 0

Credits 05

(L=Lecture hours, T=Tutorial hours, P=Practical hours)

COURSE LEARNING OUTCOMES (CLOs)

After completing this course, the students should be able to:

CLO-1: Explain the Economic development in India since independence.(Cognitive level: Evaluate)

CLO-2: Evaluate different parameters of human development.(Cognitive level: Analyse Evaluate)

CLO-3: **Analyse the monetary and banking system in India**(Cognitive level: Analyse)

CLO-4: Evaluate agricultural and industrial policies in India(Cognitive level: Evaluate)

CLO-5: Present the system of economics in India.(Cognitive level: Create)

**Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and
Programme Specific Outcomes (PSOs)**

	PL O 1	PL O 2	PL O 3	PL O 4	PL O 5	PL O 6	PL O 7	PL O 8	PL O 9	PL O 10	PLO 11	PLO 12	PSO 1	PS O 2	PSO 3	PSO 4
CLO1	1	1	1	1	1	3	1	1	1	1	1	1	1	1	1	1
CLO2	1	1	1	1	1	3	1	1	1	1	1	1	1	1	1	1
CLO3	1	1	1	1	1	3	1	1	1	1	1	1	1	1	1	1
CLO4	1	1	1	1	1	3	1	1	1	1	1	1	1	1	1	1
CLO5	1	1	1	1	1	3	1	1	1	1	1	1	1	1	1	1

Detailed Syllabus:

This paper explores the understanding of economics and economic system with special reference to Indian economy. The student will be able to understand different aspects of Indian monetary and banking system as well as the different types of economies.

Unit-I: Economic development since independence

12 hours

- a) Trends in economic growth
- b) Regional variation in economic growth
- c) Major structural changes
- d) Contemporary issues

Unit- II: Human development

12 hours

- a) Concept, theory and index of human development
- b) Poverty and inequality

- c) Education and health
- d) Contemporary issues

Unit- III: Monetary and banking system in India

12 hours

- a) Public banking system
- b) Private banking system
- c) Monetary policy
- d) Role and functions of RBI

Unit- IV: Agricultural and industrial economics

12 hours

- a) Importance of agriculture in Indian economy
- b) Agricultural production and food security
- c) Industrial policy pre & post liberalization
- d) Labor and employment policy

Reference Books:

1. Acharya, S. (2002), India: Crisis, Reforms and Growth in the Nineties, Working Paper No. 139, Centre for Research on Economic Development and Policy Reform, Stanford University.
2. Ahluwalia, I.J. and Little, I.M.D. (Eds.) (1999), India's Economic Reforms and Development (Essays in Honour of Manmohan Singh), Oxford University Press, New Delhi.
3. Basu, S.C. and Gulati, A. (2005), Economic Reforms and Food Security: The Impact of Trade and Technology in South Asia, Routledge.
4. Bhagwati, J.N.(1993), India in Transition: Freeing the Economy, Clarendon Oxford.
5. Glinskaya, E. and Lokshin, M. (2005), Wage Differentials Between The Public And Private Sectors in India, The World Bank.
6. Mattoo, A. and Stern, R.M. (2003), India and the WTO, World Bank Publication.
7. Mohan, T.T.R. (2005), Privatisation in India: Challenging Economic Orthodoxy, Routledge.
8. Rao, C.H.H. (2005), Agriculture, Food Security, Poverty and Environment: Essays on post-reforms India, Oxford University Press.

Teaching-Learning Strategies in brief

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Assessment methods and weightages in brief

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COURSE DESIGN
DEPARTMENT OF ISLAMIC STUDIES

Name of the Academic Program: BA (Hons.) Islamic Studies

Code: **BAIS-404-CS**; Title of the Course: **Office Automation Tools** (Compulsory Skill-based)

L-T-P: 5 – 0- 0

Credits 05

(L=Lecture hours, T=Tutorial hours, P=Practical hours)

COURSE LEARNING OUTCOMES (CLOs)

After completing this course, the students should be able to:

CLO-1: Preparation of various types of documents and making presentations would be acquainted.

(Cognitive level: Evaluate)

CLO-2: Understand the Toolbars, Rulers, Bullets, Numbering, Header, Footer, Formatting, Border and Shading in the MS-Word. (Cognitive level: Analyse)

CLO-3: **Attain the knowledge about a spreadsheet with various formulas etc.**(Cognitive level: Apply)

CLO-4: Explore the knowledge of presentation using PowerPoint.(Cognitive level: Analyse)

CLO-5: **Update knowledge for data processing through Access.**(Cognitive level: Apply)

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Programme Specific Outcomes (PSOs)

	PL O 1	PL O 2	PL O 3	PL O 4	PL O 5	PLO 6	PL O 7	PLO 8	PL O 9	PLO 10	PLO 11	PLO 12	PS O 1	PS O 2	PS O 3	PS O 4
CLO-1	1	1	1	1	3	1	1	1	1	1	1	1	1	1	1	1
CLO-2	1	1	1	1	3	1	1	1	1	1	1	1	1	1	1	1
CLO-3	1	1	1	1	3	1	1	1	1	1	1	1	1	1	1	1
CLO-4	1	1	1	1	3	1	1	1	1	1	1	1	1	1	1	1
CLO-5	1	1	1	1	3	1	1	1	1	1	1	1	1	1	1	1

Detailed Syllabus:

This paper explores the MS-office and its usage tools. The students who are seeking to learn this skill-based subject will be enabled to use different types of files of MS-office for their academic usage.

Unit 1: MS-Word

12 hours

- a) Introduction to Word Processing
- b) Features, Creating, Saving, Opening document

- c) Toolbars, Rulers, Bullets, Numbering, Header & Footer
- d) Formatting, Printing, Paragraph, Border & Shading

Unit 2: MS-PowerPoint

12 hours

- a) Creating new presentation
- b) Working with presentation, using wizards
- c) Slides and its different types and view
- d) Designing & presentation of a slide show

Unit 3: MS-Excel

12 hours

- a) Introduction to Worksheet, creating and entering data into worksheet
- b) Data, text, dates, alphanumeric values.
- c) Working with formulas & Cell referencing, Auto sum
- d) Charts-using wizards, various types of charts

Unit 4: MS-Access

12 hours

- a) Introduction to Access
- b) Using Tables and Queries
- c) Using Forms & Reports
- d) Analyzing Database Design

Reference Books:

1. Miller, M. (2019). *Computer Basics*. Indianapolis: Que Publishers.
2. Gates. B. (1995). *The Road Ahead*. New York: Viking Press.
3. White, R. (2014). *How computers work: the evolution of technology*. Indianapolis: Que Publishers.
4. Nisan, N. & Schocken, S. (2008). *The elements of computing systems*. Cambridge: MIT Press.

Teaching-Learning Strategies in brief

Teaching and learning is through classroom teaching, discussion and debate, two-way question and answer sessions, presentations, guided self-study, and online resources.

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COURSE DESIGN
DEPARTMENT OF ISLAMIC STUDIES

Name of the Academic Program: BA (Hons.) Islamic Studies

Course Code: BAIS-501-C; Title of the Course: The Ottoman Period (Core Course)

L-T-P: 5-1-0

Credits: 06

(L = Lecture Hours, T = Tutorial Hours, P = Practical Hours)

COURSE LEARNING OUTCOMES (CLOs)

CLO 1 Discuss establishment, expansion, important rulers and decline of Ottoman Empire. (cognitive level: Understand)

CLO 2 Dissect the various components of Ottoman society such as Non-Muslims, Tanzimat, Young Turks and Sufi Orders (cognitive level: Analyze)

CLO 3 Focus on different aspects of administration such as Military organization, Judiciary, Trade and commerce, Millat system (cognitive level: Understand)

CLO 4 Evaluate the cultural contribution of Ottoman Empire in the fields of Art and culture (cognitive level: Evaluate)

CLO 5 Evaluate the intellectual contribution of Ottoman Empire in the fields of Education, Science and Technology, Islamic Sciences (cognitive level: Evaluate)

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Programme Specific Outcomes (PSOs)

	PLO 1	PLO 2	PLO 3	PL O 4	PL O 5	PL O 6	PL O 7	PLO 8	PLO 9	PL O 10	PLO 11	PLO 12	PSO 1	PSO 2	PSO 3	PSO 4
CLO1	1	1	1	1	1	1	1	1	1	1	1	3	3	1	1	1
CLO2	1	1	1	1	1	1	1	1	1	1	1	3	3	1	1	1
CLO3	1	1	1	1	1	1	1	1	1	1	1	3	3	1	1	1
CLO4	1	1	1	1	1	1	1	1	1	1	1	3	3	1	1	1
CLO5	1	1	1	1	1	1	1	1	1	1	1	3	3	1	1	1

Detailed Syllabus:

The aim of this paper is to provide deep information about the period of ottomans. After studying this paper, students will be able to understand the causes of the success and decline of the powerful ottomans and their achievements.

Unit I-Establishment & decline of the Ottomans

12 hours

- a) Anatolia before the Ottomans
- b) Establishment and expansion
- c) Important Rulers: Murad I, Salim I, Mohammad Fateh, Sulaiman

- d) Decline

Unit II- Society under the Ottoman rule

12 hours

- a) Tanzemat
- b) Sufi Orders
- c) Young Turks & pan Turanism
- d) Non Muslims under Ottomans

Unit III- Administration

12 hours

- a. Militry organization
- b. Judiciary
- c. Trade and commerce
- d. Millat system

Unit VI- Cultural and intellectual contribution

12 hours

- a) Education
- b) Science and Technology
- c) Art and culture
- d) Islamic Sciences

Readings

1. Hitti. P.K. (2002). *History of the Arabs*, London: Palgrave Macmillan.
2. Saulat, Sarwat. (1989). *Millat-e-Islamia ki Mukhtasar Tarikh*. Lahore: Islamic Publishers.
3. Moinuddin, Shah. (1939). *Tarekh e Islam*. Azamgarh: Maarif Press.
4. Khan, Akbar Shah. (2004) *Tarekh e Islam*. Lahore: Maktaba Khalil.
5. Ameer Ali, S. (1899) *History of the Saracens*. London: Macmillan and Co. Ltd.
6. Fischer, Sidney. (1997). *A History of the Middle East*. New York: Mc Graw-Hill
7. Lewis, Bernard. (2002). *Arabs in History*. USA: Oxford University Press.

Teaching-Learning Strategies in brief

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Assessment methods and weightages in brief

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COURSE DESIGN
DEPARTMENT OF ISLAMIC STUDIES

Name of the Academic Program: BA (Hons.) Islamic Studies

Course Code: BAIS-502-C; Title of the Course: Muslim Reformers and Reform Movements (Core Course)

L-T-P: 5-1-0

Credits: 06

(L = Lecture Hours, T = Tutorial Hours, P = Practical Hours)

COURSE LEARNING OUTCOMES (CLOs)

After completing this Course, the students should be able to:

CLO-1: Apply their knowledge of conditions in Egypt, to discover the causes for the rise of reform movements such as the Pan-Islamism of Afghani, the Islamic modernism of Abduh, the feminism of Qasim Amin, and the reformism of Rashid Rida (Cognitive level: Apply)

CLO-2: Examine, analyse, compare, contrast, and differentiate between the aims and methods of different revivalist movements such as the Mahdi movement of Sudan, the Nursi movement of Turkey, the Muahmmadi movement of Indonesia, and the Tablighi Jamaat of India (Cognitive level: Analyse)

CLO-3: Assess, describe, evaluate, and explain the thought of four major Indian reformers (Sayyid Ahmad, Shibli, Iqbal, and Mawdudi), spanning the 19th and 20th century, judge the level of their success, and justify and interpret their ideas (Cognitive level: Evaluate)

CLO-4: Summarise, explain and reconstruct the ideas of the above four, and relate them to the present, to better understand the contemporary Muslim situation in India, and formulate ideas and solutions for it (Cognitive level: Create)

CLO-5: Explain, reconstruct, and summarise the ideas of important Muslim thinkers and reformers like Al-Banna, Qutb, Shariati, Khomeini, and Bin Nabi, and relate them to the present (Cognitive level: Create)

CLO-6: Identify different strands in Muslim thought, illustrate their contemporary relevance, infer their implications, outline their importance, and relate them to the present (Cognitive level: Analyse)

CLO-7: Explain how the reformers in question responded to changing conditions, modernity, colonialism, imperialism, secularism, democracy, the question of political authority and loss of political power, solutions for the stagnation and decadence of Muslims, a return to Islam, its reform, revitalisation, and role in public life, Quranic primacy and hermeneutics, the reform of law and education, the status of women etc. (Cognitive level: Create)

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	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11	PLO 12	PSO 1	PSO 2	PSO 3	PSO 4
CLO1	2	1	1	2	2	2	1	1	1	3	1	2	1	1	1	2
CLO2	2	1	1	2	2	2	1	1	1	3	1	2	1	1	1	2
CLO3	2	1	1	2	2	2	1	1	1	3	1	2	1	1	1	2
CLO4	2	1	1	2	2	2	1	1	1	3	1	2	1	1	1	2
CLO5	2	1	1	2	2	2	1	1	1	3	1	2	1	1	1	2
CLO6	2	1	1	2	2	2	1	1	1	3	1	2	1	1	1	3
CLO7	2	1	1	2	2	2	1	1	1	3	1	2	1	1	1	3

Detailed Syllabus:

The aim of the paper is to acquaint students with major reformers, their thought, and the aims and objectives of their reform/ revivalist movements spanning Egypt, Sudan and Algeria in Africa; Turkey, Iran, the Indian subcontinent and Southeast Asia, from the mid-nineteenth century to the last quarter of the twentieth century. The four reformers of India, to which unit 3 is dedicated, represent four widely different strands of thought from the mid-nineteenth to the late twentieth century.

Unit I – Reformers of Egypt

12 hours

- Egypt during 19-20 centuries AD
- Jamaluddin Afghani and pan-Islamism
- MuhammadAbduh
- Rashid Rida and Qasim Amin

Unit II – Revivalist movements

12 hours

- Mahdi Movement in Sudan
- Said Nursi and his movement in Turkey
- Muhammadi Movement of Indonesia
- Tablighi Jamat of India

Unit III – Reformers of India

12 hours

- Sir Syed Ahmad Khan
- Shibli Nomani
- Muhammad Iqbal
- Abul A‘la Mawdudi

Unit IV– Other Muslim thinkers/ reformers

12 hours

- Hasan al-Banna and Syed Qutub
- Ali Shariati
- Ayatollah Khomeini
- Malik bin Nabi

Reference Books:

- Esposito, John (1983). *Voices of Resurgent Islam*. New York: Oxford University Press.
- Jansen, G. H. (1979). *Militant Islam*. London: Pan Books.
- Badawi, M. A. Zaki. (1970). *The Reformers of Egypt*. London: Croom Helm.

4. Hourani, A. (1970). *Arabic Thought in the Liberal Age 1798-1939*. London: Oxford University Press.
5. Arberry, A. J. (1969). *Religion in the Middle East*. Cambridge: Cambridge University Press.
6. Petry, Carl F. (Ed.). (2008). *The Cambridge History of Egypt, Vol. I, Islamic Egypt, 640-1517*, Cambridge: Cambridge University Press.

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COURSE DESIGN
DEPARTMENT OF ISLAMIC STUDIES

Name of the Academic Program: BA (Hons.) Islamic Studies

Course Code: BAIS 503-E; Title of the Course: Islam in Africa and Spain (Elective course)

L-T-P: 5-1-0

Credits: 06

(L=Lecture hours, T=Tutorial hours, P=Practical hours)

COURSE LEARNING OUTCOMES (CLOs)

After completing this Course, the students should be able to:

CLO1 Analyze Islamic Civilization in Africa and Spain. (Cognitive level: Analyze)

CLO2 Trace the conquest of Egypt and Major Dynasties of Africa. (Cognitive level: Apply)

CLO3 Explain the condition of Spain before and after Islam. (Cognitive level: Understand)

CLO4 Examine the Intellectual contribution of Muslims in Spain. (Cognitive level: Evaluate)

CLO5 Analyze the Spread of Islam in West Africa. (Cognitive level: Analyze)

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Programme Specific Outcomes (PSOs)

	PL O 1	PL O 2	PL O 3	PL O 4	PL O 5	PL O 6	PL O 7	PL O 8	PL O 9	PL O 10	PL O 11	PL O 12	PS O 1	PS O 2	PS O 3	PS O 4
CLO1	1	1	1	1	1	1	1	1	1	1	1	3	2	1	1	1
CLO2	1	1	1	1	1	1	1	1	1	1	1	3	2	1	1	1
CLO3	1	1	1	1	1	1	1	1	1	1	1	3	2	1	1	1
CLO4	1	1	1	1	1	1	1	1	1	1	1	3	2	1	1	1
CLO5	1	1	1	1	1	1	1	1	1	1	1	3	2	1	1	1

Detailed Syllabus:

The purpose of this paper is to study Islamic civilization in Spain and Africa. It will help the students to understand the role of Muslims in propagation of Islamic civilization in these regions and the impact it had on the local societies as well as the intellectual contributions made by the scholars.

Unit I – Islam in Africa

12 hours

- a) Conquest of Egypt
- b) Expansion in North Africa
- c) Contribution of Muslim dynasties (*Murabits, Muwahhids*) in North Africa
- d) Decline of *Murabits* and *Muwahhids*

Unit II – Islam in Spain

12 hours

- a. Socio-political conditions of Spain before Muslim conquest
- b. Role and achievements of Musa b.Nusair, Tariq b.Zeyil and Al Dakhil
- c. Petty dynasties
- d. Decline of Muslim rule in Spain

Unit III – Cultural and intellectual contributions of Muslims in Spain **12 hours**

- a) Socio-economic contribution
- b) Educational contribution
- c) Cultural contribution
- d) Art & architecture

Unit IV– Islam in East & West Africa **12 hours**

- a. Islam in East Africa
- b. European intervention in E. Africa & Muslim response
- c. Islam in West Africa
- d. European intervention in W. Africa & Muslim response

Reference Books:

1. Holt, P. M, Lambton, A.K.S & Lewis, B. (1977). *The Cambridge History of Islam*. Cambridge: Cambridge University press.
2. Watt, M. (1965). *A History of Islamic Spain*. Edinburgh: Edinburgh University Press.
3. Nasr, J.N. Abu. (1987). *A History of Maghrib*. Cambridge: Cambridge University Press.
4. Trimingham, J.S. (1970). *A History of Islam in West Africa*. Oxford: Oxford University Press.
5. Trimingham, J.S. (1968). *Influence of Islam on Africa*. London: Longmans.
6. Trimingham, J.S. (1964). *Islam in East Africa*. Oxford: Clarendon Press.
7. Hiskett, M. (1984). *Development of Islam in West Africa*. New York: Longman.
8. Nadwi , R.A. (1950). *Tarikh-e-Undlus*. Azamgarh: Darul Musanefeen.
- 9.

Teaching-Learning Strategies in brief

Teaching and learning is through classroom teaching, discussion and debate, two-way question and answer sessions, presentations, guided self-study, and online resources.

Assessment methods and weightages in brief

A variety of assessment methods that are appropriate to the subject area and programme of study are used to assess progress towards the CLOs and PLOs. Priority is given to formative assessment. Progress towards achievement of learning outcomes is assessed using the following: time-constrained end-semester examinations, and internal assessment based on written tests; assignments; oral presentations, including seminar presentation, attendance etc. and other approaches as per the context and need.

COURSE DESIGN
DEPARTMENT OF ISLAMIC STUDIES

Name of the Academic Program: BA (Hons.) Islamic Studies

Course Code: BAIS-504-; Title of the Course: Medieval Muslim Thinkers (**Generic Elective**)

L-T-P: 5-1-0

Credits: 06

(L = Lecture Hours, T = Tutorial Hours, P = Practical Hours)

COURSE LEARNING OUTCOMES (CLOs)

After completing this Course, the students should be able to:

CLO-1 Evaluate the contributions of eminent Muslim intellectuals who played greater role in the development of Islamic intellectual tradition. (Cognitive level: Evaluate)

CLO-2 Analyze the works of prominent Muslim scientists such as Ibn Hayyan, Ibn Haytham etc. in the fields of science. (Cognitive level: Analyze)

CLO-3 Explain the contributions made by prominent Muslim social scientists and literary figures of medieval age in social sciences. (Cognitive level: Analyze)

CLO-4 Evaluate critical approaches in the works of Muslims medieval thinkers. (Cognitive level: Evaluate)

CLO-5 Discuss how prominent Muslim intellectuals enriched Islamic intellectual traditions. (Cognitive level: Analyze)

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Programme Specific Outcomes (PSOs)

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11	PLO 12	PS O 1	PS O 2	PS O 3	PS O 4
CLO1	1	1	1	1	1	1	1	1	1	3	1	2	3	1	1	1
CLO2	1	1	1	1	1	1	1	1	1	3	1	2	3	1	1	1
CLO3	1	1	1	1	1	1	1	1	1	3	1	2	3	1	1	1
CLO4	1	1	1	1	1	1	1	1	1	3	1	2	3	1	1	1
CL 05	1	1	1	1	1	1	1	1	1	3	1	2	3	1	1	1

Detailed Syllabus:

The course intends to give an overview of contributions of eminent Muslim scholars of the medieval period to make students evaluate the various contributions of the Muslim philosophers like Al-Farabi, Ibn Sina, Al-Ghazali, Ibn Tufail, and have an over view about the Muslim scientists as well as the contributions made by social scientists and literary figures.

Unit I- Prominent Philosophers

12 hours

- a) Ibn Muhammad Al-Farabi (872- 950)

- b) Abu Ali al-Husayn ibn Abdullah ibn Sina (980–1037)
- c) Ibn Muhammad Al-Ghazali (1058–1111)
- d) Ibn Tufail (1105–1185)

Unit II- Prominent Scientists

12 hours

- a) Jabir ibn Hayyan (721-815)
- b) Musa ibn Al-Kawarizmi (780-850)
- c) Muhammad ibn Zakariya al-Razi (854–925)
- d) Ibn al-Haytham (965– 1040)

Unit III- Prominent Social Scientists

12 hours

- a) Yaqub ibn Ibrahim al- Ansari (Abu Yusuf) (735-798)
- b) Ahmad ibn Yahya al-Baladhuri (806-892)
- c) Al-Mawardi (1075–1158)
- d) Ibn Khaldun(1332–1406)

Unit IV- Prominent Literary Figures

12 hours

- a) *Abul-Faraj* Ali ibn al-Husayn *al-Isfahani* (897–967)
- b) Ibn Husayn *al-Mutanabbi* (915–965)
- c) *Abd ar-Rahman ibn Muhammad al-Jurjani* (1009 – 1078)
- d) Jalal al-Din Muhammad Rumi (1207 –1273)

Reference Books:

1. Sharastani, M.A. (1984). *The Muslim Sects and Divisions (translated by A. K. Kazi, J. G. Flynn)*, London: Kegan Paul International.
2. Momen, M. (1987). *An Introduction to Shi`i Islam: The History and Doctrines of Twelver Shi`ism*, US: Yale University Press.
3. Black, D. L. (2001). *History of Islamic Philosophy*. London: OUP
4. *Najeebabadi, Akbar S.K. (2007). History of Islam, Volume III. New Delhi: Adam Publishers.*
5. Lewis, Bernard. (2002). *Arabs in History*. USA: Oxford University Press.
6. Iskandar, Albert Z. (1997). Ibn al-Nafis. In Helaine Selin. *Encyclopedia of the History of Science, Technology, and Medicine in Non-Western Cultures*. Berlin: Kluwer Academic Publishers.
7. Nasr, Seyyed Hossein. (2003). *Science & Civilization in Islam*. Cambridge: Islamic Texts Society.
8. Nasr, *Seyyed Hossein* (Ed.). (1969). *Three Muslim sages: Avicenna, Suhrawardi & Ibn Arabi*. Harvard: Harvard University Press.

Teaching-Learning Strategies in brief

Teaching and learning is through classroom teaching, discussion and debate, two-way question and answer sessions, presentations, guided self-study, and online resources.

Assessment methods and weightages in brief

A variety of assessment methods that are appropriate to the subject area and programme of study are used to assess progress towards the CLOs and PLOs. Priority is given to formative assessment. Progress towards achievement of learning outcomes is assessed using the following: time-constrained end-semester examinations, and internal assessment based on written tests; assignments; oral presentations, including seminar presentation, attendance etc. and other approaches as per the context and need.

COURSE DESIGN
DEPARTMENT OF ISLAMIC STUDIES

Name of the Academic Program: BA (Hons.) Islamic Studies

Course Code: BAIS- 505 – E; Title of the Course: Political system in Islam (Elective/ Choice-based Course)

L-T-P: 5 – 1- 0

Credits 06

(L=Lecture hours, T=Tutorial hours, P=Practical hours)

COURSE LEARNING OUTCOMES (CLOs)

After completing this Course, the students should be able to

CLO 1. Explain the relationship between Islam and politics. (cognitive level: Understand)

CLO 2. **Discuss the organization and function of Islamic state.** (cognitive level Apply)

CLO 3. Explain the importance of Shura and social justice in Islam. (cognitive level Analyze)

CLO 4. Discuss the place of democracy and secularism in a Islamic state. (cognitive level: Understand)

CLO 5. Explain the human and minorities rights in Islam. (cognitive level Analyze)

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Programme Specific Outcomes (PSOs)

	PL O1	PL O2	PL O3	PL O4	PL O5	PL O6	PLO 7	PL O8	PL O9	PLO 10	PLO 11	PLO 12	PS O 1	PS O 2	PS O 3	PS O 4
CLO1	3	1	1	1	1	1	1	1	2	1	1	1	1	2	3	1
CLO2	1	1	1	1	1	1	1	1	1	1	3	1	1	2	3	1
CLO3	1	1	1	1	1	1	1	1	1	1	3	1	1	2	3	1
CLO4	1	1	1	1	1	1	1	1	1	1	3	1	1	2	3	1
CLO5	1	1	1	1	2	1	1	1	3	1	1	1	1	2	3	1

Detailed Syllabus:

BAIS-505-E- Political System in Islam

This paper studies the Islamic political thinking and system for the students. It will elaborate for them how Islam deals with and tries to solve the contemporary political issues within its specific political framework. Through this paper, they will also be able to know the difference between modern and Islamic political concepts.

Unit I – Islam and Politics

12 hours

- a) Islamic way of life
- b) *Khilafah&Imamah*
- c) *Ummah*
- d) Islam & theocracy

Unit II – Islamic Governance**12 hours**

- a) Organization of Islamic state
- b) Functions of Islamic state
- c) *Shura*
- d) Social justice

Unit III – Political Islam**12 hours**

- a) Islam and democracy
- b) Islam and secularism
- c) Islam and nationalism
- d) Islam and minorities

Unit IV– Muslim political thinkers**12 hours**

- a) Abul Hasan Mawardi
- b) Mohammad Fazlur Rahman
- c) Rashid Al-Ghannushi
- d) Mohammad Amara

Reference Books:

1. Usmani, Taqi. (2017). *Islam and Politics*. London: Turath Publishing.
2. Asad, Muhammad. (1961). *The Principles of State and Government in Islam*. California: University of California Press.
3. Khan, Tauqeer Muhammad. (2007). *Law of Governance in Islam*. New Delhi: Pentagon Press.
4. Watt, W. Montgomery. (1968). *Islamic Political Thought*. Edinburgh: EUP.
5. Fahad, Ubaidullah. (2007). *Islamic Shura: Religion, State and Democracy*. New Delhi: Serial Publications.
6. Qarzawi, Yusuf. (2017). *Maashre me Ghair Muslimon ke Huqooq wa Faraiz*. Islamabad: Idara Tahqeeqat e Islami,
7. Maududi, Abul Ala. (2017). *Islami Nizam e Zindagi Aur Us ke Bunyadi Tasawwarat*. New Delhi: MMI Publishers (Revised edition).

Teaching-Learning Strategies in brief

Teaching and learning is through classroom teaching, discussion and debate, two-way question and answer sessions, presentations, guided self-study, and online resources.

Assessment methods and weightages in brief

A variety of assessment methods that are appropriate to the subject area and programme of study are used to assess progress towards the CLOs and PLOs. Priority is given to formative assessment. Progress towards achievement of learning outcomes is assessed using the following: time-constrained end-semester examinations, and internal assessment based on written tests; assignments; oral presentations, including seminar presentation, attendance etc. and other approaches as per the context and need.

COURSE DESIGN
DEPARTMENT OF ISLAMIC STUDIES

Name of the Academic Program: BA (Hons.) Islamic Studies

Course Code: BAIS-601 C; Title of the Course: Islam in India (Core/Compulsory Course)

L-T-P: 5 – 1 - 0

Credits 06

(L=Lecture hours, T=Tutorial hours, P=Practical hours)

COURSE LEARNING OUTCOMES (CLOs) (5 TO 8)

After completing this Course, the students should be able to

CLO 1. Explain the advent of Islam and the establishment of Muslim rule in India. (cognitive level: Understand)

CLO 2. Understand the differences between the colonial rule and Muslim rule in India. (cognitive level Analyze)

CLP 3. Explain the development of Indo-Islamic culture in India. (cognitive level: Understand)

CLO 4. Discuss the Development of Arts, literature and Science during the Muslim rule. (cognitive level Analyze)

CLO 5. Discuss the establishment of British rule and its effects on Indian society. (cognitive level Analyze)

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Programme Specific Outcomes (PSOs)

	PLO 1	PL O 2	PL O 3	PL O 4	PL O 5	PL O 6	PL O 7	PL O 8	PL O 9	PL O 10	PL O 11	PL O 12	PS O 1	PS O 2	PS O 3	PS O 4
CLO1	1	1	1	1	1	1	1	1	1	1	2	3	2	1	1	1
CLO2	1	1	1	1	1	1	1	1	1	1	2	3	2	1	1	1
CLO3	1	1	1	1	1	1	1	1	1	1	2	3	2	1	1	1
CLO4	1	1	1	1	1	1	1	1	1	1	2	3	2	1	1	1
CLO5	1	1	1	1	1	1	1	1	1	1	2	3	2	1	1	1

Detailed Syllabus:

BAIS-601-C- Islam in India

This paper deals with the history of the advent of Islam in India and its expansion since then. It also explores different periods of Muslim rule in India till the colonization of British as well as the independence struggle from the British Raj. The post-independence era of India and issues of Indian Muslims constitutes an important place in this paper.

Unit I- Advent of Islam in India and its Expansion

12 hours

- a. Advent of Islam in India
- b. Conquest of Sindh

- c. Establishment of Delhi Sultanate
- d. Sufism in India

Unit II- The Mughal Period

12 hours

- a. Establishment of the Mughal dynasty
- b. The development of Indo-Islamic art and culture
- c. Influence of Islam on Indian society and vice versa
- d. Decline of the Mughals

Unit III- Islam in British India

12 hours

- a. The Establishment of British Rule in India
- b. Muslims under the British rule.
- c. The role of Muslims in the freedom struggle
- d. End of the British rule and independence of India

Unit IV- Muslims in Post-Independent India

12 hours

- a) Constitutional rights of Muslims
- b) Socio-economic conditions of Muslims
- c) Educational status of Muslims
- d) Contemporary challenges of Muslims in India

Reference Books:

1. Mujeeb, M. 2003, *Indian Muslims*. Munshirm Manoharlal Pub Pvt Ltd, New Delhi
2. Titus, Murray. (2005). *Islam in India and Pakistan*: Munshiram Manoharlal Publishers, New Delhi
3. Hussain, Yusuf. (1973). *Glimpses of Indian Culture*. Asia Publishing House, New York.
4. Mujeeb, M. (1972). *Influence of Islam on Indian Society*. Meenakshi Prakashan, Delhi
5. Ahmad, Aziz. (1999). *Islam in the Indian Environment*, Oxford India Paperbacks, India.

Teaching-Learning Strategies in brief

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Assessment methods and weightages in brief

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COURSE DESIGN
DEPARTMENT OF ISLAMIC STUDIES

Name of the Academic Program: BA (Hons.) Islamic Studies

Course Code: BAIS-602-C; Title of the Course: Colonialism, Modernity and Islam (Core Course)

L-T-P: 5-1-0

Credits: 06

(L = Lecture Hours, T = Tutorial Hours, P = Practical Hours)

COURSE LEARNING OUTCOMES (CLOs)

After completing this Course, the students should be able to:

CLO-1- Analyze the strategic and imperialistic implications of French Invasion of Egypt on Arab society. (cognitive level: Analyze)

CLO-2- Discuss the nature of colonial challenges faced by Muslims in the modern age. (Cognitive level: Analyze)

CLO-3- Analyze how colonial challenges led to emergence of Islamic modernism and the way it represented Islamic worldview amid this environment (Cognitive level: Analyze)

CLO-4- Explain the advent of the modernity in the Muslim world. (Cognitive level: Create)

CLO-5- Evaluate Muslim intellectual response to colonialism in India. (cognitive level: Evaluate)

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Programme Specific Outcomes (PSOs)

	PL O 1	PL O 2	PLO 3	PL O 4	PL O 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11	PLO 12	PS O 1	PS O 2	PS O 3	PS O 4
CLO1	1	1	1	1	1	1	1	1	1	2	1	3	1	1	1	3
CLO2	1	1	1	1	1	1	1	1	1	2	1	3	1	1	1	3
CLO3	1	1	1	1	1	1	1	1	1	2	1	3	1	1	1	3
CLO4	1	1	1	1	1	1	1	1	1	2	1	3	1	1	1	3
CL 05	1	1	1	1	1	1	1	1	1	2	1	3	1	1	1	3

Detailed Syllabus:

This paper aims at enlightening the students as to what was the nature of colonial challenges faced by Muslims, how did they responded to that and how it led to emergence of Islamic Modernism and the way it represented to the Islamic worldview amid this environment.

Unit I- Renaissance and its aftermath

12 hours

- a) Renaissance in Europe
- b) Industrial revolution and its impact
- c) European struggle for the sea-routes
- d) British supremacy in the Persian Gulf

Unit II- Colonialism and Islam

12 hours

- a) Colonialism: an introduction
- b) Napoleon's invasion and occupation of Egypt
- c) Colonialism and the Arab world
- d) Effects of colonialism on the Muslim world

Unit III- Modernity and Islam

12 hours

- a) Modernity
- b) Modernity in the Muslim world
- c) Modernity and Islam
- d) Muslim Modernists (Rafa Rafe Tahtawi, Obaidullah Sindhi, Mumtaz Ali)

Unit IV- Muslim response to colonialism & modernity in India

12 hours

- a) Islamic revivalism (Jamat-e- Islami)
- b) Promoting orthodoxy (Deobandi & Brailvi movements)
- c) Composite nationalism (Jamiatul Ulama)
- d) Islamic Modernism (Ghulam Ahmad Pervez)

Reference Books:

- 1) Antonius, George. (2015). *The Arab Awakening: The Story of the Arab National Movement*. Brattleboro: Echo Point Books and Media.
- 2) Al-Qasimi, S.M. (2017). *The Myth of Arab Piracy in the Gulf*. London: Routledge.
- 3) Reinhard, Wolfgang. (2011). *A short history of colonialism*. Manchester: Manchester University Press.
- 4) Monroe, Elizabeth. (1981). *Britain's Movement in the Middle East*. Baltimore: John Hopkins University Press.
- 5) Adelson, Roger. (1995). *London and the invention of the Middle East*. Connecticut: Yale University Press.
- 6) Hunter, Shireen.(2008). *Reformist Voices of Islam: Mediating Islam and Modernity*. New Delhi: Pentagon Press.
- 7) Rahman, Fazlur. (1982). *Islam and Modernity: Transformation of an Intellectual Tradition*. Chicago: University of Chicago Press.

Teaching-Learning Strategies in brief

Teaching and learning is through classroom teaching, discussion and debate, two-way question and answer sessions, presentations, guided self-study, and online resources.

Assessment methods and weightages in brief

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COURSE DESIGN
DEPARTMENT OF ISLAMIC STUDIES

Name of the Academic Program: BA (Hons.) Islamic Studies

Course Code: BAIS 603-E; Title of the Course: Islam in Central Asia (Elective course)

L-T-P: 5-1-0

Credits: 06

(L=Lecture hours, T=Tutorial hours, P=Practical hours)

COURSE LEARNING OUTCOMES (CLOs)

Upon successful completion of the course, the students will be able to:

- CLO1 Explain the condition of Central Asia before the advent of Islam. (Cognitive level: Understand)
- CLO2 Analyze the advent of Islam in central Asia. (Cognitive level: Analyze)
- CLO3 Examine some major dynasties of Central Asia. (Cognitive level: Evaluate)
- CLO4 Trace the decline of Muslims and contemporary conditions there. (Cognitive level: Apply)
- CLO5 Explain the basic features of Muslim dynasties.(Cognitive level: Understand)

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Programme Specific Outcomes (PSOs)

	PL O 1	PL O 2	PL O 3	PL O 4	PL O 5	PL O 6	PL O 7	PL O 8	PL O 9	PL O 10	PL O 11	PL O 12	PSO 1	PSO 2	PSO 3	PSO 4
CLO1	1	1	1	1	1	1	1	1	1	1	1	3	3	1	1	1
CLO2	1	1	1	1	1	1	1	1	1	1	1	3	3	1	1	1
CLO3	1	1	1	1	1	1	1	1	1	1	1	3	3	1	1	1
CLO4	1	1	1	1	1	1	1	1	1	1	1	3	3	1	1	1
CLO5	1	1	1	1	1	1	1	1	1	1	1	3	3	1	1	1

Detailed Syllabus:

The aim of this paper is to provide information about the Muslims rule in central Asia. After studying this paper student will be able to understand the causes of the success and decline of the Muslims in central Asia also the development of the region at that time.

Unit I – Conquest of Central Asia & early dynasties

12 hours

- a) Central Asia before Islam
- b) Islam in Central Asia
- c) Samanids & Ghaznavids
- d) Qarakhanids & Khwarizmshahids

Unit II – Muslim rule in Central Asia**12 hours**

- a) Central Asia during 13 century
- b) Golden Hordes (1226-1502)
- c) Chaghatais (1227-1370)
- d) Timurids (1366-1506)

Unit III – Intellectual Development of Central Asia**12 hours**

- a) Bukhara & Samarqand (knowledge hubs)
- b) Al-Farabi
- c) IbnSina
- d) Al-Biruni

Unit IV – Contemporary Central Asia**12 hours**

- a) Muslim states of Tsarist Russia
- b) Muslims in Central Asia before and after 1917
- c) Emergence of independent Muslim states
- d) Muslims in Central Asian Republics

Reference Books:

1. Saulat, Sarwat. (1989). *Millat-e-Islamia ki Mukhtasar Tarikh*. Lahore: Islamic Publishers.
2. Shah, Moinuddin. (1939). *Tarekh e Islam*. Azamgarh: Maarif Press Azamgarh.
3. Khan, Akbar Shah. (2004). *Tarekh e Islam*. Lahore: Maktaba Khalil Lahore.
4. Ali, Syed Ameer. (1899). *History of the Saracens*. London: Macmillan and Co., Ltd.
5. Lewis, Bernard. (2002). *Arabs in History*. USA: Oxford University Press

Teaching-Learning Strategies in brief

Teaching and learning is through classroom teaching, discussion and debate, two-way question and answer sessions, presentations, guided self-study, and online resources.

Assessment methods and weightages in brief

A variety of assessment methods that are appropriate to the subject area and programme of study are used to assess progress towards the CLOs and PLOs. Priority is given to formative assessment. Progress towards achievement of learning outcomes is assessed using the following: time-constrained end-semester examinations, and internal assessment based on written tests; assignments; oral presentations, including seminar presentation, attendance etc. and other approaches as per the context and need.

COURSE DESIGN
DEPARTMENT OF ISLAMIC STUDIES

Name of the Academic Program: BA (Hons.) Islamic Studies

Course Code: BAIS-604-E; Title of the Course: Muslim Sects (**Generic Elective**)

L-T-P: 5-1-0

Credits: 06

(L = Lecture Hours, T = Tutorial Hours, P = Practical Hours)

COURSE LEARNING OUTCOMES (CLOs)

After completion of this course, students should be able to-

CLO 1 Appraise the freedom of thought in Islam and observe the concept and etiquettes of difference of opinion in Islam. (cognitive level: Analyze)

CLO 2 Infer major causes of differences among Muslim sects such as Political causes, Religious causes, Social causes, Individual causes (cognitive level: Analyze)

CLO 3 Categorize the early sects of Islam Kharijiya, Qadriya, Jabriya Murjiya and compare their teachings. (cognitive level: Apply)

CLO 4 Discuss the major doctrinal divisions among Mutazila, Asharia (cognitive level: Understand)

CLO 5 Discuss the doctrinal divisions among Hanabila/ Salafia and Shia (cognitive level: Understand)

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Programme Specific Outcomes (PSOs)

	PLO 1	PLO 2	PLO 3	PL O 4	PL O 5	PLO 6	PL O 7	PLO 8	PLO 9	PL O 10	PLO 11	PLO 12	PS O 1	PS O 2	PS O 3	PS O 4
CLO1	1	3	3	1	1	1	1	1	1	1	1	1	2	1	1	1
CLO2	1	3	3	1	1	1	1	1	1	1	1	1	2	1	1	1
CLO3	1	3	3	1	1	1	1	1	1	1	2	1	2	1	1	1
CLO4	1	3	3	1	1	1	1	1	1	1	2	1	2	1	1	1
CLO5	1	3	3	1	1	1	1	1	1	1	1	1	2	1	1	1

The aim of this paper is to provide deep information about the Muslim sects in early period. After studying this paper student will be able to understand the causes of the development of these sects and their decline.

Unit I- Islamic concept of *Ikhtelaf* (Difference of opinion) 12 hours

- a) Human nature and difference of opinion
- b) Freedom of thought in Islam
- c) Concept of *Ikhtelaf* in Islam
- d) Etiquette of *Ikhtelaf* in Islam

Unit II- Causes of differences**12 hours**

- a) Political causes
- b) Religious causes
- c) Social causes
- d) Individual causes

Unit III- Early Sects**12 hours**

- a) Kharijiya
- b) Qadriya
- c) Jabriya
- d) Murjiya

Unit IV- Doctrinal Divisions**12 hours**

- a) Mutazila
- b) Asharia
- c) Hanabila/ Salafia
- d) Shia

Readings

1. Sharastani, M.A. (1984). *The Muslim Sects and Divisions*. Kegan Paul, London
2. Mutahhari, Murtadha. (2003). *Scholastic Theology*. London: Darul Hadi Publications.

Teaching-Learning Strategies in brief

Teaching and learning is through classroom teaching, discussion and debate, two-way question and answer sessions, presentations, guided self-study, and online resources.

Assessment methods and weightages in brief

A variety of assessment methods that are appropriate to the subject area and programme of study are used to assess progress towards the CLOs and PLOs. Priority is given to formative assessment. Progress towards achievement of learning outcomes is assessed using the following: time-constrained end-semester examinations, and internal assessment based on written tests; assignments; oral presentations, including seminar presentation, attendance etc. and other approaches as per the context and need.

COURSE DESIGN
DEPARTMENT OF ISLAMIC STUDIES

Name of the Academic Program: BA (Hons.) Islamic Studies

Course Code: BAIS-605-E; Title of the Course: Islamic Economics & Finance
(Elective/ Choice-based Course)

L-T-P: 5-1-0

Credits: 06

(L = Lecture Hours, T = Tutorial Hours, P = Practical Hours)

COURSE LEARNING OUTCOMES (CLOs)

After completing this course, the students should be able to:

CLO-1. Discuss the economic and financial system according to Islamic teachings. (Cognitive level: Evaluate)

CLO-2. Discuss principles of Islamic economics and derive them from basic sources of Islam. (Cognitive level: Evaluate)

CLO-3. Explain rationale of prohibition of *Riba*(interest) in Islam and its alternative in Islamic economic system. (Cognitive level: Analyze)

CLO-4. Analyze the rules and regulations of contracts and transactions in Islamic perspective. (Cognitive level: Analyze)

CLO-5. Identify the challenges of globalization facing Islamic economics and finance in contemporary world. (Cognitive level: Apply)

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Programme Specific Outcomes (PSOs)

	PL O 1	PL O 2	PL O 3	PL O 4	PL O 5	PL O 6	PL O 7	PL O 8	PL O 9	PL O 10	PL O 11	PL O 12	PS O 1	PS O 2	PS O 3	PS O 4
CLO1	1	1	1	1	1	1	1	1	1	2	3	1	1	3	1	1
CLO2	1	1	1	1	1	1	1	1	1	2	3	1	1	3	1	1
CLO3	1	1	1	1	1	1	1	1	1	2	3	1	1	3	1	1
CLO4	1	1	1	1	1	1	1	1	1	2	3	1	1	3	1	1
CLO5	1	1	1	1	1	1	1	1	1	2	3	1	1	3	1	1

Detailed Syllabus:

This paper is designed to understand the economic and finance system according to the teachings of Islam. Islamic economics and finance is an emerging and progressing area of Islamic studies in which a student can pursue expertise in further course of his/her education.

Unit 1- Principles of Islamic Economic System

12 hours

- a. Resources, Cooperation, *Adalah*(Justice) and *Falaah*(Success)
- b. Distribution of Wealth: *Zakat*, *Sadaqah*, *waqf* and *Inheritance*
- c. Private and Public ownership in Islam

d. Role and Responsibility of State

Unit 2 - Riba, Prohibitions and Revenue in Islam

12 hours

- a. Riba (Interest) and its type.
- b. Rationale of Prohibition of Riba
- c. Prohibition of gharar (uncertainty), maysir (gambling), hoarding and deceit
- d. Public Revenue in Islam: Ushr, Kharaj ,Khums and Fai

Unit 3- Islamic Contracts and Transactions

12 hours

- a Rules of Islamic Contract
- b. Musharakah and Mudarabah
- c. Murabaha and Ijara
- d. Sukuk (Bonds) and Takaful (Insurance)

Unit 4- Contemporary Issues

12 hours

- a. Islamic Finance Industry in Malaysia –A Brief Introduction
- b. Shariah Governance
- c. Globalization and challenges to Islamic Finance
- d. Regulatory Bodies : AAOIFI, IFSB and IIFM

Reference Books:

1. Khan, Muhammad Akram. (1994). *An Introduction to Islamic Economics*. Islamabad: IIIT.
2. Askari, Iqbal & Mirakhor. (2015). *Introduction to Islamic Economics*. Singapore: WILEY.
3. Siddiqui, Muhammad Najatullah. (2004). *Riba, Bank Interest and the Rationale of Its Prohibition*. New Delhi: MMI Publishers.
4. Chapra, Umer. (2016). *Prohibition of Interest*. New Delhi: MMI Publishers.
5. Aldhoni, Abdul Karim. (2011). *The Legal and Regulatory Aspects of Islamic Banking*. USA: Routledge.
6. Roubaie & Alvi. (2010). *Islamic Banking and Finance*. USA: Routledge.
7. Siddiqui, Nejatullah. (2016). *Ghair soodi Bankari*. New Delhi: MMI Publishers.
8. Siddiqui, Haider Zaman. (1950). *Islam Ka Maashi Nizam*. Lahore: Kitab Manzil.

Teaching-Learning Strategies in brief

Teaching and learning is through classroom teaching, discussion and debate, two-way question and answer sessions, presentations, guided self-study, and online resources.

Assessment methods and weightages in brief

A variety of assessment methods that are appropriate to the subject area and programme of study are used to assess progress towards the CLOs and PLOs. Priority is given to formative assessment. Progress towards achievement of learning outcomes is assessed using the following: time-constrained end-semester examinations, and internal assessment based on written tests; assignments; oral presentations, including seminar presentation, attendance etc. and other approaches as per the context and need.
